

## CHAPTER IV

### REPORT OF RESEARCH RESULT

#### A. General Description of Research Location

##### a. Brief History of Darul Istiqamah Islamic Boarding School

This research has been done at Darul Istiqamah Islamic Boarding School for Girls Barabai. As one of Islamic education institution, Darul Istiqamah Islamic Boarding School for girls has existed under the Ministry of Religion Affairs.

Darul Istiqamah Islamic Boarding School is a part of educational institution of modern Islamic boarding school in Barabai . This educational Institution consists of Modern Islamic Junior High School (MTs) and Modern Islamic senior High School (MA). These schools are divided into gender class (male and female or boys and girls) and they have separated area and this research will be done in Boarding school for girls.

Darul Istiqamah Islamic Boarding School for girls is located at Banua Binjai, Pagat Sarigading, Barabai District, Central Hulu Sungai Tengah Regency. It is about 1,5 kilometer from the city centre and 1,5 kilometer from Barabai market. This boarding school for girls' area is integrated with Madrasah Tsanawiyah and Madrasah Aliyah for girls. This boarding school is established on about 2,5 hectare area.

The boarding school was built in 1989. Firstly, the teaching and learning at the boarding school is traditional or *salafi*. Then at July 14, 1990, the founding father

of boarding school changed it into Modern Islamic Boarding School which followed the teaching and learning of Pondok Modern Gontor, Ponorogo.

Name of 'Darul Istiqamah' Islamic Boarding School was given by main founding father, K.H. Hasan Basuni, BA. Darul Istiqamah is taken from Arabic word, which means house for people who have strong principle, pure intention, and *Istiqamah* means spirit. The naming based on expectation of K.H. Hasan Basuni, BA that his students will keep *Istiqamah* spirit in studying at the boarding school, not change their intention, have strong desire and not quit before finishing the study.

Another reason in building Darul Istiqamah Boarding School is the escrow from K.H. Hasan Basuni's teacher, K.H. Imam Zarkasi, the leader of Pondok Modern Gontor Ponorogo. Before doing the mandate from his teacher, K.H. Hasan Basuni, BA firstly asked some suggestions from K.H. Mahfuz, Pamangkih which at that time he was still alive. In building the boarding school, K.H. Hasan Basuni was supported by his close friends, H. Muhammad Husni and H. Achmad Syafawi. The three founding fathers discussed and worked together in finding the suitable location to build a boarding school. Then, H. Achmad Syafawi decided to give his land about 1,2 hectare as the location for building the boarding school with an agreement, if the boarding school expands and runs well becomes its properly. If the boarding school doesn't run well, H. Achmad Syafawi will retake the land in one year.

At the beginning, the boarding school only got the fund from the three founding fathers. Finally, with a hard working spirit and never giving up, the three founding fathers succeeded to develop the boarding school and made it run well until

now. Generally, Darul Istiqamah Islamic Boarding School was established in 1984 and at October 22, 1990 Darul Istiqamah Islamic Boarding School got the legitimating letter from the School Founding Permission from Regional Office of Religious Affairs of South Kalimantan NO. W.O/6/152/V.III/SKT/1990. But, at that time these schools (Madrasah Aliyah and Madrasah Tsanawiyah) just specificity for male students. Based on the request Central Hulu Sungai society specially, they asked to K.H. Hasan Basuni, BA as the director of Darul Istiqamah Islamic Boarding School to open the religious school which also taught religion and general knowledge for girls. And on 1995, Madrasah Aliyah and Madrasah Tsanawiyah Darul Istiqamah Islamic Boarding School for girls established. Darul Istiqamah Islamic Boarding School is led by K.H Hasan Basuni, BA since early year of its founding until recent time.

This Islamic Boarding School has some purposes which are recorded in Vision and Mission of Islamic Boarding School as follows:

- a). Vision : Faithful, Achievement, Disciplined and Competent.
- b). Mission :
  1. To develop and enlarge students' discipline in carrying out religion by creating a religious environment.
  2. To prepare and carry out teaching-learning activity effectively and innovatively by wielding all components for developing potency within students.
  3. To carry out a well-planned guidance and training for students that have potency in art and sport by involving their spirit of achievement.
  4. To carry out an art training, especially for religion ability.
  5. To carry out some activities to develop and help the students to increase their ability in Arabic and English.

