

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. General Description of Research Location

1. Brief History of Islamic Senior High School Al Istiqamah Banjarmasin

The research has been done at Islamic Senior High School Al Istiqamah Banjarmasin which is located at Pekapuran Raya Street, RT. 42 NO. 01, Pemurus Baru, East Banjarmasin District, South Kalimantan. Islamic Senior High School Al Istiqamah Banjarmasin is one of senior high school that based in Islamic values in Banjarmasin and also combines between Islamic knowledge and science. Islamic Senior High School Al Istiqamah Banjarmasin was built in 1986.

The vision and mission of the MA Al-Isiqamah is the creation of the students' belief, knowledge, and character *al-karimah* that competitive in daily life.

- a. *Peningkatan Program pengamalan nilai-nilai keimanan, ketaqwaan dan akhlak al-karimah*
- b. *Menyiapkan keterampilan siswa untuk terjun di Masyarakat*
- c. *Meningkatkan potensi akademik siswa sehingga mampu melanjutkan pendidikan ke perguruan tinggi.¹*

This school uses curriculum of MA Al-Istiqamah (*Depag/Diknas*) and combines with Islamic Boarding School Curriculum. The program in this school is social program.

¹ Document of Islamic Senior High School Al Istiqamah Banjarmasin

2. Descriptions of teacher, staffs, students, and facilities at Islamic Senior High School Al Istiqamah Banjarmasin in academic year 2011/2012

a. Description of teachers at Islamic Senior High School Al Istiqamah Banjarmasin

In academic year 2011/2012 Islamic Senior High School Al Istiqamah Banjarmasin has 15 teachers that include 1 headmaster, 14 teachers include 1 English teacher. Furthermore, the subjects they teach, their educational background can be seen on the appendix 1.

The only one English teacher of Islamic Senior High School Al Istiqamah Banjarmasin in academic year 2011/2012 is Drs. M. Maksyad S. He is an English teacher for all of classes at Islamic Senior High School Al Istiqamah Banjarmasin. He was graduated from S1 Islamic Education of Antasari State Institute for Islamic Studies Banjarmasin.

b. Description of administration staff at Islamic Senior High School Al Istiqamah Banjarmasin

From the description of teachers at Islamic Senior High School Al Istiqamah Banjarmasin, we also know the administration staff at Islamic Senior High School Al Istiqamah Banjarmasin. The name of administration staff at Islamic Senior High School Al-Istiqamah Banjarmasin can be seen on appendix 2.

c. Description of Students at Islamic Senior High School Al Istiqamah Banjarmasin academic year 2011/2012

In academic year 2011/2012, the total numbers of students who administratively registered at Islamic Senior High School Al Istiqamah

Banjarmasin are 112 students; they are 40 students from class X, 35 students from class XI, 37 students from class XII. , Furthermore, the data can be seen on appendix 3.

- d. Description of school facilities at Islamic Senior High School Al Istiqamah Banjarmasin academic year 2011/2012

Based on the observation, interview result and documentary, the writer got the data about the school facilities. To know more closely about the data, can be seen on appendix 4.

B. Data Presentation

On this data presentation the writer describes about result of the research on the field that collected by technique of data collection, they are written test, observation, interview, questionnaire and documentary.

English teaching learning process at Islamic Senior High School Banjarmasin for tenth grade students have been done only twice in a week. On Monday and Wednesday for class X A (Male) and for X B (Female) on Tuesday and Wednesday, all students of the tenth grade have the same English teacher.

The writer did the research in October, 19th 2011 until December, 19th 2011 (two months). In October, 25th 2011 the writer gave research letter from Department of Religious Affairs in Banjarmasin City to the school or headmaster of Islamic Senior High School Al Istiqamah Banjarmasin.

1. Description of Students' Ability in Using Imperative Sentences in Procedural Text

This sub chapter presents the data that have been collected on the research. The presentation cover primary data that are about the tenth grade of students' ability in following and understanding the steps of using imperative sentences in procedural text.

The writer did a test to the tenth grade of students at Islamic Senior High School Al Istiqamah Banjarmasin on November, 9th 2011. The test had been performed once at their class for class X B (Female) and at the library for class A (Male).

The test contains 40 items, there are 4 items of multiple choice, 17 items of matching the missing instruction, 5 items of arranging the jumble pictures, and 14 items of arranging sentences to be a correct procedural text. Each questions is scored 2,5 point. It was performed about 90 minutes.

