



**ARTICLES MASTERY OF GRADE VIII-2
STUDENTS SMP NEGERI 5 SIABU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

MISBAHANNUM
Reg. No: 10 340 0091

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE INSTITUTE FOR ISLAMIC STUDIES
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2015

Term : Thesis
a.n. Misbahannum
Appendix : 7 (seven) Exemplars

Padangsidimpuan, 11 May 2015

To:
Dean Tarbiyah and Teacher
Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to MISBAHANNUM, entitled "Articles Mastery of Grade VIII-2 Students SMP Negeri 5 Siabu". We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb

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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

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Registration Number : 10 340 0091
Faculty/Department : Tarbiyah/ and Teacher Training Faculty/TBI-3
Thesis : ARTICLES MASTERY OF GRADE VIII-2

STUDENTS SMP NEGERI 5 SIABU

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verses 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.



Padangsidimpuan, 27 April 2015

Declaration Maker

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As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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EXAMINERS

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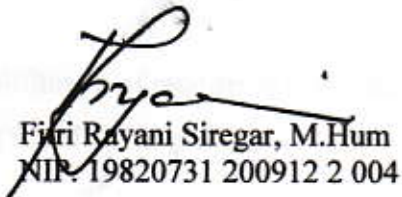


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The Thesis with Title : ARTICLES MASTERY OF GRADE VIII-2
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Name : MISBAHANNUM

Reg. No : 10. 340 0091

The thesis has been accepted as a partial fulfillment of requirement for degree
of Graduate of Islamic Education (S.Pd.I) in English.



Padangsidimpuan, 20 May 2015

Dean
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May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 27 April 2015
The Researcher



MISBAHANNUM
Reg. No. 10 340 0091

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ABSTRACT

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REG. NUMBER : 10.340.0091
FACULTY/DEPARTMENT : TARBIYAH AND TEACHER TRAINING
FACULTY/TBI-3
THESIS TITLE : ARTICLES MASTERY OF GRADE
VIII-2 STUDENTS SMP NEGERI 5
SIABU

This research focused about articles mastery of grade VIII-2 students SMP Negeri 5 Siabu specifically indefinite articles. The formulation of the problem this research were taking about students' articles mastery in a/an of grade VIII-2 students SMP Negeri 5 Siabu, students' difficulties in articles mastery in a/an of grade VIII-2 students SMP Negeri 5 Siabu and part that students' get difficulties in articles mastery of grade VIII-2 SMP Negeri 5 Siabu.

The research was conducted with qualitative approach and descriptive method. There were 19 students as sample of analytical unit from 60 students of grade VIII-2 students SMP Negeri 5 Siabu. There were 3 instruments in collecting data: test, interview and observation. Data was processed and descriptive with qualitative procwss.

Based on the result of research, researcher found that the students' articles mastery of hrade VIII-2 SMP Negeri 5 Siabu was enough category (49.57%) and those were the students difficulties of grade VIII-2 students SMP negeri 5 Siabu in article mastery in the students in mastering articles: first. The students; were difficult in mastering indefinite articles. Second, students were difficult in selecting a/an. third. The student difficulties in using vocabulary, finally, almost of the students said that, the part that students got difficulties in student in mastering articles, specifically it was indefinite articles "an" because they did not comprehend about vowel and consonant sound correctly.

CURRICULUM VITAE

A. Identity

Name : MISBAHANNUM
Nim : 10 340 0091
Place and birthday : Hutapuli ,Desember 27th 1981
Sex : Female
Religion : Islamic
Address : Hutapuli

B. Parent

1. Father's name : PARLINDUNGAN NASUTION
2. Mother's name : NURHIDAYAH LUBIS

C. Educational background

1. Graduated from Elementary School of SDN 146944 hutapuli in 1993 – 1994.
2. Graduated from Junior High School of MAS SUBULUSSALAM in 1996 – 1997.
3. Graduated from Senior High School of MA AL-ISTIQOMAH in 2000 – 2001.
4. Be College student in Faculty State Institute for Islamic Studies (IAIN) Padangsidempuan.

Appendix I

OBSERVATION GUIDANCE

1. The process learns and method conducted by English teacher in SMPNegeri5 Siabu.
2. The behavior and environment of students in English learning process.
3. The using medias in SMPNegeri5 Siabu.
4. Observe the mastery of students in learning process.

Appendix II

List of interview

1. Interview To the teacher
 - a. How do you think about students' articles mastery at grade VIII-2 students SMP Negeri Siabu?
 - b. Do the students' able to write some articles?
 - c. How far the students' ability in mastering articles?
 - d. What are the students' difficulties in mastering articles?
 - e. How many students have maximally ability in mastering articles?
 - f. How many students' have enough ability in mastering articles?
 - g. How many students have low ability in mastering articles?
 - h. Which part that students' get difficult to mastery articles?
 - i. What are teachers' efforts to solve the students' difficulties in mastery articles?
2. Interview To the students
 - a. How do you think about your articles mastery?
Bagaimana menurut anda penguasaan kata sandang anda?
 - b. Do you can write some articles with easy when your teacher give you ask?
Apakah anda dapat menulis beberapa kata sandang dengan mudah ketika guru anda menyuruh anda memberikan pertanyaan?
 - c. What your difficulty -tolerated by teacher?
Apakah kesulitan anda di mahlumi oleh guru?
 - d. How do you think about the activities of teaching and learning articles in your class?
Bagaimana menurut anda aktifitas belajar mengajar kata sandang di kelas?
 - e. Which part you feel difficult to write when you learning articles a or an?

Pada bagian mana yang kamu rasa sulit untuk ditulis ketika belajar kata sandang a atau an?

f. Does your teacher help you when have problem in learning articles?

Apakah guru anda membantu ketika anda mendapat masalah dalam belajar kata sandang?

g. What are you do to solve your problems in learning articles?

Bagaimana cara yang anda lakukan untuk mengatasi kesulitan anda dalam belajar kata sandang?

APPENDIX III

Name:.....

Class:.....

Fill the blank space with suitable articles in the following simple sentences?

1. Would you like to eat.....Apple?
2. We live in..... small village.
3. A. Do you like..... Orange?
B. yes I do.
4. My sister is teacher
5. There is a tiger in the zoo. The tiger is.....animal
6.eagle is a bird.
7. I bought bag
8. I will like to be..... English teacher
9. A. what do you like?
B. I likebanana
10. There are seven days in..... week
11. I saw..... Accident last night
12. Tom's mother is..... doctor

13. He is.....islam
14. Budi have..... Sheep
15. I hate..... ant
16. Elephant is my favorite animal
17. What nice cake
18. We drive..... automobile
19. Do you have.....Car?
20. Would Tina bough.....apple in the market last night..
21. My uncle is.....photographer. he is very busy every Sunday
22. I like to be.....actress?
23. Sun is shining
24. Toni: How many uncles do you have?
Rita: I have.....uncle.
25. He cooks.....egg in the kitchen this evening.
26. Jakarta is capital of Indonesia.
27. I likebanana
28. Do you often take bath with..... soap
29. Ceylon is.....island
30. We are given.....horse for you.
31. We dinner in restaurant
32. I have..... umbrella
33. Is George.....Indonesian? No, he is not.

34. I drinkcup of coffee every night.
35. Lion is.....king of beasts
36.air is cold today.
37. I need Apartment.
38. Aladin had.....wonderful lamp.
39. Sari is.....engineer.
40. I am writingletter.
41. We listen to..... English CD.
42. I need..... blue pen.
43. Emily needs..... new desk in her room.
44. She has..... exercise book in her school bag.
45. The speed of this car was 160 miles..... hour.
46. Let's sing.....song.
47. Ben has..... old bike.
48. They finished..... unit.
49. Peter has..... aunt in Berlin.
50. Lucy has..... dog.

