

CHAPTER IV

RESEARCH RESULT

A. General Description about the Research Location

I. General Description of SMAN 1 Amuntai

SMA Negeri 1 Amuntai is located in street Sukmaraga / Batung Batulis number 325 Sungai Malang village Center of Amuntai Sub district Hulu Sungai Utara Regency South Borneo.

The existence of SMA Negeri 1 Amuntai is started from societies of Amuntai that yearn an institute of education as Senior High School in Hulu Sungai Utara Regency. Responding of enthusiastic effort of society, so the government gives good respond by building SMA Negeri 1 Amuntai on 1960 and on 1982 the school is renovated, from year to year SMAN 1 Amuntai is firmer in performing the mission to prepare young people.

The progress and development of SMA Negeri 1 Amuntai as well known an institute of education in Hulu Sungai Utara Regency cannot be separated from working hard and contribution such as energy, teachers' opinion, official and headmaster. Now SMA Negeri 1 Amuntai is a school that is chosen by government as International Senior High School which has vision is to produce learner who has a certain quality that develop knowledge and technology based on faith and obedient.

In SMAN 1 Amuntai there are 41 teachers with the difference education background. From the school data the researcher can know there are three English teachers in SMAN 1 Amuntai. And the first headmaster that has led it is Mr. Iskandar.

SMAN 1 Amuntai has 4 administration staffs which consist of a head of administration staff and employees with the different duty.

On academic year 2010/2011 SMAN 1 Amuntai have 622 students consists 221 male and 401 female.

SMAN 1 Amuntai is built on 9650 m² with permanent building since 1960, SMAN 1 Amuntai has changed and developed, especially the facilities. It has been enough to support teaching learning activities.

II. General Description of MAN 2 Amuntai

MAN 2 Amuntai is located in street Sukmaraga / Batung Batulis number 244 Sungai Malang village Center of Amuntai Sub district Hulu Sungai Utara Regency South Borneo.

MAN 2 Amuntai is the change function of *Pendidikan Guru Agama (PGAN) Amuntai* based on *SK Menteri Agama Nomor 65* in 1990. *PGAN Amuntai* is from *PGA 6 tahun Rasyidiyah Khalidiyah (Rakha) Amuntai* that was made a state owned in year 1968. *PGA 6 Tahun Rakha* is built legitimately in year 1954 by K.H. Ideham Khalid (Chief of Rasyidiyah Khalidiyah Amuntai Islamic Institute). Since the existence of *PGA 6 tahun*

Rakha Amuntai in year 1954 until now, it has been changed MAN 2 Amuntai in 2000.

In MAN 2 Amuntai there are 48 teachers with the difference education background. From the school data the researcher can know there are five English teachers in MAN 2 Amuntai.

MAN 2 Amuntai has 9 administration staffs which consist of a head of administration staff and employees with the different duty.

On Academic year 2010/2011 MAN 2 Amuntai have 731 students consists 246 male and 485 female.

MAN 2 Amuntai is built with permanent building since 1954, MAN 2 Amuntai has changed and developed, especially the facilities. It has been enough to support teaching learning activities.

B. Data Presentation

After the researcher giving some information about location of research, on this data presentation the researcher describes about the result of research that collected by technique of data collection, that are written test, questionnaire, interview, documentary and observation. This research was done from 1st October until 1st December 2010; researcher did research in SMAN 1 and MAN 2 Amuntai.

To find out the ability of students of SMAN 1 and MAN 2 Amuntai in the usage of some English tenses, the researcher carried out a written test by using

three design measurement; the ability to choose the correct answer in multiple choice test, to fill in the blank and to change the sentences.

1. The ability of students of SMAN 1 Amuntai in the usage of some English tenses.

Table 4. 1 The score of written test of the eleventh grade of SMAN 1 Amuntai Academic Year 2010/2011

NO	NAME	Score
1	A. Haseb Warahana	79
2	A. Hudaturrahman	80
3	Ahmad Noryadin	70
4	Amelia Yuliani	88
5	Azimatul Olya	60 = L
6	Desita Jumiati	66
7	Destiya Mudinawati	61
8	Dwy Nor Hanyanti	75
9	Irwan Redianto	77
10	Lailannur	63
11	Laila Fitriani	60 = L
12	Layla Husna	83
13	Lita hafizah	73
14	M. Faizal Qurtaby	64
15	M. Hidayat	71
16	M. Ridha Ilhami	86
17	M. Ridha Safitri	84
18	M. Salahuddin Al Ayyubi	72
19	M. Zain Nuryadin	80
20	Mona Muleka	60 = L
21	Muna Ristiani	61
22	Nadia Hamidah	71
23	Nadia Hidayati	90 = H
24	Noor Abidin	65
25	Noor Ikhsan	72
26	Rakhmat Shaleh	75
27	Rezki Amalia	68
28	Riyadi Saputera	77

No	Name	Score
29	Siti Hazar	73
30	Zahratun Nisa	75

On the table above, there are 30 students of eleventh grade of SMAN 1 Amuntai answered the test. It's identified that highest score is 90 and the lowest one is 60. The accumulative all score of students are **2179** and mean of the score is **72.63**.

2. The ability of students of MAN 2 Amuntai in the usage of some English tenses.

Table 4. 2 The test result of the eleventh grade of MAN 2 Amuntai Academic Year 2010/2011

No	Name	Score
1	Achmad Rizali	75
2	Ahmad Ramadhani	83
3	Alfiansyah	81
4	Atikah	83
5	Erlin Faurizka	75
6	Fakhrunnisa Rizka	95 = H
7	Henny Yurita	91
8	Imam Kurniadi	51 = L
9	Isnaniah	64
10	Kartika Lingga Sari	95 = H
11	Khairunnisa	58
12	Mardiati	82
13	Markiyah	73
14	Maulana Akbar	85
15	Mawaddatus Shalehah	91
16	Miftahul Jannah	89
17	Misdalia	86
18	Mita	68
19	M. Azkiya Wafa	64
20	M. Irfanuddin	84

No	Name	Score
21	M. Rizky Aulia	85
22	Najiah	61
23	Raihan Wahyudi	81
24	Rahimah	93
25	Rezky Rusminda	93
26	Saiyidat Thaibah	91
27	Sumiati	89
28	Tania Adelita P	91
29	Yuda Rama Al Fajar	88
30	Yulianti	93

On the table above, there are 30 students of eleventh grade of MAN 2 Amuntai answered the test. It's identified that highest score is 95 and the lowest one is 51. The accumulative all score of students are **2438** and mean of the score is **81.27**.

