

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Brief History of English Department

Jurusan Tadris Bahasa Inggris was opened in 1984 with the first head was Drs. H. Kadir Munsyi Dipl. Ad. Ed and Drs. H. Ahdi Makmur, M. Ag as a secretary. The next period was continued by Drs. H. Syarifuddin Syukur, MA as the head and the secretary was Drs. H. Ahdi Makmur, M. Ag. In academic year 1988/1989 *Jurusan Tadris Bahasa Inggris* was closed because it was waiting for operational permission from the Department of Religious Affairs (DEPAG).

After academic year 1997/1998 *Jurusan Tadris Bahasa Inggris* was opened for the second time and named *Jurusan Pendidikan Bahasa Inggris* (English Department), which led by Drs. H. Ahdi Makmur, M. Ag and Drs. Saadillah as secretary. Because Drs. Saadillah was continuing his study S2, the secretary position was substituted by Drs. H. Husnul Yaqin, M. Ed. Since 2003, the secretary position was substituted by Dra. Hj. Wardah Hayati, MA with Drs. H. Ahdi Makmur, M. Ag still the head of English department. Then in September 2005 until 2006, the head of English Department was Drs. H. Isa Anshari, MZ and Dra. Nida Mufidah, M. Pd as the secretary. Then because of Drs. H. Isa Anshari, Mz passed

away, the head of English Department was lead by Drs. Saifuddin Ahmad Husin, M. A since January 2007 and D ra. Nida Mufidah, M.Pd as the secretary, but in August 2007 Drs. Saifuddin Ahmad Husin, M. A resigned from his position because there were many things he had to do. As the next leader, Dra. Nida Mufidah, M.Pd as the head of English Department.

Since January 2008 until December 2009 English Department has lead by Dra. Nida Mufidah, M.Pd and Nurlaila Kadariyah, S. Ag as secretary. From January till June 2010, Ridha Fadillah, M.Ed/Nani Hizriani, MA as the secretary and lately the secretary of English Department is Nani Hizriani, MA since July 2010 until now with the head is Drs. Saadillah, M. Pd since 2013. For more information, it can be seen on appendix 1.

The main purposes of English Department are producing qualified English Department scholar that can exist in development English ability, linguistic and literature, able to be the professional English teaching in elementary and middle degree, and makes English Department as the center of occupation and development of English teacher staff.

The curriculum that is used in English Department consists of 155 SKS. That includes institute subject, faculty and English Department subject. The students need 4 years to finish their study in English

Department. English Department has 15 permanent lecturers (civil servants) from different educational background.

The English Department also works together with RELO (Regional English Language Office) to invite English teachers who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It is also aims to encourage teachers' competence of teaching and learning methods, approaches, techniques and materials, especially English department's lecturers.

This cooperation began since academic year 2007/2008. There were three native English speaking fellows, who were already assigned to teach in English Department, including: Suzannah Mary Schoff, M. A (2007/2008), Andrea Taylor, M. A (2008/2009), and Ashleigh Sayer, M. A (2009/2010). For more information, it can be seen on appendix 2.

2. Description About Lecturer and Students Condition

In academic year 2012/2013, the total number of teachers who administratively registered of English Department at IAIN Antasari Banjarmasin are 15 permanent lecturers (civil servants) from different educational background and 496 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2012/2013. Furthermore, the data can be seen on appendix 3.

3. Description About Administration Staff

From the description of teachers and students of English department at IAIN Antasari Banjarmasin, we also know the administration staff of English Department at IAIN Antasari Banjarmasin. Furthermore, description of administration staff and their educational background can be seen on the appendix 4.

4. The Result of Research

On this chapter the writer describes about result of research on the field based on the test result as the primary data to better understand about the students' ability in understanding indefinite pronouns and the students' difficulties in understanding indefinite pronouns.

1. Description about the English Department students' ability in understanding indefinite pronouns

To know about the students' ability in understanding indefinite pronouns, the writer conducted a test to the students on May 20th-22nd 2013 at PBI room 6. From the total of the fourth semester students of English Department, just 103 students enrolled the test and there are 5 students did not come to the class to enroll the test at the time because they do not know about the test.

