

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Description of the Research Location

1. Brief History about State Islamic Senior High School Pugaan

Based on the result of interview between the writer and headmaster of State Islamic Senior High School Pugaan, that this MAN Pugaan is one of MA in Tabalong Regency, it is located in Tamunti village, Pugaan Sub District. Last time, this MAN Pugaan named was MAS Al-Ishlah Pugaan.

MAS Al-Ishlah Pugaan was found on November, 11 1999. There are caretakers and its structure:

a. Advisor

1. Sub District head of Pugaan
2. Village head of Tamunti, Pugaan, Halangan
3. H. M. Ideris
4. Darhami
5. H. Suriansyah

b. Employment

- | | |
|------------------------|---------------------|
| 1. Chief | : Drs. Akh. Kamjeni |
| 2. Deputy of chief | : Aspani |
| 3. Secretary | : Kubdin, S. Ag |
| 4. Deputy of secretary | : Markati |
| 5. Treasurer | : Saleh |

c. Sections

1. Development section : Dairi, Tarmiji, and Abd. Mayan

2. Fund section : Kasri, Muhtar, Iberahim

MAS Al-Ishlah Pugaan began to receive new students since academic year 2000/ 2001. Because the acceptance of new students so the organizer chose Drs. Akh. Kamjeni as a headmaster of MAS Al-Ishlah Pugaan on July, 1 2000 and the chief of employment was replaced by Mr. Aspani.

Then, the change of state status from MAS Al-Ishlah Pugaan became MAN Pugaan based on “Surat Keputusan Menteri Agama Republik Indonesia” Number: 558 year 2003 on December, 30 2003.

The program of formal ceremony performed on May, 18 2004 by Regent of Tabalong Drs. H. Rachman Ramsyi, M. Si and witnessed by Drs. H. Abdurrahman Gani, Drs. H. Yazidi Haya, and invited guests.

Since the change of status from MAS becomes MAN, the committee of the school was change too. Caretakers and the location of the school are as follows:

- a. Chief : H. Sarpani
- b. Deputy of chief : Markati
- c. Secretary : Kubdin
- d. Members : Daud, H. Murhan, H. Aspani, H. Mursidi, and Tarmidzi.

MAN Pugaan be contiguous with:

- Beside east with rice field
- Beside west with river
- Beside north with rice field
- Beside south with street

2. The Data about Teachers at State Islamic Senior High School Pugaan

Based on document data academic year 2008/2009 there are 23 teachers at State Islamic Senior High School Pugaan that is 7 permanent teachers and 16 honorarium teachers. The description of teachers can be seen in the following table:

Table 4.1. List of Teachers at State Islamic Senior High School Pugaan Academic Year 2008/2009

No.	Name	Position	Category	Latest Education
1.	Drs. Akh. Kamjeni	Headmaster	III/d	S1 FKIP
2.	Jamri, S. Ag.	Permanent Teacher	III/b	S1 IAIN
3.	Saprudin, S. Ag.	Permanent Teacher	III/b	S1 IAIN
4.	Husna Wati, S. Pd. I.	Permanent Teacher	III/b	S1 IAIN
5.	Dwi Agustina, S. Pd.	Permanent Teacher	III/b	S1 FKIP
6.	Hj. Rihil Mursalah, S. Pd.	Permanent Teacher	III/b	S1 FKIP
7.	Risnawati Erlina, S. Pd.	Permanent Teacher	III/b	S1 FKIP
8.	Pahmi, S. Ag.	Honorarium teacher	III/a	S1 IAIN
9.	Kubdin, S. Ag.	Honorarium teacher	-	S1 IAIN
10.	Zulfansyah, S. Ag.	Honorarium teacher	-	S1 IAIN
11.	Arlina, S. Ag.	Honorarium teacher	-	S1 IAIN
12.	Siti Mujahadah, S. Ag.	Honorarium teacher	-	S1 IAIN
13.	Jauhar Latifah, S. Pd.	Honorarium teacher	-	S1 FKIP
14.	Nursilawati, S. Pd.	Honorarium teacher	-	S1 FKIP
15.	M. Eko Modhufah Niswati, S. Pd.	Honorarium teacher	-	S1 FKIP
16.	M. Kamtari, S. S.	Honorarium teacher	-	S1 IAIN
17.	Razali, S. Pd.	Honorarium teacher	-	S1
18.	Ulin Nurhayati, S. E.	Honorarium teacher	-	S1 FKIP
19.	Norhasanah, S. Pd.	Honorarium teacher	-	S1 IAIN
20.	Nila Morgana, S. Pd.	Honorarium teacher	-	S1 FKIP
21.	Hj. Siti Aminah, A. Ma.	Honorarium teacher	-	Diploma
22.	Wiwi Heriyani, S. Pd.	Honorarium teacher	-	S1 FKIP
23.	M. Hatadani, S. Pd.	Honorarium teacher	-	S1

