

**CHAPTER IV**  
**REPORT OF RESEARCH RESULT**

**A. General Description of the Research Location**

**1. Brief History of *Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin*.**

This research is done in the environment of IAIN Antasari Banjarmasin located on A. Yani Street Km. 4,5 Banjarmasin, at the *Pusat Komputer Laboratory Tarbiyah Faculty IAIN Antasari Banjarmasin*.

Based on the interview and documents that the writer found, the facilities of the Laboratory maybe seen in the following table:

**Table4. 1 Facility of *Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin***

No	Kinds of Facility	Total	Condition
1.	Classroom	1	Good
2.	Headmaster room	1	Good
3.	Instructor room	1	Good
4.	Administration room	1	Good
5.	Computer room	1	Good
6.	Computer	17	Good
7.	Printer	3	Good

*Source: Document of Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2008/2009.*

## 2. Description of Headmasters, Administration Staff, Instructors, and Students at Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin.

### a) Headmaster

Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin has been managed by some headmasters since it was established until now. the description some headmasters can be seen in the following table:

**Table4. 2 Description about Headmasters at *Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin*.**

No	Name of Headmasters	Years of Their Job
1.	Drs. Hasbullah, M.Si	2001-2004
2.	Drs. Ahd. Husaini	2004-2007
3.	Rahmat Shodiqin, S.S	2007-Now

*Source: Document of Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2008/2009.*

### b) Administration Staff

Based on the result of interview and documents, it is know that the Administration staff of Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin is three Persons. To know about the identity of administration staff, it can be seen in the following table:

**Table4. 3 Description of Administration Staff At *Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin Academic Year 2008/2009*.**

No	Name	Position
1.	Muhammad Aini, S.H.I	Administration staff

*Source: Document of Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2008/2009.*

## c) Instructor

*Pusat Komputer* has just one instructor which consists of all subjects. To know more detail about the instructor, it can be seen in the following tables:

**Table4. 4 Description of Instructor At *Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin* In 2008/2009.**

No	Name	Position	Subject
1.	M. Wahyuzi, S.Ag	Instructor	All subject

*Source: Document of Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2008/2009.*

**Table4. 5 Description of Instructor's Education Background at *Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin* In 2008/2009.**

No.	Name	Position	Education
1.	M. Wahyuzi, S.Ag	Instructor	S1 IAIN Antasari

*Source: Document of Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin 2008/2009.*

## d) The students

There are 13 students English Department at *Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin* academic year 2008/2009. To know more detail, it can be seen in the following table:

**Table4. 6 Description of Students English Department at *Pusat Komputer Tarbiyah* Faculty IAIN Antasari Banjarmasin Academic Year 2008/2009.**

No.	Class	Male	Female	Total
1.	Gelombang XXV	3	0	3
2.	Gelombang XXVI	3	3	3
3.	Gelombang XXVII	0	1	1
4.	Gelombang XXVIII	2	0	2
5.	Gelombang XXIX	1	1	2
6.	Gelombang XXX	2	0	2
Total				13

*Source: Document of Pusat Komputer Tarbiyah Faculty IAIN Antasari Banjarmasin 2008/2009*

## **B. Data Presentation**

On this data presentation the writer describes about the result of research on the field that collected by technique of data collection, they are test, observation, interview, questionnaire and documentary.

By observation, interview, written test, and questionnaire technique it is known more about the mastery of English department students' vocabulary in using morphological term in operating Microsoft Word 2003 at *Pusat Komputer Tarbiyah* faculty of IAIN Antasari Banjarmasin Academic year 2008/2009, and the factors that influence the mastery of English department students' vocabulary in using morphological term in operating Microsoft Word 2003 at *Pusat Komputer Tarbiyah* faculty of IAIN Antasari Banjarmasin Academic year 2008/2009. By using documentary techniques it is known about data like the amount of teachers, the students and the facilities of laboratory

Presenting this data is classified in turn that is suitable with the formulation problem that the writer has made before in order to be easier in presenting and analyzing.

