

CHAPTER IV

REPORT OF THE RESEARCH RESULTS

A. General Description of Research Location

1. Brief History of Al-Istiqamah Boarding School

Al-Istiqamah Pekapuran Raya Boarding School was established on November 17th, 1984. Founder of Boarding School consists of several religious leaders joined in group called *Badan Pendiri*. It is chaired by H. Muhammad Sariman (Alm), the Secretary was held by Drs. HA Hafis Anshary. AZ, and two members, namely H. Hasan (Alm) and H. Bahruddin (Alm).

The aim of establishing boarding school is not only to meet the needs of decreasing quality and quantity of expert, but also meant to awaken the public to review classical literature (*salafiah*). Hopefully by these institutions is expected to produce good generation as the heir and successor to the symbols of Islam.

Islamic Senior High School (MA) Al-Istiqamah was established in 1986. Which is located of Pekapuran Raya Street, RT.42 No.01 Kel.Pemurus Baru, Sub-district of South Banjarmasin. MA Al Istiqomah Banjarmasin is one of Senior High School that base on Islamic values in Banjarmasin and also combines between Islamic knowledge and science.

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

- a. *Peningkatan Program pengalaman nilai-nilai keimanan, ketaqwaan dan akhlak al-karimah*

- b. *Menyiapkan keterampilan siswa untuk terjun di Masyarakat*
- c. *Meningkatkan potensi akademik siswa sehingga mampu melanjutkan pendidikan ke perguruan tinggi.*

This school uses curriculum of MA Al-Istiqamah year 2004/2005 (*Depag/Diknas*) and combines with Islamic Boarding School Curriculum.

Including two programs in this school are :

1. Religious Program
2. Social Program

Learning time at MA Al Istiqamah Boarding School Pekapuran Raya Banjarmasin begins at 07.00-14.00 o'clock for learning activity many extracurricular activities from students to explore their potency based on their interests, they are:

1. Speech training (English Speech, Arabic Speech and Indonesian Speech)
2. Memorizing the Holy Qur'an and Islamic songs
3. Skill of taking care of corpse
4. Sewing
5. Scouting
6. Monthly Friday night *I'tiqaf*

2. Description of Teachers and Administrative Staff.

Today, MA Al-Isitqamah Boarding School Pekapuran Raya Banjarmasin has 17 teachers. From 17 teachers at the school, they teach different subjects and have educational background. Furthermore, the subjects they teach, their educational background can be seen the following table:

Table 4.1. Description of Teacher at Islamic Senior High School Al-Istiqamah Pekapuran Raya Banjarmasin.

No	Name	Educational Background	Subject
1	Zainal Ilmi, M.Pd	S2. Unlam	Bhs. Arab Tek.Inf & Komunikasin
2.	Herlinawaty, M.Pd	S2.Unlam	B.Indonesia/ Aq. Akhlaq
3.	Drs. Ariansyah Ahmad	S1 IAIN Antasari	Qur'an Hadits
4.	Wartini, S.Ag	S1 IAIN Antasari	Ekonomi/Geografi
5.	Drs. M. Maksud S	S1 IAIN Antasari	B. Inggris
6.	Hj. Nor Amanah, S.Sos	S1.FISIP/ Unlam	Sosiologi
7.	Norjannah, S.Pd	S1.Fkip/Unlam	Kimia, Biologi, Fisika, Sejarah
8.	Drs. Johansyah	S1 IAIN Antasari	Sejarah, Kewarganegaraan
9.	Drs. H. Nurdin	S1 IAIN Antasari	Fiqh
10.	Dra. H.Ilham Anwar, M.Pd	S2Unlam	Sejarah Keb. Islam/Ekonomi
11.	Qatrun Nada, S.Pd.I	S1 IAIN Antasari	B. Arab
12.	Normiyah, S.Pd	S1.FKIP/ Unlam	Matematika
13.	Drs. H. M. Musni Tabsier	S1. IAIN Antasari	Ilmu Tafsir
14.	Khairullah, SHI, M.H	S2 Unlam	Fiqih
15.	Dra. Hj. Siti Norhasanah	S1. IAIN Antasari	B.Indonesia/Keterampilan
17.	Drs. Misbahul Munir	S1. IAIN Antasari	Bhs. Arab Tek.Inf & Komunikasin

And the condition of organizers and another staff in organizing the administration in state of MA Al-Istiqamah boarding School Pekapuran Raya Banjarmasin can be seen in table below:

Table 4.2. Description of Administrative Staff at MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin.

