

**THE ABILITY OF THE SEVENTH GRADES STUDENTS OF “A”
CLASS IN USING ARTICLES AT JUNIOR HIGH SCHOOL 1
AMPAH CENTRAL KALIMANTAN
ACADEMIC YEAR 2009-2010**



**BY
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**‘ANTASARI’ STATE INSTITUTE FOR ISLAMIC STUDIES
FACULTY OF ISLAMIC EDUCATION
ENGLISH DEPARTEMENT
BANJARMASIN
2010 A. D / 1431 A.H.**

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Thesis
Presented for Partial Fulfillment of the Assignments
And Requirements to Obtain *Sarjana Pendidikan* Degree
In Tarbiyah Faculty

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ABSTRACT

Santi Sapriantini. 2010. *The Ability of The Seventh Grades Students in Using Articles at Junior High School 1 Ampah Academic Year 2009/2010. Thesis, English Department. Tarbiyah Faculty. Advisors: (I) Dra. Hj. Wardah Hayati, MA (II) Nani Hizriani, MA*

This research describes the ability of the seventh grades students of “A” class in using articles at Junior High School 1 Ampah Academic Year 2009/2010. The problems limitation of this research are: how is the ability of the seventh grades students in using article at Junior High school 1 Ampah Central Kalimantan academic year 2009/2010 and what factors that influence the ability of the seventh grades students in using article at Junior High school 1 Ampah academic year 2009/2010.

The subjects of this research are the seventh grades students of “A” class at Junior High School 1 Ampah Central Kalimantan in class ‘A’ with the total number 30 students. While the object of the research are the ability of the seventh grades students in using article at Junior High school 1 Ampah academic year 2009/2010 and factors that influence the ability of the seventh grades students in using article at Junior High school 1 Ampah academic year 2009/2010.

To collect the data the writer uses some techniques such as observation, interview, test, questionnaire, and documentary. Data processing in this research are divided into four phases: editing, coding, calculating frequency, and tabulating. All the collected and processed data are then analyzed descriptively and qualitatively. The conclusion is taken by inductive way that is to synthesize the facts into general conclusion.

The result of this research indicated that the ability of the seventh grades students in using article at Junior High school 1 Ampah academic year 2009/2010 is averagely in fair category. It is because of students’ motivation also in fair category.

This study also found some factors that influence the ability of students in using article as follows: students’ interest, students’ learning activities are quite high that support students’ ability in using article, although students’ motivation is in fair category. The English teacher support students’ ability and the teacher factor in this research is in high category. The facility factor is in high category as well.

D e d i c a t i o n

This Thesis is dedicated to:

My beloved PARENTS, I'd like to thank so much
for their immeasurable charities, heeds, and basic necessities of life.


For my lovely Husband, who always gives
Support, motivation & help to finish my study.

My loving Sister & young Brother,
it is nice to be an important person
but, it is important to be a nice person.

ALSO, THANKS TO:

TEACHERS and LECTURES
who always teach & give me knowledge without tired,

The big family of Antasari State Institute for Islamic Studies,
All my friends,
for your inspiration & affection,

I love you 

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ.

All praises and highness be to Allah the Almighty for His Mercy and Guidance till the writer can finish the thesis entitle: “THE ABILITY OF THE SEVENTH GRADES STUDENTS OF “A” CLASS IN USING ARTICLES AT JUNIOR HIGH SCHOOL 1 AMPAH CENRAL KALIMANTAN ACADEMIC YEAR 2009/2010”.

May blessing and salutation always be upon the great Prophet Muhammad peace be upon him, all his families, his companions, as well as his followers until the last day.

The writer expresses appreciation and gratitude to those who gave their help and motivation in finishing this thesis, they are:

1. Prof. Dr. H. Syaifuddin Sabda, M. Ag., as the Dean of Tarbiyah Faculty of State Institute for Islamic studies and all his staffs who have helped in the administrative matters.
2. Dra. Hj. Nida Mufidah, M. Pd., as the Head of English Department of Tarbiyah Faculty of State Institute for Islamic studies Antasari Banjarmasin, who has helped and motivated me to reach my purpose in this research.
3. My advisors, Dra. Hj. Wardah Hayati, MA, as the first advisor and Nani Hizriani, MA, as the second advisor who have understood, patience, encouraged, suggested, and corrected during the writer of this thesis.

4. All lecturers and assistants of Tarbiyah Faculty who have given the writer lots of available knowledge.
5. Drs. H. Muhammad Azmi, the head of Central Library, and also the Librarian at Tarbiyah Faculty who given the writer some help to get needed literary.
6. H. Suhaini, S. Pd., in his capacity as the headmaster of Junior High School 1 Ampah and all teachers there.
7. The English teacher at Junior High School 1 Ampah, Akhta Sulas Fian, SS, who has given me the time to observe in the classroom.
8. My friends in English Department especially 2005 batch
9. My parents, husband, sister and young brother for their blessing who were very patience waiting for the completion of my study at Antasari State institute for Islamic Studies Banjarmasin and all persons who have directly and indirectly participated in the efforts of completing this study.

Finally, the writer hopes this research paper will be useful for the next researchers. The writer believes that this research paper is far from adequate information. Thus, for the improvement of this research, the writer wishes the readers of this research give their critics and suggestions.

Banjarmasin, Jumadil akhir ,1431 H
Mei ,2010 A. D

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CHAPTER I

INTRODUCTION

A. Rationale

The English language competence is regarded as stagnant competency although it usually gets serious consideration to improve the quality. Besides, teaching English itself especially in Indonesia is still poor and does not sign a significant result. This is indicated by many numbers of students' quality are still low whereas the English language has been taught and learner from Elementary School until Senior High School in Indonesian. If this condition is not changed, it may immediately influence the acquisition of language competence until university.

To achieve that goal of course, students have to learn a language. Learning language is one of many conditions that makes nation is bright and smart. Indeed, foreign language must be thought for the nation, so students will know other conditions, countries foreign cultures, behaviors and will improve their knowledge.

“Learning is acquiring of knowledge or skill”.¹ According to A.S Hornby “Learning is to gain knowledge or skill by study”.² Other definition, “Learning is relatively permanent change in behavioral potentially that occurs as a result of reinforced practice”. Learning language is an important skill in academic life, in particular to get information concerning disciplines in studying which are written in the language.

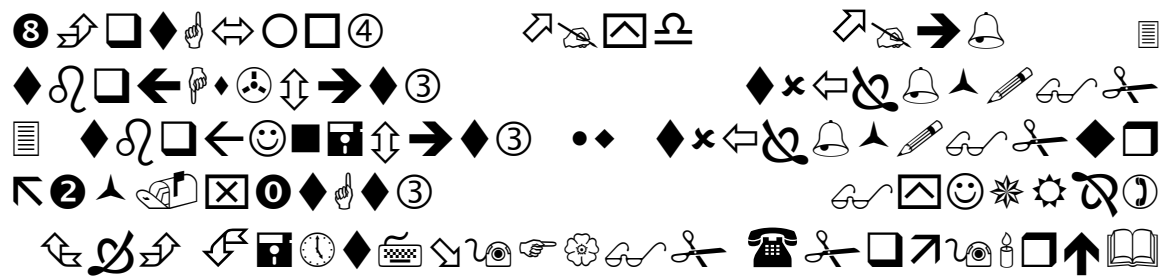
¹ A Simon and Shuster Mac Milan, *Webster's New World College Dictionary*, (New York: Mac Milan Company, 1988), p. 769

² A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1955), p. 671

Reaching the goal, it is listed some subjects to be taught at school. The subjects give students sufficient abilities to be competent human resources as stated above. One aspect considered important to be taught is language.

English as a foreign language has competencies which often derived as four major skills that should be developed by English of foreign language learner, i. e. listening, speaking, reading, and writing. All of these skills have there own way to master them. L. G. Alexander stated that the student had to be trained adequately in all four basic languages skill-listening, speaking, reading, and writing³.

Allah SWT said in The Holy Qur'an in Surah Az Zumar verse 9 as follow:



English as a subject at school requires students to be able to communicate

in oral and written using appropriate language from fluently and accurately.⁴

Grammar is important subject matter should be mastered in English. It helps students construct a grammatically correct utterance and writing. Grammatical sentence is easily understood rather than ungrammatical one. Moreover in writing language, the writing has to be constructed in grammatically accepted form.

One aspects of grammar is article. In English grammar, there are some articles or *kata sandang* in Indonesian. The words **a**, **an**, and **the** are called articles. It is a

³ L. G. Alexander, *Practice and progress and Integrated Course for Intermediate Student*, (Yogyakarta: Kanisus,1975), p. VIII.

⁴ Department Pendidikan Nasional, *Pengembangan Syllabus dan System Penilaian Mata Pelajaran Bahasa Inggris*, (Jakarta; 2004), p.5

basic knowledge of English should be mastered. Thus, it is introduced to students since beginning level. Students' ability in using articles is a basic ability that supports students' skill in English.