For further description about the test result of the ability of the eleventh graders of SMAN 1 Amuntai and MAN 2 Amuntai, their score are then categorized into five degrees of ability as seen in the following table:

Table 4. 3 Distribution of frequency of the eleventh graders' ability of SMAN 1 Amuntai in the usage of some English tenses.

NO	SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	80 - 100	Excellent	7	23%
2	60 - <80	Good	23	77%
3	40 - <60	Good Enough	0	0%
4	20 - <40	Poor	0	0%
5	0 - <20	Very Poor	0	0%
TOTAL			30	100%

From the table above, it can be seen that from 30 respondents who followed the test, they are 23 students or 77% get score 60 - <80 and 7

students or 23% get score 80 - 100. So, it can be concluded that the ability of the most of eleventh graders of SMAN 1 Amuntai is in good category.

Table 4. 4 Distribution of frequency of the eleventh graders' ability of MAN 2 Amuntai in the usage of some English tenses.

NO	SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	80 - 100	Excellent	21	70%
2	60 - <80	Good	7	23%
3	40 - <60	Good Enough	2	7%
4	20 - <40	Poor	0	0%
5	0 - <20	Very Poor	0	0%
TOTAL			30	100%

From the table above, it can be seen that from 30 respondents who followed the test, they are 21 students or 70% get score 80 - 100, while 7 students or 23% get score 60 - <80 and 2 students or 7% get score 40 - <60. So, it can be concluded that the ability of the most of eleventh graders of MAN 2 Amuntai is in excellent category.

3. Influential factors of the students' ability of SMAN 1 Amuntai in the usage of some English tenses.

a. Students factors

1. Interest

Students' interest is a basis to improve their ability in the usage of some English tenses. It can be seen in their respond toward English, likeness, and their experience studying English at informal education.

Table 4.5 Distribution of frequency of students' responds toward English.

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	8	27%
2	Middle Category	18	60%
3	Low Category	4	13%
4	Very Low Category	0	0
TOTAL		30	100%

From the table above, it is known those 18 students or 60% like English, while 8 students or 27% like English very much, and 4 students or 13% like enough with English. Thus, large category of students like English.

Table 4.6 Distribution of frequency of students' likeness toward English.

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	2	7%
2	Middle Category	0	0%
3	Low Category	7	23%
4	Very Low Category	21	70%
TOTAL		30	100%

From the table above, it is known those 21 students or 70% like an English skill, while 7 students or 23% like two English skills, and 2 students or 7% like four English skills. Thus, large category of students like an English skill.

Table 4.7 Distribution of frequency of students' experience in studying English at informal education.

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	5	17%
2	Middle Category	4	13%
3	Low Category	12	40%
4	Very Low Category	9	30%
TOTAL		30	100%

From the table above, it is known those 12 students or 40% ever study English in informal education (English Course) in less than one year, while 9 students or 30% never study English in informal education (English Course), 5 students or 17% ever study English in informal education (English Course) in two years, and 4 students or 13% ever study English in informal education (English Course) in less than two years. Thus, large category of students ever studies English in informal education (English Course) although the lengths are different.

2. Motivation

Students' motivation is a basis to improve their ability in the usage of some English tenses. It can be seen in their reason about their likeness toward English.

Table 4.8 Distribution of frequency of students' reason about their likeness toward English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	0	0%
2	Middle Category	5	17%
3	Low Category	10	33%
4	Very Low Category	15	50%
TOTAL		30	100%

From the table above, it is known those 15 students or 50% chose one reason about their likeness toward English, while 10 students or 33% chose two reasons about their likeness toward English, and 5 students or 17% chose three reasons about their likeness toward English. Thus, large category of students chose one reason about their likeness toward English.

3. Learning Activities

Students' learning activities is also a basis to improve their ability in the usage of some English tenses. It can be seen in attending English lesson, paying attention to the teacher, responding teacher's question and ask difficult lesson, taking important notes, studying at home, improving their English through mass media or other sources and doing their homework.

Table 4.9 Distribution of frequency of students' attending English lesson

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	29	97%
2	Middle Category	1	3%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 29 students or 97% always attend English lesson and 1 student or 3% sometimes attend English lesson. Thus, large category of students always attend English lesson.

Table 4.10 Distribution of frequency of students' paying attention to the teacher

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	7	23%
2	Middle Category	22	73%
3	Low Category	1	4%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 22 students or 73% sometimes pay attention to the teacher, while 7 students or 23% always pay attention

to the teacher and 1 student or 3% seldom pay attention to the teacher.

Thus, large category of students sometimes pays attention to the teacher.

Table 4.11 Distribution of frequency of students' responding teacher's question and asking difficult lesson

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	6	20%
2	Middle Category	20	67%
3	Low Category	3	10%
4	Very Low Category	1	3%
TOTAL		30	100%

From the table above, it is known those 20 students or 67% sometimes responding teacher's question and asking difficult lesson, while 6 students or 20% always responding teacher's question and asking difficult lesson, 3 students or 10% seldom responding teacher's question and asking difficult lesson and 1 student or 3% never responding teacher's question and asking difficult lesson. Thus, large category of students sometimes responding teacher's question and asking difficult lesson.

Table 4.12 Distribution of frequency of students' taking important notes

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	17	57%
2	Middle Category	9	30%
3	Low Category	4	13%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 17 students or 57% always take important notes, while 9 students or 30% sometimes take important notes, and 4 students or 13% seldom take important notes. Thus, large category of always students takes important notes.

Table 4. 13 Distribution of frequency of students' studying at home

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	1	3%
2	Middle Category	16	53%
3	Low Category	8	27%
4	Very Low Category	5	17%
TOTAL		30	100%

From the table above, it is known those 16 students or 53% sometimes review the lesson that has studied in school, while 8 students or 27% seldom review the lesson that have studied in school, 5 student or 8% never review the lesson that have studied in school and 1 student or 3% always review the lesson that have studied in school. Thus, large category of students sometimes reviews the lesson that has studied in school.

