CHAPTER IV
RESULT OF THE STUDY

This chapter discusses about the Research Finding and Discussion. Research finding in this case consisted of Description of the Data of student who join English course, Description of the Data of student who do not join English course, and the result of data analyze (testing hypothesis using manual calculation and testing hypothesis using SPSS 19 program).

A. Description of the Data

This section described the obtained data of the difference in the english vocabulary mastery by the students who join in English course and those do not join in English course at tenth grade of SMAN 1 Pangkalan Bun. The presented data consisted of Mean, Median, Modus, Standard Deviation, Standard Error, and reliability value.

1. The Description of the data of Students who Join English Course

The data presentation of the score of the students who join in English course shown in the table frequency distribution, the chart of frequency distribution, the measurement of central tendency (mean, median, and mode) and the measurement of deviation standard.

Table. 4.1 Description Data of Students who Join English Course

No	Name	Value	Range
1	AMM	76	B
2	ANM	63	C
3	ARM	81	A
4	CADPS	66	C
5	DS	84	A
6	EDPA	74	B
7	FLZ	83	A
8	FNAN	69	C
9	GTP	59	D
10	HD	55	D
11	IFW	78	B
12	MKS	63	C
13	MSAS	62	C
14	MTP	62	C
15	NAF	85	A
16	RN	80	A
17	SI	58	D
18	SPP	60	C
19	VSS	77	B
20	YRN	89	A

Based on the data above, it can be seen that the students' highest score was 89 and the student's lowest score was 54. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The Highest Score (H) = 89

The Lowest Score (L) = 55

The Range of Score (R) = H – L + 1

= 89 – 55 + 1

= 35

The Class Interval (K) = 1 + (3.3) x Log n

= 1 + (3.3) x Log 20

= 1 + 4,293399

= 5,293399

= 5

Interval of Temporary (I) $= \frac{R}{K} = \frac{35}{5}$

= 7

Thus, the range of score was 35, the class interval was 5, and interval of temporary was 7. It was presented using frequency distribution in the following table:

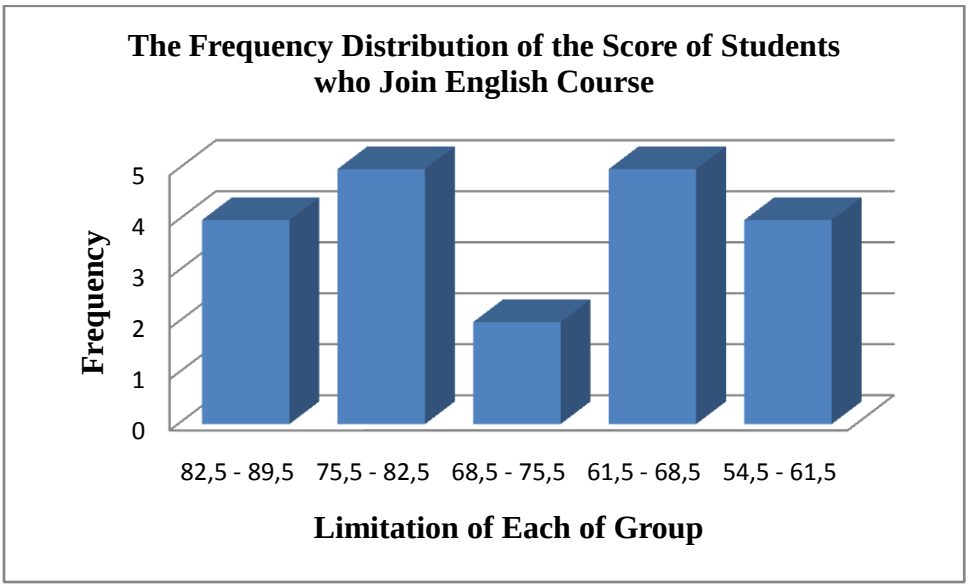
Table 4.2 Frequency Distribution of Students who Join English Course

Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (X)	Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	83 - 89	4	86	82,5 - 89,5	20	20
2	76 - 82	5	79	75,5 - 82,5	25	45
3	69 - 75	2	72	68,5 - 75,5	10	55
4	62 - 68	5	65	61,5 - 68,5	25	80
5	55 - 61	4	58	54,5 - 61,5	20	100
Total		∑F = 20			∑P = 100	

The distribution of the score of students who join English course can also be seen in the following Chart.

