

CHAPTER IV

REPORT OF RESEARCH

A. The Description of Research Location

1. The Brief History of Center for Language Service

The research has been done at MAN 5 Martapura. This school is the first high school in Aluh Aluh subdistrict. It is located in Aluh Aluh Besar Village, Aluh Aluh subdistrict Banjar regency South Kalimantan province. Firstly, the school was built by people's self supporting in 1991 and the name was Islamic Senior High School Al-Mujahidin. The school was led by K.H. Muhammad Yusuf and had 18 students.

In 1997, Islamic Senior High School Al-Mujahidin with private status changed the status as the name State Islamic Senior High School Aluh Aluh. The headmaster was Drs. H. Djuhdi Dusam. Then, the name changed from Islamic Senior High School Aluh Aluh to State Islamic Senior High School 5 Martapura (MAN 5 Martapura) up to know.

2. The Physical Condition of MAN 5 Martapura

Generally, the position of this school building is as follows:

- a. The north of the building borders on Nurul Hidayah Mosque.
- b. The south of the building borders on MIN Aluh Aluh.
- c. The east of the building borders on simpang pipih street.

d. The west of the building borders on people's resident.

3. The Leadership of MAN 5 Martapura

The first headmaster of MAN 5 Martapura was H. Ahmad Yusuf, A.Ma. since 1986 to 1997. Then, it was led by Drs. H. M. Zuhdi Dusam since 1997 until 2000. Then it was continued by H. Zaini Juhdi, S.Pd since 2000 to 2004. After that, it was led by Drs. Shaleh since 2004 to 2006. Then, in 2007 to 2009 the school was led by Drs. Ahadul Ihsan. The headmaster of this school since 2009 up to now is Drs. H. Abdurrahmansyah. To see the description of headmaster clearly can be seen in the following table.

Table 4.1. The Description of the Headmaster at MAN 5 Martapura Academic Year 2009-2010

No.	Name	Period
1	H. Ahmad Yusuf, A. Ma	1986 – 1997
2	Drs. H. M. Zuhdi Dusam	1997 – 2000
3	H. Zaini Zuhdi, S.Pd	2000 – 2004
4	Drs. Shaleh	2004 – 2006
5	Drs. Ahadul Ihsan	2007 – 2009
6	Drs. H. Abdurrahmansyah	2009 - present

Source : Data of Administration Staff at MAN 5 Martapura academic year 2009-2010

4. The Description of Teachers and Administration Staff at MAN 5 Martapura

MAN 5 Martapura has 18 teachers included the headmaster, permanent teachers and honorarium teachers. It can be seen clearly in the following table:

Table 4.2. The Description of Teachers at MAN 5 Martapura Academic Year 2009-2010

No.	Name	Position	Latest Education	Subject
1	Drs. H. Abdurrahmasyah	Headmaster	S1 IAIN	
2	Hendra Andrian, S.Pd	Permanent Teacher	S1 Unlam	Indonesian Language
3	Sumiati, S.Pd	Permanent Teacher	S1 Unlam	Biology
4	Husnan Luthfi, S.Pd	Permanent Teacher	S1	Physics
5	Rohansyah, S.Pd	Permanent Teacher	S1	Chemistry
6	Syaiful Rahman, S.Pd	Permanent Teacher	S1 FKIP Unlam	Mathematics
7	Drs. A. Hudawi	Permanent Teacher	S1 IAIN	Qur'an Hadis, Faith, Religion
8	Khairuddin, S.Ag	Permanent Teacher	S1 IAIN	Islamic law, Religion
9	Hidayatunnisa, S. Ag	Honorarium teacher	S1 IAIN	History
10	H. Masrani	Permanent Teacher	MAN	Mathematics
11	Fauzi, S.Pd.I	Permanent Teacher	S1 IAIN	Arabic
12	Ardiannor	Permanent Teacher	MAN	Faith and Morals
13	M. Helmi	Permanent Teacher	MAN	Qur'an Hadis
14	Durani, S. Ag	Permanent Teacher	S1	Guidance and Counseling
15	Laila Santi, A.Md	Permanent Teacher	D3 Unlam	English
16	Rahmi, S.Pd	Honorarium Teacher	S1 Unlam	Indonesian Language
17	Mustadim, S.Ag	Honorarium Teacher	S1 IAIN	Culture and art
18	Ika Agustina Santi, S.Pd	Honorarium Teacher	Akta 4	Skills

Source: Data of Administration Staff at MAN 5 Martapura academic year 2009-2010

Based on the table above, it can be seen that there are only one English teacher at MAN 5 Martapura who teaches all classes from the tenth grade to the twelfth grade. All of the teachers included 14 permanent teachers and 4 honorarium teachers.

