

## CHAPTER IV

### REPORT OF THE RESEARCH RESULT

#### A. General Description of Research Location

##### 1. Brief History of Islamic Senior High School Riadhusshalihin at Sinar Bulan

Islamic Senior High School Riadhusshalihin was established in 1993, which is located of Propinsi Street Km. 168 Sinar Bulan Kec. Satui Kab. Tanah Bumbu., founder of consists of several religious leaders joined in group called *Badan Pendiri*. It is chaired by Hj. Djadidatul Chairiyah and H. M. Hasbi. HB.

That time, faith-based schools have not been there, especially the Supreme Court while the school-based general was a lot of standing. To think the generation of the Islamic community, the leaders built Islamic Senior High School Riadhusshalihin at Sungai Danau village. Islamic Senior High School Riadhusshaihin was formerly at Sungai danau village, because there was separation of the territory, now the school did not include Sungai Danau village area any more, but has entered at Sinar Bulan village.

“The Vision and Mission of the Islamic Senior High School Riadhusshalihin are”:<sup>1</sup>

- a. *Memberikan keilmuan Agama maupun umum serta memberikan keteladanan dalam kehidupan sehari-hari atas dasar nilai keIslaman.*

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<sup>1</sup> Document of Islamic Senior High School Riadhusshalihin at Sinar Bulan

- b. Terwujudnya lulusan yang berkualitas beriman dan bertaqwa serta mampu mengaktualisasikan ilmunya dalam kehidupan bermasyarakat, berbangsa dan bernegara.*

This school uses curriculum of KTSP (Depag and Diknas) and combined with Islamic Senior High School. Including one program in this School is Social Program.

## **2. Description of Teachers and Administrative Staff.**

Today, Islamic Senior High School Riadhusshalihin has 16 Teachers. From 16 Teachers at the school, they teach different Subject and have educational background, furthermore, the subject they teach, their educational background can be seen in the appendix 1.

The condition of organizers and another staff in organizing the administration in state of Islamic Senior High School Riadhusshalihin can be seen in appendix 2.

## **3. Descriprion of the Students at Islamic Senior High School Riadhusshalihin at Sinar Bulan.**

In Academic Year 2011/2012, the Total number of students who administratively registered at Islamic Senior High School Riadhusshalihin is 91 students. They are 31 students from class X, 35 students from class XI, and 25 students from class XII. Furthermore, the data can be seen in appendix 3.

#### 4. Description of the Facilities at Islamic Senior High School Riadhusshalihin at Sinar Bulan.

Islamic Senior High School Riadhusshalihin at Sinar Bulan has been supported by many facilities. Clearly, the data can be seen in appendix 4.

### B. Data Presentation

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

#### 1. The description of identification of students' difficulties in mastering of Passive Voice.

Based on the test result, it is known that the students' mastering of passive voice can be seen in the table 4.1.

Table 4.1 The Test Result of passive voice of the eleventh grade students at Islamic Senior High School Riadhusshalihin at Sinar Bulan.

No	Name of Students	Type of Written Test					
		Multiple Choice		Essay		Total Score	
		T	F	T	F	T	F
1	Ahmad Fauzi	8	17	1	9	21	79
2	Ahmad Rifani	18	7	6	4	<b>66</b>	<b>34</b>
3	Akhmad Syaafi	13	12	3	7	41	59
4	Arif Wahyu Ramadhan	11	14	1	9	27	73
5	Devianti	11	14	2	8	32	68
6	Dewi Hikmah	9	16	5	5	43	57
7	Emelia Fitriani	15	10	3	7	45	55
8	Erniawati	9	16	2	8	28	72
9	Fatmasari	9	16	3	7	33	67
10	Fatmini	8	17	4	6	36	64
11	Fitriani	14	11	4	6	48	52

