

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General description of Research Location

1. Brief History of SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin

The research has been done at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin. It is located at Jl. Pekapuran Raya RT. 12 No. 76 District of Banjarmasin Timur, in the city of Banjarmasin. It is placed in strategic location; most students live around this school, so they can reach this school on foot.

The position of the school is described as follow:

1. The north of the school borders to the house of resident.
2. The south of the school borders to Mesjid Al – Mubarakah.
3. The west of the school borders to the house of resident.
4. The east of the school borders to Pekapuran Raya street.

SMP Muhammadiyah 4 was built on August 24th 1981. It is one of private schools that under the management of Department of National Education. Since it was built, it has been led by seven headmasters. Nowadays, this school is led by Muhtar Ahmadi, S.Pd, M.M.

The headmasters who have headed this school can be seen in this table.

Table 4.1 The Description of Leadership Period of the Headmaster from 1981 until now

No	Name	Period
1.	H. M. Ramli, A.A	1981 – 1987
2.	H. Abdullah, B.A	1987 – 1991
3.	Drs. Bukhari	1991 – 1995
4.	H. Abdullah Hafidz	1995 – 2000
5.	Murhan Hasan	2000 – 2003
6.	Drs. H. Mahlian MHD	2003 – 2006
7.	Muhtar Ahmadi, S.Pd, M.M	2006 – Now

2. Condition of Teachers, Administration Staff, School Facilities, and Students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin.

1. Teacher

SMP Muhammadiyah 4Pekapuran Raya Banjarmasin has 6 permanent teachers and 11 impermanent teachers. Besides teaching, they also have special job in this school; it can be seen in organization structure.

The following table will describe about teachers and their jobs at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin.

Table 4.2 The Description of Permanent Teachers at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin Academic Year 2009/2010.

No	Name	Latest Education	Subject
1.	Muhtar Ahmadi, S.Pd, M.M	S2 Management	Cohesived Social
2.	Dra. Maisyarah	S1 PLS	Cohesived Social
3.	Hj. Yanti Mala, S.Pd	S1 Study of Education	Civics Education
4.	Ernawati, M.Pd	S2 Indonesia	Indonesian
5.	Hj. Masnita	S1 History	1. History 2. Geography
6.	Siti Aminah	D1 Skill	Local Content

Table 4.3 The Description of Impermanent Teachers at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin Academic Year 2009/2010.

No	Name	Latest Education	Subject
1.	M. Yusri Abdan, S.Sos	S1 Ushuluddin	Arabic
2.	H. M. Arsyad	SLTA	Al-Qur'an / Arabic
3.	A. Fahmi	SGO / Sport	Sport
4.	Farida Yanti, S.Pd	S1 / Sains	Biology
5.	Rahnita Arisanti, S.Pd	S1 English	English
6.	Riduansyah, S.Pd	S1 Mathematic	Mathematic
7.	Sufianto, PYN, S.Si	S1 Sains	Physic
8.	Novi Permana, A.Md	D3 Library	K M D
9.	Ika Agustianti, S.E	S1 Economy	Computer
11.	M. Fachmily Annor	SLTA	Islamic Education

Table 4. 4 The Organization Structure of SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin Academic Year 2009/2010

No	Name	Latest Education	Position
1	Muhtar Ahmadi, M.M	S2 STIE	Headmaster
2	Dra. Hj. Maisyarah	S1 PLS	Vice of Headmaster
3	Hj. Yanti Mala	S1 UNLAM	Treasure of School
4	Ika Agustianti, S.E	S1UNLAM	Chief of Administration Staff
5	Hj. Masnita, S.Pd	S1 UNLAM	Librarian
6	Ernawati, M.Pd	S2 UNLAM	Vice of Headmaster of Curriculum
7	Riduansyah, S.Pd	S1 UNLAM	Vice of Headmaster of Students
8	Sufianto PYN, S.Si	S1 UNLAM	Vice of Headmaster of School Facilities / chief of Multimedia room
9	Farida Yanti, S.Pd	S1 UNLAM	Chief of Laboratory

2. The Administration Staff

SMP Muhammadiyah 4 has three administrations staff which consist of a head of administration management and two official employee with the different duty. To know about the administration staff and employee condition at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin. It can be seen in the following table;

Table 4.5 The description of administration Staff at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin Academic Year 2009/2010.

