THE CAUSAL FACTORS OF STUDENTS’ DIFFICULTY IN COMPREHENDING THE ENGLISH GRAMMAR

(A Case Study at The Third Year Students of Nurussalam Islamic Junior High School, Jakarta)

Presented to The Faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of The Requirements for the Degree of Sarjana (S-1)

Written by:
JUSNADI
202014001012

FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
2007
ACKNOWLEDGEMENT

In the name of Allah, The most Gracious, The most Merciful

All praise be to Allah who has given us His blessing and His guidance. He has created the human as the noble creature in this world by giving them the mind to think and the holy book to guide them to the real happiness and the real prosperity. Therefore, the writer expresses a great gratitude to Allah who has given strength and capability to the writer in order to complete this “skripsi”.

In this writing the writer realized that he could not face difficulties in accomplishing this “skripsi”, unless there are motivations and helpings from many sides. So the writer likes to thank to people who have supported him, they are as follow:

1. Prof. Dr. Dede Rosyada as the Dean of Faculty of Tarbiyah and Teacher’s Training Syarif Hidyatullah State Islamic University (UIN).
2. Drs. Didik Santoso, M. Pd. as the advisor for his time, patience, valuable advice and guidance for the writer in finishing this skripsi.
3. The Principal and the teacher board and the students of Mts.(Islamic Junior Highschool) Nurussalam, who has given the writer chance to conduct writer research at Nurussalam Islamic Junior High School.
4. Civity of Faculty of Tarbiyah and Teacher’s Training Syarif Hidyatullah State Islamic University (UIN).
5. A great gratitude to the writer’s parents, sister and brother for their prayer, affection, advice, patience, love, and also for supporting the writer mentally and financially, and for always blessing him in order to complete this “skripsi”.

6. His best friends Yulianto Kurniawan, Dona Nuryahya, Meita Rahmania, Nurlaila, Andri Jaya, Komala Sari and Vidiani who have helped me in finding the reference and for their mental support to complete this “skripsi”.

7. The library of UIN, UNIKA Atmajaya, Depdiknas (British Council), Tarbiyah Department at UIN, and UI Literature Department.

8. His all friends especially at English Department (PBI) class 2002 for their friendship, support and suggestion all this time.

To Allah only, the writer prays for them, in order Allah always gives them happiness, prosperity, and peace in this world.

And finally the writer realized that this “skripsi” is far from being perfect and needs more correction. It is a such great pleasure for the writer to receive critic, advice, and suggestion to this “skripsi”.


# Table of Content

**Acknowledgement**

**Table of Content**

## Chapter I: Introduction
- A. Background of Study
- B. Focus of Research
- C. Research Question
- D. Significance of Research

## Chapter II: Theoretical Framework
- A. The Causal Factors of Difficulties in Learning
- B. Comprehension
- C. The English Grammar

## Chapter III: Research Methodology
- A. Research Objective
- B. Place and Time of Research
- C. Method of Research
- D. Data and Source of Data
- E. Technique of Collecting The Data
- F. Data Analysis
- G. Trustworthiness

## Chapter IV: Research Findings
- A. Data Description
- B. Interpretation and Discussion
CHAPTER I
INTRODUCTION

A. Background of Research

Grammar is an important element to be learned if we want to learn a language, because it is used to understand the language. Language without grammar can cause confusion in comprehending the ideas, opinions, feelings of the person who expresses orally or in written. Person who is good at grammar, he or she can communicate the language better than person that is bad at grammar.

Therefore it is imperative that students must master the grammar when they learn a language including a language. Also the method in learning a language that emphasizes on learning the grammar of the target language has become the first method that people in the past and until now is still used. We know it as grammar translation method.\(^1\)

English is one of the obligatory subjects for Islamic Junior High School students in Indonesia. That is why the students should master an English grammar when they want to listen, speak, read, and write in good English.

In fact, most students do not master the English grammar yet. This is proven by the fact that the students’ scores of their English subject are still categorized low,

namely the basic tenses like simple present tense and past tense, reading and listening comprehension.

Beside that, the writer gave the students a grammar test which consists of 50 items. From 40 students only one student gained good score.

Another evidences that show the low level of the students’ English grammar is undertaken by the writer by asking the students about how far they comprehend the English grammar. The result says that the students feel difficult to understand the English grammar.

Based on the above evidences the writer is interested in finding the causal factors why the students still have low level of mastering the English grammar.

To investigate the causal factors of students’ difficulty in comprehending the English grammar, the writer has conducted a research at MTs. (Islamic Junior High School) Nurussalam Jakarta.

The writer chose that location because English is still a big problem in this school. Besides, there was still no research dealing with the English grammar there

B. Focus of Research

In line with the background above, this research will focus on the causal factors of students’ difficulties in comprehending the English grammar.
C. Research Question

Based on the focus of the research, the research question can be formulated as follows:

"What factor can cause students’ difficulty in comprehending the English grammar?"

D. Significance of Research

The significance of this research is:

1. The result of this research will give inputs to the English teachers about the students’ level of the English grammar for the sake of improving the students’ ability in English.

2. The result of this research can inform the students how far they master the English grammar in order to increase their English ability.

3. The result of this research can provided the head master or other stakeholders who wants to improve the quality of the education, particularly in learning and teaching the English grammar.

4. The result of this research will encourage other researchers to make research more various about the grammar.
A. The Causal Factors of Difficulties in Learning

According to Siti Rahayu Haditono in her book *Kesulitan-Kesulitan Dalam Belajar*, difficulty in learning is a condition that makes children cannot get the output of learning target because there are barriers. These barriers are from the students (health and psychology factors), or from outside of students (friends and environment factors).²

From the statement above we can see that Siti Haditono views the education from a convergence education theory that mixes the inside factors (the factor that come from students) and outside factors. It tells us in order to view our students we must know first their attitude and gift that God has given to them and their environment background if we want to find the causal factor that make them get a difficulty in learning.

But according to Syaiful Bahri Djamara in his book *Psikologi Belajar*, difficulty in learning is a condition that cannot make someone learn properly not only because there are barriers but also because there are threats and disturbances.³
emerge, and the 4 factors are biophysical, socio cultural, psycho developmental, and the educational factors.\(^5\)

The biophysical factor related to the students' physical status. The students' physical status mean that the condition of the physic of the students itself such their health, genetic, condition of the organ of the body. Physical factor play a big role because physical factor is the device to receive the knowledge that is taking form as stimulants that students try to understand.

The socio cultural factor related to the condition of the social and cultural of the environment which students live. And this factor is the causal factor which comes from outside of the students. Including socio cultural factor is friend and the students' parents social, educational, etc. background.

The psycho developmental factor is related to the students' psychological condition. So we can call that this factor comes from the inner side of the students. The example of problem that emerges from this factor is the students have a regression in his or her psychological development. The regression is the students go back to the psychological development stage that the students have passed it.

The educational factor is related to how the students gain their education or knowledge. The dominant problem that usually emerges from this factor is teacher incapability in teaching, for example is teacher is not able to find the method that is suitable to teach the material to the students.

According to another expert, Rini Utami Aziz, difficulty in learning occurs because of 6 factors and they are: intelligence factor, genetic factor, attention and activity, maturity factor, the influence of emotion, and learning method.\(^6\)

If we see from the theories above we can say that the causal factor of difficulty in learning comes from two major sources, from the students’ inner factors and from the factors that come from outside of the students. Therefore writer can conclude that difficulty in learning is that students are not able to learn because there are barriers or threats that come from inside or outside of the students.

B. Comprehension

According to the lexical meaning comprehension is the level of strength of somebody to understand. But from definition, comprehension is how well the perception of someone. Like what Win Winger stated in his book *Beyond Teaching and Learning*, that by describing what you really understand it means that you have strengthened your perceptive behavior.\(^7\) So from what he stated writer can make a conclusion that the perceptive behavior is a behavior that can make us easy to comprehend something.

