

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of Research Location

1. Brief History of SMPN 2 Panyipatan

SMPN 2 Panyipatan was established on 20th 1984, located at Abdul Kadir Batakan Street, Sub-district of Panyipatan, and Tanah Laut Regency. It is placed in far location from the capital city of Tanah Laut Regency; it is about 45 kilometers.

The position of the school is described as follow:

1. The north of the school borders to the house of people.
2. The south of the school borders to the teachers' house.
3. The west of the school borders to Abdul Kadir Batakan Street.
4. The east of the school borders to Teluk Pulantan Street.

SMPN 2 Panyipatan under the management of Department of National Education. And it was operated in 1985. Since it was built and operated, it has been led by four headmasters. At present, this school is led by Sahlan Nor, S. Pd.

The aim of establishing SMPN 2 Panyipatan is making easy for people to school their children and to increase quality and quantity of education in the village that far from the city.

2. Description about Teachers, Administration Staffs, and Students of SMPN 2 Panyipatan

SMPN 2 Panyipatan has 15 teachers, 4 administration staffs and 162 students in academic year 2010/2011. The description of teachers, administration staffs, and students can be seen in Appendices.

3. Description about Facilities

In teaching and learning, it needs facilities to support the process and activity of teaching and learning in the class. The description about the facilities of SMPN 2 Panyipatan can be seen in Appendices.

B. Data Presentation

To present the data, the writer uses tables which are completed by explanations.

1. Description About Students' Ability in Rewriting Narrative Text at the Eighth Grade of SMPN 2 Panyipatan

Based on the written test result, it is known that the students' ability in rewriting narrative text can be seen in the following table at appendices.

Based on the result of rewriting narrative text test for students of the eighth grade of SMPN 2 Panyipatan academic year 2010/2011, it is found that the

highest score is 76 and the lowest score is 52. The whole gotten score is 4327 from 66 respondents. So, from this result it can be known that the mean score is $4327:66 = 65.56$. The table shows that in the students' ability in using content, the students' correct answer in total is 1417 and the students' incorrect answer in total is 564. Meanwhile in students' ability in organization, the students' correct answer in total is 821 and the students' incorrect answer in total is 496. In students' ability in choosing vocabulary, the students' correct answer in total is 877 and the students' incorrect answer in total is 443. The students' ability in language use, the students' correct answer in total is 827 and the students' incorrect answer in total is 489. And the students' ability in mechanic, the students' correct answer in total is 399 and the students' incorrect answer in total is 261. Thus, from the table in appendices it is known that most students get problem in using grammar, spelling, capitalization, and punctuation.

The result of rewriting narrative test based on the categories can be seen in this following table:

Table 4.7 The Students' Ability in Rewriting Narrative Text at The Eighth Grade of SMPN 2 Panyipatan Academic Year 2010/2011

No	Category	Frequency (F)	Percentage (%)
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1.	Excellent (80 – 100)	0	0%
2.	Good (70 – <80)	7	10.61%
3.	Fair (60 – <70)	58	87.88%
4.	Low (50 – <60)	1	1.51%
5.	Poor (0 – <50)	0	0%
Total		66	100%

From the table above, it can be known that from 66 students who followed the test, there are 7 students or 10.61% who get good category (70-<80), 58 students or 87.88% who get fair category (60-<70), and 1 student or 1.51% who get low category (50-<60). So, it means that the students' ability in rewriting narrative text at the eighth grade of SMPN 2 Panyipatan is mostly in fair category because 87.88% of the students get fair category (60-<70). Otherwise, no one of students get excellent category and poor category. The students' score will be good if they use spelling, punctuation and capitalization well. Most of the students make same mistakes, in using word, in using grammar, and in making sentences, and some of them not use capital letter at the first sentences and for the names of people

2. Description About the Factors that Influence the Students' Ability in Rewriting Narrative Text at The Eighth Grade of SMPN 2 Panyipatan

a. Students' Factors

A. Students' interest

1) Students' response toward English

The data about students' like or dislike in English lesson can be seen in the following table:

Table 4.8 Distribution of Students' Like or Dislike toward English

No	Category	F	%
1.	Very like	5	7.58%
2.	Like	46	69.69%
3.	Dislike	15	22.73%
Total		66	100%

The table above shows that the students who mentioned that they like English subject very much as many as 5 students or 7.58%. Meanwhile the students who stated that they like English lesson as many as 46 students or 69.69%, and 15 students or 22.73% stated they dislike English subject. So, it is known that students like English subject.

