

## CHAPTER IV

### REPORT OF THE RESEARCH RESULTS

#### A. General Description of Research Location

##### 1. Brief History of State Islamic Senior High School Darul Hijrah Putra

Pondok Darul Hijrah Putra Cindai Alus Martapura was founded by four alumnus of Pondok Modern Gontor Ponorogo Indonesia, namely; K.H. Ahmad Gazali Mukhtar, K.H. Zarkasyi Hasbi, L.C, Drs. H. Syahrudi Ramli, and Drs. H. Nasrul Mahmudi, on March 8<sup>th</sup>, 1986. It was built in a waqf land about 15 hectares, which was signed on March 14<sup>th</sup>, 1986 and certified on August 23<sup>rd</sup>, 1986 with its first students who were only 4 persons.

The main purpose of establishing this boarding school is to participate in developing this country, especially in instructional and educational sector, as stated in the following statement:

- a. *Menyebarkan pengalaman syari'at Islam dalam kehidupan sehari-hari dalam bermasyarakat.*
- b. *Membentuk dan membina kepribadian muslim yang berbudi tinggi, sehat jasmani dan rohani, berpengatahuan luas, terampil dan mandiri, serta berkhidmat pada masyarakat.*
- c. *Terampil, mandiri, produktif sesuai program studi yang dipelajari agar dapat meningkatkan taraf hidup masyarakat yang sejahtera.*

- d. *Membentuk dan membina warga Negara Indonesia yang berjiwa Pancasila; dengan jalan mendirikan dan menyelenggarakan pendidikan dari TK sampai Perguruan Tinggi.*<sup>1</sup>

From 1986 up to 1996, Pondok Darul Hijrah Putra Cindai Alus Martapura has managed by K.H. Ahmad Gazali Mukhtar and K.H. Zarkasyi Hasbi, L.C, as the leader and the director of this boarding school. From 1996 up to 2004, this boarding school was managed by K.H. Ahmad Gazali Mukhtar as the leader as well as director of the boarding school. From 2005 up to now, this boarding school is managed by Drs. H. Syahrudi Ramli.

In educational system, Pondok Darul Hijrah Putra Cindai Alus Martapura applies modern method and technique in instructional and educational process. The process of its teaching in learning runs into two levels of education. The first one is the secondary level called Islamic Teacher Education or Tarbiyah al Muallimin al Islamiyah (TMI) that consist of junior and senior high school, and the other one is university level, namely; Institute of Islamic Educational Science or Sekolah Tinggi Ilmu Tarbiyah, that was opened in 2003.

Since this boarding was founded, it has a lot of progress and improvements. The students increase from year to year, and now the total numbers of the students in this boarding school are about 743 students. The government, especially through its department or religious affairs, has given

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<sup>1</sup> Document of Darul Hijrah Islamic Boarding School which was taken on July 10 2010

more attention to develop this boarding school by giving some important facilities like language laboratory, and natural sciences laboratory.

## 2. Description of Teachers and Administration Staff

Today, Islamic Senior High School Darul Hijrah Putra Martapura has 49 teachers. From 49 teachers at the school, they teach different subjects and have different education background and status. Furthermore, the subjects they teach, their education background and status can be seen in the following table:

**Table 4.1 Description of Teachers at MA Darul Hijrah Putra Cindai Alus Martapura.**

No	Name	Latest Education	Subject	Status
1	M.Agus Riatim Noor, SH	S-1 UNLAM	Pkn	Head master
2	H.Zhafrullah Hadi	KMI Gontor	Balagah Tauhid,tadris	Teacher
3	H.Gufran Haq	KMI Gontor	Nahwu Hadits	Teacher
4	KH.Zarkasyi Hasbi, Lc	S1 Madinah	Ushul Fiqh	Teacher
5	Basuki Rahman	SLTA	Tajwid Al-Qur'an	Teacher
6	H.Abdul Qadir, SHI	S1 STAI Darussalam	Al-Insyah' Mahfuzhat	Teacher
7	Rahmani, S.Ag.	S-1 ISID Gontor	Muthalaah U.Fiqh, Insyah'	Teacher
8	Subhan Fitriadi, MP	S2 UNLAM	Biologi	Teacher
9	Ahmad Raji Makarim	SLTA	Nahwu Tafsir	Teacher
10	Masrufah, A.Md.	D-3 UNLAM	Mathematics	Teacher
11	Masyhur, S.Hut.	S-1 UNLAM	Kimia Mathematics	Teacher

