

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

##### a. General Description of Research Location

###### 1. Brief history of Islamic Junior High School of Al-Istiqamah Banjarmasin

Islamic Junior High School at Al-istiqamah Banjarmasin has been built since 1 May 1986, which has been in the control of religion ministry of Banjarmasin. This Islamic Boarding School is located at Pekapuran Raya Street, RT (Neighborhood Association). 42, Pemurus Baru Political District, West Banjarmasin Sub district, Banjarmasin with the head master H. Jamil, S.Pd.I. The location of this Islamic Junior High School is very strategic place because it is far from the noisy and crowded of the city. So, it does not disturb the concentration of the students in teaching and learning process.

Beside of that, the nature condition gives easy for teacher to control all students' activities which contradict with the school regulation. The complex side of Islamic Junior High School of Al-Istiqamah Banjarmasin from geographic aspect is:

- South : The border is Prona Street and inhabitant houses
- North : The border is Prona Street and inhabitant houses
- West : The border is Pekapuran Raya Street and flat complex
- East : The border is Prona Street and inhabitant houses

In this Islamic Boarding there are some educational levels, they are Islamic Senior High School, Junior High School, Elementary School, and also Kindergarten. In the other side, this Islamic Boarding School also gives special class for the students who are graduated from another school namely Takhassus Class after the educational class is over

and also Diniyah Class in Friday and Saturday. Islamic Junior High School is built on the ground about 217 m x 120,5 m or it is width is 26148,5 m<sup>2</sup>. The building is made from wood but from now on, this building is renovated to be a permanent building. The first floor consists of office room, library, computer room, diniyah office room. The second floor is specialized for classes and they are divided in to two classes; boys' classes and girls' classes.

The progress of this school can be seen from the accreditation inspection by religious ministry and the result is satesfied enough. The result of the last inspection was C, but the result from recently inspection is B. Untill now this Islamic Boarding School is still working as good as the function and the role as it is usually. Then, the head master also need regeneration from the head master before was Ustadz Drs. H. Nurdin.

Since the last head mater has taken the place, this Islamic Boarding School also has worked properly as good as itshould be. The activity in this school is formed to make the students more creative and always give motivation to the students to get more the knowledge. The activity in this school is built to make the students know more about the relegion and also the formal education such as English class, Social class, Natural science class, and also another classes as another school.

The activity of teaching and learning in this Islamic Boarding School is different from another schoolbecause the activitiesare performed on Sunday, Monday, Tuesday, Wednesday, and Thursday for curriculum, and then Friday and Saturday are used for Diniyah class.

## 2. The school organizational structure

As usual, an institutions always has organizational structure to make the school better and better everytime. Similarly, Junior High School in Al-istiqamah Islamic Boarding School Banjarmasin also has organization structure as illustrated in the appendix 1

## 3. Teachers' condition

In academic year 2013/2014 MTs Al-Istiqamah Banjarmasin has 14 teachers that include 1 headmaster, 1 vice, and 12 teachers include 1 English teacher. In this MTs Al-Istiqamah Banjarmasin academic year 2013/2014 only has 1 English teacher and her name is Isnawati, S.Pd who graduated from English Department at UNLAM Banjarmasin.

The teachers in this Islamic Boarding School mostly are graduated from IAIN Antasari Banjarmasin that have given the experience for this school. But there are also teachers that are graduated from another universities or colleges which also needed in this school as teachers to teach the students about general science. Therefore, Al-istiqamah Islamic Boarding School Banjarmasin has some professional teachers which have many experience and knowledge in their own class. Moreover, some of the teachers in this Islamic Boarding School are certificated and experienced teacher. According to Djamarah (1996) Educational Background is one aspect which influences teacher competence in teaching and learning. According to Martinis and Maisah from Edward in their book *Standarisasi Kinerja Guru* said that a professional teacher is a teacher who has deep knowledge in the material which is got from exercise or special school. For more information about the teachers' condition in this Al-istiqamah Junior Islamic Boarding School Banjarmasin can be seen in the appendix 1.

#### 4. Students' condition

The students of Islamic Junior High School at Al-Istiqamah Banjarmasin in academic year 2013/2014 are 175 persons. The distributions of male students are 83 persons and female students are 92 persons. Islamic Junior High School has 6 classes. The first class (VII) has 2 classes, the second class (VIII) has 2 classes, and the third class (IX) has 2 classes. It can be seen in the appendix 2.