Table 4.1 The Test Result of Using Imperative Sentences in Procedural Text at The Tenth Grade Students of Islamic Senior High School Al Istiqamah Banjarmasin Academic Year 2011/2012

NO	Name	M.C	M	A	J.P	Total	Score
1	Ahmad Husaini	3	2	10	1	16	40
2	Ahmad Rizal	4	4	0	1	9	Lst 22,5
3	Akhmad Kurniawan	3	4	5	4	16	40
4	Humaidi	4	3	10	2	19	47,5
5	Huwaidi Husain	4	3	1	5	13	32,5
6	M.Rizki Awaluddin	4	2	10	2	18	45
7	M.Taufik Hidayat	3	2	3	3	11	27,5
8	M. Al Amin	4	3	5	3	15	37,5
9	M. Luthfi Akbar	3	1	4	5	13	32,5
10	M. Rahim	4	3	10	1	18	45
11	Rudi Kamarullah	4	6	10	5	25	Hst 62,5

12	Yazid Baihaki	4	2	11	1	18	45
13	Zainudin Sya'bani	3	3	10	1	17	42,5
14	Zulkifliansyah	3	2	8	3	16	40
15	Bahriah	3	1	12	5	21	52,5
16	Fitriyani	3	1	14	5	23	57,5
17	Hidayati	4	2	14	5	25	Hst62,5
18	Hj.Norliani	3	3	14	5	25	Hst62,5
19	Husna Hartinah	3	0	11	5	19	47,5
20	Irma	4	2	14	5	25	Hst62,5
21	Mahrita	3	2	14	5	24	60
22	Maulida Safitri	3	2	14	5	24	60
23	Mira Aulia	3	0	12	5	20	50
24	Munawarah	3	2	14	5	24	60
25	Nahida Fathia	3	2	14	5	24	60
26	Noorhalimah	4	0	12	5	21	52,5
27	Norhadizah	3	0	12	4	23	57,5
28	Noorsyarifah	3	0	12	4	19	47,5
29	Norhasanah	3	1	14	5	23	57,5
30	Rahmawati S.	3	1	12	4	20	50
31	Rahmawati F.	4	2	14	5	25	Hst62,5
32	Rahmilawati	3	2	14	5	24	60
33	Rahnida	4	0	12	5	21	52,5
34	Rini Hasanah	4	2	12	5	23	57,5
35	Risna	4	2	14	5	25	Hst62,5
36	Siti Norjennah	3	2	14	5	24	60
37	Siti Raudhah	4	0	14	5	23	57,5
38	Syaidah	3	2	14	5	24	60
39	Syarifah Isnani	4	1	12	4	21	52,5
40	Uswatun Hasanah	3	2	14	5	24	60
	TOTAL SCORE						2.045

Note:

Hst : The highest score

Lst : The lowest score

M.C : Multiple Choice

M : Matching

A : Arranging

J.P : Jumble Picture

Based on the students' correct answer in written test, from the table 4.1 it is known that the highest score is 62,5, and the lowest is 22,5.

To know more closely about students' ability in using imperative sentences in procedural text, it can be seen at this following table:

Table 4.2 The Frequency Distribution of The Ability in Using Imperative Sentences in Procedural Text at The Tenth Grade Students of Islamic Senior High School Al Istiqamah Banjarmasin

No	Score	Category	Frequency	Percentage
1	80-100	Excellent	0	0%
2	70- 79	Good	0	0%
3	60- 69	Fair	14	35%
4	50- 59	Poor	11	27,5%
5	0- 49	Worse	15	37,5%
Total			40	100%

From the table above, it is known that from 40 students that answered the question test of the students' ability in using imperative sentences in procedural text, there are none students (0%) in excellent category, there are none students (0%) in good category, 14 students (35%) in fair category, 11 students (27,5%) in poor category, and 15 students (37,5%) in worse category.

Now to find out the score of the students' ability in using imperative sentences in procedural text academic year 2011/2012, the writer divided the total score with the number of students.

Mean of score is gotten by the pattern below:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{2.045}{40} \\
 &= 51,125
 \end{aligned}$$

Note:

M : mean

$\sum X$: total score

N : total number of respondent

It means that the students' ability in using imperative sentences in procedural text at the tenth grade students of Islamic Senior High School Al Istiqamah Banjarmasin academic year 2011/2012 is poor category.

