

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description About Research Location

1 Brief History of MTsN Sungai Durian Tabalong Regency

The research has been done at MTsN Sungai Durian Tabalong Regency which is located at Sungai Durian village, Banua Lawas subdistric, and Tabalong regency in South Kalimantan. It was built in 1942-1948 by H. Sulaiman Yasin and first school status was Madrasah Tsanawiyah Pancar Islam, after 9 years it was eliminated and the school status become Madrasah Wajib Belajar (MWB) 8 years under the control of Al Wasliyah foundation. From Sumatera by Kurnain Mastur and Sarbani Mastur. Next, it becomes Sekolah Menengah Islam Pertama (SMIP). Then, on February 1st 1967 it becomes Madrasah Tsanawiyah. On July 6th 1968 according to the letter of recommendation of Religious Affairs minister RI No. 244/1993 the status changed to be State Islamic Junior High School, namely MTsN Sungai Durian. It began to get new students at 1969.

The goals of building of MTs “Sulaiman Yasin” Sungai Durian are for:

- Fulfilling necessity of society who wanted to continue their studying to the SLTP level. Especially for children from poor family, but they have big motivation to continue their studying because there was no school or madrasah as SLTP level in Banua Lawas subdistrict. It needs to be known that before it many children from poor family could not continue their study after SD and MI.

- Fulfilling aspiration of society who wanted Madrasah Tsanawiyah (MTs) more in their environment.

Generally, the physical condition of MTsN Sungai Durian building is good and it has permanent construction. In MTsN Sungai Durian from 1942 until 2011, there have been ten headmasters. The first was H. Sulaiman Yasin, the second was Kurnain Mastur, the third was Sarbani Mastur, the fourth was Fakhruddin Aini BA, the fifth was Ruslan Dj, the sixth was H. Sihmansyah, the seventh was H. Djaini, the eighth was Drs. Akh. Zainuddin, the ninth was Drs. H. Suberianiand and now the headmaster of this school is Drs.Rahman Noor

In academic year 2010/2011, MTsN Sungai Durian has 39 employees that include 1 headmaster, 31 teachers and 7 administration staff.

B. Data Presentation

This part deals with the result of the study based on some facts found in the data. It covers the teachers' educational background and their teaching English, the students' achievement in English lesson, the factors that influence the students' achievement in English lesson, and the comparative study between English teachers from English and non-English educational background, and the students' achievement in English lesson at MTsN Sungai Durian.

1. Data about the Students' Achievement in English Lesson

a. The Students' Achievement in English that Taught by English Teachers from English Educational Background

To know the students' achievement in English lesson that taught by English teachers from English educational background at MTsN Sungai Durian, the writer took the documentary of students' score in English lesson.

Based on the result of documentary, it is found that the data for students of teacher A that the highest score is 89 and the lowest score is 60 while for students of teacher B that the highest score is 89 and the lowest score is 62. The documentary result can be seen in appendix.

Meanwhile, the categories of students' achievement in English lesson that taught by teachers from English educational background can be seen in the following tables:

Table 4.1. The Frequency Distribution and the Category of Students' Achievement in English that taught by English Teacher from English Educational Background (Teacher A)

No	Score	Frequency (f)	Percentage (%)	Category
1	80 - <100	5	20,83	Excellent
2	70 - < 80	13	54,17	Good
3	60 - < 70	6	25	Fair
4	50 - < 60	0	0	Lower
5	0- < 50	0	0	Poor
Total		24	100,00	

Based on the table above, it is known that the students in excellent category are 5 people (20,83%) with score 80-100, the students in good category are 13 people (54,17%) with score 70-<80, the students in fair category are 6 people (25%) with score 60-<70, no students in lower category, and also no students in poor category.

Table 4.2. The Frequency Distribution and the Category of Students' Achievement in English that taught by English Teacher from English Educational Background (Teacher B)

No	Score	Frequency (f)	Percentage (%)	Category
1	80 – <100	5	20	Excellent
2	70 - < 80	13	52	Good
3	60 - < 70	7	28	Fair
4	50 - < 60	0	0	Lower
5	0- < 50	0	0	Poor
Total		25	100,00	

Based on the table above, it is known that the students in excellent category are 5 people (20%) with score 80-100, the students in good category are 13 people (52%) with score 70-<80, the students in fair category are 7 people (28%) with score 60-<70, no students in lower category, and also no students in poor category.

b. The Students' Achievement in English that Taught by English Teachers from Non-English Educational Background

After knowing about the students' achievement in English lesson that taught by English teachers from English educational background at MTsN Sungai Durian, we have to know the students' achievement in English lesson that taught by English

teachers from non English educational background at MTsN Sungai Durian. For this part, the writer also took the documentary of students' score in English lesson.

Based on the result of documentary, it is found that the data for students of teacher C that the highest score is 80 and the lowest score is 62 while for students of teacher D that the highest score is 79 and the lowest score is 60. The documentary result can be seen in appendix.

Meanwhile, the categories of students' achievement in English lesson that taught by teachers from non English educational background can be seen in the following tables:

Table 4.3. The Frequency Distribution and the Category of Students' Achievement in English that taught by English Teacher from non-English Educational Background (Teacher C)

No	Score	Frequency (f)	Percentage (%)	Category
1	80 – <100	1	4	Excellent
2	70 - < 80	13	52	Good
3	60 - < 70	11	44	Fair
4	50 - < 60	0	0	Lower
5	0- < 50	0	0	Poor
Total		25	100,00	

Based on the table above, it is known that the students in excellent category are 1 people (4%) with score 80-100, the students in good category are 13 people (52%) with score 70-<80, the students in fair category are 11 people (44%) with score 60-<70, no students in lower category, and also no students in poor category.

Table 4.4. The Frequency Distribution and the Category of Students' Achievement in English that taught by English Teacher from non English Educational Background (Teacher D)

No	Score	Frequency (f)	Percentage (%)	Category
1	80 - <100	0	0	Excellent
2	70 - < 80	8	24,24	Good
3	60 - < 70	25	75,76	Fair
4	50 - < 60	0	0	Lower
5	0- < 50	0	0	Poor
Total		33	100,00	

Based on the table above, it is known that the no students in excellent category, the students in good category are 8 people (24,24%) with score 70-<80, the students in fair category are 25 people (75,76%) with score 60-<70, no students in lower category, and also no students in poor category.

1. Data about the Teachers' Educational Background and Their Teaching English

Based on interview and observation result, it is found that there are the differences of teachers' educational background from elementary school until university, and there are also the scores of the point of view of teaching English of teachers from English and non-English educational background. To know the educational background of the teachers, the writer interviewed the teachers, and the result can be seen in the following table.

