

Analysis Students' Difficulties on Using English Article at 8th Grade of SMP Negeri 1 Nuhon

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Abstract

This study aimed to find out the types of English Article errors made by students and also to find out some factors that cause students' difficulties in using English Articles at grade 8th students of SMP Negeri 1 Nuhon. This study used a qualitative approach as a research method. The subjects of this research were 10 students who were grade 8th students from SMP Negeri 1 Nuhon. To analyze the data, the researcher conducted test documentation and interviews using the snowball sampling method. As a result of this research, the researcher found that the students made several types of mistakes such as suspicion and confusion done by 7 students, omission by 2 students, and misformation by 8 students. Factors that influence students experiencing difficulties are the lack of knowledge about English texts, grammar, nouns, and also the students' lack of frequent opening of dictionaries, prefer used Google Translate and the difference between Indonesian as the mother tongue with English. In conclusion, this study supports and enriches the theory that has been put forward.

Keywords: Students, Difficulties, English Articles

1. Introduction

As an international language, English plays a very important role in the world. People can communicate with people in that language. Wherever all people cannot deny that English is very important to us. In some countries such as South Korea, Thailand, Japan, and China English is used as a foreign language to the people. Especially in our country Indonesia, English has important functions in various sectors. One of which is for education. All of the teachers will inform the students about the importance of this language so that students should learn English. English composes four skills to communicate. Those are speaking, listening, reading, and writing. All four skills are necessary for students.

According to Kane (2000), Grammar is the rules which can structure all languages. It takes an important part in the process to do skills in learning languages. The rules of grammar help us to govern the way language takes place, and ensure that people can be easily understood what they read. You can be a very talented mastered the language with a lot of good ideas. But if you have poor grammar, it will have trouble communicating the ideas with other people.

There is a part of grammar named English article. An article is an adjective. Like adjectives, articles modify nouns. English consisted of two articles namely definite articles and indefinite articles. A definite article is used before a noun that is general or when the word identity is not known. The indefinite articles indicate that a noun refers to a general idea rather than a particular thing

First, there are two different indefinite articles. It is *a* and *an*. The second is a definite article which consisted only of *the* article are accompaniment that follows certain words. So that the meaning of the articles is in harmony with the noun it follows. These three articles do not have a special meaning of the word but the articles have a special function in completing a phrase or clause, which is specifically related to the noun or the noun in it.

Many proofs show about the English articles system is considered to be one of the most difficult aspects of grammar to acquire. In Indonesia, the Indonesians learned English as a foreign language. Therefore here, the school textbook is not clearly explained the articles. Meanwhile, it is very important in the matter of communication. Moreover, there are concerns from the researcher that if this condition is allowed to drag on without more attention it resulted in students' fossilization which is even more difficult for them to make corrections.

Based on the researcher's pre-observation did at 8th grade students of SMP Negeri 1 Nuhon on July 2nd, 2022, many of the difficulties faced by the students in learning English articles are due to a lack of knowledge, cannot master thoroughly about noun countability and limited time to study. For example, some students say "*an table*" instead of "*a table*", which "*an table*" is wrong, because table is a noun that starts with a consonant word. Students should use the article "*a*" not "*an*". Therefore, the researcher is interested and decides to do the research at SMP Negeri 1 Nuhon with the title "*Analysis Students' Difficulties on Using English Article at 8th Grade of SMP Negeri 1 Nuhon*".

In English, articles are part of grammar and in this section, the researcher discussed the most interesting about English articles. As the students, the students have to master it to internalize the subject matter. Celentano (2012), affirms that articles *a* and *an* are called indefinite articles and it can help us to understand that the speaker talking about something using in general. The indefinite article talks about something more precisely.

Different from an indefinite article, a definite article is used to assume there is only one thing or object in that place. It is used to refer to something that has been mentioned before. Same as what Seaton and Mew (2007), argue that a definite article can be used before a noun when people are discussing something or someone. Nouns in English begin with a definite article when the writer is sure that the reader already knows the noun meant.

The researcher can take another conclusion about the English article. It is an indefinite article that can be used to say about a general thing or a singular noun without adding a lot of semantic content. Whereas the definite article is used when people are assured with the noun meant.

English articles are usually used before a noun or noun equivalents and are a type of adjective. The English article is used to refer or point out to nouns too. Two different types of English articles are used to point out or refer to nouns or groups of nouns. Those are indefinite articles and definite articles.