### **b. Description of Boarding school Facilities.**

Based on the first observation and interview result, the writer got the data about school facilities. Darul Istiqamah Islamic Boarding School has many facilities. There are: Headmaster room, Teaching staff room, Administration room, Office, Library, Laboratory of Science, Laboratory of language, Mosque, Sport yard, Parking Area, Kitchen, Guest room, OPPM center room, and Counseling room that each of them are 1 room.

There are 2 of student's cooperation in Darul Istiqamah Islamic Boarding School for Girls; this student's cooperation helps the students to complete their need during in Darul Istiqamah Islamic Boarding School for Girls Barabai. So, they can buy anything in students' cooperation.

Beside of all of that room above, in Darul Istiqamah Islamic Boarding School for Girls Barabai, there are 10 classroom that usually use in teaching and learning process, and then there are 16 Students' Boarding room that divide into 4 groups. They are Khadijah, Aisyah, Fatimah and Asyifa. Darul Istiqamah Islamic Boarding School for Girls also prepares 7 teachers' boarding room for teachers who teach and live in Darul Istiqamah Islamic Boarding School for Girls Barabai. To know more clear about Boarding School Facilities, it can be seen in the appendix 2.

### **c. Description About Teachers and Administration Staff**

#### **1. The teacher**

Senior High School (Madrasah Aliyah) Darul Istiqamah Islamic Boarding School is led by headmaster and supervised by a director. The headmaster's name is Muhammad Ruliyadi, S.Pd and director's name is K.H. Hasan Basuni, BA. There are 34 teachers who teach in boarding school for girls. The teachers at Darul Istiqamah Islamic Boarding School for Girls Barabai come from many educational backgrounds. Most of the teacher is the alumna of Darul Istiqamah Islamic Boarding School for girls. This Islamic Boarding School tries to choose the teachers who teach the lesson responsible for teaching, learning and educational activities in the school based on their own professional proficiency, skills and experience.

Based on the result of interview with English teacher (Siti Rahmah), she is an English teacher for the eleventh grade students at Darul Istiqamah Islamic Boarding School for girls Barabai. In 2009 she started to teach English at Darul Istiqamah Islamic Boarding School.

From result of interview those backgrounds of education are:

- a. SDN
- b. Mts Darul Istiqamah Islamic Boarding School
- c. MA Darul Istiqamah Islamic Boarding School
- d. STKIP Barabai.

To know more clear about teachers at Darul Istiqamah Islamic Boarding School for girls Barabai, it can be seen in appendix 3.

## 2. Administration staff

The numbers of administration staffs of Senior High School (Madrasah Aliyah) for girls Darul Istiqamah Islamic Boarding School Barabai are three persons. They are Hanifah S.Pd.I as a chief of administration and Yusida Khairati and Darmiati as the staffs. For clear explanation, it can be seen in appendix 3.

## 3. The students

The total numbers of students who are administratively registered at Darul Istiqamah Islamic Boarding School for Girls Barabai for academic year 2012/2013 are 611 students. They divided into Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). For Madrasah Tsanawiyah (MTs) are 378 students. They consist of 136 students of the first class, 123 students of the second class and 119 students of third class. Then, for Madrasah Aliyah (MA), there are 233 students. They consist of 98 students of the first class and 67 students of the second class. The last, there are 68 students of third class. The total numbers of the eleventh grade students of Darul Istiqamah Islamic Boarding School for Girls are 43 students. They consist of 22 of XI IPA class, 21 of XI Bahasa and 24 of SMK class. To be clear, it can be seen in the appendix 4.

**d. Description of Language Improvement Department (*Lembaga Pengembangan Bahasa*)**

Language Improvement Department is a division of Students' Organization or OPPM (Organization Pondok Pesantren Modern) of Darul Istiqamah Islamic Boarding School Barabai. It has a job to control discipline of daily English and Arabic conversation practice. It has important role in developing students' ability in mastering both foreign language.

In period 2012/2013, Language Improvement Department is managed by four advisors. They are the chosen teachers who have the responsible guidance the Language Improvement Department. Their name is Aulis Mustaqimah, Rabiatal Adawiyah, Redha Retnawati, Sarminah and Siti Rahmah. They are the teachers who spend their activity to teach at Darul Istiqamah Islamic Boarding School for girls. Their roles are to control the language Improvement Department, and give advices for students.