Table 4.5. The differences educational background of the English teachers

<i>No</i>	Teachers	Educational Background
1	Teacher A	SDI Al-Jawahi Samarinda MTs Normal Islam Samarinda SMKN 4 Samarinda S1 Education Faculty English IAIN 2007
2	Teacher B	SDN Amuntai MTsN Amuntai MAN II Amuntai S1 Education Faculty English IAIN 2005
3	Teacher C	MIN Sungai Durian MTsN Sungai Durian MAN Kelua S1 Missionary Faculty IAIN 1999
4	Teacher D	SDN Antasari II Amuntai SMPN 4 Amuntai SMAN I Amuntai S1 Education Faculty PAI STAI RAKHA 2007

Meanwhile to know about the scores of the point of view of teaching English of teachers from English and non-English educational background the writer observed the teaching English of the teachers, and the observation was done 8 times. The scoring is seen from:

1. Lesson Plan and Lesson Goals
2. Techniques, Strategies and procedures
3. Classroom Management/Atmosphere
4. Students' Involvement, Comprehension and Correction

5. Appearance and Attitude

a. The Teaching English of Teachers from English Educational Background

Based on the result of the observation, it is found that the highest score of teacher A is 92 and the lowest score is 80. The whole gotten scores are 702 from 8 times meetings. The observation result can be seen in appendix.

To get information about the scores of the point of view of teaching English of teachers from English educational background (teacher A), it can be seen based on the following categories in the table:

Table 4.6. The scores of the point of view of teaching English (teacher A)

No	Interval	Frequency	Percentage
1	90 – 100 (Very high category)	2	25,00
2	80 - < 90 (High category)	6	75,00
3	70 - < 80 (Average category)	0	0
4	60 - < 70 (below average category)	0	0
5	< 60 (Low category)	0	0
Total		8	100,00

In the table above, 25% of score of point of view of teaching English (2 scores) are in the very high category, it means that teacher A can teach English excellently, and 75% of score of teachers' differences English teaching (6 scores) are in the high category, it means that teacher A can teach English very well.

Meanwhile, the highest score of teacher B is 100 and the lowest score is 88. The whole gotten scores are 766 from 8 times meetings.

To get information about the scores of the point of view of teaching English (teacher B), it can be seen based on the following categories in the table:

Table 4.7. The scores of the point of view of teaching English (teacher B)

No	Interval	Frequency	Percentage
1	90 – 100 (Very high category)	7	87,50
2	80 - < 90 (High category)	1	12,50
3	70 - < 80 (Average category)	0	0
4	60 - < 70 (below average category)	0	0
5	< 60 (Low category)	0	0
Total		8	100,00

In the table above, 87,50% of score of point of view of teaching English (7 scores) are in the very high category, it means that teacher B can teach English excellently, and 12,50% of score of point of view of teaching English (1 score) are in the high category, it means that teacher B can teach English very well.

b. The Teaching English of Teachers from Non-English Educational Background

After found the score of teacher A and B, the writer found the score of teacher C and D. It is found out that the highest score of teacher C is 86 and the lowest score is 54. The whole gotten scores are 526 from 8 times meetings.

To get information about the scores of the point of view of teaching English (teacher C), it can be seen based on the following categories in the table:

Table 4.8. The scores of the point of view of teaching English (teacher C)

No	Interval	Frequency	Percentage
1	90 – 100 (Very high category)	0	0
2	80 - < 90 (High category)	1	12,50
3	70 - < 80 (Average category)	2	25,00
4	60 - < 70 (below average category)	2	25,00
5	< 60 (Low category)	3	37,50
Total		8	100,00

In the table above, 12,50% of score of point of view of teaching English (1 score) are in the high category, it means that teacher C can teach English very well, 25% of score of point of view of teaching English (2 scores) are in the average category, it means that teacher C can teach English well, 25% of score of point of view of teaching English (2 scores) are in the below average category, it means that teacher C can teach English enough, and 37,50% of score of point of view of teaching English (3 scores) are in the low category, it means that teacher C teaches English less well.

Meanwhile, the highest score of teacher D is 76 and the lowest score is 56. The whole gotten scores are 528 from 8 times meetings.

To get information about the scores of the point of view of teaching English (teacher D), it can be seen based on the following categories in the table:

Table 4.9. The score of the point of view of teaching English (teacher D)

No	Interval	Frequency	Percentage
1	90 – 100 (Very high category)	0	0
2	80 - < 90 (High category)	0	0
3	70 - < 80 (Average category)	2	25,00

4	60 - < 70 (below average category)	5	62,50
5	< 60 (Low category)	1	12,50
Total		8	100,00

In the table above, 25% of score of point of view of teaching English (2 scores) are in the average category, it means that teacher D can teach English well, 62,50% of score of point of view of teaching English (5 scores) are in the below average category, it means that teacher D can teach English enough, 12,50% of score of point of view of teaching English (1 score) are in the low category, it means that teacher D teaches English less well.

2. The Things that Influence the Students' Achievement in English Lesson

There are many things that influence to the students' achievement in English lesson; they are teacher factors, student factors, facility factors, and family environment.

a. The Teacher Factors

To know the teacher factors can be seen from four indicators. They are teacher's experience in teaching English, teacher's attendance in teaching, joining an English course, and joining training of English.

First, for teacher's experience in teaching English, there are stated that 2 teachers (C and D) (50%) who teach English more than four years, it means that they have high experience in teaching English. And 2 teachers (A and B) (50%) who teach English 2-4 years, it means that they have average experience in teaching English. Second, for teacher's attendance in teaching, there are stated that all of the English teachers (100%) who always attend in teaching English, it means that they have high active in teaching English. Third, for joining an English course, there are stated that one

teacher (teacher B) (25%) who always joins an English course, it means that she has high quality in English. One teacher (teacher A) (25%) who sometimes joins an English course, it means that she has average quality in English. Two teachers (teacher C and D) (50%) who never join an English course, it means that they have low quality in English. And the last, for joining training of English, there are stated that one teacher (teacher B) (25%) who sometimes joins training of English, it means that she has average quality in English. 3 teachers (teacher A, C and D) (75%) who never join training of English, it means that they have low quality in English.

b. The Student Factors

1) Students' Interest (Teacher A and B)

To know the students' interest who taught by teacher A and B can be seen form four indicators as the following tables:

Table 4.10. The Frequency of Students' Respond toward English Lesson

No	Category	F	Percentage
1.	Like very much	0	0
2.	Like	49	100
3.	Dislike	0	0
Total		49	100

The table shows that no students (0%) who like English very much, 49 students (100%) who like English, and no students (0%) who dislike English.

Table 4.11. The Frequency of Students' Opinion about English Lesson

No	Category	F	Percentage
1.	Very important	1	02,04
2.	Important	48	97,96
3.	Not important	0	0
Total		49	100

The table shows that one student (02,04%) said that English lesson is very important, 48 students (97,96%) said that English lesson is important, and no students (0%) said that English lesson is not important.