**1. Data about the mastery of English department students' vocabulary in using morphological term in operating Microsoft Word 2003 at Pusat computer Tarbiyah faculty of IAIN Antasari Banjarmasin Academic year 2008/2009.**

The results of the morphological word formation process test of English Department students at *Pusat Komputer* Tarbiyah faculty of IAIN Antasari Banjarmasin academic year 2008/2009.

**Table4.7 The Students' Score In Morphological Word Formation Test Of English Department Students At *Pusat Komputer* Tarbiyah Faculty Of Iain Antasari Banjarmasin Academic Year 2008/2009.**

No	Students' name	SCORE		
		MC	Essay	Total
1.	Ady Ansari 0501246994	30	35	65
2.	Ahda Suhaimi 0401246476	35	35	70
3.	Fauzi Rahman Sandi 0501246990	35	35	70
4.	H. Aulia Rahman 0301245949	35	30	65
5.	Harjuki 0401246428	35	35	70
6.	Hamdan Nor 0501247005	35	35	70
7.	Mardani 0501246991	27,5	30	57,5
8.	Miftahurrahman 0401246516	40	40	80
9.	Nashruddin 0401246477	30	30	60
10.	Nurul Hikmah 0401246518	35	35	70
11.	Rabiatus Sa'adah 0401246515	30	35	65
12.	Tommy Andrean 0301246015	35	35	70
13.	Zulkifli 0501247005	32,5	35	67.5
	Total	435	445	880

From the tests result above, the calculation to the average value that is obtained by students as below:

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{880}{13} \\ &= 67,7 \end{aligned}$$

According to morphological word formation process test, the highest score is 80 and the lowest is 57, 5. So the average rate is 67, 7 (880: 13 = 67, 7). Clarification of the rate is able to look table as follow:

**Table4. 8 Frequency Distribution of the Mastery of English Department Students' Vocabulary in Using Morphological Term in Operating Microsoft Word 2003 at *Pusat Komputer Tarbiyah* Faculty of IAIN Antasari Banjarmasin Academic Year 2008/2009.**

No	Score	Frequency	Percentage	Category
1.	80 – 100 (Excellent)	1	7,7 %	High category
2.	60 - <80 (Good)	11	84,6 %	Very High category
3.	40 - <60 (Good Enough)	1	7.7%	High category
4.	20 - <40 (Poor)	-	-	-
5.	0 - <20 (Very Poor)	-	-	-
	Total	13	100	-

If we look at the table, there are 13 students participated to the test of morphological word formation process, that got excellent score is 1 student (7, 7%) they included to the high category, got good score are 11 students (84, 6%) they included to the very high category, got good enough score is 1 student (7, 7%) they included to high category and none who got poor and very poor score.

**2. Data about Factors that Influence the Mastery of English Department Students' Vocabulary in Using Morphological Term in Operating Microsoft Word 2003 at Pusat Komputer Tarbiyah Faculty of IAIN Antasari Banjarmasin Academic Year 2008/2009**

**1. Students' internal factors**

**a. students' interest**

**Table4. 11. Frequency Distribution of students' interest toward computer course**

No.	Category	Frequency	Percentage
1.	Like Very Much	13	100
2.	Like	-	-
3.	Dislike	-	-
Total		13	100

Based on the table above, it shows students' interest toward computer courses are like very much. This table shows that 13 students (100%) stated that students' interest toward computer courses are like very much is included to high category. And none of students' state like or dislike.

**Table4. 12. Frequency Distribution of students' attendance in operating Microsoft word 2003**

No.	Category	Frequency	Percentage
1.	Always	13	100
2.	Sometime	-	-
3.	Seldom	-	-
Total		13	100

Based on the table above, it shows students' attendances in operating Microsoft word 2003 are always. This table shows that 13 students (100%) stated that students' always attendance in operating Microsoft Word 2003 is included high category. And none of students' state sometime or seldom.

**Table4. 13. Frequency Distribution of students' attention in computer course especially operating computer**

No.	Category	Frequency	Percentage
1.	Always	13	100
2.	Sometime	-	-
3.	Seldom	-	-
Total		13	100

Based on the table above, it shows students' attentions in computer course especially operating Microsoft word 2003 are always. This table shows that 13 students (100%) stated that students' attentions in computer course especially operating Microsoft Word 2003 are always attention in computer course is included to high category. And none of students' state sometime or seldom.