According to Wallwork (2013), indefinite articles have two forms, namely *a* and *an*. Then the definite article has only one form, that is *the*. Some rules that use in indefinite and definite article depends on the noun. English articles give us some basic information about the noun, if it is singular or plural or if the subject is specific or general. Therefore, students must be careful in choosing the correct use of English articles, so that the meaning can be understood well in English.

English articles have the function of determiners in a sentence. The correct article to use when creating a sentence is determined by the semantic, pragmatic, and grammatical features of a noun phrase. Butler (2002), states that one of the most important aspects of teaching articles is the notion of countability. Nouns can be divided into "countable" and "uncountable" also called count and non-count. Countable nouns are those items that may take a plural form, the example as apple or car. While an uncountable noun cannot be made by plural, examples such as water and rice.

Students need to understand that countability is a grammatical category, and it is not a practical one. For example, "money" is countable when it is in a wallet, but normally countable as a noun, although the form "money" occurs in the business sense. This variability of forms presents a difficulty for the learner, especially as the use of traditional forms increases innumerable nouns such as "knowledge" or "behavior" in the plural in many academic disciplines. Another difficulty is that some English nouns can have either a countable or an uncountable meaning, depending on their usage. An example is the word "experience".

For another example, "*A video is useful content of student*" and "*The video is a useful content of student*". From these sentences, everyone can see that the first sentence is a typical example and the second sentence is universal or general. An indefinite or definite article can also be used with the pattern "article + noun + of", where the indefinite article mention of something is a singular occurrence or part of a whole. However, in most other occurrences, the definite article is used.

The function of an indefinite article is to say what kind of person somebody is or a to say what kind of something. It is supported by Murphy (2019), he uses the indefinite article for saying what kind of thing or person he means to the listener or reader. For example "*I stayed at a very expensive hotel for 2 days*". This sentence just tells the reader or listener a type of "expensive hotel". The sentence is not explained a specific of something. In this case, if you want to tell someone the specifics of the hotel, the sentence will be like "*The hotel where I stayed was very expensive*". The indefinite article sometime is used simply.

It is very important to understand well about "countable and accountable noun" when the students want to write about articles. Because it has relevant to an indefinite article that can be interpreted using

numbers. Beckwith (2013), states that an indefinite article was usually used before singular countable nouns words. For example, when someone says "a book". It used the article "a" and the word "book" is the singular countable word. For the article "an", the example will be like "an apple". The word "apple" is a singular countable noun too.

Same to indefinite articles too, definite articles have some function towards pointing out the nouns. Gallaudet (1975), defines that definite article used for in front of things there are only one of a kind and in front of that have been talked about before. For example, when someone says "let's read the book", which means that a specific book. Another example is "i just saw the most popular car of the year", it means that there are many of cars, but only one particular car is the most popular.

To understand and use English articles well, it is important for us to know how to distinguish between the two types of articles and how to use them properly. As the students, of course, it is very important to master it and have enough knowledge about English articles.

Learning English as a foreign language is one of the basic difficulties faced by us Indonesian. There are some difficulties in learning English articles. According to Nisa (2017), the students only use the basic understanding that the subject of sentences is always humans, other living things, or objects without considering English articles like everybody, someone, and so on. The mistake that the students did that they have not fully mastered the basic concepts or the rules of using English articles.

One of the most found difficulties in using English articles is a noun. Siwi (2018), confirms that the students are difficult to differentiate the countable and uncountable nouns. The example is as follows:

1. Indefinite Article

"my sister should be happy because reading a book is a hobby", the sentence is using indefinite article "a" because the word "hobby" is a singular countable noun and it begins with the consonant word. The word "hobby" cannot use the indefinite article "an" because the article "an" is for the sentence that begins with the vowel word.

2. Definite Article

"Where is the school?", the sentence is using definite article "the" because a definite article can use to assume there is only one thing in the place, even if it has never been mentioned before.

In addition that Miller (2005), argued students were difficulty correctly identifying when nouns are used countably or uncountably. It is because his students cannot great on learned dictionaries to understand nouns. If a noun has been identified as a countable or uncountable noun, it means that the students must decide whether an article is necessarily used in the sentences. Telaumbanua (2020), founds that students have several types of errors in articles that made by the students, that is as follows:

1. Suspicion and Confusion of Using Article

Students have a lot of suspicions and are confused about how to use the correct article, and which article is suitable for countable nouns and uncountable nouns. The students are difficult to determine which is correct and appropriate in English.

