

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of Research Location

1. Brief History of English Department

The location of this research was in English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin. English Department or *Jurusan Tadris Bahasa Inggris* was firstly opened in 1984. The first head and secretary were by Drs. H. Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Ahdi Makmur. A change in structural personnel happened in the next term. Drs. H. Syarifuddin Syukur, M.A. was assigned as the head and Drs. H. Ahdi Makmur was still in secretarial position. Since the operational permission from the Department of Religious Affair for English Department had not been obtained yet, English Department must be temporarily closed in 1988, until the permission obtained.

The operational permission was finally obtained in 1997. English Department was re-opened for academic year 1997/1998 and got a new name *Jurusan Pendidikan Bahasa Inggris*. In this re-opening period, Drs. H. Ahdi Makmur, M. Ag. was assigned as the head of department and Drs. Sa'adillah as the secretary. Not very long time after Drs. Sa'adillah was assigned as the secretary, he continued his study to master degree, and he voluntarily quit from his position as secretary. His position was substituted by Drs. H. Husnul Yaqin, M. Ed. In 2003 Drs. H. Ahdi Makmur, M.Ag. was assigned as the head for the second time and the secretarial position was charged by Dra.Wardah Hayati, MA.

In 2005, a change in the structural happened again. Drs. H. Isa Anshari MZ was assigned as the Head of English Department and Dra. Nida Mufidah, M.Pd. as the secretary. In 2006, Drs. H. Isa Anshari MZ passed away, so that his position as the Head of English Department was replaced by Drs. Saifuddin Ahmad Husin, M.A. Because of his frequent and many activities, Drs. Saifuddin Ahmad Husin, MA voluntarily retired from his position in August 2007. Dra. Hj. Nida Mufidah then replaced his position as the head of the department until 2012. At the present time, English Department is led by Drs. Sa'adillah, M. Pd. Below is the detail current structural personnel in English department.

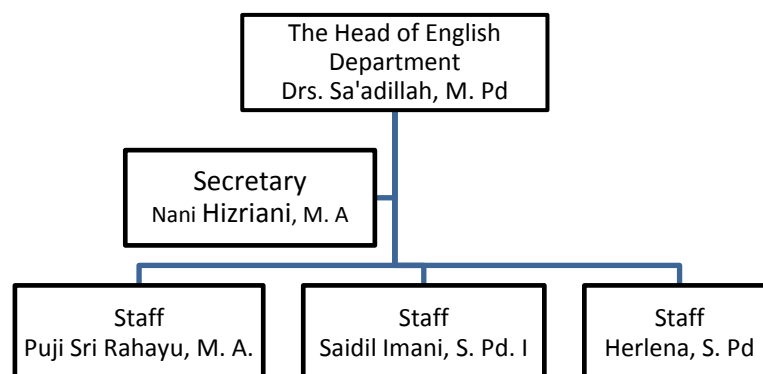


Figure 4.1. Management Structure of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin

The main purpose of English department is to produce qualified English Department scholars who can exist in the development of English language, maintain the ability in linguistic and literature, and be able to be the professional English teachers in elementary and intermediate degree. Another

purpose of English Department is to make English Department as the centre of occupation and development of English teachers.

English Department apply a curriculum which consists of 160 credits of subject including institutional subjects, faculty subjects, and English Department subjects. The students of English department will spend at least 4 years to finish all those credits of subject.

In order to enhance all students and lecturers in the department, English Department tried to invite native speaker of English to come and teach in the department by working together with an organization called RELO (Regional English Language Office). RELO organizes fellows (native speakers of English) who are assigned to come and teach in universities around Indonesia. The cooperation between English department and RELO began in 2007. So far, there have been three fellows who were already assigned in English Department, they are: Suzannah Marie Schoff, M.A. (2007/2008), Andrea Taylor, M.A. (2008/2009), and Ashleigh Sayer, M.A. (2009/2010).

