

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents report of the research results. The researcher describes from brief history of English Department and the presentation of data.

4.1 General Description of Research Location

1. Brief History of English Department

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

After academic year 1997/1998 English Department was open for the second time and named Jurusan Pendidikan Bahasa Inggris (English Department) which it was led by Drs. H. Ahdi Makmur, M.Ag and Drs. Sa'adilah as the secretary. Because Drs. Sa'adilah was continuing his S2 study, the secretary position was substituted by Drs.

Husnul Yaqin, M.Ed. Since 2003, the secretary was substituted by Dra. Wardah Hayati with Drs. Ahdi Makmur, M.Ag still the head of English Department. Then in September 2005 until 2006, the head of English Department was Isa Anshari MZ and Dra.Hj. Nida Mufidah, M.Pd as the secretary. Then, because Drs. Isa Anshari passed away, the head of English Department was led by Dr. Syaifuddin Ahmad Husin, M.A since January 2007 and Dra. Hj. Nida Mufidah, M.Pd as the secretary, but in August 2007 Dr. Syaifuddin Ahmad Husin, M.A resigned from his position. As the next leader, Dra. Hj.Nida Mufidah, M.Pd handled English Department.

Since January 2008 until December 2009 English Department has led by Dra.Hj.Nida Mufidah, M.Pd and Nur Laila Kadariyah, S.Ag as a secretary. From January till June 2010, Ridha Fadillah, M.Ed as a secretary, because Ridha Fadillah was continuing his study S3 the secretary position was substituted by Nani Hizriani since July until now. Then, in January 2013 until now, the head of English Department is Drs. Sa'adilah M.Pd and Nani Hizriani. MA as the secretary.

The main purposes of English Department are to produce qualified English Department scholar that can exist in developing English ability, linguistics and literature, able to be the professional English teaching in elementary and middle degree, and makes English

Department as the centre of occupation and development of English lecturer staff.

The curriculum that is used in English department consists of 160 SKS. It includes institute subject, faculty and English department subject. The students need at least 4 years to finish their study in English department. English department has 15 permanent lecturers (civil servants) from different educational background.

The English department used to work together with RELO (regional English Language Office) to invite English lecturers who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It is also aims to encourage lecturer competency of teaching and learning methods, approaches, techniques and material, especially for English department's lecturers.

This cooperation began since academic year 2007/2008. There were three native English speaking fellows, who were ready 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). (See appendix 2).

2. Description About Lecturers and Students Condition

There are 15 permanent lecturers (civil servants) from different educational background and 495 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2012/ 2013 (see appendix 3, 4, 5).

4.2 Findings

On this section the writer describes about result of research on the field based on the test result as the primary data to know about students' ability in understanding diction of poetry.

To know about students' ability in understanding diction of poetry, the writer conducted a test on Juni 18th 2013 at English Department student room no 8, through 60 minutes for 35 questions. From the total of the fourth semester students of English Department, the writer took 30% or about 33 students for sample.

Based on the test result that conducted in knowing students ability in understanding diction of poetry at fourth semester of English Department of Antasari State Institute 2012/2013, the writers found the some data, such as: the highest score is 100 and the lowest score is 74. The accumulated score is 2869. The test result can be seen in this following table:

Table 4.1 The Students' Score in understanding diction of poetry

No.	Name	Score
1	Abdul Halim	82
2	Ahmad Zaini	84
3	Akhmad Mujakir	89
4	Annisaul Ahla	89
5	Annisaur Rahmah	86
6	Erma Safitri	86
7	Eva Puspita Sari	86
8	Hamidah	86
9	Herliyanti	86
10	Hj. Munawarah	90
11	Iwan Septian	89
12	Jakiah	91
13	Kharisma	77
14	Lisa Suprianti Sari	91
15	Mahbuub	88
16	Marasdiansyah	90
17	Marhamah	91
18	Masniah Widyastuty	89
19	Miftah Farid	90
20	Muhammad Ilhamsyah	100
21	Mursyidah	85
22	Nita Ayu Lestari	91
23	Nur Hasanah	81
24	Nurlia Safitri	88

25	Nurul Husna	81
26	Rahmaita	82
27	Rahmawati	87
28	Resti Prahesti	84
29	Salasiah	91
30	Syafrudin	91
31	Supiyati	74
32	Puji Rahayu	91
33	Zulkipli	83

From the table above, it shows that the students' ability in understanding diction of poetry based on its categories there are no students who got the score 0 - 49 (Fail) and 50-59 (Bad). 1 student got the score 60-74 (Fair). There are 8 students who got the score 75-84 (Good). And there are 24 students who got the score 85-100 (Very Good).

Table 4.2 The Students' Classification in understanding diction of poetry

Score	Categories	Frequency (f)	Percentage
85-100	Very good	24	73%
75-84	Good	8	24%
60-74	Fair	1	3%
50-59	Bad	0	0%
0-49	Fail	0	0%
			N = 33

Table 4.3 The Students' Test Result in understanding diction of poetry

Nilai (X)	Frequency (F)	fX
100	1	100
91	7	637
90	3	270
89	4	356
88	2	176
87	1	87
86	5	430
85	1	85
84	2	168
83	1	83
82	2	164
81	2	162
77	1	77
74	1	74
	N = 33	$\sum fX = 2869$

To know the students' ability in understanding diction of poetry at fourth semester of English Department of the Tarbiyah Faculty and Teachers Training of Antasari State Institute for Islamic Studies academic year 2012/2013, the researcher uses the form as follows:

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

$$M = \frac{2869}{33}$$

$$M = 87$$

Based on the data above, the total score is 2997 of 33 students. The mean score is 87 shows that the students' ability in understanding diction of poetry at fourth semester of English Department of the Tarbiyah Faculty and Teachers Training of Antasari State Institute for Islamic Studies academic year 2012/2013 is categorized into Very Good category.

