

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. General Description of the Object of Research

1. Brief history of MTs Al-Hidayah Babayau

The research has been done at MTs Al-Hidayah Babayau which is located at Simpang Tiga Babayau street, RT 01, Babayau subdisrict, Balangan regency. The educational instutition consist of Islamic Junior High chool (MTs), and Elementary School (MI). This School is the first of Islamic Junior High School (MTs) at Babayau district.

Since 1999 until 2009 MTs Al-Hidayah Babayau has been led by two headmasters they are:

- | | |
|--------------------|--------------|
| 1. Harmainor | : 1999-2008 |
| 2. Sarmadi, S.Pd.I | : 2008 - now |

MTs Al-Hidayah Babayau was given the accreditation of school by Departement of Religious Affairs on 16 of November 2000 with SK No: W.O / 6-d/PP.00.6/1486 A/ 2000, the statistic is 21260810033. generally the physical condition of MTs Al-Hidayah Babayau building is good and has permanent construction.

2. Description of school facilities

Based on the observation, interview result and documentary, the writer got the data about the school facilities. To know more about the data, can be seen in the following table:

Table 4.1. Description of Facilities at MTs Al-Hidayah Babayau in academic year 2009/2010

NO	NAME OF FACILITIES	AMOUNT	POSSESION	CONDITION
1	Headmaster room	1	Posses	Good
2	Teacher's room	1	Posses	Good
3	Administration room	1	Posses	Good
4	Classroom	5	Posses	Good
5	Library room	1	Posses	Good
6	Parking area	2	Posses	Good
7	Toilet	2	Posses	Good
8	Volley Ball Field	1	Posses	Good
9	Foot Ball field	1	Posses	Good
10	Laboratory room of IPA	1	Posses	Good
11	Mosque	1	Posses	Good

Source: Documents of administration staff of MTs Al-Hidayah Babayau Balangan academic year 2009/2010.

3. Description of teachers, administration staff and students at MTs Al-HidIyah Babayau.

In academic year 2009/2010 MTs Al-Hidayah Babayau has 16 teachers that include 1 headmaster, 15 teachers include 1 English teacher and 2 administration staff. The description can be seen in the following table:

Table 4. 2. Description of Teachers and Administration Staff at MTs Al-Hidayah Babayau in Academic Year 2009/2010

NO	NAMES	EDUCATIONAL BACKGROUND/ YEAR	SUBJECT
1	Sarmadi,S.Pd.I (Headmaster)	Islamic Education/ S1/ 1998	Islamic Study
2	Supiani, S.Ag (Administration staff)	Islamic Education/ S1/ 2000	Islamic Study
3	Sri Hermina, S.Ag	Islamic Education/ S1/ 2000	Biology
4	Tuti Mariani, S.Ag	STIA/ S1/ 2008	Social science
5	Drs. Jurnain	Islamic Education/S1/1999	Islamic Study of Low
6	Fahruraji, A.Ma	Islamic Education/ D2/ 2000	Physics
7	Amaliyah, S.Ag	Islamic Education/ S1/ 2000	Indonesia
8	Sari Rajana, Hj. S.Pd.I	Islamic Education/ S1/ 2000	History
9	Qamaruddin, S.Pd.I	Islamic Education/S1/2006	English
10	Farida Hasanah, S.Pd.I	Islamic Education/ S1/2006	Mathematics

11	Sugianor	Islamic Education/S1/2000	Arabic
12	Kamariah	MA/ IPS/2005	Administration
13	Muhammad Syairozi	MAN/ BAHASA/ 2007	Social Science
14	Siti Majidah, S.Pd.I	Islamic Education/S1/ 2008	PKPS
15	Muhammad, S.Pd.I	Islamic Education/S1/2006	Arabic
16	Husin Naparin	MAN/IPS/	Social science

Source: Documents of administration staff of MTs Al-Hidayah Babayau Balangan academic year 2009/2010.

There is one English teacher of MTs Al-Hidayah Babayau in Academic Year 2009/2010, he is Qamaruddin, S.Pd.I. He is an English teacher for all of classes at MTs Al-Hidayah Babayau. He was graduated from S1 English Department of Antasari State institute for Islamic studies Banjarmasin. The writer found that the English teacher has been teaching English there for two years.

