Investigating EFL Students' Capabilities in Grammatical Articles for Second Language Communicative Competence at an Indonesian Higher Education Context

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Abstract

The study aims to determine the ability to use English Articles by ABA UMI students and classify the types of difficulties in using English Articles by ABA UMI students. The study was conducted at ABA UMI using Google Form with a sample of 35 students. Data collection techniques through Interviews and essay tests were analyzed qualitatively. The results showed that the average number of students' correct answers from 20 questions was 12,1 questions or 60,71%. The average value obtained is 60,57. The Classification of students' abilities is in the **"Good"** category. The greatest difficulty of ABA students is in using article A, an average of 19,7/20 students (56,29%) answered correctly, and 15,3/15 students (43,71%) answered incorrectly from 6 questions related to article A. Most of the students answered article An for article A. On average, 23,7/24 students (67,71%) answered correctly, and 11,3/11 students (32,29%) answered incorrectly out of 7 questions in Article An. Students still have difficulty using articles A, An, and The. On average, 20 students (57,14%) gave correct answers, and 15 students (42,86%) answered incorrectly out of 7 questions for the article The. It can be concluded that the average ABA students are still quite difficult (39,62%) in understanding and using articles A, An and The.

Keywords: Grammar**,** English Articles, Communicative Competence, Difficulties

INTRODUCTION

Language is the system of communication in speech and writing used by people to express ideas and feelings using movement, symbols, and sounds—English is one of the many languages in the world. English is very important in our life because English is an international language. So, we must communicate English well in this era. Moreover, English has been studied in schools, from elementary to junior high school and senior high school until university. We must communicate with international communities in the globalization era through English.

Studying English as a foreign language is not easy. Students are expected to achieve four basic skills of language, namely reading, listening, speaking and writing. Language skill is often categorized as receptive skill or productive skill. Speaking and writing are

productive skills. Listening along with reading is a receptive skill. In the English curriculum 2006, a competency-based curriculum, it is clearly stated that teaching English aims to improve their ability in four basic language skills. The English curriculum also enables students to grow and develop in smartness. In Indonesia, a curriculum of the English subject is a standard of every level that will be reached. So the students must study hard.

Every language has the structure and Grammar to be mastered. Grammar is the root of learning English. Then Grammar is the systematic study of language, which provides us information and necessary guidance to learn a language. The science of Grammar teaches us how a language is spoken and written correctly and effectively. Grammar is one of the significant components to mediate the system of sound or written symbols that cannot be avoided in learning English. So, it can be said unless we have mastered Grammar, we cannot speak or write English correctly. It explains the difficulties and problems involved in learning a language and guides us on how language is effectively used in our daily life.

Grammarians distinguish between prescriptive Grammar and descriptive Grammar. Prescriptive Grammar lays down the law, saying what is right and wrong. On the other hand, Descriptive Grammar sets out to describe how people use language.1 The common problems of English Grammar have to be overcome by all students, and the difficulties they find are similar in all parts of the world.

Grammar is an essential part of learning English; without having good knowledge about Grammar, learners' language development will be constrained. According to Long and Richard (1987), Grammar plays a central role in the four language skills and vocabulary to establish a communicative task. At the same time, Kane (2000, p. 13) states that Grammar means the rules which structure our language. According to Harmer (2001, P. 12), Grammar describes how words can change their forms and be combined into sentences in that language. Thus, Grammar is very important to be mastered by students in their English skills.

An article is one of the aspects of grammar subject. Studying articles seems easy, but many students were often confused about applying them, especially writing and speaking. Moreover, the role of articles in building up sentences is considered very important. So, the students cannot avoid using articles in every sentence they make. In this subject, a student must comprehend its use and function. Students' comprehension of articles was still poor because many students found difficulties and mistakes in using articles. The students did not know how to use articles correctly. Furthermore, in using this term, a student should master and be familiar with the singular – plural noun and countable – uncountable noun use. Students find it difficult and often make mistakes when they are using it.

Sunita Kloria Obe, (2019) The purpose of this research is to determine the students' ability in using articles (A, An, The) at SMA Cendana Pekanbaru. This research showed that the students' ability in using article "A" was 56. The students' ability in using the article "An" was 53. The students' ability in using the article "The" was 70. It can be concluded that the students' ability in using article "A" was less, the student's ability in using article "An" was less, and the students' ability in using article "The" was enough.

Mariati Harahap (2012) research aimed to know the students' ability in using articles at grade VIII MTs Purbaganal Sosopan, to find out the difficulties of grade VIII students of MTs Purbaganal Sosopan and to know the English teacher' efforts in overcoming

students' difficulties in using articles. Based on the result of research, the Researcher found that the students' ability in using articles at grade VIII MTs Purbaganal Sosopan was enough (55, 13%). Those were the students' difficulties of grade VIII MTs Purbaganal Sosopan in using articles: students felt difficult in using indefinite articles, students felt difficult in selection o or on, and students felt difficult in vocabulary. The efforts done by the English teacher to overcome the students' difficulties were to overcome students' difficulties in using indefinite articles. The English teachers repeat the lesson and give students more examples that are familiar with students' lives. To overcome the students' difficulties in selecting a or an, the English teachers attempt to explain the vowel and consonant sounds of the words. Then, the English teacher ordered the students to practice pronunciations the words. For the students' difficulties with vocabulary, the English teacher used efforts to make students were easy to memorize the word. From previous research, there are several differences with this study. First, To find out the extent of using English Articles by the Students of ABA UMI. And Second, To classify the kinds of difficulties in using English Articles by the students of ABA UMI.

