

**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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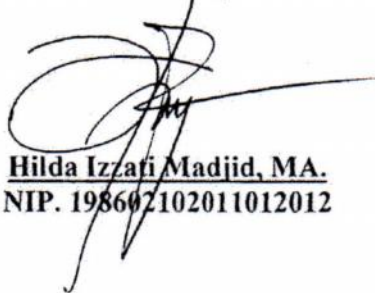
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From the previous studies, there were researchers that explain about their research related to vocabulary mastery and also correlate the vocabulary mastery with skills in English language such as correlate the vocabulary mastery and reading or correlate 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

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 good 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 Wednesday 1st May 2019. The test is interrater with 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 5 because there was few 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 meaning confused. Next, the score of coherence and cohesive was

b. Writing Test

Table 4.2. The Validity Test of Writing

Item	r_{xy}	$r_{\text{tabel}5\% (80)}$	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

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 $r_{\text{hitung}} > 0,0220$ significant 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 test was done using *alpha* pattern. Significant test is used if $\alpha = 0,05$. Instrument is reliable if $\alpha > r_{\text{tabel}}$.

Table 4.3. Reliability Test of Vocabulary Size Test and Writing Test

NO	Variable	Cronbach α	Conclusion
1	Vocabulary Sizer 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_{hitung} are bigger than r_{table} where $r_{\text{table}} = 0,220$. The result showed that Vocabulary Size Test (VST) is 0,863 and writing test

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