

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

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

##### **1. Brief History of The Islamic School**

State Islamic of Senior High School 1 Martapura in Gambut where this place become research target location is located on km 15.200 Ahmad Yani Street, Rt. 27 Rw. 08 Gambut Banjar District. This Islamic School was built on a vast land by 5,852.5 m<sup>2</sup> built based on participation of around people in Gambut and Religious Department, this Islamic school was built by purpose in order to the graduated students of state Islamic junior high school can continue their education at high grade. Because on that time the distance of state Islamic of senior high school is very far and the transportation was rarely until most of graduated students of state Islamic junior high school cannot continue their education onto high grade. To solve this problem The Religious Department and most Gambut people tried to establish a State Islamic of Senior High School Martapura.

This Islamic school was built at July 23<sup>rd</sup> 1969 by No. SK. 134/1965 and written in the Religious Department at South Borneo Zone. Since this Islamic School has been establishing, this Islamic School had eight headmasters in turn in leading this school periodically, and it can be seen in the table below:

**Table 4.1 List of Headmaster at Islamic of Senior High School 1 Martapura Gambut**

<b>No</b>	<b>Periode</b>	<b>Name of Headmaster</b>	<b>Year</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	I	H. Djarkawi	1969-1980
2	II	Sahidul Hudari	1980
3	III	Nusa. BA	1981
4	IV	Drs. Haberi Baserani	1981-1985
5	V	Drs. H. Abu Bakar Kabi	1985-1990
6	VI	H.m. Nurdin	1990-1998
7	VII	Drs. Sunardi	1998-2002
8	VIII	Drs. Abdurahman	2002-now

Source: Documentation of administration in State Islamic of Senior High School 1 Martapura Gambut year 2008-2009

## 2. Description of Facilities and Media Condition

Based on the observation about the facilities of State Islamic Senior High School 1 Martapura Gambut, it almost was built permanently which are located on the large land in volume 4.470 m<sup>2</sup>, and it has enough complete and facilities. This Islamic school also has a large yard where used for Monday ceremony, parking place, sport activities such as: basket ball, volley ball, scout training and even though for playing football. Beside that, it also has some classes, library, headmaster and teachers' office. To see clearer data about this, it can be seen on the table below:

**Table 4. 2 Description of the State Islamic Senior High School 1 Martapura Gambut**

<b>No</b>	<b>Facilities and Media</b>	<b>Number/Volume</b>	<b>Condition</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Headmaster Office	1	Fine
2	Teachers' Office	1	Fine
3	Classes	11	Fine
4	Administrator Staff	1	Fine
5	Library	1	Fine
6	Multimedia Room	1	Fine
7	School Cooperation Room	1	Fine
8	OSIS Room	1	Fine

1	2	3	4
9	Scout Room	1	Fine
10	Laboratory	1	Fine
11	Cafeteria	3	Fine
12	Teachers' Toilet	2	Fine
13	Students Toilet	4	Fine
14	Storage	1	Fine
15	Aula	1	Fine
16	Worship Place	1	Fine
17	Teachers' Parking Place	1	Fine
18	Students' Parking Place	2	Fine
19	Yard	1	Fine

Source: Documentation of Administrator Staff of State Islamic Senior High School 1 Martapura Gambut academic year 2008-2009

### 3. The Description of Teachers and Administration Staff

The teachers that are taught in State Islamic Senior High School 1 Martapura Gambut in total 39 teachers, that are consist of 24 permanent teachers, and 10 non permanent teachers, and 3 school non permanent teachers. Beside that, this Islamic School also has some administrator staffs that work in school administration activities. They are in total 10 staff namely: 5 people in administration staff, 2 librarian, 1 laboratory staff, 1 security, and 1 school keeper. To know about it clearly, it can be seen in the table below:

**Table 4.3 The Description of Teachers in State Islamic Senior High School 1 Martapura Gambut.**

No	Name/NIP	Graduated	Lesson	Status
1	2	3	4	5
1	Drs. Abdurahmansyah NIP. 150202960	S1 IAIN 1985	Headmaster Fiqih	Permanent Teacher
2	Dra. Hj. Kamaliah NIP. 150196613	S1 IAIN 1983	Quran Hadits Aqidah Akhlak	Permanent Teacher
3	Drs. Khairul Anwar NIP. 150271649	S1 STKIP 1996	Sport & Health Economic	Permanent Teacher
4	Dra. Heldaniah NIP.150253662	S1 IAIN 1989	SNI/U Quran Hadits	Permanent Teacher
5	Hidwar Horseha, S.Pd NIP 132150680	S1 FKIP 1983	Sociology Biology	Permanent Teacher