2. Condition of Lecturers and Students of English Department

English Department currently has 15 permanent lecturers who are funded by the government. These lecturers come from different educational background. The description of the lecturers and their educational background are in this following table:

Table 4.1. Description of Lecturers of English Department IAIN Antasari
Academic year 2012/2013

No	Name	Educational Background	Subject
1	Drs. H. Ahdi Makmur, M. Ag., Ph. D	S1 B.Ingggris (IKIP Jogjakarta) S2 Islamic Studies Canada & UIN Jakarta S3 Universitas Utara Malaysia	Metodologi Penelitian Bahasa
2	Dr. H. Husnul Yaqin, M. Ed	S1 Pendidikan Agama Islam IAIN Antasari S2 Administration of Education Australia S3 Islamic Studies UIN Jakarta	Dasar-dasar Administrasi Pendidikan
3	Dr. Saifuddin Ahmad Husin, M.A.	S1 B. Inggris IAIN Antasari S2 Linguistik USA S3 Ilmu Budaya dan Humaniora UGM	Psycholinguistics Morpho-Syntax Phonology
4	Drs. Sa'adillah, M. Pd	S1 B.Ingggris IAIN Antasari S2 Manajemen Pendidikan Unlam	Vocabulary A & B Dictation EFIS
5	Dr. Dina Hermina, M. Pd	S1 PAI IAIN Antasari Banjarmasin S2 Evaluasi Pendidikan IKIP Jogjakarta S3 IKIP Jogjakarta	Statistik Pendidikan Evaluasi Pendidikan
6	Dra. Hj. Nida Mufidah, M. Pd	S1 B. Inggris Unlam S2 Pddkn Sastra Indonesia dan Daerah UNLAM Sedang s3 di UNJ	Language Testing Teaching Media Seminar Linguistics
7	Dra. Hj. Wardah Hayati, M.A.	S1 B.Ingggris Unlam S2 Women Studies Australia	Intensive Reading 2 Translation 2

Continuing of Table 4.1. Description of Lecturers of English Department
IAIN Antasari Academic Year 2012/2013

8	Nur Laila Kadariyah. S. Ag, M. Pd	S1 PAI IAIN Antasari S2 FKIP Unlam	Grammar 1 Grammar 2 Bahasa Indonesia Profesi Keguruan
9	Nani Hizriani, M.A.	S1 B. Inggris Unmuh Malang S2 TESOL Australia	TEFL I TEFL II
10	Rusnadi, S. Pd. I, M. Pd. I	S1 B.Inggris IAIN Antasari S2 IAIN Antasari Sedang s2 TESOL di Murray Kentucky	TEFL Reading C
11	Ridha Fadhillah, M. Ed	S1 B.Inggris Universitas Islam Malang S2 TESOL Malaysia Sedang S3 di UIN Malang	Intro to Linguistics Extensive Reading
12	Rahmilia Murtiana, SS., M.A	S1 Sastra Inggris UnDip Semarang S2 TESOL Australia	Academic Writing Intro to Literature
13	Raida Asfihana, M.Pd	S1 B.Inggris Unlam S2 B. Inggris Malang	Curriculum and Material Development Grammar 3
14	Puji Sri Rahayu, M.A.	S1 B. Inggris Unmuh Malang S2 Applied Linguistics Australia	Intro to Linguistics Sociolinguistics
15	Hj. Noor Maulidiyah, M.A.	S1 B.Inggris Malaysia S2 B.Inggris Malaysia	Intermediate Listening Academic Writing

The total number of students of English department in this academic year 2012/2013 is 406 students. The description can be seen in the following table:

Table 4.2. Number of English Department Students

No	Generation	Male	Female	Total
1	2006/2007	3	3	6
2	2007/2008	13	16	29
3	2008/2009	18	43	61
4	2009/2010	22	57	79
5	2011/2012	37	80	117
6	2012/2013	41	73	124
Total		131	269	406

B. Data Presentation

In this data presentation, the writer presents and describes the result of the on-field research that has been done in the English Department of IAIN Antasari. The data are about the students' habit in listening to English songs and the students' listening comprehension skill.

The data of the research were obtained by distributing questionnaires and conducting listening test. To cover all the 79 population, the writer conducted the test five times which lasted 50-60 minutes each test. However, only 72 students were covered in the research and 7 students did not show up.

1. Students Habit in Listening to English songs

These data about students' habit in listening were obtained by distributing questionnaires to the subject of the research. The questionnaire is adapted from *Self-Report Habit Index (SRHI)* developed by Bas Verplanken. The questionnaire consists of ten statements with five-points responses Likert scale anchored with "strongly disagree" and "strongly agree", and four questions

about habit in listening to English songs. The students are asked to respond to each statement by choosing the most suitable response.

