

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher has been done at UIN Antasari Banjarmasin. It is located on Jl. A. Yani KM. 4,5 Banjarmasin 70234. In this data presentation, the researcher presents and describes the result of the on-field researcher that has been done in the second semester students of UPB of UIN Antasari Banjarmasin. The data are about English simple past tense and Arabic fi'il madhi.

a. English simple past tense and Arabic fi'il madhi

The data of English simple past tense and Arabic fi'il madhi were collected by using test. It was conducted to 220 students of second semester students of UPB of UIN Antasari Banjarmasin. The result of each students are presented in the following table:

Table 4. 1 the scores of students

No	English and Arabic Classes	Arabic Fi'il Madhi (X)	English Simple Past Tense (Y)
1	B	60	70
2	B	70	80
3	B	55	70
4	B	65	80
5	B	70	80
6	B	65	75
7	B	60	85

8	B	60	75
9	B	65	80
10	B	70	85
11	B	65	75
12	B	80	85
13	B	70	75
14	B	55	70
15	B	70	90
16	B	65	70
17	B	70	85
18	B	70	75
19	B	60	80
20	B	70	80
21	B	60	70
22	B	65	70
23	B	70	80
24	B	60	80
25	B	65	70
26	B	70	85
27	B	65	70
28	B	70	80
29	B	65	75
30	B	55	75
31	B	60	70
32	B	70	70
33	B	65	80
34	B	50	75
35	B	70	85
36	B	55	80
37	B	70	80
38	B	50	75
39	B	55	60
40	B	60	70
Total		$\Sigma X =$ 2565	$\Sigma Y =$ 3065

To know Arabic Fi'il Madhi, the researcher classifies the data into five categories namely very poor, poor, air, good, and excellent. The classification of the categories are seen in following table:

Table 4.2 the frequency distribution of the students test result and the classification

No	Score	Frequency	Percentage	Category
1	0-49	0 students	0%	Poor
2	50-59	7 students	17,5%	Low
3	60-69	18 students	45%	Fair
4	70-79	14 students	35%	Good
5	88-100	1 students	2,5%	Excellent

The table above shows that Arabic Fi'il Madhi based on the categories are no students are in poor category , 7 students are low category (17,5%), 18 students are in fair category (45%), 14 students are in good category (35%), and 1 students in excellent (2,5%).

To know Arabic Fi'il Madhi generally, the researcher applies “mean” statistical formula below:

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

$$= \frac{2565}{40}$$

$$= 64,12$$

Based on the result of the applied formula above, the total score 2565 of 40 students, and the mean score is 64,12. The mean score 64,12 shows that English simple past tense level is fair.

To know English simple past tense, the researcher classifies the data into five categories namely very poor, poor, air, good, and excellent. The classification of the categories are seen in following table:

Table 4. 3 the frequency distribution of the students test result and the classification

No	Score	Frequency	Percentage	Category
1	0-49	0 students	0%	Poor
2	50-59	0 students	0%	Low
3	60-69	1 students	2,5%	Fair
4	70-79	20 students	50%	Good
5	88-100	19 students	47,5%	Excellent

The table above shows that English simple past tense based on the categories are no students are in poor category, no students are low category, 1 students are in fair category (2,5%), 20 students are in good category (50%), and 12 students in excellent (47,5%).

To know English simple past tense generally, the researcher applies “mean” statistical formula below:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{3065}{40} \\
 &= 76,62
 \end{aligned}$$

Based on the result of the applied formula above, the total score 3065 of 40 students, and the mean score is 76,62. The mean score 76,62 shows that English simple past tense level is good.

2. Data Analysis.

The next step in this research is finding the XY , X^2 , and Y^2 , of the data. They are seen in the following table:

Table 4.5 Working Table of Data Analysis

No	English and Arabic Classes	X	Y	$\sum XY$	X^2	Y^2
1	B	60	70	4200	3600	4900
2	B	70	80	5600	4900	6400
3	B	55	70	3850	3025	4900
4	B	65	80	5200	4225	6400
5	B	70	80	5600	4900	6400
6	B	65	75	4875	4225	5625
7	B	60	85	5100	3600	7225
8	B	60	75	4500	3600	5625
9	B	65	80	5200	4225	6400
10	B	70	85	5950	4900	7225