The table indicates that most of teachers at State Islamic Senior High School Pugaan graduated from Tarbiyah Faculty of IAIN and FKIP, and one of them from Diploma.

3. The Data about Administration Staffs at State Islamic Senior High School Pugaan

Table 4.2. List of Administration Staffs at State Islamic Senior High School Pugaan Academic Year 2008/2009

No.	Name	Position	Category	Latest Education
1.	Hasnal Farid	administration staff	II/ a	MAN
2.	Hayatullah	administration staff	-	MAN
3.	Mustafa	administration staff	-	MAN

The table indicates that all of administration staffs at State Islamic Senior High School Pugaan graduated from MAN.

4. The Data about Students at State Islamic Senior High School Pugaan

Table 4.3. List of Students at State Islamic Senior High School Pugaan academic year 2008/2009

No.	Class	Sex		Sum
		Male	Female	
1.	X A	11	13	24
2.	X B	10	13	23
3.	XI IPA	4	11	15
4.	XI IPS	13	9	22
5.	XI AGAMA	7	11	18
6.	XII IPA	4	16	20
7.	XII IPS	16	10	26
Total				148

For the academic year 2008/2009, the total numbers of students who study at State Islamic Senior High School Pugaan are 148 students. They are 47 students of tenth grade, 55 students of eleventh grade, and 46 students of twelfth grade.

5. The Data about Facilities at State Islamic Senior High School Pugaan

Now, physical infrastructure at State Islamic Senior High School Pugaan has seven classes these are class XA and XB, class XI IPA, XI IPS, XI AGAMA, class XII IPA and XII IPS. The description of facilities can be seen in the following table:

Table 4. 4. List of Facilities at State Islamic Senior High School Pugaan Academic Year 2008/2009

No.	Facilities	Number	Construction	Condition
1.	Headmaster's room	1	Permanent	Good
2.	Teachers' room	1	Permanent	Good
3.	Guest's room	1	Permanent	Good
4.	Administration room	1	Permanent	Good
5.	Computer room	1	Semi-permanent	Good
6.	Practice room	1	Semi-permanent	Good
7.	Prayer house	1	Semi-permanent	Good
8.	Class	7	3 Semi-permanent and 4 Permanent	Good
9.	UKS room	1	Semi-permanent	Good
10.	OSIS/ Boy Scouts room	1	Semi-permanent	Good
11.	Toilet for teacher	2	Permanent	Good
12.	Toilet for student	4	Permanent	Good
13.	Ceremony field	1	Semi-permanent	Good
14.	Sport field	1	Semi-permanent	Good
15.	Canteen	1	Semi-permanent	Good

B. Data Presentation

On this data presentation, the writer describes about the students' mastery in grammatical writing, especially present tense, present continuous tense, present perfect tense, past tense, and future tense in positive, negative, and interrogative sentence. It also describes about the influential factors that support to the students' mastery in grammatical writing. Therefore, the writer presents this data presentation based on some facts that found in the data as follows:

1. Description about the students' mastery in grammatical writing of the eleventh grade students at State Islamic Senior High School Pugaan academic year 2008/2009.

To analyze the data, the writer must collect the data first, in order to know the students data, the writer held a test to find out the students' mastery in grammatical writing.

The writer had done a written test to the students of the eleventh grade students at State Islamic Senior High School Pugaan academic year 2008/2009 on March, 14 2009. The test had been performed once for 90 minutes at prayer house.