From the statement above we can say comprehending is an effort to make a perception of something. So we can say that comprehension as a process of

perception which is started from the receiving of stimulant, taking object, quality, relation between symptoms or even so the stimulant can be realized or understood.\(^8\)

An expert in psychology Charles Sperman used comprehension in a test of intelligence as an item to measure how well an intelligence of someone. To measure it he made a question to test how good the ability of someone in evaluating his or her past experience.\(^9\) So we can conclude comprehension is the ability of someone to give interpretation or assessment to the experience that the person has.

B. R. Bugelski said in his book *The Psychology of Learning Applied to Teaching* that the problem of comprehension according to the teacher is how the students can see the meaning of the fact.\(^{10}\) Based on several statements about comprehension above the writer can conclude comprehension as the way of a man to make the stimulant that is received be a meaningful item.

Why comprehension in learning English grammar is very important? To answer it let us see what Marianne Celce-Murcia and Sharon Hiles said in their book *Techniques and Resources in Teaching Grammar* that in learning grammar, students will learn best once they have achieved basic comprehension and can accept feedback on the form of their production in meaningful discourse either spoken or written.\(^{11}\)

From their statement we can say that comprehension in learning grammar is a must and the real objective of learning grammar is making students understand the

---

\(^8\) Irwanto, *Psikologi Umum*, (Jakarta: PT. Prehallindo, 2002), p. 71
\(^9\) Ibid. p. 177
rules in English language and use it or try to practice it in a discourse either in spoken form or written form, not only to make students know the kinds of rules or the knowledge of the rules without trying practice it in a communication form like today.

The basic comprehension that students must have consists of three areas and they are: comprehension of form, comprehension of semantic, and comprehension of pragmatic.

Comprehension of form means that the students understand how to combine the units of the language so it could be a right and correct grammatical form.

Comprehension of semantic means that the students know what the meaning of the grammar that has been taught.

Comprehension of pragmatic means, that the students know when they use the grammar item. We can assess these all three areas of comprehension of grammar from the production of the students language either in speaking or writing.

The comprehension of grammar is what George Yule said in his book *The Study of Language* as “Mental Grammar”. Mental grammar is a form of a language knowledge which works in either produces or identifies the correct structures of a language expression.

---


C. The English Grammar

Grammar according to Marianne Celce-Murcia is a subset of those rules which govern the configuration that the morphology and syntax of a language assume.\textsuperscript{14}

From the theory above we can say that grammar is not only about the ability of a person to make a sentence with a correct pattern but we also have to see the forming of the words or the position of the words has fulfill the right and correctly grammar of a language.

Penny Ur in her book \textit{Grammar Practice Activities} said that grammar is a way of a language to manipulate and to combine words with a goal to make a longer and meaningful unit of language.\textsuperscript{15}

From the statements above we can say that Penny Ur sees grammar as a rule of how to combine words so it can form a correct and good phrase, clause, or sentence. So she views grammar as the formula to combine words and the goal of it, is to make a good sentence.

But Howard Jackson sees grammar not only just as a rule to arrange the words to make a good and correct sentence, but it is also as a rule to arrange the sentences in

\textsuperscript{14} Marianne Celce-Murcia and Sharon Hiles, \textit{Techniques and Resources in Teaching Grammar}, (Oxford: Oxford University Press, 1988) p. 16
\textsuperscript{15} Penny Ur, \textit{Grammar Practice Activities}, (Cambridge: Cambridge University Press, 1992), p. 4
to a good paragraph and from the paragraphs to form a good text or discourse. We can see this definition in his book *Grammar and Vocabulary*.\(^\text{16}\)

The English language that the writer discusses in this research is the Modern English Language. In a book *Varieties of English An Introduction to The Study of Language*, written by Dennis Freeborn, Peter French, and David Langford stated that Modern English Language is the English language that emerged is used by the people of Great Britain empire and their colonization in America since 16\(^{th}\)-17\(^{th}\) century, and it is still used until today.\(^\text{17}\)

So The English grammar that writer mean in this research is rules of English language on how to combine words to make a good sentence, then combine sentences to form a good paragraph, text, or discourse that has been used by the native speakers of English language and the speaker of English language since 16\(^{th}\)-17\(^{th}\) century until today.


CHAPTER III
RESEARCH METHODOLOGY

A. Research Objective

The objective of this research is to find information or facts on the causal factors that make the 3rd year students of Nurussalam Islamic Junior High School difficult to comprehend the English Grammar.

B. Place and Time of Research

This Research has been held in Nurussalam Islamic Junior High School at JI. Tanah Ara I Pondok Pinang from 11th September until 13th September 2006.

C. Method of Research

This research used qualitative method by using case study technique. The researcher describes the data taken from the informant deeply to see the causal factor of students’ difficulty in comprehending the English grammar.

D. Data and Source of Data

The data that the writer shows in this research is a qualitative data. The data of this research is the result of interview of the writer and the informants.

The sources of the data in this research were taken from the 3rd year students of Nurussalam Islamic Junior High School and the English teacher of Nurussalam
Islamic Junior High School, and also with the vice principal of Nurussalam Islamic Junior High School.

E. Technique of Collecting of The Data

The technique of collecting the data in this research is using interview between the writer and the informants.

F. Data Analysis

The data is analyzed using the Miles and Huberman Technique of analyzing data. This technique consists of three steps, and they are:

1. Reduction of the data: To select data that will be used by reducing things that do not have relation with comprehension on grammar.

2. Presentation of the data: The data that will be shown in this research is the data from at least three informant and have similarity of issue.

3. Verification of the data

---

G. Trustworthiness

The trustworthiness that the writer will use is the Triangulation of the source of the data that in form of the result of interview either interviews with the students, the teacher, and the vice principal of Nurussalam Islamic Junior High School. The findings of the research to be examined are:

1. Incapability

The data shows that one of the causal factors that make students difficult in comprehending the English grammar is teacher’s incapability in teaching the English grammar material. This is proven by the following result of interview with student A that was conducted by the writer on 12th of September, 2006 stated that:

"Saya tidak tahu apa yang dia terangkan saat pelajaran bahasa Inggris terutama ketika pelajaran grammar bahasa Inggris. Dan hal itu ya yang membuat saya jadi sulit dalam belajar grammar bahasa Inggris" (I do not know what he explained to me when he taught the English grammar, and yes it makes me difficult in learning English grammar)

The above data are supported by the statement that was revealed on writer interview with student B on 12th of September, 2006 stated that:

"Pak ustaznya kalau bicara terlalu cepat sehingga saya jadi tidak tahu apa yang dia terangkan kepada saya, dan yah hal itu memang membuat saya jadi sulit dalam belajar grammar bahasa Inggris." (He usually speaks too fast so I do not know what he explained to me, and yes it makes me difficult in learning the English grammar.)

The statement above is strengthened by the student’s C statement. The statement was taken by the writer when writer interviewed student C on 12th of September, 2006. The student C stated that:
“Saya tidak tahu apa yang dia jelaskan ketika menerangkan grammar bahasa Inggris karena ketika dia sedang menerangkan dia sering marah-marah dan dia suka menghukum kami. Jadi sudah pasti hal itu membuat saya jadi sulit dalam belajar grammar.” (I do not know what grammar rules that he explained to me because when he explained it he usually looks angry and likes to punish us, so of course it makes me difficult in learning the English grammar)."