#### 5. Facilities' condition

Islamic Junior High School at Al-Istiqamah Banjarmasin has considerable good enough facilities for supporting the teaching learning process and achieving its educational goals. To know more about the description about the facilities in this Islamic Junior High School can be seen in the appendix 3.

### **b. The Result of Research**

On this section the writer describes about the result of the research on the field based on the observation, questionnaire and interview to know about the students' problems in learning English. The writer did the research on March, 24<sup>th</sup> until May, 24<sup>th</sup> 2014 (two months). On March, 11<sup>st</sup> the writer gave the research permission letter from Religious Ministry in Banjarmasin City to be given to the headmaster of Islamic Junior High School at Al-Istiqamah Banjarmasin.

The researcher observed to the field location to know more about teaching and learning process on 14<sup>th</sup> April until 17<sup>th</sup> April 2014. Two days for male class (VIII B) on 14<sup>th</sup> until 15<sup>th</sup> and two days for female class (VIII A) on 16<sup>th</sup> until 17<sup>th</sup>.

The writer presents the data that has been collected on the research. The presentation covers primary data that are about the eleventh grade students' problems in learning English

subject. The writer gave the questionnaires to the students on April 22<sup>nd</sup> at VIII A classroom and on April 24<sup>th</sup> at VIII B classroom.

#### 1. Observation

From this observation in these two classes, the writer found that most of the students need translation to understand overall text. The writer said that because most of the students just stunned and less attention to the teacher's explanation. In the class, most of the students feel afraid to answer when the teacher asks some of them to do what the teacher means. Especially when the teacher asks the students to translate English text to Bahasa, some of the students just keep silent and some of them ask the teacher to throw what the teacher means to others. When the teacher invites the students to translate the text together, most of the students choose to keep silent and hope others to translate the text.

In the other place, most of the students open their own dictionaries to translate the text before the teacher asks one of them to translate it into Bahasa. In this female class is better than male class, because in this class the writer found that the interaction between the teacher and the students is normal. In this class, also the writer found that some of the students can translate some of words without looking for in the dictionary.

The writer also could conclude that most of the students' pronunciations in English are not too good. Most of the students read or pronounce the words without following the right pronunciation in the dictionary. The students read or pronounce the word according to the alphabet in the word. Because of this case, some students got low score in listening class because the students cannot find the right word and what the reader means in the audio and what was the instruction about.

From the observation, the researcher found that the English teacher is very well experienced in presenting the lesson. The most method that the teacher uses in the class are; grammar translation method, because she sometimes uses English and then translates it in to Bahasa and direct method, because she asks the students to read the text in the book aloud. The students also paid attention to the teacher explanation about the subject.

Even though most of the students are afraid to answer the teacher question, but the teacher always tries to invite them to communicate about the lesson. Sometimes, the teacher needs to force some of the students to answer the teacher question. The teacher tells to the students that making a mistake is a way to get the right things. That is one of the ways that the teacher uses in the class to make the students feel confident to answer and interact each other between the teacher and the students and between the students and the students.

To make the students pay attention to the lesson, the teacher sometimes directly asks the students who does not pay any attention to the lesson and gives a punishment to the student if cannot answer what the teacher asks to him or her. Sometimes, the teacher just gives some advice to the students who cannot answer the teacher's question to learn more in home to get better in English.

## 2. Interview

To know about the students' problems in learning English, the researcher is using interview to the students after getting the information from the questionnaire. There are some questions that the researcher asks to the students from this interview, they are:

1. Do you have problems in learning English?
2. What do you think about comprehending an English text?
3. What do you think about grammar in English?

4. How do you feel about the pronunciation in learning English?
5. How many times do you learn English a week?

- 1) The result from the first and the second questions

According to the result of the interview, most of the students' problems in learning English are less in vocabulary. The students usually feel difficult to understand the text in the book because of they have no enough vocabularies to understand the text if they have the English subject about reading. Actually the most content in English book what they are learning is about comprehending the text. When the researcher observed the activity in the class, the researcher found that this case is the most problems in learning for these students and also from the interview they also answer that it is the most problem what they have faced in learning English.

