THE COMPARISON OF STUDENTS INTEREST IN LEARNING ENGLISH AND ARABIC LANGUAGE

(A Study at MtsS Darul Ulum)

THESIS

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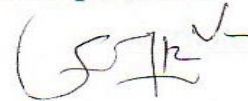Tarbiyah Faculty
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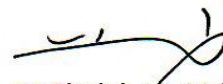Dra. Salami Mahmud, MA

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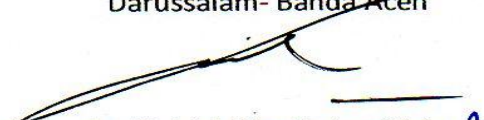
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

This thesis dedicated to :

My Beloved family, mother, father, sister and my brothers, thank you for support and everlasting love, and all my friends TEN 03 & 04

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Banda Aceh, February 16st 2009

The Writer

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ABSTRACT

The thesis is entitled " **The Comparison of Student's Interest in Learning English and Arabic Language**". This thesis was conducted to generate the research questions (1) what are the factors causing students interested more in learning English or Arabic Language? (2) Which language the student's interested more, English or Arabic Language? The aim of study are to figure out factors causing students are more interested in learning English or Arabic language. This research was executed at MtsS Darul Ulum and class II-3 as the sample of this study. The number of students is 36. To gain the needed data, the writer did some techniques, namely Observation, Interview and Questionnaire. The results of this thesis are the students generally are interested in learning English and Arabic language. From questionnaire, there are 31 students state that they are more interested in learning English and Arabic language. The percentage is 86%. Otherwise, there are 29 students state that they are more interested in learning Arabic than English language. The percentage is 81%. It can be summed up that the percentage of students who are interested in learning English language is higher than the percentage of the students who are interested in learning Arabic language. Thus, it means that the students of MtsS Darul Ulum are more interested in learning English language than Arabic language. There are some factors causing the students are more interested in learning English than Arabic; they can communicate with the foreigner, have opportunity to study abroad and get a job easier. Besides, English is the language widely spoken all over the world.

CHAPTER I

INTRODUCTION

A. Background of Study

Language plays an important role in human life. It is an instrument of communication. People use language to express their idea. "Language is the systematic and conventional use of sounds (or sign or written symbols) for the purpose of communication or self-expression."[1]

Somebody who learns a language achieves the ability to recognize and produce a set of sounds and learns how these sounds can and cannot be combined into possible words. Besides, he/she also comes to know how to combine sentences into larger units of discourse-to tell a story or have a conversation.

English is an international language that is widely spoken all over the world. It is the first language used to communicate in this world. In Indonesia, English has been taught from secondary up to university level as a crucial foreign language in formal education. English as a foreign language in Indonesia is important for every student to learn it due to many subject matters and scientific books are written iti English.

Beside English language, Arabic is also a foreign language that has to be learnt by students of Islamic boarding school. Both are useful as the means of communication.

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[1] Crystal in Erika Hoff, Language development, 2005 wadsworth, a division of Thompson learning, USA

One of the famous Islamic boarding schools in Banda Aceh is Darul Ulum. In this school, English and Arabic language are the most important subjects that have to be learnt by students. Moreover, English and Arabic become then-daily language. Actually, the students have to balance between English and Arabic language. Nevertheless, there are some students who are interested more in Arabic than English language, or vice versa.

Based on the explanation above, the writer singles out the title : "THE COMPARISON OF STUDENTS' INTEREST IN LEARNING ENGLISH AND ARABIC LANGUAGE".

B. Research Question

1. What are the factors causing students interested more in learning English or Arabic language?
2. Which language the students interested more, English or Arabic language?

C. Terminology

There are some terms need explanations in order to make these terms easy to understand. They are:

1. Interest

Here, interest is a noun. The term interest means "desire to learn and know about something"[2]The Random House Dictionary of the English language defines that interest is the feeling of a person whose attention, concern, or curiosity is particularly engaged by something: something that concern, involves draws the attention of arouses the curiosity of a person.[3]

In this study, interest describes about someone's attention to something. Here, the word is a tendency of feeling which shows a curiosity to English or Arabic language.

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[2] Oxford Advanced Learner's Dictionary; Oxford University Press
[3] Stuart Berg Hexner, *The Random House Dictionary* (Oxford University Press, 1995).

2. Learning

The word learning comes from verb "learn". It means "gain knowledge or skill by studying experience from being taught"[4] that added by "ing" and become gerund as noun. Learning is knowledge gained through reading and studying.

D. Aims of Study

1. To figure out factors causing students more interested in learning English or Arabic language.
2. To find out which language that students interested more, English or Arabic.

E. Postulate and Hypothesis

1. Postulate

Postulate is usually defined as a basic thinking of the fact that can be received by the researcher.[5] The postulates of this study are as follow:

− Language plays an important role in human life
− Language is an instrument in communication.

2. Hypothesis

Hypothesis is a temporary prediction that was be proved. It also gives some direction in conducting research and study how to solve the problems, and the hypotheses of this study are:

− The students of Islamic Boarding School Darul Ulum are more interested in learning Arabic language.
− Many books are written in Arabic is one of factors causing the students of MTsS Darul Ulum more interested in learning Arabic language.

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[4] As Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press. P. 517.
[5] Bakri, Nazar, *Tuntutan Penulisan Metodologi Penelitian*, cetakan I, Ilmu Jaya, Jakarta, 1995.

F. Methodology

In doing this research, the writer collected the data needed through field research and supported by reading some books and articles that related to the title of this thesis. There are some techniques used in carrying out the field research that are considered appropriate for the study.

1. Observation

The writer observed the respondents activities related to teaching learning process especially in English and Arabic lessons.

2. Interview

To support the data, the writer further interviewed the English and Arabic teacher to get more information about teaching learning process and the students interest in learning English and Arabic. The interview done to both teacher and students.

3. Queationnaire

The questionnaire is one of the ways to achieve concrete data. The form of the questionnaire used was semi-closed questionnaire. In semi-closed questionnaire, the alternative answers were prepared to be chosen by the students, but there were some questions were not prepared, in the other word, it needs students explanation. Some quesslions were related to their interest in learning English and Arabic language.

G. Population and Sample

The population of this study is the second year students of MTsS YPUI Darul Glum. The total number of the second year is 90 students which divided into three classes: 11/1 (27 students), II/2 (27 students) and II/3 (36 students).

Sample is a part of population. In this thesis, the writer used Purposive sampling where the writer only took class 11/3 as the sample.

CHAPTER II

THEORITICAL ORIENTATION

A. The Role of Interest In Learning Languages

Nowadays, Indonesian is not the only one language used by many Indonesian people. There are many people who are able to speak some other different languages in Indonesia and the majority of them are English speakers. The using of languages is because of many reasons, such as business affair, education or probably prestige.

Language learning is not something that the child does: it is something that happens to the child placed in the appropriate environment, much as child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimuli.[6]

Breaking down the components of the definition of learning, we can extract domains of research and inquiry.

- Learning is acquisition or "getting".
- Learning is retention of information or skill.
- Retention implies storage systems, memory, and cognitive organization.
- Learning involves active, conscious, focus on and acting upon events outside or inside the organism.
- Learning is relatively permanent but subject to forgetting
- Learning involves some form of practice, perhaps reinforced practice.
- Learning is change in behavior.[7]

Learning is more effective when an individual is ready to leam, that is when one wants to know something.

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[6] Chomsky in Soendjono Dardjowidjodjo, *Psikolinguistik; Pengantar Pemahaman Bahasa Manusia*, Yayasan Obor Indonesia, Jakarta, 2003.

[7] Douglas Brown, *Principles of Language Learning and Teaching*, San Francisco State University. Longman, 2000.

Actually, there are some factors that influence somebody in learning, whether physically or in psychology. One of the important psychology factors is interest.