APPENDIX IV

Key Answer

1. an	20. an	39. an
2. a	21. a	40. a
3. an	22. an	41. an
4. a	23.a	42. a
5. an	24. an	43. a
6. an	25. an	44. an
7. a	26.a	45. an
8. an	27. a	46. a
9. a	28. a	47. an
10. a	29. an	48. a
11. an	30. A	49. an
12. a	31. A	50. a
13. an	32. an	
14. a	33. an	
15. an	34. a	
16. an	35. a	
17. a	36. an	
18. an	37. an	
19. a	38. a	

APPENDIX V

Table 9
Result of Indefinite Articles Test Based on
Article Test in SMP Negeri 5 Siabu

No	Students Initial	Correct/Students	Fault/Students
1	AN	37	13
2	AA	40	10
3	ES	20	30
4	HJ	24	26
5	IS	22	28
6	MM	38	12
7	MS	19	31
8	MA	35	15
9	MH	26	24
10	NA	28	22
11	NJ	18	32
12	NL	13	37
13	PB	19	31
14	RN	15	35
15	RR	9	41
16	SN	25	25
17	SA	37	13
18	SK	24	26
19	WE	24	26
Total		471	479

To complete the result of research, researcher related the result of writing test collectively they were: To get the presentation of indefinite articles test result, researcher makes a formula to find the mean score. Based on AnasSudijono, the formula is:

$$M = \frac{\sum x^1}{N} = \frac{\text{correct value}}{19 \times 50 \times 2} \times 100\% = \frac{468 \times 2}{1900} = \frac{936}{1900} \times 100\% = 49,26\%$$

After analyzing the data, it was gotten that the score of the mean score (M) of articles mastery at grade VIII-2 SMP Negeri 5 Siabu in 2014/2015 academic year was 49,26 and it can be categorized into enough category.

¹AnasSudijono, *pengantar statistic pendidikan*, (Jakarta: pt. raja grafindopersada, 1987), p.81

Appendix VI

ARTICLESMASTERY AT GRADE VIII-2 STUDENTS SMP NEGERI 5 SIABU

NO	Initial Name	Respondent Answer with α Of Each Item Number																									SUM
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AN	0	2	2	2	0	2	2	0	2	2	0	0	0	2	2	0	2	2	2	2	2	2	2	0	2	34
2	AA	0	2	2	2	0	2	2	2	2	2	0	0	2	2	2	0	2	2	2	2	2	2	2	0	2	38
3	ES	2	2	2	2	0	2	0	0	2	0	0	0	2	0	2	2	2	0	2	2	2	0	2	2	2	32
4	HJ	0	0	0	2	0	2	2	0	2	0	2	2	2	0	0	0	2	0	0	0	0	0	0	0	2	18
5	IS	0	2	0	2	2	0	0	0	0	0	2	2	2	0	0	0	0	0	0	0	0	2	2	0	2	18
6	MM	0	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	38
7	MS	0	2	0	0	2	2	0	0	2	0	0	0	0	2	2	0	0	2	2	2	2	2	2	0	2	24
8	MA	2	2	0	2	2	2	2	0	2	2	0	2	2	0	2	2	0	2	2	0	0	0	2	2	2	34
9	MH	0	0	0	2	0	0	0	2	2	0	0	2	2	2	0	2	0	0	2	0	2	2	2	2	0	24
10	NA	0	0	0	2	0	2	2	0	0	0	2	2	2	0	0	0	2	0	2	0	2	0	2	0	2	22
11	NJ	2	2	2	2	0	2	2	0	2	0	0	0	2	0	2	0	2	0	2	2	2	0	2	2	2	32
12	NL	0	2	0	2	2	0	0	0	2	0	0	0	0	0	2	0	0	0	2	2	2	2	2	0	2	20
13	PB	0	2	0	0	0	0	0	0	2	0	0	2	2	2	0	0	0	0	0	0	2	2	2	0	0	14
14	RN	0	2	0	0	2	0	0	2	0	2	0	2	0	0	2	2	0	2	0	0	2	2	2	0	2	24
15	RR	0	2	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	2	2	2	2	0	0	0	14	
16	SH	2	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	0	0	2	0	2	2	2	40
17	SA	0	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	40
18	SK	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0	2	2	0	2	2	2	2	44
19	WE	2	2	2	2	0	2	2	0	2	0	0	0	2	0	0	2	2	0	2	2	2	0	2	2	2	32
Total																									542		

The researcher calculated the score by using the following formula

$$= \frac{\Sigma \text{ score}}{\Sigma \text{ respondent} \times \Sigma \text{ item} \times \text{high score}}$$

$$= \frac{542}{19 \times 25 \times 2} \times 100 = 57,05\%$$

NO	Initial Name	Respondent Answer with anOf Each Item Number																									SUM
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AN	2	2	2	0	2	2	2	0	2	2	2	2	2	2	2	2	0	0	2	0	2	0	2	2	38	
2	AA	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2	0	2	0	2	2	40	
3	ES	2	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0	6	
4	HJ	2	2	2	0	0	2	2	2	0	0	0	2	2	2	2	0	2	2	0	0	2	0	2	2	30	
5	IS	2	0	0	2	0	0	0	2	2	2	2	0	2	0	2	0	0	0	2	0	2	0	2	2	26	
6	MM	0	2	2	0	0	0	2	2	0	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	36	
7	MS	0	0	2	0	0	2	2	0	0	2	0	0	0	0	2	0	0	0	2	0	2	0	0	0	14	
8	MA	2	2	2	0	2	0	2	0	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	40	
9	MH	2	0	2	0	2	0	0	0	2	2	0	2	0	0	2	2	2	2	0	2	2	2	0	2	30	
10	NA	2	2	2	0	0	2	2	2	0	0	2	0	2	0	2	2	0	2	2	2	0	2	0	2	32	
11	NJ	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
12	NL	0	0	0	0	0	2	2	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	8	
13	PB	2	0	0	2	0	2	0	0	0	2	2	2	0	2	0	2	0	0	0	2	2	2	0	2	26	
14	RN	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	4	
15	RR	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0	4	
16	SH	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	2	2	2	0	0	10	
17	SA	0	2	2	0	0	0	2	2	0	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	36	
18	SK	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	4	
19	WE	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0	0	0	0	0	0	0	0	4	
Total																									392		

The researcher calculated the score by using the following formula

$$\begin{aligned}
 &= \frac{\Sigma \text{ score}}{\Sigma \text{ respondent} \times \Sigma \text{ item} \times \text{high score}} \\
 &= \frac{392}{19 \times 25 \times 2} \times 100\% \\
 &= 41,26\%
 \end{aligned}$$

