

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description about Object of the Research

1. Brief History of MTs Kebun Bunga Banjarmasin

This research is located at Eastern part of Banjarmasin City. There are some schools in this area, which are managed by either the National Department of Education or by the Religious Department of Affairs, but the target of this research is only the MTs Kebun Bunga Banjarmasin, which is located at St. Melati IV No. 03 RT. 05 Kebun Bunga, East Banjarmasin.

MTs Kebun Bunga Banjarmasin is built in 17-08-1965 on the ground 1.250 m², first school status was registered, and now the status is accredited. The location is very strategic because it is quite far from the noise and of the city. In this area, people can find Children Park or TK and Elementary School. This school is established based on the desire of society and Islamic education institute on 1965, with the school number 212156002013/212037102008.

MTs Kebun Bunga Banjarmasin has geographical borders as follows:

- a. The North of the building borders on the inhabitants' houses and Main Street.

- b. The South of the building borders on the inhabitants' houses, Children Park or TK, and Main Street.
- c. The East of the building borders on Elementary School Kebun Bunga 3 and Main Street.
- d. The West of the building borders on the inhabitants' houses and Main Street.

MTs Kebun Bunga Banjarmasin has 7 rooms, for students' rooms are 3, teachers' room is 1, library's room is 1, laboratory's room is 1, and a room is garage. MTs Kebun Bunga Banjarmasin has been led by some headmasters since it was established in 1965. Those who have led the school can be seen in appendixes (Appendix I).

2. Description about Facilities

MTs has a few facilities. The facilities are adequate to run the teaching and learning process well. There are buildings of the school such as classroom, library, laboratory, sport field, office room, and so on. More detail about the description of school facilities of MTs Kebun Bunga Banjarmasin can be seen in appendixes (Appendix II).

3. Description about Teachers, Administration Staff, and Students.

a. Teacher and Administration Staff

MTs Kebun Bunga Banjarmasin has 13 teachers and one of them is English teacher as shown in appendixes (Appendix III). In addition, this school has two administration staffs; it can be seen in appendixes (Appendix IV).

b. Students

The total numbers of students who are administratively registered at MTs Kebun Bunga Banjarmasin for academic year 2011/2012 are 116 students. The total numbers of students can be seen in appendixes (Appendix V).

B. Data Presentation

1. Data on students' learning difficulties on the MTs Kebun Bunga Banjarmasin and factors affecting learning difficulties.

- a. To find out data about students' learning difficulties in MTs Kebun Bunga Banjarmasin can be seen in the following table:

Table 4.1 Frequency distribution of groups of students who have difficulty in learning English at each grade level

No	Category	Frequency	Percentage (%)
1.	Always understand	3	4.5
2.	Sometimes	40	69.1
3.	Do not quite understand	15	26.4
Total		58	100

From the table above can be seen that groups of students who have difficulty learning English at each grade level as very high, amounting to 95.5%. Amount of 95.5% came from the merger of the category 'sometimes' and 'do not quite understand'. Who always

understood only reached 4.5%. This means that students who always understood are still little.

- b. State of English teachers the most experienced obstacles when teaching in the classroom can be seen in the following table:

Table 4.2 Frequency distribution of English teacher discipline

No	Category	Frequency	Percentage (%)
1.	Highly disciplined	17	29.0
2.	Enough discipline	36	63.6
3.	Lack of discipline	2	2.8
4.	No discipline	3	4.6
Total		58	100

From the table above it can be seen that the discipline of English teachers as very high at 92.6%. Amount of 92.6% came from the merger of the category of 'highly disciplined' and 'enough disciplined'. That lack of discipline and even not discipline just a little.

Table 4.3 Frequency distributions of writing by teachers while teaching

No	Category	Frequency	Percentage (%)
1.	Active	36	62.7
2.	Less Active	16	27.3
3.	Not Active	6	10.0
Total		58	100

From the table above can be seen that the habit of noting that English teachers use is high of 62.7%.

