

# STUDENT'S ENGLISH (ISLAMIC) VOCABULARY OF STIT MUHAMMADIYAH TEMPUREJO NGAWI

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**Abstract,** Nowadays, the mastery of the vocabulary in mastering English is an absolute necessity. A person can never speak English if they do not have good vocabulary mastery. Vocabulary has a very important role in shaping language skills for someone. Teaching by emphasizing aspects of English language skills including Islamic vocabulary aspects may need to be considered to applied in the future. If this idea can be realized by them vocabulary teaching as an important component in teaching English will receive its own attention. The purpose of this study was to get a picture of the mastery of English vocabulary of students majoring in Islamic Religious Education (PAI) STIT Muh Tempurejo Ngawi. The researcher put forward in this study is the mastery of English Islamic vocabulary of students majoring in Islamic Religious Education (PAI) STIT Muh Tempurejo Ngawi in general is quite good. This research uses descriptive methods with data collection techniques and data analysis techniques through questioner and ability test (competence test). Data obtained through ability tests were analyzed using the mean formula and standard deviation (Nasrum Harahap in Gunardi 1988: 33). The population of this study were students of Islamic Religious Education (PAI) STIT Muh Tempurejo Ngawi academic year 2018-2019, using random sampling, namely one class as a respondent, who worked on the test questions given at once answer / fill in the distributed questionnaire. Based on the results of research and discussion, it was concluded that the mastery of English vocabulary of students of Islamic Religious Education (PAI) STIT Muh Tempurejo Ngawi is good. The results obtained showed that the majority of students (respondents) scored in both good and very good categories.

**Keyword :** English learning, Islamic vocabulary.

## INTRODUCTION

Nowadays vocabulary mastery in English is an obligation for English learners. A person can never speak English both oral and written if they do not have good vocabulary mastery. Vocabulary has a very important role in shaping language skills for someone. Hatch and Brown (1995) say that vocabulary is the foundation for building language which plays a fundamental role in communication.<sup>1</sup> It means that mastering vocabulary is a high priority in

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<sup>1</sup> Brown, H.D. (1987). *Principle of Language Learning and Teaching (2nd Ed.)* White Plains, NJ: Prentice Hall

learning English. The better mastery of one's vocabulary, the better English performance (Brown, 1987: 87).<sup>2</sup>

Meanwhile, Rivers in Nunan (1992: 17) states that vocabulary is essential for successful study on the second language.<sup>3</sup> Wilkins in Thornbury (2002: 13) summed up that without vocabulary nothing can be conveyed.<sup>4</sup> Vocabulary refers to all words in the whole language used in a particular variety. According to Kridalaksana, vocabulary is a language that can influence someone in getting information from various English-language sources.

Considering the importance of mastery of vocabulary in educational institutions that hold open language programs, vocabulary is always recommended as a separate subject separate from other courses. Vocabulary is often combined with other subjects such as reading or reading subjects.

In the Islamic Religious Education (PAI) study program of STIT Muh Tempurejo, vocabulary teaching is not placed as a separate subject but is inclusive into an English course. Vocabulary is not the focus as an important and important point, that the vocabulary tends to be ignored in teaching. Even if there is, vocabulary is usually recommended in passing. In such conditions the institutional carrying capacity of the mastery of vocabulary as an important component in shaping English language proficiency becomes very weak.

Therefore, this condition might be an obstacle for the development and development of English teaching in the Islamic Religious Education (PAI) study program of STIT Muh Tempurejo Ngawi all this time. This also becomes an obstacle in the effort to print alumni who have good command of English.

As a reflection material, the English language ability of the alumni of the Islamic Religious Education (PAI) program of STIT Muh Tempurejo Ngawi is often complained of by institutions or companies that recruit graduates of the student's graduates. This is certainly a bad image for institutions which of course necessary and very important to respond by making improvements better. Revamping the teaching and learning process (PBM) needs to be done. Teaching in the old-fashioned way may need to be revisited.

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<sup>2</sup> *Ibid*

<sup>3</sup> Nunan, David. 1991. *Language Teaching Methodology Sydney: Prentice Hall International*

<sup>4</sup> Finocchiaro, Mary., 1969, *Teaching English as a Second Language, Harper & Row Publishers, New York.*

Teaching by emphasizing aspects of English language skills including vocabulary aspects may need to be considered to be applied in the future. If this idea can be realized by itself vocabulary teaching as an important component in teaching English will receive its own attention.

This research is an attempt to pay attention to the Islamic vocabulary of English students of the Islamic Religious Education (PAI) study program STIT Muh Tempurejo Ngawi. The aim is to provide a simple description of the English Islamic vocabulary mastery of the Islamic Religious Education (PAI) program study STIT Muh Tempurejo Ngawi.