No	Initial Name	Respondent Answer with <i>a</i> Of Each Item Number																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AN	0	2	2	2	0	2	2	0	2	2	0	0	0	2	2	0	2	2	2	2	2	2	2	0	2	
2	AA	0	2	2	2	0	2	2	2	2	2	0	0	2	2	2	0	2	2	2	2	2	2	2	2	0	2
3	S	2	0	2	2	0	2	0	0	2	0	0	0	2	0	2	2	2	0	2	2	2	0	2	2	2	
4	HJ	0	0	0	2	0	2	2	0	2	0	2	2	2	0	0	0	2	0	0	0	0	0	0	0	2	
5	IS	0	2	0	2	2	0	0	0	0	0	0	2	2	2	0	0	0	0	0	0	0	2	2	0	2	
6	MM	0	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	
7	MS	0	2	0	0	2	2	0	0	2	0	0	0	0	0	2	2	0	0	2	2	2	2	2	0	2	
8	MA	2	2	0	2	2	2	2	0	2	2	0	2	2	0	2	2	0	2	2	0	0	0	2	2	2	
9	MH	0	0	0	2	0	0	0	2	2	0	0	2	2	2	0	2	0	0	2	0	2	2	2	2	0	
10	NA	0	0	0	2	0	2	2	0	0	0	2	2	2	0	0	0	2	0	2	0	2	0	2	0	2	
11	NJ	2	2	2	2	0	2	2	0	2	0	0	0	2	0	2	0	2	0	2	2	2	0	2	2	2	
12	NL	0	2	0	2	2	0	0	0	2	0	0	0	0	0	0	2	0	0	0	2	2	2	2	0	2	
13	PB	0	2	0	0	0	0	0	0	2	0	0	2	2	2	0	0	0	0	0	0	0	2	2	0	0	
14	RN	0	2	0	0	2	0	0	2	0	2	0	0	0	0	2	2	0	2	0	0	2	2	2	0	2	
15	RR	0	2	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0	0	
16	SH	0	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	0	0	2	0	2	2	2	
17	SA	0	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	
18	SK	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	0	2	2	0	2	2	2	
19	WE	2	2	2	2	0	2	2	0	2	0	0	0	2	0	0	2	2	0	2	2	0	0	2	2	2	

Appendix VI

ARTICLESMASTERY AT GRADE VIII-2 STUDENTS SMP NEGERI 5 SIABU

No	Initial Name	Respondent Answer Of Each Item Number																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	AN	2	0	2	2	2	0	2	2	2	0	2	2	2	2	0	2	0	2	2	2	2	2	0	2	2
2	AA	2	0	2	2	2	0	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2
3	ES	2	2	0	2	0	0	2	0	2	0	0	2	0	0	0	0	0	0	2	2	0	0	0	0	0
4	HJ	2	0	2	0	2	0	0	0	2	0	2	2	2	2	2	0	0	0	2	0	0	0	2	2	2
5	IS	2	0	0	2	0	2	2	0	2	2	0	0	0	0	2	2	0	2	0	2	0	2	0	0	2
6	MM	0	0	2	2	2	0	2	0	2	0	0	2	2	2	2	0	0	2	2	2	2	2	0	2	2
7	MS	0	0	0	2	2	0	0	0	0	2	2	2	2	0	0	0	0	2	2	0	0	0	0	0	0
8	MA	2	2	2	2	2	0	0	2	2	2	0	2	2	2	0	0	0	2	2	2	2	2	0	2	2
9	MH	2	0	0	0	2	0	0	2	2	0	0	0	0	0	2	2	2	2	2	0	0	2	0	0	0
10	NA	2	0	2	0	2	0	0	0	2	0	2	2	2	2	2	0	0	0	0	2	0	0	2	2	0
11	NJ	2	2	0	2	0	0	2	0	0	2	2	0	0	2	0	0	0	2	2	0	0	0	0	0	0
12	NL	0	0	0	2	0	0	0	0	0	2	2	0	0	2	0	0	0	2	2	0	0	0	0	0	0
13	PB	0	0	0	2	0	2	0	0	2	0	2	0	0	0	0	0	0	2	2	2	0	2	0	0	2
14	RN	0	0	0	2	2	0	0	0	0	2	0	0	0	0	0	2	2	0	0	0	2	0	0	0	0
15	RR	0	0	0	2	0	0	0	0	2	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
16	SH	0	2	0	2	0	0	2	0	2	2	2	2	0	2	0	0	2	0	2	0	0	0	2	0	0
17	SA	0	0	2	2	2	0	2	0	2	0	0	2	2	2	2	0	0	2	2	2	2	2	0	2	2
18	SK	0	2	0	2	0	0	2	0	2	2	2	2	0	2	0	0	2	0	2	0	2	0	2	0	0
19	WE	0	2	0	2	0	0	2	0	2	2	2	2	0	2	0	0	2	0	2	0	2	0	2	0	0

NO	Initial Name	Respondent Answer Of Each Item Number																									SUM
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
1	AN	0	2	2	2	2	0	2	2	2	2	0	0	2	2	2	0	2	2	2	0	2	2	0	2	2	74
2	AA	0	2	2	2	2	0	2	2	2	2	0	0	2	2	2	0	2	2	2	2	2	2	0	2	2	80
3	ES	0	2	0	0	2	2	2	0	2	0	0	0	2	0	2	2	2	0	0	0	2	0	2	0	2	40
4	HJ	2	2	0	2	0	0	2	0	2	0	2	2	0	0	0	0	0	0	2	0	0	2	0	2	2	48
5	IS	2	2	2	0	0	0	2	0	0	0	0	0	2	0	0	0	2	2	0	2	2	0	2	2	44	
6	MM	2	2	2	0	2	2	2	0	2	0	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	72
7	MS	0	0	0	0	2	2	2	0	0	0	0	0	2	2	2	0	2	2	2	0	2	0	0	0	2	38
8	MA	2	2	0	2	0	2	2	2	0	2	0	2	2	2	0	0	0	0	2	2	2	2	2	2	2	70
9	MH	2	2	2	2	0	2	2	2	0	0	2	2	2	0	0	0	2	2	2	2	2	0	2	2	0	52
10	NA	2	2	0	2	0	0	2	0	2	0	2	2	2	2	0	2	2	0	2	0	2	2	0	2	2	56
11	NJ	0	2	0	0	2	0	0	0	2	0	0	0	2	0	2	0	2	0	0	0	2	0	2	0	2	36
12	NL	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0	2	2	2	0	2	0	0	0	2	26
13	PB	2	2	2	0	0	0	2	0	0	0	0	0	0	2	0	0	0	2	2	0	2	2	0	2	0	38
14	RN	2	0	0	0	2	2	2	0	0	2	0	0	0	0	0	0	2	2	0	0	2	0	0	0	2	30
15	RR	0	0	0	0	0	0	2	0	0	0	0	0	2	0	2	0	2	2	0	0	0	0	0	0	0	18
16	SH	2	2	2	0	0	2	2	0	2	2	0	0	0	0	2	2	0	2	2	2	2	0	2	0	2	50
17	SA	2	2	2	2	2	2	2	0	2	2	0	2	2	2	2	0	2	2	2	2	2	2	0	2	2	74
18	SK	0	2	2	0	2	2	0	0	2	2	0	0	0	0	2	0	2	0	2	0	2	0	2	0	2	48
19	WE	0	2	2	0	2	2	0	0	2	2	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	48
Total																									942		

The researcher calculated the score by using the following formula

$$\begin{aligned}
 &= \frac{\Sigma \text{ score}}{\Sigma \text{ respondent} \times \Sigma \text{ item} \times \text{high score}} \\
 &= \frac{942}{19 \times 25 \times 2} \times 100\% \\
 &= 49,57\%
 \end{aligned}$$

CHAPTER I

INTRODUCTION

A. Background of the problem

Grammar is very important for every language. It is the basic knowledge in understanding a language. Grammar is the discipline that studies structure of sentences in human language. In grammar, article is one of part of English grammar. Studying articles as one of way to comprehend and to mastering English seems so very easy but students getting confuse about it. Many students do not understand well, the differences in using article in writing, speaking, and reading. However, students cannot avoid to use article in writing their sentences, in speaking, or even in reading. those subjects, students must comprehend the using and the function of article, how to put them in a sentence correctly. Moreover, the role of article in building up sentences is considered as a one of important thing that must be understood well.

