

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Discription of The Research Location

1. Brief of English Department

According to the document of English Department and “*Buku Kenang-kenangan 30 tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*”, English Department (Tadris Bahasa Inggris/ TBI) was established in 1984 with the first head of department was Drs. H. Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Ahdi Makmur, M.Ag as secretary. After the period of Drs. H. Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Ahdi Makmur, The Department was led by Drs. H. Syarifuddin Syukur, MA and Drs. Ahdi Makmur, M.Ag. in academic year 1988/1989 English Department was closed temporarily because of the operational permission letter from the Department of Religious Affairs (KEMENEG) had not been published yet.

The department was re-opened in 1997 and it became department of English Education (Pendidikan Bahasa Inggris/PBI) which was led by Drs. H. Ahdi Makmur, M. Ag and Drs. Sa’adillah as a secretary. Because Drs. Sa’adillah pursued his study for a master degree, the secretary position was replaced by Drs. Husnul Yaqin, M.Ed. In 2003-2006, the secretary was Dra. Wardah Hayati. On September 2005 until 2006, the head of English Department is Drs. Isa

Anshari MZ and Dra. Hj. Nida Mufidah, M. Pd as the secretary. Because Drs. Isa Anshari passed away, the English Department was led by Drs. Anang Syaifuddin, M. A and Dra. Hj. Nida Mufidah, M.Pd still as the secretary. However, in August 2007, Mr. Anang Syaifuddin resigned and Dra. Hj. Nida Mufidah, M.Pd was then appointed to replace him.

There still some changes of the leadership at English Department. Dra. Hj. Nida Mufidah, M.Pd is still the head of the department up to now but the secretary has been changing several times. They were Nurlaila Kadariyah, S.Ag on January 2008-December 2009, and continued by Ridha Fadillah, M.Ed till June 2010 and the latest one is Nani Hizriani M.A.

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 making English Department as the center of occupation and development of English teacher staff.

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).

Table 4.1. The Number of English Language Fellows of English Department IAIN Antasari Banjarmasin

No	English Fellows	Period	From	Educational Background
1	Suzannah Mary Schoff, M.A	September 2007 until June 30 th 2008	California, United States	B.A. at University of San Fransisco, CA M.A TESOL at Intrax English Institute, Chicago IL.
2	Andrea Taylor, M.A	August 30 th 2008 until June 30 th 2009	California, United States	B.A Drama and Art at San Fransisco State University M.A TESOL Diploma at San Fransisco State University
3	Ashleigh Sayer, M.A	September 2 nd 2009 until June 30 th 2010	New Hampshire, United States	B.A Biology and Music at Kenyon College, Ohio M.A Literacy of Bilingual, ESL and Multicultural Education at University of Massachusetts, Amherst

2. Description of Lecturers and Students Condition

In operating the education program of Tarbiyah Faculty, English Department is supported by 15 lecturers from different educational background as we can see in the following table:

Table 4.2. The number of lecturers of English Department IAIN Antasari Banjarmasin academic year 2011/2012

No	Name	Last Graduation
1	Drs. H. Ahdi Makmur, M.Ag.	S3 Universitas Utara Malaysia
2	Dr. H. Husnul Yaqin, M. Ed	S3 Islamic Studies UIN Jakarta.
3	Dr. Saifuddin Ahmad Husin, M.A	S3 Ilmu Budaya dan Humaniora UGM Jogjakarta
4	Drs. Sa'adillah, M.Pd	S2 Managemen Pendidikan UNLAM Banjarmasin
5	Dr. Dina Hermina, M.Pd	S3 UNJ Jogjakarta
6	Dra. Hj.Nida Mufidah, M.Pd	S2 Pendidikan Bahasa Sastra Indonesia dan Daerah UNLAM.
7	Dra. Hj. Wardah Hayati, M.A	S2 Women Studies Australia
8	Nur Laila Kadariyah, S. Ag. M.Pd.	S1 PAI FK Tarbiyah IAIN Antasari Banjarmasin, S2 FKIP UNLAM
9	Nani Hizriani, M.A	S2 TESOL Australia
10	Rusnadi, S. Pd.I, M.Pd.I	S2 IAIN Antasari
11	Ridha Fadillah, M. Ed	S2 TESOL Malaysia
12	Rahmila Murtiana, S. S, MA	S2 TESOL Australia
13	Raida Asfihana, M.Pd	S2 Pendidikan Bahasa Inggris UN Malang
14	Puji Sri Rahayu, M.A	S2 Applied Linguistics Australia
15	Hj. Noor Maulidiyah, M.A	S2 Bahasa Inggris Malaysia