2. Omission of Article

Some students found it difficult to identify the meaning of a sentence. So the students write a sentence that should use the article, but the students have not used the article, and vice versa.

3. Misformation in Using English Article.

The students often misformed to sentences used in articles. The students misplace the articles and misinterpretation the intended meaning in a sentence.

From the experts' arguments above, the researcher can agree that the difficulty of English articles for students is the inability of students to classify the types of nouns. Indeed, the other causes are a lack of acknowledgements of an article in English and the difficulties of students identifying the subject in the sentence while the students are writing or reading something.

All students especially ESL or EFL students deal with a wide range of challenges such as phonological, syntactic, and semantic issues. Many of which have an impact on their overall ability. Talking about factors that can influence the correct use of English articles for students, Harb (2014), identified that several factors internal and external can influence lexical and syntactic elements of English. These lexical and syntactic elements are countability, definiteness, and specificity. That way, students can know well about the correct way how to use countability, and automatically students can use articles correctly, which are as follows:

1. Internal

The structure of the English language means that the students have to read a lot of English texts and know about the structure of the English language. Students should learn more about English Grammar, students should know about lexical (words that have meaning even though the words are not used in a sentence), and the students should know about syntactic (all about grammar or the relationship between symbols with symbols). Students should read a dictionary to find out and know the countability words, students should pay more attention to the noun words in a sentence.

2. External

The difference between student's first language or mother tongue which is Indonesian with English makes the students difficult to understand and get used to the English language. Most of students are also not used to using English in everyday life. Lack of knowledge in English making it difficult for students to adapt to the English article. That's why students should need more effort to improve their proficiency in English Article.

People can communicate in two ways, it is in oral and written form. When someone cannot share the ideas in his brain with others, he or she can communicate in written form to communicate with others. Vinz (2016), argue that students can improve their language skills if they aware of the context of article usage, are as follows:

1. Do not use unnecessary articles with plural nouns

When using a plural noun such as students or theses, students generally do not need to use the article "the". The exception is when students want to distinguish that students are talking about a specific group or people or things. For example, "*students were doing the homework*" and "*the topic has been investigated by teams at many top companies. The directors have commonly discussed it*".

2. Do not use the indefinite article with uncountable nouns

As the term suggests, an uncountable noun is something that cannot normally be counted. Uncountable nouns cannot be accompanied by "a" or "an" because it is impossible to have either of those things. The simplest option is to add a countable noun after the uncountable noun. For example, "*a training course was held by my teacher*".

3. Use an article with a singular countable noun

Singular countable nouns such as interview or professor cannot stand alone. Because of it, use the articles. For example, "*in an interview, it was revealed the fact of him*".

4. Correctly use an indefinite article in front of an acronym

When deciding whether "a" or "an" is appropriate, focus on how the acronym would be pronounced. For example, "*an HR manager*".

5. Correctly decide if an acronym for an entity needs a definite article

Acronyms that refer to organizations and countries have their special guidelines for "the". In contrast, acronyms read as the word generally do not need definite articles. For example "*several delegations from the EU have visited the US*", and "*an official from FIFA is currently under review of their performance*".

6. Correctly identify if a country name needs a definite article

The country name is used as a definite article if the country name includes a common noun such as Kingdom, Republic, or State and if the country name is a plural noun or contains a plural noun. For example "*the Republic of Indonesia*".

These points must be considered carefully so that students can produce good and correct language skills results. This research used descriptive text as a reference to obtain data for the test. That is because the researcher thinks that descriptive text is one of the types of text that can be understood easily by students, especially in Junior High School. Based on Perry (2020), descriptive text is used to present an image to create a sharp image in the mind of the readers. This method helps readers connect more closely with what is written by engaging their senses. The descriptive text uses literary techniques such as parables, to attract the attention of the audience. This research focuses on analyzing students' difficulties on using English articles which covering definite and indefinite articles in writing descriptive text of 8th grade students at SMP Negeri 1 Nuhon.

