

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND  
STUDENTS' WRITING SKILL**

**(A Study at English Department of UIN Ar-Raniry)**

**THESIS**



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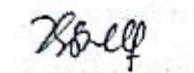
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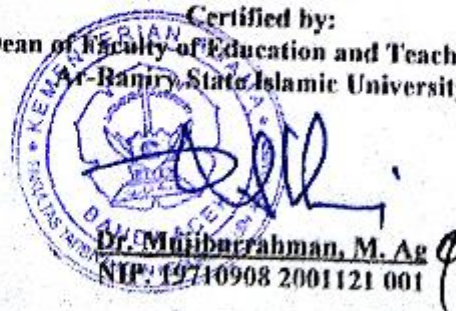
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**Umairah Rahmati**

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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## **ABSTRACT**

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Title : The Correlation between Vocabulary Mastery and Students' Writing Skill  
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Keyword : Vocabulary mastery, writing skill.

The purpose of this research is to find out the correlation between vocabulary mastery and students' writing skill. This study applies random sampling technique where the population is all of the fifth semester students of English department of UIN Ar-Raniry and the sample are 30 students. The data are collected by administering vocabulary mastery test and writing skill test. The data are analyzed by using Pearson Product Moment to investigate the correlation between both variables. The result shows that the coefficient between variable X and variable Y is  $r_{xy} = 0.607$ . The criteria of correlation between two variables among 0.600 – 0.800 shows a highly correlation. The significant level at 5% is  $r_{table} = 0.361$ ,  $r_{xy} > r_{table}$  ( $0.607 > 0.361$ ). The significant level at 1 % is  $r_{table} = 0.463$ ,  $r_{xy} > r_{table}$  ( $0.607 > 0.463$ ). The result of the analyses shows that there is a significant correlation between vocabulary mastery and students' writing skill of English department students of UIN Ar-Raniry. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. In other words, the students who have high score in vocabulary tests tend to have good writing skill and vice versa.

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of the Study**

Vocabulary is a language aspect which should be mastered by the students to get and understand whole English skills, reading, speaking, listening, and writing. Anthony (1978) said that all of learners must master much of vocabulary if they want to master all skills. In reading, the students will get difficulties in comprehending a text if they do not know the meaning of words in the text. An understanding of vocabulary will aid the students in understanding the meaning of the words in their reading. Similarly in speaking, they cannot speak fluently if they have only few vocabulary words. By good vocabulary mastery they can communicate their ideas more fluently with other people. Furthermore, in listening the students can understand what the speaker says if they know lots of words. When people are listening to English words they can absolutely understand about the words said by someone if they have adequate vocabulary mastery. In addition, vocabulary is essential in writing. A good writer needs a wide range of vocabulary to strengthen the clarity and accuracy of their writing.

Writing is a productive language skill (Richards & Renandya, 2002). By writing, someone can express his or her ideas, and feelings. Then, it provides the information for the readers. In writing, our vocabulary determines how we

can express our ideas to others clearly and accurately. Harmer (2007) states that writing is commonly useful as training for another activity, specifically when students write sentence as an explanation to discussion activities. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective.

In writing, vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important, if the learner understands about vocabulary, they will be able to write correctly and appropriately. A person will write a word if they recognize the meaning. Vocabulary has great role in producing a good writing. The sentence written by using the appropriate vocabulary will make the readers easy to understand the meaning or the messages intended by the writer. In writing process, the writer not only thinks about the ideas, but also use the vocabulary correctly to convey the ideas.

Some studies have revealed that vocabulary mastery have some effects and relationship with writing skill. A study on the relationship was conducted by Sariatun (2010) under the title “The Correlation between English Vocabulary Mastery and Writing Ability of the Eight Grade Students”. There were 84 students as the participants of the study. In collecting the data, the instruments used were test and documentation. Meanwhile, the correlation product moment was used in analyzing the data that had been collected. The result of the study revealed that there was a significant correlation between vocabulary mastery and students’ writing ability of the eighth grade students.

In addition, there was a study conducted by Natalie G (2012) on “The Relationship between Vocabulary and Writing Quality in Three Genres”. The study was conducted to find out the role of vocabulary in writing based on three genres which comprise story, persuasive, and informative. There were 105 participants of the fifth grades. Each participant of the study was assigned to create a composition under restricted topic, namely outer space. The composition was assessed by the scoring criteria that encompass diversity, elaboration, maturity, register, academic words, and content words. The result of the study revealed that the vocabulary usage of the writing was varied among three genres. Also, it indicated that the vocabulary constructs had some relation to writing quality, and they were different among the three genres.

Another study was conducted by Lars Stenius Stæhr (2008) about Vocabulary Size and the Skills of Listening, Reading, and Writing. The study proposed to examine the relationship between vocabulary size and the skills of listening, reading, and writing in English as a Foreign Language (EFL). The participants of the study covered 88 EFL learners from a lower secondary school in Denmark. The participants’ language skills, including listening, reading, and writing were investigated through the result of the national leaving school examination. The result of the study concluded that the learners’ receptive vocabulary had any strong relation to reading and writing skills, while it had a moderate correlation with the listening skill.

Based the statement above, we can conclude that to write English well, student needs many vocabulary words in order to be able to express their ideas

through writing. Mcwhorter (1980) also pointed that in writing, our vocabulary determines how clearly and accurately we can express our ideas to others. Pertaining to statement above, vocabulary mastery will determine writing skill, by mastering many vocabulary words it will give contribution toward writing skill.

