

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Description of Object of the Research

1. Brief history of Theologian Special Program (PKU) Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin

The research took place at Theologian Special Program Tafsir Hadits Department Ushuludin and Humaniora Faculty IAIN Antasari Banjarmasin which is located on Ahmad Yani street Km 4,5 Banjarmasin City.

Special Programs of Ushuluddin faculty was originally named as *Program Khusus Ilmu-ilmu Keushuluddinan*. Along with the advent of Theologian Special Programs of Islamic Study (PKU Kj) which is also a scholarship program of the centre of Ministry of Religious Affairs in 2009, then to distinguish the specific program, this program was changed to the name of Theologian Special Programs (PKU).

Theologian Special Programs is a special class that became one of the courses (Prodi) at Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari. This program gives scholarships to study for students of Tafsir Hadits Department Ushuluddin and Humaniora Faculty for 4 years.

Through a letter dated March 29, 2005 Number Dj.II/Dt.II-III/PP.02.3 / 363/2005 Director of the Islamic University has informed the Special Program will be held at 5 (five) locations in selected IAIN / STAIN, and IAIN / STAIN whose Ushuluddin faculty / department is interested in implementing the program may submit a proposal. Considering the offer is the best solution in solving the problems are faced by Ushuluddin Faculty IAIN Antasari, so Dean of Ushuluddin Faculty with the full support of Rector of IAIN Antasari has proposed the opening of the Special Program

Subsequently, by decision letter of the Director General of Islamic Institutions, dated October 24, 2005, No. Dj.II/532/05 of Islamic Higher Education Provider of Special Programs and Sciences Development and Ushuluddin Empowerment has been determined that Ushuluddin Faculty IAIN Antasari Banjarmasin is one of the five Islamic Universities were appointed to organize the Special Program. Based on the Decree of the Director General of the Islamic Institution, since 2005 Ushuluddin Faculty has started the admissions of the candidates of students to the Special Program until now.

Since it declared officially until now there are five people having ever taken hold to be chairman in this special program, see appendix 2.

This Program has some purposes which are recorded in Vision in Mission of Theologian Special Program as follows:

a. Vision

The Vision of Theologian Special Program (PKU) Tafsir Hadits Department is being a center of national Islamic studies for the development of the theological sciences and the formation of professional scholars and clerics who are appropriate with development of the modern age, and holding fast to the teachings of the Qur'an and al-Sunnah.

b. Mission :

- 1) To organize Theologian Special Programs S1 (undergraduate) for Islamic education, research, and community service.
- 2) To implement learning and development of the sciences of Theology, both theoretical and applicative.
- 3) To guide the students to master the Arabic and English, and have language skills to read and understand the books and scientific journals are written in both languages.
- 4) To train students in delivering their science to the public, both orally and in writing.
- 5) To direct students to always pious, committed to the teachings of Islam, to be rational, critical, tolerant, and farsighted.
- 6) To cooperate with various stakeholders to improve the quality of education, research, and community service.

c. Purposes

- 1) To conduct the orientation of Theological sciences in the development of the Ushuluddin sciences in accordance with the needs of society.

- 2) To increase the positive image of the Department of Ushuluddin Faculty IAIN Antasari in the community and increase their interest in selecting a venue to obtain the Islamic sciences.
- 3) To produce scientist and scholars in the fields of qualified theological science, have a mature spiritual, extensive knowledge of science, morals are noble, and a capable and professional expertise.

## 2. Curriculum of Theologian Special Program (PKU) Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin

In order to reach the standard competence and goals of Theologian Special Programs Ushuludin and Humaniora Faculty IAIN Antasari, the structure of the curriculum as follows:

### a. Academic Curriculum

Academically, study load at Theologian Special Programs refer to the curriculum of Tafsir Hadits Department, which is designed in the semester credit units (SKS) number 148 and is valid for 8 (eight) effective semesters, including the implementation of service learning and completion of thesis research.

Whereas, for academic activities, referring to the two curricula; old curriculum (2003) for the class from 2007 to 2009, and the new curriculum (in 2010) for the class of 2010 and the next generation. The implementation of the new curriculum has been started from the first semester of 2010/2011, based on the results of the Workshop of New

Curriculum Implementation year 2010 Ushuluddin and Humaniora Faculty IAIN Antasari on 4-5 August 2010. With this new curriculum, based on the results of the academic faculty meetings and faculty leaders in January 2011, the curriculum for students of PKU (special class) applied as regular class students, in contrast to the old curriculum in 2003 PKU made separate and apart from the regular curriculum.

Thus, the PKU students began class of 2010 combined with the regular students for three semesters (first until third Semester) considering that the courses were taken was a cross-department course. Furthermore when students take courses majoring PKU, the learning is done specifically (separated from the regular classroom). The courses that must be taken by students can be classified into several types:

- 1) Basic Competence Course of Cross Faculty as much as 14 credits
- 2) Basic Competence Course of Cross Department as much as 46 credits
- 3) Competence Course Cross- Supported Department as many as 14 credits
- 4) Major Competencies Skills Courses Programs by 74 credits
- 5) Extracurricular Course as Supporting Major Competencies Skills Programs

Details of the academic curriculum of the system can be seen in appendix 3

a. Extracurricular Curriculum Non Credits

In addition to the burden of the study, there are also students who have taken courses that are extracurricular zero or non credits, particularly the courses of foreign language competence and religious skills, which must be taken by students during the first and second semesters. Extra academic curriculum details can be seen in appendix 3.

