

The Students' Achievement in Teaching and Learning English Through English Texts

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Abstract

This study is an Analytical study about students' achievement in teaching and learning English through English texts. The object of this study is the second year students at MA Putra Al Islahuddiny Kediri in academic year 2025/2026. The total number of the population were more than 100 students, so that the writer reduced the population into sample then the writer got 72 students. The object of the study was teaching English through English texts. After being taught, the students then given some test. The result of the test given shown the average score: 6,125. It is conveniently to judge that the students' achievement in learning english through English text is good enough.

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1. INTRODUCTION

Language is not a practical science only, but also theoretical science. Studying a language means to study how the language works, either in theoretically or in practically. The fact is obviously engaged with learning English. English is one of the International languages, and spoken by many people in all over the world. it is convenient to say that English is one of important languages in the world English is also the most famous and important language in the world, since there are many scientific books printed in English, and English is also used in formal or non formal communication in the world. Language will be useful for persons learning he language, if the persons can use the language as it be. Students should be able to master the language both in receptive skill reading and listening and productive skill speaking and writing (Randolph: 1987)..

As the fact that, in getting a test or final examination, they often or even always meet english texts in the written form. They often get difficulties in answering the question lists. In the writer's opinion, they get difficulties because they haven't been usual to use the language as their means of communication, although in written forms. In Indonesian schools, especially those are based on the Curriculum of 1980, the teaching-learning a language processes are still emphasized on the structure, structural-oriented, whereas the communicative aspects on the weak side. It is mentioned in the "Kurikulum Madrasah Aliyah, Garis-garis Besar Program Pengajaran:" Dalam Kurikulum 1980 struktur menjadi pusat perhatian dan inti kurikulum. Semua penyajian pelajaran berkisar sekitar struktur itu ".

(Mirwan : 1984).

On the other hand, learning a language is not only learning its structure, but also learning all of the language aspects or learning what the language really is. Language is a means of communication, by means that by using the language we are able to communicate our ideas to other people, or to make interact to other ones (Donn : 1980).

In Accordance with Mary Finacchiaro, (1974) in her book entitled : 'English as a Second Language: From Theory to Practice, giving us some definitions of the language, stated :

"Language is a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.

Furthermore, she also explains the definition above. She says :

“The word communicate and interact as used in the definition signify to understand and to speak; to be able to hear and to respond or react (by carrying out directions, for example) to spoken word. They imply, too, the ability to talk about something that happen in the past, that is happening in : the present time, or that may happen in some time in the future.”

From the explanation above, it is clearly indicated that learning a language is how to learn the language to be useful for our daily life. In studying English, the ability in mastering english texts is a very important aspect that must be mastered by every English learner Finacchiaro and Brumfit (1983). English is taught not only for examination purposes, but it also taught for daily communication also. On the other word, there are many companies or factories or even state departments that need one who master English well. They do not demand ones mastering English passively only, that is ones who master English in receptive skill, but also ones mastering English actively, that is ones who can use English as their means of communication or ones who can speak and write in English (Bustami : 1990). It means that the English is the first and main entrance requirement in applying for the worker.

. It is one of demanding subjects in every high school in Indonesia. Thus, English, for the English department students, is not a new subject, since English has been given when they were studying English in their junior high schools level. Viewed from the time they had used, they should master English well.

There are four aspects influencing the ability in mastering a language, English as well. They are : reading, listening, writing, and speaking (Swan and Smith:1937). Therefore, in this writing, the writer would like to discuss about two aspects of language they are; speaking and listening, or it's usually named 'english text' Because, of the reasons of the curriculum, the writer could not do the investigation of students ability in mastering english text as it be. It means that in investigating the students ability in mastering english text was not orally, but he investigated the english text in the written form.. It was also because the very limited time being available to do the research.

It means that the teaching of english texts to the second year students is to support the achievement of the curriculum. The english text have already mentioned above, means a conversation or a talk in the written form (Webster : 1951). . It means that in this writing, the writer do not investigate how is the students ability in mastering English english text orally

Therefore in this writing, wants to know how is the influence of the ability in mastering english text on the achievement in learning English to the second year students at MA Putra Al Islahuddiny Kediri. According to the writer, MA Putra Al Islahuddiny Kediri is representative enough for the level of Senior High School to be investigated. Related to this study discussing about the improving students' achievement in learning english through english texts, the writer would like to present the formulations of the problem first, namely :

“How Does the English text being used in teaching and learning process for the second year students at MA Putra Al Islahuddiny Kediri in academic year 2025/2026.”

