THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S. Pd) in Teaching English



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ABSTRACT

Fadhliah, Rizqi. (2020). The Correlation of Students' Vocabulary Mastery and Their Ability in Writing. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, University of UIN Sunan Ampel Surabaya. Advisor: Hilda Izzati Madjid, MA. And Rizka Safriyani, M. Pd.

Key words: Correlation, Vocabulary Mastery, and Writing Paragraph

Writing is a complex skill to express ideas or feelings in a clear, correct and comprehensible way. In order to be able to write or to make a composition clearly and correctly in English, the students have to be supported by the mastery of two important subsystems or components of language, namely vocabulary and grammar. Although they have mastered the basic grammar, they still cannot convey their ideas without mastering the knowledge of words and their meanings. This research aims to investigate the correlation of students' vocabulary mastery and their ability in writing paragraph. This uses quantitative research which uses Pearson Product Moment Correlation to analysis the data. The population and sample are from the students of English Islamic Studies course in second semester academic year 2018/2019 and it consists of 83 students. This data is analyzed using SPSS version 20.0. The finding of the research shows that there was correlation between students' vocabulary mastery and their ability in writing paragraph. The Pearson analysis shows that the correlation was 0,418 and it meant the correlation was moderate. It showed that the students' vocabulary mastery has any correlation on the students' ability in writing paragraph. Although the correlation coefficient is moderate but it can be seen that vocabulary mastery gave some effect in writing. So that, mastering the vocabulary is important for students in increasing their ability in writing paragraph. The more students have had vocabulary, the more students can make a good writing.

ABSTRAK

Fadhliah, Rizqi. (2020). The Correlation of Students' Vocabulary Mastery and Their Ability in Writing. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, University of UIN Sunan Ampel Surabaya. Advisor: Hilda Izzati Madjid, MA. And Rizka Safriyani, M. Pd.

Kata kunci : Korelasi, Pemguasaan kosakata, dan Penulisan paragraph.

Menulis adalah keterampilan yang kompleks untuk mengungkapkan ide dengan cara yang jelas, benar, dan dapat dipahami. Untuk dapat menulis dengan jelas dan benar dalam bahasa Inggris, siswa harus didukung oleh penguasaan dua komponen penting bahasa yaitu vocabulary dan grammar. Meski sudah menguasai tata bahasa dasar, mereka masih tidak bisa menyampaikan gagasannya tanpa penguasaan pengetahuan kosakata dan artinya. Penelitian ini bertujuan untuk mengetahui hubungan penguasaan kosakata siswa dan kemampuannya dalam menulis paragraf. Penelitian ini menggunakan penelitian kuantitatif dan menggunakan korelasi Product Moment Pearson untuk menganalisis datanya. Populasi dan sampel adalah mahasiswa mata kuliah Studi Agama Islam Inggris semester dua tahun ajaran 2018/2019 yang berjumlah 83 mahasiswa. Data ini dianalisis menggunakan SPSS versi 20.0. Hasil penelitian menunjukkan bahwa terdapat korelasi antara penguasaan kosakata siswa dengan kemampuannya dalam menulis paragraf. Analisis Pearson menunjukkan korelasi sebesar 0,418 yang berarti korelasi sedang. Hal tersebut menunjukkan bahwa penguasaan kosakata siswa memiliki korelasi dengan kemampuan siswa dalam menulis paragraf. Walaupun koefisien korelasinya tergolong sedang tetapi dapat dilihat bahwa penguasaan kosakata memberikan pengaruh dalam menulis. Oleh karena itu, penguasaan kosakata penting bagi siswa dalam meningkatkan kemampuannya dalam menulis paragraf. Semakin banyak siswa memiliki kosakata, semakin banyak siswa dapat membuat tulisan yang baik.

TABLE OF CONTENT

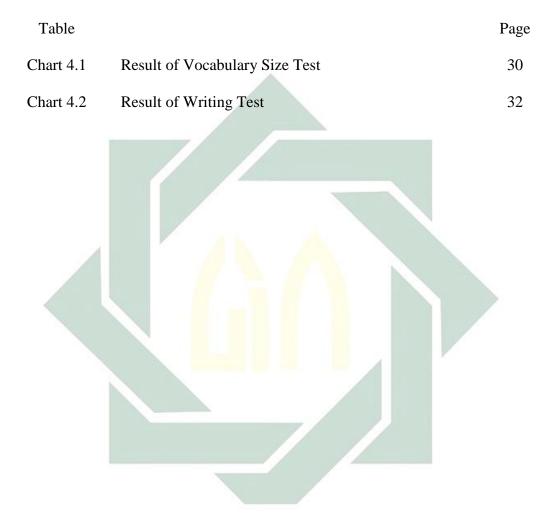
THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY A ABILITY IN WRITING	
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
МОТТО	
DEDICATION SHEET	
ABSTRACT	
ACKNOWLEDGEMENT	
PERNYATAAN KEASLIAN TULISAN	
LEMBAR PERSETUJUAN PUBLIKASI	
TABLE OF CONTENT	
LIST OF TABLE	
LIST OF DIAGRAM	
LIST OF APPENDICES	
CHAPTER I	
A. Research Background	1
B. Research Question	
C. Objective Of The Research	
D. Hypothesis	5
E. Significance of the Research	
F. Scope and Limitation	6
G. Definition of Key Term	7
CHAPTER II	9
A. Theoretical Framework	9
1. Vocabulary	9
2. Writing	14
B. Review of Previous Studies	16
CHAPTER III	22
A. Research Design and Approach	22
B. Populationand Sample	23
C. Data and Sourceof Data	24
D. Research Instrument	24
E. Data Collection Technique	25

F. Data Analysis Technique	25
CHAPTER IV	28
A. Findings on Correlation between Students' Vocabulary Mastery ar Ability in Writing Paragraph	
1. The Result of Students' Vocabulary Mastery	28
2. The Result of Students' Ability in Writing Paragraph	30
3. Correlation between Students' Vocabulary Mastery and Their A Writing	-
B. Discussion on Correlation between Students' Vocabulary Mastery an Ability in Writing Paragraph	
CHAPTER V	42
A. Conclusion on Correlation between Students' Vocabulary mastery and Ability in Writing paragraph	
B. Suggestion	42
REFERENCES	44
APPENDIX	48

LIST OF TABLE

Table		Page
Table 3.1	r score Interpretation	23
Table 4.1	Validity Test of Vocabulary Size Test	33
Table 4.2	The Validity Test of Writing	36
Table 4.3	Reliability Test of Vocabulary Size Test and Writing Test	36
Table 4.4	Normality Test	37
Table 4.5	The correlation between students' vocabulary mastery and student's ability in writing	47

LIST OF DIAGRAM



LIST OF APPENDICES

	Page
Appendix 1 Vocabulary Size Test (VST)	48
Appendix 2 Answer Key Vocabulary Size Test (VST)	53
Appendix 3 Score of Vocabulary Size Test (VST)	54
Appendix 4 Written Test	56
Appendix 5 Writing Rubric	57
Appendix 6 Score of Writing Test	59
Appendix 7 Surat Tugas	62
Appendix 8 Form Persetujuan Munaqosah Proposal	63
Appendix 9 Surat Validasi Writing	64
Appendix 10 Surat Validasi Vocabulary Size test (VST)	65
Appendix 11 Form Persetujuan Munaqosal Skripsi	66
Appendix 12 Kartu Bimbingan	67

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CHAPTER I

INTRODUCTION

This chapter introduces about background of the research, research question, objective of the research, hypothesis, significant of the research, scope and limitation of the research, and definition of the key term which are used in this research. Each section would be presented as follow.

A. Research Background

Vocabulary is one of the facets of language that the students can learn to comprehend an entire English skill; reading, hearing, writing, and listening. It means that, if the students wanted to master English skills, they have to master vocabulary in deeply. As we know, reading needs a lot of vocabulary to comprehend the text and if the students do not have vocabulary knowledge very well then it might be made them difficult to comprehend the text. Similarly in speaking skill, they cannot speak fluently without mastering the vocabulary. Furthermore, in listening, they also cannot understand what the speakers say if they do not have a few of vocabulary knowledge. Besides, vocabulary is necessary for writing skill because it builds the text as a whole. A successful writer requires a wide variety of words to promote the development of comprehension and precision in writing.

Writing is one of the four skills English learners will be mastering.1Through writing, someone can easily express her or his ideas and feeling. In writing the students can determine how their vocabulary easily expressed so clearly and accurately.Harmer notes that writing is widely required to prepare for another activity, particularly when the students make a statement as an argument in a discussion activity.2In writing mastery, students have to

¹ Hasan, Nanang Bagus Subekti, "The Correlation Between Vocabulary Mastery and Writing Skill of Secondary School Students", Journal of English Language and Language Teaching (JELLT) Vol. 1, No.2, 2017.

² Harmer, J, "The Practice of English Language Teaching 4th edition", UK: Cambridge, 2007.

acquire through writing practice because the more the students practice in writing English, the more they can good communicate in English through written text.

