

## CHAPTER IV

### REPORT OF THE RESEARCH RESULTS

#### A. General Description of Research Location

##### 1. Brief History of State Islamic Senior High School Darul Hijrah Putra

Pondok Darul Hijrah Putra Cindai Alus Martapura was founded by four alumnus of Pondok Modern Gontor Ponorogo Indonesia, namely; K.H. Ahmad Gazali Mukhtar, K.H. Zarkasyi Hasbi, L.C, Drs. H. Syahrudi Ramli, and Drs. H. Nasrul Mahmudi, on March 8<sup>th</sup>, 1986. It was built in a waqaf land about 15 hectares, which was signed on March 14<sup>th</sup>, 1986 and certified on August 23<sup>rd</sup>, 1986 with its first students who were only 4 persons.

The main purpose of establishing this boarding school is to participate in developing this country, especially in instructional and educational sector, as stated in the following statement:

- a. *Menyebarkan pengalaman syari'at Islam dalam kehidupan sehari-hari dalam bermasyarakat.*
- b. *Membentuk dan membina kepribadian muslim yang berbudi tinggi, sehat jasmani dan rohani, berpengatahuan luas, terampil dan mandiri, serta berkhidmat pada masyarakat.*
- c. *Terampil, mandiri, produktif sesuai program studi yang dipelajari agar dapat meningkatkan taraf hidup masyarakat yang sejahtera.*
- d. *Membentuk dan membina warga Negara Indonesia yang berjiwa Pancasila; dengan jalan mendirikan dan menyelenggarakan pendidikan dari TK sampai Perguruan Tinggi.<sup>1</sup>*

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<sup>1</sup> Document of Darul Hijrah Islamic Boarding School which was taken on march 10 2011

From 1986 up to 1996, Pondok Darul Hijrah Putra Cindai Alus Martapura has managed by K.H. Ahmad Gazali Mukhtar and K.H. Zarkasyi Hasbi, L.C, as the leader and the director of this boarding school. From 1996 up to 2004, this boarding school was managed by K.H. Ahmad Gazali Mukhtar as the leader as well as director of the boarding school. From 2005 up to now, this boarding school is managed by Drs. H. Syahrudi Ramli.

In educational system, Pondok Darul Hijrah Putra Cindai Alus Martapura applies modern method and technique in instructional and educational process. The process of its teaching in learning runs into two levels of education. The first one is the secondary level called Islamic Teacher Education or Tarbiyah al Muallimin al Islamiyah (TMI) that consist of junior and senior high school, and the other one is university level, namely; Institute of Islamic Educational Science or Sekolah Tinggi Ilmu Tarbiyah, that was opened in 2003.

Since this boarding was founded, it has a lot of progress and improvements. The students increase from year to year, and now the total numbers of the students in this boarding school are about 743 students. The government, especially through its department or religious affairs, has given more attention to develop this boarding school by giving some important facilities like language laboratory, and natural sciences laboratory.

## 2. Description of Teachers and Administration Staff

Today, Islamic Senior High School Darul Hijrah Putra Martapura has 49 teachers. From 49 teachers at the school, they teach different subjects and have different education background and status. Furthermore, the subjects they teach, their education background and status can be seen in the following table.

Table 4.1 Description of Teachers at MA Darul Hijrah Putra Cindai Alus Martapura (see appendix)

From 49 English teachers, only three who teach English for the eleventh grade students, those are the subject in this research, namely Mi'rajurrahman, S.Pd, Idy Alwi, S.Pd.I and Jainal Abidin, S.Pd.

The condition of organizers and another staff in organizing the administration in MA Darul Hijrah boarding School for Male Cindai Alus Martapura Academic Year 2009-2010 can be seen in the following table.

Table 4.2 Description of Administrative Staff at MA Darul Hijrah Putra Cindai Alus Martapura (see appendix)

## 3. The Students at MA Darul Hijrah for Male

The total numbers of students who administratively registered at Islamic Senior High School Darul Hijrah Martapura in academic year 2010-2011 are 367 persons; they are 38 students from Experiment class, 135

students from class X, 125 students from class XI, and 69 from class XII. Furthermore, the data can be seen on the following table.

Table 4.3 Description of Students at MA Darul Hijrah for Male in Academic Year 2010-2011 (see appendix)

4. The Facilities at MA Darul Hijrah Boarding school for male cindai Alus Martapura.

Generally, MA Darul Hijrah Boarding school for male has been supported by many facilities. The school have good and permanent buildings too. Clearly, the data can be seen in the following table.

Table 4.4 Description of School Facilities at MA Darul Hijrah for Male Cindai Alus Martapura (see appendix)

## **B. Data Analysis**

On this data presentation the writer describes about result of research on the field that collected by technique of data collection, there is written test (multiple choice) as a primary data. This test to know how is the level of students' vocabulary, level of students' reading skill and the influence of them.

