

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of the Research Location

1. Brief History of Darul Hijrah Boarding School for Girls

In this study, the writer has taken research location in Darul Hijrah Junior High School for girls, which is located at Darul Hijrah Boarding School for girls' site, Batung Village, Cindai Alus Martapura, Banjar Regency, South Borneo.

Batung Darul Hijrah boarding school for girls was built after Darul Hijrah boarding school for boys. Based on the documentation, this boarding school was built on March, 08 1986. The first idea to build it from one graduated of Gontor boarding school named K. H. Zarkasyi Hasbi Lc, who became a leader and advisor at that time.

After that, foundation was made which has purposed that the boarding school was admitted by country as a low agency, which managed the property of Moslems. Six days after the foundation was built, the land property about 15 hectare large from lieutenant Edy Syahrani an H. Bakran Lazim, accepted the foundation by the declaration property certificate with nadzir K. H. Ahmad Gazali Mukhtar.

Education system that used in this boarding school is intern education system and extern education system. Said intern education system because this boarding school held the Junior High School education system and Senior High School education system.

Said the extern education system because this boarding school still held the traditional education system or religious education, but the subjects used boarding curriculum was taught at the morning together with the subjects that used Religious Department (DEPAG) curriculum.

This Darul Hijrah boarding school for girls was built on July 10, 1995. And was K. H. Ahmad Gazali Mukhtar initiative, and also as the public leader of Darul Hijrah boarding school for girls Batung Cindai Alus MArtapura foundation. The background of this was by his desires to prepare the cadres of *muslimah* leadership besides men leadership. He felt responsible to participate helping society and decrease the government charge, which means, together doing this responsible on purposes to make an education society life, to develop and to educate also to give knowledge to the young generation, boys and girls.

At the beginning of Darul Hijrah boarding school for girls, only the Junior High School education was held with 30 students. At that time, the first principal of this school was Dra. Hj. Siti Sarah and she also had a role as a teacher and helped by two staff administration and eight teachers.

At 1998, Senior High School grade was opened. This was advanced and developed from the Junior High School grade. At that moment, all of Senior High School students were the first Junior high school graduation at Darul Hijrah boarding school for girls, and the principal was Drs. H. M. Nasrul Mahmudi.

Drs. Ahmad Fauzi has been a principal until now and he has brought the school better and better with more achievement that they reach maximally.

2. Condition of Learning facilities at Darul Hijrah Junior High School for girls

Based on the writer observation, the facilities of Darul Hijrah Junior High School for Girls are quite many. So, they are adequately to run the teaching learning process. There are some buildings of the school such as classroom, office, and language laboratory. To know more about the data, it can be seen in the table below.

Table 4.1 Description of learning facilities at Darul Hijrah Junior High school for girls'

No. (1)	Facilities (2)	Amount (3)	Used (4)	Unused (5)
1	Classroom	7	7	-
2	Library room	1	-	1
3	Language laboratory room	1	1	-
4	Physics laboratory room	1	1	-
5	Biology laboratory room	1	1	-
6	Skill room	1	1	-
7	Teachers room	1	1	-
8	Principal room	1	1	-
9	Administration staff room	1	1	-
10	Osis room	1	1	-
11	Health room (UKS)	1	1	-
12	Counseling guidance room	1	1	-
13	Mosque	1	1	-
14	Toilet	17	14	3
15	Students' dormitory	5	5	-
16	Teacher official house	4	4	-

3. Data Teacher, Administration staff and the Students of Darul Hijrah Junior High School For Girls

a. Teacher

There are 42 teachers who have responsibilities for teaching, learning and educational activities in accordance with their respective skills and expertise. Further description of the teachers, can be seen in the following table:

Table 4.2 Description of teacher of Darul Hijrah Junior High school for girls' academic year 2008/2009