Table 4. 3. The numbers of administration staffs at MTs Al-Hidayah Babayau consist of two persons as shown in the following table:

NO	Name	Educational Background	Function
1	Supiani, S.Ag	Islamic Education/S1/2000	Definition Staff
2	Kamariah	MAN/ IPS/ 2005	Staff

Source: Documents of administration staff of MTs Al-Hidayah Babayau Balangan academic year 2009/2010.

For the year 2009/2010 the total numbers of students at MTs Al-Hidayah Babayau are 138 students. They are consist of 50 students from class VII , 43 students from class VIII, and 45 students are from class IX. for more detail it can be seen on the table:

Table 4. 4. Description of the Total Number of Students at MTs Al-Hidayah Babayau in Academic Year 2009/2010

No	Class	Number of Student		Total
		Male	Female	
1	VII	17	33	50
2	VIII	18	25	43
3	IX	20	25	45

	TOTAL	55	83	138

Source: Documents of administration staff of MTs Al-Hidayah Babayau Balangan academic year 2009/2010.

B. Data Presentation

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

Learning English process at MTs Al-Hidayah Babayau for class seventh have been done only twice in a week. On Thursday and Saturday, all students of seventh class have the same English teacher.

The writer did the research in September, 30 2009 until November, 30 2009 (Two months). In September, 30 2009 the writer gave the research letter from Department of Religious Affairs in Balangan Regency to the school or head master of MTs Al-Hidayah Babayau.

On Saturday, 10 of October 2009, the writer did the research by giving of questionnaire in class VII, it was done together by the students of class VII, and this activity took time about 30 minute.

On Thursday, 21 of October 2009, the writer tested the students class of VII, this is also have done concurrently by the students of class of VII, and this activity toke 90 minutes and during English class.

On Saturday, 24 of October 2009, the writer observed about teacher clarity in teaching and management of class in class VII. This activity take place from early to the last Lesson while the process of teaching about to be.

1. Description about Students' Ability in using to be present (is, am, are) at the Seventh Grade Students of MTs Al-Hidayah Babayau Balangan Regency Academic Year 2009/ 2010.

This sub chapter presents the data that have been collected on the research. The presentation cover primary data about the students' ability in using to be present (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan and some factors that influences it.

To know the students' ability in using to be present (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan, the writer carried out a written test to all students of the seventh grade. There are 43 students (Respondents). The time provided for answering the questions is 90 minutes.

The research result show that the students' ability in using to be present (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan Regency in Academic Year 2009/2010 contained 50 items question and gets the high score is 78 and the lowest is 17. The whole gotten score is 2069 from 43 respondents. So, from this result can be known that the mean is $2069 : 43 = 48, 11$. For more detail, it can be seen in the table 4.5.

Table 4.5 The Written Test Result of the Research Subject.

No	Nama	A	B	C	D
1	2	3	4	5	6
1	Nor Islamiah	22	11	45	78
2	Ahmad Mujahid	22	8	45	75
3	Mahrta	35	24	16	75
4	Faulina Dewi	24	11	39	74
5	Nor Anisa	22	8	42	72
6	Miri Yanti	22	8	42	72

7	Nor Munirah	24	10	36	70
8	Siti Rahmah	22	8	39	69
9	Sri Darmayanti	24	8	39	67
10	Nina Arliana Ningsih	26	10	39	65
11	Muhammad Halidi	28	10	27	65
12	Desy Lia Sari	22	8	33	63
13	Hadriani	30	5	27	62
14	Abdul Gapur	16	8	36	60
15	Muhammad Rijali	20	11	27	58
16	Sri Widya Rahmah	20	8	30	58
17	Dayatullah	22	7	27	56
18	Dini Setia Wati	24	9	21	54
19	Rahmadani	10	8	36	54
20	M. Nur Rizal	28	9	15	52
21	Ahmad Irfani	32	11	9	52
22	Mahdiana	24	8	18	50
23	Aulia	18	7	24	49
24	Rahmawati	20	10	8	48
25	Maulina	22	8	8	48
26	Hadijah	22	7	18	47
27	Hasnawati	24	8	15	47
28	Norlatifah	22	8	15	45
29	Wahyudin	16	5	24	45
30	Muhammad Amroni	14	6	24	44
31	Norhayati	14	7	24	42
32	Shalaila	20	11	9	40
33	Mulia Safitri	8	7	24	39
34	Norlina	34	3	14	39
35	Irmawati	12	4	21	37
36	Muhammad Rahmadi	18	8	9	35
37	Eva Yuliana	14	8	12	34
38	Sabirin	24	8	0	32
39	Ima Rahmalina	10	3	12	25
40	Hairatun Nisa	12	5	3	20
41	Halimah	12	4	3	19
42	Arfiansyah	10	6	3	19
43	Fauzani	12	5	0	17
	TOTAL	1039	637	799	2069
	MEAN				48.11

