

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description of Research Location**

The object of this research is Islamic Senior High School Hidayatullah Martapura (Madrasah Aliyah Hidayatullah). This school is in a complex on Pangeran Hidayatullah street, No. 1A, Kelurahan Keraton, Kecamatan Martapura, Banjar Regency, South Kalimantan (70611). It has geographical borders as follows:

- a. In the west, it is bordered Madrasah Tsanawiyah Hidayatullah
- b. In the east, it is bordered people residents
- c. In the north, it is bordered mosque of Hidayatullah
- d. In the south, it is bordered Pangeran Hidayatullah street

In this complex, there are four schools, Madrasah Aliyah, Madrasah Tsanawiyah, and Madrasah Ibtidaiyah which are held in the morning and TK. Al-Qur'an which is held in the afternoon. This school was established by three persons, they were graduated from some university in Mecca, Saudi Arabian, they named "Tiga Serangkai", namely KH. Hasyim Mukhtar, El-H, KH. Nashrun Thahir and KH. Ahmad Nawawi Marfu.

This school was opened on 13<sup>th</sup> of September in 1950(1<sup>st</sup> of Muharram in 1370) by borrowing Muhammadiyah's building at Belahan street, Pasayangan, Martapura, Kalimantan Selatan. At that time, the school's name

was called "SMIP"(Sekolah Menengah Islam Pertama) with time for studied there for five years. There were only 57 students, 54 males and 3 females, and 6 teachers, they are KH. Hasyim Mukhtar, El-H, KH. Nashrun Thahir and KH. Ahmad Nawawi Marfu, M. Nashri, Rahmat Marlim and A. Zaini Syamsuri.

In 1951 or on 27<sup>th</sup> of Rajab in 1370 was established the first building of SMIP on Pangeran Hidayatullah street, Kelurahan Keraton, Martapura which was contained seven classrooms, a teacher's room and an office. In 1959, it was opened Madrasah Ibtidaiyah was named "SRI"(Sekolah Rakyat Islam) 6 years which was guided by KH. Nashrun Thahir, the headmaster was Soeparjan.

On September 18<sup>th</sup> in 1959, the name of SMIP was changed, it become SMI 6 years, so there were two schools, Tsanawiyah and Aliyah. SMI 6 years was called "SMI Hidayatullah" and in 1980, SMIH was changed, it become "Pesantren(MI) Hidayatullah", it was an idea from H. Mukhtar Supian, the head of Religioun Affairs at that time.

Pesantren(MI) Hidayatullah have had some headmasters that have ever lead as follows:

1. KH. Hasyim Mukhtar, El-H
2. KH. Nashrun Thahir
3. KH. M. Rusydi Taufiq, Lc.
4. Abdul Malik Mukhtar, El-H
5. H. Syaifullah, Lc.

Islamic Senior High School Hidayatullah Martapura itself, it is led by Drs. H. M. Rusli Darmawi now as the headmaster. There are nineteen teachers who teach at the eleventh grade students at Islamic Senior High School Hidayatullah Martapura.

**Table 4.1 Teachers of the Eleventh Grade at Islamic Senior High School Hidayatullah Martapura**

No.	Name	Educational Background	Lesson
1.	Drs. H. M. Rusli Darmawi	S1 Degree	Tarikh
2.	Abdussani, S.Ag.	S1 Degree	Arabic, Qawaid
3.	H. M. Syaukani Masykur, BA.	Diploma III	SKI, Ushul Tafsir, Aqidah Akhlak
4.	Mariatul Qibthiyah, S.Pd.I	S1 Degree	English
5.	Hj. Siti Hasanah, S.Pd.	S1 Degree	Chemistry, Physics
6.	Fauziah, S.Ag.	S1 Degree	Balagah, Civic Education
7.	H. Muhammad Fahmi	MAN	Al-Qur'an
8.	Siti Fadliyah, A.Md.	Diploma III	Biology, Mathematics
9.	Muhrian Noor, S.Ag.	S1 Degree	Hadits, Fiqih
10.	H. Muhammad Ramli	MA	Tauhid, Faroid
11.	Hj. Noor Habibah, A.Md.	Diploma III	Art Education, SNI/SU
12.	H. M. Syafawi	MAN	Tafsir
13.	Fahrin Noor	MAN	Ilmu Qiro'at
14.	H. A. Syairozi	KMI	Arabic, Tarikh
15.	Noverina Inayati, S.Pd.	S1 Degree	History of Culture, Sociology
16.	Muhammad Salman, S.Ag.	S1 Degree	Technology of Information and Communication
17.	Drs. H. Husen Yasin	S1 Degree	Mantiq, Ushul Tafsir,

