

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### A. Description of the Research Location

##### 1. Brief History about English Department

Desire to establish English Department along with forming of Tarbiyah Faculty at Antasari State Institute for Islamic Studies Banjarmasin. Basically long time has been planned by education figures at Banjarmasin. Besides more of graduated from institute education of having country status and was private sector which wish continued the education of to higher lever or college.

Beside that, in fact shows that English teacher having higher education still very scarce in Junior High School and Senior High School, so also with lecturers candidate at Antasari State Institute for Islamic Studies although in other college still very less.

The fact added again that Antsari State Institute for Islamic Studies which center in Banjarmasin only having one faculty, which is Syariah Faculty. While that moment Taribyah Faculty only in Barabai as a branch of Antasari State Institute for Islamic Studies in Banjarmasin, besides Ushuluddin Faculty residing in Amuntai.

By the fact above, H. Zafri Zamzam as Head of Antasari State Institute for Islamic Studies at the moment felt important to be founded also Tarbiyah Faculty in Banjarmasin. Beside that that faculty can complete the shortage of faculty at Antasari State Institute for Islamic Studies Banjarmasin, it's also expected to give

various aspirations of society in Banjarmasin and its surroundings expending that moment.

On 22<sup>nd</sup> of September 1965, head of Antasari State Institute for Islamic Studies releasing decree number 14/BR/IV/1965 concerning opening of Tarbiyah Faculty Antasari State Institute for Islamic Studies. The publishing of releasing decree also has close relevancy with existence of delivery of Publicity Faculty UNISAN (Universitas Islam Kalimantan) to be made Tarbiyah Faculty in Banjarmasin. With existence of delivery, students of Publistik Faculty become students of Tarbiyah Faculty.

According to *Buku Kenang-kenangan 30 tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*, English Department was founded in 1984 and the first head of English Department is Drs. H. Abdul Kadir Munsyi, Dipl.Ad.Ed and Drs. H, Ahdi Makmur, M.Ag as the secretary. Then, continued by Drs. H. Syarifuddin Syukur, M,A as the head of English Department and Drs. H, Ahdi Makmur, M.Ag as the secretary for the next period. But it was closed in the academic year of 1988/1989, it because to wait for operational permit from Religious Department. Then in the academic year of 1997/1998 was opened for the second time and is named *Jurusan Pendidikan Bahasa Inggris*, Drs. H, Ahdi Makmur, M.Ag as the head and Drs. Saadillah as the secretary. Because Drs. Saadillah continued his study, so the secretary replaced by Drs. H. Husnul Yaqin, M. Ed. In 2003 position of secretary replaced by Dra. Hj. Wardah Hayati

On September 2005 until October 2006, English Department has been managed by the late Drs. H. Isa Anshary, MZ as the head and Dra. Nida Mufidah

as the secretary. So, the head is replaced by Drs. Anang Saifuddin, MA. Since January 2007 till now English Department has been managed by Dra. Nida Mufidah, M.Pd as the head of this department, Nurlaila Kadariyah, S. Ag as the secretary.

The main purpose of establishing this department is to participate in developing this country, especially in educational world. It is based on the facts that are still founded Islamic school without English teachers who have educational background of English. The other one is the small total of English teacher who educate in English Department. Thus, Tarbiyah Faculty is aimed to provide teachers, especially who have English educational background. Since this Department is opened it has made a lot of progress and improvement, such as total of students in every academic year.

Curriculum that is used in this Department is similar with the other in Tarbiyah Faculty, entering for subjects that are established doing PPL, KKN, and writing thesis with the total is 147 SKS. The differences are at basic skill subjects (MKDK). The subjects which are offered are related with English, such as vocabulary, structures A, B, C, and D, Reading A, B, and C, Writing, Speaking, Listening Comprehension, Language Learning Psychology, Curriculum Development, Planning of Teaching System English, EFL Teaching Method, Linguistics, Translation, and Phonetics, sociolinguistics, morpho syntax, and Psycholinguistics.

Then, the curriculum is changed in the academic year of 2001/2002. The curriculum of 2001/2002 contains more skills subjects, and the total of SKS is 160, such as Writing A, B, and C, Speaking, A, B, and C, Listening A, B, and C, pronunciation Practice.