No	Name	Latest Education	Subject	Status
12	Hapiz Redha	SLTA	Fiqh, Shorf Insya'	Teacher
13	Akhmad Saubari	SLTA	T.Lughah, Tafsir Mahfuzhat	Teacher
14	Nur Rahmad	SLTA		Teacher
15	Mi'rajurrahman, S.Pd	S-1 STKIP	English	Teacher
16	A.Ghozali Rahman	SLTA	Hadits Tauhid	Teacher
17	Antung Tamin R, S.Pt.	S-1 IPB	Biologi	Teacher
18	Wahyuddin, S.Pd.	S-1 STIKIP	B.Indonesia	Teacher
19	Agus Muslim, S.Pd.I	S-1 ISID Gontor	Muthalaah, Shorf B.Asing,Insya	Teacher
20	H.Muhammad Luthfi	SLTA	T.Lughah, Fiqh Muthalaah	Teacher
21	Nabhan	D-3	-	TU
22	Ir.Eko Agus Haryono	S-1 UGM	Fisika	Teacher
23	Zuhairi Noor Afzan, SP	S-1	PKN Economy	Teacher
24	Bambang Pribadi, SP	S-1	Mathematics	Teacher
25	Idy Alwi, S.Pd.I	S-1 IAIN	English	Teacher
26	Jainal Abidin, S.Pd.	S-1	English	Teacher
27	Ali Imran, S.Pd.	S-1	Fisika	Teacher
28	Muamar Kadhafi	SLTA	Fisika	Teacher
29	Drs. Suroso	S-1	Kimia	Teacher
30	Sukamto, A.Ma	D-2	Sejarah Islam Imla'	Teacher

No	Name	Latest Education	Subject	Status
31	M. Bahroini	SLTA	Khot	Teacher
32	Hermasnyah	SLTA	Hadist Insya'	Teacher
33	Ridha Raihan	SLTA	Coversation	Teacher
34	Nashrullah Ghazali	S-1	Insya' Th.Tadris	Teacher
35	Dra.Hj.Susilawaty, M.Pd.	S-2	Sastra Indonesia	Teacher
36	Khairil Anwar	SLTA	Khot	Teacher
37	M. Nadya Malisi	SLTA	Mahfuzhat	Teacher
38	Siti Kamilah, S.Pd.	S-1 STKIP	B.Indonesia	Teacher
39	Ellywati, S.Pd.	S-1 STKIP	B.Indonesia	Teacher
40	Muhaidin	SLTA	Ushul Fiqh Shorf	Teacher
41	Burhan	SLTA	Fara'id	Teacher
42	Dra.Anugerah Haryani	S-1	SGSNID	Teacher
43	Mainani, S.Pd.	S-1 UNISKA	Sejarah Antropologi	Teacher
44	Ahmad Royani	SLTA	-	Teacher
45	H. Mubarak Azmi	S-2 UGM	Imla	Teacher
46	H. Muhammad,Lc	S-1 Madinah	Fiqih	Teacher
47	M. Muhlis	SLTA	-	TU
48	M. Azmi Rahmani	SLTA	-	TU
49	Syahriwan Rajab	SLTA	-	TU

From 49 English teachers, only three who teach English for the eleventh grade students, those are the subject in this research, namely Mi'rajurrahman, S.Pd, Idy Alwi, S.Pd.I and Jainal Abidin, S.Pd.

The condition of organizers and another staff in organizing the administration in MA Darul Hijrah boarding School for Male Cindai Alus Martapura Academic Year 2009-2010 can be seen in table below:

**Table 4.2 Description of Administrative Staff at MA Darul Hijrah Putra Cindai Alus Martapura**

No.	Name	Latest Education	Status
1	Nur Rahmad	SLTA	Head of Administration
2	Nabhan	D3	Administrative Staff
3	M. Muhlis	SLTA	Administrative Staff
4	M. Azmi Rahmani	SLTA	Administrative Staff
5	Syahriwan Rajab	SLTA	Administrative Staff

### 3. The Students at MA Darul Hijrah for Male

The total numbers of students who administratively registered at Islamic Senior High School Darul Hijrah Martapura in academic year 2009-2010 are 337 persons; they are 38 students from Experiment class, 135 students from class X, 95 students from class XI, and 69 from class XII. Furthermore, the data can be seen on the table below:

**Table 4.3 Description of Students at MA Darul Hijrah for Male in Academic Year 2009-2010**

CLASS	MALE
Experiment	38
X	135
XI	95
XII	69
Total	337

4. The Facilities at MA Darul Hijrah Boarding school for male cindai Alus Martapura

MA Darul Hijrah Boarding school for male has been supported by many facilities. Clearly, the data can be seen in the following table:

**Table 4.4 Description of School Facilities at MA Darul Hijrah for Male Cindai Alus Martapura**

NO	FACILITIES	AMOUNT
1	Headmaster's room	1
2	Teacher's room	2
3	Staff Administration's room	1
4	Classroom	11
5	Library	1
6	IPA Laboratory	1
7	Computer's room	1
8	Mosque	1
9	Toilet for Teachers	2
10	Toilet for Students	5
11	Sport Yard	2
12	Security Post	1
13	Parking Area	1

## **B. Data Presentation**

This subchapter is intended to present the result of data collected by written test, observation, and documentary. This part deals with the ability level of the eleventh grade students in using reported speech.