	Tuanaya		Muthola'ah
18.	Ahmad Syahrowardi, S.Pd.	S1 Degree	Indonesian
19.	Risna Novariana, S.Pd.	S1 Degree	Mathematics, Physics

Source: MA. Hidayatullah Martapura

**Table 4.2 Administration Staff at Islamic Senior High School Hidayatullah Martapura**

No.	Name	Job
1.	Samhudi	Head of Administration
2.	Mariatul Qibthiyah, S.Pd.I	Treasurer
3.	H. M. Syaukani Masykur, BA.	Coordinator of library
4.	Irfansyah	Staff
5.	Robiatul Adawiyah	Staff

Source: MA. Hidayatullah Martapura

**Table 4.3 Number of the Eleventh Grade Students at Islamic Senior High School Hidayatullah Martapura**

No.	Class	Male	Female	Total
1.	XI IPA 1	23	-	23
2.	XI IPA 2	-	33	33
3.	XI Bahasa 1	23	-	23
4.	XI Bahasa 2	-	35	35
Total		46	68	114

Source: MA. Hidayatullah Martapura

**Table 4.4 Facilities at Islamic Senior High School Hidayatullah Martapura**

No.	Facilities	Number
1.	Computer room	1
2.	Teacher's room	1
3.	Headmaster's room	1
4.	Administration staff's room	1
5.	Classroom	12
6.	Language laboratory	1
7.	Science laboratory	1
8.	Unit of school healthy	1
9.	Mosque	1
10.	Library	1
11.	Canteen	1
12.	OSIS room	1
13.	Toilet	5

Source: MA. Hidayatullah Martapura

## **B. Data Presentation**

This chapter is intended to present the result of the data analysis and the interpretation which could be derived from the analysis. This part deals with the result of the research based on same facts found in the data. It cover the ability in using parts of speech, kinds of parts of speech that the students

get difficult to understand, and the strategies of teaching grammar by the teacher.

Based on the result of the ability in using parts of speech of the eleventh grade students of language program at Islamic Senior High School Hidayatullah Martapura academic year 2009/2010, it is found that the highest score is 78 and the lowest is 12. The whole gotten score is 2.177 from 58 students, so from this result, it can be known that the mean is:

$$\text{Mean} = \frac{\text{Total score}}{\text{Total respondents}} = \frac{2.177}{58} = 37,53$$

### **1. Description about the students' ability in using parts of speech at Islamic Senior High School Hidayatullah Martapura**

The following data is about the result of research, which is achieved by written test. It can be seen in the following table:

**Table 4.5 The Test Result of the Research Subject**

<b>No.</b>	<b>Multiple Choice</b>	<b>Completing Sentence</b>	<b>Completing Paragraph</b>	<b>Total</b>
1.	12	6	6	24
2.	14	9	0(Lst)	23
3.	16	0(Lst)	3	19
4.	26	9	12	47
5.	24	21	15	60
6.	20	0(Lst)	3	23
7.	22	6	9	37
8.	14	12	3	29
9.	14	9	6	29
10.	26	24	15	65
11.	16	0(Lst)	12	28

12.	18	21	15	54
13.	18	9	3	30
14.	14	6	6	26
15.	30(Hst)	30(Hst)	18	78(Hst)
16.	24	24	15	63
17.	14	6	6	26
18.	18	24	15	57
19.	8	9	3	20
20.	16	12	9	37
21.	18	6	6	30
22.	24	21	15	60
23.	10(Lst)	0(Lst)	6	16
24.	20	18	9	47
25.	14	0(Lst)	0(Lst)	14
26.	16	3	0(Lst)	19
27.	16	12	6	34
28.	18	3	0(Lst)	21
29.	20	18	30(Hst)	68
30.	14	3	6	23
31.	28	6	12	46
32.	12	0(Lst)	0(Lst)	12(Lst)
33.	26	9	15	50
34.	20	18	9	47
35.	14	6	6	26
36.	20	18	12	50
37.	10	3	6	19
38.	22	9	9	40
39.	12	3	6	21
40.	14	6	12	32
41.	14	21	18	53