Figure 4.1 The Frequency Distribution of the Score of Students who Join English Course



It can be seen from the figure above about the score of students who join English course. There are four students who got score between 54,5 – 61,5. There are five students who got score between 61,5 – 68,5. There are two students who got score between 68,5 – 75,5. There are five students who got score between 75,5 – 82,5. There are four students who got score between 82,5 – 89,5.

The next step, the writer tabulated the scores into the table for the calculation of mean, median and modus as follows :

Table 4.3 The Calculation of Mean, Median and Modus of students who Join English Course Test Score

Interval (I)	Frequency (F)	Mid Point (x)	Fx	X'	FX'	Fka	Fkb
83 - 89	4	86	344	2	8	4	20
76 - 82	5	79	395	1	5	9	16

69 - 75	2	72	144	0	0	11	11
62 - 68	5	65	325	-1	-5	16	9
55 - 61	4	58	232	-2	-8	20	4
	N= 20		∑Fx= 1423		∑FX'= 0		

a. Mean

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

$= \frac{1423}{20}$

= 71,15

b. Median

Mdn $= \ell + \frac{\frac{1}{2}N - fkb}{fi} X\ i$

$= 68,5 + \frac{\frac{1}{2}20 - 9}{2} X\ 7$

$= 68,5 + \frac{1}{2} X\ 7$

= 72

c. Modus

Mo $= u - \left(\frac{fa}{fa+fb}\right) xi$

$= 68,5 - \left(\frac{4}{4+2}\right) x7$

$= 68,5 - \left(\frac{2}{3}\right)\ x7$

= 68,5 - 4,667

= 63,333

a. Reliability

r_{xx} $= \frac{Ks_x^2 - \bar{X}\ (K - \overline{X})}{s_x^2(K-1))}$

$= \frac{(50)10.7^2 - 71,5(50-71,15)}{10,7^2(50-1))}$

$$= \frac{5724,5+1529,725}{5610,01}$$

= 1,29

The calculation above showed off mean value was 71,15, median value was 72, modus value was 63,333, and reliabilty value was 1,29. Then, the writer tabulated the scores of student's who join English course into the table for the calculation of standard deviation as follows:

Table 4.4 The Calculation of Standard Deviation of the Students who Join English Course Test Score

Interval (I)	Frequency (F)	Mid Point (X)	X'	Fx'	X'^2	Fx'^2
83 – 89	4	86	2	8	4	16
76 – 82	5	79	1	5	1	5
69 – 75	2	72	0	0	0	0
62 – 68	5	65	-1	-5	1	5
55 – 61	4	58	-2	-8	4	16
Total	∑F = 20			∑Fx' = 0		$\sum Fx'^2 = 42$

Standard Deviation

$$SD = i \frac{\sqrt{\sum fx'^2}}{N} - \frac{\sqrt{\sum (fx)^2}}{N}$$

$$= 7 \frac{\sqrt{42}}{20} - \frac{\sqrt{(0)^2}}{20}$$

$$= 7 \sqrt{2,1}$$

= 7 x 1,449

= 10,143

2. The Description of Students who Do Not Join English Course

The data presentation of the score of the students who do not join English course is showed the table frequency distribution, the measurement

of central tendency (mean, median, and mode) and the measurement of deviation standard.In order to analyze the vocabulary mastery by students who do not join English course, it can be first distributed by the following table:

Table 4.5 The Description Data of the Students who Do Not Join English Course Test Score

NO	NAME	VALUE	RANGE
1	ADP	70	B
2	ADS	87	A
3	AMD	81	A
4	DAP	63	C
5	DCS	75	B
6	DKP	66	C
7	EG	76	B
8	FNU	80	A
9	FRMJ	80	A
10	HZE	77	B
11	MDB	82	A
12	NKS	71	B
13	NS	66	C
14	NTA	83	A
15	RAP	81	A
16	SYM	67	C
17	TB	73	B
18	TWA	70	B
19	WR	80	A
20	YYP	65	C
Total		1494	

