

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 Senior 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 hectares large from lieutenant Edy Syahrani and 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. Intern education system means 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 Junior High School students were the first Senior high school graduation at Darul

Hijrah boarding school for girls, and the principal was Drs. H. M. Nasrul Mahmudi.

Until now, the principal of Senior High School Darul Hijrah Boarding School has three change from Drs. M. Nasrul Mahmudi, H. Sukeri, A.Ma, Pd, Ahmad Sofwan, S.Ag, and now the principal is Abdullah Husin, S.Ag. They have brought the school better and better with more achievement that they reach maximally.

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

Based on the writer observation, the facilities of Darul Hijrah Senior 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 Senior High school for girls'

No.	Facilities	Amount	Used	Unused
(1)	(2)	(3)	(4)	(5)
1	Classroom	8	8	-
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	Osda room	1	1	-
11	Health room (UKS)	1	1	-
12	Mosque	1	1	-

13	Toilet	17	14	3
14	Students' dormitory	3	3	-
15	Teacher official house	6	6	-
16	Cooperation	1	1	-

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

a. Teacher

There are 32 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 Teachers at Senior High School Darul Hijrah for Girls Academic Year 2008/2009

No	Name	Latest Education	Subject Taught	Status
(1)	(2)	(3)	(4)	(5)
1	Abdullah Husin, S.Ag	S.1 Bhs Arab	F. language (Arabic)	Head master
2	H. M. Yusuf, S.Pd	S.1 Bhs. Inggris	English	Vice Head.M
3	Ahmad Sofwan, S.Ag	S.1 PAI	F. Language	Teacher
4	Rahnadi, S.Fil.I	S.1 Aqidah. Fil	Fiqih	Teacher
5	Umi Kultsum	SMA Bahasa	Muatan Lokal	Teacher
6	Khadijah	SMA Bahasa	Muatan Lokal	Teacher
7	Yuni Arina, S.Pd	S.1 Kimia	Kimia	Teacher
8	KH. M. Nasrul Mahmudi	S.1 Ushuluddin	Muatan Lokal	Teacher
9	Hj. Siti Sarah	S.1 PAI	PAI	Teacher
10	H. Anshor Ramadhan, M.Fil	S.1 Hadist	Muatan Lokal	Teacher
11	H. Hamali	MA Bahasa	Muatan Lokal	Teacher
12	H. Sukeri, A.Ma.Pd	D3 MIPA	TIK	Teacher
13	Burhan	MA Bahasa	Muatan Lokal	Teacher
14	M. Hakim, SP	S.1 Pertanian	Mathematics	Teacher
15	Jupri, SE	S.1 Ekonomi	History	Teacher
16	Asy'ari	SMA Bahasa	Muatan Lokal	Teacher
17	Noorhasanah	SMA Bahasa	Muatan Lokal	Teacher

18	Jariah, S.Pd	S.1 Bhs & Seni	Indonesian language	Teacher
19	M. Rusydi, S.Ag	S.1 Filsafat	Foreign Language	Teacher

To be continued ...

(1)	(2)	(3)	(4)	(5)
20	H. A. Nuruddin, Lc	S.1 Bhs Arab	Muatan Lokal	Teacher
21	Siti Maysarah, S.Pd	S.1 Bhs & Seni	Indonesian language	Teacher
22	Siti Syamsiah, S.Pd	S.1 Bhs Inggris	English language	Teacher
23	Lisa Rosalina, S.Pd	S.1 Matematika	Indonesian language	Teacher
24	Dodi Ermanto, SP	S.1 Fisika	Mathematics	Teacher
25	Muslinawati, S.Pd	S.1 Bhs & Seni	Indonesian language	Teacher
26	Dessy Wulandari, S.Pd	S.1 FKIP PPKN	Culture and Art	Teacher
27	Akhmad Kusasi, S.Pd	S.1 Pend. Fisika	Physical	Teacher
28	Sardini	SMU IPS	Muatan local	Teacher
29	Giatun Safitri Puspa Sari	SMK Manajemen	Sport education	Teacher
30	H. A. Rumaiddi	SMA IPA	Muatan Lokal	Teacher
31	Hamnah, S.Pd	S. 1 Biologi	Biology	Teacher
32	Esthi Endah, S.Sos.I	S.1 Bim. Penyuluhan	English language	Teacher

b. Administration Staff

The administration staffs of Darul Hijrah Senior 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 Senior High School Darul Hijrah for Girls' Academic Year 2008/2009