Table 4.14 Distribution of frequency of students' improving their English through mass media or other sources

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	1	3%
2	Middle Category	16	53%
3	Low Category	11	37%
4	Very Low Category	2	7%
TOTAL		30	100%

From the table above, it is known those 16 students or 53% sometimes improve their English through mass media or other sources, while 11 students or 37% seldom improve their English through mass media or other sources, 2 students or 7% never improve their English through mass media or other sources and 1 student or 3% always improve their English through mass media or other sources. Thus, large category of students sometimes improves their English through mass media or other sources.

Table 4.15 Distribution of frequency of students' doing their homework

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	18	60%
2	Middle Category	9	30%
3	Low Category	2	7%
4	Very Low Category	1	3%
TOTAL		30	100%

From the table above, it is known those 18 students or 60% always do the homework, while 9 students or 30% sometimes do the homework, 2 students or 7% seldom do the homework and 1 student or 3% never do the homework. Thus, large category of students always does the homework.

b. Teacher Factor

Teacher factor is a basis to improve their ability in the usage of some English tenses. It can be seen in teacher's educational background, experience, presentation in teaching, using English in teaching, activeness in giving exercise and practice to students, style in teaching English, clarity in explaining English, and using media in teaching English.

English teacher of the eleventh grade in SMAN 1 Amuntai is Ahmad Zaini, S. Pd. He is graduated from FKIP Unlam Banjarmasin. His English teaching experience is more than ten years; it has begun since 1997 until now.

From statement above, it is known that the English teacher of SMAN 1 Amuntai is a high quality teacher and high quality in teaching English.

Table 4.16 Distribution of frequency of teacher's presentation in teaching

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	25	83%
2	Middle Category	5	17%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 25 students or 83% think that their teacher always present in teaching, and 5 students or 17% think that their teacher sometimes present in teaching . Thus, large category of students thinks that teacher always presents in teaching.

Table 4.17 Distribution of frequency of using English in teaching

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	3	10%
2	Middle Category	25	83%
3	Low Category	2	7%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 25 students or 83% think that their teacher sometimes use English in teaching, while 3 students or 10% think that their teacher always use English in teaching, and 2 students or 7% think that their teacher seldom use English in teaching. Thus, large category of students thinks that teacher sometimes use English in teaching.

Table 4.18 Distribution of frequency of activeness in giving exercise and practice to students

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	14	47%
2	Middle Category	16	53%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 16 students or 53% think that their teacher always give exercise and practice to students, and 14 students or 47% think that their teacher sometimes give exercise and practice to students . Thus, large category of students thinks that teacher always give exercise and practice to students.

Table 4.19 Distribution of frequency of style in teaching English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	3	10%
2	Middle Category	27	90%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 27 students or 90% think that their teacher's style in teaching quite interesting, and 3 students or 10% think that their teacher's style in teaching very interesting. Thus, large category of students thinks that their teacher's style in teaching quite interesting.

Table 4.20 Distribution of frequency of clarity in explaining English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	5	17%
2	Middle Category	24	80%
3	Low Category	1	3%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 24 students or 72% think that their teacher's clarity in explaining English is quite clear, while 5 students or 17% think that their teacher's clarity in explaining English is very clear

and 1 student or 2% think that their teacher's clarity in explaining English is less clear. Thus, large category of students thinks that their teacher's clarity in explaining English is quite clear.

Table 4.21 Distribution of frequency of using media in teaching English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	2	7%
2	Middle Category	17	57%
3	Low Category	10	33%
4	Very Low Category	1	3%
TOTAL		30	100%

From the table above, it is known those 17 students or 57% think that their teacher sometimes using media in teaching English, while 10 students or 33% think that their teacher seldom using media in teaching English, 2 students or 7% think that their teacher always using media in teaching English and 1 student or 3% think that their teacher never using media in teaching English. Thus, large category of students thinks that their teacher sometimes using media in teaching English.

c. Facility Factor

Facility factor is also can improve their ability in the usage of some English tenses. It can be seen in students' ownership of the English text book, ownership of dictionary, and teacher's teaching media.

Table 4.22 Distribution of frequency of students' ownership of the English text book

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	19	63%
2	Middle Category	8	27%
3	Low Category	0	0%
4	Very Low Category	3	10%
TOTAL		30	100%

From the table above, it is known those 19 students or 63% have English text book, while 8 students or 27% have English text book but borrow with their friend and 3 students or 10% do not have English text book. Thus, large category of students have English text book.

Table 4.23 Distribution of frequency of students' ownership of dictionary

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	28	93%
2	Middle Category	2	7%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 28 students or 93% have English dictionary, and 2 students or 7% have English dictionary but borrow with their friend. Thus, large category of students have English dictionary.

From interviewing English teacher of SMAN 1 Amuntai, it is known that SMAN 1 has language laboratory that is used in teaching listening and the English teacher sometimes uses some media of teaching such as pictures, pictorial materials, word cards, etc. And he usually uses some technique to create fun English learning.

d. Linguistic Factor

Linguistic factor is also can improve their ability in the usage of some English tenses. It can be seen in students graduated, studying other foreign language, the difference of Indonesian tenses and English tenses, and the difficulties of tenses.

Table 4.24 Distribution of frequency of students' students graduated

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	1	3%
2	Middle Category	17	57%
3	Low Category	0	0%
4	Very Low Category	12	40%
TOTAL		30	100%

From the table above, it is known those 17 students or 57% are graduated from Islamic Junior High School (MTs) while 12 students or 40% are graduated from Junior High School (SMP) and 1 student or 3% is graduated from Islamic Boarding School. Thus, large category of students is graduated from Islamic Junior High School.

Table 4.25 Distribution of frequency of students' studying other foreign language

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	0	0%
2	Middle Category	18	60%
3	Low Category	12	40%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 18 students or 60% are ever studied and are studying 2 foreign languages except English and 12 students or 40% are ever studied and are studying 1 foreign language

except English. Thus, large categories of students are ever studied and are studying 1 foreign language except English.

Table 4.26 Distribution of frequency of students' the difference of Indonesian tenses and English tenses

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	0	0%
2	Middle Category	4	13%
3	Low Category	26	87%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 26 students or 87% think that Indonesia is easy and English is difficult to understand and 4 students or 13% think Indonesia is easy and English is quite difficult to understand. Thus, large categories of students think that Indonesia is easy and English is difficult to understand.

