

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, researcher describes the findings of data collection. There is the description of school profile, female students' profile, and result of questionnaire, observation, interview, and document analysis. Moreover, there are detailed discussions concerning the findings.

#### **A. Findings and Discussions**

##### **1. The School Profile of SMP Progresif Bumi Sholawat Sidoarjo**

###### **a. Location of SMP Progressive Bumi Sholawat**

SMP Progresif Bumi Sholawat is located precisely on Jl. Kyai Dasuki No. 1 Lebo Sidoarjo. Area of the school is about 2 hektar that consist of boarding school for female and male students, the chief of Islamic boarding school's house, school building of SMP Progressive Bumi Sholawat, new school building of SMA Progressive Bumi Sholawat, the mosque, and the large yard around the building with some plants.<sup>1</sup> The distance of school location is about 20 km from the central city of Sidoarjo and 10 km from Tulangan district. The position of school is

---

<sup>1</sup> Observation on May 16, 2014 at SMP Progressive Bumi Sholawat Sidoarjo.

faced in south. This school is in rural area that provides the good location for students' concentration to study effectively.<sup>2</sup>

SMP Progresif Bumi Sholawat is an International Islamic Boarding School that has been operated since three years ago. As international school, the way of teacher method and some of curriculum that implemented in this school are adapted from Cambridge model.<sup>3</sup> English programs are really managed by the coordinator language with applying test of English as foreign language (TOEFL) with standard for students in foreign country; students have conversation class to improve their speaking ability. In the fact, the school focuses on integrated Islamic education which emphasizes the development of integrated human development and well-balanced intellectually, physically, spiritually, morally, emotionally, and socially based on Islamic values. Building important values such as sincerity, honesty, trust, independence, excellence and responsibility to students is as the priority of school management.

#### **b. Programs in SMP Progressive Bumi Sholawat**

Educational programs are run to provide every student chance to be the best in their life aspects. Programs of SMP Progresif Bumi Sholawat consists of elements representing aspects of development, in which every

---

<sup>2</sup> Sandeep Kumar, et al "Study Habits of Tenth Grade Students in Relation to Their Academic Achievements", *Indian Journal of Research*, Vol. 2 (12), 2013, 60.

<sup>3</sup> Observation on July 9, 2014.

student is encouraged to develop themselves into a coherent and balanced individual, ready to face the challenges in their lives in the future. Those elements are:

**1) Blending science and spirituality**

SMP Progressive Bumi Sholawat provides and implements their basic that blends both of science and spirituality to their students. The system of Islamic boarding school are developed beside the quality of students' knowledge, this way can create good behavior of students not only for increasing their ability in sciences but also for developing their attitude and faithful to their God. This way with blending science and spirituality can make the students to be a scientific person with a religious person.

**2) Increasing awareness of religion (Intensifying Religious Awareness)**

The students in SMP Progressive Bumi Sholawat are supplied by programs that related to their religion as the basic of Islamic school. The rules such as praying Tahajud, praying Dhuha, remembering Al-Qur'an, and having Diniyah class, students are hoped to be better in their faithful.

**3) Optimizing potential**

The committee of Islamic boarding school has thought about the students' quality that registers for studying in SMP Progressive

Bumi Sholawat. Based on three years in developing the quality of school from students' aspect, there are some programs that organized to be implemented by students in developing their potential knowledge both scientific and spirituality.

#### **4) Stimulating Academic Excellence**

Teachers in SMP Progressive Bumi Sholawat manage the system of academic in scientific and spirituality aspect to be implemented by students in increasing students' academic more success. Based on their goals for creating excellence students, students master the program to be implemented in their learning process especially for English subject. This statement gives the proof with achievement that is gotten by students in the English contest.

#### **5) Caring Environment and Society**

The condition which avoiding the voice of transportation and taking place near with residence can create good atmosphere for students to increase their potential in sciences and spirituality aspect. Although they stay in the boarding school and do not allow interacting with other people, students in SMP Progressive Bumi Sholawat can learn to have relation with other students that stay together in the boarding school. Therefore, students do not only learn to improve their scientific and spirituality aspect, they also

learn how to create a good relation with other students that live in the same place.

The foundation of basic education at SMP Progresif Bumi Sholawat is creating a human with better perfection (Al-Insan Kamil) through a character-based education that integrates Islamic worldview education curriculum in accordance with the demands of the times (Progressive). Education applied to the orientation of the development of learners as a whole (Holistic Education). With the pattern of education that produce the awareness of the learners to understand education as a continuous process throughout life (Lifelong Learning).

The real condition in SMP Progressive Bumi Sholawat is figured on description of school. In three year of the premier school opening, there is some reconstructed in developing the quality of school to be excellent school.<sup>4</sup> Not only on the building, but also the management of program that applied by teacher for students in SMP Progressive Bumi Sholawat are developed based on the goals of school owner.