Based on table above it is known the written test result of the students' ability in using to be present tense (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 contained 50 items that are divided into three parts. Involved 25 items for Multiple Choices, in which the students are choosing the appropriate answers, 10 items for fill in the blank, and 15 Conversion, in which the students are required to change the sentence, five sentences are required to change into negative, and five sentences are required to change into positive sentences, and the last five ones are required to change into interrogative sentences.

According to the written test result the frequency distribution of the students' ability in using to be present tense (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 is showed in the table 4.6 :

Table 4.6 Frequency Distribution of the students' ability in using to be present tense (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010

No	Score	Category	Frequency	Percentage
1	80 - 100	Excellent	-	-
2	70 - <80	Good	7	16.27
3	60 - <70	Good Enough	7	16.27
4	50 - <60	Poor	10	23.25
5	0 - <50	Very Poor	19	44.18
Total			43	100

Based on table above, it describes that students' ability in using to be present tense (is, am, are). It is known that no one students get the score 80-100 (Excellence), 7 students or 16.27% who get the score 70-<80 (Good), 7 students or 16.27% who get the score 60-<70 (Good Enough), 10 students or 23.25% who

get the score 50-<60 (Poor), 19 students or 44.18% who get the score 0-<50 (Very Poor) it means the students' ability in using to be present tense (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 is very low.

2. Description about the Factor that Influence the students' ability in using to be present tense (is, am, are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan.

After the data processed, that can be known the influential factors of the students' ability in using to be present tense (is, am, are) is divided into some kinds, they are students' factors involved students' interest, students' motivation, students' learning activity and students' facility and the second one is teacher factors.

- a. Students' factors which divided into four indicators, they are:

- 1) Students' interest

For describing the data about Students' interest in English lesson especially they who like or dislike toward English lesson, the writer presents the data whether they like or dislike English lesson. It can be seen in the following table:

Table 4.7 The frequency of students' interest toward English lesson

NO	CATEGORY	FREQUENCY	PERCENTAGE %
1	Like very much	37	86.04
2	Quite Like	6	13.95
3	Dislike	-	-
TOTAL		43	100

From the table above, it can be known that the students who mentioned that like English very much as many as 37 students (86.04%), it includes very excellent category. While the students who stated that quite like toward English as many as 6 students (13.95%), it include very poor category. And no one student who dislike English lesson, it means in very poor category. So, most of the students at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 of is quite like.

Then to know more about students' interest, it is indicated by their attendances when teaching and learning activity. The data can be seen in the following table:

Table 4.8 The frequency of students' attendance in English class

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Always	31	72.09
2	Sometimes	12	27.90
3	Seldom	-	-
TOTAL		43	100

Based on the table above, the students of the seventh grade students who always present in the class for English subject are 31 students (72.09%), it includes very good category. 6 students (27.09%) sometime present in the class, it include good enough category. and there is no students who seldom present in the class for English subject. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan

in academic year 2009/2010 stated that they always attend in class when English teaching and learning activity.

Table 4.9 The frequency of students' attention in learning English

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Always	39	90.69
2	Often	4	9.30
3	Seldom	-	-
TOTAL		43	100

From the table, it is identified that 39 students (90.69%) always attention in learning English, it includes is in excellent category. 4 students (9.30%) often attention, it includes in very poor category. and there is no students who seldom attention in learning English. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 stated that they often attention in learning English.

2. Students' Motivation

To know students' motivation toward English lesson, it can be seen in their reason on why they learn English as shown this following table:

Table 4.10. The frequency of students' motivation in learning English

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Him self	37	86.04
2	His parents and teacher	3	6.97
3	English as a subject	3	6.97
TOTAL		43	100

The table shows that 37 students (86.04%) have their own motivation; it includes in excellent categories. 3 students (6.97%) get motivation from his parent and teacher; it includes in very poor category. 3

students (6.97%) motivated to learn English because English is a subject in the school, it includes in very poor category. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 are because their own motivation. It means excellent categories.