Based on the result of indefinite pronouns test of the English Department students, it is found the data that the highest score is 78 and the lowest score is 22. The accumulated score is 4683. Furthermore, the result can be seen on appendix 5.

Table 4.1. The Frequency Distribution of the Students' Test Result and the Classification

No	Score	F	%	Category
1	0 – 49	69 students	66,99%	Very Low
2	50 – 59	28 students	27,18%	Low
3	60 – 69	5 students	4,85%	Fair
4	70 – 79	1 students	0,97%	Good
5	80 – 100	0 students	0%	Excellent
	Total	103 students	100%	

From the table above, it shows that the students' ability in understanding indefinite pronouns based on its categories there are 69 students in very low category which the percentage is 66,99%, 28 students (27,18%) get the score 50-59 (low category), 5 students (4,85%) who get the score 60-69 (fair category), 1 student (0,97%) who gets the score 70-79 (good category), and no one student get the score 80-100 (excellent category).

To know the ability in understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013, the writer uses the mean as follows:

$$M = \frac{\sum X}{n}$$

$$N$$

$$M = \frac{4683}{103}$$

$$M = 45,46$$

Based on data above, the total score is 4683 of 103 students. The mean score is 45,46 which shows that the ability in understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013 is categorized into very low category.

2. Description about the students' difficulties in understanding indefinite pronouns at fourth semester students' of English Department at IAIN Antasari Banjarmasin academic year 2012/2013

Based on some test items which has given for students, the writer got the data that most of students get difficulties in understanding indefinite pronouns at fourth semester students' of English Department. The data is shown on the following table:

- a. The English Department students' difficulties in understanding indefinite pronouns form in multiple choice.

Table 4.2 The Result of The students' difficulties in Understanding Indefinite Pronouns in Multiple Choice Test Form (A) of the Fourth Semester Students' at IAIN Antasari Banjarmasin Academic Year 2012/2013

Aspects	Question's Number	Incorrect answer frequency	Percentage (%)
Another	12	45	5,28%

	15	48	5,64%
Other	6	73	8,57%

Continuing of table 4.2 The Result of The students' difficulties in Understanding Indefinite Pronouns in Multiple Choice Test Form (A) of the Fourth Semester Students' at IAIN Antasari Banjarmasin Academic Year 2012/2013

Aspects	Question's Number	Incorrect answer frequency	Percentage (%)
Other	11	65	7,63%
	17	76	8,93%
Others	10	80	9,40%
	14	94	11,04%
The other	2	46	5,40%
	8	86	10,10%
	9	70	8,22%
	13	54	6,34%
The others	7	46	5,40%
	16	68	7,99%
Total		851	100%

From the table above, the writer presented data about students' difficulties in understanding indefinite pronouns for multiple choice tests. It can be seen that the highest frequency in incorrect answer in no. 14 that is 94 students (11, 04%) and the second highest level is in no. 8 that is 86 students

(10, 10%). The table above explains the frequency of students' incorrect answers and its percentage that is the students have many mistakes in others and the other.

Table 4.3 The Result of The Students' Difficulties in Understanding Indefinite Pronouns in Multiple Choice Test Form (B) of the Fourth Semester Students' at IAIN Antasari Banjarmasin Academic Year 2012/2013

Aspects	Question's Number	Incorrect answer frequency	Percentage (%)
Another	1	75	28,73%
Other	2	92	35,24%
Others	3	94	36,01%
TOTAL		261	100%

From the table above, it can be seen that the highest frequency in incorrect answer in no. 3 that is 94 students (36, 01%). The table above explains the frequency of students' incorrect answers and its percentage that is the students have many mistakes in others.

- b. The English Department students' difficulties in understanding indefinite pronouns form in true false.