According to Ridwansyah, (2006) "article is an assignment word that limits the meaning of the number of people or things. (article is the word limited the amount of people or thing). Next Jayanthi Daksina, (1998) "article is a, an, the, are known as articles. They are, in fact, demonstrative adjectives." Next, it is stated on Oxford Learner's Pocket Dictionary that "article is part of grammar either words a, an and the." Then, Robert Krohn (1990) said that the words a, an and the are called articles. Slamet Riyanto, (2008) that "a, an and the are the articles, they precede nouns. Sometimes an adjective is placed between the article and the nouns."

Furthermore, Thomson and Martinet (1986) stated that "articles can be divided into the indefinite article contains a, an and the definite article contains the." An article is a word that combines with a noun to indicate the type of reference being made by the noun. Articles specify the grammatical definiteness of the noun in some languages extending to volume or numerical scope. The article in the English language is the, and a, an. Among the classical parts of speech, articles are considered a special category of adjectives. Some modern linguists prefer to classify them within a separate part of speech, determiner.

From the quotations above, the author states that the article is part of Grammar, either word a, an, or combines a noun to indicate the type with reference made by a noun. In general, there are two kinds of articles. Articles are usually characterized as both definite and indefinite.

According to Jayanthi Dakhsina (1998), a "definite article is an article used to refer to a particular person or thing is known as the definite article." A definite article indicates that its noun is a particular one identifiable to the listener. It may be something that the speaker has already mentioned or something uniquely specified. The definite article in English for both singular and plural noun is article the. Marcella Frank (1972) that "the is traditionally called the definite articles, it is pronounced before words that begin with vowel sounds. The signals a particular person or thing that has been singled out from others." Further, Thomson and Martinet (1986) state that "the definite article contains the. The definite article is used in the same for singular and plural and all gender." In addition, Betty Schrampfer Azar (1989) stated that "definite article is a noun definite when both the speaker and the listener are talking about the same specific things."

According to Jayanthi Dakhsina (1998), an "indefinite article is an article which does not refer to any particular person or things; it is known as the indefinite articles." 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. 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 spelt with an initial consonant, as in an hour) and a before words that begin with a consonant sound (even if spelt with a vowel, as in a European). Furthermore, Collins Cobuild (1990) that "a and an are the commonest general determiner; they are sometimes called the indefinite article." A and an are used with singular count nouns and indicate that you are talking about just one of something. Next, Betty Schrampfer Azar (1989) states that "the speaker uses indefinite article uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not specific, real, concrete, thing but rather a symbol of a whole class."There are many parts of Grammar, and it is inseparable be ignored. They are articles, parts of speech, modal auxiliary, tenses; according to Saadiyah (2009, p. 486), the learners face difficulties in learning grammatical aspects of the Target Language (TL), such as subject-verb agreement, the use of preposition, articles, and the use of correct tenses. Thus, part of Grammar is difficult to learn for the students in the article. It is supported by Master (1990, p. 461), who said that the English article system is one of the most difficult parts of English Grammar faced by EFL/ESL learners.

Therefore, Fry et al. (1993) state that English articles (a, an, the) are considered the most frequent English words. Moreover, Master (2002,p. 2) said that the article 'the' is the most frequent word in English and 'a' is the fifth most frequent word. In addition, Berry (1993) states that nearly eight and a half per cent of the English text contains 'the' and 'a. Depending on these statements, it is obvious that English articles are a significant part of English. Foreign Language Academy is one of the Study Programs at the Muslim University Of Indonesia. As a formal institution, this study program also provides English language learning to students in their learning activities, especially in Grammar. Based on basic competencies, students must understand and use text language features. One aspect of the language features the text in the basic competency articles. Unfortunately, some students cannot properly understand and use articles (a, an, the). It can be proven. Some students still submitted the wrong article (a, an, the). For example, 'I have unique things' instead of' I have unique things' and 'I go to Makassar ', instead of' I'm going to Makassar '. Studies only focused on the students' error in using articles, such as Kusumaningrum (2008), Putri (2007) and Barret and Chen (2011). Therefore, based on the problem and the previous studies above The study aims To find out the ability to use English Articles by ABA UMI students and classify the types of difficulties in using English Articles by the students of ABA UMI.

METHOD

This research used qualitative, which had only one variable. This research used a qualitative approach. Creswell (1994, p.78) states that typical qualitative research gathers information about existing conditions. In this research, the Researcher described the students' ability in using English Article At ABA UMI.

The selection of participants in this study used a purposive sampling technique, in which participants are selected according to the criteria and objectives of the study Speziale & Carpenter, (2003). In this study, the Researcher involved 35 participants in the Academic Foreign Language Students of 2018.

An instrument is a tool that is required to get information. Gay and Airasian (2000: 145) stated that an instrument is a tool that is used in collecting data. At the same time, Arikunto (2000: 134) revealed that instrument in collecting data is a tool used by researchers to help them collect data to make it more systematic and easy. Here, the instrument is Researcher himself. Sugiyono (2008: 222) stated that the instrument is the Researcher themselves in qualitative research.

In getting the data from the location, the Researcher used the instrument as follows:

1. Test

To collect the data, the Researcher used a test to measure the students' ability to understand the use of articles (a, an, the). The Researcher made an essay test.

2. Interview

The interview was an activity involving the interviewer and interviewee where the interviewer gave some questions to be answered by the interviewee. Ary et al. (1985: 342) stated, "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the Researcher collected data by interaction or communication directly from Google Forms.

According to Sugiyono (2009: 224), Data Collection techniques are the most strategic steps in research because the main purpose of research is to get data. The data collection procedure in this study was :

1. Gave a test to write an online essay that has been created on Google Forms and distributed to the participants.

2. Conducted interviews with the participants.

The data analysis technique was the process of systematically collecting data to help the writer reach conclusions. According to Bogdan in Sugiyono (2005), data analysis systematically finds and summarises data obtained from interviews, field notes, and other materials to be easily understood, and the findings are shared with others.

To present the data, they were easy to understand; the data steps analyzed in this study were Analysis Interactive Model from Miles and Huberman, which divided the steps in data analysis activities into several parts: data collection, data reduction, data presentation, and drawing conclusions or verification.