No	Name	Position
(1)	(2)	(3)
1.	Norhidayah, S.Pd.I	Staff
2.	Firmansyah	Staff

c. Description of Students Condition

In academic year 2008/2009, the total numbers of students who administratively registered at Senior High School Darul Hijrah For Girls Islamic Boarding School Batung Cindai Alus Martapura are 220 people; they are 88 students from Experiment class, 27 students from class IV, 50 students from class V, and 55 from class VI. Furthermore, the data can be seen on the table below:

Table 4.4 Description of the Second Year Students at Darul Hijrah Senior High School for Girls' Academic Year 2008/2009

No	Classes	Number of Students
(1)	(2)	(3)
1.	I Intensive (First year)	36
2.	III Intensive A (First year)	26
3.	III Intensive B (First year)	26
4.	IV (First year)	27
5.	V Bahasa (Second year)	25
6.	V IPA (Second year)	25
7.	VI Bahasa (Third year)	26
8.	VI IPA (Third year)	29
	Total	220

Based on the description above, the number of students at the second year of Darul Hijrah Senior High School for Girls is 50 students. They are divided into two classes. Class V language consists of 25 students, and Class V science consists of 25 students.

4. Data of Teaching Learning Activity English Lesson at class

Based on observation and documentation, English language divided into three subjects such as Grammar, Listening, and Reading. English language in language class is taught for four days a week and eight hours. So, every month the students take thirty four hours to learn English Language at class. For science class, English Language is taught four days a week and five hours. So, every month the students take thirty hours to learn English language. Grammar is taught by teacher Esty Endah, S.Sos.I, Reading is taught by teacher H. M. Yusuf, S.Pd, and Listening is taught by teacher M. Rusydi, S.Ag.

Arabic language divided into three subjects such as Arabic Language, *Nahwu*, and *Balaghah*. Arabic language in language class is taught for three days a week and six hours. So, every month the students take twenty four hours to learn Arabic Language at class. For science class, English Language is taught for two days a week and three hours. So, every month the students only take twelve hours to learn Arabic language. Arabic language is taught by teacher Abdullah Husin, S. Pd.I, *Nahwu* is taught by teacher Burhan, and *Balaghah* is taught by teacher H. A. Nuruddin, Lc.

For further explanation about teaching learning activity English and Arabic lesson, can be seen in the following table:

Table 4.5 Description of English Language Schedule at The Second Year Students of Darul Hijrah Senior High School for girls' Academic Year 2008/2009

No.	Day	Time	Language Class	Science Class
(1)	(2)	(3)	(4)	(5)
1.	Monday	10.35 – 11.15	-	Reading
2.	Tuesday	08.10 – 08.50 08.50 – 09.30	Grammar Grammar	-
3.	Wednesday	12.10 – 12.50 12.50 – 13.30	Listening Listening	-
4.	Thursday	07.30 – 08.10 09.55 – 10.35 10.35 – 11.15	- Reading Reading	Listening - -
5.	Friday	07.30 – 08.10 08.10 – 08.50 09.55 – 10.35 10.35 – 11.15	Reading Reading - -	- - Reading Reading
6.	Saturday	07.30 – 08.10		Grammar

Table 4.6 Description of Arabic Language Schedule at the Second Year Students of Darul Hijrah Senior High School for Girls' Academic Year 2008/2009

No.	Day	Time	Language Class	Science Class
(1)	(2)	(3)	(4)	(5)
1.	Monday	10.35 – 11.15	Arabic language	-
		11.15 – 11.45	-	Balaghah
2.	Wednesday	08.50 – 09.30	Arabic language	-
		09.55 – 10.35	Arabic language	
3.	Saturday	08.10 – 08.50	-	Nahwu
		08.50 – 09.30	Nahwu	-
		09.55 – 10.35	Nahwu	-
		11.15 – 11.55	Balaghah	-
		12.10 – 12.50	-	Arabic language

- 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 4.8 Description of Daily Activities Schedule at Darul Hijrah Senior High School for girls' Academic Year 2008/2009

No.	Time	Activities
(1)	(2)	(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

The above table indicates that vocabulary time from 4.30 until 4.45pm everyday. Then the activities as follow; first of all students come together in the field, then every class given two vocabularies for every Monday until Wednesday and they are advised by three or four advisors, every Friday they review the vocabularies which was given. The first and the third week for every month, students are given English vocabularies, therefore they should speak at the time and the second and the fourth week they are given Arabic vocabularies, therefore they should speak at the

time. The students' ability in English and Arabic are examined in every two months. All of students in second class senior high school are advisors and supervisors for extracurricular, except Islamic discussion forum.

B. Presentation of Data

1. Presentation of Data about Students' Ability in English and Arabic Vocabularies

To know the students' ability in English and Arabic Vocabularies researcher gave to the students 100 questions in written test.

