

## CHAPTER IV

### REPORT OF THE RESEARCH RESULTS

#### A. General Description of Research Location

##### 1. Brief History of State Islamic Senior High School Darul Hijrah Putra

Pondok Darul Hijrah Putra Cindai Alus Martapura was founded by four alumnus of Pondok Modern Gontor Ponorogo Indonesia, namely; K.H. Ahmad Gazali Mukhtar, K.H. Zarkasyi Hasbi, L.C, Drs. H. Syahrudi Ramli, and Drs. H. Nasrul Mahmudi, on March 8<sup>th</sup>, 1986. it was built in a waqf land about 15 hectares, which was signed on March 14<sup>th</sup>, 1986 and certified on August 23<sup>rd</sup>, 1986 with its first students who were only 4 persons.

The main purpose of establishing this boarding school is to participate in developing this country, especially in instructional and educational sector, as stated in the following statement:

- a. *Menyebarkan pengalaman syari'at Islam dalam kehidupan sehari-hari dalam bermasyarakat.*
- b. *Membentuk dan membina kepribadian muslim yang berbudi tinggi, sehat jasmani dan rohani, berpengatahuan luas, terampil dan mandiri, serta berkhidmat pada masyarakat.*
- c. *Terampil, mandiri, produktif sesuai program studi yang dipelajari agar dapat meningkatkan taraf hidup masyarakat yang sejahtera.*
- d. *Membentuk dan membina warga Negara Indonesia yang berjiwa Pancasila; dengan jalan mendirikan dan menyelenggarakan pendidikan dari TK sampai Perguruan Tinggi.*<sup>48</sup>

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<sup>48</sup> Interview result with the deputy of the headmaster of Islamic Boarding School which was held on april 3<sup>rd</sup>. 2009

From 1986 up to 1996, Pondok Darul Hijrah Putra Cindai Alus Martapura has managed by K.H. Ahmad Gazali Mukhtar and K.H. Zarkasyi Hasbi, L.C, as the leader and the director of this boarding school. From 1996 up to 2004, this boarding school was managed by K.H. Ahmad Gazali Mukhtar as the leader as well as director of the boarding school. From 2005 up to now, this boarding school is managed by Drs. H. Syahrudi Ramli.

In educational system, Pondok Darul Hijrah Putra Cindai Alus Martapura applies modern method and technique in instructional and educational process. The process of its teaching in learning runs into two levels of education. The first one is the secondary level called Islamic Teacher Education or Tarbiyah al Muallimin al Islamiyah (TMI) that consist of junior and senior high school, and the other one is university level, namely; Institute of Islamic Educational Science or Sekolah Tinggi Ilmu Tarbiyah, that was opened in 2003.

Since this boarding was founded, it has a lot of progress and improvements. The students increase from year to year, and now the total numbers of the students in this boarding school are about 743 students. The government, especially through its department of religious affairs, has given more attention to develop this boarding school by giving some important facilities like language laboratory, and natural sciences laboratory.

## 2. Description of Teachers and Administration Staff

Today, Islamic Senior High School Darul Hijrah Putra Martapura has 32 teachers. From 44 teachers at the school, they teach different subjects and have different education background and status. Furthermore, the subjects they teach, their education background and status can be seen in the following table:

**Table 4.1 Description of Teachers at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.**

No	Name	Latest Education	Subject	Status
1	M. Agus Riatim Noor, SH	S1 UNLAM	-	Head master
2	H. Zhafrullah Hadi	KMI Gontor	Balagah Tauhid	Teacher
3	H. Gufran Haq	KMI Gontor	Nahwu Hadits	Teacher
4	KH.Zarkasyi Hasby, Lc	S1 Madinah	Ushul Fiqh	Teacher
5	Basuki Rahman	SLTA	Tajwid Al-Qur'an	Teacher
6	Abdul Kadir, SHI	S1 STAI Darussalam	Al-Akhlaq Mahfuzhat	Teacher
7	Rahmani, S.Ag	S1 ISID Gontor	Muthalaah Ushul Fiqih	Teacher
8	Subhan Fitriadi, MP	S2 UNLAM	Kimia Biology	Teacher
9	Ruji	SLTA	Nahwu Tafsir	Teacher
10	Masrufah, A.Md.	D3 UNLAM	Mathematics	Teacher
11	Masyhur, S.Hut.	S1 UNLAM	Kimia Mathematics	Teacher
12	Hapiz Ridha	SLTA	Fiqh Imla'	Teacher
13	Akhmad Saubari	SLTA	T. Lughah Mahfuzhat	Teacher
14	Nur Rahmad	SLTA	TIK	Staf TU
15	Mi'rajurrahman	SLTA	English	Teacher
16	A. Ghozali Rahman	SLTA	Hadits Tauhid	Teacher
17	Antung Tamin R, S.Pt.	S1 IPB	Biologi	Teacher