Table 4.4 Frequency distribution of English teachers' character 1

No	Category	Frequency	Percentage (%)
1.	Always angry	9	14.5
2.	Sometimes	35	60.9
3.	Almost never	14	24.6
Total		58	100

From the table above shows that the character of English teachers who sometimes anger is high at 60.9%.

Table 4.5 Frequency distribution of English teachers' character 2

No	Category	Frequency	Percentage (%)
1.	Very sympathetic	11	20.0
2.	Quite sympathetic	34	58.3
3.	Less sympathetic	10	17.2
4.	Not sympathetic	3	4.5
Total		58	100

From the table above can be seen that the character of English teachers who quite sympathetic are quite high at 58.3%.

- c. Parental attention to student learning activities at home can be seen in the following table:

Table 4.6 Frequency distribution of parental attention to students' learning activities at home

No	Category	Frequency	Percentage (%)
1.	Attentive	9	15.5
2.	Less attention	19	32.7
3.	No attention	30	51.8
Total		58	100

From the table above can be seen that the attention of parents of students learning at home is quite low by 15.5%.

How the role of parents in order for the child's learning can be seen in the following table:

Table 4.7 Frequency distribution of the role of parents in instructing their children to learn

No	Category	Frequency	Percentage (%)
1.	Always	39	68.2
2.	Sometimes	17	29.1
3.	Never	2	2.7
Total		58	100

From the table above can be seen that the role of parents in order to learn their children are very high at 97.3%. Amount of 97.3% came from the merger of the category of 'always' and 'sometimes'. 'Sometimes' also mean parents have ordered their children to learn, but the frequency is medium.

Then to determine the role of parents in meeting the learning needs of children can be seen in the following table:

Table 4.8 Frequency distribution of fulfillment of children's learning needs

No	Category	Frequency	Percentage (%)
1.	Fulfill all	23	39.1
2.	Fulfill some	35	60.9
3.	Never	-	-

Total	58	100
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From the table above shows that the role of parents of a child's learning needs is high at 60.9% which meet some, while meeting all of them are relatively low at 39.1%.

d. Condition during class lessons can be seen in the following table:

Table 4.9 Frequency distribution of the situation during class lesson

No	Category	Frequency	Percentage (%)
1.	Quite	38	65.5
2.	Sometimes quite	11	19.0
3.	Never quite	9	15.5
Total		58	100

From the table it can be seen that the conditions that support classroom lessons at relatively very high at 84.5%. Amount of 84.5% came from the merging of 'quite' and 'sometimes quite'.

2. Influential factors of teachers' efforts to overcome student learning difficulties include: the diversity factor of ability level, subject teachers, the limitations of available time, interests and abilities of students and also the facilities factor.

Here's a description of these factors:

- a. The ability of children

To find out how the children's ability level of English subjects can be seen in the following table:

Table 4.10 Frequency distribution of ability level of children toward English subjects

No	Grade	Frequency	Percentage (%)
1.	7	3	4.5
2.	6	8	13.6
3.	5	6	10.0
4.	4	5	9.1
5.	3	36	62.8
Total		58	100

From the table it can be seen that the ability level of students classified as very low by 18.1%. Amount of 18.1% came from the merging of students who received grades 6 and 7. Numbers 6 and 7 are above average numbers, and numbers 5-3 are low.

- b. English teacher factor in providing an explanation, if it is quite interesting that students can take a look at the following table:

Table 4.11 Whether the frequency distribution of attractive of English teacher while giving an explanation

No	Category	Frequency	Percentage (%)
1.	Very interesting	4	7.3
2.	Quite interesting	19	32.7
3.	Not interesting	35	60.0
Total		58	100

From the table it can be seen that the English teacher's explanations that do not attract students is high at 60.0% so that students become less able to understand explanations.