English Department has more than 18 lecturers from many different educational background and university graduates and 1 administration staff

## 2. Description about Lecturers and students condition

There are more than 18 lecturers from different educational backgrounds and more than 334 students of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin in academic year 2008/2009. The description at lectures and students can be seen in the following table:

Table 4. 1. Number of Lecturers of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2008/2009

No	Name	Latest Education
1	Drs. H. Ahdi Makmur, M. Pd	S2 Islamic Studies Canada & UIN Jakarta
2	Drs. H. Syarifuddin Syukur, M.A.	S2 Islamic Studies in Pakistan
3	Dr. H. Husnul Yaqin, M.Ed.	S2 Administration of Education in Australia, S3 UIN Syarif Hidayatullah Jakarta
4	Drs. Anang Syaifuddin, M.A	S2 Linguistics in USA
5	Drs. Sa'adillah, M. Pd	S I English for education Antasari State Institute for Islamic Studies Banjarmasin
6	Dra. Dina Hermina, M.Pd	S2 Evaluation for education IKIP in Jogjakarta
7	Dra. Nida Mufidah, M.Pd	S2 Indonesian Literature for education in Unlam
9	Dra. Hj. Wardah Hayati, M.A	S2 Women Studies Australia
10	Nurlaila Kadariyah, S.Ag	SI Islamic Education
11	Nani Hizriani, M. A	SI English for Education in Unmuh Malang
12	Rusnadi, S.pd.I	SI English for education Antasari State Institute for Islamic Studies.
13	Dra. Andi Irlina, M.Hum	S2 English Lenguage in UnHas
14	Ridha Fadillah, S.S, M, Ed	SI English foe Education Unmuh in Jogjakarta
15	Rahmila Murtiana, S.S	SI English Litarature Undip in Semarang
16	Raida Asfihana, S.Pd	SI English For Education Unlam
17	Puji Sri Rahayu, M.A	S2 Applied Linguistics Australia

Table 4. 2. Number of Students of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2008/2009

No	Generation	Sex		Total
		Male	Female	
1	2004/2005	17	26	43
2	2005/2006	17	44	61
3	2006/2007	19	47	66
4	2007/2008	27	37	64

3. Description about Facilities of English Department at Tarbiyah Faculty  
Antasari State Institute for Islamic Studies Academic Year 2008/2009

No	Facilities	Number	Condition
1	Office	1	Good
2	Computer	1	Good
3	AC	1	Good
4	Class room	5	Good
5	Library	1	Good
6	Tape recorder	1	Good
7	Overhead Projector	1	Good

B. Data Presentation

This subchapter presents the data that have been collected on the research. The presentation covers primary data about the students' ability in changing active voice into passive voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin Academic year 2008/2009. In addition to that, it also presents secondary data which are related to this research, such as description of the research location, brief history about English Department at Tarbiyah Faculty, description about lecturer, students, and facilities of English Department.

1. Description about the students' ability in changing active voice into passive voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2008/2009

Before analyzing the data, the writer must collect the data first, in order to know the students data, the writer held the test to find out the students' ability in changing active voice into passive voice.

The writer conducted a written test to the students of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin

Academic year 2008/2009. On 3 and 4 of March 2009, the test had been performed Three times for about 40 minutes at their own class.

Here is data about the test result in the students' ability in changing active voice into passive voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State institute for Islamic Studies Banjarmasin Academic year 2008/2009 has been collected by the writer.

Table 4. 4. The Test Result in The Students' Ability in Changing Active voice into passive voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State institute for Islamic Studies Banjarmasin Academic year 2008/2009

No	Correctness in Changing Active into Passive	Correctness In Changing Passive into Active	Correctness in Choosing The Right Answer	Score
1	28	28	18	78
2	36	24	14	74
3	32	40	18	90
4	32	36	20	88
5	32	36	20	88
6	36	36	18	90
7	24	32	8	64
8	36	36	18	90
9	40	36	16	92
10	28	20	14	62
11	36	36	18	90
12	36	28	20	84
13	36	28	20	84
14	36	28	20	84
15	40	36	16	92
16	32	36	16	84
17	36	24	20	80
18	36	36	18	90
19	40	32	18	90
20	12	24	16	52
21	24	32	14	70
22	28	40	16	84
23	28	32	16	76
24	28	36	18	82