Based on the result of written test about students' mastery in grammatical writing made by the eleventh grade students at State Islamic Senior High School Pugaan academic year 2008/2009, it is found that the highest score is 74 and the lowest score is 26. The accumulative score is 2908. The written test result can be seen in the following table:

Table 4. 5. The Students' Test Result of the Mastery in Grammatical Writing of the Eleventh Grade Students at State Islamic Senior High School Pugaan academic year 2008/2009

No.	Name	First type of test	Second type of test	Third type of test	Score
1.	Ahmad Muzakkir Fahmi	12	18	30	60
2.	Ahmad Yani	14	18	25	57
3.	Ajiza Rahman	14	15	30	59
4.	Asiah	10	18	30	58
5.	Didi Irawan	12	21	35	68
6.	Eka Paulina	14	18	30	62
7.	Fahrurraji	16	18	40	74
8.	Fauziah	12	21	25	58
9.	Fitriani	10	18	20	48
10.	Hadrian	12	15	25	52
11.	Hamida Ulfah	16	21	30	67
12.	Hinopi	12	21	20	53
13.	Ibrahim	10	15	35	60
14.	Ikhsan Iman Nullah	10	18	35	63
15.	Isna Tura Histi	10	15	15	40
16.	Jainah	8	18	25	51
17.	Jumiati	6	12	20	38
18.	Kartika Sari	12	9	10	31
19.	Lailam Barkiah	8	15	15	38
20.	Linda Sari	12	21	30	63
21.	Mahmudah	16	21	30	67
22.	Makhlufi	12	18	25	55
23.	Maulidiah	8	18	20	46
24.	Muhammad Agus	10	15	25	50
25.	Muhammad Rahman	8	18	25	51

Continuation of table 4. 5. The Students' Test Result of the Mastery in Grammatical Writing of the Eleventh Grade Students at State Islamic Senior High School Pugaan academic year 2008/2009

No.	Name	First type of test	Second type of test	Third type of test	Score
26.	Muhammad Ridho	12	18	30	60
27.	Nor Azmi Muhibbah	10	18	30	58
28.	Norhayati	6	15	25	46
29.	Norkhalifah	12	18	20	50
30.	Nurhikmah	10	21	30	61
31.	Padilah	8	18	15	41
32.	Rabiatul Sa'adah	10	15	10	35
33.	Rahmadani	12	18	25	55
34.	Rahmatullah	14	24	30	68
35.	Raimidah	10	12	25	47
36.	Rina Harlina	10	18	15	43
37.	Rina Wati	12	21	25	58
38.	Risnawati	8	15	15	38
39.	Risna Wati	6	15	15	36
40.	Rudi	12	24	30	66
41.	Rudini	14	24	35	73
42.	Saudi Marwa	6	15	15	36
43.	Saputra	2	9	15	26
44.	Sari Mulyani	10	9	10	29
45.	Siti Khadijah	12	21	20	53
46.	Siti Selvia	10	18	25	53
47.	Sri Yanti	8	21	25	54
48.	St. Rahmatul Thaibah	14	21	30	65
49.	Subhan	8	21	30	59
50.	Supriadi	16	18	20	54
51.	Syahrul Amin	14	24	30	68
52.	Widia waki	12	18	25	55
53.	Yuliani	12	21	20	53
54.	Zainuddin	12	18	20	50
55.	Zulfi Hidayat	12	12	25	49
Total		608	965	1335	2908

The table below shows the categories of the score and its distribution.

Table 4. 6. The Frequency Distribution of the Students' Test Result in Grammatical Writing of the Eleventh Grade Students at State Islamic Senior High School Pugaan academic year 2008/2009

No.	Category	Score	F	%
1.	Very low score	0 – < 20	-	-
2.	Low score	20 – < 40	9	16,36
3.	Enough score	40 - < 60	30	54, 55
4.	High score	60 - < 80	16	29, 09
5.	Very high score	80 – 100	-	-
Total			55	100

From table above can be seen that there is no student (0%) whose score are around 0 - <20 that categorized in very low score. There are 9 students (16, 36%) whose score are around 20 - <40 that categorized in low score, 30 students (54, 55%) whose score are around 40 - <60 that categorized in enough score, 16 students (29, 09%) whose score are around 60 - <80 that categorized in high score, and there is no students (0%) whose score are around 80 -100 that categorized in very high score.