2) Students' attention on English lesson in the classroom

The data about the students' attention on English in the classroom can be seen in the following table:

Table 4.9 Distribution of Students' Attention on English Lesson in the Classroom

No	Category	F	%
1.	Always	25	37.88%
2.	Sometimes	41	62.12%
3.	Never	0	0%
Total		66	100%

The table above shows that the students who mentioned that they always pay attention on English lesson in the classroom as many as 25 students or 37.88%. Meanwhile, the students who stated that they sometimes pay attention to English lesson in the classroom as many as 41 students or 62.12%, but no one of students stated that they never pay attention on English lesson in the classroom. Thus, most of students sometimes pay attention on English lesson in the classroom

3) Students' motivation

Students' motivation can be seen in their reasons on why they learn English.

Table 4.10 Distribution of Students' Reasons on Why They Learn English

No	Category	F	%
1.	For getting knowledge	22	33.33%
2.	English is compulsory	44	66.67%
3.	Because of parents	0	0%
Total		66	100%

From the table above, it is known that 22 students or 33.33% stated that they learn English for getting knowledge, 44 students or 66.67% stated they learn English because as a compulsory subject. The table also shows that, no one of students stated that they learn English because of parents. So, it is known that most students learn English because as a compulsory subject.

4). Students' attendance when English lesson in the classroom.

The data about students' attendance when English lesson in the classroom can be seen in the following table:

Table 4.11 Distribution of Students' Attendance When English Lesson in the Classroom

No	Category	F	%
1.	Always	63	95.46%
2.	Sometimes	3	4.54%
3.	Never	0	0%
Total		66	100%

From the table above, it is known that 63 students or 95.46% always attend when English lesson in the classroom, 3 students or 4.54% stated that they sometimes attend when English lesson in the classroom. And no one of students stated that they never attend when English lesson in the classroom. So, it is known that most students always attend when English lesson in the classroom.

B. Students' activeness in English learning

- Students' activeness in English learning at school

1. Students' activeness to take note while learning material taught by English teacher in the classroom.

To know the activeness of students to take note while learning material taught by English teacher in the classroom, it can be seen in the following table:

Table 4.12 Distribution of the Activeness of Students to Take Note While Learning Material Taught by English Teacher in the Classroom

No	Category	F	%
1.	Always	10	15.15%
2.	Sometimes	45	68.18%
3.	Never	11	16,67%
Total		66	100%

From the table above, it is known that 10 students or 15.15% stated that they always take note on English learning materials taught by English teacher in the classroom, 45 students or 68.18% stated that sometimes they take note on English learning materials taught by English teacher in the classroom. The table also shows that 11 students or 16.67% stated that they never take note on English learning materials taught by English teacher in classroom. So, it is known that most students sometimes take note on English learning materials taught by English teacher in the classroom.

2. Students' activeness to respond to teacher's question and ask difficult materials in the classroom.

The activeness of students to respond to teacher's question and ask difficult materials in the classroom can be seen in the following table:

Table 4.13 Distribution of the Students' Activeness to Respond to Teacher's Question and Ask Difficult Materials in the Classroom

No	Category	F	%
1.	Always	8	12.12%
2.	Sometimes	52	78.79%
3.	Never	6	9.09%
Total		66	100%

From the table above, it is known that 8 students or 12.12% stated that they always to respond to teacher's question and ask difficult materials in the classroom, 52 students or 78.79% stated that they sometimes respond to teacher's question and ask difficult materials in the classroom. And 6 students or 9.09% stated that they never respond to teacher's question and ask difficult materials in the classroom.