**b. students' motivation**

**Table4. 14. Frequency Distribution of students' motivation in learning computer course especially operating Microsoft Word 2003**

No.	Category	Frequency	Percentage
1.	Highly motivation	10	76, 93
2.	Pay attention because of teacher control	3	23, 07
3.	Less motivation	-	-
Total		13	100

Based on the table, it shows that students' who stated highly motivated in motivations in learning computer course especially operating Microsoft Word 2003 are 10 students (76, 93%) with high category and 3 students (23, 07%) with pay attention because of teacher control is included to middle category . And none of students' state less motivation.

**c. students' learning activity**

**Table4. 15. Frequency Distribution of students' following computer course**

No.	Category	Frequency	Percentage
1.	Active	13	100
2.	Quite active	-	-
3.	Inactive	-	-
Total		13	100



Based on the table above, it shows students' following computer course are active in following computer course. This table shows that 13 students (100%) stated that students active in following computer course is included high category. And none of students' state of quite active or inactive.

**Table4. 16. Frequency Distribution of students' activeness to pay attention in instructor explanation**

No.	Category	Frequency	Percentage
1.	Often	13	100
2.	Sometime	-	-
3.	Seldom	-	-
Total		13	100

Based on the table above, it shows students' activeness to pay attention in instructor explanation are often. This table shows that 13 students (100%) stated that students' activeness to pay attention in instructor explanation are often is included high category. And none of students' state sometime or seldom.

**Table4. 17. Frequency Distribution of students' activeness to respond instructor's question and to ask difficult lesson**

No.	Category	Frequency	Percentage
1.	Often	13	100
2.	Sometime	-	-
3.	Seldom	-	-
Total		13	100

Based on the table above, it shows students' activeness to respond instructor's question and ask difficult lesson are often. This table shows that 13 students (100%) stated that students' activeness to respond instructor's question and ask difficult lesson are often is included high category. And none of students' state sometime or seldom.

**Table4. 18. Frequency Distribution of students' activeness to take important notes**

No.	Category	Frequency	Percentage
1.	Often	11	84, 62
2.	Sometime	2	15, 38
3.	Seldom	-	-
Total		13	100

Based on the table, it shows that students' who stated often in activeness to take important notes are 11 students (84, 62%) with high category and 2 students (15, 38%) with sometime in activeness to take important note is included to middle category. And none of students states in activeness to take important note.

**Table4. 19. Frequency Distribution of students' activeness to study at home**

No.	Category	Frequency	Percentage
1.	Often	10	76, 93
2.	Sometime	3	23, 07
3.	Seldom	-	-
Total		13	100

Based on the table, it shows that students' who stated often active study at home highly motivated in motivations in learning computer course especially operating Microsoft Word 2003 are 10 students (76, 93%) with high category and 3 students (23, 07%) stated sometime is included middle category. And none of students' states seldom.

**Table4. 20. Frequency Distribution of students' activeness to improve their computer course though mass media or other sources**

No.	Category	Frequency	Percentage
1.	Often	9	69, 23
2.	Sometime	4	30, 77
3.	Seldom	-	-
Total		13	100

Based on the table, it shows that students' who stated often active to improve their computer course though mass media or other sources are 9 students (69, 23%) with high

category and 4 students (30, 77%) stated sometime is included middle category. And none of students' states seldom.

**Table4. 21. Frequency Distribution of students' activeness to do their homework**

No.	Category	Frequency	Percentage
1.	Often	11	84, 62
2.	Sometime	2	15, 38
3.	Seldom	-	-
Total		13	100

Based on the table, it shows that students' who stated often to do their homework are 11 students (84, 62%) with high category and 2 students (15, 38%) stated sometime is included middle category. And none of students' states seldom.

**d. students' facility**

**Table4. 22. Frequency Distribution of students' ownership of the computer**

No.	Category	Frequency	Percentage
1.	Private ownership	6	46, 15
2.	Non-private ownership	7	53, 85
3.	Do not have	-	-
Total		13	100

Based on the table, it shows that students' who stated private ownership of the computer are 6 students (46, 15%) with good facility and 7 students (53, 85%) stated non-private ownership is included quite good facility. And none of students' states do not have.