From the interview with the vice principal of Mts. Nurussalam that writer conducted on 13th of September 2006, his statement also give strong indication that the statements above are true. He stated that:

“Bapak ustaz Abdul Hamid bukan keluaran pendidikan bahasa Inggris. Dia lulusan Al-Azhar Kairo. Karena dia tahu bahasa Inggris makanya dia yang kita serahkan mengajar bahasa Inggris.” (Mr. Abdul Hamid does not come from an English teaching science educational background. He was graduated from Al-Azhar Kairo. Because he knew English so we ask him to teach English subject).

From the statements above the writer can take a conclusion that teacher’s incapability in teaching the English material is one of the causal factors of students’ difficulty in comprehending the English grammar.

2. Low students’ attention

From the interview that writer has conducted shows one of the causal factors of students’ difficulty in comprehending the English grammar is the students do not pay adequate attention to the English grammar material (lack of attention). This is proven by the result of interview with student A that was conducted by the writer on 11th September. Student A stated that:

“Kelasnya sangat ribut gara-gara anak laki-lakinya suka becanda sama ngobrol waktu pelajaran bahasa Inggris, dan itu juga yang buat kami tidak bisa belajar bahasa Inggris.” (The class is very noisy because the male students like to make jokes and chat in the middle of the English subject time, and yes it also makes us difficult to learn the English grammar).
The result of interview above is supported by the statement of student D. When writer held an interview with student D on 11th September 2006, student D stated that:

"Anak laki-lakinya suka bikin ribut dan ngelempar kertas yang dibuat kayak bola, dan mereka juga senang gangguin saya kalau lagi nyoba belajar dengan ngeledek saya, jadinya saya nggak bisa dengar materi yang sedang diterangin oleh guru bahasa Inggris, dan iya suara ribut-ribut membuat saya sulit dalam belajar grammar bahasa Inggris." (The male students like making noise and throw the balls that they make from a sheet of paper and they like to distract me when I try to learn in the class by making jokes on me, so it makes me cannot hear what the material that was explained by the English teacher, and yes the noise makes me difficult in learning the English grammar.).

The two statements above is strengthened by the student F statement that writer got from the interview that writer has conducted on 11th September 2006 with him. Student F said that:

"Kelasnya sangat ribut karena saya dan temen-temen saya suka bikin ribut di kelas dan gangguin juga ngeledekin anak perenpuan, jadinya saya gak bisa dengar gurunya, dan itu memang bikin saya jadi sulit belajar grammar bahasa Inggris." (The class is so noisy because my friend and I like to make noise in the class and bothering and making jokes to the girls, so I could not hear the teacher and yes it makes me difficult in learning the English grammar.).

From the three statements above the writer can conclude that the students do not pay adequate attention to the English material (lack of attention) is also one of the causal factors of students’ difficulty in comprehending the English grammar.

3. Puberty Problem

From the interviewed that the writer has conducted shows one of the causal factors of students’ difficulty in comprehending the English grammar is the puberty
problem. This is proven by the result of interview with student A that was conducted by the writer on 11th September. Student A stated that:

"Kelasnya sangat ribut gara-gara anak laki-lakinya suka becanda sama ngobrol waktu pelajaran bahasa Inggris, dan itu juga yang buat kami tidak bisa belajar bahasa Inggris." (The class is very noisy because the male students like to make jokes and chat in the middle of the English subject time, and it also makes us difficult to learn the English grammar.)

The result of interview above is supported by the statement of student D. When writer interviewed student D on 11th September 2006, student D stated that:

"Anak laki-lakinya suka bikin ribut dan ngelempar kertas yang dibuat kayak bola, dan mereka juga senang gangguin saya kalau lagi nyoba belajar dengan ngeledek saya, jadinya saya nggak bisa dengar materi yang sedang diterangin oleh guru bahasa Inggris, dan iya suara ribut-ribut membuat saya sulit dalam belajar grammar bahasa Inggris." (The male students like to make noise and throw balls that they make from a piece of paper and they like to distract me when I try to learn in the class by making jokes on me and it makes me cannot hear what the material that was explained by the English teacher, and yes the noise makes me difficult in learning the English grammar.)

The two statement above was strengthened by the student F statement that the writer got from the interview that the writer conducted on 11th September 2006 with him. Student F said that:

"Kelasnya sangat ribut karena saya dan temen-temen saya suka bikin ribut di kelas dan gangguin juga ngeledekin anak perempuan, jadinya saya gak bisa dengar gurunya, dan itu memang bikin saya jadi sulit belajar grammar bahasa Inggris." (The class is so noisy because my friend and I like to make noise in the class and bother and make jokes to the girls, so I could not hear the teacher and yes it makes me difficult to learn the English grammar.)

From the three statements above writer can conclude that the students do not pay adequate attention to the English material (lack of attention) is also one of the causal factors of students’ difficulty in comprehending the English grammar.
4. Low Economic Background

The data show that the other factor that makes students difficult in comprehend the English grammar is they come from low class economic background. It was revealed in the result of the interview of the writer with student C on 12th September 2006. Student C stated that:

“Saya tidak punya buku bahasa Inggris karean saya gak punya uang buat beli buku. Dan hal itu bikin saya sulit belajar grammar bahasa Inggris.” (I do not have the text book because I do not have money to buy it, and it makes me difficult to learn English grammar).

This result of interview was strengthened by the result of interview of writer with student E that was conducted on 12th September 2006. Student E stated that:

“Saya tidak punya buku karena bapak belum kasih uang untuk bulan ini. Dan ya itu bikin saya sulit belajar grammar bahasa Inggris.” (I do not have the text book because I do not get the money from my father for this month, and yes it makes me difficult in learning the English grammar).

The above data was also supplied by the statement of student F. In the interview on 12th September 2006, student F said that:

“Saya gak punya buku cetak bahasa Inggris karena orang tua saya gak ngasih uang buat beli buku cetak bahasa Inggris, dan itu bikin saya sulit belajar bahasa Inggris.” (I do not have the text book because my parents do not give money to buy it, and it makes me difficult in learning the English grammar).

The teacher’s statements in the interview that was conducted on 13th September 2006, give strong indication about it. He stated that:

“Hampir setengah dari murid yang ada tidak punya buku cetak bahasa Inggris.” (Almost half of the students do not have the text book).

The vice principal’s statement was also strengthened the data above. In the interview with him on 13th September 2006, he stated that:
“Hampir semua murid Mts. Nurussalam datang dari keluarga menengah ke bawah." (Almost all students in Nurussalam Islamic Junior High School come from middle-low class economic background.).

From the data above we can make a conclusion that the low class economic background becomes the factor that causing the students difficult to comprehend the English grammar.

5. Difficult text book

The text book is not easily understandable emerges in the interview as one factor that makes students difficult in comprehending the English grammar. This is proven by the statement of student A in the interview that was conducted on 12th September 2006. Student A stated that:

“For the text book does not help me in learning because all the content of the books is in English language including the grammatical section so the text book not give much benefit and I can say it also makes me difficult in learning English grammar by myself at home.”

The statement above was supported by the statement of student B. In the interview on 12th September 2006 student B said that:

“I do not know how to use the text book to help me in learning the English language because all the content is in English language. And it also makes me difficult in learning the English grammar.”

The two statements above was also strengthened by the student C statement. Student C stated in the interview on 12th September 2006 that:
The statements above were supported by the statement of student R. In the interview on 12th September 2006 student R stated that:

“Kadang-kadang mereka ngasih kesempatan belajar tapi kadang-kadang juga tidak, tetapi saya selalu ngerasa capek ketika saya belajar jadinya saya gak bisa belajar dengan baik.”. (Sometimes they give me chance to learn sometimes not, but even they give me chance to learn, but I always feel so tired when I learn so I can not learn well.).