2. Description About The Factors that Influence The Students' Ability in Using Imperative Sentences in Procedural Text at The Tenth Grade of Islamic Senior High School Al Istiqamah Banjarmasin Academic Year 2011/2012

1. Students' Internal Factors

a) Students' Interest

For describing the data about students' interest in English lesson especially those who interest or not interest toward English lesson, it can be seen in the following table:

Table 4.3 The Frequency of Students' Who like or Dislike Toward English Lesson

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Like very much	4	6	10	25%
2	Like	7	20	27	67,5%
3	Dislike	3	-	3	7,5%
	TOTAL	14	26	40	100%

From the table above there are 10 students (25%) like very much toward English lesson, it includes low category. While the students who stated that they like toward English lesson as many as 27 students (67,5%), it includes high category, and there are 3 students (7,5%) dislike toward English lesson, it includes very low category. So, it is seen that mostly students like toward English lesson.

Then, to know more about students' interest, it is indicated by their presence in English teaching and learning process. The data can be seen in following table:

Table 4.4 The Frequency of Students' Presence in English Teaching Learning Process in The Class

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Always	11	24	35	87,5%
2	Sometimes	3	2	5	12,5%
3	Never	-	-	0	0%
	TOTAL	14	26	40	100%

The table shows that 35 students (87,5%) who stated that they always present in English teaching and learning process, it includes very high category. While 5 students (12,5%) stated that they sometimes present in English teaching and learning process, it includes very low category, and none students (0%) who mentioned that they never present in English teaching and learning process, it includes very low category.

The students' interest also can be known from their attention to the teacher during teaching and learning process in the class as shown in the following table:

Table 4.5 The Frequency of Students' Attention to The Teacher During Teaching and Learning Process

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Always	1	6	7	17,5%
2	Sometimes	10	13	23	57,5%
3	Seldom	3	7	10	25%
	TOTAL	14	26	40	100%

From the table above, it is identified that 7 students (17,5%) always pay attention to the teacher during teaching learning process in the class, it includes very low category. While 23 students (57,5%) stated that they sometimes pay attention to the teacher during teaching and learning process in the class, it includes sufficient category, and

10 students (25%) who mentioned that they seldom pay attention to the teacher during teaching and learning process in the class, it includes low category.

Table 4.6 The Frequency of The Students Take or Never Take English Course

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Take English course	2	8	10	25%
2	Never	12	18	30	75%
	TOTAL	14	26	40	100%

From the table above, it is identified that 10 students (25%) take English course, it includes low category. While 30 students (75%) stated that they never take English course, it includes high category.

b. Students' Motivation

Table 4.7 The Frequency of The Students Motivation

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Internal motivation	11	21	32	80%
2	External motivation	3	4	7	17,5%
3	No motivation	-	1	1	2,5%
	TOTAL	14	26	40	100%

From the table above, it is identified that 32 students (80%) get internal motivation, it includes very high category. While 7 students (17,5%) stated that they get external motivation, it includes very low category, and only 1 students (2,5%) who mentioned that she/he doesn't have motivation, it includes very low category.

c. Students' Learning Process

Table 4.8 The Frequency of The Students' Activeness to Repeat English Lesson at Home

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Always	-	2	2	5%
2	Sometimes	7	19	26	65%
3	Never	7	5	12	30%
	TOTAL	14	26	40	100%

From the table above, it is identified that 2 students (5%) always repeat English lesson at home, it includes very low category. While 26 students (65%) sometimes repeat English lesson at home, it includes high category, and 12 students (30%) who mentioned that they never repeat English lesson at home, it includes low category.

Table 4.9 The Frequency of The Students' activeness to Ask Difficult Lesson

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Often	-	-	0	0%
2	Sometimes	10	25	35	87,5%

3	Seldom	4	1	5	12,5%
	TOTAL	14	26	40	100%

From the table above, it is identified that none students (0%) often ask difficult lesson to the English teacher, it includes very low category. While 35 students (87,5%) stated that they sometimes ask difficult lesson to the English teacher, it includes very high category, and 5 students (12,5%) who mentioned that they seldom ask difficult lesson to the English teacher, it includes very low category.

d. Students' External Factors

a) Teacher Factors

1) Teacher's Education Background

Teacher's educational background can be seen from the latest educational from the teacher. Based on the writer's interview with Mr. Maksyad S. He was graduated from S1 Islamic Educational of Antasari State Institute for Islamic Studies Banjarmasin in 1993.

