

## **CHAPTER IV**

### **REPORT OF THE RESEARCH RESULT**

#### **A. General Description of the Research Location**

##### **1. Brief History of Islamic Senior High School 2 Barabai**

The research takes place at Islamic Senior high school 2 Barabai, which is located at jln. Telaga Sungai Tabuk Number 13 Barabai Central hulu Sungai Regency, South Kalimantan Province. It was built on April 11st 1970 and first school status was Religious Teachers' Training (PGA) by named PGA Muraeka Barabai, after 4 years it was changed to PGAN (on June 11<sup>th</sup> 1974). Then on April 2<sup>nd</sup> 1995 the school status become Islamic Senior High School (MAN) 2 Barabai.

Islamic Senior High School 2 Barabai has strategies location. It is far from noisy highway and very fresh. The Students who want to study there are easy because the street can be reached by public transportation. It has good students' interest to study and has good teachers' influence.

##### **2. Description of School Facilities**

Based on observation, document and interview result, it can be known that facilities of the Islamic Senior High School 2 Barabai academic year 2009/2010 are as follows:

Table 4. 1. The Facilities of Islamic Senior High School 2 Barabai academic year 2009/2010

No	Facilities	Total
1	Head Master's Office	1
2	Teachers' Room	1
3	Administration staffs' Office	1
4	Classes	15
5	Toilet	15
6	Bathroom	8
7	Natural Science Laboratory	1
8	Library	1
9	Language Laboratory	1
10	Computer Room	1
11	Counseling Room	1
12	Skill Room	3
13	Micro Room (Training)	1
14	Canteen	1
15	School Healthy Room	1
16	Students Organization of Intra School Room	1
17	Computers	20
18	Overhead Projector	1

## 1. Description of Headmaster, Teachers, Students, and Administration

### Staff at Islamic Senior High School 2 Barabai

#### a. Description of Headmaster

Islamic Senior High School 2 Barabai has been led by headmasters since it established until now from 1970 period until 2008 period. About the headmasters and their period can be seen in the following table:

Table 4. 2. The Headmasters of Islamic Senior High School 2 Barabai Academic Year 2009/2010

No	Name of Head masters	Period
1	H. Hamdi Kursani, BA	1970 -1974
2	Sahibul Baseri, BA	1974 -1980
3	H. Yuseran, BA	1980 -1989
4	H. Abd. Mugeni, BA	1990 – 1992
5	H. Abdul Mugeni, BA	1992 – 1995
6	Drs. H. Satera	1995 – 2001
7	Drs. H. Abdul Manan Asnawi	2001 – 2003
8	Drs. Muhaimin	2003 – 2006
9	Drs. H. Syamsuni	2007 – 2008
10	Dra. Hj. Salmah Nor	2008 – now

#### b. Description of teachers

Islamic Senior High School 2 Barabai has 27 permanent teachers and 10 part-timer teachers. They come from different subject in teaching and also different educational backgrounds. To know more about it can be seen to the following table:

Table 4. 3. The Permanent Teachers at Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010

No.	Name	Latest Education	Subjects
1	Dra. Hj. Salmah Nor	S1 / Tarbiyah	Qur'an Hadits
2	Dra. Hj. Norhani	S1 IAIN	1. PKn 2. Sociology
3	Almunipah, S.Pd	S1 FKIP UNLAM	Biology
4	Ia Nuraniningsih, S.Pd	IKIP Tata Busana	Mulok (TB)
5	Rita Pusparina, S.Pd	S1 FKIP UNLAM	Physic
6	Drs. Syamsu Dhuha	S1 IAIN	1. Qur'an Hadits 2. Tafsir 3. Hadits