Simply, interest means high passion/ willingness to something. According to Reber, interest is not a popular term in Psychology due to many other internal factors such as concentration, desire to know, motivation and need.[8] However, interest can influence the quality of achieving learning result of student in certain study. For example, a student who is interested in English will be more concentrate than student who is not interested in English. Furthermore, the student will be able to achieve learning if they are interested in the subject.

Interest is a state of wanting to learn or know about something; curiosity; concern.[9] The Random House Dictionary of the English Language defines that interest is the feeling of a person whose attention, concern, or curiosity is particularly engaged by something.[10]

Beside that, interest is an important internal factor which influences the successful of teaching learning process. It is a character of talented student. It influences the coming of students' attention in learning. H.C. Witherington states that," interest is someone's awareness that an object, a person, a matter, or a certain situation contains of relationship with himself".[11]

Actually, interest is a part of motivation. It is including attitude motivation or self motivation. This motivation occurs from inside. Attitude itself is motivation since it shows whether someone is or not interested in an object. Moreover, motivation has relation to interest. Motivation and interest occur because of need, and interest is the instrument of motivation. Teaching learning process will be success if followed by interest.

One who has positive attitude to tilings will show his big motivation. This motivation comes from him/ her because of interest and others subjective factors.

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[8] Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, PT Remaja Rosdakarya, Bandung, 2005, p. 136.

[9] AS Hornby, Op.Cit, p.622

[10] Stuart Berg Hexner, *The Random House Dictionary* (Oxford University Press, 1995), p. 622

[11] H.C. Witherington, *Psikologi Pendidikan*, translated by M. Buchari, Rineka Cipta, p. 135

Mitchell suggested that situational interest could be broken into two factors: catch and hold. Catch factors are thought to stimulate students (I.e., "catch" their attention).They include innovative or novel instructional techniques such as using an exciting computer program, having students learn course material by playing a game, or allowing students to work on a group project together. In contrast, hold factors are thought to empower students by making the content meaningful so students view the content as useful, or by encouraging students' involvement in the task.[12] For instance, emphasizing how a particular mathematics lesson is useful for bookkeeping or planning a budget may help to make the material more meaningful to students. Interest researchers have given increased attention to the hold factor as it seems to be a better predictor of continuing interest than the catch factor.

For teachers and school psychologists, these results suggest that academic achievement, study skills, and engagement can be increased by tapping into students' interest. This can be done by building upon personal interest or creating situational interest.[13] That is, allowing students to work on topics they fmd personally interesting may help them to engage in such a way that they use better strategies for learning and ultimately achieve at higher levels. Admittedly, it is difficult to design classroom activities that capitalize on the personal interest of all students in the classroom; therefore, educators should also consider ways to enhance situational interest.

Teachers trying to enhance situational interest should think about how to promote both catch and hold factors. For instance, when designing classroom activities, having an exciting experiment in science or using an innovative computer program in social studies may spark situational interest and engage students at that particular moment.

In the discussions of interest, it can be separated that interest which comes from outside and inside. Interest which comes from outside is caused by some outside factors, for example, the need to pass exam, the hope of financial reward, or the possibility of future travel.

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[12] Mitchell in Robert G. Harrington; Leticia Holub, *Taking Sides Clashing Views on Controversial Issues in Classroom Management*, McGraw-Hill/Duskin, USA, 2006, p. 42
[13] Robert G. Harrington;...., p. 42

Students who decide to go and study a language usually do so because they have some goals which they wish to reach. There are two main types of goal.[14]

1. Integrative

Here the student is attracted by the culture of the target language community, and in the strong form of integrative wishes to integrate himself into that culture.

2. Instrumental

Here the student believes that mastery of the target language will be instrumental in getting him a better job or position. The language is an instrument to be used by such a student.

B. The Factors that influence someone's interest in learning

Many factors determine whether the students in classes will be interested or not interested to learn. It should not be surprised to discover that no singie theory explains all aspects of students' interest or lack of it. Different theoretical interpretations do, however, explain why some students in a given learning situation are more likely want to learn than others.

There are a number of other factors, however, that have an effect on extrinsic motivation, and most of these have to do with students' attitude to the language. A students' attitude will be strongly influenced by those around him. For example, a young student's parents are very much against the culture of the target language community, it is possible that this will negatively affect the student's attitude. Conversely, a positive attitude of the part of the parents might have a very positive effect.

The attitude of the student's peers (his equals) will also be very important in the same way. Indeed any members of the community in which the student lives may affect his attitude to the target language.[15] Thus, for example, if the student's friends are all studying the language, and if this seems a prestigious thing to do, the student may be favorably disposed towards that language.

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[14] Jeremy Harmer, *Longman Handbooks and Language Teachers; The Practice of English Language Teaching*, New York, 1998, p. 51

[15] Jeremy Harmer, *The Practice of English Language Teaching*, Longman, p. 52

Another major factor that will influence the student's attitude will be his previous experiences as a student.[16] Besides, the teacher's treatment of the student will also affect the student's interest and attitude where it either reinforces or undermines previous learning experience.

While it is reasonable that a student's attitude may be affected by members of his community, it would seem to be the case that intrinsic factors play by far the larger part in most student's success or failure as language learners. Many students bring no extrinsic factors at all to the classroom. For them, what happen in the classroom will be of vital importance in determining their attitude to the language, and interest is a vital component in successful language learning.[17] As also suggested above, what happen in the classroom will have an important effect on students who are already in some way extrinsically interested. We can consider factors affecting intrinsically under the headings of physical conditions, method, the teacher and success.[18]

1. Physical conditions

It is clearly that physical conditions have a great effect on learning and can alter a student's interest either positively or negatively.[19] When students walk into an attractive classroom at the beginning of course, it may help to get their interest for the process going. When they come to an unattractive place, interest may not be initiated in this way. Furthermore, classrooms that are badly lit and overcrowded can be excessively de-interesting.

In general, teachers should presumably try to make their classrooms as pleasant as possible. Even where conditions are bad lit may be possible to improve the atmosphere with posters, students work, etc on the walls.

In conclusion, the atmosphere in which a language is leamt is vitally important: the cold grayness of much institutionalized education must be compensated for in some ways if it is not to have a negative effect on interest/ motivation.

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[16] Ibid,......, p. 52
[17] Ibid,......, p. 52
[18] Ibid,......, p. 53
[19] Jeremy Harmer, ..., p. 5

2. Method

We believe that all methods are good but situation when the methods applied must be considered, as Mackey states: " The methods used has often been said to be the cause of success or failure in language learning, so it is ultimately the method that determines and the language instruction".[20]

The method by which the student is taught must have some effects on their interest. If they find it deadly boring, they will probably become de-interested, whereas if they have confidence in the method they will find it interesting.

It is vital that both teacher and students have some confidence in the way-teaching and learning take place. When either loses this confidence, interest can be disastrously affected, but when both are comfortable with the method being used, teaching learning process will succeed. But perhaps this is the most difficult area of all to be certain of. A really interested student will probably succeed whatever method is used. It is also true that different students are more or less sympathetic to any particular method depending upon their expectations.

Despite various attempts there is unfortunately no research which clearly shows the success of one method over another. It is clear that if the student loses confidence in the method he or she will be coming de-interested. And the student's confidence in the method is largely in the hands of the lost important factor affecting intrinsically, the teacher.

3. The teacher

Clearly a major factor in the continuance of a student's interest is teacher. In order to make the students interested and motivated in learning foreign language and to avoid boredom and laziness, the teacher should know the importance of teaching performance. All teachers do in the classroom, during the effort of carrying out teaching and learning process, whether his performance, behavior, his way of thinking, talking as well as delivering the lesson will be judged by the students and also make great influence to the successful of the student in comprehending and mastering the lesson.[21]

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[20] William F. Mackey, *Language Teaching Analysis* (Longman Group Ltd, 1965), p. 138
[21] William F. Mackey, ...

