

AN UNDERGRADUATE THESIS

**THE CORRELATION BETWEEN THE VOCABULARY MASTERY
AND WRITING ABILITY AMONG THE EIGHTHGRADE STUDENTS
OF JUNIOR HIGH SCHOOL 2 TUMIJAJAR
IN THE ACADEMIC YEAR OF 2017/ 2018**

By:

LILIS NUR INDAH SARI

NPM. 1292447



Tarbiyah Falcuty

English Education Departement

STATE INSTITUTE FOR ISLAMIC OF METRO

1439H/2018 M

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IN THE ACADEMIC YEAR OF 2017/ 2018**

**presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S. Pd)
In English Education Program**

**By:
LILIS NUR INDAH SARI
Students' Number: 1292447**

**Tarbiyah Falcuty
English Education Departement**

Sponsor : Dra. Umi Yawisah, M. Hum.

Co-sponsor : Trisna Dinillah Harya, M. Pd.

STATE INSTITUTE FOR ISLAMIC OF METRO

1439 H/2018



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M E T R O

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyah Skripsi
Saudara Lilis Nur Indah Sari**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name : Lilis Nur Indah Sari
Students Number : 1292447
Judul Proposal : **THE CORRELATION BETWEEN THE VOCABULARY MASTERY
AND WRITING ABILITY AMONG THE EIGHT GRADE STUDENTS
OF JUNIOR HIGH SCHOOL 2 TUMJAJAR**

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, 16 Oktober 2017
Co-sponsor

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004



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M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Lilis Nur Indah Sari**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Lilis Nur Indah Sari
Students Number : 1292447
Title : THE CORRELATION BETWEEN THE VOCABULARY MASTERY
AND WRITING ABILITY AMONG THE EIGHT GRADE STUDENTS
OF JUNIOR HIGH SCHOOL 2 TUMIJAJAR

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, 16 Oktober 2017
Co-sponsor

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE CORRELATION BETWEEN THE VOCABULARY MASTERY
AND WRITING ABILITY AMONG THE EIGHT GRADE STUDENTS
OF JUNIOR HIGH SCHOOL 2 TUMIJAJAR

Name : Lilis nur indah sari
Students Number : 1292447
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the skripsi (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Metro, 16 Oktober 2017
Co-sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 100801 1 014

**KOLERASI ANTARA PENGUASAAN KOSA KATA
DENGAN KEMAMPUAN MENULIS SISWA KELAS DELAPAN
SMP NEGERI 2 TUMIJAJAR
TAHUN PELAJARAN 2017/2018**

**ABSTRAK
Oleh
LILIS NUR INDAH SARI**

Tujuan penelitian ini adalah untuk mengetahui adanya hubungan antara penguasaan kosokata dan menulis dalam bentuk tesk deskripsi. Jenis penelitian ini adalah penelitian korelasi. Subjek dari penelitian ini adalah siswa kelas delapan SMP N 2 Tumijajar tahun akademik 2017/2018 dengan jumlah siswa 50.

Desain penelitian ini adalah penelitian korelasi yang termasuk penelitian kuantitatif. Instrument yang digunakan adalah dalam bentuk tes. Tipe untuk mengetes kosokata adalah pilihan ganda dan tes menulis menggunakan tes esai yang mana meminta siswa untuk membuat kalimat kedalam bentuk paragraf. Hasil dari penelitian adalah $r_{hitung} = 0,558$. Itu berarti bahwa ada hubungan antara penguasaan kosakata siswa dan kemampuan menulis. $r_{tabel\ 5\%} = 0,273$ dan $1\% = 0,354$, itu berarti bahwa r_{hitung} lebih tinggi dari r_{tabel} . Jadi, terdapat hubungan positif.

Berdasarkan hasil penelitian dapat disimpulkan bahwa r hitung lebih daripada r tabel. Itu berarti H_a diterima dan H_o ditolak. Jadi ada hubungan yang positif dan signifikan antara penguasaan kosakata dengan kemampuan menulis siswa dikelas VIII SMPN 2 Tumijajar.