In continuation, the researcher has interviewed the students of SMP Negeri 5 Siabu. Some of them said that they did not understand about article and they did not know how to put them correctly in a sentence.¹ In conclusion, students did not know the using and the function of articles in a

¹Interviewed with the students at grade VIII-2 SMP Negeri 5 Siabu, Thursday July 03rd 2014
At 05:40 Pm

sentence. So, in this term students should be familiar about article, especially its parts, it is about the using of indefinite article. But, in fact they had low achievement in comprehending article

Besides, according to the English teacher, there were some problems of students in mastering articles. He said that the students of SMP Negeri 5 Siabu could not use articles correctly in a sentence.² The first, they read English rarely. Reading many English materials could be as a good way to improve their comprehending about the using of article. The second, they were lack of enthusiasm in learning English it could be seen that they did not understand the using of article. It was because of low motivation from their parents they didnot encourage their children to learn English without a good support from students' parents, so students will be difficult to learn, in this case is about English. Encouragement from their family will be influence students' achievement.

The third, the students found difficulty to differentiate indefinite article *a* and *an*, it was because they only concerned with the letter of the articles, not its voice or sounds. It could be concluded that the students' mastery in article was still low. So, students should comprehend the following sound of words after the indefinite articles. So, based on explanation above, the researcher wanted to conduct qualitative research.

²Interviewed with Ahmad Mansur English teacher of grade VIII-2 SMP Negeri 5 Siabu. Monday 02nd June 2014 at 09:30 Pm.

Therefore, the researcher interested in carrying out a research entitle
**“ARTICLES MASTERY OF GRADE VIII-2 STUDENTS SMP
 NEGERI 5 SIABU”**.

B. Focus of the Problem

Based on the background above, the researcher focus on the
 problem about English grammar, article is one of the topic in English
 grammar, the articles is a or an (the indefinite) and the (the definite). So, in
 this research was limited the problem about articles only in a and an (the
 indefinite) of grade VIII - 2 SMP Negeri 5 Siabu.

C. Definition of Key Term

To reduce misunderstanding about the terms that used in this research, so,
 the researcher explained as follows:

1. Student.

Student is the person of study from elementary school until University,
 According to hornby states that the student is a person who is studying at
 school or colleg³. Furthermore, while in Indonesian dictionary the student
 is a learner especially on the grade of elementary, junior and senior high
 school⁴. Besides, Rama Yulis states in his book “Ilmu Pendidikan Islam”
 that student is the member of society that has effort to develop his/her self

³Hornby, *Oxford Advanced Learner's Dictionary*, (New York. Oxford University Press, 1995), P. 1187.

⁴Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), P. 1077

through education level process and kinds of certain education.⁵ Then, like Abudin Nata opinion states that student is all of the person who learn not only on the formal education institution but also on the informal education situation⁶. In addition, student can be defined as a raw material in transformation process in education⁷. So, based on those defenitions above, the researcher concluded students is people who study from elementary school, junior and senior high school, until university not only formal, but also in informal and nonformal education.

2. Mastery

Mastery is a comprehending about something have been learned, On Oxford Advance Learner Dictionary by Hornby state that mastery is complete knowledge or great skill or achieve mastery of several language.⁸ While in Indonesian dictionary state that mastery is comprehension or capability to use knowledge or skill.⁹ From those defenition above, the researcher concluded that mastery derived from complete knowledge, greet skill and comprehension or capability to use knowledge some one, especially to indefinite article.

⁵Rama Yulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2008). P. 77

249 ⁶ Abudin Nata, *Pendidikan Dalam Perspektif Hadits*, (Jakarta: UIN Jakarta Press, 2005), P.

169 ⁷ Rama Yulis dan Samsul Nizar, *Filsafat Pendidikan Islam*. (Jakarta: Kalam Mulia, 2010), P.

⁸Hornby, *Op. Cit.*, P. 721.

⁹Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Op. Cit.* P. 721

3. Article

Article is study of a, an, and the, it is the part of grammar, either of the words “a / an” (the indefinite) or “the” (the definite article).¹⁰ So, the researcher concluded article is element of grammar inside it study of two kind there are: the difinite and indefinite. The researcher focused in mastering indefinite articles.

Based on the expalanation above the meaning of research title “Mastery Articles of Grade VIII 2Students SMP NEGERI 5 Siabu” Is A Study About The Power Of Grade VIII - 2Students SMP NEGERI 5 Siabu in mastery article on a and an (the indefinite).

D. The Formulation of the Problem

Based of description above, the researcher would like to formulate some problems. The problems of this research are as follow:

1. How is the students’ articlesmasteryin a/an of grade VIII- 2 SMP NEGERI 5 Siabu?
2. What are the students’ difficulties in articles mastery in a/an of grade VIII - 2 SMP NEGERI 5 Siabu?
3. Which part that students get difficulties in articles mastery of grade VIII-2 SMP NEGERI 5 Siabu?

¹⁰As. Hornby, *Oxford Advanced Learner’s Dictionary Of Current English* (New York: Oxford University Press, 1995). P. 2.

E. The Aim of the Research

Based on formulation of the problem above, the aim of the research were explained in the following below:

1. To know the students' articles mastery in a/an of grade VIII - 2 SMP NEGERI 5 Siabu.
2. To know the students' difficulties in articles mastery in a/an of grade VIII - 2 SMP NEGERI 5 Siabu.
3. To know which part that students get difficulties in articles mastery of grade VIII - 2 SMP NEGERI 5 Siabu.

F. The Significances of the Research

The significances of this research as follows:

1. To add researcher knowledge about article.
2. As a learning to make teachers' insight in teaching and learning especially in articles in a/an (the indefinite).
3. To other research as an addition of material to do a further research in the same field.
4. As a source of knowledge to understand articles in a/an (the indefinite).

G. Outline of the Thesis

The outline of the thesis of five chapters, as follows:

The chapter one consists of background of the problems, focus of the problems, the formulation of the problem, the aim of the research, significances of the research, definition of key term.

Chapter two consists of theoretical description, review of related findings, and conceptual framework. Chapter of the three consists of research design, time and place of the research, source data, instrument of research, technique of data collection, and technique of data analysis and outline the thesis. Chapter four consists of the result of the research andchapter five consists of conclusions and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Description Theory

1. Students' Mastery

Students' mastery is full command or understanding of a subject. Students' mastery comes from two words; students and mastery. Students according to Oxford Advanced Learner's Dictionary said that "the student is a person who is studying at school or college".¹ Furthermore, a student is a learner, or someone who attends an educational institution, the English term (or its cognate in another language) is reserved for those who attend at school or college, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other language), although in the United States a person enrolled in grades K-12 is often called a student. In its widest use, student is used for anyone who is learning.² So, student is a learner while a schoolchild under the age of eighteen. According to Syaiful Bahri said that "student or learner is any person who receives an influence of a person or group of persons who carry out educational

¹Richard Nordquist "definition of students" accessed from <http://en.wikipedia.org/wiki/student> at July 14, 2014 on 09:30 pm).

²Syaiful Bahri, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2002), p.

activities.³ A student is a person or groups who carry out educational activities. Students' is a person who studies, or investigates or a person who is enrolled that for study at school, college, etc.⁴ So, students is person that studying formal and informal in the school or other two aims get science.

On the other hand, Mastery is great skillfulness and knowledge of some subject or activity; a good command of French".⁵ Next, the students' mastery is a power level of skill and knowledge from a person who studying in school or college in performing something. Mastery is Comprehensive knowledge or skill in a particular subject or activity.⁶ It can be concluded that the students is a person that studying at school not only elementary school, junior high school, senior high school until university. So, students' mastery in this thesis is a person who has level of skill and knowledge in written works that person is studying at junior high school up to a college and enabling one to do something well.

2. Article

a. Definition of article

⁴Victoria Neufalt& David B. Guralmik, *Webstern New World Collage Dictionary*(USA: macmillan, 1995), p. 2.

⁵Administrator“definitionofmastery”accessedfrom<http://www.hyperdictionary.com/dictionary/mastery> at July 14, 2014 retrieved on 10:18 pm).

