

CHAPTER IV

REPORT OF THE RESEARCH RESULT

This chapter presents the data that have been collected on the research. The presentation covers primary data about the fifth semester students' ability in using the causative 'have' at English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin in Academic year 2010/2011. In addition, it also presents secondary data that related to this research, such as description of the research location, brief history about English Department of Tarbiyah Faculty, description about lecturers, students, and facilities of English Department.

A. Description of the Research Location

1. Brief History of English Department

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

After then, in academic year 1997/1998 *Jurusan Tadris Bahasa Inggris* was opened for the second time and named *Jurusan Pendidikan Bahasa Inggris* (English Department) which led by Drs. H. Ahdi Makmur, M. Ag and Drs. Sa'adillah as

secretary. Because Drs. Sa'adillah was continuing his study S2, the secretary position was substituted by Drs. Husnul Yaqin, M. Ed. Since 2003, the secretary was substituted by Dra. Wardah Hayati with Drs. Ahdi Makmur, M. Ag still the head of the department. Then in September 2005 until 2006, the Head of English Department is Drs. H. Isa Anshari MZ and Dra. Nida Mufidah, M. Pd as the secretary. Then because of Drs. H. Isa Anshari passed away, the head of English Department is led by Drs. Anang Saifuddin, MA since January 2007 and Mrs. Nida Mufidah as the secretary, but in Agustus 2007 Mr. Anang Saifuddin, MA resigns from his position because there are many things he had to do. As the next leader Dra. Hj. Nida Mufidah, M. Pd handles English Department.

Now English Department is led by Dra. Hj. Nida Mufidah, M.Pd and Nurlaila Kadariyah, M. Pd as secretary since January 2008 untill December 2009, Ridha Fadillah, M. Ed as the secretary since Januari-June 2010 and then Nani Hizriani, M.A since July 2010 until now.

The main purposes of English Department are producing qualified English Department scholar that can exist in development English ability, linguistic and literature, able to be the professional English teaching in elementary and middle degree, and makes English Department as the center of occupation and development of English teacher staff.

The curriculum that is used in English Department consists of 160 SKS. That includes institute subject, faculty, and English Department subject. The students need

4 years to finish their study in English Department. English Department has 17 permanent lecturers (civil servants) from different educational background.

The English Department also works together with RELO (Regional English Language Office) to invite English teachers who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It is also aims to encourage teachers' competence of teaching and learning methods, approaches, techniques and materials, especially English department's lecturers.

This cooperation begins since academic year 2007/2008. There are three native English-speaking fellows, who were already assigned to teach in English Department, including Suzannah Mary Schoff, M.A (2007/2008), Andrea Taylor, M.A (2008/2009), and Ashleigh Sayer, M.A (2009/2010).

Table 4. 1. The Number of English Language Fellows of English Department IAIN Antasari Banjarmasin

No	English fellows	Period	From	Educational background
1	Suzannah Mary Schoff, M.A	September 2007 until June 30 th 2008	California, United States	B.A. at University of San Fransisco, CA M.A TESOL at Intrax English Institute, Chicago IL.
2	Andrea Taylor, M.A	August 30 th 2008 until June 30 th 2009	California, United States	B.A Drama and Art at San Fransisco State University M.A TESOL Diploma at San Francisco State University
3	Ashleigh Sayer, M.A	September 2 nd 2009 until June 30 th 2010	New Hampshire, United States	B.A Biology and Music at Kenyon College, Ohio M.A Literacy of Bilingual, ESL and Multicultural Education at University of Massachusetts, Amherst

B. Description About Lecturers and Students Condition

There are 17 permanent lecturers (civil servants) from different educational background and 362 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2009/2010. The description of lecturers and students can be seen in appendices.

C. Data Presentation

This subchapter is intended to present the result of data analysis and the interpretation, which could be derived from the analysis. This part deals with the result of the study based on some facts found in the data. It covers the description about the fifth semester students' ability in using the causative 'have' at English Department of Tarbiyah faculty at IAIN Antasari Banjarmasin in Academic year 2010/2011.

To present the data, the writer collects the data first. In order to know the students' data, the writer holds the test to find out the students' ability in using the causative 'have'.

The writer conducts a written test to the fifth semester students of English Department at Tarbiyah Faculty at Antasari State Institute for Islamic Studies Banjarmasin in Academic year 2010/2011. On November 5th 2010, the test had been performed Two times for about 40 minutes at their own class.