There is no doubt that all students will always be encouraged in studying with a teacher whose performance is perfect.

According to Chase," Performance consists of facial expression, gestures, body movement, vocal intonation, and inflection".[22] It can be defined that teacher's performance is what the student see from their teacher's face, how the teacher moves his body when he speaks in the classroom particularly when he gives information. Brophy and Putman as quoted by Jacobson et. al, "characteristics of effective teacher is by possessing a cheerful disposition, friendliness, emotional security, good mental health, and satisfactory personal adjustment".[23]

Based on the two authors' opinion above, the writer elucidates that there are seven characteristics that the student can judged from their teacher's performance. Those make the students more interested and motivated in enjoying the course well. The seven characteristics of effective classroom manager are: intelligence, behavior, dressing style, friendliness, authority, body movement, facial expression, and vocal intonation. Those characteristics are influenced by certain situation and condition where the teacher presents the material.

In the following paragraphs, the writer would like to give more explanation how each the characteristic improve tire students' interest and motivation when teaching-learning process occurs.

1. Intelligence

    Intelligence is "a good ability in learning, understanding, and giving reason about something (knowledge)".[24] The students are automatically identifying the teachers who are not sure what they do in the classroom, particularly for those classes that might cause trouble. The teachers have to appear to be well prepared of knowledge in their subject.

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[22] Ibid,...... p. 138
[23] David Jacobson et, al., *Method for Teaching*, (Colombus Ohio, A Bell and Howell Company, 1981), p. 206
[24] Quirk Randolph and Bella Summer; *Longman Dictionary of Contemporary English*, (British, 1987), p. 57

Most of the students do not like the teachers who unprepared well and lack of knowledge on the subject, so that unable to answer and to explain the lesson. The circumstance is potentially make students uninterested and unmotivated in learning.

2. Behavior

The behavior of the teacher might be the single most important factor in a classroom, and this has a major on discipline. As Tony Wright states that teacher must be consistency on his decision to get students' respect and he/she also has to present an interesting class and to be fair all students.[25]

3. Dressing Style

Dressing style is outer performance that can be directly seen from someone. Dressing up and dressing style commonly show the personality of a person. However, the point that might appear in this case is that dressing style in teacher's performance does not only make the students interested and motivated but also can increase the teacher's self-confidence and authority.

4. Friendliness and Authority

A good teacher is expected to be friendly in the classroom; otherwise the students are scares to take part actively in learning the subject. Besides, he/she must control and make the students discipline in keeping them in studying the lesson well. However, the teacher should appear to be interested more in instructional task of teaching than in interpersonal side of teaching. In addition, the teacher has to be full authority and power in classroom. He plays the role as the controller when the teaching -learning is in progress.

Moscowitz and Hayman, as quoted by Jacobson et. Al, write that: "The best teacher used more behavior that conveyed personal acceptance to the students, and verbal reinforcement… Made the classroom's atmosphere positive and exciting and joke more".[26]

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[25] Tony Wright, *Role of Teacher and Learners*, (New York Oxford University Press, Oxford, 1987), p. 211

[26] Jacobson et. al, ……, p. 208

The teacher also can make the lesson more dynamic and live by the interaction pattern chosen. It means the teacher should not teach in monotonous topics or way of lesson. Occasionally, he/she needs to use variety of ways.

5. Body Movement

Body movement is a kind of movement produced by our body when we do activities. According to Longman dictionary, "body language is the use of bodily movement and sign as the way of expressing one's feeling or insertion without words".[27]

In presenting the material in the classroom, for instance, when a teacher wants to give rewards to his student's work, the teacher only nod his/her head happily. Meanwhile, when he/she feel disappointed/disagree with student's work, he/she can show with his/her face or shake his/her head. Lefrancois recommended some behaviors for effective teaching, they are:

"Teacher should move around the room a lot (monitoring seat work). Teacher should handle disruptive in low-key manner (non- verbal, proximity, eyes contact), and teacher also should use praise to reward outstanding work as well as to encourage pupils who are not always able to do outstanding work".[28]

Gallow, as quoted by Chase, divides non-verbal behavior in encouraging communication. It consists of enthusiastic support and helping, and receptivity.[29] Enthusiastic support and helping is a support given to die students through non-verbal behavior in order to make die students more interested in studying the subjects. The English teacher can show his/her enthusiastic through the way to speak well and good intonation.

In addition, the teacher's non-verbal behavior may be done by helping the students in correcting their exercises. For example, when the teacher goes around in the classroom, he/she finds one of the students makes a mistake in doing exercises. Without talking, he/she just gets a pen to write something as a

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[27] Longman dictionary,......, p. 39

[28] Guy R. Lefrancois, *Psychology For Teaching Word Worth* (California, Publishing Company, Belmont, 1985), p. 10

[29] Donald G. Chase, ..., p. 113

clue or to revise it in the student's book. It is useful to avoid doing further mistake. So that students feel close with their teacher.

6. Facial Expression

Facial expression is a non-verbal statement that we can sec from one's face. This expression expresses when someone has to do something in mind, feeling and heart. Eyes play important role in communication facial expression. In certain circumstance, eyes are bigger because someone's mind changed to negative one or vice versa. Furthermore, when somebody does not like something, of course, his eyes expresses threathen glance, forehead frown "s", lower lip pull out, upper lip push in and chin is lifted, as Tony Wright states:

 "Some people are born teachers, who have desire and ability to pass knowledge and skill successfully. But even a person who is not bom teacher can improve a lot by learning to smile, to be enthusiastic and patient and to be constantly looking for new wavs of getting messages across to his pupils".[30]

It might be true that the teachers, who are predisposed toward communicating with others and who are interested in learners as people, are more likely to success in the classroom than those who regard teaching only as the routine transmission of knowledge.

7. Vocal Intonation

Vocal intonation is also a very important part in teacher's performance. Tony Wright says," The main thing, your style of teaching will depend on the sort of person you are".[31] The best teacher uses good vocal intonation and pronunciation in explaining the lesson and getting source of the classroom management problems.

One of the greatest mistakes of many teachers is to try and to establish control by raising his/her voice or shouting.[32] This is usually disastrous

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[30] Tony Wright, ..., p. 60
[31] Ibid, ..., p. 60
[32] Jeremy Harmer, ..., p. 211

consequence for it contributes to general rising of level of noisy. In the classroom, a quite voice is more effective .

Teacher has to show a good attitude and preparing various strategies in teaching learning process in order to make the student interested in learning.

In 1970. Denis Girard did a study. A thousand children between the ages of twelve and seventeen were asked to put a list of teacher 'qualities' in order or preference. The children showed what their learning priorities were by putting these qualities in the following order (1 = most important, 10 = least important):

1. He makes his course interesting
2. He teaches good pronunciation
3. He explains clearly
4. He speaks good English
5. He shows the same interest in all his students
6. He makes the students all participate
7. He shows great patience
8. He insists on the spoken language
9. He makes his pupils work
10. He uses an audio- lingual method[33]

Interestingly, the main point of the study - to see if the audio-lingual method was popular only comes tenth. Students were concerned that classes should be interesting, and three of the top ten qualities (5. 6 and 7) are concerned with the relationship between teacher and student. It can be speculated that these qualities would emerge whatever subject were being taught.

Most researchers and methodologists have come to the view that intrinsic factors are especially important for encouraging success. Thus a person might be interested by a desire to make them feel better.

Even though we know that children are not bom with propensities toward certain interest, they select their source of satisfaction from available opportunity each child in

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[33] Jeremy Harmer, *Longman Handbooks and Language Teachers:mThe Practice of English Language Teaching* (New York, 1983), p. 46

accord with his own manner of regarding his particular environment.[34] The teacher should create an interesting environment to reach certain goal in learning. Clearly, interest plays an important part in learning foreign languages.

Even where the original reason for taking up language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process.