The test of the ability level of the eleventh grade students in using reported speech had been performed once at the eleventh grade students. This test containing 40 written test, which consist of 20 questions for multiple choices form (every right answer will be scored 2), 10 questions for true-false form (every right answer will be scored 2), 10 questions for conversions (every right answer will be scored 4). The highest score is 100 and the lowest is 0.

On this data presentation the writer describes about result of research on the field based on the test result as the primary data to better understand about students' ability in using reported speech at MA Darul Hijrah boarding school for male, to better understand what specific aspects of reported speech are difficult for the students to master.

### **1. Description About the Ability Level of The Eleventh Grade Students in Using Reported Speech at MA Darul Hijrah Boarding School for Male Cindai Alus Martapura Academic Year 2009/2010.**

Based on the result of reported speech test of the ability level of the eleventh grade students in using reported speech at MA Darul Hijrah boarding school for male Cindai Alus Martapura Academic Year 2009/2010, it is found the data that the highest score is 64 and the lowest score is 22. The accumulated score is 1.506. The test result can be seen in the following table:



**Table. 4.5 The Test Score of The Ability Level of The Eleventh Grade Students in Using Reported Speech at MA Darul Hijrah Boarding School for Male Cindai Alus Martapura Academic Year 2009/2010**

No	Name	score
1	Adi Purwanto	64
2	Akhmad Maulidan	40
3	A. Fadhlan	29
4	Adil Rahmatullah	46
5	Abdus Syukur	28
6	Ahmad Husin	30
7	Aulia Ramadhan	24
8	Doddy Teguh Yuwono	60
9	Didi Mulyadi	50
10	Ediannur	36
11	Fariz Anshari	48
12	Faisal Fahmi	56
13	Galih Septya Budi	42
14	Gito Bagus Pramono	37
15	Herman	20
16	Husnan Budiman	22
17	Junaidi Ibrahim	58
18	Kusuma Yuda Ma'ruf	58
19	M. Hafiz Fauzian Noor	38
20	M. Ali Ridho	60
21	M. Noor Hasan	64
22	M. Wahyudi Pratama	52
23	M. Adli Taufiq	42
24	M. Aini Radhi	40
25	M. Fitri Husaini	34
26	M. Reza Mustafa	32
27	M. Satria E	36
28	Muchidin	40
29	Najma Rusyadi	42
30	Nopan Endrinata	46
31	Ruspandi	32
32	Reza Hafizie H	36
33	Sodikin	22
34	Syarwani Abdan	38
35	Tanwirul Ilmi	40
36	Tengku Tanvusu	36
37	Zainal Abidin	28

<b>No</b>	<b>Name</b>
TOTAL	1506

**Table 4.6 The Frequency Distribution of Student's score in Using Reported Speech.**

No	Interval	Category	F	%
1	80 - 100	excellent	0	0
2	60 - <80	Good	4	10,81
3	40 - <60	Fair	15	40,54
4	20 - <40	low	18	48,64
5	0 - <20	poor	0	0

From the table above, it shows that the students' ability in using in using reported speech at MA Darul Hijrah based on its categories there is no student is in poor category, 18 students (48,64%) get the score 20-39 (low category), 15 students (40,54%) who get the score 40-59 (Fair category), 4 students (10,81%) who get the score 60-79 (good category) and there is no student in excellent category.

To better understand the ability level of the eleventh grade students in using reported speech at MA Darul Hijrah boarding school for male Cindai Alus Martapura Academic Year 2009/2010, the writer uses the mean as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{1506}{37} \\
 &= 40,70
 \end{aligned}$$

Based on the data above, the total score is 1.506 of 37 students. The mean score is 40,70 shows that the ability level of the eleventh grade students in

using reported speech at MA Darul Hijrah boarding school for male Cindai Alus Martapura Academic Year 2009/2010 is categorized into fair category.