**Table4. 23. Frequency Distribution of students' ownership of the Microsoft Word 2003**

No.	Category	Frequency	Percentage
1.	Private ownership	6	46, 15
2.	Non-private ownership	7	53, 85
3.	Do not have ownership	-	-
Total		13	100

Based on the table, it shows that students' ownership of the Microsoft Word 2003 who stated private ownership are 6 students (46, 15%) with good facility and 7 students (53,

85%) stated Non-private ownership is included quite good facility. And none of students' states do not have ownership.

## **2. Instructor External Factors**

### **1) Instructor educational background**

Mr M. Wahyuzi is an Instructor course of *Pusat Komputer* Tarbiyah Faculty IAIN Antasari. In 2004 he started to teach computer course at Pusat kumputer Tarbiyah Faculty of IAIN Antasari Banjarmasin. The teacher graduated from PAI at IAIN Antasari Banjarmasin, he has some books about teaching and learning computer courses.

The result of interview that his educational backgrounds are Elementary School at SDN Karang Mekar 8 Banjarmasin, Junior High School at MTSN Kelayan Banjarmasin, Senior High School at MAN 1 Banjarmasin and he graduated from of Islamic Education Department of IAIN Antasari Banjarmasin.

### **2) Instructor experience**

Based on the result of interview with the instructor course, the writer knows that the instructor is an experienced instructor. He has taught computer especially Microsoft Word 2003 for more five years. Since 2004 she started teaching computer, it is until 2010. So it means that he has quite quality in computer English but his basic educational background is not computer department. Even he often shares her teaching experience with other instructor course or administration staff.

## **C. Data Analysis**

The data that gotten whether from written test, observation, interview, questionnaire, or documentary next is processed, in table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the mastery of English department students' vocabulary in using morphological term in operating

Microsoft word 2003at Pusat computer tarbiyah faculty of IAIN Antasari Banjarmasin academic year 2008/2009.

**1. The mastery of English department students' vocabulary in using morphological term in operating Microsoft word 2003at Pusat computer tarbiyah faculty of IAIN Antasari Banjarmasin academic year 2008/2009.**

After the written test had been done, the writer can know how far the mastery of English department students' vocabulary in using morphological term in operating Microsoft word 2003. There are some students, who can answer the questions perfectly, and there are also some students who can not answer the questions perfectly, but they can answer the question rightly.

From the data that have been described before on table 4.8, it is proved that there are 13 students participated to the test of morphological word formation process, that got excellent score is 1 student (7, 7%) they included to the high category, got good score are 11 students (84, 6%) they included to the very high category, got good enough score is 1 student (7, 7%) they included to high category and none who got low and very low category.

Based on the data, the writer concludes that the mastery of English department students' vocabulary in using morphological term in operating Microsoft Word 2003 at *Pusat Komputer Tarbiyah* faculty of IAIN Antasari Banjarmasin Academic year 2008/2009 is high category. To more clear the writer using formula

$$\text{Mean} : \frac{\sum x}{N}$$

$$M : \frac{880}{13}$$

$$M : 67,7 \text{ (Good category)}$$

**2. The Factor that Influence of the mastery of English department students' vocabulary in using morphological term in operating Microsoft Word 2003 at *Pusat Komputer Tarbiyah* faculty of IAIN Antasari Banjarmasin Academic year 2008/2009.**

a. Students' Internal factors

1. Students' interest

Students' interest is divided into three indicators; they are students' interest toward computer course, students' attendance in operating Microsoft Word 2003, students' attention in computer course especially operating Microsoft word 2003.

Based on the data on the table 4.11, it is seen that the students' interest toward computer course in *pusat komputer* at tarbiyah faculty IAIN Antasari Banjarmasin academic year 2008/2009. Students' interest toward computer course which mean like very much is in high category. Students' attendance in operating Microsoft word 2003 which means always attendance in operating Microsoft word 2003 is in high category. Students' attention in computer course especially operating Microsoft word 2003 which means always attention is in high category.