7	M. Noor Rachman, BA	D2 IAIN	Fiqih
8	Erni Herawati, S.Pd	S1 FKIP UNLAM	1. History 2. Sociology 3. Geography
9	Lily Sugiarti, S.Pd	S1 FKIP UNLAM	1. Biology 2. Physic
10	Arief Rahman Hakim, S.Ag	S1 IAIN	Arabic
11	Zulfah Magdalena, S.Pd	S1 FKIP UNLAM	1. Chemist 2. Physic
12	Syamsul Kamar, S.Pd	S1 FKIP MALANG	English
13	Adiatun Nikmah, S.Pd	S1 FKIP UNLAM	1. PKn 2. Sociology
14	Hendra Wahyudi, S.Pd	S1 FKIP UNLAM	1. Biology 2. TKI
15	Eda Isnani, S.Pd	S1 Pend. Sejarah	1. History 2. Geography
16	Harisuddin, S.Pd.I	S1 IAIN	1. Mathematics 2. TIK
17	Rahmaniah, S.Ag	S1 IAIN	1. Aqidah Akhlak 2. Akhlak 3. Mulok Tajwid 4. SKI
18	Aspiah, S.Pd	S1 FKIP UNLAM	Mathematics
19	Rahmansyah, S.Pd	S1 STKIP	Mathematics
20	Kusdiah, S.Ag	S1 IAIN	1. Aqidah Akhlak 2. Qur'an Hadits 3. Fiqih
21	Muhammad Mulkani, S.Ag	S1 IAIN	1. Qur'an Hadits 2. SKI 3. Art & Culture
22	Ahmad Suhaimi, S.Ag	S1 IAIN	Economy
23	Wahidah, S.Pd	S1 UNISKA	English
24	Nordiana, S.Pd	S1 STKIP	Indonesian
25	Rusmilawati, S.Ag	S1 IAIN	1. Keterampilan 2. SKI
26	Hasan Asy'ari	PONPES GONTOR	Mulok/Nahwu-Saraf
27	Erdy Fakhroni	S1 UNLAM	1. Geography 2. Indonesian 3. Art & Culture

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

Table 4. 4. The Part-Timer Teachers at Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010

No.	Name	Latest Education	Subjects
1	Fahrrojati, S.Pd	S1 STIKIP	1. English 2. TIK
2	Asni Norbani, S.Pd	S1 FKIP UNLAM	1. Chemist 2. Physics
3	Syam Suhaidi, S.Pd	S1 FKIP UNLAM	1. TIK 2. Art & Culture
4	Alta Nova Reza, A.Ma	D2 STAI	TIK
5	Agus Safitri, S.Pd	S1 Komputer	Sport
6	M. Yuseran, S.Pd.I, M.S.I	Manj.Pend.Islam	1. Arabic 2. Kalam Science
7	Ujudiah	D2 STAI	Sport
8	Ansariansyah, S.Pd	S1 STIKIP	Indonesian
9	Khairiah Fitriani, S.Pd	S1 FKIP UNLAM	Economy
10	Elpa Rahmah, S.H.I	S1 IAIN	Keteampilan

Then, for English teachers of Islamic Senior High School 2 Barabai there are 3 persons. It can be seen in the following table:

Table 4. 5. English teachers of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010

No.	Name	Latest Education	Class
1	Syamsul Kamar, S.Pd	S1 STIKIP	XA, XI IPA1, XI IPA2, XII IPS1, XII IPS2 and XII IPS3
2	Wahidah, S.Pd	S1 FKIP UNLAM	XB, XI IPS1, XI IPS2, XI IPS3, XII IPA1 and XII IPA2
3	Fahrurroji, S.Pd	S1 FKIP UNLAM	XC, XD and XE

### c. Description of students

The total number of students at Islamic Senior High School 2 Barabai academic year 2009/2010 is 499 students that consist of 15 classes. They are 241 male students and 258 female students.

To know more about the condition of the students at Islamic Senior High School 2 Barabai, its description can be seen in the following table:

Table 4. 6. The Total Numbers of Students at Islamic Senior High School 2 Barabai academic year 2009/2010

No.	Class	Sex		Amount
		Male	Female	
1	X A	19	19	38
2	X B	19	18	37
3	X C	17	21	38
4	X D	16	22	38
5	X E	16	24	40
6	XI IPA1	10	18	28
7	XI IPA2	8	20	28
8	XI IPS1	25	13	38
9	XI IPS2	25	10	35
10	XI K1	15	16	31
11	XII IPA1	8	12	20
12	XII IPA2	7	12	19
13	XII IPS1	20	18	38
14	XII IPS2	20	15	35
15	XII IPS3	16	20	36
Amount		241	258	499

### d. Description of organization structure

The organization structure of Islamic Senior High School 2 Barabai can be seen in the following table:

Table 4. 7. The Organization Structure of Islamic Senior High School 2 Barabai academic year 2009/2010

No.	Name	Latest Education	Occupation
1	Dra. Hj. Salmah Nor	S1 IAIN	Head Master
2	Muliadi	PGAN	Chief of Adm. Staff
3	Lily Sugiarti, S.Pd	S1 FKIP UNLAM	Treasurer of Salary
4	Masrawan	PGAN	Administration Staff
5	Asliansyah	PGAN	Administration Staff
6	Hasan Asy'ari	Ponpes Gontor	Officialdom
7	Arif Rahman H, S.Ag	S1 IAIN	Pay sheet staff
8	Rahmawati	MAN	Administration Staff
9	Elpa Rahmah, S.H.I	S1 IAIN	Administration Staff
10	Ujudiah, A.Ma	D2 STAI	Librarian