**THE CORRELATION BETWEEN THE VOCABULARY MASTERY
AND WRITING ABILITY AMONG THE EIGHTH GRADE STUDENTS
OF JUNIOR HIGH SCHOOL 2 TUMIJAJAR
IN THE ACADEMIC YEAR OF 2017/ 2018**

**ABSTRACT
BY
LILIS NUR INDAH SARI**

It means if the students want to write the text especially the descriptive text, they should be master much vocabularies. The objective of study is to find out whether there is any correlation between vocabulary mastery and writing ability of descriptive text the eighth grade students of SMP N 2 Tumujajar in the academic year 2017/2018 This is a correlational study.

The subject of the research is the eighth grade students of SMP N 2 Tumijajar in the academic year 2017/2018 with the number of students 50. The design of this research is correlative that's belong to quantitative research. The instrument used was a test. Type of vocabulary test is multiple choice and writing test is essay test which asking students to make sentences into a paragraph. The result of the research is $r_{\text{observed}} = 0,558$. It means that there is correlation beetwen vocabilaty mastery and wriring ability. $r_{\text{table}} 5\% = 0,273$ and $1\% = 0.354$. it means that r_{observed} is higher than r_{table} . So, there is positive.

Based on the result of the research, the writer concluded that r_{observed} is higher than r_{table} . It means that H_a IS accepted and H_o is rejected. So, there is positive and significant the correlation beetwen the vocabulary mastery and writing ability among the eight grade students of SMP N 2 Tumijajar.



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INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email: stainmetro@yahoo.com website: www.stain_metro.ac.id

RATIFICATION PAGE

No: B-2452/11-28-1/D/PP-00-9/07/2018

An undergraduate thesis entitled: THE CORRELATION BETWEEN THE VOCABULARY MASTERY AND WRITING ABILITY AMONG THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 TUMIJAJAR IN THE ACADEMIC YEAR OF 2017/2018

Written by LILIS NUR INDAH SARI, student number. 1292447, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 10, 2018 at 09.00-11.00

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum (.....)
Examiner I : Ahmad Subhan Roza, M.Pd (.....)
Examiner II : Trisna Dinillah Harya, M.Pd (.....)
Secretary : Rika Dartiara, M.Pd (.....)



The Dean of Tarbiyah
and Teacher Training Faculty



Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : **Lilis Nur Indah Sari**
NPM : 1292447
Departement : English Education Departement (TBI)
Faculty : Tarbiyah

States that this undergraduate thesis is originality the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 28 agustus 2017

Writer,



Lilis nur indah sari
St. ID. 1292447

MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ

إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

(Al Baqarah 153)

“Hi believers, ask to Allah patiently and pray, rightly Allah with
patient people”

Everything will be nice in the right time

DEDICATION PAGE

This undergraduate thesis would highly be dedicate to:

Almighty Allah SWT, thanks God for all about the precious gift inside to me. My beloved father and mother, Mr. Sutrisno and Mrs. Munarlik who always support, protect and advice my life and my study, thank you very much for you everlasting love and incessant prayer. May Allah SWT bless you. Amin. My beloved brother M. Badderi Tamam who have given this valuable help and support.

My sweet friends Hilallyah, Kiki, Lela, and others. Thanks for your support. My beloved almamater IAIN Metro.

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In the name of Allah, the most gracious, the most merciful. Praise be to Allah, the lord of the worlds whom without his mercy and blessings, none of these would be possible. The writer is very grateful for the chances. He has given the writer blessing and mercies to accomplish this undergraduate thesis.

This thesis is written as one of the partial fulfillments of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English education Departement. The writer would like thanks to the sponsor, Dra. Umi Yawisah, M. Hum and co- sponsor Trisna Dinillah Harya, M.Pd, who has constantly given their endorsement, time, and guidance so that the writer could finish the thesis. There is nothing she could do to return their deeds. She would also like to thank to head of IAIN METRO, who has given support and approval in order that the writer was able to conduct the research.