Writing is a dynamic art in easily, accurately and understandably expressing ideas or feelings. It needs vocabulary to build a good text to be more accurately. Learning vocabulary is needed to help students understand the meaning of vocabulary and the vocabulary itself. By the good vocabulary, the students will able to write a text correctly and appropriately. Furthermore, vocabulary has a great role producing a good writing because the writer should make sure that the readers understand about the text within vocabulary used. Also, writing is obviously not the same as speaking. Speaking is a random practice but writing is a process that is deliberate and can and should be prepared and coordinated.3 Nation and Krashen said that people cannot learn language without vocabulary.4 It was true that in English, vocabulary is the first aspect that to be mastered by the people to get a good communication by other people. In other word, vocabulary is a modality that people should have to interact and communicate with others people in orally or written form. It is supported by Wilkins, he said that without grammar people still can communicate a little, but without vocabulary people cannot communicate each other.5From those statements, there are two main points in communication namely grammar and vocabulary. Although they master simple grammar, they still cannot communicate their ideas without mastering the comprehension of words and meanings themselves.

According to Hubbard, he said that vocabulary is the power of meaning.6If people did not know the vocabulary they cannot achieve easily what they meant in communication.In comparison, the most critical element of language is vocabulary. Like what Maruli and Susan

³Agus Wilson, "The Effects of Vocabulary Mastery and Student's Perception on Teaching Material Towards Writing Skill", DEIKSIS Jurnal Ilmiah Bahasa dan Seni Vol.07 No.03 September: 171-246.

 ⁴ Yougen Lou – liyou Chen., "A study on Vocabulary Learning Strategies by Chinese EFL Graduate Learners". (Paper published in 2014 International Conference in Social Science and management, Lancester, 2014), 100
⁵ James Milton., Measuring second Language vocabulary acquisition....3

⁶ Rabie Salih Hassan Gabriel., Undergraduate Thesis: "Investigating EFL Students' Use of Pronouns and It's Effect on Writing" (University of The Holy Quran and Islamic Science Sudan, 2018).

Neuman said that vocabulary is the heart of oral language.7For students' college, understanding vocabulary is needed because if the students read text without knowing the meaning, the students cannot catch the writer's point. It is different with the students who know grammar little they still can catch the writer's point in the text. So that it is appropriate with what Hubbard had said that people can deliver the exact meaning if they know the vocabulary.8

Some related studies have been done by other researchers. Misbahudin published the first study under the title "The Correlation between Students Knowledge of Vocabulary and Their Ability in Reading".9 The study goal is to explore the relation between the students ' vocabulary mastery and their ability in reading. Nanang Bagus Subekti Hasan published the second study under title "The Correlation Vocabulary Mastery and Writing Skill of Secondary School Students." 10The goal was to find a score of student vocabulary mastery and descriptive text skills, as well as the relation between students vocabulary mastery andtheir skill in descriptive text skills, as well as the relation between students vocabulary mastery andtheir skill in descriptive text. Rully Raslina Novianti published the third study under title "A Study of Indonesian University Students' Vocabulary mastery which focussed on either receptive or productive vocabulary mastery by using Vocabulary Level Test (VLT). Then, it also discovered the strategies to enhance their vocabulary mastery. Muslikah publish the fourth study under title "The Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Expository Text".12It aims to obtain empirical evidence of students' mastery of vocabulary with respect to their ability to write analytic expository text. Muslikh

⁷ Robert J. Marzano – Katie Roger – Julia A. Simms., *Vocabulary for The New Science Standards* (Blommington: Marzano research, 2015), 2. ⁸ Rabie Salih Hassan Gabriel., Undergraduate Thesis: "Investigating EFL Students' Use of Pronouns and It's Effect on Writing" (University of

The Holy Quran and Islamic Science Sudan, 2018).

 ⁹ Misbahudin. "The Correlation between Students Mastery of Vocabulary and Their Reading Ability at the Second Grade Students of SMP YMJ Ciputat". (SyarifHidayatullah State Islamic University Jakarta, 2011).
¹⁰ Hasan, Nanang Bagus Subekti, "The Correlation Between Vocabulary Mastery and Writing Skill of Secondary School Students", Journal of

 ¹⁰ Hasan, Nanang Bagus Subekti, "The Correlation Between Vocabulary Mastery and Writing Skill of Secondary School Students", Journal of English Language and Language Teaching (JELLT) Vol. 1, No.2, 2017.
¹¹ Rully R. Novianti, "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test (VLT)", Global Journal of

¹¹ Rully R. Novianti, "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test (VLT)", Global Journal of Foreign Language Teaching Vol.06, Issue 4, (2016), 187-195.

¹²Musliikah, "The Correlation between Students' Vcabulary Mastery and Their Ability in Writing Analytical Expsitory Text at the Secnd Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017", (Raden Intan State Islamic University of Lampung, 2017).

published the fifth study under title "The Relationship between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability."13It seeks to gain scientific proof of vocabulary mastery of students on their capacity to write descriptive text. Yuyun Azizah published the sixth study under title "The Correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive Text."14 This study is aimed to find out the correlation between English vocabulary mastery and their writing ability in descriptive text.Lars Stenius Stæhr published the seventh study under title "Vocabulary Size and the Skills of Listening, Reading, and Writing."15The thesis suggests exploring the relationship between vocabulary size and listening, reading, and writing skills in English as a Foreign Language (EFL).

From the previous studies, there were researchers which are first researcher, third researcher, and fifth researcher did research focussed on improving the students' vocabulary mastery by using the media learner such as the crossword puzzle, electronic dictionary, and storytelling; while second researcher did research focussed about the connection between vocabulary mastery of the students and the students ability in reading. Last, the fourth researcher did research focussed on the vocabulary mastery with vocabulary level test. It meant the researcher occur the students vocabulary mastery by using the Vocabulary Level test (VLT).

From that definition, the research attempted to take the study in the Department of English Language Education towards correlation of student vocabulary mastery with their writing ability. It was because in research study done by one of lecturer in English Language Education Department of UIN Sunan Ampel Surabaya showed that the student's vocabulary mastery was very low in English language skills. In further, the researcher intended to take the research about this concern and to correlate it with the student's writing ability. Additionally,

 ¹³Muslikh. "The Correlation between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability". (Syarif Hidayatullah State Islamic University Jakarta, 2014).
¹⁴ Yuyun Azizah. "The correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive text". (State Institute for

Islamic Studies (IAIN) Salatiga, 2017). ¹⁵Lars Stenius Stæhr, "Vocabulary Size and the Skills of Listening, Reading, and Writing," *Language Learning Journal*, Vol. 36, 2008, pp. 139—

Lars stemus stemus stemus vocabulary size and the skins of Listening, Reading, and writing, *Language Learning Journal*, vol. 50, 2008, pp. 159–152.

there is no researcher yet who did research related to vocabulary mastery in writing skill especially in paragraph writing. In short, to distinguish between previous studies with this current study is that this current study would conduct about the correlation of student's vocabulary mastery with their ability in writing paragraph. It aimed to seek what is the correlation between student's vocabulary mastery and their ability in writing English paragraph. It also aimed to prove that the students to be able in mastering English writing especially in writing paragraph effectively with the highest range of vocabulary score. So, this study is expected to give more information that would be taught in English Language Education Department of UIN Sunan Ampel Surabaya in academic year 2019/2020.

B. Research Question

Focused on the context of the above analysis, this question arises research is "How is the correlation between students' vocabulary mastery and their ability in writing?"

C. Objective Of The Research

Considering the above-mentioned research issue, this thesis aims to examine the connection between the vocabulary mastery of the students and their writing ability.

D. Hypothesis

A hypothesis testing examines two opposing hypotheses: the null hypothesis and alternative hypothesis. Null hypothesis (H_0) means that there is no relationship between the variables, besides alternative hypothesis (H_a) means that there is a relationship between variables. The alternative hypothesis is accepted if the null hypothesis is rejected.¹⁶So, the hypotheses of this study are:

1. Null hypothesis (H_0): there is no correlation between the students' vocabulary mastery and their ability in writing paragraph.

¹⁶ Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics (New Delhi: New Age International Publisher, 2006), p. 61

2. Alternative hypothesis (H_a): there is a correlation between the students' vocabulary mastery and their ability in writing paragraph.

E. Significance of the Research

In specific, it should expect the findings of this research to contribute to:

1. The Students

It would make the students knowing about their capacity in mastering the vocabulary and theirability in writing paragraph. The students will be inspired to develop their ability to learn vocabulary and they could use the vocabulary which they mastered to make a good writing in English for Islamic Studies class.

2. The Lectures

It would make the lecture know about the students' level in mastering the vocabulary and also know the students' ability in writing paragraph. Then, it would help the lectures to improve the students' writing skill in English Education Department.

