

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. General Description of the Research Location

1. Brief History About English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin

English Department was found in 1984 with the first head is Drs. H. Abdul Kadir Munsyi and Drs. Ahdi Makmur, M. Ag as the secretary. Then Drs. H. Syarifuddin Syukur, M. A as the new head of English Department with Drs. Ahdi Makmur, M. Ag as the secretary at the next period. It was closed in academic years of 1988/1989. In academic years 1997/1998, it had been opened for the second time and named *Tadris Bahasa Inggris*, which was lead at that time by Drs. H. Ahdi Makmur, M. Ag and Drs. Saadillah as the secretary of the Department. After that, the secretary is substituted by Drs. Husnul Yakin, M. Ed. But since 2003, the secretary was substituted by Dra. H. Wardah Hayati, M. A.

In September 2005 until October 2006, the head of English Department is Drs. Isa Anshari, MZ and Dra. Nida Mufidah, M. Pd as secretary. After Drs. Isa Anshari passed away, the head of English Department has been changed by Drs. Syaifuddin Ahmad Husin, M. A, since January 2007, but in September 2007 he resigned from the position. In November 2007, Dra. Hj. Nida Mufidah, M. Pd

must handle the situation in English Department as the head and Nurlaila Kadariah, M. Pd as the secretary since January 2008 until December 2009.

In January 2009, the secretary substituted by Ridha Fadillah, M. Ed. Now, it is still being leaded by Dra. Hj. Nida Mufidah, M. Pd and the secretary is Nani Hizriani, M. A since July 2010 until December 2012. Then, in January 2013 Department has the new head is Drs. Saadillah, M. Pd with the secretary is Nani Hizriani, M. A with new name is Department of English Education (*Pendidikan Bahasa Inggris*).

The main purpose of this Department is to participate in developing this region and country, especially in educational world. It is based on the fact that is still found many Islamic Schools without English teacher who has educational background of English. Thus, Tarbiyah Faculty; in this case, English Department has a responsibility to provide English teachers.

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 teachers' competency of teaching and learning methods, approaches, techniques and materials, especially English department teachers. The number of English language fellows can be seen in appendix.

Curriculum that is used in English Department contains 160 SKS, which covers institute subjects, faculty subjects and major subjects. It takes about four years in finishing the study.

B. Description About Lecturers and Students Condition

There are 15 lecturers from different educational background and 502 students of English Department of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin in academic years 2012/2013. It can be seen in appendix.

The description about staff, number of the students and facilities of English Department in academic years 2012/2013 can be seen in the appendix.

C. Data Presentation

This part is intended to present the result of the data analysis and their presentation which is derived from the analysis. This part consists of the result of the research based on the fact found in field. It covers the fifth semester students' active listening in speaking III at the English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin Academic year 2012/2013.

1. The Description of The Fifth Semester Students' Active Listening in Speaking III at English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin Academic Year 2012/2013.

To analyze the data, the researcher must collect the data in order to know the classification of students. The researcher observed and distributed a questionnaire to find out the active listening skill of the fifth semester students.

The researcher conducted a questionnaire to the students of English department especially the fifth semester in speaking III. The questionnaires consist of 20 items. The questionnaire consists of 5 answer options. There are “most of the times”, “often”, “sometime”, “rarely” and “almost never”.

And based on the population of students, the subject of this research are the students of English department at the fifth semester with total 105 students, which consist of males and females. Thus, because the researcher used purposive random sampling to take the sample, the researcher took 28% of the subject which consists of 10 males and 20 females, so that the total of the sample are 30 students.

After the data are found, the researcher can show the distribution of all classes into

Table 4.1 the Distribution of the fifth semester students’ questionnaires score and classifications

No.	Class	Students	Score	Classification
1.	A	A1	70	Good active listening habits, but could improve
		A2	85	Excellent active listening habits
		A3	64	Good active listening habits, but could improve
		A4	70	Good active listening habits, but could

				improve
		A5	66	Good active listening habits, but could improve
		A6	65	Good active listening habits, but could improve
		A7	69	Good active listening habits, but could improve
		A8	57	Good active listening habits, but could improve
		A9	67	Good active listening habits, but could improve
		A10	68	Good active listening habits, but could improve
2.	B	B11	65	Good active listening habits, but could improve
		B12	57	Good active listening habits, but could improve
		B13	67	Good active listening habits, but could improve
		B14	64	Good active listening habits, but could

				improve
		B15	70	Good active listening habits, but could improve
		B16	70	Good active listening habits, but could improve
		B17	64	Good active listening habits, but could improve
		B18	74	Good active listening habits, but could improve
		B19	65	Good active listening habits, but could improve
		B20	69	Good active listening habits, but could improve
3.	C	C21	76	Good active listening habits, but could improve
		C22	66	Good active listening habits, but could improve
		C23	58	Good active listening habits, but could improve
		C24	70	Good active listening habits, but could

				improve
		C25	62	Good active listening habits, but could improve
		C26	66	Good active listening habits, but could improve
		C27	66	Good active listening habits, but could improve
		C28	71	Good active listening habits, but could improve
		C29	57	Good active listening habits, but could improve
		C30	78	Good active listening habits, but could improve
Total			2016	29 students have good active listening habits, but they could improve and 1 student has excellent active listening habits.