2. Method

In this research, the researcher used qualitative method based on Creswell (2009). The main subject of this research were students at 8th grade of SMP Negeri 1 Nuhon. The instrument of this

research were document test and interview. Document test is the students' answer sheet, then later on the answer sheet will be seen to check any article errors made by the students while interview is used to answered the factors that contribute to students' difficulties in using English article. The data are presented based on analyzing documents of tests and interviews with the students that were carried out in the Snowball Sampling research process. From Noy (2008), snowball sampling is a method of sampling that made the researcher collect the information from contact informants that were provided by other informants. In data reduction, express to the process of selecting, simplifying, abstracting, focusing, and transforming the data. In this case, the researcher chooses the information that contain interview and test. Then, this rundown will break down to see the significant data to make a meaningful results and conclusion. Then in data display, in this section data will be organized and compressed with assembly of data that permits for conclusion drawing. The researcher will display the data and reduce it to facilitate data interpretation so it can easy to understand. Last in Conclusion Drawing/Verification, In this third stage will be done by provide conclusion from the result data analysis and evalauting the activity that include the meaning, and giving an explanation of the data that has been obtained. The conclusion in this case will be the answer of the research problem.

3. Findings and Discussion

Based on the result of the study with document test and interview to knowing about the types of errors that students made in English article and the factors that contribute to the students' difficulties in using English article at the 8th grade of SMP Negeri 1 Nuhon. The research findings were answered of the research questions that formulated before. In this section, the researcher will be present the types of errors that students made on using English article in writing based on the analyzed documents of test and the factors that contribute to the student' difficulties in using English article on writing based on interview data in accordance with the two research questions in this research. The detail information of the result discussed as follows:

1. Types of Errors in English Article

a) Results of Analyzed Documents of Test

The descriptive text was given to students of grade 8th SMP Negeri 1 Nuhon with the theme of family and discusses the introduction of each family member, work, and characteristics. In these tests, English articles are used which must be filled in the form of fill in a blank task. Of course, some of the answer keys contain definite articles and indefinite articles, each of which has three definite articles and four indefinite articles.

From the result of the test documents that have been carried out on participating students for 30 minutes using the Snowball Sampling methods, it was found that 9 out of 10 students had errors in identifying the use of English articles and also the use of English articles when met nouns. The students looked confused while doing the test which was given in the form of descriptive text. The errors type of the English article that they made were suspicion and confusion, omission of article, and misformation errors according to the theory put forward by Telaumbanua (2020). It is also supported by the theory from Yuliawati et al., (2020), which stated that the types of errors that students made were omission errors and misformation errors. This study also found types of errors like those errors stated by the two experts above. The seven students made errors in suspicion and confusion, two students made errors in omission, and eight students made errors in misformation. Those types of errors can be seen in the following results:

Table 3.1 Suspicion and Confusion Errors

Error Identification	Correction
My family is an lovely family.	My family is a lovely family.
My father is a entrepreneur.	My father is an entrepreneur.
She is 39 years old and she is an housewife.	She is 39 years old and she is a housewife.

In the table, the students looked suspicion and confusion in determined which English article to written about nouns that start with vowels. In this research, the number of students who made suspicion and confusion errors was 7 out of 10 students at 8th grade of SMP Negeri 1 Nuhon.

Table 3.2 Omission errors

Error Identification	Correction
My family is lovely family .	My father is a lovely family.
My father is entrepreneur .	My father is an entrepreneur.

In the table, the students did the omission to not put the article before the nouns. In this research, the number of students who made omission errors was 2 out of 10 students at 8th grade of SMP Negeri 1 Nuhon.

Table 3.3 Misformation errors

Error Identification	Correction
He is the only one that makes me forget the tired feeling that I felt.	He is the only one that makes me forget a tired feeling that I felt.
My mother is a best one too, her name is Raisa.	My mother is the best one too, her name is Raisa.

In the table, the students did the misformation between the definite article and indefinite article to written before the nouns. In this research, the number of students who made misformation errors was 8 out of 10 students at 8th grade of SMP Negeri 1 Nuhon.

b) Result of Interview Data

Apart from using the test of the analyzed documents, the researcher interviewed the second research instrument to find out and answered the second research question about what factors contribute to the students' difficulties in using English articles. In this interview instrument, the researcher still uses the snowball sampling method with the same students who have done the previous descriptive text test.