3. Students' activeness in doing assignments which is given by their teacher in the classroom

The activeness of students in doing the assignment which is given by their teacher in the classroom can be seen in the following table:

Table 4.14 Distribution of the Students' Activeness in Doing Assignment Which is Given by Their English Teacher in the Classroom

No	Category	F	%
1.	Always	57	86.36%
2.	Sometimes	9	13.64%
3.	Never	0	0%
Total		66	100%

From the table above, it is known that 57 students or 86.36% stated that they always do the assignment which is given by their English teacher in the classroom. Nine students or 13.64% stated that they sometimes do the assignment which is given by their English teacher in the classroom. No one student stated that they never do the assignment which is given by their English teacher. So, it is known that most students always doing the assignment which is given by their English teacher in the classroom.

- Students' Activeness in Learning at Home

1. Students' Activeness in Studying English Lesson at Home

The data about the activeness of students in studying English lesson at home can be seen in the table below:

Table 4.15 Distribution of the Students' Activeness in Studying English Lesson at Home

No	Category	F	%
1.	Always	20	30.30%
2.	Sometimes	40	60.60%
3.	Never	6	9.10%
Total		66	100%

Based on the table above, it is known that 20 students or 30.30% stated that they always study English at home, 40 students or 60.60% stated that they sometimes study English at home. And 6 students or 9.10% stated that they never study English at home. So, it is known that most students sometimes study English at home.

2. Students' Activeness in Doing Their Homework at Home

To know the activeness of students in doing their homework at home can be seen in the following table:

Table 4.16 Distribution of the Students' Activeness in Doing Homework at Home

No	Category	F	%
1.	Always	46	69.69%
2.	Sometimes	15	22.73%
3.	Never	5	7.58%
Total		66	100%

From the table above, it is known that 46 students or 69.69% stated that they always do their homework at home, 15 students or 22.73% stated that they sometimes do their homework at home. And 5 students or 7.58% stated that they never do their

homework at home. Thus, it is known that the most students always do their homework at home.

3. Students' Activeness in Writing at Home

The data about the activeness of students in writing at home can be seen in the table below:

Table 4.17 Distribution of the Students' Activeness in Writing at Home

No	Category	F	%
1.	Always	25	37.88%
2.	Sometimes	31	46.96%
3.	Never	10	15.15%
Total		66	100%

Based on the table above, it is known 25 students or 37.88% stated that they always write at home, 31 students or 46.96% stated that they sometimes write at home. And 10 students or 15.15% stated that they never write at home. So, it is known that most students sometimes write at home.

4. Students' Activeness to Improve Their Writing ability by Rewriting Narrative Text at Home

To know the activeness of students to improve their writing ability by rewriting narrative text as their home work at home can be seen in the following table:

Table 4.18 Distribution of the Students' Activeness to Improve Their Writing Ability by Rewriting Narrative Text at Home

No	Category	F	%
1.	Always	15	22.73%
2.	Sometimes	30	45.45%
3.	Never	21	31.82%
Total		66	100%

From the table above, it is known that 15 students or 22.73% stated that they always improve their writing ability by rewriting narrative text at home, 30 students or 45.45% stated that they sometimes improve their writing ability by rewriting narrative text at home. And 21 students or 31.82% stated that they never improve their writing ability by rewriting narrative text at home. Thus, it is known that the most students sometimes improve their writing ability by rewriting at home.

b. Teacher's Factors

A. Educational Background

Based on the result of interview with English teacher for the eighth grade, it is found out that she had finished her study at S1 UNLAM Banjarmasin from English Education Program of FKIP in 2002. It includes in high category.

B. Teacher's Experience in Teaching English

Based on result of interview, the writer found out that the English teacher has taught English subject for more twenty five years. It includes in high category.

C. Teacher's Activeness in Using Media When Teaching, Especially in Writing

To know the activeness of English teacher in using media when teaching English, especially writing can be seen in the following table:

Table 4.19 Distribution of Teacher's Activeness in Using Media when Teaching English, Especially Writing

No	Category	F	%
1.	Often	27	40.90%
2.	Sometimes	39	59.10%
3.	Never	0	0%
Total		66	100%

Based on the table above, it is known that 27 students or 40.90% stated that English teacher often uses media when teaching English, especially writing in the classroom, 39 students or 59.10% stated that English teacher sometimes uses media when teaching English, especially writing in the classroom. And no one student or 0% stated that English teacher never uses media when teaching English, especially writing in the classroom. So, it is known that most students answer that English teacher sometimes uses media when teaching English, especially writing in the classroom.