11	B	65	75	4875	4225	5625
12	B	80	85	6800	6400	7225
13	B	70	75	5250	4900	5625
14	B	55	70	3850	3025	4900
15	B	70	90	6300	4900	8100
16	B	65	70	4550	4225	4900
17	B	70	85	5950	4900	7225
18	B	70	75	5250	4900	5625
19	B	60	80	4800	3600	6400
20	B	70	80	5600	4900	6400
21	B	60	70	4200	3600	4900
22	B	65	70	4550	4225	4900
23	B	70	80	5600	4900	6400
24	B	60	80	4800	3600	6400
25	B	65	70	4550	4225	4900
26	B	70	85	5950	4900	7225
27	B	65	70	4550	4225	4900
28	B	70	80	5600	4900	6400
29	B	65	75	4875	4225	5625
30	B	55	75	4125	3025	5625
31	B	60	70	4200	3600	4900
32	B	70	70	4900	4900	4900
33	B	65	80	5200	4225	6400
34	B	50	75	3750	2500	5625
35	B	70	85	5950	4900	7225
36	B	55	80	4400	3025	6400
37	B	70	80	5600	4900	6400
38	B	50	75	3750	2500	5625
39	B	55	60	3300	3025	3600
40	B	60	70	4200	3600	4900
Total		$\sum X =$ 2565	$\sum Y =$ 3065	$\sum XY =$ 197350	$\sum X^2 =$ 166175	$\sum Y^2 =$ 236375

Based on the table above, the researcher gets $\sum X = 2565$, $\sum Y = 3065$, $\sum XY = 197350$, $\sum X^2 = 166175$, $\sum Y^2 = 236375$ After that, the researcher can

use Pearson product moment formula in order to know the correlation between English simple past tense and Arabic fi'il madhi on the second semester students of UPB in UIN Antasari Banjarmasin.

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

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

Where:

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

N : The total number of the students

X : English simple past tense

Y : Arabic fi'il madhi

Therefore, it is known that the “r” product moment value of the calculation above is 0,503 with using formula above. After finding the result of the calculating by using calculating formula, the researcher re-calculate the data by using *Statistical Package for the Social Science (SPSS) 22* in order to confirm the calculation result, the result is 0,503. The result from the SPSS is seen in the following table:

Correlations		Arabic	English
Arabic	Pearson	1	,503**
	Correlation		
	Sig. (2-tailed)		
	N		
English	Pearson	,503**	1
	Correlation		
	Sig. (2-tailed)		
	N		

** . Correlation is significant at the 0.01 level (2-tailed).

B. Discussion

Based on the findings, the researcher found some information about how Arabic fi'il madhi and English simple past tense on the second semester students of UPB of UIN Antasari Banjarmasin. In addition, the researcher also found the correlation between them.

The first, Arabic fi'il madhi, 7 student are in low category (17,5%), 18 students are in fair category (45%), 14 students are in good category (35%), and 1 students are in excellent category (2,5%). The mean score 64,12 shows that English simple past tense is fair level. The second, the English simple past tense, there are no students who got scores less than 50 (poor category). Furthermore, there are no students who got scores less than 60 (low category); 1 student (2,5%) who got between 60-69 (fair category); 20 students (50%) who got scores between 70 and 79 (good category); and 19 students (47,5,%) who got score between 80 and 100 (excellent category). Moreover, based on the mean of English simple past

tense scores which is 76,62. It can be concluded that English simple past tense on the second semester students of UPB in UIN Antasari Banjarmasin is in good category.

The researcher also found the information about whether there is a correlation or no between Arabic fi'il madhi and English simple past tense on the second semester students of UPB in UIN Antasari Banjarmasin.

According to Arikunto (2003), based on the calculating by using correlation product moment formula and re-calculate by using SPSS 22 and it shows that there is a correlation is a very low or weak correlation of Arabic fi'il madhi and English simple past tense at the UPB of UIN Antasari Banjarmasin.

Based on the findings, the value of Pearson correlation (r_{xy}) between Arabic fi'il madhi and English simple past tense is 0,503 and the value of the r_{table} significant value 0,05 with $df = 40 - 2 = 38$. It means 0,312 in 5%. So it can be concluded that $r_{xy} (0,503) > r_{table} (0,312)$ which means there is a correlation and H_a is accepted, H_o is rejected. In addition, the value of $r_{xy} (0,503)$ is positive. It means there is a positive correlation between Arabic fi'il madhi and English simple past tense. On the other hand, if the students have fair own ability on fi'il madhi, and have good own ability on simple past tense. Moreover, based on the correlation index number, the value of $r_{rx} (0,503)$ is on medium correlation (between 0.40 and 0.70). it means there is a medium correlation between variable X and Y. in conclusion, based on the findings of this research, the researcher found that there is a significant positive medium correlation between Arabic fi'il madi and English

simple past tense on the second semester students of UPB in UIN Antasari Banjarmasin. Therefore, the result of this research supports the statement of As Zhu's (2007) did in his research this study implement the same task, combined task.

This explanation indicate, theoretically. It is a task which is put in two languages, English and Arabic. This study talk about English simple past tense and Arabic fi'il madhi which are combined as a task in order to make students understand and aware of the differences and similarities Arabic fi'il madhi and of English simple past tense, to improve student's understanding simple past tense by contrasting the two grammatical patterns of the two languages.