After written test was done, collected, and given the score. The result of the scoring as follow:

Table 4.9 The Students' Achievement in English and Arabic Vocabularies of Second Year at Senior High School Darul Hijrah for Girls Islamic Boarding School Batung Cindai Alus Martapura Academic Years 2008-2009

No	The Students' Achievement	
	English Vocabulary	Arabic Vocabulary
(1)	(2)	(3)
1	78	75
2	77	74
3	83	70
4	85	80
5	82	73
6	75	84
7	74	72
8	69	65
9	86	75
10	63	76
11	76	78
12	74	77
13	73	82
14	82	83
15	69	75
16	75	71

17	86	82
18	76	71
19	66	76
20	79	72

To be continued...

(1)	(2)	(3)
21	77	68
22	92	87
23	75	72
24	74	70
25	80	76
26	79	69
27	71	60
28	72	67
29	86	79
30	70	65
31	82	91
32	75	72
33	73	78
34	62	66
35	78	74
36	86	76
37	77	68
38	65	69
39	72	78
40	80	75
41	61	68
42	79	82
43	85	78
44	74	65
45	78	75
46	68	63
47	77	72
48	77	67
49	79	88
50	72	76
	$\sum X = 3804$ N = 50	$\sum X = 3705$ N = 50

Table 4.10 Accounting of Mean and Deviation Standard of Variable X

Score (X)	Frequency (f)	fX	Deviation $x=X-M$	x^2	fx^2
92	1	92	15,92	253,45	253,45
86	4	344	9,92	98,41	393,63
85	2	170	8,92	79,57	159,13
83	1	83	6,92	47,89	47,89
82	3	246	5,92	35,05	105,14
80	2	160	3,92	15,37	30,73
79	4	316	2,92	8,53	34,11
78	3	234	1,92	3,69	11,06
77	5	385	0,92	0,85	4,23
76	2	152	-0,08	0,01	0,01
75	4	300	-1,08	1,17	4,67
74	4	296	-2,08	4,33	17,31
73	2	146	-3,08	9,49	18,97
72	3	216	-4,08	16,65	49,94
71	1	71	-5,08	25,81	25,81
70	1	70	-6,08	36,97	36,97
69	2	138	-7,08	50,13	100,25
68	1	68	-8,08	65,29	65,29
66	1	66	-10,08	101,61	101,61
65	1	65	-11,08	122,77	122,77
63	1	63	-13,08	171,09	171,09
62	1	62	-14,08	198,25	198,25
61	1	61	-15,08	227,41	227,41
	N = 50	$\sum fX$ =3804			$\sum fx^2$ = 2179,68

$$\begin{aligned}
 M_1 &= \frac{\sum fX}{N} \\
 &= \frac{3804}{50} \\
 &= 76,1
 \end{aligned}$$

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{2179,68}{50}} \\
 &= \sqrt{43,59} \\
 &= 6,602
 \end{aligned}
 \qquad
 \begin{aligned}
 SEM_1 &= \frac{SD_1}{\sqrt{N-1}} \\
 &= \frac{6,602}{\sqrt{50-1}} \\
 &= \frac{6,602}{7} \\
 &= 0,943
 \end{aligned}$$

Table 4.11 Accounting of Mean and Deviation Standard of Variable Y

Score (Y)	Frequency (f)	fY	Deviation y=Y-M	y ²	fy ²
91	1	91	16,9	285,61	285,61
88	1	88	13,9	193,21	193,21
87	1	87	12,9	166,41	166,41
84	1	84	9,9	98,01	98,01
83	1	83	8,9	79,21	79,21
82	3	246	7,9	62,41	187,23
80	1	80	5,9	34,81	34,81
79	1	79	4,9	24,01	24,01
78	4	312	3,9	15,21	60,84
77	1	77	2,9	8,41	8,41
76	5	380	1,9	3,61	18,05
75	5	375	0,9	0,81	4,05
74	2	148	-0,1	0,01	0,02
73	1	73	-1,1	1,21	1,21
72	5	360	-2,1	4,41	22,05
71	2	142	-3,1	9,61	19,22
70	2	140	-4,1	16,81	33,62
69	2	138	-5,1	26,01	52,02
68	3	204	-6,1	37,21	111,63
67	2	134	-7,1	50,41	100,82
66	1	66	-8,1	65,61	65,61
65	3	195	-9,1	82,81	248,43
63	1	63	-11,1	123,21	123,21
60	1	60	-14,1	198,81	198,81