3. The Description about Lecturer, Administration Staff, Students, and Facilities at Theologian Special Program Tafsir Hadits Department IAIN Antasari Banjarmasin

a. Lecturer

In academic year 2012/2013 Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin has thirty four lecturers. The description can be seen in appendix 4:

From the appendix 4, there is one English lecturer at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin, she is: Hj. Noor Maulidiyah M.A. She was graduated from *International Islamic Universities* Malaysia. She is an English lecturer for first semester and second semester students at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin and she is taken as subject in this research.

b. Administration Staff

There are three administration staff at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin. See appendix 4

c. Students

For the year 2012/2013 the total numbers of students at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin are 92 students. They are consist of 27 eighth semester students, 15 sixth semester students, 20 forth semester students, and 30 second semester students. So, the students which are being observed in this research is the second semester students at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin. To be clearer it can be seen in appendix 4.

d. Facilities

Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin has some facilities, which are purposed to support the teaching and learning process. The data can be seen in appendix 4.

## **B. Findings**

On these findings the writer describes about the result of the research on the field that collected by technique of data collecting, they are observation, questionnaire, interview, and documentary. Those data will be presented in description and table from which given category based on design measurement, and then the table will be explained. They were conducted from 23<sup>rd</sup> May to 20<sup>th</sup> June 2013.

By observation, questionnaire, interview, it is known more about how the Process of Teaching and Learning Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin.

1. The Teaching and Learning Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin.

From the observation in the class, English lecturer is very well-experienced in presenting the lesson. The aspects of teacher's skill in teaching are filled by English lecturer. The methods and class management used when teaching and learning process are good. The students also pay attention to teacher's explanation, they response and answer the question given by the leecturer and do the assignment well. In teaching and learning English, the lecturer divided it into three parts, that is:



a. Introduction

Introduction (the first activity) is warming-up involves motivation and appreciation such as ask the lesson before or make correlation between environments or other lesson. The activities are: the lecturer says *salam*, give instruction and guidance about learning activity, question and answer as appreciation, then The lecturer writes some keyword on the white board related to the context and ask the meaning to the students or write theme for instance “Isra Mi’raj” on the blackboard and ask students to guess the vocabularies that may be used in the text.

b. The main activity

The main activity is learning activity to develop reading skill. The activities are: reading aloud and reading comprehension related to the learning theme, and do the assignment individually or in group.

c. Closure

In this closure, the lecturer closes the lesson. The lecturer gives description about the lesson that have studied by the students, knowing how far the level of students’ understanding and lecturer’s success in teaching. The activities are: conclude the lesson, giving strengthening or pressure to the material, giving homework, giving advice to learn seriously and review the lesson at home.

After interviewed the lecturer, the writer knows that mostly the lecturer uses Grammar Translation Method in explaining the lesson because she explains the lesson in English, then translate it in Bahasa, and sometimes Direct method because she asks students to read the text aloud. She can combine some techniques in the methods rightly based on the students' condition and needs. To be clearer about the Process of Teaching and Learning Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin. The writer will describe it.

Based on the observation at first meeting on Thursday, 23<sup>rd</sup> May, 2013 can be seen the Teaching and Learning Process of Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin in the following description.

#### 1) Pre-Activities

At 08.32 am the lecturer comes to the class, and she says *salam*. After that the lecturer greets the students such as the lecturer says "How are you?" The students answer "Alhamdulillah, we're fine, ma'am". It makes the students enjoy and enthusiastic in learning. In this phase the lecturer usually begins the lesson with some ways to make the students pay attention and warm their mind up about the lesson and interested in English subject. For example the lecturer writes some keyword/vocabulary on the black board related to the context and asks the meaning to the students. So, the students open

dictionary to find the meaning, then she ask about the last lesson that is “*Hijrah*” in briefly and correlate the last lesson with the new lesson “The significance of *Isra*”, the students answer the questions that given by the lecturer.

## 2) While-Activites

Before start the lesson “The significance of *Isra*”, at 09.00 am the lecturer orders one of the students to present his/her assignments in front of the class. The assignment was given by the lecturer is looking for the text or journal related to Islamic theme or history, then he/she should analyze and summarize it and read its summary in front of his/her friends. Three students come forward alternately to present their assignment. After three of the students present their assignments, at 09.15 am the lecturer asks one student to read the text aloud, if there is an error in pronounce it, she will clarify it and read the true one. After that, at 09.20 am lecturer questions the students whether there are some new words which are not understood by them, then the students write the words on the white board. The words are:

- Caravan
- Obligatory
- Honor
- Fame
- Shadow
- Pillar

- Vessel
- Reveal

Then she directs the students to check their dictionary and find the meaning of the words, part of speech, pronunciation, and the synonyms of the words in Arabic, and the students do it. At 09.35 am she commands the students to answer the questions and they may work in pairs. Fifteen minutes later, she asks the answer of the questions, and one of the students alternately comes forward and writes the answer on the white board.

### 3) Post-activities

At 10.00 am she inquires the students about the summary of the topic by asking the questions. The student who can answer the question will get the point. The questions are “What is the significance of *Isra*?” and “What is the lesson you can get from *Isra* and *Mi’raj*?”. Then the students answer the questions. After that, she checks the attendance by calling the name of the students, reminds students to always study hard, closes the lesson and says *Wassalamu’alaikum Wr. Wb.*

At second meeting on Thursday, 30<sup>th</sup> May, 2013 can be seen the Teaching and Learning Process of Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin

and Humaniora Faculty IAIN Antasari Banjarmasin in the following description.

#### 1) Pre-Activities

At 08.35 am the lecturer comes to the class, and she says *salam*. After that the lecturer greets the students such as the lecturer says “How is the day?” The students answer “Alhamdulillah, we’re fine, ma’am”, then she inquires the lesson about the last lesson, and ask one of the students to answer it briefly. The student who is asked answers it.