Table 4.12. The Frequency of Students' Presence to Attend English Lesson

No	Category	F	Percentage
1.	Always	47	95,92
2.	Sometimes	2	04,08
3.	Seldom	0	0
Total		49	100

The table shows that students who always attend in English lesson are 47 people (95,92%); students who sometimes attend in English lesson are 2 people (04,08%) and no students (0%) who seldom attends in English lesson.

Table 4.13. The Frequency of Students' Attention while English Lesson Take Place in the Class

No	Category	F	Percentage
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1.	Always	13	26,53
2.	Sometimes	35	71,43
3.	Never	1	02,04
Total		49	100

The table shows that 13 students (26,53%) who always paid attention when English lesson take place in the class, 35 students (71,43%) who always paid attention when English lesson take place in the class, and 1 student (02,04%) who never paid attention when English lesson take place in the class.

The research also does scoring from the questionnaire given. The data is obtained. The students who get score 6-8 are 13 people (26,53%) have high interest, students who get score 3-5 are 36 people (73,47%) have middle interest, and no students (0%) who get score 0-2 or have low interest. It can be concluded that generally students have middle interest in studying English. It can be seen in the following table:

Table 4.14. The Frequency Distribution of the Students' Interest Score

No	Category	F	Percentage
1.	High/ score 6-8	13	26,53
2.	Middle/ score 3-5	36	73,47
3.	Low/ score 0-2	0	0
Total		49	100

2) Students' Interest (Teacher C and D)

To know the students' interest who taught by teacher C and D can be seen also from four indicators as the following tables:

Table 4.15. The Frequency of Students' Respond toward English Lesson

No	Category	F	Percentage
1.	Like very much	0	0
2.	Like	58	100
3.	Dislike	0	0
Total		58	100

The table shows that no students (0%) who like English very much, 58 students (100%) who like English, and no students (0%) who dislike English.

Table 4.16. The Frequency of Students' Opinion about English Lesson

No	Category	F	Percentage
1.	Very important	3	05,17
2.	Important	55	94,83
3.	Not important	0	0
Total		58	100

The table shows that 3 students (05,17%) said that English lesson is very important, 55 students (94,83%) said that English lesson is important, and no students (0%) said that English lesson is not important.

Table 4.17. The Frequency of Students' Presence to Attend English Lesson

No	Category	F	Percentage
1.	Always	53	91,38
2.	Sometimes	5	08,62
3.	Seldom	0	0
Total		58	100

The table shows that students who always attend in English lesson are 53 people (91,38%); students who sometimes attend in English lesson are 5 people (08,62%) and no students (0%) who seldom attends in English lesson.

Table 4.18. The Frequency of Students' Attention while English Lesson Take Place in the Class

No	Category	F	Percentage
1.	Always	6	10,34
2.	Sometimes	49	84,48
3.	Never	3	05,17
Total		58	100

The table shows that 6 students (10,34%) who always paid attention when English lesson take place in the class, 49 students (84,48%) who always paid attention when English lesson take place in the class, and 3 students (05,17%) who never paid attention when English lesson take place in the class.

The research also does scoring from the questionnaire given. The data is obtained. The students who get score 6-8 are 6 people (10,34%) have high interest, students who get score 3-5 are 52 people (89,66%) have middle interest, and no students (0%) who get score 0-2 or have low interest. It can be concluded that generally students have middle interest in studying English. It can be seen in the following table:

Table 4.19. The Frequency Distribution of the Students' Interest Score

No	Category	F	Percentage
1.	High/ score 6-8	6	10,34
2.	Middle/ score 3-5	52	89,66
3.	Low/ score 0-2	0	0
Total		58	100

3) Students' Activities (Teacher A and B)

a) Students' Activities at School

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

Table 4.20. The Frequency of Students' Activeness to Take Note in the Class

No	Category	F	Percentage
1.	Always	36	73,47
2.	Sometimes	9	18,37
3.	Never	4	08,16
Total		49	100

The table shows that 36 students (73,47%) who always take English note in the class, 9 students (18,37%) who sometimes take English note in the class, and 4 students (08,16%) who never take English note in the class.

Table 4.21. The Frequency of Students' Activeness to Ask Questions in the Class

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	43	87,76
3.	Never	6	12,24
Total		49	100

The table shows that none of students who always ask questions (0%), students who sometimes ask questions are 43 people (87,76%) and students who never ask questions are 6 people (12,24%).

The research also does scoring from the questionnaire given. The data is obtained. It is known that none of the students (0%) get score 4, it means that no students have high activities at school, 45 students (91,84%) get score 2-3, it means that they have middle activities at school, and 4 students (08,16%) get score 0-1, it means that they have low activities at school. It can be concluded that generally students have middle activities at school. It can be seen in the following table:

Table 4.22. The Frequency Distribution of the Students' Activities Scores at School

No	Category	F	Percentage
1.	High/ score 4	0	0
2.	Middle/ score 2-3	45	91,84
3.	Low/ score 0-1	4	08,16
Total		49	100

b) Students' Activities Outside the School

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

Table 4.23. The Frequency of Students' Activeness to Repeat English Lesson at Home

No	Category	F	Percentage
1.	Always	2	04,08
2.	Sometimes	31	63,27
3.	Never	16	32,65
Total		49	100

The table shows that 2 students (04,08%) who always repeat English lesson at home, 31 students (63,27%) who sometimes repeat English lesson at home, and 16 students (32,65%) who never repeat English lesson at home.

Table 4.24. The Frequency of Students' Activeness to Do Homework

No	Category	F	Percentage
1.	Always	42	85,71
2.	Sometimes	7	14,29
3.	Never	0	0
Total		49	100

The table shows that 42 students (85,71%) who always do homework, 7 students (14,29%) who sometimes do homework, and none of the students (0%) who never do homework.

Table 4.25. The Frequency of Students' Activeness to Join English Courses

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	0	0
3.	Never	49	100
Total		49	100

The table shows that none of the students who always join English courses (0%), none of the students who sometimes join English courses (0%) and students who never join English courses is 49 people (100%).

The research also does scoring from the questionnaire given. The data is obtained. It is known that none of the students (0%) get score 5-6, it means that none of those students have high activities at outside the school, 33 students (67,35%) get score 3-4, it means that they have middle activities at outside the school, and 16 students (32,65%) get score 0-2, it means that they have low activities at outside the school. It can be concluded that generally students have middle activities at outside the school. It can be seen in the following table:

Table 4.26. The Frequency Distribution of the Students' Activities Scores at outside the School

No	Category	F	Percentage
1.	High/ score 5-6	0	0
2.	Middle/ score 3-4	33	67,35

3.	Low/ score 0—2	16	32,65
Total		49	100

4) Students' Activities (Teacher C and D)

a) Students' Activities at School

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

Table 4.27. The Frequency of Students' Activeness to Take Note in the Class

No	Category	F	Percentage
1.	Always	5	08,62
2.	Sometimes	50	86,21
3.	Never	3	05,17
Total		58	100

The table shows that 5 students (08,62%) who always take English note in the class, 50 students (86,21%) who sometimes take English note in the class, and 3 students (05,17%) who never take English note in the class.