No. (1)	Teacher's name (2)	Subject Taught (3)
1	Drs. Ahmad Fauzi	Counseling guidance
2	Hindun Maslakah, S. Pd	Social science
3	Retno Widayanti, S. Pd	Social science
4	Herry Suprpti	Nature science
5	Siti Masitah, A. Md	Mathematic
6	Dra. Retno Gendari C	PPKN
7	Hj. Azmi Astuti D, S. Pd	Social science
8	Sardini	Tajwid
9	H. M. Khairan, S.Ag	Islamic education
10	Hj. Marlinawati, SE	PPKN
11	Jariah, S. Pd	Indonesian language
12	Ahmad Rumaidi	Khot
13	Hasnawati	Fiqih
14	Eni Zulaikah	Islamic history and Arabic language
15	Sulfiati Yulia, A. Ma	Insya, Mahfuzot, and Usulul Fiqh
16	Hj. Mulyana, A. Ma	Arabic language and Shorof
17	Inayatullah, A. Md	Tafsir, Fiqih, and Hadist
18	Nur Aida, S. Pd	Indonesian language
19	Hafsah	Arabic language, Fiqih, Faraid
20	Sugintan	Mahfuzot, Hadist, Imla and Tahfidz Qur'an
21	Raudatul Jannah	Arabic language and Nahwu
22	Laila Ulfah	Mutholaah
23	Yuli Sutiono, S. Pd	Nature science
24	Yuliani	Tauhid, Muthalaah, and Mahfuzot

(1)	(2)	(3)
25	Ma'rifah	Shorof, Arabic language, Tafsir
26	Nurul Fadiah, S. Hut	Mathematic
27	Masnah, A. Md	Mathematic
28	Siti Maimunah	Nahwu
29	Hamnah, S.Pd	Nature science
30	Rahimah	Tahfidz Qur'an, Tauhid, and Imla
31	Muslimah	Tahfidz Qur'an
32	Giatun Safitri	Sport education
33	Amalia Fatma, A. Md	English language
34	Ririn Dwi Ningsih	Mutholaah and Insya
35	Haderiadi, S. PdI	English language
36	Sahrudin, S. Pd	Indonesian language
37	Desi Wulandari, S. Pd	Culture and Art
38	Rahmawati, S. PdI	Islamic education and Islamic history
39	Rahmawati, A. Md	TIK
40	Esthi Endah, A. S. Sos.I	English Language
41	Yunizar Ramadhan	English Language
42	Noormayani, S. Pd	Nature science

b. Administration Staff

The administration staffs of Darul Hijrah Junior High School for girls' martapura academic year 2008/2009 are two people. Can be seen in the following table:

Table 4.3 List of administration staff or employees at Darul Hijrah Junior High school for girls' academic year 2008/2009

No. (1)	Name (2)	Position (3)
1.	Emma Sasnina	Staff
2.	Siti Fatimah	Librarian

c. Description of Students Condition

Table 4.4 Description of the second year students at Darul Hijrah Junior High School for girls' academic year 2008/2009

Classes (1)	Number of Student (2)	Total Researched (3)
VIII A	41	12
VIII B	35	10
VIII C	36	10
VIII D	45	13
Total	157	45

Based on the description above, the number of the second year students at Darul Hijrah Junior High School for Girls are 157 students. They are divided into four classes. Class VIII A consists of 41 students, Class VIII B consists of 35 students, Class VIII C consists of 36 students and Class VIII D consists of 45 students. The following table explains the description of the second year students of Darul Hijrah Junior High School for Girls in details:

4. Data of Teaching Learning Activity English Lesson at class VIII

Based on observation and documentation, English language taught for two days a week and four hours for every class. So, every month the students take sixteen hours to learn English Language at class. They were taught by teacher Haderiadi, S. PdI. For further explanation about teaching learning activity English lesson, can be seen in the following table:

Table 4.5 Description of English language schedule at the second year students of Darul Hijrah Junior High School for girls' academic year 2008/2009

No. (1)	Time (2)	Subject (3)	Thursday (4)	Saturday (5)
1.	07.30-08.10	English	VIII A	VIII A
2.	08.10-08.50	English	VIII A	VIII A
3.	08.50-09.30	English	VIII B	VIII C
4.	09.55-10.35	English	VIII B	VIII C
5.	10.35-11.15	English	VIII C	VIII B
6.	11.15-11.55	English	VIII C	VIII B
7.	12.10-12.50	English	VIII D	VIII D
8.	12.50-13.30	English	VIII D	VIII D

5. Extracurricular activities which are done by the students

There are obligatory activities that students must do according to the schedule. Such as scout, English course, three languages speech, sport, cleaning, and mauled Habsyi, and also there are extra activities that can be chosen by students it self such as PMR, Basket ball, Volley ball, badminton, music. Etc.

