

**THE RELATION BETWEEN STUDENTS' IT VOCABULARY MASTERY AND
THE STUDENTS' ENGLISH ACHIEVEMENT AT
AMIK CIPTA DARMA SURAKARTA**

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Abstract

This research was aimed at investigating the relation between AMIK Cipta Darma Surakarta students' IT vocabulary mastery and their final achievement of English I –to find whether or not they have linear or opposite relation. This research was a correlational-descriptive one. It was descriptive for it tried to get a detailed description about related facts of students' IT vocabulary mastery (X) and of English I learning achievement (Y); and it was correlational since it detected how closed the dependent variable to the independent variable. This research approach was quantitative i.e. the numeric data of the 149 population students (at 5% df) were statistically analyzed –to analyze whether or not the students' IT vocabulary mastery (X) influenced the students' English I learning achievement (Y). In addition, some cases that violated from the research hypothesis (taken from open/close ended interview) were qualitatively analyzed. The analysis done yielded 1) that the students' IT vocabulary mastery (X) had relation to students' English I learning achievement (Y) as seen at the value of $r_{\text{calculation}} > r_{\text{table}}$ ($0,68 > 0,176$) with $p \text{ value} < \alpha$ ($0,000 < 0,05$); 2) that the regression equation was $Y = 30,71 + 0,62X$ –meaning that if the variable of students' IT vocabulary mastery had a constant value, the students' achievement of English I would increase 30,71; and 3) that every increasement on the students' IT vocabulary mastery (X) would increase the value of students' English I learning achievement (Y) in 0,62. In practise, when the student has a score of 50 in the IT vocabulary test, s/he will achive 61,71 in her/his English I Achievement.

Key words: Information Technolog, Learning Achievement, Vocabulary Mastery

A. INTRODUCTION

1. The Background of the Study

Learning is a natural process done by human to overcome all ongoing troubles and challenges to survive their existence. Naturally they comprehend what the nature is and what happens to him, finally to get competence to control, overcome, and to benefit from the situation in order to guarantee their existence, prosper and life development.

Learning as a natural activity and education as a conscious effort should be treated by educators in all education levels as designing a learning that fits to its level, to the learners' characters, to the technological, social and cultural aspects, as well as to the benefits of the learners' in a small scope and of the national development in a wider scope. It is widely known two terms of education, they are pedagogy –the science or arts of teaching children and andragogy –the science or arts of helping adults to learn.

The application and implementation of educational objectives is already stated in the learning processes done at all the Indonesian education instances. Every formal education instance takes a role and responsibility to provide their students learning competences, based on the state that learning is a long life activity.

Diploma Academy as one of formal high education colleges and as a facilitator for the students to develop their competences optimally is expected to be able to give systematic long life learning competence to the students, so that they can get their best academic achievement and such non-academic achievement as a special skill according to their initial motivation to learn.

Learning at a university constitutes a strategic choice to get an individual purpose. Their understanding about that learning objective will truly determine their attitudes and personal views of how to commit their learning at that university. Ideally, those who have got a formal education will possess views, knowledge, skills, personalities and attitudes which all fit to the college expectations. One to note that learning is an individual activity that they mean to do it for a certain individual purpose. The final result of a learning process is a learning achievement.

Students' learning achievement have dual functions, i.e. as the parameter of the learners' learning process and also as a subject self evaluation. In fact, the second function is often neglected even though the first function actually depends on moral value to introspect whether or not the learners had underdone the learning process. The students' scores usually reflect an indicator of the student's success on the subject, but it does not reflect the success of the learning process in its effort to change their knowledge attitudes or personalities as well as their logical way of thinking.

The examination score as one of success parameter must be considered its validity. For students who have definite individual goals, scores surely do not show their goals to achieve but moreover it is a logical consequence to what they had done during

the learning process. Therefore, the very fundamental question then is whether they are learning for scores or for new knowledge.

Those who study at university are engaged to have not only technical skills but also thinking power and framework as well as certain mental personalities so that they have wide views to overcome real world or society.

The purpose of every learning process is to get an optimal learning achievement. This can be achieved when students actively get involved physically, mentally and emotionally. It is a learning strategy which needs the student's self-effort to manage himself to learn what (make use of all existed learning resources) and how (with all supporting learning media) as well as to have self assessment and any other adult ways of learning.