No	Name	Latest Education	Status
1.	Herlinawaty, M.Pd	S2.Unlam	Head of Administrative
2.	Ahmad Fuadi	D1. ITS	Administrative Staff

3. The Students at MA Al-Istiqamah

In academic year 2009-2010, the total numbers of students who administratively registered at MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin are 108 students; they are 28 students from class X, 44 Students from class XI. 36 students from class XII, Furthermore, the data can be seen on the table below:

Table 4.3. Description of Students at MA Al-Istiqamah Boarding School Pekapuran Raya in Academic Year 2009-2010

No	Class	Number of Students		Total
		A (male)	B (female)	
1.	X	13	15	28
2.	XI	20	24	44
3.	XII	18	18	36
TOTAL				108

4. The Facilities at MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin.

MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin has been supported by many facilities. Clearly, the data can be seen in the following table:

Table 4.4. The Description of School Facilities at MA Al-Istiqamah Boarding Shcool Pekapuran Raya Banjarmasin.

NO	FACILITIES	AMOUNT
1	Headmaster's room	1
2	Teacher's room	1
3	Staff Administration's room	1
4	Classroom	6
5	Library& Computer's room	1
6	Mosque	1
7	Sport yard	1
8	OSIS'room	1
9	Ruang Keterampilan	1
10	Ruang Ibadah	1
11	Boarding House	2
12.	Bathroom/toilet for teacher	1
13.	Bathroom/toilet for Students	1
14.	Hall	1

B. Data Presentation

In this data presentation, the writer presents this data base on the statement of problem as follows:

1. The ability to differentiate between SHFV /I/ and /LHFV /i:/ sounds at MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin.

The test of the students' ability to differentiate SHFV /I/ and /LHFV /i:/ at MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin has been done by using media (laptop). The test contains 40 items sounds, the test is divided into 2 part; 20 items in word sets in isolation, 20 item in word in context.

The performance of the test result of sample research can be seen in the following table:

Table 4.5. The Test Result of Students' Ability to Differentiate SHFV /ɪ/ and /LHFV /i:/ at MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin

NO	NAME	WSIS	WCS	TOTAL
1.	Abd. Hafiz	24	33	57
2.	Ahmad Raihan	34	28	62
3.	Ahmad Barkati	30	28	58
4.	A. Zaky Hasani	34	27	61
5.	Agus Maulana	28	33	61
6.	Arief	24	22	46
7.	Fathurrahman	28	33	61
8.	Muhammad Arifin	30	27	57
9.	M. Helman	30	42	72
10.	M. Jaini	26	27	53
11.	Muhammad Rabbani	26	39	65
12.	M. Raja'i	24	33	57
13.	Subhan R	26	36	62
14.	Arini	16	42	58
15.	Ekha Marlina	28	36	64
16.	Darajatul Ulya	22	36	58
17.	Hafizah	30	27	57
18.	Lia Purnama Sari	22	36	58
19.	Misnawati	34	21	55
20.	Murdiati	28	24	52
21.	Nor Anisah	32	33	65
22.	Nur Hikmah	16	42	58
23.	Nur Liani	30	36	66
24.	Nur Mardia	26	42	68
25.	Pahliani	26	30	56
26.	Salasiah	26	24	50
27.	Siti Fatimah	26	36	62
28.	Siti Yulia Rahmi	34	21	55
Total		760	894	1654

Note : *WSIS* : the students' score of *Word Sets In Isolation*
WCS : the students' score of *Words In context*

Based on the data in table 4.5 above, it is identified that the highest score of the test results of differentiating vowel sounds /ɪ/ and /i:/ is 72 and the lowest one is 46. The accumulative score is 1654 from 28 students. While the

score of test results of differentiating vowel sounds /l/ and /i:/ is divided to word sets in isolation and words in context.

- a. Description of students' ability to differentiate vowel sound /l/ and /i:/ in word sets in isolation

The students' ability to differentiate 20 word items in word sets in isolation got the total score 760, the highest score is 34, and the lowest one is 16. The mean of the score is 760, it is divided by 28 equal 27,1.