No	Correctness in Changing Active into Passive	Correctness In Changing Passive into Active	Correctness in Choosing The Right Answer	Score
25	20	8	12	40
26	28	4	10	42
27	36	36	20	92
28	40	32	18	90
29	36	32	18	86
30	32	8	14	54
31	32	36	20	88
32	32	36	16	84
33	28	24	16	68
34	12	16	6	34
35	32	28	6	66
36	40	32	20	92
37	32	28	20	80
38	20	16	6	42
39	36	28	20	84
40	28	36	20	84
41	36	36	18	90
42	36	36	18	90
	1328	1244	688	$3264/42 = 77,7$

Based on the table above, it is identified the highest score of the test result is 92 and the lowest one is 34. The accumulative score is 3264 divided by 42 students, that is, 77, 7. While the highest number of correctness in changing active into passive voice is 40, and the lowest one is 12, and the total number of correctness in changing active voice into passive voice is 1328. Furthermore, the highest number of correctness in changing passive voice into active voice is 40, and the lowest one is 4, and the total number of correctness in changing passive voice into active voice is 1244. And the highest number of correctness in choosing the right answer is 20, and the lowest one is 6, and the total number of correctness in choosing the right answer is 688.



Based on the explanation above, numbers at most appear in question section A is 36, 32, 28, and 40. There are 14 students of 42 students whose score 36, there are 9 students of 42 students whose score 32, there are 8 students of 40 students whose score 28 and there are only 5 students of 42 students whose score 40. But there are 2 students got score 12 in this section, it because students don not understand clearly how to change into passive voice. When they studied about active voice and passive voice, their lecturer doesn't explain more deeply, just explain briefly and tell the pattern of some tenses, not of them. It makes them have difficult to answer the question.

In question sections B, numbers at most appears are 36, 32, 28, and 40. Its mean the number at most appear in question section B is similar with question in section A, but different in frequency. There are 15 students of 42 students whose score is 36, there are 6 students of 42 students whose score is 32, there are 7 students of 42 students whose score is 28, and there are only 2 students of 40 students whose score is 40. But 2 students got score 8 and 1 students got score 4, they confused how to change passive into active, they doubt if to change from passive into active, if the auxiliary have to change or not, and they don not well know that the sentence changes into the same tense. 3 of these students almost change the sentence into the other tense such as; in question number 1, its passive from simple past tense, but they change it into presents tense, actually its should change into simple past tense also.

Students whose score 40 more of question section A than question section B, it because students consider that question section A is easier than question

section B. more of students forget how is the rule to change passive voice into active voice. There are 3 students got score 6 in this section, and this score is the lowest score. They confused to choose where the right answer is, because there are many distraction and they difficult to differentiate one to another.

But in question section C, the highest number is 20. Numbers at most appear are 20, 18, and 16. There are 12 students of 42 students whose score 20. There are 10 students of 42 students whose score is 18. And there are 8 students of 42 students whose score is 16. In these questions, more of students have high score, because type of the test is multiple choice, so easy for them to answer the questions.

The table below explains the categories of the score and its distribution.

Table 4. 5. The Frequency Distribution of the Test Result in the Students' Ability in Changing Active Voice into Passive Voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State institute for Islamic Studies Banjarmasin Academic year 2008/2009

No	Category	Score	Frequency	Percentage
1	Excellent	90 – 100	13	32,5 %
2	Very Good	80 - < 90	15	37,5 %
3	Good	70 - < 80	4	10 %
4	Fair	60 - < 70	4	10 %
5	Poor	50 - < 60	2	5 %
6	Very Poor	0 - < 50	4	10 %

From the table above we can see that there are 32, 5 % students whose score are around 90 – 100 that classified in the Excellent category. There are 15 students 37, 5 % whose score are around 80- <90 and they are classified in the Very Good category. There are 4 students 10% whose score are around 70 - < 80 and they are classified in the Good category. There are 4 students 10% whose score are around 60 - < 70 and they are classified in the Fair category. Meanwhile,

there are 2 students 5% whose score are around 50 - < 60 and they are classified in the Poor category, and there are 4 students 10% whose score are around 0 - <50 and they are classified in the Very Poor category.