The following were the table steps :

NO	INTERVAL	PREDICATE
1.	0-20	Very Weak
2.	20,1-40	Weak
3.	40,1-60	Enough
4.	60,1-80	Good

5.	80,1-100	Very Good

Table 1. The Classification of Students' Score

FINDINGS AND DISCUSSION

In data collection, the Researcher conducted interviews with respondents. Participants in this study were 6th-semester students of ABA UMI Makassar who were willing to become participants and as many as 35 students. Students who were completing their final assignments making scientific papers have attended lectures for six semesters so that they are expected to have a good perception of English Articles.

In addition, the author has used structured interviews and essay tests in the data collection process. The interview items used in the structured interviews refer to the question items that have been carried out by previous research and adjusted by the current Researcher related to the use of English articles in the process of learning Grammar in English which consists of the first To find out the ability to use English Articles by ABA UMI students. The second part is classifying the types of difficulties in using English articles by ABA UMI students.

The ability to use English Articles by ABA UMI students

Based on the results of this study that has been carried out in essay test with 35 students of ABA UMI, The extend are the use of English Articles by the students of ABA UMI in the table and curve below:

NO	INDICATOR	ITEMS	NUMBER OF TESTS	SCORE
1.	A	6	1,2,12,15,16,17	30
2.	An	7	3,7,10,11,18,19,20	35
3.	The	7	4,5,6,8,9,13,14	35
TOTAL :		**20**	**20**	**100**

Table 2. Indicators And Score

NO	QUESTION	NUMBER OF STUDENTS	PERCENTAGE (%)
1.	1	6	17,2
2.	2	15	42,9
3.	3	24	68,6
4.	4	15	42,8
5.	5	29	82,9
6.	6	13	37,2
7.	7	18	51,4
8.	8	27	77,1
9.	9	25	71,5
10.	10	25	71,5

11.	11	22	62,8
12.	12	26	74,3
13.	13	22	62,8
14.	14	9	25,8
15.	15	31	88,5
16.	16	14	40
17.	17	26	74,3
18.	18	25	71,5
19.	19	27	77,1
20.	20	25	71,5
TOTAL NUMBER :		**424**	**1.214,2**
AVERAGE :		**21,1**	**60,71%**

Table 3. Correct Answers To Every Question
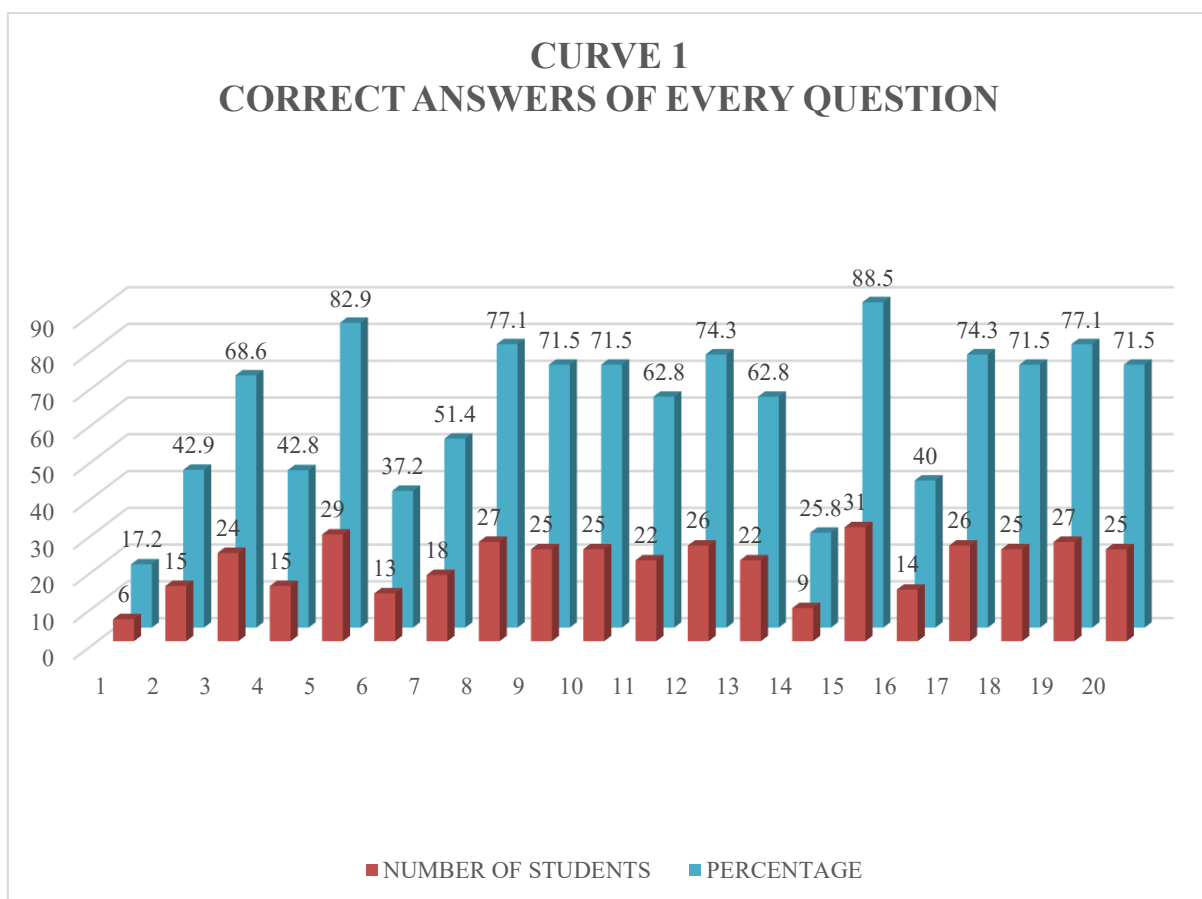

Figure 1. Correct Answers To Every Question

Table and figure above show that the average student answers from 35 respondents who were correct from 20 questions were 12,1 questions or 60,71%. The correct question is question number 15 (31 students 88,5%). is My neighbor is _____ photographer.