To know the students' mastery in grammatical writing of the eleventh grade students at State Islamic Senior High School Pugaan academic year 2008/2009, the writer uses the mean as follows:

$$\frac{2908}{55} = 52, 87$$

From that, the whole gotten score is 2908 from 55 students. So from this test result can be known that the mean score is 52, 87. It shows that the students' mastery in grammatical writing of the eleventh grade students at State Islamic Senior High School Pugaan academic year 2008/2009 is categorized into enough score category.

2. Description about influential factors that support to the students' mastery in grammatical writing of the eleventh grade students at State Islamic Senior High School Pugaan academic year 2008/2009.

There are many factors that influence to the students' mastery in grammatical writing; they are students' interest, students' activities, teacher's skill, facilities factor, and family environment.

a. Students' interest

To know the students' interest can be seen from four indicators as the following tables:

Table 4. 7. The Frequency of Students' Respond toward English Course

No.	Category	F	%
1.	Like very much	3	5,45
2.	Like	45	81,82
3.	Dislike	7	12,73
Total		55	100

The table shows that students who like English very much are 3 people (5, 45%), students who like English are 45 people (81, 82%), and students who dislike English are 7 people (12, 73%).

Table 4.8. The Frequency of Students' Opinion about English Course

No.	Category	F	%
1.	Very important	40	72,73
2.	Important	12	21,82
3.	Not important	3	5,45
Total		55	100

The table shows that 40 students (72, 73%) said that English course is very important, 12 students (21, 82%) said that English course is important, and 3 students (5, 45%) said that English course is not important.

Table 4. 9. The Frequency of Students' Presence to Attend English Course

No.	Category	F	%
1.	Always	40	72,73
2.	Sometimes	15	27,27
3.	Seldom	0	0
Total		55	100

The table shows that students who always attend in English course are 40 people (72, 73%); students who sometimes attend in English course are 15 people (27, 27%) and no student (0%) who seldom attends in English course.

Table 4. 10. The Frequency of Students' Attention while English Course Take Place in the Class

No.	Category	F	%
1.	Always	25	45, 45
2.	Sometimes	30	54,55
3.	Never	0	0
Total		55	100

The table shows that 25 students (45, 45%) who always paid attention when English course took place in the class, 30 students (54, 55%) who sometimes paid attention when English course took place in the class, and 0 student (0%) who never paid attention when English course took place in the class.

The research also does scoring from the questionnaire given. The data is obtained. The students who get score 6-8 are 38 people (69, 09%) have high interest, students who get score 3-5 are 17 people (30, 91%) have middle interest, and no students (0%) who get score 0-2 or have low interest. It can be concluded that generally students is interested to study English. It can be seen in the following table:

Table 4. 11. The Frequency Distribution of the Students' Interest Score

No.	Category	F	%
1.	High/ score 6-8	38	69, 09
2.	Middle/ score 3-5	17	30, 91
3.	Low/ score 0-3	0	0
Total		55	100

b. Students' activities

1) Students' activities at school

To know the students' activities at school can be seen from three indicators as the following tables:

Table 4. 12. The Frequency of Students' Activeness to Take Note in the Class

No.	Category	F	%
1.	Always	29	52,73
2.	Sometimes	26	47,27
3.	Never	0	0
Total		55	100

The table shows that 29 students (52, 73%) who always take English note in the class, 26 students (47, 27%) who sometimes take English note in the class, and none of the students (0%) who never take English note in the class.

Table 4. 13. The Frequency of Students' Activeness in writing English if there is opportunity

No.	Category	F	%
1.	Always	7	12,73
2.	Sometimes	38	69, 09
3.	Never	10	18,18
Total		55	100

The table shows that students who always writing English are 7 people (12, 73%), students who sometimes writing English are 38 people (69, 09%) and students who never writing English are 10 people (18, 18%).

