

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. General Description of Research Location

1. Brief History of SMAN 6 Banjarmasin

SMAN 6 Banjarmasin is located at Jl. Belitung Darat Number 130. RT.29 Phone 0511-3353175 Kelurahan Belitung Utara Kecamatan Banjarmasin Barat Kota Banjarmasin. It was built in land about 5.485 m², which was signed on 1981.

Generally, the physical condition of MAN 3 Banjarmasin building is good and it has permanent construction. The location of the school is will be described as follows:

- To the north is bordered with Belitung Street.
- To the south is bordered with Public House.
- To the west is bordered with Navigation Office.
- To the east bordered with SMPN 5 Banjarmasin.

The school use KTSP curriculum in teaching learning process. It also has two kinds studies that are Science studies and Social studies. Beside that, this school also facilitate ekstrakurikuler programme, for example pramuka, volley vall, basket ball, futsall, PMR, music, dancing, KIR, etc.

2. Description of Teacher and Administration Staff at SMAN 6 Banjarmasin

SMA Negeri 6 Banjarmasin has 39 teachers. From 41 teacher at the school, they teach different subject and have different education background and status.

B. Data Presentation

This subchapter presents the data have been collected on the research. The presentation covers primary data about the students' mastery in using coordinating and subordinating conjunctions. 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 SMAN 6 Banjarmasin.

In this data presentation, the writer presents this data based on the statements of problem as follows:

1. The level of students' mastery in using coordinating and subordinating conjunction at SMAN 6 Banjarmasin

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' mastery in using coordinating and subordinating conjunction. Here is data about the test result in the students' mastery in using coordinating and subordinating conjunction of tenth grade students of SMAN 6 Banjarmasin.

Table 4.1 The Test Result in the Students' Mastery in Using Coordinating and Subordinating Conjunction of Tenth Grade Students at SMAN 6 Banjarmasin.

No	Score (x)	Frequency (F)	FX
1.	84	1	84
2.	82	1	82
3.	80	3	240
4.	78	5	390
5.	76	2	152
6.	74	5	370
7.	72	4	288
8.	70	5	350
9.	68	4	272
10.	66	2	132
11.	62	1	62
12.	60	1	60
13.	58	5	290
14.	56	6	336
15.	54	3	162
16.	50	5	250
17.	36	1	36
		N= 54	Σ FX = 3556

The mean score is found from total score of all students that is 3556 divided total of samples that is 54, so the result is 65,8. It can be seen in the formulae below:

The mean score

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

$$M = \frac{3556}{54}$$

$$M = 65,8$$

Based on the table 4.1 above, is known clearly that the students' mastery in using coordinating and subordinating conjunction by tenth grade students of SMAN 6 Banjarmasin get the total score 3556 from 54 samples/respondents. The mean score is 65,8. Therefore, the students' mastery in using coordinating and subordinating conjunction by tenth grade students of SMAN 6 Banjarmasin is included in the fair category.

Moreover, the distribution of students' mastery in using coordinating and subordinating conjunction can be seeing in the following table:

Table 4.2 The Frequency Distribution of the Test Result in the Students' Mastery in Using Coordinating and Subordinating Conjunction

Category	Interval Score	Frequency	Percentage
Excellent	80 - 100	5	9,2%
Good	60 - 79	19	53,7%
Fair	40 - 59	29	35,1%
Fail	20 - 39	1	1,8%
Very fail	0 - 19	-	-
		N = 54	100%

From the table above it can be seen that from the total respondents there are 5 students who got excellent category or 9,2% of students. There are 19 or 53,7% students who good category. From 54 students, there are 29 students or 35,1% who got fair category. Then, there are only 1 student who fail category or 1,8%.

As shown in the table above, it can be said that generally the mastery of the students at SMAN 6 Banjarmasin is in fair category.

2. The factors that influence the students' mastery in using coordinating and subordinating conjunction at SMAN 6 Banjarmasin.