Based on the data above, it can be seen that the students' highest score is 87 and the student's lowest score is 63. To determine the range of

score, the class interval, and interval of temporary, the writer calculated using formula as follows:

The Highest Score (H) = 87

The Lowest Score (L) = 63

The Range of Score (R) = H – L + 1

= 87 – 63 + 1

= 25

The Class Interval (K) = 1 + (3.3) x Log n

= 1 + (3.3) x Log 20

= 1 + 4,293399

= 5,293399

= 5

Interval of Temporary (I) = $\frac{R}{K} = \frac{25}{5}$

= 5

Thus, the range of score is 25, the class interval is 5, and interval of temporary is 5. It is presented using frequency distribution in the following table:

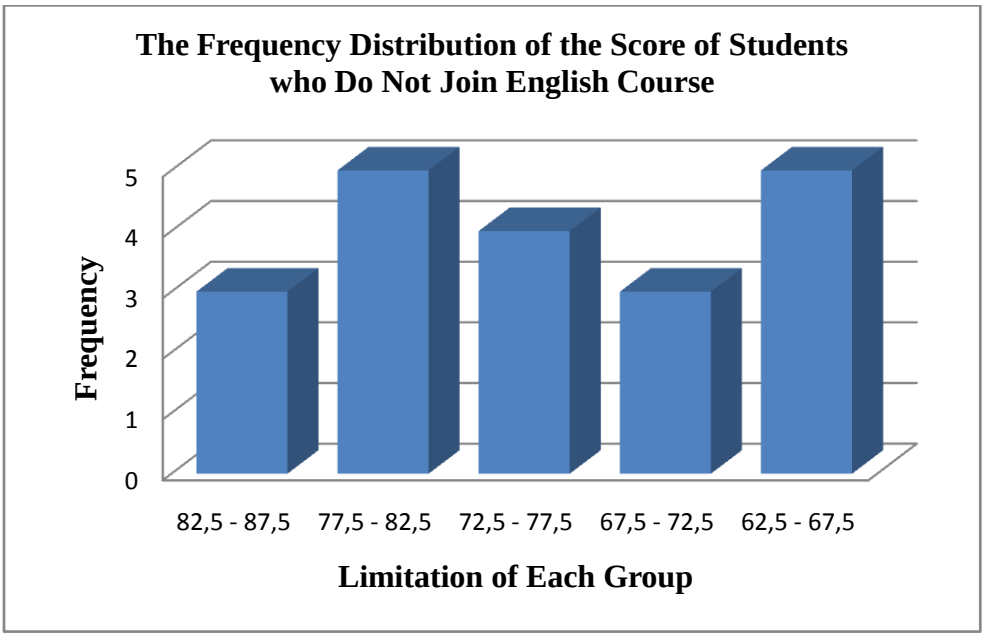
Table 4.6 Frequency Distribution of Students Graduated from Public School Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (X)	Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	83 - 87	3	85	82,5 - 87,5	15	15
2	78 - 82	5	80	77,5 - 82,5	25	40
3	73 - 77	4	75	72,5 - 77,5	20	60
4	68 - 72	3	79	67,5 - 72,5	15	75

5	63 - 67	5	65	62,5 - 67,5	25	100
Total		∑F = 20			∑P = 100	

The distribution of the score of students who join English course can also be seen in the following Chart.

Figure 4.2 The Frequency Distribution of the Score of Students who Do Not Join English Course



It can be seen from the figure above about the score of students who join English course. There are five students who got score between 62,5 – 67,5. There are three students who got score between 67,5 – 72,5. There are four students who got score between 72,5 – 77,5. There are five students who got score between 77,5 – 82,5. There are three students who got score between 82,5 – 87,5.