From the above explanation, the writer attempts to the Department Of English Language Education Students' vocabulary mastery and its relation to their writing skills. This study focuses on the fifth semester students who have pass writing and vocabulary classes to be the respondent. It is due to the completing of beginner writing subject by English language education students in UIN Ar-Raniry.

## **1.2. Research Question**

Based on the background of this study, the research question which guides this research is "Is there any correlation between vocabulary mastery and writing skill in department of English Language Education of UIN Ar-Raniry?"

## **1.3. The Aim of study**

Based on the formulation of the problem above, the aim of this research is to identify the correlation between vocabulary mastery and writing skill in department of English Language Education of UIN Ar-Raniry

## **1.4. Hypotheses**

Ha: Alternative hypothesis: there is any significant correlation between students' vocabulary mastery and their writing skill.

H0: Null hypothesis: there is no any significant correlation between students' vocabulary mastery and their writing skill.

### **1.5. Significance of the Study**

The result of this study hopefully can give useful contribution for the Faculty of Education and Teacher Training UIN Ar-Raniry, particularly the practice of foreign language teaching in Department of English Language Education. The research is expected to be useful input for the students to encourage them to master and improve their English vocabulary and writing skill.

### **1.6. Terminology**

To avoid misunderstanding, some important terms used in this writing are explained below:

#### **1.6.1. Correlation**

Correlation is the connection between two or more variables, or mutual relationship (Hornby, 1989). Meaning that, a connection consists of two or some variables. In this study, Vocabulary mastery is considered as variable X and students' writing skill is as variable Y. Vocabulary mastery is independent variable while students' writing skill is dependent variable.

#### **1.6.2. Vocabulary**

Vocabulary refers to words as units that are part of grammatical patterns. In that sense, a word could be an element which can stand

alone as an utterance (Lado, 1964). In this research, vocabulary refers to a body of English vocabulary words that were selected based on the level of the students. the selection is then given to students through a vocabulary test.

### **1.6.3. Writing**

As pointed by Chitavelu (1995) writing is one of the systems of communication that uses visible signs and graphic symbols on a paper. In other word, writing is the skill to create and organize ideas, to support those ideas with examples or evidence, and to write in standard written English in response to an assigned topic. In this study, the writer uses free writing as a tool to measure students' writing skill.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher presents an overview of vocabulary mastery and writing skills. The discussion on vocabulary mastery covers kinds of vocabulary and lexical relation. Meanwhile, the topics addressed in relation to writing skills are writing process and the role of vocabulary in writing.

#### **2.1. Vocabulary Mastery**

Mastery is defined as a comprehensive knowledge or skill in a particular subject or activity (Hornby, 2001). Vocabulary mastery is defined as the power to control, command, decide, and rule the vocabulary as an useful and fundamental tool for communication and acquiring knowledge.

Mastering vocabulary is not only by remembering its spoken and written form. This may be true for beginners as Thornbury (2007) also emphasizes that in the most basic level, someone is said already knowing a word when he or she knows its form and its meanings. In fact, mastering a word means mastering the aspects of word knowledge. Thornbury (2007) summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea, in form of symbol of group of letter in a single or more one word (Coulson, 1998). The process of vocabulary mastery is not simple because vocabulary has some components; mastering one vocabulary item should mean mastering vocabulary components.

The vocabulary mastery cannot be done spontaneously but step by step. Keraf (1989) defines the steps in processing vocabulary mastery in terms of children period, adolescent period, and adult period. Children period, children are able to define concept vocabulary to say their concrete idea. In the second stage, adolescent period, the adolescent start to use the language and make it more extensive directly in simple communication. In adult period, the last stage, vocabulary is used more and more intensively because they make more communication each other. Regarding critical periods in second-language acquisition, Bialystok & Hakuta (1994) stated that on average, there is a continuous decline in ability with age. Older beginners often show an initial advantage over younger beginners in learning a new language; however, over time the younger beginners usually overtake the older beginners.

### **2.1.1. Kinds of Vocabulary**

It is important for students to be aware of the kinds of vocabulary they will encounter. According to Miller (2000) there are 4 kinds of vocabulary:

#### **2.1.1.1. Receptive Vocabulary**

It is the word that the students understand when they listen to speech and when they read. The term receptive vocabulary is used to refer to listening and reading vocabulary.

#### **2.1.1.2. Expressive vocabulary**

It is the words that the students use when they speak and write. The term expressive vocabulary they use to express themselves.

#### **2.1.1.3. Oral vocabulary**

Is the words that the students understand when they hear them and they can use in their speech. The term oral vocabulary refers to the combination of listening and speaking vocabularies.

#### **2.1.1.4. Written vocabulary**

Is the word that the students understand when they read and they can use in their writing. The term written vocabulary refers to the combination of reading and writing vocabularies. According to Chall (1987) to develop their vocabulary the students need to learn two aspects about words, namely: recognition and meaning vocabulary.

### 2.1.2. Lexical Relation

The characterizing of the word meaning not in terms of its component features, but in terms of its relationship to other word is treated as the analysis of lexical relation. The types of lexical relations which are usually appealed to can be briefly defined as follows:

**2.1.2.1. Synonym:** is a word which has the same or nearly the same meaning as other. These synonyms are two or more forms with very closely related meaning, which are often but not always, intersubstitutable in sentence. Examples of synonym are the pairs: applaud-cheer, brief-short, bold-brave.