This test containing 75 written test, which consist of 50 questions for vocabulary (right answer will be scored 2), and 25 questions for reading (right answer will be score 4). All items in multiple choices form. The highest score is 100 and the lowest is 0.

The purpose of this data is to get better understanding about students' vocabulary, reading and to know the influence of vocabulary mastery and reading skill at eleventh grade at MA Darul Hijrah Putra. Those data will be presented in table from which given category based on framework of research, and then the table will be given explanation:

### 1. Students' Vocabulary Level

Based on the result of vocabulary mastery test of the eleventh grade at MA Darul Hijrah boarding school for male Cindai Alus Martapura Academic Year 2010/2011, it is found the data that the highest score is 78 and the lowest score is 20. The accumulated score is 1.890. The test result can be seen in the following table:

Table 4.5 The score of vocabulary mastery test

| No | Name               | Score |
|----|--------------------|-------|
| 1  | Shalihul Hadi      | 54    |
| 2  | M. Fahrin          | 52    |
| 3  | Rami Irian Putra   | 50    |
| 4  | A. Zaki Maulani    | 50    |
| 5  | A. Habibi M        | 68    |
| 6  | A. Habibi          | 56    |
| 7  | Sayyid Firdaus     | 42    |
| 8  | M. Hifni Akbar     | 58    |
| 9  | M. Rifqi Rijani    | 66    |
| 10 | Ikhlasul Amal      | 50    |
| 11 | Novrian A          | 62    |
| 12 | Abadi Fhadly       | 72    |
| 13 | M. Dedi Faisal     | 44    |
| 14 | Hasan Basri Arif R | 78    |
| 15 | M. Nizar Rifani    | 40    |
| 16 | M. Farid           | 70    |

| No    | Name               | Score |
|-------|--------------------|-------|
| 17    | Dadang, F.I        | 54    |
| 18    | M. Riza Faisal     | 38    |
| 19    | A. Noor Rahman     | 24    |
| 20    | Dwi Koncoro Wibowo | 56    |
| 21    | Iqbal Saimana Z    | 42    |
| 22    | M. Agus Maulana    | 64    |
| 23    | M. Ghazali Akbar   | 46    |
| 24    | M. Nafarin         | 52    |
| 25    | A. Syarif          | 50    |
| 26    | Amrullah           | 54    |
| 27    | Djanuar Armand     | 40    |
| 28    | Hidayatullah       | 50    |
| 29    | M. Nazwar Rahman   | 52    |
| 30    | M. Yusuf           | 36    |
| 31    | M. Alfiyanor       | 20    |
| 32    | Sarpani            | 44    |
| 33    | M. Noor Aripin     | 48    |
| 34    | Agus Muclisin      | 52    |
| 35    | Nurul Bahri        | 48    |
| 36    | Aulia Baldatun     | 50    |
| 37    | Khairuddin         | 58    |
| Total |                    | 1890  |

Table 4. 6 The Frequency Distribution of Student's score in Vocabulary test.

| No | Interval | Category  | F  | %     |
|----|----------|-----------|----|-------|
| 1  | 80 – 100 | excellent | 0  | 0     |
| 2  | 60 - <80 | Good      | 7  | 18,91 |
| 3  | 40 - <60 | average   | 26 | 70,27 |
| 4  | 20 - <40 | low       | 4  | 10,81 |
| 5  | 0 - <20  | poor      | 0  | 0     |

From the table above, it shows that the students' vocabulary mastery at MA Darul Hijrah based on its there is no student is in poor category, 26 students (70,27%) get the score 40-59 (average category), 7 students (18,91%) who get the score 60-79 (good category), 4 students (10,81%) who get the score 20-39 (low category) and there is no student in excellent category.

To better understand about the level of students' vocabulary of eleventh grade students at MA Darul Hijrah boarding school for male Cindai Alus Martapura Academic Year 2010/2011, the writer uses the mean as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{1890}{37} \\
 &= 51.08
 \end{aligned}$$

So, the mean score of vocabulary test of eleventh grade student of MA Darul Hijrah Putra is 51.08, it can be said that the level vocabulary mastery is average.

## 2. Students' Reading Skill

Based on the result of reading test of the eleventh grade at MA Darul Hijrah boarding school for male Cindai Alus Martapura Academic Year 2010/2011, it is found the data that the highest score is 88 and the lowest score is 20. The accumulated score is 2.328. The test result can be seen in the following table:

Table 4.7 The score of Reading test

| No | Name             | Score |
|----|------------------|-------|
| 1  | Shalihul Hadi    | 80    |
| 2  | M. Fahrin        | 52    |
| 3  | Rami Irian Putra | 64    |
| 4  | B. Zaki Maulani  | 52    |
| 5  | B. Habibi M      | 80    |
| 6  | B. Habibi        | 76    |
| 7  | Sayyid Firdaus   | 28    |

| No    | Name               | Score |
|-------|--------------------|-------|
| 8     | M. Hifni Akbar     | 76    |
| 9     | M. Rifqi Rijani    | 80    |
| 10    | Ikhlasul Amal      | 80    |
| 11    | Novrian A          | 76    |
| 12    | Abadi Fhadly       | 76    |
| 13    | M. Dedi Faisal     | 52    |
| 14    | Hasan Basri Arif R | 88    |
| 15    | M. Nizar Rifani    | 44    |
| 16    | M. Farid           | 80    |
| 17    | Dadang. F.I        | 76    |
| 18    | M. Riza Faisal     | 44    |
| 19    | B. Noor Rahman     | 20    |
| 20    | Dwi Koncoro Wibowo | 64    |
| 21    | Iqbal Saimana Z    | 44    |
| 22    | M. Agus Maulana    | 76    |
| 23    | M. Ghazali Akbar   | 52    |
| 24    | M. Nafarin         | 72    |
| 25    | B. Syarif          | 76    |
| 26    | Amrullah           | 72    |
| 27    | Djanuar Armand     | 52    |
| 28    | Hidayatullah       | 56    |
| 29    | M. Nazwar Rahman   | 48    |
| 30    | M. Yusuf           | 56    |
| 31    | M. Alfiyanor       | 28    |
| 32    | Sarpani            | 56    |
| 33    | M. Noor Aripin     | 76    |
| 34    | Agus Muclisin      | 68    |
| 35    | Nurul Bahri        | 68    |
| 36    | Aulia Baldatun     | 56    |
| 37    | Khairuddin         | 84    |
| Total |                    | 2328  |

Table 4. 8 The Frequency Distribution of Student's score in Reading test.

| No | Interval | Category  | F  | %     |
|----|----------|-----------|----|-------|
| 1  | 80 - 100 | excellent | 7  | 18,91 |
| 2  | 60 - <80 | Good      | 14 | 37,83 |
| 3  | 40 - <60 | average   | 13 | 35,13 |
| 4  | 20 - <40 | low       | 3  | 8,10  |
| 5  | 0 - <20  | poor      | 0  | 0     |



From the table above, it shows that the students' reading skill at MA Darul Hijrah based on its categories there is no student is in poor category, 3 students (8,10%) get the score 20-39 (low category), 13 students (35,13%) who get the score 40-59 (Fair category), 14 students (37,83%) who get the score 60-79 (good category) and 7 students (18,91%) who get score 80-100 (excellent category).

To better understand about the level of students' reading skill of eleventh grade students at MA Darul Hijrah boarding school for male Cindai Alus Martapura Academic Year 2010/2011, the writer uses the mean as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{2328}{37} \\
 &= 62.91
 \end{aligned}$$

So, the mean score of reading test of eleventh grade student of MA Darul Hijrah Putra is 62.91, it can be said that the level of reading skill is good.

### **3. Influence between Vocabulary Mastery and Reading skill**

The main goal of the study is to find out whether or not there is an influence between vocabulary and reading skill of the eleventh grade student of MA Darul Hijrah Putra.

To compute the influence, the writer prepared the computation of two variables by Pearson's Product Moment Formula. There are two variables; vocabulary as variable X and reading skill as variable Y.

Pearson's product moment formula can be stated as follows:

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\
 &= \frac{6066,141}{\sqrt{(5148,742)(11093,366)}} \\
 &= \frac{6066,141}{\sqrt{57116879,445}} \\
 &= \frac{6066,141}{7557,571} \\
 &= 0,802
 \end{aligned}$$

Then, the writer obtains degree of freedom (*df*) by using formula as follows:

$$\begin{aligned}
 d_f &= N - nr \\
 &= 37 - 2 \\
 &= 35
 \end{aligned}$$

From the result above, that the correlation coefficient of the two variables is 0.802. In order to know whether this correlation coefficient is significant or not, it is necessary to find out its significance. It have to consult with  $r_t^*$ , where (*df*) is 35 in 95% degree significant is 0,334, and at 99% degree significant is 0,430. It shows that the result of correlation coefficient bigger than the result in *r*'table, than we can say there is significant positive correlation between vocabulary and reading skill.

| Correlation Coefficient (r) | Relationship |
|-----------------------------|--------------|
| 0,00 – 0,20                 | Very low     |
| 0,20 – 0,40                 | Low          |
| 0,40 – 0,70                 | Average      |
| 0,70 – 0,90                 | High         |
| 0,90 – 1.00                 | Very High    |

The value of correlation coefficient obtained is 0.802, while the criteria of the correlation between 0.70 to 0.90 are considered high. It means that the level of relationship of the correlation coefficient of the two variables is high. In this research the variable Y is influenced too high by the variable X, and the other way the variable X is also influenced too high by the variable Y.

So, the writer concludes that alternative hypothesis ( $H_a$ ) goes as follows: there is significant positive correlation between students' vocabulary mastery toward students' reading skill is accepted. And hypothesis null ( $H_0$ ) that goes follows: there is no significant correlation between students' vocabulary mastery toward students' reading skill is rejected.