SMP Progresif Bumi Sholawat provides a safe environment with a variety of teaching methods and curriculum that is relevant and challenging. School encourages and trains students to think critically, creatively, and ethically, as good as leads learners to achieve their highest

---

<sup>4</sup> Observation on June 16, 2014

potential.<sup>5</sup> Teaching and learning activities are designed to lead learners to advance in academic achievement and activities. Through the guidance of a qualified teacher and a guide, students learn to manage their time, develop confidence and become independent learners. In addition to addressing academic problems, SMP Progresif Bumi Sholawat has some programs which support social and emotional growth of students. The value of living togetherness and servicing to the wider community is emphasized through direct involvement of students in the society which is the people of school area. Mastery of Arabic and English and information technology skills is a guarantee of the educational process at SMP Progresif Bumi Sholawat. The alumni are able to communicate fluently through spoken and written in Arabic and English language, as good as highly skilled in cutting-edge information technology.<sup>6</sup>

Focusing on the English mastery program, school has a standard output of the students. Beside the school management arranges their system by using Curriculum KTSP as the minister of education's advisement; they organize a good curriculum in improving their students' ability in language.<sup>7</sup> Students learn attitude and characteristic our prophet Muhammad and Arabic language in their formal schedule. In improving

---

<sup>5</sup> Downloaded from: <http://smpprogressifbumisholawat.ac.id>, accessed on July 5, 2014.

<sup>6</sup> Observation on June 6, 2014

<sup>7</sup> Interview on July 15, 2014 with the vice of curriculum at SMP Progressive Bumi Sholawat

their language, at the evening after praying Ashar, students have the intensive class based on their choice about the subject to reach their achievement. Based on their choice, students can be called reaching their achievement if they can get high test of English for foreign language (TOEFL) score for students who choose English subject and test of Arabic foreign language (TOAFL) for students who choose Arabic lesson. Students have to reach score of TOEFL or TOAFL PBT minimally 450 (four hundred fifty). To gain the objective, school provides a test of English for foreign language (TOEFL) program which is held twice a week and it is obligated for students to obey the rules of language coordinator in increasing their ability especially in English subject. Moreover, in excellent skills, students have to be able to communicate with English actively through spoken and written term. Therefore, the school has conversation class program which is held on Friday. This activity is included as independent subject (*Muatan Lokal*). Moreover, the program is an obligation activity for students to join the additional program.

Students of SMP Progresif Bumi Sholawat have reached some achievement in non-academic about English.<sup>8</sup> For example is the first winner of English speech contest in SMAMDA (SMA Muhammadiyah 2

---

<sup>8</sup> See Appendix 7

Sidoarjo) Jawa Timur FEST 2013, the third winner of English Speech Contest (ESCHIMO) around Surabaya, Sidoarjo, Jombang and Mojokerto in MBI Amanatul Ummah Pacet – Mojokerto in 2013 – 2014 and the semi finalist of Jatim English Speech Contest of English Day at State Islamic University of Sunan Ampel Surabaya.

**c. The Chief of Language Coordinator in Islamic Boarding School Committee**

There are five teachers that manage English program at SMP Progressive Bumi Sholawat. Three of them are graduated from State University of Surabaya (UNESA), one of them was graduated from Airlangga University (UNAIR), and the last one was graduated from STKIP Sidoarjo.<sup>9</sup> In supporting the English program, English teachers in SMP Progressive Bumi Sholawat create a structural organization of language to manage their students' ability by organizing some English system. In 2013, the chief of coordinator language is placed by Mr. A that graduated from State University of Surabaya (UNESA) and he is helped by Mrs. B that was graduated from Airlangga University (UNAIR) as the coordinator of implementation the English program.<sup>10</sup> While, Mrs. C and Mrs. D that were graduated from State University of

---

<sup>9</sup> See Appendix 8

<sup>10</sup> See appendix 8

Surabaya and Mr. E that was graduated from STIKP Sidoarjo to be applier and adviser when English program needs to be reorganized.

Mr. A was thirty years old and was born in Gresik. Teacher is the new chief of Islamic boarding school in language department. The teaching ability is good in explaining English material in classroom and having good pronunciation in his conversation, the coordinator is a favorite English teacher at SMP Progressive Bumi Sholawat Sidoarjo. Mr. A is one of teacher that was graduated from English Education Department of State University of Surabaya (UNESA). Teacher takes hold of language department in SMP Progressive Bumi Sholawat started from this years. In improving their students' quality, the teacher has many planning to be applied by students in English subject.

