

**THE CONTRIBUTION OF PARENT’S ROLE, STUDENT’S INTEREST,
AND CLASSROOM LEARNING ENVIRONMENT TOWARD THE
STUDENTS’ VOCABULARY ACHIEVEMENT AT SMK
MUHAMMADIYAH 1 SUKOHARJO IN ACADEMIC YEAR OF 2017/2018**

THESIS

Submitted to the Department of Language Studies,
graduate school of Muhammadiyah University of Surakarta
in Partial fulfillment of the Requirement for
the degree of Master of Education



By

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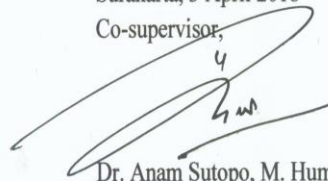
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Co-supervisor's Approval:

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APPROVAL OF THESIS FOR SUBMISSION

**THE CONTRIBUTION OF PARENT'S ROLE,
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LEARNING ENVIRONMENT TOWARD THE
STUDENTS' VOCABULARY ACHIEVEMENT AT
SMK MUHAMMADIYAH 1 SUKOHARJO IN
ACADEMIC YEAR OF 2017/2018**

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Has been examined by the board of examiners on 9th April 2018 All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

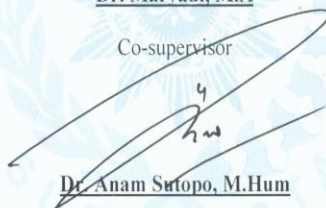
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STATEMENT OF AUTHORSHIP

I here by confirm that the thesis entitled **“The Contribution of Parent’s Role, Student’s Interest, and Classroom Learning Environment Toward Students’ Vocabulary Achievement at SMK Muhammadiyah 1 Sukoharjo in Academic Year of 2017-2018”** is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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(Irin Manila Choiriyah)

MOTTO

Actually there is an ease after a difficulty.

(QS. Al Insyirah: 6)

All our dreams can come true if we have the courage to pursue them.

(Anonymous)

God always takes you on the simplest way.

(Albert Einstein)

DEDICATION

This research paper is wholly dedicated to:

The greatest ones Allah SWT,

Her beloved mom and dad,

Her beloved brothers and sisters,

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kontribusi dari peran orangtua, minat siswa, dan lingkungan belajar kelas terhadap penguasaan belajar bahasa Inggris siswa pada vocabulary dalam program TKJ (Teknik Komputer Jaringan) pada kelas 10 di SMK Muhammadiyah 1 Sukoharjo.

Jenis penelitian ini adalah kuantitatif asosiatif. Subjek penelitian ini adalah 32 siswa TKJ 2 (Teknik Komputer Jaringan) pada kelas 10 di SMK Muhammadiyah Sukoharjo. Peneliti menggunakan metode random sampling untuk mendapatkan sampel. Instrumen penelitian ini adalah kuesioner dan tes. Kuesioner ini berisi tentang peran orangtua, minat siswa, dan lingkungan belajar kelas. Dan tes berisi tentang penguasaan bahasa Inggris siswa pada vocabulary. Data yang diperoleh dianalisis menggunakan descriptive statistic, uji asumsi klasik, regresi berganda dan uji hipotesis yang terdiri dari uji t, uji f, koefisien determinasi, dan sumbu predictor.

Hasil penelitian menunjukkan bahwa Peran Orangtua (X_1) dengan hasil signifikansi 0,438. Minat Siswa (X_2) dengan hasil signifikansi 0,022. Dan Lingkungan Belajar Kelas (X_3) dengan hasil signifikansi 0,041. Sehingga, dapat diartikan bahwa hanya ada dua variabel yang positif dan signifikan terhadap penguasaan belajar bahasa Inggris siswa pada vocabulary yaitu minat siswa dan lingkungan belajar kelas.

Keywords : Peran Orangtua, Minat Siswa, Lingkungan Belajar Kelas, dan Penguasaan Vocabulary

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ABSTRACT

This research aims at knowing the contribution of parent's role, student's interest, and classroom learning environment toward students' vocabulary achievement in the TKJ (*Teknik Komputer Jaringan*) program at tenth grade of SMK Muhammadiyah 1 Sukoharjo.

The type of this research is associative quantitative research. The subjects of this research are 32 students in TKJ 2 (*Teknik Komputer Jaringan*) program at tenth grade of SMK Muhammadiyah 1 Sukoharjo. The researcher used random sampling to get the sample. The instrument of this research is questionnaire and test. The questionnaire sheets are deal with parent's role, student's interest, and classroom learning environment. And the test is deal with the student's vocabulary achievement. The data analyzed using descriptive statistic, classic assumption tests, multiple regressions test, and hypothesis testing which includes t-test, f-test, coefficient of determination, predictor contributions.

The result shows that Parent's Role (X_1) significance result is 0,438. The Student's Interest (X_2) significance result is 0,022. And the Classroom Learning Environment (X_3) significance result is 0,041. So, it means that only two variable are positive and significant contribution toward student's vocabulary achievement namely, student's interest and classroom environment.

Keywords : Parent's Role, Student's Interest, Classroom Learning Environment, and Student's Vocabulary Achievement

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Deep down in the researcher's heart, she realized that this research paper is so far from being perfect. The researcher invites comments and suggestion from the readers for the betterment of this research paper. Hopefully, this research paper will be useful for those who are interested in investigating learning strategies.

Wassalamu'alaikum Wr. Wb.

Surakarta, April 2018

Irin Manila Choiriyah

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