## 2. Description About Specific Aspects of Reported Speech Are Difficult for The Students to Master.

To better understand about what specific aspects of reported speech are difficult for the students to master, the writer presented the data based on the test result by writing all most students' errors of each type of the test. The data is shown on the following table:

**Table 4. 7. Students' errors for Multiple Choice Test**

No.	Number of Test	F	Answer Key
1.	1	22	what my mother had said
2.	6	21	she would meet her teacher the next day
3.	9	28	how many books Budi wanted to buy
4.	10	26	if she could hear a noise
5	13	28	Adrian asked me whether he could help me find a hotel
6.	16	22	that he would come to her house that night
7.	19	21	had gone
8.	20	22	not to speed

There are 20 items of multiple choice test that consist of 7 items for statement aspect of reported speech, 5 items for command or request aspect of reported speech and 8 items for question aspect of reported speech. After testing the item, there are some numbers that is error done by students such as number 1, 6, 9, 10, 13, 16, 19, and 20. Those are more frequent error done by the students. To better understand about the explanation, it can be seen on the table above.

**Table 4. 8. Students' Errors for True-False Test**

N o.	Number of Test	F	Answer Key
1.	1	21	Azha wanted to know when I would return the CD
5.	10	20	She asked Yuni to take the magazine for her

There are 10 items of multiple choice test that consist of 2 items for statement aspect of reported speech, 4 items for command or request aspect of reported speech and 4 items for question aspect of reported speech. After testing the item, there are some numbers those are error done by students such as number 1, and 10. Those are more frequent error done by the students. To better understand about the explanation, it can be seen on the table above.

**Table 4. 9. Students' Errors for conversion Test**

No.	Number of Test	F	Answer Key
1.	1	29	He told me to go away
2.	2	32	He asked if he should open the window
3.	5	28	He asked me where I was going
4.	7	28	Ahmad asks me if (whether) I have seen him
5.	8	35	Teacher asked me not to put my elbow on the table
6.	10	30	Lia said (that) Andi had gone to school.

There are 10 items of multiple choice test that consist of 4 items for statement aspect of reported speech, 3 items for command or request aspect of reported speech and 3 items for question aspect of reported speech. After testing the item, there are some numbers that is error done by students such as number 1, 2, 5, 8,

and 10. Those are more frequent error done by the students. To better understand about the explanation, it can be seen on the table above.

After analyzing all the test the writer found that there are 16 items test from 40 items test that frequently error done by the students up to 20 people. The standard to determine the students error or not is if they make error in the item more than 20 students. It will be a standard to take the error item. Then, these 16 items test are classified into three categories. These three categories are taken from types of reported speech; they are Statement, Command and Question. It will be a guide for the writer to analyze the result of the test.

### **C. Data Analysis**

After presenting the data, the writer analyzes all the obtained data to give some considerations on the research.

#### **1. The Ability Level of The Eleventh Grade Students in Using Reported Speech at MA Darul Hijrah Boarding School for Male Cindai Alus Martapura Academic Year 2009/2010.**

The presented data on the previous subchapter shows that there is no student is in poor category, 18 students (48,64%) get the score 20-39 (low category), 15 students (40,54%) who get the score 40-59 (fair category), 4 students (10,81%) who get the score 60-79 (good category) and there is no student in excellent category with the total score is 1506 of 37 students. The mean score is 40,70 shows that the students' ability in using reported speech at MA Darul Hijrah boarding school for

male Cindai Alus Martapura Academic Year 2009/2010 is categories into fair category.

## **2. Specific Aspects of Reported Speech Are Difficult for The Students to Master.**

Based on the presented data on the previous subchapter about specific aspects of reported speech that are difficult for the students to master from three types of the reported speech, the writer found that in multiple choice test there are 8 items that frequently error done by the students.

From question number 1 “what did your mother say?” , many students answer “what did my mother say”. They only change your into my. They didn’t change the structure of the sentence. The omitting of did and the changing of say is forgotten by them. It happened because they were focused on structure in making question. They don’t realize or even don’t know that if an interrogative sentence is changed into affirmative sentence, auxiliary verb is omitted.

Number 6, most of them answer “she will meet her teacher tomorrow” from the question “I will meet my teacher tomorrow”. They were supposed to answer “she would meet her teacher the next day”. Their error is in changing will and tomorrow. It happened because they forget the shift of the changes in reported speech.

Then number 9, most of them answer “how many books budi wants to buy” from the question “how many books do you want to buy”, their error is in changing

of want into wanted. It happened because of the omitting of auxiliary verb and they think it is will turn into present tense. But it's supposed to be past tense.

Number 10, most of them answer "if she heard a noise" from the question "can you hear a noise". They missed auxiliary verb can. It happened because they think **if** already ask a question.