12	Hairullah	9	16	0	10	<b>18</b>	<b>82</b>
13	Hairunnisa A	14	11	1	9	33	67
14	Hairunnisa B	10	15	5	5	45	55
15	Haris Fadillah	8	17	4	6	36	64
16	Lukman	7	18	1	9	19	81
17	M. Arsyad A	13	12	2	8	36	64
18	M. Arsyad B	11	14	4	6	42	58
19	M. Ervan	10	15	3	7	35	65
20	M. Hablillah	13	12	4	6	46	54
21	M. Husain	12	13	4	6	44	56
22	M. Ruspandi	5	20	2	8	20	80
23	Mei Santi	9	16	5	5	43	57
24	Noor Khalida Wati	19	6	3	7	53	47
25	Nur Hikmah Rahmawati	14	11	3	7	43	57
26	Nur Jannah	12	13	5	5	49	51
27	Nurul Ekhsan	5	20	5	5	35	65
28	Reandy Ar-Rahman	8	17	1	9	21	79
29	Said Muhammad Noor	12	13	5	5	49	51
30	Salasiah	10	15	3	7	35	65
31	Samsudin	8	17	1	9	21	79
32	Saubah	12	13	3	7	39	61
33	Sulaiman	7	18	4	6	34	66
34	Wahyuni	14	11	4	6	48	52
35	Yuli Putra Kurniawan	12	13	1	9	29	71
<b>TOTAL</b>		<b>379</b>	<b>496</b>	<b>107</b>	<b>243</b>	<b>1293</b>	<b>2207</b>
<b>MEAN</b>		<b>10.83</b>	<b>14.17</b>	<b>3.06</b>	<b>6.94</b>	<b>36.94</b>	<b>63.05</b>

Based on the students' correct answer in written test, from the table 4.1 it is known that the highest score is 66, the lowest is 18. The accumulative score of two test forms (Multiple Choice and Essay) are 1293 with mean 36.94 (Very Poor Category).

Now to find out the score of students' difficulties in mastering passive voice at Islamic Senior High School at Sinar Bulan academic

year 2011/2012, the writer divided the total score with the number of students.

Mean of score is gotten by the pattern below:

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

$$M = \frac{2207}{35}$$

$$M = 63.05$$

Description:

M = mean

$\sum X$  = total score

N = total number of respondent

It means that the students' difficulties in mastering passive voice at Islamic Senior High School at Sinar Bulan are fair category. And from the data it is known that the students' highest score in wrong answers is 82 and the lowest score is 34.

To know the category of the eleventh grade students' difficulties in mastering passive voice based on the students' wrong answers as their difficulties indicators can be seen in the table below:

Table 4.2 Frequency Distribution of students' Difficulties in Mastering Passive Voice of the Eleventh Grade Students at Islamic senior High School Riadhushshalihin at Sinar Bulan

No.	Category	Frequency (F)	Percentage (%)
1.	Excellent Category (90 - < 100)	0	0%
2.	Very Good Category (80 - < 90)	3	8.57%
3.	Good Category (70 - < 80)	6	17.14%

4.	Fair Category (60 - < 70)	11	31.43%
5.	Poor Category (50 - < 60)	13	37.41%
6.	Very Poor Category (0 - < 50)	2	5.71%
TOTAL		32	100 %

As shown in the table above, there are 0 students (0%) whose in difficulties' mastering passive voice is categorized excellent. There are 3 students (8.57%) is categorized very Good, 6 students (17.14%) is categorized Good, 11 students (31.43%) is categorized fair and 13 students (37.41%) is categorized poor and 2 students (5.71%) is categorize very poor So, the most of the eleventh grade students' difficulties in mastering passive voice are Poor category.

The data shows that most of the eleventh grade students at Islamic Senior High School Riadhushshalihin at Sinar Bulan have difficulties in mastering passive voice.