Less in vocabulary can make the students feel difficult to answer some questions from the book. The students usually look for the meaning of some difficult vocabularies from the text that they learn in the simple dictionaries. Just some of the students have a big dictionaries and it can be said that it is good enough to understand the text from that big dictionaries.

- 2) The result from the third question

The second most of the students' problems in learning English is understanding the grammars or the structures in making sentences or when they read the text, the students sometimes cannot differentiate between it is a verb or it is one of the content in the structure such as between a word *have* in the present tense and *have* in the perfect tense. When the teacher asked the students

to translate some of the text in the class, the students made many mistakes because of most of the students did not understand some of the structures in making sentence.

When the writer asks the students about how many grammars do you understand most? Most of the students answer that they just understand three grammars they are; present tense, present continuous tense, and past tense. When they meet the other structures, they cannot understand how to use it and how to translate it. Because there are some helping verbs accompanying them, such as have, did, had, will.

From all of the students, there is one of them said that it is not too difficult for him to understand the text. He is the chief of the class namely Muhammad Akram. From this chief of the class, the researcher found that he is the only one who said that the entire English subject is not difficult. But when the researcher asked him in the interview “What subject do you feel it is more difficult than others?” he answered “I feel that memorizing vocabularies is the most difficult to do.” Also there are some of the students said that all of the contents in English subject are difficult, they said that they cannot understand at all about English.

### 3) The result from the fourth question

Besides of less in vocabularies and understanding the structures in making sentences, there is also the third problem, it is the pronunciation of the words. The students faced this problem when they are in listening subject about English. In the listening subject the students usually listen to the pronunciation in conversation or a story. This pronunciation problem is also faced by the students

in speaking subject when they are asked to say some words in English in speaking subject. The students make many mistakes also when they practice the conversation in front of the class. The teacher in the class usually uses Bahasaain translating the text, and seldom to invite the students to say the difficult pronunciation word until the students can say it correctly. The teacher sometimes does not correct the wrong pronunciation from the students.

#### 4) The result from the fifth question

The second question from the interview, the researcher found that most of the students answer they learn at home with their family and relative. The students learn at home with their family and relative who studies also in Al-Istiqamah Islamic Boarding School, but they are in higher step then them such as cousin, aunt, or uncle. They are from Islamic Senior High School at Al-Istiqamah Banjarmasin.

There are also students who learn with their friends that consist of two kinds they are, friends from school and from environment. Most of the students who learn with their friends are prefer to learn with their friends from their school, and just some of them said that it is prefer to learn with their friends from their environment.

There are for three students who said that they just learn in their home with their own selves without asking to anyone. These students said that if they cannot understand the material, they just look up the dictionary and translate them word by word if it is about comprehending the text or translation or look up their book to see some examples from it if it is about structure.

From this question, the researcher can find some of the students' learning habit in their home. Almost all of the students learn English at home two times a week. And almost of these students they learn just if they have a task or homework, the students usually learn English for memorizing some of the vocabularies that the teacher gives to them. There are only two students who said that they learn English three times a week.

There are three students who said that they never learn English at home. These students make a reason why they are lazy to learn English at home because they have no friend to learn English and there is no family or relative who can help them to learn English.

### 3. Questionnaire

The researcher uses 15 items for the questionnaires, based on the questionnaire; the researcher got some information about the students' problems in learning English.

**Table 4.1: The percentage of students' opinion about English subject**

No	Option	Frequency	Percentage (%)
1.	Good	39	81.25%
2.	I do not know	9	18.75%
3.	Bad	0	0%
<b>Total</b>		48	100%

From the first question in the questionnaire there are 81.25% or 39 students answer multiple choice *a* (good), 18.75% or 9 students answer multiple choice *b* (I do not know), and no one or 0% of the students answer English is bad or answer option (*c*) about their opinion.

**Table 4.2: The percentage of students who like English subject**

No	Option	Frequency	Percentage (%)
1.	Yes, I do	39	81.25%
2.	I do not know	6	12.5%
3.	No, I do not	3	6.25%
<b>Total</b>		48	100%

The second question there are 81.25 % or 39 students answer *a* (yes, I do), 12.5% or 6 students answer *b* (I do not know), and there are 6.25% or 3 students answer *c* (no).