Based on the research result, the writer found that the higher score for students' listening habit is 94, and the lowest score is 42. The accumulated score is 4741. The results of the questionnaires are described in the following table:

Table 4.3. The Result of Questionnaires about Students' Habit in Listening to English Songs

Subject Number	SRN	Score of the Questionnaire
1	0901240321	88
2	0901240322	64
3	0901240323	54
4	0901240325	70
5	0901240326	72
6	0901240331	74
7	0901240332	66
8	0901240334	88
9	0901240335	78
10	0901240338	76
11	0901240339	58
12	0901240341	76
13	0901240342	48
14	0901240343	70
15	0901240344	84
16	0901240345	62
17	0901240346	92
18	0901240347	78
19	0901240348	60
20	0901240349	70

Continuing of Table 4.3. The Result of Questionnaires about Students' Habit in Listening to English Songs

21	0901240350	62
22	0901240354	68
23	0901240356	70
24	0901240357	64
25	0901240378	64
26	0901240318	66
27	0901240319	69
28	0901240320	80
29	0901240328	66
30	0901240329	60
31	0901240330	72
32	0901240337	68
33	0901240353	64
34	0901240373	76
35	0901240375	50
36	0901240376	66
37	0901240377	68
38	0901240379	70
39	0901240380	60
40	0901240381	52
41	0901240382	64
42	0901240383	52
43	0901240384	64
44	0901240385	82
45	0901240386	68
46	0901240387	52
47	0901240388	66
48	0901240389	58
49	0901240391	94

Continuing of Table 4.3. The Result of Questionnaires about Students' Habit in Listening to English Songs

50	0901240392	64
51	0901240359	68
52	0901240360	48
53	0901240362	48
54	0901240363	62
55	0901240365	64
56	0901240366	64
57	0901240367	52
58	0901240368	76
59	0901240370	58
60	0901240371	70
61	0901240394	60
62	0901240395	66
63	0901240396	58
64	0901240399	74
65	0901240400	70
66	0901240398	80
67	0901240401	58
68	0901240402	48
69	0901240403	68
70	0901240404	56
71	0901240405	44
72	0901240407	42

To know the students' habit strength in listening to English songs, the writer classifies the data into five categories namely very weak, weak, fair, strong, and very strong. The classifications of the categories are shown in the following table:

Table 4.4. The Frequency Distribution of the Students' Habit Strength in Listening to English Songs and the Classification

No.	Score	Frequency	Percentage	Category
1	0-49	6 students	8,33 %	Very weak
2	50-59	12 students	16,66 %	Weak
3	60-69	29 students	40,27 %	Fair
4	70-79	17 students	23,61 %	Strong
5	80-100	8 students	11,11 %	Very Strong
	Total	72 students	100 %	

The table above reveals that the students' habit in listening to English songs based on the categories are 6 students are in very weak category (8,33%), 12 students are in weak category (16,66%), 29 students are in fair category (40,27%), 17 students are in strong category (23,61%), 8 students are in very strong category (11,11%).

To know the students' habit in listening to English songs generally, the writer apply "mean" statistical formula below:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{4741}{72} \\
 &= 65,8
 \end{aligned}$$

Based on the result of the applied formula above, the total score is 4741 of 72 students, and the mean score is 65,8. The mean score 65,8 shows that the students' habit in listening to English songs level is Fair level.

2. Students Listening Skill

The data about of students' listening were obtained by conducting listening test. The listening test material was adapted from TOEFL IBT edition from Bruce Rodgers. During the test, the students were asked to answer 25 Of 34 questions.