Then to determine the relationship of students with English language teachers as ongoing activities to learn English, can be seen in the table below:

Table 4.12 Frequency distribution of students' relationship with English teacher while the course of teaching and learning activities

No	Category	Frequency	Percentage (%)
1.	Very good	15	26.4
2.	Good	40	68.2
3.	Not good	3	5.4
Total		58	100

From the table shows that the relationship of students with English teacher when the course of teaching and learning activities classified as very high at 94.6%. Amount of 94.6% came from the merging of 'very good' and 'good'.

To determine the role of English teachers in motivating students to actively learn English can be seen in the following table:

Table 4.13 Frequency distribution of English teachers to motivate students to actively learn English

No	Category	Frequency	Percentage (%)
1.	Always motivating	43	73.6
2.	Sometimes	14	24.6
3.	Never	1	1.8
Total		58	100

From the table it can be seen that the English teacher who always motivate students to actively learn quite high at 73.6%.

- c. Regarding the factor of time available is also inadequate, while the material presented very much. To view a comparison of material with time can be seen in the following table:

Table 4.14 Frequency distribution of time available to the subject matter presented

No	Category	Frequency	Percentage (%)
1.	Very sufficient	13	22.7
2.	Not sufficient	33	57.3
3.	insufficient	12	20.0
Total		58	100

From the table can be seen that the time available to the subject matter that will be delivered not sufficient for 57.3% which is quite high.

Then to find out whether a given time English teacher is enough English to answer the question in the following table:

Table 4.15 Frequency distribution of time available to answer English questions/tests

No	Category	Frequency	Percentage (%)
1.	Very enough	16	27.3
2.	Enough	32	54.5
3.	Not enough	10	18.2
Total		58	100

From the table we can see that the time available to answer questions English is sufficient for 81.8% are classified as very high. Amount of 81.8% came from the merging of 'very enough' and 'enough'.

- d. To find out how the interest and attention of students of English subjects can be seen in the following table:

Table 4.16 Frequency distribution of student's interests about English subjects

No	Category	Frequency	Percentage (%)
1.	Very pleased	1	1.8
2.	Less pleased	33	56.4
3.	Not pleased	24	41.8
Total		58	100

From the table it can be seen that the interest of students towards learning English as very low of 1.8%.

How does attention to students' attention in the teacher's explanations can be seen in the following table:

Table 4.17 Frequency distribution of students' attention to the teacher's explanations

No	Category	Frequency	Percentage (%)
1.	Always pay attention	22	37.3
2.	Sometimes	35	60.9
3.	Seldom noticed	1	1.8
Total		58	100

From the above table it can be seen that the attention of students to teachers is low explanation of 37.3%.

Then to find out students' attention in tasks can be seen in the following table:

Table 4.18 Frequency distribution of students' attention in doing tasks

No	Category	Frequency	Percentage (%)
1.	Always doing	51	88.2
2.	Sometimes	6	10.0
3.	Rarely do	1	1.8
Total		58	100

From the table shows that students' attention in tasks was very high at 88.2%.

To know students' attention in asking a question whether there is a lesson they still do not understand while learning process. It can be seen in the following table:

Table 4.19 Frequency distribution of students' attention in asking while English lesson takes place

No	Category	Frequency	Percentage (%)
1.	Actively ask	7	10.9
2.	Seldom asked	14	24.6
3.	Never asked	37	64.5
Total		58	100

From the table, we can know that the attention of students to ask is very low of 10.9%.

Then to find out students' motivation to learn English can be seen in the following table:

Table 4.20 Frequency distribution of students' motivation to learn English

No	Category	Frequency	Percentage (%)
1.	Always motivated	17	29.1
2.	Sometimes	37	64.5
3.	No matter	4	6.4
Total		58	100

From the table shows that the motivation of students to learn English is low by 29.1%.

Then again to see if students repeat English language lessons at home can be seen in the following table:

Table 4.21 Frequency distribution of students' attention to repeat the English lessons at home

No	Category	Frequency	Percentage (%)
1.	Always repeated	4	6.4
2.	Sometimes	13	22.7
3.	Almost never	41	70.9
Total		58	100

From the table shows that the attention of students to repeat the English language lessons at home are low at 29.1%. Amount of 29.1% came from the merging of 'always repeated' and 'sometimes'. This shows that students who almost never repeat the English lessons at home are high at 70.9%.