⁶No name “definition/english/mastery”accessed from<http://www.oxforddictionaries.com/dy> accssed at November 27, 2014 retrieved on 12:54 Am.

Article is an important part in a sentence which consist of some words with meaning, and it is individual thing or element a class; a particular or item. Article is one of part studying in English grammar. According to Slamet Riyanto with Emilia NH and Leila NH said “articles are three of them are: a, an, and the.”⁷ Then article is a, an, and the, it is stated on oxford learner’s pocket dictionary that “article is part of grammar either word a, an, and the.”⁸ Part of grammar is a, an, and the. Robert Krohn said that the words a, an, and the, are called the articles.⁹ So, the articles is a, an, and the, it is part of grammar.

Further, Thomson and Martinet stated that “articles can be divided into the indefinite article contains of a, an, and the definite article contains of the”.¹⁰ In other hand, an article is word that combines with a noun to indicate the type of reference being made by noun. Articles specify the grammatical definiteness of the noun is some language extending to volume or numerical scope. The article in English language are the, a, and an. Among the classical parts of speech, article is considered a special category of adjectives. Some modern linguists prefer to classify them within a separate parts of

⁷ Slamet Riyanto, Emilia NH, et, al., *A Hand Book Of English Grammar An Effective Way To Master English* (Jogjakarta: Pustaka Belajar, 2009), p. 351.

⁸ AS, Hornby, *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2003), p.19.

⁹ Robert Krohn, *English Sentence Structure* (The University of Michigan Press: Binarupa Aksara, 1990), p. 54.

¹⁰ A. J. Thomson, *A Practical English Grammar* (New York: Oxford University Press, 1986), p. 2.

speech, determiner. So, the articles is parts of grammar either words a, an, and the combines a noun to indicate the type with reference made by a noun.

b. Kinds of articles

In general there are two kinds of articles. Articles are usually characterized as both definite and indefinite.

1) Definite article

Definite article is a determiner (the) that introduces a noun phrase and implies that the thing mentioned has already been mentioned, or is common knowledge. According to Jayanthidakshina, “definite article is an article which is used to refer to a particular person or thing is known as the definite article.”¹¹ So, a definite article indicates that its noun is a particular one identifiable to the listener.

It is may be something that the speaker has already mentioned, or it may be something uniquely specified. The definite article in English for both singular and plural noun is the. Marcella frank stated that “the traditionally called the definite articles, it is pronounced {ði} before words that begin sounds. So, the researcher concluded definite articles was the, and the definite articles is used

¹¹JayanthiDakshina Murthy, *Contemporary English Grammar* (Delhi: Shivan Printers, 1998), p. 51.

before singular-plural, countable and uncountable noun and for all gender.

2) Indefinite article

Indefinite article is a determiner (*a* and *an*) that introduces a noun phrase and implies that the thing referred to is non-specific. According to Jayanthi Dhaksina, “indefinite article is an article which does not refer to any particular person or things; it is known as the indefinite articles.”¹² An indefinite article indicates that its noun is not a particular one identifiable to the listener. It may be something that the speaker is mentioning for the first time, or its precise identity may be irrelevant or hypothetical, or the speaker may be making a general statement about any such thing. English uses *a*, *an*. The form *an*, is used before words that begin with a vowel sound (even if spelled with an initial consonant, as in *an hour*) and *a* before words that begin with a consonant sound (even if spelled with a vowel, as in *a European*). Furthermore, Collins Cobuild that “*a*, and *an*, are the commonest general determiner, they are sometimes called the indefinite article.”¹³ General determine is *a*, and *an*, sometimes called indefinite article.

¹²Jayanthi Dakshina Murthy, *Op. Cit.*, p. 51.

¹³ Collins Cobuild, *English Grammar* (London: The University Of Birmingham, 1990), p. 54.

In the other hand, a, and an, are used with singular count nouns, and indicate that you are talking about just one of something. Next, Betty SchramperAzar stated that “indefinite article is used by speaker uses generic to make generalizations. A generic noun represents whole class of things; it is not specific, real, concrete, thing but rather a symbol of a whole class.”¹⁴ So, indefinite articles is a, and an, it is used with singular countable noun. And it is sometime called general determine or indefinite article.

c. The Selection of ‘a’ or ‘an’

The selection between ‘a’ and ‘an’ is determined by sound.

There the hints are:

1. We use a:

a) Before a word beginning with a consonant sound.

For example:

1. a book
2. a pen
3. a teacher

2. We use an:

a. Before a word beginning with vowel sound.

For example:

¹⁴ Betty SchramperAzar, *Understanding And Using English Grammar* (Washington: Prantice Hall, 1989), P. A20

1. an apple
2. an exam
3. an umbrella

b. before a word beginning with a silent “h”

1. an hour
2. an honest
3. an heir

c. For things we can count.

For example:

1. an apple
2. a table
3. an egg

3. The usual meaning of A or AN:

a. A = one, for example:

1. she works in an office
2. I bought a newspaper

b. A = each/for each, for example:

1. This room is five dollars a week
2. He got Rp 25.000 a day

c. A / AN =, for example:

1. I am a teacher.
2. You are a student.

3. A cat is an animal.¹⁵

So, the selection of 'a' or 'an' by sound 3 part they are, use a before a word beginning with consonant sound, use an before a word beginning with vowel sound, a silent 'h', for things we can count, and use a or an. it is very important to comprehend by students.

d. The use of indefinite articles.

The indefinite article is used:

1) The indefinite is used in the sense of 'one of a'.

For examples:

a. I met a friend.

b. I read a novel

2) It is used to represent a whole class or in the sense of all or any.

For examples:

a. A doctor must love his patients.

b. A student should study.

3) In certain expression of quantity.

For examples:

a. I need a little milk.

b. Richard bought a dozen books.

4) It is used in the sense of 'one'.

For examples:

¹⁵Slamet Riyanto, Emilia NH, et, al, *Op. Cit.*, p. 351-353.

a. Tina brings a book.

b. Doni has a pen.

5) In expression of price, speed, ratio.

For examples:

a. Jenny eats three times a day.

b. Rudy sells the apple twenty thousand a kilo.

6) It is used in exclamatory sentences.

For example:

a. What a clever boy!

b. What a pretty girl!¹⁶

So, the using of the indefinite article there are six parts. The students is very important to mastery it. And then, George E. Wilson also gives addition about the uses of indefinite articles they were:

1) With the name of a profession, trade, or group.

For example:

a. He is an engineer.

b. His father is a lawyer.

2) To indicate or identify a person as being unknown to the speaker:

For examples:

¹⁶ A. J. Thomson, *A Practical English Grammar* (New York: Oxford University Press, 1986), p. 15-16.

- a. A Mr. Janik telephoned you.
 - b. A certain Steven Lamon asked for an appointed.
- 3) To designate one member of a family or to change a proper noun into common noun:

For examples:

- a. There is not a Rogers's still living in our town.
 - b. That man is a regular homer (a teller of long stories).
- 4) In expressions such as:

For examples:

- a. To be a pity on an average
- b. A short time ago such an impression
- c. To be a shame an interest in
- d. To have a headache, a cold quite an imposing
monument.¹⁷

From those expiations by some expert above, the researcher concluded that the infinite articles is used in the sense of 'one' of a to represent a whole class or in the sense of all or any, certain expressions of qua, expressions of quantity, of a price, speed, ratio, in exclamatory sentences, with t the name of a profession, trade, or group, trade, or group.