**2.1.2.2. Antonym:** is a word which is opposite in meaning to other word. Two forms opposite meaning are called antonyms. Antonyms are further distinguished into two types via, gradable and non-gradable antonym. The pairs bad-good and dry-wet are example of the gradable and non-gradable antonym respectively. A think is not bad must be good, but the season which is not wet must be dry.

**2.1.2.3. Hyponymy:** is the relationship between two words, in which the meaning of one words includes the meaning of the other. Typical examples of such as pairs are: dog-animal, carrot-vegetable. The concept of inclusion involved here is the idea that if any object is a dog, it is necessarily an animal. So the

animal is included in the meaning of dog, or dog is hyponym of animal.

**2.1.2.4. Homophony:** is used to describe the relationship between two more different forms (written) which have the same pronunciation like the pairs: die-dye, curb-verb, key-quay, fore-four, gait-gate.

**2.1.2.5. Homonym:** the term homonym is used when one form (written or spoken) has two or more unrelated meaning, examples of homonym are the pairs: lead (first place of position)-lead (of water pipes). Sow (adult female pig)-sow (plant).

## **2.2. Writing Skill**

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of the language. In line with this statement, Brown (2000) defines a language competence as one's underlying knowledge of system of a language including its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together.

The definitions of writing are variously stated by some experts. According to Brown (2001) writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before

its release. Urquhart and McIver (2005) stated that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery.

Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will increase language development because the students resolve problems what writing puts in students' minds. Based on the definitions above, we can conclude that writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. Further explanation on stages in writing process is discussed in the following sub-topic.

### **2.2.1. Writing Process**

Langan (2005) divides writing process into four types, as follows:

#### **2.2.1.1. Prewriting**

In pre writing there are five types of techniques that will help students to think about developing a topic and words on paper. These techniques help students to write in the first time they start to write something.

##### **1. Free writing technique**

Free writing means jotting down in rough sentence or phrase everything that comes to mind about a possible topic. In this time, students can write anything in their mind without worried about the mistake, students can focus on discovering what they want to say about subject.

##### **2. Questioning technique**

In questioning, students generate ideas and details by asking question about their subject. By asking the question, students can get the ideas and think about the subject. The question such as: Why, Where, When, Who and How.

##### **3. Making a list**

Making a list is also known as brainstorming. In this technique students can collect ideas and details that relate to their subject. Student can pile ideas without trying to sort

major detail. The purpose is just to make a list of everything about their subject that occurs to them.

#### **4. Clustering or Mapping**

Clustering is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In this technique students can use lines, circle or arrows to show the relationship between the ideas and details that were they made.

#### **5. Preparing a starch outline**

A starch outline is an excellent sequel to the first four pre writing technique. In a starch outline, students think carefully about the point they are making, the supporting items, arrange those items. The starch outline is a plan to help students to achieve a unified, supported and well organized.

#### **2.2.1.2. Writing a first draft**

In this time, students should be prepared to put in additional thoughts and details that did not emerge during prewriting. They can write and ignore about the grammar, punctuation or spelling.

#### **2.2.1.3. Revising**

Revising means rewrite a paper, building on what has already been done, in order to make students' idea clearly. Revising is as much stage in the writing process as prewriting, outlining and doing the first draft. In revising, students can arrange their writing to put things in the right place. Finally, after they do all the things, students can write in paper. There are three stages to revising process: revising content, revising sentences and editing.

#### **2.2.1.4. Editing**

After students have revised their paper for content and style, they are ready to check errors in grammar, punctuation and spelling. The writing is better after finished this step.

### **2.2.2. The Role of Vocabulary in Writing**

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary in writing is very important. Without vocabulary nothing can be conveyed, vocabulary helps students understand and communicate with others in English. In addition, vocabulary can be defined as the words of language,

including single items and phrases or chunks of several words which convey a particular meaning (Wilkins, 1972).

Vocabulary is important to students and it is more important than grammar for communication purpose, particularly in the early stages when students are motivated to learn the basic words they need to get by in language. There are always something new to learn when students have done the grammar. Roger (2007) stated that more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions. From the explanation above we can conclude that students should be exposed to the vocabulary which is intimately related to the environment to become more proficient in choosing and expressing the words.

### **2.3. Previous Studies**

The previous study about the correlation between vocabulary mastery and students' writing skill have been conducted in many previous studies. The researchers that had been involved in this field are Zaleka (2010), Yuliani (2016), and Hasan & Subekti (2017).

Zaleka (2010) conducted a study entitled the correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjan. The subject of this research was the second year students of MAN Selatpanjang. This research is mentioned by quantitative

research. The number of sample taken by writer was 43 students by using random sampling technique. In collecting the data, the writer used twice tests those are writing hortatory exposition text to get the data about students' ability in writing hortatory exposition text and vocabulary test to know vocabulary mastery of the second year students of MAN Selatpanjang. Then to analyze the data, the writer used SPSS for windows. The result shows that there is significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang. The result shows that there is significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year student of MAN Selatpanjang.

