

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of Research Location

1. Brief History of Darul Istiqamah Islamic Boarding School Barabai

Darul Istiqamah Islamic Boarding School is located on Jalan Haji Ahmad Syafawi around Jalan Murakata. It is very near with Hasan Basri General Hospital Barabai. It is about 1 kilometer from central of town and about half kilometers from Pasar Baru Barabai.

The boarding school was built in 1989. Firstly, the teaching and learning at the boarding school is traditional or *salafi*. Then, on July 14 1990, the founding fathers of the boarding school changed it into Modern Boarding School which adopted the teaching and learning methods of Pondok Modern Gontor, Ponorogo.

Name of “Darul Istiqamah” Islamic Boarding School was given by main founding father, K.H. Hasan Basuni, B.A. Darul Istiqamah is taken from Arabic word, which means house for people who have strong principle, pure intention, and *istiqamah* spirit. The naming is based on expectation of K.H. Hasan Basuni, B.A. that his students will keep *istiqamah* spirit in studying at the boarding school, do not change their intention, have strong desire, and do not quit before finishing their study.

Another reason in building Darul Istiqamah Boarding School is the escrow from K.H. Hasan Basuni’s teacher, K.H. Imam Zarkasi, the leader of Pondok Modern Gontor Ponorogo. Before doing the mandate from his teacher, K.H. Hasan Basuni,

B.A. firstly asked some suggestion from K.H. Mahfuz Pamangkih who was still alive at the time. In building the boarding school, K.H. Hasan Basuni was supported by his close friends, H. Muhammad Husni and H. Achmad Syafawi. The three founding fathers discussed and worked together in finding the suitable location to build the boarding school. Then, H. Achmad Syafawi decided to give his land about ½ hectare as the location for building the boarding school with an agreement; if the boarding school expands and runs well, the land will become its property and if the boarding school does not run well, H. Achmad Syafawi will retake the land in one year.

At the beginning, the boarding school only got the fund from the three founding fathers. Finally, with a hard working spirit and never give up, the three founding fathers succeeded to develop the boarding school and made it run well until now. On October 22 1990, Darul Istiqamah Islamic Boarding School got the letter of School Founding Permission from Regional Office of Religious Affairs of South Kalimantan No. W.O/6/152/V.III/SKT/1990.

Darul Istiqamah Boarding school has been led by K.H. Hasan Basuni, B.A. since early year of its founding until recent time.

2. Description of Students, English Teachers and Administration Staff

Since the year of boarding school founding, 1990, the amount of students of Darul Istiqamah Islamic Boarding School always increases year to year. It can be seen at the table below:

In academic year 2008/2009, there are 10 classes of students of Darul Istiqamah Junior High School with the total number of students: 246 students. All of them are male, because the boarding school which is located on Jalan Haji Ahmad Syafawi is specialized for male students, so, there are no female students in the classes. While for female students, there is Darul Istiqamah Boarding School which is specialized only for female students. It is also founded by K.H. Hasan Basuni, B.A. but it is not located in the same street as the boarding school for the male students, it is located on Jalan Sarigading. For more detail information, see the table below:

Table 4.2 : Description of Students in Academic Year 2008/2009 at Darul Istiqamah Boarding School

No	Class	Amount
1	I a	20
2	I b	27
3	I c	19
4	I d	22
5	II a	26
6	II b	20
7	II c	27
8	III a	27
9	III b	27
10	III c	27
Total		246

Source : Administration Staff of Darul Istiqamah Islamic Boarding School for Boys Barabai 2009

In academic year 2008/2009, amount of English teachers of Darul Istiqamah Boarding School are 3 persons. The description can be seen in the table below:

Table 4.3 : Description of English Teachers in Academic Year 2008/2009 at Darul Istiqamah Junior High School

No	Name	Graduation
1	Mahrian	Darul Istiqamah Boarding School
2	Baidha Ul Ilmi	Darul Istiqamah Boarding School
3	Alfian Widyananda	Darul Istiqamah Boarding School

In academic year 2008/2009, administration staff of Darul Istiqamah Boarding School is placed by one person, he is Tamjidillah, A.Ma. Who has graduated from Diploma 2 of STAI Al-Washliyah Barabai.