Table 4.27 Distribution of frequency of difficulties of tenses

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	0	0%
2	Middle Category	5	17%
3	Low Category	13	43%
4	Very Low Category	12	40%
TOTAL		30	100%

From the table above, it is known those 23 students or 38% think that English tenses is quite difficult, while 18 students or 30% think that English tenses is quite easy, 14 students or 23% think that English tenses is difficult and 5 students or 16,67% think that English tenses is easy. Thus, large categories of students think that English tenses are quite difficult.

e. Influential factors of the students' ability of MAN 2 Amuntai in the usage of some English tenses.

a. Students factors

1. Interest

Students' interest is a basis to improve their ability in the usage of some English tenses. It can be seen in their respond toward English, likeness, and their experience studying English at informal education.

Table 4.28 Distribution of frequency of students' responds toward English.

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	9	30%
2	Middle Category	20	67%
3	Low Category	1	3%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 20 students or 67% like English, while 9 students or 30% like English very much, and 1 student or 3% like enough with English. Thus, large category of students like English.

Table 4.29 Distribution of frequency of students' likeness toward English.

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	1	3%
2	Middle Category	2	7%
3	Low Category	12	40%
4	Very Low Category	15	50%
TOTAL		30	100%

From the table above, it is known those 15 students or 50% like an English skill, while 12 students or 40% like two English skills, 2 students

or 7% like three English skills and 1 students or 3% like four English skill.

Thus, large category of students like an English skill.

Table 4.30 Distribution of frequency of students' experience in studying English at informal education.

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	1	3%
2	Middle Category	3	10%
3	Low Category	9	30%
4	Very Low Category	17	57%
TOTAL		30	100%

From the table above, it is known those 17 students or 57% never study English in informal education (English Course), while 9 students or 30% ever study English in informal education (English Course) in less than one year, 3 students or 10% ever study English in informal education (English Course) in less than two years, and 1 students or 3% ever study English in informal education (English Course) in two years. Thus, large category of students never studies English in informal education (English Course).

2. Motivation

Students' motivation is a basis to improve their ability in the usage of some English tenses. It can be seen in their reason about their likeness toward English.

Table 4.31 Distribution of frequency of students' reason about their likeness toward English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	0	0%
2	Middle Category	2	7%
3	Low Category	12	40%
4	Very Low Category	16	53%
TOTAL		30	100%

From the table above, it is known those 16 students or 53% chose one reason about their likeness toward English, while 12 students or 40% chose two reasons about their likeness toward English, and 2 students or 7% chose three reasons about their likeness toward English. Thus, large category of students chose one reason about their likeness toward English.

3. Learning Activities

Students' learning activities is also a basis to improve their ability in the usage of some English tenses. It can be seen in attending English lesson, paying attention to the teacher, responding teacher's question and ask difficult lesson, taking important notes, studying at home, improving their English through mass media or other sources and doing their homework.

Table 4.32 Distribution of frequency of students' attending English lesson

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	30	100%
2	Middle Category	0	0%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 30 students or 100% always attend English lesson. Thus, all of students always attend English lesson.

Table 4.33 Distribution of frequency of students' paying attention to the teacher

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	28	93%
2	Middle Category	2	7%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 28 students or 93% always pay attention to the teacher and 2 students or 7% sometimes pay attention to the teacher. Thus, large category of students sometimes pays attention to the teacher.

Table 4.34 Distribution of frequency of students' responding teacher's question and asking difficult lesson

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	11	37%
2	Middle Category	17	57%
3	Low Category	1	3%
4	Very Low Category	1	3%
TOTAL		30	100%

From the table above, it is known those 17 students or 57% sometimes responding teacher's question and asking difficult lesson, while 11 students or 37% always responding teacher's question and asking difficult lesson, 1 student or 3% seldom responding teacher's question and asking difficult lesson and 1 student or 3% never responding teacher's question and ask

difficult lesson. Thus, large category of students sometimes responding teacher's question and asking difficult lesson.

Table 4.35 Distribution of frequency of students' taking important notes

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	23	77%
2	Middle Category	7	23%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 23 students or 77% always take important notes and 7 students or 23% sometimes take important notes. Thus, large category of always students takes important notes.

Table 4. 36 Distribution of frequency of students' studying at home

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	4	13%
2	Middle Category	21	70%
3	Low Category	5	17%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 21 students or 70% sometimes review the lesson that has studied in school, while 5 students or 17% seldom review the lesson that have studied in school, and 5 students or 8% always review the lesson that have studied in school. Thus, large category of students sometimes reviews the lesson that has studied in school.

Table 4.37 Distribution of frequency of students' improving their English through mass media or other sources

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	2	7%
2	Middle Category	17	57%
3	Low Category	7	23%
4	Very Low Category	4	13%
TOTAL		30	100%

From the table above, it is known those 17 students or 57% sometimes improve their English through mass media or other sources, while 7 students or 23% seldom improve their English through mass media or other sources, 4 students or 13% never improve their English through mass media or other sources and 2 student or 7% always improve their English through mass media or other sources. Thus, large category of students sometimes improves their English through mass media or other sources.

Table 4.38 Distribution of frequency of students' doing their homework

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	27	90%
2	Middle Category	3	10%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 27 students or 90% always do the homework and 3 students or 10% sometimes do the homework. Thus, large category of students always does the homework.

b. Teacher Factor

Teacher factor is a basis to improve their ability in the usage of some English tenses. It can be seen in teacher's educational background,

experience, presentation in teaching, using English in teaching, activeness in giving exercise and practice to students, style in teaching English, clarity in explaining English, and using media in teaching English.

English teacher of the eleventh grade in MAN 2 Amuntai is Hayatun Nahdiah, S.Pd.I. She is graduated from English Department of IAIN Antasari Banjarmasin. Her English teaching experience is more than five years; it has begun since 2004 until now.

From statement above, it is known that the English teacher of MAN 2 Amuntai is a high quality teacher and high quality in teaching English.

Table 4.39 Distribution of frequency of teacher's presentation in teaching

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	27	90%
2	Middle Category	3	10%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 27 students or 90% think that their teacher always present in teaching, and 3 students or 10% think that their teacher sometimes present in teaching . Thus, large category of students thinks that teacher always presents in teaching.

Table 4.40 Distribution of frequency of using English in teaching

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	1	3%
2	Middle Category	29	97%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 29 students or 97% think that their teacher sometimes uses English in teaching and 1 student or 3% think that his teacher always use English in teaching. Thus, large category of students thinks that teacher sometimes use English in teaching.