- b. Description of students' ability to differentiate vowel sound /l/ and /i:/ in words in context

The students' ability to differentiate 20 word items of words in context got the total score 894, the highest score is 42, and the lowest one is 21. The mean of the score 894, it is divided by 28 equal 31,9. It can be seen in the table below :

Table 4.6. The Mean Score of the Students' Ability to Differentiate SHFSV /l/ and LHFSV /i:/ Sounds by Tenth Grade at MA Al-Istiqamah

No	Category	Higher Score	Lower Score	The Total Score	Mean
1	Word sets in isolation	34	16	760	27,1
2	Words in context	42	21	894	31,9
Total				1654	59,0

It is known clearly from table above that the students' ability to differentiate SHFSV /l/ and LHFSV /i:/ sounds by tenth grade of MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin got the total score 1654 from 28 respondents. The mean score is 59.

The table below explains the classification, percentage of the score and its distribution:

Table 4.7. Classification of the Students' Ability to Differentiate SHFSV /ɪ/ and LHFSV /i:/ Sounds

No	Category	Score	Frequency
1.	>95	Excellent	-
2.	80-94	Very Good	-
3.	65-79	Good	5
4.	55-65	Fair	19
5.	41-54	Less	4
6	<40	Bad	-
Total			28

Table 4.8. Percentage of the Students' Ability to Differentiate SHFSV /ɪ/ and LHFSV /i:/ Sounds

No	Category	Frequency	Percentage
1.	Excellent	-	0
2.	Very Good	-	0
3.	Good	5	17,9
4.	Fair	19	67,9
5.	Less	4	14,2
6	Bad	-	0
Total			100

Data in tables 4.7 and 4.8 show that none of students got > 95 score (Excelent), none of students got 80-94 score (Very Good), 5 students or 7,9% got 65-79 score (Good), 19 students or 69,7% got 55-65 score (Fair), 4 students or 14,2% got 41-54 score (Less) and none of them got <40 score (Bad).

So, it can be known that 19 students or 69,7% got 55-65 score. It means that the students' ability to differentiate SHFSV /ɪ/ and LHFSV /i:/

sounds at tenth grade students of MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin is fair category.

2. The factor that influence the students' ability to differentiate SHFSV /I/ and LHFSV /i:/ sounds at MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin

To better understand the factors that influence the students in differentiating vowel sounds, including many indications:

1. Students' factors

- a. Students' interest in English

The writer will tell about like or not about learning the English subject. The data are described in the following table:

Table 4.9. The Frequency of the Students' Opinion to English

No	CATEGORY	F	P
1	Like very much	5	17,9
2	Quite like	14	50,0
3	Less like	9	32,1
4	Dislike	0	0
	Total	28	100

Based on the data in table above, it is known clearly that 5 students (17,9%) stated that they like English class very much, 14 students (50,0 %) stated that they quite like English lesson, 9 students (32,1%) stated that they less like English lesson, and there is no students dislike English lesson.

Furthermore, the writer will tell about the students like or not in English listening subject. The data are described in the following table:

Table 4.10. The Frequency of the Students' Opinion to English Listening

No	CATEGORY	F	P
1	Like very much	2	7,1
2	Quite like	8	28,6
3	Less like	12	42,9
4	Dislike	6	21,4
	Total	28	100

Based on the data in table above, it is known clearly that 2 students (7,1%) stated that they like listening to English very much in English listening subject, 8 students (28,6 %) stated that they quit like listening to English, 12 students (42,9%) stated that they less like listening to English, 6 students (21,4%) stated that they dislike listening to English.

Table 4.11. The Frequency of the Students' Attention in Class While Learning English

No	ATTENTION	F	P
1	Always	17	60,7
2	Sometimes	8	28,6
3	Seldom	2	7,1
4	Never	1	3,6
	Total	28	100

Based on the data in table above, it is known clearly that 17 students (60,7%), stated that they always attention in learning English, 8 students (28,6%) stated that they sometimes attention in learning English, 2 students

(7,1%) stated that they seldom attention in learning English, 1 student (3,6%) stated that they never attention in learning English.