**Table 4.3: The percentage of students' reason in learning English**

No	Option	Frequency	Percentage (%)
1.	It is important	26	54.17%
2.	It is fun	13	27.08%
3.	It is stated in curriculum	9	18.75%
<b>Total</b>		48	100%

From the table above, there are 54.17% or 26 students answer *a* (it is important), there are 27.08% or 13 students answer *b* (it is fun), and there are 18.75% or 9 students answer *c* (it is stated in curriculum).

**Table 4.4: The percentage of students about the necessary in learning English.**

No	Option	Frequency	Percentage (%)
1.	Yes	42	87.5%
2.	I do not know	6	12.5%
3.	No	0	0%
<b>Total</b>		48	100%

From the fourth question there are 87.5% or 42 students answer multiple choice *a* (yes), there are 12.5% or 6 students answer *b* (I do not know), and there is 0% or zero student answer *c* (no).

**Table 4.5: The percentage of students about learning English**

No	Option	Frequency	Percentage (%)
1.	Yes	33	68.75%
2.	Sometimes	14	29.17%
3.	No	1	2.08%
<b>Total</b>		48	100%

From this table it can be seen that there are 68.75% or 33 students answer the option *a* (yes), there are 29.17% or 14 students answer the option *b* (sometimes), and there is only one student or 2.08% who answers the option *c* (no).

**Table 4.6: The percentage of students about the difficulties  
incomprehending English text**

No	Option	Frequency	Percentage (%)
1.	Yes	34	70.83%
2.	Sometimes	13	27.08%
3.	No	1	2.08%
<b>Total</b>		48	100%

The table above tells that there are 34 or 70.83% students answer the option *a* (yes), there are 13 or 27.08% students answer the option *b* (sometimes), and there is only one student or 2.08% students answer the option *c* (no).

**Table 4.7: The percentage of students about problem inunderstanding  
grammars**

No	Option	Frequency	Percentage (%)
1.	Yes	37	77.08%
2.	Sometimes	10	20.83%
3.	No	1	2.08%
<b>Total</b>		48	100%

In the seventh questionnaire there are 77.08% or 37 students state that the teacher always explains the subject clearly option *a* (yes), there are 20.83% or 10 students state that the teacher sometimes explains the subject clearly option *b* (sometimes), and there is only one student or 2.08% state that there is no problem in understanding grammars in English option *c*(no).

**Table 4.8: The percentage of students about English wordpronunciation**

No	Option	Frequency	Percentage (%)
1.	Difficult	34	70.83%
2.	Normal	13	27.08%
3.	Easy	1	2.08%
<b>Total</b>		48	100%

From the table above, there are 70.83% or 34 students answer that the pronunciation of English words is difficult, there are 13 students or 27.08% answer that word pronunciation in English is normal, and there is only one student or 2.08% answers that English word pronunciation is easy.

**Table 4.9: The percentage of students about learning English in a week**

No	Option	Frequency	Percentage (%)
1.	Often	1	2.08%
2.	Seldom	42	87.5%
3.	Never	5	10.42%
<b>Total</b>		48	100%

There is only one student or 2.08% answer that the student often learns English in a week, there are 87.5% or 42 students answer that they seldom learn English in a week, and there are 10.42% or 5 students answer that they never learn English in a week.

**Table 4.10: The percentage about learning English in Islam**

No	Option	Frequency	Percentage (%)
1.	Necessary	16	33.33%
2.	I have no idea	31	64.58%
3.	Forbidden	1	2.08%
<b>Total</b>		48	100%

From the table above, it can be seen that there are 33.33% or 16 students answer that learning English in Islam is necessary, there are 64.58% or 31

students answer that they have no idea about learning English in Islam, and there is one student or 2.08% answer that learning English in Islam is forbidden.

**Table 4.11: The percentage of students about hearing the prohibition**

No	Option	Frequency	Percentage (%)
1.	Never	35	72.92%
2.	Forget	0	0%
3.	Ever	13	27.08%
<b>Total</b>		48	100%

In the eleventh questionnaire, there are 72.92% or 35 students answer that they never hear about the prohibition in learning English, there is no student or 0% answers the option *b*, and there are 27.08% or 13 students answer that they ever hear about the prohibition in learning English.

**Table 4.12: The percentage of students about from whom did they hear it**

No	Option	Frequency	Percentage (%)
1.	Parents	0	0%
2.	Religious man	7	53.85%
3.	Others	6	46.15%
<b>Total</b>		13	100%

From the table above, there is no student or 0% answer that the student ever heard the prohibition from parents, there are 53.85% or 7 students ever heard the prohibition from religious man, and there are 46.15% or 6 students ever heard the prohibition from others.