In conclusion, interest is one of internal factors which play an important role in learning, especially in learning languages. Physical condition, teacher and method are some factors that influence students' interest in learning languages.

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[34] Maslow, J.W, *Motivated Strategies of Three Fifth-Grade Teachers*, (The Elementary School Journal, 1987), p. 201

CHAPTER III
DESCRIPTION OF THE SCHOOL

A. A BRIEF DESCRIPTION OF THE SCHOOL

1. The School and Facilities

This research was carried out at Islamic Modern Boarding School of Darul Ulum which is located at strategic location at Syiah Kuala street no.5 Kampung Keuramat, Kuta Alam Banda Aceh. Darul Ulum is one of private Islamic Schools under the Minister of Religious Affair. It was established by Mahyiddin Yusuf as an establisher of Yayasan Pendidikan Umat Islam (YPUI) on July, 1 1999. Moreover, Darul Ulum is an Islamic school that applies *Pondok Pesantren* system which all of student stay at dormitory during three or six years.

Actually, Darul Ulum was taken from Arabic language which means "the village of knowledge". This name is granted with hope that can be a knowledgeable environment as a place for producing the next Islamic generations that would be good teachers, and moral, good health, knowledgeable and realistic which are based on faith on devout.

This boarding school has led by four headmasters. For further information, we can see in the following table.

Table 3.1 The Leaders' Names of Islamic Modem Boarding School of Darul Ulum.

NO	The Leader's Names	Period
1	Drs. Mahviddin Yusuf	1990-1993
2	Drs. H. Muhammad Isa Ali	1993-2002
3	Drs. Razali Umar	2002-2005
4	Amir Khalis, M. Ag	2005-2008
5	Ibnu Rusydi	2008-Now

Source: The administration Office of Darul Ulum

Darul Ulum consists of two levels of school, MTsS and MAS. MTsS is as the subject of the study as a private Islamic Junior High School. The headmaster of MTsS Darul Ulum is Mrs. Muniran Husin. It has nine classrooms which consisted of four classes for the first year, three classes for the second year and the other for the third year.

In Darul Ulum, not only education program like has been applied in other school, but also religious program called "*Pesantren Terpadu*" or "*Pesantren Modern.*" The students must use English or Arabic on their daily communication because those languages are the formal language at Darul Ulum.

Furthermore, there are many available facilities to support the teaching learning process, for instance, *mushalla* (House of Worship), library, computer room, canteen, laboratory, clinic, sport facilities, multimedia, etc.

2. The Teacher and the Students

Teacher is one of education factors that has crucial role in achieving the goal of teaching learning process. According to Sukirah. "the teacher of course is important in learning situation, his skill and personality is instrument that creates the condition for learning".[35]

In other word, teacher is including in education element who determines the goal of teaching learning process.

MTsS Darul Ulum has 32 teachers now. They are consisting of II as permanent teachers or public servant and 21 as honor teachers. They graduated of different universities such as Syiah Kuala University and State Institute for Islamic Studies of Ar-R.aniry. Some of them graduated from Islamic College like Pesantren Modem of Gontor. Beside that, the MTsS Darul Ulum has three English teachers which are listed in the following table.

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[35] Sukirah Kustaryo, *Reading Techniques for Collage Students* (Jakarta: Departmen Pendidikan dan Kebudayaan, Proyek Pengembangan Pendidikan Tenaga Kependidikan, 1998), p. 23

Table 3.1 The Name of English teachers of MTsS Darul Ulum.

NO	Names	Graduated of
1	Titin Keumala, S.Pd	University of Syiah Kuala
2	Abdurrahman. S. Ag	State Institute Islamic Studies of Ar-Raniry
3	Mahdi, S. Ag	State Institute Islamic Studies of Ar-Raniry

Source: Archieve of Administration Office of MTsS Darul Ulum

The students of Darul Ulum come from different backgrounds of study, from different districts. Most of them come from nearby area, such as Banda Aceh and Aceh Besar. The rest, come from outside of Banda Aceh and Aceh Besar.

In this research, the writer did a research on the second year students. The total number of the second year students studying in Darul Ulum is 90 students. They are divided into three classes.

Table 3.2 The Total Numbers of Second Year Students of Darul Ulum.

No	Class	Students		Total
		Female	Male	
1	II-1	-	27	27
2	II-2	-	27	27
3	II-3	36	-	36

Source: The Administration Office of Darul Ulum

All of them must stay in dormitories which are provided by Darul Ulum. They are obligated to study day and night. The students not only study general knowledge like other schools, but also study the religious subjects. From the morning to the afternoon, the students study the education program based on curriculum of Depug or

Dibias and started on the afternoon to the evening, the students study the religious program based on Dayah curriculum.

Thus, their activities are arranged by *Depag* and *Dayah* in order to reach the goal of the teaching-learning process, both in the morning and in the evening.

B. Teaching Learning Activity at MTsS Darul Ulum

Teaching learning is one of the processes in the world of education. This process also occurs in our environment, exactly at MTsS Darul Ulum Jambo Tape Banda Aceh. At that place, the teaching learning process occurs for 2 semesters in a year. Each semester consists of 6 months. Particularly, it occurs for 6 days in a week. It is about 8 hour's time every day from Monday until Saturday. But there is exception for Friday; it is about 6 hour's. In addition, the school starts at 7.30 a. m and will end at 13.10 p.m. The students will have the rest time about twenty minutes.

Furthermore, the teachers at MTsS Darul Ulum taught the students based on each lesson curriculum. They also used other sources and made lesson plan to develop it more completely. Besides, they also used some methods in teaching learning process.

1. English and Arabic Curriculum al MTsS Darul Ulum

Curriculum is a set of planning which is prepared by school to implement the teaching learning process. It is a guideline for the teachers that contain materials to teach, methods, purposes and evaluation.[36] Curriculum has a very important role in helping the teachers in teaching -learning process. It contains guidelines for the teachers such as the allocation of time, the sequence arrangement of the lesson and type of the test. In conclusion, curriculum is one of the aspects that determine leaching learning process.

Besides trying to apply *Kurikulum Tingkal Satuan Pendidikan (KTSP)*, MTsS Darul Ulum also applied Competency Based Curriculum step by step. At the moment, the curriculum used in the schools is order guidance of Department of Religious Affair. The curriculum also cited certain procedures that should be used by the teachers, such

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[36] P.J. Hills, *A Dictionary of Education*, (London: Routledge and Kegan Paul Ltd, 1982), p. 118

as the term "Communicate Competence". The curriculum also stressed on four important skills in English, they are reading, speaking, writing and listening.

In order to achieve the mastery of four skills, the English teachers are free to elaborate the materials given based on their students' progress. The materials given were not only from the textbooks used at school, but also from other related sources. The book that used to teach the second year students is English on Sky and Joyful, with allocated time is 130 hours. 64 hours is for the first semester and another (66) hours is for the next semester. The materials were applied step by step from a very simple one to a complex one. Teachers are also free to use any kinds of teaching aids. The most important thing is the teacher gave the motivation for students to express their English.

Otherwise, Arabic teacher only used textbook for teaching. The materials given were only based on the textbook. It was not elaborate with other sources. The book which used to teach was Bahasa Arab with allocated times is 74 hours. 38 hours is for the first semester and another (36) hours is for the next semester.

C. Data Collecting Activity

Data collecting is a process of grouping premier data for the research needs. It is the prominent way to prove the aims of the research. This research was conducted on the second year student of Islamic Boarding School of Darul Ulum.

As mentioned previously, in conducting this research, some techniques were applied to collect the data. They were observation, interview and questionnaire.

1. Observation

Observation is one of instruments to group the data directly to the object of the research. M. Nasir says: "Observation or direct observation is way collect data by using eyes without any other means that help the process of collecting data".