Table 4.4 The Result of The Students' Difficulties in Understanding Indefinite Pronouns in True False Test Form of the Fourth Semester Students' at IAIN Antasari Academic Year 2012/2013

Aspects	Question's Number	Incorrect answer frequency	Percentage (%)
Another	3	57	8,68%
Other	12	52	7,92%
	16	87	13,26%
	19	70	10,67%
	20	80	12,19%
	18	52	7,92%
The other	4	55	8,34%
	13	44	6,70%
The others	10	56	8,53%
	15	46	7,01%
Total		656	100%

From the table above, it can be seen that the highest frequency in incorrect answer in no. 16 that is 87 students (13,26%). The table above explains the frequency of students' incorrect answers and its percentage that is the students have many mistakes in other.

- c. The students' factors in understanding indefinite pronouns of fourth semester students' at IAIN Antasari Banjarmasin academic year 2012/2013.

1) Students' motivation

The data about this can be seen on the data about who give the students' motivation in learning English. It can be seen on the table below:

Table 4.5 The Result of the Questionnaire of Students' Motivation

No	Motivation	F	%
1	Parents	13 students	12,62%
2	Myself	87 students	84,47%
3	Friends	3 students	2,91%
	Total	103 students	100%

From the data above, it can be seen that highest frequency in students' motivation is 87 students (84, 47%). The table above explains the most students' motivation by themselves.

2) Students' Learning Activities

The data about this can be seen on the data about the students' learning activities in English. It can be seen on the table below:

Table 4.6.1 The Result of the Questionnaire of Students' Learning Activities

No	Pay attention	F	%
1	Yes	88 students	85,43%
2	Little	14 students	13,6%
3	No	1 students	0,97%
	Total	103 students	100%

From the data above explain that highest frequency in students' pay attention is 88 students (85, 43) states they had good pay attention.

Table 4.6.2 The Result of the Questionnaire of Students' Learning Activities

No	Situation when teaching-learning process	F	%
1	Quiet	7 students	6,80%
2	Little quiet	83 students	80,58%
3	Noisy	1 students	12,62%
	Total	103 students	100%

The table above explain the situation when teaching-learning process is little quiet, it can be seen that highest

frequency in situation when teaching-learning process is 83 students (80, 58%).

Table 4.6.3 The Result of the Questionnaire of Students' Learning Activities

No	Know about the kind of Indefinite pronouns	F	%
1	Yes	20 students	19,42%
2	Little	64 students	62,13%
3	No	19 students	18,45%
	Total	103 students	100%

From the data above, it can be seen that many students just have little knowledge about the kind of Indefinite pronouns is 64 students (62, 13%).

Table 4.6.4 The Result of the Questionnaire of Students' Learning Activities

No	Function of Indefinite Pronouns	F	%
1	Yes	15 students	14, 56%
2	Little	67 students	65, 05%
3	No	21 students	20, 39%
	Total	103 students	100%

Data above explain that many students just have little knowledge about the function of indefinite pronouns there are 67 students (65, 05%).

Table 4.6.5 The Result of the Questionnaire of Students' Learning Activities

No	Form of Indefinite Pronouns	F	%
1	Yes	16 students	15, 53%
2	Little	61 students	59, 22%
3	No	26 students	25, 24%
	Total	103 students	100%

Data above explain that many students just have little knowledge about the form of Indefinite pronouns there are 61 students (59, 22%).

Table 4.6.6 The Result of the Questionnaire of Students' Learning Activities

No	Difficulties in Understanding Indefinite Pronoun	F	%
1	Yes	44 students	42, 72%
2	Little	55 students	43, 70%
3	No	4 students	15, 53%
	Total	103 students	100%

Data above explain that many students who answered indefinite pronouns is not difficulties, there is 61 students (59, 22%).

Table 4.6.7The Result of the Questionnaire of Students' Learning Activities

No	Find form of Indefinite Pronouns	F	%
1	Yes	42 students	40,77%
2	Little	45 students	43,70%
3	No	16 students	15,53%
	Total	103 students	100%

From the data above, most students answered that they rarely find form of Indefinite pronouns in the book. They are 45 students (43, 70%).