## **2. Students' Profil**

There are about 325 (three-hundred twenty five) students that learnt in this boarding school during three years of standing the school building. They come from some district of Indonesia, such as Sidoarjo, Surabaya, Gresik, Malang, Jember, Sampit, Banyuwangi, Palu, and other districts; moreover, they also come from another country, such as Malaysia. There is detailed data about student's total of area in their hometown.

**Table 4.1**  
**Area of Students' Coming to Study in SMP Progressive Bumi Sholawat in**  
**Academic Year 2013 – 2014**

Name of District	Total of students	Percentage
Sidoarjo	117	36%
Surabaya	58	17%
Gresik	25	5%
Madura	14	4%
Banyuwangi	7	2%
Kediri	8	2%
Mojokerto	31	8%
Jombang	28	8%
Jember	19	5%
Jakarta	6	2%
Out of Java	34	10%
Abroad	2	1%

More than 80% students are from east of java that coming from different district. They choose SMP Progressive Bumi Sholawat to be an institute that can increase their knowledge.<sup>11</sup> The result is different with the students that coming from out of java. The students who coming from out of

---

<sup>11</sup> Interview with Student F on June 19, 2014

java is about 20% from the total of students that learning at SMP Progressive Bumi Sholawat in academic year 2013-2014.

Based on data that are collected by researcher, the majority total of students is coming from Sidoarjo 36% and Surabaya 17%. The high number of students from both districts can be predicted because Sidoarjo and Surabaya are the nearest area from the school location.<sup>12</sup> This total is counted according to the first up to the third grade of students in SMP Progressive Bumi Sholawat. Based on the data, the researcher concludes that SMP Progressive Bumi Sholawat can be developed in three years of the building started to open the operational of learning process. This statement can be looked from the devotee parent that is coming from many districts; moreover, they come from out of java or abroad.

SMP Progressive Bumi Sholawat is the Islamic boarding school that consists of male and female students for studying in this school. Based on 325 (three-hundred twenty five) students, there is detailed data about the total of female and male students that decided in sixteen classes of three grades in Junior high school level.<sup>13</sup>

---

<sup>12</sup> Interview with Mr. A on June 11, 2014 at SMP Progressive Bumi Sholawat

<sup>13</sup> Students Data of SMP Progressive Bumi Sholawat Sidoarjo in academic year 2013-2014

**Table 4.2**  
**The Number of Students at SMP Progressive Bumi Sholawat Sidoarjo in**  
**academic year 2013-2014**

Class	Number of Students/Sex														Total	
	A		B		C		D		E		F		G			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>VII</b>	21	-	22	-	21	-	22	-	-	20	-	23	-	23	86	66
<b>VIII</b>	30	-	23	-	17	-	-	17	-	25	-	19	-	-	70	61
<b>IX</b>	16	-	16	-	-	10	-	-	-	-	-	-	-	-	32	10
<b>Total</b>	<b>67</b>	<b>-</b>	<b>61</b>	<b>-</b>	<b>38</b>	<b>10</b>	<b>22</b>	<b>17</b>	<b>-</b>	<b>45</b>	<b>-</b>	<b>42</b>	<b>-</b>	<b>23</b>	<b>188</b>	<b>137</b>

**a. Profile of the Eighth Grade Classification**

In this study, there are inquired the eighth grade students to be observed by the researcher with showing their study habits in learning English that organized in Islamic boarding school by students. The second level of junior high school at this school can manage their habits in learning the school subjects because they have lived at the Islamic boarding school longer than the first grade students. Students have enjoyed the organized study habit by Islamic boarding school management to apply in their routines activity. Beside the eighth grade students that have stayed along in the Islamic boarding school, the ninth grade students can be as sample of the research but their quality times to

discuss with the researcher are quite limited. Because their habits of study separate with preparation of national examination, students at the ninth grade cannot be asked to be a sample of the research. Therefore, the researcher is easy to find the data and have longer time to have some discussions in solving the problem of the research with the sample of female students at the eighth grade of SMP Progressive Bumi Sholawat Sidoarjo.

The researcher focuses on the eighth grade students of SMP Progressive Bumi Sholawat Sidoarjo especially the female students that consist of sixty one students decided in three classification class; high achievement (nineteen students), medium achievement (twenty five students), and low achievement (seventeen students).<sup>14</sup> The detailed description of class is explained below:

### **1) Al-Gebra Class (High Achievement)**

Al-Gebra class in SMP Progressive Bumi Sholawat Sidoarjo is the place for students that have a high academic achievement for subjects based on their report score in the first grade during they studied in this school.<sup>15</sup> At the eighth grade students of SMP Progressive Bumi Sholawat Sidoarjo in academic year 2013-2014,

---

<sup>14</sup> Ibid on page 58

<sup>15</sup> Interview with Mrs. B on May 27, 2014, in the office.

there are nineteen students that study in this class and named their class as Al-Gebra class. The most of students have a good ability in English.<sup>16</sup> They can speak English fluently and they create some creativity think when their English teacher asked them to present their English ability. Based on their achievement in English, they create interesting habits to improve their English ability during learning in Islamic boarding school of SMP Progressive Bumi Sholawat Sidoarjo.