Based on the result of the research, the writer found that the highest score for listening test is 60, and the lowest score is 16. The accumulated result is 2841. The test results are shown in the following table:

Table 4.5. The Result of Listening Comprehension Test

Subject Number	SRN	Score of Listening Test
1	0901240321	60
2	0901240322	48
3	0901240323	44
4	0901240325	44
5	0901240326	40
6	0901240331	28
7	0901240332	48
8	0901240334	44
9	0901240335	20
10	0901240338	36
11	0901240339	16
12	0901240341	44
13	0901240342	40
14	0901240343	40
15	0901240344	32
16	0901240345	48
17	0901240346	52
18	0901240347	32

The Continuing of Table 4.5.
The Result of Listening Comprehension Test

19	0901240348	40
20	0901240349	24
21	0901240350	28
22	0901240354	28
23	0901240356	56
24	0901240357	36
25	0901240378	32
26	0901240318	40
27	0901240319	36
28	0901240320	20
29	0901240328	48
30	0901240329	56
31	0901240330	64
32	0901240337	40
33	0901240353	48
34	0901240373	36
35	0901240375	40
36	0901240376	48
37	0901240377	49
38	0901240379	52
39	0901240380	36
40	0901240381	64
41	0901240382	24
42	0901240383	40
43	0901240384	28
44	0901240385	28
45	0901240386	52
46	0901240387	44
47	0901240388	40

The Continuing of Table 4.5.
The Result of Listening Comprehension Test

48	0901240389	40
49	0901240391	52
50	0901240392	44
51	0901240359	52
52	0901240360	40
53	0901240362	24
54	0901240363	48
55	0901240365	28
56	0901240366	40
57	0901240367	40
58	0901240368	40
59	0901240370	16
60	0901240371	28
61	0901240394	32
62	0901240395	44
63	0901240396	36
64	0901240399	32
65	0901240400	40
66	0901240398	48
67	0901240401	60
68	0901240402	44
69	0901240403	20
70	0901240404	24
71	0901240405	16
72	0901240407	60

To know the students' English listening comprehension skill, the writer classifies the data into five categories namely very poor, poor, fair, good, and excellent. The classifications of the categories are seen in the following table:

Table. 4.6. The Frequency Distribution of the Students Test Result and the Classification

No	Score	Frequency	Percentage	Category
1	0-49	60 students	83,33 %	Very low
2	50-59	8 students	11,11 %	Low
3	60-69	4 students	5,55 %	Fair
4	70-79	-	-	Good excellent
5	80-100	-	-	Excellent
	Total	72 student	100 %	

The table above shows that the students' English listening comprehension skill based on the categories are 60 students are in very weak category (83,33%), 8 students are in weak category (11,11%), 4 students are in fair category (5,55%), and no students are in good nor excellent category.

To know the students' English listening comprehension skill generally, the writer applies "mean" statistical formula below:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{2841}{72} \\
 &= 39,45
 \end{aligned}$$

Based on the result of the applied formula above, the total score 2841 of 72 students, and the mean score is 39,45. The mean score 39,45 shows that the students' habit in listening to English songs level is very weak level.

C. Data Analysis

The next step in this research is finding the XY , X^2 , and Y^2 of the data.

They are seen in the following table:

Table 4. 7. Working Table of Data Analysis

Subject	X	Y	XY	X ²	Y ²
1	88	60	5280	7744	3600
2	64	48	3072	4096	2304
3	54	44	2376	2916	1936
4	70	44	3080	4900	1936
5	72	40	2880	5184	1600
6	74	28	2072	5476	784
7	66	48	3168	4356	2304
8	88	44	3872	7744	1936
9	78	20	1560	6084	400
10	76	36	2736	5776	1296
11	58	16	928	3364	256
12	76	44	3344	5776	1936
13	48	40	1920	2304	1600
14	70	40	2800	4900	1600
15	84	32	2688	7056	1024
16	62	48	2976	3844	2304
17	92	52	4784	8464	2704
18	78	32	2496	6084	1024
19	60	40	2400	3600	1600
20	70	24	1680	4900	576
21	62	28	1736	3844	784
22	68	28	1904	4624	784
23	70	56	3920	4900	3136
24	64	36	2304	4096	1296
25	64	32	2048	4096	1024
26	66	40	2640	4356	1600
27	69	36	2484	4761	1296
28	80	20	1600	6400	400
29	66	48	3168	4356	2304
30	60	56	3360	3600	3136
31	72	64	4608	5184	4096
32	68	40	2720	4624	1600
33	64	48	3072	4096	2304