No	Name	Position
1	Ika Agustianti, S.E	Chief of Administration Staff
2	Nursyahida	Administration Staff
3	Robi Sugianto, S.Pdi	Administration staff

3. School Facilities

Based on observation, document and interview result. It can be known that facilities of the SMP Muhammadiyah Pekapuran Raya 4 Banjarmasin academic year 2009/2010 are as follows:

Table 4.6 The description of school facilities at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin Academic Year 2009/2010

No	Facilities	Amount
1	Headmaster's Office	1
2	Teachers' Room	1
3	Administration Staff's Office	1
4	Classrooms	7
5	School Healthy Room	1
6	Library	1
7	Multimedia room	1
8	Natural Science Laboratory	1

The continuation of Table 4.6

No	Facilities	Amount
9	Canteen	2
10	Skill room	1
11	Musholla	1
12	Student Organization room	1
13	Bathroom	1
14	Toilet	5

4. Student

In academic year 2009/2010, the total number of students that is administratively registered at SMP Muhammadiyah 4 is 246 persons. They are 74 students from seventh grade, 112 from eighth grade, and 60 from ninth grade. To make clear, the data can be seen in the following table:

Table 4.7 The Description of Students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin Academic Year 2009/2010.

No	Class	Sex		Amount
		Male	Female	
1	VII A	21	15	36
2	VII B	19	19	38
3	VIII A	23	15	38
4	VIII B	22	14	36
5	VIII C	23	15	38
6	IX A	12	18	30
7	IX B	12	18	30
Amount		132	114	246

B. Data Presentation

To present the data, the researcher uses tables which are completed by explanation.

1. The students' problems in learning vocabulary of the eighth grade students at SMP Muhammadiyah 4 Pekaruran Raya Banjarmasin.

The students' problems in learning vocabulary are measured by 4 indicators:

- a. The use of synonym
- b. The use of antonym
- c. Vocabulary translation
- d. Matching the words or word definition

Based on the written test result, it is known that the students' problems in vocabulary can be seen in the table below:

Table 4.8. The written test result of English vocabulary

Students	Synonym		Antonym		Vocabulary Translation		Matching the words		Total Score	
	T	F	T	F	T	F	T	F	T	F
1	3	7	3	7	13	7	2	8	42	58
2	4	6	2	8	17	3	3	7	52	48
3	3	7	3	7	13	7	2	8	42	58
4	4	6	5	5	11	9	3	7	46	54
5	5	5	4	6	14	6	3	7	52	48
6	8	2	6	4	16	4	1	9	62	38
7	2	8	2	8	10	10	2	8	32	68
8	3	7	3	7	8	12	3	7	34	66
9	3	7	2	8	10	10	1	9	32	68
10	4	6	3	7	13	7	2	8	44	56
11	4	6	3	7	16	4	5	5	56	44
12	8	2	9	1	20	0	8	2	90	10
13	8	2	3	7	14	6	2	8	54	46
14	6	4	6	4	18	2	3	7	66	34

15	5	5	3	7	16	4	6	4	60	40
16	5	5	3	7	17	3	6	4	62	38
17	9	1	3	7	16	4	6	4	68	32
18	7	3	7	3	19	1	6	4	78	22
19	5	5	3	7	16	4	6	4	60	40
20	6	4	6	4	16	4	5	5	66	34
21	5	5	4	6	14	6	4	6	54	46
22	5	5	2	8	16	4	6	4	58	42
23	6	4	6	4	16	4	4	6	64	36
24	4	6	1	9	13	7	1	9	38	62
25	10	0	5	5	17	3	6	4	76	24
26	3	7	3	7	5	15	3	7	28	72
27	2	8	4	6	15	5	3	7	48	52
28	8	2	6	4	17	3	7	3	76	24
29	4	6	6	4	6	14	0	10	32	68
30	6	4	6	4	11	9	1	9	48	52
31	9	1	8	2	17	3	6	4	80	20
32	4	6	4	6	15	5	5	5	56	44
33	8	2	5	5	17	3	3	7	66	34
34	3	7	3	7	12	8	3	7	42	58
35	8	2	3	7	16	4	6	4	66	34
36	3	7	5	5	9	11	3	7	40	60
37	3	7	5	5	13	7	6	4	54	46
38	9	1	8	2	15	5	3	7	70	30
39	7	3	7	3	17	3	7	3	76	24
40	9	1	6	4	15	5	6	4	72	28
41	7	3	5	5	17	3	4	6	66	34
42	4	6	6	4	8	12	1	9	38	62
43	4	6	3	7	16	4	3	7	52	48
44	5	5	4	6	15	5	3	7	54	46
45	4	6	5	5	14	6	1	9	48	52
46	3	7	3	7	11	9	4	6	42	48
47	9	1	6	4	17	3	9	1	82	18
48	8	2	4	6	12	8	0	10	48	52
49	3	7	5	5	11	9	1	9	49	60
50	6	4	7	3	17	3	6	4	72	28
51	9	1	8	2	17	3	3	7	74	26
52	9	1	8	2	17	3	7	3	82	18
53	4	6	4	6	14	6	6	4	56	44
54	8	2	0	10	13	7	3	7	48	52
55	8	2	5	5	17	3	3	7	66	34
56	8	2	5	5	17	3	6	4	72	28
Total	312	248	254	306	802	318	218	342	3182:56 Mean= 56.82	2418