The implementation of interesting habits is in their study group time. While they do not do homework at the day, they use their time to discuss the subject for tomorrow or some difficult material of lesson in small group. Actually these habits have to be applied by students in this class. Because of the different interesting for every student, some of students do not participate in the interesting habit.<sup>17</sup> There are 62% of students in Al-Gebra class, they keep their note in their habits.<sup>18</sup> Some of students always have their note when their teacher explained the subject material and in their reading time.<sup>19</sup> Moreover, students like to remember something that they caught from teacher's explanation in writing down the written formed.

---

<sup>16</sup> Observation on June 19, 2014

<sup>17</sup> Interview with the chief of Al-Gebra class on June 18, 2014, in front of the class.

<sup>18</sup> Observation on June 18, 2014

<sup>19</sup> Field note on June 19, 2014

## 2) Avenzour Class (Medium Achievement)

Avenzour class in SMP Progressive Bumi Sholawat Sidoarjo is the place for students that have achievement standard in their academic based on school's polity during they studied in this school.<sup>20</sup> At the eighth grade students of SMP Progressive Bumi Sholawat Sidoarjo in academic year 2013-2014, there are 25 (twenty five) students that study in medium class and named their class as Avenzoar class. They apply their habits in learning English as the rule of Islamic boarding school committee at SMP Progressive Bumi Sholawat. Some of them have own habits in learning English. Therefore, there are only six students that have good academic achievement in English subject.

There are six students that organized their own habits in implementing their own creativity learning system to increase their English ability. One of students states that her class had habits to be implemented by the member of her class when they were in the eighth grade such as Al-Gebra class' system.<sup>21</sup> Based on their self motivation in learning subject especially English language and their own interest of subject, this program does not work in Avenzour

---

<sup>20</sup> Interview with Mrs. B on May 27, 2014, in the office.

<sup>21</sup> Interview with The Chief of Avenzour class on June 18, 2014

class. The students that have a big motivation to improve their English have their own habits in their spare time such as reading the book to acknowledge and develop their ability in some subject, discussing the difficult thing with other students that coming from different class, and listening music with English lyrics.

### **3) Al-Hazen Class (Low Achievement)**

Al-Hazen class in SMP Progressive Bumi Sholawat Sidoarjo is the place for students that have low achievement in their academic based on school's polity standard during they studied in this school.<sup>22</sup> At the eighth grade students of SMP Progressive Bumi Sholawat Sidoarjo in academic year 2013-2014, there are seventeen students that study in low class and named their class as Al-Hazen class. Students in Al-Hazen class do not have specific habits to be implemented in their daily activity.<sup>23</sup> They apply the same habits as schedule that organized by committee of Islamic boarding school. Although they have great motivation to improve their academic achievement, some of them try to increase their ability in English by discussing with other students that has high academic ability from other class.

---

<sup>22</sup> Interview with Mrs. B on May 27, 2014, in the office.

<sup>23</sup> Observation on June 18, 2014

Based on three classes of female students at the eighth grade class, there is percentage of totality students from sixty students:

**Table 4.3**  
**Percentage of totality female students at the eighth grade class in SMP Progressive Bumi Sholawat**

<b>Class</b>	<b>Total</b>	<b>Percentage</b>
Al-Gebra	19	31%
Avenzor	25	41%
Al Hazen	17	28%

#### **b. Students Profile as Sample of the Research**

Based on three classes of the eighth grade in SMP Progressive Bumi Sholawat in academic year 2013-2014, the researcher chooses nine students to be a sample of research in knowing their study habits and factor that affecting their learning for improving their academic achievement.

##### **1) Al-Gebra Class**

The researcher asks three students to be informants in finding the data based on the topic of research from nineteen students that learn in Al-Gebra class. The detailed profile of students is described clearly below:

**a) Student A**

Student A is the chief of Al-Gebra class in SMP Progressive Bumi Sholawat in academic year 2013-2014. Student is about fourteen years old and she was born in Sidoarjo.<sup>24</sup> Student is the fourth child from six children. The object grows up in non-education family. Although her parents cannot finish their education level, they can be a success businessman. Therefore they want to facilitate their children with a good education level. Student is graduated from Private of Islamic Elementary School. The object is good at her English, therefore the object chooses Tahfidhul Qur'an subject in intensive class to improve her memory in remembering the content of Qur'an.<sup>25</sup>

**b) Student B**

Student B is one of student in Al-Gebra class who chooses English subject in intensive class. Student was born in Sidoarjo and she is about fourteen years old. She is the third child from four children. The object grows up in educational family. Her parents have the high educational level. Student is graduated from Public Elementary School. Student has chosen English subject in intensive

---

<sup>24</sup> See appendix 12

<sup>25</sup> Interview on June 18, 3014 with Student A

class because she feels to improve their English subject rather than Arabic and Tahfidhul Qur'an that student does not have ability to both of the subjects.