D. Teacher's Activeness in Asking the Students to Rewrite Narrative Text

The activeness of teacher in asking the students to rewrite narrative text can be seen in the following table:

Table 4.20 Distribution of the Teacher's Activeness in Asking the Students to Rewrite Narrative Text

No	Category	F	%
1.	Often	41	62.12%
2.	Sometimes	25	37.88%
3.	Never	0	0%
Total		66	100%

From the table above, it is known that 41 students or 62.12% stated that the English teacher often asks her students to rewrite narrative text, 25 students or 37.88% stated that the English teacher sometimes asks her students to rewrite narrative text. There is no one student or 0% stated that the English teacher never asks her students to rewrite narrative text. Thus, it is known that the English teacher often asks her students to rewrite narrative text

c. Facility Factors

A. The Students' Possession of the English Text Book

To know the students' possession of the English text book, it can be seen in the table below:

Table 4.21 Distribution of the Students' Possession of the English Text Book

No	Category	F	%
1.	Possess the English text book	45	68.18%
2.	Possess but borrowing	15	22.73%
3.	Do not possess the English text book	6	9.09%
Total		66	100%

Based on the table above, it is known that 45 students or 68.18% stated that they possess English text book (private ownership), 15 students or 22.73% stated that they possess English text book but borrowing. And 6 students or 9.09% stated that they do not possess any English textbook. It means that most students possess their own English text book.

B. The Students Possession of English Dictionary

To know the students possession of the English dictionary, it can be seen in the table below:

Table 4.22 Distribution of the Students Possession of the English Dictionary

No	Category	F	%
1.	Possess the English dictionary	35	53.03%
2.	Possess but borrowing	20	30.30%
3.	Do not possess the English dictionary	11	16.67%
Total		66	100%

Based on the table above, it is known that 35 students or 53.03% stated that they have English dictionary (private ownership), 20 students or 30.30% stated that they possess English dictionary but borrowing. And 11 students or 16.67% stated that they do not have any English

dictionary. It means that most students possess their own English textbook.

C. Library's Possession of English Literature

Based on the result of the writer's observation at library of SMPN 2 Panyipatan, the writer found the data that the English books at the school library are more than ten books. It includes in fair category.

D. School's Possession of Media in English Learning

Based on the result of interview with the English teacher and the writer's observation, the writer found the data that school's possession of media in English learning are more than five media. It includes in fair category.

d. Environmental Factors

1) The Activeness of Students' Family to Support Their Children in Learning English and Control Their Activeness in Learning at Home

The activeness of students' family to support their children in learning English and control their activeness in learning, it can be seen in the table below:

Table 4.23 Distribution of the Activeness of Students' Family

No	Category	F	%
1.	Often	10	15.15%
2.	Sometimes	25	37.88%

3.	Never	31	46.96%
Total		66	100%

Based on the table above, it is known that 10 students or 15.15% stated that their family's activeness often support them in learning English and control their activeness in learning at home , 25 students or 37.88% stated that their family sometime support their children in learning English and control their activeness in learning at home. And 31 students or 46.96% stated that their family never support their children in learning English and control their activeness in learning at home. So, it means that most of the students' family never support their children in learning English and control their activeness in learning at home.

2) Students' Activeness in Using English with Their Teacher and Their Friend

To know the students' activeness in using English with their teacher and their friends, it can be seen in the table below:

Table 4.24 Distribution of the Students' Activeness in Using English with Their Teacher and Their Friend

No	Category	F	%
1.	Often	0	0%
2.	Sometimes	15	22.73%
3.	Never	51	77.27%
Total		66	100%

Based on the table above, it is known no one students or 0% stated that the students often use English with their teacher and their friends, 15 students or 22.73% stated that the students sometime use English with their teacher and their friends. And 51 students or 77.27% stated that the students never use English with their teacher and their friends. So, it means that most of the students never use English with their teacher and their friends.

C. Data Analysis

After all the obtained data are reported in detail as results of this research, they also need to be analyzed based on the order that have introduced earlier in this study.