Meanwhile, this writing is expected to give worthwhile experiences in teaching English to the writer; and the result of this study is expected to be useful for English teachers to develop their teaching abilities.

B. DISCUSSION

B.1. English Text

An English text is any collection of words, signs, or symbols in the English language that conveys meaning, ranging from a simple sign to a complex novel, and can be categorized into types like narrative (stories), descriptive, expository (informational), procedural (instructions), and persuasive, each with specific structures and purposes Utari and dan Miroezam :1990). It's essentially a body of written or spoken language in its original form, focusing on the content rather than the physical object.

According to Funk and Wagnalls (1956) A text is any form of communication that conveys meaning, which can include written materials like books and emails, as well as non-written forms such as movies, songs, or works of art. In a more traditional sense, a text refers to the actual words of a written work, distinct from commentary or notes. For senior high school English common text types (genres) focus on structure, purpose, and language, including Narrative, Recount, Descriptive, Report, Explanation, Analytical/Hortatory Exposition, Procedure, Discussion, Review, Anecdote, Spoof, and News Item, teaching students to read and write for various functions like storytelling, informing, persuading, and describing through features like specific tenses, vocabulary, and organizational patterns.

There some types of Text (Genres) are as follows:

- Narrative: Tells a story (e.g., short stories, fables, myths).
- Recount: Retells past events (e.g., personal journals, event reports).
- Descriptive: Describes people, places, or things vividly (e.g., poems, descriptive essays).
- Report: Presents factual information about a general topic (e.g., scientific reports).
- Explanation: Explains processes or phenomena (e.g., how things work).
- Analytical Exposition: Argues a viewpoint to persuade (e.g., opinion articles).
- Hortatory Exposition: Advises or recommends (e.g., persuasive speeches).
- Procedure: Gives step-by-step instructions (e.g., recipes, manuals).
- Discussion: Presents different viewpoints on an issue (e.g., debates).
- Review: Evaluates a work (e.g., movie reviews).
- Anecdote: Shares a short, amusing story.
- Spoof: A humorous twist on a familiar story.

- News Item: Reports current events.
Core Skills Developed
- Purpose & Audience: Understanding *why* and *for whom* a text is written.
- Generic Structure: Recognizing typical organizational patterns (e.g., introduction, body, conclusion).
- Language Features: Identifying specific vocabulary, tenses (like simple present/past), and grammatical structures (like noun phrases, conjunctions).
“adapted from Paulston and Bruder (2015)”

As a matter of fact, the teaching of english text, is very different from the teaching of other materials. In teaching english text the teacher does not only teach the language on the theoretical aspect. The teacher teach students the English as their means of communication. The teacher must be able to use the language as native speakers do, although in the simple way (Utari : 1988). . Ideally, the teaching of english text needs a long time, whereas the time available to conduct the teaching-learning english text process is very limited. They got only the materials that are usually used in daily activities, such as; greetings, thanks, excusings, preference, etc. Furthermore, before getting on the teaching of english text, to reach a good result, the students must be on the good condition of mastering English grammar / structure.

B.2. The Teaching of English Texts at MA Putra Al-Islahuddiny kediri

In teaching the materials of english texts for the second year students of MA Putra AI-Islahuddiny Kediri in academic year 2025-2026. The total number of the population was more than 100 students. Considering the large number of the population, the writer use sampling technique. A sampling technique is a method used to select a representative subset (sample) from a larger group (population) to study and make inferences about the whole, saving time and cost, and involves choosing members based on specific rules, broadly categorized into probability sampling (random selection for generalizability) and non-probability sampling (non-random, convenience-based) (Borg and Gall : 1979). The goal is to get insights that accurately reflect the entire population without surveying everyone. for this study, the writer use simple Random Sampling: Everyone has an equal chance (Borg and Gall : 1979). in this case the writer use lottery technique then the writer took 72 students as the sample.

The teacher, firstly, reads the text loudly and followed by the students. The teacher translates the materials into bahasa Indonesia, explains new vocabularies and the contents of the topics, but not in detail. Then the teacher asks some students, as representation, to practice the english text in pair. At last the teacher asks students to conclude the topics of the materials of english texts.