Another study was conducted by Yuliani (2016) about the correlation between vocabulary mastery and and writing ability of the eighth grade students of SMP Islam Nurul Ihsan Palangka Raya. The population of this study consisted of eighth grade students of SMP Islam Nurul Ihsan Palangka Raya in academic year 2015/2016 with the total number of students are 48. To get the data of the study, the writer use multiple choices questions for vocabulary test. And for written test, there are three topics which students can choose one of them. Then, the writer analyzed the result of both tests. After calculating, the data were analyzed by using Pearson Product Moment Correlation. The main finding shows that the correlation coefficient between variable X and variable Y is  $r_{xy} = 0.646$ . The criteria of correlation between two variables among 0.40 – 0.646 are moderately correlation. In the significant standard 5% is  $r_{table} = 0.404$ , so  $r_{xy} > r_{table}$  ( $0.646 > 0, 404$ ). The significant standard 1 % is  $r_{table} = 0.515$ , so  $r_{xy} > r_{table}$  ( $0.646 >$

0.515). From the result we can conclude that there is moderately correlation between vocabulary mastery and writing ability of the eight grade students of SMP Islam Nurul Ihsan Palangka Raya.

In addition, there was a study conducted by Hasan & Subekti (2017) on the correlation between students' vocabulary mastery and writing descriptive text ability among the seventh grade students in SMPN 3 Bantul Yogyakarta in academic year 2016/2017. The writer uses two tests in collecting the data, multiple choices test to find out the students' score of vocabulary mastery and essay test to find out the score of students' ability in writing descriptive text and also to find out the correlation between students' vocabulary mastery and writing descriptive text ability among the seventh grade students in SMP N 3 Bantul Yogyakarta in the academic year 2016/2017. The result of this study shows that students' mean in vocabulary mastery was 67.12 greater than the ideal mean 53.5. The mean of students' writing ability was 63.79 close to the ideal mean 70. Based on the result, it is shown that there is a positive and significant correlation between vocabulary mastery and writing descriptive text ability. It means that vocabulary mastery influence writing ability.

Overall, the previous researchers find that there is a significant correlation between vocabulary mastery and students' writing skill (Zaleka, 2010; Yuliani, 2016; Hasan & Subekti, 2017). Therefore, the following hypothesis is proposed for this study:

Ha: There is a significant correlation between vocabulary mastery and students' writing skill.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This research is purely quantitative. The main purpose of the research is to find out the correlation of two variables. Vocabulary mastery which is symbolized by “X” is as independent variable, and dependent variable is writing skill which is symbolized by “Y”.

#### **3.2. Population and Sample**

The population of this research was all students of the fifth semester of English department of UIN Ar-Raniry in academic year 2015/2016. There were six units consisting of 225 students. Since of the number population was large, it was necessary to take sample. Gay and Dhiel (1992) states that for correlation, total minimum sample was 30. So, the writer took 30 students from the total number of population. The writer used *Random Sampling Technique*. Healey (1995) says that random sampling is a method for choosing samples, from a population by which every member of population has an equal chance of being selected for the sample. In this research, there were about 30 students involved who have finished their writing and vocabulary class.

### 3.3. Technique of data collection

In order to get some data needed in this research, the writer applied the following techniques:

#### 1. Test

- The test of vocabulary mastery

To determine the students' vocabulary mastery, the writer gave the students a test. The test consisted of 25 multiple choice questions, 5 items for synonym questions, 4 items for antonym questions, and 16 items for classifying the material of vocabulary.

The way of scoring the test was as follows:

$$N = \frac{\text{Number of Correct Answer}}{\text{Number of Item}} \times 100$$

$$N = \frac{25}{25} \times 100$$

**Where: N = score**

- The test of writing skill

To determine the students' writing skill, the writer tested the students with free writing test. The writer limits the word to 150 words. The way of scoring the writing test was as in following rubric:

**Table 3.1 scoring rubric of free writing**

	<b>Very Poor (34 – 52)</b>	<b>Poor to Fair ( 53 – 68)</b>	<b>Average to Good ( 69 – 84)</b>	<b>Very Good to Excellent ( 85 – 100)</b>
<b>Word Choice (Vocabulary)</b>	Few, basic terms / used inaccurately	Limited set of vocabulary is mostly accurate	Variety of recent vocabulary used accurately	Widely accurate from throughout the year used accurately
<b>Convention (Structures &amp; spelling)</b>	More errors than correct usage make writing difficult to understand	Error patterns make some things difficult to understand	Some errors with verb endings, spelling, word order, understandable	No error patterns, advanced structures used
<b>Sentence Fluency</b>	Choppy, incomplete sentence with few details	Choppy (but complete) sentence with few details	Long/Compound sentences with similar sentence format throughout	Long/Compound sentences with a variety of format
<b>Idea (Organization &amp; Content)</b>	Ideas are disconnected and unclear, no obvious purpose.	Lacks organization, few details, unclear purpose, lacks personality.	Well organized, some details, clear purpose, lacks personality	Well organized, clear purpose, many details included, interesting to read.
<b>Length</b>	Far below goal	Almost meets goal	Meets goal	Exceeds goal

Adapted source: [www.martinabex.com](http://www.martinabex.com)

### 3.4. Technique of data analysis

In analyzing the data of this study, the Pearson product moment correlation was used of which formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Notes:

$r_{xy}$  : correlation coefficient

$N$  : the total of sample participating in this study

$\sum x$  : the total score of students' vocabulary mastery

$\sum y$  : the total score of students' writing skill

$\sum xy$  : the total of multiple score of vocabulary mastery and writing skill

$\sum x^2$  : the total of square score of students' vocabulary mastery

$\sum y^2$  : the total of square score of students' writing skill

**Table 3.2**  
**Table of  $r$  Score Interpretation**

<b>The <math>r</math> score scales</b>	<b>Interpretation of <math>r</math> correlation</b>
0.800 —1.00	very high
0.600 — 0.800	High
0.400 — 0.600	Moderate

The r score scales	Interpretation of r correlation
0.200 — 0.400	Low
0.000 — 0.200	very low

(Arikunto, 2010)

### 3.5. Statistical Hypotheses

The statistical hypotheses of this study are symbolized into:

Ha:  $\rho \neq 0$  or if  $r_{xy} > r_t$ , Ha is accepted, and H0 is rejected.