For this research, observation was conducted to observe the condition and situation of Islamic Modern School of Darul Ulum as an object of the research. The writer did observation to know the student's learning situation related to observe the way how the teachers preserve the object directly. The writer also did observation to know how the students' interest in learning English and Arabic.

There are two form of observation; form about the teaching learning process in the classroom and form about the school condition. The result was analyzed by using qualitative method.

a. The observation form on the teaching learning process in the classroom

This observation form focused on the process of teaching learning in classroom at MTsS Darul Ulum. This technique was conducted by observing directly into classroom. The teacher's method in teaching and students' interest in learning is the focus in this observation.

b. The observation form on school condition

Observation form on school condition focused on facilities of the school which support the teaching learning process. This technique was done to find the effects have been done by the school to support teaching learning process, especially English and Arabic in the school.

2. Interview

Interview was also the step of grouping the research. The interview has been done only for teachers, academic officers and some needed students. The result of this interview was expected to support the result of other methods.

3. Questionnaire

Questionnaire was an important technique used in collecting data. The writer used the questionnaire in order to find out students' interest in learning English and Arabic.

The questionnaire was intended to get data, which were not obtained when observation was done. The question in the questionnaire covered all of the points, which wanted to be found out and was designed according to research question in the first chapter. It consisted of twenty six questions, thirteenth questions for English and thirteenth questions for Arabic. It has been done in order that the research could prove the research questions.

CHAPTER IV

DATA ANALYSIS

A.   Analysis of Data

For this study, the writer used the questionnaire as the main technique to get the data about students' interest in learning English and Arabic language. The results of observation and interview are used as the additional data.

1.   Result of Observation

After observing the process of teaching and learning of the English and Arabic lesson, the writer found that the students of class II-3 were interested in learning both languages. It could be seen from positive response given by the students during teaching learning process in the classroom. It showed the interest owned by the students in studying and receiving the material given by their teachers.

However, the writer also found that there were some students who not really interested in learning English or Arabic lesson. It could be seen from the fact that the students did not study the lesson actively.

Besides observing the situation in the classroom, the writer also observed situation of the school. Here, the writer observed the facilities that support the teaching learning process, especially in learning English and Arabic language, such as the availability of multimedia room and library which provides textbooks and short story books written in English and Arabic language.

2.   Result of Observation

From the interview done with the teacher of English and Arabic language, the writer could comprehend that both teacher did not used a specific method in teaching the language. For the curriculum, the teacher of English used *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, otherwise the teacher of Arabic elaborates between CBC and *KTSP*. The teacher said that if she only used *KTSP*, it would make the students confused. That is why she elaborated between CBC and *KTSP*.

In addition, MTsS Darul Ulum also carries out English and Arabic courses for students to support students in learning English and Arabic language.

3.   Result of Questionnaire

Here the writer provided 26 questions of semi close-ended questionnaires for students, 13 of English questions and 13 of Arabic questions. To analyze the questionnaire, the writer uses the formula:

$$P = \frac{F}{N} x 100\% \quad {}^{37}$$

This means:

P = Percentages

F = Frequency of students

N = Number of Sample

100% = Constant Value

The analysis of data is aimed to find out the students' interest in learning English and Arabic language. The analysis of data questionnaires is as follow:

a. English

Table. 4.1 Students' interest in English lesson

Option	Frequency	Percentage
a. Interested	31	86%
b. Not Interested	0	0
c. Less Interested	5	14%
Total	36	100%

The number of students who said that they are interested in English lesson is 31 students (86%). There were no students who said that they are not interested in English. Moreover, 5 students said that they are less interested in English (14%). Thus, from the table above, it can be summed up that almost all of students interested in learning English language.

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[37] Prof. Drs. Sudjono, *Pengantar Statistik Pendidikan* (PT Raja Grafindo Persada, Jakarta, 2005), p. 80

Table 4.2 The students knew English language

Option	Frequency	Percentage
a. Since Born	0	0
b. At Elementary School	33	92%
c. At Junior High School	3	8%
d. At Senior High School	0	0
Total	36	100%

The above data shows that were no students who said that they knew English since were born. 33 students (92%) said that they knew English language since t elementary school. Besides, there were 3 students (8%) said that they new English since at Junior High school and there were no students said that they knew English since at Senior High school. Based on this description, the writer concludes that almost all of the students knew English when they were at Elementary school.

Table 4. 3 The sources in learning English language

Option	Frequency	Percentage
a. Reading book/learning	19	53%
	0	0
b. Watching TV/listening Radio	7	19%
c. Following course	10	28%
d. Etc		
Total	36	100%

As viewed on the table above, the number of students who said that they knew and learn English by reading book/ learning is 19 students (53%). Meanwhile, there were no students who said that they knew and learnt English by watching TV/ listening radio. There were 7 students said that they knew and learnt English by following course (19%) and 10 students said that they knew and learnt English from other way (28%). In overall, it can be seen that most students knew and learnt English by reading book/ learning.

Table 4. 4 The students' agreement if the parents ask them to follow a course of English language

Option	Frequency	Percentage
a. Agree	33	92%
b. Do not agree	0	0
c. Agree but dislike	0	0
d. Do not know	36	8%
Total	36	100%

The table above shows that the highest percentage is derived from the students who said that they agree if their parents ask them to follow a course of English language; it is about 33 students (92%). No students said that they do not agree to follow a course of English and no students said that they agree but dislike following a course of English. Only 3 students (8%) said that they do not know if their parents ask then to follow a course of English language. It can be seen that almost all of students agree to follow a course of English.

Table 4. 5 The frequency of using English language

Option	Frequency	Percentage
a. Every day	5	14%
b. Once a week	6	17%
c. Sometimes	23	64%
d. Never	2	5%
Total	36	100%

The data above shows that there were students (14%) said that they used English every day. 6 students (17%) said that they used English once a week. Then there were 23 students (64%) who said that they used English sometimes and 2 students said that they never used English occasionally.

Table 4.6 The time students use English language

Option	Frequency	Percentage
a. At English language subject	14	39%
b. In daily communication	19	53%
c. In singing song	0	0
d. At friend gathering time	1	3%
e. All	2	5%
Total	36	100%

According to the result of the above table, the writer concludes that most of the students use English language in daily communication. This is proved by around 53% of them stating that they used English in daily communication. Meanwhile, only a few of students that used English in other time, such as at English language subject 14 students (39%), at friend gathering time only one student (3%) and two students used English in all of the choices (5%).

Table 4.7 The partner outside of school who help students in learning English

Option	Frequency	Percentage
a. Friend at course	3	8%
b. Parents	6	17%
c. Other partner	15	42%
d. No one	12	33%
Total	36	100%

The data above shows that there were 3 students (8%) said that their friend at course help them in learning English. Meanwhile, 6 student (17%) said that their parents help them in learning English, 15 students (42%) said that they have other partner who help them in learning English, such as brother, sister, teacher and grandmother. 12 students said no one help them in learning English (33%). According to the above data,

the writer can conclude that the students have other partners who help them in learning English, such as family.

Table 4.8 The students' aim of using English

Option	Frequency	Percentage
a. To follow the modern era	2	5%
b. To review the materials that are learnt in the school	2	5%
c. To follow parent's request	0	0
d. To speak English fluently	32	90%
Total	36	100%

The previous table shows that the percentage of the students who have the aim to follow the modem era and to review the materials that are learnt in the school is the same (5%). However, no one of the students said that they used English to follow parents' request and most of them (90%) said that they used English in order to be able to speak English fluently. Based on the data above, it could be said that almost all of the students learn English in order to be able to speak English fluently.

Table 4. 9 Students' opinion that English is difficult

Option	Frequency	Percentage
a. Difficult	7	19%
b. No difficult	17	47%
c. Less difficult	11	31%
d. Do not know	1	3%
Total	36	100%

The data above shows that 7 students (19%) thought that English is difficult. 17 students (47%) thought that English is not difficult Then, 11 students (31%) thought

that English is less difficult and one student (3%) thought that she did not know. So, the writer can conclude that many students thought English is not difficult.