Based on the written test, from the table 4.8 it is known that the highest score is 90, and the lowest is 28. The mean score of 56 students $3182: 56 = 56.82$ it means lower category. The table shows that in synonym test, the true of the students' answer is 312 and the false is 248. Meanwhile in antonym test, the true of the students' answer is 254 and the false is 306. In vocabulary translation test, the true of the students' answer is 802 and the false is 318. And in matching the words test, the true of the students' answer is 218 and the false is 342. Thus, from the table above it is known that most students get problems in matching the words or word definition test.

If the scores of the students got are categorized, the largest percentage is the students who score between 00-<50, it can be seen in the following table:

Table 4.9. Distribution of the students' mastery in English vocabulary

No	Category	F	%
1	Bad (00-<50)	20	35.72%
2	Low (50-<60)	11	19.64%
3	Fair (60-<70)	12	21.43%
4	Good (70-<80)	9	16.07%
5	Excellent (80-100)	4	7.14%
Total		56	100%

From the table above, it can be known that from 56 students who followed the test, there are 20 students or 35.72% who get bad score (00-<50). 11 students or 19.64% who get lower score (50-<60), 12 students or 21.43% who get fair score (60-<70), 9 students or 16.07% who get good score (70-<80), and there are 4 students or 7.14% who get excellent score (80-100). So, it means that the mastery of English vocabulary of the eighth grade students at SMP

Muhammadiyah 4 Pekapuran Raya Banjarmasin is mostly in bad category because 35.72% of the students get bad score (00-<50).

In learning vocabulary the students sometimes find some problems. The researcher uses the other sources to know what are the problems found by the students namely by using the questionnaire. To know what are the problems found by the students can be seen in the table below:

Table 4.10. Distribution of the students' problems in leaning vocabulary

No	Category	F	%
1	Translating	44	78.57%
2	Spelling	12	21.43%
Total		56	100%

The table above shows that 44 students or 78.57% have problems in translating and 12 students or 21.43% have problems in spelling. Thus, most of the students have problems in translating the words.

2. The influential factors of the students' problems in learning vocabulary at the eighth grade students of SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin

a. Students' factors

1) Students' interest

a) Students' likeness or dislike toward English vocabulary lesson

The data about students' likeness or dislike in English vocabulary lesson, it can be seen in the following table:

Table 4.11. Distribution of students' likeness or dislike toward English vocabulary lesson

No	Category	F	%
1	Like	18	32.15%
2	Quite like	37	66.07%
3	Dislike	1	1.78%
Total		56	100%

From the table above shows that the students who mentioned that they like toward English vocabulary lesson as many as 18 students or 32.15%. Meanwhile the students who stated that they quite like toward English vocabulary lesson as many as 37 students or 66.07%. 1 student or 1.78% stated that he dislikes toward English vocabulary lesson. So, it is known that most students quite like in English vocabulary lesson.

b) Students' opinion about English vocabulary

To know the students' opinion about English vocabulary can be seen in the following table:

Table 4.12. Distribution of students' opinion about English vocabulary

No	Category	F	%
1	Important	15	26.78%
2	Quite important	39	69.65%
3	Not important	2	3.57%
Total		56	100%

From the table above, it is known that 15 students or 26.78% stated that learn English vocabulary is important. 39 students or 69.65% stated that learn English vocabulary is quite important. And 2 students or 3.57% stated that not important to learn English vocabulary. So, it is known that most students stated that learn English vocabulary is important.

- c) Students' motivation can be seen on their reason on why they learn English

To know students' motivation can be seen in their reason on why they learn English. It can be seen in the following table:

Table 4. 13. Distribution of students' reason on why they learn English

No	Category	F	%
1	For getting knowledge	48	85.71%
2	English is compulsory	8	14.29%
3	Because of parents	0	0%
Total		56	100%

From the table above, it is known that 48 students or 85.71% stated that they learn English for getting knowledge. 8 students or 14.29% stated that they learn English because as a compulsory subject. And no one of student stated that they learn English because of parents. So, it is known that most students learn English for getting knowledge.

d) Students' attention on English lesson in the class

To know the students' attention on English lesson in the class, it can be seen in the table below:

Table 4.14. Distribution of students' attention on English lesson in the class

No	Category	F	%
1	Always	19	33.92%
2	Sometimes	37	66.07%
3	Never	0	0%
Total		56	100%

Based on the table above shows that the student who mentioned that they always attention on English lesson as many as 19 students or 33.92%. Meanwhile the students who stated that they sometimes pay attention on English lesson as many as 37 or 66.07%. And no one of students stated that they never attention on English lesson. Thus, most of students sometimes pay attention on English lesson in the class.

e) Students' attendance when English lesson in the class

The data about students' attendance when English lesson in the class, it can be seen in the following table:

Table 4.15. Distribution of students' attendance when English lesson in the class

No	Category	F	%
1	Always	48	85.71%
2	Sometimes	8	14.29%
3	Never	0	0%
Total		56	100%

From the table above, it is known that 48 students or 85.71% stated that they always attend when English lesson in the class. 24 students or 14.26% stated that they sometimes attend when English lesson in the class. And no one of students stated that they never attend when English lesson in the class. So, it is known that most students always attend when English lesson in the class.

2) Students' learning activity

Students' learning activity at school which indicated as below:

- a) The activeness of students' take note English leaning material taught by English teacher in the class

To know the activeness of students' take note English learning material taught by English teacher in the class, it can be seen in the following table:

Table 4.16. Distribution of the activeness of students' take note English learning material taught by English teacher in the class

No	Category	F	%
1	Always	29	51.78%
2	Sometimes	26	46.42%
3	Never	1	1.78%
Total		56	100%

From the table above, it is known that 29 students or 51.78% stated that they always take note English learning material taught by English teacher in the class. 26 students or 46.42% stated that sometimes take note English learning material taught by English teacher in the class. And 1 student stated that never take note English learning material taught by English teacher in the class. So, it is known that most students always take note English learning material taught by English teacher in the class.

- b) The activeness of students in asking English material subject which in given by their English teacher in the class.

To know the activeness of students in asking English material subject which in given by their English teacher in the class, it can be seen in the following table:

Table 4.17. Distribution of the activeness of students in asking English material subject which in given by their English teacher in the class

No	Category	F	%
1	Always	20	35.72%
2	Sometimes	30	53.57%
3	Never	6	10.71%
Total		56	100%

From the table above, it is known that 20 students or 35.72% stated that they always ask English material subject which in given by their English teacher in the class. 30

students or 53.57% stated that they sometimes ask English material subject which is given by English teacher in the class. And 6 students or 10.71% stated that they never ask English material subject which is given by their English teacher in the class. Thus, most of students sometimes ask English material subject which is given by their English teacher in the class.

Students' learning activity at home which indicated as below:

- a) The activeness of students in learning at home

The data about the activeness of students in learning at home, it can be seen in the table below:

Table 4.18. Distribution of the activeness of students in learning at home

No	Category	F	%
1	Always	1	1.78%
2	Sometimes	38	67.86%
3	Never	17	30.36%
Total		56	100%

Based on the table above, it is known that 1 student or 1.78% stated that always learn English at home. 38 students or 67.86% stated that they sometimes learn English at home. And 17 students or 30.36% stated that they never learn English at home. So, it is known that most students sometimes learn English at home.

b) The activeness of students in memorizing vocabulary at home

To know the activeness of students in memorizing vocabulary at home, it can be seen in the following table:

Table 4.19. Distribution of the activeness of students in memorizing vocabulary at home

No	Category	F	%
1	Always	1	1.78%
2	Sometimes	33	58.93%
3	Never	22	39.29%
Total		56	100%

From the table above, it is known that 1 student or 1.78% stated that always memorizes English vocabulary at home. 33 students or 58.93% stated that they sometimes memorize English vocabulary at home. And 22 students or 39.29% stated that they never memorize English vocabulary at home. Thus, it is known that the most students sometimes memorize English vocabulary at home.

c) The activeness of students to improve their English vocabulary through mass media or other sources

To know the activeness of students to improve their English vocabulary through mass media or other sources, it can be seen in the table below:

Table 4.20. Distribution of the activeness of students to improve their English vocabulary through mass media or other sources

No	Category	F	%
1	Always	9	16.07%
2	Sometimes	32	57.14%
3	Never	15	26.78%
Total		56	100%

The table above shows that 9 students or 16.07% mentioned that they always improve their English vocabulary through mass media or other sources. 32 students or 57.14% stated that they sometimes improve their English vocabulary through mass media or other sources. And 15 students Or 26.78% stated that they never improve their English vocabulary through mass media or other sources. So, it is known that most students sometimes improve their English vocabulary through mass media or other sources.

b. Teacher's factors

1) Teacher's educational background

Based on the result of interview with English teacher for the eighth grade students (Miss Rahnita Arisanti, S.Pd), it found the data that she had finished her study at S1 Universitas Islam Kalimantan from English department, and it includes in high category.