To manage the Language Improvement Department, the advisors are helped by four staff. All of them are from XII Class. They have chosen by advisors because they have good ability in English and Arabic. They are Desy Risna Arianti as chief, Nurhasni Maulida as vice of chief. Fatimah Azzahra as secretary and the last, Halimatus Sa'diah as treasurer. Who is break the language will be punished by them and they controlled by the advisor. For detail information, it can be seen in the appendix 5.

In controlling daily conversation language, Language Improvement Department has to do some obligation, such as:

- 1) Finding the students out who make mistakes in daily discipline
- 2) Calling students who made mistakes in language discipline to come to language court.
- 3) Evaluating the mistakes and giving the correction during language court
- 4) Giving punishment for student who broke the language rules
- 5) Mandating the students who have been punished to be eye spy to fine the next breaker of language rules.

The punishment for the discipline breaker is various. It is based on the frequency of attending to language court in a week. More often students attend to language court, the punishment will be harder.

a. Description of Punishment for new students

There are five frequency of punishment for the new students who break the rule of Language Improvement Department. Although they are new students, they will get a punishment if they break the rule of Language Improvement Department. Especially for new students, they have given a dispensation to speak using Indonesian language for one semester. So, in their daily activities, they speak using Indonesian language. Don't try to speak using Vernacular language during that semester because if they do that, they will get punishment. But, during that semester, they also learn about English and Arabic, so they can practice English and Arabic language in the next semester.



For the new students who break the discipline for the first time, their punishments are looking for 2 people of the discipline breakers, memorizing 10 given vocabularies, writing the correction of the mistakes on notebook 25 times and pay the fine Rp.500,-.

If they do mistakes again for second times, their punishment are looking for 3 people of the discipline breakers, memorizing 20 given vocabularies, writing the correction of the mistakes on notebook 50 times and pay the fine Rp. 1000,-

The punishment for three times are looking for 4 people of discipline breakers, memorizing short surah, writing the correction of the mistakes on notebook 75 times and pay the fine Rp. 1.500,-

Then, the punishment for the new students who break the discipline for fourth times are looking for 5 people of discipline breakers, memorizing short surah, writing the correction of the mistakes on notebook 100 times and pay the fine Rp. 2000,-.

The last, if they still do mistakes, the punishment are looking for 6 people of discipline breakers, memorizing long surah, writing the correction of the mistakes on notebook 125 times, using red veil for language breaker. They have to use this veil in their daily activities. They must memorizing 50 given vocabularies and pay the fine Rp. 2500,-

b. Description of Punishment for old students.

Punishments for old students at Darul Istiqamah Islamic Boarding School for girls Barabai are harder than new students because they have lived there for long time than the new students.

The Punishments that apply for first mistakes are looking for 2 people of discipline breakers, memorizing 25 given vocabularies, writing the correction of the mistakes on notebook 25 times and pay the fine Rp. 500.

The old students who make mistakes again for second times, the punishment are looking for 3 people of the discipline breaker, memorizing short surah, clean the environment of Darul Istiqamah Islamic Boarding School for Girls, writing the correction of the mistakes on notebook 50 times and pay the fine Rp. 1000,-.

The third punishment for discipline breakers are looking for 4 people of discipline breakers, memorizing short surah, clean the environment of Darul Istiqamah Islamic Boarding School for girls, using the necklace of Language Improvement Department, writing the correction of the mistakes on notebook 75 times and pay the fine Rp. 1500,-.

The last Punishment for discipline breakers are looking 5 people of discipline breakers, memorizing long surah, clean the environment of Darul Istiqamah Islamic Boarding School for girls, writing the correction of the mistakes on notebook 100 times, using red veil for language breaker and

memorizing 50 given vocabularies and pay the fine Rp. 2000,-. To be clear, it can be seen in appendix 6.

## **B. Data Presentation**

### **1. The Description of the Eleventh Grade Students' Perception toward Grammar in Speaking.**

As already mentioned in the previous chapter that to get data about The Eleventh Grade students' Perception and Implementation Toward Grammar in Speaking, on this data presentation the writer describes about the result of research on field that collected by technique of data collection, that are: questionnaire, observation, interview and documentary. Those data will be presented in table from and then the table will be given explanation.