In general way, it is known that articles have two kinds, the are; definite article and indefinite article, definite article **the** is usually used when someone believes that the hearer known which person, place, or the thing the noun refers to. In other hand, indefinite article **a** and **an** are usually used when an unidentified specimen is introduced.

Based on the rational, the writer is interested in getting a research in script form with the title: **“THE ABILITY OF THE SEVENTH GRADES STUDENTS OF “A” CLASS IN USING ARTICLES AT JUNIOR HIGH SCHOOL 1 AMPAH CENTRAL KALIMANTAN ACADEMIC YEAR 2009-2010”**.

Then to make this research clear and to avoid any misinterpretation at adopted the title, the writer hereby explains some terms in regarding of the title as follows:

1. Ability is the quality of being able to do something or a natural or acquired skill or talent.⁵

Etymologically, "ability" means "capacity" of power" (to do something) physical or mental.⁶

⁵ William Morris, *The Grolier International Dictionary*, (New York: Grolier Incorporated 1986) p.3

⁶ A.S. Hornby, *Oxford Advance Learners Dictionary of Current English*, (London : Oxford University Press, 1974) P.2

2. The seventh grade means the first class of Junior High School. The seventh grade of Junior High School 1 Ampah have six classes, it from A until F. The writer only chooses and observed VII A. Because before the students sit in VII A, the students were tested to measure the ability of students.
3. The writer meant that using is the way to put article based on the grammatical structure.
4. According to A.S. Hornby article is either of the words **a, an**, (the indefinite Article) or **the** (the definite article) compare determiner.⁷

Thus the meaning that the writer wants from the title above is the ability of the seventh grade students in using article at Junior High School 1 Ampah. An articles in this thesis consists of **a, an** (indefinite article) and **the** (definite article). In addition, the articles will be used in English sentences and English discourse.

B. Statement of the Problems

Based of the rational above, the problems in this research are as follow:

1. How is the Junior High School 1 Ampah of the seventh grades students' ability in using articles?
2. What are the factors that influence the ability of the seventh grades students in using articles?

C. Reason for Adopting the Title

Some reasons that have made the writer interested in this study are:

⁷ A. S. Hornby, Oxford Advance Learners Dictionary of Current English, (London; Oxford University press, 1974), p.57

1. English is one of the most popular languages in the world that has become the main communication device the field of science and technology.
2. Ability in grammar especially article is one of the important requirements to understand English text properly.
3. The Seventh Grades students at Junior High School 1 Ampah have already studied about articles and article will help the student to supports their writing skill in English

D. Purpose of the Research

The purposes of the research are:

1. To know the seventh grades students' ability in using articles of Junior High School 1 Ampah.
2. To identify the factors that influence the ability of the seventh grades students in using articles at junior high school 1 Ampah academic year 2009-2010.

E. Significance of the Research

The results that are going to achieve in this study are:

- a. Enrich the writer's knowledge and experience in scientific research especially about article.
- b. Be an information consideration and input for education executor on increasing and improving the quality of education.
- c. Be an input for English teacher who teach at Junior High School 1 Ampah.

- d. Be an information and comparison for the next researchers who want to conduct a research on the same topic.

F. Organization of the Contents

This research is divided into five chapters, as follow:

- Chapter I : It is the introduction which consists of rationale, statement of problems, reasons for adopting the title, purpose of the research, significance of the research and organization of the contents.
- Chapter II : It is the theoretical review on related which consists of the definition of article, kinds of article, usages article and influential factors of students' ability.
- Chapter III : It is the methodology of research which consists of subject and object of the research, data, source of data, technique of data collecting, basic framework of research, design of measurement, technique of data processing, and analysis research procedure.
- Chapter IV : It is the report of research result which consists of general description about the object of research, data presentation and data analysis.
- Chapter V : It is the conclusion and suggestion.

CHAPTER II

THEORITICAL REVIEW

A. Definition of Articles

Article can be defined as a limiting word, not descriptive, which cannot be used alone, but always joins to a substantive word to denote a particular thing, or a group or class of things, or any individual of a group or class. 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 articles in the English language are *the*, *a*, and *an*. Articles are usually characterized as either *definite* (a / an) or *indefinite* (the).

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, determiners.

In languages that employ articles, every common noun, with some exceptions, is expressed with a certain definiteness (e.g., definite or indefinite), just as many languages express every noun with a certain grammatical number (e.g., singular or plural). Every noun must be accompanied by the article, if any, corresponding to its definiteness, and the lack of an article (considered a zero article) itself specifies a certain definiteness.⁸

⁸ [http: www.Usingenglish.com/glossary/article.html](http://www.Usingenglish.com/glossary/article.html)

According to Roberth Krohn in his book English Sentence Structure, article is the words **a / an** or **the**.⁹

So, from definitions above the writer concludes that article is part of words. In English, the articles are **a / an** and **the**.

B. Kinds of Articles

English has two types of articles: definite article (the) and indefinite article (a / an). **The** is the definite article, since it points out a particular individual, or group, or class. **An** or **a** is the indefinite article, because it refers to any one of a group or class of things. **An** and **a** are different forms of the same word, the older *ān*. The use of these articles depends mainly on whether referring to any member of a group, or to a specific member of a group:

1. Definite Article : the

Definite article indicates that its noun is a particular one (or ones) identifiable to the listener. It may be the same thing that the speaker has already mentioned, or it may be something uniquely specified.

The definite article is used before singular and plural nouns when the noun is particular or specific. **The** signals that the noun is definite, that it refers to a particular member of group. Compare the indefinite and definite articles in the following examples:

Indefinite (a or an):

Definite (the):

⁹ Roberth Kohn. English Sentence Structure, (Michigan: The University of Michigan Press, 1986), P.54

Singular	:	A dog (any dog) An apple (any apple)	The dog (that specific dog) The apple (that specific apple)
Plural	:	Some dogs (any dogs) Some apples (any apples)	The dogs (those specific dogs) The apples (those specific apples)

2. Indefinite Articles: a and an

There are two *indefinite* articles in English: namely, 'a' and 'an'. They refer to something not specifically known to the person you are communicating with, and used before a singular noun that has a plural form.

Indefinite article indicates that its noun is not yet a particular one (or ones) 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* or *an* (depending on the initial sound of the next word). 'A' is used before a consonant sound and 'an' is used before a vowel sound.

The sound is more important than the spelling; we say '**an umbrella**' and '**a union**' because the sounds of the first letter are different A / an signal that the noun modified is indefinite, referring to any member of group.

These indefinite articles are used with singular nouns. When the noun is general, the corresponding indefinite quality of the words *some* is used for plural general nouns.¹⁰

Examples:

Notes 1:

¹⁰ Patricia K. Werner et al, Interaction II A, (Publishing Company : University Grammar English Me Graw, Hill International Edition, 1990) Second Edition, P. 55

Singular Nouns:	There is a book on the desk.	A comes before a singular counts noun that begins with a consonant sound.
	There is an apartment above the store. It takes him an hour for Commute to work	An comes before a singular count noun that begins with a vowel sound.

C. Usages of Articles

There are some kinds to use an article, they are:

1. Use of definite Article (The)

- a. **the** is used when you know that the listener knows or can work out what particular person/thing you are talking about.

For example: "The apple you ate was rotten."
"Did you lock the car?"

- b. **the** is also used when you have already mentioned the thing you are talking about.

For example: "She's got two children; a girl and a boy. The girl's eight and the boy's fourteen."

- c. **the** is also used to talk about geographical points on the globe.

For example: the North Pole, the equator

- d. **the** is used to talk about rivers, oceans and seas

For example: the Nile, the Pacific, the English channel

- e. **the** is used before certain nouns when we know there is only one of a particular thing.

For example: **the** rain, **the** sun, **the** wind, **the** world, **the** earth, **the** White
House etc..

f. **the** is used however if you want to describe a particular instance.

"I could hear **the** wind."

For example:

"What are your plans for **the** future?"

g. **the** is also used to say that a particular person or thing being mentioned is the best, most famous, etc. In this use, 'the' is usually given strong pronunciation:

"Harry's Bar is **the** place to go."

For example:

"You don't mean you met **the** Tony Blair, do you?"

h. **the** is also used before superlative and ordinal numbers

For example: The first page, the last chapter, the highest building.

j. **the** is also used with Proper name of books

For example: the Qur'an, the Bible, the novel.

k. **the** is also used with names of parts of body.

For example: the leg, the shoulders, etc.

l. **the** is also used with points of time

a. Points in a progression

Examples: the beginning, the middle, the end, etc.

b. parts of the day

Examples: in the morning, in the afternoon, in the evening.

2. Use of Indefinite article (a/an)

a. **A** and **an** are used before nouns that introduce something or someone you have not mentioned before:-

For example: I saw **an** elephant this morning.

I ate **a** banana for lunch.

b. **A** and **an** are also used when talking about your profession:

For example: I am **an** English teacher.

I am **a** builder.

c. **A** and **an** are also used to refer something for the first time

For example: **An** elephant and a mouse fell in love.

I buy **a** pen

d. **A** and **an** are also used with names of jobs:

For example: John is **a** doctor.