Table 4.41 Distribution of frequency of activeness in giving exercise and practice to students

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	19	63%
2	Middle Category	11	37%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 19 students or 63% think that their teacher always give exercise and practice to students and 11 students or 37% think that their teacher sometimes give exercise and practice to students . Thus, large category of students thinks that teacher always give exercise and practice to students.

Table 4.42 Distribution of frequency of style in teaching English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	9	30%
2	Middle Category	21	70%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 21 students or 70% think that their teacher's style in teaching quite interesting and 9 students or 30% think that their teacher's style in teaching very interesting. Thus, large

category of students thinks that their teacher's style in teaching quite interesting.

Table 4.43 Distribution of frequency of clarity in explaining English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	11	37%
2	Middle Category	19	63%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 19 students or 63% think that their teacher's clarity in explaining English is quite clear and 11 students or 37% think that their teacher's clarity in explaining English is very clear. Thus, large category of students thinks that their teacher's clarity in explaining English is quite clear.

Table 4.44 Distribution of frequency of using media in teaching English

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	1	3%
2	Middle Category	23	77%
3	Low Category	5	17%
4	Very Low Category	1	3%
TOTAL		30	100%

From the table above, it is known those 23 students or 77% think that their teacher sometimes using media in teaching English, while 5 students or 17% think that their teacher seldom using media in teaching English, 1 student or 3% think that their teacher always using media in teaching English and 1 student or 3% think that their teacher never using media in

teaching English. Thus, large category of students thinks that their teacher sometimes using media in teaching English

c. Facility Factor

Facility factor is also can improve their ability in the usage of some English tenses. It can be seen in students' ownership of the English text book, ownership of dictionary, and teacher's teaching media.

Table 4.45 Distribution of frequency of students' ownership of the English text book

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	28	93%
2	Middle Category	1	3%
3	Low Category	0	0%
4	Very Low Category	1	3%
TOTAL		30	100%

From the table above, it is known those 28 students or 93% have English text book, while 1 student or 3% have English text book but borrow with their friend and 1 student or 3% do not have English text book. Thus, large category of students have English text book.

Table 4.46 Distribution of frequency of students' ownership of dictionary

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	29	97%
2	Middle Category	1	3%
3	Low Category	0	0%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 29 students or 97% have English dictionary, and 1 student or 3% have English dictionary but borrow with their friend. Thus, large category of students have English dictionary.

From interviewing English teacher of MAN 2 Amuntai, it is known that MAN 2 does not have language laboratory. The teacher usually uses tape recorder in teaching English, especially listening and she sometimes uses some teaching media such as pictures, pictorial materials. And she usually uses some techniques to create the learning process fun.

d. Linguistic Factor

Linguistic factor is also can improve their ability in the usage of some English tenses. It can be seen in students graduated, studying other foreign language, the difference of Indonesian tenses and English tenses, and the difficulties of tenses.

Table 4.47 Distribution of frequency of students' students graduated

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	2	7%
2	Middle Category	27	90%
3	Low Category	0	0%
4	Very Low Category	1	3%
TOTAL		30	100%

From the table above, it is known those 27 students or 90% are graduated from Islamic Junior High School (MTs), while 2 students or 7% are graduated from Islamic boarding school and 1 student or 3% is graduated from Junior High School (SMP). Thus, large category of students is graduated from Islamic Junior High School.

Table 4.48 Distribution of frequency of students' studying other foreign language

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	0	0%
2	Middle Category	1	3%
3	Low Category	29	97%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 29 students or 97% are ever studied and are studying 1 foreign language except English, and 1 student or 3% are ever studied and are studying 2 foreign languages except English. Thus, large categories of students are ever and study 1 foreign language except English.

Table 4.49 Distribution of frequency of students' the difference of Indonesian tenses and English tenses

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	0	0%
2	Middle Category	18	60%
3	Low Category	12	40%
4	Very Low Category	0	0%
TOTAL		30	100%

From the table above, it is known those 18 students or 60% think that Indonesia is easy and English is difficult to understand and 12 students or 40% think Indonesia is easy and English is quite difficult to understand. Thus, large categories of students think that Indonesia is easy and English is difficult to understand.

Table 4.50 Distribution of frequency of difficulties of tenses

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	High Category	5	17%
2	Middle Category	13	43%
3	Low Category	10	33%
4	Very Low Category	2	7%
TOTAL		30	100%

From the table above, it is known those 13 students or 43% think that English tenses is quite easy, while 10 students or 33% think that English tenses is quite easy, 5 students or 23% think that English tenses is easy and 2 students or 7% think that English tenses is difficult. Thus, large categories of students think that English tenses are quite difficult.

C. Data Analysis

After all obtained data are presented in data presentation, as result of this research, then they also need to be analyzed, it is done to know the eleventh graders' ability in usage of some English tenses, influential factors the students' ability in the usage of some English tenses, and the comparative of the eleventh graders' ability in usage of some English tenses between SMAN 1 Amuntai and MAN 2 Amuntai for further description it is know from analysis below:

1. The eleventh graders' ability of SMAN 1 Amuntai in usage of some English tenses.

From the table 4.3, it can be seen that from 30 respondents who joined the test, they are 23 students or 77% get score 60 - <80 and 7 students or 23% get

score 80 - 100. So, it can be concluded that the ability of the most of eleventh graders of SMAN 1 Amuntai is in good category.

2. The eleventh graders' ability of MAN 2 Amuntai in usage of some English tenses.

From the table 4.4, it can be seen that from 30 respondents who joined the test, they are 21 students or 70% get score 80 - 100, while 7 students or 23% get score 60 - <80 and 2 students or 7% get score 40 - <60. So, it can be concluded that the ability of the most of eleventh graders of SMAN 1 Amuntai is in excellent category.

3. Influential factors of the eleventh graders' ability of SMAN 1 Amuntai in usage of some English tenses.

a. Students' factors

1. Interest

Students' interest is a basis to improve their ability in the usage of some English tenses. It can be seen in their respond toward English, likeness, and their experience studying English at informal education.

From the table 4.5 it is known those 18 students or 60% like English, while 8 students or 27% like English very much, and 4 students or 13% like enough with English. Thus, large category of students like English.

From the table 4.6, it is known those 21 students or 70% like an English skill, while 7 students or 23% like two English skills, and 2 students or 7% like four English skills. Thus, large category of students like an English skill.