#### 2) While-Activities

Before start the new lesson. As usual, at 08.045 am the lecturer orders one of the students to present his/her assignments in front of the class and read their summary of the text they have analyzed. Three students come forward alternately. After that without commanding the students to open their books, she starts the lesson by writing the title or topic of the text “The Collection of *Qur’an*” and asking some questions related to the new topic, after students answer the questions she asks one of the students alternately to read the text loudly and emphasizes the pronunciation. Then a student read text aloud. At 09.30 am the lecturer conduct a game, she divides the students into ten groups. Each group consists of three people. The divider of group based on the seat position, and directs students to find the meaning of

the difficult words and part of speech in ten minutes. After the students played a game, at 09.42 she checks students' answer by writing a word on the white board, and each group competes to answer it, who answers it rightly will get the point, and the group which often answer the words well will be the winner. The words are asked are:

- Available
- Advice
- Possession
- Arose
- Gathering
- Encouraged
- Leaves
- Companions

### 3) Post-activities

At 10.05 am she inquires the students about the main idea of each paragraph, and the students answer the questions. After that, she checks the attendance by calling the name of the students, reminds students to always study hard, closes the lesson and says *Wassalamu'alaikum Wr. Wb.*

From explanation above, the following table will describe about Teaching and Learning Process at Theologician Special Program Class.:

Table 4.1., Description about Teaching and Learning Process of Reading Comprehension at Theologian Special Program Class.

<b>Teaching Step</b>	<b>Lecturer's activities</b>	<b>Students' activities</b>
Pre-Activities	<ol style="list-style-type: none"> <li>1. Lecturer greets the students and checks the students' attendance</li> <li>2. Introducing new material by motivating the students</li> <li>3. Lecturer reviews the students' previous lesson</li> <li>4. The Lecturer gives statement and questions related to the topic</li> </ol>	<p>Students answer</p> <p>Students are interested in learning the material</p> <p>Students answer</p> <p>Students answer</p>
While-Activities	<ol style="list-style-type: none"> <li>5. Lecturer asks students to read the text aloud and carefully with stress pronunciation and right intonation</li> <li>6. Asking the students to read the text with drill and alternately</li> <li>7. Translate the difficult words with the students together</li> <li>8. Lecturer asks students to answer some questions</li> </ol>	<p>Students read the text aloud.</p> <p>Students read the text</p> <p>Students open dictionary to find the meaning</p> <p>Students answer the questions</p>
Post Activities	<ol style="list-style-type: none"> <li>9. Ask the question related to the lesson has been taught as the reinforcement.</li> <li>10. Give some writing assignments that suitable with the lesson</li> <li>11. The Lecturer gives advice to learn seriously</li> </ol>	<p>Answer the questions given</p> <p>Do the assignment</p> <p>Pay attention</p>

## 2. The Influential Factors

The factors that influence Teaching and Learning Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin Faculty IAIN Antasari Banjarmasin are:

a. Lecturer's factors

1) Lecturer's educational background

English Lecturer who teaches reading comprehension in the class was graduated from majoring English Language and Literature (S1), after that she continued her study (S2) majoring Teaching English as Second Language (TESL) at International Islamic Universities Malaysia.

2) Lecturer's experience in teaching and training

The lecturer's experience in teaching is one of the important parts to support the lecturer mastery on the material of English subject. Based on the interview, the writer knows that the lecturer is experienced teacher. It is known from the length she teaches English. She said that she has taught English for 7 years. She started teaching English since 2006 until now. Beside that she also taught at English Department Tarbiyah and Teacher Training Faculty IAIN Antasari Banjarmasin.

Lecturer's experience is also can be seen from some trainings ever followed. She ever followed some trainings which have a native speaker as the speaker, and the recent training she had followed is about Learning Strategies and Communicative Language Teaching training.

3) Lecturer's Understanding to the way of Teaching Reading Comprehension



Based on the writer's observation and interview, it is known that the lecturer of English at Theologian Special Program class is easily to understand. She has learnt the principles, strategies, methods and techniques of teaching reading comprehension at university, seminars, trainings, internet, and also from several books and articles that she has.

4) Lecturer's ability in using facilities and media of learning

As long the writer observes some activities of teaching and learning process in classroom. It is recorded that the lecturer always uses the available facilities to explain the materials.

5) Lecturer's teaching activity

Afterwards, the writer according to questionnaire results will present the data about the lecturer's teaching activity as follows:

Table 4.2., Teacher's method in teaching English

No	Category	Frequency	Percentage
1	Very interesting	18	60.00
2	Interesting	-	-
3	Less interesting	12	40.00
4	Not interesting	-	-
Total		30	100

The table 4.2., shows that there are 18 students (60%) stated that the lecturer's method in teaching is very interesting, There is no student stated that the lecturer's method in teaching is interesting. 12 students (40%) stated that the lecturer's method in teaching English is

less interesting and no student stated that the lecturer's method in teaching English is not interesting.

Table 4.3., Lecturer's style in teaching English

No	Category	Frequency	Percentage
1	Like very much	22	73.33
2	Like	-	-
3	Less like	8	26.66
4	Dislike	-	-
Total		30	100

From the table above, it can be known that 22 students (73.33%) are like very much to the lecturer's style, there is no student are like to the lecturer's style. 8 students (26.66%) are less like the teacher's style and there is no student dislike the lecturer's style.

Table 4.4., Lecturer's explanation in extending English

No	Category	Frequency	Percentage
1	Very good	28	93.33
2	Good	-	-
3	Less good	2	6.66
4	Not good	-	-
Total		30	100

From the table above, it can be seen that there are 28 students (93.33%) who stated that the lecturer's explanation is very good, there is no student who stated that the lecturer's explanation is good, 2 students (6.66%) stated the lecturer's explanation is less good, and there is no student stated that lecturer's explanation is not good.