Cynthia is training to be **an** engineer.

e. **A** and **an** are also used with nationalities and religions

For example: Marcel is **an** Englishman.

Iqbal is **a** muslim

f. **A** and **an** are also used with musical instruments

For example: Afgan was playing **a** guitar when the visitor arrived.

- g. **A** and **an** are also used After "half"

For example: Budi will be half **a** dozen

- h. **A** and **an** are also used After to be

For example: He is **an** American

- i. **A** and **an** are also used with a singular noun, after the words "what" and "such";

For example: What **a** shame!
She's such **a** beautiful girl.

- j. **A** and **an** are also used Meaning "one", referring to a single object or person

For example: The burglar took **a** diamond necklace and **a** valuable painting.
We've got seven computers but only one printer.

According A.J. Thomson and A.V. Martinet in A Practical English Grammar, they are some kinds to use **a** and **an**, they are:

1. The form **a** is used before a word beginning with a consonant or a vowel with a consonant sound:

Examples: **a** university

a European

2. The form **an** is used before words beginning with a vowel (a, e, i, o, u) or words beginning with a silent h:

Examples: **an** island

an uncle

3. *a/an* is the same for all genders:

Examples: **a** man

an actress¹¹

If the noun is modified by an adjective, the choice between *a* and *an* depends on the initial sound of the adjective that immediately follows the article:

- **a** broken egg
- **an** unusual problem

Look at the table according Betty;

TABLE 2.1
USING A VS AN

(a) A dog is an animal	a and an used in front of singular count nouns. In (a) dog and animal are singular count nouns.
(b) I work in an office (c) Mr. Lee is an hold Man	Use an in front of words that begin with the vowel a, e, i, (o): an apartment, an elephant, an idea, an ocean. In (c): Notice that an is used because the adjective (old) begins with a vowel and comes in front of a singular count noun (man).
(d) I have an uncle Compare (e) He works at a university	Use an if a word that begins with “u” has a vowel an uncle, an ugly picture. Use a if a word that begins with “u” has a/uw/sound: a university, a usual event.
(f) I need an hour to finish my work (g) I live in a house. He lives	In some words that begin with “h” the “h” is not pronounced, instead, the word begin with a vowel sound and an is used: an hour, an honor.

¹¹ A.J. Thomson & A.V. Martinet, A Practical English Grammar (Hong Kong: Oxford University Press, 1986), P.5

in a hotel	In most words that begin with “h”, the ‘h’ is not pronounced, use a if the “h” is pronounced. ¹²
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3. No article

a. No article is usually used to talk about things in general:-

Inflation is rising.

For example: **People** are worried about rising crime. (Note! People generally, so no article)

b. an article is not used when talking about sports.

My son plays **football**.

For example: **Tennis** is expensive.

c. an article is not used before uncountable nouns when talking about them generally.

Information is important to any organisation.

For example: **Coffee** is bad for you

d. an article is not used before the names of countries *except* where they indicate multiple areas or contain the words (state(s), kindom, republic, union).
Kingdom, state, republic and union are nouns, so they need an article.

For example: No article - Italy, Mexico, Bolivia, England

Use the - **the** UK (United *Kingdom*), **the** USA (United *States*)

¹² Betty Schramper Azar, Basic English Grammar Dwi Bahasa Inggris, (Jakarta: PT. Prenhalindo,2001),P.147

of America), **the** Irish *Republic*

Multiple areas! **the** Netherlands, **the** Philippines, **the** British Isles

- e. article is not used before seasons

For example: Spring, winter, etc.

- f. article is not used with names of meals

For example: lunch, dinner, etc

- g. article is not used before uncountable noun

For example: Biology is science.

I have milk every morning.

- h. article is not used before plural count noun

For example: Dogs are faithful animals.

Roses are beautiful and fragrant flowers.

- i. article is not used after “kind of” or “sort of”:

For example: What kind of book do you want?

That is sort of story.¹³

D. Influential Factors of Students’ Ability in Using Article

According to Muhibbin Syah there are some influential factors that classified into three groups:

¹³ <http://en.wikipedia.org/wiki/english-article>

1. Internal factors, that is about a condition of students' body and spiritual.
2. External factors, that is about a condition of students' circle area.¹⁴

In relation with the ability of VII A students in using English at Junior High School 1 Ampah, the writer considers some significant factors as follow:

1. Internal students' factors
 - a. Students' interest

In learning English, interest is a very important factor. By interest, the students are easier to understand the lesson given by teacher. For instance, students who are no interest to English will not get anything from what the teacher teaches. On the other hand, students whose interest in English, he will study hard and easy to absorb the materials. It is caused he or she is interested in the subject.

Slameto in his book *Belajar Mengajar dan Faktor-Faktor Yang Mempengaruhinya* said:

“Minat adalah suatu rasa lebih suka dan rasa ketertarikan pada suatu hal atau aktifitas tanpa ada yang menyuruh. Minat pada dasarnya adalah penerimaan akan suatu pada hubungan tersebut semakin besar pada minat”.¹⁵

So, interest is a inclination within oneself with emotional like on something. A students who is interested in English, he or she will pay attention in learning English.

¹⁴ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Logos Wacana Ilmu, 1999) first edition, p. 130

¹⁵ Slameto, *Belajar Mengajar dan Factor-Factor Yang Mempengaruhinya*, (Jakarta: Bina Aksara, 1998), p.180

b. Students' motivation

Motivation means a psychological of people that motivates them to do something.¹⁶ There are two kinds of motivation, are: Intrinsic and Extrinsic motivation. These forces can be either intrinsic or extrinsic. Intrinsic is when the force comes from within oneself. Extrinsic is when the external forces, positive or negative, produce a behavioral change. In addition to forces that produce an actuation, there is a need to have the ability to fulfill the motivation.¹⁷

In this case, students have enough motivation to learn. Motivation of students may be enhanced by external factors such as motivation from parents, teachers or friends.

c. Students' learning activities

Learning is acquiring of knowledge of subject, experience, or instruction. To get the goal of English learning, the students have to do learning activity seriously.

In this study, the writer wants to explore the students' learning activities including their activity while the teaching and learning process such as to pay attention to the lesson, to take some notes, to ask difficult lesson to the teacher and respond teachers' question. It also covers students' activities outside school time such as to study at home, and to do homework.

Students may have a good habit and strategy in studying based on their interest, motivation and influence of milieu.

¹⁶ Muhibbin Syah, Op. Cit. p. 137

¹⁷ [http://speechmastery.com/definition of motivation. html](http://speechmastery.com/definition%20of%20motivation.html)

2. External' factor

Beside internal factors, students' ability is also influenced by external factors:

a. Teachers' factor

The teachers act as facilitator or mediator and motivator because the teacher is particular factor in teaching and learning process, he has responsibilities to his students. In short, the teacher is the most important holder in implementation of education.¹⁸

Syaiful Bahri Djamarah said that:

*“Guru harus memiliki segala sesuatu yang diperlukan dalam mengajar, guru harus membekali diri dengan berbagai pengetahuan pendidikan, keterampilan mengajar, mengelola kegiatan pengajaran serta mental yang kuat sehingga dapat melaksanakan tugas sebagai seorang guru”.*¹⁹

The professionalism of a teacher is influenced many factors including his or her experience in teaching a subject. Syaiful Bahri Djamarah said that:

*“Latar belakang pendidikan adalah salah satu aspek yang mempengaruhi kompetensi seorang guru di bidang pendidikan dan pengajaran. Guru pemula dengan latar belakang pendidikan keguruan lebih mudah menyesuaikan diri dengan lingkungan sekolah. Karena dia sudah dibekali dengan seperangkat teori sebagai pendukung pengabdianya. Kalaupun ditemukan kesulitan hanya pada aspek-aspek tertentu. Hal ini adalah suatu hal yang wajar.”*²⁰

Teachers' factor may influence the ability of students in using article since the qualities of teachers decide of instruction.

¹⁸ <http://www.En.Wikipedia.org/wiki/crystal/2010/02/21>.

¹⁹ Syaiful Bahri Djamarah dan Aswan Zein, Strategi Belajar Mengajar, (Jakarta: Rineka Cipta, 1996) p. 123

²⁰ Syaiful Bahri Djamarah, Prestasi Belajar dan Kompetensi Guru, (Surabaya; Usaha Nasional), p. 133

b. Facilities' factor

It is undeniable that facilities influence the successfulness of instruction at school. Students surely will learn better and more enjoy if school provides all students facilities, also the problems can be decreased. Thus, successfulness can be easily gained.²¹

At school it is commonly provided some general facilities such as classroom, library, laboratory, text book, and the other media should be provided too.

The writer hereby concludes that well provided facilities will help students to absorb the lesson. Some facilities such as various text book, dictionary, etc are significant to be provided for students.