1. Students learning activity

The writer will tell about the level of the students' attendance in English subject that is described in the following table:

Table 4.3 The Distribution Frequency about Students' Attendance in English Subject

No	Category	Frequency	Percentage
1.	Always attend	16	26,6%
2.	Sometime attend	37	68,5%
3.	Never attend	1	1,8%
	Total	54	100%

Based on the table above, it is known clearly that the students which always attend to English subject about 16 students (26,6%) which included in low category, which sometime attend to English subject 37 students (68,5%) which is good category, only 1 students (1,8%) which included low category.

Table 4.4 The Distribution Frequency about Students' Practice in Learning English

No	Category	Frequency	Percentage
1.	Always practice	20	37%
2.	Sometime practice	35	64,8%
3.	Never practice	1	1,8%
	Total	54	100%

Based on the table above, it is known clearly that the students which always practice in learning English about 20 students (37%) which included in always category, which sometime practice in learning English 35 students (64,8%), only 1 students (1,8%) which included never practice in learning English.

Furthermore, the writer will be told about the students' being active or not in doing homework of the English subject. The data are described in the following table:

Table 4.5 The Distribution Frequency about Students' Active in Doing homework of the English subject

No	Category	Frequency	Percentage
1.	Always doing	23	42,5%
2.	Sometime doing	30	55,5%
3.	Never doing	2	3,7%
	Total	54	100%

Based on the table above, it is known clearly that the students which sometime in doing homework of the English subject about 23 students (42,5%) which is included always doing homework, about 30 students (55,5%) which is include sometime doing homework, and which explain never doing the homework of the English subject there are 2 students from respondents or 3,7%.

2. Students Interest to English Subject

Students interest to English subject can be known through indicators that writer has written, in the table below the writer will be tell about like

or not the students in learning English subject. The data are described in the following table:

Table 4.6 The Distribution Frequency about Students' Like in Learning English

No	Category	Frequency	Percentage
1.	Very like	28	51,8%
2.	Less like	30	48,1%
3.	Dislike	0	0%
	Total	54	100%

Based on the table above, it is known clearly that the students which is very like in learning the English subject about 28 (51,8%) answered very like in learning English, about 30 students (48,1%) answered less like in learning English, and no one students explains dislike in learning English.

Furthermore, the writer will tell about the students' attention in learning the English subject. The data are described in the following table:

Table 4.7 The Distribution Frequency about Students Attention in Learning English

No	Category	Frequency	Percentage
1.	Very attention	37	68,5%
2.	Less attention	15	27,7%
3.	Dislike attention	2	3,7%
	Total	54	100%

Based on the table above, it is known clearly that the students which is very attention in learning the English subject about 37 (68,5%) answered very attention in learning English, about 15 students (27,7%)

answered less like in learning English, and 2 students or 3,7% explains dislike in learning English.

3. Teacher guidance

The table below will describe about be or not the teacher gives the students a guidance in using coordinating and subordinating conjunction.

The data are described in the following table:

Table 4.8 The Distribution Frequency about Teacher Gives the Guidance in Learning English

No	Category	Frequency	Percentage
1.	Always guidance	39	72,2%
2.	Sometime guidance	16	29,6%
3.	Never Guidance	0	0%
	Total	54	100%

Based on the table above, it is known clearly that the students which is chosen always giving guidance in learning English about 39 (72,2%), about 16 students (29,6%) answered sometime giving guidance in learning English, and no one students answered that never giving guidance in learning English.

4. Means and Infrastructure

The table below will described about be or not the students have infrastructure (book, dictionary, or other book about tenses and grammar).

Table 4.9 The Distribution Frequency about students has the English Book (Grammar book, Dictionary, etc)

No	Category	Frequency	Percentage
1.	Have book	49	90,7%
2.	Have not book	5	9,2%
	Total	54	100%

Based on the table above, it is known clearly that the students have the English book (dictionary, grammar book, etc) is about 49 students or 90,7%, and which is answered have not English book is about 5 students or 9,2%.