42.	22	9	9	40
43.	22	9	9	40
44.	12	6	12	30
45.	18	21	3	42
46.	18	12	15	45
47.	16	6	12	34
48.	12	24	3	39
49.	26	12	6	44
50.	18	12	15	45
51.	16	9	15	40
52.	26	12	6	44
53.	20	12	15	47
54.	22	9	9	40
55.	14	12	6	32
56.	22	24	12	58
57.	14	6	12	32
58.	10(Lst)	6	6	22
Total	1.034	621	522	2.177

Notes: Hst = The highest score

Lst = The lowest score

From the table above, then the writer will show the students performance in the test based on each part as follows:

a. Students' ability in using parts of speech in multiple choice

As shown in table 4(in multiple choice column) above, it is found that the highest score is 30 and the lowest score is 10. The total score from 58 students (respondents) is 1.034, the result can be known that the mean (the average score) is 17,82.



$$\text{Mean} = \frac{\text{Total score (Multiple choice)}}{\text{Total respondent}} = \frac{1.034}{58} = 17,82$$

b. Students' ability in using parts of speech in completing sentences

As shown in table 4 (in completing sentences column) above, it is found out that the highest score is 30 and the lowest score is 0. The whole gotten score are 621 from 58 students (respondents), so from the result can be known that the mean (the average score) is 10,70.

$$\text{Mean} = \frac{\text{Total score (Completing sentences)}}{\text{Total respondent}} = \frac{621}{58} = 10,70$$

c. Students' ability in using parts of speech in completing paragraph

As shown in table 4(in completing sentences column) above, it is found out that the highest score is 30 and the lowest score is 0. The whole gotten score are 522 from 58 students (respondents), so from the result can be known that the mean(the average score) is 9,00.

$$\text{Mean} = \frac{\text{Total score(Completing paragraph)}}{\text{Total respondent}} = \frac{522}{58} = 9,00$$

d. Students' ability in using parts of speech based on the three indicators

Having known students' ability in using parts of speech based on the three indicators above, it can be seen the main problem of this thesis that is the eleventh grade students of language program in using parts of speech.

As shown in table 4 (in completing sentences column) above, it is found out that the highest score is 78 and the lowest score is 12. The

whole gotten score are 2.177 from 58 students(respondents), so from the result can be known that the mean(the average score) is 37,53.

$$\begin{aligned} \text{Mean} &= \frac{\text{Total score}}{\text{Total respondent}} \\ &= \frac{2.177}{58} \\ &= 37,53 \end{aligned}$$

From the test result, it is known that students correct answer according to the form of the test. The total students correct answer are 898. In multiple choice form there are 517 students correct answer or 57,57%. In completing sentences form there are 207 students correct answer or 23,05%. In completing sentence in paragraph there are 174 students correct answer or 19,37%.

**Table 4.6 The Frequency Distribution of the Test Result on the Students' Ability in Using Parts of Speech**

No.	Category	Frequency	Percentage
1.	Excellent (80-100)	-	-
2.	Good (70-<80)	6	10,34
3.	Fair (60-<70)	21	36,20
4.	Low (50-<60)	24	41,37
5.	Very low (0-<50)	7	12,06
Total		58	100%

From the table above, it is known that no one students who get the score 80-100(excellent category), 6 students or 10,34% who get the score 70-<80(good category), 21 students or 36,20% who get the score 60-<70(fair category), 24 students or 41,37% who get the score 50-

<60(low category) and 7 students or 12,06% who get the score 0-  
<50(very low category).

Based on the result of some items of parts of speech test at table 4, it is found the data of the highest score is in using noun with the total score 153, adverb with the total score 131, pronoun with the total score 129, adjective with the total score 115, preposition and conjunction with the total score 103, verb with the total score 90, and interjection with the total score 74. So, from this result can be known that categories of their ability in using parts of speech in English sentences with result below:

**Table 4.7 Category of the Students' Ability in Using Parts of Speech in English Sentences**

No.	Parts of Speech	Mean	Score	Category
1.	Noun	$M = \frac{153}{58}$	2,63	Very low
2.	Adverb	$M = \frac{131}{58}$	2,25	Very low
3.	Pronoun	$M = \frac{129}{58}$	2,22	Very low
4.	Adjective	$M = \frac{115}{58}$	1,98	Very low
5.	Preposition	$M = \frac{103}{58}$	1,77	Very low
6.	Conjunction	$M = \frac{103}{58}$	1,77	Very low
7.	Verb	$M = \frac{90}{58}$	1,55	Very low
8.	Interjection	$M = \frac{74}{58}$	1,27	Very low