B. Data Presentation

The presentation of data is found from research results though interview, documentary, and questionnaire. The data is arranged and presented in table form, and then the writer gives it some analysis and conclusion globally. Here is the data presentation:

1. Data about Teacher's Ability in Using Grammar Translation Method in Teaching English at Darul Istiqamah Boarding School

Table 4.4 : Frequency Distribution **Teacher A** of Darul Istiqamah Boarding School in using Grammar Translation Method

Characteristics	Categories				
	Always	Often	Sometimes	Seldom	Never
Translation of a literary passage		√			
Reading comprehension questions	√				
Teaching grammar		√			
Fill in the blanks		√			
Memorization	√				
Use words in a sentence	√				

The table shows that **Teacher A** often translates a literary passage, always gives reading comprehension questions, often teaches grammar to help students

understand the way of making English sentences, often instructs student to answer fill in the blank questions, always instructs students to memorize English vocabulary, and always instructs students to use words in a sentence. So, it can be inferred that ability of **Teacher A** in using Grammar Translation Method in teaching English at Darul Istiqamah Boarding School is categorized as very high category.

Table 4.5 : Frequency Distribution of **Teacher B** of Darul Istiqamah Boarding School in using Grammar Translation Method

Characteristics	Categories				
	Always	Often	Sometimes	Seldom	Never
Translation of a literary passage		√			
Reading comprehension questions		√			
Teaching grammar			√		
Fill in the blanks		√			
Memorization	√				
Use words in a sentence	√				

The table shows that **Teacher B** often translates a literary passage, often gives reading comprehension questions, sometimes teaches grammar to help students understand the way of making English sentences, often instructs student to answer fill in the blank questions, always instructs students to memorize English vocabulary, and always instructs students to use words in a sentence. So, it can be concluded that ability of **Teacher B** in using Grammar Translation Method in Teaching English at Darul Istiqamah Boarding School is categorized as high category.

Table 4.6 : Frequency Distribution of **Teacher C** of Darul Istiqamah Boarding School in using Grammar Translation Method

Characteristics	Categories				
	Always	Often	Sometimes	Seldom	Never
Translation of a literary passage		√			
Reading comprehension questions			√		
Teaching grammar			√		
Fill in the blanks			√		
Memorization			√		
Use words in a sentence		√			

The table shows that **Teacher C** often translates a literary passage, sometimes gives reading comprehension questions, sometimes teaches grammar to help students understand the way of making English sentences, sometimes instructs student to answer fill in the blank questions, sometimes instructs students to memorize English vocabulary, and often instructs students to use words in a sentence. So, it can be concluded that ability of **Teacher C** in using Grammar Translation Method in Teaching English at Darul Istiqamah Boarding School is categorized as middle category.

2. Data about Teacher's Ability in Using Direct Method in Teaching English at Darul Istiqamah Boarding School

Table 4.7 : Frequency Distribution of **Teacher A** of Darul Istiqamah Boarding School in Using Direct Method

Characteristics	Categories				
	Always	Often	Sometimes	Seldom	Never
Teaching vocabulary			√		
Speech and listening comprehension				√	
Centrality of spoken language				√	
Question-answer pattern				√	
Correct pronunciation			√		

From the table above, it can be seen that **Teacher A** sometimes uses media in teaching vocabulary, seldom teaches speech and listening comprehension, seldom uses English in teaching and learning process, seldom uses English in questioning and answering, sometime pronounces the word by correct pronunciation. So, it can be inferred that ability of **Teacher A** in using Direct Method in teaching English at Darul Istiqamah Boarding School is categorized as low category.