H0:  $\rho = 0$  or if  $r_{xy} < r_t$ , H0 is accepted, and Ha is rejected.

### 3.6. Location of the research

This study took place at the Department of English Language Education of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university was established on October 5<sup>th</sup> in 1963. It is located in Jln. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The status of this Islamic university changed on October 1<sup>st</sup> in 2013 from IAIN Ar-Raniry into UIN Ar-Raniry. The university which is headed by Prof. Dr. Farid Wajdi Ibrahim, MA as the rector, has nine faculties. Among the Faculties, Faculty of Education and Teacher Training is the faculty that concentrates on education and educational expert preparation. The faculty consists of several departments under its authority; one of them is Department of English Language Education or *Pendidikan Bahasa Inggris* (PBI) where exactly this study was conducted.

The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Ed, has 32 permanent and 35 adjunct lecturers and 918 students who come from several regions of Aceh. Here are the data about the enrolled students at Department of English Language Education of Ar-Raniry State Islamic University.

**Table 3.3 Data about enrolled students at Department of English Language Education of Ar-Raniry State Islamic University**

No	Academic Year	Unit	Number of Students
1	2012	4 units	119
2	2013	10 units	283
3	2014	8 units	291
4	2015	6 units	225
<b>Total</b>			<b>918</b>

*Source: Archive of Department of English Language Education*

English Language Education (*PBI*) of UIN Ar-Raniry is the leading and reputable department of Education and Teacher Training Faculty which has many enrollers from many regions in Aceh. It receives “A” for accreditation from National Accreditation Department or also known as *Badan Akreditasi Nasional (BAN)*. In relevance to the lecturers who teach at English Language Education Department (*PBI*) of UIN Ar-Raniry, most of them were graduated from various international universities in many developed countries, including

United States, United Kingdom, Australia, Netherlands, Germany, Malaysia, and so forth.

As one of the departments of Education and Teacher Training Faculty at UIN Ar-Raniry, the Department of English Language Education (*PBI*) has the objective to educate and prepare its undergraduate students to be educational experts and professional teachers especially for English major. In order to achieve the goal, the curriculum has been arranged as proper as possible. For instance, many important subjects are provided for the students, such as four English skills (listening, speaking, reading and writing), educational subjects (educational knowledge, educational philosophy, and educational methodology), curriculum and material analysis, and other courses to support the students to be a competent English teacher. It is aimed at producing well-behaved, qualified, creative, and competitive graduates as future English teachers. In addition, hopefully they will be able to give contribution for the development of education in Aceh province particularly. In this research, the researcher only focused on the students at fifth semester who have finished their writing and vocabulary classes which aimed to see the correlation between vocabulary mastery and their writing skill.

The Department of English Language Education (*PBI*) also provides some supporting facilities for academic activities like multimedia room, which provides sound system, radio, television, DVD player, projector, and computers; library which provides academic and non-academic books, cassettes, newspapers, encyclopedia, dictionaries, and theses which had been

written by the students of the Department of English Language Education as the partial fulfillment of the requirement for Degree of Bachelor Education. The theses can be the references for other students who are in writing thesis.

## **CHAPTER IV**

### **THE RESULTS AND DISCUSSION**

This chapter discusses the analyses of the data obtained from vocabulary mastery test and writing skill test. The findings derived from the analyses are then discussed further to determine the correlation between the two variables involved.

#### **4.1. Data Analysis**

There were two tests administered to collect the data, namely vocabulary mastery test and writing test. After the result of each test was identified, Pearson Product Moment Correlation was used to investigate the correlation between students' vocabulary mastery and their writing skill. The whole procedures involved in analyzing the data are elaborated in this section.

##### **4.1.1. Results of Tests**

Based on the test given, the result of vocabulary mastery test of the fifth semester students in English Department of UIN Ar-Raniry can be seen in Table 4.1 as follows:

**Table 4.1**

**The Score of Vocabulary Mastery (X)**

<b>NO</b>	<b>PARTICIPANTS</b>	<b>X</b>
1	A	84
2	MU	68

<b>NO</b>	<b>PARTICIPANTS</b>	<b>X</b>
3	RZ	76
4	CAT	68
5	FF	88
6	MS	80
7	NH	84
8	BS	72
9	AK	84
10	CSS	84
11	CNS	80
12	DK	92
13	ENA	84
14	SNH	84
15	HA	52
16	MS	92
17	N	88
18	AR	60
19	KM	84
20	GCB	100
21	RJ	60
22	PN	80
23	Z	60
24	MR	66
25	ZI	88
26	FR	80
27	MZ	88
28	FK	76
29	NR	68
30	ML	84
	<b>TOTAL (<math>\Sigma</math>)</b>	<b>2354</b>

Furthermore, the result of writing skill test of the fifth semester students in English Department of UIN Ar-Raniry can be seen in the following table.