Table 4.6 Description of extracurricular activities at Darul Hijrah Junior High School for girls' academic year 2008/2009

No.	Activities	Day					
		Sat	Sun	Mon	Tues	Wed	Thurs
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Scout	<i>✓</i>					
2.	English course			<i>✓</i>	<i>✓</i>		<i>✓</i>
3.	Three languages speech				<i>✓</i>	<i>✓</i>	
4.	Sport		<i>✓</i>				
5.	Cleaning		<i>✓</i>				<i>✓</i>
6.	Mauled Habsyi						<i>✓</i>

Others chosen extracurricular:

- PMR - Gymnastic - Rudath
- Basket ball - Table tennis - Dance art
- Volley ball - Rebbana - Silat
- Badminton - Music - Theatre

6. Condition of Language Guide and Language Section

In this boarding school, there is language guide which consists of language teacher (Indonesian, Arabic and English teacher). They are also language advisor who teach, guide and correct their languages. There is language section, which consists of students of senior high school that fluent in language, and capable in language, oral and written. All language section that include in Darul Hijrah Organization (OSDA) are about four students from different classes. They are:

Chief : Husnul Hidayah

Vice of chief : Nur Fitria Farhana

Secretary : Yunia Praptawati

Treasurer : Rahmaniah Yunina

7. Schedule of Daily Activities

There are daily activities schedule for all students to manage their time effectively, and efficiently. These schedules also teach them more discipline on time. For further information, can be seen in the following table:

Table 4.7 Description of Daily activities schedule at Darul Hijrah Junior High School for girls' academic year 2008/2009

No. (1)	Time (2)	Activities (3)
1.	04.00 – 05.30	Wake up + Take a bath
2.	05.30 – 06.30	Together Shubuh prayer + Reading a holy Qur'an
3.	06.30 – 07.30	Breakfast
4.	07.30 – 13.30	Study in class
5.	13.30 – 14.00	Together Zhuhur Prayer
6.	14.00 – 14.30	Lunch
7.	14.30 – 16.00	English course
8.	16.00 – 16.30	Ashar prayer + Reading a holy Alqur'an
9.	16.30 – 16.45	Vocabulary time
10.	16.45 – 18.00	Extracurricular activities
11.	18.00 – 19.00	Reading a holy Qur'an (Tadarus)
12.	19.00 – 20.00	Maghrib prayer + Reading a holy Qur'an (Tadarus)
13.	20.00 – 21.00	Isya prayer + Reading a holy Qur'an (Tadarus)
14.	21.00 – 21.30	Dinner
15.	21.30 – 22.30	Study time
16.	22.30 – 04.00	Time to sleep

B. Data Presentation

This chapter is intended to present the result of data analysis and the interpretation which could be derived from the analysis. This part deals with the result of the study based on some facts found in data. It covers interjections in English daily conversation and the use of it by the second year students of Darul Hijrah Junior High School for Girls Martapura Academic year 2008/2009. The subject of this research is 30 percent from all of the second year students at Darul Hijrah Junior High School which consists of 45 from 157 students.

Table 4.8 The students names which include in research project as object of the research at Darul Hijrah Junior High School for girls' academic year 2008/2009

No.	Class			
	II A	II B	II C	II D
(1)	(2)	(3)	(4)	(5)
1.	Anisa Munawarah	Fathul Jannah	Hairiatun Nisa	Nur Izzati Maulida
2.	Nur Azizah	Siti Masjudah	Resti Hartati	Maulida
3.	Noor Hakiki	Riska Yulianti	Dwi Dara Pita P.	Audia Azizah
4.	Ni'ma Maulida	Rahma Sofia	Nurul Aufa	Anisa Fitria
5.	Noor Elma Monika	Lailatus Syifa	Siti Marhamah	Cindy D. Pitaloka
6.	Inayati Fitriah A.	Natasya Putri	Eka Fauzana	Ajjjah
7.	Mauizzatul Latifah	Rusdiana Efendi	Nur Hikmah	Asri Almiasari
8.	Silvia Maghfirah	Ainul Habibah	Gina Salsabila	Norlianti
9.	Silvia Arisa Devi	Quryatun Ardella	Ni'mah Saadah	Hasnida Amalia
10.	Erma Nor Alfisyah	Nadia Amalia K.	Nooryani	Siti Asiah
11.	Ami Luthfiatina	-	-	Dina Arianti
12.	Gita Lestari	-	-	Yusma Yunita
13.	-	-	-	Rusmiati

After doing some research in some places at the boarding, the writer found that there are some kinds of interjections that they use in English daily conversation. Such as:

1. Sound of interjections

Sometimes, they use sound of interjection in their conversation to express feeling and strong emotion by sound. Such as surprise, called, impatience, hesitation, laughingstock, boredom, etc. Example:

- *Uuh*, Very stingy!