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The writer could not have done the study alone without the support for my beloved family and all my friends. She is indebted to many people whom she cannot mention one by one. She realizes the imperfectness of this work;

nevertheless, she hopes that this piece of work can contribute something to the betterment of English teaching and learning in general. It is Allah who bestows success and guides to the right path.

Metro, 10 juli 2018

The writer,



LILIS NUR INDAH SARI
NPM.1292447

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language has very important role in human's life, which is used as means of communication. By using language, we can communicate ideas, feeling, and expectation to the other interaction among them. Sanggam Siahaan explains that, "the function of language is so important for human life. It is reason why it is a central of human's interest of scientific to study".¹

In Indonesia, English is foreign language. In our education system, it is a compulsory subject from elementary school until university level. As a foreign language, this language is not easy to master because it has different structure, pronunciation, and others. Moreover the purpose of teaching and learning of foreign language is the students can communicate in oral and written form.

English languages have four skills: there are listening, speaking, reading, and writing. Besides, vocabulary is one of the language aspects that should be learned by students who want to master a language. Vocabulary can help the students to have good listening, speaking, reading, and writing ability. One of the reasons appears from failure that students still find many difficulties to express their ideas in English. It is caused by the situation that

¹ Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2005). p. 97

the students pay little attention to the vocabulary mastery and knowledge of grammar.

Vocabulary is one of the English components in English. Learning vocabulary does not mean that the learners only memorize an amount of the words but also their meaning and how they are constructed and use language. Mastering vocabulary is required to make the students easier in writing and speaking in English. In other word, lacks of vocabulary in learning English will cause difficult to make a paragraph. But if they have enough vocabulary, the will not be difficulties to understand the meaning of word so they are easier to express their ideas into written form especially make a paragraph.

Students at Junior High School are expected to have high writing ability, especially in making a paragraph. In making a paragraph they can express their ideas, statement, question, etc in written form. In fact, the students still find difficulties to make a paragraph. It can be proved from pre-survey at marc 10, 2016, as follows:

TABLE 1
The Score of Writing Test

No	Name	Score	Category	Frequency	Presentation
1.	AB	50	Low	4	20%
2.	CD	55	Low	2	10%
3.	EF	60	Fair	2	10%
4.	GH	45	Low	7	35%

5.	IJ	65	Fair	1	5%
6.	KL	40	Low	1	5%
7.	MN	80	Excellent	1	5%
8.	OP	70	Good	1	5%
9.	QR	75	Good	1	5%
Total				20	100%

TABLE 2

The Criteria of Score

Score	Interpretation
80 - 100	Excellent
66 - 79	Good
56 - 65	Fair
40 – 55	Low

Source: Ledger of the English Teacher at Junior High School 2 Tumijajar.

Based on the pre-survey, the students at the eight class of State Junior High School 2 Tumijajar have difficulty in writing. It can be seen from the average score of writing test. The average is 53, 75.

Based on the explanation above, the writer would like to know whether there is any correlation between vocabulary mastery and writing ability. Thus, the writer proposes a research entitled “The correlation between

vocabulary mastery and writing ability among the eighth grade students of Junior High School 2 Tumijajar in Academic Year of 2016/2017.

B. Problem Identification

Based on the background above, the writer would like to identify the problems as follow:

1. Students have low vocabulary mastery
2. Students have difficulties to make a paragraph.
3. Students have difficulties to express their ideas.

C. Problem Limitation

Based on the problem mentioned in the problem identification above the writer focuses the problem to the correlation between vocabulary mastery and writing ability, among the eighth grade students of Junior High School 2 Tumijajar in the academic year of 2017/2018?

D. Problem Formulation

The problems that will be studied in this research are formulated as follows:

1. What is the level of vocabulary mastery among the eighth grade students of Junior High School 2 Tumijajar in the Academic Year of 2017/2018?
2. What is the level of writing ability among the eighth grade students of Junior High School 2 Tumijajar in Academic Year of 2017/2018?