Table 4.28. The Frequency of Students' Activeness to Ask Questions in the Class

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	45	77,59

3.	Never	13	22,41
Total		58	100

The table shows that no students who always ask questions (0%); students who sometimes ask questions are 45 people (77,59%) and students who never ask questions are 13 people (22,41%).

The research also does scoring from the questionnaire given. The data is obtained. It is known that none of the students (0%) get score 4, it means that none of those students have high activities at school, 45 students (77,59%) get score 2-3, it means that they have middle activities at school, and 13 students (22,41%) get score 0-1, it means that they have low activities at school. It can be concluded that generally students have middle activities at school. It can be seen in the following table:

Table 4.29. The Frequency Distribution of the Students' Activities Scores at School

No	Category	F	Percentage
1.	High/ score 4	0	0
2.	Middle/ score 2-3	45	77,59
3.	Low/ score 0-1	13	22,41
Total		58	100

b) Students' Activities Outside the School

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

Table 4.30. The Frequency of Students' Activeness to Repeat English Lesson at Home

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	44	75,86
3.	Never	14	28,57
Total		58	100

The table shows that none of the students (0%) who always repeat English lesson at home, 44 students (75,86%) who sometimes repeat English lesson at home, and 14 students (28,57%) who never repeat English lesson at home.

Table 4.31. The Frequency of Students' Activeness to Do Homework

No	Category	F	Percentage
1.	Always	37	63,79
2.	Sometimes	12	20,69
3.	Never	9	15,52
Total		58	100

The table shows that 37 students (63,79%) who always do homework, 12 students (20,69%) who sometimes do homework, and 9 students (15,52%) who never do homework.

Table 4.32. The Frequency of Students' Activeness to Join English Courses

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	0	0
3.	Never	58	100
Total		58	100

The table shows that none of the students who always join English courses (0%), none of the students who sometimes join English courses (0%) and students who never join English courses is 58 people (100%).

The research also does scoring from the questionnaire given. The data is obtained. It is known that none of the students (0%) get score 5-6, it means that no students have high activities at outside the school, 37 students (63,79%) get score 3-4, it means that they have middle activities at outside the school, and 21 students (36,21%) get score 0-2, it means that they have low activities at outside the school. It can be concluded that generally students have middle activities at outside the school. It can be seen in the following table:

Table 4.33. The Frequency Distribution of the Students' Activities Scores at outside the School

No	Category	F	Percentage
1.	High/ score 5-6	0	0
2.	Middle/ score 3-4	37	63,79
3.	Low/ score 0—2	21	36,21
Total		58	100

c) Teachers' Skill (Teacher A and B)

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

Table 4.34. The Frequency of Teachers' Skill in Giving Material of English Lesson

No	Category	F	Percentage
1.	Clear very much	46	93,88
2.	Less clear	3	06,12
3.	Not clear	0	0
Total		49	100

The table indicates that 46 students (93,88%) perceive teachers' skill in giving material of English lesson is clear very much, 3 students (06,12%) perceive teachers' skill in giving material of English lesson is less clear, and no students (0%) perceive teachers' skill in giving material of English lesson is not clear.

Table 4.35. The Frequency of Students' Interest to English Teacher Style in Teaching

No	Category	F	Percentage
1.	Very interesting	42	85,71
2.	Less interesting	7	14,29
3.	Not interesting	0	0
Total		49	100

The table indicates that 42 students (85,71%) perceive English teacher style in teaching is very interesting, 7 students (14,29%) perceive English teacher style in teaching is less interesting, and no students (0%) perceive English teacher style in teaching is not interesting.

The research also does scoring from the questionnaire given. The data is obtained. It is known that teacher who get score 4 are considered as skilled teachers, and the total of students' opinion are 43 people (87,76%), teacher who get score 2-3 are considered as fair skilled teachers, and the total of students' opinion are 6 people (12,24%), and teacher who get score 0-1 are considered as not skilled teachers, and none of the students (0%) suggest like that. It can be concluded that generally students' opinion toward their teacher are high skilled teacher. It can be seen in the following table:

Table 4.36 The Frequency Distribution of the Teachers' Skill

No	Category	F	Percentage
1.	High/ score 4	43	87,76

2.	Middle/ score 2-3	6	12,24
3.	Low/ score 0-1	0	0
Total		49	100

d) Teachers' Skill (Teacher C and D)

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

Table 4.37. The Frequency of Teachers' Skill in Giving Material of English Lesson

No	Category	F	Percentage
1.	Clear very much	28	48,28
2.	Less clear	21	36,21
3.	Not clear	9	15,52
Total		58	100

The table indicates that 28 students (48,28%) perceive teachers' skill in giving material of English lesson is clear very much, 21 students (36,21%) perceive teachers' skill in giving material of English lesson is less clear, and 9 students (15,52%) perceive teachers' skill in giving material of English lesson is not clear.

Table 4.38. The Frequency of Students' Interest to English Teacher Style in Teaching

No	Category	F	Percentage
1.	Very interesting	18	31,03

2.	Less interesting	35	60,34
3.	Not interesting	5	08,62
Total		58	100

The table indicates that 18 students (31,03%) perceive English teacher style in teaching is very interesting, 35 students (60,34%) perceive English teacher style in teaching is less interesting, and 5 students (08,62%) perceive English teacher style in teaching is not interesting.

The research also does scoring from the questionnaire given. The data is obtained. It is known that teacher who get score 4 are considered as skilled teachers, and the total of students' opinion are 18 people (31,03%), teacher who get score 2-3 are considered as fair skilled teachers, and the total of students' opinion are 31 people (53,45%), and teacher who get score 0-1 are considered as not skilled teachers, and the total of students' opinion are 9 students (15,52%). It can be concluded that generally students' opinion toward their teacher are fair skilled teacher. It can be seen in the following table:

Table 4.39. The Frequency Distribution of the Teachers' Skill

No	Category	F	Percentage
1.	High/ score 4	18	31,03

2.	Middle/ score 2-3	31	53,45
3.	Low/ score 0-1	9	15,52
Total		58	100

c. The Facility Factors

To know the facility factors (teacher A and B) can be seen from two indicators as the following tables:

Table 4.40. The Frequency of Students' Possession of Text Book

No	Category	F	Percentage
1.	Have his/her	49	100
2.	Borrowing	0	0
3.	Do not have	0	0
Total		49	100

The table shows that 49 students (100%) who have his/her text book, none of the students (0%) who borrow text book, and no students (0%) who do not have text book.

Table 4.41. The Frequency of Students' Possession of Dictionary

No	Category	F	Percentage
1.	Have his/her	46	93,88
2.	Borrowing	0	0
3.	Do not have	3	06,12
Total		49	100

The table shows that 46 students (93,88%) who have his/her dictionary, none of the students (0%) who borrow dictionary, and 3 students (06,12%) who do not have dictionary.