Therefore, it can be made a conclusion that 60,7% from tenth grade students of MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin express always attention in learning English subject.

b. Students' motivation

Students motivation in learning English is one of indicators of students' factors, and it can be seen in the following table :

Table 4.12. The Frequency of Students' Motivation in Learning English

No	CATEGORY	F	P
1	Internal motivation	18	64,3
2	External motivation	8	28,6
3	Because their major	2	7,1
	Total	28	100

This table shows that 18 students (64,3%) stated that they included internal motivation, 8 students (28,6%) stated that they included external motivation, 2 students (7,1%) stated that they included because their major. Thus, mostly students can be categorized in internal motivation.

c. Students' learning activity

Students' learning activity to English subject can be known through indicators that writer has written, in the table below the writer will tell about Students' attendance in learning the English subject. The data are described in the following table:

Table 4.13. The Frequency of the Students' Attendance in Learning English

No	ATTENDANCE	F	P
1	Always	21	75,0
2	Sometimes	5	17,9
3	Seldom	2	7,1
4	Never	0	0
	Total	28	100

Base on the data in table above, it is known clearly that 21 students (75,0%), stated that they always attend in learning English, 5 students (17,9%) stated that they sometimes attend in learning English, 2 students (7,1%) stated that they seldom attend in learning English, and there is none of students state never attend in learning English.

Therefore, it can be made a an that 75,0 % from students of tenth grade students of MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin express always attend in learning English subject.

Furthermore, the writer will be told about the students write material the English subject, the data are described in the following table:

Table 4.14. The Frequency of the Students' Writing Material in Learning English

No	WRITING	F	P
1	Always	20	71,5
2	Sometimes	6	21,4
3	Seldom	2	7,1
4	Never	0	0
	Total	28	100

Based on the data in table above, it is known clearly that 20 students (71,5%) stated that they always write material in learning English, 6 students (21,4%) stated that they sometimes write material in learning English subject, 2 students (7,1%) stated that they seldom write material in learning English, and there is none of students stated that never write material in learning English .

So, it can be known that 71,5 % from Tenth Grade Students of MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin express always write material in learning English.

Table 4.15. The Frequency of the Students' Questions to the Teacher in Pronouncing English Words

No	QUESTIONS	F	P
1	Always	4	14,3
2	Sometimes	19	67,9
3	Seldom	3	10,7
4	Never	2	7,1
	Total	28	100

Based on the data in table above, it is known clearly that 4 students (14,3) stated that they always ask to the teacher how to pronounce unfamiliar English words, 19 students (67,9 %) stated that they seldom ask to the teacher how to pronounce unfamiliar English words, 3 students (10,7%) state that they seldom ask to the teacher how to pronounce unfamiliar English words, 2 students (7,1%) stated that they never ask to the teacher how to pronounce unfamiliar English words.

Table 4.16. The Frequency of the Students Active in Doing Task of English Lesson

No	DOING TASK	F	P
1	Always	19	67,9
2	Sometimes	8	28,5
3	Seldom	1	3,6
4	Never	0	0
	Total	28	100

Based on the data in table above, it is known clearly that 19 students (67,9%) stated that they always active in doing task in English lesson, 8 students (28,5%) stated that they sometime active in doing task in English lesson, 1 students (3,6%) stated that they seldom active in doing task in English lesson and there is none of students that never doing task in English lesson.

Therefore, the writer will conclude that 67,9 % from Tenth Grade Students of MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin express always active in doing task of English subject in learning english lesson.

Table 4.17. The Frequency of the Student's Activities in Listening to the English Song from Media (TV, CD, DVD, etc)

No	LISTENING	F	P
1	Always	4	14,3
2	Sometimes	16	57,1
3	Seldom	7	25,0
4	Never	1	3,6
	Total	28	100

Based on the data in table above shows that 4 students (14,3%) listen to English songs, 16 students (57,1%) sometimes listen to English songs, 7 students (25,0%) seldom listen to English songs, 1 student (3,6%) never listen to English songs.

d. Students' native language

The frequency of influence of students' native language to English language can be seen in the table below :

Table 4.18. The Frequency of Influence of Students' Native Language

No	CATEGORY	F	P
1	Not influence	5	17,9
2	Quite influence	15	53,5
3	Very influence	8	28,6
	Total	28	100

This table above shows that 5 students (17,9%) stated that native language not influences their English language, 15 students (53,5%) stated that native language quite influences their English language, 8 students (28,6%) that native language very influences their English language.

2. Teacher's factors

For this factor, the writer categorizes five indicator to identify it. The first indicator is teacher educational background. This indicator is seen from the appropriateness of English teacher's educational background with his profession.

From the interview with English teacher of MA Al-Istiqamah Boarding School Pekapuran Raya Banjarmasin, the writer got the data that he graduated from S1 Program Islamic Education of Tarbiyah Faculty at IAIN Antasari Banjarmasin.