## 2. Kinds of parts of speech that the students get difficulties to understand

When the writer concluded the result of the parts of speech test from 40 items test can be known the kinds of parts of speech that the students get difficulties to understand. For further information, it can be seen in the following table:

**Table 4.8 The Result of the Students Correct Answer**

No.	Parts of Speech	Number of Item	Students Correct Answer	Percentage
1.	Noun	5	153	17,03
2.	Adverb	5	131	14,58
3.	Pronoun	6	129	14,36
4.	Adjective	5	115	12,80
5.	Preposition	5	103	11,46
6.	Conjunction	4	103	11,46
7.	Verb	6	90	10,02
8.	Interjection	4	74	8,24
Total		40	898	100%

Based on the table above can be known that from 40 item tests, there are 898 students correct answer. From the table can be known kinds of parts of speech that the students get difficulties to understand. Actually among parts of speech in the table difficult to understand for students, but there are some parts of speech very difficult to understand for students, namely; interjection, from 4 item tests only 74 students correct answer or 8,24% and verb, from 6 item tests only 90 students correct answer or 10,02%. Besides mentioned above, other parts of speech also difficult to understand for students, namely; conjunction, from 4 item tests only 103 students correct answer or 11,46%. Preposition, from 5 item tests only 103 students correct answer or 11,46%. Adjective, from 5 item tests only 115

students correct answer or 12,80%. Pronoun, from 6 item tests only 129 students correct answer or 14,36%. Adverb, from 5 item tests only 131 students correct answer or 14,58%. Noun, from 5 item tests only 153 students correct answer or 17,03%.

### **3. Strategies that are used by the teacher in teaching grammar**

Based on the questionnaire used by the writer for collecting the information from the English teacher, it is found the data that the teacher is graduated from English Department of Educational Faculty of IAIN Antasari Banjarmasin. Her experience in teaching is about five years. She uses one of eight methods in teaching English, it is communicative approach.

The teacher uses all the strategies in teaching grammar. The teacher sometimes introduce new vocabularies before starting to teach, give more explanation in teaching, use various media, use games, combine inductive and deductive method and seldom integrate grammar to other skills.

### **C. Data Analysis**

From the students' ability in using parts of speech test result, it is known that 10,34% of the students can get good score(good category), 36,20% of the students get enough score(fair category), 41,37% of the students get low score (low category) and 12,06% of students get very low score. The mean score of the students' ability in using parts of speech is

37,53, it involves to low category. For further description, it is known from analysis below:

### **1. Students' ability in using parts of speech**

From the data presentation, it is found that the students' ability in using parts of speech in English sentence can be categorized as very low category. Students' score for noun item is 2,63, for adverb item is 2,29, for pronoun item is 2,25, for adjective item is 1,96, for preposition and conjunction item are 1,77, for verb item is 1,58, and for interjection item is 1,31.

a. Among the parts of speech, the highest score that the students got is noun. Most of students are able to understand the usage of noun such as:

1.) The subject of a verb

Example: My eyes watered when I cut the *onion* in the kitchen.

2.) The object of a preposition

Example: He needed to go to *hospital*.

b. The other parts of speech seem easily for the students to understand is adverb. Many students can use the verb in sentences appropriately, for example:

1.) To give explanation to a verb

Example: Nina can speak English *fluently*.

2.) To give explanation about time

Example: Mila sang a song well *yesterday*.

c. The next is pronoun. Some students can use it correctly in sentences. For

example:

1.) To replace a subject

Example: When Taufik was a boy, *he* had a bad accident.

2.) To explain something

Example: She gave me the dress *which* she didn't like.

d. Among the parts of speech, the middle score that the students got is

1,96. It is the score of adjective. Students can use it correctly in modifying or describing noun.

Example: They are very *tired* after playing football.

Taufik was a *small* boy.

e. The next is preposition. It got the score 1,77, under the score of adjective. Some students can use it correctly like as follows:

1.) Connecting noun to noun

Example: There is a picture *on* the wall.