The research also does scoring from the questionnaire given. The data is obtained. It is known that 46 students (93,88%) get score 4, it means that those students have high facility, 3 students (06,12%) get score 2-3, it means that they have middle facility, and no students (0%) get score 0-1, it means that they have low facility. It can be concluded that generally students have high facility. It can be seen in the following table:

Table 4.42. The Frequency Distribution of the Facility Factors

No	Category	F	Percentage
1.	High/ score 4	46	93,88
2.	Middle/ score 2-3	3	06,12
3.	Low/ score 0-1	0	0
Total		49	100

Besides that, to know the facility factors (teacher C and D) can be seen from two indicators as the following tables:

Table 4.43. The Frequency of Students' Possession of Text Book

No	Category	F	Percentage
1.	Have his/her	58	100
2.	Borrowing	0	0
3.	Do not have	0	0
Total		58	100

The table shows that 58 students (100%) who have his/her text book, none of the students (0%) who borrow text book, and no students (0%) who do not have text book.

Table 4.44. The Frequency of Students' Possession of Dictionary

No	Category	F	Percentage
1.	Have his/her	47	81,03
2.	Borrowing	0	0
3.	Do not have	11	18,97
Total		58	100

The table shows that 47 students (81,03%) who have his/her dictionary, none of the students (0%) who borrow dictionary, and 11 students (18,97%) who do not have dictionary.

The research also does scoring from the questionnaire given. The data is obtained. It is known that 47 students (81,03%) get score 4, it means that those students have high facility, 11 students (18,97%) get score 2-3, it means that they have middle facility, and no students (0%) get score 0-1, it means that they have low facility. It can be concluded that generally students have high facility. It can be seen in the following table:

Table 4.45. The Frequency Distribution of the Facility Factors

No	Category	F	Percentage
1.	High/ score 4	47	81,03
2.	Middle/ score 2-3	11	18,97
3.	Low/ score 0-1	0	0
Total		58	100

d. Family Environment

To know the students' family environment (teacher A and B) can be seen from two indicators as the following tables:

Table 4.46. The Frequency of Parents Control when Students Study at Home

No	Category	F	Percentage
1.	Always	2	04,08
2.	Sometimes	5	10,20
3.	Never	42	85,71

Total	49	100
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The table shows that 2 students (04,08%) who always controlled by their parents when they study at home, 5 students (10,20%) who sometimes controlled by their parents when they study at home, and 42 students (85,71%) who never controlled by their parents when they study at home.

Table 4.47. The Frequency of Motivation from Family to Study English at Home

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	10	20,41
3.	Never	39	79,59
Total		49	100

The table shows that no students (0%) who always motivated by their family to study English at home, 10 students (20,41%) who sometimes motivated by their family to study English at home, and 39 students (79,59%) who never motivated by their family to study English at home.

The research also does scoring from the questionnaire given. The data is obtained. It is known that no students (0%) get score 4, it means that none of those students have good family environment, 7 students (14,29%) get score 2-3, it means that they have bad family environment, and 42 students (85,71%) get score 0-1, it means that

they have worse family environment. It can be concluded that generally students have worse family environment. It can be seen in the following table:

Table 4.48. The Frequency Distribution of the Students' Family Environment.

No	Category	F	Percentage
1.	High/ score 4	0	0
2.	Middle/ score 2-3	7	14,29
3.	Low/ score 0-1	42	85,71
Total		49	100

Besides that to know the students' family environment (teacher C and D) can be seen from two indicators as the following tables:

Table 4.49. The Frequency of Parents Control when Students Study at Home

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	11	18,97
3.	Never	47	81,03
Total		58	100

The table shows that no students (0%) who always controlled by their parents when they study at home, 11 students (18,97%) who sometimes controlled by

their parents when they study at home, and 47 students (81,03%) who never controlled by their parents when they study at home.

Table 4.50. The Frequency of Motivation from Family to Study English at Home

No	Category	F	Percentage
1.	Always	0	0
2.	Sometimes	2	03,45
3.	Never	56	96,55
Total		58	100

The table shows that no students (0%) who always motivated by their family to study English at home, 2 students (03,45%) who sometimes motivated by their family to study English at home, and 56 students (96,55%) who never motivated by their family to study English at home.

The research also does scoring from the questionnaire given. The data is obtained. It is known that no students (0%) get score 4, it means that none of those students have good family environment, 2 students (03,45%) get score 2-3, it means that they have bad family environment, and 56 students (96,55%) get score 0-1, it means that they have worse family environment. It can be concluded that generally students have worse family environment. It can be seen in the following table:

Table 4.51. The Frequency Distribution of the Students' Family Environment.

No	Category	F	Percentage
1.	High/ score 4	0	0
2.	Middle/ score 2-3	2	03,45
3.	Low/ score 0-1	56	96,55
Total		58	100

C. Data Analysis

After the data is processed in form of description, the writer analyzed the data and described it based on the turn of the last data presentation. It is done to better understand about a comparative study between the English teachers from English and non English educational background in students' achievement at MTsN Sungai Durian Tabalong regency academic year 2010/2011. For further description, it is known from analysis below.

1. The Students' Achievement in English Lesson

a. The Students' Achievement in English that Taught by English Teachers from English Educational Background

Based on the table 4.6 that the writer done toward the students' achievement in English that taught by English teachers from English educational background (teacher A), the students in excellent category are 5 people (20,83%) with score 80-100, the students in good category are 13 people (54,17%) with score 70-<80, the students in fair category are 6 people (25%) with score 60-<70, no students in lower category, and also no students in poor category.

Meanwhile, based on table 4.7, the students' achievement in English that taught by English teachers from English educational background (teacher B), the students in excellent category are 5 people (20%) with score 80-100, the students in good category are 13 people (52%) with score 70-<80, the students in fair category are 7 people (28%) with score 60-<70, no students in lower category, and also no students in poor category.

In order to understand about the students' achievement that taught by English teachers from English educational background at MTsN Sungai Durian, the writer uses the table below for the main data that had been collected.