By analyzing the items test of the two types of the written test above, the writer has found that there are five problems are faced by students in mastering passive voice. They are:

**a. Students' difficulties in identifying tenses**











15	Haris Fadillah	√			√						√
16	Lukman				√	√					
17	M. Arsyad A				√	√					√
18	M. Arsyad B	√			√				√		
19	M. Ervan		√		√				√		
20	M. Hablillah				√					√	
21	M. Husain	√			√				√	√	√
22	M. Ruspandi					√			√	√	
23	Mei Santi							√	√		
24	Noor Khalida Wati									√	
25	Nur Hikmah rahmawati				√						√
26	Nur Jannah										
27	Nurul Ekhsan								√		
28	Reandy Ar-Rahman				√	√			√		
29	Said Muhammad Noor				√						
30	Salasiah	√							√		
31	Samsudin				√	√		√	√		√
32	Saubah	√			√				√		√
33	Sulaiman	√			√				√		√
34	Wahyuni	√							√		
35	Yuli Putra Kurniawan	√			√	√			√		√
Total		11	1	2	18	11	1	3	20	8	14

From the table above, it can be seen that the highest wrong in changing verb is in no. 8 that is 20 students (57.14%). Second, no. 4 that is 18 students (51.43%), third no. 10 that is 14 students (40%), forth is in no.1 and 5 that is 11 students (31.43%), fifth is in no. 9 that is 8 students (22.86%), sixth is in no. 7 that is 3 students (8.57%), seventh is in no. 3 that is 2 students (5.71%) and the last is in no 2 and 6 that is 1 student (2.86%).







16	Lukman		√				√	√		√	√
17	M. Arsyad A		√				√	√		√	
18	M. Arsyad B										√
19	M. Ervan					√					
20	M. Hablillah		√								
21	M. Husain		√								
22	M. Ruspandi		√					√			
23	Mei Santi		√		√		√				√
24	Noor Khalida Wati			√							
25	Nur Hikmah rahmawati										
26	Nur Jannah										
27	Nurul Ekhsan		√								√
28	Reandy Ar-Rahman		√				√	√		√	√
29	Said Muhammad Noor		√								
30	Salasiah		√								
31	Samsudin		√							√	
32	Saubah		√								
33	Sulaiman		√								
34	Wahyuni		√								
35	Yuli Putra Kurniawan		√					√		√	
Total		-	23	1	7	1	8	12	-	9	9

From the table above, it can be seen that the highest wrong in using *Be, Being and Been* is in no. 2 that is 23 students (65.71%), second, no. 7 that is 12 students (34.28%), third no. 9 and 10 that is 9 students (25.71%). Fourth is in no. 6 that is 8 students (22.86%), fifth is in no. 4 that is 7 students (20%). Sixth is no. 3 and 5 that is 1 student (2.86%).

## 2. The description of the influential factors in students' difficulties in mastering passive voice.

### a. Students Factors

#### 1. Students' Interest in English subject

Students' interest in English subject is divided into two types, they are:

a. Students' attention on English lesson in the class

To know the data about the students' attention on English subject in the classroom is measured by following indicators.

The students' interest can be seen in table as follows:

Table 4.9 The Frequency of the Students' Attention in Learning English

Category	Frequency	Percentage
Always	5	14.28%
Sometimes	21	60%
Never	9	25.71%
TOTAL	35	100%

Based on the data in table above, it is known clearly that 5 student (14.28%) stated that they always pay attention when English learning, 21 students (60%) stated that they sometimes pay attention, 9 students (25.71%) stated that they never pay attention. Therefore, most of students sometimes pay attention in learning English.

b. Students' attendance when English learning

To know the data about the students' attendance on English subject in the classroom is measured by following indicators. The data are described in the following table:



Table 4.10 The Frequency of the Students' Attendance in Learning English

Category	Frequency	Percentage
Always	23	65.71%
Sometimes	12	34.29%
Never	0	0%
TOTAL	35	100%

Based on the data in table above, it is known clearly that 23 students (65.71%), stated that they always attend in learning English, 12 students (34.29%) stated that they sometimes attend in learning English, there is no students (0%) and there is none of students state never attend in learning English, therefore most of students always attendance in learning English.