The Continuing of Table 4. 7.
Working Table of Data Analysis

35	50	40	2000	2500	1600
36	66	48	3168	4356	2304
37	68	49	3332	4624	2401
38	70	52	3640	4900	2704
39	60	36	2160	3600	1296
40	52	64	3328	2704	4096
41	64	24	1536	4096	576
42	52	40	2080	2704	1600
43	64	28	1792	4096	784
44	82	28	2296	6724	784
45	68	52	3536	4624	2704
46	52	44	2288	2704	1936
47	66	40	2640	4356	1600
48	58	40	2320	3364	1600
49	94	52	4888	8836	2704
50	64	44	2816	4096	1936
51	68	52	3536	4624	2704
52	48	40	1920	2304	1600
53	48	24	1152	2304	576
54	62	48	2976	3844	2304
55	64	28	1792	4096	784
56	64	40	2560	4096	1600
57	52	40	2080	2704	1600
58	76	40	3040	5776	1600
59	58	16	928	3364	256
60	70	28	1960	4900	784
61	60	32	1920	3600	1024
62	66	44	2904	4356	1936
63	58	36	2088	3364	1296
64	74	32	2368	5476	1024
65	70	40	2800	4900	1600
66	80	48	3840	6400	2304
67	58	60	3480	3364	3600
68	48	44	2112	2304	1936
69	68	20	1360	4624	400
70	56	24	1344	3136	576
71	44	16	704	1936	256
72	42	60	2520	1764	3600
72 = N	4741	2841	187616	320801	121761

The next step is analyzing the data by using Pearson rough number correlation formula. The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : Coefficient correlation between correlated variables x and y

N : The total number of the students

X : Students' habit in listening to English songs

Y : Students' English listening comprehension skill

$$\begin{aligned} r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{72 \times 187616 - (4741)(2481)}{\sqrt{\{72 \times 320801 - 4741^2\} \{72 \times 121761 - 2841^2\}}} \\ &= \frac{13508352 - 13469181}{\sqrt{\{23097672 - 22477081\} \{8766792 - 8071281\}}} \\ &= \frac{39171}{\sqrt{620591 \times 695511}} \\ &= \frac{39171}{\sqrt{431627867001}} \\ &= \frac{39171}{656983.92} \\ &= \mathbf{0.0596} \end{aligned}$$

After finding the result of the calculation by using correlation formula, the writer re-calculates the data by using the *Statistical Package for the Social Science (SPSS)* in order to confirm the calculation result, and the result is 0,060, which is the roundness of 0,0596. The result from the *SPSS* is seen in the following table:

Table 4.8. SPSS Correlation result

Correlations			
		Listening score	Habit
listening score	Pearson Correlation	1	.060
	Sig. (2-tailed)	.	.619
	N	72	72
Habit	Pearson Correlation	.060	1
	Sig. (2-tailed)	.619	.
	N	72	72

Based on the result of the calculation above, it is known that r_{xy} is 0,0596. To test the hypothesis of the research there are two steps that the writer have performed. Firstly, the writer consulted to the table of standard classification of correlation degree below:

Table 4.9. Standard Categories of “r” Product Moment Value

The value of “r” Pearson product moment (r_{xy})	Interpretation
0,80 – 1,00	There is a very strong correlation between variable X and variable Y
0,60 – 0,80	There is a strong correlation between variable X and variable Y
0,40 – 0,60	There is a fair or moderate correlation between variable X and variable Y
0,20 – 0,40	There is a weak correlation between variable X and variable Y
0,00 – 0,20	There is a correlation between variable X and variable Y, but the correlation is so very weak that the correlation is disregarded, or, in other words, there is no correlation between variable X and variable Y.

From the table above, it is seen that the r_{xy} 0,0596 means that the correlation between variable X and variable Y in this research is very weak. So, the very weak correlation is disregarded. It means there is no correlation between variable X and variable Y in this research.

Secondly, in order to confirm the first step, the writer consulted to the table of “r” value, then found out that the “r” value for N=70 is 0,235 for 5% significance degree and 0,306 for 1% significance degree. It is clear that $r_o < r_t$.

$$r_{xy} \text{ or } r_o = 0,059$$

$$r_t = 0,235 \text{ \& } 0,306$$

$$r_{xy} \text{ or } r_o < r_t$$

It means that the hypothesis null (H_0) is accepted and hypothesis alternative (H_a) is denied. Therefore, the conclusion is that there is no correlation between students' habit in listening to English songs and their listening comprehension skill.