Some external factors of learning achievement involve family, school and society environment. It means that environment belongs to learning resources that can be applied to learning process. According to Sudrajat (2008 :1) learning resources are such external factors as data, person, and certain manifestation that can be applied by learners in their learning process, partially or integrally being combined in order to ease learners to achieve learning objectives or to get a certain competence. Learning resources can be in form of **message** (information/materials); **person** (teachers/lectures and other source man) **tools** (such hard wares as TV, computers) **approach/method/technique** (seminar, discussion) and **environment**. Anita (2008 :5) states that learning resources can be resources by design (such as materials, students workbook) and resources by utilization.

In line with the adult way of learning, teachers or lectures take the role of giving motivation, direction, counseling and learning facilities in their whole learning process. Meanwhile learning resources take the role of providing any information and knowledge needed to develop their expected competence on the subject.

The internal factors then are any factors coming from the students involve: physiological, psychological (intelligence, competence, attention, talent, concentration, maturity, etc). The success of learning must be supported by students' internal motivation to acquire new things and overcome troubles.

Many argue that to achieve an optimal learning achievement needs smart thinking and problem finding being analyzed. The current fact shows the lack of critical

thinking –a competence to process facts and data in some such steps as observation, hypothesis, exact and analytical evaluation so that it results in an accurate inference.

Those who have critical thinking will overcome any difficulties basing on the existed fact and analyze how to do it. They have strong motivation to learn to acquire a competence based on their previous knowledge and experience. They actually are doing what so called as self-directed learning. Students who are already familiar with the self-directed learning will automatically be easier to understand lessons which lead them to get optimal learning achievement.

Mudjiman (2006 :58) states four models of active learning that reflect adults learning or self-directed characteristics, they are; *Problem Based Learning, Independent Learning, Competence Process Approach, Instructional Management by Parents, Community ans Teacher (IMPACT)*. The first two models PBL and IL try to increase learning motivation by activating learning process.

A lecturer who activates his students' learning process by basing on a problem gives lecturing-tasks which engaged them to search for learning source or references so that they finally acquire the assigned tasks. Students soon analyze the given problems, predict the answers, search for the related data, then analyze the data to find the inference of those problems.

A student who is interested in a problem, he must search for any related information sources from any documents/books/experts/blogs or must attend to a forum which is discussing it. Here, the lecturer plays a role by giving them systematic steps on deciding goals, looking for alternative learning sources as well as assisting them if needed.

In doing the self assisted learning (IL or PBL) students may find difficulties on some references using foreign languages (especially English) to accomplish their lecturing tasks. If their English skills are still poor, they will get any troubles in comprehending them and finally will fail to submit the tasks. Students often find difficulties on understanding the references in English texts. And the lack of English acquisition will also affect on the students' interest in learning the subject. When it is heeded away, it will become a handicap for students to master the learning materials and automatically will influence in their learning achievement.

The students critical thinking on searching for any new supporting references will surely be made easily by their vocabulary mastery. It is undeniable that the more vocabulary a student master, the easier s/he comprehend English passages. Studying English at AMIK Cipta Darma Surakarta majoring Accounting Computerization, students are expected to get such English proficiencies as Structure and Written Expression, Listening and Pronunciation, Reading Comprehension and Vocabulary, as well as English Public Speaking in the field of accounting as well as computer (Information and Technology)

Their studying major reflects that they must have a wide knowledge at information and technology. The current information and technology are dominated by the use of English terms that automatically need the students mastery on any vocabularies of modern information and of technologies. The students' mastery of IT vocabularies do not only have a closed relation to their English achievement but also to their Grade Prestige Achievement in general.

2. The Research Objectives

This research is aimed at knowing the relation between between students' IT vocabulary mastery and the students' English achievement at AMIK Cipta Darma Surakarta.

B. REVIEW OF RELATED LITERATURES

1. Theoretical Description

Learning is a process of changing attitudes, knowledge, and skills as the result of individual interactions with their environment. Mudjiman (2006 : 23-27) states a constructive learning paradigm –that any development occurred in the students knowledge is because of their own efforts. The more students development can be done by giving them stimuli in forms of any relevant real world problems to their needs, being discussed and found out their solutions. The given stimuli are aimed at stimulating the students to argue and state their critical thinking when they are faced with new challenging facts.