²¹ Syaiful Bahri Djamarah, Psikologi Belajar, (Jakarta: Rineka Cipta,2002), p. 151

CHAPTER III
METHOD OF RESEARCH

A. Subject and Object of the Research

1. Subject of Research

The subjects of this research are all of the seventh grades students in “A” class room at Junior High School 1 Ampah academic year 2009-2010 with the total number 30 students. The tabulating of subject can be seen in the following table:

TABLE 3.1
SUBJECT OF RESEARCH

CLASS	NUMBER OF STUDENTS	
	MALE	FEMALE
VII A	19	11
TOTAL NUMBER	30	

2. Object of Research

The objects of this research are students’ ability of seventh grade at class “A” in using articles of Junior High School 1 Ampah.

B. Data, Sources Data and techniques of the data collecting.

1. Data

a. Primary data

To answer the problems of this thesis, the writer will collect the following data:

1. The data of the students' ability in using articles of the seventh grade students of the best class at Junior High School 1 Ampah.
2. Data about factors influence the ability of the seventh grades students in using articles which consist of:
 - a) Internal factors
 - Students' interest.
 - Students' motivation
 - Students' learning activity
 - b) External factors
 - Teachers' factor
 - Facility factor

b. Secondary Data

To complete the primary data, the written also collects the secondary ones, which refers to the research objects as in the following:

1. The brief history of Junior High School 1 Ampah
2. Description about teachers, students, and the administration staff of Junior High School 1 Ampah.
3. Physical condition and school facility of Junior High School 1 Ampah.

2. Source of data

As source of data in this research are:

- a. Respondents: All Students in the best class of seventh grades at Junior High School 1 Ampah
- b. Informants: Headmaster, teachers, and students.

- c. Document: All written reports and important document relating to the data.
3. Technique of data collecting
- a. Observation

This is a technique which the writer directly comes to observe the objects directly that relates to the problem of the research.
 - b. Interview

In this way the writer takes a number of interviews some related person like students, the English teacher and also headmaster.
 - c. Test

This way is used to measure the students' ability in using articles. It is also used to know about kinds of article the students cannot understand.
 - d. Questionnaire

This technique is conducted to collect the data from the seventh grades students at junior High School 1 Ampah. This technique is aimed at looking information about the student's interest and motivation toward English.
 - e. Documentary

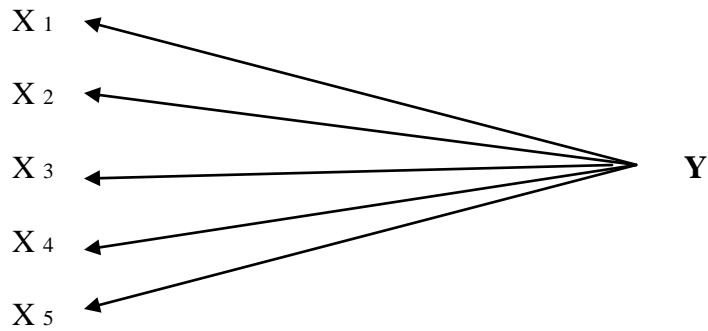
This technique is aimed at looking for all written reports or document which perhaps keeps some of detail records of primary data and secondary data.

To know more closely of those data, source of technique of data collecting, the following matrix will be helpful.

SCHEME

Independent Variable

Dependent Variable



Note:

Y : The ability of the seventh grades students in using article

X₁ : Students' interest

X₂ : Students' motivation

X₃ : Students' learning activity

X₄ : Teacher's factor

X₅ : Facility factor

D. Design of Measurement

The data about the ability of students in using English articles are gained by holding achievement test of the seventh grades in VII A at Junior High School 1 Ampah.

To measure the students' ability in using English articles, ask each student 35 questions in various forms as follows:

1. Completing 40 English sentences with suitable articles. Each item has 1, 75 points.

So, for all true answers are give 70 scores.

2. Completing 10 English discourses with suitable article, each item has 3 points.

So, for all true answers are give 30 scores.

The total Maximum Expected Score (MES) of all questions are 100 scores. To see the level of ability in using the articles, the writer accounts the mean scores of the test result. Then, the mean scores that the students got from the test are consulted into the following categories:

1. If the students obtained the score : 80 - 100 = Excellent
2. If the students obtained the score : 70 - < 80 = Good
3. If the students obtained the score : 60 - < 70 = fair
4. If the students obtained the score : 50 - < 60 = Poor
5. If the students obtained the score : 0 - < 50 = Very Poor

Mean of scores is got by the pattern below:

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

Note: M = mean of scores

$\sum X$ = Accumulative scores

N = number of respondents

Knowing the factors that influence students' ability in using article has some indicators and its categories as follows:

1. Internal students' factors

a. Students interest which is indicated by:

1. Students respond toward English

- a. Like very much : high category
- b. Like : middle category
- c. Dislike : low category

2. Students' intention in learning English

- a. To master English : high category
- b. To get a good mark : middle category
- c. No intention : low category

b. Students' motivation

1. Students' motivation in learning English

- a. Highly motivated : high category
- b. Pay attention because of teacher control : middle high category
- c. Less motivated : low category

2. Source of students' motivation

- a. Internal Motivation : high category
- b. External motivation : middle category
- c. No motivation : low category

- c. Students' learning activity
 - 1. Students' activeness to attend English lesson
 - a. Always Present : high category
 - b. Often present : middle category
 - c. Sometimes Present : low category
 - 2. Students' activeness to pay attention to the teacher
 - a. Always pay attention : high category
 - b. Often pay attention : middle category
 - c. Sometimes pay attention : low category
 - 3. Students' activeness to respond teacher question and to ask difficult lesson
 - a. Often : high category
 - b. Sometimes : middle category
 - c. Seldom : low category
 - 4. Students' activeness to take important notes
 - a. Often : high category
 - b. Sometimes : middle category
 - c. Seldom : low category
 - 5. Students' activeness to study English at home
 - a. Always : high category
 - b. Sometimes : middle category
 - c. Never : low category

6. Students' activeness to improve their English through mass media or the other source

a. Often : high category

b. Sometimes : middle category

c. Never : low category

7. Students' activeness to do their homework

a. Always : high category

b. Sometimes : middle category

c. Never : low category

2. External students' factors

a. Teachers' factor

1. Teacher education background

a. S1 from English department : high category

b. D3 from English department : middle category

c. D3 from non English department : low category

2. Teacher experience in teaching English

a. more then four year : high category

b. 1 – 4 years : middle category

c. Less then one year : low category

3. Teacher attendance in teaching
 - a. Always : high category
 - b. Often : middle category
 - c. Sometimes : low category
 4. Teachers' activeness in giving exercise and practice to students
 - a. Always : high category
 - b. Sometimes : middle category
 - c. Seldom : low category
 5. Teachers' attention to students' achievement
 - a. Pay attention very much : high category
 - b. Enough attention : middle category
 - c. Less attention : low category
- b. Facility factor
1. Students' possession of text book
 - a. Have text book and addition book : high category
 - b. Have text book : middle category
 - c. Do not have text book : low category
 2. Students' possession of English dictionary
 - a. Have standard dictionary : high category
 - b. Have complete dictionary : middle category
 - c. Do not have dictionary : low category

E. Techniques of Data Processing and Analysis

1. Data Processing

After data have been gathered, they are processed by:

a. Editing

This technique is used to examine all of the collected data to make sure whether they are already complete or not. The editing also includes selecting the needed data from those, which are available.

b. Coding

The writer classifies all the data that have been edited in accordance with their kinds by making certain codes on all collected data.

c. Tabulating

The writer tabulated all the collected data based on frequency computation by using the formula.

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

P : Percentage Score

F : The frequency of answers from respondent for each items questions.

N : Total number of respondents.

After that, all percentages are interpreted by using following categories:

0 - < 50 : Poor category

50 - < 60 : Low category

60 - < 70 : Enough category

70 - < 80 : Good category

80 - 100 : Excellent category

2. Data Analysis

Before all the collected data reported, then the writer analyses them by using description qualitative analysis, and makes conclusion by using inductive method.

F. Research Procedure

There are some steps that are passed through in completing this study they are:

1. Preliminary steps:

- a. To hold a prior observation in the research object.
- b. To discuss the result of the research observation with the writer's counselor.
- c. To make a research design proposal to be approved by the bureau of paper research of Islamic Education Faculty.

2. Preparatory steps

- a. To hold a seminar on the research design proposal
- b. To consult with the paper advisor

- c. To ask the dean of Islamic Education Faculty for a written mandate to conduct the research.
 - d. To make Instruments to collect the data
3. Research steps
- a. To contact all respondents and informant who are needed to obtain the data.
 - b. To collect all the data.
 - c. To process the data in procedural way, and analyze the properly.
4. Organization Steps

All the obtained data completed, the written soon organizes them of this study based on continual guide and consult with the paper advisors. After that this study is approved and ready to examine in the open forum.

CHAPTER IV

REPORT ON RESEARCH RESULT

A. Brief History of Junior High School (SMPN) 1 Ampah

Junior High School 1 Ampah was built in 31 August 1957. From 1957 to 1963 it located it Jl. Barambut, Ampah, South Barito Regency. First status was Junior High School BROHONG with non-formal school' status and this school only have three classrooms. Since 1963 it has been moved to Jl. Talohen Rt. 20 No. 25 Ampah, East Barito Regency. According to the letter Statement of Indonesian Minister of Education and Culture Affairs No.82/SE/B/III/1963 with a Number Statistic: 20.1.14.02.0006 the status changed be formal' school. After 9 years it was eliminated and the school status become Junior High School 1 Ampah. Since 2004 Junior High School 1 Ampah has new status namely RSSN (Rintisan Sekolah Standar National).