F. Scope and Limitation

The scope of this study is the relationship between vocabulary mastery that has an effect on students' abilities in writing. In vocabulary mastery, the researcher use Vocabulary Size Test (VST) designed by Nation and Beglar¹⁷ as the instrument to assess the students' vocabulary mastery. In writing ability, the researcher use written test is made for the students based on pictures given then the researcher assessed the written test by using writing rubric adapted fromCambridge English First¹⁸, Cyntia¹⁹, Brown in Writing to Communicate and in

¹⁷ Nation, I.S.P. &Beglar, D. A vocabulary size test. The Language Teacher, (2007), 31(7), 9-13.

¹⁸ Cambridge English First, Cambridge English Language Assessment (Handbook for Teachers 2016), 35.

¹⁹ Cyntia, Writing to Communicate: Paragraph and Essays(Third Edition, Pearson Education, 2008). 183.

Language Assessment Principle and Classroom²⁰, Jacobs in testing ESL Composition²¹, and Sara in Assessing Writing.²²

The limitation of this study is the students of second semester in English Language Education Department of UIN SunanAmpel Surabaya. To collect the data, the population and sample of this research is 83 students from English Language Education Departement which divided into three classes.

G. Definition of Key Term

In addition, in order to prevent any error in reading this research's title, the researcher must clarify the key words. Bellow, the words are explained:

1. Correlation

Correlation or named as study of correlation, which is a term used to assess the association or relationship between two (or more) measurable variables. In this case, the researcher attempts to examine the connection between the students' vocabulary mastery and their ability in writing.

Students' Vocabulary Mastery 2.

Students 'vocabulary mastery is one of the most critical facets of studying the foreign language as their vocabulary mastery generally dictates the capacity of the language learners to read and understand the subjects.²³ In this research, the researcher would find out thatthe students' vocabulary is mastered by using a test called vocabulary size test (VST).

²⁰ H. Douglas Brown. Language Assessment Principles and Classroom Practices, Pearson Longman, 2003, 256.

²¹ Jacobs, et al, *Testing ESL Composition: A Practical Approach, Rowley*, (MA: Newburry House, 1981), 116

 ²² Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002).
²³ Sri Yanti, "Improving Students' Vocabulary Mastery Through Electronic Dictionary", Indonesian EFL Journal, Vol. 2(2) July 2016 p-ISSN 2252-7427 e-ISSN 2541-3635.

3. Paragraph Writing

Writing paragraph is a procedure by which the meaning is expressed or the word expressed in writing.²⁴ In this study, writing paragraph means that producing the language in written form after looking the pictures as the instrument and then they make a paragraph based on the pictures.



²⁴ Zunita M. Maskor –Baharudin, Harun, "Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, which one Important?". International Journal of Academic Research in Business and Social Sciences 2016, Vol.6, No.11 ISSN: 2222-6990.

CHAPTER II

REVIEW OF RELATED LITERTURE

This chapter describes the theoretical bases of this research. They are definition of vocabulary, vocabulary mastery, vocabulary level, definition of writing, and paragraph writing. It also describes the previous study of this research.

A. Theoretical Framework

There are many hypotheses which will form the basis for this analysis. The hypotheses of the vocabulary will be clarified, such as the definition of vocabulary, the type of vocabulary, and vocabulary mastery. Besides vocabulary, theories related to writing would be explained such as definition of writing, types of writing, and paragraph writing.

1. Vocabulary

a. Definition

Apart from tone, articulate, and grammar, vocabulary is one of the essential aspects in language learning. The sense of words has been defined in different forms by teachers and textbook authors. Vocabulary meanings may have parallels and variations from one another.

"Vocabulary," Paul says, "is a collection of words used by person, class or occupation.²⁵Using a lot of vocabulary helps learners to express their idea precisely. In English, vocabulary is important to construct meaning in communication.Grambs said that"vocabulary is a set of word usually defines and alphabetic as dictionary or specialized glossary complete word of a language."26Vocabulary is one of the main factors of learning English such that the learners can also develop English language skills to communicate. It refers to a list or collection of words that may be used by

²⁵ C. B. Paul, et al, *The Language art in Childhood Education* (Chicago: Rand Mc. Wally & Company, 1996), p 248

²⁶ David Grambs, Words about word (New York: MCcGraw Hill Book Company, 1984), p. 73.

speakers of each language. Another specialist, Harimurti Kridalaksana, describes vocabulary as a language aspect that retains all of the specifics of context and uses a word in a language.27According to what the experts have said, it can be inferred that vocabulary is a collection of terms that people can use to effectively express, create sentences, or generate something in both written and spoken ways. Vocabulary helps people in doing communication between people in expressing what inside their mind by using sentences. People can communicate each other directly such as speaking, and indirectly such as writing. Those are the way people doing communication.

b. Types of Vocabulary

Vocabulary has types based on some experts. According to Maruli and Susan Neuman, they said that vocabulary is the heart of oral language.²⁸Vocabulary is the main point in communication on every language. Without vocabulary people cannot communicate although they understand about grammar. With vocabulary people can still communicate if they only mastering the grammar a little.

Vocabulary is classified into two types based on John Haycraft.He categorizes vocabulary into productive and receptive vocabulary. Productive vocabulary is terms that the students understand and express accurately and use constructively while communicating and writing, and receptive vocabulary is terms that the students know and appreciate as they appear in a sense yet cannot generate accurately.29

Meanwhile, they categorize vocabulary into active and passive vocabulary, Jo Ann Aebersold and Mary Lee Field. Active vocabulary refers to objects, also called productive vocabulary, that students can use effectively while speaking or writing.

²⁷Harimurti Kridalaksana, Kamus Linguistic. Edisi Ketiga, (Jakarta: PT. Gramedia Pustaka Utama, 1993), p. 127

 ²⁸ Robert J. Marzano – Katie Roger – Julia A. Simms., *Vocabulary for the New Science Standards* (Blommington: Marzano research, 2015), 2.
²⁹John Haycraft, *Introduction to English Language Teaching* (Harlow: Longman Group Limited, 1978), p. 40.

Passive vocabulary refers to language items which can be recognized and understood in the sense of reading or listening, and which can be called receptive vocabulary.30 It is different with type vocabulary according to Anderson and Freebody. They divide vocabulary into two types of vocabulary. That is breath vocabulary and depth vocabulary.31Breath vocabulary is the quantity of words which person master or has. It means that how many words are has or known by person. Whereas depth vocabulary is the quality of words knowledge which person master or has. It means how well person know about the words. For example part of speech.

Djlinushah and AzimarEnongclassify vocabulary into two kind vocabulary that are general and special.32 General vocabulary is words that are a widely used term. Special vocabulary is terms used in particular contexts, employment, or areas such as terms used in the education sector are distinct from words used in the health profession.

According to Laufer and Nation, they said that it is important to set the vocabulary of English in a different levels based on the frequency of occurrence.33 Then they try listing a group of 1,000 words for each level and divide into three different levels staring from the most frequent words to less frequent words. Nation even developed the word list based on British National Corpus that makes up a fourteen word levels starting from the most frequent words to the less frequent words.34First, the high frequency words are from the 1st 1,000 level to 2nd 1,000 levels35 or from the 1st 1,000 level to 3rd 1,000 level.36In this level, most of words are generally used. It contains words which exist frequently in text such as book,

 ³⁰ Jo Ann Aebersold and Mary Lee Field, *From reader to Reading Teacher* (New York: Cambridge university Press, 1997), p. 139
³¹ Qing Ma., *Second Language Vocabulary Acquisition.....33*

³²Paul nation, "Teaching Vocabulary". Asian EFL Journal, Vol. 7, No. 3, September 2005, 21-30.

³³ B. Laufer, & P. Nation, A vocabulary-size test of controlled productive ability. Language Testing. (1999), 33-51.

³⁴ I. S. P. Nation, *How large a vocabulary is needed for reading and listening?* (Canadian modern language, 2006), 59-82.

³⁵ I. S. P. Nation, *Teaching vocabulary: strategies and technique* (Boston: Heinle Cengage Learning, 2008)

³⁶ N. Schmitt & D. Schmitt, "A reassessment of frequency and vocabulary size in L2 vocabulary teaching". Language Testing47(4), (2014), 484-503

essay, etc. Second, the low frequency words are in the list between 9th 1,000 level to 14th 1,000 level. In this level, the words are occasionally used by people. This level of words is the largest group of words which has found among the other group of words. Although it is the largest group of words, but the words are used a little. Last, the mid frequency words are in the list between 3rd 1,000 level to 9th 1,000 level. In this level, the words stand between high frequency words and low frequency words. So that, Schmitt and Schmitt name it become in-between vocabulary.37

From the statements which explained by the experts, they divide type of vocabulary in different way for showing their ideas and opinions. The experts divide type of vocabulary such as productive vocabulary and receptive vocabulary, general and special, and frequency ofwords like high frequency, low frequency, and mid frequency. From the explanation, it can conclude that the difference classification of type of vocabulary is accorded on the different sides and aspect.

c. **Vocabulary Mastery**

Vocabulary is one of the things that can be learned in the language. It's important to learn vocabulary so we're able to say, write, read and listen well. ³⁸Because without learning vocabularypeople cannot produce or know any single word in speaking, writing, reading and listening. Therefore, people have to learn and understand the context of the language, and should use it in sentence.