	N = 50	$\sum fX$ =3705			$\sum fx^2=$ 2136,50
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$$\begin{aligned} M_1 &= \frac{\sum fX}{N} \\ &= \frac{3705}{50} \\ &= 74,1 \end{aligned}$$

$$\begin{aligned} SD_1 &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{2136,50}{50}} \\ &= \sqrt{42,73} \\ &= 6,537 \end{aligned}$$

$$\begin{aligned} SEM_1 &= \frac{SD_1}{\sqrt{N-1}} \\ &= \frac{6,537}{\sqrt{50-1}} \\ &= \frac{6,537}{7} \\ &= 0,934 \end{aligned}$$

Accounting Differentiation Error Standard M_1 and M_2 with

formula:

$$\begin{aligned} SEM_1 - M_2 &= \sqrt{SEM_1 + M_2} \\ &= \sqrt{0,943 + 0,934} \\ &= \sqrt{0,889 + 0,872} \\ &= \sqrt{1,761} \\ &= 1,327 \end{aligned}$$

After that we account the price of "t" test with formula as follow:

$$\begin{aligned} \text{"t" test} &= \frac{M_1 - M_2}{SEM_1 - M_2} \\ &= \frac{76,1 - 74,1}{1,327} \\ &= \frac{2}{1,327} \end{aligned}$$

$$= 1,51$$

After obtained the price of “t” test researcher gives the interpretation to it. To gift the interpretation to “t” test, we have to account level of free (*derajat Bebas/db*) with formula $db = N-1$. So, $db = 50 - 1 = 49$. In the spite of 49 is not included in the table *harga kritik “t”*, we use $db = 50$ which is nearest from 49. so we get:

- On t.s. 5 % $t_{table} = 2,01$
- On t.s. 1 % $t_{table} = 2,68$

Thus, price of “t” test smaller than t_{table} neither on 5% significance stage nor 1% that is $2,01 > 1,5 < 2,68$. So, we can say that alternative hypothesis (H_a) which stated that there is significance difference between students’ ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for girl is refused.

Hypothesis nil (H_0) which stated that there is no significance difference between students’ ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for girl is accepted.

The conclusion is there is no significance difference between students’ ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for girl.

2. The factors that influence the students’ mastery in translating English into Arabic at Islamic Senior High School Darul Hijrah for Girls Batung Cindai Alus Martapura.

To know the factors that influence the students in translating English into Arabic, there are many indications:

a. Students' learning activity

The writer will tell about the level of the students' attendance in English and Arabic subject that is described in the following table:

Table 4.12 The Distribution Frequency about the Students' Activeness in Repeat English and Arabic Subject

No	Category	English		Arabic	
		F	P	F	P
1.	Often repeat	7	14%	1	2%
2.	Sometimes repeat	38	76%	46	92%
3.	Seldom repeat	5	10%	3	6%
4.	Never repeat	-	-	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students which often repeat to the English subject about 7 people (14 %) which is included in very low category, which sometime repeat to English subject about 38 people (76 %) which is included in high category, which seldom repeat to English subject about 5 people (10 %) which is included in very low category and which explains never repeat to the English subject there is no one people from respondents or 0 %.

Based on the table above, it is known clearly that the students which often repeat to the English subject only 1 person (2%) which is included in very low category, which sometime repeat to English subject about 46 people (92 %) which is included in very high category, which seldom repeat to English subject about 3 people (6 %) which is included in very low category and which explains never repeat to the English subject there is no one people from respondents or 0 %.

Furthermore in similar indication is told about the students' memorizing English and Arabic Vocabularies. The data is described in the following table:

Table 4.13 The Distribution Frequency about the Students Activeness in Memorizing English and Arabic Vocabularies

No	Category	English		Arabic	
		F	P	F	P
1.	2 words	40	80%	42	84%
2.	5 words	9	18%	7	14%
3.	10 words	1	2%	1	6%
4.	More than 10 words	-	-	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students which memorize 2 English words everyday about 40 people (80 %) which is included in high category, which always memorize 5 English words everyday about 9 people (18 %) which is included in very low category, which always memorize 10 English words everyday about 1 person (2 %) which is included in very low category, and which explains memorize more than 10 English words everyday there is no one people from respondents or 0 %.

Based on the table above, it is known clearly that the students which memorize 2 Arabic words everyday about 42 people (84 %) which is included in very high category, which always memorize 5 Arabic words everyday about 7 people (14 %) which is included in very low category, which always memorize 10 Arabic words everyday about 1 person (2 %) which is included in very low category, and which explains memorize more than 10 Arabic words everyday there is no one people from respondents or 0 %.