Table 4.6.8The Result of the Questionnaire of Students' Learning Activities

No	Write Sentence in Form of Indefinite Pronouns	F	%
1	Yes	10 students	9, 70%
2	Little	67 students	65, 05%
3	No	26 students	25, 24%

Continuing of table 4.6.8 The Result of the Questionnaire of Students' Learning Activities

No	Write Sentence in Form of Indefinite Pronouns	F	%
	Total	103 students	100%

Data above explain that many students said that they are rarely write sentence in form of indefinite pronouns there is 67 students (65, 05%).

Table 4.6.9 The Result of the Questionnaire of Students' Learning Activities

No	Use Indefinite Pronouns in Daily Conversation	F	%
1	Yes	25 students	24, 27%
2	Little	57 students	55, 33%
3	No	21 students	20, 40%
	Total	103 students	100%

Data above explain that many students also rarely use indefinite pronouns in daily conversation there is 57 students (55, 33%).

Table 4.6.10 The Result of the Questionnaire of Students' Learning Activities

No	Knowledge about Indefinite Pronoun (Satisfied or Not)	F	%
1	Yes	1 students	0, 97%
2	Little	29 students	28, 15%
3	No	73 students	70, 87%
	Total	103 students	100%

From the data above, it can be seen that the students still unsatisfied with their knowledge about indefinite pronouns. They are 73 students (70, 87%).

B. Discussion

After all the obtained data are reported in findings detail as result of this study, it also needs to be analyzed base on the order of issues that have been introduced earlier with this study before.

1. The English Department students' ability in understanding indefinite pronouns.

The presented data on the previous subchapter shows that the students' ability in understanding indefinite pronouns based on its categories there are 69 students in very low category which the percentage is 66,99%, 28 students (27,18%) get the score 50-59 (low category), 5 students (4,85%) who get the score 60-69 (fair category), 1

student (0,97%) who gets the score 70-79 (good category), and no one student get the score 80-100 (excellent category) with the total score 4683 of 103 students. The mean score 45, 46 shows that the English department students' ability in understanding indefinite pronouns is categorized into very low category.

The writer analyzes that many students do not understand about indefinite pronouns well, especially about other, others and the other, because their knowledge about indefinite pronouns is still low.

The writer guess, the reason why students' knowledge low about indefinite pronouns because there is no topic about that in the syllabus of grammar two. In fact, the lesson about pronoun is available on the syllabus of grammar two but there is no explanation more about indefinite pronouns.

2. The English Department students' understanding indefinite pronouns in multiple choice and true false form.

The test result which has been collected in findings can be known that the accumulative score of the students' difficulties based on their incorrect answers in understanding indefinite pronouns of the English Department students' that is in multiple choice test (A) form it can be seen that the highest frequency in incorrect answer in no. 14 that is 94 students (11, 04%) and no. 8 that is 86 students (10, 10%). In multiple choice test (B) form the highest frequency in incorrect answer in no. 3

that is 94 students (36, 01%), its percentage that is the students have many mistakes in other, others and the other. While in true false test form it can be the highest frequency in incorrect answer in no. 16 that is 87 students (13, 26%), its percentage that is the students have many mistakes in other too.

3. The English Department students' factors in understanding indefinite pronouns.

a. Students' Motivation

From the result of the questionnaire given to 103 students who are taken as respondents in this research, it can be seen that highest frequency in students' motivation is 87 students (84, 47%).

b. Students' Learning Activities

From the result of the questionnaire given to 103 students who are taken as respondents in this research, it is found out that the highest frequency in students' pay attention is 88 students (85, 43) states they had good pay attention. The situation when teaching-learning process is little quiet, it can be seen that highest frequency in situation when teaching-learning process is 83 students (80, 58%). Many students just have a little knowledge about the kind of indefinite pronouns is 64 students (62, 13%), the function of indefinite pronouns is 67 students (65, 05%), and the form of

indefinite pronouns is 61 students (59, 22%). Most students answered that they rarely find form of indefinite pronouns in the book. They are 45 students (43, 70%), they are rarely write sentence in form of indefinite pronouns is 67 students (65, 05%), and also rarely use indefinite pronouns in daily conversation is 57 students (55, 33%). And than, the students still unsatisfied with their knowledge about indefinite pronouns is 73 students (70, 87%).