1	2	3	4	5
6	Saidah, S.Pd NIP. 150275240	S1 FKIP 1994	Biology Geography	Permanent Teacher
7	Dra. Idawati NIP 150277283	S1 FKIP 1989	Biology Geography	Permanent Teacher
8	Dra. Bardiah NIP. 150277680	S1 IAIN 1992	Indonesian L Quran Hadits	Permanent Teacher
9	Ramlah, S.Ag NIP 150276826	S1 IAIN 1984	PPKN Fiqih	Permanent Teacher
10	Drs. Saudani NIP. 150251846	S1 IAIN 1994	Arabic L PPKN	Permanent Teacher
11	Hj. Norsinah, BA NIP 150216978	D2 IAIN 1981	Economic Fiqh	Permanent Teacher
12	Nor Laily, S.Pd NIP.150293361	S1 STKIP 1998	Mathematics	Permanent Teacher
13	Nurbariyah, S.Pd NIP. 150283941	S1 FKIP 1997	Indonesian L	Permanent Teacher
14	Ahmad Maki, MA NIP 150285046	S2 IAIN 2003	Arabic Language	Permanent Teacher
15	Harun, S.Ag NIP 150280346	S1 FKIP 1993	History Local Subject	Permanent Teacher
16	M. Ridhani. S.Ag NIP. 150315783	S1 STAI 1998	Anthropology Quran Hadits	Permanent Teacher
17	Said Wajidi, S.Pd NIP 150315783	S1 FKIP 1996	Indonesian L	Permanent Teacher
18	Nor Ifansyah, M.Sc NIP. 150317401	S2 UGM 2008	Mathematics	Permanent Teacher
19	Naimah, M.Pd NIP. 150348176	S2 UNLAM 2000	English Chemistry	Permanent Teacher
20	Fitrian Irma, S.Pd NIP. 150321719	S1 FKIP 1999	Economic	Permanent Teacher
21	Riduan Noor, M.Ag NIP. 150 348809	S2 IAIN 2000	English Indonesia L	Permanent Teacher
22	M. Ridhwan, S. Ag NIP. 150388082	S1 IAIN 1998	Local Subject Indonesian L	Permanent Teacher
23	Hj. Tumnah, S. Pd.I NIP. 150348175	S1 IAIN 2003	English L	Permanent Teacher
24	Afwah, S. Pd NIP 150348179	S1 FKIP 1999	Indonesian L & Literature	Permanent Teacher
25	Rusmaniah, S.Ag NIP. 150384999	S1 IAIN 1999	History Arabic Lang.	Permanent Teacher
26	Hj. Hasnah, S.Pd NIP 150385000	S1 IAIN 2003	English	Permanent Teacher
27	Hafsah, S.Pd.I	S1 IAIN	Mathematics	Non Permanent
28	Asrani, S.Pd.I	S1 IAIN	Mathematics	Non Permanent

1	2	3	4	5
29	Barmawi, S.Pd	S1 FKIP	Chemical	Non Permanent
30	Siti Ramdaniah,S.Pd	S1 FKIP	Physics	Non Permanent
31	Hamdani Arifani	SLTA	Sports	Non Permanent
32	Khairudin Nor Arif	SLTA	Sport	Non Permanent
33	Madrin	SLTA	Sport	Non Permanent
34	H. M. Noor, S.Pd.I	S1 IAIN	Tekinkom	Non Permanent
35	Henry Sautri T Dewi	S1 UNISKA	BP/BK	Non Permanent
36	Rahmiati, S.Pd	S1 FKIP	Physics	Non Permanent
37	Hadiannor, S.Pd.I	S1 IAIN	Arabic Lang.	Non Permanent
38	Sri Ida Wahyunieka	S1 Bina Banua	BP/BK	Non Permanent
39	Parhani	SLTA	Sport	Non Permanent

Source : Documentation of Administration Staff of State Islamic Senior High School 1 Martapura Gambut year 2008-2009

And the numbers of the English teachers are four teachers, and it can be seen in the following table:

**Table 4.4 The Description of The English Teacher in State Islamic Senior High School 1 Martapura Gambut**

No	Name	Graduated	Lesson	Status
1	Riduan Noor, M.Ag NIP. 150 348809	S2 IAIN 2000	English Indonesia L	Permanent Teacher
2	Hj. Tumnah, S. Pd.I NIP. 150348175	S1 IAIN 2003	English	Permanent Teacher
3	Naimah, M.Pd NIP. 150348176	S2 UNLAM 2000	English Chemistry	Permanent Teacher
4	Hj. Hasnah, S.Pd.I NIP 150385000	S1 IAIN 2003	English	Permanent Teacher

As the explanation above there are six administration staffs at The State Islamic Senior High School 1 Martapura Gambut in academic year 2008 / 2009.