Table 4.10 Hope to be able to speak English fluently

Option	Frequency	Percentage
a. Ever	36	100%
b. No	0	0
c. Do not know	0	0
d. never	0	0
Total	36	100%

According to the result of the above table, the writer found that all of the students hope to be able to speak English fluently. This is proved by 100% or all students hope to be able to speak English fluently.

Table 4.11 The score that often gotten by the students

Option	Frequency	Percentage
a. under 4.9	0	0
b. between 5 and 6.9	2	5%
c. between 7 and 9	31	87%
d. always changed	3	8%
Total	36	100%

Based on the data above, there was no student who got the score under 4.9. 2 students (5%) got the score between 5 and 6.9. Almost all of the students got the score between 7 and 9, they were 31 students (87%) and 3 students (8%) whose score always changed. It could be said that most of students had a good score in English lesson; it is due to their high interest in learning English

Furthermore, in the last two of English questionnaire, the writer also provided essay question where the students can express their opinion freely. Their opinions are

about some advantages and some obstacles that they faced in learning English language. Those are:

Some advantages gotten by students if they can speak English well based on students' opinion. First of all, nowadays modem technology is used in all side of human life. Therefore, English is needed to operate it That is one of the reasons the students interested in learning English (4.5%). 24% said that by speaking English, they can communicate with foreigner. Meanwhile, 27% students wish to have opportunity to study abroad and go around the world, surely without spending money. They realized that going abroad is impossible without mastering good English. Furthermore, by speaking English, they wish that it will ease them in getting job (16%). Besides, they want to be able to translate English book and get more knowledge (16%), also good score in English lesson (4.5%). Besides, they can use English in English contest debate and it make them proud (7.4%).

There are also some obstacles faced by students in learning English. Difficulty in understand English words (11%). However, that is not the only problem faced by them because there are also some obstacles which make English difficult. The difficulty to understand is probably strongly correlated to the basic characteristic of English, which for few people is assumed to have differences between written and spoken (33%). In fact, it is reasonable because pronouncing is not as easy as writing. Beside pronunciation, there are some other obstacles faced by students. Those took 22% for limitation on vocabulary mastery, 8% of them face difficulty in arranging sentence, 8% for grammar skill and 17% are correlated with the method used by the teacher. These problems are greatly affected to, at least, their self confidence in pronouncing even only one English word,

b. Arabic

Table 4.12 Students interest in Arabic language

Option	Frequency	Percentage
a. Interested	29	81%
b. Not interested	0	0
c. Less interested	7	19%
Total	36	100%

The number of students who said that they were interested in Arabic is 29 students (81%). There were no students who said that they were not interested in Arabic and 7 students (19%) said that they were less interested in Arabic. From the data, the writer can conclude that most of students were interested in Arabic.

Table 4. 13 The students knew Arabic language

Option	Frequency	Percentage
a. Since was born	0	0
b. At Elementary school	31	86%
c. At Junior High school	5	14%
d. At Senior High school	0	0
Total	36	100%

Based on the table mentioned, it can clearly be seen that the students give the big proportion for point B (86%), that means they knew Arabic at Elementary school. Meanwhile, 14% said that they knew Arabic when they were at Junior High school. Furthermore, there were no students said that they knew Arabic since bom or at Senior High school.

Table 4.14 The sources used by the students in learning Arabic

Option	Frequency	Percentage
a. Reading book/learning	26	73%
b. Watching TV/listening Radio	0	0
c. Following course	1	3%
d. Other sources	7	19%
e. All of the choices	2	5%
Total	36	100%

From the above data, the writer found that the number of students who learn Arabic by reading book/ learning is 26 students (73%). Meanwhile, there were no students who said that they learnt Arabic only from TV/listening radio. Only one student (3%) said that she learnt English from course. Otherwise, there were 7 students (19%) who said that they learnt Arabic from other sources and 2 students (5%) said that they learnt Arabic from all of the choices given by the writer. So, it could be concluded that most of students learnt Arabic from reading book.

Table 4. 15 Students' agreement if their parents ask then to follow a course of Arabic

Option	Frequency	Percentage
a. Agree	30	83%
b. No	1	3%
c. Agree but dislike	1	3%
d. Do not know	4	11%
Total	36	100%

The above data shows that the number of students who agree if their parents ask them to follow a course of Arabic is 30 students (83%). One student (3%) said that she does not agree and one student (3%) agrees but dislike if their parents ask them to have a course of Arabic. Meanwhile, 4 students (11%) do not know if their parents ask them

to follow a course of Arabic. So, it could be said that most of students agree to follow a course of Arabic.

Table 4. 16 The frequency of using Arabic

Option	Frequency	Percentage
a. Every day	7	19%
b. Once a week	7	19%
c. Sometimes	19	54%
d. Never	3	8%
Total	36	100%

According to the result of the above table, the writer concludes that most of the students said that they used Arabic sometimes. This is proved by around 54% of them stating that they used Arabic sometimes. Meanwhile there were 7 students (19%) who said that they use Arabic once in a week, and there were 7 students (19%) use Arabic every day. Furthermore, only a few of students 8% said that they never use Arabic. Thus, the writer can conclude that the students use Arabic sometimes.

Table 4. 17 The time students use Arabic language.

Option	Frequency	Percentage
a. At Arabic class	6	17%
b. In daily communication	25	69%
c. In singing song	0	0
d. At friend gathering time	5	14%
Total	36	100%

From the above data, it is found that there were 6 students (17%) who said that they use Arabic language only at Arabic class. There were 25 students (69%) who said that they use Arabic language in daily communication. Meanwhile, there were no students use Arabic language when sing a song, and there were 5 students (14%) who

said that they use Arabic language at friend gathering time. So. it could be concluded that most of students use Arabic in daily communication.

Table 4. 18 The partner outside of school who helps the students in learning Arabic

Option	Frequency	Percentage
a. Friend at course	1	3%
b. Parents	6	17%
c. Other partner	11	30%
d. No one	18	50%
Total	36	100%

Based on the table mentioned, it can be seen that there was one student (3%) said that their friend at course help them in learning Arabic. Furthermore, there were 6 students (17%) said that their parents help them in learning Arabic. 11 students (30%) said that they have other partner who help them in learning Arabic such as family and friend, and there were 18 students (50%) said that there is no one helps them in learning Arabic, it means that the students learnt Arabic by themselves. Thus, the writer can conclude that almost all of the students have no partner who helps them in learning Arabic.

Table 4. 19 The students' aim in learning Arabic language

Option	Frequency	Percentage
a. To be able read Kitab Kuning	4	11%
b. To review the materials learnt in the school	4	11%
c. To follow parent's request	0	0
d. To speak Arabic fluently	28	78%
Total	36	100%

From the above data, the writer found that the number of students who said that they learn Arabic in order to be able to read Kitab Kuning is 4 students (11%). Meanwhile, 4 students (11%) said that they learn Arabic to review the materials lcamt in the school, no students said that they learn Arabic caused of their parents, and there were 28 students (78%) said that they learn Arabic to be able to speak Arabic fluently. So, it could be seen that most of students learn Arabic in order to be able to speak Arabic fluently.

Table 4.20 Student's opinion that Arabic is difficult

Option	Frequency	Percentage
a. Difficult	8	22%
b. Not difficult	9	25%
c. Less difficult	15	42%
d. Do not know	4	11%
Total	36	100%

It can be seen from the table above that there were 8 students (22%) who said that Arabic is difficult. 9 students (25%) said that Arabic is not difficult for them. 15% students (42%) said that Arabic is not so difficult, and there were 4 students who said that they do not know (11%). Based on this description, the writer may imply the conclusion that commonly the students thought that Arabic is not so difficult for them/less difficult.