Table 4.3. Description About the Staff of English Department IAIN Antasari Banjarmasin in Academic Year 2011/2012

No	Name	Graduated	Year
1.	Saidil Imani, S. Pd. I	S1 IAIN Antasari Banjarmasin	2007
2.	Norizzatil Hasanah, S, Pd.	S1 IAIN Antasari Banjarmasin	2011

The students of English Department from 2007/2008 to 2011/2012 generations are 400 students, including 131 males and 269 females, as we can see in the following table:

Table 4.4. Number of English Department Students

No	Generation	Male	Female	Total
1.	2007/2008	13	16	29
2.	2008/2009	18	43	61
3.	2009/2010	22	57	79
4.	2010/2011	37	80	117
5.	2011/2012	41	73	124
Total		131	269	400

Source: Document of English Department 2012

B. Data Presentation

This part is intended to present the result of the data analysis and thier presentation which is derived from the analysis. This part consists of the result of the research based on the fact found in the research. It covers the ability of the students in using participle adjective.

1. The description of the fourth semester students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin Academic Year 2011/2012.

To analyze the data, the researcher must collect the data in order to know the students data. The researcher held a test to find out the ability of the students.

The researcher conducted a test to the students of English Department especially the fourth semester students' of English Department IAIN Antasari Banjarmasin academic year 2011/2012. The test had been performed once in the classroom. The test contained 36 questions consist of 20 questions of true false item, 10 questions of fill in the blank and 6 questions of making sentence. It performed about a half and an hour.

Actually, based on the table above, the subject of this research are the fourth semester students' of English Department IAIN Antasari Banjarmasin academic year 2011/2012 with total 117 students, consist of 37 males and 80 females. Thus, because the researcher used purposive random sampling to take the sample, the researcher took 50% of the subject which consist of 19 males and 40 females, so that the total of the sample are 59 students.

Table 4.5. The number of fourth semester students' and samples of English Department IAIN Antasari Banjarmasin academic year 2011/2012

No	Class	Students	Sample (50% of students)
1	A	38	19
2	B	45	23
3	C	34	17
Total		117	59

Based on 50% samples test result, it is found the data that the highest score is 90 and the lowest score is 40. The test result can be seen in this following table:

Table 4.6. The Students' Mastery Test Result in Using Participle Adjective.

Class	NO	Samples	Result
A	1	A1	90
	2	A2	90
	3	A3	90
	4	A4	90
	5	A5	86
	6	A6	73
	7	A7	81
	8	A8	87
	9	A9	90
	10	A10	90
	11	A11	90
	12	A12	85
	13	A13	90
	14	A14	90

	15	A15	79
	16	A16	88
	17	A17	78
	18	A18	78
	19	A19	70
TOTAL			1615
B	20	B1	77
	21	B2	60
	22	B3	80
	23	B4	62
	24	B5	86
	25	B6	67
	26	B7	75
	27	B8	55
	28	B9	85
	29	B10	88
	30	B11	83
	31	B12	40
	32	B13	80
	33	B14	86
	34	B15	82
	35	B16	86
	36	B17	53
	37	B18	84
	38	B19	79
	39	B20	75
	40	B21	82
	41	B22	54
	42	B23	76
TOTAL			1695

C	43	C1	88
	44	C2	71
	45	C3	73
	46	C4	62
	47	C5	82
	48	C6	66
	49	C7	63
	50	C8	76
	51	C9	76
	52	C10	72
	53	C11	86
	54	C12	76
	55	C13	73
	56	C14	80
	57	C15	88
	58	C16	72
	59	C17	78
TOTAL			1282
TOTAL ALL SCORES			4592

From test result above, the researcher divided each class based on its categories, the results can be seen in these following tables:

Table 4.7. The Frequency Distribution of the Students Class A Test Result and the Classification.