The next step, the writer tabulated the scores into the table for the calculation of mean, median and modus as follows :

Table 4.7 The Calculation of Mean, Median and Modus of students who Do Not Join English Course

Interval (I)	Frequency (F)	Mid Point (X)	Fx	X'	Fka	Fkb
83 - 87	3	85	255	2	3	20
78 - 82	5	80	400	1	8	17
73 - 77	4	75	300	0	12	12
68 - 72	3	70	210	-1	15	8
63 - 67	5	65	325	-2	20	5
Total	∑F = 20		∑Fx= 1490			

a. Mean

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

$= \frac{1490}{20}$

$= 74{,}5$

b. Median

Mdn $= \ell + \frac{\frac{1}{2}N - fkb}{fi} X\ i$

$= 72{,}5 + \frac{\frac{1}{2}20 - 8}{4} X\ 5$

$= 72{,}5 + 2{,}5$

$= 75$

c. Modus

Mo $= u - \left(\frac{fa}{fa+fb}\right) xi$

$= 82 - \left(\frac{3}{3+4}\right) x5$

$= 82 - \left(\frac{3}{7}\right)\ x5$

= 82 - 2,142

= 79,86

d. Reliability

$r_{xx} = \frac{Ks_x^2 - \bar{X}\,(K - \overline{X})}{s_x^2(K-1))}$

$= \frac{(50)6{,}97^2 - 74{,}7(50-74{,}7)}{6{,}97^2(50-1))}$

$= \frac{5724{,}5+1529{,}725}{2380{,}5}$

= 1,79

The calculation above showed off mean value was 74,5. Median value was 75, modus value was 79,86, and the reliabilty value was 1,79. Then, the writer tabulated the scores of student's who join English course into the table for the calculation of standard deviation as follows:

Table 4.8 The Calculation of the Standard Deviation of Students who Do Not Join English Course

Interval (I)	**Frequency (F)**	**Mid Point (X)**	**X'**	**Fx'**	**X'²**	**Fx'²**
83 - 87	3	85	2	6	4	12
78 - 82	5	80	1	5	1	5
73 - 77	4	75	0	0	0	0
68 - 72	3	79	-1	-3	1	3
63 - 67	5	65	-2	-10	4	20
Total	∑F = 20			∑Fx' = -2		∑Fx'² = 40

Standard Deviation

SD $= i\ \frac{\sqrt{\sum fx'^2}}{N} - \frac{\sqrt{\sum (fx)^2}}{N}$

$= 5\ \frac{\sqrt{40}}{20} - \frac{\sqrt{(-2)^2}}{20}$

= 5 x (1,414 – 0,1)

= 5 x 1,395

= 6,974

3. The Result of Data Analyze

In order to calculate the t_{test}, the writer used both manual calculation and SPSS 19 Program Calculation. Both results are expected to support the correct calculation each other.

a. Testing Hypothesis Using Manual Calculation

After knowing S*tandard Deviation* of group I and group II, the writer calculated the "t" value to examine the hypothesis. But, first of all the writer calculated the *variance homogeneity* in order to adjust the formula in calculating the "t" value. It is caused there are some formula to examine the comparative hypothesis with two sample, they are *separated variance, pooled variance,* and *sample paired.* Furthermore, in order to ease the calculation of test of variance homogeneity and test of hypothesis, the writer makes a table to compare the N (number of sample), mean, variance, and deviation standard of two groups.

Table. 4.9 The Data of Test Scores of Students who Join English Course and those Do Not Join English Course in Tenth Grade of SMAN 1 Pangkalan Bun

No	The Score of Students who Join English Course	The Score of Students who Do Not Join English Course
1	76	70
2	63	87
3	81	81
4	66	63
5	84	75
6	74	66
7	83	76
8	69	80
9	59	80
10	55	77
11	78	82
12	63	71
13	62	66
14	62	83
15	85	81
16	80	67
17	58	73
18	60	70
19	77	80
20	89	65
N	**20**	**20**
Mx	**71,15**	**74.5**
S_1	**10,698**	**6,974**
S_1^2	**102,881**	**48,637**

1) Variance Homogeneity

$$F = \frac{The\ Biggest\ \ Variance}{The\ Smallest\ \ Variance}$$

$$= \frac{102,881}{48,637}$$

= 2,11

Moreover, the result variance homogeneity was compared with F table on numerator df (20-1 = 19) and denominator df (20 -1 = 19). Based on those df with significant 5%, than the percentage of F table was 2,17. It found that F_{value} was smaller than F_{table} (2,11 < 2,17). Therefore, it can be said that the variance of those two groups was homogeneous.