- *Eh* Resti, you menstru right?
- *Ei*, Borrow dipper, I want urin!
- *Hei!* Who sweaper today?!
- *Ha?! Mathematics?!*
- *Ooh*, Someone's mother.
- *Hah?! What eating?*
- I'm resembled with Luna Maya. *Uuuu.....!*
- I want send sms with you. *Uh – huh...*
- *Shh...*, you know or not why wahyu just know by yellow veil?

This example was taken from some recording sample of their daily conversation that has been research by the writer.

2. Phrases of interjections

Students also use some phrases that they know in their English daily conversation, also to show their expression. Whether it is sad, happy, shock, etc. for the example:

- Fatur, after you!
- Very dirty!
- Good night!
- Good luck!
- Good looking!
- Study hard!

Actually, the students not quite using some phrases. Like phrases in Arabic, they prefer to say it in Arabic it self without change it to

English. Such as: InsyaAllah, Astaghfirullah, Ya Allah!, etc. and their difficult to use some phrases of interjection because they speak only to understand each other. Not concern to the English phrases that they know.

3. Some verbs and certain part of speech

They use this terms to make clear something that they say each other, such as, ordered, help, attention, etc. for example:

- Ask for soap wash! (Help)
- Borrow brush! (help)
- There is not! (Deny mean nothing)
- What again! (Upset means what else!)
- How again! (Upset means how can!)
- Hurry up! (ordered)
- Take the chili! (ordered and help)
- Finish! (explanation)
- Silent! (ordered)
- I don't know! (Statement)
- Pity she is! (attention)
- Masjudah, help me! (help)
- Don't be noisy! (ordered)
- Ready sister! (statement)
- I know! (statement)
- Ita, stand up! (ordered)
- Don't like that! (statement)

- True! (statement)

In using verb and part of speech, students usually speak without concerning to the English grammar. Because of that, they are seldom to use verb and part of speech in their conversation exactly. They only speak by matching vocabulary to show their expression.

4. Introductory expressions

Students often use introductory expressions as interjection in their English daily conversation. Such as:

- Yes, moment!
- Yes of course!
- Yes, I know.
- So, try we are silent.
- Not, I'm not!

Interjection of introductory expressions usually they use when answering questions in conversations.

Although many of them do not know what interjection is, kinds of it and words which include as interjection. They often use it whether they realize it or not. Students' conversation usually made from matching word or vocabularies which has been given by language section and teacher. They seldom use grammar in conversation because they speak to understand each other. Limitation of mastering vocabularies also makes some limitation of mastering interjections.

In using interjection in English daily conversation, the writer takes the sample from their daily conversation in any activities, such as: in bathroom, dining room, classroom, canteen, bedroom, study time in night, go to mosque, giving vocabularies, and morning conversation.

1. Bathroom

There are some students in bathroom, taking bath before ashar prayer. They speak about around bathroom problem.

A : Fathur, after you!

B : yes.

C : Ask for soap wash!

D : There is not, finish.

C : Borrow brush!

D : There is not!

A : Uuuh, very stingy!

C : Nadia, after you who?

B : There is.

C : Beside you only.

B : There is here.

C : Who?

B : Resti.

D : There is guest!

A : Yes moment, moment again I'm ready.

E : Eh Bibah, next time we are "anu" right,

after ashar this we are vocab right? You menstruate right?

D : Yes, of course I'm menstruate.

F : You menstruate right fathul?

G : not.

F : Why you not go to mosque?

Eh, Resti you menstruate right? Why you not go to mosque?

H : Lazy! How? How again? What again?

B : The first bell! Hurry up the first bell! You there is guest.

A : Yes, I know!