18	Wahyuddin, S.Pd.	S1 STIKIP	Indonesian	Teacher
19	Agus Muslim, S.Pd.I	S1 ISID Gontor	Muthalaah Listening	Teacher
20	H. Muhammad Luthfi	SLTA	T.Lughah Muthalaah	Teacher
21	Nabhan, A.Md.	D3 STIMIK	TIK	Teacher
22	Ir. Eko Agus Haryono	S1 UGM	Fisika	Teacher
23	Burhan	SLTA	Nahwu Shorf	Teacher
24	Zuhairi Noor Afzan, SP	S1 UNLAM	PKN Economy	Teacher
25	Bambang Pribadi, SP	S1 UNLAM	Mathematics	Teacher
26	Noor Ifansyah, S.Pd	S1 UNLAM	Anthropology	Teacher
27	Idy Alwi, S.Pd.I	S1 IAIN	English	Teacher
28	Jainal Abidin	SLTA	English	Teacher
29	Fitriadi	SLTA	Mathematics	Teacher
30	Ali Imran, S.Pd.	S1 UNLAM	Fisika	Teacher
31	Muamar Khadafi	SLTA	Fisika	Teacher
32	Drs. Suroso	S1 UNLAM	Kimia	Teacher
33	Sukamto, A.Ma	D2 IAIN	History of Islam	Teacher
34	M. Bahroini	SLTA	Khot	Teacher
35	Hermansyah	SLTA	Hadits	Teacher
36	Muhaidin	SLTA	Shorf	Teacher
37	Ridha Raihan	SLTA	Conversation	Teacher
38	Nashrullah Ghazali		Listening Fathul Qomus	Teacher
39	Dra. Hj. Susylawati,M.Pd	S2 UNLAM	Sastra Indonesia	Teacher
40	H.M.Yusuf S.Pd.	S1 UNLAM	English	Teacher
41	Sri Fazaryati, S.Sos.	S1 UNLAM	History Sociology	Teacher
42	Siti kamilah, S.Pd	S1 STIKIP	Indonesian	Teacher
43	Ellywati, S.Pd	S1 STIKIP	Indonesian	Teacher
44	Daniel Owen		English	Teacher

From 8 English teachers, only three who teaches English for the eleventh grade students, those are the subject in this research, namely Mr. Daniel Owen, H.M. Yusuf, S.Pd, and Mi'rajurrahman.

And the condition of organizers and another staff in organizing the administration in State of Islamic Junior High School (MTsN) Model Darussalam Martapura can be seen in table below:

**Table 4.2 Description of Administration Staffs at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura**

No.	Name	Latest Education	Status
1	Nur Rahmad	SLTA	Head of Administration
2	Rahmani, S.Ag	S1 ISID Gontor	Administration Staff
3	Nabhan	D3	Laboratory Staff

### 3. The Students at Islamic Senior High School Darul Hijrah Putra

In academic year 2008-2009, the total numbers of students who administratively registered at Islamic Senior High School Darul Hijrah Martapura are 310 persons; they are 61 students from Experiment class, 104 students from class X, 79 students from class XI, and 66 from class XII. Furthermore, the data can be seen on the table below:

**Table 4.3 Description of Students at Islamic Senior High School Darul Hijrah Putra in Academic Year 2008-2009**

CLASS	MALE
Experiment	61
X	104
XI	79
XII	66
Total	310

### 4. The Facilities at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura

Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura has been supported by many facilities. Clearly, the data can be seen in the following table:

**Table 4.4 Description of School Facilities at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura**

NO	FACILITIES	AMOUNT
1	Headmaster's room	1
2	Teacher's room	2
3	Staff Administration's room	1
4	Classroom	11
5	Library	1
6	IPA Laboratory	1
7	Computer's room	1
8	Mosque	1
9	Toilet for Teachers	2
10	Toilet for Students	5
11	Sport Yard	2
12	Security Post	1
13	Parking Area	1

#### B. Data Presentation

In this data presentation, the writer presents this data based on the statements of problem as follows:

1. The level of students' ability in translating English into Arabic at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.