So writer can conclude that the students learning readiness is also one factor of the causal factors of students’ difficulty in Comprehending the English grammar.
CHAPTER IV
RESEARCH FINDINGS

A. Data Description

Based on the result of interview conducted by the writer, there are six findings of the causal factor of students’ difficulty in comprehending the English grammar. Those six findings are: 1. the teacher is incapable on teaching the English grammar, 2. the students do not pay attention to the English grammar material, 3. the puberty problem, 4. the students come from low class economical background, 5. the text book is not easily understandable, 6. the students’ learning readiness is low.

1. Teacher’s incapability in teaching English grammar

The data says that one of the causal factors of the students’ difficulty in comprehending the English grammar is the teacher incapability in teaching the English grammar. This can be proved by the students’ statement and vice principal’s statement as parts of the informants in this research. The student A said that:

"Saya tidak tahu apa yang dia terangkan saat pelajaran bahasa Inggris terutama ketika pelajaran grammar bahasa Inggris. Dan hal itu ya yang membuat saya jadi sulit dalam belajar grammar bahasa Inggris” (I do not know what he explained to me when he taught the English grammar, and it makes me difficult to learn the English grammar)

From the student A statement we can see that the teacher is not able to give a clear explanation about the rules of the grammar, and comprehending only can be
achieved if the explanation is clear as crystals for the persons who is studying grammar.

The statement of student A is strengthened by the statement of student B. Student B said that:

"Pak ustadznya kalau bicara terlalu cepat sehingga saya jadi tidak tahu apa yang dia terangkan kepada saya, dan yah hal itu memang membuat saya jadi sulit dalam belajar grammar bahasa Inggris." (He usually speaks too fast so I do not know what he explained to me, and it makes me difficult in learning the English grammar.)

From student B we can see the reason why the explanation of the teacher becomes so difficult to be understood. The reason why the explanation is not able to be understood is because the way the teacher speaks when he was explaining the material in front of the class was too fast, so the students were not able to grasp the whole explanation. Because the students did not get the whole explanation of the grammar material so it makes them cannot applied the grammar correctly and it became an error problem in using the grammar rules.

Student C also strengthen the two statements above. Students C stated that:

"Saya tidak tahu apa yang dia jelaskan ketika menerangkan grammar bahasa Inggris karena ketika dia sedang menerangkan dia sering marah-marah dan dia suka menghukum kami. Jadi sudah pasti hal itu membuat saya jadi sulit dalam belajar grammar." (I do not know what did the grammar that he explained to me because when he explained it he usually looks angry and likes to punish us, so of course it makes me difficult to learn the English grammar)

Another reason why the explanation were not able to be understood, because the teacher was busy to give punishment and going mad to the students than giving a clear explanation about the grammar material.
Other reason why the English teacher’s explanation are not able to be understood was given by the vice principal of Nurussalam Islamic Junior High School. He stated that:

"Bapak ustadz Abdul Hamid bukan keluaran pendidikan bahasa Inggris. Dia lulusan Al-Azhar Kairo. Karena dia tahu bahasa Inggris makanya dia yang kita serahkan mengajar bahasa Inggris." (Mr. Abdul Hamid does not come from an English teaching science educational background. He was graduated from Al-Azhar Kairo. Because he knew English so we ask him to teach English subject).

Another reason why the English teacher’s explanation is difficult to be understood is that he does not graduate from English Education Department. He never had special training on the strategy to teach English. He just took an English course. Consequently the teacher could not teach English professionally.

From the statements above the writer conclude that the English teacher at Nurussalam Islamic Junior High School cannot teach effectively and efficiently. The way he speaks when he explained the material is an evidence that he is not experienced in teaching. The teacher always gets angry with the students and gives them punishments. The students feel stressful because the English lesson is not presented interestingly. Therefore, the dominant factor that causes the students difficult to comprehend the English grammar is the inability of the teacher in teaching.

2. The students do not pay adequate attention to the English grammar material.

The second findings that writer has found in this research that the writer has conducted in Nurussalam Islamic Junior High School is students do not pay adequate
attention to the English grammar material that is taught by the English teacher in the class. This can be proven by the student A’s statement. Student A stated that:

“Kelasnya sangat ribut gara-gara anak laki-lakinya suka becanda sama ngobrol waktu pelajaran bahasa Inggris, dan itu juga yang buat kami tidak bisa belajar bahasa Inggris. “ (The class is very noisy because the male students like to make jokes and chat in the middle of the English subject time, and yes it also makes us difficult to learn the English grammar.).

From the statement above we know that the students do not pay attention to the material that is presented in the class by the English teacher, because the class is too noisy. The male students are the source of this problem. They like to talk each other and to make jokes, so the condition of the class is not conducive for learning the English grammar.

From the statement the writer infers that the male students feel that the English grammar material is not interesting so they do not pay attention, but the female students are trying to learn but they are not able to learn well because there are so many distractions that come from the male students when they try to learn it.

The student A’s statement is supported by the students D’s Statement. The student D stated that:

“Anak laki-lakinya suka bikin ribut dan ngelempar kertas yang dibuat kayak bola, dan mereka juga senang gangguin saya kalau lagi nyoba belajar dengan ngeledek saya, jadinya saya nggak bisa dengar materi yang sedang diterangkan oleh guru bahasa Inggris, dan iya suara ribut-ribut membuat saya sulit dalam belajar grammar bahasa Inggris.” (The male students like to make noise and throw balls that they make from a sheet of paper and they like to distract me when I try to learn in the class by making jokes on me and it makes me can not hear what the material that was explained by the English teacher, and the noise makes me difficult to learn the English grammar.)
Students D and A are female students, so D stated clearly that her male friend like to making joke on her, so it shows that the female students are the victim of the male students action. The female students try to pay attention to the English grammar material that is taught, but because many male students disturb her and her female classmates so they cannot listen the explanation, because her attention is taken by the disturbance that the male students make.

The two statements from the female students are incomplete and unfair without the statement that comes from the male students. So the writer interviewed a male student which writer calls him student F as a representative of the male students. Student F stated that:

"Kelasnya sangat ribut karena saya dan temen-temen saya suka bikin ribut di kelas dan gangguin juga ngeledekin anak perempuan, jadinya saya gak bisa dengar gurunya, dan itu menang bikin saya jadi sulit belajar grammar bahasa Inggris."

(The class is so noisy because my friends and I like to make noise in the class, bother and make jokes to the girls, so I cannot hear the teacher, and it makes me difficult in learning the English grammar.)

From the statement above student F admits that he and his male friends like to bother and disturb the female students when the teaching and learning activity run. It shows that the male students do not pay attention because they do not have interest in the English grammar material.

From all three statements above the writer can take a conclusion that the students do not pay adequate attention to the English grammar material when they learn the English grammar, because the class is not in a conducive situation (the class
is noisy), the material is not interesting especially for male students, and the students
do not like their teacher because he is a figure that likes angry with them and usually
give them punishment. About the character of the teacher that the writer has written
above is based on the student C’s statement that:

"Saya tidak tahu apa yang dia jelaskan ketika menerangkan grammar bahasa
Inggris karena ketika dia sedang menerangkan dia sering marah-marah dan dia suka
menghukum kami. Jadi sudah pasti hal itu membuat saya jadi sulit dalam belajar
grammar." (I do not know what grammar rule that he explained to me because when
he explained it he usually looks angry and likes to punish us, so of course it makes
me difficult to learn the English grammar).

3. The puberty problem

From the statement of student A, the writer sees that the male students do not
have any interest in learning the English grammar material. We can see it in the
student A’s statement. She stated that:

"Kelasnya sangat ribut gara-gara anak laki-lakinya suka becanda sama
ngobrol waktu pelajaran bahasa Inggris, dan itu juga yang buat kami tidak bisa
belajar bahasa Inggris." (The class is very noisy because the male students like to
make jokes and chat in the middle of the English subject time, and yes it also makes
us difficult to learn the English grammar).