Since the number of sample of those two groups was same (N1 = N2), and the variance was homogen. Thus, the testing of t observed was used *Pooled variance* formula.

2) Testing of Normality test

Normality test is a test to know about what the writing test had given to the students normally, it showed on :

a) Normality test of Students who Join English Course

Table 4.10 Normality test of Students who Join Englsih Course

No	x	Z	table Z	f(Zi)	f(kum)	s(Zi)	F(zi)-S(zi)
1	53	-1,67834	0,4452	0,0548	1	0,05	0,0048
2	58	-1,21471	0,3907	0,1093	2	0,1	0,0093
3	59	-1,12198	0,3708	0,1292	3	0,15	-0,0208
4	60	-1,02926	0,3508	0,1492	4	0,2	-0,0508
5	62	-0,8438	0,3051	0,1949	5	0,25	-0,0551
6	62	-0,8438	0,3051	0,1949	6	0,3	-0,1051
7	63	-0,75108	0,2764	0,2236	7	0,35	-0,1264
8	63	-0,75108	0,2764	0,2236	8	0,4	-0,1764
9	66	-0,4729	0,1844	0,3156	9	0,45	-0,1344
10	69	-0,19472	0,0793	0,4207	10	0,5	-0,0793
11	74	0,268905	0,1064	0,6064	11	0,55	0,0564
12	76	0,454356	0,1736	0,6736	12	0,6	0,0736
13	77	0,547082	0,2088	0,7088	13	0,65	0,0588
14	78	0,639808	0,2389	0,7389	14	0,7	0,0389
15	80	0,825259	0,2967	0,7967	15	0,75	0,0467
16	81	0,917985	0,3212	0,8212	16	0,8	0,0212
17	83	1,103436	0,3665	0,8665	17	0,85	0,0165
18	84	1,196162	0,3849	0,8849	18	0,9	-0,0151
19	85	1,288888	0,4015	0,9015	19	0,95	-0,0485
20	89	1,659791	0,4525	0,9525	20	1	-0,0475
Total	1422						
mean	71,1						
STDEV	10,78449						
L_{test}	0,0736						
L_{table}	0,19						

The table showed that L_{test}=0,0736 < L_{table}=0,19, then the data of students who join English course distributed normally.

b) Normality test of Students who Do Not Join E`nglish Course

Table 4.11 Normality test of Students who Do Not Join Englsih Course

No	x	Z	table Z	f(Zi)	f(kum)	s(Zi)	F(zi)-S(zi)
1	63	-1,67757	0,4535	0,0465	1	0,05	-0,0035
2	65	-1,3908	0,4177	0,0823	2	0,1	-0,0177
3	66	-1,24742	0,3944	0,1056	3	0,15	-0,0444
4	66	-1,24742	0,3944	0,1056	4	0,2	-0,0944
5	67	-1,10404	0,3643	0,1357	5	0,25	-0,1143
6	70	-0,67389	0,2486	0,2514	6	0,3	-0,0486
7	70	-0,67389	0,2486	0,2514	7	0,35	-0,0986
8	71	-0,53051	0,2019	0,2981	8	0,4	-0,1019
9	73	-0,24375	0,0948	0,4052	9	0,45	-0,0448
10	75	0,043015	0,016	0,516	10	0,5	0,016
11	76	0,186396	0,0753	0,5753	11	0,55	0,0253
12	77	0,329778	0,1293	0,6293	12	0,6	0,0293
13	80	0,759923	0,2764	0,7764	13	0,65	0,1264
14	80	0,759923	0,2764	0,7764	14	0,7	0,0764
15	80	0,759923	0,2764	0,7764	15	0,75	0,0264
16	81	0,903305	0,3159	0,8159	16	0,8	0,0159
17	81	0,903305	0,3159	0,8159	17	0,85	-0,0341
18	82	1,046687	0,3531	0,8531	18	0,9	-0,0469
19	83	1,190068	0,383	0,883	19	0,95	-0,067
20	87	1,763595	0,4608	0,9608	20	1	-0,0392
Total	1494						
Mean	74,7						
STDEV	6,974389						
$\mathbf{L_{hitung}}$	0,1264						
$\mathbf{L_{table}}$	0,19						

The table showed that L_{test}=0,01264 < L_{table}=0,19, then the data of students who do not join English course distributed normally.