Table 4. 14. The Frequency of Students' Activeness to Ask Questions in the Class

No.	Category	F	%
1.	Always	10	18,18
2.	Sometimes	39	70,91
3.	Never	6	10,91
Total		55	100

The table shows that 10 students (18, 18%) who always ask questions, 39 students (70, 91%) who sometimes ask questions, and 6 students (10, 91%) who never ask questions.

The research also does scoring from the questionnaire given. The data is obtained. It is known that 8 students (14, 55%) get score 5-6, it means that those students have high activities at school, 37 students (67, 27%) get score 3-4, it means that they have middle activities at school, and 10 students (18, 18%) get score 0-2, it means they have low activities at school. It can be concluded that generally students have middle activities at school. It can be seen in the following table:

Table 4. 15. The Frequency Distribution of the Students' Activities Scores at School

No.	Category	F	%
1.	High/ score 5-6	8	14, 55
2.	Middle/ score 3-4	37	67, 27
3.	Low/ score 0-2	10	18, 18
Total		55	100

2) Students' activities outside the school

To know the students' activities at outside the school can be seen from two indicators as the following tables:

Table 4. 16. The Frequency of Students' Activeness to Repeat English Course at Home

No.	Category	F	%
1.	Always	6	10,91
2.	Sometimes	39	70,91
3.	Never	10	18,18
Total		55	100

The table shows that 6 students (10, 91%) who always repeat English course at home, 39 students (70, 91%) who sometimes repeat English course at home, and 10 students (18, 18%) who never repeat English course at home.

Table 4. 17. The Frequency of Students' Activeness to Do Homework

No.	Category	F	%
1.	Always	32	58,18
2.	Sometimes	21	38,18
3.	Never	2	3,64
Total		55	100

The table shows those 32 students (58, 18%) who always do homework, 21 students (38, 18%) who sometimes do homework, and 2 students (3, 64%) that never do homework.

The research also does scoring from the questionnaire given. The data is obtained. It is known that 5 students (9, 09%) get score 4, t means that those students have high activities at outside the school, 43 students (78, 18%) get score 2-3, it means that they have middle activities at outside the school, and 7 students (12, 73%) get score 0-1, it means they have low activities at outside the school. It can be concluded that generally students have middle activities at outside the school. It can be seen in the following table:

Table 4. 18. The Frequency Distribution of the Students' Activities Scores at outside the School

No	Category	F	%
1	High/ score 4	5	9, 09
2	Middle/ score 2-3	43	78, 18
3	Low/ score 0-1	7	12, 73
Total		55	100

c. Teacher's skill

To know the teacher's skill can be seen from two indicators as the following tables:

Table 4. 19. The Frequency of Teacher's Skill in Giving Material of English Course

No.	Category	F	%
1.	Clear very much	31	56,36
2.	Less clear	24	43,64
3.	Not clear	0	0
Total		55	100

The table indicates that 31 students (56, 36%) perceive teacher's skill in giving material of English course is clear very much, 24 students (43, 64%) perceive teacher's skill in giving material of English course is less clear, and no student (0%) perceive teacher's skill in giving material of English course is not clear.

Table 4. 20. The Frequency of Student's Interest to English Teacher Style in Teaching

No	Category	F	%
1	Very interesting	23	41, 82
2	Less interesting	24	43,64
3	Not interesting	8	14, 54
Total		55	100

The table indicates that 23 students (41, 82%) %) perceive English teacher style in teaching is very interesting, 24 students (43, 64%) perceive English teacher

style in teaching is less interesting, and 8 students (14, 54%) perceive English teacher style in teaching is not interesting.