No.	Score	Category	F	%
1.	0–49	Poor	0 students	0%
2.	50–59	Low	0 students	0%
3.	60–69	Fair	0 students	0%

4.	70–79	Good	5 students	26,3%
5.	80–100	Excellent	14 students	73,7%
Total			19 students	100%

Table 4.8. The Frequency Distribution of the Students Class B Test Result and the Classification.

No.	Score	Category	F	%
1.	0–49	Poor	1 students	4,3%
2.	50–59	Low	3 students	13,1%
3.	60–69	Fair	3 students	13,1%
4.	70–79	Good	5 students	21,7%
5.	80–100	Excellent	11 students	47,8%
Total			23 students	100%

Table 4.9. The Frequency Distribution of the Students Class C Test Result and the Classification.

No.	Score	Category	F	%
1.	0–49	Poor	0 students	0%
2.	50–59	Low	0 students	0%
3.	60–69	Fair	3 students	17,6%
4.	70–79	Good	9 students	53,0%
5.	80–100	Excellent	5 students	29,4%
Total			23 students	100%

If the researcher combines all classes results, it shows that the fourth students' mastery of using participle adjective based on its categories there are 1 students in poor category which the percentage is 1,7%, 3 students (5,1%) get the score 50-59 (low category), 6 students (10,2%) who get the score 60-69 (fair category), 19 students

(32,2%) who get the score 70-79 (good category) and there are 30 students (50,8%) who get the score 80-100 (excellent category). To make it easier to understand, the frequency distribution of the students' test result and the classification can be seen in this following table:

Table 4.10. The Frequency Distribution of the Students' Test Result and the Classification.

No.	Score	Category	F	%
1.	0-49	Poor	1 students	1,7%
2.	50-59	Low	3 students	5,1%
3.	60-69	Fair	6 students	10,2%
4.	70-79	Good	19 students	32,3%
5.	80-100	Excellent	30 students	50,8%
Total			59 students	100%

To better understand the the fourth semester students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin academic year 2011/2012 each class, the researcher used the mean as follows:

1. The Mean Score of Class A

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

$$M = \frac{1615}{19}$$

$$M = 85$$

Based on the data above, the total score is 1615 of 19 students. The mean score is 85, it showed that the class A students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin academic year 2011/2012 can be categorized into excellent category.

2. The Mean Score of Class B

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1695}{23}$$

$$M = 73,7$$

Based on the data above, the total score is 1695 of 23 students. The mean score is 73,7, it showed that the class B students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin academic year 2011/2012 can be categorized into good category.

3. The Mean Score of Class C

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1282}{17}$$

$$M = 75,4$$

Based on the data above, the total score is 1282 of 17 students. The mean score is 75,4, it showed that the class C

students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin academic year 2011/2012 can be categorized into good category.

If the researcher looks at the Mean, the researcher can conclude that Class A is the highest mean score and Class B is the lowest mean score.

Than to know the the fourth semester students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin academic year 2011/2012 totally, the researcher used the mean as follows:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{4592}{59}$$

$$M = 77,8$$

Based on the data above, the total score is 4592 of 59 students. The mean score is 77,8, it showed that the fourth semester students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin academic year 2011/2012 can be categorized into good category.

2. The description of the most difficult test item done by the students in using participle adjective.

To know about the most difficult test item done by the students in using participle adjective, the researcher presented the data based on the test result by writing all most difficult test item of each type of the test. The data is shown on the following table:

Table 4.11. The Most Difficult Test Item of True False Test.