The main data:

Table 4.52. The calculation of Mean and Standard Deviation of the students' achievement that taught by English teachers from English educational background (X variable) at MTsN Sungai Durian

Score (X)	Frequency (f)	fX	Deviation x = X-M	x ²	Fx ²
89	2	178	+15.2	231.04	462.08
87	1	87	+13.2	174.24	174.24
86	1	86	+12.2	148.84	148.84
83	1	83	+9.2	84.64	84.64
80	5	400	+6.2	38.44	192.2
79	1	79	+5.2	27.04	27.04
78	4	312	+4.2	17.64	70.56
77	1	77	+3.2	10.24	10.24
76	1	76	+2.2	4.84	4.84
75	10	750	+1.2	1.44	14.4
74	2	148	+0.2	0.04	0.08
71	2	142	-2.8	7.84	15.68
70	5	350	-3.8	14.44	72.2
69	2	138	-4.8	23.04	46.08
68	1	68	-5.8	33.64	33.64
67	1	67	-6.8	46.24	46.24
66	3	198	-7.8	60.84	182.52

65	3	195	-8.8	77.44	232.32
62	1	62	-11.8	139.24	139.24
60	2	120	-13.8	190.44	380.88
	$N_1=49$	$\sum fx=3616$			$\sum fx^2=2337.96$

Based on the table above, the writer looking for the mean, standard deviation and standard error of the mean from X variable by using this formula:

a) Looking for Mean of X variable:

$$\begin{aligned}
 m_1 &= \frac{\sum fX}{N} \\
 &= \frac{3616}{49} \\
 &= 73.80
 \end{aligned}$$

b) Looking for Standard Deviation X variable:

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{2337.96}{49}} \\
 &= \sqrt{47.71} \\
 &= 6.91
 \end{aligned}$$

c) Looking for Standard Error of the Mean from X variable:

$$\begin{aligned}
 SE_{M1} &= \frac{SD_1}{\sqrt{N-1}} \\
 &= \frac{6.91}{\sqrt{49-1}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{6.91}{\sqrt{48}} \\
&= \frac{6.91}{6.93} \\
&= 0.997
\end{aligned}$$

From the data above, it is known that mean score is 73.80, standard deviation is 6.91, and standard error of the mean is 0.997 for the students' achievement that taught by English teachers from English educational background (X variable) at MTsN Sungai Durian.

b. The Students' Achievement in English that Taught by English Teachers from Non-English Educational Background

Based on the table 4.8 that the writer done toward the students' achievement in English that taught by English teachers from English educational background (teacher A), the students in excellent category are 1 people (4%) with score 80-100, the students in good category are 13 people (52%) with score 70-<80, the students in fair category are 11 people (44%) with score 60-<70, no students in lower category, and also no students in poor category.

Meanwhile, based on table 4.9, no students in excellent category, the students in good category are 8 people (24,24%) with score 70-<80, the students in fair category are 25 people (75,76%) with score 60-<70, no students in lower category, and also no students in poor category.

In order to understand about the students' achievement that taught by English teachers from non-English educational background at MTsN Sungai Durian, the writer uses the table below for the main data that had been collected.

The main data:

Table 4.53. The calculation of Mean and Standard Deviation of the students' achievement that taught by English teachers from non-English educational background (Y variable) at MTsN Sungai Durian

Score (Y)	Frequency (f)	fY	Deviation y = Y-M	y ²	Fy ²
80	1	80	+12.66	160.28	160.28
79	1	79	+11.66	135.96	135.96
78	4	312	+10.66	113.64	454.56
77	1	77	+9.66	93.32	93.32
76	1	76	+8.66	75	75
75	2	150	+7.66	58.68	117.36
74	1	74	+6.66	44.36	44.36
73	2	146	+5.66	32.04	64.08
72	1	72	+4.66	21.72	21.72
Score (Y)	Frequency (f)	fY	Deviation y = Y-M	y ²	Fy ²
71	2	142	+3.66	13.40	26.8
70	6	420	+2.66	7.08	42.48
69	2	138	+1.66	2.76	5.52
68	3	204	+0.66	0.44	1.32
67	4	268	-0.34	0.12	0.48
65	4	260	-2.34	5.48	21.92
64	4	256	-3.34	11.16	44.64
63	1	63	-4.34	18.84	18.84
62	4	248	-5.34	28.52	114.08
61	1	61	-6.34	40.20	40.20
60	13	780	-7.34	53.88	700.44
	N₂=58	ΣfY=3906			Σfy²=2183.36

Based on the table above, the writer looking for the mean, standard deviation and standard error of the mean from Y variable by using this formula:

- a) Looking for Mean of Y variable:

$$\begin{aligned}
 m_2 &= \frac{\sum fY}{N} \\
 &= \frac{3906}{58} \\
 &= 67.34
 \end{aligned}$$

b) Looking for Standard Deviation Y variable:

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{\sum fy^2}{N}} \\
 &= \sqrt{\frac{2183.36}{58}} \\
 &= \sqrt{37.64} = 6.14
 \end{aligned}$$

c) Looking for Standard Error of the Mean from Y variable:

$$\begin{aligned}
 SE_{M2} &= \frac{SD_2}{\sqrt{N-1}} \\
 &= \frac{6.14}{\sqrt{58-1}} \\
 &= \frac{6.14}{\sqrt{57}} \\
 &= \frac{6.14}{7.55} \\
 &= 0.81
 \end{aligned}$$

From the data above, it is known that mean score is 67.34, standard deviation is 6.14, and standard error of the mean is 0.81 for the students' achievement that taught

by English teachers from non-English educational background (Y variable) at MTsN Sungai Durian.

After got the result of the mean from X and Y variable, then for counting the standard error from mean of difference X and Y variable is used the formula as follows:

$$\begin{aligned}
 SE_{M1-M2} &= \sqrt{SEM_1^2 + M_2^2} \\
 &= \sqrt{0.997^2 + 0.81^2} \\
 &= \sqrt{0.994 + 0.66} \\
 &= \sqrt{1.654} = 1.29
 \end{aligned}$$

c. **Analyzing the Truth of the Hypothesis of the Research**

- a) **The alternative hypothesis (H_a):** *“There is a significant difference of students’ achievement that taught by English teachers from English and non-English educational background at MTsN Sungai Durian”.*
- b) **The null hypothesis (H₀):** *“There is no significant difference of students’ achievement that taught by English teachers from English and non-English educational background at MTsN Sungai Durian”.*

To analyze the truth of the hypothesis of the research, the writer uses the student “t” or “t” test (t₀) as comparison technique which taken from Murdan. Based on the students’ score, the analysis technique of “t” Test is used for testing the null hypothesis. The formula used as follows:

$$\begin{aligned}
\text{"t" test} &= \frac{m_1 - m_2}{SE_{m_1 - m_2}} \\
&= \frac{73.80 - 67.34}{1.29} \\
&= \frac{6.46}{1.29} \\
&= 5.008
\end{aligned}$$

Furthermore, after obtaining the result of "t" test and for interpreting about the result of "t" test itself, the writer is counting the degrees of freedom (df) by using this formula:

$$\begin{aligned}
df &= (N_1 + N_2 - 2) \\
&= (49 + 58 - 2) = 105
\end{aligned}$$

Because of the df's result is not found in "t" percentage table, so that the writer uses the closest df with 105 that is 100. By obtaining df 100 of "t" percentage table, it is found that in the significance standard level 1% = 2.63 and 5% = 1.98.