## B. Data Presentation

On this data presentation the writer describes about the result of research on the field that collected by technique of data presentation. The presentation covers primary data about the students' ability in reported speech at the twelfth grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010. In addition to that, it also presents secondary data which are related to this research, such as description of the research location, brief history about Islamic senior high school 2 Barabai, description about teachers, students, organization, and facilities of Islamic senior high school 2 Barabai.

Before analyzing the data, the writer must collect the data first, in order to know the students data, the writer held the test to find out the students' ability in reported speech.

The test of the ability in reported speech had been performed 2 times at the twelfth grade students. On 7 and 8 of October 2009, the test had been performed for about 40 minutes in their class.

Here is data about the test result in the students' ability in reported speech at the twelfth grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010 has been collected by writer.

Table 4. 8. The Result in The Students' Ability in Reported Speech at The Twelfth Grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010

No	Correctness in Part A	Correctness in Part B	Correctness in Part C	Score
1	32	24	21	77
2	34	27	24	85
3	30	27	24	81
4	26	18	24	68
5	30	24	24	78
6	38	18	18	83
7	34	24	24	79
8	32	24	24	77
9	24	18	24	66
10	28	30	24	82
11	24	27	24	75
12	30	27	24	81
13	26	24	30	80
14	26	18	24	68
15	20	27	12	59
16	4	12	18	34
17	12	6	18	36
18	12	24	18	54
19	32	24	21	77



No	Correctness in Part A	Correctness in Part B	Correctness in Part C	Score
20	14	15	12	41
21	22	21	18	61
22	20	21	15	56
23	16	18	21	55
24	22	18	18	58
25	12	15	12	39
26	10	9	15	34
27	8	24	18	50
28	20	24	24	68
29	16	21	15	52
30	18	24	15	57
31	20	27	21	68
32	12	27	15	54
33	26	21	21	68
34	20	24	24	68
35	18	24	24	66
36	16	15	12	43
37	16	18	15	49
38	10	12	18	40
39	30	12	18	60
40	22	21	24	67
41	24	30	30	84
42	22	21	27	70
43	24	27	27	78
44	22	27	27	76
45	28	27	24	79
46	34	21	21	76
47	32	30	30	92
48	28	27	24	79
49	34	27	27	88
50	32	30	18	80
51	38	27	27	92
	1062	1128	1086	$3276/51 = 64,2$

Based on the table above, it is identified the highest score of the test result is 92 and the lowest one is 34. The accumulative score is 3276 divided by 51 students, that is, 64, 2. While the highest number of correctness in part A is 38 and the lowest one is 4, the total number of correctness in part A (choosing the right

answer) is 1062. Furthermore, the highest number of correctness in part B is 30 and the lowest one is 6, the total number of correctness in part B (changing the sentences to reported speech) is 1128. And the highest number of correctness in part C is 30 and the lowest one is 12, the total number of correctness in part C (changing the sentences to direct speech) is 1086.

The table below explains the categories of the score and its distribution.

Table 4. 9. The Frequency distribution of the Test Result in The Students' Ability in Reported Speech at The Twelfth Grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010

No	Category	Score	Frequency	Percentage
1.	Excellent	90 – 100	2	3,92%
2.	Very Good	80 - <90	9	17,65%
3.	Good	70 - <80	12	23,52%
4.	Fair	60 - <70	11	12,57%
5.	Poor	50 - <60	9	17,65%
6.	Very Poor	0 - <50	8	15,69%

From the table above we can see that there are only 3, 92% students whose score are around 90 – 100 that classified in the excellent category. There are 9 students (17, 65%) whose score are around 80 - <90 and they are classified in very good category. There are 12 students (23, 52%) whose score around 70 -<80 and they are classified in good category. There are 11 students (12, 57%) whose score around 60 -<70 and they are classified in fair category. There are 9 students (17, 65%) whose score around 50 -<60 and they are classified in poor category. Meanwhile, there are 8 students (15, 69%) whose score around 0 -<50 and they are classified in very poor category.

The data show that degree of the students' ability in reported speech at the twelfth grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency academic year 2009/2010 is classified in fair category with the mean score 64,2.