The description about the students' mastery in translating English into Arabic can be seen in three aspects:

- a. Mastery in translating English and Arabic word

The students' mastery in translating 20 the word items get the score revolve about 15-20. The total score is 1493 from 79 respondents, and the mean score is 18, 9.

b. Mastery in translating English and Arabic sentence

The students' mastery in translating 5 the sentence items get the score revolve about 11-20. The total score is 1309 from 79 respondents, and the mean score is 16, 6.

c. Mastery in translating English and Arabic discourse

The students' mastery in translating 2 discourse items get the score revolve about 26-59. The total score is 3652 from 79 respondents, and the mean score is 46, 2.

To make clearer about the data of the eleventh grade students of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura in translating English into Arabic, either in the vocabulary aspect, the sentence aspect, and also in the discourse aspect can be seen in the following table:

**Table 4.5 The Distribution Frequency of the Students' Mastery in Translating English Into Arabic XI Class MA Darul Hijrah Putra**

NO	Category	NT	NR	The Total Score	Mean
1	Word	20	15	1493	18, 9
2	Sentence	20	11	1309	16, 6
3	Discourse	59	26	3652	46, 2
Total				6454	81, 7

Based on the table, it is known clearly that the students' ability in translating English into Arabic by eleventh grades of Islamic Senior High School Darul Hijrah Putra Martapura, either in the vocabulary aspect, the sentence aspect, and the discourse aspect get the total score

6454 from 79 respondents. The mean score is 81, 7. Therefore, the students' ability in translating English into Arabic by eleventh grades of Islamic Senior High School is included in the excellent category and the most difficult test from the table above is translating discourse.

2. The factors that influence the students' ability in translating English into Arabic at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.

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

- a. Students' learning activity

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

**Table 4.6 The Distribution Frequency About The Students' Attendance in English Subject**

NO	CATEGORY	F	P
1	Always attend	59	74, 7
2	Sometime attend	20	25, 3
3	Never attend	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which always attend to the English class about 59 people (74, 7 %) which is included in high category, which sometime attend to English class 20 people (25, 3 %) which in included in low category, and



which explains never attend to the English class there is no one people from respondents or 0 %.

**Table 4.7 The Distribution Frequency about the Students' Attendance in Arabic Subject**

NO	CATEGORY	F	P
1	Always attend	60	75, 9
2	Sometime attend	19	24, 1
3	Never attend	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which always attend to the Arabic class about 60 people (75, 9 %) which is included in high category, which sometime attend to Arabic class about 19 people (24, 1 %) which is included in low category, and which explains never attend to the Arabic class there is no one people from respondents or 0 %.

Furthermore in similar indication is told about the students' effort to write when the English and Arabic subject. The data is described in the following table:

**Table 4.8 The Distribution Frequency about the Students Write The English Subject**

NO	CATEGORY	F	P
1	Always write	31	39, 2
2	Sometime write	48	60, 8
3	Never write	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime write to the English lesson about 48 people (60, 8 %) which is included in high category, which always write to the English lesson about 31 people (39, 2 %) which is included in low category, and which explains never write to the English lesson there is no one people from respondents or 0 %.

**Table 4.9 The Distribution Frequency about the Students Write the Arabic Subject**

NO	CATEGORY	F	P
1	Always Write	19	24, 1
2	Sometime write	60	75, 9
3	Never Write	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime write to the Arabic lesson about 60 people (75, 9 %) which is included in high category, which always write to the Arabic lesson about 19 people (24, 1 %) which is included in low category, and which explains never write to the Arabic lesson there is no one people from respondents or 0 %.

Therefore, it can be known that 60, 8% of the students write the English lesson sometime, and 75, 9% of the students write the Arabic lesson sometime; these are included in good category.

