

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Description of Research Location

##### 1. Brief History of PGMI Department

*Jurusan Pendidikan Guru Madrasah Ibtidaiyah* was opened on July 10<sup>th</sup> 2007 with the Legal Certificate from *Direktorat Jenderal Pendidikan Islam* No. Dj.I/257/2007. This department is a progressing department of program *Diploma-II of PGMI* that was closed in 2004, because according to *Rancangan Undang-Undang Guru dan Dosen* “every teacher has to be educated minimally S-1 or Diploma-VI”. Because of that, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari does not take students for program Diploma-II of PGMI, but opens a new study program that is *Program Studi Strata 1 Pendidikan Guru Madrasah Ibtidaiyah (PGMI)*.

The formation of PGMI department is supported by the fact and the need of teachers that are available in elementary or Islamic elementary school, especially in south Kalimantan and Kalimantan area. According to data from *Kantor Wilayah Departemen Agama (Kanwil Depag)* of South Kalimantan province on 2005, there are 564 Islamic elementary schools, that consist of 127 State Islamic Elementary Schools and 427 Private Islamic Elementary Schools. Whereas, there are 4.965 teachers who teach in Islamic Elementary School that consists of 1.604 teachers of State Islamic Elementary School (there are 605 official teachers and there are 999 non-official teachers) and 3.361 teachers of

private Islamic Elementary School (there are 264 official teachers and there are 3.097 non-official teachers), many of them have not had degree in Strata 1.

The first head was Drs. H. Burdjani, AS, M. Ag. and Mr. Budiansyah as secretary. Because Mr. Budiansyah was moved to LPTK, the secretary position was substituted by Drs. Syaiful Bahri Djamarah, M. Ag. The next period was continued by Dr. Hj. Salamah, M. Pd. as the head and the secretary was Hj. Mila Hasanah, M. Ag. And now PGMI Department is led by Dra. Rusdiana Husaini, M. Ag and Siti Shalihah, S.Pd., MS as secretary.

The Vision Studies Program of PGMI Department, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari, is: "Excellence in output of professional, competitive and noble PGMI's Graduate Education". To reach the vision studies program, PGMI department has five Mission Studies Programs. They are:

- a. Implement Education to prepare professional, competitive and noble educators / teachers of Islamic elementary school.
- b. Develop theories of innovative Islamic education and the application as the foundation and development of education for Islamic elementary school teacher.
- c. Share the discipline of teacher science, Islamic education, Islamic science and the education discipline of Islamic elementary school teacher.
- d. Conducting research in the context of education and learning, the development of scientific treasures and application of science and

technology in the field of science education of Islamic elementary school teachers.

- e. Held a dedication service to the society in a professional manner in order to participating to solve the nation's problems, especially in the field of education.

In the other side, PGMI studies program has many main purposes, first, to establish the professional, competitive, and noble under topic graduate of Islamic elementary school teacher. The second is producing under topic graduate Islamic elementary school teacher who is faithful, pious, noble, knowledgeable, professional, able to have personal integrity and competitive collaboration, with high religiosity and nationalism. The third is producing Islamic elementary school has the ability to plan, implement, evaluate and solve problems in particular Islamic elementary school learning levels.

The fourth is producing output that is qualified teachers in accordance with the demands of society and the demands of the Islamic elementary school teacher profession MI. the last is producing research findings in the field of education to support the disciplined development of Islamic elementary school teacher and solve the education problems.

The previous curriculum in PGMI Department was a change of curriculum in 2007, which was designed at the time of the opening of the studies program, with a load of 160 credits. Structure of the curriculum was the curriculum on 2007 that set by Department of Religious Affairs (DEPAG) nationally for PGMI Department in PTAI (*Perguruan Tinggi Agama Islam*).

Having conducted over a two-year study done, either through analysis of documents, seminars by inviting experts, the curriculum in 2007 felt full load, less relevant to the objectives of the program and graduation standards in PGMI Department have set, on February 17, 2010 conducted workshops about PGMI's curriculum, with the results of the new curriculum structure. The structure of new curriculum from the workshop results has been formally defined.

Now, the curriculum that is used in PGMI Department is curriculum 2010 that consists of 150 SKS. That includes institute subject, faculty and PGMI Department subject. The students need 4 years to finish their study in PGMI Department. PGMI Department has 15 permanent lecturers (civil servants) from different educational background and 568 students. For detailed information, see appendix.