### **C. Data Analysis**

After presenting the data, the writer analyzed all the obtained data that have been presented earlier in this research. The presented data of the test result on the table 4.8 about the students' ability in reported speech at the twelfth grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010 show that there are only 2 students (3,92%) got excellent score; it is included in very low category. The students that got the very good score are 9 students (17, 65%); it is included in very low category. There are 12 students (23, 52%) that got good score; it is included in low category. The students that got fair score are 11 students (21, 57%); it is included in low category. There are 9 students (17, 65%) that got poor score; it is included in very low category. The students that got the very poor score are 8 students (15, 69%); it is included in very low category.

There are only 2 students include in excellent category because they have score 92. The first one of them gets score 38 in part A because he has 1 mistake in this part. In part B and C he has similar score; it is 27 because he has 1 mistake each part. It because he less attention how is the pattern about interrogative form.

Meanwhile the second one of them get score 32 in part A because he has 4 mistakes, it because he confused to choose which the right answer is. But in part B and C he can answer perfectly and get score 30 each part.

There are 9 students whose score 80 until 88. Only 1 student whose score 88 that get score 34 in part A, it because he confused to choose the right answer especially about the tenses. In part B and C he has similar score; it is 27 because he has 1 mistake each part. It because he less attention how is the pattern about interrogative form.

There is only 1 student who get score 85 that get score 34 in part A, it because she is not sure to choose the right answer especially about interrogative form. In part B she get score 27 and in part C her score 24.

Students whose get score 84, 83, and 82 are 1 student each score. For score 84, his score is 24 in part A (has 8 mistakes) but he can answer perfectly in part B and C gets score 30 each part. For score 83, her score is 38 in part A (has 1 mistake). Gets score 27 in part B and 18 in part C, it because she can not answer all questions related with interrogative form. For score 82, her score is 28 in part A (has 6 mistakes). She gets score 30 because can answer all questions in part B but in part C she has 2 mistakes (her score is 24).

Students whose get score 81 and 80 are 2 students each score. For score 81, they have similar score in each part, but have different mistakes in each number. In part A get score 30, in part B get score 27 and in part C get score 24. For score 80, 1 student has score 32 in part A and gets score 30 in part B because

he can answer well all the questions but has 4 mistakes in part C and get score only 18, it because he has trouble in interrogative form. 1 student other, get score 26 in part A, get score 24 in part B, and get score 30 in part C because she can answer perfectly this part.

There are 12 students whose score 79 – 70. Three of them whose score is 79. Two of them whose similar mistakes that get score 28 in part A, get score 24 in part B and get score 27 in part C. They make mistakes about interrogative form. 1 student whose score 79 other whose score 34 in part A, get score 21 in part B and get score 24 in part C. She makes mistakes because she is not sure about the tenses form.

There are 2 students whose score 78. One student gets score 24 (has 8 mistakes) in part A and gets score 27 in part B and C because he can not answer 1 question each part. Meanwhile the second one of them get score 30 in part A and get score 24 in part B and C because she can not answer 2 questions each part, especially about interrogative form.

There are 3 students whose score 77. One of them gets score 32 in part A (has 4 mistakes), gets score 21 in part B and gets score 24 in part C. Two of them get score 32 in part A, get score 24 in part C, and get score 21 in part C (her mistakes are about interrogative and command form).

There are 2 students whose score 76. The first one of them gets score 34 in part A because he has 3 mistake in this part. In part B and C he has similar score, it is 21 because he has 3 mistake each part. It because he less attention how is the

pattern about interrogative and auxiliary form. Meanwhile the second one of them get score 22 in part A because he has 9 mistakes, it because he confused to choose which the right answer is. But in part B and C he only can not answer 1 question each part and gets score 27.

There is only 1 student who get score 75 that get score 24 in part A, it because she is not sure to choose the right answer. In part B she get score 27 and in part C her score 24. And 1 student whose score 70 that get score 22 in part A, get 21 in part B and get score 27 in part C.

There are 11 students whose score 68 – 60. There are 6 students whose score 68 that 3 students get score 26 and 3 students get score 20. In part B they get varieties score from 27 – 18 (27, 24, 21, and 18). In part C 4 students get score 24 and 2 students get 21. Students whose get score 67, 61 and 60 are 1 student each score. For score 67, his score is 22 in part A, 21 in part B and 24 in part C. For student whose score 61, in part A gets score 22, 21 in part B and 18 in part C. for student whose score 60: in part A gets score 30, in part B gets score 12 and 18 in part C. There are 2 students whose score 66 that get score 24 in part C, but different score in part A and B. One of them gets score 18 in part A and 24 in part B, meanwhile the second one gets score 24 in part A and 18 in part B.