Number 13, most of them answer "Adrian ask me if I could help him find a hotel" from the question "can I find you a hotel", their error is in pronoun like I become him. It happened because they get confused whether it is first speaker or Adrian that has to be changed.

Number 16 is also like number 6, most of them answer "that he will come to her house tonight" from the question "I'll come tonight Diandra", I think they always forget to change adverb of time.

Then number 19, most of them answer "went" from the question "I asked if you...to mandiingin yesterday" they are error in tense changes especially the verb **go**. They didn't care about the change of verb if the tense in past tense and it has to be changed into past perfect tense.

The last one is number 20, from the option most of them answer "do not speed" from the question I told the driver..." their error is in changing imperative sentence into affirmative sentence. They add "do" in the sentence. Actually they only need to add **not to** in the sentence.

Generally, there are 5 numbers of **question** of reported speech from 8 numbers that are difficult for them. It shows that question is the most difficult to master in multiple choice test.

Then, the writer also found that there are two items that frequently error done by the students. Most of them answer **false** in true-false test number 1, for example: Azha: “When will you return the CD?” the reported speech of it is Azha wanted to know when I would return the CD. They error in changing of will into would. It happened because they think there is no change in the sentence.

Number 10, most of them answer **false** from the true-false test in number 10, their error is in changing imperative sentence into affirmative sentence or reported speech. It is because they think that sentence without to infinitive.

Generally, there are two types of reported speech are error made by the student; 1 number of question, and 1 number of command or request. Question of reported speech is still very difficult for the student to master.

In the conversion test, there are 6 numbers that is difficult for the students. Most of them error in putting reporting verb of the sentence and the change of the verb, for example: “go away!” their answer is “he wants me to go away or to went away. The right answer is he told me to go away. It happened because they don’t understand the use of reporting verb for command like told and ask.

Number 2, most of them forget to add **if or whether** in making interrogative sentence into affirmative sentence. They also forget to change shall into should, for example: they answer “he said to me shall he open the window” the correct one is “he



asked if he should open the window. It happened because they were focused on the structure in interrogative pattern which has to exist an auxiliary verb or modal. In reported speech it has to be changed.

Numbers 5, most of the students are error in this number. Their error is in to be **am/was** or even they missed writing it, for example: Rahma asked me, “Where are you going?” most of them answer “Rahma asked me where I am going or where am I going or where I going. The change of to be are forgotten by them. It occurred because forget or don’t know the shift of the tense or to be.

Numbers 7, most of the students are error in **if or whether**, they missed it. The change of tense like have still has remained unchanged, for example: Ahmad asked me “have you seen him?” most of them answer “Ahmad asked me if have I seen him or I have seen him or Ahmad asked me have I seen him. It happened because of their carelessness or because of forgetting the pattern of reported speech.

Number 8, almost of them are error in this number, their error is in putting **not to**, they didn’t change **don’t** into **not to**. The writer suspected it that they forgot the structure. Number 10, similar error with the previous number, they are error in changing have become had. It happened because they didn’t care the reporting verb, this is the important things in reported speech.

Generally, question word is the most difficult to master in this test. It can be seen on the table above that there are 3 number of students’ error in question word, 2 numbers in command, and 1 number in statement. This test is the harder test than two type of previous test.

So, there are 16 items test from 40 items test that frequently error done by the students up to 20 person. Then, these 16 items test are classified into three categories. These three categories are taken from types of reported speech; they are Statement, Command and Question. From 16 items error done by the students only one item that is about statement. So, it can be concluded that they understand about statement in reported speech. The left items talk about command and question. The most error done by the students between command and question is question.

One item about statement they cannot answer because they cannot differ between have and had.

Four items about command they cannot answer because they don't change imperative into affirmative sentence, actually they only need to add not to/to infinitive in the sentence.

The left items are all about question, it happened because they cannot differ between statement and question. In reported speech is all the sentences are statement form. When we want to change a question in direct speech into reported speech, it becomes statement. Therefore, the students have to understand how is the difference between question and statement, how to make question become statement.

The writer can conclude from the explanation above that question of reported speech is the most difficult for students to master than statement and command or request. It can be seen from the frequency of error in the table above. It is about 11 numbers of errors are in question of reported speech.

There are several aspects of reported speech that are not taught in detail by the teacher because of the limited time. These materials are very important in reported speech such as time changes including adverb of time and adverb of place for example: yesterday, last week, here, this and those. The teachers only taught it in general. Even though they learnt it in general but they still can make direct speech or reported speech in the sentence and it is appropriate with their level like in senior high school. They can learn about reported speech more complex sentence in high level such as in a college.