2) Teacher's experience in teaching English

Based on the result of interview, the researcher found the data that Miss Rahnita Arisanti, S. Pd has taught English subject about 10 years. It includes in high category.

3) Teacher's attendance in teaching English

Based on the result of interview, the researcher found the data that Miss Rahnita Arisanti, S. Pd always attends in teaching English. It includes in high category.

4) Teacher' techniques in teaching English vocabulary

a) The activeness of English teacher in using English language when teaching in the class

To know the data about the activeness of English teacher in using English language when teaching in the class, it can be seen the following table:

Table 4.21. Distribution of the activeness of English teacher in using English language when teaching in the class

No	Category	F	%
1	Always	19	33.93%
2	Sometimes	36	64.29%
3	Never	1	1.78%
Total		56	100%

From the table above, it is known that 19 students or 33.93% stated that teacher always uses English when teaching in the class. 36 students or 64.29% stated that teacher sometimes uses English when teaching in the class. And 1 student or 1.78% stated that teacher never uses English when teaching in the class. So, it means that the English teacher sometimes uses English when teaching in the class.

b) The activeness of English teacher in using media when teaching English vocabulary in the class

To know the activeness of English teacher in using media when teaching English vocabulary in the class, it can be seen in the following table:

Table 4.22. Distribution of the activeness of English teacher in using media when teaching English vocabulary in the class

No	Category	F	%
1	Always	16	28.57%
2	Sometimes	19	33.93%
3	Never	21	37.5%
Total		56	100%

Based on the table above it is known that 16 students or 28.57% stated that English teacher always uses media when teaching English vocabulary in the class. 19 students or 33.93% stated that English teacher sometimes uses media when teaching English vocabulary in the class. And 21 students or 37.5% stated

that English teacher uses media when teaching English vocabulary in the class. It means that the English teacher never uses media when teaching English vocabulary in the class.

c) The activeness of English teacher in dictating English vocabulary

The data about the activeness of English teacher in dictating English vocabulary, it can be seen in the following table:

Table 4.23 . Distribution of the activeness of English teacher in dictating English vocabulary

No	Category	F	%
1	Always	23	41.07%
2	Sometimes	25	44.64%
3	Never	8	14.29%
Total		56	100%

From the table above, it is known that 23 students or 41.07% stated that English teacher always dictates English vocabulary. 25 students or 44.64% stated that English teacher sometimes dictates English vocabulary. And 8 students or 14.29% stated that English teacher never dictates English vocabulary in the class. So, it is known that English teacher sometimes dictates English vocabulary.

d) The activeness of English teacher in asking her students to memorize English vocabulary

To know the activeness of English teacher in asking her students to memorize English vocabulary, it can be seen in the table below:

Table 4.24. Distribution of the activeness of English teacher in asking her students to memorize English vocabulary

No	Category	F	%
1	Always	10	17.86%
2	Sometimes	27	48.21%
3	Never	19	33.93%
Total		56	100%

From the table above, it is known that 10 students or 17.86% stated that the English teacher always asks her students to memorize English vocabulary. 27 students or 48.21% stated that the English teacher sometimes asks her students to memorize English vocabulary. And 19 students or 33.93% stated that the English teacher never asks her students to memorize English vocabulary. So, it is known that the English teacher sometimes asks her students to memorize English vocabulary.

c. Facilities' factors

1) The students have or do not have the English text book

To know the students have or do not have the English text book, it can be seen in the following table:

Table 4.25. Distribution of the students have or do not have English text book

No	Category	F	%
1	Have (private ownership)	44	78.57%
2	Have but borrowing	8	14.29%
3	Do not have	4	7.14%
Total		56	100%

From the table above, it is known that 44 students or 78.57% stated that they have English text book private ownership. 8 students or 14.29% stated that they have English text book but borrowing, and 4 students or 7.14% stated that they do not have English text book. It means that most students have English text book private ownership.

2) The students have or do not have the English dictionary

The data about the students have or do not have the English dictionary, it can be seen in the following table:

Table 4.26. Distribution of the students have or do not have English dictionary

No	Category	F	%
1	Have (private ownership)	30	53.57%
2	Have but borrowing	16	28.57%
3	Do not have	10	17.86%
Total		56	100%

Based on the table above, it is known that 30 students or 53.57% stated that they have English dictionary private ownership. 16 students or 28.57% stated that they have English dictionary but

borrowing. And 10 students or 17.86% stated that they do not have English dictionary. So, it can be known that most students have English dictionary private ownership.

