

**THE INFLUENCE OF WEEKLY VOCABULARY EXAMINATION ON
STUDENTS' ENGLISH ACHIEVEMENT AT AL-MAWADDAH
IN ACADEMIC YEAR 2016/2017**

THESIS



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ABSTRACT

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This research aims to know the influence of weekly vocabulary examination on students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

Based on the explanation above, it is essential to conduct a research entitles “The Influence of Weekly Vocabulary Examination on Students` English Achievement at Al-Mawaddah in Academic Year 2016/2017”. The statement of the problem is “Is there any influence of weekly vocabulary examination to students` English achievement at the Al-Mawaddah Boarding School in academic year 2016/2017”

The method used in this research was a quantitative method. It was carried at Al-Mawaddah Islamic Boarding School in May 2017. The population of this research were the whole students of X class consisted of 136 students. The sample was III intensive A and III intensive B class which consisted of 39 students. The researcher used cluster random sampling as the sampling technique. The technique of data collection used questionnaire and documentation. To analyze data, the researcher used the formula simple linier regression as the procedure of data analysis.

The result of the analysis showed that: there was no influence between weekly vocabulary examination and students` English achievement in third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017. It can be seen from determining coefficient. Determining coefficient is used to know how many percent X variable influenced Y variable. So, in this reseacrh the result is - 8931880,7 %. The analysis result also showed that $F_{hitung} = -1720,4447$ it is lower than F_{tabel} for the 5% significance level with $db = 37$, $F_{tabel} = 4,10$ and for the 1% significance level $F_{tabel} = 7,35$. From the result of simple linier regresiiion, H_a is refused and H_o is accepted. So, the result shows that the weekly vocabulary examination doesn`t influence the students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

CHAPTER I INTRODUCTION

A. Background of the Study

English is global language. English is one of the languages that used for international communication around the world. Almost countries in this world use English language for their daily conversation. Some countries use English for first language like Australia, and some countries use English for second language like Singapore.

Although not all people use English language for their communication, they often know the word such as radio, television, telephone, etc, since English has become one of the technological and scientific advances.

English is the international language in the world. English become more important in the world because the students can get many advantages from learning English every day. The influence of speaking English becomes an important thing for everyone, especially for students. Many of people in the world study English language. Especially Indonesia. To make people easier in speaking English and to make easier students to understand English learning, they must have enough vocabulary mastery.

In English teaching, vocabulary is main foundation to understand English Language. Someone`s ability of English Language is not complete without having enough vocabulary. How can someone express a language if he does not

understand the vocabulary of the language? Especially if they learn English as a second language, vocabulary is something that is very important for language learners.

According to Hornby, “Vocabulary can be defined as the total member of words which make up a language”¹

From the definition above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers` meaning. Although the introduction of teaching English in this day is started from Elementary school, most of the students, especially junior High School still feel difficult to learn it. Many of them often get low score because they don`t understand every word meaning in the sentences.

Rivers (1983: 125) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.²

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.³ Vocabulary learning is an important and

¹LiaErniaUvia Sari, Students` Vocabulary Mastery and Their English Acheivement, (Faculty of Education English education Department State Islamic College of Ponorogo : Ponorogo, 2014) Hal:2.

²Nunan, David. Language Teaching Methodology: a Textbook For Teacher. Printed in Great Britan by Rewood Books, Trowbridge, Wiltshire, 1991. 117-118.

³MOFAREH ALQAHTANI (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, Vol. III(3), pp. 22.,

indispensable part of any language learning process.⁴ If a student's has good vocabulary skills, automatically will support the four competence of English achievement.

Vocabulary skill can be integrated into four skills they are speaking, reading, writing, and listening. To help the students to reach the objective of learning, the English teacher must help the students to comprehend the vocabulary. In mastering vocabulary, the students will try to understand and memorize vocabulary. But the students who have minimum adequate vocabulary, students would have difficulty in achieving the above language competence. If the students have difficulty in achieving the language competence especially the four competence of English achievement, it will obstruct the learning English process.

Now day, there are many boarding schools that use English Language for their daily conversation. For example Al-Mawaddah Boarding School. In Al-Mawaddah there are many language training and drilling. Every night students given vocabularies that should be memorizing, at Tuesday morning there is English and Arabic conversation, and every week there is vocabulary examination that held on Thursday morning. The main think from all the training and drilling the students must have enough vocabulary. For example in a conversation, the students must have enough vocabulary; therefore the teacher has to be creative and innovative to find out the method. One of method that can helps the students

⁴Mukoroli, Joseph, "Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom" (2011).MATESOL Collection.Paper 501.Hal:4

in increasing vocabulary is by vocabulary examination. Hopefully, by vocabulary examination method it can help students` increasing their English achievement.

One of English teacher in Al-Mawaddah Boarding School said that by giving vocabulary examination every week, it can help the students to understand the lesson and also help the students increasing their English achievement.⁵

The Language Adversary Council (LAC) in Al-Mawaddah Boarding School Coper Jetis Ponorogo said that if the students` vocabulary mastery were good, the students` English achievement will be good too. But there is no research about it yet. LAC believes that vocabulary skill has an important role in English achievement.⁶

From the background above, the researcher wants to know Is there any influence of weekly vocabulary examination to students` English achievement. It relates to the subject of the study; the third intensive grade students of Al-Mawaddah Boarding School in academic year 2016/2017. This study is entitled **“The Influence of Weekly Vocabulary Examination on Students` English Achievement at Al-Mawaddah in academic year 2016/2017.”**

B. Identification of the Problems

From the background of the study above, some problems can be identified as follow:

⁵Interview on March 22, 2017.

⁶Interview on March 22, 2017.

1. Student's difficult to remember the vocabulary.
2. The minimum in vocabulary ability especially for Third Intensive Grade students of Al-Mawaddah.
3. Most of students break the language.
4. Most of the students have less English achievement.

C. Limitation of the problems

The writer thought that the explanation above is too broader, beside that the writer ability is limited, so it is needed the distinct limitation.

To prevent misunderstanding and clarify the study, the making of limitation of study should be made. This study just focuses on the influence of weekly vocabulary examination on students' English achievement for the Third Intensive Grade Students in Al-Mawaddah Islamic Girl Boarding School Coper Jetis Ponorogo in academic year 2016/2017.

D. Statement of the Problem

Regarding the limitation of the study mentioned above, this study promotes the problem as follow:

Is there an influence of weekly vocabulary examination to students' English achievement at the Al-Mawaddah Boarding School in academic year 2016/2017?

E. Objective of the Study

Based on the problem statement, this study has objective described as follow:

To find out whether there is an influence of weekly vocabulary examination to students` English achievement at the Al-Mawaddah Boarding School in academic year 2016/2017?

F. Significance of the Study

Basically all study activities should presses` clear purpose and significance. At the end of this study, the writer hopes that this writing will give a great benefit for the following components:

1. Theoretical significance

The theoretical significance is to explore the influence, strength, and weakness of vocabulary examination in English achievement.

2. Empirical significance

- a. Teacher

For the teacher, this study is expected to add some knowledge and some reference for them in their duty to lead their students, and to help their students` achievement in vocabulary mastery.

b. Students

Hopefully the result of this study will make the students be able to improve vocabulary mastery and have better achievement so they can increase their ability in English.

c. Readers

This study is expected to give a contribution for readers, particularly at students of English education department of IAIN Ponorogo.

G. Organization of the Thesis

To make easier in writing this thesis, the discussion is grouped into five chapters and each chapter is closely related to each other which is a unified whole with systematic as follows:

CHAPTER I: Introduction, serves to describe the basic pattern of the entire contents of thesis that consist of: a) the background of the study, b) limitation of the problem, c) statement of the problem, d) objectives of the study, e) significances of the study and f) organization of the thesis.

CHAPTER II: Review of Related Literature, serves to present a) theoretical background used as basis for conducting research that is about: 1) English vocabulary mastery it consist of definition of vocabulary, kinds of vocabulary, the importance of vocabulary and vocabulary

level, 2) English achievement it consist of the definition of English achievement they are speaking achievement, reading achievement, writing achievement, and listening achievement, 3) the correlation between vocabulary examination and students` English achievement. b) Previous Research Finding, c) Theoretical Framework, and d) Hypothesis.