Table 4.21 Hope to be able to speak Arabic fluently

Option	Frequency	Percentage
a. Ever	32	89%
b. No	1	3%
c. Do not know	2	5%
d. Never	1	3%
Total	36	100%

As viewed from the table above, almost all of the students said that they ever wish to speak Arabic fluently (89%). One student (3%) said that she does not hope to be able to speak Arabic fluently. Furthermore, 2 students (5%) said that they do not know and only one student (3%) said that she never hope to speak Arabic fluently. Thus, it could be concluded that the students hope to be able to speak Arabic fluently.

Table 4.22 The score that often gotten by the students

Option	Frequency	Percentage
a. Under 4.9	1	3%
b. Between 5 and 6.9	10	28%
c. Between 7 and 9	22	61%
d. Always changed	3	8%
Total	36	100%

The above data shows that there was one student (3%) who got the score under 4.9. 10 students (28%) got the score between 5 and 6.9. Most of the students got the score between 7 and 9, they were 22 students (61%) and 3 students (8%) whose the score always changed. It could be said that most of the students had a good score in Arabic lesson.

From other list of questionnaires, the writer found out the students' opinion about some advantages and obstacles faced by them in learning Arabic. Those are:

Some of advantages could be gotten if they can speak Arabic based on students' opinion. 25% said that they would be able to read and translate *Al-Qur'an* well and 25% said that they can communicate with foreigner, especially from Arabic countries. 26% students wish to have opportunity to study in Egypt Surely, they realize that going abroad, especially Arabic countries is impossible without mastering good Arabic skill. Furthermore, by speaking Arabic, they wish that is easy in getting a job (3%). By mastering Arabic, they also get knowledge by translating Arabic book (4.5%) and also good score in Arabic lesson (1.5%). The last 15 % said that by Arabic, they can read and translate *Kitab Kuning*.

The last question is about some obstacles faced by students in learning Arabic. 5% said that Arabic is difficult for some parts, such as in learning *Balaghah*, *Sharaf*, *Nahwu*, etc. 4% of them said it is because it was influenced by the method used by the teacher. Besides lack of vocabulary is the most difficult problem faced by the students in learning Arabic (23%). Then, 19% said that they got problem in *Tashrifing* sentences. Writing is also one of the obstacles faced by students. There were 26% said that they got problem in writing especially how to place the *Haraqah*. The last, 19% said that they did not understand all and 4% said that there were no obstacles in learning Arabic.

B.   Discussion

After conducting the research, the writer found that the percentage of the students who interested in English is 86%. Moreover, there are 29 students state that there are more interested in Arabic, the percentage is 81%. It can be seen that the percentage of students who are interested in learning English language is higher than the percentage of the students who are interested in learning Arabic. Based on this result, the writer concludes that the students of MTss Darul Ulum are more interested in learning English language than Arabic language.

There are some factors that make the students are more interested in learning English language. Those are: they can communicate with the foreigner, have opportunity to study abroad and get a job easier.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

After conducting research at MTsS Darul Ulum, the writer draws some conclusions, those are:

1. Language is a mean of communication. It is used to express the peoples' idea through systematic and conventional use of sounds for the purpose of communication.

2. English is an international language widely spoken all over the world. In Indonesia, it has been taught from secondary up to university level as crucial foreign language in formal education. In addition, Arabic is also foreign language that has to be learnt by students especially the students of Islamic Boarding school.

3. The teacher's characteristics that improve the students' interest and motivation when teaching learning process occurs are: intelligence, good behavior, dressing style, friendliness and authority, body movement, facial expression and vocal intonation.

4. From the questionnaire of the students, it can be concluded that they are interested in learning English and Arabic language generally. Specifically, they are more interested in learning English than Arabic. The percentage of the students who are more interested in learning English is 86%. Otherwise the percentage of the students who are interested in learning Arabic language is 81%.

5. There are some reasons the students are more interested in English than Arabic, such as they can communicate with the foreigner, have opportunity to study abroad and get a job easier. Besides, English is the language widely spoken all over the world.

B.   Suggestions

After generating the conclusions, the writer has some suggestions as follow:

1. Teacher as the person who conducts teaching-learning process in the class should create appropriate method and technique in teaching English and Arabic.

2. Teacher should consider the students' enthusiasms are requisite to be improved in order that they are more interested in learning English and Arabic.

3. Before teaching, the teacher has obligation to investigate the suitable atmosphere in teaching English and Arabic.

4. Teacher should always motivate the students to learn English and Arabic seriously in order that the students are interested in learning both languages.

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DEPARTEMEN AGAMA R.I.

IAIN AR-RANIRY

FAKULTAS TARBIYAH

DARUSSALAM - BANDA ACEH

TELP.: (0651) 7553020

Nomor : In.01/DT.1/ TL.00/   100   / 2009   Darussalam, 8 Januari 2009
Lamp. : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Kepala MTsS Dayah Modern Darul Ulum YPUI

Di-
    Tempat

Dengan hormat, Dekan Fakultas Tarbiyah IAIN Ar-Raniry Darussalam Banda Aceh, dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Mardalena
N I M	: 230 313 689
Jurusan / Semester	: TEN / XI
Fakultas	: Tarbiyah IAIN Ar-Raniry Darussalam.
A l a m a t	: Jln. Tgk. Diblang Lr. Permata No.7 Kp. Mulia

Untuk mengumpulkan data pada:
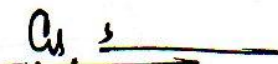
MTsS Dayah Modern Darul Ulum YPUI

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Tarbiyah IAIN Ar-Raniry yang berjudul:

The Comparison Of Students Interest In Learning English And Arabic Language

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan
Pemb. Dekan Bid. Akademik,

Dr. Cut Aswar, MA
NIP. 150 196 151

Kode: 1613

S U R A T   K E T E R A N G A N
Nomor : MTs-DU/TL.03/099/2009

Kepala Madrasah Tsanawiyah Swasta Darul 'Ulum (YPUI) Banda Aceh, menerangkan bahwa :

N a m a	:	**MARDALENA**
NIM	:	230 313 689
Jurusan / Semester	:	Tadris English / XI
Fakultas	:	Tarbiyah IAIN Ar-Raniry Darussalam

Benar yang namanya tersebut diatas telah melakukan pengumpulan data dalam rangka penyusunan Skripsi, di Madrasah Tsanawiyah Swasta Darul 'Ulum (YPUI) Banda Aceh dengan judul :" **THE COMPARISON OF STUDENTS' INTEREST IN LEARNING ENGLISH AND ARABIC LANGUAGE** ," terhitung mulai tanggal 12 s/d 26 Januari 2009.

Demikian Surat Keterangan Penelitian ini dikeluarkan, untuk dapat dipergunakan seperlunya .

Banda Aceh, 17 Februari 2009
K e p a l a,

(Drs. H. Muniran Husin)
Nip. 150 196 195

Identitas Respondent

Nama :

Kelas :

NIS :

Berilah tanda silang (x) pada jawaban pilihan anda.