This is the description about the fifth semester students' ability in using the causative 'have' at English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin in Academic year 2010/2011.

1. Description About The Fifth Semester Students' Ability In Using The Causative 'Have' at English Department of Tarbiyah Faculty At IAIN Antasari Banjarmasin In Academic Year 2010/2011

Table 4. 6. The Test Result of the Fifth Semester Students' Ability in Using the Causative 'have' at English Department of Tarbiyah Faculty at IAIN Antasari Banjarmasin in Academic year 2010/2011

Student's Number	Identifying the Use of Causative 'have' or 'get' in Tenses		Changing Active Action Verb into Active and Passive Causative 'have or 'get'		Score
	Multiple Choices	True and False	Conversion	Completion	
1	20	24	9	15	68
2	24	24	0	0	48
3	26	28	15	15	84
4	14	16	0	0	30
5	18	18	0	0	36
6	14	18	0	0	32
7	16	24	3	15	58
8	28	26	12	15	81
9	26	34	12	15	87
10	24	28	9	15	76
11	10	28	3	0	41
12	14	28	3	15	60
13	22	30	12	15	79
14	8	26	12	15	61
15	22	30	9	15	76
16	20	28	12	15	75
17	16	26	15	15	72
18	16	20	12	9	57
19	22	30	12	15	79
20	30	38	9	15	92
21	16	14	6	0	36

22	16	20	9	6	51
23	30	36	15	15	96
24	18	20	12	15	65
25	18	22	3	15	58
26	20	26	6	0	52
27	18	24	9	9	60
28	16	30	6	15	67
29	24	20	3	15	62
30	18	18	6	12	54
31	22	20	3	0	45
32	16	22	6	0	44
33	26	20	0	0	46
34	18	26	0	0	44
35	14	26	3	0	43
36	24	14	0	0	38
37	16	26	3	0	45
38	28	34	9	15	86
39	18	30	3	0	51
40	14	22	3	0	39
41	22	22	6	15	65
42	24	32	15	15	86
43	22	18	3	15	58
44	20	10	3	0	33
45	16	28	6	0	50
46	24	30	6	15	75
47	22	32	12	15	81
48	24	30	9	15	78
49	14	32	3	15	64
50	16	26	3	15	60
51	18	34	6	15	73
52	12	24	9	0	45
53	20	20	3	15	58
54	-	-	-	-	-
55	-	-	-	-	-
56	-	-	-	-	-
Total	1034	1332	348	486	3200/53
					Average: 60.37

According to the table, there are 3 blank rows. They are students that do not attend the tests. Then, we can count the mean score using the formula bellow:

M = Mean score

ΣX = Accumulative score

N = Number of respondents

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

$$M = \frac{3200}{53}$$

$$M = 60.37$$

The writer categorizes the scores as follows:

0 -< 50 : Very Poor

50 -< 60 : Poor

60 -< 70 : *Sufficient* (60.37)

70 -< 80 : Good

80 – 100 : Excellent

Based on the result of test and collecting the data, it is found that the category of the fifth semester students' ability in using the causative 'have' at English Department of Tarbiyah faculty at IAIN Antasari Banjarmasin in Academic year 2010/2011 could be categorized in *sufficient category*, because the mean score of total students is **60.37**.

The following table shows us the score category of the fifth semester students' ability in using the causative 'have' at English Department of Tarbiyah faculty IAIN Antasari Banjarmasin in Academic year 2010/2011.

Table 4. 7. The Score Category of the Fifth Semester Students' Ability in Using the Causative 'have' at English Department of Tarbiyah Faculty at IAIN Antasari Banjarmasin in Academic Year 2010/2011

No	Category	Score	Frequency	Percentage
1.	Very high category	80 – 100	8	15
2.	High category	60 - < 80	19	36
3.	Average category	40 - < 60	19	36
4.	Low category	20 - < 40	7	13
5.	Very low category	0 - < 20	-	0
Total			53	100

According to the above data distribution of the score category of the fifth semester students' ability in using the causative 'have' at English Department of Tarbiyah faculty IAIN Antasari Banjarmasin in Academic year 2010/2011, it could be seen that 15% of students are in very high category, 36% students are in high category, 36% students are in average category, as well, and 13% students are in low category.