Mastery in vocabulary is required to communicate our ideas and to appreciate the saying of others. Mastery, says Webster, corresponds to a. Possession or view, or excellent technique or ability, b. Ability or experience which allows a subject's

³⁷ Norbert Schmitt - Diane Schmitt, "A Reassassment of frequency and vocabulary size in L2 Vocabulary Teaching". Language Teaching. Vol. 47, No. 3, February 2012. 484-503
³⁸ Irwan Ro'iyal Ali, "The Correlation Between Students' Vocabulary mastery and Reading Comprehension", (State Islamic University

SyarifHidayatullah Jakarta, 2010). p. 07.

statement to a master.³⁹Hornby describes mastery as complete understanding or ability.⁴⁰Mastery also means massive mastery or great talent that makes one a master in a particular subject. The specifics of any entity's awareness of vocabulary rely on the person and his inspiring needs.⁴¹Vocabulary mastery is an individual's great talent to use word in a language, learned on the basis of their own desire and inspiration needs. In all four language competences, vocabulary is a significant factor and vocabulary mastery must be understood as one of the essential language components.

d. Tools of The Vocabulary Mastery

In measuring the vocabulary mastery, there are two kind of test used around the world Vocabulary Level Test (VST) and Vocabulary Size Test (VST).

Vocabulary Level Test (VST) is designed by Paul Nation according to word frequency. This test evaluate the students vocabulary size of word which correctly selected from five different frequency levels. In the band of 1000-words, 2000-words, 3000-words, 5000-words, university standard, and 10,000-words, the frequency standard listed. According to Paul Nation, the range of 2000-words and 3000-words is made up of high frequency terms that function well in English. The 5000-words are high frequency words of uppermost significance for class events. The degree of university vocabulary used to help students read textbooks and other scholarly lecture content. The last amount of 10,000-words is rarely used as expression.42

Vocabulary Size Test (VST) is developed by Nation and Belgar based on fourteen thousand British National Corpus word lists for the frequency count of the words. The test has 14 clusters where each cluster represents a frequency band with a family of 1000 words and includes 10 items containing 100 words within the frequency band.

³⁹ Meriem Webster, Collegiate Dictionary (America: Meriem Web Inc, 2003)

⁴⁰ A. S. Hornby, Oxford Advanced Learners' Dictionary of Current English (New York: Oxford University Press, 2000).

⁴¹ E. Hatch and C. Brown, Vocabulary, Semantics and Language Education (New York: Cambridge University Press, 1995).

⁴² Ahmad Masrai – James Milton, "Measuring the contribution of academic and general vocabulary to learners' academic achievement". Journal of English for Academic Purposes. Vol. 31, January 2019, 44-57

The test contains 140 objects. The study uses multiple choice forms and the words being checked are in the form of a brief non- sense. The reference description can be found in appendix 1. This Vocabulary Size Test is intended to test the written receptive vocabulary scale of both first language and second language learners in English. The evaluation would like to see whether the learner has adequate words to perform such activities that have a text range of 98 per cent. There is no Academic Word List present in this study. It is now fused into cluster 1st 1000 before cluster 14th 1000.⁴³

2. Writing

a. Definition of Writing

Rivers said that writing in the modern language conveys knowledge or the presentation of original thoughts in a consecutive manner.⁴⁴Brown believed that writing is a process of thought. He notes that writing should be prepared and provided before its publication, with an infinite number of revisions.⁴⁵Nunan said writing is an analytical practice of discovering the thoughts and talking in the manner in which they are articulated and structured into a sentence and description that people easily understand.⁴⁶Based on the above description, writing is assumed to be a method of thinking imaginative thoughts on how the emotion is expressed and organized into a clear statement and phrase that helps people understand the text.

b. Types of Writing

Four major styles of writing exist: expository, concise, convincing, and narration. Each of those types of writing is used for a particular reason.

⁴³ Paul Nation, "The Vocabulary Size Test" Victoria University of Wellington School of Linguistic and Aplied Language Studies, (http://www.wgtn.ac.nz/lals/about/staff/Publicatins/paul-nation/Vocabulary-Size-Test-infrmation-and-specifications.pdf,accessed on Fabruary 20, 2020)

⁴⁴ W. M.Rivers, Teaching Foreign-Language Skills. (The University of Chicago Press, Chicago, 1981) p. 294.

⁴⁵ H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Longman, 2001) p. 336.

⁴⁶ David Nunan, *Practical English Language Teaching*. (Singapore: Mc Graw Hill Company, 2003) p. 88.

Descriptive writing is to help the reader interpret a subject, incident, location, or all of those things in depth at once. This is close to what Heffernan and Lincoln have said that descriptive writing is writing about the nature of human beings, creatures, and things.47Descriptive writing may characterize the scene as what Ploeger describes it in terms of all five senses. She describes descriptive writing as a tool used to explain actual objects or objects whose features are tangible or touchable, and can be accomplished by using sensory language or the five senses consisting of vision, sound, aroma, taste, and touch. 48A good definition is a image of a word in which the reader might envision an object, location or person in his mind as if the reader were reading a book that would help the reader visualize what they had read.

Expository writing is about explaining. It is a subject-oriented style of writing, where writers concentrate on educating you about a particular issue or issue without sharing their personal opinions. These types of essays or documents provide you with important statistics and figures but do not include their opinions. This is one of the most prevalent styles of prose. You also see that in the papers on education and how-to. The author just tells you how to do things about a given subject, like.

Persuasive writing, or argumentation, is to persuade the reader to accept the perspective of the speaker. In the essay, the author shares personal views and provides him- or herself with facts such that the reader can identify with him or her.

Narrative writing is to tell a story whether it's true or fictional. Parts in a narrative format may include characters, and the reader discovers what happens to them through the plot. The composition of narratives will also include dialogue.

 ⁴⁷24James A. W. Heffernan and John E. Lincoln, *Writing: A College Handbook*, (New York: W. W. Norton & Company, Inc., 1986), p. 83.
⁴⁸Katherine Ploeger, *Simplified Paragraph Skills*, (Illinois, Lincolnwood: NTC/Cotemporary Publishing Group, 2000), p. 241.

c. Paragraph writing

A paragraph is a group of related sentences that form a key concept which is the topic sentence of a paragraph.49In a paragraph, there are either one or a single theme sentences and its support for forming the theme sentence with supporting sentences. A article in academic writing includes a conceptual statement that shows the reader the main concept explicitly. A paragraph has three sections that are a sentence on the subject, some sentences that support it, and a conclusion.

In brief, a paragraph is a series of related statements formed by a writer regarding a subject matter.50The first is a sentence regarding the current issue. This says what subject will be discussed in the essay. The second one is for supporting sentences or form. It is used for constructing and supporting the theme sentence which has a supportive function and providing comprehensive information on the subject. The third paragraph concludes. It provides the readers the hint of the paragraph's end or the conclusion to what the paragraph is for. Concluding sentence, on the other word, is the summary of the main sentence and the supporting statement.

B. Review of Previous Studies

Some prior reviews have been conducted that have been significant to this study. Some previous studies have similar topics for this research for which the determination between the current study and previous studies can be referenced.

Misbahudin published the first study under title "The Relationship between The Master of Vocabulary Students and Their Ability in Reading."51 The research aims to investigate the connection between the students ' understanding of vocabulary and their ability to read. For this analysis, the writer used quantitative approach using the method Pearson Product

⁴⁹ Alice Oshima, Ann Hogue, and Alice Oshima, *Introduction to Academic English*, 3rd ed., Longman academic writing series (White Plains, NY: Pearson/Longman, 2007), 3.

⁵⁰ Hogue Oshima and Oshima, Introduction to Academic English.

⁵¹ Misbahudin. "The Correlation between Students Mastery of Vocabulary and Their Reading Ability at the Second Grade Students of SMP YMJ Ciputat". (SyarifHidayatullah State Islamic University Jakarta, 2011).

Moment Correlation. The data collection method was by using a test containing 20 vocabulary test items and 20 reading comprehension items. The actual focus of the study was 40 class VIIIA students at SMP YMJ Ciputat's grade school classes. The study result that using the product moment formula was found that the mean vocabulary test scores were 60.375. The mean grades of the students ' reading comprehension achievement were 45.75. The test revealed a coefficient correlation of 0.68. It means there has been a strong correlation between the vocabulary mastery of students and their ability in reading.

Nanang Bagus Subekti Hasan published the second study under title "The Correlation Vocabulary Mastery and Writing Skill of Secondary School Students." 52In SMPN3 Bantul, Yogyakarta academic year 2016/2017, it aimed at finding the score of student vocabulary mastery and writing descriptive text skill and also the correlation between student vocabulary mastery and writing descriptive text skill among seventh grade students. This research included descriptive analysis and the analysis of correlation. The data collection method used was two tests, a multiple choice test to figure out the students' vocabulary mastery score and an essay test to figure out the performance of the students ' abilities to write descriptive text and to find out the connection between the students ' vocabulary mastery and writing descriptive text showed that there is a strong and important correlation between mastery of vocabulary and ability to compose descriptive text. Which means knowledge of language affects the writing ability.