CHAPTER III: Research Methodology. This chapter consist of: a) research design, b) population and sample, it consist of population and sample and sampling technique, c) instrument of data collection it consist of validity and reliability test, d) technique of data collection, and e) technique of data analysis.

CHAPTER IV: Research Results. This chapter consists of: a) research location, b) data description, c) data analysis and d) discussion of the research finding.

CHAPTER V: Closing. This chapter is intended to make it easier for readers who take the essence of the thesis that contains conclusions and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. English Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea."⁷

Vocabulary is the words that students` learn in the foreign language. And

⁷MOFAREH ALQAHTANI (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol. III(3), pp. 25.,10.20472/TE.2015.3.3.002

vocabulary not only consists of a single word, but also consists of more than one word.

According to Hornby, “Vocabulary can be defined as the total member of words which make up a language”⁸

From the definition above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers` meaning. Vocabulary may be consisting of more than just a single word.

b. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. Hay craft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners they see or meet in reading text but do not use in speaking and writing (Stuart Webb, 2009).

2) Productive Vocabulary

⁸LiaErniaUvia Sari, Students` Vocabulary Mastery and Their English Achievement, (Faculty of Education English education Department State Islamic College of Ponorogo : Ponorogo, 2014) Hal:2

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).⁹ The productive vocabulary is words that the students understand and can pronounce clearly. Usually use in speaking and writing.

c. The Importance of Vocabulary

Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language’s. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in out the school. Vocabulary is very important especially for the students. It can help the students to understand the material that given by the teacher in school.

⁹MOFAREH ALQAHTANI (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol. III(3), pp. 25.,10.20472/TE.2015.3.3.002

And for the students who live in boarding school, It can help their conversation and communication.

d. Teaching vocabulary

Techniques for teaching vocabulary vary enormously, and require different levels of autonomy on the part of learners.¹⁰

In classroom, a major part of the teacher`s job is to expose students to language so that they can use it later.¹¹ The teachers have to teach the students and make the students understand the language well. Then, after students finished their study, they can use the language well in the daily day.

Some of ways we can help the students to understand the meaning of new language is illustrated in the following examples. For example the teacher wants the students to understand the meaning of `pen` so she holds up a pen and says `pen`. The meaning will be clear. She can do the same with words like `pencil`, `table`, `chair` etc.

We noted that words can be formed by the addition of prefixes and suffixes – a process called affixation. (The word affixation is itself an example of the result of adding affixes to the root fix.) We also saw how, by compounding, two or more words can join up to make one. Thus: black + board =blackboard. Or, new words can be created by a process called

¹⁰James A. Coleman and John Klapper, *Effective Learning and Teaching in Modern Languages*, (Taylor & Francis e-Library: Routledge, 2005), 77.

¹¹Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), 52.

conversion, when a word that in one context is one part of speech (such as a noun), in other context can be enlisted to serve a different function (such as a verb).¹² Teacher can teach vocabulary with differentiate from affixation process, by compounding words, and by conversion process.

If and when students have been exposed to language whose meaning and construction they understand, it makes sense for them to practice it under controlled conditions. This will allow them to check that they have got it right. Practice should not go on for too long, however.¹³ This ways same as what have been doing in Al-Mawaddah Boarding School. After the students given vocabulary, they should memorize it and practice in their daily conversation.

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times to do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).¹⁴ It means the teachers` preparation and the teachers` confident are very important in teaching and learning process. If the teacher can deliver the material clearly of course the students also can understand the material well.

¹²Scott Thornbury, *How to Teach Vocabulary* (England: Longman, 2002), 106.

¹³Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), 60.

¹⁴MOFAREH ALQAHTANI (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol. III(3), pp. 24.,10.20472/TE.2015.3.3.002

e. Vocabulary testing

Why test anything? To obvious answer is that, without testing, there is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers. Moreover, testing has useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivate learners to review vocabulary in preparation for a test. It also provides an excuse for further, post-test, review-when, for example, teacher goes over the answers in the class. In this way, testing can be seen as part of the recycling of vocabulary generally.¹⁵ There are many function of testing. One of the functions is to give backwash to the students. In Al-Mawaddah vocabulary testing or vocabulary examination held one time in a week on Thursday morning. The goal of this test or exam are to make students always remember the vocabulary that given every day, to make students easier to understand the material that given by the teacher, to make students easier to communicate each other.

There are many types of vocabulary testing they are:

1) Multiple-choice test

Multiple-choice tests are the popular way of testing in that they are easy to score and they are easy to design. Moreover the multiple-

¹⁵Scott Thornbury, How to Teach Vocabulary (England: Longman, 2002), 129.

choice format can be used with isolated words, words in a sentence context, or word in whole texts.

On the negative side, multiple-choice test have been criticized because (1) learners may choose the answer by process of elimination, which hardly constitutes knowing the right answer; (2) depending on the number of possible answer (called distracters), there is one-in – three (or one-in our) chance getting the answer right; (3) they test recognition only- not the ability to produce the word; (4) they are not easy to design as it might appear. On what basis are the distracters chosen.

2) Cloze test

It is kind of gap-fill tests that require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. In cloze test, the gaps are regularly spaced (e.g. every seventh, eight, or ninth word). In his way, knowledge of a wide range of word types-including grammar words as well as content words-is tested.

3) Word Formation

This kind of task tests learner`s knowledge of derivations (composer and misplaced as opposed to the incorrect compositor or displaced). It also tests their ability to interpret the surrounding

context, in order to make the correct choice among several possible derivations.

A more revealing test of productive vocabulary knowledge is to set learners the task of writing a whole text those includes the selected vocabulary items. When scoring such a test, marks can be allocated for both correct form and appropriate use of each of the selected words.¹⁶ Here are types of vocabulary testing that can be practice by the teacher in learning process.

2. English Achievement

Academic achievement is defined as “knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both”.¹⁷ In learning language, good teacher need to assess how well their students are progressing. This can be done by through a variety of measures including homework assignment, speaking activities where the teacher scores the participant of each students, and frequent small progress tests. Good teachers keep a record of their students` achievement so that they are always aware of how they are getting on. Only if teachers keep such kinds of progress records can they begin to see when teaching and learning has or has not been successful.¹⁸

¹⁶Scott Thornbury, *How to Teach Vocabulary* (England: Longman, 2002), 132-135.

¹⁷Gary D. Phye, *Handbok of Classroom Assesment*(California: ACADEMIC PRESS, 1997),4.

¹⁸Jeremy Harmer, *How to Teach English* (Longman, Malaysia:Cambridge University Press, 2002), 22.

Someone that can always control how is the students achievement is a teacher. And we can conclude the successful of teaching and learning process are based on the teacher and how the students achievement.

English achievement involves four language skills; they are listening, reading, speaking, and writing. To know the learners` English achievement, the teacher should do the evaluation. Evaluation can be defined as the systematic gathering of information for the purpose of making decisions.¹⁹ If the teacher found some problems or errors in teaching and learning process, they should held an evaluation to solve the problems and also to evaluate their teaching strategy.

When we talk about skill in a language, we are referring to the ability to use the language well.²⁰ Language skills are usually grouped as:

a) Receptive skills- listening and reading

1) Listening achievement

The process of listening performance is the invisible, inaudible process of internalizing meaning from auditory signals being transmitted to the ear and brain. In other means, listening process is spoken or written response from the students that indicates correct or

¹⁹Lyle F. Bachman, *Fundamental Consideration in Language Teaching*, (New York: Oxford University Press, 1997), 22.

²⁰Peter Lucantoni, *Teaching and Assessing Skills in English as a SecondLanguage*, 4.

incorrect auditory processing.²¹ In listening process, the students should be concentrating to what they have heard.

Another important consideration on listening concerns the listener's purpose. Course- books for teaching listening sometime seem to imply that listeners grimly focus on every word. This is, of course, simply not true. When listening to television or radio news broadcasts, we usually tune in to certain items and exclude others. The exclusion can be due to a lapse in concentration or to a lack o interest in certain topics, or to efficiency in listening.²² Beside listen and listen, the students also have to know what is the important of listening skill. In this skill the students also need more concentration.

2) Reading achievement

Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning. The goal of reading is comprehension. Strategies' reading is defined as the ability of the reader to use wide variety of reading strategies to accomplish a purpose of reading. Good readers know what to do when they encounter

²¹H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (Longman: San Francisco State University, 2004), 118.