2. Description About Specific Aspects of The Causative 'Have' and 'Get' Are Difficult for The Students To Master

To better understand about what specific aspects of the causative 'have' and 'get' are difficult for the students to master, the writer presented the data based on the test result by writing all most students' errors of each type of the test. The data is shown on the following table:

Table 4. 8. Students' errors for Multiple Choice Test

No.	Number of Item Test	Frequency	Answer Key
1.	6	25	Have
2.	7	21	Had
3.	8	29	Had
4.	9	26	Have
5.	10	24	Has
6.	11	24	Has
7.	13	22	Have
8.	15	31	Have

There are 15 items of multiple choice test that used to know the students ability in using the causative have with tenses. After testing the all items, there are some errors done by students such as number 6, 7, 8, 9, 10, 11, 13, and 15. Those are the most frequent error done by the students.

Table 4. 9. Students' Errors for True-False Test

No	Number of Item Test	F	Answer Key
1.	2	27	She needs to have her car repaired
2.	4	21	They ought to have somebody replace the broken windows
3.	6	22	I had my phone repaired after I dropped it
4.	7	31	She didn't have time to get to the shops and get her film developed
5.	8	22	It took ages to get somebody to do it
6.	9	24	I'll get John to do it when he arrives

7.	11	24	He had tickets sent to his home address yesterday
8.	12	23	You should have had it fixed a long time ago
9.	13	26	They couldn't get anyone to fix their burst pipes
1.	20	33	I'm going to have them fix it

There are 20 items of True-False test which are used to know students' ability in using the causative 'have' and 'get' and their differences. After testing the items, there are some numbers those are error done by students such as number 2, 4, 6, 7, 8, 9, 11, 12, 13, and 20. Those are the most frequent error done by the students.

Table 4. 9. Students' Errors for conversion Tests

No.	Number of Item Test	F	Answer Key
1.	3	39	We have just had our room cleaned (by someone) We have just gotten our room cleaned (by someone) We have just had someone clean our room We have just gotten someone to clean our room
2.	4	35	We are going to have our grass cut We are going to get our grass cut We are going to have someone cut our grass We are going to get someone to cut our grass
3.	5	38	We must have our house painted We must get our house painted We must have someone paint our house We must get someone to paint our house

There are 5 items of conversion which are used to measure the students' ability in using the causative 'have'. After testing the provided items, there are some numbers which are error done by the students such as number 3, 4, and 5. Those numbers are the most frequent error done by the students.

Table 4. 10. Students' Errors for completion Test

No.	Number of Item Test	F	Answer Key
1.	2	21	I'll have the cleaner wash my windows. Or I'll get the cleaner to wash my windows. Or I'll have my windows washed by the cleaner. Or I'll get my windows washed by the cleaner.
2.	4	24	I'll have the builder fix my roof. I'll get the builder to fix my roof. I'll have my roof fixed by the builder. I'll get my roof fixed by the builder.
3.	5	21	I'll have the plumber mend my tap. I'll get the plumber to mend my tap I'll have my tap mended by the plumber. I'll get my tap mended by the plumber.

There are 5 items of completion which are used to know and measure the students' ability in using the causative 'have' in active and passive forms. After testing the provided items, there are some numbers, which are error done by the

students such as number 2, 4, and 5. Those numbers are the most frequent error done by the students.

After analyzing all the test the writer found that there are 24 items test from 45 items test that frequently error done by the students up to 20 people from 53 students. The standard to determine the students error or not is if they make error in the item more than 20 students.

D. Data Analysis

After presenting the data, the writer analyzes all the obtained data to give some considerations on the research.

1. The Ability Level of The Fifth Semester Students in Using The Causative 'Have' at English Department of Tarbiyah Faculty Academic Year 2010/2011

The presented data on the previous subchapter shows that there is no student is in very low category, 7 students (13%) get the score 20-40 (low category), 19 students (36%) who get the score 40-60 (average category), 19 students (36%) who get the score 60-79 (high category) and 8 students are in very high category with the total score is 3200 of 53 students. The mean score is 60.37 shows that the students' ability in using the causative 'have' at English Department of Tarbiyah Faculty academic year 2010/2011 is categorized into *Sufficient* category.