More information about them can be seen on the table below:

**Table 4.5 The Description of The Administration Staff in State Islamic Senior High School 1 Martapura Gambut**

No	Name	Graduated	Profession	Status
1	2	3	4	5
1	Dra. Murkiah	S1 UNLAM	Chief of Adm Staff	Permanent
2	Fitriani, SE	S1 UNLAM	Staff	Permanent
3	Zainab, S.Ag	S 1 IAIN	Staff	Permanent

1	2	3	4	5
4	Gt. Zuraida	S1 FKIP	Staff	Permanent
5	Parhani	SLTA	Librarian	Non permanent
6	Ismail	SLTA	Security	Non Permanent
7	H. Abdussamad	PGA	School Keeper	Non Permanent
8	Naseri	PGA	Staff	Non Permanent
9	M. Ali Fahmi, S.Ag	S1 IAIN	Librarian	Non Permanent
10	A. Rabbani	SLTA	Laboratory	Non Permanent

Source: Documentation of Administrator Staff of State Islamic Senior High School 1 Martapura Gambut year 2008-2009

#### 4. Description of Students in The State Islamic Senior High School 1 Martapura Gambut

The condition of the students in State Islamic Senior High School 1 Martapura Gambut at the year 2008/2009 totally are 313 students that are consist of 96 boys and 217 girls, and it are divided into twelve classes, to know more detail about this condition, it can be seen in the table below:

**Table 4. 6 Description of Students in The State Islamic Senior High School 1 Martapura Gambut**

No	Class	Gender		Total
		Male	Female	
1	X A	10	18	28
2	X B	4	24	28
3	X C	5	23	28
4	X D	13	16	29
	<b>Total</b>	<b>32</b>	<b>81</b>	<b>113</b>
5	XI IPA	2	16	18
6	XI IPS 1	10	14	24
7	XI IPS 2	8	18	26
8	XI Bahasa	8	15	23
	<b>Total</b>	<b>28</b>	<b>63</b>	<b>91</b>
9	XII IPA	4	16	20
10	XII IPS 1	13	15	28
11	XII IPS 2	10	17	27
12	XII Bahasa	9	25	34
	<b>Total</b>	<b>36</b>	<b>73</b>	<b>109</b>
	<b>All Total</b>	<b>96</b>	<b>217</b>	<b>313</b>

Source: Documentary of Administration Staff for Description of Students in The State Islamic Senior High School 1 Martapura Gambut year 2008-2009

## B. Data Presentation

This subchapter presents the data that have been collected on the research. The presentation covers primary data about the ability of the tenth year students in English pronouns at The State Islamic Senior High School 1 Martapura Gambut and factors that influence it.

1. Description about the ability of the tenth year students in English pronouns at The State Islamic Senior High School 1 Martapura Gambut.

Based on the result of the written test that is used to measure the ability of the students of tenth year in The State Islamic of Senior High School 1 Martapura Gambut, the test contains 50 items of written tests (multiple choice) that are divided to 30 students of tenth year that are chosen randomly.

Now the result of the students' ability in using the right pronoun can be seen in the table below:

**Table 4. 7 The Result of Ability of The Tenth Students in Using The Right Pronoun at The State Islamic of Senior High School 1 Martapura Gambut**

No	Name	Class	Gender	Score
1	2	3	4	5
1	Lina wati	X A	F	42
2	Hendra Gani	X A	M	64
3	M. Zul Khaidir	X A	M	48
4	Rahmawati Ami	X A	F	60
5	Normalisa	X A	F	42
6	Sumaiyah	X A	F	44
7	Ahmad Maulidi	X A	M	52
8	Meitry Medita	X A	F	44
9	Supiati	X B	F	44
10	Lailatul Fitri	X B	F	54
11	Nor Adha	X B	M	44
12	M. Supiannor	X B	M	40
13	Thaiful Ihsan	X B	M	40
14	Susanto	X B	M	32

1	2	3	4	5
15	Jumiah	X B	F	44
16	Lailatul Hasanah	X B	F	62
17	Abdul Khalid	X C	M	46
18	Astuti Wahidah	X C	F	52
19	Misrinawati	X C	F	34
20	Fuad Hasan	X C	M	34
21	Saberan Makbul	X C	M	54
22	Yaya Marlina	X C	F	52
23	Rina Isnayanti	X C	F	56
24	Rina Agustina	X C	F	59
25	Habiburrahman	X D	M	24
26	Noraina	X D	F	50
27	Ferdy Ariadi	X D	M	42
28	Rabiatul Adawiyah	X D	F	34
29	Amir As'ad	X D	M	40
30	Lana Yulianti	X D	F	54
	<b>Total</b>			<b>1388</b>
	<b>Average</b>			<b>46.3</b>
	<b>High Score</b>			<b>64</b>
	<b>Low Score</b>			<b>24</b>

From the table above, it can be seen the result score of Tenth year students in State Islamic of Senior High School 1 Martapura Gambut in using the right pronoun in a test form (multiple choice) by 30 test items, from it, it is known that high score is 64, the low score is 24, and the mean of the score is 46.3.