Junior High School 1 Ampah is one of the best schools in East Barito, many students want to continue their study in this school, but only some students can be approved. Because Junior High School 1 Ampah conducts a test to measure the ability of students. The result of a test will be use to classify the students and place them in certain classes.

Junior High School 1 Ampah has adopted national curriculum in teaching and learning process. To develop this school, there are five headmasters who have indeed efforts in upgrading the quality of this school. The information about the headmaster can be seen n the table below:

TABLE 4.1

HEADMASTERS OF JUNIOR HIGH SCHOOL 1 AMPAH

No	Name	The Years
1	Damang W. Jino	1957 – 1972
2	Yuda Sansang	1972 – 1984
3	Darpen Landai, MBA	1984 – 1996
4	Drs. Yono Sigin	1996 – 2003
5	H. Suhaini, Spd	2003 – Now ²²

B. The Description about Teacher, Administration Staff, Students and Facilities at Junior High School 1 Ampah

1. Teachers

Junior High School 1 Ampah has 38 permanent teachers and 5 non-permanent teachers. They come from different educational backgrounds. Most of them graduated from university, the following table describes about the teachers of Junior High School 1 Ampah.

TABLE 4.2

THE PERMANENT TEACHERS AT JUNIOR HIGH SCHOOL 1 AMPAH
ACADEMIC YEAR 2009/2010

No	Name	Latest Education	Position	Subject
1	H. Suhaini, S.Pd.	S1/FKIP	Headmaster	1. Mathematic 2. Local Content
2	Nupriadi, S.Pd	S1/FKIP	Vice Headmaster of Students	1. IPS 2. Sport
3	Mulyadi, S.Pd	S1/FKIP	Vice Headmaster of Education	1. Physic 2. Bio/Chemistry
4	Darwin, S.Pd	S1/FKIP	Vice Headmaster of Management	1. Indonesian 2. Local Content

²² www.Multimediasmp.com

5	Ektimina	D3	Teacher	1. Indonesian 2. Local Content
6	Nurhaida	D3	Teacher	1. Indonesian 2. Local Content
7	Rukunie	D3	Teacher	1. IPS 2. Local Content
8	Dahlia	D3	Teacher	1. IPS 2. Local Content
9	Roseniaty .D	D3	Teacher	1. Biology 2. Chemistry
10	Kasmianti	D3	Teacher	1. IPS 2. PPKN
11	Marthadinatha	D3	Teacher	1. IPS 2. Local Content
12	V. Tri Mawarti, S.Pd	S1/FKIP	Teacher	1. Mathematic
13	Tariana,S.Pd	S1/FKIP	Teacher	1. English
14	Inayati	D3	Teacher	1. IPS 2. Local Content
15	Patiana ,S.Pd	S1/FKIP	Teacher	1. PPKN 2. Local Content 3. Art
16	Supinelise	D3	Teacher	1. PPKN 2. Indonesian 3. Local Content
17	Dra Nursihan	S1/Tar	Teacher	1. Islamic Education 2. PPKN
	Roslinah	D3	Teacher	1. Mathematic 2. Local Content
18	Trisna DJ Husaen	D3	Teacher	1. Art
19	Olitariana	D3	Teacher	1. Bio/Chemistry 2. Art
20	Martini	D3	Teacher	1. Mathematic 2. Local Content
21	Sri Marhaeni	D3	Teacher	1. Kristen Education 2. Art
22	Ayang	D3	Teacher	1. Indonesian
23	Katarina	D3	Teacher	1. Physic 2. Bio/Chemistry
24	Sukinah	D2	Teacher	1. English
25	Sjandju, S.Pd	S1/FKIP	Teacher	1. Indonesian 2. PPKN
26	Yurkani Ishak, S.Pd.I	S1/STAI	Teacher	1. Islamic Education

				2. PPKN
27	Heryati	D3	Teacher	1. Kristen Education 2. Art
28	Kirana, S.Pd	S1/FKIP	Teacher	1. Physic 2. Bio/Chemistry 3. Sport
29	Setrianto, S.Pd	S1/FKIP	Teacher	1. Mathematic
30	Ekatniati, S.Pd	S1/FKIP	Teacher	1. English 2. Indonesian 3. Art
31	Merjhon, S.P	S1/FKIP	Teacher	1. Bio/Chemistry 2. Physic 4. TIK
32	Hamdan, S.Pd	S1/FKIP	Teacher	1. Indonesian 2. TIK 3. Sport
33	Yuliana Milo S.Ag	S1/FKIP	Teacher	1. Katolik Education 2. Art
34	Ely Hawiyaty		Teacher	1. Indonesian 2. English
35	Yahya, S.Pd	S1/FKIP	Teacher	1. IPS 2. Sport
36	Reripatni, S.Pd	S1/FKIP	Teacher	1. Sport 2. Art
37	Youritha YT. L, S.Pd	S1/FKIP	Teacher	1. Physic 2. Art
38	Samadi	D1	Teacher	Counseling ²³

Beside the permanent teachers, there are also non-permanent teachers as seen in the following table:

TABLE 4.3
THE NON-PERMANENT TEACHERS AT JUNIOR HIGH SCHOOL 1 AMPAH
ACADEMIC YEAR 2009/2010

No	Name	Latest Education	Subject
1	Sisie	D3	1. Hindu Education
2	Agus Fajar, S.Sos	S1	1. TIK 2. PKN
3	Akhta Sulas Fian, SS	S1/FKIP	1. English
4	Ina Hapnasari, SP	S1/FKIP	1. TIK
5	Yulianti, S.Pd	S1/FKIP	1. PKN ²⁴

2. Administration Staff

To support the education process at school, some administration staff and employed are needed, and the table below describes the administration staff and employed who work at Junior High School 1 Ampah.

TABLE 4.4
THE ADMINISTRATION STAFF AT JUNIOR HIGH SCHOOL 1 AMPAH
ACADEMIC YEAR 2009/2010

No	Name	Occupation	Education
1	Samadi	The head of Administration	D1
2	Supinalise	Administration Staff Librarian	D3

²⁴ Ibid

3. The Students

The member of students at Junior High School 1 Ampah in academic years 2009/2010 are 609 students. They are divided into 19 classes, class VII consist of 7 classes with 200 students, class VIII consist of 6 classes with 206 students, and class IX consist of 6 classes with 203 students. The number can be seen on the table below:

TABLE 4.5
DESCRIPTION OF STUDENTS AT JUNIOR HIGH SCHOOL 1 AMPAH
ACADEMIC YEAR 2009/2010

No	Class	Number of Students
1	VII A	30
2	VII B	30
3	VII C	28
4	VII D	29
5	VII E	27
6	VII F	28
7	VII G	28
Total		200
8	VIII A	38
9	VIII B	34
10	VIII C	36
11	VIII D	35
12	VIII E	31
13	VIII F	32
Total		206
14	IX A	34
15	IX B	30
16	IX C	36
17	IX D	32
18	IX E	33
19	IX F	38
Total		203
Overall Total		609

4. School Facilities

Junior High School 1 Ampah has some facilities, which are purposed to support the teaching and learning process such as in the following table.

TABLE 4.6
THE SCHOOL FACILITIES AT JUNIOR HIGH SCHOOL 1 AMPAH
ACADEMIC YEAR 2009/2010

No	Facilities	Amount
1	Headmaster room	1
2	Staff Administration Room	1
3	Teacher's room	2
4	Toilet for teachers	4
5	Toilet for students	9
6	Living room	1
7	Library	1
8	Computer's room	2
9	OSIS room	1
10	Mosque	1
11	Canteen	3
12	Parking area	4
13	Place for taking ablution	2
14	Language laboratory	1
15	IPA laboratory	1
16	Art room	1
17	Hall	1
18	Counseling room	1
19	School health Unit	1
20	Replacement room	2
21	Kitchen	1
22	Warehouse	1
23	Cooperation	1
24	Security Pos	1
25	Badminton field	1
26	Futsal field	1
27	Basket ball field	1
28	Volley ball field	1

As the table of facilities above, there are many places for students to do many activities to increase their ability at school. There are computers and also multimedia room, students will easily get knowledge about science from it. There is also a room for the students' organization (OSIS). By this organization, the students learn about the management of organization, to build their self-confidence, to increase the skill that they have and preparing for themselves as a leaders in the future.

C. Data Presentation

This subchapter presents of the data have been collected on the research. The presentation covers primary data about the ability of VII A students in using article at Junior High School 1 Ampah and factor that influence it.

1. Description about the ability of VII A students in using article at Junior High School 1 Ampah.

According to the test result intended to know the ability of VII A students at Junior High School 1 Ampah, it is identify that the highest score is 85 and the lowest score is 37. The accumulative score is 2031. Mean of the score is 2031 divided 30, that is 67, 7. Further information about all students score can be seen on appendix. The table below explains the categories of the score and its distribution.