The data show that degree of the students' ability in changing active voice into passive voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin academic year 2008/2009 is classified in the Good category with the mean score 77,7.

### C. Data Analysis

After presenting the data, the writer analyzes all the obtained data that have been presented earlier in this research. The presented data of the test result on the table 4.5 about the students ability in changing active voice into passive voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin academic year 2008/2009 show that there are 13 students (32,5%) got the excellent score; it is included in small category. The students that got the very good score are 15 (37, 5%); it is also included in small category. There are 4 students (10%) that got the good score; it is included in very small category. The students that got the fair score are 4 (10%); it is included in very small category. There are only 2 students (5%) got score poor; it is also included in very small category.

The students that got the very poor are 4 (10%); it is included in very small category.

Students include in excellent category because they had score from score 90 until 92 score. There are 4 students of 40 students whose score is 92, and 3 of them answer question in section A perfectly and get score 40, only 1 student get score 36, because only 9 questions that can answer well. In question B none of them able to answer all the questions, 3 of students get score 36 and 1 student whose is 32, it because they less careful to “*be*” after the *verb*. In question section C 2 of students whose score 20, it means they had answered the question well, but the other students only get score 16, they confused to choose where the right answer is.

There are 2 students whose score is 90 able to change active voice into passive voice and they get score 40 for question section A. but in question section B, both only able to answer 8 questions, and get score 36. In question section C, they score is 18.

There are 4 students whose score 90 that able to answer 9 questions in question section A, and get score 36. in question section B, get the same score that is 36, because only 9 question that able they answer. In question section C, they had score 18.

And there is only 1 student whose score is 90 that able to answer 8 questions and get score 32 in question section A. but in question section B, he can answer the entire question perfectly, and his score is 40. In question section C, he same with the other students whose score is 90, that is 18.

So, 7 of students whose include in excellent category have variety score in question section A, B, and C.

There are 15 students whose score 80 until 88. 3 of them whose score is 88 that get 32 in question section A, it because they confused how to change active voice into passive voice, question in section B, all of them get score 36 because in these questions is less difficult than question in section A. but question section C, they had answer all the questions well.

Only 1 student whose score 86, and get score 36 in question section A and question section B. question section c his score is 18. There are 4 students whose score 84 that able to answer 9 question in section A, and they score are 36, question in section B all of their score is 28, it because they not sure when to change passive into active voice. But in the last section, their score is 20.

There are 2 students whose score is 84 that get score 32 in question section A, in question section B, their score is 36, only 1 question can not they answer. But in question section C, their score is 16. There are 2 students whose score is 84 only get score 28 in question section A, they said they have trouble when change active into passive voice. But question section B, they had different score, the one students get score 40 and the other students get score 36. They regard question in this section is easier than the previous section. Student whose score 40 in question section C, only get score 16. Meanwhile, students whose 36 in section B, in this section able to answer all the question, and get score 20.

Only 1 student whose score is 82, and get score 28 in question section A. in question section B his score is 37, and in section C his score 18.

There are 2 students whose score is 80 that only get score 36 and 32, because they just can answer 9 and 8 questions in section A. in question section B they get score 24 and 28, they have difficult to change passive into active voice. But in section C, they can answer all the questions well, because type of test is multiple choices, so they can answer easily.

So, there are 15 students whose score 80 till 88 and include in very good category. But they have variety score in every section.

There are 4 students include in good category, because their score is 70 until 78. They have different score in cumulative score. Those are 78, 76, 74, and 70. Student whose score 78, his score is 28 in question section A, its same with student whose score is 76. but in question section B, students whose score 78 get score 28 same with in the section A, and student whose score is 76 is better than student whose score is 32, it means better than in question section A. in question C they have different score, students whose score 78 his score is 18, and student whose score 76 only get score 16.

Students whose score 74 can answer 9 questions in section A, and his score is 36, but section B he is only get score 24. And in section C he also only gets score 14, it because he confuses to choose where the right answer is. Meanwhile, student whose score 70 only get score 24 in question section A, but in section B his score is 32, and in section C his score is 14, it because he less careful to choose where the right answer is.

There are 4 students of 40 students' whose score is 68, 66, 64, and 62. And they include in Fair category. They have different score in every types of test.