3. Students' Learning Activity

To know students' learning activity, can be seen in following table:

Table 4.11. The Students' ownership following English course.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Have been following	-	-
2	Followed	10	23.25
3	Never have followed	33	76.74
TOTAL		43	100

The student who does not follow the course will get the low score. It can be seen From the table above known there is no students who have been following English course until now, there are 10 students (23.25%) they known followed English course in past been following the course time and there are 33 students (76.74%) known who never have followed English course. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan stated that they never have followed English course.

Table 4.12. The frequency of students' activeness to pay attention in Teacher explanation.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	27	62.79
2	Sometimes	9	20.93
3	Seldom	7	16.27
TOTAL		43	100

The table shows that 27 students (62.79%) who often pay attention in teacher explanation, it includes in good enough category. 9 students (20.93%) who sometime pay attention in teacher explanation, it includes in very poor category. and 7 students (16.27s%) who seldom to pay attention in teacher explanation, it includes in very poor category. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 stated that they often pay attention in teacher explanation.

Table 4.13. The frequency of students' activeness to respond teacher's question and to ask difficult lesson.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	5	11.62
2	Sometimes	31	72.09
3	Seldom	7	16.27
TOTAL		43	100

From the table, those 5 students (11.62%) who often respond teacher's question and to ask difficult lesson, it includes in very poor category. 31 students (72.09%) who sometimes respond teacher's question and to ask difficult lesson, it includes in good category. And 7 students (16.27%) who seldom respond teacher's question and to ask difficult lesson, it includes in very poor category. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 stated that they sometime respond teacher's question and to ask difficult lesson.

Table 4.14. The frequency of students' activeness to take important notes

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	5	11.62
2	Sometimes	11	25.58
3	Seldom	7	16.27
TOTAL		43	100

The table shows that 5 students (11.62%) who often to take important notes, it includes in very poor category. 11 students (25.58%) sometimes do it, it includes in very poor category. and 7 students (16.27%) seldom to take important notes, it includes in very poor category also. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 stated that they in very poor category.

Table 4.15. The frequency of students' activeness to study at home.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	10	25.58
2	Sometimes	5	11.62
3	Seldom	27	62.79
TOTAL		43	100

From the table above, it is known those 10 students (25.58%) who always to study at home, it includes in very poor category. 5 students (11.62%) who often study at home, it includes in very poor category also and 27 students (62.79%) who sometime study at home, it includes in good enough category. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 stated that they seldom to study at home.

Table 4.16 The frequency of students' activeness to improve their English through mass media or other source.

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	13	30.23
2	Sometimes	7	16.27
3	Never	23	53.48
TOTAL		43	100

From the table above, it is known that 13 students (30.23%) who often improve their English through mass media or other source, it includes in very poor category. 7 students (16.27%) who sometimes improve it, it includes in very poor category also. and 23 students (53.48%) who never improve it, and it includes in poor category. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 stated that they never improve their English through mass media or other source.

Table 4.17. The frequency of students' activeness to do their homework

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Often	37	86.04
2	Sometimes	4	9.30
3	Seldom	2	4.65
TOTAL		43	100

From the table above Described the activeness of students to do their homework, this data can be seen there are 37 students (86.04%) who often do their homework, it includes in excellent category. 4 students (9.30%) who sometimes do their homework, it includes in very poor category and 2 students (4.65%) who seldom do their homework, it includes in very poor category also. So, most of the seventh grade students

of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 stated that they often to do their homework.

4. Students' facility

The facilities factor which is aimed here is students' facilities and the school facilities as the writer described before. The school facilities such as classroom, library, and the other of demonstrations.

From the observation the writer found that the school provides enough facility to run the teaching learning process well. The data presentation also shows the data about the students' facilities. Students' facility is one of the influential factors of the students' ability in using to be present involved students' ownership of English text book, English grammar book and English dictionary, the data is presented in the following table:

Table 4.18. Students' Ownership of the English text book

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Private ownership	12	27.90
2	Non-private ownership	4	9.30
3	Do not have	27	62.79
TOTAL		43	100

Based on the table it is found that 12 students (27.90%) have the English text book (private ownership), it is in very poor category. 4 students (9.30%) have the English text book, but it is non-private ownership and it is in good enough category. And 32 students (62.79%) do not have the English text book; it is in very good enough category. So,

most of the seventh grade students of MTs Al-Hidayah Babayau Balangan don't have English text book.