Furthermore, it will be told about be or not the students' practice to translate English into Arabic language individually. The data is described in the following table:

**Table 4.10 The Distribution Frequency about the Students Practice to Translate English into Arabic Individually**

NO	CATEGORY	F	P
1	Always practice individually	6	7, 6
2	Sometime practice individually	56	70, 9
3	Never practice individually	17	21, 5
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime practice to translate English to Arabic individually about 56 people (70, 9 %) which is included in high category, which always practice to translate English into Arabic about 6 people (7, 6 %) which is included in low category, and which explains never practice to translate English into Arabic there are 17 people from respondents or 21, 5 %.

So, it can be known that 70, 9% from eleventh grade students of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura express sometime in practicing of translating English into Arabic, this is included in good category.

Furthermore, the writer will be told about be or not the students' practice to translate English into Arabic language in a group. The data is described in the following table:

**Table 4.11 The Distribution Frequency About the Students Practice to Translate English into Arabic in a Group**

NO	CATEGORY	F	P
1	Always practice in a group	6	7, 6
2	Sometime practice in a group	48	60, 8
3	Never practice in a group	25	31, 6
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime practice to translate English to Arabic in a group about 48 people (60, 8 %) which is included in high category, which always practice to translate English into Arabic about 6 people (7, 6 %) which is included in low category, and which explains never practice to translate English into Arabic there are 25 people from respondents or 31, 6 %.

Therefore, it can make a conclusion that 60, 8% from eleventh grade students of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura express sometime in practicing of translating English into Arabic; this is included in good category.

Furthermore, the writer will be told about be or not the students' repeat the English and Arabic lesson in home or boarding. The data are described in the following table:

**Table 4.12 The Distribution Frequency about the Students Repeat the English Subject**

NO	CATEGORY	F	P
1	Always repeating	7	8, 9
2	Sometime repeating	69	87, 3
3	Never repeating	3	3, 8
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime repeating the English subject about 69 people (87, 3 %) which is included in high category, which always repeating the English subject about 7 people (8, 9 %) which is included in low category, and which explains never repeating to the English lesson there are 3 people from respondents or 3, 8 %.

**Table 4.13 The Distribution Frequency about the Students Repeat the Arabic Subject**

NO	CATEGORY	F	P
1	Always repeating	12	15, 1
2	Sometime repeating	66	83, 6
3	Never repeating	1	1, 3
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime repeating the Arabic subject about 66 people (83, 6 %) which is included in high category, which always repeating the Arabic subject about 12 people (15, 1 %) which is included in low category, and which explains never repeating to the Arabic lesson there is 1 people from respondents or 1, 3 %.

Therefore, it can be known that 87, 3% of the students repeat the English subject sometime, and 83, 6% of the students repeat the Arabic subject sometime; these are included in excellent category.

Furthermore, the writer will be told about the students' being active or not in doing homework of the English and Arabic subject.

The data are described in the following table:

**Table 4.14 The Distribution Frequency about the Students Active in Doing Homework of the English Subject**

NO	CATEGORY	F	P
1	Always doing	26	33,0
2	Sometime doing	50	63, 2
3	Never doing	3	3, 8
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime in doing homework of the English subject about 50 people (63, 2 %) which is included in high category, which always doing homework of the English subject about 26 people (33, 0 %) which is included in low category, and which explains never doing the homework of the English subject there are 3 people from respondents or 3, 8 %.

**Table 4.15 The Distribution Frequency about the Students Active in Doing Homework of the Arabic Subject**

NO	CATEGORY	F	P
1	Always doing	27	34,1
2	Sometime doing	52	65, 9
3	Never doing	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which sometime doing the homework of the Arabic subject about 52 people (65, 9 %) which is included in high category, which always doing the homework of the Arabic subject about 27 people (34, 1 %) which is included in low category, and which explains never doing the homework of the Arabic subject there is no one people from respondents or 0 %.