Table 4.5., Lecturer's explanation of the learning's goal

No	Category	Frequency	Percentage
1	Always	18	60.00
2	Often	-	-
3	Sometimes	9	30.00
4	Never	3	1.00
Total		30	100

From the table above, it can be seen that there are 18 students (60%) stated that the lecturer always explains the goal of the learning, There is no student stated that the lecturer often explain the goal of the learning, 9 students (30%) stated that the lecturer sometimes explains the goal of the learning, and 3 student (10%) stated that the lecturer never explains the goal of the learning.

Table 4.6., Lecturer's guidance before learning.

No	Category	Frequency	Percentage
1	Always	23	76.66
2	Often	-	-
3	Sometimes	7	23.33
4	Never	-	-
Total		30	100

The table shows that there are 23 students (76.66%) stated that the lecturer always gives guidance before learning, there is no student stated that the lecturer often gives guidance before learning, 7 students (23.33%) stated that the lecturer sometimes gives guidance before learning and there is no students stated that the lecturer never give guidance before learning.

Table 4.7., Lecturer's explanation about use of the subject

No	Category	Frequency	Percentage
1	Always	14	46.66
2	Often	-	-
3	Sometimes	10	33.33
4	Never	6	20.00
Total		30	100

From the table, it can be seen that there are 14 students (46.66%) stated that the lecturer always gives explanation of useful of the subject material, there is no student stated that the lecturer often gives explanation of useful of the subject material, 10 students (33.33%) stated that the lecturer sometimes gives explanation of useful of the subject material, and 6 students (20.00%) stated that the lecturer never gives explanation about useful of the subject.

Table 4.8., Lecturer's giving the example related with the subject

No	Category	Frequency	Percentage
1	Always	20	66.66
2	Often	-	-
3	Sometimes	10	33.33
4	Never	-	-
Total		30	100

Based on the table above, it shows that there are 20 students (66.66%) stated that the lecturer always gives example related with the subject. There is no student stated that the lecturer often gives example related with the subject. There are 10 students (33.33%)

stated that the lecturer sometimes gives example related with the subject and there is no student stated that the lecturer never give example related with the subject.

Table 4.9., Lecturer's giving motivation and spirit

No	Category	Frequency	Percentage
1	Always	20	66.66
2	Often	-	-
3	Sometimes	10	33.33
4	Never	-	-
Total		30	100

From the table 4.9., it can be known that there are 20 students (66.66%) stated that the lecturer always gives motivation and spirit, there is no student stated that the lecturer often gives motivation and spirit 10 students (33.33%) stated that the lecturer sometimes gives motivation and there is no student stated that the lecturer never gives motivation.

Table 4.10., Lecturer's performance in teaching English

No	Category	Frequency	Percentage
1	Very interesting	25	83.33
2	Interesting	-	-
3	Less interesting	5	16.66
4	Not interesting	-	-
Total		30	100

The table shows that 25 students (83.33%) stated that the lecturer's performance is very interesting, no student stated that the lecturer's performance is interesting, 5 students (16.66%) stated that

the lecturer's performance is less interesting and there is no student stated that the lecturer's performance is not interesting.

Table 4.11., Lecturer's usage of game in teaching English

No	Category	Frequency	Percentage
1	Always	3	10.00
2	Often	-	-
3	Sometimes	25	83.33
4	Never	2	6.66
Total		30	100

The table shows that there are 3 students (10%) stated that the lecturer always uses game in teaching English, no student stated that the lecturer often uses game in teaching English, 25 students (83.33%) stated that the lecturer sometimes uses game in teaching English and there are 2 students (6.66%) stated that the lecturer never uses game in teaching English.

Table 4.12., Lecturer's giving chance to ask and giving the response

No	Category	Frequency	Percentage
1	Always	23	76.66
2	Often	-	-
3	Sometimes	7	23.33
4	Never	-	-
Total		30	100

The table shows that 23 students (76.66%) stated that the lecturer always gives them chance to ask and response, there is no student stated that the lecturer often gives them chance to ask and

response, 7 students (23.33%) stated that the lecturer sometimes gives chance to ask and response and there is no students stated that the lecturer never gives change to ask and response.

Table 4.13., Lecturer's appreciation toward students' success

No	Category	Frequency	Percentage
1	Always	17	56.66
2	Often	-	-
3	Sometimes	13	43.33
4	Never	-	-
Total		30	100

The table shows that 17 students (56.66%) stated that the lecturer always gives appreciate toward their success. No students stated that the lecturer often gives appreciate toward their success. 13 students (43.33%) stated that the lecturer sometimes appreciate toward their success and there is no student stated that the lecturer never appreciate his success.

Table 4.14., Lecturer's respect toward students' efforts

No	Category	Frequency	Percentage
1	Always	24	80.00
2	Often	-	-
3	Sometimes	6	20.00
4	Never	-	-
Total		30	100

From the table, it can be seen that there are 24 student (80%) stated that the lecturer always respects to their efforts. There is no student stated that the lecturer often respects to their efforts. 6 students (20%) stated that the lecturer sometimes respects to their

efforts and there is no student stated that the lecturer never respects to their efforts.

Table 4.15., Lecturer's usage of English in explaining English

No	Category	Frequency	Percentage
1	Like very much	19	63.33
2	Like	-	-
3	Less like	10	33.33
4	Dislike	1	3.33
Total		30	100

From the table above, it can be seen that there are 19 students (63.33%) are like very much if the lecturer uses English in explaining English subject. There is no student are like if the lecturer uses English in explaining English subject. 10 students (33.33%) are less like if the lecturer uses English in explaining English subject. And 1 student (3.33%) dislike.