**Table 4.8 The Frequency of the Test Scores of the Tenth Year Students' Ability In Using Pronoun in The State Islamic of Senior High School 1 Martapura Gambut**

No	Category	Frequency	Percentage (%)
1	Good to Excellent (80-100)	0	0
2	Average to Good (60-79)	3	10
3	Poor to Average (50-59)	7	23,3
4	Poor (0-49)	20	63.3
	<b>Total</b>	<b>30</b>	<b>100</b>

So, it is seen that no students who got high score or in good to excellent category (80-100), 3 students (10 %) are in average to good category, 7 students



(23,33 %) are in poor to average category, 19 students (63,33 %) are in poor category.

2. Description about the factors that influence the ability of the tenth year students in English pronouns at tenth year students of State Islamic Senior High School 1 Martapura Gambut

Based on the questionnaires about some factors that influenced the ability of students in using pronoun, it have been done by giving them to each students that are chosen randomly at tenth year students of State Islamic Senior High School 1 Martapura Gambut. After obtaining data so, the data are presented as following.

- a. Internal students factors

- 1) Students' interest

Students' interest is one considered factor in this research. Students' interest on this research is indicated by students' likeness or dislike ness toward English lesson, and students' intention in learning English lesson.

The first factor that is in students' interest group is the students' likeness or dislike ness toward English. It can be seen on the table below:

**Table 4.9 Students' Likeness or Dislike Ness Toward English**

No	Category	Frequency	Percentage (%)
1	Like very much	7	23.3
2	Like	19	63.4
3	Dislike	4	13.3
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is about students' likeness or dislike ness toward English lesson by the tenth year students of State Islamic Senior High School 1

Martapura Gambut, it is known that 7 students (23.3%) become English lesson as favorite lesson, 19 students (63.4%) just like English as a lesson, and 4 students (13.3%) dislike English.

The second factor that is in student interest group is the students' intention in learning English lesson, and it can be seen in the table below:

**Table 4.10 Students' Intention in Learning English**

No	Category	Frequency	Percentage (%)
1	To master English	24	80
2	To get a good mark	6	20
3	No intention	0	0
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is about students intention in learning English at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, and it is known that 24 students (80%) intend to learn English just for mastering English language, 6 students (20%) learning English just for getting a good mark, and 0 students have no intention in learning English language.

## 2) Students' motivation

Students' motivation is one considered factor in this research. Students' motivation on this research is indicated by their motivation in learning English and the source of motivation.

Students' motivation in learning English can be seen on the table below:

**Table 4.11 Students' Motivation in Learning English**

No	Category	Frequency	Percentage (%)
1	Suppose to know it	11	36.6
2	Pay attention because of teacher control	16	53.3
3	Less motivated to be active	3	10.0
<b>Total</b>		<b>30</b>	<b>100</b>

From the above, it is data about Students' motivation in learning English language at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 11 students (36.6%) suppose to know it, 16 students (53.3%) just learn English and pay attention to the English if the teacher control them, and 3 student (10%) choose less motivated to be active in learning English.

And the data about the source of students' motivation to learn English can be seen in the table below:

**Table 4.12 Source of Students' Motivation to Learn English**

No	Category	Frequency	Percentage (%)
1	Internal Motivation	23	76.6
2	External Motivation	3	10
3	No Motivation	4	13.3
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about source of the students' motivation in learning English at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 23 students (76.6%) have internal motivation, 3 students (10%) have external motivation, and 4 students (13.3%) have no motivation in learning English language.

### 3) Students learning activity

This is indicated by 7 activities that been categorized into three level. The first indicator is students' activeness to attend English class. The presentation of the data can be seen on the table below:

**Table 4. 13 Students' Activeness to Attend English Lesson**

No	Category	Frequency	Percentage (%)
1	Always Present	23	76.6
2	Often Present	6	20
3	Sometimes Present	1	3.3
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about students' activeness to attend English lesson in the class at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 23 students (76.6%) always present to the class to learn English, 6 students (20 %) often present to the class to learn English, and 1 student (3.3 %) sometimes present to the class to learn English.

The second indicator is students' activeness to pay attention to the teacher.

The presentation of this can be looked at the table below:

**Table. 4.14 Students' Activeness to Pay Attention to The Teacher**

No	Category	Frequency	Percentage (%)
1	Always pay attention	4	13.3
2	Often pay attention	11	36.6
3	Sometimes pay attention	15	50
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about the students' activeness to pay attention to the teacher while the English teacher explain the English material at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 4 students (13.3 %) always pay attention while the teacher explain English material, 11 students (36.6 %) often pay attention while the teacher explain English material, and 15 students (50%) sometimes pay attention while the teacher explain English material.