¹⁷ George E. Whison and Julia M. Burk, Let's Write English (New York: Litton Educational Publishing, 1980), p. A-8.

e. Omission of the article

The articles are omitted:

- 1) Before a common noun used in its widest sense.
Example: man, flower, book, house,
- 2) Before names of material nouns but an article is required when they are particularized.
Example: gold, cotton, glass, silver.
- 3) Usually before proper nouns.
Example: Japan, French.
- 4) Before abstract nouns used in a general sense.
Example: beauty, wisdom, honesty, pleasure.
- 5) Before languages.
Example: English, Arabic.
- 6) Before school, college, church, bed, table, hospital, market, prison, when these places are visited or used for their primary purpose.
- 7) Before names of relations, like father, mother, aunt, uncle.
- 8) Before predicative nouns denoting a unique position, a position that is normally held at one time by one person only. Like, chairman.
- 9) In certain phrases consisting of a transitive verb followed by object.
Example: to send, to set foot, to leave home.
- 10) In certain phrases consisting of a preposition followed by object.
Example: at home, by rain, on foot, by name, at noon.¹⁸

It can be concluded that there are 10 omissions of the article. There are no articles before a common noun, names of material nouns, proper nouns, abstract nouns, languages, school, names of relation, before predicative nouns denoting a unique position, in certain phrases consisting of a transitive verb and preposition followed by object.

¹⁸ Wren Martin, *High School English Grammar And Composition* (NDV: PrasadaRao, 1990), p.38-39.

B. Review Related Finding

This research related to Omar Sangkot with the title of research was “A Study on The Grade VIII Students Ability of SMPN 6 Sipirok to Use Articles In Sentence”. The result of this research the students’ ability use article in sentence is good.¹⁹

Secondly, this research also related to Nurlaily Khomsatun with the title “the students’ ability and errors in using articles for first year students at SMP Nagei Sampang” she found that, based on the research she concluded that the ability of first students at SMP Negeri 1 Sampang in 2007/2008 academic year was poor..²⁰

Finally, Mariati Harahap with the title was “A Study on the Students’ Ability in Using Articles at Grade VIII Mts Purbaganal Sosopan” the result of this research said that students’ ability in using article is enough.²¹

The researcher mention above research about the students’ ability used article in sentence, students’ mastery in using the article and the students’ ability in using articles. Here the research through the title: Articles Mastery of Grade VIII-2 Students SMP Negeri 5 Siabu.

¹⁹ Omar Sangkot, “A Study On The Grade VIII Students Ability of SMPN 6 Sipirok to Use Articles In Sentence” (Padangsidimpuan: UMTS, 2010).

²⁰ Nurlaily Khomsatun, The Students’ Ability and Errors in Using Articles For First Year Students at SMP Negeri 1 sampang (Malang: University of Malang, 2008).

²¹ Mariati Harahap, “A Study On The Students’ Ability In Using Articles At Grade VIII Mts Purbaganal Sosopan” (Thesis, STAIN Padang Sidimpuan, 2012).

CHAPTER III

RESEARCH METHODOLOGY

1. Place and Time of The Research

This research was conducted at SMP Negeri 5 Siabu which address Hutaraja village, Mandailing Natal regency, Sumatra Utara. The research had been done from June 2014 up to April 2015.

2. Kinds of The Research

This research used the qualitative research. Gay and Airasian said that: “qualitative approach is based on the collection data and analysis of non-numerical data such as observation, interviews, and other more discursive sources of information”.¹ Based on the method, this research used descriptive method. Gay and Airasian said that, “descriptive method is useful for investigating a variety of educational problem an issues and it is used to determine and describe the way thing”.² It may also compare how subgroups such as male and females or experienced and inexperienced teacher view issues and topic. Generally, the research which method, it is usually has not hypothesis, so the step of this research do not have a hypothesis. So, the aim of the research was to describe the real

¹ L. R. Gay & Peter Airasian, *Educational Research: Compenties For Analysis And Application* (USA: Prentice Hall, Incorporate. 2000) p. 9.

²L. R. Gay & Peter Airasian,*Ibid.*, p, 275.

conditions of the students' articles mastery of grade VIII-2 SMP Negeri 5 Siabu 2014-2015 academic years.

3. Source of the Data

In this research, all of the data had been taken from 2 (two) sources, they are:

a. Primary sources of the Data

The primary source is the main goal of researcher to getting data at need it. So, the data is collecting from the grade VIII SMP Negeri 2 Siabu, Mandailing Natal regency, Sumatra Utara. So, researcher will get easier to collect the data. Grade VIII consists of 19 students. Based on Sugiono that is non-probability sampling that is "purposive sampling". It is the technique which takes sample of sources data with certain considering.³ The researcher used purposive sample technique in source data. It could be representative to take the result of the research. From the statement, the researcher took participant from the grade VIII of SMP Negeri 5 Siabu and the participants had been believed can answer what the researcher question.

b. The secondary source of the data

The secondary data is got from the English teacher of SMP Negeri 5 Siabu.

³SumadiSuryabrata, *metodepenelitian* (Jakarta: raja grafindopersada, 1983), p. 219.

4. Instrument of collecting data

a. Test

Test is some question to get information that pointed to student' mastery articles at grade VIII-2 students SMP Negeri 5 Siabu. Test is some of question or views and other tools which were use to measure skill, knowledge, and intelligence mastery. The researcher choose selection type test form by making some questions with 40 items, for each correct answer had given 2 values, while the incorrect answer was not given a value. So, it was meant that the totality of score is 100. The researcher gave 25 questions for test in which understanding aticles "a", and 25 questions also for articles "an". The test has done in SMP Negeri 5 Siabu at grade VIII-2.

Table 1

Indicators of the test

No.	indicator	items	Number items	score
1.	Students are able to use indefinite article a,	25	2, 4, 7, 9, 10, 12, 14, 17, 19, 21, 23, 26, 27, 28, 30, 31, 34, 35, 38, 40, 42, 43, 46, 48, 50.	2
2.	Students are able to	25	1. 3, 5, 6, 8, 11, 13,	2

	use indefinite article an,		15, 16, 18, 20, 22, 24, 25, 29, 32, 33, 36, 37, 39, 41, 44, 45, 47, 49.	
Total		50		100

b. Interview

Interview is conversation with two people or group. Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.⁴ In this research, the researcher used structural interview, the research prepared question and alternative of the answer that had given to the respondent. So, researcher had been known the understanding of student about articles in a/an (the indefinite).

Based on the explanation above there were kinds of interview which stated John W. Creswell and it is can choose the researcher as state are: “interview the researcher conducts face to face, interview with participants, interview participants by telephone, or engages in focus group interviews with six to eight interviews in each group”.

The subject of interviews were English teacher and students, with the

⁴ L. R. Gay & Peter Airasion, Op, Cit, P. 219

topics of the interview was about the mastery of students in learning English especially in understanding articles in a/an,

c. Observation

Observation is a technique of collecting data to again in sigh on understanding the natural environment as lived by the participant.⁵ Observation had been done directly or indirectly. According to Abdurrahman Fathoni said that. “observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan dengan disertai pencatata-pencacatan terhadap keadaan atau perilaku objek sasaran”. (Observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior). So, This observation is used to know about subject of the research with look and write in field notes about the class, activity, facilities, event of students in learning process with purpose and researchers’ feel while observe in SMP NEGERI 5 Siabu.

5. Techniques of Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the *trustworthiness* of the data is used to contradicted the assumption of qualitative research is not scientific.⁶To reduce the bias of

⁵L.R Gay & Peter Airasian*Ibid*, p. 212

⁶L.R Gay & Peter Airasian.*Op.cit.*,p.225

the data, and to improve the data collected, Gay Suggested several strategies as follow:

- a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
- b. Include additional participants to broaden the representativeness of the study and thus the database.
- c. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.
- d. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
- e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f. Allow participants to review and critique field notes or tape recordings for accuracy and meaning but only at the end of the entire data collection period.
- g. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes.
- h. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i. Examine unusual result for explanation.
- j. Triangulate by using different data source to confirm one other, as when interview, and recollections of other participants produce the same description of an event or when a participant responds similarly to a personal questions asked on three different occasions.⁷

From the explanation above, the researcher has used the examine unusual result for explanation technique to check the data. In this technique, after observation the researcher give a test and interview to participant.