2.) Connecting noun to adverb participle

Example: Many things were happened *at* the same time.

f. The same score with preposition was got by conjunction. Some students are able to use it as a connective words or phrase.

Example: This magazine is useful *not only* for adults *but also* for children.

We didn't go out *because* it was raining.

- g. The other parts of speech which are in low category is verb. It got the score 1,58. But some students still can use it correctly.

Example: Maria *has been learning* English for two years.

It is very healthy to *walk* in the morning.

- h. Among the parts of speech, the lowest score that the students get is interjection. The score is 1,31. More than half of students still cannot understand the usage of it.

Example: *Watch out!* There is a big hole in front of you.

Based on above analyzed, the writer will analyze the data based on the form of the test:

- a. Multiple choice

To answer these questions, students should comprehend the sentences and try to guess the correct answer for these questions. After paying attention the data presentation about the students' ability in using parts of speech in answering multiple choice by choosing the correct parts of speech are 517 points students correct answer or 57,57%. The data shows us that the test result in answering this kind of test is in enough category.

The writer analyzed that some of students could not get the answer of the correct parts of speech. The writer can say that they choose or using a wrong parts of speech, because their knowledge about parts of speech is still low.



b. Completing sentence

To answer these questions, students should comprehend the sentences and try to choose the correct answer in the box. After paying attention the data presentation about the students' ability in using parts of speech in answering completing sentence are 207 points students correct answer or 23,05%. The data shows us that the test result in answering this kind of test is in low category.

The writer analyzed that half of students could not get the answer of the correct parts of speech. The writer can say that they choose or using a wrong parts of speech, because their knowledge about parts of speech is very low.

c. Completing sentence in paragraph

To answer these questions, students should comprehend the sentences and try to complete the sentence in paragraph by choosing the correct answer in the box. After paying attention the data presentation about the students' ability in using parts of speech in answering completing sentence in paragraph are 174 points students correct answer or 19,37%. The data shows us that the test result in answering this kind of test is in very low category.

The writer analyzed that more than half of students could not get the answer of the correct parts of speech. The writer can say that they choose or using wrong parts of speech, because most of them still do not understand in using it.

## **2. Kinds of parts of speech that the students get difficulties to understand**

From some item tests which has given for the students, the writer got the data that almost all of students get difficulties to understand parts of speech especially for interjection, verb, conjunction and preposition.

## **3. Strategies that are used by the teacher in teaching grammar**

An English teacher must have the proficiency in the language and know how in teaching English in the appropriate way. Their knowledge is only gotten from teaching English educational institutions. Based on the result, it can be known that the English teacher of Islamic Senior High School Hidayatullah Martapura has finished his study in English Department of Educational Faculty of IAIN Antasari Banjarmasin.

To know more about the English teacher's experience in English, the writer used questionnaire to the teacher. It can be known that the teacher's experience has about five years in teaching English at Islamic Senior High School Hidayatullah Martapura. The teacher also has joined some training in Banjarmasin and Banjarbaru.

To know more about the teacher's strategies in teaching grammar, the writer used questionnaire to the teacher. It is found that the teacher uses communicative approach method which is more modern than other seven methods as we know. According to the teacher, she sometimes introduces new vocabularies before starting to teach, she also sometimes gives more explanation in teaching and use some various media. The

teacher sometimes uses some games and combine inductive and deductive method. However, she seldom to integrate grammar to other skills.

Based on the questionnaire and observation, it also can be known that the school facilities are not good like language laboratory, it can not be used because out of order so the teacher does not use language laboratory but only use some media like pocket chart, magazine, word card and so on.

The teacher also has some difficulty in explaining the lesson namely students do not pay attention when the teacher teaches English and they have a difficulty to remind the material in English lesson. She also gives homework in every meeting.

The teacher uses some other books which are related with English and one handbook of English. Students also have English book completely and basically they like English lesson.

Based on some indicators, it can be concluded that the English teacher's educational background is undergraduate degree program, teacher's experience in teaching English is about five years and teacher does all of the strategies in teaching grammar. The writer concludes that the teacher basically has an enough good quality as English teacher, she uses the strategies have been mentioned above when she teaches grammar and also more expressive in teaching grammar, however, the teacher seldom to integrate grammar into other skill, it can be a reason so that students have difficulty to remind the material especially about grammar,

students' attention in learning English and school facilities are also still less so students' ability in using parts of speech is still in low category.