C : Rahma I waiting for you.

D : Rahma after you! Hurry up!

E : Eh, borrow dipper. I want urine.

F : There is not!

G : Stingy! Very stingy!

H : Ready, ready. Take bath hurry up!

Next time we are enter language section.

A : Hurry up take bath!

B : Hurry up change blouse! We are change blouse.

C : Ready, ready...

2. Dining room

This scene takes in lunch time, where the students stand in line to get the food.

A : Hurry up take plate!

B : After you!

A : Put under our plate.

B : Hurry up, this is who's?

C : What sign sister?

A : The sign is chicken.

B : Standing right, hurry up!

C : Hurry up take the plate!

D : Muna, after you!

B : Hei, Stand in line!

D : After you who?

C : There is after me.

E : Sister, hurry up!

F : Take the chili.

E : Finish.

E : Don't much, next time we eat.

F : I'm after nurul just now.

A : Yes

G : Sister, you this is very sick my body.

B : Silent! Try we are silent.

C : Yes, Shhh...

D : Hurry up take the plate.

E : Sister, Who's plate?

F : My plate...

3. Classroom

This is study time in the morning, when the teacher has not come yet.

A : He, who sweeper today?

Hurry up! Very dirty our class.

B : Who?

A : Hurry up who sweeper?

B : I'm ready right just now.

A : Sweeper today, Fathul, Nadia, Rahma, Gita, Audia.

C : I'm ready right?

D : Eh, where is our broom eh people take?

C : Class II C. our broom beside, people borrow.

D : Hurry up you chief, take!

E : Silent!

A : Who chief? Audia right chief, why I'm?

E : Silent, teacher coming!

F : we are what study eh?

E : We are now exam after this.

F : What exam? I don't know.

E : Mathematics.

F : We are chat.

E : Don't! You are this. Pity...

A : Yes, right. You this is!

B : Study!

C : You are not study alone.

F : I don't know we are test.

G : We are story.

H : What story?

G : Ghost.

D : Teacher want coming, how you are want story?

H : The second of pocong.

B : How the story?

D : Hei, today "*coblos*".

A : *Coblos* who you?

B : Sister Fatma.

C : Sister Nurul.

D : I don't know.

E : New student very much.

F : Bring toga right?

G : Not, Sister Nuri. Because she is "anu" I don't want by toga, ready.

H : Sister Iim is the best!

All : Whoooo!

H : You are this, pity sister iim there is not ...

A : Be careful, there is spy here.

B : Who?

C : Eh, try you are look. There is a person not by veil.

D : Who?

E : Guest.

D : Ooh, Someone's mother.

4. Canteen

Canteen opens when the rest time, and after school finish. Some students have duty to keep on it. This conversation below takes part in this time.

A : Masjudah, help me! Take rice for me.

B : Yes, insyaAllah.

C : Sister, one thousand sister. Donut.

D : Sister, lumpia two thousand.

E : Sister, help me one thousand.

F : Fruit tea!

G : Yes. Moment!

A : How many all?

C : Sister, one thousand.

B : eh, hurry up sister!

D : The first hurry up!

G ; Two thousand five hundred.

B : InsyaAllah, this Habibah this is!

A : Thank you.

E : sister, there is...

G : Finish! There is chicken, there is egg.

F : Sister, pastel sister!

A : we are go to class, eat in class only.

B : Yes!

C : What?

A : we are eat in class only.

B : Hurry up!

C : we are pay the first.

D : How many? Five thousand right?

5. Bedroom

This scene takes at night in bedroom, before sleep. Students may sleep at 22.30 pm until 04.00 am.

A : Rahma, you have study?

B : Yes, I have.

C : Eh Nadia, you! Today sweeper in room.

D : Yes.

C : Hurry up who sweeper?

A : yes, we are want sleep.

B : Hurry up this is mattress, take!

C : Eh, ready the first bell or not?

D : Assalamu'alaikum... we are go to bathroom.

A : yu...

B : Eh, I want urine eh! Hurry up...

D : Yu...

C : Sister, take mattress!

F : We are fasting tomorrow.

E : Eh, after you take bath right sister.

F : InsyaAllah...

A : Hurry up take mattress, there is check up.

B : Eh, sister Dwi check up, hurry up!

C : Very dirty!