The second indicator is teacher experience in teaching English. Based on the result of interview to the teacher, the writer got the data that he has taught English for more than fifteen years.

The third indicator is teacher's attendance in teaching English. The table below will discribed the data about that :

Table 4.19. The Frequency of the Teacher's Attendance in Teaching English

No	ATTENDANCE	F	P
1	Always	25	89,3
2	Sometime	1	3,6
3	Seldom	2	7,4
4	Never	0	0
	Total	28	100

From the data in table above, the writer got 25 students (89,3) stated that their teacher always attend the English class, 1 student (3,6%) stated that their teacher sometime attend the English class, 2 students (7,1%) stated that their teacher seldom attend the English class and there are none of students stated their teacher never attend the English class, therefore it is seen that the English teacher is occasionally attend the English class.

The next indicator of teacher's factor is teacher teaching methods. The writer divided the indicator in to two factors. They are teacher's style in

teaching English, the teacher's repetition to pronounce difficult words or difficult sounds, the data can be seen in the following:

Table 4.20. The Frequency Students' Opinion of Teacher's Style in Teaching English

No	CATEGORY	F	P
1	Very interesting	3	10,7
2	Quite interesting	24	85,7
3	Less interesting	1	3,6
4	Uninteresting	0	0
	Total	28	100

Based on the data in table above, the writer got 3 students (10,7%) stated that their English teacher's style in teaching English is very interesting, 24 students (85,7%) stated that their English teacher style is quite interesting, 1 student (3,6%) stated that the style of their English teacher is less interesting and there are no student who state that the style of their English is uninteresting.

Table 4.21. The Frequency of the Teacher's Repetition to Pronounce difficult words

No	REPEATITION	F	P
1	Always	13	46,4
2	Sometime	10	35,7
3	Seldom	4	14,3
4	Never	1	3,6
	Total	28	100

From the data in table above, the writer got 13 students (46,4%) stated that their teacher always repeat it, 10 students (35,7%) stated that their teacher sometime repeat it, 4 students (14,3%) stated that their teacher seldom repeat it,

1 student (3,6%) stated their teacher never repeat it. Therefore, it is seen that the English teacher is occasionally always repeat difficult pronunciation.

The last indicator of teacher's factor is teacher's clarity in explaining English lesson, the data can be seen from the following table :

Table 4.22. The Frequency of the Teacher's Clarity in Explaining English

No	CATEGORY	F	P
1	Very clear	3	10,8
2	Quite clear	13	46,4
3	Less clear	10	35,7
4	Unclear	2	7,1
	Total	28	100

Based on the data in table above, the writer got 3 students (10,8 %) stated that their teacher very clear in explaining English, 13 students (46,4%) stated that their teacher quite clear in explaining English, 10 students (35,7%) stated that their teacher less clear in explaining English and 2 student (7,1) stated their teacher unclear in explaining English, therefore it is seen that the English teacher is occasionally quite clear in explaining English.

C. The Data Analysis

After all the obtained data are reported in point B (data presentation) detail as result of this research, it also need to be analyzed base on the order of issues that have been showed earlier with this study before.

1. Students' ability to differentiate SHFSV /I/ and LHFSV/i:/ sounds at tenth grade of MA Al-Istiqamah Boarding School Pekapuran.

After the tests have been done, the students' ability to differentiate SHFSV /I/ and LHFSV/i:/ sounds at tenth grade of MA Al-Istiqamah Boarding School

Pekapuran Banjarmasin, can be known from two types of questions contained 40 items questions. The student have got the total score of test result are 1654 from 28 students, the mean is 59.

From that have been described before, it is know that ability in differentiating SHFSV /I/ and LHFSV/i:/ sounds by tenth grade of MA Al-Istiqamah Boarding School Pekapuran Banjarmasin is in fair category, it can be seen from the tables 4.7 and 4.8 it is proved that none of students got > 95 score (Excelent), none of students got 80-94 score (Very Good), 5 students or 7,9% got 65-79 score (Good), 19 students or 69,7% got 55-65 score (Fair), 4 students or 14,2% got 41-54 score (Less) and none of them got <40 score (Bad).

From the description above, it is known that students' ability in differentiating SHFSV /I/ and LHFSV/i:/ sounds by tenth grade of MA Al-Istiqamah Boarding School Pekapuran Banjarmasin is in fair, so that the important of teacher's role in learning English, to give support or motivation to his students for increasing their ability with always study.