Therefore, it can be known that 63, 2% of the students do the homework of the English subject sometime, and 65, 9% of the students doing the homework of the Arabic subject sometime; these are included in good category.

b. Students interest to English and Arabic subject

Students interest to English and Arabic subject can be known through indicators that writer has written, in the table below the writer will tell about like or not the students in learning English and Arabic subject. The data are described in the following table:

**Table 4.16 The Distribution Frequency about the Students Like or Not in Learning the English Subject**

NO	CATEGORY	F	P
1	Very like	55	69, 6
2	Less like	24	30, 4
3	Dislike	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which is very like in learning the English subject about 55 people (69, 6 %) which is included in high category, which is less like in learning the English subject about 24 people (30, 4 %) which is included in low category, and which explains never like in learning the English subject there is no one people from respondents or 0 %.

**Table 4.17 The Distribution Frequency about the Students Like or Not in Learning the Arabic Subject**

NO	CATEGORY	F	P
1	Very like	54	68, 4
2	Less like	25	31, 6
3	Dislike	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which is very like in learning the Arabic subject about 54 people (68, 4 %) which is included in high category, which is less like in learning the Arabic subject about 25 people (31, 6 %) which is included in low category, and which explains never like in learning the Arabic subject there is no one people from respondents or 0 %.

Therefore, it can be known that 69, 6% of the students like the English subject, and 68, 4% of the students like the Arabic subject; these are included in good category.



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

**Table 4.18 The Distribution Frequency about the Students Attention or Not in Learning the English Subject**

NO	CATEGORY	F	P
1	Very attention	42	53, 1
2	Less attention	36	45, 6
3	Never attention	1	1, 3
	Total	79	100,0

Based on the table above, it is known clearly that the students which is very attention in learning the English subject about 42 people (53, 1 %) which is included in high category, which is less attention in learning the English subject about 36 people (45, 6%) which is included in low category, and which explains never attention in learning the English subject there is one people from respondents or 1, 3 %.

**Table 4.19 The Distribution Frequency about the Students Attention or Not in Learning the Arabic Subject**

NO	CATEGORY	F	P
1	Very attention	48	60, 8
2	Less attention	31	39, 2
3	Never attention	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students which is very attention in learning the Arabic subject about 48 people

(60, 8 %) which is included in high category, which is less attention in learning the Arabic subject about 31 people (39, 2%) which is included in low category, and which explains never attention in learning the Arabic subject there is no one people from respondents or 0 %.

Therefore, it can be known that 53, 1% of the students pay attention the English subject included in fair category, and 60, 8% of the students pay attention the Arabic subject; it is included in good category.

Furthermore, the writer will tell about the students' opinion about the English and Arabic subject whether those languages are very important or not. The data are described in the following table:

**Table 4.20 The Distribution Frequency about the Students Opinion about the English Subject**

NO	CATEGORY	F	P
1	Very important	75	94, 9
2	Less important	4	5, 1
3	Not important	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students opinion about the English subject is very important or not about 75 people (94, 9%) which is included in high category, which have chosen less important the English subject about 4 people (5, 1%) which is included in low category, and which explains not important the English subject there is no one people from respondents or 0 %.

**Table 4.21 The Distribution Frequency about the Students Opinion about the Arabic Subject**

NO	CATEGORY	F	P
1	Very important	78	98, 7
2	Less important	1	1, 3
3	Not important	0	0
	Total	79	100,0

Based on the table above, it is known clearly that the students opinion about the Arabic subject is very important or not about 78 people (98, 7%) which is included in high category, which have chosen less important the Arabic subject about 1 people (1, 3%) which is included in low category, and which explains not important the Arabic subject there is no one people from respondents or 0 %.

Therefore, it can be known that 94, 9% of the students' opinions that the English subject is very important, and 98, 7% of the students give opinion that the Arabic subject is also very important; these are included in excellent category.

c. Teacher guidance

The table below will describe about be or not the teacher gives the students a guidance in translating English into Arabic. The data are described in the following table:

**Table 4.22 The Distribution Frequency about the Teacher Gives the Guidance in Translating English into Arabic**

NO	CATEGORY	F	P
1	Always guidance	5	6, 4
2	Sometime guidance	47	59, 5
3	Never guidance	27	34, 1
	Total	79	100,0

Based on the table above, it is known clearly that the students which have chosen sometime in teacher guidance of translating English into Arabic about 47 people (59, 5 %) which is included in high category, which always the teacher guidance in translating English into Arabic about 5 people (6, 4 %) which is included in low category, and which explains never the teacher guidance in translating English into Arabic there are 27 people from respondents or 34, 1 %.