3) Testing of t observed (to)

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$t = \frac{71,15 - 74,5}{\sqrt{\frac{(20-1)102,881 + (20-1)48,637}{20+20-2}\left(\frac{1}{20}+\frac{1}{20}\right)}}$$

$$t = \frac{-3,5}{\sqrt{\frac{1954,739 + 924,103}{38}\left(\frac{1}{20}+\frac{1}{20}\right)}}$$

$$t = \frac{-3,5}{\sqrt{\frac{2878,842}{38}(0,1)}}$$

$$t = \frac{-3,5}{\sqrt{\frac{2878,842}{38}(0,1)}}$$

$$t = \frac{-3,5}{2,752}$$

$$t = -1,271$$

3) The degree of Freedom

Df $= N_1 + N_2 - 2$

$= 20 + 20 - 2$

$= 38$

Df 38 at 5% level of significant = 2,024

$T_0 = -1,271 < T_{table} = 2,024$

(Ho was accepted)

Based on the result above, it can be presented by the following table:

Table 4.13 The Result of $T_{observed}$

t_0	t_t	Df
-1,271	2,024	38

Where :

t_o : The value of $t_{observed}$

t_t : The value of t_{table}

Df : Degree of Freedom

Since the calculated value of $t_{observed}$ (-1,271) was lower than t_{table} at 5% (2,024) significant level or -1,271 < 2.024, it could be interpreted that Ha stating that there is significant difference in English vocabulary mastery between students who join in English course and those do not join in English course was rejected and Ho stating that there is no any significant difference in English vocabulary mastery between who join in English course and those do not join in English course was accepted. It meant that there is no any significant difference in English vocabulary mastery between who join in English course and those do not join in English course at tenth grade of SMAN 1 Pangkalan Bun.

b. Testing Hypothesis Using SPSS 19 Program

Meanwhile, the calculation of Ttest using SPSS 19 Program can be seen in the following table :

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Join English Course	20	71,15	10,698	2,392
Not Join English Course	20	74,70	6,974	1,560

Independent Samples Test

			Nilai Ujian	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		8,600	
	Sig.		,006	
t-test for Equality of Means	T		-1,243	-1,243
	Df		38	32,679
	Sig. (2-tailed)		,221	,223
	Mean Difference		-3,550	-3,550
	Std. Error Difference		2,856	2,856
	95% Confidence Interval of the Difference	Lower	-9,331	-9,362
		Upper	2,231	2,262

The result of t test using SPSS 19 supported the interpretation of t-test result from manual calculation. It was shown from the table above that the $t_{observed}$ was -1,243. It was also lower than t_{table} at 5% (2.024) level of significance. Therefore, it could be interpreted that Ha stating that there is significant difference in the english vocabulary mastery betwen the students who join in English Course and those do not join in English course at tenth grade of SMAN 1 Pangkalan Bun was rejected and Ho stating that there is no any significant difference in the English vocabulary mastery between students who join in English Course and those do not join in English course at tenth grade of SMAN 1 Pangkalan Bun was accepted at 5% level of significance.

B. DISCUSSION

The result of the analysis showed that there is no any significant difference in the English vocabulary mastery between the students students who join in English Course and those do not join in English course at tenth grade of SMAN 1 Pangkalan Bun. It could be proved from students' score that the score of students who join in English course was not significant difference with the score of students who do not join in English course. It was found the mean of students who join in English course (X_1) was 71,15 and the mean of students who do not join in English course (X_2) was 74,5. Furthermore, the deviation standard of students who join in English course was 10,698 and the deviation standard of students who do not join in English course score was 6,974. Then, those results were compared using T-test with pooled variant formula and it was found that $t_{observed}$ was -0,127 and t_{table} was 2,024. It meant, from the computation was found that $t_{observed} < t_{table}$.

Furthermore, the result of t_{test} calculation using SPSS 19 also showed that there is no anysignificant difference of English vocabulary mastery by the students who join in English Course and those do not join in English course at tenth grade of SMAN 1 Pangkalan Bun. It is proved by the value of $t_{observed}$ that was lower than t table at 5% significance level (-1,243 < 2,024).