The reason why the male students do not have any interest to learn the English
grammar is because they have interest in disturbing the female students. It is proven
by the statement of student D. Student D stated that:

"Anak laki-lakinya suka bikin ribut dan ngelempar kertas yang dibuat kayak
bola, dan mereka juga senang gangguin saya kalau lagi nyoba belajar dengan
ngeledek saya, jadinya saya nggak bisa dengar materi yang sedang diterangkan oleh
guru bahasa Inggris, dan iya suara ribut-ribut membuat saya sulit dalam belajar
grammar bahasa Inggris." (The male students like to make noise and throw balls
that they make from a sheet of paper and they like to distract me when I try to learn in
the class by making jokes on me and it makes me cannot hear what the material that
was explained by the English teacher, and the noise makes me difficult in learning the English grammar.)

From the result of interview with student D, the writer can see as clear as crystals that the male students make the condition of the classroom become so noisy and they also like to bother the girls when they learn in the class. The writer thinks that it is the way of the male students to express their interested feeling to female students. Because they do not know how to express their interested feeling, so they choose to bother the female students as a symbol that the male students like the female students. This phenomenon is one of the characteristic of puberty problem. Beside that most of the male students' age range is about 15-16 years old, and this age is known as puberty stage in the psycho-developmental term. In this age they begin to have interest or have an attractive feeling to the other sex, and the problem in this case is they do not know how to express their feeling in proper way. The writer also can take this conclusion because many of the male students ask the writer about their first wet dream and ask how to face it, and they also usually have fight and bother their opposite sex friends. Experiencing wet dream, having fight and bothering the opposite sex friends are the indications that the male students are entered the puberty stage in their psychological development, and puberty age is a very crucial stage in the psychological development of human, because in this stage they are trying to find their identity and start to have an interested feeling to the other sex friends.  

---

19. Irwanto, op.cit, p. 45-46
The writer’s inference is strengthened by the admission of one of the male students about he and his friend interest in bother the female students. The male student that the writer calls as student F. Student F stated that:

"Kelasnya sangat ribut karena saya dan temen-temen saya suka bikin ribut di kelas dan gangguin juga ngeledemin anak perempuan, jadinya saya gak bisa dengar gurunya, dan itu memang bikin saya jadi sulit belajar grammar bahasa Inggris." (The class is so noisy because my friend and I like to make noise in the class, bother and make jokes to the girls, so I cannot hear the teacher and it makes me difficult to learn the English grammar.).

From the statement of student F we know that the male students prefer to bother the female students than learn the English grammar. So it means that the male students have lack of attention problem, but it is caused by the puberty problem. So the puberty problem must be solved first because the main problem for the male students is this factor. The lack of the attention caused by the puberty problem, which is the male students feel that bothering girls is more interesting activity than pay attention to the material or subject that they have in the class. So if we can solve the puberty problem, it means we also solve the lack of attention problem.

And the statements above also give us more proves that the teacher is not capable. The class did not run well because he cannot manage it. He also cannot build a good communication with his students. Because the puberty problem can be solved by giving advice to the students how to face the puberty stage in proper way and not making activity that can disturb the running of the learning in the class.
From the statements above the writer concludes that the puberty problem is also one of the causal factors of students’ difficulty in comprehending the English grammar.

4. Low economic background

The next causal factor that makes students difficult in comprehending the English grammar is they come from low economic background. It is proven by the statements of the students and the teacher. Student C stated that:

“Saya tidak punya buku bahasa Inggris karena saya gak punya uang buat beli buku. Dan hal itu bikin saya sulit belajar grammar bahasa Inggris." (I do not have the text book because I do not have money to buy it, and it makes me difficult in learning English grammar.)

From this statement writer can infer that student C feel that his barrier in learning the English grammar is she does not have the text book because he does not have money to buy it.

From this statement, the writer infers that student C’s family is a poor family, and may be almost the students at Nurussalam Islamic Junior High School also come from middle to low class family.

The inference above is strengthened by the statement of student E. He stated that:

“Saya tidak punya buku karena bapak belum kasih uang untuk bulan ini. Dan ya itu bikin saya sulit belajar grammar bahasa Inggris." (I do not have the text book because I do not get the money from my father for this month, and it makes me difficult to learn the English grammar.)
From the statement the writer can infer that the student E’s parents are not able to fulfil the student E’s educational need such English text book. It may be occurs because of two things. The first reason is student E’s parents get an economy problem (money problem) because student E’s father does not give the monthly money yet like he usually does to student E. Second the father or the parents do not think that English text book is an important device in order to support the student E in learning the English grammar.

The inference above is strengthened by the statement of student F. Student F stated that:

“Saya gak punya buku cetak bahasa Inggris karena orang tua saya gak ngasih uang buat beli buku cetak bahasa Inggris, dan itu bikin saya sulit belajar bahasa Inggris.” (I do not have the text book because my parents do not give money to buy it, and it makes me difficult in learning the English grammar.)

Student F stated more clearly that the parents do not have intention or adequate amount of money in order to buy the English text book for student F.

The inference above is also supported by the statements of the teacher and the vice principal. The teacher revealed a fact that many students do not have the English text book. He stated that:

“Hampir setengah dari murid yang ada tidak punya buku cetak bahasa Inggris.” (Almost half of the students do not have the English text book.)

The statement of vice principal is strengthen the inference that many students at Nurussalam Islamic Junior High School come from middle-low class economic background. He stated that:
“Hampir semua murid Mts. Nurussalam datang dari keluarga menengah ke bawah.” (Almost all students in Nurussalam Islamic Junior High School come from middle-low class economical background).

From the facts above we can conclude that economy also become the factor that makes students can not learn English grammar well, and from this answer we can see that they are come from the middle and low class family. In the family like this education usually does not become their first priority because to fulfill their daily need such food, cloth, and pay the rent of house is very difficult. So we can say the family spent little money for their children education because almost their income is used to fulfill their daily need. It is also strengthen by the statement from the vice principal of Nurussalam Islamic Junior High School that he admits that many of the students of his school come from middle to low class family background, and many of them have problem in fulfill their children education need such as school fee and the books that can support the running of the learning. Finally the writer can say that the students come from low class economic background is also one factor that make students difficult in comprehending the English grammar.

5. Difficult text book

The other causal factor that makes students difficult in comprehending the English grammar is the English text book is not easily understandable. It is not able to fulfill the demand of the need of students that also has become the requirement of CBC (Competency-based curriculum) to the text book. The text book is very difficult to be learned by the students independently, because all the content of the English
text book are written in English. It is proved by the student A’s statement, she stated that:

"Buku cetaknya gak membantu apa-apa dalam belajar saya karena semua isi bukunya dalam bahasa Inggris termasuk bagian grammarnya jadi buku cetaknya gak ngasih manfaat apa-apa. Dan itu juga yang membuat saya sulit dalam belajar grammar bahasa Inggris. “ (The text book does not help me in learning because all the content of the books is in English language including the grammar sections, so the text book does not give much benefit and I can say it also makes me difficult to learn English grammar by myself at home.).

From the statement above the writer can infer that the students at Nurussalam Islamic Junior High School are not able to use the English text book as a device in order to practice their English individually at home. It will become a huge problem because the writer belief that we must practice the target language, if we are practicing it diligently almost all the time we must be easier in mastering the target language.

The statement above is strengthen by student B’s statement. Student B stated that:

"Saya gak tahu bagaimana cara menggunakan buku cetak bahasa Inggris buat ngebantuin saya dalam belajar bahasa Inggris, karena isinya dalam bahasa Inggris semua, Dan itu juga membuat saya sulit belajar grammar bahasa Inggris. “ (I do not know how to use the text book to help me in learning the English language because all the content is in English language. And it also makes me difficult to learn the English grammar.).