2. Specific Aspects of The Causative ‘Have’ and ‘Get’ Which Are Difficult for The Students to Master

Based on the presented data on the previous subchapter about specific aspects of the causative ‘have’ and ‘get’ that are difficult for the students to master, the writer found that in multiple choice test there are 8 items that frequently error done by the students.

From question number 6, “I _____ the brakes checked three times a year.”, the students do not answer or fill in the blank space with ‘have’. They forgot the rule of simple present tense or they do not recognize adverb of time in simple present tense.

Number 7, in this number of the test, actually the students must answer the question with ‘had’. Because in this question “The headmaster _____ all the lockers searched for the missing footballs yesterday.”, the adverb of time is clearly appeared. If the students recognize the adverb of time in past tense, they will have any difficulty in answering the question.

Then number 8, some of them did not answer or fill in the blank space in the question “After the plague of fleas, the boss _____ the office disinfected.” with the answer ‘had’. Their false answer happens because they can not identify the tense of the question. If they know what tense is used in the question, they will answer the question correctly.

Number 9, “I normally _____my suit dry cleaned before a wedding.” In this number of the tests, the word “normally” is appeared in front part of the question. For

those who are experts in tenses, of course they will answer the question with 'have' because the subject of the sentence is I and the tense used in the item of the tests is simple present tense. It happens because they have lack in mastery of the tenses.

Number 10, "Daphne _____ her legs done once a fortnight." After the writer analyzes this item of the tests, the writer gets that some of the students do not choose the answer 'has'. It happens because they do not recognize the tense used in the item test. The tense used in the item test is simple present tense. They may think that the question is in past tense so that they choose the answer 'had'. On the other hand, the wrong answer in this item happens because they forget that the subject or Daphne is a singular third person, so they have to fill in the blank with the word 'has' not 'have'.

Number 11, "Anne _____ her hair done every Friday afternoon." is also like number 10, some of the students do not choose the answer 'has'. This case happens because they do not recognize the tense used in the item test. The tense used in the item test is simple present tense. They may think that the question is in past tense so that they choose the answer 'had'. On the other hand, the wrong answer in this item happens because they forget that the subject or Daphne is a singular third person, so they have to fill in the blank with the word 'has' not 'have'.

Then number 13, in this number of the test, the sentence "You should _____ your eyes tested." actually is an easy question. They make mistake in answering this question because they are not accurate in analyzing the kind of tense or modal used in the question. If they are an accurate analyzer, they will put the word 'have' after the word 'should'.

The last one is number 15, “When did you last _____the air conditioning serviced?” In this number of the tests, the students most make mistake in answering the question with ‘had’. Actually, they do not make mistake at all, but they forget to change the word ‘had’ into ‘have’. Because the sentence or the question is in interrogative form, the word ‘had’ has to be changed into the word ‘have’.

Generally, the errors done by the students in doing 8 numbers of questions of the causative ‘have’ happens because the students have less understanding about the kind of the tenses and their rules well.

Then, the writer also found that there are 10 items of true false test that are difficult and frequently the students make error.

The first error in true false test is number 2. “She needs to have her car repaired.” In this item of test, some of the students decide the answer of this number was ‘false’. It is wrong decision. Actually, they should decide the answer ‘true’. It happens because they forget the rule of making causative sentence.

The second error is number 4. “They ought to have somebody to replace the broken windows.” Actually, the correct decision is false. Nevertheless, some of them answer ‘true’. It might happen, because they are accustomed to use ‘to’ after ‘have’ and they have lack in mastering the rule of making causative sentences as well.

The remaining error such as number 6, 7, 8, 9, 11, 12, 13, and 20 are generally happens because the students do not master the tenses and modals and have lack understanding in making causative sentences using have and get and their active and passive forms.

In the conversion test, there are 3 numbers that are difficult for the students. The first number is 3, in this number of the tests, "Someone has just cleaned our room." most of them make mistake in paraphrasing the sentence into causative sentence. Actually, they should answer the question in four possible answer - the active causative 'have' and 'get' such as: "We have just had someone clean our room" or "We have just gotten someone to clean our room" and the passive causative 'have' and 'get' such as: "We have just had our room cleaned (by someone) or We have just gotten our room cleaned (by someone)". Their wrong conversion happens because they are still confused to apply and combine between the structure rule of present perfect tense and the causative sentence.