**Table 4.2**  
**The Score of Writing Skill (Y)**

<b>NO</b>	<b>PARTICIPANTS</b>	<b>Y</b>
1	A	76
2	MU	87
3	RZ	91
4	CAT	78
5	FF	80
6	MS	89
7	NH	89
8	BS	84
9	AK	89
10	CSS	78
11	CNS	87
12	DK	81
13	ENA	88
14	SNH	82
15	HA	57
16	MS	84
17	N	88
18	AR	78
19	KM	90
20	GCB	92
21	RJ	84
22	PN	84
23	Z	76

NO	PARTICIPANTS	Y
24	MR	70
25	ZI	88
26	FR	89
27	MZ	90
28	FK	80
29	NR	84
30	ML	88
	<b>TOTAL (<math>\Sigma</math>)</b>	<b>2501</b>

#### 4.1.2. Pearson Product Moment Correlation ( $r_{xy}$ )

After calculating the total scores of the variables of this study, vocabulary mastery (X) and students' writing skill (Y), Pearson Product moment is used to investigate the correlation between both of the variables. The Pearson Product Moment correlation is symbolized with  $r_{xy}$ . The statistical calculations used to get the score of  $r_{xy}$  are presented in the following table.

**Table 4.3**

#### **The Calculation of Pearson Product Moment Correlation ( $r_{xy}$ )**

NO	PARTICIPANTS	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	A	84	76	6384	7056	5776
2	MU	68	87	5916	4624	7569
3	RZ	76	91	6916	5776	8281
4	CAT	68	78	5304	4624	6084

<b>NO</b>	<b>PARTICIPANTS</b>	<b>X</b>	<b>Y</b>	<b>XY</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
5	FF	88	80	7040	7744	6400
6	MS	80	89	7120	6400	7921
7	NH	84	89	7476	7056	7921
8	BS	72	84	6048	5184	7056
9	AK	84	89	7476	7056	7921
10	CSS	84	78	6552	7056	6084
11	CNS	80	87	6960	6400	7569
12	DK	92	81	7452	8464	6561
13	ENA	84	88	7392	7056	7744
14	SNH	84	82	6888	7056	6724
15	HA	52	57	2964	2704	3249
16	MS	92	84	7728	8464	7056
17	N	88	88	7744	7744	7744
18	AR	60	78	4680	3600	6084
19	KM	84	90	7560	7056	8100
20	GCB	100	92	9200	10000	8464
25	ZI	88	88	7744	7744	7744
26	FR	80	89	7120	6400	7921
27	MZ	88	90	7920	7744	8100
28	FK	76	80	6080	5776	6400
29	NR	68	84	5712	4624	7056
30	ML	84	88	7392	7056	7744
<b>TOTAL (<math>\Sigma</math>)</b>		<b>2354</b>	<b>2501</b>	<b>197708</b>	<b>188420</b>	<b>210061</b>

Next, the scores of  $r_{xy}$  are calculated by the Pearson Product moment correlation formula as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \\
 &= \frac{30 (197708) - (2354)(2501)}{\sqrt{30 (188420) - (2354)^2 (30(210061) - (2501)^2)}} \\
 &= \frac{5931240 - 5887354}{\sqrt{(5652600 - 5541316)(6301830 - 6255001)}} \\
 &= \frac{43886}{\sqrt{(111284)(46829)}} \\
 &= \frac{43886}{\sqrt{5211318436}} \\
 &= \frac{43886}{72189} \\
 &= 0.607 \\
 r_{xy} &= 0.60
 \end{aligned}$$

After the score  $r_{xy}$  has been calculated, it is compared with the score of  $r$  table ( $r_t$ ) with degrees of significance 5% and 1% as follows:

$$Df = N - nr$$

$$= 30 - 2$$

$$Df = 28$$

**Notes:**

Df = Degree of freedom

N = Number of cases

nr = number of research variable

**Table 4.4**

**Value of 0.05 and 0.01 Levels of Significance**

<b>Df (N-2)</b>	<b>0.05</b>	<b>0.01</b>
1	0.997	1000
2	0.950	0.990
3	0.878	0.959
4	0.812	0.917
5	0.755	0.875
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.533	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.562
19	0.433	0.549

<b>Df (N-2)</b>	<b>0.05</b>	<b>0.01</b>
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.396	0.505
24	0.388	0.496
25	0.381	0.487
26	0.374	0.479
27	0.367	0.471
<b>28</b>	<b>0.361</b>	<b>0.463</b>
29	0.355	0.456
30	0.349	0.449

rt at the degree of significance 5% = 0.361

rt at the degree of significance 1% = 0.463

rx<sub>y</sub>: rt(5%) = 0.607 : 0.361 ; rx<sub>y</sub> > rt (5%)

rx<sub>y</sub>: rt(1%) = 0.607 : 0.463 ; rx<sub>y</sub> > rt (1%)

#### **4.1.3. Hypothesis Testing**

This study is aimed to answer the following hypotheses:

(H0) null hypothesis: there is no any significant correlation between students' vocabulary mastery and their writing skill.

(Ha) alternative hypothesis: there is a significant correlation between students' vocabulary mastery and their writing skill.