Table 4.8 : Frequency Distribution of **Teacher B** of Darul Istiqamah Boarding School in Using Direct Method

Characteristics	Categories				
	Always	Often	Sometimes	Seldom	Never
Teaching vocabulary			√		
Speech and Listening comprehension			√		
Centrality of spoken language				√	
Question-answer pattern				√	
Correct pronunciation				√	

From the table above, it can be seen that **Teacher B** sometimes uses media in teaching vocabulary, sometimes teaches speech and listening comprehension, seldom uses English in teaching and learning process, seldom uses English in questioning and answering, and seldom pronounces the word by correct pronunciation So, it can be inferred that ability of **Teacher B** in using Direct Method in teaching English at Darul Istiqamah Boarding School is categorized as low category.

Table 4.9 : Frequency Distribution of **Teacher C** of Darul Istiqamah Boarding School in Using Direct Method

Characteristics	Categories				
	Always	Often	Sometimes	Seldom	Never
Teaching vocabulary			√		
Speech and Listening comprehension			√		
Centrality of spoken language					√
Question-answer pattern			√		
Correct pronunciation				√	

From the table above, it can be seen that **Teacher C** sometimes uses media in teaching vocabulary, sometimes teaches speech and listening comprehension, never uses English in teaching and learning process, sometimes uses English in questioning and answering, and seldom pronounces the word by correct pronunciation So, it can be inferred that ability of **Teacher C** in using Direct Method in teaching English at Darul Istiqamah Boarding School is categorized as middle category.

3. Data about Some Influential Factors in Using Grammar Translation Method and Direct Method in English Teaching at Darul Istiqamah Boarding School

Table 4.10 : Educational Background of the Teacher

No	Category	Frequency	Percentage
1	S.1 English Department	0	0.00
2	S.1 Non English Department	0	0.00
3	Diploma 2 / 3 English Department	0	0.00
4	Diploma 2 / 3 Non English Department	0	0.00
5	Senior High School	3	100
Total		3	100

The table shows that all of English teachers (100%) have graduated from Senior High School.

Table 4.11 : Teaching Experience of the Teacher

No	Category	Frequency	Percentage
1	More than 8 years	0	0.00
2	6 to less than 8 years	0	0.00
3	4 to less than 6 years	0	0.00
4	More than 2 years	2	66.66
5	Less than 2 years	1	33.33
Total		3	100

It can be seen from the table that there are 2 teachers (66.66%) who have more than 2 years experience in teaching English, 1 teacher (33.33%) who has less than 2 years experience in teaching English, and no teacher (0.00%) who are included in more than 8 years category, 6 to less than 8 years category, and 4 to less than 6 years category.

Table 4.12 : Trainings of the Teacher

No	Category	Frequency	Percentage
1	4 times or more	0	0.00
2	3 times	0	0.00
3	Twice	0	0.00
4	Once	1	33.33
5	Never	2	66.66
Total		3	100

Based on the table above, there is 1 teacher (33.33%) who ever joined educational training, 2 teachers (66.66%) who never joined any educational training, and no teacher (0.00%) are involved in 4 times or more category, 3 times category, and twice category.

Table 4.13 : Facilities of the School

No	Category	Frequency	Percentage
1	Very complete	0	0.00
2	Complete	1	33.33
3	Quite complete	0	0.00
4	Less complete	2	66.66
5	Incomplete	0	0
Total		3	100

The table shows that one of the three teachers (33.33%) stated that the school facilities are complete, the others or 2 teachers (66.66%) stated that the school facilities are less complete.

Table 4.14 : Number of Students in each Class

No	Category	Frequency	Percentage
1	10-15 students	0	0.00
2	16-20 students	1	33,33
3	21-25 students	0	20
4	26-30 students	2	66,66
5	31-35 students	0	0.00
Total		3	100

The table shows that there is 1 class (33,33%) which consist of 16-20 students, 2 classes (66,66%) which consist of 26-30 students, no class (0,00%) which consist of 10-15 students, and no class (0.00%) which consist of 21-25 students and also no class (0.00%) which consist of 31-35 students.

C. Data Analysis

After the data were processed and presented in descriptive form, the next step is to analyze the data. For more systematical analysis process, the writer describes them according to the problem formulation, such as:

1. Teacher's Ability in Using Grammar Translation Method in Teaching English at Darul Istiqamah Boarding School

As seen from tables 4.4, 4.5, and 4.6. Frequency distribution of English teachers of Darul Istiqamah Boarding School in translating literary passages, it is known that all of English teachers or (100%) often translate literary passages which are scored 3.