**c) Student C**

Student C is a girl who got the highest score in final-test in the eighth grade class for English subject. Student was born in Mojokerto. Student is about thirteen years old. Student does not have brother or sister in her family. Student grows up in educational family. Her parents have the high educational level and student lives in sufficient economy. Student is graduated from Private of Islamic Elementary School in Mojokerto. Student is one of students that have a good achievement in English. Student arranges her own schedule in learning English although she has schedule that arranged by the school committee. Student also choose English subject in intensive class. Therefore student has an improvement during she learnt in SMP Progressive Bumi Sholawat.

**2) Avenzoar Class**

Based on twenty five students that learn in Avenzour class, the researcher asks three of students to be informants in finding the data

based on the topic of research. The detailed profile of students is described clearly below:

**a) Student D**

Student D is the chief of Avenzoar class at SMP Progressive Bumi Sholawat in academic year 2013-2014. Student was born in Pasuruan and student is about thirteen years old. Student is the last child from two children in her family. Student lives in spiritual family with her parents' background as the people that ever go to Makah. Student is graduated from Private of Islamic Elementary School. Student has basic in Arabic language; therefore, student chooses Arabic subject in intensive class. Although student wants to improve her Arabic skill in intensive class, student has own arrangement schedule in learning English to improve her English ability.

**b) Student E**

Student E gets the highest score in final-test at the eighth grade of Avenzoar class for English subject. Student was born in Jakarta and student is about thirteen years old now. Student is the last child from two children in her family. Student is coming from out of Java. Her father is the graduator person with his profession as the

consultant. Student is graduated from Public Elementary School. Student has chosen English subject in intensive class because student feels to improve their English subject rather than Arabic and Tahfidhul Qur'an that student does not have ability to both of the subjects. Therefore student has a good academic achievement in English subject.

**c) Student F**

The student is one of student in Avenzoar class who chooses English subject in intensive class. Student was born in Sidoarjo and student is about fifteen years old. Student is the first child from three children in her family. Student lives in sufficient economy family. Student is Private of Islamic Elementary School. Student has chosen English subject in intensive class because student feels to improve their English subject rather than Arabic and Tahfidhul Qur'an that student does not have ability to both of the subjects.

**3) Low class (Al-Hazen Class)**

The researcher inquires three students to be informants in finding the data based on the topic of research from seventeen students that learn in Al-Hazen class. The detailed profile of students is described clearly below:

**a) Student G**

Student G is the chief of Al-Hazen class at SMP Progressive Bumi Sholawat in academic year 2013-2014. Student was born in Sidoarjo and student is about fourteen years old. Student is the last child from three children in her family. Student lives in unpretentious family. Student is graduated from Private of Islamic Elementary School. Student has basic in Arabic language, therefore student chooses Arabic subject in intensive class.

**b) Student H**

Student H is one of student in Al-Hazen class who chooses English subject in intensive class. Student was born in Gresik and student is about fourteen years old now. Student is the first child from two children. Student lives in sufficient economy family. Student is graduated from Private Elementary School. Student has chosen English subject in intensive class because student feels to improve their English subject rather than Arabic and Tahfidhul Qur'an that student does not have ability to both of the subjects. Therefore student has a good academic achievement in English subject.

**c) Student I**

Sample of the research is a student who got the highest score in final-test in the eighth grade of Al-Hazen class for English subject. Student was born in Mojokerto and student is about fourteen years old. Student is the first child from two children. Her parent are not educational person, therefore they try to choose the best education for their child. Student is graduated from Public Elementary School. Student has chosen English subject in intensive class because student feels to improve their English subject rather than Arabic and Tahfidhul Qur'an that student does not have ability to both of the subjects. Therefore student has a good academic achievement in English subject.

**3. Preliminary Research**

In this discussion, there are some results of preliminary research which had been done by the researcher before having interview and observation. From the inviting every class, the researcher does not find the specific habits from their daily activity in the classroom or in the boarding school. Both of the gender class implements the same schedule to improve their English during study in SMP Progressive Bumi Sholawat.