The purpose of this study was to get an overview of the mastery of English Islamic vocabulary of Islamic Religious Education (PAI) programs study STIT Muh Tempurejo Ngawi. While the usefulness of this research is expected to be beneficial for improving the teaching and learning process of English especially Islamic vocabulary aspects in the Islamic Religious Education (PAI) program study STIT Muh Tempurejo Ngawi. The next hypothesis put forward is: "The mastery of English Islamic vocabulary of students of Islamic Religious Education (PAI)

## METHODOLOGY

This research uses descriptive method (descriptive approach), with data collection and analysis techniques described as follows: Data collection technique to collect the data needed in this study, two types of instruments are used, namely questioner and ability test. Questioners are used to obtain supporting data on various matters relating to the mastery of student vocabulary. Ability test is used to measure the ability /mastery of English vocabulary of students. This test is in the form of finished questions quoted from word power 1500 written by L.A Hill and other sources. This book contains specifically by formal and non-formal educational institutions. Data analysis technique Data obtained through the ability test were analyzed using the mean formula and standard deviation (Nasrum Harahap in Gunardi 1988: 33).<sup>5</sup>

After the results are known then the writer makes a distribution of scores with a score of 0.100, then determining the limits of student success based on the division of assessment criteria stated by Nasrum Harahap (in Gunadi 1988: 34).<sup>6</sup>

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<sup>5</sup> Gunardi., 1988, *Kemampuan Membaca Intensif Siswa Negeri Palaran 1987/1988, FKIP-UNMUL, Samarinda.*

<sup>6</sup> *Ibid*

- A = Excellent: average score 80 -100  
B = Very Good : average score 61 -79  
C = Good :average score 40 – 60  
D = Ok :average score 21 – 40  
E = Bad: average score 0 – 20

### **POPULATION AND SAMPLE**

Population The polls from this study are students between 80-100 academic years 2017-2018. The number of respondents was 20 students from Islamic Education Study Program (PAI). The type of sample used in this study is a random sample (random sampling). From the overall population of the study, one class was randomly selected to be a respondent, who worked on the test questions provided while answering / filling out the questionnaire distributed.

### **DISCUSSION**

The distribution of questionnaires to students of the Islamic Education Study Program (PAI) STIT Muh Tempurejo Ngawi was held on October 10, 2018. The number of students who attended was 20 people, with a total of eleven (11) item numbers. Overall items from number 1 to number 11 are directed to the teaching and learning process (PBM) of English Islamic vocabulary (Vocabulary). The questionnaire consisted of Yes / No questions and multiple-choice questions. While the vocabulary test was conducted on October 12, 2018, the test participants were the same class consisting of 20 students. This vocabulary test consists of four parts with 100 questions. The type of problem varies greatly, synonymously. Antonym, derivation, and structure (choice of words in sentences). English Vocabulary Teaching and Learning Process. In this section data will be obtained through the questionnaire. This data includes teaching and learning activities of English vocabulary, Difficulties faced by students, efforts made by students to overcome difficulties faced by them, and suggestions for students to develop teaching and learning processes in particular vocabulary and English in general in the Islamic Religious Education (PAI) program study of STIT Muh Tempurejo Ngawi is an important part that has been researched to find out the current problems and conditions related to learning English.

## RESULT

The result test of vocabulary mastery (Islamic vocabulary) conducted for two weeks after filling the questionnaire with the student's population of 20 who attend the meeting class at the moment. While the vocabulary test (Islamic vocabulary test) itself consist of four steps with the total questions 100 questions.

Overall grades obtained by students are: Students who score 60 and above are 17 people or 85% Students who get grades below 60 are 3 people or 15%. The information above shows that the test takers who scored 60 (sixty) and above achieved 85% while in contrast 15% of the participating students scored below 60. This means that 85% of students are in the good and very good category according to the passing grades (KKN) used in this study, while 15% of students are in the poor category. Thus, the average value obtained based on the results of the frequency distribution of the students' vocabulary ability test scores was 74.8 In connection with the acquisition of the average value above, Nasrun Harahap (in Gunardi, 1988: 33) recommends that if all students have received an average value of 60 and above, the teaching program does not need to be repeated.<sup>7</sup> A score of 60 is considered the minimum standard or the lowest limit of student success. While about 61 to 90 are in the good and very good category according to Nasrun Harahap's explanation.<sup>8</sup> Therefore, the previous hypothesis that reads "English vocabulary mastery of Islamic Religious Education Study Program (PAI) STIT Muh Tempurejo Ngawi category" good "and" very good "category is acceptable (Acceptable).

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<sup>7</sup> Gunardi., 1988, *Kemampuan Membaca Intensif Siswa Negeri Palaran 1987/1988, FKIP-UNMUL, Samarinda.*

<sup>8</sup> *Ibid*

## **CONCLUSIONS AND RECOMMENDATIONS**

Conclusion The mastery of English vocabulary of students of the Islamic Religious Education Study Program (PAI) STIT Muh Tempurejo Ngawi is good and very good (acceptable). The results obtained showed that the majority of students (respondents) scored in both good and very good categories. Some factors become supporting factors, among others: student interest is so high (high motivation), student activity in following the lecture process, doing assignments and exercises provided by the average lecturer, teaching methods applied by the instructors are fun (fun teaching and learning) and varied, adequate availability of learning tools and facilities (utilization of language laboratory facilities and supporting devices), as well as other supporting factors. Suggestions By adopting suggestions submitted by students through questionnaires about the need for vocabulary to be taught as a separate subject so that development is more optimal. In addition to vocabulary, other language skills, especially Reading and Speaking are also recommended to be taught as separate subjects. The need for additional hours of learning English from the previous two (2) SKS (semester credit system) per week to 4 - 6 SKS in a week. This is intended so that students get a longer portion of time in learning and practicing English, so that the results are expected to be better than before. In addition, the need for a drill / direct training with native speakers of English (native speaker) needs to be scheduled so that the theory and practice of learning English can improve all four language skills simultaneously.

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