²²David Nunan, *Language Teaching Methodology* (USA: Prentice Hall International English Language Teaching, 1995), 2.

difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension.²³

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. You only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in a second/foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language.²⁴ Many intensive reading books that consist of reading passage that followed by comprehension questions. It can be used to see about how well students are reading.

b) Productive skills- writing and speaking

1) Writing achievement

Writing is combination of process and product. The process refers to the act gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.²⁵

The learners can explore the ideas and make them into good paragraph.

If refers to the act of gathering ideas and working with them until they

²³David Nunan series Editor, Practical English Language Teaching, (New York: McGraw-Hill, 2003), 68.

²⁴Ibid.,

²⁵David Nunan, Practical English Language Teaching, (New York: McGraw-Hill, 2005), 98.

are presented in a manner that is polished and comprehensible to readers.

Hammond (1989) demonstrate that an analysis of the generic structure of children`s writing can provide valuable insights into what make good and poor writing. The following two texts were written in normal classroom writing sessions by two different children who were provided with the lead sentence: ‘When I walked out of school, the dog limped up to me’, which was followed by a ten minute discussion session.²⁶ The writing assessment can be measured by he generic structure of children`s writing. Whether it is good or poor writing. In can be different between one student and other in their writing skill.

2) Speaking achievement

Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999, p.1). it is “often spontaneous, open- ended, and evolving” (ibid., p.1), but it is not completely unpredictable.²⁷ Speaking is process of interactive and constructive that produces and processes the information that held between one people to other people (more than one people).

²⁶Ibid, 89.

²⁷Kathleen M. Bailey, David Nunan, Series Editor, Practical nglish Language Teaching:Speaking (New York:McGraw- Hill, 2005), 2.

A proficient speaker is both fluent and accurate. Accuracy in this context refers to the ability to speak properly- that is, selecting the correct words and expressions to convey the intended meaning, as well as using grammatical patterns of English. Fluency, on the other hand, is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community.²⁸ In speaking process the whether the teacher or the students should have good fluency. Maybe in their grammatical patterns or their pronunciation. Because if the teacher or the students speak in wrong pronunciation, it can make different meaning. There are some activities in speaking such as: storytelling, English debate, dialogue, and other.

B. Previous Research Findings

Many researches were conducted by many researchers about using vocabulary mastery on teaching English. The results of the researchers were also miscellaneous.

1. Lia Ernia Uvia Sari thesis "Students' Vocabulary Mastery and Their English Achievement (Correlation Study at MTsNSampungPonorogo). Lia's thesis analyze about correlation between vocabulary mastery and Their English Achievement.

²⁸Ibid, 5.

The purpose of this research is aimed whether there is correlation between students` vocabulary mastery and their English achievement for the eighth grade students of MTsNSampungPonorogo in academic year 2013/2014.

2. Muhamad Maskum thesis “The Correlation Between Vocabulary Mastery And Reading Comprehension To The Second Semester Of English Department Students At State Islamic College Of Ponorogo In Academic Year 2013/2014”.

This research was designed as quantitative research. This research was tried to find out the correlation between vocabulary mastery (variable x) and reading comprehension (variable y). There were three statement problems: do the students` have a good mastery on vocabulary, do the students` have a good comprehension on reading, is there any correlation between vocabulary mastery and reading comprehension. The population of this research are 88 students. The prosedure of data collection used documentation. The researcher used the pearson`s r correlation coefficients technique to analyze the data.

3. Muh. Syaiful Anwar thesis “The Influence Of Vocabulary Mastery Toward Reading Achievement At The Fourth Semester Students Of Stain Ponorogo In Academic Year 2012/2013”. The statement problem from this research are: how is the vocabulary mastery of students to the Fourth Semester at STAIN Ponorogo in academic year 2012/2013, how is the reading achievement of students to the Fourth Semester at STAIN Ponorogo in academis year 2012/2013 and is there any influence vocabulary mastery toward reading achevement of students to the Fourth Semester at STAIN Ponorogo in

academic year 2012/2013. The main goals of the research is to know the influence vocabulary mastery toward reading achievement of fourth semester at STAIN Ponorogo in academic year 2012/2013. Type of research was quantitative research method. It applied regression analysis. The population is 130 students of fourth semester English department at STAIN Ponorogo in academic year 2012/2013. The researcher used random sampling technique to determine sample.

C. Theoretical Framework

Theoretical frame work is a concept in the proposal about how the theorist can be related with the factors which are identified as the important problems.

This research is consisting of two variables:

X: Weekly Vocabulary Examination

Y: English Achievement

Those variables are X for the weekly vocabulary examination as independents variable and Y for students` English achievement as dependents variable. From the two variables above, we can conclude the theoretical framework as follow:

1. If the students `have fewer score in Vocabulary examination, the students` English achievement is low.
2. If he students have well score in vocabulary examination, the students` English achievement is high.

The researcher assumes that student's English achievement at three intensive grade of Al- Mawaddah Islamic Girl Boarding School is better while use the weekly vocabulary examination.

D. Hypothesis

Hypothesis in this research can be stated based on their view of related literature and theoretical framework stated above. The hypotheses are as follow:

Ha : There is significant influence between students' weekly vocabulary examination and students' English achievement of the three intensive grade of Al- Mawaddah Islamic Girl Boarding School in academic year 2016/2017

Ho : There is no significant influence between students' weekly vocabulary examination and students' English achievement of the three intensive grade of Al- Mawaddah Islamic Girl Boarding School in academic year 2016/2017

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that used in this study. The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, population and sample, techniques of data collection, instrument of data collection and techniques of data analysis.

A. Research Design

Educational research is typically classified into two broad categories: quantitative and qualitative research. Each approach has its own methodology and terminology. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypothesis. It generally requires a well-controlled setting.²⁹

The research design is the main requirements to carry out the research by applying research methodology.

This research is quantitative research. Quantitative approach is a process in discovering the subject use data in form of number. Quantitative research

²⁹Donald Ary, et al., Introduction to Research in Education, Eight edition (USA:Wadsworth, 2010), 22.

involves studies that make use of statistical analysis to obtain their findings. Key features include formal and systematic measurement and the use of statistics.

In this research the hypothesis offers two variables; X variable and Y variable. X variable is weekly vocabulary examination and Y variable is English achievement.

In short, the writer is adjusted with the purpose of the study; that is to know the influence between the students` weekly vocabulary examination and students` English achievement of the third intensive grade students of Al-Mawaddah Islamic Girl Boarding School in academic year 2016/2017.

B. Population and Sample

1. Population

Population is generalization area composed of: objects / subjects that have certain qualities and characteristics defined by the researcher to learn and then take the conclusions.³⁰ Population is the whole object that the researcher wants to search which as specific characteristics. In this research the population is the tenth grade students of Al-Mawaddah Islamic Girl Boarding School in academic year 2016/2017. They consist of six classes, each class consist of 19-28 students. So, the populations are about 136 students.

³⁰Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, CV, 2012), 14

2. Sample

A sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole.³¹

The quality of piece of research stands or falls not only by the appropriateness of methodology and instruments but also by the suitability of the sampling strategy. Questions of sampling arise directly out of the issue of defining the population on which the research will focus. In one of books said that “sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi”.³² It means sample is some resident which the amount is less than population. To get the sample used the technique sampling, this statement based on Arikunto says: “ teknik sampling adalah cara untuk menentukan sampel.”

There are two technique of sampling namely Probability Sampling and Nonprobability Sampling. In this research, the researcher use probability sampling. One of parts in probability sampling is clustered random sampling. When the population is large and widely dispersed, gathering a simple random sample poses administrative problems. Cluster sampling technique involves the random selection of groups that already exists.³³The writer took only two classes as the sample and respondent of this research. The number of the

³¹ Kulkar Singh, *Quantitative Social Research Methods*, (Los Angeles: SAGE Publications, 2007), 88

³² Sug3iyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2012), 118.

³³ Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Malang: UM Press, 2014), 185.

sample is 39 students were chosen. There are consisting of 19 students from Third Intensive A and 20 students from Third Intensive B Al-Mawaddah Boarding School.