The third indicator of students' learning activity is students' activeness to respond teacher question and to ask difficult lesson. It can be identified on the table below:

**Table 4.15 Students' Activeness to Respond Teacher's Question and to Ask Difficult Lesson**

No	Category	Frequency	Percentage (%)
1	Often	8	26.6
2	Sometimes	16	53.3
3	Seldom	6	20,0
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about students' activeness to respond teacher's question and ask some difficult lesson in teaching learning activity in the class at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 8 students (26.6%) often respond the teacher's question and ask difficult lesson material in teaching learning activity in the class, 16 students (53.3%) sometimes respond the teacher's question and ask difficult lesson material in teaching learning activity in the class, and 6 students (20.0 %) rarely respond the teacher's question and ask difficult lesson material in teaching learning activity in the class.

The forth indicator of students learning activity is their activeness to take some important notes. This can be explained by the table below:

**Table 4. 16 Students' Activeness to Take Important Notes**

No	Category	Frequency	Percentage (%)
1	Often	17	56.6
2	Sometimes	11	36.6
3	Seldom	2	6.6
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about students' activeness in writing important notes about English lesson material at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 17 students (56.6%) often write important notes about the English lesson material, 11 students (36.6 %) sometimes write important notes about the English lesson material, and 2 students (6.6 %) rarely write important notes about the English lesson material in the class.

The fifth indicator of students' learning activity is their activeness to study English at home. The distribution of this indicator can be seen on the table below:

**Table 4.17 Students' Activeness to Study English at Home**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Always	5	16.6
2	Sometimes	22	73.3
3	Never	3	10.0
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about students activeness English at home at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, and it is known that 5 students (16.6 %) always repeating or studying English lesson material at home, 22 students (73.3%) sometime repeating or studying English lesson material at home, and 3 students (10.0%) never repeating and studying English lesson material at home.

The sixth indicator of students' learning activity is their activeness to improve their English through mass media or the other source. The data can be seen on the table below:

**Table 4. 18 Students' Activeness to Improve Their English through Mass Media or the Other Source**

No	Category	Frequency	Percentage (%)
1	Often	7	23.3
2	Sometimes	21	70.0
3	Never	2	6.6
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about students' activeness to improve their English through mass media or the source at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 7 students (23.3%) often improve their English language through mass media or the other source, 21 students (70.0%) sometimes improve their English through mass media or the other source, and 2 students (6.6%) never improve their English through mass media or the other source.

The last indicator of students' learning activity is students' activeness to do homework. This can be seen on the following table:

**Table 4. 19 Students' Activeness to Do Their Homework**

No	Category	Frequency	Percentage (%)
1	Always	4	13.3
2	Sometimes	21	70.0
3	Seldom	5	16.6
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about students' activeness to do their homework at home at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 4 students (13.3%) always do their homework at home, 21 students (70.0%) sometimes do their homework at home, and 5 students (16.6 %) rarely do their homework at home.

b. External students factors

To obtain data about external factors, the writer used 3 techniques in digging the data, namely: questionnaire, interview and observation. In external factors consist of two factors, namely: teachers factor and facilities factor.

To get the data about teachers' factor indirectly was done by giving questionnaire to the tenth year students of State Islamic Senior High School 1 Martapura Gambut in measuring the teachers' activeness in teaching English language, Students' likeness and dislike ness to the teacher's method in teaching learning activity, and Teachers' attention to the students' achievement. Beside that, to dig the data about teachers' factors directly were done by doing the interview to each teacher who taught in tenth year class, it is about: educational background, teacher experience in teaching English.

1) Teacher's factor

From the questionnaire, teacher's activeness to teach is identified by the data below:

**Table 4. 20 Teacher's Activeness to Teach English**

No	Category	Frequency	Percentage (%)
1	Always Present	20	66.6
2	Often	10	33.3
3	Seldom	0	0
<b>Total</b>		<b>30</b>	<b>100</b>

Based on the table above, it is the data about teachers' activeness to teach English language in the class the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is know that 20 students (66.6%) said that the teachers always present to the class in teaching English lesson, 10 students



(33.3%) said that the teachers often present to the class in teaching English lesson, and no students said that the English teacher never teach English language.

Below is an indicator of the teachers' factors that are asked to the student and the data can be seen in the table below:

**Table 4.21 Students Likeness or Dislike Teachers' Method in Teaching English**

No	Category	Frequency	Percentage
1	Like Very Much	21	70.0
2	Like	9	30.0
3	Dislike	0	0
	<b>Total</b>	<b>30</b>	<b>100</b>

From the table above, it is the data about students' likeness or dislike teachers' method in teaching English at the tenth year of State Islamic Senior High School 1 Martapura Gambut, it is known that 21 students (70%) said that they like very much the English teachers' method in teaching learning English activity, 9 students (30.0%) said that they enough like the English teachers' method in teaching learning English activity, and no students said that they dislike the English teachers' method in teaching learning English activity.

From the interview it is known that the teacher often give exercise whether individual or classical to move students' activeness and to raise competition among them.