2) Teacher's Experience in Teaching English

Teacher's experience is showing whether the teacher has a long time in teaching English. As we know that teaching experience is one of the influence factors in English teaching and learning process.

Based on the result interview with the teacher of English subject, the writer found the data that Drs. M. Maksyad

S. has taught English since 1993 but he has taught English in Islamic Senior High School Al Istiqamah Banjarmasin since 1994 until now. He has taught English for more than seventeen years.

3) Teacher Having English Training

He also had attended English training, some which are:

1. *Swadesi English Course 1992*
2. *Penyegaran Guru Mata Pelajaran Bahasa Inggris 80 jam tahun 2002.*
3. *Pelatihan Guru Mata Pelajaran Inti Bahasa Inggris 176 jam tahun 2003.*

b) Facility Factors

In this table below can be seen students possession of English text book to support in learning English.

Table 4.10 The Frequency of The Students' Possession of Text Book

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Have	14	26	40	100%
2	Have but loan	-	-	-	0%
3	Have no	-	-	-	0%
	TOTAL	14	26	40	100%

From the table above, it is identified that 40 students (100%) have English text book, it includes very high category. While none students (0%) stated that they have text book but loan, it includes middle category, and none students (0%) who

mentioned that they don't have text book, it includes very low category.

In this table can be seen about students have dictionary in order to support in learning English.

Table 4.11 The Frequency of The Students' possession of English Dictionary

NO	Category	Frequency		Total	Percentage
		XA (Male)	XB (Female)		
1	Have	5	8	13	32,5%
2	Have but loan	2	9	11	27,5%
3	Have no	7	9	16	40%
	TOTAL	14	26	40	100%

From the table above, it is identified that 13 students (32,5%) have English dictionary, it includes low category. While 11 students (27,5%) stated that they have English dictionary but loan, it includes low category, and 16 students (40%) who mentioned that they don't have English dictionary, it includes sufficient category.

C. Data Analysis

After all the obtained data are presented, then they also need to be analyzed based on the order of issue that have introduced earlier in this study.

1. The Ability in Using Imperative Sentences in Procedural Text at The Tenth Grade Students of Islamic Senior High School Al Istiqamah Banjarmasin Academic Year 2011/2012

As having seen in the data presentation about the test result in using imperative sentences in procedural text, that the scores obtained by the tenth grade students is 22,5 (the lowest) to 62,5 (the highest). The fact shows that the students who achieved the score in excellent category 0%, in good category 0%, in fair category 35%, in poor category 27,5%, and in worse category 37,5%, (see table 4.2). It means that the most students get score from worse category to fair category. Then from the data, the writer got 51,125 points that can be seen from the result of Mean.

$$M = \frac{\sum X}{N}$$

$$M = \frac{2.045}{40}$$

$$M = 51,125$$

So, it can be concluded that the students' ability of the tenth grade students in using imperative sentences in procedural text at Islamic Senior High School Al Istiqamah Banjarmasin is in poor category.

2. The Influential Factors of The Ability in Using Imperative Sentences in Procedural Text of The Tenth Grade Students at Islamic Senior High School Al Istiqamah Banjarmasin Academic Year 2011/2012

a. Students' Internal Factors

1) Students' interest

Students' interest in English also has a great influence toward their ability in using imperative sentences in procedural text. Based on the data that are gained from questionnaire, it shows that the biggest

percentage is 67,5% of students mentioned that they like toward English and it includes high category. The fact can be seen within table 4.3. So, it is seen that mostly students like toward English lesson.

Then, it is also known from questionnaire in table 4.4, that the biggest percentage is 87,5% of students mentioned that they always present while teaching learning process, it includes very high category. Thus, we can see that most students always present in English teaching and learning process in the class.

Next, based on table 4.5 shows 57,5% of students sometimes pay attention to the English teacher during teaching learning process, the writer concludes that the most of the tenth grade students pay attention in English learning process. It includes sufficient category. So, we can see that the students' attention influence the students' ability in using imperative sentences in procedural text.