C. Instrument of Data Collection

Instrument is a tool used for a particular purpose, especially for dedicate or scientific work. Instrument of data collection is the way to get data in the research used by researcher. To get objective data it is needed a good instrument, because if the researcher takes invalid instrument, the researcher will get invalid data.

An instrument designed to assess student sensitivity to the cultural norms of others, for instance, may actually be measuring a student`s sensitivity to detecting those responses desired by the professor or the institution that values such sensitivity. Obviously, the instrument would not provide a valid assessment of cultural sensitivity.

A test is valid if the test exactly can measure what will be measured.³⁴ Validity always refers to the degree to which that evidence supports the inferences that are made from the scores. Validity must consider to the test`s content and method, how test takers perform.

the instrument in this research is questionnaire and test. The questionnaire used to measure the weekly vocabulary examination.

³⁴ Sugiyono, 59

Table 3.1**Instrument of Data Collection Validity Analysis**

Title	Variable	Indicator	*IDC
“The Influence of Weekly Vocabulary Examination on Students` English Achievement at Al-Mawaddah in academic year 2016/2017.”	Dependent variable (variable X) : Weekly vocabulary examination	1. Helping the students to understand the materials	1,2,4,7
		2. The students be able to find out and remember new vocabulary	
		3. Increasing motivation students` to learn new vocabulary	3,6,10,12
		4. To develop students ability in vocabulary mastery	
		5. Involve the students to held the vocabulary examination	9,11,13,14
		6. To identify students self-supporting in teaching English	5,8,15

Table 3.2

Title	Variable	Indicator	*IDC
“The Influence of Weekly Vocabulary Examination on Students` English Achievement at Al-Mawaddah in academic year 2016/2017.”	Independent variable (variable Y) : Student`s English achievement	1. Listening Ability	
		2. Speaking Ability	
		3. Writing Ability	
		4. Reading Ability	

*IDC = Instrument Data Collection

1. Validity test

Valid mean correct. When we claim that the result of the students' writing assessment is valid, we are convinced that the writing assessment result correctly reflects the students' writingskills as distinct from their reading skills, or from their knowledge of vocabulary.³⁵

In this research, the writer counts the validity of vocabulary examination. Validity can be divided into four types, namely content validity, construct validity, predictive validity, and concurrent validity. To test the validity of the instrument in this research, researcher used a type of construct validity for the variable in this research relates to phenomena and abstract objects, but the symptoms can be observed and measured.

The validity that used to measure the instrument in this research is item validity by using formula of product moment. The steps to calculate the validity are:

- a. Make the table of item analysis of all questions.
- b. Make the table of item analysis of each question.
- c. Apply the data to the formula of product moment correlation

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

- d. Make an interpretation of the correlation result (r_{xy}) of each question.

³⁵Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Malang: UM Press, 2014), 223.

If the correlation is positive when $r_{xy} \geq 0,30$, so the question item is valid, and if $r_{xy} \leq 0,30$ so the question item is invalid.³⁶ Finally, the result of the test of the multiple choice test validity is:³⁷

Tabel Validitas Variabel Weekly Vocabulary Examination

	r hitung	r tabel	Ket
1	0,535440231	0,288	Valid
2	0,314922	0,288	Valid
3	-0,052434646	0,288	Tidak Valid
4	0,481604237	0,288	Valid
5	0,20210326	0,288	Tidak Valid
6	0,376380582	0,288	Valid
7	0,601409933	0,288	Valid
8	0,230998516	0,288	Tidak Valid
9	0,276094468	0,288	Tidak Valid
10	0,494509876	0,288	Valid
11	0,434274679	0,288	Valid
12	0,583290286	0,288	Valid
13	0,351298944	0,288	Valid
14	0,29579188	0,288	Valid
15	0,289277606	0,288	Valid

³⁶Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, CV, 2012), 178

³⁷Look at Appendix 1 Questionnaire validity

From the table above, there are 11 questions with the index of correlation ≥ 0.03 . there are question number 1,2,4,6,7,10,11,12,13,14,15 and these statements are valid and can be used as the instrument to the true sample.

2. Reliability test

In general, the test reliability is defined as the extent to which the results can be considered consistent or stable.³⁸

Reliability can be thought of as consistency. Reliability is directly related to the validity of the measure. A test can be considered reliable, but not valid.³⁹

Reliability is the consistency of the result if an indicator or question is repeated in similar condition. To determine reliability the vocabulary examination and students' English achievement in this research used Spearman Brown Formula.

In this technique, the researcher has to through the step. The step to measure the reliability are:

- a. Make the table of item analysis of all items.
- b. Make the table of odd-even split.
- c. Apply the data to the formula of product moment correlation.

³⁸ James Dean Brown, *Testing in Language Programs* (USA: Prentice Hall Regents, 1996), 192

³⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, CV, 2012), 178

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

- d. Apply the result to the Spearman- Brown formula.

$$r_i = \frac{2xr^{1/2}}{(1+r^{1/2})}$$

r_i = Instruments Reliability

$r^{1/2} = r_{xy}$ as the index correlation between split-half

- e. Consult the correlation result (r_i) to the “r” table of product moment after find out the degrees of freedom (df). The formula is:

$$df = N - nr$$

df = degrees of freedom

N = number of cases

nr = number of variables

If the correlation is positive when $r_{xy} > r_t$, so the instrument is reliable. From the each instrument in this research, the number of item is N=15, so $df=(15-2)=13$. In the significant standard 5% is gotten $r_t = 0,514$ and 1% is gotten $r_t = 0,641$. The result the weekly vocabulary examination r_i is 0,705. It can be concluded that $r_i > r_t$ ($0,705 > 0,514$) and ($0,705 > 0,641$). So, it's meaning that $r_i > r_t$. This questionnaire is reliable.

PONOROGO

D. Technique of data Collection

Data collection technique is important stage to get data. Data collection technique must be chosen best on kind of data to be acquired. Because of data must be nominal, achievement is chosen. Achievement test provides information about how well the test takers have learned what have been thought in school.

In gaining the data, researcher attempted to employ these following methods:

1. Documentation

It refers to the archival data that help researcher to collect the needed data. The function of the document related to the object research such as students` name list and the English subject schedule. It means documentation is the act of recording something in a document; the document agreement.

In the study, the documentary technique is used to get the data about students` names, students` English achievement, students` vocabulary`s score, condition of the teachers and staff, vision, mission, goals, facilities, infrastructure and the structure organization of Al-Mawaddah Boarding School.

2. Questionnaire

Questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather

information about fact or about opinion/ attitude.⁴⁰ There are many advantages of using questionnaire. For the respondents, questionnaire is easy to fill out, takes a little time, and keeps the respondent on the subject. For researchers, questionnaire is relatively objective, fairly easy to tabulate and analyze, and can be administered personally by the researcher or by someone else or even by mail.

Questionnaire is a technique of data collection done by giving questions or written questions to the respondent to answer.⁴¹ In this student's research to find out questionnaire score, the researcher in this study using closed questionnaire to know the weekly vocabulary examination in Al-Mawaddah Boarding School.

Using questionnaire which consists of 15 numbers multiple choice and researcher prepares 4 answers to choose in each question that count as follows:

Sangat setuju	= 4 point
Setuju	= 3 point
Tidak Setuju	= 2 point
Sangat Tidak Setuju	= 1 point

⁴⁰Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Malang: UM Press, 2014), 193.

⁴¹Arthur Hughes, *Testing for Language Teacher*, (New York:Cambridge University Press, 1989), 7)

E. Technique of Data Analysis

The analysis data method is that use in the research is statistic. The researcher used regression analysis. There are two kinds of regression analysis, they are: conventional regression analysis and modern regression analysis. Based on sum X variables, there are divided: Simple Regression Analysis and Double Regression Analysis.

In this research, the writers used three analysis data. They are:

1. Determine the range of students` weekly vocabulary examination. They are:

a. The mean formula

$$M_x = \sum \frac{fx}{N}$$

b. The standard deviation formula

$$SD_x = \sqrt{\sum \frac{fx^2}{N}}$$

c. The range formula

The formula of ranges of the level is:

- High level formula : $M_x + 1.SD_x$
- Enough formula : it is the mean score
- Low level formula : $M_x - 1.SD_x$

Notes :

M_x : mean of weekly vocabulary examination

i : interval class

$M^$: prediction mean

$\sum x'$: The sum of multiplication result between frequency and center point of each interval.