Meanwhile the teacher's attention to students' achievement is identified by the obtained data from questionnaire for students. The data can be seen on the following table:

#### 4. 22 Teacher's Attention to Students' Achievement

No	Category	Frequency	Percentage (%)
1	Absolutely pay attention	15	50
2	Enough attention	15	50
3.	Less attention	0	0
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about the teachers' attention to the students' achievement at the tenth year students of State Islamic Senior High School 1 Martapura Gambut, it is known that 15 students (50%) said that both English teachers absolutely pay attention to the students' achievement in learning English lesson material, 15 students (50%) also said that the teachers pay enough attention to the students' achievement in learning English lesson material, and no students said that the teacher pay less attention to the students' achievement.

#### a) Educational Background and Teachers' Experience of English Teachers

Based on the interview that was done to some teachers who have taught in tenth year class, the data is about teachers' educational background and the teachers' experience in teaching English language. There 4 English teachers who have taught in this Islamic school, but just two teachers who have taught in the tenth year class, to know detail about this data, it can be seen in the table below:

**Table 4. 23. Teachers' Educational Background and Teachers' Experience**

No	Name	Degree	Educational background	Teachers' experience
1	Naimah, S. Pd NIP. 150384809	Penata Muda III/b	S1 FKIP UNLAM MIPA 1999	± 5 years in teaching chemistry/English
2	Hasnah, S. Pd.I NIP. 150384999	Penata Muda III/a	S1 Tarbiyah 2003 English	± 4 years in teaching English

## 2) Facility factor

From the observation the writer found that the school provides enough facility to run the teaching and learning process well. Especially for English and language subjects, it is provided one language laboratory. Besides, there is a library that supplies important books for students, including for English.

This data presentation also shows the data about the facility owned by students. It is presented by the table below:

**Table 4. 24 Students' Own Facilities (Text Book And Additional Book)**

No	Category	Frequency	Percentage (%)
1	Have text book and additional book	9	30
2	Have Text Book	18	60
3.	Do not have text book	3	10
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data about students' own facilities (text book or optional book) at the tenth year students of state Islamic senior high school 1 Martapura Gambut, it is known that 9 students (30%) have text book and additional book in learning English language in the class, 18 students (60%) have text book but don't have additional book in learning English language, and 3 students (10%) do not have text book in supporting learning English language.

Beside that, the students must also have dictionaries in supporting learning English lesson, and the data can be seen in the table below:

**Table 4. 25 Students' Own Facility (Dictionary)**

No	Category	Frequency	Percentage (%)
1	Have standard dictionary	17	56.6
2	Have complete dictionary	12	40
3.	Have no dictionary	1	6.6
<b>Total</b>		<b>30</b>	<b>100</b>

From the table above, it is the data above students' own dictionary at the tenth year students of State Islamic of Senior High School 1 Martapura Gambut, it is known that 17 students (56.6%) have standard dictionary in supporting teaching learning English process, 12 students (40%) have complete dictionary, and 1 student has no dictionary.

## **B. Data Analysis**

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

1. The ability of tenth year students of State Islamic of Senior High School 1 Martapura Gambut

According to the data that has been presented at subchapter before, it is known that no students who got high score or in good to excellent category (80-100), just 3 students (10 %) are in average to good category (60-79), 7 students (23,33 %) are in poor to average category (50-59), 20 students (63,33 %) are in poor category (00-49). and the mean of the score is 46.3 (poor category).

Based on the data, the writer concluded that the ability of the tenth year students in English pronouns at State Islamic of Senior High School 1 Martapura Gambut is generally in poor category. Because, it is identified that students' ability in identifying kinds of pronouns is in poor category. Because, most students, more than 50% or exactly at number 63.33% (19 students) got score between (00-49) out of standard. The writer conclude that 19 students from 30 student of the tenth year students in State Islamic of Senior High School 1 Martapura Gambut (chosen

randomly from 113 students) can be said unknown with the usage of pronoun. This is problem; the duty of the English teachers must improve their teaching, especially in introducing pronoun to the students. Although the pronoun material has been taught at Junior High School, but almost of the students still don't understand about this pronoun. They must be given additional lesson (out of formal education) about grammar to improve their pronoun. Because, in Senior High School lesson material (formal curriculum) rarely is pressed about grammars. Beside that, why they are in poor category", let's see what factors that influence their score in usage of pronoun.

2. The factors that influence the ability of tenth year students of State Islamic of Senior High School 1 Martapura Gambut

a. Internal students factors

1) Students' interest

According to the data presentation above, it is known that 7 students (23.3%) considered that English lesson as favorite lesson and it can be included into High Category, 19 students (63.4%) just like English as a lesson, and it can be included into middle category, and 4 students (13.3%) dislike English, and it can be included into low category. From the data, the writer interprets that the students' interest in learning English is still in middle interest category, because 19 students of 30 students like English as a lesson, not favorite lesson, that caused the students did not learn English hard. Just 7 students who became English lesson as their favorite lesson, and eventually there are 4 students really dislike English language.