## **B. Data Presentation**

On this data presentation the writer describes about result of research on the field based on the test result as the primary data to better understand about students' ability in mastering English materials for Islamic elementary school, to know what the most students' common errors are in mastering English materials for Islamic elementary school.

**1. Description About Students' Ability in Mastering English materials for Islamic elementary school of the Sixth Semester Students in the PGMI department, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari Academic Year 2012/2013**

To know about students' ability in mastering English materials for Islamic elementary school, the writer conducted a test on March 26th 2013 at PGMI room 41 and 42 through 60 minutes for 38 questions. From the total of the sixth semester students of PGMI Department, the writer just took 60% or about 80 students randomly for sample. However, from 80 students that was expected, only 77 students who wanted to be participants.

Based on the result of English materials test for Islamic elementary school of the sixth semester students in the PGMI Department of IAIN Antasari academic year 2012/2013, it is found the data that the highest score is 94 and the lowest score is 20. The accumulated score is 4258. The test result can be seen in this following table:

**Table 4.1 The Students' Test Result in Mastering English materials for Islamic elementary school**

Subject Number	Score
1	54
2	68
3	75
4	51

**Continuing of table 4.1 The Students Test Result in Mastering English materials for Islamic elementary school**

5	85
6	86
7	22
8	33
9	48
10	22
11	55
12	75
13	40
14	48
15	32
16	46
17	46
18	42
19	44
20	46
21	46
22	60
23	43
24	42
25	50

**Continuing of table 4.1 The Students' Test Result in Mastering English materials for Islamic elementary school**

26	59
27	75
28	58
29	67
30	32
31	44
32	34
33	42
34	86
35	63
36	34
37	40
38	48
39	48
40	42
41	48
42	60
43	53
44	90
45	76

**Continuing of table 4.1 The Students' Test Result in Mastering English materials for Islamic elementary school**

46	76
47	91
48	55
49	61
50	56
51	70
52	26
53	66
54	60
55	47
56	62
57	40
58	78
59	71
60	80
61	59
62	54
63	34
64	88
65	20
66	26



**Continuing of table 4.1 The Students' Test Result in Mastering English materials for Islamic elementary school**

67	47
68	31
69	44
70	94
71	94
72	46
73	50
74	78
75	81
76	73
77	42

**Table 4.2 The Frequency Distribution of the Students' Test Result and the Classification**

No.	Score	F	%	Category
1.	0 - < 40	12 students	15,6%	Very Low
2.	40 – < 55	30 students	38,9%	Low
3.	55 – < 65	12 students	15,6%	Fair
4.	65 – < 80	13 students	16,9%	Good
5.	80 – < 95	10 students	13,0%	Very Good
6.	95 – 100	0 students	0 %	Excellent
	Total	77 students	100%	

From the table above, it shows that the students' ability in mastering English materials for Islamic elementary school based on its categories there are 12 students who got the score 0 - < 40. They are in Very Low category which the percentage is 15,6%. There are 30 students who got the score 40 – < 55. They are in Low category which the percentage is 38,9%. There are 12 students who got the score 55 – < 65. They are in Fair category which the percentage is 15,6%. There are 13 students who got the score 65 – < 80. They are in Good category which the percentage is 16,9%, there are 10 students who got the score 80 – < 95. They are in Very Good category which the percentage is 13,0%. And there is no students who got the score 95 – 100 or in Excellent category.

To know the students' ability in mastering English materials for Islamic elementary school of the sixth semester students in the PGMI department, the

Faculty of Tarbiyah and Teachers Training of IAIN Antasari academic year 2012/2013, the writer uses the mean as follows:

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

N

$$M = \frac{4258}{77}$$

77

$$M = 55,29$$

Based on the data above, the total score is 4258 of 77 students. The mean score is 55,29 shows that the students' ability in mastering English materials for Islamic elementary school of the sixth semester students in the PGMI department, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari academic year 2012/2013 is categorized into Fair category.