He is very busy every day. Question number 1 is at least correct (6 students 17,2%) Is Mary_____European? No, not him.

| NO	NUMBER OF CORRECT ANSWERS (TOTAL)	SCORE	NUMBER OF STUDENTS	PERCENTAGE (%)
1.	1	5	1	2,86
2.	5	25	1	2,86
3.	6	30	1	2,86
4.	7	35	2	5,72
5.	8	40	1	2,86
6.	9	45	1	2,86
7.	10	50	4	11,44
8.	11	55	2	5,72
9.	12	60	5	14,29
10.	13	65	5	14,29
11.	14	70	3	8.58
12.	15	75	1	2,86
13.	16	80	3	8.58
14.	17	85	3	8.58
15.	18	90	1	2,86
16.	20	100	1	2,86
TOTAL NUMBER : AVERAGE SCORE:		2.120 60,57	35	100

Table 4. Score Value Per Student
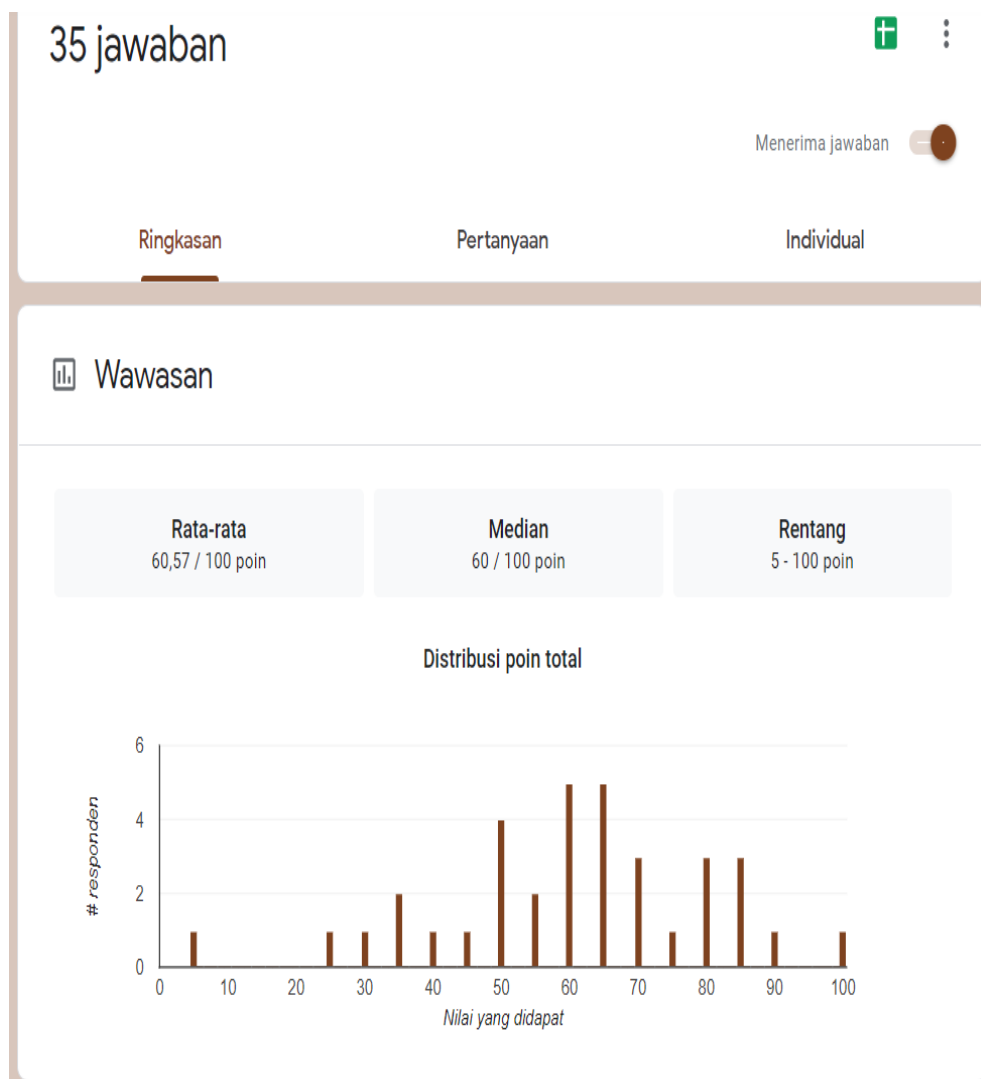
Figure 2. Score Value Per Student

In table 4 and curve two above, the average score obtained by ABA students is 60,57. The highest score is 100, with only one student (2,86%). The lowest score was five, which was obtained by one student (2,86%). The highest scores were 60 and 65, respectively, five students (14,29%). Thus, students' ability with an average score of 60,57 has been included in the **"Good"** category.