Moreover, they must to increase their listening, I think the tenth grade students of MA Al-Istiqamah Boarding School Pekapuran Banjarmasin have less in listening to the sounds, because it can be known from score above, the writer suspects that the problem is the students rarely listen to the sounds, so they have difficulties to distinguish sounds.

2. Description about factor that influence the students' ability to differentiate SHFSV /I/ and LHFSV /i:/ sounds at MA Al-Istiqamah boarding school Pekapuran Raya Banjarmasin

a. Students' factors

1) Student's interest in English

The frequency of students' interest, it can be seen from some indicator that has been cleared in the point B (Data Presentation). The Students' interest factors are divided into three separate indicators including 1) Students' opinion to English 2) Students' opinion to English listening, and 3) Students' attention in class while learning English.

From the three indicators above, various results have been ascertained. 14 students (50%) stated that they like to English class, 12 students (42.9%) said that they like English listening slightly less than other subjects and finally, 17 students (60.7%) stated that they always pay attention in English class.

The test results of students' ability to differentiate vowel sounds /I/ and / i: / is categorized as fair, while the indicators are obtained from a questionnaire based on the statement above taken from the respondents' statement. The percentage totaled 50% or above, especially the students' opinion to English classes and students who are considering English lessons are considered high, but if it is connected with the results that are obtained, it is different, it means that there is a very clear difference. In this case, the writer suspected these other indications have some influence.

They are lack of facilities such as books, lack of an English language laboratory, a relatively low quality of teaching and attention from the students and rarely or never students are taught listening; infrequent teacher repetition of difficult words and perhaps also the teacher's approach to instruction is less stimulating for the students.

The writer suspects that the students' interest in English language learning is affected by the lack of facilities and the teacher's inconsistency to maximize the teaching and learning process so that it is beneficial for all. In general, students' high interest factors do not influence the students' ability to distinguish sounds in listening.

2) Students' motivation

From the results of questionnaires that have been distributed to the students, 18 students (64.3%) said that they are driven by their internal motivation. Results showed that the motivation of students is very high, but if connected with test results of students' ability to differentiate vowel sounds /ɪ/ and /i:/, is categorized as fair. From these two categories there are very distinct differences in responses.

The writer suspects that there are other influences skewing the results; this is caused by various factors as it has been explained in students' interest of English.

In general, students' motivation is categorized as very high but it generally does not influence the students' ability to differentiate sounds

3) Student's learning activity

Students' learning activity factor is divided into five indicators including; 1) students' attendance, 2) students' writing material, 3) students' questions directed toward the teachers, 4) students' tasks in class, and 5) students' activities during listening.

From five indicators above have been known that 21 students (75%) stated that they always attend the English lessons, 20 students (71.5%) stated that they always write the English lesson, 19 students (67.9%) stated that they sometimes ask to teacher, 19 students (67.9%) stated that they always doing in the English language task, and the last 16 students (57.1%) stated that they sometimes listen to English songs.

The above data indicates that the factor of students' learning activities is categorized as very high because most of them reached above 50% for each of the five indicators, but if the test result was connected to the students' ability to distinguish vowel sounds /l/ and /i:/ it was categorized as fair category. This calls into question why the test results are very different from the data taken from the questionnaires result. Clearly there are other influencing factors. As for the affect, the writer assumes the following:

Based on questionnaire results of student attendance indicators, they state that they are always present; it was suspected that during some of these activities, students were unable to retain much information. It was

suspected also that the students perhaps attended the class but did not pay attention to the lessons very well.

On indicators students writing the lessons, they state that always write but it is suspected only write, but they do not understand what that write, after writing they do not read anymore, when they go home their note is rarely reread or never been completely read.

On indicators of students' questions directed toward the teachers, they expressed that they sometimes ask questions, so it is assumed that they sometimes understand or do not understand the lessons, or students like the teacher personally so they ask questions, or it is also suspected that the teacher gave an unclear explanation.

On indicators of student learning tasks, students state that they are always working on the task, so that possibility is assumed when teaching and learning process teachers always give the task, so the students always do task or do tasks due to fear if the value is low, and what the form task students do in the class, and it is assumed also that task was given not so difficult to understand or not, so it can influence the value, usually more and more tasks are done then the better the results.