The student B’s statement is same like the student A’s statement and it give more proof that the students are very low in English especially in reading comprehension skill.
The statements above are supported by the statement of student C. Student C said that:

“Saya gak dapet apa-apa dari buku cetaknya karena saya gak tahu apa sih isi bukunya karena semuanya ditulis dalam bahasa Inggris dan semuanya saya gak bisa terjemahin, jadi itu bikin saya sulit dalam belajar bahasa Inggris terutama grammar karena mana bagian grammar dalam buku cetak aja saya kagak tahu”. (I learn nothing from the text book because I do not know what the content of the book, because it is all written in English and I cannot translate it all, so it makes me difficult to learn English especially the grammar, because I do not know where the grammar sections in the text book.).

Student C’s statement give us the reason why the students are not able use the English text book if it is written in the target language. The reason is they are not able to translate it. Why it could happen, the answer is because they do not have suitable vocabulary in order to comprehend the English text book. And why they also think the English text book does not help them because how they learn if the section of the English grammar in the text book they do not know.

From the statements above we can conclude that become the causal factor of students’ difficulty in comprehending the English grammar is a part of educational factor which in this case is the teacher or the school cannot choose the text book that is easily to be understand by the students. And also the teacher can not give a clear explanation of the grammar that there are in the text book. It happens because the teacher is trying to fulfill the curriculum demand, because the curriculum today emphasizes on the skill, and grammar was taught not explicitly but implicitly. Even though the grammar is taught implicitly. But the text book in the CBC (
Competency-Based Curriculum) demand that the text book or the module must be designed to be learned independently by the students,\textsuperscript{20} and to make it is able to be learned by the students independently first the text book must be easy to be understood by the students. The text book that can not used by the students in their learning independently must be not used and it is a fatal mistake, and the teacher and the school must find another text book which is easily understandable by the students as soon as possible.

6. Low learning readiness

The last causal factor that writer has been found in this research is an effect of a biophysical factor, in this case the biophysical factor that the writer mean is the students learn in an exhausted condition as consequence the students’ learning readiness become low. The writer gets this information from the statements of student U. She stated that:

"Mereka ngasih saya kesempatan belajar grammar bahasa Inggris di rumah tapi saya selalu dalam keadaan dah capek kalau lagi belajar jadinya saya gak bisa belajar dengan baik." (They give me chance to learn The English grammar at home but I always feel tired when I learn, so I cannot learn well.).

Student U statement is giving us very clear information about the barrier in her learning is exhausted condition. Learn in exhausted condition is an useless activity because the learner must be not able to grasp or comprehend the material that she learn, so if she learn English grammar, the writer sure that she will not able to

\textsuperscript{20} Nana Syaodih Sukmadinata, Implementasi dan Pengelolaan Kurikulum Berbasis Kompetensi (paper presented at Pelatihan Supervisi untuk Supervisor Madrasah Aliyah Se-Indonesia), (Bandung : UPI, 2004 ), p. 8
understand the rules of the grammar, and like the writer has written above in learning the grammar comprehending the basics rules is a must for the learners.

The student U’s statement is supported by student E’s statement. She said that:

"Mereka sih ngasih kesempatan buat belajar di rumah tapi waktunya udah malam banget dan saya belajar jam segitu karena saya harus ngebantuin orang tua ngerjain pekerjaan rumah, jadi saya belajar dalam keadaan capek dan itu ngebuat saya gak bisa belajar dengan baik." (They give me chance to learn the English grammar at home but the time is so late and it happens because I must help my parents to do some house work, so I learn in a tired condition and it makes me cannot learn well.).

From the statement of student E writer can get the reason why they learn in exhausted condition. The reason why they learn in exhausted condition is because they must help their parents in order to do the house work such washing, cleaning the house and etc. It is an ordinary picture of the family in Indonesia know, because many family in Indonesia are middle-low class, so to fulfil their daily needs the parents must work including the mother, so the mother does not have adequate time so she will order all her children to help her do the house work. Thewriter thinks it is also the condition of student E.

The two statements above are strengthened by the statement of student R. She stated that:

"Kadang-kadang mereka ngasih kesempatan belajar tapi kadang-kadang juga tidak, tetapi saya selalu ngerasa capek ketika saya belajar jadinya saya gak bisa belajar dengan baik.". (Sometimes they give me chance to learn sometimes not, but even they give me chance to learn, I always feel so tired when I learn, so I cannot learn well.).
The condition that is faced by student R is worst than students U and E. Students U and E parents are still give them chance to learn but the parents of student R sometimes not give the student R chance to learn. Like what she stated:

"Kadang-kadang mereka ngasih kesempatan belajar tapi kadang-kadang juga tidak." (Sometimes they give me chance to learn sometimes not).

From student R statement is also strengthened the writer assumption that many parents of the students of Nurussalam Islamic Junior High School do not think that education is an important thing for their children future. They still think earn money is still a priority, and education is just wasting their money because the knowledge that their children get in the school do not help them much in earning the money to fulfill their daily needs.

This biophysical factor appears because of the socio-cultural factor. Because their parents are busy to work, so they ask their children to help them to do the house work and the students that have this problem usually the female students. They usually ask to become baby sitter for their little sister and brother, cook, wash, iron, and other house work. All of these works take much time and energy so it will be impossible if they can learn at home well because it is make their learning readiness become low so the achievement of the learning is also become low. So the conclusion is one factor the causal factors of students’ difficulty in comprehending the English grammar is their learning readiness is low.
B. Interpretation and Discussion

The first factor as dominant one for the students’ difficulty in comprehending the English grammar is the teacher’s incapability in teaching the English grammar. It is proven by, he does not have educational background that can support him in teaching English, because he does not graduate from the teaching English department, he speaks too fast when he explains the English grammar material so the students are not able to hear the explanation clearly, he likes to give punishments so the students feel very stress and it makes them hate English more than before.

From this phenomenon we can say that the way of the school to make selection for the English teacher does not run well. In other words we can say that the system to select the English teacher at Nurussalam Islamic Junior High School fails to choose the suitable person to teach the English grammar.

The second factor is students do not pay adequate attention to the grammar material. We can see it from: the class is so noisy, students like to chat and making jokes among them in the class during the learning process, students are not able to hear the explanation clearly because some students making noise or jokes on them.

From the facts above we can see that the teacher is not able to manage the class and he also can not present the English material in an interesting way.

The third factor that makes students difficult in comprehending the English grammar is the puberty problem. This is supported by the facts below: the male students like to bother and disturb the female students in the class during the learning process, the age of male students are in the stage of puberty.
From the facts above we can see that the teachers especially the teacher that has responsibility to give consultation to the students in this case is guidance and counseling teacher (bimbingan dan konseling) “BK” does not play his role well. Because the effect of this factor are able to be reduced if the guidance and counseling teacher can give guidance how to express the male students interest to the female students to a proper way and may be make this interest become a motivation to learn the English language especially the English grammar.

The forth factor that make students difficult in comprehending the English grammar is the student come from low educational class background. It is proven from almost half of the students do not have the text book. The reason they do not have the text book are: they do not have money to buy it, the parents have not given the monthly money yet, the parents do not give any money to buy the English text book.

From the reason above we can conclude the students’ family are poor family, so their parents usually can not provide their children (students) educational need like text book.

The fifth factor that becomes the core of students’ difficulty in comprehending the English grammar is the text book is not easily understandable so as consequence the students are not able to learn it by themselves at home. It is proven by: the students do not know the content of the English text book, the students do not know where is the section of the English grammar in the text book.
From these facts writer can interpret that the publishers of the text book do not know how to make a text book that easy to be understand and it is also tells that the publishers can not fulfill the CBC ( Competency-Based Curriculum ) demand. And it is give us a clear picture that government do not make a good preparation when they have implemented a curriculum, because they do not prepare the devices that can support the run of the new curriculum such as the text book.