## **2. Description about the Most Students' Common Errors in Mastering English materials for Islamic elementary school of the Sixth Semester Students in the PGMI department, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari Academic Year 2012/2013**

To know about the most students' common errors in mastering English materials for Islamic elementary school, the writer presented the data based on the test result by writing all most students' common errors of each type of the test each topic. The data is shown on the following table:

**Table 4.3 The Students' Common Errors for Multiple Choice Test**

No	Number of Test	F	%	Answer Key	Topic
1.	11	35	45,5	(b) taller	Comparative degree
2.	13	63	81,8	(c) the smartest	Superlative degree
3.	14	49	63,6	(c) bigger	Comparative degree
4.	15	43	55,8	(c) the most interesting	Superlative degree
5.	19	35	45,5	(b) much	Quantitative
6.	20	35	45,5	(b) much	Quantitative
7.	25	40	51,9	(b) no, thanks. I do not like it	Expression of dislike

On the table above, the writer presented data about students' most common errors for multiple choice test. The writer had the students to choose words with their correct meaning. There are 7 numbers of students' most common errors in mastering English materials for Islamic elementary school of 25 questions are given. They are 35 students or about 45,5% students from sample population made error for question number 11 and the correct answer is (b) taller (comparative degree). There are 63 students or about 81,8% students from sample population made error for question number 13 and the correct answer is (c) the smartest (superlative degree). There are 49 students or about 63,6% students from sample population made error for question number 14 with the correct answer is (c) bigger (comparative degree). There are 43 students or about 55,8% students

from sample population made error for question number 15 with the correct answer is (c) the most interesting (superlative degree), 35 students or about 45,5% students from sample population made error for question number 19 with the correct answer is (b) much (quantitative), and also 35 students or about 45,5% students from sample population made error for question number 20 with the correct answer is (b) much (quantitative) and the last, there are 40 students or about 51,9% students from sample population made error for question number 25 which the correct answer is (b) no, thanks. I do not like it (expression of dislike).

The most students' common errors for the multiple choice of the test are about comparative and superlative degree, quantitative and expression of dislike. Question number 13 is the most difficult one with 63 students could not answer the question with their correct meanings.

**Table 4.4 The Students' Common Errors for Matching**

No.	Number of Test	F	%	Answer Key	Topic
1.	1	51	66,2	Goes	Simple Present Tense
2.	4	52	67,5	The	Article
3.	5	20	25,9	Much	Quantitative

On the table above, it is the data about students' common errors matching test. There are 5 questions with 3 numbers of the questions are the most students' common errors. They are question number 1 is made by 51 students or about

66,2% students from sample population and the correct answer is Goes (Simple Present Tense), Question number 4 with 52 students or about 67,5% students from sample population. It is the most difficult one and the correct answer is the (article). The last is number 5 with 20 students or about 25,9% students from sample population and the correct answer is much (quantitative). The most students' common errors for matching test are about simple present tense, article and quantitative.

**Table 4.5 Students' Common Errors for Finding the sentence**

No.	F	%	Answer Key	Topic
1.	55	71,4	=> We go to Duta Mall every Sunday. => We always watch new movie in Twenty One Cinema.	Simple present tense
2.	51	66,2	⇒ We are going to there now. ⇒ We are wearing purple veils.	Present continuous tense/ present progressive
3.	48	62,3	⇒ We will watch <i>Perahu Kertas</i> next Sunday. ⇒ We also will ask our friends to come with us.	Present future tense

On the table above, That is the data about students' common errors for finding the sentence test. There are 3 numbers of students' most common errors of 4 types of tenses are given. They are simple present tense are made by 55 students or about 71,4% students from sample population, present continuous tense or present progressive with 51 students or about 66,2% students from sample population, present future tense with 49 students or about 62,3% students from sample population. The type of simple present tense is the most difficult one with 55 students could not find those sentences. It means that only about 22 students or about 28,5% students from sample population could find or determine those sentences.

**Table 4.6 The Frequency of Students' Common Errors in Mastering English Material for Islamic Elementary School.**

No.	Topics	Type of test and Number of items	F	Frequency of error (%)
1.	Article	MC (1,2,3,4,5) M (4)	15	19,4
2.	Possessive pronouns	MC (6,7,8,9,10) M (3)	14	18,1
3.	Comparative and superlative degree	MC (11,12,13,14,15) M (2)	40	51,9
4.	Expression of like and dislike	MC (21,22,23,24,25)	22	28,5
5.	Expression of quantity	MC (16,17,18,19,20) M (5)	23	29,8
6.	Tenses	M (1) FS (1a,1b,2a,2b,3a,3b,4a,4b)	50	64,9
	Total	38 items		