Based on 28% samples questionnaire result, it is found the data that the highest point is 85 and the lowest score is 57. With total score is 2016. The frequency of distribution all classes score, classification, frequency and percentage can be seen in this following table:

Table 4.2 the frequency of distribution all classes score, classification, frequency and percentage

No.	Score	Classification	(F)	(%)
1.	80-100	Excellent active listening habits	1	10%
2.	50-79	Good active listening habits, but could improve	29	90%
3.	10-49	Needs improvement in active listening	-	-
4.	01-09	Poor active listening habits	-	-
Total			30	100%

After the researcher combines all classes' results, it shows that the fifth semester students' active listening in speaking III at English department of Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2012/2013 based on its classification. There are 29 students have good active listening, but could improve with the percentage 90% and 1 student has excellent active listening classification which the percentage is 10%.

To better understand the fifth semester students' active listening in speaking III at English department of Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2012/2013. Then to know the fifth semester students' active listening in speaking III totally, the researcher used the Mean as follows formula:

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

$$X = \frac{681 + 665 + 670}{30}$$

$$X = \frac{2016}{30}$$

$$X = 67, 2$$

Based on data above, the total score is 2016 of 30 students. The Mean point is 67, 2. It showed that the fifth semester students' active listening in speaking III can be categorized into good active listening, but could improve category.

D. Data Analysis

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

1. The description of the fifth semester students' active listening in speaking III

As having seen in the data presentation about the fifth semester students' answer result in questionnaire, the result for all class that obtained by the fifth semester students, based on 28% samples of the fifth semester in speaking III questionnaire result, it is found the data that the highest point is 85 and the lowest point is 57, it shows that the fifth semester students' active listening in speaking III based on its categories there are 1 student in excellent category with 10% percentage and 29 students in good active listening, but could improve with 90% percentage.

2. The Analysis of the Questionnaires Items

The percentage of the students' questionnaires result can be seen in this following table:

Table 4.3 the percentage of the students' questionnaire items result

No.	Questionnaire	MTT	O	S	R	AN
1.	When listening to a speaker, I make eye contact.	11 (36,7%)	12 (40%)	7 (23,3%)	-	-
2.	I nod my head when in agreement with what a speaker is saying	11 (36,7%)	10 (33.3%)	7 (23,3%)	2 (6,7%)	-
3.	If I'm not sure whether I've grasped a speaker's point correctly, I summarize my understanding of what he/she has said, to confirm that I've got it right.	4 (13,3%)	14 (46,7%)	11 (36,7%)	1 (3,3%)	-
4.	I fidget (play with hair, watch, pen, etc.) while	4	6	6	8	6

	listening to someone else express his/her thoughts or ideas.	(13,3%)	(20%)	(20%)	(26,7%)	(20%)
5.	I shift in my chair or tap my feet when I listen to other people speaking.	3 (10%)	-	8 (26,7%)	11 (36,7%)	8 (26,7%)
6.	I give my full attention if someone is talking to me.	12 (40%)	14 (46,7%)	4 (13,3%)	-	-
7.	When background noise interferes with my ability to listen, I can block it out.	-	2 (6,7%)	19 (63,3%)	9 (30)	-
8.	If I am bored or uninterested in what a speaker has to say, I look to the ground or at my feet.	2 (6,7%)	6 (20%)	11 (36,7%)	7 (23,3%)	4 (13,3%)
9.	While a speaker is talking, I find myself thinking about what I'm going to say next.	10 (33,3%)	11 (36,7%)	7 (23,3%)	2 (6,7%)	-
10.	If a speaker mispronounces a word, I immediately correct him/her.	1 (3,3%)	9 (30%)	15 (50%)	4 (13,4%)	1 (3,3%)
11.	I ask questions to encourage a speaker to elaborate on his or her point.	4 (13,3%)	9 (30%)	11 (36,7%)	4 (13,3%)	1 (3,3%)
12.	I immediately think of ways to divert or end conversations that don't interest me.	2 (6,7%)	10 (33,3%)	9 (30%)	6 (20%)	3 (10%)
13.	I wait for a speaker to finish his or her point before I make a mental judgment call on what was said.	10 (33,3%)	9 (30%)	10 (33,3%)	1 (3,3%)	-

14.	I will stop a speaker in mid-sentence to interject my opinion if I disagree with a statement she/he has made.	1 (3,3%)	2 (6,7%)	11 (36,7%)	10 (33,3%)	6 (20%)
15.	If a person feels the need to vent his/her emotions to me, I wait until he/she lets it all out before I comment.	6 (20%)	18 (60%)	5 (16,7%)	1 (3,3%)	-
16.	I encourage a person to continue speaking with expressions such as "Go on", "Uh huh", etc.	5 (16,7%)	12 (40%)	3 (10%)	7 (23,3%)	3 (10%)
17.	After a speaker has finished talking, I summarize out loud what she/he has said.	2 (6,7%)	9 (30%)	11 (36,7%)	6 (20%)	2 (6,7%)
18.	I pause a moment to think over what a speaker has said before offering my feedback.	3 (10%)	8 (26,7%)	17 (56,7%)	2 (6,7%)	-
19.	I interrupt when I have something to add to the conversation.	1 (3,3%)	5 (16,7%)	13 (43,3%)	8 (26,7%)	3 (10%)
20.	When listening, I make sure I'm facing the speaker (e.g. if I'm watching TV I turn away from it, if I'm busy with a task I stop and look up, etc.).	11 (36,7%)	14 (46,7%)	5 (16,7%)	-	-