Table 4.11 Students' Likeness toward grammar

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Like	9	20.93 %
2	Like enough	27	62,79%
3	Don't like	7	16.28%
Total		43	100

Based on the table above, it describe that the students' likeness toward grammar that there are 9 students ( 20,93 %) like grammar and include into low category, 27 students (62,79 %) answer are like enough, include into high category and

7 (16,28%) students don't like grammar and of course include into very low category.

Table 4.12 Students' opinion about grammar

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Difficult	4	9,30 %
2	Difficult enough	36	83,7 %
3	Not difficult	3	6,9 %
Total		43	100

Based on the table above, it describes that 4 students (9,30 %) feel difficult about grammar and it is include into very low category, 36 students ( 83,7 %) feel difficult enough and include into very high category and 3 students (6,97%) feel not difficult about grammar and include into very low category.

Table 4.13 Grammar needed in speaking

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Need	35	81,4%
2	Need enough	8	18,60%
3	Don't need	0	0
Total		43	100

The table above described that 35 students ( 81,4%) need grammar in speaking and include into very high category, 8 (18,60%) students need enough

and include into very low category and no students don't need grammar in speaking and of course include into very low category.

## 2. Students' Implementation toward grammar in Speaking

Table 4.14 Students always use grammar in speaking

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Always	1	2,3 %
2	Sometimes	38	88,4 %
3	Never	4	9,3 %
Total		43	100

Based on the table above, it is seen that 1 student (2,3%) always use grammar in speaking and it is include into very low category, 38 students (88,4%) sometimes use grammar in speaking and include into very high category and the last, 4 students (9,3%) never use grammar in speaking and include into very low category So, it is known that most of students sometimes use grammar in speaking.

Table 4.15 the teacher gives instruction to have to use grammar in speaking to the students.

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Have to	14	32,56%
2	Have to enough	24	55,81%
3	Not have to	5	11,63%
		43	100

Based on the table above, the writer knows that 14 (32,56%) students said that their teacher gives instruction to her students to have to use grammar in speaking and include into low category, and then about 24 (55,81%) students said that their teacher sometimes gives instruction to her students have to use grammar in speaking, it is include into fair category and the last, there are 5 (11,63%) students said that they don't have to use grammar in speaking and include into very low category.

### **3. The Description of Some Conversations and Interview at Darul Istiqamah Islamic Boarding School.**

To analyze the data, the writer held the observation and do interview with students at Darul Istiqamah Islamic Boarding School for Girls Barabai.

The writer held the observation for the Implementation toward grammar in speaking in Darul Istiqamah Islamic Boarding School for girls in Barabai for girls while the students have to use English language for daily conversation.

Some of the conversation can be seen below:

#### **1. In the in front of classroom**

Student 1 : eyyy...eyyy...where you go?

Student 2 : go shop. Wopnin?

Student 1 : eh Ainun. I wanna a glass of ice tea and candy

Student 2 : money...money. Eh Raudah, what candy?

Student 1 : Kopiko..

## 2. In the dormitory

Student 1 : Tired nah...

Student 2 : me too, How about our plan tomorrow

Student 1 : Hmm..maybe yes, maybe no. Husna, How?

Student 3 : of course, at 09.00 o'clock

Student 2 : Ok..euy take my pillow

Student 1 : again, yellow, yellow

Student 1 and 2 : Sleepy..sleepy, help close the door.

## 3. In the front of office

Student 1 : Where is my mirror?

Student 2 : I don't know

Student 2 : Mencari siapa bu?

Mother : Amelia, Asyifa 2

Student 1 : Masih Belajar bu ae

Mother : oh, batitip ae amun kaya itu

Student 1 : Inggih

Mother : Makasih dulu lah

Student 1 and 2 : Inggih bu

Student 3 : Who?

Student 2 : Amelia, Asyifa 2

Student 3 : owwhh..

#### **4. In the yard**

Student 1 : Let's take our lunch

Student 2 : Later..eh Raudah here

Student 3 : What's up..

Student 2 ; your money

Student 3 : owhh...thanks

Student 1 : Hurry up,, I'm hungry

Student 2 : still many people in front of kitchen, wait

Student 1 : huh..hungry..hungry

Student 3 : me too, wait, wait.

#### **5. In the front of a parking area**

Student 1 : Don't forget lah....