A. Bahasa Inggris

1. Apakah kamu tertarik terhadap bahasa Inggris?
   a. Ya   b. Tidak   c. Sedikit   d. Tidak sama sekali

2. Sejak kapan kamu mengenal Bahasa Inggris ?
   a. Sejak lahir   b. SD   c. SMP   d. SMU

3. Bagaimana cara kamu mengenal dan belajar Bahasa Inggris ?
   a. Baca buku/belajar   c. Les
   b. Dari TV/Radio   d. Lain-lain

4. Setujukah kamu jika orang tua kamu menyuruh kamu mengikuti les Bahasa Inggris ?
   a. Setuju   b. Tidak   c. Setuju tapi terpaksa   d. Belum Tahu

5. Seberapa seringkah kamu menggunakan Bahasa Inggris ?
   a. Setiap hari   c. Kadang-kadang
   b. Seminggu sekali   d. Tidak pernah

6. Kapan saja kamu menggunakan Bahasa Inggris ?
   a. Waktu jam pelajaran Bahasa Inggris   c. Nyanyi
   b. Percakapan sehari-hari   d. Waktu gaul bersama teman-teman

7. Apakah kamu memiliki teman lain di luar sekolah yang membantu kamu berbahasa Inggris? Kalau ada siapa?
   a. Ada, teman les   c. Ada,……
   b. Ada, orang tua   d. Tidak ada

8. Apa tujuan kamu menggunakan Bahasa Inggris ?
   a. Sekedar gengsi/gaya
   b. Memperlancar yang sudah pernah dipelajari di sekolah

c. Karena suruhan orang tua

d. Keinginan pribadi untuk bias berbahasa Inggris dengan lancar

9. Menurut kamu apakah Bahasa Inggris itu sulit?

    a. Ya   b. Tidak   c. Biasa saja   d. Tidak Tahu

10. Pernahkah kamu berkeinginan untuk bisa berbahasa Inggris dengan lancar ?

    a. Pernah   b. Tidak   c. Belum tahu   d. Tidak akan

11. Menurut kamu keuntungan-keuntungan apa saja yang bias didapat jika kita bias berbahasa Inggris ?

    a. ………………………….. …………………………..

    b. ………………………… …………………………..

    c. ………………………… …………………………..

12. Berapakah nilai Bahasa Inggris yang sering kamu peroleh?

    a. Dibawah 4,9   b. Diantara 5 dan 6,9   c. Antara 7 dan 9

13. Kendala-kendala apa saja yang sering kamu hadapi dalam belajar Bahasa Inggris?

    a. ……………………………. …………………………..

    b. ………………………….. …………………………..

    c. ……………………….. …………………………..

B. Bahasa Arab

14. Apakah kamu tertarik terhadap Bahasa Arab?

    a. Ya   b. Tidak   c. Sedikit   d. Tidak sama sekali

15. Sejak kapan kamu mengenal Bahasa Arab?

    a. Sejak lahir   b. SD   c. SMP   d. SMU

16. Bagaimana cara kamu mengenal dan belajar Bahasa Arab?

    a. Baca buku/belajar   c. Les

    b. Dari TV/Radio   d. Lain-lain

17. Setujukah kamu jika orang tua kamu menyuruh kamu mengikuti les Bahasa Arab?

    a. Setuju   b. Tidak   c. Setuju tapi terpaksa   d. Belum tau

18. Seberapa seringkah kamu menggunakan Bahasa Arab?

    a. Setiap hari   b. Seminggu sekali   c. Kadang-kadang   d. Tidak Pernah

19. Kapan saja kamu menggunakan Bahasa Arab?

    a. Waktu jam pelajaran Bahasa Arab   c. Nyanyi

    b. Percakapan sehari-hari   d. Waktu gaul bersama teman

20. Apakah kamu memiliki teman lain di luar sekolah yang membantu kamu berbahasa Arab? Kalau ada siapa?

    a. Ada, teman les   b. ada, orang tua   c. Ada,….   D. Tidak ada

21. Apa tujuan kamu menggunakan Bahasa Arab?

    a. Agar bias membaca Kitab Kuning

    b. Memperlancar yang sudah dipelajari di sekolah

    c. Karena suruhan orang tua

    d. Keinginan pribadi untuk bias berbahasa Arab dengan lancer.

22. Menurut kamu apakah Bahasa Arab itu sulit?

    a. Ya   b. Tidak   c. Biasa saja   d. Tidak Tahu

23. Pernahkah kamu berkeinginan untuk bias berbahasa Arab dengan lancar?

    a. Pernah   b. Tidak   c. Biasa saja   d. Tidak akan

24. Menurut kamu keuntungan-keuntungan apa saja yang bias didapat jika kita biasa berbahasa Arab?

    a. ……………………………..
       …………………………..
    b. …………………………..
       …………………………..
    c. ………………………..
       …………………………..

25. Berapakah nilai Bahasa Arab yang sering kamu peroleh?

    a. Dibawah 4,9   b. Antara 5 dan 6,9   c. Antara 7 dan 9

26. Kendala-kendala apa saja yang sering kamu hadapi dalam belajar Bahasa Arab?

    a. ……………………………..
       …………………………..
    b. …………………………..
       …………………………..
    c. ………………………..
       …………………………..

Identitas Respondent

Umur   :

Jenis Kelamin   :

Pertanyaan-pertanyaan yang harus dijawab:

1) Berapa lama anda sudah mengajar Bahasa Inggris/Bahasa Arab?

   Jawaban : …………………………………………………………

2) Menurut anda apakah mengajar Bahasa Inggris/ Bahasa Arab itu sulit?

   Jawaban : …………………………………………………………

3) Apa saja kesulitan yang anda hadapi dalam mengajar Bahasa Inggris/Bahasa Arab?

   Jawaban : …………………………………………………………

4) Secara umum apakah siswa di Banda Aceh senang belajar Bahasa Inggris/ Bahasa Arab?

   Jawaban : …………………………………………………………

5) Metode apa yang anda gunakan dalam mengajar Bahasa Inggris/ Bahasa Arab?

   Jawaban : …………………………………………………………

6) Apakaah siswa(i) anda sering mengikuti kegiatan-kegiatan yang bernuansa Bahasa Inggris/ Bahasa Arab?

   Jawaban : …………………………………………………………

Pedoman Wawancara dengan Kepala Sekolah MtsS Darul Ulum

1) **Kapankah MtsS Darul Ulum ini didirikan?**

2) **Siapakah pelopor utama berdirinya sekolah ini?**

3) **Apakah sekolah ini pernah mengalami perubahan nama sebelum namanya menjadi MtsS Darul Ulum?**

4) **Kalau ada apa latar belakangnya?**

5) **Berapakah jumlah ruang seluruhnya?**

6) **Berapakah ruang khusus tempat belajar?**

7) **Apakah sekolah ini mempunyai laboratorium?**

8) **Apakah sekolah ini mempunyai perpustakaan? Kalau ada berapa jumlah buku Bahasa Inggris/ Bahasa Arab yang tersedia?**

9) **Apakah sekolah ini pernah mengalami perubahan kurikulum dan sudah berapa lama terjadi?**

10) **Kurikulum apa saja yang digunakan selama ini?**

11) **Apa perbedaan kurikulum lama dengan kurikulum baru yang digunakan selama ini?**

12) **Berapakah jumlah siswa (i) seluruhnya yang terdaftar untuk tahun ajaran 2008/2009?**

13) **Dan berapakah jumlah siswa (i) yang duduk di kelas dua?**

14) **Berapakah jumlah guru tetap yang mengajar disini dan berapa guru yang tidak tetap serta bagaimana dengan jumlah pegawai?**

AUTOBIOGRAPHY

Name : Mardalena

Place and Date of Birth : Sigli, June 28th 1985

Sex : Female

Religion : Islam

Citizenship / Ethnic : Indonesia / Acehnese

Marital Status : Single

Address : Jl. Tgk Diblang Lr. Permata Kp Mulia Kec. Kuta
Alam Banda Aceh

Occupation / Reg. No : Student / 230 313 689

Parent's Name

    a. Father's name : M. Gade
    b. Mother's name : Nurma
    c. Occupation : Enterpeneur
    d. Address : Jl. Tgk Diblang Kp Mulia Banda Aceh

Educational Background

    a. MIN I Banda Aceh : Graduated in 1997
    b. MtsS DJA Leung Putu : Graduated in 2000
    c. MAN I Banda Aceh : Graduated in 2003
    d. IAIN Ar-Raniry : Graduated in 2009
       Darussalam Banda Aceh

That is all about my autobiography, and may it useful.

Banda Aceh, February 10th 2009

The Writer

Mardalena