To find out if students always control the English language learning logs that have been given at school can be seen in the following table:

Table 4.22 Frequency distribution of students' attention to control the learning logs

No	Category	Frequency	Percentage (%)
1.	Always control	12	21.0
2.	Sometimes	32	54.5
3.	Almost never	14	24.5
Total		58	100

From the table shows that the attention of students to control the record of English language lessons is relatively low at 21.0%. This shows an interest in learning is still lacking.

Furthermore, to find out whether students can carry out learning, if students have a schedule to learn English everyday at home, can be seen in the following table:

Table 4.23 Frequency distribution of the implementation schedule of learning English at home

No	Category	Frequency	Percentage (%)
1.	Always perform	15	25.5
2.	Sometimes	35	60.0
3.	Rarely perform	8	14.5
Total		58	100

From the table it can be seen that the students are classified as very low interest of 14.5%.

To know the students' attention to learning English at an empty time can be seen in the following table:

Table 4.24 Frequency distribution of students' attention to learn English at empty time

No	Category	Frequency	Percentage (%)
1.	Always learning	4	7.3
2.	Sometimes	43	73.6
3.	Almost never	11	19.1
Total		58	100

From the table above can be seen that students' interest in learning English language at times vacant classified as very low at 19.1%.

Then to find out whether the students have English lessons can be seen in the following table:

Table 4.25 Frequency distribution of students who follow English language courses

No	Category	Frequency	Percentage (%)
1.	Ever, and until now	13	22.7
2.	Once, at elementary school	15	26.4
3.	Never	30	50.9
Total		58	100

From the table above shows that the attention of students to attend English language course is quite at 49.1%. Amount of 49.1% came from the merging of 'ever, and until now' and 'once, while in elementary school'.

Furthermore, to find out how the activities of students in the classroom for teachers who teach English, can be seen in the following table:

Table 4.26 Frequency distribution of students' activities in classroom toward English teacher

No	Category	Frequency	Percentage (%)
1.	Actively participates	7	11.8
2.	Less active	11	18.2
3.	Inactive	40	70.0
Total		58	100

From the table we can see that the activity of students in the class as very low by 11.8%.

- e. About factors related facilities props, will be presented in the following table:

Table 4.27 Frequency distribution of using teaching aids

No	Category	Frequency	Percentage (%)
1.	Always use	18	30.9
2.	Sometimes	35	60.0
3.	Almost never	5	9.1
Total		58	100

From the table can be seen that the use of teaching aids by teachers as very high at 90.9%. Amount of 90.9% came from the merging of 'always use' and 'sometimes'. Although only props in the classroom in accordance with the material being taught.

Then about a book supporting student learning English can be seen in the following table:

Table 4.28 Frequency distribution of books supporting learning English

No	Category	Frequency	Percentage (%)
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1.	≥ 5 titles	4	7.3
2.	3 – 4 titles	18	30.9
3.	1 – 2 titles	36	61.8
Total		58	100

From the table indicates that a book supporting learning English is low at 38.2%. Amount of 38.2% came from the merging of ' ≥ 5 titles' and '3 - 4 titles'.

Then the data on whether students have supporting books such as English dictionaries, grammar, etc. can be seen in the following table:

Table 4.29 Frequency distribution of students who have supporting book in learning English

No	Category	Frequency	Percentage (%)
1.	Have, personal property	15	26.4
2.	Have, belongs to someone else	13	22.7
3.	Do not have	30	50.9
Total		58	100

From the table shows that student who has books supporting learning English as English dictionary, grammar, etc. is quite low at 49.1%. Amount of 49.1% came from the merger of 'Have, personal property' and 'Have, belongs to someone else'.

C. Data Analysis

1. Students' learning difficulties

Analysis of students' learning difficulties, especially in English subjects which have been presented in previous tables. In table 1 has been raised about the group of students who have difficulty learning English at each grade level as very high at 95.5%.