Student 2, 3, 4 : Of course..

Student 2 : eh,,,I take this from our class

Student 1,3 : what...owwh...borrow yah

Student 2 : yes

Student 4 : Let's we go to our class

#### **6. In the Classroom**

Student 1 : Abang Eli.....Eli you go

Student 2 : wanna walking abang Eli, abang Eli, hahaha abang Eli



Teacher : ok, now open page 78, 78.

Students : Seven, tujuh puluh delapan

Student 3 : Hei Rina, open please

Student 4 : Izita evil

Student 1 : Yatmi, want this picture

Students : Yellow, Yellow

Student 5 : hei, yo so pipi yo, your home is this number 3..hahaha

Student 2 : Hei Li, I want broke

Student 6 : You trouble again, broke in

Student 2 : Lord sure

Students 6: Long sure, hahaha

Student 2 : Lord sure

Student 1 : Hei, shut up

Teacher : Open 78

## **7. Perform a dialogue in the class**

Student 1 : Ainun, you know I'm losing my mind in this dreary place

Student 2: Forever my sister, I think this dreary place is pretty nice

Student 1: Don't you know the story, this the scare place. I can't take it anymore, I must go on.

Student 2 : Take it easy because Allah is always beside you

Students : Can you repeat one more

Student 2 : Don't scared, Allah is always beside you.

From the conversation above, it is identified that the most students at Darul Istiqamah Islamic Boarding School don't use grammar in daily conversation. In the conversation above, most of students speak with simple words, and simple vocabularies.

Students always do that to make the interaction easier in daily conversation. Sometimes they do code switching from English into Vernacular Language, they use it when speaking with other people, for example student's father, teacher etc. From conversations above, students also use English slang language in their daily conversation.

The writer also do Interview with some students use English. The writer knows that most of students just sometimes using grammar in their speaking. So, they sometimes feel difficult to answer to answer the question than they speak in daily conversation.

### **C. Data Analysis**

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

### 1). Students' perception toward Grammar in Speaking

The presented data on the previous subchapter show the students' perception toward grammar. Generally, perception toward grammar of the eleventh grade students at Darul Istiqamah Islamic Boarding School for girls is good. They like enough about grammar. This result can be seen from their questionnaires' answer. In the questionnaire that the writer has given, that was most of students like enough about grammar.

From the data that have been described before on the table 4.11 it is proved that 9 students (20,93%) like grammar include into not good category and include into low category, and then 27 students ( 62,79%) like enough include into high category and 7 ( 16,28% ) students don't like grammar include into low category.

In the table 4.12 that 4 students (20,93%) feel difficult about grammar include into low category and 36 (83,7%) students feel difficult enough about grammar include into very high category, 3 (6,9%) students feel not difficult about grammar include into very low category.

Based on the table 4.13 that there are 35 (81,4%) students who need using grammar in speaking include into very high category then 8 (18,60%) students need enough using grammar include into very low category and no students don't need grammar in speaking include into very low category.

### 2). Students' Implementation toward grammar in Speaking

Based on the table 4.14 that from 43 students there are only 1 (2,3% ) students stated that she always use grammar in speaking include into very low category, 38

students (88,4% ) from 43 students sometimes use grammar in speaking include into very high category and 4 students ( 9,3% ) never use grammar in speaking include into very low category.

In the table 4.15 that 14 (32,56%) students have to use grammar in speaking include into low category, 24 (55,81%) students just sometimes have to use grammar in speaking and include into fair category and the last, 5 (11,63%) students don't have to use grammar in speaking include into very low category.

Based on the writer observation from the students' conversation in their daily activities, students of Darul Istiqamah Islamic Boarding School usually do simple conversation. They don't pay attention about grammar. Sometimes they do code switching with other language. They speak with local dialect and then sometimes they using English based on local language's pattern. For example: In Indonesian language “ warna apa”? then they change into English “ colour what”?, they should say “ what colour is it”?. For them, the important thing is they speak using English.

Actually, the students of Darul Istiqamah Islamic Boarding School for girls have learnt about grammar and the use of grammar itself based on the tenses. The writer also does an interview with an English teacher to know about students' implementation toward grammar in speaking at Darul Istiqamah Islamic Boarding School for Girls Barabai. She said that there are 3 tenses that have to practice in their speaking. They are Simple Present Tense, Present Continuous Tense and Simple Past Tense But, in the fact, they seldom practice it. Maybe, the influences of local language's pattern (Banjarese). So, they used to practice it into English.