1. The Students' Ability in Rewriting Narrative Text at the Eighth Grade of SMPN 2 Panyipatan Academic year 2010/2011

The students' result of rewriting narrative text tests which is shown in the table 4.6 indicated that the students' ability in rewriting narrative text at the eighth grade of SMPN 2 Panyipatan is in fair category. Its mean score is 65.56. This data show that the highest percentage (87.88%) of the students get fair score (60-<70).

2. The Influential Factors of the Students' Ability in Rewriting Narrative Text at the Eighth Grade of SMPN 2 Panyipatan Academic years 2010/2011

There are some factors that may influence the students' ability in rewriting narrative text:

A. Students' Factors

1) Students' interest

The result of the questionnaire as described in table 4.8 shows that the highest percentage of students (69.69%) like English lesson and it includes in fair category.

To know students' attention on English lesson in the classroom. As shown in table 4.9 the highest percentage of students (62.12%) sometimes pay attention to English lesson and includes fair category. The attention of students has much influence towards the students' ability in rewriting narrative text. If all of students always pay attention toward English lesson, they will get good score but most of students of the eighth grade at SMPN 2 Panyipatan only sometimes pay attention to English lesson in the classroom.

To know the students' motivation in English lesson can be seen in their reasons why they learn English. As shown in table 4.10, the highest percentage of students (66.67%) stated that they are motivated in English lesson because it is a as a compulsory subject and it includes in fair category. It does not strongly influence the students' ability in rewriting narrative text. Although of most they stated that they learn English because English is compulsory subject.

Then from the students' attendance when English lesson in the classroom can be seen in the table 4.11, which show that the highest percentage of students (95.46%) always attend when English lesson in the classroom and it includes in high category. Although most of the students always attend English lesson, most of them only sometimes pay attention to English lesson. So, it does not strongly influence toward students' ability in rewriting narrative text because they still get problems in rewriting narrative text.

From four indicators above, it can be known that most of students like English lesson, they learn English because English is compulsory subject, they sometimes pay attention to English lesson in the classroom, and they always attend when English lesson in the classroom. Based on the data, the writer concludes that generally the students have fair interest toward English lesson.

2) Students' activeness in English Learning

a. Students' activeness in English learning at school

Student's activeness to take note while learning materials taught by English teacher in the classroom, this data can be seen on the table 4.12, which shows that the highest percentage of students (68.18%) sometimes take note while learning material taught by English teacher in the classroom and it includes in fair category.

The activeness of students to respond to teacher's question and ask difficult material can be seen in the table 4.13, which shown that the highest percentage of students (78.79%) sometimes respond and ask difficult material to English teacher and it includes in fair category. We can see that it has much effect toward students' ability in rewriting narrative text, because most of students sometimes respond to teacher's question and ask difficult material with their English te

acher. If all of them always respond to teacher's question and ask difficult material when they do not understand it, maybe they will get good score. However, most of them just sometimes respond to teacher's question and ask difficult material, so their ability in rewriting narrative text is in still fair category.

Students' activeness in doing assignment which given by their English teacher in the classroom can be seen in the table 4.14, which shown that the highest percentage of students (is 86.36%) always do the assignment which given by their English teacher and it includes in high category.

From three indicators above, it can be known that most of students sometimes take note while learning material taught by English teacher in the classroom, they sometimes respond to teacher's question and ask difficult material in the classroom and they always do the assignment which given by their English teacher in the classroom.

Based on the data, the writer concludes that generally the students are quite active in learning English at school.

b. Students' activeness in learning at home

Student's activeness in studying English lesson at home, this data can be seen in the table 4.15, which shows that the highest percentage of students (60.60%) sometimes study English at home and it is included in fair category.

The activeness of students in doing their homework at home can be seen in the table 4.16, which shows that the highest percentage of students (69.69%) do their homework at home and it is included in high category.

Students' activeness in writing in the classroom can be seen in the table 4.17, which shows that the highest percentage of students (46,97%) sometime write at home and it is included in fair category.

The activeness of students to improve their writing ability by rewriting narrative text at home can be seen on the table 4.18, which shows that the highest percentage of students (45.45%) sometimes improve their writing ability by rewriting narrative text and it is categorized fair in category. We can see that it has much effect toward students' ability in rewriting narrative text, because most of students sometimes improve their writing ability by rewriting narrative text at home. If all of them always improve their writing ability by rewriting

narrative text, maybe they will get good score. But most of them just sometimes improve their writing ability by rewriting narrative text.