**Table 4.4**  
**The Schedule of Students during Study in SMP Progressive Bumi**  
**Sholawat**

<b>Time</b>	<b>Kinds of Activity</b>
03.00 – 03.15	Wake up and prepare for praying Tahajud
03.15 – 05.55	Praying Tahajud
05.00 – 06.25	Prepare for coming to the school
06.25 – 06.50	Praying Dhuha
06.50 – 07.00	Students must be in the school
07.00 – 07.15	Password entry to every class
07.15 – 09.35	Learning school material for the first up to fourth material
09.35 – 09.55	Break time
09.55 – 12.15	Learning school material for the fifth up to eighth material
12.15 – 12.30	Reading time
12.30 – 12.35	Closing (Students are back to the dormitory)
12.35 – 14.50	Praying Dhuhur/ Having lunch/ Break time for taking a nap
14.50 – 15.20	Praying Ashar and Preparation for having intensive class
15.20 – 17.00	Intensive class (English, Arabic and Tahfidhul Qur'an class)
17.00 – 18.00	Preparation for Diniyah class
18.00 – 19.00	Praying Maghrib and break time
19.00 – 19.20	Praying Isya'
19.20 – 21.00	Diniyah class

21.00 – 22.00	Study group
22.00	Students have a sleep

The data that collected from preliminary research is supported by the language coordinator's statements. The coordinator language states that students at SMP Progressive Bumi Sholawat have same schedule that applies in their daily activity. The committee of Islamic boarding school arranges the good program to improve students' ability in English aspect. Students have some programs that implemented in improving their English such as remembering some key words, conversation class, intensive class, and every class show performance. This program is implemented by the chief of Islamic boarding school with the purpose of building students' character and success in their academic achievement of English.

Students of SMP Progressive Bumi Sholawat implement the same schedule in learning English. Although they implement the same schedule, students' especially female students have different ability and creativity in learning English. Therefore from the difference ability, female students have different habit from their own arrangement study habits in improving their academic achievement in English subject. Based on preliminary research, the female students of eighth grade at SMP Progressive Bumi Sholawat are only

32% from sixty one students having their own arrangement time to learn English subject.<sup>26</sup>

In the break time of Islamic boarding school rules, some of female students use their time to study English and reviewing the material that are gotten from their formal class or intensive class. They also have a discussion with other students or teacher about the English material that cannot be understood by them. Occasionally, they spend their time by reading some books to improve their English ability. This reason motivates the researcher for having observation to find the habits of female students that cannot have a good effect for their academic achievement as like implemented for male students.

#### **4. The Result of Interview, Observation, and Document Analysis**

In this part, there are the result of observation, interview, and document analysis about students study habits that organized in Islamic boarding school especially for female students at the eighth grade of SMP Progressive Bumi Sholawat and the effect of study habit in learning English for increasing their academic achievement. Here, the researcher provides the information about students' habit in their daily activity to learn English at the boarding school, factor to affect students' habit for reaching their academic achievement for

---

<sup>26</sup> Questionnaire with open-ended question for female students in the eighth grade students on June 19, 2014.

English subject, and the students' achievement during they implement their habits at Islamic boarding school. The further information is explained in discussion:

**a. Students' study habit of eighth grade students at the Islamic boarding school**

There are some habits that are implemented by female students in the eighth grade of SMP Progressive Bumi Sholawat. Students who study in SMP Progressive Bumi Sholawat implement the same schedule that organized by committee of Islamic boarding school. Although they implement the same schedule, students have different habits during apply their schedule based on self motivation and their goals for improving English ability.<sup>27</sup> This statement is supported with students' statement that student applied the same schedule for obeying the role in Islamic boarding school. Although student done the schedule for denying the punishment, student C has some tricks to improve her English with arranging her habit during learning English in Islamic boarding school. For example, in study group students learn together in front of the class for doing homework, reviewing the material or planning the subject in learning process for the next day. While student learns with other students in the same place, this

---

<sup>27</sup> Observation on June 19, 2014

condition will be not conducive for her to improve her English ability.<sup>28</sup> Therefore, student plays music by using handset to focus her concentration in her learning process and ignoring the noisy voice around her environment when learning in study group. Based on one of students' statement, the researcher analyzes deeply to know their habits during learning English. Here, there are some habits that applied by some female students at the eighth grade of SMP Progressive Bumi Sholawat:

### **1) Home environment and planning of work**

SMP Progressive Bumi Sholawat implements their rules that students stay in the dormitory when they want to increase their science and spirituality at this school based on the basic of school as Islamic and religious educational institute. The condition affects students' success in their learning with some rules that organized by the committee of Islamic boarding school. From sixty students that sharing the questionnaire about their habit during learning English at Islamic boarding school, there are percentage students thinking that boarding school environment can affect their success of learning English:

---

<sup>28</sup> Interview with student C on June 19, 2014

**Table 4.5**  
**Percentage of female students that affected by boarding school environment in their learning habit**

<b>Class</b>	<b>Total students</b>	<b>Boarding school environment effect their learning</b>	<b>Percentage</b>
Al-Gebra	19	11	58%
Avenzour	25	13	52%
Al Hazen	17	17	100%