Those statistical findings were not suitable with the theories as mentioned before. First issue that is in students who join in English course the mastery of foreign language (English), especially in the conversation is much

emphasized[1]. It is different with the process in getting vocabulary in students who do not join in English course. It is suspected that the students who join in English course have higher score than the students who do not join in English course, but as a matter of fact, it was not. There is no any significant difference in the English vocabulary mastery between the students who join in English Course and those do not join in English course at tenth grade of SMAN 1 Pangkalan Bun.

According to Krashen, to be able to mastery vocabulary, students do not need a formal learning. Enough with the experience of communicating directly with the language, they can master it[2]. The result of this research support the Krashen's theory that stated if the students want to mastery English, especially mastering vocabulary is not only in formal learning (school and course institution) but also the students are able to learn with their experience or another ways. The result show that there is no any significant difference between the students who join English course and those do not it in mastering vocabulary.

In the view of behaviorism approach, the ability to speak and understand a language by students obtained through the stimuli from the outside environment[3]. Thus, it can be a corelation that the student's vocabulary development is also dependent on the inputs received from the child outside.

Based on Chaer's opinion that said to mastery vocabulary, the students can get from their environment. The students have each characteristics in learning vocabulary, not only in english course they are able to get many vocabulary, but also they are able to get in their environment. On the other word, English course

[1] Mulyani, *Model Pemerolehan Bahasa Asing* , P. 133-134.
[2] Krashen, *English Made Easy*, P. 26.
[3] Chaer, 2003, P.223.

does not affect too much in student's vocabulary if the students are taking the course is not seriously.

In the other theory, according to Evelyn's opinion students who take lessons in language course institutions are able to improve in terms of mastering vocabulary, phraseology, and pronunciation[4]. Therefore, in these days many parents who engage their children in language courses, so that their children can master many languages.

Based on the finding out of this research does not support of Evelyn's opinion, because after the researcher analyzing the score of the students who join English course and those do not join it in mastering vocabulary, at tenth grade of SMAN 1 Pangkalan Bun does not find the significant difference between them or there is no any significant difference between them in mastering vocabulary.

The last, although in English course there is a special characteristic which different with who do not join in English course. Beside tutorial, strictly the students are controlled by the situation and condition in the English course. Thus, they do not have another choice to speak without using foreign language that must be used in their course conversation. Moreover, from language section of Englsih course also gives motivation to the students so that they use foreign language (English) to communicate in their course conversation. It will accelerate the successful of foreign language acquiring. By this statement is implied that the students who join in English course have mastered many vocabularies and there is a significant difference in the English vocabulary mastery with the students who

[4] Evelyn., *The Ways of Mastering Vocabulary*, P. 33.

do not join in English course. Meanwhile, the statistical finding of this study doen not supported this statement, the result of this study showed that the students who join in English course's score was almost same with the students who do not join in English course's score.

There is no any significant difference scores between the students who join in English course and who do not it in mastering vocabulary and the after the writer asked them, the writer are able to conclude some factors why there is no significant difference score between the students who join English course and who do not it in mastering vocabulary at tenth grade of SMAN 1 Pangkalan Bun, they

1. For the students who join English course
    a. First, the material who students get in English course does not match with the material that they get in school. It effected the students achievement and their comprehensif in English subject.
    b. Second, the students who join the course is not from their own self, but their parents ask them to join the English course so that the students are able to improve their skills in English, in fact the students join English course is not seriously.
    c. Third factors is when the students in English course, their tutors do not teach them how to mastery vocabulary.
    d. Fourth, not all the students who join English course is smart, but they join it because they want to learn more about English or they get lack scores in English achivement at school.

e. The fifth factors is they are week in memorizing, pronouncing, and translating the vocabulary.

2. For the students who join English course

   a. The students who do not join English course are able to learn more about vocabulary from music, cinemas, reading books, and games that they always do in their daily life.

   b. The students have methods to mastery vocabulary.

According the factors above, had explained why there is no any significant differences between the students who join English course and who do not it in mastering vocabulary at tenth grade of SMAN 1 Pangkalan Bun.