The difficulties in using English Articles by the students of ABA UMI

NO QUESTION	CORRECT ANSWER (PERSON)	WRONG ANSWER (PERSON)
1.	6	An : 24, The : 4, In : 1 = 29
2.	15	An :11, The : 8, One of :1 = 20
12.	26	The : 6, An : 1, At : 1, To :1 = 9
15.	31	An : 2, People : 1, The : 1 = 4
16.	14	An : 13, The : 4, Anaa : 1, Clothes : 1, Go : 1, Qb : 1 = 21
17.	26	The : 8, Day : 1 = 9
TOTAL :	118	92
AVERAGE :	19,7 (56,29%)	15,3 (43,71%)

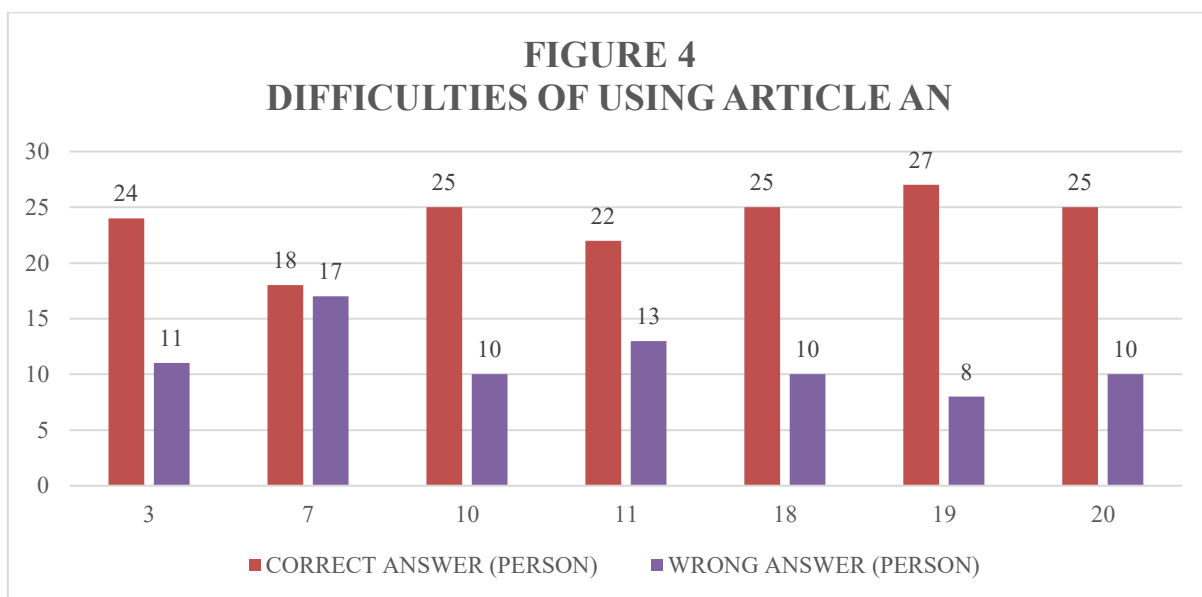**Table 5.** Difficulties Of Using Article A
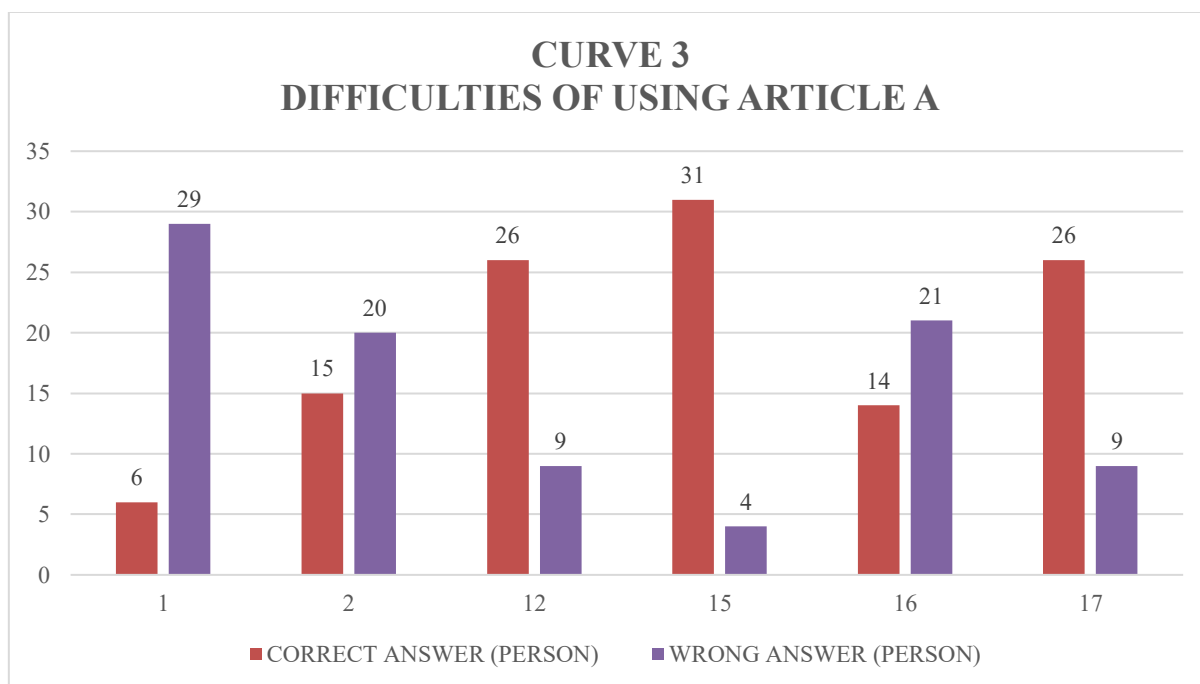
Figure 3. Difficulties Of Using Article A

In table 5 and curve three-show students' difficulties in using article A; the average correct answer for the six questions in the use of article A is 19,7/20 (56,29%) students, and wrong answers are 15,3/15 (43,71%) on question number 1 (29 students), for the correct answer to question number 15 is (31 students) and wrong answer (4 students).