No	Item Test	Answered Wrong
1	I saw a very interesting exhibit of Japanese painting yesterday.	4
2	The children were very entertaining by the clowns at the circus.	11
3	I couldn't stand the movie last night. It was one of the most bored movies I've ever seen.	16
4	Jose isn't satisfying with his progress in English this semester. He wants to repeat Level Five.	11
5	The acrobats performed some astonishing somersaults and balancing acts.	6
6	I'm very embarrassed to say that I forgot your birthday.	9
7	The score I received on my last exam was somewhat disappointed . I thought I had done better.	17
8	We want to paint our house, but we can't decide what color to paint it. It's very frustrating .	7
9	I'm getting very annoying with my browser. It keeps quitting while I'm working on my blog.	13
10	That singer was so entertaining that we wanted to listen to her all evening.	14
11	Mr. and Mrs. Johnson are looking forward to having a relaxing holiday.	4
12	If I don't have the chance to use my computer for a while, I get restless and boring .	13
13	I had to take the kids out of the movie theater yesterday because the film we were watching was too frightened .	11
14	The cranes in the picture seem very peaceful and relaxed .	33
15	Please, don't be emberressed about your English. It's natural to make mistakes when you're learning a new language.	13
16	I listened to the lawyers at the trail, but I didn't think	5

	their arguments were very convincing .	
17	The situation on the Gulf Coast is absolutely terrified . How long will it take to clean up that oil spill?	15
18	Louise and Jeffery have a very charmed house in the country. They stay there every summer.	14
19	The food and service at our restaurant seems to be pretty good because we have a lot of satisfied customers.	9
20	They're frustrating because they want to go to the beach but it's raining.	19

On the table above, the researcher presented data about the most difficult test item done by the students in using participle adjective of true false test. The researcher had the students to guess which of the participles are true or false. From the data above, it is known that the question number 14 is the most difficult one of 20 questions given with 33 (55.9%) students could not answer the question correctly. The question can be seen at the appendixes.

Table 4.12. The Most Difficult Test Item of Completion.

No	Item Test	Answered Wrong
1	My bath was (relax) I feel (relax) now.	12
2	Joe is (tire) because he had a (tire) day.	12
3	How to get the cheese was (confuse) The mouse was (confuse)	7
4	The TV program was (bore) I felt (bore) while watching it.	8
5	My angry father's words were (upset) I felt (upset)	5
6	My alarm clock wouldn't stop ringing. I was (annoy) The sound was (annoy)	8
7	The movie, King Kong, was (terrify) The children who were watching it were (terrify)	9
8	Michael Phelps was (excite) Michael Phelps' Olympic win was (excite)	10

9	He heard a strange sound and was (concern) The strange sound was (concern)	7
10	Her weight loss from the diet was (encourage) She was (encourage)	8

On the table above, the researcher presented data about the most difficult test item done by the students in using participle adjective of completion test. The researcher had the students to choose the best participle to complete forms. From the data above, it is known that the question number 1 and 2 are the most difficult ones of 10 questions given with 12 (20,3%) students for each question could not answer those question correctly. The question can be seen at the appendixes.

Table 4.13. The Most Difficult Test Item of Making Sentence.

No	Key Words	Answered Wrong
1	Reliaved	14
2	Shocking	14
3	Known	22
4	Amusing	6
5	Frightened	10
6	Speaking	34

On the table above, the researcher presented data about the most difficult test item done by the students in using participle adjective of making sentence test. The researcher had the students to make a right sentence using the key word given. From the data above, it is known that the question number 6 is the most difficult one of 6

questions given with 34 (57,6%) students could not answer the question correctly. The question can be seen at the appendixes.

C. Data Analysis

After all the obtained data are presented, then they also need to be analyzed based on the order of issues that have introduced earlier in this study.

1. The description of the fourth semester students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin Academic Year 2011/2012.

As having seen in the data presentation about the student's test result in using participle adjective, the result for each class that obtained by the fourth semester students are:

a. The Students Class A Test Result.

Based on 19 samples of class A students mastery of using participle adjective test result, it is found the data that the highest score is 90 and the lowest score is 70. The fact showed that the student who achieved the score in excellent category is 73,7%, in good category 26,3%, in fair category 0%, in low category 0%, and in poor category 0% (see table 4.7.). Then from the data, the researcher got 85 points that can be seen from the result of Mean. It means that the most students get score in excellent category.

b. The Students Class B Test Result.