Based on the table above are taken from each type and topic of the English materials test for Islamic elementary school, the writer concludes that the most students' common errors are under the topic of tenses, comparative and superlative degree and expression of quantity. They are shown by the frequency of errors for each table with the following number of students' errors:

N : 77

$\frac{15}{77} \times 100\% = 19,4\%$  (errors under the topic of article)

77

$\frac{14}{77} \times 100\% = 18,1\%$  (errors under the topic of possessive pronoun)

77

$\frac{40}{77} \times 100\% = 51,9\%$  (errors under the topic of comparative and superlative degree)

77

$\frac{22}{77} \times 100\% = 28,5\%$  (errors under the topic of expression of like and dislike)

77

$\frac{23}{77} \times 100\% = 29,8\%$  (errors under the topic of expression of quantity)

77

$\frac{50}{77} \times 100\% = 64,9\%$  (errors under the topic of tenses)

77



### **C. Data Analysis**

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

#### **1. The Students' Ability in Mastering English materials for Islamic elementary school of the Sixth Semester Students in the PGMI department, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari Academic Year 2012/2013**

The presented data on the previous subchapter shows that there are 12 students in very low category which the percentage is 15,6%, 30 students (38,9%) get the score 40 - < 55 (low category), 12 students (15,6%) who get the score 55 - < 65 (Fair category), 13 students (16,9%) who get the score 65 - < 80 (good category), 10 students (13,0%) who get the score 80 - < 95 (very good category) and no students (0%) who get the score 95 – 100 (excellent category) with the total score is 4258 of 77 students. The mean score is 55,29 shows that the students' ability in mastering English materials for Islamic elementary school of the sixth semester students in the PGMI, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari academic year 2012/2013 is categorized into Fair category.

**2. The Most Students' Common Errors in Mastering English materials for Islamic elementary school of the Sixth Semester Students in the PGMI, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari Academic Year 2012/2013**

Based on the presented data on the previous subchapter about the most students' common errors in mastering English materials for Islamic elementary school for each type and topic of the test, the writer found that the most students' common errors are under the topic of tenses, comparative and superlative degree and expression of quantity. They are shown based on the percentages of students' most common errors which are 50 students or about 64,9% who made errors in question under the topic of tenses, 40 students or about 51,9% who made errors in question under the topic of comparative and superlative degree, and 23 students or about 29,8% who made errors in questions under the topic of expression of quantity.

The writer concludes that the students' ability in English materials for Islamic elementary school is in Fair category based on the calculation mean that is 55,29. After analyzing each type and topic of test, the writer found that the most students' common errors are question under the topic of tenses (64,9%), question under the topic of comparative and superlative degree (51,9%) and question under the topic of expression of quantity (29,8%), but the most students' common errors is under the topic of tenses which takes 64,9% from total sample.

. In question under the topic of tenses, there were about 50 students who false in answering the question. Many of them kept the blank in answer sheet and some of them wrote “we are going to there now” and “we are wearing purple veils” or just wrote a sentence. The answers should be two sentences, “we go to Duta Mall every Sunday” and “we always watch new movie in Twenty One Cinema”. In question under the topic of comparative and superlative degree, there were about 40 students who false in answering the question. From the data which have checked, many of them were wrong in question about superlative degree. In question under the topic of expression of quantity, there were about 23 students made errors when answering the question.

The most students’ common error in mastering English materials for Islamic elementary school of the sixth semester in PGMI Department is in question under the topic of tenses. There were 50 students or 64,9% from population, could not answer correctly. This topic is the hardest one for the students. Just 27 students or 35% from the total number of subject in this research answered correctly.

### **3. The Factors in Mastering English materials for Islamic elementary school of the Sixth Semester Students in the PGMI, the Faculty of Tarbiyah and Teachers Training of IAIN Antasari Academic Year 2012/2013**

Based on the data on the students' answers in the questionnaire about students' English educational background, motivation, and students' attitude, the writer found some factors that had significance influence in mastering English materials for Islamic elementary school. To know about the factors in mastering English materials for Islamic elementary school, the writer presented the data based on the students' answer sheet on the questionnaire. The data is shown on the following table:

**Table 4.7 The PGMI Students' English educational background**

First time learn English	F	%
Elementary school.	35	45,4
Junior high school	38	49,4
No answer	4	5,2
Total	77	100

(Source of data: students' answers in the questionnaire)

On the table above, the writer found significance different. That was about a half of the subjects had different educational background. There are 35 students (45,4%) who learned English first time in elementary school. And there are 38 students (49,4%) who learned English first time in junior high school. And also there are 4 (5,2%) students who did not answer the question. It means that about 45,4% students had had more knowledge about English than the other of subjects.