Table 4.14 The Distribution Frequency about Students Activeness in Writing the English and Arabic Vocabularies which is Given

No	Category	English		Arabic	
		F	P	F	P
1.	Always Write	5	10%	3	6%
2.	Sometime write	41	82%	41	82%

3.	Seldom write	4	8%	6	12%
4.	Never Write	-	-	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students which sometime write to the English vocabulary about 41 people (82 %) which is included in very high category, which always write to the English vocabulary about 5 people (10 %) which is included in very low category, which seldom write to the English vocabulary about 4 people (12 %) which is included in very low category, and which explains never write the English vocabulary there is no one people from respondents or 0 %.

Based on the table above, it is known clearly that the students which sometime write to the Arabic vocabulary about 41 people (82 %) which is included in very high category, which always write to the Arabic vocabulary about 3 people (6 %) which is included in very low category, which seldom write to the Arabic vocabulary about 6 people (12 %) which is included in very low category, and which explains never write to the Arabic vocabulary there is no one people from respondents or 0 %.

Therefore, it can be known that 82% of the students write the English and Arabic Vocabularies sometime; these are included in very high category.

b. Students interest to English and Arabic subject

Students interest to English and Arabic subject can be known through indicators that writer has written, in the table below the writer

will tell about like or not the students in learning English and Arabic subject. The data are described in the following table:

Table 4.15 The Distribution Frequency about the Students' Opinion about Interesting in Learning the English and Arabic Subject

No	Category	F	P
1.	English is more interesting	24	48%
2.	Arabic is more interesting	12	24%
3.	Both of English and Arabic	14	28%
4.	Both of them are uninteresting	-	-
	Total	50	100%

Based on the table above, it is known clearly that the students which is very like in learning the English subject about 24 people (48%) which is included in middle category, which is very like in learning the Arabic subject about 12 people (24%) which is included in low category, which is very like in learning both of English or Arabic about 14 people (28%) which is included in low category and which explains never like in learning both of English or Arabic there is no one people from respondents or 0 %.

Furthermore, the writer will tell about the students' attention in learning the English and Arabic subject. The data are described in the following table:

Table 4.16 The Distribution Frequency about the Students Attention or Not in Learning English and Arabic Subject

No	Category	English		Arabic	
		F	P	F	P
1.	Always attention	42	84%	46	92%
2.	Sometime attention	7	14%	4	8%
3.	Seldom attention	1	2%	-	-
4.	Never attention	-	-	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students which is always attention in learning the English subject about 42 people (84 %) which is included in very high category, which is sometime attention in learning the English subject about 7 people (14%) which is included in very low category, and which explains seldom attention in learning the English subject about 1 person (2%) which is included in very low category, and never attention in learning the English subject there is no one people from respondents or 0 %.

Based on the table above, it is known clearly that the students which is always attention in learning the Arabic subject about 46 people (92 %) which is included in very high category, which is

sometime attention in learning the Arabic subject about 4 people (8%) which is included in very low category, and which explains seldom and never attention in learning the Arabic subject there is no one people from respondents or 0 %.

Therefore, it can be known that 84% of the students pay attention the English subject included in good category, and 92% of the students pay attention the Arabic subject; it is included in good category.

Furthermore, the writer will tell about the students' interest in memorizing the English and Arabic Vocabularies. The data are described in the following table:

Table 4.17 The Distribution Frequency about the Students Interesting in Memorizing English and Arabic Vocabularies

No	Category	English		Arabic	
		F	P	F	P
1.	Like it very much	6	12%	4	8%
2.	Like	21	42%	21	42%
3.	Less like	23	46%	25	50%
4.	Dislike	-	-	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students which less like to memorize the English vocabulary about 23 people (46%) which is included in middle category, which less like in memorizing the English vocabulary about 21 people (42%) which is included in middle category, and which explains like in memorizing the English vocabulary very much about 6 person (12%) which is included in very low category, and dislike in memorizing the English vocabulary there is no one people from respondents or 0 %.

Based on the table above, it is known clearly that the students which less like to memorize the Arabic vocabulary about 25 people (50%) which is included in middle category, which less like in memorizing the Arabic vocabulary about 21 people (42%) which is included in middle category, and which explains like in memorizing the Arabic vocabulary very much about 4 person (8%) which is included in very low category, and dislike in memorizing the Arabic vocabulary there is no one people from respondents or 0 %.

c. Teacher factors

The table below will describe about teacher activeness in learning English and Arabic subject. The data are described in the following table:

Table 4.18 The Distribution Frequency about The Teacher Activeness in Attendance in English and Arabic Subject

No	Category	English		Arabic	
		F	P	F	P
1.	Always attend	45	90%	41	82%
2.	Sometimes attend	5	10%	8	16%
3.	Seldom attend	-	-	1	2 %
4.	Never attend	-	-	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students which have chosen always of teacher attendance to the English subject about 45 people (90 %) which is included in very high category, the students which have chosen sometime of teacher attendance to the English subject about 5 people (10 %) which is included in very low category, the students which have chosen seldom and never of teacher attendance to the English subject there is no one people from respondents or 0 %.