Table 4.16., Lecturer's usage of media in teaching English

No	Category	Frequency	Percentage
1	Always	4	13.33
2	Often	-	-
3	Sometimes	10	33.33
4	Never	16	53.33
Total		30	100

The table shows that 4 students (13.33%) stated that the lecturer always uses media in teaching English. There is no student stated that the lecturer often uses media in teaching English. 10 student (33.33%) stated that the lecturer sometimes uses media in teaching



English and 16 student (53.33%) stated that the lecturer never uses media in teaching English.

Table 4.17., Lecturer giving question orally and written before closing the lesson

No	Category	Frequency	Percentage
1	Always	17	56.66
2	Often	-	-
3	Sometimes	12	40.00
4	Never	1	3.33
Total		30	100

From the table above, it can be seen that there are 17 students (56.66%) stated that the lecturer always gives question orally and written before closing the lesson. There is no student stated that the lecturer often gives question orally and written before closing the lesson. 12 students (40%) stated that the lecturer sometimes gives question orally and written before closing the lesson and 1 students (3.33%) stated that the lecturer never gives question orally and written before closing the lesson.

b. Students' factors

1) Students' interest

To know students' interest, the writer gives questionnaires which consist of several questions that identify students' interest and feeling toward English. The result of the questionnaire can be seen through this table:

Table 4.18., Students' interest toward English

No	Category	Frequency	Percentage
1	Like very much	24	86.66
2	Less like	6	13.33
3	Dislike	-	-
Total		30	100

From the table above indicates that the students who stated like very much toward English are 24 students (86.66%). There are 6 students (13.33%) who stated that they are less like English and there is no one who stated that he or she dislike English.

2) Students' Motivation

Table 4.19., Students' motivation in learning English

No	Category	Frequency	Percentage
1	Their own desire	20	66.66
2	English is subject at the school	10	33.33
3	Parents' motivation	-	-
Total		30	100

From the table, it can be seen that 20 students (66.66%) who stated that their motivation in learning English are desire themselves. 10 students

(33.33%) who stated that they learning English because English is subject of the school and there is no students who stated that they learning English motivated by parents.

Table 4.20., Students' reason in learning English

No	Category	Frequency	Percentage
1	Mastery English	25	83.33
2	Likeness English	3	10.00
3	Getting good score	2	6.66
Total		30	100%

From the table above, there are 25 students (83.33%) chose to the mastery English as their reason in learning English, 3 students (10%) chose the second category, and 2 students (6.66%) chose the third category as their reason in learning English.

### 3) Students' learning Activities

Table 4.21 Students' attendance in English subject

No	Category	Frequency	Percentage
1	Always	18	60.00
2	Sometimes	12	40.00
3	Never	-	-
Total		30	100

It can be seen from the table, there are 18 students (60%) who always attend the English subject, 12 students (40%) who sometimes attend the English subject and no student never attend the English subject.

Table 4.22 Students' attention toward lecturer's explanation

No	Category	Frequency	Percentage
1	Always	21	70.00
2	Sometimes	9	30.00
3	Never	-	-
Total		30	100 %

The table shows that there are 21 students (70%) who always pay attention to lecturer's explanation. 9 students (30%) who sometimes pay attention to lecturer's explanation. There is no student never pay attention to lecturer's explanation.

Table 4.23 Students' review toward English

No	Category	Frequency	Percentage
1	Always	5	16.66
2	Sometimes	18	60.00
3	Never	7	23.33
Total		30	100

The table 4.23, shows that 5 students (16.66%) always review English, 18 students (60%) sometimes review English and 7 students (23.33%) never review English.

Table 4.24 Students' effort to improve English

No	Category	Frequency	Percentage
1	Always	4	13.33
2	Sometimes	22	73.33
3	Never	4	13.33
Total		30	100

From the table, it can be known that there are 4 students (13.33%) always improve their English, 17 students (73.33%) sometimes improve their English and there are 4 students (13.33%) never improve their English.

Table 4.25. Students' trouble in learning English

No	Category	Frequency	Percentage
1	Always	9	30.00
2	Sometimes	21	70.00
3	Never	-	-
Total		30	100

From the table, it can be seen that 9 students (30%) always have trouble in learning English, 21 students (70%) sometimes have trouble in learning English and there is no student never trouble in learning English.

Table 4.26. Students' feeling in doing homework or assignment

No	Category	Frequency	Percentage
1	Very happy	14	46.66
2	Less happy	16	53.33
3	Unhappy	-	-
Total		30	100

From the table, it can be seen that 14 students (46.66%) stated that they are happy very much in doing homework, 16 students (53.33%) stated that they are less happy in doing homework and there is no student is unhappy in doing homework.

### c. Facility Factors

#### 1) The student's facility

Table 4.27., Students' ownership of English book

No	Category	Frequency	Percentage
1	Have, private ownership	23	76.66
2	Have, but borrowing	3	10.00
3	Do not have English book	4	13.33
Total		30	100

The table shows that 23 students (76.66%) have their own English book, 3 students (10%) borrow the English books, and 4 students (13.33%) do not have any English book.

#### 2) The Classroom facility

Facilities at Theologian Special Program Class support in teaching and learning process, it can be seen from appendix. Unfortunately, there are still some lacks of facilities in teaching and learning process of English, so that it needs much attention from Theologian Special Program Organizer to increase the facilities which are needed such as:

- a) Lecture Classroom for teaching and learning English, because based on observation the writer found that the class for English Teaching and Learning in the hall of Dormitory for Girl without tables, and chairs or seating.
- b) There are no other media for teacher to teach English but White board. So the teacher cannot use LCD, projector, tape and speaker.