- 3) The students have or do not have the related book with English lesson

To know the data about the students have or do not have the related book with English lesson, it can be seen in the table below:

Table 4.27. Distribution of the students have or do not have the related book with English lesson

No	Category	F	%
1	Have (private ownership)	33	58.93%
2	Have but borrowing	8	14.28%
3	Do not have	15	26.78%
Total		56	100%

From the table above, it is known that 33 students or 58.93% stated that they have the related book with English private ownership. 8 students or 14.28% stated that they have the related book with English but borrowing. And 15 students or 26.78% stated that they do not have the related book with English. So, it is known that most students have the related book with English lesson private ownership.

- 4) English book at the school library

Based on the result of interview with the administration staff of SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin (Miss

Nursyahida), the researcher found the data that the English book at the school library is complete. It includes in high category.

d. Environment factors

- 1) The activeness of students' family to support their children in learning English.

To know the activeness of students' family to support their children in learning English, it can be seen in the following table:

Table 4.28. Distribution of the activeness of students' family to support their children in learning English

No	Category	F	%
1	Always	28	50%
2	Sometimes	16	28.57%
3	Never	12	21.43%
Total		56	100%

From the table above, it is known that 28 students or 50% stated that the activeness of students' family always support their children in learning English. 16 students or 28.57% stated that the activeness of students' family sometimes support their children in learning English. And 12 students or 21.43% stated that the activeness of students' family never supports their children in learning English. So, it means that most of the activeness of students' family always supports their children in learning English.

2) The activeness of students in speaking English with their English teacher and their friends

The data about the activeness of students in speaking English with their English teacher and their friends, it can be seen in the table below:

Table 4.29. Distribution of the activeness of students in speaking English with their English teacher and their friends

No	Category	F	%
1	Always	1	1.78%
2	Sometimes	21	37.5%
3	Never	34	60.72%
Total		56	100%

Based on the table above, it is known that 1 student or 1.78% stated that always speaks English with their English teacher and their friends. 21 students or 37.5% stated that they sometimes speak English with their English teacher and their friends. And 34 students or 60.72% stated that they never speak English with their English teacher and their friends. So, it is known that most students never speak English with their English teacher and their friends.

C. Data Analysis

After all the obtained data are reported in detail as results of this research, they also need to be analyzed based on the order issues that have introduced earlier in this study:

1. The students' problems in learning vocabulary of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin

From the students' result of English vocabulary test shown on the table 4.9 can be concluded that the students' mastery in English vocabulary of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin is in low category which means 56.82, this data is shown from the biggest percentage 35.72% of students get bad score 00-<50.

Based on the written test which classify into several types, they are synonym, antonym, vocabulary translation, and matching the words or word definition, shown on the table 4.8 it is known that the students get problems in matching the words or word definition test. It is known from the students' result which is 218 for the true answer and 342 for the false answer. From the questionnaire, it can be known that the students get problems in translating and spelling. So it can be concluded that the students get problems in matching the word test or word definition, and others problems in translating and spelling.

2. The influential factors of the students' problems in learning vocabulary at the eighth grade students of SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin

Based on the analysis result that the students' problems in learning vocabulary of the eighth grade students is in matching the words (definition). There are some factors that influence it, those are:

a. Students factor

1) Students' interest

Based on the result of questionnaire as described on the table 4.11, which shows that the biggest percentage is 66.07% of students quite like toward English vocabulary lesson. It has enough influence toward students' mastery in vocabulary because most of students quite like in English vocabulary lesson. They do not state that like in English vocabulary lesson. It makes students are lazy to learn English vocabulary.

Then from the students' opinion about English vocabulary can be seen on the table 4.12, it shows that the biggest percentage is 69.65% of students stated that learn English is quite important. Based on the result of written test, we can see that it has enough influence in students' mastery in English vocabulary because most of students stated that learn English vocabulary is important, they do not state that learn English vocabulary is important.

To know the students' motivation on English lesson can be seen in their reason why they learn English as shown on the table 4.13, which shows that the biggest percentage is 85.71% of students learn English for getting knowledge, it does not have influence toward students' mastery in English vocabulary although most of them stated that they learn English for getting knowledge. Because we can see that the students' mastery in English vocabulary is still low.

Students' attention on English lesson in the class can be seen on the table 4.14, which shows that the biggest percentage is 66.07% of students sometimes pay attention on English lesson. Attention of the students has much influence toward students' mastery in English vocabulary. If all of students always pay attention toward English lesson, they will get good score but most of students of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin only sometimes pay attention on English lesson in the class, so the students' mastery in English vocabulary is low and they have problems in English vocabulary.