Based on the table above, it is known clearly that the students which have chosen always of teacher attendance to the Arabic subject

about 41 people (82 %) which is included in very high category, the students which have chosen sometime of teacher attendance to the Arabic subject about 8 people (16 %) which is included in very low category, the students which have chosen seldom of teacher attendance to the Arabic subject about 1 person (2 %) which is included in very low category, the students which have chosen never of teacher attendance to the English subject there is no one people from respondents or 0 %.

Table 4.19 The Distribution Frequency about Teacher Activeness in Using English and Arabic When Teaching Learning Process

No	Category	English		Arabic	
		F	P	F	P
1.	Always use	17	34%	16	32%
2.	Sometimes use	33	66%	34	68%
3.	Seldom use	-	-	-	-
4.	Never use	-	-	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students which have chosen sometime of teacher activeness in using the English about 33 people (66 %) which is included in high category, the students which have chosen always of teacher activeness in using

English about 17 people (34 %) which is included in low category, the students which have chosen seldom and never of teacher activeness in using the English there is no one people from respondents or 0 %.

Based on the table above, it is known clearly that the students which have chosen sometime of teacher activeness in using the Arabic about 34 people (68 %) which is included in high category, the students which have chosen always of teacher activeness in using Arabic about 16 people (32 %) which is included in low category, the students which have chosen seldom and never of teacher activeness in using the Arabic there is no one people from respondents or 0 %.

d. Medium and facility

The table below will describe about be or not the students have the text book of the English and Arabic subject. The data are described in the following table:

Table 4.20 The Distribution Frequency about the Students Have the Hand Book Of the English and Arabic Subject

No	Category	English		Arabic	
		F	P	F	P
1.	Have own Book	18	36%	43	86%
2.	Borrow	8	16%	6	12%
3.	Haven't Hand Book	24	48%	1	2%
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students have not Hand Book of the English subject is about 24 people (48%) which is include in middle category, the students have own book of the Hand Book of the English subject is about 18 people (36, %) which is included in low category, and which explains the students borrow the Hand Book of the English subject there are 8 people from respondents or 16%.

Based on the table above, it is known clearly that the students have own Hand Book of the Arabic subject is about 43 people (86%) which is include in very high category, the students borrow the Hand Book of the Arabic subject is about 6 people (12%) which is included in very low category, and which explains the students have not the Hand Book of the English subject there are 1 person from respondents or 2%.

Therefore, it can be known that 86% of students have own Hand Book of the Arabic subject is more than 36% students have own book of English subject, it is important to have the Hand Book.

Furthermore, the writer will tell whether the students' have the English and Arabic books beside the Hand Book. The data are described in the following table:

Table 4.21 The Distribution Frequency about The Students Have The Book Beside The Hand Book Of the English and Arabic Subject

No	Category	English		Arabic	
		F	P	F	P
1.	Have own Book	42	84%	44	88%
2.	Borrow	3	6%	2	4%
3.	Haven't Hand Book	5	10%	4	8%
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students have own book beside the Hand Book of the English subject is about 42 people (84%) which is include in very high category, the students have not book beside the Hand Book of the English subject is about 5 people (10 %) which is included in very low category, and which explains the students borrow the Hand Book of the English subject there are 3 people from respondents or 6%.

Based on the table above, it is known clearly that the students have own book beside Hand Book of Arabic subject is about 44 people (88%) which is include in very high category, the students have not book beside the Hand Book of Arabic subject is about 4 people (8 %) which is included in very low category, and which explains the

students borrow the Hand Book of the English subject there are 2 person from respondents or 4%.

Furthermore, the writer will tell whether the students' have the English and Arabic Dictionaries. The data are described in the following table:

Table 4.22 The Distribution Frequency about The Students Have The English and Arabic Dictionaries

No	Category	English		Arabic	
		F	P	F	P
1.	Have own Book	45	90%	49	98%
2.	Borrow	3	6%	1	2%
3.	Haven't Hand Book	2	4%	-	-
	Total	50	100%	50	100%

Based on the table above, it is known clearly that the students have own of English dictionary is about 45 people (90%) which is include in very high category, the students borrow English dictionary is about 3 people (6 %) which is included in very low category, and which explains the students have not English dictionary there are 2 people from respondents or 6%.

Based on the table above, it is known clearly that the students have own Arabic dictionary is about 49 people (98%) which is include

in very high category, the students borrow the Arabic dictionary is about 1 person (2, %) which is included in very low category, and which explains the students have not the Arabic dictionary there is no one people from respondents or 0 %.