**Table 4.13: The percentage about parents' opinion about English**

<b>No</b>	<b>Option</b>	<b>Frequency</b>	<b>Percentage(%)</b>
1.	Good	28	58.33%
2.	Normal	19	39.58%
3.	Bad	1	2.08%
<b>Total</b>		48	100%

There are 58.33% or 28 of the students answer that the opinion from their parents about learning English are good, there are 39.58% or 19 of the students answer that their parents never ask them to learn English and never forbid them to learn English, and there is only one student or 2.08% answers that his parents said that learning English is bad.

**Table 4.14: the percentage of students about the prohibition from parents in learning English**

No	Option	Frequency	Percentage (%)
1.	No	40	83.33%
2.	I do not know	8	16.67%
3.	Yes	0	0%
<b>Total</b>		48	100%

There are 83.33% or 40 students answer that their parents never prohibit them to learn English, there are 16.67% or 8 students answer that they do not know whether their parents prohibit or permit them to learn English, and there is no student answers that his or her parents prohibit him or her to learn English.

**Table 4.15: The percentage of students about hearing English is an infidel language from a religious man**

No	Option	Frequency	Percentage (%)
1.	No	40	83.33%
2.	Forget	1	2.08%
3.	Yes	7	14.58%
<b>Total</b>		48	100%

There are 83.33% or 40 students answer that they never hear a religious man said that English is an infidel language, there is only 1 or 2.08% student answer that he forgets about this opinion about an infidel language, and there 14.58% or 7 students answer that they ever hear a religious man said that English is an infidel language.

## **B. DISCUSSION**

After getting the data which the researcher needs to collect it to complete the research, and then the researcher analyzes the data. To know more it will be explained as follows:

### **1. Observation**

From the observation, the writer did toward 48 students of 60 students that they are from Madura in Islamic Junior High School at Al-Istiqamah Banjarmasin. The researcher concluded that most of the students in the male class feel afraid to interact with the teacher when the teacher invites them to communicate with her about the English subject. When the teacher asks them to translate English text to Bahasa, most of the students choose to keep silent and hope others to translate the text.

In the female class, the writer found that this class is better than male class, because some of the students choose to open their own dictionaries to translate the text with their own selves before the teacher asks them to translate the text. The interaction between the teacher and the students in this class is better than male class, because some of the students in this class choose to answer the teacher question even though they sometimes make mistake in answering the teacher question.

Most of the students' pronunciations in these two classes are not too good because most of them read the text aloud and pronounce the text without following the right pronunciation from English dictionary. The students pronounce the words according to the alphabet pronunciation only. Besides they lack in vocabulary, they also feel difficult when they learn listening skill, because they sometimes cannot understand what the reader means. Because of that most of the students got low score in English subject.

## 2. Interview

The researcher found in this step some problems in learning English from the eighth grade students of Islamic Junior High School at Al-Istiqamah Banjarmasin. The most problems that the students face in learning English is less in vocabularies and feel difficult to understand the structure. The students sometimes feel difficult to understand the text because of less in vocabularies which they have and memorize it and also they cannot understand sometimes the text because of they cannot differentiate between a verb and a helping verb. Also they feel difficult when they have to use present tense or past tense when they are asked to make sentence.

The students learn at home with their family or relative which also learn at in this Islamic Senior High School, so the researcher feels that it is not helpful for the students to help them in understanding the material. There also some of the students said that they learn at home with their friends from this Islamic Boarding School also. Most of the students learn at home only twice a week. There some students said that they learn at home more than twice and there some students said that they learn at home with their own selves without asking to anyone.

According to most of the students, the teacher explanation is very clear and they feel satisfied with the teacher explanation in the class. Some of the students said that the teacher explanation is clear, but they just cannot understand it and also sometimes the teacher explains the material too fast for the students which they cannot catch the material. There also feel that the teacher explanation is clear sometimes.

According to this finding the researcher thinks that most of the students' problems in learning English are from their own selves. There are many of the students learn English at home just because of there is a homework or a task from the teacher, so the students have a bad habit in learning English.