By comparing between the result of "t" test and "t" percentage table in the significance standard level 1% and 5%, it is known that "t" test result is 5.008 and "t:" table is 2.63 and 1.98. It means $1.98 < 2.63 < 5.008$, the result of "t" test is higher than "t" table in level 1% and 5%. In other word, if it is consulted with significance standard level 1% and 5%, the alternative hypothesis which stated if there is significance difference of students' achievement that taught by English teachers from English and non-English educational background at MTsN Sungai Durian is accepted, and the null hypothesis is rejected. It means that there is significance difference of students'

achievement that taught by English teachers from English and non-English educational background at MTsN Sungai Durian, and English teachers from English educational background better than English teachers from non-English educational background in students' achievement, and the difference of students' achievement is found from research that conducted at MTsN Sungai Durian.

2. The Teachers' Educational Background and Their Teaching English at MTsN Sungai Durian Tabalong Regency Academic Year 2010/2011

The presented data on the previous subchapter shows that two English teachers, teacher A and B are from English educational background (English department), and two English teachers, teacher C and D are from non English educational background (non English department).

a. The Teaching English of Teachers from English Educational Background

Based on table 4.2, it is known that 2 times of teaching English of teacher A (25%) are in the very high category with score 90-100 means that teacher A can teach English excellently, 6 times of teaching English of teacher A (75%) are in the high category with score 80-<90 means that teacher A can teach English very well, no meeting in average, below average and low category.

Meanwhile, Based on table 4.3, it is known that 7 times of teaching English of teacher B (87,50%) are in the very high category with score 90-100 means that teacher B can teach English excellently, 1 time of teaching English of teacher B (12,50%) is in

the high category with score 80-<90 means that teacher B can teach English very well, no teaching English of teacher B in average, below average and low category.

In order to understand about the teaching English of teachers from English educational background at MTsN Sungai Durian, the writer uses the table below for the main data that had been collected.

The main data:

Table 4.54. The calculation of Mean and Standard Deviation of the teaching English of teachers from English educational background (X variable) at MTsN Sungai Durian

Score (X)	Frequency (f)	fX	Deviation x = X-M	x ²	Fx ²
100	3	300	+8.25	68.0625	204.1875
98	1	98	+6.25	39.0625	39.0625
96	1	96	+4.25	18.0625	18.0625
94	1	94	+2.25	5.0625	5.0625
92	2	184	+0.25	0.0625	0.125
90	1	90	-1.75	3.0625	3.0625
88	5	440	-3.75	14.0625	70.3125
Score (X)	Frequency (f)	fX	Deviation x = X-M	x ²	Fx ²
86	1	86	-5.75	33.0625	33.0625
80	1	80	-11.75	138.0625	138.0625
	N₁=16	∑fX=1468			∑fx²=511

Based on the table above, the writer looking for the mean, standard deviation and standard error of the mean from X variable by using the formula from Murdan (2006:167-168):

a) Looking for Mean of X variable:

$$m_1 = \frac{\sum fX}{N}$$

$$= \underline{1468}$$

16

= 91.75

b) Looking for Standard Deviation X variable:

$$\begin{aligned}SD_I &= \sqrt{\frac{\sum fx^2}{N}} \\&= \sqrt{\frac{511}{16}} \\&= \sqrt{31.9375} \\&= 5.65\end{aligned}$$

c) Looking for Standard Error of the Mean from X variable:

$$\begin{aligned}SE_{MI} &= \frac{SD_I}{\sqrt{N-1}} \\&= \frac{5.65}{\sqrt{16-1}} \\&= \frac{5.65}{\sqrt{15}} \\&= \frac{5.65}{3.873} \\&= 1.46\end{aligned}$$

From the data above, it is known that mean score is 91.75, standard deviation is 5.65, and standard error of the mean is 1.46 for the teaching English of teachers from English educational background (X variable) at MTsN Sungai Durian.

b. The Teaching English of Teachers from Non-English Educational Background

Based on table 4.4, it is known that no teaching English of teacher C is in the very high category, 1 time of teaching English of teacher C (12.50%) is in the high category with score 80-<90 means that teacher C can teach English very well, 2 times of teaching English of teacher C (25%) is in the average category with score 70-<80 means that teacher C can teach English well, 2 times of teaching English of teacher C (12.50%) is in the below average category with score 60-<70 means that teacher C can teach English enough, and 3 times of teaching English of teacher C (37.50%) is in the low category with score <60 means that teacher C teaches English less well.

Meanwhile, Based on table 4.5, it is known that no teaching English of teacher D is in the very high category and in the high category, 2 times of teaching English of teacher C (25%) is in the average category with score 70-<80 means that teacher C can teach English well, 5 times of teaching English of teacher C (62.50%) is in the below average category with score 60-<70 means that teacher C can teach English enough, and 1 time of teaching English of teacher C (12.50%) is in the low category with score <60 means that teacher C teaches English less well.

In order to understand about the teaching English of teachers from non-English educational background at MTsN Sungai Durian, the writer uses the table below for the main data that had been collected.

The main data:

Table 4.55. The calculation of Mean and Standard Deviation of the teaching English of teachers from non-English educational background (Y variable) at MTsN Sungai Durian

Score (Y)	Frequency (f)	fY	Deviation y = Y-M	y ²	Fy ²
86	1	86	+20.125	405.016	405.016
76	1	76	+10.125	102.516	102.516
72	3	216	+6.125	37.516	112.548
68	2	136	+2.125	4.516	9.032
64	4	256	-1.875	3.516	14.064
60	1	60	-5.875	34.516	34.516
58	1	58	-7.875	65.016	65.016
56	2	112	-9.875	97.516	195.032
54	1	54	-11.875	141.016	141.016
	N₂=16	∑fY=1054			∑fy² =1078.756

Based on the table above, the writer looking for the mean, standard deviation and standard error of the mean from Y variable by using this formula:

a) Looking for Mean of Y variable:

$$\begin{aligned}
 m_2 &= \frac{\sum fY}{N} \\
 &= \frac{1054}{16} \\
 &= 65.875
 \end{aligned}$$

b) Looking for Standard Deviation Y variable:

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{\sum fy^2}{N}} \\
 &= \sqrt{\frac{1078.756}{16}} \\
 &= \sqrt{67.42225} \\
 &= 8.2111
 \end{aligned}$$

$$= \sqrt{67.42}$$

$$= 8.21$$

c) Looking for Standard Error of the Mean from Y variable:

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

$$= \frac{8.21}{\sqrt{16-1}}$$

$$= \frac{8.21}{\sqrt{15}}$$

$$= \frac{8.21}{3.873}$$

$$= 2.12$$

From the data above, it is known that mean score is 65.875, standard deviation is 8.21, and standard error of the mean is 2.12 for the teaching English of teachers from non-English educational background (Y variable) at MTsN Sungai Durian.