And the reasons which make them learn English are applied in table 4.8 that contains: there are 24 students (80.0%) intend to learn English because to master English and it can be included into high category. 6 students (20%) intend to learn English because to get good marks in a lesson report book and it can be included into middle category. And no body who decided has any intention that absolutely included into low category. So, the writers concluded that the students' interest at the tenth year students in State Islamic Senior High School 1 Martapura Gambut is in high category, because it is a great intention which the student wants learns English because they want to master English language. So, their intention like this actually influence them in learning English, but they still have trouble in understanding English language as their daily language.

## 2) Students' motivation

This factor in the research is indicated by two indicators, namely students' motivation and students' source of motivation.

The data shows that 11 students (36,6 %) suppose to master English that includes in high category of motivation. There are 16 students (53,3 %) who pay attention because of teacher control and it includes middle category. And only 3 students (10. 0%) are less motivated to be active in classroom that is in low category. Based on the data, it is known that students' motivation in learning is generally in middle high category. Because almost of them have motivation in learning English if the teacher control them, and it is enough good motivation. And just 11 students that have realized that in learning English are motivated by supposing to know it.

Second indicator of motivation is source of students' motivation. The data shows that 23 students (76.6 %) are motivated by their internal motivation that includes high motivation category. There are 3 students (10 %) who motivated by external motivation that includes middle motivation category. The rest of 4 students (6,45 %) have no motivation in learning English that includes low motivation category. Based on the data the writer that source of students motivation is mostly in high category. Because, almost of them have source of motivation from themselves namely internal motivation, they really learn English from themselves. And just 6 students that learned English because their parents want it and the teacher forced it.

According to the two indicators that are both in high category, the writer considers that students' motivations are generally high.

### 3) Students learning activity

This is indicated by 7 indicators of activeness. The first is students' activeness to attend English lesson. The data shows that 23 students (76,6 %) are always present at English class that includes high attending category. 6 students (20.0 %) often attend English lesson that includes middle attending category and 1 student (3.3%) sometimes pay attention to the teacher. And it is in low attending category. According to the data the writer concluded that the students' attending in learning English generally is in high category, because almost of the students always present to the English class, and just 6 students that often present to the class.

The second is students' activeness to pay attention to the teacher while the teachers explain lesson material. The data shows that 4 students (13.3 %) always pay attention that includes high attention category. There are 11 students (36.6 %) often pay attention that includes middle attention category. And 15 students (50 %) sometimes pay attention to the teacher explanation and it is included into low category. The data shows that most students are in low category. So, the writer concluded that students' activeness in paying attention to the lesson is relatively low. Because, almost of them sometimes pay attention to the teachers' explanation, which this factor showing the students really do not want to learn English language.

The third is students' activeness to respond teacher question and to ask difficult lesson. The data shows that 8 students (26.6 %) often do the activeness and it is included into high category, 16 students (53.3 %) sometimes do the activeness and it is included into middle category and 6 students (20.0 %) rarely do it and it is included into low category. It is seen that most students are in middle category. Thus, the writer concluded that students' activeness to respond question and to ask difficult lesson is relatively in middle high category. This is very important in teaching learning activity, with this factor the teacher can measure the difficulties of the English lesson material and the teacher can take an attitude in programming English lesson material.

The fourth category is students' activeness to write important notes in teaching learning process. The data shows that 17 students (56.6 %) often take notes that includes high category, 11 students (36.6 %) sometimes take notes that



includes middle category and 2 students (6.6%) rarely take important notes and it are in low category. Based on the data, the writer concluded that students' activeness to write important notes is in fairly active or high category. Because almost students often write important notes in teaching learning process and it influence the student in learning or repeating English at home.

The fifth indicator is students' activeness to study English at home. The data shows that 5 students (16.6 %) always study English at home that includes high category, 22 students (73.3 %) sometimes study at home that includes middle category and 3 students (10.0 %) never study English at home that includes low category. And the writer concluded that most students in activeness to study English at home are in middle high category. Because almost students sometimes repeat the English lesson material that was leaned in the school, and it influence the students in improving their English. And the duty of the English teacher should give the lesson material about pronoun to be memorized and learned by the students.

The sixth is students' activeness to improve their English through mass media or the other source. The data shows that 7 students (23.3 %) often do the activeness and it includes in high category, 21 students (70.0 %) sometimes do the activeness and it includes in middle category and 2 students (6.6 %) never do it and it includes in low category. So, the writer concluded that the students activeness in improving their English through mass media or the other source such as English magazine or DVD Film. It is seen that most students are in middle category or high. Because this factor influence in improving, the teacher must

control it, by giving some homework that related by the pronoun especially and grammars commonly.