From the table 4.7, it is known those 12 students or 40% ever study English in informal education (English Course) in less than one year, while 9 students or 30% never study English in informal education (English Course), 5 students or 17% ever study English in informal education (English Course) in two years, and 4 students or 13% ever study English in informal education (English Course) in less than two years. Thus, large category of students ever studies English in informal education (English Course) although the lengths are different.

2. Motivation

Students' motivation is a basis to improve their ability in the usage of some English tenses. It can be seen in their reason about their likeness toward English.

From the table 4.8, it is known those 15 students or 50% chose one reason about their likeness toward English, while 10 students or 33% chose two reasons about their likeness toward English, and 5 students or 17% chose three reasons about their likeness toward English. Thus, large category of students chose one reason about their likeness toward English.

3. Learning Activities

Students' learning activities is also a basis to improve their ability in the usage of some English tenses. It can be seen in attending English lesson, paying attention to the teacher, responding teacher's question

and ask difficult lesson, taking important notes, studying at home, improving their English through mass media or other sources and doing their homework.

From the table 4.9, it is known those 29 students or 97% always attend English lesson and 1 student or 3% sometimes attend English lesson. Thus, large category of students always attend English lesson.

From the table 4.10, it is known those 22 students or 73% sometimes pay attention to the teacher, while 7 students or 23% always pay attention to the teacher and 1 student or 3% seldom pay attention to the teacher. Thus, large category of students sometimes pays attention to the teacher.

From the table 4.11, it is known those 20 students or 67% sometimes responding teacher's question and asking difficult lesson, while 6 students or 20% always responding teacher's question and asking difficult lesson, 3 students or 10% seldom responding teacher's question and asking difficult lesson and 1 student or 3% never responding teacher's question and asking difficult lesson. Thus, large category of students sometimes responding teacher's question and asking difficult lesson.

From the table 4.12, it is known those 17 students or 57% always take important notes, while 9 students or 30% sometimes take important

notes, and 4 students or 13% seldom take important notes. Thus, large category of always students takes important notes.

From the table 4.13, it is known those 16 students or 53% sometimes review the lesson that has studied in school, while 8 students or 27% seldom review the lesson that have studied in school, 5 student or 8% never review the lesson that have studied in school and 1 student or 3% always review the lesson that have studied in school. Thus, large category of students sometimes reviews the lesson that has studied in school.

From the table 4.14, it is known those 16 students or 53% sometimes improve their English through mass media or other sources, while 11 students or 37% seldom improve their English through mass media or other sources, 2 students or 7% never improve their English through mass media or other sources and 1 student or 3% always improve their English through mass media or other sources. Thus, large category of students sometimes improves their English through mass media or other sources.

From the table 4.15, it is known those 18 students or 60% always do the homework, while 9 students or 30% sometimes do the homework, 2 students or 7% seldom do the homework and 1 student or 3% never do the homework. Thus, large category of students always does the homework.

b. Teacher factors

Teacher factor is a basis to improve their ability in the usage of some English tenses. It can be seen in teacher's educational background, experience, presentation in teaching, using English in teaching, activeness in giving exercise and practice to students, style in teaching English, clarity in explaining English, and using media in teaching English.

From interviewing English teacher of SMAN 1 Amuntai, it is known that he is high quality teacher because he is graduated from English Department and has high quality in teaching English because he has experience more than five years.

From the table 4.16, it is known those 25 students or 83% think that their teacher always present in teaching, and 5 students or 17% think that their teacher sometimes present in teaching . Thus, large category of students thinks that teacher always presents in teaching.

From the table 4.17, it is known those 25 students or 83% think that their teacher sometimes use English in teaching, while 3 students or 10% think that their teacher always use English in teaching, and 2 students or 7% think that their teacher seldom use English in teaching. Thus, large category of students thinks that teacher sometimes use English in teaching.

From the table 4.18, it is known those 16 students or 53% think that their teacher always give exercise and practice to students, and 14 students or 47% think that their teacher sometimes give exercise and practice to

students . Thus, large category of students thinks that teacher always give exercise and practice to students.

From the table 4.19, it is known those 27 students or 90% think that their teacher's style in teaching quite interesting, and 3 students or 10% think that their teacher's style in teaching very interesting. Thus, large category of students thinks that their teacher's style in teaching quite interesting.

From the table 4.20, it is known those 24 students or 72% think that their teacher's clarity in explaining English is quite clear, while 5 students or 17% think that their teacher's clarity in explaining English is very clear and 1 student or 2% think that their teacher's clarity in explaining English is less clear. Thus, large category of students thinks that their teacher's clarity in explaining English is quite clear.

From the table 4.21, it is known those 17 students or 57% think that their teacher sometimes using media in teaching English, while 10 students or 33% think that their teacher seldom using media in teaching English, 2 students or 7% think that their teacher always using media in teaching English and 1 student or 3% think that their teacher never using media in teaching English. Thus, large category of students thinks that their teacher sometimes using media in teaching English.

c. Facility factors

Facility factor is also can improve their ability in the usage of some English tenses. It can be seen in students' ownership of the English text book, ownership of dictionary language laboratory and the media of teaching.

From the table 4.22, it is known those 19 students or 63% have English text book, while 8 students or 27% have English text book but borrow with their friend and 3 students or 10% do not have English text book. Thus, large category of students have English text book.

From the table 4.23, it is known those 28 students or 93% have English dictionary, and 2 students or 7% have English dictionary but borrow with their friend. Thus, large category of students have English dictionary.

From interviewing English teacher of SMAN 1 Amuntai, it is known that SMAN 1 has language laboratory that is used in teaching listening and the English teacher sometimes uses some media of teaching such as pictures, pictorial materials, word cards, etc. And he usually uses some technique to create fun English learning.

d. Linguistic factors

Linguistic factor is also can improve their ability in the usage of some English tenses. It can be seen in students graduated, studying other foreign language, the difference of Indonesian tenses and English tenses, and the difficulties of tenses.

From the table 4.24, it is known those 17 students or 57% are graduated from Islamic Junior High School (MTs) while 12 students or 40% are graduated from Junior High School (SMP) and 1 student or 3% is graduated from Islamic Boarding School. Thus, large category of students is graduated from Islamic Junior High School.

From the table 4.25, it is known those 18 students or 60% are ever studied and are studying 2 foreign languages except English and 12 students or 40% are ever studied and are studying 1 foreign language except English. Thus, large categories of students are ever studied and are studying 1 foreign language except English.