The table below explains the frequency of the english text materials given by the teacher

The frequency of the english text materials given by the teacher

No	Statements	f	Pct.%
1	Ya, sering	38	52,78%
2	Kadang-kadang	20	27,78%
3	Tidak begitu sering	14	19,44%
Total		72	100,00%

From the table above, we can see that the teacher often gives english texts materials to the students, they are 38 persons or 52,78 % informed that their English teacher often teaches english texts and 20 persons or 27,78 pct. stated that their English teacher doesnt often teach the english texts materials, and 14 persons or 19,44 percent stated that their teacher seldom give them english text materials.

In addition, to know the students condition in learning the materials of english text, whether or not they will get difficulty, see the table below :

The students assumption toward the materials of english text

No	Statements	f	Pct.%
1	Ya, sulit sekali	54	75%
2	Tidak sulit	18	25%
Total		72	100,00%

By searching the table above, we can find the data that 54 students or 75 % get difficulty in learning the materials of english text and 18 students or 25 % donot difficulty in learning English. Hence, it can be conclude that most of the students get difficulty in learning the materials of english texts.

Now please consult to the table below to know the frequency of students difficulty in learning english texts.

The frequency of students difficulty in learning the materials of english texts

No	Statements	f	Pct.%
1	Selalu menemui kesulitan	12	16,67%
2	Sering menemui kesulitan	36	50,00%
3	Kadang-kadang saja menemui kesulitan	24	33,33%
4	Tak pernah menemui kesulitan	0	0,00%
Total		72	100,00%

From the table above, can be seen that the students usually get difficulty when learning the materials of the english texts by themselves without the instruction of the teachers. The table below will show us the difficulties faced by the students.

The students difficulties toward under standing the materials of english texts

No	Statements	f	Pct.%
1	Tata bahasa	33	45,83%
2	Kosa kata	22	30,56%
3	Pengucapan	17	23,61%
4	Menghapalkan	0	0,00%
Total		72	100,00%

By observing the table above, it is clear that most of the students get difficulties in studying the materials of english texts, namely 33 persons or 45,83 % feel difficulty learn english text caused grammar or structure, 22 persons or 30,56 % feel difficult in learning english texts caused Vocabulary, and 17 persons or 23,61 % get difficulties caused Pronunciation. For memorizing materials they get no difficulties

After seeing the students conditions in learning the materials of the english text, now the writer would like to present the result of observing the teachers conditions, especially the English teachers, in teaching the materials of english texts. First of all, let's see the table below to know the students' responses toward their teachers' method in teaching them.

The students' responses to the teachers' methods of teaching English english texts

No	Statements	f	Pct. %
1	Menyenangkan sehingga kami mudah memahaminya	18	22,22%
2	Biasa saja	50	69,44%
3	Membosankan	4	5,46%
Total		72	100,00%

From the data mentioned above, we can conclude that the teachers' methods in teaching the English english texts is good enough. For only 4 persons or 5,46 % stated that their teachers' methods bore them. 50 persons or 69,44 % stated that their teachers have fairly good methods in teaching the english texts, and 18 students or 22,22 % stated that their teachers' methods are favourable so that they can understand the materials easily.

Naturally, a good thing will effect good result too. In this case, the teachers have fairly good methods in teaching them english texts so that the students must be able to understand the materials easily. To know about it, please consult to the table below.

The students' ability to understand English english texts given by the teacher

No	Statements	f	Pct. %
1	Ya, dapat memahami	16	22,22%
2	Kadang dapat, kadang tidak	47	65,28%
3	Tidak dapat memahami	9	12,50%
Total		72	100,00%

In fact, through the table above we can see the result. It is said that 16 students or 22,22 % can understand what their teachers give them easily. 47 students or 65,28 % stated that sometimes they can understand and sometimes they cannot understand the materials of English english texts given by their teachers easily. Whereas the students who cannot understand what their teachers give them are 9 persons or 12,50 % only.

In any teaching-learning language processes, the target of language will be relatively achieved if the teaching-learning processes use aids. In teaching english text, he teachers must creatively use aids related to students some assignments to memorize some topics of english texts, to translate some topics of english texts into bahasa Indonesia or its contrary. Related to the aids used by the English teachers, as Donn Byrne said that their function is not to make the lesson more colourful or to demonstrate the teachers versatility either in constructing or handling them, but to make learning more effective.