From the statement above, the writer can take the conclusion that basically the students of English department students' who involved at pusat computer tarbiyah faculty of IAIN Antasari Banjarmasin academic year 2008/2009 have very good interest toward computer course in Microsoft word 2003.

2. Students' motivation

Students' motivation toward computer course especially in operating Microsoft word 2003 in *Pusat Komputer* at Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2008/2009.

Based on the table 4.14, it can be seen that 10 students (76, 93%) have highly motivation and 3 students (23, 07%) have pay attention because of teacher's control. It means that the students' source motivation is in high category. So the writer can take the conclusion that students' motivation towards learning computer especially in operating Microsoft word 2003 by the students' of English department at pusat computer tarbiyah faculty of IAIN Antasari Banjarmasin academic year 2008/2009 is in high category.

### 3. Students' learning Activity

Students learning activity is divided into seven indicators, they are students' ownership of following computer course, students activeness to pay attention in instructor explanation, students activeness to respond instructor's question and ask difficult lesson, students activeness to take important notes, students activeness to study at home, students' activeness to improve their computer course though mass media or other sources, students' activeness to do their homework.

Based on the table 4.15. which shows that 13 students (100%) stated active to follow the computer course. And none of students stated quite active and inactive is in high category, the students' activeness to pay attention is in high category too, it can be seen on table 4.16 which shows 13 students (100%) who said often to pay attention in instructor's explanation. The students who respond to instructor's question and to ask difficult lesson is in high category. It can be seen on table 4.17 where 13 students (100%) stated often respond to instructor question and to ask difficult lesson. On table 4.18 it is seen that 11 students (84, 62%) stated often active to take important note, just 2 students (15, 38%) stated sometime active to take important note and none of students stated seldom active. And it is in high category. On the table 4. 19 shows that 10 students (76, 93%) stated often active to study at home, and 3 students (23, 07%) stated sometime active to study at home and none of students stated seldom active. And it is in high category. On the table 4. 20 shows that 9 students

(69,23%) stated often active to improve their computer course through mass media or other sources. 4 students (30, 77%) stated sometime active to improve their computer course through mass media or other sources and none of them stated never active, it is in high category. On the table 4. 21 it can be seen that 11 students (84, 62%) stated often active to do their homework, 2 students (15, 38%) stated sometime active to do their homework, and none of students stated seldom active to do their homework. It is in high category.

From the statement above, the writer concludes that the students' learning activity at computer course in operating Microsoft word 2003, basically can support their mastery in vocabulary in morphological term. However the activeness of learning activity in learning computer in operating Microsoft 2003 is in high categories.

#### 4. Students' facilities

Students' facilities is divided into two indicators, they are: students' ownership of the computer and students' ownership of the Microsoft word 2003.

Based on the table 4. 22 it can be seen 6 students (46, 15%) stated have private ownership of the computer, 7 students (53, 85%) stated have non-private ownership of the computer and none students stated do not have. It is in quite good facility. Based on the table 4. 23 it can be seen 6 students (46, 15%) stated have private ownership of the Microsoft word 2003, 7 students (53, 85%) stated have non-private ownership of the Microsoft word 2003, and none the student do not have the Microsoft word 2003. It is in quite good facility.

Based on the statement above it can assume that the students ownership of the Microsoft word 2003 is in quite good category.



## 5. Instructor's factor

### a. Instructor's educational background

Based on the result of interview with the instructor course computer, it is known that the instructor's educational background is Elementary School at SDN Karang Mekar 8 Banjarmasin, Junior High School at MTSN Kelayan Banjarmasin, Senior High School at MAN 1 Banjarmasin and he graduated from of Islamic Education Department of IAIN Antasari Banjarmasin. His teaching of computer is good, it can be seen from some technique and explanation that he used in his teaching computer course.

### b. Instructor's experience

Based on the result of interview with the instructor course, the writer knows that the instructor is an experienced instructor. He has taught computer especially Microsoft Word 2003 for more five years. Since 2004 she started teaching computer, it is until 2010. So it means that he has quite quality in computer English but his basic educational background is not computer department. Even though he had some technique and strategy in teaching computer, and he often shares her teaching experience with other instructor course or administration staff. So, it made easier in his computer teaching.