## 2. Students' learning activity

### a. The frequency of the studying English at home

To know the data about the students' studying English at home is measured by following indicators. The data are described in the following table:

Table 4.11 The Frequency of the Students' studying English at home.

Category	Frequency	Percentage
Often	1	2.85%
Sometimes	27	77.14%
Never	7	20%

TOTAL	35	100%
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Based on the data in table above, it is known clearly that 1 student (2.85%), stated that they often studying English at home, 27 students (77.14%) stated that they sometimes studying English at home, and 7 students (20%) stated that they never studying English at home, therefore most of students sometimes studying English at home.

b. The frequency of memorizing the formula of passive voice.

To know the data about the students' frequency memorizing the formula of passive voice is measured by following indicators. The data are described in the following table:

Table 4. 12 The Frequency of the Students' memorizing the formula of passive voice.

Category	Frequency	Percentage
Often	1	2.85%
Sometimes	25	71.42%
Never	9	25.71%
TOTAL	35	100%

Based on the data in table above, it is known clearly that one student (2.85%), stated that they often memorizing the formula of passive voice, 25 students (71.42%) stated that they sometimes memorizing the formula of passive voice, and nine students (25.71%) stated that they never

memorizing the formula of passive voice, therefore most of students sometimes memorizing the formula of passive voice.

b. Teacher's Factors

For this factor, the writer categorizes five indicators to identify it. The first indicator is teacher educational background. Based on the interviewing with English teacher of Islamic Senior High School Riadhushshalihin at Sinar Bulan, the writer got the data that she graduated from D3 English Department of ISTIBA and SI at Universitas Terbuka (UT).

The second indicator is teacher's experience in teaching English. Based on the result of interview to the teacher, the writer got the data that she has taught English for more than eight years.

The third indicator is teacher's attendance in teaching English. The table below will described the data about that :

Table 4. 13 The Frequency of the Teacher's Attendance in Teaching English

Category	Frequency	Percentage
Always	27	77.14%
Sometimes	8	22.85%
Never	0	0%
TOTAL	35	100%

From the data in table above, the writer got 27 students (77.14%) stated that their teacher always attend the English class,

8 students (22.85%) stated that their teacher sometime attend the English class, there is no students (0%) stated their teacher never attend the English class, therefore it is seen that the English teacher is always attend the English class.

The next indicator of teacher's factor is teacher's teaching methods. Based on the result of interview to the teacher, the writer got the data that she has taught English using Grammar Translation Method.

### **C. Data Analysis**

After all the obtained data are reported in point B (data presentation) detail as result of this study, it also needs to be analyzed base on the order of issues that have introduced earlier with this study before.

#### **1. Identification of students' difficulties in mastering passive voice of the eleventh grade students at Islamic Senior High School Riadhusshalinin at Sinar Bulan.**

The test result which has collected in data presentation can be known that the accumulative score of students' difficulties based on their wrong answers in mastering passive voice of the eleventh grade students at Islamic Senior High School Riadhusshalinin at Sinar Bulan is 2207 from 35 students, the mean score is 63.05, and based on the clarification (see table 4.2) shows that 0 students (0%) got 90 -< 100 score (excellent category), 3 students (8.57%) got 80 -< 90 (very good category), 6 students (17.14%) got 70 -< 80 (good category), 11

students (31.43%) got 60 -< 70 (fair category) and 13 students (37.41%) got 50 -< 60 (poor category) and 2 students (5.71%) got 0 -< 50 (very poor category) So, the writer concludes that students' difficulties are in fair category.

Usually, based on education curriculum, passive voice have been taught in ten grade Islamic Senior High School, so the students of the eleventh grade students should be mastered passive voice so well because they are in higher level of education. In fact, from the data about the students' result above, the writer assumes that it is because most of students do not understand about how to change some tenses to passive voice form, wrong in use to be, difficulties in identify subject and object, and forgot to use *Be* (Future tense and modal Passive Voice), *Being* (Present Continuous and Past Continuous Tense Passive Voice) and *Been* (Present Perfect and Past Perfect Tense Passive Voice).