Table 4.28. Students' ownership of English dictionary

No	Category	Frequency	Percentage
1	Have, private ownership	29	96.66
2	Have, but borrowing	1	3.33
3	Do not have English dictionary	-	-
Total		30	100

The table shows that 29 students (96.66%) have their own dictionary, 1 student (3.33%) borrows the dictionary.

#### d. Environment's factor

Table 4.29., Class environment

No	Category	Frequency	Percentage
1	Always safe, comfortable, and enjoyable	20	66.66
2	Sometimes safe, comfortable, and enjoyable	10	33.33
3	Not safe, comfortable, and enjoyable	-	-
Total		30	100

From the table above, there are 20 students (66.66%) who stated that the school's environment is always safe, comfortable and enjoyable. 10 students (33.33%) chose the second category and there is no student chose the third category.

### C. Discussion

After all of needed data completed, they are then analyzed by referring to findings that have presented before, more clearly will be explained as follows:

1. Teaching and Learning Process of Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin.

According to the result of research the writer did toward one English lecturer and the thirty students at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin. It can be concluded that Teaching and Learning Reading Comprehension is very good. It can be known from the steps or activities of teaching reading that used by the teacher, and students' response.

- a. *Pre-Activities*, the lecturer is successful in stimulating their interest and motivation in learning Reading. She introducing new material by motivating the students, so that they have more enthusiastic in learning English. In this phase the lecturer also successful engages the students to the lesson, because she gives statement and questions related to the topic, and it helps students to understand and comprehend the text well, and the students also have high interest toward learning English from their responses. As Medina (2008, p. 2) said that pre reading activities are intended to construct background knowledge. The teacher becomes a bridge builder between what students already know about a concept - schemata - and what they need to know in



order to understand a particular text, that is, the interaction between those schemata and the input coming from the text.

- b. *While-Activities*, The lecturer can help the students get involved in certain activities arranged by teacher or have been provided in guidance books such as reading aloud and reading comprehension related to the learning theme and emphasize to its pronunciation and intonation. She also asks the students to find main idea, keyword, general, and specific information, asking the students to read the text with drill and alternately, translate the difficult words with the students together, and enquires students to answer some questions. So that the students can develop their skill in learning reading text. In addition, the students also do the assignments or the task given happily, so that the aims of while activities itself will be easily obtained. As Medina (2008, p. 4) stated the aims of while-activities are to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teachers take the learners through the reading and they interact in the text.
- c. *Post-Activities*, From the activities that used by the lecturer, it can be concluded that teaching and learning Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin is very good because the student more enjoy and fun in learning English and the teacher always uses the all activities of teaching reading strategy well and appropriate with the theory of teaching reading that has been presented in chapter II that Medina (2008, p.

9) also explained that Post-activities are intended to verify and expand the knowledge acquired in the reading. Based on the observation, the lecturer always reviews and concludes the lesson, mention the subject material again or gives strengthening or pressure to the material, gives the assignment, test etc. It is to make the students can remind the lesson well.

2. The influential factors on Teaching and Learning Reading Comprehension at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humaniora Faculty IAIN Antasari Banjarmasin

a. Lecturer's factors

1) Lecturer's educational background

Lecturer's educational background influences teaching and learning Reading Comprehension, with the compatible educational background, so teaching and learning process will be easier. That is considering that lecturer has known many theoretical that especially related to the English subject and teaching method and techniques. It is appropriate with Djamarah (1996) who stated that Educational Background is one aspect which influences lecturer's competence in teaching and learning. The beginning lecturer whose well educational background will be easier to adapt with environment because he/she has known and understood some theories as the support of his/her services. From the data that the writer got, English lecturer is graduated from S2 majoring Teaching English as Second Language (TESL). By seeing this educational background, it can be known that the lecturer's educational background can be categorized as very good category.

## 2) Lecturer's experience in teaching and training

As have been explained in chapter II, for lecturer, teaching experience is the most valuable thing. Theoretical experience that have mastered do not forever guarantee successful of a lecturer in teaching if do not have teaching experience, and integrity between both will make figure of a reliable lecturer and professional in their area. According to interview with the English lecturer, the data about the length of her experience in teaching English is categorized very good category, because she has been taught for seven years. She started teaching in 2006 until now. Beside that she always follows some trainings and it is categorized as very good category too. So, the lecturer experience in teaching and training is very good category.

## 3) Lecturer's understand to the way of Teaching Reading Comprehension

The lecturer's understanding to principles and strategies for Teaching Reading is absolutely needed. Based on this statement, the writer analyzes from the observations and interview that the English lecturer is understand well about the principles, strategies and methods for teaching Reading. So the lecturer's understanding can be categorized as very good category.

## 4) Lecturer's ability in using facilities of learning

After doing observation to teaching and learning process in classroom, the writer can concluded that the lecturer always use the facilities of learning. When explains the material of English subject, she uses some books, and other limited media which are available. So the lecturer's ability in using facilities of learning is very good category

##### 5) Teacher's teaching activity

Based on the table 4.2., about the lecturer's method in teaching English, it can be seen that there are 18 students (60%) who stated that the lecturer's method in teaching English is very interesting and it can be categorized as very good category. 12 students (40%) who stated that the lecturer's method in teaching English is less interesting and it is categorized as fair category, and no student stated that the lecturer's method in teaching English is not interesting which is categorized as low category. So, the lecturer's method in teaching English can be categorized as very good category. Because 18 students (60%) who stated that the lecturer's method in teaching English is very interesting.

From the table 4.3 can be known that 22 students (73.33%) stated that they like very much to the lecturer's style and it is categorized as very good category. 8 students (26.66%) who stated that they less like to the lecturer's style and it is categorized as fair category. So, the lecturer's style is very good category because 22 students (73.33%) like very much to the lecturer's style in teaching English.