SDx : standard deviation of weekly vocabulary examination

This technique used to analyze the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

2. Determine the range of students' English achievement.

The formula used was the same with the weekly vocabulary examination formula.

3. Determine the influence of weekly vocabulary examination toward students' English achievement.

In this research, the researcher uses Simple Regression Analysis. The variables in this research are X variable/ Independent variable (weekly vocabulary examination) and Y variable/ Dependent variable (English achievement). With formula:⁴²

$$\hat{y} = b_0 + b_1x$$

- a. Step 1 look for value b_0 and b_1

$$b_1 = \frac{[\sum xy] - n\bar{x}\bar{y}}{[\sum x^2] - n\bar{x}^2}$$

$$b_0 = \bar{y} - b_1\bar{x}$$

⁴²Andhita Desy Wulandari, Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS, (Ponorogo: STAIN PO Press, 2012), 188-122.

- b. Step 2 to account score Anova table (Analysis of variance) to examine there is significance influence x variable toward y variable.
- c. Step 3 to account coefficient determinant (influence degree x variable toward y variable)

Notes:

X : independent variable

Y : dependent variable

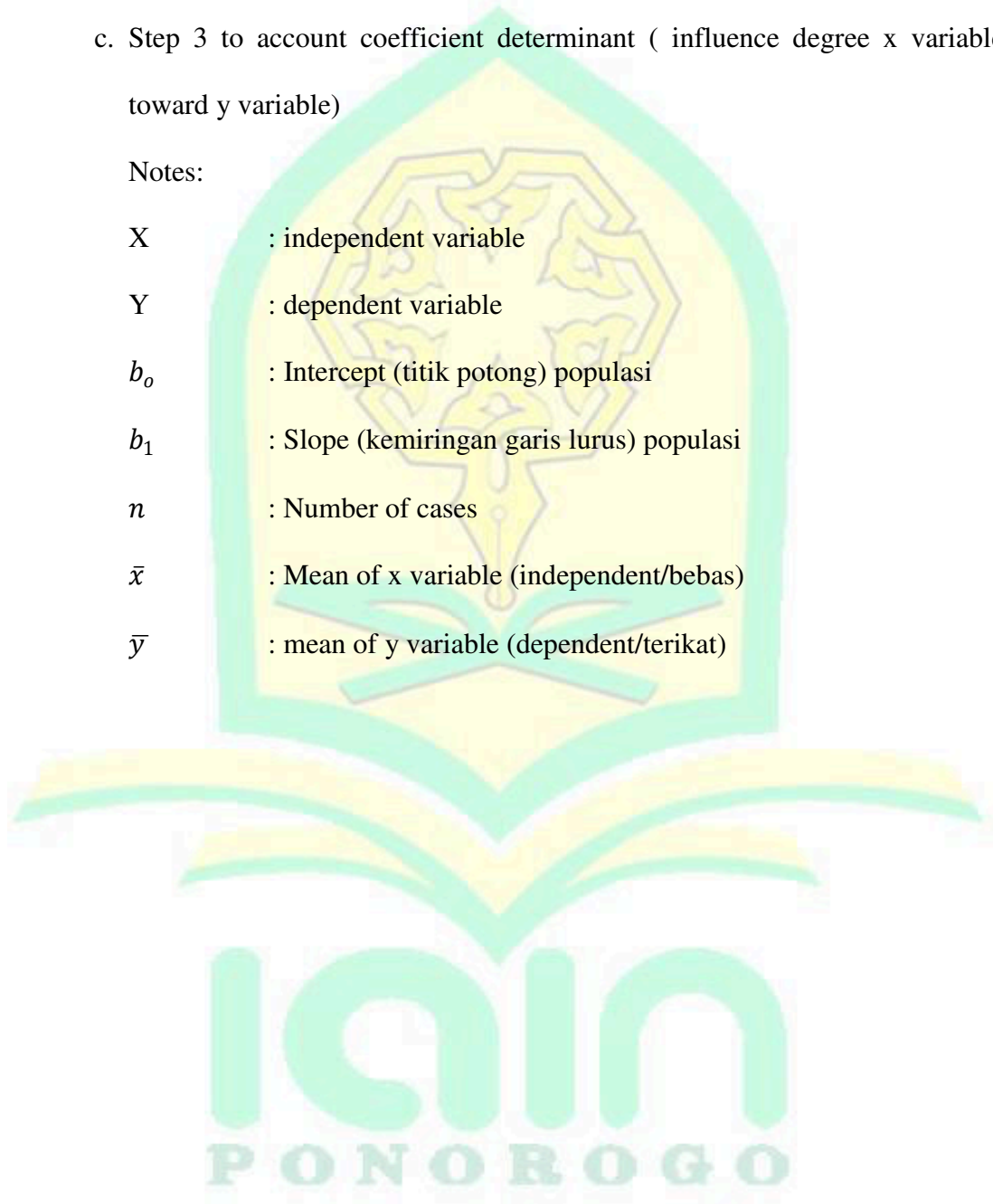
b_0 : Intercept (titik potong) populasi

b_1 : Slope (kemiringan garis lurus) populasi

n : Number of cases

\bar{x} : Mean of x variable (independent/bebas)

\bar{y} : mean of y variable (dependent/terikat)



CHAPTER IV

RESEARCH FINDING

A. Research Location

1. History of Al-Mawaddha Islamic Female Boarding School

Al-Mawaddha Islamic Female Boarding School (Henceforth Al-Mawaddah) was standed on wakaf land in 9 of Dzul-Qo`dah 1409 / October 21 1989 as the realization from the idea and aspiration KH. Ahmad Sahal as the Founder of Darussalam Islamic Modern Boarding School (henceforth Gontor).

In 1926 was established Tarbiyatul Athfal, which consisted of male and female students that coming from around of Gontor village. In 1936 was founded Kuliyyatul Mu`allimin al- Islamiyah or Darussalam Islamic modern Boarding School which known by Gontor as subtituted from Tarbiyatul Athfal.

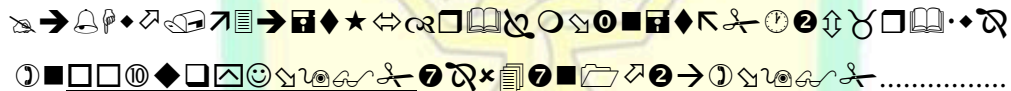
After Gontor known in public, the number of students increased and Gontor only accepted male students. Because Gontor only accepted male students, KH. Ahmad Sahal thought to built and created the education for female, the female boarding school might be held, and the location separate from Gontor.

After words, Hj. Soetichah Sahal his wife of KH. Ahmad Sahal with her two sons was realization the idea from KH. Ahmad Sahal to built the

female boarding school. Initially Al-Mawaddah would built in Nglumpang village, Mlarak, Ponorogo, moreover because of family reason, the condition of the land, which was near from Gontor, finally the Al-Mawaddah was established in Coper, Jetis, Ponorogo.

The aspiration was testment and realization by Hj. Soetichah Sahal by founding A-Mawaddah and develop by Al-Arham foundation based on act of notary No. 12 year 1989.

The name of Al-Mawaddah besed on QS. Asy-Syura verse 23



Clearly its meaning of Al-Mawaddah was familial affection, which has become one of the boarding school`s identity and as the reference for vision and mission.

2. Visions and Mission of Al-Mawaddah Islamic Boarding School

a. Vision of Al-Mawaddah

Become the leading educational institution for female that created the students alimah Sholihah, virtuous, knowledgeable, skilled, creative and innovative by principles of Islamic values.

b. Mission of Al-Mawaddah

1. Foster a love of the teaching of Islam and its practice with confidence, awareness and responsibility.

2. Student instill exemplary attitude in society.
3. Train female students to be able to communicate their ideas and religious knowledge to various parties.
4. Prepare female students to pursue higher education, both inside or outside the country.
5. Equip female students with skills and expertise that can be developed in a professional manner.
6. Create the graduates who have skills to fight the competitive.

3. Geographical Position

Geographical position was determining of situation. Situation of education institution in beneficial place was as one of supported for fluency of learning and education process. It all could be got from geography location of the school tha beneficial.