Student whose score 66 in the first type of test, his score is 32, it means he can answer 8 questions well. But in the second test his score is only 28, and in the last test his score is very low, his score only 6, it because he does not pay attention where the right answer is. Students whose score 68, in question section A he gets score 28. It is same with student whose score 62. But in question section B student whose score 68 gets score 24. It's better than student whose score 62, because his score only 20 in this section. In the last section, student whose score is 68 only get score 16 and 14 for students whose score 62. The last student whose score 64, his score 24 in section A, 32 for section B, and only score 8 in section C.

There are only 2 students whose score is 54 and 52, and they include in poor category. They include in this category because their score is lower than the other students.

There are 4 students that include in very poor category, and 2 of them have similar score that is 42, the other 40 and 34. They include in this category because their score is very low in every types of test. Their score for question in section A is under 30 in average. In question section B, their score is under 20 in average. And in the last section their score is very low, they only get score 12, 10, and 6.

So, from the data analyze above, it can be conclude that the degree of the students' ability in changing active voice into passive of English Department at Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin academic year 2008/2009, especially who concentrated in fifth semester and have taken structures A, B and C course is in the Very Good category.

1. Description about the frequency of students' ability in changing active voice into passive voice, passive voice into passive and changing active into passive voice by choosing the right answer.

To know the frequency of students' ability that unable to change active voice into passive voice, from passive into active, and choosing the right answer in section A, B, and C.

Table 4.6 Description about the frequency of students' ability in changing active voice into passive voice of fifth semester students of English Department at Tarbiyah Faculty Antasari State institute for Islamic Studies Banjarmasin Academic year 2008/2009

Number of Question	Frequency	Percentage
1 <sup>A</sup>	9	22, 5%
3 <sup>A</sup>	24	60%
4 <sup>A</sup>	8	20%
10 <sup>A</sup>	16	40%
1 <sup>B</sup>	11	27, 5%
2 <sup>B</sup>	29	72, 5%
5 <sup>B</sup>	10	25%
6 <sup>B</sup>	22	55%
7 <sup>B</sup>	10	25%
10 <sup>B</sup>	8	20%
2 <sup>C</sup>	20	50%
8 <sup>C</sup>	30	75%
Total	197	

Based on the table above, it is identified that 22, 5% of students made mistakes in question 1<sup>A</sup>, and can be stated that students made mistake in question 3<sup>A</sup> as much as 60%. It because they use "was" not "were" after the object, they do not pay attention for the object, it is plural or singular noun. There are 8 students made mistakes in question 4<sup>A</sup> at the rate of 20%, and there are 40% of students made mistake in question 10<sup>A</sup>. It can be seen that 11 of students made mistake in question 1<sup>B</sup> to the number of 27, 5%, and 29 of students made mistake in question



2<sup>B</sup> as much as 72, 5%. It because they forget that word “children” is plural. So, they guess it is singular and use auxiliary “Is”, but actually they should use “Are”. It can be showed that 10 of students made mistake in question 5<sup>B</sup> as 25%, and 22 of students made mistake in question 6<sup>B</sup> at the rate of 55%. There are 10 of students made mistake in question 7<sup>B</sup> as much as 25%, and there are 8 of students make mistake in question 10<sup>B</sup> as 20%. At the section C, there are 20 of students 50% made mistake when they choose the right answer in question 2<sup>C</sup>, and 30 of students 75% made mistake when they choose the answer in question 8<sup>C</sup>. it because they choose the answer “Basket ball have been being played by him since two years ago”. The right answer is “Basket ball has been being played by him since two years ago”, because “Basket” is singular not plural. The writer can conclude that students in the fifth semester have to pay attention more about plural and singular noun. Total of students made mistake in 12 questions, there are 197 mistakes.

There are many reasons of why the students made mistakes. First, the students confused how to change the active sentence into passive sentence. Second, they forget the rule how to change active into passive or passive into active voice. They are not sure that to change active into passive, they must put *be* or not after the verb. They less careful to put *be* after the verb, so to *be* is unsuited with the verb. They also forget that to change active into passive, must appropriated with the tenses. In addition, the students made mistake when they change active into passive voice it because they forget the lesson and do not study over again that they have learned in the previous semester.