⁷ L. R Gay & Peter Arisian. *Ibid.*,p.225

6. Technique of the Data Analysis

After the collecting data, the researcher had been analyzed the data, the technique of the data analysis had been presented descriptive from depend on Lexy J. Meleong technique analysis data in qualitative research could be done with these process below:

- a. Reduction the data
- b. Grouping / classifying
- c. Check the data collected
- d. Calculate the their result (mark) by using mean score
- e. Interpretation, the formula is blow:

So the researchers made the technique analysis data for this research. The data had been analyzed by the following procedure:

$$M = \frac{\sum x}{N}$$

Where:

M : Mean score (average)

N : Sum of respondent

$\sum x$: Total of the result⁸

⁸AnasSudijono, *PengantarStatistikPendidikan*, (Jakarta: PT. Raja GrapindoPersada, 1987), p.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

1. General Findings

In learning process in the classroom pre teaching; to make the greeting in the class, the teacher came to the class, the teacher asked students to pray before lesson then asked students condition, to check the present of students, to review the lessons last time. While teaching; the teacher explained about articles by drill method, to learn about articles especially indefinite articles, the teacher gave example of indefinite articles. Then, the teacher opens their background knowledge about indefinite articles and the teacher asked students to answer the question as example.

Post teaching; to measure the students understanding and reviewed the learning about articles especially in indefinite articles. It means that teacher want to give feedback for the students. After that, the teacher gave test to know students' articles mastery especially indefinite articles, and then their result of test in paper and collected, finally, the teacher closed the class with pray.¹ So, from the observed the researcher, responds of

¹Ahmad Mansur, the English Teacher at Grade VIII-2 SMP Negeri 5 siabu, Friday february 27th 2015

students seems normal. All students in the class still listened the teacher said silently but it happened only in the earlier time. Some students start to made abnormal behavior such as made conversation with their table mate, only a few students still showed their interest ion to their lesson. Somethe students looked bored, tired up and sleepy in the class.

2. Specific Findings

a. Students' articles mastery description at grade VIII-2 SMP Negeri 5 Siabu.

Based on the result of the articles mastery, the score of respondents was around 18 and 80. It was means that the highest score was 80 and the lowest score was 18. The description scores students of grade VIII-2 students in articles mastery of SMP Negeri 5 Siabu could be seen in the following explanations, In this part of material test, students must be able to understand about countable noun, singular noun add to use of indefinite articles; a, let see in the table as bellow:

Table 6
Part 1: Students' mastery indefinite articles with *a*

No test	Students (correct)	%	Students (incorrect)	Amount
1	6	31.57%	13	19
2	16	84.21%	3	19
3	10	52.63%	9	19

4	16	84.21%	3	19
5	8	42.10%	11	19
6	13	68.42%	6	19
7	11	57.89%	8	19
8	7	36.84%	12	19
9	15	78.84%	4	19
10	8	42.10%	11	19
11	5	26.31%	14	19
12	10	52.63%	9	19
13	15	78.94%	4	19
14	10	52.63%	9	19
15	10	52.63%	9	19
16	11	57.89%	8	19
17	11	57.89%	8	19
18	8	42.10%	11	19
19	11	57.89%	8	19
20	11	57.89%	8	19
21	15	78.94%	4	19
22	11	57.89%	8	19
23	17	89.47%	2	19
24	7	36.84%	12	19
25	16	84.21%	3	19
Total	278		197	

Based on the tabletests consist of 25 questions. The First question 6 students were correct (31.57%), the second question 16 students were correct (84.21%), the third question 10 students were correct (52.63%), the fourth question 16 students were correct (84.21%), the fifth question 8 students were correct (42.10%), the sixth question 13 students were correct (68.42%), the seventh question 11

students were correct (57.89%), the eighth question 7 students were correct (36.84%).

The ninth question 15 students were correct (78.94%), the tenth question 8 students were correct (42.10%), the eleventh question 5 students were correct (26.31%), the twelfth question 10 students were correct (52.63%), the thirteenth question 15 students were correct (78.94%), the fourteenth question 10 students were correct (52.63%), the fifteenth question 10 students were correct (52.63%), the sixteenth question 11 students were correct (57.89%), the seventeenth question 11 students were correct (57.89%), the eighteenth question 8 students were correct (42.10%).

The nineteenth question 11 students were correct (57.89%), the twenty question 11 students were correct (57.89%), the twenty one question 15 students were correct (78.94%), the twenty two question 11 students were correct (57.89%), the twenty three question 17 students were correct (89.47%), the twenty fourth question 7 students were correct (36.84%), the twenty fifth question 16 students were correct (84.21%). From data above researcher found that students mastery articles material about indefinite articles with *a* was enough (58.96% students were correct).

Next, in this part of material test, students must be able to understand this countable noun, singular noun and the using of

indefinite articles: an. These were the result of test with material about indefinite articles“an”: let see in the table as bellow:

Table 7

Part 2: Students' mastery indefinite articles with *an*

No test	Students (correct)	%	Students (incorrect)	Amount
1	9	47.36%	10	19
2	7	36.84%	12	19
3	10	52.63%	9	19
4	2	10.52%	17	19
5	4	21.05%	15	19
6	10	52.63%	9	19
7	8	57.31%	11	19
8	6	31.57%	13	19
9	5	26.31%	14	19
10	11	57.89%	8	19
11	10	52.63%	9	19
12	8	42.10%	11	19
13	7	36.84%	12	19
14	8	42.10%	11	19
15	7	36.84%	12	19
16	15	78.94%	4	19
17	4	21.05%	15	19
18	3	15.78%	16	19
19	6	31.57%	13	19
20	9	47.36%	10	19
21	4	21.05%	15	19
22	15	78.94%	4	19
23	6	31.57%	13	19
24	9	47.36%	10	19
25	10	52.63%	9	19
Total	193		282	

Based on the table tests consist of 25 questions. The First question 9 students were correct (47.36%), the second question 7 students were correct (36.84%), the third question 10 students were correct (52.63%), the fourth question 2 students were correct (10.52%), the fifth question 4 students were correct (21.05%), the sixth question 10 students were correct (52.63%), the seventh question 8 students were correct (42.10%), the eighth question 6 students were correct (31.57%), the ninth question 5 students were correct (26.31%), the tenth question 11 students were correct (57.89%), the eleventh question 10 students were correct (52.63%).

The twelfth question 8 students were correct (42.10%), the thirteenth question 7 students were correct (36.84%), the fourteenth question 8 students were correct (42.10%), the fifteenth question 7 students were correct (36.84%), the sixteenth question 15 students were correct (78.94%), the seventeenth question 4 students were correct (21.05%), the eighteenth question 3 students were correct (15.78%), the nineteenth question 6 students were correct (31.57%), the twenty question 9 students were correct (47.36%), the twenty one question 4 students were correct (21.05%), the twenty two 15 students were correct (78.94%).

The twenty three question 6 students were correct (26.31%), the twenty four question 9 students were correct (47.36%), the twenty five

question 10 students were correct (52.63%). From the data above, researcher found that student's mastery articles about indefinite articles with an was weak (40.62% students were correct). Finally, the researcher described the score all of the students answered articles *a* and *an* was 942. Total score students answered articles *a* and *an* 942 divided to 19 students in fifty item times and in time percent and the was 49.57% it can be seen in the table Ridwan below:

Table 8
The Criteria Score Interpretation

No	Interval	Predicate
1	0% - 20%	Very weak
2	21% - 40%	Weak
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very good ²

After the researcher found the mean scores of all students, it was consulted to the criteria as follows:

- 1) If the value of mean score is 81 – 100, it could be categorized into very good category.
- 2) If the value of mean score is 61 – 80, it could be categorized into good category.