Table 4.19. Students' Ownership of English Grammar Book

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Private ownership	7	16.27
2	Non-private ownership	4	9.30
3	Do not have	32	74.41
TOTAL		43	100

Based on the table found there are 7 students (16.27%) known that they have themselves of English grammar book, it is in very poor category. there are 4 students (9.30%) known that they have English grammar book but non-private ownership. It is in very poor category and there are 32 students (74.41%) known that they do not have it. So, most of the seventh grade students of MTs Al-Hidayah Babayau Balangan stated that they do not have English grammar book.

Moreover the data about the students' facility can be known from the students' ownership of English dictionary, it is can be seen in the table 4.20 :

Table 4.20. Students' Ownership of English Dictionary

NO	CATEGORY	FREQUENCY	PERCENTAGE%
1	Private ownership	9	20.93
2	Non-private ownership	28	65.11
3	Do not have	6	13.95
TOTAL		43	100

Based on the table it is found there are 9 students (20.93%) at MTs Al-Hidayah Babayau Balangan known that that they have themselves of

English dictionary, there are 28 students (65.11%) known have English dictionary but non-private ownership and there are 6 students (13.95%) known that they do not have English dictionary ownership.

a. Teacher's factors which divided into three indicators, they are:

1) Teacher Educational Background

Based on the result of interview with English teacher (Qamaruddin, S.Pd.I), He is an English teacher for all of classes at MTs Al-Hidayah Babayau Balangan. In 2006 he started to teach English at MTs Al-Hidayah Babayau Balangan.

From result of interview those backgrounds of education are:

- a. MIN Model Amuntai 1995
- b. MTsN 1 Amuntai 1998
- c. MAN 2 Amuntai 2001
- d. S1 English Department 2006 Tarbiyah Faculty, Antasari State Institute for Islamic Studies Banjarmasin.

2) Teacher's experience

Based on the result of interview, the writer found that the English teacher of the seventh grade students at MTs Al-Hidayah Babayau Balangan has been teaching English for almost two years. Since 2007 he started teaching English, it is known that until now. So it means that he has good experience in teaching English.

3) Teacher's technique

Based on the observation and interview it can be seen to improve the students' ability in English. The English teacher uses eclectic technique, like demonstration and evaluation techniques. In connection with teaching-learning of to be, the teacher explains about it and then he asks the students to make an example one by one orally and students can correct the false answer of other students. After that the teacher gives them written test using the students' work book in the classroom and gives homework.

C. Data Analysis

The data have gotten whether from written test, observation, interview, questionnaire and documentary are processed and presented in the table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the students' ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010.

1. The students' ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010.

After the written test have been done, the students' ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010, can be known from three types of questions contained 50 items questions. The students' have got the

total score of written test result are 2069 from 43 respondents found out the mean 48.11.

From the data that have been described before, it is known that ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 is in low category, it can be seen from the table 4.6. It is proved that no one student who get the score 80-100 (Excellence), 7 students or 16.27% who get the score 70-<80 (Good), 7 students or 16.27% who get the score 60-<70 (Good enough), 10 students or 23.25% who get the score 50-<60 (Poor), 19 students or 44.18% who get the score 0-<50 (Very Poor).

From the description above, it is known that however ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 is in low category, so that the important of teachers role in learning English grammar, to give support or motivation to his students for increasing their ability with always study.

Moreover, they must to increase their vocabulary. I think the students of seventh grade at MTs Al-Hidayah Babayau Balangan have very less English grammar book and dictionary, because it can be known from the score above, the problem is the student's English grammar book and dictionary, so they can not differ the usage of is, am, and are.

2. The influential factors of ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010.

a. Students' factor

1. Students' Interest

Students' interest can be divided into three indicators; they are student's interest towards English lesson, students' attendance in English class, and students' attention in English class.