Students whose get score 59, 58, 57, 56 and 55 are 1 student each score. For score 59, her score in part A is 20, in part B is 27 and 12 part C. It because she thinks changing reported speech to direct speech is more difficult than changing direct speech to reported speech. For score 58, gets score 22 in part A and gets

score 18, it is similar score in part B and C. For score 57, he gets score 18 in part A, 24 in part B and 15 in part C. For score 56, student gets score 20 in part A, in part B is 21 and 15 in part C. For score 55, gets score 16 in part A, 18 in part B and 21 in part C.

There are 2 students whose score 54. The first one gets score 12 in part A, it because she thinks multiple-choice test is more difficult than conversion form. In part B she gets 24 and only gets 18 in part C, it because she has trouble in changing direct speech to reported speech. And the second one also gets 12 in part A, gets 27 in part B and gets 15 in part C. He has similar reason with the first one above.

Students whose get score 52 and 50 are 1 student each score. For score 52, he only gets score 16 in part A. In part B gets score 21 and only 15 in part C. For score 50, his score is 8 in part A, 24 in part B and 18 in part C. It because she thinks multiple-choice test is more difficult than conversion form.

There are 8 students get score in very poor category. They include in this category because their score is very low in every parts of test. Their score for part A is under 11 in average. In part B, their highest score is 18 and the lowest score is 4. In part C they only get score 18, 15 and 12.

So, from the data analyzed above, it can be conclude that the degree of the the students' ability in reported speech at the twelfth grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency academic year 2009/2010 is classified in fair category.

To know the frequency of students' ability that most unable in choosing the right answer, change direct to reported speech, from reported to direct speech in part A, B and C.

Table 4. 10. Description about the Frequency of The Students' Ability in Reported Speech at The Twelfth Grade of Islamic Senior High School 2 Barabai Central Hulu Sungai Regency Academic Year 2009/2010

No	Number of Question	Frequency	Percentage
1.	1A	28	56%
2.	6A	27	54%
3.	11A	26	52%
4.	12A	31	62%
5.	14A	27	54%
6.	2B	19	38%
7.	4B	16	32%
8.	6B	20	40%
9.	9B	30	60%
10.	6C	19	38%
11.	7C	20	40%
12.	8C	29	58%
13.	10C	23	46%

Based on the table above, it is identified that 56% of students make mistakes in question 1A. There are 27 students make mistakes in question 6A and 14A. It can be stated that the students 6A at rate of 54%. There are 52% of students make mistakes in question 11A and can be stated that students make mistake in question 12A as much as 60%. It because they do not choose the right answer (about pattern of interrogative form). They do not use **if** or **whether** for reported speech, they still use **did**. The question is:



Akbar said to me, "Do you close the windows at night?" The indirect speech form is: Akbar asked me \_\_\_\_\_ at night.

- |                                 |                            |
|---------------------------------|----------------------------|
| a. that closed the windows      | c. if I close the windows  |
| b. whether I closed the windows | d. do I closed the windows |

It can be seen that 19 of students make mistake in question 2B to the number 38%, and 16 of students make mistake in question 4B as much as 32%, and 20 of students make mistake in question 6B at the rate of 40%. There are 30 of students make mistake in question 9B as much as 60%. It because they forget to write **whether** or **if** for reported speech in interrogative form, some of them still use **was** moreover the another students do not answer this question. The question is: ("Are you hungry?" Ana asked me.).

At part C, there are 19 of students make mistake in question 6C at the rate of 38% and 20 students make question in 7C it is about 40%. Also identified that 58% of students make mistake in question 8C, it is because they forget to put **do** before subject in direct speech. The question is: (He asked which one of fruit I liked best). Almost of them answer: He asked me, "Which one of fruit you liked best?". The right answer is: He asked me, "Which one of fruit do you like best?" There are 23 of students make mistake in question 10C as much as 46%. It because they also forget the pattern of reported speech in interrogative form.

The writer can conclude that the students have to pay attention more about pattern of interrogative form. Total of their mistake in 13 questions are 315 mistakes. There are many reasons of why the students make mistakes. First, the students not sure to choose the right answer, the changing of the time, tenses,

subject, and auxiliary. Second, they less careful to put *that*, *if*, or *whether* for reported speech. In addition, the students make mistakes because they forget the lesson and do not study over again that they have learned in previous day.