On the other words, students are demanded to have more strong motivation in learning the materials. For instance; the students must have more bravery to use the language as their means of communication. Here, the students are demanded to drill

themselves in practicing the language in any occasion . To answer the statements above, please consult the tables below.

Students' information about aids used to teach english texts by their teachers

No	Statements	f	Pct.%
1	Ya, sering sekali	0	0,00%
2	Kadang kadang	55	76,39%
3	Tidak pernah	17	23,61%
Total		72	100,00%

From the table above, it is clear that more than 75% students stated that their teacher in teaching them english texts sometimes used aids, and 17 persons or 23,61 % stated that their teacher never used aids in teaching them english texts. No one stated that their teacher very often used aids in teaching them english texts.

The students' assignments given by their English teacher

No	Statements	f	Pct.%
1	Ya, sering sekali	0	0,00%
2	Kadang kadang	50	69,44%
3	Tidak pernah	22	30,56%
Total		72	100,00%

From the table above, it is clear that 50 persons or 69,44% stated that they sometimes got assignments given by their teaches. 22 persons or 30,56% stated that they never got any assignments given by their teacher.

Ideally, if we want the materials to be able to be gained thoroughly, students must not do what the teacher asks only. The students themselves must be active to increase their knowledge of English. It can be done through reading English books, English magazines, English columns, or listening to the English radio Programs, or watching the TV's Programs of English, joining in an English course or even conducting an English private course. The table below will give us the explanation about them.

The students' efforts to increase their mastery of English english texts

No	Statements	f	Pct.%
1	Menggunakan Tape Rec.	25	34,72%
2	Mendengarkan siaran berbahasa Inggris di Radio	28	38,89%
3	Menyaksikan siaran bahasa Inggris di TVRI	12	16,67%
4	Mengikuti kursus bahasa Inggris	7	9,72%
Total		72	100,00%

The students' intensities to read the English printed readings

No	Statements	f	Pct.%
1	Ya, sering membaca	0	0,00%
2	Kadang-kadang membaca	30	41,67%
3	Tidak pernah membaca	28	38,89%
4	blanks	14	19,44%
Total		72	100,00%

By observing the table, we can give an opinion that most of the students take activities to increase their knowledge of English. For the table only 30 persons or 41,67% stated often read the English printed readings, whereas 42 persons or 58,33 % stated never read and give no responds of the researcher question.

At last, the writer can conclude, by observing all of the data, that the teaching english texts at MA Putra Al Islahuddiny Kediri of the data, that the teaching of english texts at MA Putra Al Islahuddiny Kediri is fairly good. For it gets a good responds of the students who have a good assumption toward English. In this case they feel that their need toward English is because they want the English to become useful in their life.

B.3. The Students Achievement Of English Learning Through English Texts

To know the students' achievement of English learning, the writer gets the average score from the report books. The formula which is used to determine the average score is :

$$N = \frac{2p + 1q + 2r}{5}$$

- Note: N = The report score.
 p = The average of Sub-sumative test.
 q = The average of Co-curricular test.
 R = The average of Sumative test.

To recheck the report scores, in this investigation, the students are given a test by the researcher to know the result of learning english text materials. To facilitate the understanding of the scores, the writer presents them in the table below :

The scores of the english texts test and the English report scores at the second year students

No	Scores		No	Scores	
	Test = X	Rep = Y		Test = X	Rep = Y
1	5	5	37	8	7
2	5	5	38	8	7
3	6	7	39	8	7
4	7	6	40	6	7
5	7	5	41	5	7
6	4	5	42	4	7
7	5	6	43	6	6
8	5	6	44	5	7
9	5	6	45	7	7
10	5	6	46	6	7
11	7	5	47	6	6
12	6	7	48	6	7
13	6	7	49	6	7

14	5	6	50	8	7
15	6	7	51	6	8
16	5	6	52	6	7
17	5	6	53	5	7
18	6	6	54	6	7
19	5	6	55	5	6
20	5	6	56	5	6
21	5	6	57	7	7
22	5	6	58	7	6
23	5	6	59	6	7
24	6	7	60	4	7
25	5	7	61	6	7
26	6	7	62	6	7
27	6	7	63	8	8
28	9	8	64	8	7
29	6	7	65	8	8
30	8	7	66	5	7
31	7	7	67	5	7
32	8	7	68	5	5
33	8	7	69	6	8
34	8	7	70	7	7
35	7	6	71	7	7
36	8	7	72	7	7
			TOTAL	441	477