TABLE 4.7
 THE ABILITY OF VII A STUDENTS IN USING ARTICLE
 AT JUNIOR HIGH SCHOOL 1 AMPAH
 ACADEMIC YEAR 2009/2010

No	Category	Frequency	Percentage (%)
1	Very good	5	16,67
2	Good	9	30
3	Fair	11	36,67
4	Poor	3	10
5	Very poor	2	6,66
Total		30	100

Thus, it is seen that 5 students (16,57 %) are in very good category, 9 students (30 %) are in good category, 11 students (36,67 %) are in fair category, 3 students (10 %) are in poor category, 2 students (6,66 %) are in very poor category.

The data shows that the ability of VII A students in using article at junior High School 1 Ampah mostly in fair category. It is proven, there are 11 students (36, 67 %) in this category.

2. Description about the factors that influence that the ability of VII A students in using article at Junior High School 1 Ampah.
 - a. Internal students' factors
 1. Students' interest

The data about students' interest can be seen from the data about their likeness or dislike ness toward English. It can be seen on the table below:

TABLE 4.8
STUDENTS' LIKENESS OR DISLIKE NESS TOWARD ENGLISH

No	Category	Frequency	Percentage (%)
1	Like very much	4	13,33
2	Like	14	46,67
3	Dislike	12	40
Total		30	100

From the table it can seen that 4 students (13,33 %) like English very much, 14 students (46,67 %) like it, and 12 students (40 %) dislike it. So, it is concludes that most students like English.

Students' interest can also be identified from students' intention in learning English. This can be seen on the table below:

TABLE 4.9
STUDENTS' INTENTION IN LEARNING ENGLISH

No	Category	Frequency	Percentage (%)
1	To master English	4	13,33
2	To get a good mark	24	80
3	No intention	2	6,67
Total		30	100

From the table it can seen that (13,33 %) of the students want to learn English because they want to master English, 24 students (80%) want to get good mark, and 2 students (6,67 %) have no intention in learning English. So, it is concludes that most students want to learn English because they want to get a good mark.

2. Students' motivation

Student is one consideration factor in this research. Students' motivation of this research has been indicated by their motivation in learning English and the source of motivation.

Students' motivation in learning English can be seen on the table below:

TABLE 4.10
STUDENTS' MOTIVATION IN LEARNING ENGLISH

No	Category	Frequency	Percentage (%)
1	Highly Motivation	9	30
2	Pay attention because of teacher control	18	60
3	Less motivated to be active	3	10
Total		30	100

From the table it is know that 9 students (30 %) highly motivation to know English, 18 students (60 %) pay attention because of teacher control, and 3 students (10 %) less motivated to be active. So, it can be concludes that enough students are motivated to know English.

While mean the source of students' motivation can be seen its distribution on the table below:

TABLE 4.11
SOURCE OF STUDENTS' MOTIVATION TO LEARN ENGLISH

No	Category	Frequency	Percentage (%)
1	Internal motivation	2	6,67
2	External motivation	26	86,66
3	No motivation	2	6.67
Total		30	100

The table shows that 2 students (6,67 %) learn English because they have internal motivation, 26 students (86,66 %) are motivated by external motivation, and 2 students (6,67 %) had no motivation. So, enough students are motivated by their own motivation in learning English.

3. Students' learning activity

Student is indicated by 7 activities that are categorized into three levels. The first indicator is students' activeness to attend English class.

The presentation of the data can be seen on the table below:

TABLE 4.12
STUDENTS' ACTIVENESS TO ATTEND ENGLISH LESSON

No	Category	Frequency	Percentage (%)
1	Always present	24	80
2	Often present	4	13,33
3	Sometime present	2	6,67
Total		30	100

From the table it is identified that (80 %) of the students activeness to attend English lesson, 4 students (13,33 %) often present to attend English lesson, and 2 students (6,67 %) sometimes present to attend English lesson . In other words, most student activeness to attend English lesson

The second indicator is students' activeness to pay attention to the teacher. The presentation of this can be looked at the table below:

TABLE 4.13
STUDENTS' ACTIVENESS TO PAY ATTENTION TO THE TEACHER

No	Category	Frequency	Percentage (%)
1	Always pay attention	18	60
2	Often pay attention	4	13,33
3	Sometimes pay attention	8	26,67
Total		30	100

From the table it is identified that 18 students (60 %) always pay attention, 4 students (13,33 %) often pay attention, and 8 students (26,67 %) sometimes pay attention to the teacher. So, most students always pay attention to the teacher while instruction.

The third indicator of students' learning activity is students' activeness to respond teacher question and to ask difficult lesson. It can be identified on the table below:

TABLE 4.14
STUDENTS' ACTIVENESS TO RESPOND TEACHERS QUESTION
AND TO ASK DIFFICULT LESSON

No	Category	Frequency	Percentage (%)
1	Often	8	26,67
2	Sometimes	16	53,33
3	Seldom	6	20
Total		30	100

From the table it is identified that 8 students (26,67 %) often ask and respond the teacher, 16 students (53,33 %) sometimes respond and ask the teacher, and 6 students (20 %) seldom do the activeness. So, it means most students sometimes respond teachers' question and ask difficult lesson to.

The fourth indicator of students' learning activity is their activeness to take some important notes. This can be explained by the table below:

TABLE 4.15
STUDENTS' ACTIVENESS TO TAKE IMPORTANT NOTES

No	Category	Frequency	Percentage (%)
1	Often	14	46,67
2	Sometimes	16	53,33
3	Seldom	0	0
Total		30	100

The table shows that 14 students (46,67 %) often take notes, 16 students (53,33 %) sometimes take notes, and no one seldom do it. So, it means most students sometimes take important notes while the instruction.

The fifth indicator of students' learning activity is their activeness to study English at home. The distribution of this indicator can be seen on the table below:

TABLE 4.16
STUDENTS' ACTIVENESS TO STUDY ENGLISH AT HOME

No	Category	Frequency	Percentage (%)
1	Always	6	20
2	Sometimes	20	66,67
3	Never	4	13,33
Total		30	100

From the table it is identified that 6 students (20 %) always study English at home and have fixed schedule, 20 students (66,67 %) sometimes study it at home, and 4 students (13,33 %) never study at home. So, in other words most students sometimes study English at home.

The sixth indicator of students' learning activity is their activeness to improve their English through mass media or the other source. The data can be seen on the table below:

TABLE 4.17
STUDENTS' ACTIVENESS TO IMPROVE THEIR ENGLISH
THROUGH MASS MEDIA OR THE OTHER SOURCE

No	Category	Frequency	Percentage (%)
1	Often	6	20
2	Sometimes	17	56,67
3	Never	7	23,33
Total		30	100

The table shows that 6 students (20 %) often improve their English through mass media or the other source, 17 students (56,67 %) sometimes improve their English through mass media or the other source, and 7 students (23,33 %) never do it. So, most students sometimes improve their ability of English through mass media or the other source.

The last indicator of students' learning activity is students' activeness to do homework. This can be seen on the following table:

TABLE 4.18
STUDENTS' ACTIVENESS TO DO THEIR HOMEWORK

No	Category	Frequency	Percentage (%)
1	Always	20	66,67
2	Sometimes	8	26,67
3	Seldom	2	6,66
Total		30	100

From the table is it known that 20 students (66,67 %) always do their homework, 8 students (26,67 %) sometimes do their homework, and

2 students (6,66 %) seldom do their homework . So, it is seen that most students always do their homework.

b. External students' factor

1. Teachers' factor

For the teachers' factor, the writer seeks 5 indicators that identify the category of the teacher, namely educational background, teacher experience in teaching English, teachers' activeness to teach English, teacher's activeness to give exercise and practice, and teachers' attention to students' achievement.

From interview, the writer knows that the teacher of English for VII A students at Junior High School 1 Ampah in academic year 2009/2010 is a university graduate from English department. He finished his study at ST, BA East Java.

From the questioner, teachers' activeness to teach is identified by the data below:

TABLE 4.19
TEACHERS' ACTIVENESS TO TEACH ENGLISH

No	Category	Frequency	Percentage (%)
1	Always	30	100
2	Often	0	
3	Seldom	0	
Total		30	100

The table shows that all students of VII A agree that their teacher always presents to teach English.

TABLE 4.20
TEACHERS' ACTIVENESS TO GIVE EXERCISE

No	Category	Frequency	Percentage (%)
1	Often	14	46,67
2	Sometimes	16	53,33
3	Seldom	0	0
Total		30	100

The table shows that 14 students (46,67 %) agree that the teacher often gives exercise, 16 students (53,33 %) sometimes give exercise, and no one seldom agree. So, it means that the teacher sometimes gives exercise whether individual or classical to move students' activeness and to raise competition among them.