Rully Raslina Novianti published the third study under title "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test".53It aimed to check into learners' vocabulary mastery which focussed on either receptive or productive vocabulary mastery by using Vocabulary Level Test (VLT). Then, it also discovered the strategies to enhance their vocabulary mastery. It used quantitative approach with

 ⁵² Hasan, Nanang Bagus Subekti, "The Correlation Between Vocabulary Mastery and Writing Skill of Secondary School Students", Journal of English Language and Language Teaching (JELLT) Vol. 1, No.2, 2017.
⁵³ Rully R. Novianti, "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test (VLT)", Global Journal of Foreign Language Teaching Vol.06, Issue 4, (2016), 187-195.

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questionnaires as the data collection technique. It was noticed that between the students who had additional hours of instruction in English and those who did not. Then it could be clarified that their total vocabulary comprehension was already less than the 1000 word predicted in the Vocabulary Level Test (VLT), even though they had received extra hours of English instruction.

Muslikah published the fourth study under title "The Correlation between Students" Vocabulary Mastery and their Ability in Writing Analytical Expository Text."54This aimed to gain objective proof of the vocabulary mastery of the students about their capacity to write analytical expository text. This work has used a quantitative descriptive method. The population was all the eleventh grade students at SMA Karya Mataram, South Lampung amounting 98 students. There were 26 students takes as sample which determined by using cluster random sampling. The instruments were multiple choice questions for vocabulary mastery test and writing analytical expository text in writing ability. The findings showed that the relationship between student vocabulary and the ability to write analytical expository texts is significant.

Muslikh published the fifth study under title entitled "The Relationship between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability"55 It focuses at providing empirical proof of the domination of the vocabulary of students in relation to their ability to write descriptive words. Population of this analysis is the seventh grade students who have 180 students at MTs Sebono Mantofani Jombang Tangerang Selatan and taken 27 students as a sample to be determined using a purposeful technique of sampling. The data collected is evaluated via the Pearson Product Moment analysis. The instrument which was used was research. The test showed the contribution to the vector was 0.66. This showed a

⁵⁴Musliikah, "The Correlation between Students' Vcabulary Mastery and Their Ability in Writing Analytical Expsitory Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017", (Raden Intan State Islamic University of Lampung, 2017). ⁵⁵Muslikh. "The Correlation between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability".(Syarif Hidayatullah State

Islamic University Jakarta, 2014).

strong relationship between the vocabulary mastery of the students and their capacity to compose descriptive text, as it is found between 0.600-0.800 in the r comprehension scale. Accordingly, the inference drawn is approval of Ha.

Yuyun Azizah published the sixth study under title"The Correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive Text."56 This study is aimed to find out the correlation between English vocabulary mastery and their writing ability in descriptive text. This analysis was planned to be quantitative. The number of samples taken in academic year 2016/2017 was 26 students of seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang District. The instrument used in this research was tests consisting of objective testing and subjective testing and documents that used SMP Islam Sudirman 1 Bancak, Semarang District to collect data. The data obtained was evaluated using two methods: the methodology used to group the students under three categories, and the methodology used to evaluate the data using the correlation of Pearson Product Moment. The test confirmed that the correlation of coefficient (rxy) was 0.563. It suggests that there is a fair connection between the vocabulary mastery of the students and their ability to write in descriptive text.

Lars Stenius Stæhrpublished the seventh study under title "Vocabulary Size and the Skills of Listening, Reading, and Writing."57The thesis aims to explore the correlation in English as a Foreign Language (EFL) between vocabulary size and listening, reading, and writing skills. 88 EFL students from Denmark's lower secondary school participated in research. The learners ' language competencies, listening, reading, and writing were learned via the National School Exam examination. The test outcome concluded that the learners ' sensitive vocabulary had a positive relationship to the reading and writing skills while having a moderate correlation with listening.

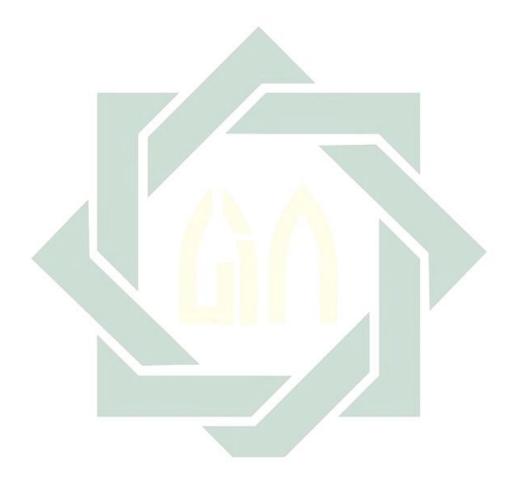
 ⁵⁶ Yuyun Azizah. "The correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive text". (State Institute for Islamic Studies (IAIN) Salatiga, 2017).
⁵⁷Lars Stenius Stæhr, "Vocabulary Size and the Skills of Listening, Reading, and Writing," *Language Learning Journal*, Vol. 36, 2008, pp. 139—

^{152.}

From the previous studies, there were researchers that explain about their research related to vocabulary mastery and also correlate the vocabulary mastery with skills in English language such as correlate the vocabulary mastery and reading or correlate the vocabulary mastery and writing. Although they did the research in related the vocabulary mastery and correlation field, they also have differences in their research, such as the second researcher did correlation research between vocabulary mastery and writing skill. It was different with the fourth researcher which did the correlation research between vocabulary mastery and writing expository, the fifth and the sixth researcher which did the correlation research between vocabulary mastery and writing descriptive. Next, there were researcher did the research related to vocabulary mastery with similar instrument such as Vocabulary Level Test (VLT).

Furthermore, there is no researcher yet who did research related to vocabulary mastery in writing skill especially paragraph writing. Besides, vocabulary is one of the important parts of language aside from grammar in writing skill. If the students understand vocabulary, they should be able to write properly and correctly. People may write a word when they understand its meaning. It means that people need to know the meaning of words and the use of terms while acquiring vocabulary. In short, the more students master the vocabulary, the more effective writing the students do. Instead, using the correct words, the paragraph written will make it easier for the listener to understand the context of the messages the author writes.

In short, to distinguish between previous studies with this current study is that this current study would conduct about the correlation of student's vocabulary mastery with their ability in writing paragraph. It means that the researcher would seek what is the correlation in student's vocabulary mastery and the ability to write paragraph especially in English for Islamic studies. It is aimed for the students to be able to master writing skill especially in writing paragraph effectively. So, this study is expected to give more information related to English for Islamic studies that would be taught in English Teacher Education Department of UIN SunanAmpel Surabaya.



CHAPTER III

RESEARCH METHOD

The element of the research method employed in this research would be explained in this chapter. The elements were used in this research including the research design, research subject, research instrument, data collection, and data analysis technique.

A. Research Design and Approach

This study wasa quantitative research design. The focus of this research is to investigate the correlation between students' vocabulary mastery and their ability in writingfor that reason the design of correlation in this research was the compatible design. Creswell states that correlation is used when researcher relates two or more variables to see if they influence each other.⁵⁸Two variables which were correlated are for the independent variable is students' vocabulary mastery and for the dependent variable is students' ability in writing. Independent variable was a variable which occurred naturally without any influence from other and X was the symbol of this variable. Though dependent variable was a variable determinedby independent variable and the symbol was Y.59 Therefore, a correlation design was the reasonable design used in this research.

In addition, the study used the Pearson Product Moment Correlation for interpretation the data to analyze the correlation between two variables. A coefficient of correlation (normally r as the emblem) was the concordance which showed both the track of the correlation (negative and positive) and the quantity of the correlation among two variables. The proportion of coefficient of correlation is 1.00 to +1.00. Table 3.1 showed the proportion of correlation coefficient of the Pearson Product Moment Correlation.

⁵⁸ John W. Creshwell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th edition, (USA: Pearson, 2012), p. 338 ⁵⁹ Tharenou Phyllis, Ross Donohue, and Brian Coper, *Management Research Method* (New York: Cambridge University Press, 2007), 35.

The <i>r</i> score scales	Interpretation of <i>r</i> correlation
0,800 - 1,00	very high / strongest
0,600 - 0,800	High / strong
0,400 - 0,600	Moderate / intermediate
0,200 - 0,400	Low / poor
0,000 - 0,200	very low / poorest

Table 3.1.*r* score Interpretation⁶⁰

B. Populationand Sample

Population is a specific area which is divided into subjects with certain qualities and characteristics which are evaluated and concluded by the researcher.61In this study, the population is from the students of second semester of English Education Department batch year 2018-2019 where divided into three classes.