Therefore, it can be known that 98% of students have own the Arabic dictionary is very important, and 90% students have own English dictionary it is also very important.

We can make conclusion that Senior High School Darul Hijrah for Girls has have medium and facility which can say almost complete to support the students' mastery in English and Arabic Vocabularies.

e. School environment

The table below will describe whether the school environment at Senior High School Darul Hijrah for Girls is very good or not in teaching learning English and Arabic subject. The data are described in the following table:

Table 4.23 The Distribution Frequency Whether The School Environment is Very Good or Not in Teaching Learning English and Arabic Subject

NO	CATEGORY	F	P
1	Very good	4	8%
2	Good	46	92%
3	Bad	-	-
	Total	50	100%

Based on the table above, it is known clearly that the school environment is good in teaching learning English and Arabic subject are about 46 people (92%) which is included in high category, and which explains the school environment is very good in teaching learning English and Arabic subject there are 4 people from respondents or 8 %.

The writer has also observed the school environment at Senior High School Darul Hijrah for Girls Batung Cindai Alus Martapura is very so good in teaching learning English and Arabic subject because all students have obligated stay at boarding house and speak English and Arabic language.

C. Data Analysis

After all the obtained data were presented in data presentation as result of this research, they are also needed to be analyzed. It is done to know more about the students' ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for Girls Batung Cindai Alus Martapura and the factors that influence it. For further description, it is known from analysis below:

1. The level of the students' ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for Girls Batung Cindai Alus Martapura.

The test result which has collected in data presentation can be known that the score of the students' ability in English and Arabic

Vocabularies of second years at Senior High School Darul Hijrah for Girls Batung Cindai Alus Martapura are 3804 for English from 50 respondents, the mean score is 76,1, for Arabic they get the score 3705 from 50 respondents, the mean score is 74,1. Therefore, the students' ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for Girls Batung Cindai Alus Martapura included in good category.

The comparison of these score tell us that there is no difference between students' ability in English and Arabic Vocabularies because price of "t" test is smaller than t_{table} neither on 5% significance level nor 1% that is $2,01 > 1,5 < 2,68$. So, we can say that alternative hypothesis (H_a) which stated that there is significance difference between students' ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for girl is refused.

2. The Factors that Influence the students' ability in English and Arabic Vocabularies of second years at Senior High School Darul Hijrah for Girls Batung Cindai Alus Martapura.

The factors that influence the students' ability in English and Arabic Vocabularies will be analyzed through many indications:

- a. Students' learning activity

If we are seeing the relationship between the students' ability in English and Arabic Vocabularies and students' learning activity, there is close relationship between it. The students which are have the low

ability in mastering vocabulary; they also have very low level in teaching learning process. As seen at following table.

Table 4.13 about the students activeness in memorizing English and Arabic Vocabularies, the students which express always memorize two words of English vocabulary every day are 80% and Arabic vocabulary are 84%, express always memorize five words of English vocabulary every day are 18% and Arabic vocabulary are 14%, while which express always memorize 10 words of English vocabulary every day are 2% and Arabic vocabulary are 2%. And there is no one always memorizes more than 10 words of English and Arabic Vocabularies or 0%.

Furthermore, table 4.14 describes that the frequency of the students write in English and Arabic Vocabularies, the students which express always write English vocabulary are 10%, which express sometime are 82%. While express seldom are 8%. And there is no one of students (0%) which express never write. Table 4.14 describes that the frequency of the students write in Arabic vocabulary, the students which express always write are 6%, while which express sometime are 86%. And there is no one of students (0%) which express never write.

Beside the activity in the school, like the writer tells above. The activity in outside the school is very supporting in translation. The students which often repeat the lesson at home or boarding house will increase the ability in translation. If we see at table 4.12, the students

which express sometime in repeating English subject are 76%, which express often are 14%, and which express seldom are 10%. While the students which express sometime in repeating Arabic subject are 92%, which express often are 2%, and which express seldom are 6%, and no one express never in repeating English or Arabic subject.

Repeating and memorizing the lesson at boarding house is very important because that can give more influence to the students in enrich their English and Arabic Vocabularies. To make the students are motivated to repeat and memorize the lesson at boarding house, the supervisor or advisor give them reward or punishment. From result of interview and observation some of punishments are make article, remembering, to be a spy, and stand up under the sun with use red veil.

b. Students interest

Table 4.15 the students which express like in memorizing English vocabulary very much are 12%, which express like in memorizing English subject are 42% which express less like are 46%, and which express dislike 0%. While the students which express like in memorizing Arabic vocabulary are 42%, which express like in memorizing Arabic vocabulary very much are 8%, which express less like are 50%, and which express dislike 0%. It means many students less like in memorizing English and Arabic Vocabularies and it make the score of the students in test included in good category. If many like in memorizing very much they will be included in excellent category.