Meanwhile the teachers' attention to students' achievement is identified by the obtained data from questioner from students. The data can be seen on the following table:

TABLE 4.21
TEACHERS' ATTENTION TO STUDENTS' ACHIEVEMENT

No	Category	Frequency	Percentage (%)
1	Absolutely pay attention	22	73,33
2	Enough Attention	8	26,67
3	Less attention	0	0
Total		30	100

Based on the table, it is identified that 22 students (63,33 %) say that their teacher pay attention very much to their achievement. There are 8 students (26,67 %) say their teacher pay enough attention to their achievement and no students says that the teacher pays less attention. So,

most students agree that their teacher pays attention very much to their achievement.

2. Facility factor

According of writers' observations that the school provide has enough facility for teaching and learning English well. Especially for English and language subjects, there is comprehensive one language laboratory. Besides, there is a library that supplies important books for students, including for English.

This data presentation also shows the data about the facility owned by students. It is presented by the table below:

TABLE 4.22
STUDENTS' OWN FACILITY (English text book and additional book)

No	Category	Frequency	Percentage (%)
1	Have English text book and additional book	16	53,33
2	Have English text book	14	46,67
3	Do not have English text book	0	
Total		30	100

Based on the table it is found that 16 students (53,33 %) have English text book and additional books, and 14 students (46,67 %) have text book and no one does not have text book. So, it is concluded that all students have text book.

TABLE 4.23
STUDENTS' OWN FACILITY (Dictionary)

No	Category	Frequency	Percentage (%)
1	Have standard dictionary	14	46,67
2	Have complete dictionary	16	53,33
3	Have no dictionary	0	
Total		30	100

The data shows that 14 students (46,67 %) have standard dictionary, 16 students (53,33 %) have complete dictionary and no are does not have dictionary. So, it means that all students have dictionary.

D. Data Analysis

After presenting the data, the writer analyzed the obtained data to give some consideration about research result.

1. The ability of VII A students in using article at Junior High School 1 Ampah academic year 2009/2010.

The presented data on the previous subchapter shows that 5 students (16,57 %) are in very good category (80-100), 9 students (30 %) are in good category (70-80), 11 students (36,67 %) are in fair category (60-<70), 3 students (10 %) are in poor category (50-<60), 2 students (6,66 %) are in very poor category (0-<50). The mean is 67, 7 (fair category).

Based on the data, the writer concludes that the ability of VII A students in using articles at Junior high School 1 Ampah academic year 2009/2010 is generally in fair category. Thus, it is identified that students' ability in identifying kinds of articles and in choosing right references is in fair category.

From some items test which has given for the students, the writer got the data that some students could not understand when they use article **the**, it is because of they could not differentiate between the use of article **a** and article **the**.

2. The factors that influence the ability of VII A students in using article at Junior High School 1 Ampah.

a. Internal students' factor

1. Students' interest

This factor in the research is indicated by two indicators, namely Students' interest is indicated by their likeness to English lesson and students' intention in learning English.

From the table 4.8, it can be seen that 12 students who dislike study English and from the table 4.9, it can be seen that 24 students who only want to get a good mark. It means that average of students' interest in English lesson is in low category. It is supposed that the students' interest of Junior High School 1 Ampah in using article has great influenced on their ability which is also low.

2. Students' motivation

This factor in the research is indicated by two indicators, namely students' motivation and students' source of motivation.

From the table 4.10, it can be seen that during English lesson, most of the students who pay attention because of teacher control, 3 students who are less motivated to be active in class room. From the table 4.11 it

can be seen that only 2 students who are motivated by internal motivation. It means that their motivation in English lesson is in low category and it is supposed that the students' motivation of Junior High School 1 Ampah in using article has influenced their ability which is also low

3. Students learning activity

This is indicated by 7 indicators of activeness namely;

The first is students' activeness to attend English lesson. The data shows that all of students are always present on English class. So, it includes high category.

The second is students' activeness to pay attention to the teacher while the instruction. The data shows that 18 students (60 %) are always pay attention, 4 students (13,33 %) often pay attention, and 8 students (26,67 %) sometimes pay attention to the teacher explanation. The data shows the most students are in high category. So, the writer concludes that students' activeness in pay attention to the lesson relatively high.

The third is students' activeness to respond teacher question and to ask difficult lesson. The data shows that 8 students (26,67 %) often ask and respond the teacher, 16 students (53,33 %) sometimes respond and ask the teacher, and 6 students (20 %) seldom do the activeness at class.

It is seen that although all of students are always present on English class and students' activeness to pay attention, but most students only sometimes to respond teacher question and ask difficult lesson.

The fourth category is students' activeness to take some important notes. The data shows that 14 students (46,67 %) often take notes, 16 students (53,33 %) sometimes take notes, and no students are in low category. Based on the data, the writer concludes that students' activeness to take notes is fairly active.

The fifth category is students' activeness to study English at home. The data shows that 6 students (20 %) always study English at home and have fixed schedule, 20 students (66,67 %) sometimes study it at home, and 4 students (13,33 %) never study at home.

The sixth category is students' activeness to improve their English through mass media or the other source. The data shows that 6 students (20 %) often improve their English through mass media or the other source, 17 students (56,67 %) sometimes improve their English through mass media or the other source, and 7 students (23,33 %) never do it and that includes low category.

The seventh category is students' activeness to do homework. The data presents that 20 students (66,67 %) always do their homework, 8 students (26,67 %) sometimes do their homework, and 2 students (6,66 %) seldom do their homework. The data shows that most students always do their homework is relatively in high category.

It is seen that although most of students are always take some important notes, but most of students also only sometimes study at

home except students have homework and only sometimes to improve their English through mass media or the other source.

All indicators have been presented. From 7 indicators, the writer considers that the students' learning activities of Junior High School 1 Ampah has influenced the students' ability in learning English.

b. External students' factor

1. Teachers' factor

In this research teachers' factor is explained by 5 indicators, namely educational background, teacher experience in teaching English, teachers' activeness to teach English, teacher's activeness to give exercise and practice, and teachers' attention to students' achievement.

The first indicator is teacher background. The data presents that the teacher of English for VII A students at Junior High School 1 Ampah in academic year 2009/2010 is a university graduate at education for teacher of English department that includes high category.

The second indicator is teacher experience. The data shows that the teacher has touch English for four years.

The third indicator is teacher attendance to teach English. The data can be seen on the table 4.19 that shows all students of VII A agree that their teacher always present to teach English.

From the data, it is identified that all students agree are active to teach, but the teacher seldom uses the facilities of learning when explains

the materials of English subject. He only tends to use hand book as a media in teaching English.

The fourth indicator the data says that teacher often given exercised whether individual or classical.

The last indicator is the teachers' attention to students' achievement. The data shows that 22 students (63,33 %) say that their teacher pay attention very much to students. There are 8 students (26,67 %) agree that the teacher pay enough attention to their achievement and no students says that the teacher pays less attention.

From 5 indicators, the writer considers that most of students agree are teachers' attention to his students' achievement. Although, the teacher seldom uses the facilities of learning when explains the materials of English subject and only tends to use hand book as a media in teaching English. It has to improve, because it supposed that the students' motivation of Junior High School 1 Ampah in using article has influenced their ability.

2. Facility factor

According of writers' observations the writer knows that the facilities are in good condition and enough to support the teaching and English learning process.

The processing of text book is seen table 4.21. It shows that all students have text book. Many of them are in high category because they also have additional book. The rest are in middle category.

For the processing in English dictionary is seen table 4.22. It shows that all students have dictionary. Half of them are in high category because they also have standard dictionary. The rest are in middle category.

Based on the data, the writer concludes that the facility factor is in high category and it is supposed that the facilities of Junior High School 1 Ampah in using article has no so great influence on their ability.

CHAPTER V

CLOSURE

A. Conclusion

After conducting the research and analyzing the data, in this chapter the writer concludes all the result as follow:

1. The ability of VII A students in using articles at Junior High School 1 Ampah is averagely in fair category.
2. There are some factors which influenced the students' ability of VII A in using articles at Junior High School 1 Ampah academic year 2009/2010, they are:
 - a. Internal factor
 1. Students' interest in English which is classified into low category so it is supposed that the students' interest of Junior High School 1 Ampah in using article has great influence on their ability which is low.
 2. Students' motivation in learning English which is classified into low category and it is also supposed that the students' interest of Junior High School 1 Ampah in using article has great influence on their ability.
 3. Students' learning activity is in middle category. It is related to their ability toward English lesson. From questionnaire result that the writer did to the students, most of students stated that they are difficult in learning grammar, in this case using of articles. And also sometimes in learning process they did not ask a difficult lesson to the teacher.
 - b. External students' factor

1. Teachers' factor which is indicated by the sub-factors below:
 - Teachers' experience in teaching English, which is classified into middle category.
 - The English teacher seldom uses media in teaching English. Moreover, there is not variation in teaching English, especially in teaching article. So, it influences student's interest toward English subject.
2. Facility factor: school facilities are in good condition and adequate to run teaching and learning process well. Students facilitate their selves adequately by having English text book and dictionary.