NUMBER OF QUESTION	CORRECT ANSWER (PERSON)	WRONG ANSWER (PERSON)
3.	24	A : 6, The : 4, No : 1 = 11
7.	18	The : 13, A : 2, Yes : 1, a : 1 = 17
10.	25	A : 8, Film : 1, The : 1 = 10
11.	22	A : 8, The : 2, 1 : 1, 12 : 1, Per : 1 = 13
18.	25	The : 4, A : 4, As : 1, Lets go : 1 = 10
19.	27	A : 5, House : 1, The : 1, Yea : 1 = 8
20.	25	The : 6, A : 1, Many : 1, Maybe : 1, Yes : 1 = 10
TOTAL :	166	79
AVERAGE :	23,7 (67,71%)	11,3 (32,29%)

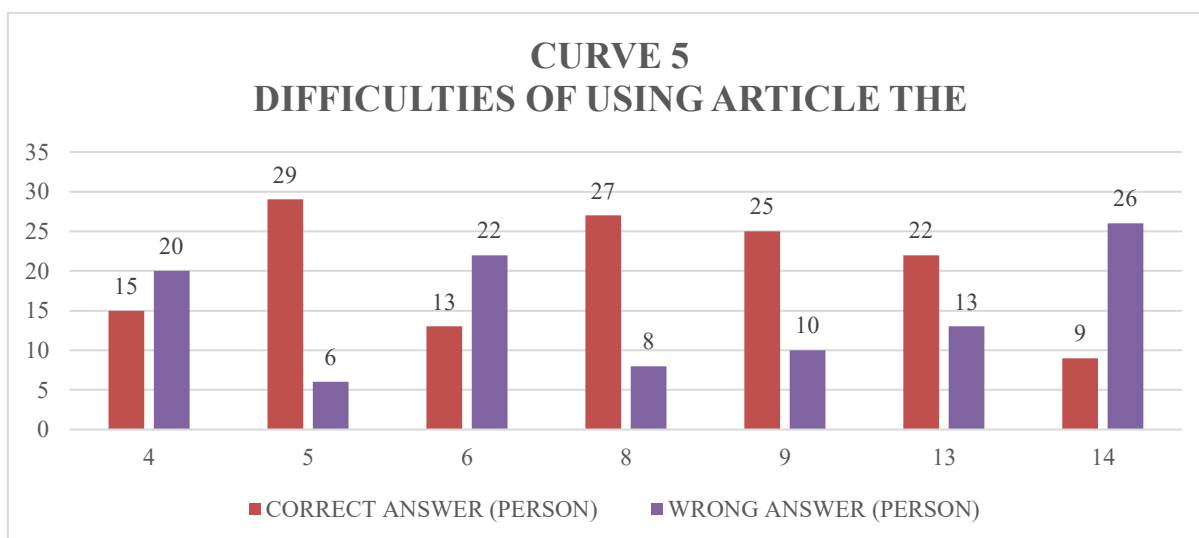**Table 6. Difficulties Of Using Article An**

Figure 4. Difficulties Of Using Article An

In table 6 and curve 4 shows the students' difficulties in using article An; the average correct answer for the seven questions in the use of article An is 23,7/24 (67,71%) students, and wrong answers are 11,3/11(32,29%) on question number 7 (17 students), for the correct answer to question number 19 is (27 students) and wrong answer (17 students).

NUMBER OF QUESTION	CORRECT ANSWER (PERSON)	WRONG ANSWER (PERSON)
4.	15	A : 18, And : 1, Not : 1 = 20
5.	29	A :4, ? : 1, She : 1 = 6
6.	13	A : 18, An : 2, and : 1, Is : 1 = 22
8.	27	A : 3, An : 3, Next : 1, Then : 1 = 8
9.	25	A : 8, An : 1, Caffe : 1 = 10
13.	22	A : 6, An : 2, Be : 2, Go : 1, Th3 : 1, Thee : 1 = 13
14.	9	A : 23, An : 1, Are : 1, Please : 1 = 26
TOTAL :	140	105
AVERAGE :	20 (57,14%)	15 (42,86%)

Table 7. Difficulties Of Using Article The

Figure 5. Difficulties Of Using Article The

In table 7 and curve five-show students' difficulties in using article The, the average correct answer for seven questions in the use of article The is 20/20 (57,14%) students, and wrong answers 15/15 (42,86%) on question number 14 (26 students), for the correct answer to question number 5 is (29 students) and wrong answer (26 students).

Interview Test

TABLE 8

Q. 1: DO YOU LIKE THE LANGUAGE ENGLISH?

NO	ANSWER	NUMBER OF STUDENTS	PERCENTAGE
1.	Very important because it is an International Language and makes it easier to get a job	31	88,5%
2.	Tailored to needs	4	11,5%
Total:		**35**	**100%**

Based on the study results, almost all (31 students / 88,5%) ABA UMI students considered English very important because it is an international language that can be used throughout the world. One of the added values is getting a job. The rest four students (11,5%) answered that English was adjusted to their needs (it's not clear that someone said sometimes, and a little).

TABLE 9 :

Q. 2: HOW DOES THE LECTURER TEACH ENGLISH ARTICLES AT ABA UMI? DO YOU THINK THAT WAY IS GOOD ENOUGH?

NO	ANSWER	NUMBER OF STUDENTS	PERCENTAGE
1.	Good	9	25,7%
2.	Good enough	12	34,3%
3.	Not good	14	40,0%
Total:		**35**	**100%**

TABLE 9

Based on the results of the study, students who said that the performance of the lecturer teaching for English article nine students said it was good (25,7%), 12 students said it was good enough (34,3%), and the remaining 14 students said it was not good (40%).

TABLE 10 :

Q. 3: ARE YOU HAVING DIFFICULTY IN LEARNING ENGLISH ARTICLES?

NO	ANSWER	NUMBER OF STUDENTS	PERCENTAGE
1.	Experience difficulty	29	82,9%
2.	Had no trouble	6	17,1%
Total:		**35**	**100%**

Source: Reprocessed

Based on the study results, most of the students who studied the articles experienced difficulties, namely 29 students (82,9%), who did not experience difficulties six students (17,1%).