The research also does scoring from the questionnaire given. The data is obtained. It is know that teacher who get score 4 are considered as skilled teacher, and the total of students' opinion are 22 people (40, 00%), teacher who get score 2-3 are considered as fair skilled teacher, and the total of students' opinion are 29 people (52, 73%), and teacher who get score 0-1 are considered as not skilled teacher, and the total of students' opinion are 4 people (7, 27%). It can be concluded that generally students' opinion toward their teacher are fair skilled teacher. It can be seen in the following table:

Table 4. 21. The Frequency Distribution of the Teacher's Skill

No.	Category	Frequency	Percentage
1.	High/ score 4	22	40
2.	Middle/ score 2-3	29	52, 73
3.	Low/ score 0-1	4	7, 27
Total		55	100

d. Facility factor

To know the facility factor can be seen from two indicators as the following tables:

Table 4. 22. The Frequency of Students' Possession of Text Book

No.	Category	F	%
1.	Have his/her	48	87,27
2.	Borrowing	5	9,09
3.	Do not have	2	3,64
Total		55	100

The table shows that 48 students (87, 27%) who have his/her text book, 5 students (9, 09%) who borrow text book, and 2 students (3, 64%) who do not have text book.

Table 4. 23. The Frequency of Students' Possession of Dictionary

No.	Category	F	%
1.	Have his/her	40	72,73
2.	Borrowing	8	14,54
3.	Do not have	7	12,73
Total		55	100

The table shows that 40 students (72, 73%) who have his/her dictionary, 8 students (14, 54%) who borrow dictionary, and 7 students (12, 73%) who do not have dictionary.

The research also does scoring from the questionnaire given. The data is obtained. It is known that students who get score 4 are 38 people (69, 09%) have high facility, students who get score 2-3 are 15 people (27, 27%) have middle facility, and students who get score 0-1 are 2 people (3, 64%) have low facility. It can be concluded that generally students have high facility. It can be seen in the following table:

Table 4. 24. The frequency Distribution of the Facility Factor

No.	Category	F	%
1.	High/ score 4	38	69, 09
2.	Middle/ score 2-3	15	27, 27
3.	Low/ score 0-1	2	3, 64
Total		55	100

e. Family environment

To know students' family environment can be seen from two indicators as the following tables:

Table 4. 25. The Frequency of Parents Control when Students Study at Home

No.	Category	F	%
1.	Always	5	9,09
2.	Sometimes	27	49,09
3.	Never	23	41,82
Total		55	100

The table shows that students who always controlled by their parents when they study at home are 5 people (9, 09%), students who sometimes controlled by their parents when they study at home are 27 people (49, 09%) and students who never controlled by their parents when they study at home are 23 people (41, 82%).

Table 4. 26. The Frequency of Motivation from Family to Study English at Home

No.	Category	F	%
1.	Always	6	10,91
2.	Fair/sometimes	23	41,82
3.	Never	26	47,27
Total		55	100

The table shows that students who always motivated by family to study English at home are 6 people (10, 91%), students who fair/sometimes motivated by family to study English at home to study English are 23 people (42, 82%), and students who never motivated by family to study English at home are 26 people (47, 27%).

The research also does scoring from the questionnaire given. The data is obtained. It is known that 3 students (5, 45%) get score 4., it means that those students have good family environment, 21 students (38, 18%) get score 2-3, it means that they have bad family environment, and 31 students (56, 37%) get score 0-1, it means that they have worse family environment. It can be concluded that

generally students have worse family environment. It can be seen in the following table:

Table 4. 27. The Frequency Distribution of the Students' Family Environment

No.	Category	F	%
1.	High/ score 4	3	5, 45
2.	Middle/ score 2-3	21	38, 18
3	Low/ score 0-1	31	56,37
Total		55	100

C. Data Analysis

After presenting data, the writer analyzes all the obtained data to give some consideration on the research.

1. The students' mastery in grammatical writing of the eleventh grade students at State Islamic Senior High School Pugaan academic year 2008/ 2009.

The presented data on the previous subchapter shows that the test result in grammatical writing given to 55 students of eleventh grade are 29 (the lowest score) and 74 (the highest score). There is no students (0%) include in very low category (0-<20), 9 students (16, 36%) are categorized in low category (20-<40), 30 students (54, 55%) are categorized in enough category (40-<60), 16 student (29, 09%) are in high category (60-<80), and none student (0%) in very high category (80-100). The mean score is 52, 87, it is categorized in enough category. Furthermore, the total number of first item test (complete sentence with appropriate tense) is 608, most of students could write six right answers and four wrong answers. The students had mistakes while they were writing verb2 for past tense, have/has + verb3 for present perfect tense, and usually forgot in writing verb + es/s for third person also for negative simple present. That is questions number 2, 4, 5, and 10. The total number of second