Based on the data analyzing above, the writer concluded that there are fifth aspects difficulties faced by students in mastering Passive Voice. First, students' difficulties in identifying tenses, difficult in change to Passive Voice form based on tenses. There are sixteen of tenses in Grammatical Structure and all of them have Passive Voice form. The students are still wrong in change sentence form to Passive Voice form based on tenses.

In Multiple choices test form as shown on the table 4.3 it is known that the students get difficulties in answering question no. 25 it can be seen from the student's result which is 32 students (91.43%) for the wrong answers. The item is about Past Tense Passive Voice. Actually, it is easy to identify, if the students understand the rule of Past Tense Passive Voice form. The form of Past Tense Passive Voice is 'was/were plus past participle'. The students need to add knowledge about how to identify the tense and how to change the tense (Past Tense) to the Passive Voice form in detail.

In essay test form as shown on the table 4.4 it is known that the students get difficulties in answering question no. 1 it can be seen from the student's result which is 31.43% students that confuse in identifying tenses. The items about change Present Tense sentence to Present Passive Voice. Some of students wrong in change Present Tense sentence to passive form, there is wrong change the sentence to Future Tense and Present Continuous Tense Passive Voice, whereas Present Tense sentence must be changed to Present Tense Passive Voice too.

Second, the students' difficulties in changing verb, most of students make answer wrong in no. 8 (Essay item), this is 57.14% students wrong in changing verb (can be seen in table 4.5). They still wrong in using of participle (regular and irregular verb), in English there are two kinds of verbs they are regular and irregular verbs. Regular verb changing have same rule that is only put '-ed' or '-ied' at

the final letter of the verb, for example 'cook-cooked-cooked' and 'invite-invited-invited' etc. Mean while irregular verb have many form in changing so for knowing about it students must be open English dictionary or regular and irregular English books.

Third, students' difficulties in using To be, most of students make answer wrong in no. 3 (Essay item), this is 62. 85% students wrong in using To be (can be seen in table 4.6). This item is about change negative past tense sentence to past tense passive voice. Some students confuse to put the word 'not' in the negative sentence verb and still put to be "didn't" in passive voice form, whereas, in negative past passive voice form use "was/were plus not plus past participle", and other students wrong change the sentence to past passive voice form and other wrong put to be "was/were" according to subject. They still confuse to distinguish the difference between subject plural form (I, You, We They) and subject singular form (She, He, It, name of people). And some of students still forget to put To be and when the negative and interrogative sentence in verbal sentence form, the students still use to be "do/does" (Present Tense Passive Voice) and "did" (Past Tense Passive Voice).

Forth, students' difficulties in identifying which subject and object, most of students make answer wrong in no. 1 (Essay item), this is 14.28% students wrong in identifying subject and object (can be seen in table 4.7). This item is about change negative Present Tense sentence

to Present Tense Passive Voice. They confuse, when in the active sentence has two words subject, such “the pizza maker delivers pizza to my house”, they opinion ‘the pizza’ is the subject and ‘maker’ is verb. And some of students still confuse in identify object in change to passive sentence. The students must to understand and know what the subject, object and increase vocabulary, so the students will easy in identify them, and easy in change active sentence to passive sentence.

The last, students’ forget in using ‘*Be*’ in Future Tense and Modal Passive Voice, ‘*Being*’ in Present Continuous and Past Continuous Tense Passive Voice and ‘*Been*’ in Present Perfect and Past perfect tense passive voice). This is 65.71% students forget in using ‘*Being*’ in answer no. 2, and the item about Present Continuous Tense. This is 34.28% students forget in using ‘*Be*’ in answer no. 7, the items about Future Tense and 25.71% students forget in using ‘*Been*’ in answer no. 9, the item about Past Perfect Tense. So, the students must understand and memorize the formula of Passive Voice.