The second number of error converted is 4. In converting this sentence, "Someone is going to cut our grass." Most of them misunderstood the question and made mistake in producing the new sentence. They think that 'be going to' has to be changed, but actually it has not to be changed. They also forget to change the subject 'someone' became 'we' in the causative sentence like in the sentence, "**We** are going to have our grass cut". This mistake happens because they are not focused on the structure in making causative sentences and they have lack mastery on structure in tenses.

The last number of error converted is 5. Most of the students make error in this number. When they are ordered to paraphrase this sentence, "Someone must paint our house." They make error in paraphrasing the sentence such paraphrasing became "we had our house is must painted" or "we must get our house to painted by

someone” or “we must paint our house by someone”. From the three wrong answers above, we can analyze and conclude that this error happens because of their carelessness or because of forgetting the construction rule of the causative sentence as well.

The last test given to the students is completion test. In this kind of the tests, the writer also found that there are 3 items that are difficult and frequently error done by the students.

The first number of error in completion test is 2. In this number of the tests, when the students are given the statement, “My house is a mess” then the students given these two uncompleted sentences to choose one of them and fill in the blank, “I’ll _____my windows.” or “I’ll_____my windows _____.” They are also given a choice to answer the question using the causative ‘have’ or ‘get’. Some of them make this mistake because they forget the difference rules between the causative ‘have’ and the causative ‘get’. They answer, “I’ll have the cleaner to washed my windows.” They use ‘to’ in the causative ‘have. Actually, it is not used in it. They also use the past participle ‘washed’ after ‘to’, there is no such this rule in English. They also answer, “I’ll have the cleaner washed the windows.” This is a wrong way to make the causative sentences. Actually, the word ‘washed’ must be changed by ‘wash’. Some of the students do not answer the question completely, but a few of them do not answer the question at all. It may be happens because they do not have left time to answer the questions.

The second and the third number of errors are namely 4 and 5. Actually, both are the same with the previous number because in this last kind of the tests, there is only a statement followed by 5 answers that must be answered in the same way. Therefore, the error that happens in doing the previous number is the same with this two number left.

Generally, the errors done by the students in doing 3 numbers of questions in completion test happens because of their carelessness or because they have less or lack understanding about the construction rule of the causative sentences and the differences between the causative 'have' and 'get'.

Therefore, there are 24 items test from 45 items test that frequently error done by the students up to 20 person.

The writer can conclude from the explanation above that the causative 'have' and 'get' is still difficult for students to master because it is not the same structure and rule with Indonesian language.

After all the obtained data presented in data presentation, as result of this research, then they also need to be analyzed and reported systematically based on the statement of the problem. It is about the fifth semester students' ability in using causative 'have' at English Department of Tarbiyah faculty at IAIN Antasari Banjarmasin in academic year 2010/2011.

From data presentation above, it can be known that the fifth semester students' ability in using causative 'have' at English Department of Tarbiyah Faculty

at IAIN Antasari Banjarmasin in academic year 2010/2011 is in sufficient category because the mean score of total students is 60.37.

This result is supported by some factors namely; their knowledge about causative 'have' and tenses is not similar. Some of them have good understanding. Of course, this influences their score. They got score 80-100. However, many students have average ability with the fact that students who got score 40-<60 and 60-<80 are 19% for each. Only a few students or 7 % of them are included in low category. In addition, there is no student included in very low category. It means that students included in low category have understanding about causative have and tenses although their understanding is less. This fact happens because causative have is not a usual utterance used by Indonesian people, because there is no rule like causative have in Indonesian grammar. Most Indonesian people who speak English will say "I want to order someone to wash my car" instead of "I want to have someone wash my car". Moreover, although it is stated as the curriculum of English Department, causative 'have' is not too important. So that, the lecturer because of the limited time does not teach it in detail or conveys it generally and briefly. Because there are still many things that the teacher must pay attention more to convey to the students to make and educate them to be future professional English teachers such as TOEFLE, teaching method and strategy of learning etc.

Students who do not pay attention more, of course will not understand. Moreover, if the student who has less understanding about tenses and modals will

have difficulty to convert or make sentences using causative 'have' in rarely used tenses like future past perfect, future past perfect continuous etc.

Finally, it can not be denied that causative 'have' is still needed to be well understood by the students especially the fifth semester students who took structures A, B and C course before.