Electing the sample, according to Arikunto, if the subject is less than 100, it is better to take the entire subject becomes population research. But, if the large number of the subject (more than 100), the sample can be taken 1%, 5%, 15% or more.62In this study, the population is less than 100, which is 83 students, and then the researcher takes the all of the population as the sample used.

The research took place in English Education Department of UIN SunanAmpel Surabayain academic year 2018-2019. The population which consisted of 83 students were divided into three classes that are A class, B class, and C class.For the Vocabulary Size test (VST), the researcher took the data in psychology class. Forwriting test, the researcher took the data in English Islamic Studies Class.

⁶⁰ Suharsimi Arikunto, Prosedure Penelitian Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2010), p.319

 ⁶¹Sugiono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Penerbit Alfabeta,2015), p. 117
⁶²Suharsimi Arikunto, Prosedure Penelitian Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2013), p. 177-181

C. Data and Sourceof Data

The data of this research are obtained from quantitative approach as the research design used to answer the research question. The data of this research are split down into two parts. The first data is about students' vocabulary mastery and the second data is about the students' ability in writing paragraph.

The source of the data in this research is obtained from the student'svocabulary size test (VST) for the first research question, student's written test which is analyse by using the rubric of writing paragraph for the second research question, and the result of the instrument which is analysed by using the formula of the correlation.

D. Research Instrument

The results of this study had to be undertaken with data. The data is collected with the assistance of:

1. Vocabulary Size Test (VST)

The instrument used in this research wasVocabulary Size Test (VST) byNation, I.S.P. &Beglar.⁶³The test has 10 clusters which each clusters represent a 1000-word family frequency band and contain 10 items which represent 100 words within that frequency band. The test is consisting of 100 items. The test is using multiple choice formats there is no Academic Word List. It is already fused into 1st 1000 until 10th 1000 cluster. This test is used to investigate the present students' vocabulary which was have mastered by the students. This study wasinterratterwith the other researcher named Ana NelaRoyana.

⁶³ Nation, I.S.P. &Beglar, D. A vocabulary size test. The Language Teacher, (2007), 31(7), 9-13.

2. Written Test of Writing Paragraph

Written test of writing paragraph is to assess students ' ability to write paragraph. The test was using picture which consists of 12 pictures, the students has to make a paragraph based on the picture. The picture was about the students who has a homework but while he did the homework the laptop was broken. To determine the score of students' writing test, the researcher uses rubric adapted from Cambridge English First⁶⁴, Cyntia⁶⁵, Brown in Writing to Communicate and in Language Assessment Principle and Classroom⁶⁶, Jacobs in testing ESL Composition⁶⁷, and Sara in Assessing Writing⁶⁸. This study was interratter with the other researcher named Mina Setyowati.

E. Data Collection Technique

In this study, the researcher used a test as the data accumulation method. The data applied was Vocabulary Size Test (VST) and writing test. Vocabulary Size Test was consisted of 100 items which is divided into ten word level starting from 1st 1,000 word level to 10th 1,000 word level and each level consists of ten items. Whereas, writing test was consisted of twelve different pictures showing some activities. Here, the students made a paragraph based on the picture. Then, the data collected would be analyzed statistically using SPSS version 20.00 for windows. The data would be analyzed into some steps start from the normality test, validity test, reliability test and the last was correlation test in order to answer the research question.

F. Data Analysis Technique

Vocabulary Size Test (VST) is instrument used in measuring the students' vocabulary mastery which is created by Nation, I.S.P. & Beglar.⁶⁹ This test has 10 clusters which each clusters represent a 1000-word family frequency band and contain 10 items which represent

⁶⁴ Cambridge English First, Cambridge English Language Assessment (Handbook for Teachers 2016), 35.

⁶⁵ Cyntia, Writing to Communicate: Paragraph and Essays(Third Edition, Pearson Education, 2008). 183.

⁶⁶ H. Douglas Brown. *Language Assessment Principles and Classroom Practices*, Pearson Longman, 2003, 256. ⁶⁷ Jacobs, et al, *Testing ESL Composition: A Practical Approach, Rowley*, (MA: Newburry House, 1981), 116

⁶⁸ Sara Cushing Weigle, Assessing Writing, (Cambridge: Cambridge University Press, 2002).

⁶⁹ Nation, I.S.P. &Beglar, D. A vocabulary Size Test. The Language Teacher, (2007) 31(7), 9-13.

100 words within that frequency band. The test is using multiple choice formats and the tested words are in form of short non defining context. There is no Academic Word List in this test. It is already fused into 1st 1000 until 10th 1000 cluster.⁷⁰Each question they are answer correctly is awarded one point and if they are answer wrongly or nor answer they get zero point. For example student answers correctly 56 questions and her or his score is 56.

Written exams are used to assess the ability of the students to write. This test form produces a short or long paragraph based on the image of homework activity, but the laptop has been broken. Following the test, the researcher uses rubric writing to analyze the test.

Using the validity check and reliability check, the researcher then measures the data after collection. For researchers to know the valid and reliable instruments for study, the validity test and reliability test are needed. The researcher uses Bivariate Peason Correlation pattern to measure the validity test and uses alpha pattern to measure the reliability test.

The researcher must be aware of the normality test before calculating the correlation results. Sujianto notes that the test for normality distribution is a measure for how the data is distributed normally.71To know what the corresponding coefficient will be used in the analysis, it is important to perform the normality test. The researcher thus used the pattern of Kolmogorov Smirnov for the normality test.

Two variables that were independent and dependent were included in this study. The independent variable symbolized by "X" stands for vocabulary mastery and the dependent variable symbolized by "Y" stands for students' writing paragraph.

There are two kinds of correlation coefficient which related to the two variables, Pearson product moment correlation coefficient if the data has normal distribution and Spearman correlation coefficient if the data has not normal distribution.

⁷⁰ Paul Nation, "The Vocabulary Size Test" Victoria University of Wellington School of Linguistic and Aplied Language Studies, (http://www.wgtn.ac.nz/lals/about/staff/Publicatins/paul-nation/Vocabulary-Size-Test-infrmation-and-specifications.pdf.accessed on Fabruary 20, 2020) ⁷¹ Sujianto, Agus Eko. Aplikasi Statistik Dengan SPSS. (Jakarta: Prestatsi Pustaka,2009) p. 77.

After collecting the data from test which is done by the students, the researcher used SPSS version 20.0 to analyse the data to find out the result also to find out the correlation of students' vocabulary mastery and students ability in writing paragraph.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter present the results of the study. This section presents the findings of the study, including: the students' vocabulary mastery and the students' ability in writing paragraph, the relationship between students' vocabulary mastery and the students' ability in writing paragraph, test score and data analysis. Meanwhile, the next section aims to gather score for the statistical analysis and discussion descriptively.

A. Findings on Correlation between Students' Vocabulary Mastery and Their Ability in Writing Paragraph

The data findings and discussion of the two variables involved in this research were presented in this section. They are students' vocabulary mastery as variables X and students' ability in writing paragraph as variable Y. In addition, the data of variable X obtained from test that is Vocabulary SizeTest (VST), while the data of variable Y obtained from written test. Those two tests were given to the students after the students have done the teaching learning process in the class. Based on the Arikunto, the researcher took all respondents from second semester of English Language Education Department about 83 students in Psychology class and Students Islamic Studies class. The finding of this research is described below:

1. The Result of Students' Vocabulary Mastery

Data on student vocabulary mastery has been collected through a test, namely a vocabulary size test (VST) created by Nation, I.S.P. & Beglar.⁷²The test has 10 clusters which each clusters represent a 1000-word family frequency band and contain 10 items which represent 100 words within that frequency band. The test is consisting of 100 items. The test uses multiple choice formats, and the words tested are short non-defining

⁷² Nation, I.S.P. &Beglar, D. A vocabulary Size Test. The Language Teacher, (2007) 31(7), 9-13.

contexts. There is no Academic Word List in this test. It is already fused into 1st 1000 until 10th 1000 cluster.⁷³In this test, each question they are answer correctly is awarded one point and if they are answer wrongly or nor answer they get zero point. The data collection was done on Thursday 23rd May 2019 and Friday 24th May 2019.The test is interratterwith the researcher and the other researcher named Ana NelaRoyana

Based on the appendix 3,the lower score got by the studentwas 29. The student answers correctly on 1st 1000 level as much as 9 question, 2nd 1000 level as much as 7 question, 3rd 1000 level as much as 5 question, 4th 1000 level as much as 4 question, 5th 1000 level as much as 2 question, 6th 1000 level as much as 1 question, and7th 1000 level as much as 1 question. The studentdid wrong answerand also didn't answer the questions on the 8th 1000 level, 9th 1000 level and 10th 1000 level.