Table 4.7. Described about students' interest toward English lesson, it can be known from the questionnaire that the students who have very high and high score mentioned that they very interested in English subject; it means that they have good interest and it includes low problem. The numbers of them are 37 students (86.04%) which are in very good category. Most of students who stated quite interested in English subject known good sufficient and low score the numbers of them are 6 students (13.45%) it mean good enough category, but it means that they in average problem.

Then to know more about students' interest, it is indicate by their attendance in teaching learning English in class, it can be seen on the table 4.8. which shows that 31 students (72.09%) stated that they always attend in teaching learning English in class, it means in good category. 12 students (27.90%) sometime attend, it is in very poor category, and no students seldom attend in class when English teaching learning activity.

So, most of ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010 always attend in teaching learning English in classroom. It means it is in very good interest.

Moreover, we can know from questionnaire still about student's interesting, it is indicate by their attention in learning English, it can be seen in table 4.9. Which shows that 39 students (90.69%) stated that they always attention in learning English, it is very poor category, 30 students (54.54%) often attention in learning English, it is poor category, and no students seldom and never attention in learning English. So, most of ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010, known that there are often attention in learning English but It's in poor interest.

From three indicators above, it can be known that most of students quite like toward English lesson is good enough interest, always attend in English class is very good interest, and often attention in learning English in classroom is good category but in poor interest. Students' interest in English subject is very much influence the students' ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan in academic year 2009/2010.

Based on the interview with English teacher also, most of students dislike grammar and they don't have many vocabularies, so they don't

know of word, because it is caused lack facilities, e.g. Complete dictionary, English text book, and English grammar book, so that , they don't increase English grammar well. This is also influence with their interest.

2. Students motivation

The writer found from questionnaire that the students' motivation in this research most of students mentioned that they learning English suppose by their own motivation to get knowledge it means that they have good enough motivation the number of them 37 students (86.04%) who have their own motivation, it includes in excellent category. 3 students (6.97%) get motivation from his parent and teacher; it includes in very poor category. 7 students (12.72%) who motivated to learn English because of English is a subject in the school.

It can be stated that students' motivation in learning English of the seventh grade students at MTs Al-Hidayah Babayau Balangan are because their own motivation is high category. It's known from table 4.10.

3. Students learning activity

The writer found from questionnaire that Students' learning activity in this research most of students mentioned that there aren't students have been following the English course until now, there is no students follow the course, it is in very poor category, but there are 10 students (23.25%) they known followed English course in past been following the course time and there are 33 students (76.74%) students

never have followed English course, it is in poor category. So most of the seventh grade students stated that there are never have followed English course, because the environment or facilities not support for this activities. Then it can be known if all of students who have very poor category in this research are passive following English course. It can be seen at table 4.11.

In addition, the activeness of students who often pay attention in teacher explanation, this data can be seen on the table 4.12. Which shows that 27 students (62.79%) who often pay attention in teacher explanation, it includes in good category. 9 students (20.93%) who sometime pay attention in teacher explanation, it includes in very poor category. and 7 students (16.27%) who seldom to pay attention in teacher explanation, it includes in very poor category. So, most of students often pay attention in teacher explanation. It means it is in good enough categories.

Then in Table 4.13. Described the activeness of students to respond teacher's question and to ask difficult lesson, this data can be seen, there are 5 students (11.62%) stated often respond teacher's question and to ask difficult lesson, it means there are very active, it is includes very poor category. In there are 31 students (72.09%) stated that sometimes respond teacher's question and to ask difficult lesson if they don't understand, it is in good category and 7 students (16.27%) stated that seldom active to respond teacher's question and to ask difficult lesson, it is in poor category. It can be known if most of students sometime active to respond teacher's question and to ask difficult lesson, its mean in poor category.

From the data found that all of students who have the activeness in taking an important notes, this data can be seen on the table 4.14. Which shows that 5 students (11.62%) stated that often take an important notes, it means in very poor category. There are 11 students (25.58%) stated that sometimes take an important notes, it is in very poor category too. and 7 students (16.27%) stated that seldom active to take an important notes. It is very poor category. So, the writer includes those students activeness in taking an important note is in very poor category.

Then in table 4.15. Describe about students activeness to study at home. It is known those 11 students (25.58%) who often active to study at home, it includes in very poor category. 5 students (11.62%) who sometime active to study at home, it includes in very poor category and 27 students (62.79%) who seldom active to study at home, it includes in enough categories also. It can be known that students seldom active to study at home. It means in very poor categories.