Based on 23 samples of class B students mastery of using participle adjective test result, it is found the data that the highest score is 88 and the lowest score is 40. The fact showed that the student who achieved the score in excellent category is 47,8%, in good category 21,7%, in fair category 13,1%, in low category 13,1%, and in poor category 4,3% (see table 4.8.). Then from the data, the researcher got 73,7 points that can be seen from the result of Mean. It means that the most students get score in good category.

c. The Students Class C Test Result.

Based on 17 samples of class C students mastery of using participle adjective test result, it is found the data that the highest score is 88 and the lowest score is 63. The fact showed that the student who achieved the score in excellent category is 29,4%, in good category 53%, in fair category 17,6%, in low category 0%, and in poor category 0% (see table 4.9.). Then from the data, the researcher got 75,4 points that can be seen from the result of Mean. It means that the most students get score in good category.

If the researcher combines all classes results, based on 50% samples of the fourth students' mastery of using participle adjective test result, it is found the data that the highest score is 90 and the lowest score is 40. It shows that the fourth students' mastery of using

participle adjective based on its categories there are 1 students in poor category which the percentage is 1,7%, 3 students (5,1%) get the score 50-59 (low category), 6 students (10,2%) who get the score 60-69 (fair category), 19 students (32,2%) who get the score 70-79 (good category) and there are 30 students (50,8%) who get the score 80-100 (excellent category). Then from the data, the researcher got 77.8 points that can be seen from the result of Mean that can be seen bellow:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{4592}{59}$$

$$M = 77,8$$

Therefore, it can be concluded that the fourth semester students' mastery of using participle adjective at English Department of IAIN Antasari Banjarmasin academic year 2011/2012 can be categorized into good category.

2. The description of the most difficult test item done by the students in using participle adjective.

Based on the presented data on the previous subchapter about the most difficult test item done by the students in using participle adjective for each type of the test, the researcher found that the most difficult test item are question number 14 for true false item test,

question number 1 and 2 for completion test item, and question number 6 for making sentence item test. It is shown based on the percentages for every type of the most difficult test item done by the students in using participle adjective which the total of students could not answer the question with their correct answer are 33 students (55.9%) for true false item test, 12 students (20,3%) for completion test item, and 34 students (57,6%) for making sentence item test.

In true false item test, the question number 14 is the the most difficult test item done by the students. There were 33 students are false in answering the question. They thought that **relaxed** in this participle adjective sentence “The cranes in the picture seem very peaceful and **relaxed**” is false to complete the sentence, but actually **relaxed** is the right answer to mark.

In completion test, the question number 1 and 2 are the the most difficult test item done by the students. There were 12 students are false in answering both questions. In the question number 1, they thought that **relaxed** and **relaxing** in this participle adjective sentence “**My bath was (relax)....., I feel (relax)..... now**” is right answer to complete the sentence, but actually **relaxing** for the first blank side and **relaxed** for the next is the right answer to complete the sentence. So, In the question number 2, they thought that **tiring** and **tired** in this participle adjective sentence “**Joe is (tire)..... because he had a (tire)..... day**” is right answer to complete the

sentence, but actually **tired** for the first blank side and **tiring** for the next is the right answer to complete the sentence.

In making sentence item test, the question number 6 is the most difficult test item done by the students. There were 34 students are false in making sentence. The key word for number 6 that the researcher give to the students is “Speaking”. The researcher asked the students to make a present participle sentence. The students that makes the wrong sentence actually did not make the key word to be present participle sentence. Some of them made it to be verb and changed it to be past participle or made an incorrect usage of participle adjective. For some examples that the researcher took from responses:

- “**He is speaking about the movie**”, this sentence is not present participle adjective anyway, but present continuous tense.
- “**I will follow the spoken test tomorrow**”, the key word “**Speaking**” shows that the students should make a present participle, not past participle sentence as the sentence above.

From the problems above, the researcher concludes that the mistakes happened because of the students do not understand well yet about participle adjective and they do not master well how to distinguish present and past participle adjective and its usages.