The higher score got by the studentwas 79. The student answers correctly on 1st 1000 level as much as10 questions, 2nd 1000 level as much as 9 questions, 3rd 1000 level as much as 10 questions, 4th 1000 level as much as 7 questions, 5th 1000 level as much as 9 questions, 6th 1000 level as much as 7 questions, 7th 1000 level as much as 6 questions, 8th 1000 level as much as 9 questions, 9th 1000 level as much as 5 questions, and 10th 1000 level as much as 7 questions. The result of the students' vocabulary mastery level is presented in the following chart below:

⁷³ Paul Nation, "The Vocabulary Size Test" Victoria University of Wellington School of Linguistic and Aplied Language Studies, (http://www.wgtn.ac.nz/lals/about/staff/Publicatins/paul-nation/Vocabulary-Size-Test-infrmation-and-specifications.pdf,accessed on Fabruary 20, 2020)

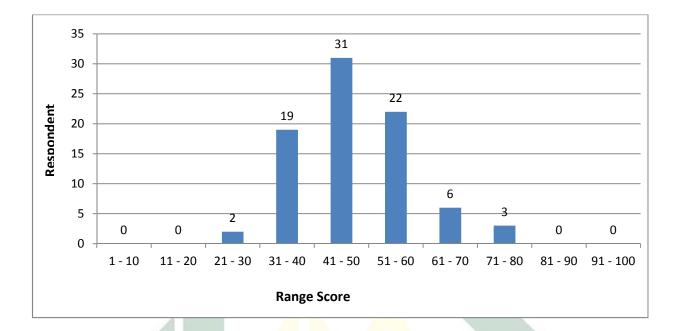


Chart 4.1. Result of Vocabulary Size Test

Based on the chart 4.1., there are six different score is got by the students from total of the students is 83 students. The lower score is got by 2 students who obtained the score between 21-30. From 100 questions of the test, they answered almost 30 questions. The most result score is got by 31 students who obtained the score between 41-50. These students had answered almost 50 questions from the test given. Furthermore, there are only 3 students who obtained the score between 71-80. These students, they had answered almost 80 question from 100 question of the test. From the chart, it can be seen that there only few students who master the vocabulary well which is proved by the score that students got. It means that the students were low average in mastering vocabulary.

2. The Result of Students' Ability in Writing Paragraph

The students made a paragraph on the basis of the pictures given in the written test. The images are made up of 12 different small pictures. The photos were linked together so that if the paragraph was finished, it would be a descriptive paragraph. In scoring writing test, it used writing rubric which consisted of 4 parts. They are mechanic, grammar, coherence and cohesive, and organization. Each part has different range score level.Mechanic has range score between 0-10 with criteria from very poor is 0-5, fair to poor is 6-7, average to god is 8-9, and very good to excellent is 10. The criteria of mechanic related to mastery of convention, error letter, word, capitalization, contractions, gerund and participle, number and numeral, pronoun, technical abbreviations, acronym, unit of measurement, punctuation, meaning, and handwriting.

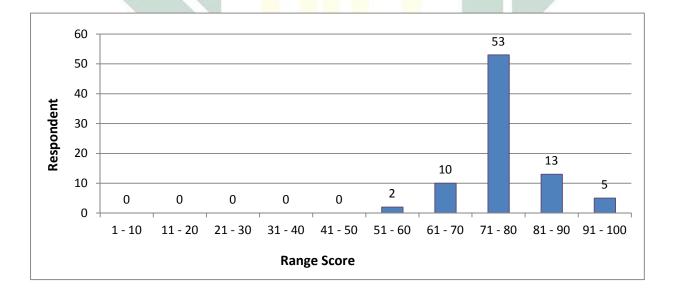
While grammar, coherence and cohesive, and organization have range score between 13-30 with criteria from very poor is 13-16, poor to fair is 17-21, average to good is 22-26, and very good to excellent is 27-30.Although they have same range score, they have different criteria in scoring the writing test. For example on grammar, the criteria are related to collocation, idiom, tense, agreement, number, word or function, article, pronoun, and preposition. It is different with coherence and cohesion which is related to skill in using variety of linking word and cohesive devices. The last is organization which is related to expression, ideas, succinct, well-organized, logical sequencing and cohesive. The maximum score for this test is 100 and the minimum score is 39 based on the writing rubric.

The data collection was done on Tuesday 23rd April 2019, Monday 29th 2019 and Wednesday1st May 2019. The test is interratterwith the researcher and the other researcher named Mina Setyowati.

Based on the appendix 6,the lowest score got by students was 53. Based on the writing rubric, the score of mechanic was 5because there wasfew errors related to error capitalization, error letter and word, and have bad handwriting which made the researcher cannot read some word. Next, the score of grammar was 17 because using incorrect tense, word, and meaningconfused. Next, the score of coherence and cohesive was

15there was no linking verb and the student did not use variety of linking verb. The last, the score of organization was 16 because the writing did not organization well that was make the researcher cannot evaluate.

The higher score got by studentswas 92. Based on the writing rubric, the score of mechanic was 9 because good capitalization, occasional error letter, using variety of words, using gerund and participle, and technical abbreviations, and have a good meaning. Next, the score of grammar was 28 because have occasional error of collocation, using idiom, and using good tense, good word order and function, and clear meaning. The score of coherence and cohesive was 27 because the students use variety of linking word also the cohesive devices was good. The last, the score of organization was 28 because the students have god main idea, but has limited support in the writing.





Based on the chart 4.2., there were 5 different range score. First, range score between 51-60 who obtained by 2 students, 10 students who obtained score between 61-70, following by 53 students who obtained score between 71-80, then range score between 81-90 who obtained by 13 students, and the last was5 students who obtained score between 91-100. Here, the student's lowest score was 53 while the higher score was 92.

From the chart 4.2, there are 81 students who got score more than 60 and only 2 students who got score less than 60. This result showed that the students had a good ability in writing which is proved from the score of the writing their got. It can be conclude that the student were high in writing ability.

3. Correlation between Students' Vocabulary Mastery and Their Ability in Writing

Before calculating the correlation between student mastery of vocabulary and their ability in writing, the researcher calculated the validity test for the first step. Validity test is used to determine whether the test is valid or not in the data collection process. Bivariate Pearson Correlation is used to measure the data and is supported by SPSS verse 20. Test is valid if $r_{hitung} > r_{tabel}$ significant value 5% and test is not valid if $r_{hitung} < r_{tabel}$ significant value 5%. The result of the test is presented into following table:

a. Vocabulary Size test (VST)

Item	r _{xy}	r _{tabel} 5% (80)	Conclusion
Q1	.383	0,220	Valid
Q2	.373	0,220	Valid
Q3	.224	0,220	Valid
Q4	.232	0,220	Valid
Q5	.341	0,220	Valid

Q6	.283	0,220	Valid
Q7	.343	0,220	Valid
Q8	.253	0,220	Valid
Q9	.266	0,220	Valid
Q10	.471	0,220	Valid
Q11	.249	0,220	Valid
Q12	.340	0,220	Valid
Q13	.324	0,220	Valid
Q14	.316	0,220	Valid
Q15	.439	0,220	Valid
Q16	.448	0,220	Valid
Q17	.246	0,220	Valid
Q18	.480	0,220	Valid
Q19	.27 <mark>5</mark>	0,220	Valid
Q20	.415	0,220	Valid
Q21	.249	0,220	Valid
Q22	.320	0,220	Valid
Q23	.339	0,220	Valid
Q24	.342	0,220	Valid
Q25	.224	0,220	Valid
Q26	.359	0,220	Valid
Q27	.393	0,220	Valid
Q28	.308	0,220	Valid
Q29	.372	0,220	Valid

Q30	.308	0,220	Valid
Q31	.391	0,220	Valid
Q32	.265	0,220	Valid
Q33	.273	0,220	Valid
Q34	.233	0,220	Valid
Q35	.280	0,220	Valid
Q36	.234	0,220	Valid
Q37	.304	0,220	Valid
Q38	.404	0,220	Valid
Q39	.268	0,220	Valid
Q40	.250	0,220	Valid
Q41	.301	0,220	Valid
Q42	.394	0,220	Valid
Q43	.452	0,220	Valid
Q44	.268	0,220	Valid

Based on the table 4.1, the entire question has value bigger than 0,220. It indicate that all question were valid because $r_{hitung}>r_{tabel}$ significant value 5% that is 0,220. So, the question calculated was feasible if tested to the result of the study.

b. Writing Test

Item	r _{xy}	r _{tabel} 5% (80)	Conclusion
Mechanic	0,760	0,220	Valid
Grammar	0,940	0,220	Valid
Coherence and Cohesive	0,951	0,220	Valid
Orgnization	0,955	0,220	Valid

Table 4.2. The Validity Test of Writing

Based on the table 4.2, the result of the test showed that the value of items used is bigger than 0,220. It also means r_{hitung} > 0,0220significant value 5%. It can be concluded that the test is valid and Writing Test as instrument can be use to measuring the students' Writing Test.