Based on the table 4.6 shows 75% of students never take English course, it includes high category. Most of the students never take English course. Thus, can be concluded that it influence students' ability in English learning, especially in using imperative sentences in procedural text.

Based on some indicators above and from the writer's interview to English teacher, the writer concludes that generally the students have enough interest toward English. But, most of students are less attention and never take an English course. So, it can be said that students'

interest in English lesson influence on the students ability in English learning, especially in using imperative sentences in procedural text.

2) Students' Motivation

Motivation can influences the value of English learning result of the students, especially in getting honest in using imperative sentences in procedural text to analyze the students' motivation; writer employs the students' reason in learning English indicator.

One of indicators in motivation is willingness. Willing in learning something can support somebody to study hard also in learning English, with own willing make big spirit for the students to master English learning.

Based on the data that are gained from questionnaire, it shows that the biggest percentage is 80% of students mentioned that they get internal motivation from themselves. The fact can be seen within table 4.7.

Most of the tenth grade students at Islamic Senior High School Al Istiqamah Banjarmasin get internal motivation from themselves and it includes high category. Thus, the writer concludes that the motivation is not influence on the students' ability in English learning, especially in using imperative sentences in procedural text.

3) Students' Learning Activity

Students' learning activity is supporting thing in getting good result, especially in using imperative sentences in procedural text aspect which demand seriousness to study it.

Based on questionnaire in table 4.8, it shows that the biggest percentage is 65% of students mentioned that they sometimes repeat English lesson at home.

So, most of the tenth grade students at Islamic Senior High School Al Istiqamah Banjarmasin sometimes repeat English lesson at home and it includes high category.

Based on questionnaire in table 4.9, it shows that the biggest percentage is 87,5% of students mentioned that they sometimes ask difficult lesson to the English teacher.

So, most of the tenth grade students at Islamic Senior High School Al Istiqamah Banjarmasin sometimes ask difficult lesson and it includes very high category.

From two indicators, it can be said that the students' learning activity is not influence on the students' ability in English learning, especially in using imperative sentences in procedural text.

b. Students' External Factors

1) Teacher Education Factors

Being an English teacher which is good quality is expected item, but to get it that item is so hard to be realized. However, one of the

items can be seen from teacher's educational background that is ideal to the subject that is taught.

Teacher's educational background is very influence to the teacher's competence in teaching learning process. The teacher with teaching educational background will more easily obliging in school environmental.

Based on the writer's interview with Mr. Maksyad S. He was graduated from S1 Islamic Educational of Antasari State Institute for Islamic Studies Banjarmasin in 1993 but he was not from English department.

2) Teacher Experience in Teaching English

The different in period also influence English learning process. The teacher which is longtime learning English, of course have more experience compare to a teacher which is little experiences in learning English.

Based on the interview with Mr. Maksyad as English teachers of Islamic Senior High School Al Istiqamah Banjarmasin, it is known that their teacher experience 17 years long.

3) Teacher Having English Training

Mr. Maksyad also had attended some English training.

From the explanation about teacher factors at the tenth grade of Islamic Senior High School Al Istiqamah Banjarmasin. It means that

their teacher is good competent in teaching English lesson. But, it is not influence on the students' ability in English learning, especially in using imperative sentences in procedural text.

c. Facilities Factors

1) Facilities owned by the students

Based on the data that are gained from the writer's questionnaire, it is known that all of the tenth grade students at Islamic Senior High School Al Istiqamah Banjarmasin have owned of English book. It can be seen within the table 4.10, that the biggest percentage is 100% of students mentioned that they have owned of English books and it includes very high category.

Based on the table 4.15, that the biggest percentage is 40% of students mentioned that they do not have owned of English dictionary and it includes low category. Thus, it can be concluded that the most of the tenth grade students at Islamic Senior High School Al Istiqamah Banjarmasin have English book but don't have English dictionary.

It means that students' learning facility of the tenth grade students at Islamic Senior High School Al Istiqamah Banjarmasin is supposed their ability in learning English. So, students' learning facility influence very much on their ability in learning English.

2) Teaching English facilities belong to school

To collect the data about school facilities, based on the writer's interview to the English teacher, and observation. The writer concludes that the school facilities are good and it should be upgraded.

Thus, both students' facilities and school facilities quite influence on the ability of students in English learning.