The average score of the english texts test is :

$$\frac{441}{72} = 6,125$$

Whereas the average score of report is :

$$\frac{477}{72} = 6,625$$

Based on the table above, students' english texts test and students' report test, the writer would like to research the influence of the ability in mastering English english texts on the achievement of learning of English. In this case, the writer wants to use the technique of correlation to prove it. That is the 'Scatter Diagram which will be used

B.4. The Result Of The Analysis

The writer, firstly, would like to put forward the aims of the correlation analysis technique. According to Mr, Anas Sudijono, there are three purposes, namely :

1. To look for the proof, based on the data, whether or not there is relationship between variable one and the other variable(s).
2. To answer the question whether or not the relationship (if any relation) is very strong, strong, strong enough, or weak.

3. To get the mathematical clearness and certainty, ther or not the variables have the significant correlation.

Based on the explanation, the writer would like to prove whether or not there is influence of the ability in mastering English english texts on the achievement in learning English to the second year students at MA Putra Al Islahuddiny Kediri, if any influence (relation) between them, and to answer the question whether or not the correlation is significant.

Because of only two variables in this study, this correlation is called "bivariate correlation". The two variables are the ability in mastering English english texts (independent variable) and the achievement in learning English (dependent variable). The independent variable is the variable which influences the other variable. Whereas the variable getting influence from the others is call, dependent variable.

After obtaining the data of the test,, the writer tries to find the correlation between the mastering English english texts ability and the achievement of learning of English. The formula of the number of index correlation is :

$$r_{xy} = \frac{\frac{\sum x' y'}{N} - (C_{x'}) (C_{y'})}{(SD_{x'}) (SD_{y'})}$$

(Sudijono : 1987)

From the Scatter diagram above, it has been known :

$$\begin{aligned} N &= 72 \\ \sum f_{x'} &= 9 \\ \sum f_{y'} &= -27 \\ \sum f_{x'^2} &= 97 \\ \sum f_{y'^2} &= 49 \\ \sum f_{x'y'} &= 24 \end{aligned}$$

The second step : To look for the C_{x'} with the formula :

$$C_{x'} = \frac{\sum f_{x'}}{N} = \frac{9}{72} = 0,125$$

The third step : To look for the C_{y'} with the formula :

$$C_{y'} = \frac{\sum f_{y'}}{N} = \frac{-27}{72} = -0,375$$

The fourth step : To look for the SD_{x'} with the formula :

$$SD_{x'} = \sqrt{\frac{\sum f_{x'^2}}{N} - \frac{(f_{x'})^2}{(N)}}$$

$$SDx' = 1 \sqrt{\frac{97}{72} - \frac{(9)^2}{(72)}}$$

$$SDx' = 1 \sqrt{1,347 - (0,125)^2}$$

$$SDx' = 1 \sqrt{1,347 - 0,016}$$

$$SDx' = 1 \sqrt{1,331}$$

$$SDx' = 1,154$$

The fifth step : To look for the SDy' with the formula :

$$SDy' = 1 \sqrt{\frac{\sum f_y \cdot 2}{N} - \frac{(f_y)^2}{(N)}}$$

$$SDy' = 1 \sqrt{\frac{49}{72} - \frac{(-27)}{(72)}}$$

$$SDy' = 1 \sqrt{0,68 - (0,375)^2}$$

$$SDy' = 1 \sqrt{0,68 - 0,14}$$

$$SDy' = 1 \sqrt{0,54}$$

$$SDy' = 0,734$$

The sixth step : To look for the r_{xy} with the formula :

$$r_{xy} = \frac{\frac{\sum x' y'}{N} - (C_{x'}) (C_{y'})}{(SD_{x'}) (SD_{y'})}$$

$$r_{xy} = \frac{\frac{24}{72} - (0,125) (-0,375)}{(1,154) (0,375)}$$

$$r_{xy} = \frac{0,333 - (-0,046875)}{0,43275}$$

$$r_{xy} = \frac{0,333 + 0,047}{0,848}$$

$$r_{xy} = 0,448$$

After finding the number of the Index correlation, the next step is to interpret it. There are two interpretations of product moment, namely : simple interpretation and interpretation using the table of product moment. The simple interpretation the table below :