5. The Description of Administration Staff at MAN 5 Martapura

The number of administration staffs at MAN 5 Martapura are as shown in the following table:

Table 4.3. The Description of Administration Staff at MAN 5 Martapura Academic Year 2009-2010

No.	Name	Position
1	Khairul Fahmi, S.Ag	Head
2	Ismail	Staff
3	Rusanti	Staff

Source: Data of Administration Staff at MAN 5 Martapura academic year 2009-2010

The table above indicates that there are 3 administration staffs included the head and the staffs.

6. The Description of Students at MAN 5 Martapura

Meanwhile, the total students of MAN 5 Martapura academic year 2009-2010 are 197 students. To see the number of students can be seen in the following table:

Table 4. 4. The Number of Students at MAN 5 Martapura
Academic Year 2009-2010

No.	Class	Sex		Total
		Male	Female	
1	X	40	62	102
2	XI	23	22	45
3	XII	22	28	50
Total		85	112	197

Source: Data of Administration Staff at MAN 5 Martapura academic year 2009-2010

For the academic year 2009-2010, the total numbers of students who study at MAN 5 Martapura are 197 students. They are 102 students of tenth grade, 45 students of eleventh grade, and 50 students of twelfth grade.

B. Data Presentation

This subchapter presents the data that have been collected in the research. The writer gave the written test to the eleventh grade students at MAN 5 Martapura on June 1, 2010. The written test is in objective form which consist of 20 multiple choice items. The test was performed for 60 minutes. The writer did not allow the students to open their dictionaries.

After the research has been done through written test to the students, the primary data about the mastery of superlative degree by the eleventh grade students at MAN 5 Martapura academic year 2009-2010 can be presented in the data as follows:

1. Description About the Mastery of Superlative Degree by the Eleventh Grade Students at MAN 5 Martapura Academic Year 2009-2010

To analyze the data, the writer must collect the data first, in order to know the students' data, the writer held a test to find out the students' mastery of superlative degree.

Based on the result of written test about superlative degree by the eleventh grade students at MAN 5 Martapura academic year 2009-2010 found that the highest score is 75 and the lowest score is 10. The accumulative score is 2005. The written test result can be seen in the following table:

Table 4.5. The Test Scores of the Mastery of Superlative Degree by the Eleventh Grade Students at MAN 5 Martapura Academic Year 2009-2010

No.	Name	Score
1	Aisyah	30
2	Anderiani	50
3	Antoni	60
4	Azizatul Hafijah	40
5	Bustani	30
6	Elma	55
7	Fahriyah	40
8	Fajrin	60
9	Fatimah	55
10	Hamdiyah	55
11	Herlinawati	60
12	Hikmah	50
13	Jariah	65
14	Jauhari	40
15	Kaspul	45
16	Kastalani	30
17	M. Baihaki	30
18	M. Fadlan	15
19	M. Munir	75

The continuation of table 4.5

No.	Name	Score
20	M. Syamsudinnor	20
21	M. Taufik Rahman	10
22	Mahyuni	60
23	Mardiana	55
24	Marlina	55
25	Masrinah	35
26	Megawati	45
27	Midun	35
28	Muamar	50
29	Nadirah	25
30	Ne'mah	35
31	Nor Fajri	40
32	Nor Rabi'ah	45
33	Norhasanah	40
34	Rahmadi	35
35	Raudah	50
36	Sabirin	35
37	Sahmani Azmi	75
38	Salmiah	45
39	Sampurna	45
40	Sarah	25
41	Syarkawi	20
42	Taufik	65
43	Uswatun Hasanah	55
44	Uswatun Hasanah	45
45	Wahyu	75
Total		2005

The table below shows the categories of the score and its distribution.

Table 4.6. The Frequency Distribution of the Students' Score in Superlative Degree by the Eleventh Grade Students at MAN 5 Martapura Academic Year 2009-2010

No.	Category	Score	Frequency (F)	Percentage (%)
1.	Very good	80 – 100	0	0
2.	Good	70 -<80	3	7
3.	Enough	60 -<70	6	13
4.	Poor	50 -<60	10	22
5.	Very poor	0 - <50	26	58
Total			45	100

From the table above can be seen that there is no student whose score around 80 - 100 that categorized in very good score. There are 3 students whose score 70 -<80 that categorized in good score. There are 6 students get enough score 60 -<70. While there are 10 students get score 50 -<60 that categorized in poor score and 26 students get very poor score or less than 50.