From the table 4.16. Describe about students activeness improves their English through mass media or other source. It is known that 13 students (30.23%) who often improve their English through mass media or other source, it includes in very poor category. 7 students (16.27%) who sometimes improve it, it includes in very poor category also. and 23 students (53.48%) who never improve it, and it includes in good enough category. It can be known that they never improve their English through mass media or other source. It means it is in very poor categories.

Then in table 4.17. Described the activeness of students to do their homework, it's known those 37 students (86.04%) who often do their homework, it includes in good enough category. 12 students (9.30%) who sometimes do their homework, it includes in very poor category and 2 students (4.65%) who seldom do it, it includes in very poor category. It's known that students often active to do their homework. It means in good enough categories.

From seven indicators above, it's known that almost of students seldom to active in learning English. So it can be stated that students' learning activity is categorized poor. It's known very influence of the students' ability in using to be present (is,am,are) of the seventh grade students at MTs Al-Hidayah Babayau Balangan.

4. Students' facility

Teaching learning process will be implemented smoothly if supported by the complete facilities. The prepared facilities will be consideration for a teacher and student. The lack of facilities will make a trouble in teaching learning activity.

Based on the table 4.18 Found there are 12 students (27.90%) have the English text book (private ownership), it is in very poor category. 4 students (9.30%) have the English text book, but it is non-private ownership and it is in very poor category. And 27 students (62.79%) do not have the English text book; it is in good enough category. So, most of seventh grade students at MTs Al-Hidayah Babayau Balangan do not have

the English text book. Thus, the completeness of student's English text book can be stated in the bad facility category, because their books are non-private ownership and they must give books back to their school.

Based on the table 4.19. found there are 7 students (16.27%) known that they have English grammar book (private ownership), it is in very poor category, there are 4 students (9.30%) known that they have English grammar book but non-private ownership, it is in very poor category too and there are 32 students (74.4%) known that they do not have English grammar book. So, most of the seventh grade students at MTs Al-Hidayah Babayau Balangan stated that they do not have English grammar book ownership. Then, the completeness of student's English grammar book can be stated in the bad facility category too, because most of students do not have English grammar books.

Then students have or don't have English dictionary, this data can be seen on the table 4.20. Which shows 9 students (20.93%) of students stated that they have the private ownership English dictionary; it is in very poor category. And there are 28 students (65.11%) stated that they have English dictionary but non-private ownership, it is in good enough category and there are 6 students (13.95%) known that they do not have English dictionary ownership, it is in very poor category. So, almost of the seventh grade students at MTs Al-Hidayah Babayau Balangan have the private ownership, in means it is in poor category, but it is not complete dictionary. Although there are still most of them stated that they have

English dictionary but it is non private ownership and still there are students do not have English dictionary. And the completeness of student's English dictionary can be stated in bad facility category, because their English dictionaries are non-private ownership and not complete dictionaries.

Based on three indicators above, the writer concludes that the completeness of students' facility is in poor category or bad facilities. The reality most of students have well enough facility, but the facility are non private ownership and owned by the school. Like English text book and they are given in learning process only, and known they do not have English grammar book, and then the students have dictionaries but it is not complete dictionaries. The writer knows that the facilities are in poor condition to support the teaching and learning process. Students' facility is one of the influential factors of the students' ability in using to be present tense (is,am,are) at the seventh grade students of MTs Al-Hidayah Babayau Balangan.

b. Teacher's factor

Teacher educational background of English teacher will be influence on the presentation way of English subject material in class, as the English teacher must own their proficiency in the language and know how to teach English in the appropriate way, and the knowledge about these only received from the result of interview, it found the data that English teacher had finished graduated from S1 (English department) and

this is includes into high category. So it can be conclude that English teacher of the seventh grade students at MTs Al-Hidayah Babayau Balangan had good educational background which support very much in teaching learning process. And teacher's factor also include from teacher technique in teaching and their experience in teaching, its will be influence in teaching learning process, its can make appropriate in teaching.

From the statement above, the writer concluded that although teacher's background categorized high, and for her experiences in teaching English is categorized quite and he has good various on using techniques or her presentation in teaching English which certainly will influence students' ability in English.s