D : You this is broken my bed because of you!

E : Ready, Nice! Don't be noisy! Hurry up sleep, good night...

All : Good night too...

6. Study time

This time students must study out of the room in night after isya prayer until sleep time. Here are some conversation among them.

A : Eh, we are study what?

B : Tomorrow is exam right?

C : Muthola'ah right?

A : Eh, we are study at where?

B : in class!

C : eh, hurry up! Ready second bell.

A : Sister rini check up.

D : I'm sick only, I'm lazy study!

B : You this is always!

D : we are ready under mattress.

C : Eh, hurry up! Teacher yunizar check up.

A : Teacher handsome right?

D : Not, your idol right teacher yunizar?

B : Audia.

D : Eh, hurry up you are study. I'm sick.

C : You study in where nadia?

D : You are this! Study or study?

A : I'm study.

E : We are eating only.

F : Hah? What eating?

E : There is rice in kitchen.

F : Take for me!

A : next time only.

B : Hurry up we are study!

C : Hurry up go, next time there is teacher check up.

A : Ready right? I'm the first.

D : Good luck!

B : Good luck too!

7. Go to mosque.

This part was taken before maghrib prayer, when students prepare go to mosque. Religious service section rings the bell twice to call all students to go to mosque for reading Al-qur'an before maghrib prayer.

A : Eh, we are go to mosque.

B : Already *ilahilas*...

C : Eh, hurry up!

B : Hurry up sister!

D : 1,2,3,4...

C : Hurry up!

E : Ready sister!

D : Hurry up you are memorize *ad-Dhuha*.

E : *Wad- Dhuha*...

8. Vocabulary time

Vocabulary time is doing every day after ashar prayer, language section gives some vocabularies to students memorize it and use for daily conversation. Here the conversation.

LS : Assalamu'alaikum...

S : Wa'alaikum salam warahmatullahi wabarakatuh...

LS : The first vocab is "Good looking" !

S : Good looking!

B : What the meaning sister? I don't know.

LS : *Keren*.

C : *Maa ma'na?*

LS : Hayyi un.

LS : The second vocabulary is "To resemble"

S : To resemble!

B : I know! *Menyerupai!*

LS : Yes! Ita make the sentence from to resemble!

C : What the meaning? I'm forgetting...

Your cat like.... What sister? I don't know.

B : Stand up sister!

LS : Ita stand up!

B : Memorize vocabulary only.

LS : Yes, Audia make the sentence!

D : I'm resembled with Luna maya.

S : Oooo....!

LS : Ok, the last vocabulary is "naked"!

S : Naked!

B : What the meaning?

LS : "*Telanjang*"

C : Sister ready!

S : Yeah...!

9. Conversation time

Conversation time is twice for a week, Tuesday morning and Thursday morning after shubuh prayer for fifteen minutes. Lead by language section.

A : When your parent come?

B : I don't know, I think Sunday.

A : I want to sent for you.

B : What sent you?

A : I want sent SMS with you.

B : InsyaAllah right?

A : Uh – huh.

B : You know or not, why just now wahyu stand up?

A : I don't know, I think she with security section.

B : There is sister juai.

C : Hurry up we are speak.

D : Speaking!

C : Shh...

D : You know or not why wahyu just now by yellow veil?

C : I don't know, said she is enter security section.

D : Yes, because she is very brief.

E : Don't like that! You are this.

D : How again is true!

E : Astaghfirullahal 'azim ya Allah...

F : You this is!

E : Your friend or your friend?

D : My friend and my enemy.

E : Uuuh!

F : Pity she is, ready she is.

G : you haven't take bath right?

H : of course I have taken bath.

G : When?

H : Before shubuh. O, you not yet take bath right?

G : Yes, just now I'm after shubuh wake up.

H : You menstruate right?

G : Yes, of course I'm. so, what?

H : You menstruate right gita?

F : Not, I'm not!

H : Why you not go to mosque?

E : Ready right you change?

F : I'm lazy go to mosque. What for go to mosque? I'm study in room only

E : Just now check up or not?

F : Sister juai check up. Yes!

H : With sister Alan.

G : You this is, so brief you!

F : Yes, ya Allah just like that! You are ever too right not go to mosque?

E : Ready! Bell...