The students interest or not to the English and Arabic subject represent a matter which is very important and also give influence to the students' ability in English and Arabic Vocabularies. The students which like to the English and Arabic subject will enjoy and try to get the best score and achievement. And the students which feel less like or dislike, they haven't the motivation to learn English and Arabic subject. And also in they attention, this matter also determine their ability in vocabulary. At table 4.16 can be seen the students which express always pay attention to English subject are 84%, which express sometime pay attention are 14%, and which express seldom attention 2%, no one express never attention 0%. While the students which express always pay attention to Arabic subject are 92%, which express less attention 8%, and which express seldom and never attention 0%.

Their attention to the English and Arabic subject is very important to increase their ability in English and Arabic Vocabularies. This matter is not released from the students' opinion, whether the English and Arabic subject is interesting or not. In this matter the students which express the English subject is more interesting are 48%, which express the Arabic subject is more interesting are 24%, and which express both of them are interesting are 28%, and no one express both of them are not interesting (see table 4.15). It means the

students' opinion is very supporting to determine the students' ability in English and Arabic Vocabularies.

c. Teacher factors

The teacher activeness is also very important to increase the students' ability in English and Arabic Vocabularies, because from the teacher practice can give his students motivation to enrich their vocabulary, like what is the meaning of teachers say, how can they translate sentence very well if they don't know the meaning of word, how can they communicate if their vocabulary is very poor.

Table 4.20 explains about the teachers' activeness in using English and Arabic when they are teaching. The students which express the teachers' sometime use are 66% for English teacher, and 68% for Arabic teacher, which express always are 34% for English teacher and 32% for Arabic teacher, and which express seldom and never are any body. It means that teachers at Senior High School still use their native language when they teach.

According to the result of interview and documentation one of the teachers is not graduated from English department, but the teacher has knowledge in English lesson.

d. Medium and facility

Medium and facility also have the relation tightly with the students' ability in English and Arabic Vocabularies. Less facility which is available will cause less interest and also students' activity,

and then will give influence to their ability in English and Arabic Vocabularies. The students which have enough facility, it is very supporting to the students' ability in English and Arabic Vocabularies.

Medium and facility is very important to increase the students' ability in English and Arabic Vocabularies. For example, the existence a library in the school, beside as a place to get the knowledge, it also helps the students in enrich vocabulary, because there are many books usually at library which can help the students in enrich vocabulary.

Beside that be or not the students have the Hand Book of English and Arabic subject are also influence to the students' ability in English and Arabic Vocabularies. At table 4.21 explains that the students which have the Hand Book of English subject are 36%, and the students which haven't the Hand Book are 48%. While the students which have the Hand Book of Arabic subject are 86%, and the students which haven't the Hand Book are 2%. It means that the students which have the Hand Book of Arabic book is very high and its can help the students' ability in English and Arabic Vocabularies very well.

The other books of English and Arabic subject also help to increase the students' ability in English and Arabic Vocabularies. At table 4.22 explains that the students which express that they have the text books beside the Hand Book of English book are 88%, and which express that they haven't the text books beside the Hand Book of

English subject are 6%. While the students which express that they have the text books beside the Hand Book of Arabic book are 88% and which express that they haven't the text books beside the Hand Book of Arabic subject are 8%. From data above we have known that almost students at Islamic senior High School have the text books beside the Hand Books of English and Arabic subject, this matter that make the score of the students is very high in translating English into Arabic.

Furthermore, about whether the students have the dictionary of English-Arabic-Indonesian. The students which express that they have the dictionary are 98%, and which express that they haven't the dictionary are 4% (see table 4.23). It means that Almost students of Senior High School Darul Hijrah for Girls have the dictionary. The dictionary is also influence to the students' ability in English and Arabic Vocabularies.

Therefore, the Hand Book, and dictionary are very important to increase the students' ability in English and Arabic. Thereby, it can make a conclusion that medium and facility at Senior High School Darul Hijrah for Girls are complete or enough to increase the students' ability.

e. School Environment

Table 4.24 explains that students which express that the school environment of Senior High School is very good to increase the students' ability in English and Arabic Vocabularies 92%, and the

students which express is good are 8%. It means the school environment at Senior High School is very good.

The interview result with the teachers, they said that the school environment at Islamic Senior High School Darul Hijrah for Girls is very good because in boarding house or around the school the students obligate to speak English and Arabic language.