Then, after did the validity test, the second step was the researcher did the reliability test. Reliability test purposed to ensure the instrument really has the ability in measuring something even though repeated many times on the same object. Reliability testwas done using *alpha* pattern. Significant test is used if a = 0,05. Instrument is reliable if *alpha*>r_{tabel.}

Table 4.3. Reliability Test of Vocabulary SizeTest and Writting Test

NO	Variable	Cronbach a	Conclusion
1	Vocabulary Sizel Test	0,863	Reliable
2	Writing Test	0,907	Reliable

Based on the table 4.3, the result of reliability test was got if coefficient reliability value of Vocabulary Size Test (VST) or writing test as $r_{thitung}$ are bigger than r_{table} where $r_{table} = 0,220$. The result showed that Vocabulary Size Test (VST) is 0,863 and writing test

is 0,907,those are bigger than 0.220. It means that Vocabulary Size Test and writing testare reliable or consistent, so it can be uses as research instrument.

The next step before start measuring the data of the correlation, the researcher must be aware of the normality test. Normality test means the test used to determine whether the data has a normal distribution or not. Normality test used Kolmogorov Smirnov pattern to measure the normality test.

Table 4.4.Normality Test

one-sample Kollingorov-sillinov rest		
		Unstandardiz ed Residual
Ν		83
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	6.56241241
Most Extreme Differences	Absolute	.104
	Positive	.093
	Negative	104
Kolmogorov-Smirnov Z		.949
Asymp. Sig. (2-tailed)		.328

One-Sample Kolmogorov-Smirnov Test

Test distribution is Normal.

b. Calculated from data.

From the table 4.4, Kolmogorov Smirnov has significant value 0,05 or 5%. It could be seen that the significant value was 0,328 and the value was bigger than 0,05. It could be inferred that the data was normally distributed.

The tests were calculated using Pearson Product Moment correlation coefficient statistical procedure to find the correlation between the vocabulary mastery of the students and their ability in writing paragraph. The researcher chooses the coefficient of correlation of Pearson Product Moment because the data has normally distributed. The researcher provided the details of the correlation calculation for each variable for the outcome of the correlation between students ' vocabulary mastery and their ability writing paragraph. In this table the correlation would be shown:

Table 4.5. The correlation between students' vocabulary mastery and student's ability in

writing

		vovcabulary mastery level	writing test
vovcabulary mastery level	Pearson Correlation	1	.418**
	Sig. (2-tailed)		.000
	N	83	83
writing test	Pearson Correlation	.418**	1
	Sig. (2-tailed)	.000	
	Ν	83	83

Correlations

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.5. showed the result of SPSS analysis of Pearson Correlation coefficient between score of the students' vocabulary mastery and student's ability in writing paragraph which had done by the 83 students. The Pearson analysis showed that the correlation was0.418. It means that there was a correlation coefficient but the strength wasmoderate. While the Sig. (2-tailed) = 0.000 < 0.05, H₀was rejected and H_awas accepted. It means that there was correlation. So, it could be concluded there was correlation between students' vocabulary mastery and student's ability in writing paragraph.

B. Discussion on Correlation between Students' Vocabulary Mastery and Their Ability in Writing Paragraph

The analysis in this study is presented on the basis of the findings and discusses the study of the relevant theory and the interpretation of the data to explain the findings. The

study focused on the correlation between the students' vocabulary mastery and their ability in writing.

Based on the finding chart 4.1., it showed the students result of vocabulary test. There were only few students who obtained the score more than 60. They were 6 students who obtained the score between 61-70 and 3students who obtained the score between 71-80. From those result, the students of second semester of English Education Department still need many improvement in mastery the vocabulary.

As students, mastering vocabulary is important. By using a lot of vocabulary helps learners to express their idea easily. Based on Paul, vocabulary is a stock of words used by person, class or profession.74 In English, vocabulary is important to construct meaning in communication. Grambs said that "vocabulary is a set of word usually defines and alphabetic as dictionary or specialized glossary complete word of a language."75 Vocabulary is one of important elements in learning English in order to the learners master English language skills also to communicate. It refers to a list or set of words that each speaker of a language might use. There are a lot f waysto master vocabulary such as reading book, watching movie and listening the music. Students can also speak each other is the other way to mastery vocabulary.

Based on the finding chart 4.2., there were 5 different range score which is got by the students. First, range score between 51-60 who obtained by 2 students, 10 students who obtained score between 61-70, following by 53 students who obtained score between 71-80, then range score between 81-90 who obtained by 13 students, and the last was 5 students who obtained score between 91-100. Here, the student's lowest score was 53 while the higher

⁷⁴ C. B. Paul, et al, *The Language art in Childhood Education* (Chicago: Rand Mc. Wally & Company, 1996), p 248

⁷⁵ David Grambs, Words about Word. (New York: MCcGraw Hill Book Company, 1984), p. 73.

score was 92. From those result, the students of second semester of English Education Department was good.

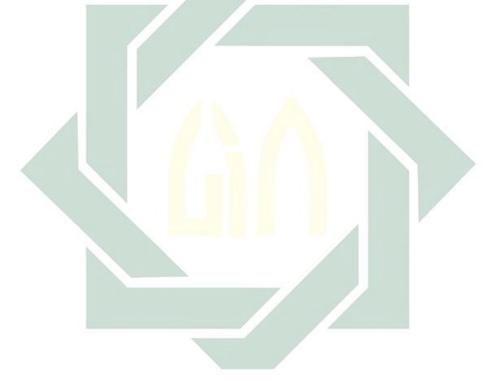
Nunan says that writing is a study of the way people learn and perceive through the way it is presented and structured into a clear paragraph and sentence.⁷⁶ On the basis of the concept above, writing is a process of thinking of original ideas about how to convey and organize the feeling into a simple statement and paragraph that makes people understand the writing. What was done by the students is related to what was said by the Nunan. Students could express the ideas after read the picture into a paragraph that was descriptive paragraph. After the researcher saw the students result of writing test score, the researcher thought that students was good in writing descriptive paragraph.

Correlation analyzes were carried out using SPSS version 20.0 to investigate the correlation between student's vocabulary mastery and student's ability in writing paragraph and used the Pearson coefficient of correlation as the formula. Based on the correlation between student' vocabulary mastery and student ability in writing paragraph, it can be seen that the correlation has significant (Sig.=0,000) and the value by using the Pearson Product Moment Correlation was 0.0418.

Based on table 4.5, based on the correlation value, the correlation between students' vocabulary mastery and their ability in writing was 0,418 and it is on moderate position or intermediate position. While based on r interpretation table, the range score of moderate is between 0,400 - 0,600. The value of correlation 0,418 is on low intermediate position because the value is near to value 0f 0,400.So that, it can be concluded that the value correlation between students' vocabulary mastery and their ability in writing is low intermediate.

⁷⁶ David Nunan, *Practical English Language Teaching*. (Singapore: Mc Graw Hill Company, 2003) p. 88.

According to the Person Product Moment Correlation theory which is if significant correlation > 0,05 it has correlation between two variable. Mark Belnaves and Peter Caputi state the strength relationship between the variables were indicated by the correlation coefficient degree. It showed that the students' vocabulary mastery has correlation on the students' ability in writing paragraph. Although the correlation coefficient is low intermediate but it is effect for students. So that, mastering the vocabulary is important for students in increasing their ability in writing paragraph. The more students have had vocabulary, the more students can make a good writing.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions of the study, based on the finding and discussion. The conclusion of the finding and discussion would be summarized as a description below.

A. Conclusion on Correlation between Students' Vocabulary mastery and Their Ability in Writing paragraph

Responding to the research question how is the correlation between student vocabulary mastery and their ability in writing paragraph, the researcher performed the vocabulary mastery test, namely the Vocabulary Size Test (VST) and the written exam for 83 second semester students of English Language Education Department of UIN Sunan Ampel Surabaya.

According to the data, the result showed that there is a correlation between student mastery of vocabulary and student ability and paragraph writing. The correlation has significant (Sig.=0,000) and the value by using the Pearson Product Moment Correlation was 0.0418, which means that the degree of correlation is moderate, but at a low intermediate position. It has shown that student vocabulary mastery has a correlation in the ability of students to write paragraph. That is why mastering vocabulary is important for students to increase their ability in writing paragraph.

B. Suggestion

On the basis of the research, the students and further research are provided with suggestions.

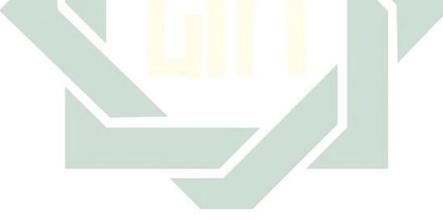
1. Suggestion for students

42

Considering the result of the research that student vocabulary mastery has a moderate correlation with student' ability in writing paragraph, students needed more vocabulary and writing mastery activities such as making students read more about literature that is beneficial to the learning process. It also recommended, for lectures, that these activities should be advantageous to the student's weekly work.

2. Suggestion for the further research

This research is intended to provide suggestions for further researchers who have planned to discuss a similar subject. This research can be a point of reference for further research. Since this research focuses on student' vocabulary mastery and student ability in writing paragraph, it is recommended that future researchers investigate treatment to improve student vocabulary mastery in the English Language Education Department.



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