²Ridwan, *Belajar Mudah Penelitian Untuk Guru – Karyawan Dan Penelitian Pemula* (Bandung: Alfabeta, 2005), P. 89.

- 3) If the value of mean score 41- 60, it could be categorized enough category.
- 4) If the value of mean 0 – 21, it could be categorized very weak category

From the table above, the researcher could conclude that the students' get means score was 49, 57%. So, it can be said that articles mastery at grade VIII-2 students SMP Negeri 5 Siabu enough categories.

b. Students' difficulties articles mastery at grade VIII-2 students SMP Negeri 5 Siabu.

One of the aims of this research was to know the students' difficulties articles mastery at grade VIII-2 students SMP Negeri 5 Siabu. The instrument that used to find those difficulties was interview. The researcher interviewed the students and the English teacher of SMP negeri 5 Siabu. Based on the result of interview with the students and English teachers, it would be explained been found some students' difficulties mastery articles. In the following below:

1. Difficulties mastery indefinite articles

In mastery indefinite articles students must be able to know singular countable noun. Evita Sari³ said that the students felt difficult in mastery articles because they got confused in

³ Interviewed With Evita Sari, The Students, at Grade VIII-2 SMP Negeri 5 Siabu, Friday February 27th 2015

differentiating singular and plural noun in the sentences. Then, some of students did not know how to differentiate countable noun and uncountable noun. Based on the result of interview, the students felt difficult in mastery indefinite articles. The students were unable to comprehend indefinite articles correctly, while many of them did not know the usage of indefinite articles. So, many students made wrong answer when the test has been given.

2. Difficulties in selecting *a* or *an*

The other difficulties was about selection *a* or *an*. in this case students must be able to differentiate between vowel sound and consonant sound if they used indefinite articles. Based on the result of interview with RosidahRambe, she said that, she did not know how to select *a* or *an* and also she did not know how to differentiate vowel sound and consonant sound.⁴ Next Risky Nurlatifah said that, the selection *a* or *an* was one of difficulties in mastery indefinite articles.⁵

This point was strengthen by Ahmad Mansur S. Pd, said that the students cannot differentiation between voice sound and

⁴ Interview With RosidahRambe, The Students, at Grade VIII-2 SMP Negeri 5 Siabu, Friday february 27th 2015

⁵ Interview Risky Nurlatifah, the students, at Grade VIII-2 SMP Negeri 5 Siabu, Friday Februari 27th 2015

consonant sound⁶. So, the researcher concluded that the selection *a* or *an* was very important mastery articles. Without comprehending this part, were unable to use indefinite articles correctly the students were unable to use indefinite articles correctly.

3. Difficulties in vocabulary

Based on the result of interview between researcher with the English teacher. Ahmad Mansur, S. Pd, said that, some of the students feel mastery articles were difficult because they still lack or have not enough vocabulary or students still have limited in mastery vocabulary to make a simple sentences, and cause the effect of mother tongue language is Mandailing. Automatically, the students were lack of vocabularies.⁷ Based on the result of observation has done by the researcher, when the researcher gave them the test in mastery articles, many students did not know the meaning of sentences. So, the researcher concluded that the students still difficult in mastery indefinite articles because they had not mastery vocabulary, because as we know vocabularies were very important in mastery articles. Without vocabulary the students were unable mastery articles correctly, and also the students felt difficult to answer the test.

⁶ Ahmad Mansur, the English Teacher at Grade VIII-2 SMP Negeri 5 siabu, Friday february 27th 2015

⁷ Ahmad Mansur, *Ibid.*

c. The part that students got difficulties in mastery articles at grade VIII-2 in SMP Negeri 5 Siabu.

Based on the interview to students in SMPNegeri 5 Siabu of grade VIII-2, almost all of them said that, the part of the students got difficulties in mastery articles in indefinite articles is *an*, because they did not know or comprehend about vowel sound, and consonant sound correctly to differentiate which one the vowel sounds, so they felt difficulty to determine it. If they felt difficulty to determine it, how is the students could not master article especially indefinite article *an*. So, the researcher concluded the students must study hard in school and home to master articles easily especially indefinite articles.

Based on interview to English teacher, Ahmad Mansur, S. Pd, said that the students felt difficulty is *an*. because, the students were unable different between vocal sound and consonant sound such as university, sometimes they were use article *an*.⁸ So, the students must comprehend about indefinite articles correctly.

B. Discussion

In learning articles, there were some students' difficulties especially in indefinite articles; they got confused of singular and plural nouns in the sentences. The students did not comprehend how to differentiate countable and uncountable noun in a sentences. The students had poor vocabularies, so

⁸Ahmad Mansur, *ibid*

they felt difficult when they were asked to master articles because they did not know meaning of sentences. Some of them did not know about differentiation of vowel sound and consonant sound if they used indefinite articles. It is supported by MuhibbinSyah that learning difficulties can be caused by two factors, there were: the first, internal factor (factor from the students itself) involves; physiology factor such as health, and psychological factors such as IQ (Intelligence Question). The second, external factors (students' outside factor) involves; social factor such as the relationship with the students' parents, and nonsocial factor such as the tools of learning condition.⁹ So, there were two factors caused difficulties learning there are internal and external factors.

To anticipate the learning difficulties, the English teacher often repeated the lesson especially in determining indefinite articles, singular and plural nouns then the English teacher asked the students to comprehend the vocabularies from their text. Furthermore, English teachers told them the advantages of mastering about English language and then English teachers told them the advantage using the articles especially indefinite articles in their daily life. Then, English teachers kicked the students in learning randomly. Moreover, the English teacher motivated the students in learning process. It is

⁹MuhibbinSyah, *Psikologi Belajar* (Jakarta: Raja GrafindoPersada, 2008), P. 182-184.

done by teachers to guide the slow learners into the fast one.¹⁰ So, the English teacher must be always give motivation to students in learning process.

C. The Treats of the Research

In this research, the researchers believed that there were many treats of the researcher. It started from the title until the techniques of analyzing data, so the researcher knew that is was so far from excellent thesis. On doing the test, there were the treats of time, because the students had activities. Besides, the time which was given to the students was not enough. Moreover the students did not do the test seriously. So the researcher took the sets answers directly without care about it.

The researcher was aware that all things would want to be searched but to get the excellent result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

¹⁰MuhibbinSyah, *Ibid.* p 121.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. The Conclusions.

After treating the collecting data, the next steps weretaking the conclusions about this research. It was important because it can describe about final research itself. It could be used as an input to the readers and other researchers referring to the topic of this research. In this case, the researcher concluded as follows:

1. The students'articles mastery of grade VIII-2 students SMP Negeri 5Siabu can be categorized into enoughcategoryin which the score was 49.57 % from ideal score.
2. The students' difficulties in mastering articles were:
 - a. The students' difficulties in mastering indefinite articles
 - b. The students' difficulties in selecting *a* or *an*
 - c. The students' difficulties in using vocabulary
3. Almost students said that, the part that students got difficulties in masteringarticles, specifically it was indefinite articles "*an*", because they did not comprehend about vowel sound and consonant sound correctly. So, they felt difficulty to determine it.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestions as follow:

1. To Headmaster, to motivate his English teachers to increase their ability in teaching English.
2. To English teacher, especially to teach English by searching media that could improve English learning.
3. To the students, must be able to comprehend singular and plural nouns and countable and uncountable nouns before studying indefinite articles.
4. To the readers especially English learners are expected to improve their knowledge in learning articles especially indefinite articles.

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