3. Is there any positive and significant correlation between vocabulary mastery and writing ability among the eighth grade student of Junior High School 2 Tumijajar in Academic Year of 2017/2018?

E. Objectives and Benefits of the Study

1. The Objectives of the study

This research is aimed at:

- a. Finding out the level of English vocabulary mastery among the eighth grade students of Junior High School 2 Tumijajar in the Academic Year of 2017/2018.
- b. Finding out the level of sentence writing ability among the eighth grade students of Junior High School 2 Tumijajar in the Academic Year of 2017/2018.
- c. Finding out whether there is a correlation between English vocabulary mastery and writing ability among the eighth grade students of Junior High School 2 Tumijajar in the Academic Year of 2017/2018.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Vocabulary

a. Concept of Vocabulary

Vocabulary is one of the language elements. Which should be learned if want to master a language. According to Tarigan, “vocabulary is part of language system”.² It is clear that vocabulary is the essential part in learning English, because we use the language for communication. Without vocabulary the learners not communicate appropriately.

Etymologically, the word “vocabulary” in Oxford Advanced Learner’s Dictionary is derived from the word “Vocabulary is the total number of words in a language”.³ It mean that vocabulary can be defined as a number of words used by people to produce a language in their life and one uses the language for communication.

Furthermore, HG. Tarigan says that “the student’s skill quality depends on the quantity and the quality of their vocabulary”.⁴ He also

² Henry Guntur Tarigan, *teaching vocabulary*, Angkasa Bandung: 1993, p. 21

³ Hornby, AS, *Oxford Advanced Learners’ Dictionary*, New York: Oxford University Express), p. 1331.

⁴ Henry Guntur Tarigan, *Op Cit.* p. 2

adds “that vocabulary could guide the student to enlarge the experience that raises a new experience more”.⁵

From the statement above, we can say that vocabulary is important to learn. The students should learn the English words to acquire more vocabularies in English so they will be able to use English. It can also express mind, make sentence, speak, and knowledge from the context. So, by mastering vocabularies, the students will be easy to learn the foreign language.

b. Kinds of Vocabulary

According to Fuad Mas’ud, the kinds of vocabulary as follow.

1) Noun

Nouns are words that show people, thing, places, tress, animal, etc.

there are five types of noun, as follow.

a) Abstract and concrete nouns

Abstract noun are nouns that cannot be seen by eyes. For example happiness, freedom, etc. concrete nouns are name of people, place, or things that can be seen by eyes or concert. For example chair, car, etc.

b) Common Nouns

Common nouns are nouns that show type or class of words; place etc. for example book, tool, stone, etc.

c) Proper Nouns

⁵ *Ibid.*, p. 15

Proper nouns are name of people or place. It usually uses capital letter. For example: Amir, Yogyakarta, Bandung, etc.

d) Collective Nouns

Name of group that they are to be an unit. For example: a team, a club, a jury, etc.

e) Material Nouns

Material nouns are name of things that are not made by people. For example gold, water, fish, etc.

2) Adjective

Adjective is words that are used to explain noun or pronoun. For example good, happy, long, bad, etc.

3) Verbs

Verbs are word that show name of action by people. For example come, study, and buy, etc. the kinds of verb as follows:

a) Ordinary verb

Ordinary verb have features if they are used in negative and interrogative sentence use auxiliary verb, do, does, did.

b) Auxiliary Verb

Auxiliary verb is verbs that are used with other verb to show action or situation.

c) Linking Verb

Linking verbs are used to relate between subject and its complements. For example be (is, am, are, etc.)

d) Transitive Verb

Transitive verbs are needed objects to complete the meaning of the sentence.

e) Intransitive Verb

Intransitive verbs are verbs that do not need objects.

4) Adverb

Adverbs are words that explain how the job is done, where the place, when the events are happened.