The seventh indicator is students' activeness to do their homework. The data presented that 4 students (13.3 %) always do their homework that include as high category, 21 students (70.0 %) sometimes do the homework that includes middle category and 5 student (16.6 %) seldom do the homework that includes in low category. The data shows that students' activeness in this doing their homework generally is in middle high category. Because, they sometimes do their homework while the teacher gives them the homework. It influences them in stimulating to study the English lesson at home and let them to be active in improving English.

All indicators have been presented. From 7 indicators, 6 of 7 indicators are in middle category and 1 indicator in low category.

The writer considers that students' activeness in studying English at class and at home is quite active. But, the writer finds that few students are less active. In this case they should have high category of activeness because students learning activity influence their ability in using pronoun.

b. External students factors

1) Teacher's factors

In this research teacher's factor is explained by five indicators namely teacher attendance to teach, the students' likeness or dislike teachers' method in teaching English, teacher attention to students achievement, teacher's educational background, and teacher's experience.

The first indicator is teacher attendance to teach. The data presents that 20 students (66.6%) said that the teachers always present to the class in teaching English and it includes in high category, 10 students (33.3%) said that the teacher often present to the class and it includes middle category, and no body said that the teacher rarely present to the class in teaching English and it included in low category. Based on the data above, the writer concluded that the teachers' activeness in attending the class according to the students respond is in high category, because more than 50 % students decided that the teacher always present to the class, and it influence teaching learning English grammar process in the class because the function of the teachers' attending in the class to delivering material lesson commonly and English pronoun especially.

The second indicator is the students' likeness to the teachers' method in teaching English. Based on the data presentation (table 4. 19. red), it is known that 21 students (70%) said that they like very much the English teachers' method in teaching learning English activity and it includes in high category, 9 students (30.0%) said that they enough like the English teachers' method in teaching learning English activity and it includes in middle category, and no students said that they dislike the English teachers' method in teaching learning English activity and it includes in low category. Based on the data above, the writer concluded that the 21 students said that they like very much the English teachers' method in teaching English language, so it can be categorized by high category. Because the teachers' method can make the class condition becomes interesting and no bored.

The third indicator is the teachers' attention to students' achievement. The data shows that 15 students (50.0 %) agree that the both teacher pay attention very much to students and it is in high category. There are 15 students (50 %) agree that the both teacher pay enough attention to their achievement and it is in middle high category. Based on the data, the writer concluded that teacher's attention to her students' achievement is in high category. In this case the writer concluded that the teachers pay attention to the students' achievement is a duty of the teacher and must be improved.

The fourth indicator is the teacher educational background, based on the data presentation in the table 4.21, it is known there are 2 English teachers who have taught at the tenth year class in State Islamic Senior High School 1 Martapura Gambut, namely: 1. Naimah, S.Pd who graduated S1 FKIP UNLAM 1999 (P.MIPA), and it is in middle high category, because she is from Education Department but not from English department, and it influence the teaching learning English process. 2. Hasnah, S.Pd.I who graduated S1 Islamic Education Department IAIN Antasari 2003 (English Department) and it is in high category, because she is from Educational Department and from English Department and certainly the teacher know very much how to teach English language.

The last indicator is the teachers' experience in teaching English language, based on the data presentation in the table 4.21, it is known that Mrs. Naimah, S.Pd has been teaching for approximately 5 years in teaching English and chemistry, and it is in high category, because she has been teaching for more than

four years, and it is a long time in owning experience. And Mrs. Hasnah, S.Pd.I has been teaching for approximately 4 years and it is in high category also.

From 5 indicators, 5 of them are in high category. It means in this case the teacher's factor support very much to students' ability in mastering lessons.

## 2) Facility factor.

According to the observation the writer knows that the facilities are in good condition and enough to support the teaching and learning process. While the facilities owned by students are also considered in this research.

The possession of text book is seen on table 22. It shows 9 students (30 %) have English text books and additional book in supporting their studying in learning English and it is in high category, 18 students (60%) only have the English text book and do not have additional book in supporting English language, and 3 students (10.0%) do not have any text book and additional book. So based on the data the writer concluded that the students' own facilities is in enough high category, because more than 50 % students only have the English text books in learning English and do not have any additional textbook in supporting to improve their English.

Besides having the English text books, the students must have dictionary in supporting their learning. Based on the presentation data in table 23, it shows that 17 students (56.6%) have standard dictionary (such as John Echols's dictionary, oxford, Webster dictionary) and it includes in high category, 12 students (40%) just have complete dictionary (such as 6 million dictionaries, pocket dictionary, etc) and it includes in enough high category, and only one

student does not have It and it includes in low category. Based on the data the writer concluded that the students own facilities (dictionary) is in averagely enough high, because just one students dos not have dictionary, and other have dictionaries.

Based on the data above, it is known that the students' facilities factor averagely is in high category.