Then from the students attendance when English lesson in the class can be seen on the table 4.15, which shows that the biggest percentage is 85.71% of students always attend when English lesson in the class. Although most of the students always attend when English lesson but most of them sometimes pay attention on

English lesson, it does not have influence toward students' mastery in English vocabulary because they still get problems in English vocabulary.

From five indicators above, it can be known that most of students quite like in English vocabulary lesson, important to learn English vocabulary, they learn English for getting knowledge, they sometimes attention on English lesson in the class, and they always attend when English lesson in the class. Based on the data, the researcher concludes that generally the students have low interest toward English vocabulary lesson. Thus, the students' interest does not have much effect on students' mastery in English vocabulary, because their vocabulary mastery is still low.

2) Students' learning activities

a) Students' learning activity at school

The activeness of students take note English learning material taught by English teacher in the class, this data can be seen on the table 4.16, which shows that the biggest percentage is 51.78% of students always take note English learning material taught by English teacher in the class. It does not have much influence toward students' mastery in English vocabulary because the students' mastery in English

vocabulary is still low although most of them always take note English learning material.

The activeness of students in asking English material subject which is given by their English teacher in the class can be seen on the table 4.17, which shows that the biggest percentage is 53.57% of students sometimes ask English material subject which is given by English teacher in the class. We can see that it has much effect toward students' mastery in English vocabulary, because most of students sometimes ask English material with their English teacher. If all of them always ask when they do not understand it, maybe they will understand and get good score. But most of them just sometimes ask, so their vocabulary mastery is still low.

From two indicators above, it can be known that half the eighth grade students at SMP Muhammadiyah 4 Pekaruran Raya Banjarmasin always take note English learning material taught by English teacher in the class and they sometimes ask English material subject which is given by their English teacher in the class. Based on the data, the researcher concludes that generally the students are active in learning English activity at school.

b) Students' learning activity at home

The activeness of students in learning at home, it can be seen on the table 4.18, which shows that the biggest percentage is 67.86% of students sometimes learn English at home, it has enough influence toward students' mastery in English vocabulary. Because most of students sometimes learn English at home, so their vocabulary mastery is low and still get problems in English vocabulary.

The activeness of students in memorizing vocabulary at home, this data can be seen on the table 4.19, which shows that the biggest percentage is 58.93% of students sometimes memorize English vocabulary at home, it has much effect toward students' mastery in English vocabulary. If all of them always memorize English vocabulary and often open the dictionary, they will know many vocabularies. But most of students sometimes memorize English vocabulary, so their vocabulary mastery is still low.

Then the activeness of students to improve their English vocabulary through mass media or other sources can be seen on the table 4.20, which shows that biggest percentage is 57.14% of students sometimes improve their English vocabulary. It has much influence toward students' mastery in English vocabulary. Because they sometimes improve their

English vocabulary not always to improve their English vocabulary, so their vocabulary mastery is still low and still get problems in English vocabulary.

From three indicators above, it can be known that most of students sometimes learn English at home, sometime memorize English vocabulary at home, and sometimes improve their English vocabulary through mass media or other sources. Based on these data, the researcher concludes that generally the students are less active in learning English activity at home. Thus, the students learning activity has much effect on students' vocabulary mastery, because their vocabulary is still low.

b. Teacher's factor

1) Teacher's educational background

The educational background of English teacher will be influenced on the presentation way of English vocabulary lesson material in the class. As the English teacher must own the proficiency in the language and know how to teach English in the appropriate way, and the knowledge about these only received from teaching English educational background.

Based on the result of interview, it founds the data that English teacher for the eighth grade students had finished graduated program

(S1 English Department of Universitas Islam Kalimantan) and this included into high category. So, it can be concluded that the English teacher of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin has educational background supports very much on English teaching and learning process. But the students' mastery in English vocabulary is low and they still get problems in English vocabulary because the students' interest in English lesson especially vocabulary is not support it.

2) Teacher's experience in teaching English

From the result of interview with English teacher, the researcher finds the data that the English teacher has taught English subject about 10 years and it includes high category. So, it can be concluded that the English teacher of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin has many experiences in teaching English. But the students learning activity is not support because most of students are quite active in learning English at school and at home. So, the students still have problems in English vocabulary and their vocabulary mastery is low.

3) Teacher attendance in teaching English

From the result interview with the English teacher, it finds the data that the English teacher always attends in teaching English

and it includes in high category. So, it can be concluded that the English teacher of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin always attends in teaching English unless she is very busy or sick.

4) Teacher's techniques in teaching English vocabulary

The activeness of English teacher in using English language when teaching English in the class can be seen on the table 4.21, which shows that the biggest percentage is 64.29% of students stated that their teacher sometimes uses English when teaching in the class, it has enough effect toward students' mastery in English vocabulary because the students' mastery in English vocabulary is still low and they still have problems in English vocabulary.