To know the students' mastery of superlative degree by the eleventh grade students at MAN 5 Martapura Academic Year 2009-2010, the writer uses mean as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{2005}{45} \\
 &= 44.56
 \end{aligned}$$

Description:

M = Mean score

$\sum X$ = Total score

N = Total students

From the formula above, the total score from 45 students is 2005. So, based on the test result can be known that the mean score is 44.56. It shows that the mastery of superlative degree by the eleventh grade students at MAN 5 Martapura academic year 2009-2010 is classified into very poor category.

2. Description about Influential Factors that Support to the Mastery of Superlative Degree by the Eleventh Grade Students at MAN 5 Martapura Academic Year 2009-2010

There are many factors that influence to the students' mastery of superlative degree, they are students' factors, teacher's factors, facility factors, and family factors.

a. Students' Factors

1) Students' Interest

To know the students' interest can be seen from four indicators as the following tables:

Table 4.7. The Frequency of Students' Respond toward English Course

No.	Category	Frequency (F)	Percentage (%)
1.	Like very much	4	9
2.	Like	38	84
3.	Dislike	3	7
Total		45	100

The table above shows that students who like English very much are 4 students (9%), students who like English are 38 students (84%), and students who dislike English are 3 students (7%).

Table 4.8. The Frequency of Students' Opinion about English Course

No.	Category	Frequency (F)	Percentage (%)
1.	Very important	11	24
2.	Important	34	76
3.	Not important	0	0
Total		45	100

The table above shows that 11 students (24%) said that English course is very important, 34 students (76%) said that English course is important, and no student (0%) said that English course is not important.

Table 4.9. The Frequency of Students' Presence to Attend English Course

No.	Category	Frequency (F)	Percentage (%)
1.	Always	43	96
2.	Sometimes	2	4
3.	Seldom	0	0
Total		45	100

The table shows that students who always attend in English course are 43 students (96%). Students who sometimes attend in English course are 2 students (4%) and no student (0%) who seldom attends in English course

Table 4.10. The Frequency of Students' Attention while English Course Take Place in the Class

No.	Category	Frequency (F)	Percentage (%)
1.	Always	29	64
2.	Sometimes	16	36
3.	Never	0	0
Total		45	100

The table shows that 29 students (64%) who always paid attention when English course took place in the class, 16 students (36%) who sometimes paid attention when English course took place in the class, and no student (0%) who never paid attention when English course took place in the class.

2) Students' Activities

a) Students' Activities at School

To know the students' activities at school can be seen from three indicators as following tables:

Table 4.11. The Frequency of Students' Activeness to Take Note in the Class

No.	Category	Frequency (F)	Percentage (%)
1.	Always	33	73
2.	Sometimes	12	27
3.	Never	0	0
Total		45	100

The table shows that 33 students (73%) who always take English note in the class, 12 students (27%) who sometimes take

English note in the class, and none of the students (0%) who never take English note in the class.

Table 4.12. The Frequency of Students' Activeness in Writing English if there is opportunity

No.	Category	Frequency (F)	Percentage (%)
1.	Always	0	0
2.	Sometimes	45	100
3.	Never	0	0
Total		45	100

The table shows that all of the students sometimes practice to write English if there is opportunity.

Table 4.13. The Frequency of Students' Activeness to Ask Questions in the Class

No.	Category	Frequency (F)	Percentage (%)
1.	Always	15	33
2.	Sometimes	21	47
3.	Never	9	20
Total		45	100

The table shows that 15 students (33%) who always ask questions, 21 students (47%) who sometimes ask questions, and 9 students (20%) who never ask questions.

b) Students' Activities Outside the School

To know the students' activities outside the school can be seen from two indicators as the following tables:

Table 4.14. The Frequency of Students' Activeness to Repeat English Lesson at Home

No.	Category	Frequency (F)	Percentage (%)
1.	Always	8	18
2.	Sometimes	31	69
3.	Never	6	13
Total		45	100

The table shows that 8 students (18%) who always repeat English lesson at home, 31 students (69%) who sometimes repeat English lesson at home, and 6 students (13%) who never repeat English lesson at home.

Table 4.15. The Frequency of Students' Activeness to Do Homework

No.	Category	Frequency (F)	Percentage (%)
1.	Always	34	76
2.	Sometimes	11	24
3.	Never	0	0
Total		45	100

The table above shows that 34 students (76%) who always do English homework, 11 students (24%) who sometimes do English homework, and no student (0%) who never do English homework.

b. Teacher's Factors

To know the teacher's skill can be seen from two indicators as the following tables:

Table 4.16. The Frequency of Teacher's Skill in Giving English Material

No.	Category	Frequency (F)	Percentage (%)
1.	Very Clear	26	58
2.	Less Clear	19	42
3.	Not Clear	0	0
Total		45	100

The table indicates that 26 students (58%) perceive teacher's skill in giving English material is very clear, 19 students (42%) perceive teacher's skill in giving English material is less clear, and no student (0%) perceive teacher's skill in giving English material is not clear.