Al-Mawaddah was located at Mangga Street Coper Village, Jetis, District Ponorogo. It was south east side from Ponorogo city (Trenggalek direction in 15 Km) or 5 Km from gontor south side. Communities around boarding were Moslem majority. They always supported the programs in development of Al-Mawaddah.

Geographically Al-Mawaddah was located in stategic area, because this not near with road, the teachers and the students could get the transport easily.

4. Curriculum

Curriculum of Al-Mawaddah was unification from Gontor curriculum and ministry of education. The curriculum team had integrated and develop both of curriculum with the purpose looking for the efficiency and relevancy to achieve the aim of education in Al-Mawaddah in forming al-mar`atus shalihah which was moral being, physical being, intellectual being, social being, and religious being that hold on the nature of the character. In order to implement and achieved the target of curriculum of Gontor and ministry of education systematically, MA Al-Mawaddah arranged the curriculum that suit with it vision and mission. The curriculum was divided into three programs such as: general program, supporting program, special program.

a. General Program

General program in Al-Mawaddah was basic courses that had mastered by all the students. The score of general program was determines of next class. The general program as follows: Al-Qur`an, Economy, Geography, Monotheism, Interpret lessons, Hadith, Science of ordinances to read the Quran, Education study, Science of inheritance law, the basic of Islamic law, Science Islamic law, Education divinity, Civic education, and Health physical education.

b. Supporting Program

Al-Mawaddah has supporting program which supported the learning process. Besides the general program that might be mastered,

supporting program also might be increased by the students. The supporting program as follows: Arabic, Arabic Grammar, Arabic Science Poetry, Arabic Wise Word, Dictation, Arabic Composition, Science of Calligraphy, English, Sociology, Anthropology, Physic, Chemistry, Biology, Mathematic, Indonesian history, Grammar Composition, and Art.

c. Special Program

Besides general program and supporting program, Al-Mawaddah has special program that differentiate with other. The special program as follows: Teaching Science, Learn Science, Woman Islamic Law, Civilization History, and Memorizing Juz Amma.

5. Extracurricular

In this boarding school, there were many extracurricular such as drum band, memorizing the holy Qur`an, theatre, band, photography, making an Islamic calligraphy, dancing, speech, master of ceremony, and vocalizing. The students can choose the extracurricular was held twice a week in every Sunday and Wednesday afternoon.

6. Teacher and Staff

The teachers were figure to be good example for the students. The teacher had to act as an advisor for the students in developing creativity and

self potential motivator that helped students for raising their goal and aspiration. Teacher of MA Al-Mawaddah consisted of asatidz (school master in married conditional) and ustadzah (female teacher) from many institute such as graduated from Pondok moderen Gontor, Wali Songo Islamic Boarding School, ITB Bandung, IPB Bogor, Brawijaya University Malang, Malang State University, Gajah Mada University, UIN, ISID Gontor, STAIN, IAIN, LIPIA, IAIRM Ngabar, and staff dedication from graduate of Al-Mawaddah Islamic Girl Boarding School.

The staff of education in Al-Mawaddah according to system grouping into two parts:

- a) For MTs level (from grade I to grade III) 92 teachers.
- b) For MA level (from grade IV to grade VI) 51 teachers.
- c) And 69 teachers living in the boarding school as advisor, educator, instructor, and student's reference solving their problems.

7. Student Number

Students was one of important components in teaching learning process. The number of the students in MA Al-Mawaddah Coper, Jetis, Ponorogo in the academic year 2016/2017 are 419 students consist of 137 students class X, 139 students class XI, 143students class XII.

8. Facilities and Basic Facilities

As for facilities and basic facilities in MA Al-Mawaddah Coper, Jetis, Ponorogo is presented in the form of table. It is conducted to make the effective data.

Table 4.1
Medium and Insfrastructure of MA Al-Mawaddah
Coper Jetis Ponorogo

NO.	Room`s Name	Number
1.	Classroom	17
2.	Headmaster	1
3.	Teachers Room	1
4.	Administrator Office	1
5.	Library	1
6.	Computer Laboratory	1
7.	Science Laboratory	1
8.	Language Laboratory	1
9.	Canteen	1
10.	Guest reception Office	1

Al-Mawaddah has 19 classroom that provided by LCD and sound system for improving learning process. While support by three laboratory which able to used whenever.

9. The Students of Organization

There was organization stucture of MA Al-Mawaddah to carry out the school police. Al-Mawaddah was headed by H. Ustuchori, MA as director and helped by Mustofa, M.Pd.I as head master. While there was Binti Shofiyah, SE as head of administration and cooperated with four vices as follows: Umi Mas`amah, S.Ag as vice of curriculum, Siti Habibah M, S.Ag as vice of

students affairs, Choirul Anam, S. Ag as vice of infrastructure, Agus Suwandi, S.Pd.I as vice of public relation. There are also Arif Adi Setiawan, M.Pd.I as study coordinator and Siti Ganah, S.Pd.I as counseling. To built good corporation in running mission and vision and also the target of education MA Al-Mawaddah, it was required as organization stucture which has each role and function. Based that, the school also would be easier to execute program, job mechanism, responsibility, and also duty could walk easily.

B. Data Description

To introduce research, the writer promotes the number of sample that research 39 students. Those sample take the tenth grade students, this research show variable the weekly vocabulary examination and students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

1. The data description aboaut the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

This description, the researcher explains the way to find the data of weekly vocabulary examination. To determine how high the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017, the researcher use questionnaire. The questionnaire contains favorable and unfavorable items. It

is spread to the students by the teacher in that class. So, the researcher gets score of questionnaire. The questionnaire score is:

Table 4.2
Score of questionnaire the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017

No	Name	Score of questionnaire
1	Anisa Nurlaila Larasati	49
2	Annisa Khairani	54
3	Dista Ayu Natasia Kinci	42
4	Elsa Ariyani	51
5	Fathia Firliana	51
6	Gres Jesy Faiha Islami	52
7	Izza Nur Fadhilah	56
8	Kurnia Lutfia Ningrum	48
9	Lulu Eka Aprilia	49
10	Mafirda Rizqi Febrianti	54
11	Nur Hidayah	46
12	Nur Jazilatil Fakhriyyah	42
13	Nuril Khamida	55
14	Nurul Hikmah	51
15	Putri Shahila Mirandha	49
16	Rodita Bella Robba	49
17	Shopia Nurliana	47
18	Siti Arofah	44
19	Winda Khairunnisa	43
20	Ajeng Eka Saputri	39
21	Arum Wardatul Husna	47
22	Devi Fatma Cahyanti	42
23	Erni Novita Sari	50
24	Fristy Hafizhtyah P	45
25	Isnaeni Budi Setiawati A	44
26	Karisma Novita Sari	45
27	Klarisa Afif Nusaibah	47
28	Mauludia Mugianto Putri	48
29	Mufidatul Azizah	44
30	Ninik Alinda Tabita Kencana	45
31	Nurul Aminin	52

32	Ofik Choirul Makfiroh	50
33	Putri Ristika Ayuni	46
34	Rahma Cahyani	47
35	Ramadhana Farha Fadhila	52
36	Risfanti Fatimah	49
37	Shabrina Zati Halwani	54
38	Shalwa M. Trengganu	50
39	Wiyodiningrum Eka	49

2. **The data description about students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.**

This description means to determine how high students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017, the researcher use the documentation of rapor to take the score. The score is:

Table 4.3
Score of Students` English Achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017

No	Name	Score of English achievement
1	Anisa Nurlaila Larasati	82
2	Annisa Khairani	88
3	Dista Ayu Natasia Kinci	70
4	Elsa Ariyani	78
5	Fathia Firliana	66
6	Gres Jesy Faiha Islami	62
7	Izza Nur Fadhillah	68
8	Kurnia Lutfia Ningrum	72
9	Lulu Eka Aprilia	82
10	Mafirda Rizqi Febrianti	68
11	Nur Hidayah	78
12	Nur Jazilatil Fakhriyyah	86