**Table 4.8 The Students' interests on learning English .**

The question	Very like (%)	Like (%)	Usual (%)	Dislike (%)	No answer
Do you like English?	12 (15,5)	28 (36,4)	28 (36,4)	4 (5,2)	5 (6,5)

(Source of data: students' answers in the questionnaire)

On the table above, the writer found that there are 12 students (15,6%) who liked English, 28 students (36,4%) who liked English and also 28 students (36,4%) who felt usual about English, there are 4 (5,2%) students who did not like English. And there are 5 students (6,5%) who did not answer the question. It shows that students who have interests in English are more than students who do not have interests in English.

**Table 4.9 The Students' attitude on learning English.**

The question	Always (%)	Often (%)	Sometimes (%)	Rare (%)	No answer (%)
1. Do you present on English subject?	48 (62,3)	20 (26,0)	5 (6,5)	0 (0,0)	4 (5,2)
2. Do you pay your attention when learning English?	26 (33,8)	23 (29,9)	22 (28,5)	1 (1,3)	5 (6,5)
3. Do you ask when you learning English?	2 (2,6)	8 (10,4)	53 (68,8)	10 (13,0)	4 (5,2)
4. Do you do your English homework?	20 (26,0)	10 (13,0)	41 (53,2)	1 (1,3)	5 (6,5)

(Source of data: students' answers in the questionnaire)

On the table above, the writer found that there are 48 students (62,3%) who presented on English subject. It shows that the students have high interests in English. There are 26 students (33,8%) who always pay their attentions and 23 students (29,9%) who often pay their attentions when learning English and there are 53 students (68,8%) who ask if they have problem in English lesson. It means that they care about English lesson and want to master the English lesson. Besides that, there are 20 students (26,0%) who always do their homework by themselves and 41 students (53,2%) who sometimes do their homework by

themselves and with the others. It shows that they are really care about English lesson and want to master the English lesson.

**Table 4.10 Students' attitude on learning English.**

The question	Always (%)	Often (%)	Rare (%)	Never (%)	No answer (%)
1. Do you repeat your English lesson at home?	5 (6,5)	19 (24,7)	41 (53,2)	5 (6,5)	7 (9,1)

On the table above, the writer found that there are 41 students (53,2%) who rarely repeat the lesson at home. It shows that the most of students only learn English when they have the English subject.

**Table 4.11 Students' English educational background**

Have you ever joined an English course	F	%
Ever	21	27,3
Never	51	66,2
No answer	5	6,5
Total	77	100

(Source of data: students' answers in the questionnaire)

On the table above, the writer found that there are 51 students (66,2%) who never have joined the English course. And only 21 students (27,3%) who

ever joined the English course. It shows that the most of students only get common knowledge and never try to get more.

**Table 4.12 The Students' perception on English teacher**

Perception	Answer	F	%
Does your teacher teach English well?	Yes	57	74,0
	No	15	19,5
No answer		5	6,5
Total		77	100

(Source of data: students' answers in the questionnaire)

On the table above, the writer found that there are 57 students (74,0%) who stated that their teacher has taught English well. It means that the teacher is a good teacher and has competence in teaching English.

**Table 4.13 The Students' perception on teaching English**

Perception	Answer	F	%
Do you want to teach English in Islamic elementary school	Yes	58	75,3
	No	14	18,2
No answer		5	6,5
Total		77	100

(Source of data: students' answers in the questionnaire)

From the table above, the writer found that there are 58 students (75,3%) who want to be English teacher and teach English in Islamic elementary school.



It shows that the most of students want to master the English lesson and teach it in Islamic elementary school.

It can be concluded, the mistakes happened because most of the students only learn and know English when they are in junior high school and rarely repeat the lesson at home. The writer also concludes, errors that the students have done because a minimum knowledge of English. Most of students never joined English course. For example, if they join English course, surely they will know how to use article “a” and “the” or the change of adjective from comparative to superlative degree and its characters.