*Resource: Questionnaire that sharing on June 18, 2014*

Based on the table 4.5, the researcher finds that 67% female students at the eighth grade class consider the boarding school environment effect their learning habit to improve their English ability. This result based on previous study those environment effect students' habits when the condition of their learning place appropriate to be placed for students to learn not only in the classroom but also when having study group, intensive class and other learning activity.<sup>29</sup> Students think that SMP Progressive Bumi Sholawat provides good condition for their learning process.<sup>30</sup> The statement is supported by students that they are comfortable with school environment and they can improve their English ability with the enjoy place for learning. Several students state that boarding school environment can affect their learning habits. They do not feel comfortable and endure during stay at boarding school. This condition can be created because they

---

<sup>29</sup> Ibid on page 18

<sup>30</sup> Interview with students A on June 18, 2014

stay at dormitory forced by their parents. Therefore, students that forced by their parents are not comfortable except school provides good condition for them during stay at this school in increasing their knowledge.

## **2) Reading and note-taking**

Reading activity is implemented as obligation activity that organized in the school's schedule with the purpose for building students' habit in increasing their knowledge from this activity.<sup>31</sup> According to the result of sharing the questionnaire, the researcher finds that some of students are interested in reading activity to entertain their mind rather than to acknowledge their school material.

Beside they apply reading activity based on the rules of committee at SMP Progressive Bumi Sholawat, students have some tricks to learn new knowledge from their reading. Some of them write down the important knowledge and sometimes they also take a note to write down their teacher explanation about the subject. There are percentage students that think that reading and note taking are applied in three classes of female students at the eighth grade class:

---

<sup>31</sup> Interview on July 11, 2014

**Table 4.6**  
**Percentage of female students that applying reading and note-taking**  
**during study at SMP Progressive Bumi Sholawat**

<b>Class</b>	<b>Total students</b>	<b>Reading and note-taking</b>	<b>Percentage</b>
Al-Gebra	19	12	63%
Avenzour	25	7	28%
Al Hazen	17	9	53%

*Resource: Questionnaire that sharing on June 18, 2014*

Based on the table 4.6, there are 42% from sixty one students having a habit to read the book for acknowledging their mind about scientific aspect and they have a good note-taking production. The researcher analyzes some notebook during they learn and keep their note at the eighth grade class. The note can be understood by them and some of them create a coherent written, therefore they will be more interesting to review something that they are written. This activity is not caused by the rule of committee in Islamic boarding school. Reading and taking-note can be applied when students have a struggle or motivation to increase their knowledge with something new.

### **3) Planning of subject**

Planning of subject is rarely applied by students when they have a time for studying at night before having a class. This statement is supported by one of female students at the eighth grade class in SMP Progressive Bumi

Sholawat. Students do not always plan the subject when they have study group at the night. Some of them choose to review the material and to do the homework from their teacher. There is percentage some of students that applied planning of subject to prepare the next lesson in their study time:

**Table 4.7**  
**Percentage of female students that planning the subject in their study time at Islamic boarding school**

<b>Class</b>	<b>Total students</b>	<b>Planning the subject</b>	<b>Percentage</b>
Al-Gebra	19	8	13%
Avenzour	25	7	11%
Al Hazen	17	3	5%

*Resource: Questionnaire that sharing on June 18, 2014*

Based on the table 4.7, eighteen students have planning of subject when they study at night together in study time. This habit can organize their study model when they learn in the classroom with their teacher.<sup>32</sup> They will be more active and understood when they have a planning subject before having a class.

#### **4) Concentration**

Children when learning their school material need the comfortable place to create their concentration. This condition is not only the place in the classroom but also in the dormitory as students that stay at dormitory.

---

<sup>32</sup> Observation on July 15, 2014 in Al-Gebra class.

There are the results of data about the students' concentration during study at the class or their room:

**Table 4.8**  
**Description about the students' concentration**

<b>Having concentration</b>	<b>Al Gebra</b>	<b>Avenzour</b>	<b>Al Hazen</b>
In the Class	Good condition, students can be concentration during they study at class	Good condition, students can be concentration during they study at class	Good condition, but it is so noisy. So students are little bit disturbed their concentration during they study at class
In front of the room	The condition is noisy. So students are little bit disturbed their concentration during they study together at night	The condition is noisy. So students are little bit disturbed their concentration during they study together at night	The condition is noisy. So students are little bit disturbed their concentration during they study together at night

*Resource: Questionnaire that sharing on June 18, 2014*

Based on sharing the questionnaire, students at three classes have almost problems when learning English in the classroom or in the dormitory. The classrooms that provided by the owner of Islamic boarding school are suitable to be placed by students in learning process. The problems that they cannot concentrate in learning process are coming from

themselves. Some of them create a noisy condition when their teacher explains the material. Rarely, teacher gives the rules by giving the punishment for students who make a noisy condition or voice during learning process.