The sixth factor that makes students difficult in comprehending the English grammar is their learning readiness is low. It can we see from: they feel tired when they learn, they learn at resting time ( very late in the night ).

These phenomena tells writer that all parents must work in order to fulfill the family daily need and may be the students only have one parent ( single parent ) so they force their children to do the house working because they do not have time to do it because they are busy to work in order to earn suitable amount of money to fulfill their family daily need.
A. Conclusion

Based on the research findings, there are some conclusions that can be drawn here:

1. The teachers still become the main problem in our education. The lack of human source that is capable be teachers still happen especially for the subject for the foreign language such as English language. It also we can see that the institution still not aware of the importance of the English language subject, because they not give the English language material to a teacher that come from the English teaching science background. But the writer know that the incapable teacher is a classic problem and it needs a comprehensive solving that not only need the institution like school to solve it but also the government must think how to solve this problem.

2. The second and third factors that become the causal factors that makes students difficult in learning English grammar is lack of the attention and psychological factor (puberty problem). What we must solve first is the psychological-developmental factor, because the lack of attention is only as effect of the psychological-developmental factor. From this fact or information we also know the main problem in our education. In our education teachers usually see the students as an object (like a dead material). Teachers usually think that their job is only teach (transfer their knowledge to student) and that is all. They do not think about to educate the attitude
(affective side) is also an important thing, we usually think cognitive sides (transfer the knowledge) is more important. So we usually do not have a responsive action about the psychological problem.

The lack of students' attention is only a side effect from the puberty age problem. If the English teacher can give the best solution in how to facing the puberty age problem in this case is bothering the female students they will pay attention to English material. Especially if the English Teacher can present English material in a fun way, they must give their attention 100% to your material.

3. It is also revealed that teachers of guidance and counseling (bimbingan dan konseling) "BK" are not able to play his role well. In our education the teachers of "BK" have the main role as persons that can give the best solution for the problem that students facing in their learning and also their social life. But the reality in the field the "BK" teachers only become the persons that give students punishments. So, their real job is to prevent the problem but from the facts the teachers of "BK" only react after the problem has blown out and it make students break the rules in the school. They should become friends for their students but the reality students feel scared or unsafe with the teachers of "BK". And if a student get a call to come to "BK" room the other students must ask what mistake that you have done or what rules that you have broken. Especially in puberty age the students need more input or advice what they have to do in this age, because this age is a crucial age because they are in the stage of finding their self identity, and if we do not accompany and give them guidance there are more possibility they will choose the wrong way and it also
will disturb the run of learning and teaching. So make the teacher of guidance and
counseling to do their real role is a must.

4. From the next information we can conclude that the fourth factor is students come
from low class educational background. The writer thinks that it is a description of
mostly the situation and the way of thinking of mostly parents in our country. In our
country, half people live under the poverty line (pre-welfare family). So education is
not a priority because their priority is to fulfill their daily needs (economy). And it
also happens because many scholars that has graduated are not able to find a good job
and mostly become jobless. It makes an image that education are not able to make us
live in a welfare condition. So the parents think why we must spend a lot of money if
it can not give a good feedback (good job) for their children. It is very logical, and
the government especially the National Education Department (“Depdiknas”) must
try to find the answer why our educated human source do not get a proper job, and
mostly become jobless and try to solve it as soon as possible.

5. Because the parents are busy at outside of the house so as the result nobody from
the parents can do the house work. And it makes the next factors that makes students
difficult in comprehending the English grammar emerge. The factor is the learning
readiness of the students is low. As a consequence of the parents that do not have
time to do house working, they will ask their elder children especially if their elder
children are girls to do the house work. Because they can not pay an adult to do the
house working because their money only can afford their daily need. And if their
elder children are boys they will ask them to help their business or job and not continue their study.

Another effects of this way of thinking is their children are learn in exhausted condition. It occurs because they spend almost their energy in their working in order to help their parents. Of course they will learn with little amount energy that left, so the subject that they learned are not able to be saved in their memory, and it means the result of the learning is nothing. So learn in a fresh condition is a must and never try to learn anything when we fell tired or exhausted.

6. The books that are sold in the market are not able to fulfill the demand of the curriculum is also the causal factor of students’ difficulty in comprehending the English grammar. The book especially for the English language is very difficult to be learned by the students independently because the book is not easily understandable. The book is not easily understandable is the other factor that makes students difficult in comprehending the English grammar. So how they can increase their skill if the device such as text book are not able to use to practice the skill by the students independently. Because once again I want to say having skill in foreign language are can become true if we practicing it very day. So if the target of the curriculum is skills in using the target language so the National Education Department “Depdiknas” also must think the best device that can help students to practice the English language.

---

everyday, and one way of making it becomes a reality is by publishing text book that easily understandable.

B. Suggestions

1. To teacher:
   a. The teacher that only has completed his or her study in an English course, please take “akta IV” class in university that has English teaching training department, so the teacher will be completed by the theory how to teach English well.
   b. The teacher must complete their skills with guidance and counseling skills, because the obligation to give guidance and counseling is not only the “BK” teacher responsibility but it is the responsibility of all teachers.
   c. The English teacher must present the material in an interesting way, for example using game or competition.

2. To students:
   a. Change the way you learn. You must have an adequate rest time. Therefore you must sleep earlier or as soon as you already finish helping your parents, then you wake up at 3.30 in the morning in order to perform sholah tahajjud and after that you start to learn.
   b. Talk with your guidance and counseling teacher or any teacher that you believe that he or she can give good advice if you have problem. Do not be shy to talk to your teacher or parents about your problem.
3. To headmaster:
   a. The headmaster must find or try to fix the system that it is used to select the teacher especially the English teacher and to select the text book that will be used in the class especially the English text book.
   b. The headmaster must change the role of “BK” teacher that in the past used as a tool to give punishment to students to an institution that student can use to solve their problem especially the psychological problem.

4. To stakeholders:
   a. The stakeholders must take parts in observed the run of the system in teaching and learning process in Nurussalam Islamic Junior High School, especially the English subject.
   b. The stakeholders must remind the Principal of Nurussalam Islamic Junior High School that English is an important subject, so Nurussalam Islamic Junior High School must pay more attention to English subject.
   c. The stakeholders also must assist the Principal of Nurussalam Islamic Junior High School in selecting the human source that will become the English teacher, and choosing the English text book that will be used in the class.