The lecturer's explanation in extending English subject can be seen from the table 4.4., there are 28 students (93.33%) who stated that the lecturer explanation is very good and it is categorized as very good category. 2 students (6.66%) who stated that lecturer's explanation is less good and it is categorized as fair category. So, the lecturer's explanation can be categorized as very good category because 28 students (93.33%) stated that the lecturer's explanation in extending English is very good.

From the table 4.5., about lecturer's explanation of learning's goal, it can be seen that there are 18 students (60%) who stated that the lecturer always explains the goal of learning and it is categorized as very good category. 9 students (30%) who stated that the lecturer sometimes explains the goal of learning and it is categorized as fair category. 3 student (10%) who stated that the lecturer never explains the goal of learning. So, the lecturer explanation of the learning's goal can be categorized as very good category because 18 students (60%) stated that the lecturer always explains the goal of learning.

The table 4.6., shows the data about lecturer's guidance before learning. There are 23 students (76.66%) who stated that the lecturer always guide them before learning and it is categorized very good category. 7 students (23.33%) who stated that the lecturer sometimes guide them before learning and it is categorized fair category. So, the lecturer's guidance before learning is very good category because 23 students (76.66%) who stated that the lecturer always guide them before learning.

Based on the table 4.7., it can be seen that there are 14 students (46.66%) who stated that the lecturer always explains about useful of the English subject and it is categorized as very good category. 10 students (33.33%) who stated that the lecturer sometimes explains about useful of the English subject and it is categorized as fair category. 6 students (20%) who stated that the lecturer never explains about useful of the English subject and it is categorized as low category. So, the lecturer's explanation about useful of the English subject is very good category because 14 students (46.66%) stated that the lecturer always explains about useful of the English subject.

The lecturer's giving example related with the subject, can be seen from the table 4.8., There are 20 students (66.66%) who stated that the lecturer always gives example related with the subject and it is categorized very good category. There are 10 students (33.33%) who stated that the lecturer sometimes gives example related with the subject and it is categorized as middle category. So, the lecturer's giving the example related with the subject is very good category.

From the table 4.9., it can be known that 20 students (66.66%) who stated that the lecturer always gives motivation and spirit, it is categorized as very good category. 10 students (33.33%) who stated that the lecturer sometimes gives motivation and spirit and it is categorized as fair category. So, the lecturer's giving motivation and spirit can be categorized as very good category because 20 students (66.66%) stated that the lecturer always gives motivation and spirit to the students.

Based on the table 4.10., there are 25 students (83.33%) who stated that the lecturer's performance is very interesting and it is categorized as very good category. 5 students (16.66%) who stated that the lecturer's performance is less interesting and it is categorized as fair category. So, the lecturer's performance can be categorized as very good category because most of the students (83.33%) stated that the lecturer's performance is very interesting.

The table 4.11 about usage of game in teaching English, it can be known that 3 students (10%) who stated that the lecturer always using game in teaching English and it is categorized as very good category. 25 students (83.33%) who stated that the lecturer sometimes using game in teaching English and it is categorized as

fair category. 2 student (6.66%) stated that the lecturer never uses game in teaching English and it is categorized as low category. So, the lecturer's usage of game in teaching English is fair category because 25 students (83.33%) stated that the lecturer sometimes using game in teaching English.

Based on the table 4.12 it can be seen that 23 students (76.66%) who stated that the lecturer always gives chance to ask and response, it is categorized as very good category. 7 students (23.33%) who stated that the lecturer sometimes give chance to ask and response, it is categorized as fair category. So, the lecturer's giving chance to ask and giving response can be categorized as very good category because 23 students (76.66%) who stated that the lecturer always gives them chance to ask and response them.

Lecturer's appreciation to the students' success can be seen from table 4.13 that there are 17 students (56.66%) who stated that the lecturer always appreciates to their success and it is categorized as very good category. 13 students (43.33%) who stated that the lecturer sometimes appreciates to their success and it is categorized as fair category. So, the lecturer's appreciation to students' success can be categorized as very good category because 17 students (56.66%) stated that the lecturer always appreciates their success.

The table 4.14., shows that 24 students (80%) who stated that the lecturer always respect to their efforts and it is categorized as very good category. 6 students (20%) who stated that the lecturer sometimes respect to their efforts and it is categorized as fair category. So, the lecturer's respect to the students' efforts is very

good category because most of the students stated that the lecturer always respect to their efforts.

From the table 4.15., can be known that 19 students (63.33%) like very much to the lecturer's usage of English in explaining English subject and it is categorized as very good category. 10 students (33.33%) less like the lecturer's usage of English in explaining English and it is categorized as fair category. 1 student (3.33) dislike the lecturer's usage of English in explaining English subject and it is categorized as low category. So, the lecturer's usage of English in explaining English subject is very good category because 19 students (63.33%) who stated that they like very much to the lecturer's usage of English in teaching English subject.

The table 4.16., about lecturer's usage of media in teaching English, it can be known that 4 students (13.33 %) who stated that the lecturer always using media in teaching English. 10 students (33.33%) who stated that the lecturer sometimes using media in teaching English. 16 students (53.33 %) stated that the lecturer never use media in teaching English and it is categorized as low category. So, the lecturer's usage of media in teaching English is low category because 16 students (53.33%) stated that the lecturer never uses media in teaching English.