There are different situation when they learn in front of the class. Female students at the eighth grade class do not feel comfortable with the condition when they learn in front of their room. It is caused they get the noisy voice around their learning place.<sup>33</sup> Therefore, the committee of Islamic boarding school must think about the ways to make students more comfortable when they study together.

##### **5) Preparation of exam**

Preparation for examination has a good system in SMP Progressive Bumi Sholawat. Every student has opportunity to prepare their material for examination because they get the material from their teacher. Based on three classes of female students, they have the same preparation of exam that given by their teacher.<sup>34</sup> This condition means that their creativity to study the material must be explored in getting the best score at the end of examination. Therefore, preparation of exam needs the students' motivation to learn the material that provided by their teacher.

---

<sup>33</sup> Observation on July 14, 2014

<sup>34</sup> Interview with English teacher on July 20, 2014

**b. The chief of language coordinator 's roles create students' study habits to reach student's achievement especially in learning English at the eighth grade students**

SMP Progressive Bumi Sholawat is the school that provides good quality on the system or curriculum in building the great students by having sciences and spirituality knowledge. In focusing not only providing formal lesson but also developing English, Arabic and Tahfidhul Al-Qur'an, the committee of Islamic boarding school manage system and curriculum to be obeyed by students effectively.<sup>35</sup> Therefore, one of the systems from the committee of Islamic boarding school in improving students' English ability organizes the schedule in creating their habits in learning English.

The schedule in students' daily activity can be analyzed that the school system provides many activity for improving students' English ability.<sup>36</sup> The students that stay in SMP Progressive Bumi Sholawat obey the rules in improving their English. Therefore to make the rules effective applying in students' daily activity, there are some students that are obligated the English system management. With organizing the structural of control the

---

<sup>35</sup> Interview on July 14, 2014 with the vice of curriculum at SMP Progressive Bumi Sholawat

<sup>36</sup> Ibid on page 7

English system, the committee of Islamic boarding school hopes that the schedule and the rule in improving English can be applied effectively.

The activity of schedule is applied with some of rules, systems and programs that more interesting in increasing students' English ability with organizing the chief of coordinator language.<sup>37</sup> One of the rules are helped by some students that having great in English. They are asked to be control person who do not keep their conversation in English. The students who break the rules, there will be punished by giving speech on Friday after school time and some of punishments that related with improving their English.<sup>38</sup> For the organizing system, there are only five teachers teaches and manage their students in improving their English ability. The school wants to open the job for teaching the English subject in SMP Progressive Bumi Sholawat. The chief of coordinator language has criteria for teacher that want to register in this school. The programs that apply in SMP Progressive Bumi Sholawat, teacher must be have great experience, fluency, and creativity in their teaching process. In addition, they have to expert in English with great ability.

In the program, one of program that looks like different is test of English as foreign language (TOEFL). Many junior levels at Sidoarjo

---

<sup>37</sup> Interview with Mr. A on June 11, 2014

<sup>38</sup> Interview with student A on June 19, 2014.

district with the great quality are focused on the formal subject. This condition looks like different with SMP Progressive Bumi Sholawat, not only focusing on formal subject; the school also provides some programs in improving students' English ability. These programs can create great students with their level. They are in junior level but they have English ability as the high level. Their english ability can be looked the achievement in non-academic that students got from some English competitions. Therefore, the chief of coordinator language handles the rules, programs and systems in improving their students' ability; although, they provide some punishment to judge the students that break the organizing rules, programs and systems.

**c. The organized study habits in improving students' academic achievement in English lesson at Islamic boarding school**

Some students can create their own habit in learning English during they stay at Islamic boarding school in implementing schedule that organized by committee of Islamic boarding school. Although the effective habits cannot be applied for the general students in SMP Progressive Bumi Sholawat, there are some of them can be motivated their friends to be applied the same habit in increasing their knowledge and ability when they learn English. Based on the research, the effective study habit does not only focus on environment or their preparation when study, but also focus on

their motivation and willingness to reach their goals in learning English subject.<sup>39</sup>

Furthermore, the achievement that gotten by students in SMP Progressive Bumi Sholawat are assisted by the English teacher and the chief of coordinator language that provide something when their students needs to be share and facilitate something they needed.<sup>40</sup> It means that teacher's role in Islamic boarding school is important to support the students in organizing their effective habits. They cannot share with their parents because they spend their daily activity in dormitory. Therefore the teacher as their parents in dormitory has important role to motivate students in learning English.

---

<sup>39</sup> Observation on July 15, 2014.

<sup>40</sup> Interview with Mr. A on June 19, 2014