From the results of interviews with 10 students, it was found that there were several factors both internal and external that influenced them to find it difficult to use English articles properly and correctly based on the theory from Harb (2014), the internal factors were lack of knowledge about English. Text and the structure of English language, lack of knowledge about English grammar, lack of knowledge about noun and the related between noun and English article, do not open the dictionary often. Whereas the external factors was difference about Indonesian as a mother tongue with English. This can be seen in the following explanation:

1. Internal Factors

a) Lack of knowledge about English text and the structure of the English Language

This can be seen from some of the answers of students who answered this way because they were not interested in English, did not understand the meaning of English text, did not like English, and also found it difficult to pronounce words in English when the researcher asked: "How often do you read English text?"

P4: *"Saya tidak tertarik bu, jadi saya jarang baca"*

P5: *"Tidak sering bu, saya tidak mengerti artinya"*

P6: *"Tidak bu, saya tidak suka Bahasa Inggris"*

P7: *"Tidak sering bu, karena saya sulit mengucapkan kata dalam Bahasa Inggris"*

P4: "I am not interested Miss, so I rarely read it"

P5: "Not often Miss, I do not understand the meaning"

P6: "No Miss, I do not like English"

P7: "Not often Miss, because I find it difficult to pronounce words in English"

Based on the students' participants' answers above, the students need to increase their frequency of reading English texts so they get to know about the structure of the English language.

b) Lack of knowledge of English Grammar

Some of the students answered that they do not pay attention to grammar, do not know what is grammar, and do not understand grammar. This can be seen when the researcher asked "Do you pay attention to the English Grammar when reading English text?"

P4: *"Tidak bu, karena saya tidak paham tentang grammar"*

P6: *"Tidak bu, saya juga tidak memperhatikan itu"*

P8: *"Tidak ibu, saya tidak tahu grammar itu apa"*

P4: "No Miss, because I do not understand grammar"

P6: "No Miss, I do not pay attention too"

P8: "No Miss, I do not know what is grammar"

From the students' answers above, it can be concluded that students should further improve their knowledge of grammar.

c) Lack of knowledge about nouns and the relation between the noun and English articles

From the interviews that have been conducted, it can be seen that some students do not know about nouns, not paying attention to the use of nouns when reading or writing, and do not understand the relationship between nouns and English articles.

R: "Do you understand what is noun? Please explain it!"

P3: *"Tidak ibu"*

P3: "No Miss"

R: "Do you pay attention to the use of a noun when reading or writing?"

P1: *"Tidak ibu, kalau dalam kalimat saya sulit membedakan kata benda"*

P1: "No Miss, if in a sentence I found difficulties to distinguish noun"

R: "Do you know that the use of English articles closely related with noun? Explain it!"

P2: *"Tidak bu, saya tidak paham tentang English article dan noun"*

P2: "No Miss, I do not understand about English article and noun"

This requires students to learn more about nouns so they can understand what nouns are and their relationship to English articles.

d) Do not open the dictionary often

The researcher found that there were several factors why the participating students did not open the dictionary too often, from their answers it proved that they opened the dictionary only when needed, used google translate more often, did not have a dictionary, and only borrowed from friends when the researcher asked "How often do you use the dictionary? Explain it!"

P4: *"Tidak terlalu sering bu, hanya pada saat dibutuhkan, saya tidak tahu bu"*

P7: *"Tidak sering juga bu, kalau mau menerjemahkan kata saya itu suka pakai google translate"*

P8: *"Tidak sering ibu karena saya tidak punya kamus"*

P9: *"Tidak sering ibu, karena saya hanya meminjam punya teman saya"*

P4: "Not too often Miss, usually when needed"

P7: "Not often either Miss, if I want to translate words I like to use Google Translate"

P8: "Not often Miss, because I do not have a dictionary"

P9: "Not often Miss, because I only borrow my friend's"

From these factors, it can be seen that students are more abreast of technological developments, and also do not put more interest in opening dictionaries.

2. External Factors

The difference between Indonesian as the mother tongue of the participating students with English made it difficult for participating students to understand the concept of English articles. It is these that make students in junior high school thought that English was very difficult in the way to pronounce the word, personal pronounce, and the way to pronounce the letter in English.

R: "What made you not interested in English?"

P4: "*Bahasa Inggris itu sulit ibu, saya tidak tau cara ba bilang kata-katanya, sering bingung juga karena kan beda dengan bahasanya kita yang lebih gampang cara ucapannya*"

P4: "English is difficult Miss, I do not know how to pronounce the words, I am often confused because it is different from the way we speak our language"

R: "What makes you dislike English rather than Indonesian?"