Table 4.17. The Frequency of Student's Interest to English Teacher's Style in Teaching

No.	Category	Frequency (F)	Percentage (%)
1.	Very interesting	18	40
2.	Less interesting	23	51
3.	Not Interesting	4	9
Total		45	100

The table indicates that 18 students (40%) perceive English teacher's style in teaching is very interesting, 23 students (51%) perceive English teacher's style in teaching is less interesting, and 4 students (9%) perceive English teacher's style in teaching is not interesting.

c. Facility Factors

To know the facility factor can be seen from two indicators as the following tables:

Table 4.18. The Frequency of Students' Possession of Text Book

No.	Category	Frequency (F)	Percentage (%)
1.	Have his/her	28	62
2.	Borrowing	4	9
3.	Do not have	13	29
Total		45	100

The table shows that 28 students (62%) who have his or her own textbook, 4 students (9%) who borrow textbook, and 13 students (29%) do not have textbook.

Table 4.19. The Frequency of Students' Possession of Dictionary

No.	Category	Frequency (F)	Percentage (%)
1.	Have his/her	23	51
2.	Borrowing	3	7
3.	Do not have	19	42
Total		45	100

The table shows that 23 students (51%) have his or her own dictionary, 3 students (7%) borrow dictionary, and 19 students (42%) do not have dictionary.

d. Family Factors

To know students' family environment can be seen from two indicators as the following tables:

Table 4.20. The Frequency of Parents' Control when Students Study at Home

No.	Category	Frequency (F)	Percentage (%)
1.	Always	3	7
2.	Sometimes	20	44
3.	Never	22	49
Total		45	100

The table shows that students who always controlled by parents when they study at home are 3 students (7%), students who sometimes controlled by parents when they study at home are 20 students (44%), and there are 22 students (49%) who never controlled by parents when they study at home.

Table 4.21. The Frequency of Family's Motivation in Studying English at Home

No.	Category	Frequency (F)	Percentage (%)
1.	Always	5	11
2.	Sometimes	12	27
3.	Never	28	62
Total		45	100

The table shows that students who always motivated by family to study English at home are 5 students (11%). There are 12 students (27%) who sometimes motivated by family to study English at home. While there are 28 students (62%) who never motivated by family to study English at home.

From the factors above there are 5 factors which can influence the students' mastery of superlative, they are students' interest, students' activities, teacher' skill, facility, and family

environment. The writer counts each data based on the group. For answer a is categorized as high, for b is sufficient, and for answer c is low category. So, it can be concluded that the students have sufficient interest in learning English. Their activities at school is sufficient and they have high activities at home. They are taught by a skilled English teacher. They have high support from their facility, but they have low support from their family environment to study English.

C. Data Analysis

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

1. The Mastery of Superlative Degree by the Eleventh Grade Students at MAN 5 Martapura Academic Year 2009-2010

The presented data of the test result on the table 4.5. about the mastery of superlative degree by the eleventh grade students at MAN 5 Martapura on the previous subchapter shows that there is no student (0%) who get very good score (80-100). There are 3 students (7%) who get good score (70-<80). There are 6 students (13%) who get enough score (60-<70). While there are 10 students (22%) get poor score (50-<60) and 26 students (58%) get very poor score (0-<50). The highest score is 75 and the lowest score is 10. Furthermore, there are 3 students who get the highest score. While there is 1 student get the lowest score.

From the data, it can be seen that most of the students get very poor score. There are many students get poor score. Most of them cannot

identify superlative degree correctly, they cannot put the appropriate superlative form based on the rules. For example, they put the wrong superlative for irregular form and for words which consist of two syllables or more.

Based on the data, mean of the scores of the mastery of superlative degree is 44.56. From that case, the writer concludes that the mastery of superlative degree by the eleventh grade students at MAN 5 Martapura academic year 2009-2010 is in very poor category.

2. Some factors that influence on students' mastery of superlative degree

There are five factors which can influence the students' mastery of superlative, they are students' interest, students' activities included their activities at school and outside school, teacher' skill, facility, and family environment. The writer counts each data based on the group. Based on the data, it can be concluded that the students have sufficient interest in learning English. Their activity at school is sufficient and they have high activities at home. They are taught by a skilled English teacher. They have high support from their facility, but they have low support from their family environment to study English.