From the four indicators above, it can be known that most of students sometimes study English lesson at home, always do their homework at home, sometimes write at home and sometimes improve their writing ability by rewriting narrative text at home. Based on the data, the writer concludes that generally students are quite active in learning English at home. Thus, the students' activity has much effect on students' rewriting ability, because their ability in rewriting narrative text is still in fair category.

B. Teacher's factors

1. Teacher's educational background

The educational background of English teacher will be influenced by the presentation way of English lesson especially rewriting narrative text in the classroom. As the English teacher must own proficiency in the language and know how to teach English in the appropriate way.

Based on the result of interview, it is found the data that the English teacher for the eighth grade of SMPN 2 Panyipatan graduated from (S1 English Education of FKIP UNLAM Banjarmasin) and it is included in high category.

2. Teacher's experience in teaching English

From the result of interview with the English teacher, the writer found the data that the English teacher has taught English subject about 25 years and includes high category. So, it can be concluded that the English teacher of the eighth grade at SMPN 2 Panyipatan has many experiences in teaching English. But the students' activeness in English learning at school and at home is not supported because most of the students are quite active. So, the students still have problems in rewriting narrative text is fair.

3. Teacher's activeness in using media when teaching, especially in writing

The activeness of English teacher in using media when teaching English, especially in writing, the data can be seen on the table 4.19, which shows that the highest percentage of students (59.10%) who that stated their teacher sometimes uses media when teaching English especially in writing, it has much influence toward students' ability in rewriting narrative text because the teacher sometimes uses media when teaching English especially in writing. It is includes in fair category.

The activeness of English teacher in asking the students to rewrite narrative text, it can be seen in table 4.20, which shows that the highest percentage of students (62.12%) stated that their English teacher often asks her students to rewrite narrative text and it is included in high category.

Based on the two indicators above, it can be known that the English teacher of the eighth grade at SMPN 2 Panyipatan sometimes uses media when teaching English especially in writing and often ask her students to rewrite narrative text. From these data, the writer concludes that the English teacher does use various techniques in teaching English especially in writing.

C. Facility factors

1. Students' factors

The students possess or do not possess English text book can be known from the result of questionnaire as shown in the table 4.21, which shown that the highest percentage of students (68.18%) possess English text book private ownership and it is included in high category, but it does not have influence toward students' ability in rewriting narrative text, because their rewriting narrative text still bad and they still get problems in rewriting of narrative text.

The students possess or do not possess English dictionary can be known from the result of questionnaire as shown in the table 4.22, which shows that the highest percentage of students (53.03%) have their own English dictionary and it is included in high category.

From two indicators above, it can be known that most of the eighth grade students at SMPN 2 Panyipatan possess their own English text book and possess English dictionary.

Based on the data and the writer' observation result, the writer concludes that the eighth grade students at SMPN 2 Panyipatan have complete facilities to support them in English learning especially in writing.

2. School's facilities

Based on the result of the writer's interview and observation that the school's facilities are quite complete. It is included in fair category. So, it can be stated that the library at SMPN 2 Panyipatan support teaching and learning English. But it does not have much effect on students' ability in rewriting narrative text because their ability in rewriting narrative text is fair and they still have problems in rewriting narrative text.

D. Environmental factors

The activeness of students' family to support their children in learning English and to control their activeness in learning at home can be seen in the table 4.23, which shows that the highest percentage of students (46.96%) stated that their family never support learning English at home. It is include in low category. So, it can be stated that most of the student' family at SMPN 2 Panyipatan never support their children in learning English and control their activeness in learning at home.

Then the activeness in using English with their teacher and their friend can be seen in the table 4.24, which shown that the highest percentage

of students (77.27%) never use English with their teacher and their friend, it does not have influence toward students' ability in rewriting narrative text.

From the two indicators above, it can be known that most of students' family of the eighth grade at SMPN 2 Panyipatan never support their children in learning English and most of the students of the eighth grade never use English with their teacher and their friend.

Based on these data, the writer concludes that the students' environment of the eighth grade of SMPN 2 Panyipatan are less support them in teaching and learning English and has much influence in rewriting narrative text.