4.3 Discussion

In this section the researcher present some more information that included in the research, among other: the student ability in answering each kind of test sheet and the percentage of student ability in understanding diction of poetry.

According to the reseach data, the students' ability in understanding poetry at fourth semester of English Department of Antasari State Institute for Islamic Itudies is categorized in very good category. There are 24 students in very good category (85-100), 8 students in good cetegory (75-84), 1 student in fair category (60-74), and no one in fail (0-49) or bad categories (50-59).

There are three kinds of instrument that used in this research, such as : matching, fill the blank, and essay. All of this instruments is designed to measure the students ability in understanding diction of poetry.

In matcing test, the student prepare to answer 3 number of questions, are question number 1, 3, and 5. All number of this kinds is consists of five questions and each questions has 2 points. For test no 1, there are 31 students (94%) who answered 5 numbers correctly, 2 students (6%) who answered 3 numbers correctly, and there are no student who answered numbers 1,2, and 4 correctly.

Then for test no 3, there are 19 students (56%) who answered 5 numbers correctly, 5 students (15%) who answered 4 numbers correctly, 5 students (15%) who answered 3 numbers correctly, 1 student (3%) who answered 2 numbers correctly, 3 students (9%) who answered false of all numbers, and no student answered 1 number correctly.

Next is question no 5 of matching tipe. There are 32 students (97%) who answered 5 numbers correctly, 1 student (3%) who answered 4 numbers correctly, and there are no one who answered 0,1,2, and 3 numbers correctly (see appendix 8).

Second tipe is fill the blank, in this section the students prepare to answer 2 questions, are question number 2 and number 5. All number of this kinds is consists of five questions and each questions has 2 points. In test no 2, there are 18 students (55%) who answered 5 numbers correctly, 1 student (3%) answered 4 numbers correctly, 9 students (27%) who answered 3 numbers correctly, 4 students (12%) who answered 2 numbers correctly, 1 student (3%) answered 1 question correctly, and no one false in answering this question. Next is question no 5, there are 17 students (52%) who answered 5 numbers correctly, 15 students (45%) who answered 4 number correctly, 9 students (27%) who answered 3 numbers correctly, and no one who answered 1 or 2 number correctly (see appendix 8).

The last instrument is essay tipe. In this section the student attend to answer the questions base on their own argument and interpretation. There are 2 question in this section, are question number 6 and question number 7. All number of this kinds is consists of five questions and each questions has 5 points.

First is question no 6. In this case there are 23 students (70%) who answered 5 number correctly, 10 students (30%) who answered 4 numbers correctly, and there are no student who answered 1, 2, or 3 numbers correctly.

Question number 6 consists of 5 words that should students answer on their own interpretation, there are: *Dish out*, *Gone*, *Catch*, *Fall*, and *Cue*. From the research writer found some students mostly have some similarities in answering each test question. There are 27 students (82%) consider words *Dish Out* as *Give/Memberi* and the others consider as *menyediakan, mengeluarkan*, or *di makan*. Then 12 students (36%) consider word *Gone* as *Lose* and the others considet it as *Died*, *Memudar*, *Pergi*, *Meninggalkan*, *Menjauh*, etc. Next, 9 students (27%) consider word *Catch* as *Menjaga* and the others is consier as *Menjaga*, *Mendapati*, *Menolong*, *Peduli*, *Protect*, *Merangkul*, *Support*, etc. And then 15 students (45%) consider word *Fall* as *Terpuruk* and the others consider it as *Terjatuh*, *Frutasi*, *Sad*, *Hancur*, etc. Last, 10 students (30%) consider *Cue* as *Life* and the others consider it as *Takdir* and *Isyarat*.

Second is question no 7. In this case there are 1 student (3%) who answered 5 number correctly, 23 students (70%) who answered 4 numbers correctly, 9 students (27%) who answered 3 numbers correctly, and there are no student who answered 1 or 2 numbers correctly.

Question number 7 also consists of 5 sentences that should students answer on their own interpretation, there are: *Most High Desert*, *Which Hide Your Life*, *yellowed With Their Age*, *Less Truth Than Tongue*, and *Live Twice*. From the research writer found some students mostly have some similarities in answering each test question. There are 19 students (58%) consider *Most High Desert* as *Kehampaan karena rasa bosan*, 9 students (27%) consider *Which hide your life* as *Rahasia* and others consider as *Galau mendalam*, *Seusatu yang mustahil*, *Hidup yang tak mudah*, *Kesendirian*, etc. Then 25 students (76%) consider *Yellowed with their age* as *Umur yang semakin menua* and the others consider it as *Akhir kehidupan*, *kesendirian*, *ketakutan*, etc. And then 26 students (79%) consider *Less truth than tongue* as *Kebohongan/Kedustaan* and the other consider as *Banyak bicara*, *Berkurangnya kepercayaan*, *Berbeda*, etc. Last, there are 14 students (42%) consider *Live twice* as *Generasi kedua*, *keturunan dari orang tuanya*, and the other consider as *Kesempatan kedua*, *Hidup kedua*, *Kehidupan selanjutnya*, etc (see appendix 8).