Based on the table 4.17., it can be seen that 17 students (56.66%) who stated that the lecturer always gives question orally and written before closing the lesson and it is categorized as very good category. 12 students (40%) who stated that the lecturer sometimes give question orally and written before closing the lesson and it is categorized as fair category. 1 students (3.33%) stated that the lecturer never gives



question orally and written before closing the lesson and it is categorized as low category. So, the lecturer's giving question orally and written before closing the lesson and it can be categorized as very good category because 17 students (56.66%) who stated that the lecturer always gives question orally and written before closing the lesson.

From what stated before in theoretical review and the result of the questionnaire, it can be concluded that lecturer's teaching activities in very good category, because she has the competence as a professional lecturer lead the learning. She is active in doing the duties as a lecturer. The activeness; are in presence, presentation of the subject material and management of the class, using of method, approach, media etc. her activeness that supported by good skill in teaching English will make the students motivated in learning English.

#### b. Students' factors

Based on the result of questionnaire, which has been presented in data presentation, the writer then describes and analyses it in this term.

##### 1). Students' interest

As known, interest is an internal factor of the students that can move them to learn. As internal factor, it is considered as one of the main factors to move students to study. Student's interest is indicated by their likeness to English lesson. From the table 4.18., it can be known that 24 students (86.66%) who like very much to English and it is categorized as high category. 6 students (13.33%) less like English subject and it is categorized middle category. So, the students' interest to English subject can

be categorized as high category because most of them (86.66%) like very much English subject.

## 2) Students' Motivation

From the table 4.19., the students' motivation in learning English, it can be seen that 20 students (66.66%) chose the first choice and it is categorized as high category. 10 students (33.33%) chose the second choice and it is categorized as middle category. No student chooses the third category and it is categorized as low category. So, the students' motivation in learning English can be categorized as high category because 20 students (66.66%) stated that their motivation in learning English because desires themselves. As brown (1987) said that one of the most important factors in language learning is motivation. Motivation is commonly through of as an inner, impulse, emotion, or desire that moves one particular action from someone's self.

## 3) Students' reason in learning English

The table 4.20., the students' reason in learning English, shows that the students who chose the first choice are 25 students (83.33%) which is categorized as high category. 3 students (10%) chose the second choice and it is categorized as middle category. 2 students (6.66%) chose the third category and it is categorized as low category. So, the students' reason in learning English is categorized as high category because most of the students' reason in learning English is to master it.

## 4) Students' Learning Activity

Based on the table 4.21., the students' attendance in English subject, it is can be categorized as high category because most of them (60%) always attended English subject.

According to the table 4.22., the students activeness in paying attention to the lecturer's explanation, it is known that there are 21 students (70%) who always pay attention to the teacher's explanation and it is categorized as high category. 9 students (30%) who sometimes pay attention to the lecturer's explanation and it is categorized as middle category and no student never category which are categorized low category. So, the students' activeness in paying attention to the lecturer's explanation is categorized high category.

From the table 4.23., the students' activeness in review English, there are 5 students (16.66%) who always review English and it is categorized as high category. 18 students (60%) who sometimes review English and it is categorized as middle category. 7 students (23.33%) never review English and it is categorized as low category. So, the students' activeness in review English is categorized middle category.

Based on the table 4.24., the students' activeness in improving English, it can be categorized as middle category because 22 students (73.33%) who sometimes improve their English.

Based on the table 4.25., the students' trouble in learning English. It can be seen that 9 students (30%) always have trouble in learning English and it is categorized as low category. 21 students (70%) sometimes have trouble in learning

English and it is categorized as middle category. No students never have trouble in learning English and it is categorized high category. So, the students' trouble in learning English can be categorized as middle category because most students (70%) who stated sometimes have trouble in learning English.

From the table 4.26., the students' feel in doing homework. It can be seen that 14 students (46.66%) stated that they are happy very much in doing homework and it is categorized as high category. 16 students (53.33%) who stated that they are less happy in doing homework and it is categorized as middle category. No student is unhappy in doing homework and it is categorized as low category. So, the students' feeling in doing homework can be categorized middle category because only 14 students (46.66%) who stated that they are very happy in doing homework.

### c. Facility Factor

Facility is very important. It becomes very essential for successful education. Rusyan (1999, p. 30) states that teaching learning process will be success if it is supported by facility, because facility is essential for education.

#### 1) Students' facility

The table 4.27., shows the data about students' ownership of English book. There are 23 students (76.66%) who have their own English book and it is categorized as high category. 3 students (10%) borrow the English book and it is categorized as middle category. 4 students (13.33%) do not have any English book and it is categorized as low category. So, the students' ownership of English subject

is categorized as high category because 23 students (76.66%) stated that they have their own English book.

From the table 4.28., about students' ownership of English dictionary, it can be seen that 29 students (96.66%) have their own dictionary and it is categorized as high category. 1 students (3.33%) borrow the dictionary and it is categorized as middle category. So, the students' ownership of English dictionary is classified as high category because 29 students (96.66%) have their own dictionary.

## 2) Classroom facility

Based on the appendix and the writer observation can be known that Theologian Special Program has not enough complete facility, especially for English class.

### d. Environment's Factor

The data about school and classroom environment can be seen from the table 4.29., There are 20 students (66.66%) stated that the school and classroom environment always safe, comfortable and enjoyable and it is categorized high category. 10 students (33.33%) stated that the school and classroom environment are sometimes safe, comfortable and enjoyable and it is categorized as middle category. There is no student stated that the school and classroom environment are not safe, comfortable, and enjoyable and it is categorized as low category. As explained, Environment factor in using language either in or out of school is influence students a lot in learning of how they use the language. So, it is needed the good and nice situation and condition to support the process of teaching and learning English.

Based on the explanation and the result, the school and classroom environment can be categorized as high category because 20 students (66.66%) stated that their school and classroom environment are always safe, comfortable and enjoyable.