13	Nuril Khamida	84
14	Nurul Hikmah	80
15	Putri Shahila Mirandha	68
16	Rodita Bella Robba	84
17	Shopia Nurliana	66
18	Siti Arofah	94
19	Winda Khairunnisa	74
20	Ajeng Eka Saputri	62
21	Arum Wardatul Husna	82
22	Devi Fatma Cahyanti	78
23	Erni Novita Sari	68
24	Fristy Hafizhtyah P	62
25	Isnaeni Budi Setiawati A	64
26	Karisma Novita Sari	72
27	Klarisa Afif Nusaibah	84
28	Mauludia Mugianto Putri	78
29	Mufidatul Azizah	88
30	Ninik Alinda Tabita Kencana	78
31	Nurul Aminin	82
32	Ofik Choirul Makfiroh	80
33	Putri Ristika Ayuni	68
34	Rahma Cahyani	84
35	Ramadhana Farha Fadhila	78
36	Risfanti Fatimah	88
37	Shabrina Zati Halwani	68
38	Shalwa M. Trengganu	62
39	Wiyodiningrum Eka	78

C. Data Analysis

1. The data analysis about the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

There are three steps to know the weekly vocabulary examination, they are:

- Determine M_x
- Determine SD_x
- Determine top up the weekly vocabulary examination
- Determine bottom up the weekly vocabulary examination
- Make an analysis the weekly vocabulary examination

Table 4.4
The data of analysis the weekly vocabulary examination to the
third intensive grade students of Al-Mawaddah Islamic Boarding
School in academic year 2016/2017

X	F	fX	X	x²	fx²
56	1	56	9,03	81,54	81,54
55	1	55	8,03	64,48	64,48
54	3	162	7,03	49,42	148,26
52	3	156	5,03	25,3	75,9
51	3	153	4,03	16,24	48,72
50	3	150	3,03	9,18	27,54
49	6	249	2,03	4,12	24,72
48	2	96	1,03	1,06	2,12
47	4	188	0,03	0,00	0,00
46	2	92	-0,97	0,94	1,88
45	3	135	-1,97	3,88	11,64
44	3	132	-2,97	8,82	26,46
43	1	43	-3,97	15,76	15,76
42	3	126	-4,97	24,7	74,1
39	1	39	-7,97	63,52	63,52
	N=39	$\sum fx = 1832$		$\sum x^2 = 368,96$	$\sum fx^2 = 666,64$

$$\begin{aligned} Mx &= \sum \frac{fx}{N} \\ &= \frac{1832}{39} \\ &= 46,974359 \text{ (46,97)} \end{aligned}$$

After determining Mx and then determining SDx. It means to know how much the devise standard of the weekly vocabulary examination score.

The counting is:

$$\begin{aligned} SDx &= \sqrt{\sum \frac{fx^2}{N}} \\ &= \sqrt{\frac{666,64}{39}} \\ &= 4,13440846 \end{aligned}$$

After determine Mx and SDx, then determine top up and bottom score. It means to know limitation of standard category the weekly vocabulary examination score.

Top up the weekly vocabulary examination:

$$\begin{aligned} Mx + 1.SDx &= 46,97 + 1.4,13440846 \\ &= 54,464343 = 54 \text{ (rounded)} \end{aligned}$$

Bottom the weekly vocabulary examination:

$$\begin{aligned} Mx - 1.SDx &= 46,97 - 1.4,13440846 \\ &= 42,8355915 = 42 \text{ (rounded)} \end{aligned}$$

The weekly vocabulary examinations the third intensive grade students of Al-Mawaddah Islamic Boarding School can be determined by accumulate data above. The table of analysis is:

Table 4.5
The analysis the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017

Interval	Frequency	Category	Percents
54-56	5	Very Good	13%
49-52	15	Good	38%
44-48	14	Enough	36%
39-43	5	Less	13%
	F= 39		100%

Based on the accounting above, the researcher can be seen that the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School is varieties. There are 13% or 5 students get very good categorization with score between 54-56, 38% or 15 students get good categorization with score between 49-52, 36% or 14 students get enough categorization with score between 44-48, 13% or 5 students get less categorization with score between 39-43. So that, it can be conclude that the weekly vocabulary examination to the third intensive grade students of Al-Mawaddah Islamic Boarding School is good.

2. The analysis about students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

There are steps to know students` English achievement, they are:

- a. Determine My

- b. Determine SDy
- c. Determine top up of students` English achievement
- d. Determine bottom up of students` English achievement
- e. Make an analysis students` English achievement

Table 4.6
The data of analysis of students` English achievement to the third
intensive grade students of Al-Mawaddah Islamic Boarding School in
academic year 2016/2017

Y	F	fY	y	y ²	fy ²
94	1	94	17,39	302,41	302,41
88	4	352	11,39	129,73	518,92
86	1	86	9,39	88,17	88,17
84	4	336	7,39	54,61	218,44
82	4	328	5,39	29,05	116,2
80	2	160	3,39	11,49	22,98
78	6	468	1,39	1,93	11,58
74	1	74	-2,61	6,81	6,81
72	2	144	-4,61	21,25	42,5
70	1	70	-6,61	43,69	43,69
68	6	408	-8,61	74,13	444,78
66	2	132	-10,61	112,57	225,14
64	1	64	-12,61	159,01	159,01
62	4	248	-14,61	213,45	853,8
	N= 39	ΣfY= 2964		Σy²= 1248,3	Σfy²=3054,43

$$My = \sum \frac{fY}{N}$$

$$= \frac{2964}{39}$$

=76 (rounded)

After determine M_y and then determine SD_y . It means to know how much the devise standard of students` English achievement. The counting is:

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum fy^2}{N}} \\ &= \sqrt{\frac{3054,43}{39}} \\ &= 8,84978632 \end{aligned}$$

After determine M_y and SD_y , then determine top up and bottom score. It means to know limitation of standard category of students` English achievement.

Top up of students` English achievement:

$$\begin{aligned} M_y + 1.SD_y &= 76 + 1. 8,84978632 \\ &= 84,8497863 = 84 \text{ (rounded)} \end{aligned}$$

Bottom of students` English achievement:

$$\begin{aligned} M_y - 1.SD_y &= 76 - 1. 8,84978632 \\ &= 67,1502137 = 67 \text{ (rounded)} \end{aligned}$$

The students` English achievements to the third intensive grade students of Al-Mawaddah Islamic Boarding School can be determined by accumulate data above. The table of analysis is:

Table 4.7
The analysis of students` English achievement to the third
intensive grade students of Al-Mawaddah Islamic Boarding
School in academic year 2016/2017

Interval	Frequency	Category	Percents
84-94	10	Very Good	26%
78-82	12	Good	31%
70-74	4	Enough	10%
62-68	13	Less	33%
	F= 39		100%

Based on the accounting above, the researcher can be seen that the students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School is varieties. There are 26% or 10 students get very good categorization with score between 84-94, 31% or 12 students get good categorization with score between 78-82, 10% or 4 students get enough categorization with score between 70-74, 33% or 13 students get less categorization with score between 62-68. So that, it can be conclude that the students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School is less.

3. The analysis about influence between weekly vocabulary examination and students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.

After collecting data, the data analysis is conducted by applying the simple linier regression steps as follow:

- a. Determining $\sum x, \sum y, \sum xy, \sum x^2, \sum y^2$

From the research, the writer gets the result about the score of weekly vocabulary examination and students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017. That can count how high the correlation of them.

The tabulate data in table contain six columns. They are:

Column 1 : series number

Column 2 : score of X variable (weekly vocabulary examination)

Column 3 : score of Y variable (students` English achievement)

Column 4 : score multiplication of X variable (weekly vocabulary examination) and Y variable (students` English achievement)

Column 5 : square scores of X variable (weekly vocabulary examination)

Column 6 : square scores of Y variable (students` English achievement)

Table 4.8
The influence between weekly vocabulary examination and students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017

No	X	Y	X ²	Y ²	X.Y
1	49	82	2401	6724	4018
2	54	88	2916	7744	4752

3	42	70	1764	4900	2940
4	51	78	2601	6084	3978
5	51	66	2601	4356	3366
6	52	62	2704	3844	3224
7	56	68	3136	4624	3808
8	48	72	2304	5184	3456
9	49	82	2401	6724	4018
10	54	68	2916	4624	3672
11	46	78	2116	6084	3588
12	42	86	1764	7396	3612
13	55	84	3025	7056	4620
14	51	80	2601	6400	4080
15	49	68	2401	4624	3332
16	49	84	2401	7056	4116
17	47	66	2209	4356	3102
18	44	94	1936	8836	4136
19	43	74	1849	5476	3182
20	39	62	1521	3844	2418
21	47	82	2209	6724	3854
22	42	78	1764	6084	3276
23	50	68	2500	4624	3400
24	45	62	2025	3844	2790
25	44	64	1936	4096	2816
26	45	72	2025	5184	3240
27	47	84	2209	7056	3948
28	48	78	2304	6084	3744
29	44	88	1936	7744	3872