TABLE 11 :

Q. 4: WHAT DIFFICULTIES DID YOU EXPERIENCE WHEN LEARNING ENGLISH ARTICLES?

NO	ANSWER	NUMBER OF STUDENTS	PERCENTAGE
1.	Do not understand	18	51,4%
2.	Lack of Vocab	10	28,6%
3.	Lack of Grammar	5	14,7%
4.	No trouble	2	5,7%
Total:		**35**	**100%**

Based on the results of the study, the reasons students experienced difficulties did not understand the explanations of the lecturers 18 students (51,4%), lack of vocabulary ten students (28,6%), not understanding Grammar 5 students (14,3%) and those who did not have difficulty understanding the article only two students (5,7%).

TABLE 12 :

Q. 5: HOW FAR DO YOU THINK THE USE OF ENGLISH ARTICLES IN ABA UMI IS?

NO	ANSWER	NUMBER OF STUDENTS	PERCENTAGE
1.	Good	4	11,4%
2.	Good enough	24	68,6%
3.	Not good	2	5,7%
4.	Do not know	5	14,3%
Total:		**35**	**100%**

Source: Reprocessed

Based on the results of the study, the effectiveness of the using of English articles in ABA UMI by students Most of them said it was good four students (11,4%), good enough 24 students (68,6%), not good two students (5,7%), do not know five students (14,3%).

Discussion

In today's global world, the importance of English cannot be denied and ignored since Greatest common language is spoken universally. The importance of English cannot be denied and ignored since English is the greatest common language spoken universally. Learning English requires constant practice and patience. The feeling that students succeed is that it is impossible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most students study English from the examination point of view, so they cannot produce even a single sentence without grammatical errors.

Furthermore, a good practice is not given to students to learn a language. Based on the study results, almost all (31 students / 88,5%) ABA UMI students considered English very important because it is an international language that can be used throughout the world. One of the added values is getting a job. The rest four students (11,5%) answered

that English was adjusted to their needs (it's not clear that someone said sometimes, and a little).

The following are the data from the students :

S. 3: Yes.. because I think English is a difficult subject.. but I like and want to learn.
S. 5: Yes, I do. Because English is an international language, English is needed in the world of work; speaking English can also make money, for example, by becoming a private teacher.
S. 12: Yes, I do, because English can support the work that I might do in the future, and I think the language is cool.
S. 13: Yes, I think the English lesson is very good, and English is a universal language. So, if you go to another country, you can speak English with the people there.
S. 14: Yes, I like English, because it helps me in my daily life.
S. 15: Yes, because it is easy to get a decent job in English.
S. 21: Yes, because English is very important to communicate with other people.
S. 30: Yes, because it can make me know more about things abroad and make it easier for us to interact.
S. 35: Yes, I like English because I think today's children must speak English to get a job and make it easier when they are abroad.

The ability to use English Articles by ABA UMI students

Articles are very important to the English language, but for some reason, many students do not use them when they are speaking. In this discussion, I want to stress the importance of articles, as native speakers quickly identify that a sentence was said incorrectly because an article was not used. The average student answers from 35 respondents who were correct from 20 questions were 12,1 questions or 60,71%. The correct question is question number 15 (31 students 88,5%). Question number 1 is at least correct (6 students 17,2%).

The results showed that the average score of students' ability to use articles was 60,57, where there was still one student who scored 5 (2,86%), and the highest score was 100, only obtained by one student (2,86%). The average score obtained by students is 60 and 65, each of 5 students (14,29%). The lecturer's performance in-class lessons support this student's ability. Students who said that the performance of the lecturer teaching for English articles nine students said it was good (25,7%), 12 students said it was good enough (34,3%), and the remaining 14 students said it was not good (40%).

The following are the data from the students :

S. 16: yes, the lecture teaches English articles at ABA UMI. It's good enough.
S. 18: good, but sometimes the students hard to determine the use of articles in a sentence.
S. 22: Good enough, it makes me understand more about English.
S. 23: By taking turns reading an article to each student and then being asked to work on questions related to the article... I think that method is quite effective, so students will search and analyze the meaning of the article to find the right answer.
S. 29: good for explaining in more detail.

In line with the results of research concerning the effectiveness of the using of English articles in ABA UMI by students, Most of them said it was good four students

(11,4%), good enough 24 students (68,6%), not good two students (5,7%), do not know five students (14,3%).

The following are the data from the students :

S. 1: Pretty good.
S. 5: Sometimes, we use it for daily conversation.
S. 6: I think it's very good with articles that become learning materials to increase vocabulary and facilitate students speaking.
S. 9: As far as I know, lecturers and students are very good when using articles in ABA; they have the ability.
S. 14: I think the article in aba is quite good in using learning, but I want the lecturer to explain more vocabulary.
S. 17: I think the use of English articles in ABA UMI is good enough.
S. 20: It's good, but it needs to be made easier to make it easier to understand.
S. 24: Good enough, because with articles we are better able to master the English language.
S. 26: Pretty good, because with articles we can master English better.
S. 33: Very good, many get information for students.

The average score of students' abilities is 60,57. This means the Classification of students' ability scores is in the **"Good"** category.

The difficulties in using English Articles by the students of ABA UMI

From the description above, the lecturer's performance is very important to support the ability to use English articles in familiarizing students with using English articles on campus. In almost any piece of writing submitted by a non-native speaker of English, three things will often indicate that the writer is working in a second language: the choice of tense and aspect, the subject and verb agreements, and the use of articles (the, a, an). While verb problems can largely be overcome and the mistakes in agreements eliminated by careful proofreading, the problems with articles frequently remain. Since articles rank among the five most common words in the English language (Sinclair, 1991, cited in Master, 2002, p.332), errors in this area are highly noticeable to native speakers.