Later in the table 2, 3, 4, 5 have been raised about the state of data that the characteristic of English teacher has influences to the students' interest. Respondents provide answers to achieve the 92.6% who stated that the discipline of teachers while teaching English in class as very high. Then the teacher who actively records the percentage is high with 62.7%. While the character of English language teachers who sometimes angry at 60.0% is high and amounted to 58.3% which is quite sympathetic.

Based on the answers of respondents who had stated in table 6, the parents' attention of learning activities at home, showed the highest percentage reached 51.8% who expressed no concern at all. Thus, it was natural that the students who do not like learning English have difficulty in completing studies at home. English Lessons is the subjects that require lots of exercise. Therefore, the more often students are trained to answer questions and solve the problem of student difficulty levels are reduced. Although on the other hand, 15.5% of parents expressed full attention to that lesson, but

their children did not enjoy it, so here's the problems faced by teachers, students and parents. It means that there are three comparisons; there are the teachers who much writes but less explain, the students who do not like English, and the parents who do not support for student learning activities at home. All three of these factors must find the solutions. This shows that the parents' attention is low.

Then in table 7 has been known that instructed the attention of parents in their children to learn a very high percentage of 97.3%. This suggests that parents are very supportive to the success of their children in learning; here lived a willingness of the child to increase the willingness to learn. All this is also supported by the fulfillment of children's learning needs, which can be seen in table 8 with the percentage of 60.9% which is high up most and who meet all of 39.1%.

Next on the table 9 can be seen on the state of the class at the time of English language lessons take place, from 84.5% of respondents declared a state of classroom support. That is not happening commotion in the classroom. It's just that the issue was whether students understand or not. After investigation, the students were mostly read other lessons secretly. This suggests that the calm in the class were high, although the English lesson is not really liked by the students so that teaching and learning activities can be run as it should.

2. Influential factors of efforts to overcome the learning difficulties of students

To determine the ability of students to the English subjects can be seen in Table 10, regarding the child's ability level far below average. This can be seen from the results of general tests that student who scored 3, 4, and 5 reached 81.9%.

The total sample of 58 students who authors observed were only 18.1% of students who scored 6 and 7. This shows that students who have high ability levels peak at very low category when compared with low ability level is very high category.

Thus the weakness of students in the field of English language does not mean weakness on other subjects, such as who scored 7 as much as 4.5% of the number of samples available. They have a high ability level, because for all subjects in general have an average value of 7. Although the percentage of minorities. Seeing this fact means that ability can be said of students vary.

The problem of English teachers in explaining to the students can be seen in table 11 which states that the explanation does not attract students reached 60.0%, indirectly, students become less able to understand English lessons are delivered. Although in the table 12 can be seen that the percentage of students' relationship with English teacher when the course of English language learning activities reached 94.6% in the category of very high, so very supportive of the learning process.

Then in the table 13 has been illustrated that English teachers always motivate students to study hard with a high percentage of 73.6%. From here

lived a willingness from the students themselves to self-motivate them, because if the students themselves will have great it will be easy for him to always keep learning even without prompting.

On the issue of inadequate time available between the materials submitted by the scheduled time. To determine the time factor we can see in table 14. Most of the respondents gave an answer that is not sufficient to 57.3% which is quite high.

This indicates that the material was too much but the time was not sufficient. This problem was a constraint which the material presented was sometimes repeated because students did not always understand the teacher's explanations, but it made other students feel bored. On the other hand if the English teachers wanted to pursue the matter to be resolved much earlier, while students who followed could only be silent. Because one subject could not understand then result in the next lesson the students feel confused, even more so if other subjects such as Quran Hadith was waiting for ready memorized.

It also affected the table 15, there was seen that although the percentage of 81.8% was classified as very high for the given time English teacher to answer the question to be sufficient, because students did not understand the material presented, then they could not answer matter.