Table 4.4, 4.5, and 4.6 shows frequency distribution of English teachers of Darul Istiqamah Boarding School in instructing students to answer reading comprehension questions. It can be seen from the table that 1 teacher (33.33%) always instructs students to answer reading comprehension questions and it is scored 4, 1 teacher (33.33%) often instructs students to answer reading comprehension questions which is scored 3, 1 teacher (33.33%) sometimes instructs students to answer reading comprehension questions which is scored 2, and no teacher (0.00%) who seldom and never instructs students to answer reading comprehension questions which are scored 1 and 0.

As seen from table 4.4, 4.5, and 4.6 frequency distribution of English teachers of Darul Istiqamah Boarding School in teaching grammar, there is no teacher (0.00%) who always teaches grammar to help students understand the way of making English sentences and it is scored 4, 1 teacher (33.33%) often teaches grammar and it is scored 3, 2 teachers (66.66%) sometimes teaches grammar and it is scored 2, and no teacher (0.00%) seldom or never teaches grammar to help students understand the way of making English sentences and both categories are scored 1 and 0.

Based on table 4.4, 4.5, and 4.6 frequency distribution of English teachers of Darul Istiqamah Boarding School in instructing students to answer fill in the blank questions, it is known that 2 teachers (66.66%) often instruct students to answer fill in the blank questions which is scored 3, 1 teacher (33.33%) sometimes instructs students to answer fill in the blank questions which is scored 2, and no teacher who is included in always category which is scored 4, seldom category which is scored 1, and never category which is scored 0.

It also can be seen from table 4.4, 4.5, and 4.6 frequency distribution of English teachers of Darul Istiqamah Boarding School in instructing students to memorize English vocabularies, there are 2 teachers (66.66%) who always instruct students to memorize English words which is scored 4, 1 teacher (33.33%) who sometimes instructs students to memorize English words which is scored 2, and no teacher (0.00%) responds in often category which is scored 3, seldom category which is scored 1, and never category which is scored 0.

Table 4.4, 4.5, and 4.6 frequency distribution of English teachers of Darul Istiqamah Boarding School in instructing students to make sentences shows that there are 2 teachers (66.66%) who always instruct students to make sentences and it is scored 4, 1 teacher (33.33%) who often instructs students to make sentences and it is scored 3, and no teacher responds in sometimes category which is scored 2, seldom category which is scored 1, and never category which is scored 0.

The lowest score of teacher's ability in using Grammar Translation Method in teaching English at Darul Istiqamah Boarding School is (0) and the highest score is

(24), the mean score is (18). So, it can be concluded that teacher's ability in using Grammar Translation Method in Teaching English at Darul Istiqamah Boarding School is categorized as high category.

2. Teacher's Ability in Using Direct Method in English Teaching at Darul Istiqamah Junior High School

As seen from tables 4.7, 4.8, and 4.9. Frequency distribution of English teachers of Darul Istiqamah Boarding School in teaching vocabulary by using media, it can be seen that all English teachers (100%) sometimes use media in teaching vocabulary which is scored 3.

Then, it is known from the table 4.7, 4.8, and 4.9 frequency distribution of English teachers of Darul Istiqamah Boarding School teaches speech and listening comprehension, there is no teacher (0.00%) who always teaches speech and listening comprehension and it is scored 4, there is no teacher (0.00%) who often teaches speech and listening comprehension and it is scored 3, 2 teachers (66.66%) who sometimes teaches speech and listening comprehension and it is scored 2, and also there is 1 teacher (33,33%) who seldom teaches speech and listening comprehension and it is scored 1, and no teacher never teaches speech and listening comprehension and it is scored 0.