B. Suggestion

1. For the English teachers, it is suggested to increase their skill and creativity in using method and media, in order to help them in teaching learning process. So, the students will be enjoyable in learning English and teachers should gives motivation for students to study hard and practice English wherever and whenever.
2. For other researchers, it is suggested to study more about the problem that related with article, because there are many aspects in article is interesting for next research.

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TRANSLATION

NO	Surah/Verse	Indonesia	English
1	Az-Zumar/9	katakanlah: “adakah sama orang yang Mengetahui dengan orang yang tidak Mengetahui?” Sesungguhnya, orang yang berakallah yang dapat menerima pelajaran.	Say: “Are those equal, those who know and those who do not know?” It is those are endued with understanding that receive admonition.

PEDOMAN OBSERVASI

1. Mengamati keadaan siswa kelas VII A di SMPN 1 Ampah.
2. Mengamati sarana dan prasarana yang dimiliki SMPN 1 Ampah.

PEDOMAN WAWANCARA

A. Kepala Sekolah

1. Bagaimana latar belakang berdirinya sekolah ini?
2. Kapan sekolah ini didirikan dan siapa pendirinya?
3. Bagaimana keadaan di sekitar lingkungan sekolah ini?
4. Usaha apa saja yang dilakukan sekolah untuk meningkatkan mutu dan kualitas keterampilan siswa?
5. Periodisasi kepemimpinan di SMPN 1 Ampah?

B. Guru mata pelajaran Bahasa Inggris

1. Berapa lama bapak/ibu mengajar bahasa Inggris?
2. Apakah disamping mengajar di sekolah ini, bapak juga megajar bahasa Inggris di sekolah lain?
3. Apa latar belakang pendidikan Bapak/ibu?
4. Apakah pelajaran bahasa Inggris khususnya grammar di ajarkan kepada siswa kelas VII?
5. Apakah article bagian dari grammar telah di ajarkan?
6. Apakah Bapak/Ibu mempunyai kesulitan dalam memaparkan penggunaan article kepada siswa? Jika Ya, apa saja kesulitan yang sering bapak/ibu temui?
7. Apakah bapak/ibu biasa menggunakan media pengajaran khususnya ketika mengajar article?
8. Menurut bapak/ibu, factor-factor apa saja yang mempengaruhi proses belajar mengajar bahasa Inggris khususnya di kelas VII?

C. Tata Usaha

1. Berapa jumlah guru, siswa, dan staff tata usaha yang ada di sekolah ini?

2. Bidang study apa saja yang di ajarkan di sekolah ini?
3. Sarana dan prasarana apa saja yang ada di sekolah ini?

TES

A. Identitas Responden

Name :

Class :

B. Petunjuk Pengisian

1. Bacalah pertanyaan dengan teliti sebelum menjawab.
2. Isilah titik-titik dengan menggunakan article/kata sandang (**a, an, the**) yang tepat.
3. Setiap item pertanyaan hanya mengandung satu jawaban.
4. Jika ada yang kurang jelas dapat ditanyakan sebelum menjawab pertanyaan yang ada.
5. Jawaban yang jujur dari anda akan sangat membantu penulis dalam penelitian ini, dan terimakasih atas partisipasinya.

C. Complete the sentences with the right answer!

1. I eat.....(1) banana.
2.(2) cat is sleeping.
3. Sivia bought.....(3) book yesterday.
4. I am.....(4) Indonesian.
5. I need.....(5) egg.
6. I see a dog,.....(6) dog is running.
7.(7) rabbit is walking.
8. It's.....(8) nice day today.
9. Greece is in.....(9) south of Europa.
10. Would you like.....(10) apple?
11. I'm looking for.....(11) job.
12. Do you have.....(12) idea?
13. I am go to school in.....(13) morning.
14. It wasn't your fault. It was.....(14) accident.
15. She broke.....(15) glass yesterday.

16. He gives me a flower.....(16) flower is white.
17. I have.....(17) uncle. His name is Lukman.
18. Yulia takes.....(18) pencil.
19. Look at.....(19) window.
20. I took a taxi to.....(20) station.
21. I'm going away at.....(21) end of this month.
22. Angelina is.....(22) nurse.
23. I work in.....(23) factory.
24. She wears a dress,.....(24) color is pink.
25. Would you like to be.....(25) English teacher.
26. Rony works for.....(26) airline.
27. I ate in a Chinese restaurant,.....(27) restaurant was very good.
28. I will invite you to.....(28) party.
29. Before class, one student always cleans.....(29) blackboard.
30. A rabbit is.....(30) animal.
31. Jill is.....(31) really nice person.
32. My uncle is.....(32) writer.
33. She works eight hours.....(33) day.
34. This morning I bought.....(34) newspaper and.....(35) magazine.
35. My friends live in.....(36) old house in.....(37) small village.
36. There is.....(38) beautiful garden behind.....(39) house.
37. I haven't been to.....(40) cinema.

C. Complete the following discourse!

THE OLD MAN AND HIS SONS

Once there lived (1).....old man who had many sons. They were always quarrelling with one another and this made him very sad. He longed to see them live peacefully so he thought up (2).....cleaver plan to show them their folly.

He brought home (3).....small bundle of sticks and sent for his sons. He asked his youngest son to try and break (4).....bundle. He could not. Then he asked (5).....rest to try. One by one, each of them tried, but failed.

Then (6).....old man untied the bundle and asked his sons to try again. They broke (7).....sticks at once. Now come (8).....time to teach them their lesson. "My sons," he said, learn (9).....lesson from these sticks. You could not break them as long as they were bound together, but the moment they were separated from one another, they were broken into pieces. In (10).....same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided."

GOOD LUCK!!

Answer keys

A. Sentences

1. a	11. a	21. the	31. a
2. a	12. an	22. a	32. a
3. a	13. a	23. the	33. a
4. a	14. an	24. the	34. a
5. an	15. a	25. an	35. a
6. an	16. the	26. an	36. an
7. the	17. an	27. the	37. the
8. a	18. a	28. the	38. a
9. the	19. the	29. the	39. the
10. an	20. the	30. an	40. the

B. Discourse

1. an
2. a
3. a
4. the
5. the
6. the
7. the
8. the
9. a
10. the

QUESTIONNAIRE

A. Identitas Responden

Name :

Class :

B. Petunjuk Pengisian

1. Isilah dahulu data identitas yang telah disediakan.
2. Bacalah semua pertanyaan dan alternative jawaban dengan teliti dan berikan jawaban dengan sejujur-jujurnya.
3. berilah tanda silang (X) pada salah satu alternatif jawaban yang anda rasakan paling tepat dan sesuai dengan keadaan yang sesungguhnya.
4. Jika ada yang kurang jelas dapat ditanyakan sebelum menjawab pertanyaan yang ada.
5. Jawaban yang jujur dari anda akan sangat membantu penulis dalam penelitian ini, dan terimakasih atas partisipasinya.

C. Pertanyaan-pertanyaan

1. Apakah adik senang terhadap mata pelajaran bahasa inggris?
 - a. Sangat senang
 - b. Senang
 - c. Cukup senang
 - d. Tidak senang
2. Apakah tujuan adik mempelajari mata pelajaran bahasa inggris?
 - a. Untuk memahami bahasa inggris
 - b. Untuk mendapatkan nilai yang baik
 - c. Tidak ada tujuan
3. Bagaimana motivasi adik dalam pelajaran bahasa inggris?
 - a. Sangat tinggi
 - b. Memperhatikan karena dicontrol guru
 - c. Tidak ada motivasi
4. Darimanakah motivasi yang adik miliki untuk belajar bahasa inggris?
 - a. Diri sendiri
 - b. Lingkungan
 - c. Tidak ada motivasi
5. Pada saat materi pelajaran bahasa inggris sedang berlangsung dikelas, apakah adik selalu hadir?
 - a. Selalu hadir
 - b. Kadang-kadang hadir
 - c. Jarang hadir
 - d. Tidak pernah hadir
6. Apakah adik selalu memperhatikan pelajaran, ketika pembelajaran bahasa inggris sedang berlangsung?

- a. Ada, milik sendiri
 - b. Ada, tetapi pinjama
 - c. Tidak ada
24. Menurut adik, bagaimanakah kondisi sarana dan prasarana disekolah adik?
- a. Sangat lengkap
 - b. Cukup lengkap
 - c. Kurang lengkap
 - d. Tidak lengkap
25. Menurut adik, apakah sarana belajar mengajar diruang kelas adik memadai untuk kegiatan belajar mengajar?
- a. Sangat lengkap
 - b. Cukup lengkap
 - c. Kurang lengkap
 - d. Tidak lengkap

CURRICULUM VITAE

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4. Nationality : Indonesia
5. Marital Status : Married
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b. SLTPN 2 Timpah, Kuala Kapuas graduated 2003
c. MA Mu'allimin Muhammadiyah Alabio, graduated 2005
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8. Parents:
 - a. Father
 - 1) Name : Miking
 - 2) Occupation : Farmer
 - 3) Address : Jl. Ampah-Muara Teweh
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 - b. Mother
 - 1) Name : Sariani
 - 2) Occupation : Farmer
 - 3) Address : Jl. Ampah-Muara Teweh
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