In the final indicator of student activity in listening to English songs, most students stated that they sometimes listened strongly suspected that they sometimes like to listen, sometimes it does not like to listen to the songs, it means the students depend on songs their likes, or besides listening to the activity of English songs never played by the teacher in class

listening, Even if there is whether or not teachers do explain to students what they heard. And if you find words that are difficult or similar whether the teacher repeats or clarifies what the correct sound.

In general, the writer concluded that the factor of students' learning activities is very high, but it does not necessarily affect the students' ability to distinguish sounds.

4) Students' native language

The students' native language is the final factor of the group of student factors, based on questionnaires. Data indicates that most of the students who stated that 15 students (53.5%) stated that the students' native language very much influences their English, meaning that native language were very influential on their English language learning in accordance with their statement. In addition, if relating with students' ability to differentiate short high front spread vowel /I/ and short high front spread vowel /i/ sounds is fair category, the results of the data and test results above, there are differences. Therefore the writer assumes that if the native language influences their English language learning, the ability to distinguish sounds in listening will produce fairly similar results.

In general, the factor of students' native language is high, so there is likely no influence on students' ability to distinguish sounds.

b. Teacher's factors

The teacher's factor is divided into two parts and the research was conducted through an interview and a questionnaire. In the interview, there are two main indicators-educational backgrounds and the teacher's experience in teaching English. The questionnaire was divided into four indicators including the presence of teachers in the classroom, the teacher's style to teach in classroom instruction, repetition of difficult words and the clarity of the teacher's explanation of the lessons.

From the above two major parts namely the interview section, concerning the educational background of teachers, the English teachers in the MA Al-Istiqamah is a single person; he S1 program was a non-English department that can be categorized into the middle category.

The English teacher in this particularly classroom has taught for several decades in the MA Al-Istiqamah Pekapuran Raya Banjarmasin. The writer also found out that he is a certified teacher, so that coupled with his lengthy teaching career can be categorized into the high category.

In the indicator of teachers' attendance, 25 students (89.3%) stated that their teacher is always present in teaching, which can be categorized as high, but when connected with the test results on student ability, the writer obtained very different answers. High levels indicated the presence of the low results obtained by students; the possibility was less affected by the presence of teachers means teachers attend but is not meant for students. The writer suspects that the teacher does not maximize the classroom teaching and learning time, so they earn lower grades.

Indicators of the teacher's style in teaching shows that 24 students (85.7) stated that their teacher's style is quite interesting, which can be categorized high, because more than 50% responded this way, meaning that most of them feel that the teacher has an interesting approach to classroom instruction. Therefore, if it is connected to the students' ability to differentiate sounds, it seems there is a difference between test results and data from the questionnaire. The writer suspects that this style of teaching is not attractive or class is simply not lively enough. Perhaps also students are hesitant to be honest about their feelings on their teacher's instruction, for fear of hurting his feelings or getting in trouble.

In the indicators of teachers' repetition of difficult words, on 13 students (46.4%) stated that their teacher would repeat the pronunciation of difficult words, categorized into the high category, but when seen from the presentation that states can be categorized low because the percentage is less than 50%. Thus, the writer thinks that this is a factor that affects students' ability to differentiate sounds, because of the 15 students (53.5%) stated teachers sometimes / never repeat pronunciation of difficult words.

The above statement indicates from students that the teacher almost never repeats the pronunciation of difficult words a second or third time.

The final indicator is the teacher's clarity in explaining English lessons. This indicator has been known to 13 students (46.4%) stated that their teacher is quite clear in explaining this lesson can be categorized as middle, but when seen from the presentations are less than 50% can be

categorized in the low category. This indicator shows that there are times when students do not fully understand the teacher's explanation. When connecting this fact to the students' ability to differentiate vowel sounds it fits into the fair category. It therefore indicates the teacher's clarity in delivering a lesson affects the students; it can be concluded that this indicator is one of the factors that influences students' grades.

In general, based on the findings of the above data, the factor influencing students' ability to differentiate vowel sound /ɪ/ and /i:/ is generally their English teacher, although aware that their English teachers have taught for decades, there are still many issues with their classroom instruction. This means that there are factors that affect, as for one of the factor, among other styles of teachers who teach students well otherwise; it means the teacher's style is not too interesting in teaching, and not fun if the class is not enjoyable. The other major factor is the teacher's clarity in explaining the lesson; when the instruction is not clear, the writer assumes that this affects the students listening abilities.