The writer has done interview to the English teacher at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura. The English teacher sometime gives the students guidance to translate English into Arabic because he doesn't enough time to do that. Basically, giving the guidance in translation to the students can be done with instruction in teaching learning process.

d. Means and Infrastructure

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

**Table 4.23 The Distribution Frequency about the Students Have the Hold Book of the English Subject**

NO	CATEGORY	F	P
1	Have the hold book	68	86, 1
2	Haven't the hold book	11	13, 9
	Total	79	100,0

Based on the table above, it is known clearly that the students have the hold book of the English subject is about 68 people (86, 1%) which is included in high category, and which explains the students haven't the hold book of the English subject there are 11 people from respondents or 13, 9 %.

**Table 4.24 The Distribution Frequency about the Students Have the Hold Book of the Arabic Subject**

NO	CATEGORY	F	P
1	Have the hold book	54	68, 3
2	Haven't the hold book	25	31, 7
	Total	79	100,0

Based on the table above, it is known clearly that the students have the hold book of the Arabic subject is about 54 people (68, 3%) which is included in high category, and which explains the students haven't the hold book of the Arabic subject there are 25 people from respondents or 31, 7 %.

Therefore, it can be known that 86, 1% of the students' have the hold book of the English subject is very important, it is included in excellent category and 68, 3% of the students have the hold book of

the Arabic subject is also very important; these are included in good category.

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

**Table 4.25 The Distribution Frequency about the Students Have the English Books beside the Hold Book**

NO	CATEGORY	F	P
1	Have the English books	64	81, 1
2	Haven't the English books	15	18, 9
	Total	79	100,0

Based on the table above, it is known clearly that the students have the English books beside the hold book are about 64 people (81, 1%) which is included in high category, and which explains the students haven't the English books beside the hold book there are 15 people from respondents or 18, 9 %.

**Table 4.26 The Distribution Frequency about the Students Have the Arabic Books Beside the Hold Book**

NO	CATEGORY	F	P
1	Have the Arabic books	74	93, 7
2	Haven't the Arabic books	5	6, 3
	Total	79	100,0

Based on the table above, it is known clearly that the students have the Arabic books beside the hold book are about 74 people (93, 7%) which is included in high category, and which explains the

students haven't the Arabic books beside the hold book there are 5 people from respondents or 6, 3 %.

Therefore, it can be known that 81, 1% of the students' have the English books beside the hold book, and 93, 7% of the students have the Arabic books beside the hold book; these are included in excellent category.

Furthermore, the writer will tell whether the students' have the English-Arabic-Indonesian dictionary or not. The data are described in the following table:

**Table 4.27 The Distribution Frequency Whether the Students Have the English-Arabic-Indonesian Dictionary**

NO	CATEGORY	F	P
1	Have dictionary	64	81, 1
2	Haven't dictionary	15	18, 9
	Total	79	100,0

Based on the table above, it is known clearly that the students have the English-Arabic-Indonesian dictionary are about 64 people (81, 1%) which is included in high category, and which explains the students haven't the English-Arabic-Indonesian dictionary there are 15 people from respondents or 18, 9 %.

The result of the writer observation can be known that Islamic senior High School Darul Hijrah Putra has library that located on front of headmaster room. The library location is very strategy so that make the students are very easy to come it. The books in library are various,

from the lesson book until the other books which have function as a supporting, especially in translation. Either in English, Arabic, and also Indonesian language.

According to the interview result to the teachers at Islamic Senior High School Darul Hijrah Putra, those books got from contribution of Depag PemProp Kal-Sel, especially from Depag Kabupaten Banjar. Beside that, there are also some teachers contribute their books when they study in Abroad (Messer), and according to observe result that the Islamic Senior High School has many facilities, especially to support to the students' mastery in translating.