item test (rearrange words into good sentence) is 965, most of students could write six right answers and four wrong answers too. The students could rearrange the words into good sentences with five tenses but had mistakes when they were writing longer sentences, they got confuse in writing noun clause and adverb of time. Namely, questions number 7, 8, 9, and 10. And the total number of third item test (complete passage using appropriate forms of verbs) is 1335, most of students could write five or six right answers. Most of them can not understand to use verb agreement. It caused they neither understand the passage nor see the sentence before and after it. That is questions number 3, 5, 6, 7, and 9. The three item tests indicate that they have some difficulties and most of students made mistakes in writing simple present, simple past, and present perfect tense because they confused in writing positive and negative for simple present and change verb1 into verb2 and verb3 as well as add have/has + verb3.

So, from data analysis above, it can be concluded that the mastery of the eleventh grade students in grammatical writing at State Islamic Senior High School Pugaan Academic Year 2008/ 2009 is in the enough category.

2. Some factors that influence on students' mastery in grammatical writing

Many factors may influence the test result of the students' mastery in grammatical writing, these factors are as below:

a. Students' activities

The students' activities at school can be seen on table 4.16. which shows that 8 students (14, 55%) get score 5-6. The students always take English note, writing English if there is opportunity, and ask questions. 37 students (67, 27%) get score 3-4

because the students sometimes take English note, writing English if there is opportunity, and ask question. 10 students (18,18%) get score 0-2 because sometimes take English note and writing English if there is opportunity but never ask questions. According to the biggest percentage, it means that it is included in middle activities at school, so this factor influence to students' mastery in grammatical writing.

The students' activities at outside the school can be seen on table 4.19. which shows that 5 students (9, 09%) get score 4. The students always repeat English course at home and do homework. 43 students (78, 18%) get score 2-3 because the students sometimes repeat English course at home and do homework. 7 students (12, 73%) get score 0-1 because sometimes do homework but never repeat English course at home. According to the biggest percentage, it means that it is included in middle activities at outside the school, so this factor also influence to students' mastery in grammatical writing.

b. Teacher's skill

Table 4. 22. about teacher's skill in teaching English shows that 22 students (40, 00%) got score 4 said that their English teacher in giving material is clear very much and her style is very interesting. 29 students (52, 73%) got score 2-3 said that their English teacher in giving material is clear very much but her style is less interesting. 4 students (7, 27%) got score 0-1 said that their English teacher in giving material is less clear and her style is not interesting. And according to the biggest percentage it includes in middle category or fair skilled teacher. Of course, this factor also influence to students' mastery in grammatical writing.

c. Family environment

Table 4. 28. about students' family environment shows that there are 3 students (5, 45%) get score 4. Their parents and family always control and motivate them to study English at home. 21 students (38, 18%) get score 2-3 because their parents and family sometimes control them and give motivation to study English at home. 31 students (56, 37%) get score 0-1 because their parents sometimes control them but their family never give motivation to study English at home.. According to the biggest percentage, it means that it is included in worse family environment, so this factor influence to students' mastery in grammatical writing.

d. Students' interest

Based on the data on table 4. 12. about students' interest to English, there are 38 students (69, 09%) get score 6-8. They said like English because it is very important until they always present to attend and pay attention to English course. 17 students (30, 91%) get score 3-5. They said like English because it is very important but they sometimes present to attend and pay attention to English course. There is no student (0%) get score 0-3. So, it can be stated by referring to the biggest percentage that the student's interest toward English is classified in high interest.

e. Facility factors

Table 4. 25. about facility factor shows that there are 38 students (69, 09%) get score 4 because they have textbook and dictionary. 15 students (27, 27%) get score 2-3 because they have textbook but borrow dictionary. 2 students (3, 64%) get score 0-1 because they borrow textbook and do not have dictionary. According to the biggest percentage, it means that it is included in high facility.

Although students' interest toward English is classified in high interest and also they have high facility, but these factors is not influence to their mastery in grammatical writing.