The activeness of English teacher in using media when teaching English vocabulary, the data can be seen on the table 4.22, which shows that the biggest percentage is 37.5% of students stated that their teacher never uses media when teaching English vocabulary, it has much influence toward students' mastery in English vocabulary because the teacher never uses media when teaching English vocabulary. If the English teacher always uses media when teaching English vocabulary, maybe the students are easier to understand it.

The activeness of English teacher in dictating English vocabulary can be seen on the table 4.23, which shows that the biggest percentage is 44.64% of students stated that their teacher sometimes dictates English vocabulary, it has enough effect toward students' English vocabulary because the English teacher sometimes dictates English vocabulary. And we know that the students' mastery in English vocabulary is low and they still have problems in English vocabulary.

Then the activeness of English teacher in asking her students to memorize English vocabulary, it can be seen on the table 4.24, which shows that the biggest percentage is 48.21% of students stated that their teacher sometimes ask her students to memorize vocabulary. It has much influence toward students' English vocabulary because the teacher sometimes asks her students to memorize English vocabulary. If the teacher always asks her students to memorize, it can motivate students to always memorize and learn. But the teacher sometimes asks her students to memorize English vocabulary, so the students' mastery in English vocabulary is still low.

Based on the four indicators above, it can be known that the teacher of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin sometimes uses English language when teaching in the class, never uses media when teaching English

vocabulary, sometimes dictates English vocabulary, and sometimes asks her students to memorize English vocabulary. From these data, the researcher concludes that the English teacher does not use various techniques in teaching English vocabulary. There are no debate, work in pairs, role play, games, song, only group work, picture series and memorization. Thus, the teacher factor has much effect in students' vocabulary mastery because their vocabulary is low and they still have problems in English vocabulary.

c. Facilities factor

1) Students' facilities

The students have or do not have English text book can be known from the result of questionnaire as shown on the table 4.25, which shows that the biggest percentage is 78.57% of students have English text book private ownership, it does not has influence toward students' English vocabulary because their vocabulary mastery is still low and they still get problems in English vocabulary.

The students have or do not have English dictionary can be seen on the table 4.26, which shows that the biggest percentage is 53.57% of students have English dictionary private ownership, it does not has effect because their vocabulary mastery is low. If the students often open the dictionary, it is very support in students'

English vocabulary. But in fact, the students seldom open the dictionary, so it is not support in students' mastery in English vocabulary.

Then the students have or do not have the related book with English lesson, the data can be seen on the table 4. 27, which shows that the biggest percentage is 58.93% of students have related book with English private ownership, it does not has influence toward students' English vocabulary because their vocabulary mastery is low and they still have problems in English vocabulary.

From three indicators above, it can be known that most of the eighth grade students at SMP Muhammadiyah 4 Pekaruran Raya Banjarmasin have English text book private ownership, and have English dictionary private ownership, and they also have the related book with English lesson.

Based on the data and the researcher's observation result, the researcher concludes that the eighth grade students at SMP Muhammadiyah 4 Pekaruran Raya Banjarmasin have complete facilities to support them in learning English vocabulary.

2) School facilities

Based on the result of the researcher's interview and observation that the school's facilities is complete. It includes in high category. So, it can be stated that library at SMP

Muhammadiyah 4 Pekapuran Raya Banjarmasin support in teaching and learning English. But it does not has much effect in students' vocabulary mastery because their vocabulary is low and they still have problems in English vocabulary.

d. Environment factor

The activeness of students' family to support their children in learning English can be seen on the table 4.28, which shows that the biggest percentage is 50% of students stated that their family always support in learning English, it does not has much effect toward students' English vocabulary because the students' vocabulary mastery is still low. Although the family always support them in learning English but their learning activity at school and at home are less, it is not enough support it. So, support of family and always active in learning English at school and at home are needed to support it.

Then the activeness of students in speaking English with their English teacher and their friends, the data can be seen on the table 4.29, which shows that the biggest percentage is 60.72% Of students never speak English with their teacher and their friends, it has much influence toward students' mastery in English vocabulary. Their vocabulary mastery is still low and they get problems in English

vocabulary because never speak English with their English teacher and their friends.

From two indicators above, it can be known that most of the students' family of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin always support their children in learning English and most of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin never speak English with their English teacher and their friends.

Based on these data, the researcher concludes that the environment of the eighth grade students at SMP Muhammadiyah 4 Pekapuran Raya Banjarmasin is less support them in teaching and learning English and has much influence in students' vocabulary mastery.