High-low interest in someone of something was going to look at whether the person was happy about something. Students who did not like learning English showed that he was not interested in the lesson. In Table 16

has been raised about students' interest towards learning English. Based on the table can be seen that only 1.8% said very happy. This suggests that interest in students towards learning English language was very low category.

Then to find out how the students' attention to the teacher's explanations can be seen in Table 17, only as much as 37.3% of respondents said always pay attention. Thus, students' attention to the teacher's explanations was low category, so these factors must find a way solution or solutions.

Then in Table 18 has been described on the attention of students in doing their jobs. Based on these tables can be seen that 88.2% gave the answer was always working. This suggests that students' attention in tasks was very high category, despite the attention of students is very high, but students are still less like English lessons, most of them do the job just to get the value.

Next on the table 19 has raised concern about asking students in English class period lasted. Based on these tables can be seen that 64.5% of respondents claimed never asked, 24.6% said sometimes ask and 10.9% said always ask. This suggests that many students who do not understand the material presented, so that they behave just stay quiet.

In Table 20 have been raised about students' motivation to learn English are classified as low 29.1% which states are low motivated to learn. In addition, the tables 21 and 22 also raised the attention of students to repeat lessons and English lessons to control records also quite low, with respective

percentages of 6.4% for the category of always repeating, and the attention of students to control the English language lessons with percentage of 21.0%. This suggests that the attention of students to learn English was low category.

In addition, to find out how the attention of every English lesson can also be seen in the frequency of empty time to learn the lesson schedule and learn English at home everyday. In tables 23 and 24 can be seen that respondents always perform a schedule of daily English language at home with a percentage of 25.5%, and the attention of students learning English at a blank of 7.3% that states are always learning. This shows that the levels of student attention to studying are also very low category.

Then to find out the attention of students to attend English language courses can be seen in table 25, as many as 22.7% of respondents have and until now, 26.4% said they had while in secondary school, and 50.9% said never. This suggests that the attention of students to attend English language is quite at 49.1%, here may be the desire of students there but circumstances did not support the students' families because of economic factors. Thus, the percentage of students who never take a course English is quite high.

As for knowing how active the students in the classroom for teachers who teach English language, this can be seen in Table 26 is only 11.8% of respondents said active follow. Lack of activation is supported students in the classroom because students are less happy with English lessons so they are less interested in actively in class is like asking, is also less understood by

English language lessons described by the teacher, because since the beginning of less interest.

The facility is part of learning activities that cannot be separated, because with the facilities then these activities can be run well. Facilities proposed in this study are related to supporting props and books to learn English.

In Table 27 have been raised regarding the use of props in class, although modest, of the table is known that 30.9% of respondents saying always use, and sometimes use 60.0%. In this case the use of props is based on the material presented, whether it is necessary to use visual aids or not. It can be concluded that the English teacher who sometimes uses props are very high, although only simple props in class.

In Table 28 have been raised regarding the supporting facilities to learn English. According to the respondents' answers can be seen that only 38.2% said they had ≥ 5 titles and 3 - 4 titles. Thus the book supporting frequency of learning English was low category, it means not enough. It is also supported by the frequency of students to have a book collection of dictionaries and grammar English language at the table 29 for 49.1% belonging to the category of fairly low.

3. Teachers' efforts to overcome students' learning difficulties at MTs Kebun Bunga Banjarmasin

Based on the results of interviews with English teacher at MTs Kebun Bunga Banjarmasin, there is some efforts by the English teachers to overcome student learning difficulties, such as:

- a. Teachers use a variety of teaching object so that students do not feel bored with the lessons being taught.
- b. Teachers sometimes use visual aids in teaching.
- c. Teachers about providing additional tasks or homework each end of the lesson.
- d. Teachers use various teaching methods such as: games, and songs.
- e. Teachers ask directly to students who have difficulties in learning.
- f. Teachers ask for help from other parties such as teachers Counseling, Psychiatrists, and other teachers who are more experienced.
- g. Evaluate teachers and provide remedial instruction, improve discipline.
- h. Teachers to include the participation of parents in guiding students to learn.