From the table 4.26, it is known those 26 students or 87% think that Indonesia is easy and English is difficult to understand and 4 students or 13% think Indonesia is easy and English is quite difficult to understand. Thus, large categories of students think that Indonesia is easy and English is difficult to understand.

From the table 4.27, it is known those 23 students or 38% think that English tenses is quite difficult, while 18 students or 30% think that English tenses is quite easy, 14 students or 23% think that English tenses is difficult and 5 students or 16,67% think that English tenses is easy. Thus, large categories of students think that English tenses are quite difficult.

4. Influential factors of the eleventh graders' ability of SMAN 1 Amuntai in usage of some English tenses.

a. Students' factors

1. Interest

Students' interest is a basis to improve their ability in the usage of some English tenses. It can be seen in their respond toward English, likeness, and their experience studying English at informal education.

From the table 4.28, it is known those 20 students or 67% like English, while 9 students or 30% like English very much, and 1 student or 3% like enough with English. Thus, large category of students like English.

From the table 4.29, it is known those 15 students or 50% like an English skill, while 12 students or 40% like two English skills, 2 students or 7% like three English skills and 1 students or 3% like four English skill. Thus, large category of students like an English skill.

From the table 4.30, it is known those 17 students or 57% never study English in informal education (English Course), while 9 students or 30% ever study English in informal education (English Course) in less than one year, 3 students or 10% ever study English in informal education (English Course) in less than two years, and 1 students or 3% ever study English in informal education (English Course) in two years.

Thus, large category of students never studies English in informal education (English Course).

2. Motivation

Students' motivation is a basis to improve their ability in the usage of some English tenses. It can be seen in their reason about their likeness toward English.

From the table 4.31, it is known those 16 students or 53% chose one reason about their likeness toward English, while 12 students or 40% chose two reasons about their likeness toward English, and 2 students or 7% chose three reasons about their likeness toward English. Thus, large category of students chose one reason about their likeness toward English.

3. Learning Activities

Students' learning activities is also a basis to improve their ability in the usage of some English tenses. It can be seen in attending English lesson, paying attention to the teacher, responding teacher's question and ask difficult lesson, taking important notes, studying at home, improving their English through mass media or other sources and doing their homework.

From the table 4.32, it is known those 30 students or 100% always attend English lesson. Thus, all of students always attend English lesson.

From the table 4.33, it is known those 28 students or 93% always pay attention to the teacher and 2 students or 7% sometimes pay attention to the teacher. Thus, large category of students sometimes pays attention to the teacher.

From the table 4.34, it is known those 17 students or 57% sometimes responding teacher's question and asking difficult lesson, while 11 students or 37% always responding teacher's question and asking difficult lesson, 1 student or 3% seldom responding teacher's question and asking difficult lesson and 1 student or 3% never responding teacher's question and ask difficult lesson. Thus, large category of students sometimes responding teacher's question and asking difficult lesson.

From the table 4.35, it is known those 23 students or 77% always take important notes and 7 students or 23% sometimes take important notes. Thus, large category of always students takes important notes.

From the table 4.36, it is known those 21 students or 70% sometimes review the lesson that has studied in school, while 5 students or 17% seldom review the lesson that have studied in school, and 5 students or 8% always review the lesson that have studied in school. Thus, large category of students sometimes reviews the lesson that has studied in school.

From the table 4.37, it is known those 17 students or 57% sometimes improve their English through mass media or other sources, while 7 students or 23% seldom improve their English through mass media or other sources, 4 students or 13% never improve their English through mass media or other sources and 2 student or 7% always improve their English through mass media or other sources. Thus, large category of students sometimes improves their English through mass media or other sources.

From the table 4.38, it is known those 27 students or 90% always do the homework and 3 students or 10% sometimes do the homework. Thus, large category of students always does the homework.

b. Teacher factors

Teacher factor is a basis to improve their ability in the usage of some English tenses. It can be seen in teacher's educational background, experience, presentation in teaching, using English in teaching, activeness in giving exercise and practice to students, style in teaching English, clarity in explaining English, and using media in teaching English.

From interviewing English teacher of MAN 2 Amuntai, it is known that she is high quality teacher because she is graduated from English Department and has high quality in teaching English because she has experience more than five years.

From the table 4.39, it is known those 27 students or 90% think that their teacher always present in teaching, and 3 students or 10% think that their teacher sometimes present in teaching . Thus, large category of students thinks that teacher always presents in teaching.

From the table 4.40, it is known those 29 students or 97% think that their teacher sometimes uses English in teaching and 1 student or 3% think that his teacher always use English in teaching. Thus, large category of students thinks that teacher sometimes use English in teaching.

From the table 4.41, it is known those 19 students or 63% think that their teacher always give exercise and practice to students and 11 students or 37% think that their teacher sometimes give exercise and practice to students . Thus, large category of students thinks that teacher always give exercise and practice to students.

From the table 4.42, it is known those 21 students or 70% think that their teacher's style in teaching quite interesting and 9 students or 30% think that their teacher's style in teaching very interesting. Thus, large category of students thinks that their teacher's style in teaching quite interesting.

From the table 4.43, it is known those 19 students or 63% think that their teacher's clarity in explaining English is quite clear and 11 students or 37% think that their teacher's clarity in explaining English is very clear. Thus, large category of students thinks that their teacher's clarity in explaining English is quite clear.

From the table 4.44, it is known those 23 students or 77% think that their teacher sometimes using media in teaching English, while 5 students or 17% think that their teacher seldom using media in teaching English, 1 student or 3% think that their teacher always using media in teaching English and 1 student or 3% think that their teacher never using media in teaching English. Thus, large category of students thinks that their teacher sometimes using media in teaching English

c. Facility factors

Facility factor is also can improve their ability in the usage of some English tenses. It can be seen in students' ownership of the English text book, ownership of dictionary, and teacher's teaching media.

From the table 4.45, it is known those 28 students or 93% have English text book, while 1 student or 3% have English text book but borrow with their friend and 1 student or 3% do not have English text book. Thus, large category of students have English text book.

From the table 4.46, it is known those 29 students or 97% have English dictionary, and 1 student or 3% have English dictionary but borrow with their friend. Thus, large category of students have English dictionary.