5. School Environment

The table below will describe environment at SMAN 6 Banjarmasin is very good, good or bad to support learning English. The data are described in the following table:

Table 4.10 The Distribution Frequency about School Environment to Support in Learning English

No	Category	Frequency	Percentage
1.	Very good	38	70,3%
2.	Good	15	27,7%
3.	Bad	1	1,8%
	Total	54	100%

Based on the table above, it is known clearly that the students which is answered that condition school environment to support learning English about 38 (70,3%), about 15 students (27,7%) answered good condition of school environment to support learning English, and 1 students answered that bad condition of school environment to support English learning.

C. Data Analysis

After all the obtained data were presented in data presentation as result of this research, they are also needed to be analyzed. It is done to know more about the students' mastery in using coordinating and subordinating conjunction and the factors that influence it. For further description, it is known from analysis below:

1. The level of the students' mastery in using conjunction and subordinating conjunction atman 6 Banjarmasin

Based on the result of test shows the average of students' mastery in using coordinating and subordinating conjunction is good category. It is showed from table that 29 or 53,7% students who have good category. 19 students or 35,1% who have fair category. 5 students or 9,2 % who have excellent category and only 1 student or 1,8% who get fail category. So, we can conclude that most of students can use conjunction correctly, it is can be seen from the category, most a half of student got good category. But, there are still have many students who have difficult to use conjunction especially using subordinating conjunction, it is showed that many of students still have fair and fail category.

2. The factors that influence the students' mastery in using coordinating and subordinating conjunction at SMAN 6 Banjarmasin

The factors that influence the students' mastery in using coordinating and subordinating conjunction at SMAN 6 Banjarmasin will be analyzed through many indications

a. Students learning activity

Students learning activity very influenced students' mastery in learning English. Student learning activity not only practice in school but also can practice at home. The students is or more active learning at home, practice using English, intensive doing homework and many activities can be conducted in the school to add or obtain the progress of students' mastery in using coordinating and subordinating conjunctions. The students can more studied about grammar, trying to write such as story, composition, reporting, etc.

b. Students' interest

The students like or dislike in learning English represent a matter which is very important and also give influence to the students mastery in using coordinating and subordinating conjunction. The students which like to English subject will enjoy and try to get the best score and achievement. And the students which feel less like or dislike, they haven't the motivation to learn English. And also in they attention, this matter to determine the ability in using coordinating and subordinating conjunction. So, the student's attention to English subject is very important to increase their mastery in using coordinating and subordinating conjunction.

c. Teacher guidance

The teacher guidance is also very important to increase the students' mastery in using coordinating and subordinating conjunction, a teacher has to have the skill in the matter of its delivery, it means he can give the

instruction as well as possible. Individual' skill which is good from a teacher and added the intensive guidance, this matter will give a good influence to the students' mastery in using coordinating and subordinating conjunction, because from the guidance a teacher can give his students instruction, how using conjunction correctly in writing. Teacher guidance is much influenced students' mastery in using conjunction correctly.

d. Means and Infrastructure

Means and infrastructure are also having the relation tightly with the students' mastery in using conjunction. Less facility which is available will cause less interest and also students' activity, and the will give influence to their mastery in using conjunction. The students which have enough facility, it is very supporting to the students' mastery in using conjunction.

Means and infrastructure are very important to increase the students' mastery in using conjunction. For example existence a library in the school, beside as a place to get knowledge, it also helps the students in learning, because there are many books usually at the library which can help the students in learning English.

e. School Environment

School environment is very influence students' mastery in using coordinating and subordinating conjunction. Good or bad condition of school environment will influenced good or bad achievement in learning English. There are internal and external environment will influence, the

internal factors are everything that has close relation with the learner himself or learner's personal factor such as aptitude or talent, intelligence, perseverance motivation, interest and so forth. While external factors come from out the learner or what correlates with the teaching and learning factors such as teacher, parents, or community environment.