Therefore, it can make conclusion that Islamic Senior High School Darul Hijrah Putra has have medium and facility which can say almost complete to support the students' mastery in translating English into Arabic.

e. School environment

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

**Table 4.28 The Distribution Frequency Whether the School Environment is Very Good or Not in Teaching Learning English and Arabic Subject**

NO	CATEGORY	F	P
1	Very good	76	96, 2
2	Bad	3	3, 8
	Total	79	100,0



Based on the table above, it is known clearly that the school environment is very good in teaching learning English and Arabic subject are about 76 people (96, 2%) which is included in high category, and which explains the school environment is not so good in teaching learning English and Arabic subject there are 3 people from respondents or 3, 8 %.

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

#### C. Data Analysis

After all the obtained data were presented in data presentation as result of this research, they are also needed to be analyzed. It is done to know more about the students' mastery in translating English into Arabic by eleventh grade students of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura and the factors that influence it. For further description, it is known from analysis below:

1. The level of the students' ability in translating English into Arabic by eleventh grades of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.

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

Arabic by eleventh grades of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura is 6454 from 79 respondents, the mean score is 81, 7. Therefore, the students' ability in translating English into Arabic by eleventh grades of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura included in excellent category.

The ability in translation above divided into three categories, the mastery in translating word, sentence, and discourse. From those categories, the mastery in translating discourse more influence and difficult than others, because in discourse beside the vocabulary there is also the sentence. Therefore, mastery in translating discourse needs the special attention from the teachers to make their students can master in translating discourse perfectly.

2. The Factors that Influence the students' ability in translating English into Arabic by eleventh grades of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.

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

- a. Students' learning activity

If we are seeing the relationship between the students' mastery in translating English into Arabic and students' learning activity, there is the relationship which is tight between it. The students' which are have the low mastery in translating. They also have the level of

teaching learning process which is very low. As seen at following table.

Table 7 describes that the frequency of the students attendance in English subject, the students which express always attend is 74, 7%, while which express sometime is 25, 3%. And there is no one of students (0%) which express never attend. Table 8 describes that the frequency of the students attendance in Arabic subject, the students which express always attend is 75, 9%, while which express sometime is 24, 1%. And there is no one of students (0%) which express never attend.

Table 9 describes that the frequency of the students write in English subject, the students which express always write is 39, 2%, while which express sometime is 60, 8%. And there is no one of students (0%) which express never write. Table 10 describes that the frequency of the students write in Arabic subject, the students which express always write is 24, 1%, while which express sometime is 75, 9%. And there is no one of students (0%) which express never write.

Furthermore, table 11 about often or not the students practice to translate English into Arabic, the students which express sometime in practicing of translating individually are 70, 9%, and which express never in practicing of translating English are 21, 5%, while which express always in practicing of translating individually are 7, 6%.

The students' activity in practicing of translating English into Arabic more depended to the teacher gives the guidance or not. If the teacher often gives the guidance, it can increase the mastery of students, especially in translating. Beside that the students have to practice in translating English into Arabic individually to make their ability is very good.

The translation represents a work which demands more ability, like mastery vocabulary and grammar. Therefore, the students which learn in a group with other students will help them to practice in translating. At table 12 the students which express sometime in practicing of translating in a group are 60, 8%, and which express never in practicing of translating English are 31, 6%, while which express always in practicing of translating in a group are 7, 6%.

Beside the activity in the school, like the writer tells above. The activity in outside the school is very supporting in translation. The students which often repeat the lesson at home or boarding house will increase the ability in translation. If we see at table 13, the students which express sometime in repeating English subject are 87, 3%, which express always are 8, 9%, and which express never are 3, 8%. While the students which express sometime in repeating Arabic subject are 83, 6%, which express always are 15, 1%, and which express never are 1, 3% (see table 14).

Repeating the lesson at home is very important because that can give more influence to the students in translating English into Arabic. To make the students are motivated to repeat the lesson at home, a teacher have to give the students the homework. Therefore, they will learn at home. In this matter, the students which express sometime doing the homework of English subject are 63, 2%, which express always are 33, 0%, and which express never are 3, 8% (see table 15). While the students which express sometime doing the homework of Arabic subject are 65, 9%, which express always are 34, 1%, and which express never are 0% (see table 16).

b. Students interest

Table 17 the students which express very like in learning English subject are 69, 6%, which express less like are 30, 4%, and which express dislike 0%. While the students which express very like in learning Arabic subject are 68, 4%, which express less like are 31, 6%, and which express dislike 0% (see table 18). It means many students like English and Arabic subject, and it make the score of the students in translating included in excellent category.