Frequency distribution of English teachers and students of Darul Istiqamah Boarding School in using English can be seen from table 4.7, 4.8, and 4.9 it can be seen from the table that there is no teacher (0.00%) who always use English in teaching learning processes and it is scored 4, there is no teacher (0.00%) who often

use English in teaching learning processes and it is scored 3, no teacher (00,00%) who sometimes use English in teaching grammar and it is scored 2, and also there are 2 teachers (66,66%) who seldom use English in teaching learning processes and it is scored 1, and 1 teacher (33,33%) who never use English in teaching learning processes and it is scored 0.

As seen from table 4.7, 4.8, and 4.9 frequency distribution of questioning and answering by using English in English subject, there is no teacher (0.00%) who stated that teachers and students always use English in questioning and answering and it is scored 4, there is no teacher (00.00%) who stated that teachers and students often use English in questioning and answering and it is scored 3, 1 teacher (33.33%) who stated that teachers and students sometimes uses English in questioning and answering and it is scored 2, and there are 2 teachers (66,66%) who stated that teachers and students seldom use English in questioning and answering which are scored 1.

According to table 4.7, 4.8, and 4.9 there is no teacher (00.00%) who always pronounces the word by correct pronunciation, no teacher (00.00%) who often pronounces the word by correct pronunciation, 1 teacher (33, 33%) who sometimes pronounces the word by correct pronunciation, there are 2 teachers (66, 66%) who seldom pronounces the word by correct pronunciation, and no teacher never pronounces the word by correct pronunciation

The lowest score of teacher's ability in using Direct Method in teaching English at Darul Istiqamah Boarding School is (0) and the highest one is (20), the

mean score is (7). So, it can be inferred that teacher's ability in using Direct Method in teaching English at Darul Istiqamah Boarding School is categorized as low category.

3. Some Influential Factors in Using Grammar Translation Method and Direct Method in English Teaching at Darul Istiqamah Boarding School

As seen from table 4.10, educational background of the teacher, all of English teachers (100%) have graduated from senior high school. The lowest score of educational background of the teacher at Darul Istiqamah Boarding School is (0) and the highest one is (5), the mean score is (1). So, educational background of the teacher is categorized as very low category.

It can be seen from table 4.11 teaching experience of the teacher, there are 2 teachers (66.66%) who have more than two years experience in teaching English and it is categorized as low category, 1 teacher (33.33%) who has less than 2 years experience in teaching English and it is categorized as very low category, and no teacher (0.00%) who are included in more than 8 years category which is categorized as very high category, 6 to less than 8 years category which is included is high category, and 4 to less than 6 years category which is categorized as middle category. The lowest score of teaching experience of the teacher at Darul Istiqamah Boarding School is (0) and the highest one is (5), the mean score is (1,66). So, teaching experience of the teacher is categorized as low category.

Trainings of the teacher can be seen from table 4.12, the table shows that there is 1 teacher (33.33%) who ever joined educational training which is categorized as

low category, 2 teachers (66.66%) who never joined any educational training which is categorized as very low category, and no teacher (0.00%) are involved in 4 times or no more category which is categorized as very high category, 3 times category which is categorized as high category, and twice category which is included in middle category. The lowest score of educational training of the teacher at Darul Istiqamah Boarding School is (0) and the highest one is (5), the mean score is (1,33).So, educational training of the teacher is categorized as very low category.

Then, it is known from the table 4.13, facilities of the school that one of the three teachers (33.33%) stated that the school facilities are complete and it is categorized as high category, the others or 2 teachers (66.66%) stated that the school facilities are less complete and it categorized as low category. The lowest score of facilities of the school at Darul Istiqamah Boarding School is (0) and the highest one is (5), the mean score is (2,66).So, facilities of the school is categorized as middle category

The number of the student in each class can be seen from table 4.14. Based on the writer's observation and documentation of administration staff of Darul Istiqamah Boarding School, there are 3 classes for second class of junior high school at Darul Istiqamah Boarding School. Class IIa consists of 20 students; it is categorized as high category. Class IIb consists of 26 students; it is categorized as low category. Class IIc consists of 27 students it is categorized as low category. The lowest score of The number of the student in each class at Darul Istiqamah Boarding School is (0) and the

highest one is (5), the mean score is (2,66).So, The number of the student in each class is categorized as middle category.