The simple interpretation of the Number of Index Correlation “r” Product Moment

The result of r_{xy}	INTERPRETATION
0,00 – 0,20	There is correlation between variable X and variable Y, but the correlation is very weak.
0,20 – 0,40	Between variable X and Y, there is a weak correlation
0,40 – 0,70	The correlation is enough
0,70 – 0,90	There is strong correlation between variable X and Y
0,90 – 1,00	The correlation between variable X and Y is very strong

By analyzing data with the scatter diagram, the writer can get the result of the number of Index Correlation; 0,448. Then, consulted to the table we will get the result that between variable X variable Y, the ability in mastering english text and the achievement of learning of English there is a correlation; and the correlation is enough, not weak and not very strong.

After seeing the result using the first way, let's the result of analysis using the second way. Through the second way the interpretation will be more detail than first one. To use this way, the procedures are as follows :

1. Making Alternative Hypowriting (H_a), and Nihil Hypowriting (H_o).
 The Alternative Hypowriting (H_a) is when there is significant positives/negative correlation between variable X and variable Y
 The Nihil Hypowriting (H_o) is when there is not significan positive/negative correlation between variable X and variable Y.
2. Examining the truth or the error of the hypowriting, means ; which one is right : H_a or H_o , by comparing the value of r_{xy} in ‘r’ observation and the value of ‘r’ in ‘r’ product moment table (r_t), after finding out the degrees of the freedom (df).

The formula of degrees of freedom is :

$$df = N - nr$$

Note : df = Degrees of freedom
 N = Number of cases
 nr = Number of variables

If r_{xy} the same or bigger than r_t , H_a is accepted but H_o is refused; it means that there is a significant positive / negative correlation.

If r_{xy} is smaller than r_t , H_a is refused but H_o is accepted; it means that there is not significant positive/negative correlation.

In this investigation, the writer makes an Alternative Hypothesis (H_a) and a Null Hypothesis, as follows :

H_a = There is significant positive correlation between variable X (the ability in mastering english texts) and variable Y (the achievement of learning of English).

H_o = There is not significant positive correlation between variable X (the ability in mastering english texts) and variable Y (the achievement of learning of English).

The number of cases in this investigation are 72 and the number of variables are 2 (two), so that the df is :

$$\begin{aligned} df &= N - nr \\ &= 72 - 2 \\ &= 70 \end{aligned}$$

After finding out the number of Index correlation and the df, then, we consult to 'r' in 'r' product moment table (r_t) in 5 % significancy degree and 1 % significancy degree.

By df. = 70, r_t in 5 % significancy degree is 0,232

r_t in 1 % significancy degree is 0,302

From the explanation above, we know that r_{xy} is bigger than r_t either in 5 % significancy degree or in 1 % significancy degree : 0,232 0,448 0,302.

By such the result means that H_a is accepted and H_o is refused. It means that the positive correlation here is significant.

The result of the investigation is that there is significant correlation between the ability in mastering English english texts and the achievement in learning English or there is influence of the ability in mastering English english texts on the achievement in learning English.

4. CONCLUSION

After collecting, analysing, and discussing the influence of the ability in mastering English english texts on the achievement in learning English, the writer can come to the valuable conclusions as mentioned below :

1. The students' achievement in learning english texts of English is good enough. It means that their mastering of English english texts is good enough too. It is proved by the result of the test given to them with the average score : 6,125. It is also supported by the materials, although not all of the materials, given to them ; the frequency of giving the materials; and the most important is their good assumption and attention toward English, especially on the materials of the english texts.
2. The students' difficulties which are faced in learning english texts are grammar and vocabulary.
3. The techniques which are used in teaching english texts are by giving assignments to the students that must be done either at school or at home (home work), teaching by using aids but never used audio aids.

4. The result of the teaching of English at MA Putra Al Islahuddiny Kediri is good enough, especially for the second year students, the average score : 6,625. It means that the students' achievement in learning English is good enough.
5. There is a proof that there is influence of the ability in mastering English english texts on the achievement in learning English, or the correlation between the ability in mastering English english texts and the achievement in learning English is enough =.0,448. It means that if the students have good ability in mastering the English english texts, their achievement in learning English is also good.

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