The students like or not to the English and Arabic subject represent a matter which is very important and also give influence to the students' mastery in translating English into Arabic. The students which like to the English and Arabic subject will enjoy and try to get the best score and achievement. And the students which feel less like

or dislike, they haven't the motivation to learn English and Arabic subject. And also in they attention, this matter also determine their ability in translation. At table 19 can be seen the students which express always pay attention to English subject are 53, 1%, which express less attention 45, 6%, and which express never attention 1, 3%. While the students which express always pay attention to Arabic subject are 60, 8%, which express less attention 39, 2%, and which express never attention 0% (see table 20).

Their attention to the English and Arabic subject is very important to increase their ability in translation. This matter is not released from the students' opinion, whether the English and Arabic subject is very important or not. In this matter the students which express the English subject are very important are 94, 9%, which express less important are 5, 1%, and which express not important is 0% (see table 21). While the students which express the Arabic subject is very important are 98, 7%, which express less important is 1, 3%, and which express not important is 0%. It means the students' opinion is very supporting to determine the students' mastery in translating English into Arabic (see table 22).

#### c. Teacher guidance

The teacher guidance is also very important to increase the students' mastery in translating English into Arabic, because from the guidance a teacher can give his students instruction, like how to

translate word very well, how to translate sentence very well, and how to translate discourse very well. From the interview result to the English' teachers, they said that they give the students a guidance in translation but just a little because they don't have any time to give more a guidance to the students in translation .

Table 23 explains about be or not the teachers give the students a guidance in translating English into Arabic. The students which express the teachers' sometime give the guidance are 59, 5, which express never 34, 1%, and which express always are 6, 4%. It means that teachers at Islamic Senior High School just a little give the students a guidance in translation.

#### d. Means and Infrastructure

Means and infrastructure are also having the relation tightly with the students' ability in translation. Less facility which is available will cause less interest and also students' activity, and then will give influence to their ability in translation. The students which have enough facility, it is very supporting to the students' mastery in translation.

Means and infrastructure are very important to increase the students' mastery in translation. For example, the existence a library in the school, beside as a place to get the knowledge, it also helps the students in translation, because there are many books usually at library which can help the students in translation.

Beside that be or not the students have the hold book of English and Arabic subject are also influence to the students' mastery in translation. At table 24 explains that the students which have the hold book of English subject are 86, 1%, and the students which haven't the hold book are 13, 9%. While the students which have the hold book of Arabic subject are 68, 3%, and the students which haven't the hold book are 31, 7% (see table 25). It means that the students which have the hold book of English and Arabic book is very high and its can help the students' mastery in translating English to Arabic very well.

The other books of English and Arabic subject also help to increase the students' mastery in translation. At table 26 explains that the students which express that they have the text books beside the hold book of English book are 81, 1%, and which express that they haven't the text books beside the hold book of English subject are 18, 9%. While the students which express that they have the text books beside the hold book of Arabic book are 93, 7%, and which express that they haven't the text books beside the hold book of Arabic subject are 6, 3% (see table 27). From data above we have known that almost students at Islamic senior High School have the text books beside the hold books of English and Arabic subject, this matter that make the score of the students is very high in translating English into Arabic.



Furthermore, about whether the students have the dictionary of English-Arabic-Indonesian. The students which express that they have the dictionary are 81, 1%, and which express that they haven't the dictionary are 18, 9% (see table 28). It means that Almost students of Islamic Senior High School Darul Hijrah Putra have the dictionary. The dictionary is also influence to the students' mastery in translating English into Arabic.

Therefore, the library, the hold book, and dictionary are very important to increase the students in translating English into Arabic. Thereby, it can make a conclusion that medium and facility at Islamic Senior High School Darul Hijrah Putra are complete or enough to increase the students' mastery in translation.

e. School Environment

Table 29 explains that students which express that the school environment of Islamic Senior High School is very good to increase the students' mastery in translating English into Arabic are 96, 2%, and the students which express it is bad are 3, 8%. It means the school environment at Islamic Senior High School is very good.

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