Based on the test above occurs when the students answered the test. The writer fined that most of students (91.43%) are wrong identifying tenses, and it because they don’t mastery of tenses. and 65.71% students still forget in using ‘*Being*’ in change Past Continuous Tense.

For solving this problem teacher can explain more detail about the pattern of Passive Voice, mastery of tenses, To be, parts of sentence



such as subject and object and regular and irregular verb. Teacher should give more examples how to change the sentence forms to passive voice. So, students should learn about it more detail, memorization the pattern of passive voice and does more exercise so that students will be understand about the passive sentence form in all of tenses.

For students, they should studying not only in their classroom but also study at home for reviewing and do exercise to make them more understanding about the lesson especially in passive voice. Students should have a dictionary and grammatical structure book include regular and irregular verb book and more increase vocabulary. It is necessary for supporting the students learning in English.

**2. Description about factors that influence the students mastering passive voice of the eleventh grade students at Islamic Senior High School Riadhushshalihin at Sinar Bulan.**

**a. Students' interest in English subject**

The frequency of students' interest, it can be seen from some indicator that has been cleared in the point B (Data Presentation). The Students' interest factors are divided into second separate indicators including 1) Students' attention on English lesson in the class and 2) Students' attendance when English learning.

According to questionnaire result known that only 5 students stated that they always pay attention in English lesson, most of

them (21 students) stated that they just sometimes pay attention in English lesson (fair category), even, there are 9 students never pay attention in English lesson (low category). When it was connected with the students written test result as fair category, the writer found the influence factor in students' mastery of passive voice that is most of students just sometimes pay attention in English lesson. Even, there are 9 students stated that they never pay attention in English lesson.

As we know that pay attention is very necessary for learning about new material. Usually, teacher as an education guider gives explanation to the students for making their understood about the lesson well. It is important in learning process.

Students should always pay attention with the teacher explanation. Students also can ask the teacher if they still confuse about the lesson. If the students just sometimes pay attention, it can make the students misunderstanding about the lesson because sometimes they pay attention the lesson so that they understood about that and sometimes they did not pay attention about the lesson so that they did not understand about that. Moreover, the students never pay attention about the lesson. Of course, they get difficulties in mastering passive voice because they did not know about the pattern, usage and how to changing active sentence to passive sentence.

In general, the writer concluded why the students test result as a fair category, that is because of most students only sometimes pay attention in English lesson and 9 students never pay attention about the lesson.

In students' attendance when English learning, from the questionnaire result it is known that most of students (23 students) stated they always attendance when English learning (high category) and 12 students stated that sometimes attendance (low category).

Of course, for pay attention with the teacher explanation, students must be attending at the classroom. So, students attendance is one of important factor affect in learning process. Based on questionnaire results of student attendance indicators, most of students (23 students) stated they always attendance when English learning is high category, but if it was connected to written test result as fair category. This calls into question why the test results are very different from the data taken from the questionnaires result.

The writer assumes that during the lesson is holding in the class room, students were unable to retain much information. The students perhaps just attended the class but did not pay attention to the lessons very well. Maybe students feel that attend in the class as a schedule obligation for school so like or dislike they must come

to the school everyday until they graduate from the school. Here, the writer also found that 12 students stated that they sometimes attendance in the class room, it made them miss class and miss information about the lesson. For solving this problem, students have to refresh their goal of study that is for getting knowledge. So, students should make their time useful when they attend at the class room and for students that sometimes attend please come to the class routinely to minimize your confuse in the lesson.

Thus, it can be concluded, although their attendance category is high but when the students did not pay attention to the lesson because they get difficulties in learning and finally get a fair category for their competence in mastering passive voice according to written test result.

b. Students' learning activity

The Students' learning activity factors are divided into second separates indicators including 1) The frequency of the studying English at home and 2) The frequency of memorizing the formula of Passive Voice.