And the statistical hypotheses are as follows:

H0:  $\rho = 0$  or if  $r_{xy} < r_t$ , H0 is accepted, and Ha is rejected.

Ha:  $\rho \neq 0$  or if  $r_{xy} > r_t$ , Ha is accepted, and H0 is rejected.

Based on the findings of this study, the calculation of  $r_{xy}$  is 0.607 and the score of df is 28. Then, the score  $r_{xy}$  is compared with the degree of significance 5% which shows that with the df = 28, the  $r_t$  score which is obtained is 0.361, therefore,  $r_{xy} > r_t$ . Meanwhile, when the score  $r_{xy}$  is compared with the degree of significance 1% it shows that with the df = 28, the obtained  $r_t$  score is 0.463, therefore,  $r_{xy} > r_t$ .

#### **4.2. Discussion**

The data analysis has generated some findings that are important in providing the answer to the research question proposed in this study, "Is there any correlation between vocabulary mastery and writing skill in department of English Language Education of UIN Ar-Raniry?". Based on the finding of data

analysis above, the coefficient of correlation ( $r_{xy}$ ) is higher than  $r$  table ( $r_t$ ) score;  $0.607 > 0.361$  with the degree of significance 5%. Moreover, the coefficient of correlation ( $r_{xy}$ ) is higher than  $r$  table ( $r_t$ ) score;  $0.607 > 0.463$  with the degree of significance 1%, the coefficient correlation which is obtained is 0.607. Therefore, the score of coefficient correlation of both degree of significance are higher in comparison with the score of  $r$  table, it shows that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing skill.

Besides, the coefficient correlation ( $r_{xy}$ ) is 0.607. It can be interpreted with Table of  $r$  Score Interpretation (see Table 3.2 in Chapter III) which reveals that the  $r_{xy}$  score is included in the scale between 0.600 - 0.800. The scale indicates that there is a strong correlation between variable X (students' vocabulary mastery) and variable Y (students' writing skill). Thus, it can be considered that between students' vocabulary mastery and their writing skill of the fifth semester students of English Department UIN Ar-Raniry has a significant correlation. This finding is consistent with the finding of previous researcher that found a significant correlation between vocabulary mastery and students' writing skill (Zaleka, 2010; Yuliani, 2016; Hasan & Subekti, 2017).

From the research findings, it can be considered that a rich vocabulary allows writer to get a richness of thought onto paper. However, the writer's real pleasure comes from using the right word. In Scott (2004), study research shows that having a large and classy vocabulary helps a writer produce quality

text by limiting the cognitive demands during a writing task. Though research connecting effective vocabulary instruction and writing is limited, some studies suggest that rich vocabulary instruction and developing word consciousness can positively influence writing.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the result of this study. The conclusions are drawn to precisely provide the findings of the study in relation to the answer of the proposed research question. Meanwhile, the suggestions were made to provide future improvement.

#### 5.1. Conclusions

Based on the findings of the data analysis it has been identified that the score of  $r_{xy}$  is 0.607 and the score of  $df$  is 28. Then, the score  $r_{xy}$  is compared with the degree of significance 5% which shows that with the  $df = 28$ , the  $rt$  score which is obtained is 0.361, therefore,  $r_{xy} > rt$ . Meanwhile, when the score  $r_{xy}$  is compared with the degree of significance 1% it shows that with the  $df = 28$ , the obtained  $rt$  score is 0.463, therefore,  $r_{xy} > rt$ .

Therefore, the score of coefficient correlation of both degree of significance are higher in comparison with the score of  $r$  table, it shows that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing skill. It means that the more vocabulary they master, the better writing skill they have.

## **5.2. Suggestions**

After analyzing the correlation between vocabulary mastery and students' writing skill. There are some important points that should be noted by EFL learners. Students should increase their vocabulary mastery because it will also improve their writing skill. To increase their vocabulary, students are expected to read many English resources in order that they can be familiar with a wide range of words and how the words are used. Moreover, they also should try to take a note of the new English words they find, and use the words in their daily writings.

Therefore, to enhance the students' vocabulary mastery, the writer suggests that the teacher use interesting and creative techniques to encourage the students' vocabulary learning. Not only selecting the technique that motivates the students, the teacher should also consider the benefits that the students will get. The writer is expected that the result of this research can be used as additional reference for further research in different contexts.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-4177/UN.08/FTK/KP.07.604/2017**  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

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- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
  - b. bahwa surat yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
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**MEMUTUSKAN**

- Menetapkan** :
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- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Correlation between Vocabulary Mastery and Students' Writing Skill
- Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
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- KEEMPAT** :
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebersama mungkin apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Tanggal: 25 April 2017

An-Beaton  
 (Stempel: UIN AR-RANIRY BANDA ACEH)  
 (Tanda Tangan: An-Beaton)

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3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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**FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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Nomor : B-9036 /Un.08/TU-FTK/ TL.00/10/2017

9 Oktober 2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi**

Yth,  
Kaum Muslimin  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

Nama : **Umairah Rahmati**  
NIM : 231324428  
Prodi : Pendidikan Bahasa Inggris (PBI)  
Semester : IX  
Alamat : Jl. Teri, Gang. H. Syekh, No. 1, Jeulingke, Banda Aceh

Untuk mengumpulkan data pada:

**UIN Ar-Raniry Prodi Pendidikan Bahasa Inggris**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

***The Correlation Between Vocabulary Mastery and Students' Writing Skill***

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih



### INSTRUMENT OF VOCABULARY TEST

**Direction:** Choose the correct answer from the option a, b, c, or d.

1. Three prisoners \_\_\_\_\_ from the central prison this morning. Police have described them as dangerous and warned the public not to approach them if seen.  
A. emptied                      C. escaped  
B. abandoned                D. rushed
2. You said you were with Trevor but that was a \_\_\_\_\_! You were with that terrible girl again.  
A. dishonest                  C. lie  
B. insincere                  D. false
3. I hope you have finished \_\_\_\_\_ your suitcases - the taxi has just arrived!  
A. Making                      C. Packing  
B. Having                      D. Wrapping
4. If you want to pass that exam, I \_\_\_\_\_ you to start studying for it immediately.  
A. advice                      C. convince  
B. push                         D. advise
5. The animal is not tame, so don't \_\_\_\_\_ it.  
A. Greet                        C. Provoke  
B. Quicken                    D. Operate
6. Rupiah is Indonesian \_\_\_\_\_.  
A. Currency                    C. Cash  
B. Fund                         D. Dollar
7. It's no good hiring someone who's never taught in high school before. We need \_\_\_\_\_ teacher.  
A. Experimented              C. Experienced  
B. Exploited                    D. Explored
8. I am sure the debate contest can be held next month, but I can't \_\_\_\_\_ it yet.  
A. Convey                      C. Condemn  
B. Convince                    D. Confirm
9. The weather forecast \_\_\_\_\_ that it would rain this evening.  
A. Asked                        C. Prevented  
B. Spoked                       D. Predicted

10. Microsoft is a huge international \_\_\_\_\_.  
A. Competitor                      C. Conference  
B. Corporation                      D. Companion
11. Please send that letter by express. It's very \_\_\_\_\_.  
A. Urgent                              C. Great  
B. Earnest                              D. Hurried
12. Please don't pass this information to anyone else. It's \_\_\_\_\_.  
A. Confidential                      C. Confident  
B. Secretion                              D. Believable
13. Remember this \_\_\_\_\_ - "Think Before You Speak"  
A. Principle                              C. Prospect  
B. Prejudice                              D. Principal
14. Which is closest in meaning to "CONNECT".  
A. Beat                                      C. Persuade  
B. Fight                                      D. Join
15. Which is closest in meaning to "OPPORTUNITY".  
A. Chance                                      C. Change  
B. Entry                                      D. Leave
16. Which is closest in meaning to "DEADLY".  
A. Fatal                                      C. Hell  
B. Death                                      D. Alive
17. Which is closest in meaning to "REFUSE".  
A. Reject                                      C. Diffuse  
B. Fresh                                      D. Confuse
18. Which is closest in meaning to "PRESERVE".  
A. Keep                                      C. Offer  
B. Serve                                      D. Prepare
19. Which is the antonym of "INCREASE".  
A. Include                                      C. Reduce  
B. Conclude                                      D. Induce
20. Which is the antonym of "FALSE".  
A. True                                      C. Wrong  
B. Rises                                      D. Gentle
21. Which is the antonym of "RAPID".  
A. Hit                                      C. Slow  
B. Smart                                      D. Jump

22. Which is the antonym of “EXTREME”  
A. Extra                      C. Moderate  
B. Terrible                  D. Horrific
23. When you finish making the dough for the bread, put it in the oven and \_\_\_\_\_ for about 90 minutes.  
A. Roast                      C. Bake  
B. Fry                          D. Grill
24. Hayley is a very \_\_\_\_\_ girl. She knows where she wants to be in five years' time and how she is going to get there.  
A. arrogant                  C. snobby  
B. ambitious D. wealthy
25. When he asks me the questions, just \_\_\_\_\_ the answers quietly in my ear and he will never know.  
A. shout                      C. whisper  
B. talk                          D. yell

**SCORE: 1 = 4**

**TOTAL: 4 x 25 = 100**



**NAME** :  
**ID** :  
**UNIT** :

**Direction:** Please write a free writing with 150 words limit!

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**TARGET :150 words**

**TOTAL:\_\_\_\_\_ words**

## **AUTOBIOGRAPHY**

1. Name : Umairah Rahmati
2. Place/Date of Birth : Sigli / September 30<sup>th</sup>, 1995
3. Religion : Islam
4. Sex : Female
5. Nationality/ Ethnicity : Indonesian-Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Prov A Majid Ibrahim, Lampedeu Baroh, Kec.  
Pidie, Kab.Pidie
9. Email : [umairah.rahmati@gmail.com](mailto:umairah.rahmati@gmail.com)
10. Parents' name
  - a. Father : Maimun, A.Md  
Occupation : Entrepreneur
  - b. Mother : Wani Wardani  
Occupation : Housewife
11. Address : Jln. Prov A Majid Ibrahim, Lampedeu Baroh, Kec.  
Kota Pidie, Kab.Pidie
12. Education Background
  - a. Elementary School : SDN 2 Percontohan, graduated year : 2007
  - b. Junior High School : MTSs Jeumala Amal : 2010
  - c. Senior High School : SMAN 1 Sigli : 2013
  - d. University : UIN Ar-Raniry : 2013-2018

Banda Aceh, January  
15<sup>th</sup> 2018

**Umairah Rahmati**