These some examples of daily conversations that doing by students at some places at dormitory and school. Lot of interjection that they use everyday but only a few kind of it they have known. That because of vocabulary limitation that they have know, because they stand in the second year of learning.

C. Data Analysis

After all the obtained data are presented in data presentation, as result of this research, they also need to be analyzed. It's done to know the use of

interjection in English daily conversation by the second year students of Darul Hijrah Junior High School for girls' Martapura Academic year 2008/2009 is quite enough and good understanding. Although, part of them do not realize the use of interjection and kinds of it. They often use it in their daily conversation as able as they can.

For further description, it is known from analysis below:

1. Description about kind of interjection that use by students

- a. Sound of interjection

Based on the data about sound of interjection which used by the students. Almost all students are ever and quite enough to use sound of interjection in their daily conversation. Although only few of interjections they have known and use, such as:

- Uuh! = to show complaint of something
- Eh! = to show calling of someone, correctness of something,
and for the rest of conversation to think the next
sentences
- Ei! = to show calling expression
- Hei! = to show of making attention and to engage someone
- Ha! Hah! = to show surprise expression
- Ooo...! = to show agreement expression
- Uuu...! = to express yell of disagreement
- Uh – huh! = to express agreement expression
- Shh...! = to show attention expression

In conclusion, the writer concludes that the students often using sound of interjections in their daily conversation, although they do not realize it as interjection. That because, limitation of knowledge about interjection it self.

b. Phrases of interjection

From data presentation above, could be known that there are not so many phrases of interjections that they have known and used. That because of vocabulary limitation and the usage from the students before them to use some phrases of interjection by native language it self. Such as:

- Astaghfirullah...! (God gracious! Or Good lord!)
- InsyaAllah...! (God willing!)
- Alhamdulillah...! (Thank god!)
- MasyaAllah...! (Good heavens!)
- Ya Allah...! (For heaven's sake! O my god!)

According to the data above, the writer conclude that only few of phrases of interjection that students master it and use it in their daily conversation. Because of also limitation of vocabularies and the usage from students before them.

c. Interjection of verbs and part of speech

In using verbs and part of speech as interjection, common rarely found in their conversation this part used by correct sentences. Because limitation of mastering English grammar and

seldom to use the grammar in conversation. So that, the students speak by combining the vocabularies which they get.

Usually, interjection of verb and part of speech that they use is not in grammar controlled. Such as:

- Pity she is! (What a pity she is!) = Pronoun
- Don't like that! (Don't be like that!) = Imperative

While, there are so many verbs and part of speech other that can be used. In conclusion, they often used verbs and part of speech as interjection. Although they are not fully correct because it is not include the grammar.

d. Interjection of introductory expressions

In this kind of interjection, students often use it for answering the questions. They seldom use it in the beginning of the sentences. Because, they always use some of interjections in the beginning of the sentences. Such as:

- Yes, moment!
- Yes, of course!
- Yes, I know!

In conclusion, students often use it but it does not appropriate with the interjection role.

2. Description about the use of interjection in English daily conversation by the second year students of Darul Hijrah Junior High School for girls Martapura academic year 2008/2009.

From the research had been done, the writer found the description about the use of interjection in English daily conversation. Interjection often found in every their daily conversation wherever they are and in any many activities. Such as in bathroom, dining room, classroom, canteen, bedroom, study time, go to mosque, vocabulary time and conversation time.

In using the interjections, some of it is not appropriate with the English grammar, because they more often speak by matching vocabularies to understand each other.

Kinds of interjection that often they use in English daily conversation are sound of interjection and phrases of interjection. While the other kind of interjection they use inappropriate with the grammar. It is because some reasons, they are:

a. Limitation of mastering vocabularies

It caused the students just stay in the second year of learning, so that the vocabularies that they mastered are limited. It caused they use matching vocabularies which they got.

b. The usage from the old students before them

It also caused many mistakes in their daily conversation of interjection, so that the new students also use it by what they listen and got from the older students.

c. No subject specification of interjection in curriculum

It is also made an important part because the teacher should give the material of interjection deeper and clearer, so that they can use it correctly.

d. Using grammar is uncontrolled among students

Students seldom to use English by correct grammar because it was uncontrolled whether teacher controlled, language section controlled or the students it self. It makes, the use of interjection is not fully excellent.