Most of them speaking without grammar, it can be seen from first conversation. They should say “where do you go”? but in the fact, they say “ where you go”?. They didn’t use “to be” in their sentence. Maybe it seem not important for them but in the fact, they need to pay attention about that because it will be a habit and if they don’t pay attention about that, they will get a trouble in the future. Besides that, they also use some slang in their daily conversation, like *whopnin*, it means “what happen” *wanna*, it means “want to”. This is not break the language and Darul Istiqamah Islamic Boarding School for girls allows the students to use slang in their daily conversation.

In the second conversation, we know that Student 1 said “ Tired nah” it mean “I’m tired”. They used to speak English like local language. It has not been a secret that the students at Darul Istiqamah Islamic Boarding School for girls used to do that.

The students sometimes use local language to talk with other people from outside of the Darul Istiqamah Islamic Boarding School for girls. In the third (3) conversation shows that students’ code switching from English into vernacular language (Banjarese) with a woman who looked for a student in the boarding school. They do that because if they still speak English, that woman will not understand what they are talking about.

In next conversation (4), the students of Darul Istiqamah Islamic Boarding School for girls also used to speak with short sentence and simple words. They also speak with slang language. Maybe for many people, their conversations seem funny.

They don't care about that. The important thing they understand what they talking about.

This thing seems in fifth conversation too. They speak English with simple vocabularies, short sentence. For example, it can be seen when a student said "borrow yah?" I think it would be better if she said "Can I borrow your... please? Or Could I borrow your .... please?. Beside that they also use local pattern in speaking English.

In the next conversation, when they are speaking with their friends in the class during teaching and learning process. There are no differences with other conversation. They speak informally, without grammar, simple vocabularies, and short sentences. It can be seen when one of the students said "abang Eli, wanna walking abang eli." That sentence is not formal English and don't pay attention about grammar. They also say something word to word, like a student said "Izita evil." The student says to her friend that "Izita is an evil." But, she doesn't say it in complete sentence. She doesn't use *to be* in her sentence, so it can make others people feel confuse when hear what the students say.

When they are have an assignment to make a dialogue in the class. They also have to perform a dialogue to perform in front of the class. All of them make a short dialogue. In this dialogue, the students try to use grammar in their dialogue. Although there are some sentences are still without grammar. For example, it can be seen in the first sentence in the dialogue, "Ainun, you know I'm losing my mind in this dreary place. I think it would be better if they say "Ainun, Do you know that I'm losing my mind in this dreary place?" They need to pay attention about English grammar

because dialogue is one of ways to help them speak with other people accurately. Many students perform the dialogue like reading a book, and they don't care about the pronunciation.

The students at Darul Istiqamah Islamic Boarding School for Girls Barabai always speak informal English in their boarding school and they just sometimes practice their speaking using formal English. So, they used to speak like that and they think that the most important is they are understand what they are talking about.

Beside the observation about conversation, the writer also do interview with some students at Darul Istiqamah Islamic Boarding School for Girls. The writer wants to know that is there a difference when they speak during interview and their daily conversation. In the fact, they do the interview with simple conversation like their daily conversation. They feel a little bit shy to speak. Many of them feel difficult to answer because lack of vocabularies, they sometimes forget to use *to be*, and they speak with informal English.

In learning speaking, Darul Istiqamah Istiqamah Boarding School for Girls prepares vocabulary class for students. It is done in every morning. It about half our and they just memorized three or four vocabularies. This activity became ordinary for the students. The purpose of this vocabulary class is to improve their ability in vocabulary, so, it can help the students to practice speaking English. But, they used to speak with simple words to speak English in their daily conversation, so, they sometimes forget about vocabularies that they have learned before and then most of

them feel difficult to answer the questions from new people from outside of Darul Istiqamah Islamic Boarding School for girls like the writer.

Based on the result of the research at Darul Istiqamah Islamic Boarding School for Girls Barabai, about 38 students (83,7%) of Darul Istiqamah Islamic Boarding School for Girls Barabai said that grammar is difficult enough to learn. Beside that they believe that grammar is an important part of learning English but in the fact, they just sometimes using grammar in speaking.