APPENDIX

Pedoman Wawancara

1. Bagaimana guru bahasa Inggris ketika dia sedang mengajarkan grammar bahasa Inggris?
2. Bagaimana kondisi atau keadaan kelas ketika guru Bahasa Inggris sedang menerangkan grammar bahasa Inggris?
3. Apakah kondisi kelas yang ribut membuat kamu sulit memahami grammar bahasa Inggris?
4. Apakah kamu punya buku cetak Bahasa Inggris?
5. Bila kamu punya bagaimana kamu mempelajari grammar Bahasa Inggris di rumah menggunakan buku cetak tersebut?
6. Bila tidak punya buku cetak apakah itu membuat kamu sulit belajar dan memahami grammar bahasa Inggris?
7. Apakah orang tua kamu memberi kesempatan kamu belajar grammar Bahasa Inggris di rumah?
8. Bagaimana kondisi kamu ketika kamu belajar grammar bahasa Inggris di rumah?
9. Apakah ustaz Hasan bisa menceritakan profil guru bahasa Inggris kelas 3?
10. Berapa banyak murid kelas 3 yang memiliki buku cetak?
<table>
<thead>
<tr>
<th>HASIL WAWANCARA</th>
<th>REFLEKSI</th>
<th>KONKLUSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Saya tidak tahu apa yang dia terangkan saat pelajaran bahasa Inggris, terutama ketika pelajaran grammar bahasa Inggris. Dan hal itu yang membuat saya jadi sulit dalam belajar grammar bahasa Inggris.</td>
<td>Tidak mengerti ketika grammar di jelaskan</td>
<td>Anak-anak menjadi sulit belajar grammar karena gurunya tak mengerti cara mengajar bahasa Inggris.</td>
</tr>
<tr>
<td>B: Pak ustaznya kalau bicara terlalu cepat sehingga saya tidak tahu apa yang dia terangkan kepada saya, dan yah hal itu memang membuat saya jadi sulit dalam belajar grammar bahasa Inggris.</td>
<td>Gurunya bicara terlalu cepat.</td>
<td></td>
</tr>
<tr>
<td>C: Saya tidak tahu apa yang dia jelaskan ketika menerangkan grammar bahasa Inggris karena ketika dia sedang menerangkan dia sering marah-marah dan dia suka menghukum kami. Jadi</td>
<td>Gurunya killer</td>
<td></td>
</tr>
</tbody>
</table>
Penjelasan
sudah pasti hal itu membuat saya jadi sulit dalam belajar grammar.


A: Kelasnya sangat ribut gara-gara anak laki-lakinya suka becanda sama ngobrol waktu pelajaran bahasa Inggris, dan itu juga yang buat kami tidak bisa belajar bahasa Inggris

D: Anak laki-lakinya suka bikin ribut dan ngelempar kertas yang dibuat kayak bola, dan mereka juga senang gangguin saya kalau lagi nyoba belajar dengan

Bukan lulusan pendidikan bahasa Inggris

Kelas ribut

Murid-murid tidak memperhatikan pelajaran

Penjelasan guru tidak terdengar

Kelas ribut

Murid-murid tidak memperhatikan pelajaran

Penjelasan guru tidak terdengar
ngeledek saya, jadinya saya nggak bisa dengar materi yang sedang diterangkan oleh guru bahasa Inggris, dan iya suara ribut-ribut membuat saya sulit daam belajar grammar bahasa Inggris.

F: Kelasnya sangat ribut karena Murid laki-laki suka bikin ribut saya dan temen-temen saya suka bikin ribut di kelas dan gangguin juga ngeledekin anak perempuan, jadinya saya gak bisa dengar gurunya, dan itu memang bikin saya jadi sulit belajar grammar bahasa Inggris
<table>
<thead>
<tr>
<th>A: Kelasnya sangat ribut gara-gara anak laki-lakinya suka becanda sama ngobrol waktu pelajaran bahasa Inggris, dan itu juga yang buat kami tidak bisa belajar bahasa Inggris</th>
<th>Pelajaran tidak menarik bagi murid pria</th>
<th>Ada masalah puber pada murid pria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D: Anak laki-lakinya suka bikin ribut dan ngelempar kertas yang dibuat kayak bola, dan mereka juga senang gangguin saya kalau lagi nyoba belajar dengan ngeledek saya, jadinya saya nggak bisa dengar materi yang sedang diterangin oleh guru bahasa Inggris, dan iya suara ribut-ribut membuat saya sulit</td>
<td>Murid pria suka mengganggunya</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>daam belajar grammar bahasa Inggris.</td>
<td>Murid pria suka mengganggu murid perempuan</td>
<td></td>
</tr>
<tr>
<td>F: Kelasnya sangat ribut karena saya dan temen-temen saya suka bikin ribut di kelas dan gangguin juga ngeledekin anak perempuan, jadinya saya gak bisa dengar gurunya, dan itu memang bikin saya jadi sulit belajar grammar bahasa Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C: Saya tidak punya buku bahasa Inggris karena saya gak punya uang buat beli buku. Dan hal itu bikin saya sulit belajar grammar bahasa Inggris.</td>
<td>Tak punya uang untuk membeli buku</td>
<td>Murid berasal dari kelas ekonomi lemah / bawah.</td>
</tr>
<tr>
<td>E: Saya tidak punya buku karena bapak belum kasih uang untuk bulan ini. Dan ya itu bikin saya sulit belajar grammar bahasa Inggris.</td>
<td>Belum dapat uang saku</td>
<td></td>
</tr>
<tr>
<td>F: Saya gak punya buku cetak</td>
<td>Tak diberi uang</td>
<td></td>
</tr>
<tr>
<td>bahasa Inggris karena orang tua saya gak ngasih uang buat beli buku cetak bahasa Inggris, dan itu bikin saya sulit belajar bahasa Inggris.</td>
<td>untuk beli buku</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>T: Hampir setengah dari murid yang ada tidak punya buku cetak bahasa Inggris</td>
<td>Banyak murid tak punya buku</td>
<td></td>
</tr>
<tr>
<td>VP: Hampir semua murid Mts. Nurussalam datang dari keluarga menengah ke bawah.</td>
<td>Banyak murid berasal dari keluarga miskin</td>
<td></td>
</tr>
<tr>
<td>A: Buku cetaknya gak membantu apa-apa dalam belajar saya karena semua isi bukunya dalam bahasa Inggris termasuk bagian grammarnya jadi buku cetaknya gak ngasih manfaat apa-apa. Dan itu juga yang membuat saya sulit dalam belajar grammar bahasa Inggris</td>
<td>Tidak tahu isi buku Buku cetak bahasa Inggris yang digunakan tidak mudah dipahami.</td>
<td></td>
</tr>
<tr>
<td>B: Saya gak tahu bagaimana cara menggunakan buku cetak bahasa Inggris buat ngebantuin saya dalam belajar bahasa Inggris, karena isinya dalam bahasa Inggris semua, Dan itu juga membuat saya jadi sulit belajar grammar bahasa Inggris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C: Saya gak dapet apa-apa dari buku cetaknya karena saya gak tahu apa sih isi bukunya karena semuanya ditulis dalam bahasa Inggris dan semuanya saya gak bisa terjemahin,jadi itu bikin saya sulit dalam belajar bahasa Inggris terutama grammar karena mana bagian grammar dalam buku cetak aja saya kagak tahu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tidak tahu cara mempelajari buku cetak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tidak tahu bagian grammar di dalam buku cetak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: Mereka sih ngasih kesempatan buat belajar di rumah tapi Belajar waktu larut malam Kesiapan belajar siswa rendah.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
waktunya udah malam banget dan saya belajar jam segitu karena saya harus ngebantu orang tua ngerjain pekerjaan rumah, jadi saya belajar dalam keadaan capek dan itu ngebuat saya gak bisa belajar dengan baik.

U: Mereka ngasih saya kesempatan belajar di rumah tapi saya selalu dalam keadaan dah capek kalau lagi belajar jadinya saya gak bisa belajar dengan baik.

R: Kadang-kadang mereka ngasih kesempatan belajar tapi kadang-kadang juga tidak, tetapi saya selalu ngerasa capek ketika saya belajar jadinya saya gak bisa belajar dengan baik.
SURAT KETERANGAN
Nomor: 30 / MTs. / III / 2007

Saya yang bertanda tangan di bawah ini, Kepala MTs Nurussalam Pondok Pinang Kebayoran Lama Jakarta Selatan menerangkan bahwa:

Nama : Jusnadi
TTL : Jakarta, 15 Desember 1979
NIM : 202014001012
Prodi : S 1
Jurusan : Pendidikan Bahasa Inggris
Smester : IX
Tahun Akademik : 2006 - 2007


Demikian surat keterangan ini dibuat dengan sebenar-beneranya agar pihak yang bertanggung jawab mahu mengetahui maklum

Jakarta, 12 Maret 2007

[Signature]