According to questionnaire result known that most of students (27 students) stated that they sometimes study at home, 7 students even stated that they never study at home and only 1 student that stated they always study at home. If it was connected to the written

test result as fair category, surely, because most of students just sometimes, even, 7 students stated never study at home.

The fact above is the same with problem are faced in students frequency of memorizing the formula of passive voice, that is most of students (25 students) stated that they sometimes memorize the formula, 9 students , even stated that they never memorize the formula and only 1 students that stated always memorize the formula.

Actually as we know those studies at school have limited time. Therefore students should add their time for learning to mastery the lesson well. It's related with the students' learning habit such as studying at home by reviewing the lesson that have learnt in the classroom such as memorizing the formula of passive voice, mastery of tenses and memorizing about regular and irregular verbs, and do exercise by change active to passive sentence, with multi-sentence forms such as positive, negative and interrogative form. It can be individually, group or take English course etc. The teacher can give a lot of homework, as a strategy for students to repeat subject at home.

#### 1). Teacher's factors.

The teacher's factor is divided into two parts and the research was conducted to think an interview and a questionnaire. In the interview, there are two main indicators; teacher using

technique in teaching and learning English in the classroom.

From the interview section, the English teacher in Islamic senior High School Riadhushshalihin at Sinar Bulan; she is a SI English program that can be categorized into high category and the English teacher has been teaching more than eight years in Islamic senior High School Riadhushshalihin at sinar Bulan.

As we know, teacher is one of factor that influences the student's achievement in learning. Of course, teacher from the English department or expert teacher must master their subject better and more detail and English teacher also should understand how to teach English about the methods or techniques. It is very important in teaching and learning process. In fact, many English teacher from English department, but she doesn't master techniques and strategies in teaching English.

An English teacher must be creative in teaching English. There are many techniques that can be used an English teacher to make her students interest and easy to learning English.

From the analyze of data above, the writer concluded, although the teacher is an English department but the teacher didn't know about techniques and strategies in teaching English and at the school didn't have enough facilities to increase in learning English.

In the indicator of teachers' attendance, most of students (27 students) stated that their teacher is always present in teaching as high category, but if it was connected to students written test result

as fair category, this calls into question why the test results are very different from the data taken from the questionnaires result. The writer suspects that the teacher does not maximize in teaching and learning, so the students learn lower grades. What is more there are 8 students stated that their teacher is sometimes present in teaching.

Thus, the writer concluded, the teacher should be optimal in teaching and learning English in the classroom and if the teacher can not come to the class, the teacher and the students can change the English schedule in other time. This is to avoid miss class in teaching and learning English.

According to interview result, the writer got information that the teacher only uses Grammar Translation Method when teaching English in the classroom.

Actually, there are several methods and techniques in teaching and learning English as a foreign language. They are Grammar Translation Method, Direct Method, Audio Lingual Method, Total Physical Respond, Suggestopedia, Community Language Learning, Silent Way and Communicative Language Teaching.

All of the methods have different techniques for example, in Audio Lingual Method; the familiar technique is drills and exercise. First, the teacher says an active sentence and change to passive according the pattern of passive voice based on tenses, and asks to the students to repeat it until they can mastery the target of the lesson.

Others example, Community Language Learning, the teacher can change the format of the students' chairs into circle so that each of students can interact to the teacher face to face directly and the teacher gives the students a question 'what is your hobby?' then the students answer the question one by one. Then the teacher asks the students make a sentence by using their hobby (every students must make a sentence that different tenses). After that the teacher asks one of the students say his/her sentence then the student beside change the active sentence to passive based tenses and so on. The teacher should use different technique in teaching English to make the students interested and easy to learn English and to avoid their bored with the lesson.

Therefore, from the analysis the data above, the writer suspects that the students did not interest and less attention to the English lesson, one of the reason; because the teacher using only two methods and techniques. It made them bored in learning English.