From interviewing English teacher of MAN 2 Amuntai, it is known that MAN 2 does not have language laboratory. The teacher usually uses tape recorder in teaching English, especially listening and she sometimes uses

some teaching media such as pictures, pictorial materials. And she usually uses some techniques to create the learning process fun.

d. Linguistic factors

Linguistic factor is also can improve their ability in the usage of some English tenses. It can be seen in students graduated, studying other foreign language, the difference of Indonesian tenses and English tenses, and the difficulties of tenses.

From the table 4.47, it is known those 27 students or 90% are graduated from Islamic Junior High School (MTs), while 2 students or 7% are graduated from Islamic boarding school and 1 student or 3% is graduated from Junior High School (SMP). Thus, large category of students is graduated from Islamic Junior High School.

From the table 4.48, it is known those 29 students or 97% are ever studied and are studying 1 foreign language except English, and 1 student or 3% are ever studied and are studying 2 foreign languages except English. Thus, large categories of students are ever and study 1 foreign language except English.

From the table 4.49, it is known those 18 students or 60% think that Indonesia is easy and English is difficult to understand and 12 students or 40% think Indonesia is easy and English is quite difficult to understand. Thus, large categories of students think that Indonesia is easy and English is difficult to understand.

From the table 4.50, it is known those 13 students or 43% think that English tenses is quite easy, while 10 students or 33% think that English tenses is quite easy, 5 students or 23% think that English tenses is easy and 2 students or 7% think that English tenses is difficult. Thus, large categories of students think that English tenses are quite difficult.

5. The comparative of eleventh graders' ability of SMAN 1 Amuntai and MAN 2 Amuntai in usage of some English tenses.

After getting the data of the eleventh graders' ability of SMAN 1 Amuntai and MAN 2 Amuntai in usage some of English tenses by written test, the researcher analysis them and make conclusion by using 't' or 't' test formula of William Seely Gosset:

1. Looking for Mean of the eleventh graders' ability of SMAN 1 Amuntai as follow the formula:

$$M_1 = M' + i \left(\frac{\sum fx'}{N_1} \right)$$

$$M_1 = 76 + 3 \left(\frac{-33}{30} \right)$$

$$M_1 = 76 + 3 (-1.1)$$

$$M_1 = 76 + -3.3$$

$$= 72.7$$

2. Looking for Mean of the eleventh graders' ability of MAN 2 Amuntai as follow the formula:

$$M_2 = M' + i \left(\frac{\sum fy'}{N_2} \right)$$

$$M_2 = 82.5 + 4 \left(\frac{-82}{30} \right)$$

$$M_2 = 82.5 + 4 (-2.7333333)$$

$$M_2 = 82.5 + - 10.933333$$

$$= \mathbf{81.566667}$$

3. Looking for Standard Deviation for the eleventh graders' ability of SMAN 1

Amuntai as follow the formula:

$$SD_1 = i \sqrt{\frac{\sum fx'^2}{N_1} - \left(\frac{\sum fx'}{N_1}\right)^2}$$

$$SD_1 = 3 \sqrt{\frac{947}{30} - \left(\frac{-33}{30}\right)^2}$$

$$SD_1 = 3 \sqrt{31.57 - (-1.1)^2}$$

$$SD_1 = 3 \sqrt{31.57 - 1.21}$$

$$SD_1 = 3 \sqrt{30.36}$$

$$\mathbf{3 \times 5.50999093 = 16.5299728}$$

4. Looking for Standard Deviation for the eleventh graders' ability of MAN 2

Amuntai as follow the formula:

$$SD_2 = i \sqrt{\frac{\sum fy'^2}{N_2} - \left(\frac{\sum fy'}{N_2}\right)^2}$$

$$SD_2 = 4 \sqrt{\frac{804}{30} - \left(\frac{-82}{30}\right)^2}$$

$$SD_2 = 4 \sqrt{26.8 - (-2.7333333)^2}$$

$$SD_2 = 4 \sqrt{26.8 - 7.47111093}$$

$$SD_2 = 4 \sqrt{19.3288891}$$

$$\mathbf{4 \times 4.39646325 = 17.585853}$$

5. Looking for Standard Error for Mean the eleventh graders' ability of SMAN

1 Amuntai as follow the formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE_{M1} = \frac{16.5299728}{\sqrt{30-1}}$$

$$SE_{M1} = \frac{16.5299728}{\sqrt{29}}$$

$$SE_{M1} = \frac{16.5299728}{5.38516481}$$

$$= \mathbf{3.06953889}$$

6. Looking for Standard Error for Mean the eleventh graders' ability of MAN 2 Amuntai as follow the formula:

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

$$SE_{M1} = \frac{17.585853}{\sqrt{30-1}}$$

$$SE_{M1} = \frac{17.585853}{\sqrt{29}}$$

$$SE_{M1} = \frac{17.585853}{5.38516481}$$

$$= \mathbf{3.26561092}$$

7. Looking for Standard Error for Comparative Mean Variable I and Mean variable II as follow the formula:

$$SE_{M1} - SE_{M2} = \sqrt{SE_{MX}^2 + SE_{MY}^2}$$

$$SE_{M1} - SE_{M2} = \sqrt{(3.06953889)^2 + (3.26561092)^2}$$

$$SE_{M1} - SE_{M2} = \sqrt{9.422069 + 10.6642147}$$

$$SE_{M1} - SE_{M2} = \sqrt{20.0862837}$$

$$SE_{M1} - SE_{M2} = \mathbf{4.48177238}$$

8. Looking for t , as follow the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$t_o = \frac{72.7 - 81.566667}{4.48177238} = \frac{-8.866667}{4.48177238}$$

$$t_o = -1.978384$$

After counting above, the researcher gives interpretation to " t_o ".

$$df \text{ or } db = (N1 + N2 - 2) = 30+30-2 = 58$$

Then, the researcher does not get df as big as 58 in the value table of " t ", cause that the researcher uses the nearest, it is df 60. Using df 60 the researcher get t_{table} as follow:

- In significance degree 5 % : $t_t = 2.00$
- In significance degree 1 % : $t_t = 2.65$

$$2.00 > -1.978384 < 2.65$$

Because in calculation the researcher gets " t " ($t_o = -1.978384$) is bigger than t_{table} (either in significance degree 5 % and 1 %), so the nul hypothesis is accepted. It means there is no significant difference in the eleventh graders' ability of SMAN 1 and MAN 2 Amuntai.