### 3. Questionnaire

From the table above about questionnaire, the writer presents the data about the students problems in learning English and the influential factors which make the students feel difficult in learning English. To know more about the result from the questionnaire, the researcher would like to discuss it below.

The researcher starts from the first questionnaire, there are 39 (81.25%) students answer *good*, there are 9 (18.75%) students answer *I do not know*, and there is no student answers *bad*. The question is "*what is your opinion about English?*" According to this question, the students' opinion about English is in good category.

The second questionnaire is "*do you like English*", there are 39 (81.25%) students answer *yes, I do*, there are 6 (12.5%) students answer *I do not know*, and there are 3 (6.25%) students answer *no I do not*. From this second question, the students who like English are in good category also.

The third question is “*why do you learn English,*” there are 26 (54.17%) students answer *it is important*, there are 13 (27.08%) students answer *it is fun*, and there are 9 (18.75%) students answer because *it is stated in curriculum*. There are 26 or more than 50% of the students answer that learning English is important, so it means that the students’ reason to learn English is in good category.

The fourth question is “*is it necessary to learn English for you,*” there are 42 (87.5%) answer *yes*, there are six (12.5%) answer *I do not know*, and there is no student answers *no*. The students’ interest about the necessary in learning English is in good category, because most of the students answer that learning English is necessary for them.

The fifth question is “*do you think learning English is difficult for you.*” There are 33 (68.75%) answer *yes*, there are 14 students (29.17%) students answer *sometimes*, and there is no student answer *no*. The students’ attention in learning English in the class is in good category, because almost 70% of the students answer that they usually pay attention when the teacher explain the material in English class.

The sixth question is “*Is it difficult for you to comprehend English text.*” There are 34 (70.83%) students answer *yes*, there are 13 (27.08%) students answer *sometimes*, and there no student answers *no*. According to the students’ answer about this question, they feel difficult to comprehend the text because of less in vocabulary.

The seventh is “*do you have problems in understanding grammars in English.*” There are 37 (77.08%) students answer *yes*, there are 10 (20.83%) students answer *sometimes*, and there is only one student answers *no*.

The eighth questionnaire is “*how do you feel about pronunciation of English words.*” There are 34 (70.83%) students answer *difficult*, there are 13 (27.08%) students answer

*normal*, and there is only one student answers *easy*. From the students answer above, so the teacher's motivation in learning English in the class is in good category.

The ninth questionnaire is "*how many times do you learn English a week.*" There is only one student (2.08%) students answer *often*, there are 42 (87.5%) students answer *sometimes*, and there are 05 (10.42%) students answer *never*. According to the students' answer, the students learn at home only when they have homework or task to be done.

The tenth questionnaire is "*how is about learning English in Islam.*" There are 16 (33.33%) answer *yes*, there are 31 (64.58%) answer *I have no idea*, and there is one student (2.08%) answers *forbidden*. It means that in this questionnaire is in good category.

The eleventh questionnaire is "*do you ever hear about the prohibition in learning English.*" There are 35 (72.92%) students answer *never*, there is no student answers *forget*, and there are 13 (27.08%) answer *ever*.

The twelfth questionnaire is "*if it was from whom did you hear it*". There is no student answers that they ever heard the prohibition form their parents, there are 07 (53.85%) students answer that they ever heard the prohibition from religious man, and there are 06 (46.15%) students answer that they ever heard it from others.

The thirteenth questionnaire is "*what is your parents' opinion about English.*" There are 28 students (58.33%) students answer *good*, there are 19 (39.58%) students answer *normal*, and there only one student answers that his parents opinion about English is *bad*. From this question, there is only one of the student's parents said that English is bad for him and most of the students' parents' opinion about English is good.

The fourteenth questionnaire is "*do your parents prohibit you to learn English.*" There are 40 (83.33%) students answer *no*, there are 08 (16.67%) students answer *I do not*

*know*, and there is no student answer the option *c*. It means that most of the students' parents do not prohibit them to learn English.

The fifteenth questionnaire is "*do you ever hear a religious man said that English is an infidel language.*" There are 40 (83.33%) students answer *no*, there is only one or (2.08%) student answers *forget*, and there are 07 (14.58%) students answer *yes*. More than 80 percent of the students answer that they never heard a religious man said that English is an infidel language and only seven of the students ever heard a religious man said that English is an infidel language.