30	45	78	2025	6084	3510
31	52	82	2704	6724	4264
32	50	80	2500	6400	4000
33	46	68	2116	4624	3128
34	47	84	2209	7056	3948
35	52	78	2704	6084	4056
36	49	88	2401	7744	4312
37	54	68	2916	4624	3672
38	50	62	2500	3844	3100
39	49	78	2401	6084	3822
Jml	$\Sigma X = 1877$	$\Sigma Y = 2954$	$\Sigma XY = 90951$	$\Sigma X^2 = 226644$	$\Sigma Y^2 = 142170$

Based on the table above, the writer get:

$$\Sigma X : 1877 \qquad \Sigma X^2 : 226644$$

$$\Sigma Y : 2954 \qquad \Sigma Y^2 : 142170$$

$$\Sigma XY : 90951$$

b. Estimate the model

Searching b_0 and b_1 by the steps:

1) Making the tables calculating (see table 4.7)

2) Counting value of \bar{x}

$$\bar{x} = \frac{\Sigma x}{n} = \frac{1877}{39} = 48,1282051$$

3) Counting value of \bar{y}

$$\bar{y} = \frac{\Sigma y}{n} = \frac{2954}{39} = 75,7435897$$

4) Counting value of b_1

$$\begin{aligned} b_1 &= \frac{\sum xy - n \cdot \bar{x} \cdot \bar{y}}{\sum x^2 - n \cdot \bar{x}^2} \\ &= \frac{90951 - (39)(48,1282051)(75,7435897)}{2954 - (39)(48,1282051)^2} \\ &= \frac{90951 - 142170,718}{2954 - 718,118} \\ &= -51219,718 \end{aligned}$$

5) Counting value of b_0

$$\begin{aligned} b_0 &= \bar{y} - b_1 \bar{x} \\ &= 75,7435897 - (-51219,718 \times 48,1282051) \\ &= 75,7435897 - (-2465113,1) \\ &= 2465188,84 \end{aligned}$$

6) Getting simple linear regression model.

$$\begin{aligned} \hat{y} &= b_0 + b_1 x \\ &= 2465188,84 + 48,1282051x \\ &= 2465236,97 \end{aligned}$$

It means that the regression is positive (the regression is in the same direction).

7) Uji Model significance

There are five steps:

a. Counting value of Sum of Square Regression (SSR)

$$\begin{aligned} SSR &= (b_0 \sum y + b_1 \sum x_1 y) - \frac{(\sum y)^2}{n} \\ &= ((2465188,84 \times 2954) + (48,1282051 \times 90951)) - \frac{2954^2}{39} \end{aligned}$$

$$= 7282167833 + 4377308,38 - 223746,564$$

$$= 7286321395$$

b. Counting value of Sum Square of Error (SSE)

$$SSE = \sum y_1^2 - (b_0 \sum y + b_1 x_1 y)$$

$$= 142170 - ((2465188,84 \times 2954) - (48,1282051 \times 90951))$$

$$= 142170 - 4377308,38$$

$$= - 4235138,4$$

c. Counting value of Sum Square Total (SST)

$$SST = \sum y_1^2 - \frac{(\sum y)^2}{n}$$

$$= 142170 - \frac{2954^2}{39}$$

$$= 142170 - 223746,564$$

$$= - 81576,564$$

d. Counting value of Mean Square Regression (MSR)

$$MSR = \frac{SSR}{df}$$

$$= \frac{7286321395}{37}$$

$$= 196927605$$

e. Counting value of Mean Square Error (MSE)

$$MSE = \frac{SSE}{df}$$

$$= \frac{- 4235138,4}{37}$$

$$= - 114463,2$$

8) Make Anova table (Analysis of Variance)

To give data result and interpretation, firstly the researcher must account the score in Anova table (analysis of variance). Based on the result the researcher find out:

Table 4.9
ANOVA

Sumber Variasi	Degree of Freedom (df)	Sum of Square (SS)	Mean Square (MS)
Regression	K = 1	SSR = 7286321395	MSR = 196927605
Error	= 39 - 2	SSE = - 4235138,4	MSE = - 114463,2
Total	n - 1	SST = - 81576,564	-

To know value of overall hence:

$$\begin{aligned}
 F_{hitung} &= \frac{MSR}{MSE} \\
 &= \frac{196927605}{- 114463,2} \\
 &= - 1720,4447
 \end{aligned}$$

$$\begin{aligned}
 F_{tabel} &= F (1 ; n-2 ; \alpha) \\
 &= F (1 ; 37 ; 0.05) \\
 &= 4,10
 \end{aligned}$$

9) Counting value of Determine Coefficient (R^2)

$$\begin{aligned}
 R^2 &= \frac{SSR}{SST} \\
 &= \frac{7286321395}{- 81576,564}
 \end{aligned}$$

$$= -89318,807$$

$$= - 8931880,7 \%$$

10) Giving interpretation

The interpretation is explained in next discussion section

11) Making conclusion by with the indexes of regression and connect with the F table. The conclusion is explained in next discussion section.

D. Discussion

Data analysis shows that the score of regression is -1720,4447. From that data, the researcher interpreting with two ways:

1. Simple interpretation

From the calculation, the score of influence between X variable and Y variable is negative.

By paying attention to the score of $F_{hitung} = -1720,4447$ and determine coefficient = - 8931880,7%, it means there is no influence between X variable and Y variable.

2. Interpretation by using F_{tabel}

First, the researcher determines df of the regression.

$$df = N - nr$$

$$= 39 - 2$$

$$= 37$$

From the formulation above, it is known that $df = 37$. In standard significance table, for standard significance 5% $F_{tabel} = 4,10$. So, we can see that $F_{hitung} < F_{tabel}$. For the 1% significance level with $df = 37$, $F_{tabel} = 7,35$. So, we can see that $F_{hitung} < F_{tabel}$.

Based on the proof above, H_0 (there is no significance influence of weekly vocabulary examination on students' English achievement) is accepted and H_a (there is a significance influence of weekly vocabulary examination on students' English achievement) is refused. It means that the hypothesis which promoted by the researcher is true.

E. Interpretation

The researcher gives interpretation about influence of weekly vocabulary examination by questionnaire and students' English achievement by documentation.

From the calculation in the data analysis above, it is known that the score of $F_{hitung} = -1720,4447$ and the score of F_{tabel} with the degrees of freedom (df/db) = 37.

For the 5% significance F_{tabel} is 4,10 and for the 1% significance F_{tabel} 7,35. So, we can see that $F_{hitung} < F_{tabel}$.

1. Score of the table 5% ($-1720,4447 < 4,22$)

2. Score of the table 1% (-1720,4447<7,72)

In conclusion there is no a significance influence of weekly vocabulary examination and students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2016/2017.



CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis and discussion above, it can be concluded as follow:

Based on the data analysis and discussion, it can be concluded that students` English achievement of the third intensive grade students of Al-Mawaddah Islamic Boarding School in academic year 2106/2017 who are drilled by vocabulary examination is less or it is not good enough. There is no influence between weekly vocabulary examination on the students` English achievement to the third intensive grade students of Al-Mawaddah Islamic Boarding School. The result shows that $F_{hitung} = -1720,4447$. It is lower than F_{tabel} is 4,10 at the level or significance 5% and 7,35% at the significant 1%.

B. Recommendation

Based on the conclusion above, the researcher would like to give some recommendations:

1. For English teacher

It is expected for the teacher to increase and develop the ability in teaching, to make the students more interested and focus to the lesson.

Actually the program is good. But, there are many factors that make students' English achievement less. It can be because the students have low ability, the students don't pay attention during lesson, or the teachers' technique is not suitable for the teaching practice. So, the teacher can use another media or technique to increase the students' achievement. And also the vocabulary examination can be held in the daily not only one time in a week.

2. For the students

Students should to increase their motivations to improve their English achievement.

3. For the school

It is expected for the school to increase the utilization of media education in teaching and learning. Because, media able to increase the students' interest and motivation in teaching and learning process.