The results showed that, on average, only 19,7/20 (56,29%) of ABA students answered correctly, and 15,3/15 (43,71%) incorrectly answered the six questions related to article A. Question number 1 only 6 students were correct (17,1%) and 29 students were wrong (82,9%) . Question number 2 contains 15 students (42,9%) right and 20 students wrong (57,1%). For question number 12 there are 26 students (74,3%) right and 9 students wrong (25,8%). Question number 15 has 31 students (88,6%) right and 4 students wrong (11,4%). Question number 16 contains 14 students (40%) right and 21 students wrong (60%). Question number 17 has 26 students (74,3%) right and 9 students wrong (25,8%). Generally, ABA students still find it very difficult to distinguish articles A and An because most students answered article An for article A. Answers to question number 1 who answered An were 24 students (68,6%). Thus, some ABA students still have difficulty in using article A.

Based on table 6 and curve 4, it can be seen that on average, 23,7/24 (67,71%) and 11,3/11 students (32,29%) students answered correctly out of 7 questions in Article An. For question number 3, there are 24 students (68,6%) right and 11 students wrong (31,4%). Question number 7, only 18 students (51,4%) were correct and 7 students (48,6%) were wrong. For question number 10, 25 students (71,4%) were correct and 10 students were wrong (28,65%). Question number 11, there are 22 students (62,9%) right and 12 students wrong (37,1%). In question number 18, there are 25 students (71,4%) right and 10 students wrong (28,6%). Problem number 19, there are 27 students (77,1%) right and 8 students wrong (22,9%). About 25 students (71,4%) were right, and 10 students were wrong (28,6%). So in the use of article An, students are still difficult to distinguish the use of article A and The because there are still many who give the wrong answer in using article An.

Based on table 7 and curve 5, it can be seen that on average, 20 (57,14%) and 15 (42,86%) students gave correct answers to 7 questions for the article The. Question number 4, 15 students (42,9%) are right and 20 students who are wrong (57,1%). Question number 5, 29 students (82,9%) are right, and 6 students are wrong (17,1%). Question number 6, there are 13 students (37,1%) who are right and 22 students (62,9%). For question number 8, 27 students (77,1%) are right and 8 students are wrong (22,9%). Question number 9, there are 25 students right (71,4%) and 10 students wrong (28,6%). In question number 13, there are 22 students (62,9%) right and 13 students wrong (37,1%). Question number 14, only 9 students (25,8%) were correct and 26 students (74,2%). It seems that students find it difficult to distinguish The and A articles.

From the explanation above, it can be seen that the biggest difficulties faced by students are articles A, then The, and An. This is because students have difficulty distinguishing the use of articles A and An in making sentences. According to the results of interviews regarding the difficulty of using articles, 29 students (82,9%) had difficulties, and only 6 students (17,1%) did not experience difficulties.

The following are the data from the students :

S. 1: Yes, Sometimes it's hard to concentrate.
S. 2: Sometimes, I have difficulty distinguishing when to use the three.
S. 3: Yes, at first, it was difficult.
S. 7: Yes, because I don't understand class lessons.
S. 10: Yes, because of a lot of new vocabulary.
S. 13: A little when it's hard to remember pairs of articles.
S. 14: yes, because I don't understand a lot of vocabulary.
S. 15: Yes, because you must use certain techniques in studying English articles.
S. 16: Yes, because I'm lack known the vocabulary.
S. 19: Yes, Sometimes it's hard to determine which articles to use.
S. 22: Difficulty due to limited vocabulary, Grammar, and difficulty in translating.

Based on the results of the study, the reasons students experienced difficulties did not understand the explanations of the lecturers 18 students (51,4%), lack of vocabulary ten students (28,6%), not understanding Grammar 5 students (14,3%) and those who did not have difficulty understanding the article only two students (5,7%).

The following are the data from the students :

S. 1: Feeling lazy and hard to focus.
S. 2: It is difficult to distinguish the use.
S. 3: Difficulty understanding the material.
S. 6: My difficulty is that I lack the vocabulary that I know, so it is difficult for me to interpret the meaning of the article.
S. 9: Sometimes I get confused when using a, an or the.
S. 10: hard to understand.
S. 15: the difficulty I often experience is that I don't understand the sentences in English articles.
S. 16: cant out the meaning of every word, sentence and paragraph.
S. 17: My difficulty in studying English articles is Grammar because it is difficult to memorize Grammar.
S. 19: Determine which articles to use.
S. 24: I can't understand vocabulary into a sentence.
S. 25: Interpreting a sentence meaning, and it is difficult to give the right tenses when making sentences in the article.
S. 33: While I am not sure about my Grammar when I write some of the articles in English.

It can be concluded that the average ABA students are still quite difficult (39,62%) in understanding and using articles A, An and The.

CONCLUSION

Based on the research results, it can be implied that The average student answers from 35 respondents who were correct from 20 questions were 12,1 questions or 60,71%. The correct question is question number 15 (31 students 88,5%). Question number 1 is at least correct (6 students 17,2%). The results showed that the average score of students on the ability to use articles a, an and the was 60,57. Thus the Classification of student grades is included in the **"Good"** category.

The greatest difficulty of ABA students is in using article A, an average of 19,7/20 students (56,29%) answered correctly, and 15,3/15 students (43,71%) answered incorrectly from 6 questions related to article A. Most of the students answered article An for article A. On average, 23,7/24 students (67,71%) answered correctly, and 11,3/11 students (32,29%) answered incorrectly out of 7 questions in Article An; students still have difficulty using articles A, An, and The. On average, 20 students (57,14%) gave correct answers, and 15 students (42,86%) answered incorrectly out of 7 questions for the article The. It can be concluded that the average ABA students are still quite difficult (39,62%) in understanding and using articles A, An and The.

To improve students' abilities and overcome difficulties in learning the use of articles A, An and The, a collaboration between lecturers and students must be improved and intensified, both in terms of Grammar, vocabulary, and providing example sentences that students easily understand. Suggestions for further research: For the accuracy of this study's results, the sample is expanded to several batches or by adding other variables such as Grammar and vocabulary.

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