After got the result of the mean from X and Y variable, then for counting the standard error from mean of difference X and Y variable (SE_{M1-M2}) is used the formula as follows:

$$SE_{M1-M2} = \sqrt{SEM_1^2 + M_2^2}$$

$$= \sqrt{1.46^2 + 2.12^2}$$

$$= \sqrt{2.13 + 4.49}$$

$$= \sqrt{6.62}$$

$$= 2.57$$

c. **Analyzing the Truth of the Hypothesis of the Research**

To analyze the truth of the hypothesis of the research, the writer uses the *student "t" or "t" test (t₀)* as comparison technique which taken from Murdan. Based on the teachers' score, the analysis technique of *"t" Test* is used for testing the null hypothesis. The formula used as follows:

$$\begin{aligned} \text{"t" test} &= \frac{m_1 - m_2}{SE_{m_1 - m_2}} \\ &= \frac{91.75 - 65.875}{2.57} \\ &= \frac{25.875}{2.57} \\ &= 10.07 \end{aligned}$$

Furthermore, after obtaining the result of "t" test and for interpreting about the result of "t" test itself, the writer is counting *the degrees of freedom (df)* by using this formula:

$$\begin{aligned} df &= (N_1 + N_2 - 2) \\ &= (16 + 16 - 2) \end{aligned}$$

= 30

By obtaining df 30 of “t” percentage table, it is found that in the significance standard level 1% = 2.75 and 5% = 2.04.

By comparing between the result of “t” test and “t” percentage table in the significance standard level 1% and 5%, it is known that “t” test result is 10.07 and “t” table is 2.75 and 2.04. It means $2.04 < 2.75 < 10.07$, the result of “t” test is higher than “t” table in level 1% and 5%. In other word, if it is consulted with significance standard level 1% and 5%, the alternative hypothesis which stated if there is significance difference of teaching English of English teachers from English and non-English educational background at MTsN Sungai Durian is accepted, and the null hypothesis is rejected. It means that there is significance difference of teaching English of English teachers from English and non-English educational background at MTsN Sungai Durian, and English teachers from English educational background have better ability than English teachers from non-English educational background in teaching English, and the difference of English teaching is found from research that conducted at MTsN Sungai Durian.

3. The Factors that Influence the Students’ Achievement in English Lesson

There are many factors that influence to the students’ achievement in English lesson; they are teacher factors, student factors, facility factors, and family environment.

a. The Teacher Factors

Based on interview result (interviewed to the four English teachers at MTsN Sungai Durian), it is known that for teachers' experience in teaching English, 2 teachers (C and D) (50%) who teach English more than four years, it means that they have high experience in teaching English. And 2 teachers (A and B) (50%) who teach English 2-4 years, it means that they have average experience in teaching English. Then, all of the English teachers (100%) who always attend in teaching English, it means that they have high active in teaching English, that is for teacher's attendance in teaching English. Next, one teacher (teacher B) (25%) who always joins an English course, it means that she has high quality in English. One teacher (teacher A) (25%) who sometimes joins an English course, it means that she has average quality in English. Two teachers (teacher C and D) (50%) who never join an English course, it means that they have low quality in English, that is for Joining an English Course. The last, one teacher (teacher B) (25%) who sometimes joins training of English, it means that she has average quality in English. 3 teachers (teacher A, C and D) (75%) who never join training of English, it means that they have low quality in English, that is for joining training of English.

b. The Student Factors

Based on questionnaire result, first for students' interest in studying English, it is known that there are 13 students of teacher A and B (26,53%) are included into high interest in studying English (6-8 scores) and 36 students (73,47%) are included into middle interest in studying English (3-5 scores) while 6 students of teacher C and D

(10,34%) are included into high interest in studying English (6-8 scores) and 52 students (89,66%) are included into middle interest in studying English (3-5 scores).

Next, for the students' activities at school, it is known that none of the students of teacher A and B (0%) get score 4, it means that no students have high activities at school, 45 students (91,84%) get score 2-3, it means that they have middle activities at school, and 4 students (08,16%) get score 0-1, it means that they have low activities at school. It can be concluded that generally students of teacher A and B have middle activities at school. And for students' activities outside the school, none of the students of teacher A and B (0%) get score 5-6, it means that none of those students have high activities at outside the school, 33 students (67,35%) get score 3-4, it means that they have middle activities at outside the school, and 16 students (32,65%) get score 0-2, it means that they have low activities at outside the school. It can be concluded that generally students of teacher A and B have middle activities at outside the school. Meanwhile, for students' activities of teacher C and D at school, none of the students (0%) get score 4, it means that none of those students have high activities at school, 45 students (77,59%) get score 2-3, it means that they have middle activities at school, and 13 students (22,41%) get score 0-1, it means that they have low activities at school. It can be concluded that generally students of teacher C and D have middle activities at school. And for students' activities outside the school, none of the students (0%) get score 5-6, it means that no students have high activities at outside the school, 37 students (63,79%) get score 3-4, it means that they have middle activities at outside the school, and 21 students (36,21%) get score 0-2, it means that they have low activities at

outside the school. It can be concluded that generally students of teacher C and D have middle activities at outside the school.

Finally, for teachers' skill of teacher A and B, it is known that teacher who get score 4 are considered as skilled teachers, and the total of students' opinion are 43 people (87,76%), teacher who get score 2-3 are considered as fair skilled teachers, and the total of students' opinion are 6 people (12,24%), and teacher who get score 0-1 are considered as not skilled teachers, and none of the students (0%) suggest like that. It can be concluded that generally students' opinion toward their teacher are high skilled teacher. While for teachers' skill of teacher C and D, it is known that teacher who get score 4 are considered as skilled teachers, and the total of students' opinion are 18 people (31,03%), teacher who get score 2-3 are considered as fair skilled teachers, and the total of students' opinion are 31 people (53,45%), and teacher who get score 0-1 are considered as not skilled teachers, and the total of students' opinion are 9 students (15,52%). It can be concluded that generally students' opinion toward their teacher are fair skilled teacher.

c. The Facility Factors

Based on questionnaire result about the facility factors, it is known that 46 students of teacher A and B (93,88%) get score 4, it means that those students have high facility, 3 students of teacher A and B (06,12%) get score 2-3, it means that they have middle facility, and no students of teacher A and B (0%) get score 0-1, it means that they have low facility. It can be concluded that generally students of teacher A and B have high facility. While for students of teacher C and D, it is known that 47 students

(81,03%) get score 4, it means that those students have high facility, 11 students (18,97%) get score 2-3, it means that they have middle facility, and no students (0%) get score 0-1, it means that they have low facility. It can be concluded that generally students have high facility.

d. Family Environment

Based on questionnaire result about family environment for students of teacher A and B, it is known that no students (0%) get score 4, it means that none of those students have good family environment, 7 students (14,29%) get score 2-3, it means that they have bad family environment, and 42 students (85,71%) get score 0-1, it means that they have worse family environment. It can be concluded that generally students of teacher A and B have worse family environment. Meanwhile, for students of teacher C and D, it is known that no students (0%) get score 4, it means that none of those students have good family environment, 2 students (03,45%) get score 2-3, it means that they have bad family environment, and 56 students (96,55%) get score 0-1, it means that they have worse family environment. It can be concluded that generally students of teacher C and D have worse family environment.