P6: "*Bahasa Inggris menurut saya sulit, karena saya bingung membedakan 'she, he' yang bagitu ibu, kalo di Indonesia kan tinggal bilang 'dia' saja*"

P6: "In my opinion English is difficult, because I am confused to distinguish between 'she,he' like that Miss, in Indonesian, just say 'dia'"

R: "What makes it difficult for you to pronounce words in English?"

P7: "*Di Bahasa Inggris itu kan sulit cara ucapan hurufnya, saya tidak terbiasa juga mengucapkannya bu*"

P7: "In English it is difficult to pronounce the letters, I am not used to pronouncing them either"

Therefore, this requires more effort from students and teachers in increasing knowledge about English. Teachers should provide more knowledge to students in order to understand the concept of English words and the different between how to pronouncing English and Indonesian. Students must also get used to speaking English and can get used to it in everyday life. If students already have this knowledge, it will be easier to understand grammar, nouns, and how to use English article.

After findings some desired data above from the research that the researcher has done through two instruments, some topics need to be underlined from this study. Those things are the types of errors that students made and the factors that contribute to the student's difficulties in using English articles.

This study has answered the two research questions through the findings described above. First, it explains what types of errors the participant students have made in using the English article, namely the wrong use of the definite article when meeting a noun object, and also the indefinite article when meeting nouns and nouns with a vowel at the beginning of a word. Second, it explained what factors contributed to the students' difficulties in using English articles. The factors are two from internal and external. Internal factors are lack of knowledge about English text, the structure of the English Language, lack of knowledge about English Grammar, lack of knowledge about nouns, and do not open the dictionary often. Then external factors are difference about Indonesian as a mother tongue with English.

It can be seen Telaumbanua (2020), study proved that the students had suspicion and confusion, omission, and misformation errors in English articles and also supported by the theory from Yuliawati et al., (2020). The results produced by this study support the stated theory. The researcher also found the same types of errors that students made on using English articles.

Then things that affect those types of errors happen in using English articles described by Harb (2014), who states that the internal factors were the lack of knowledge about the English text, structure of the English language, grammar, and nouns, and do not open the dictionary often. While the external factors were the difference about Indonesian as a mother tongue with English. These all are the major factors why students have difficulties using English articles. This is also supported by what researchers have found that students who have been studied have the same problems with English articles. This study also enriches the theory mentioned, because there was a new reason why students rarely opened

dictionaries, namely technological advances that made students more often open Google Translate via mobile phones than opening dictionaries.

To conclude the results of the discussion in this study, the researcher acknowledges that this research is relevant to several previous studies which have been used as references by the researcher in the previous sub-chapters. It's just that in this study too, the researcher found various factors that could enrich research on this English article. Namely, the factor of technological advances where students now prefer to use Google Translate rather than a dictionary. Therefore, the students lack knowledge about grammar and also nouns that are already in the dictionary.

4. Conclusion and Suggestions

Based on the result that has been described previously by the researcher, the conclusions that can be taken from the students' difficulties on using English articles at 8th grade of SMP Negeri 1 Nuhon are as follows:

1. The suspicion and confusion, omission, and misformation errors generated by students are that they cannot identify correctly the meaning of the sentences in English, and they cannot understand and distinguish noun consisting of countable and uncountable nouns.
2. Lack of knowledge about English text, Grammar, and nouns caused by students who are not interested in English, lack the knowledge of the teacher and does not like English.
3. Do not open the dictionary often because of the rapid technological developments so students prefer to use Google Translate. The difference between Indonesian as the mother tongue of students with English makes the students difficulty in understanding English article.

Based on the result, the researcher puts some suggestions as follows:

1. The students
The researcher hopes students can be more enthusiastic about learning English, especially in grammar, nouns, and English Articles.
2. The teacher
The researcher suggests to the English teacher provide motivation and develop students' interest' in learning English and understanding English aspects, especially in grammar and nouns. The teacher should assist students regarding their difficulties in understanding the English article material.
3. The next researcher
The researcher hopes that the next researcher is expected to study more sources as well as references related to the same topic, it is English articles. For example, the researcher suggests to do the study about the difference superlative and the definite article. Besides that, it is also hoped that future researchers can enrich knowledge about English article.

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