Based on the constructivism paradigm, the educators design the learning process by deciding problems, grouping students, referring the last knowledge and experiences,

giving questions to guide students' activities in searching and analyzing new data and information relating to the problems, communicating the works to other groups, as well as reflection upon the activities by identifying failures and success as well as its causes. Before making the learning design, the educators must know how to stimulate the students' learning motivation.

Following the above paradigm, the fittest learning to the students is andragogy – the science or arts of helping adults to learn. Andragogy is a learning method for adults or maturity on physics, age, psychology, as well as students social participation. Here the teacher role is to motivate students to execute what they have acquired, knowledge and experiences, in order to be able to understand and interpret new knowledge and experiences. When in a learning, a learner does not involve others, the learner himself acts as the main role. In addition the learning resources utilization by the student is one of the adult way of learning especially in deciding what, how, goals as well as self assessment.

A learning resources utilization is an act of self directed learning in which students with or without lecturer assistant analyze problems, predict answers, search data or references, analyze data and finally stating the conclusion of the problem solving. In his effort to utilize learning resources, students are obliged to be able to do actively intellectual processes such as making concepts, applying, analyzing, sintesizing, and evaluating the observed information. The above competences are so called as critical thinking skills such as 1) *interpreting* 2) *Analysis* 3) *Evaluating* 4) *Inference* 5) *Explanation and* 6) *Regulating*.

2. Hypothesis

This research hypohthesis can be formulated that the students' IT vocabulary mastery has a closed relation to their learning achievement on English I at AMIKOM Cipta Darma Surakarta.

C. RESEARCH METHODOLOGY

The research was done at AMIKOM Cipta Darma Surakarta from March until October 2015. It is a descriptive correlational research since it tried to describe students skills at mastering Informational Technology vocabularies. The research approach used

was quantitative but it does not close to give comments qualitatively upon some hypothesis violation.

1. Population and Sample

All students of AMIKOM Cipta Darma Surakarta in semester I 2014/2015 became the research population, they are 149 in number, since it is a population research so that the 149 above students became the research sample to investigate.

2. Data Collection Technique

To collect the quantitative data, documentation is used for collecting (students English learning achievement while the qualitative data is collected by interviewing the students.

3. Data Analysis

The analysis done yielded 1) that the students' IT vocabulary mastery (X) had relation to students' English I learning achievement (Y) as seen at the value of $r_{\text{calculation}} > r_{\text{table}}$ ($0,68 > 0,176$) with $p \text{ value} < \alpha$ ($0,000 < 0,05$); 2) that the regression equation was $Y = 30,71 + 0,62X$ –meaning that if the variable of students' IT vocabulary mastery had a constant value, the students' achievement of English I would increase 30,71; and 3) that every increasement on the students' IT vocabulary mastery (X) would increase the value of students' English I learning achievement (Y) in 0,62.

D. RESEARCH FINDINGS AND DISCUSSION

The research formulates its regression equation as;

$Y = 30,71 + 0,62X$. The equation indicates that

- 1) the students' IT vocabulary mastery (X) had relation to students' English I learning achievement (Y) as seen at the value of $r_{\text{calculation}} > r_{\text{table}}$ ($0,68 > 0,176$) with $p \text{ value} < \alpha$ ($0,000 < 0,05$);

It is trully true that the more vocabulary that a student master will positively affect his or her achievement. Here, the students' IT vocabulary mastery (X) has been

proven to give valuable role in students comprehending English references so that they get satisfactory results at their English I learning achievement.

- 2) if the variable of students' IT vocabulary mastery had a constant value, the students' achievement of English I would increase 30,71;
- 3) every increasement on the students' IT vocabulary mastery (X) would increase the value of students' English I learning achievement (Y) in 0,62.

E. CONCLUSION AND SUGGESTION

1. Conclusion

Students' IT vocabulary mastery help them to utilize learning resources so that positively and significantly influence the students English at AMIKOM Cipta Darma Surakarta 2014/2015

2. Suggestion

The research finding suggests 1) the lecturer: a) creatively develop the teaching learning process; b) give more English portion in their individual/group assignment c) perform exciting and meaningful teaching to guarantee the students master on written and spoken English manisfetation d) to develop guided interactive discussion 2) AMIKOM Surakarta a) increase the students learning equipment in number and quality b) motivate the lectures to intergrate the critical thinking componets such as analysis, inference, and English skill in their teaching process. c) motivate the lecture to design English student workbooks d) to have a certain lecture that stimulate the student critical thinking such as *Seminar on IT* or *Seminar on Management*

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