The kinds of adverbs, as follows:

- a) Adverb of Manner
- b) Adverb of place and direction
- c) Adverb of time
- d) Adverb of Degree
- e) Adverb of Frequency
- f) Adverb of Quantity
- g) Interrogative Adverb
- h) Relative Adverb.⁶

⁶ Fuad Mas'ud, *Essential of English Grammar A Practical Guide*, Yogyakarta: BPFE, 1998, p. 61.

c. Word Formation Process

There are three productive word formation processes:

- 1) Compounding, where two nouns come together to form one. Established compounds illustrating some of the frequent productive patterns in English include mailman, fifty-one, blackbird, and three-legged.
- 2) Affixation, the addition of prefixes or suffixes to a stem to create derivative words. For example: rewind, uncoil, wetness, lobbyist, and sisterhood
- 3) Conversion, typically the conversion of a noun or an adjective into a verb without the addition of other elements.

For example: I'd rather office here. (From the noun "office").⁷

2. Writing Ability

a. Writing

1) Concept of Writing

Etymologically, the word "writing" is derived from the word "write" and it can be defined as:

- a) Make letter or number on surface, especially with a pen or pencil
- b) Produce something in written form so that people can read, perform, or use it.⁸

Moreover, the meaning of writing in Oxford Advanced Learner's Dictionary is:

⁷ Marianner Celce-Murcia, *Discourse and Context in Language Teaching*, United States of America, Cambridge University Press, 2000, p. 81

⁸ Hornby, AS, *Op Cit.*, p.1382

- a) The activity or occupation of writing, for examples books stories or articles.
- b) The way in which person forms letters when writing.⁹

Terminologically, these are so many experts that have different definitions for writing, but here the writer will take several definitions according to the experts as follows:

Marianne Celce-Murcia defines “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place”.¹⁰

Furthermore, Barli Bram state “in principle, to write means to try to produce or reproduce writer message. Based on the quotation above, the writer can assume that writing is used for communicating one’s idea in written form to readers. In other words the form of communication by using written language such as; word, sentence, and punctuation, so that the reader can understand the information

In writing process, writers can be said successful their writing contains some aspects of writing. According to Harris, there are five aspects of writing as follows:

- a) Content : the substance of writing; the experience of the main idea (unity).
- b) Form : the organization of the content (coherence).

⁹ *Ibid.*, p. 1383

¹⁰ George E. Winson and Julia M. Burks, *Let's Write English*, Canada: van nostrand Reinhold ltd, 1980, p. 128

- c) Grammar : the employment of grammatical form or syntactic pattern
- d) Style : the choice the structure and the lexical items to give a particular tone or flavor of the writing.
- e) Mechanics : the uses of graphic convention of the language.¹¹

Furthermore, to know the students ability in writing, the writer uses writing test, where the students asked to make a paragraph descriptive.

The writing score in this research is based on M. Soenardi Djiwodono as follows:¹²

TABLE 3

The profile of writing ability

The details of writing ability	Score	Level	Criteria
Content	30-27	Excellent	The writer extremely understands the content. The content is very complete and very specific. It is very suitable with the title.
	26-22	Good	The writer understands the content, the content is very is complete and specific although it is less detail.

¹¹ David P. Haris. *Testing English as a second language*, (McGrawl-Hill Book company: George Town University, 1969). Pp. 68-69

¹² M. Soenardi Djiwodono. *Tes Bahasa Dalam Penajaran*. Bandung: ITB Bandung.1996. p.130

	21-17	Sufficient	The writer understands the content limitedly. The content is less complete, less specific and less detail.
	16-13	Low	The writer does not understand the content is disconnected and not sufficient to be evaluated.
Organization	20-18	Excellent	The organization is very regular, very neat and very clear. It consists of much idea. It has the logical order and the high cohesion.
	7-14	Good	The organization is regular, neat and clear. It consist much idea. It has logical order and the high logical order.
	13-10	Sufficient	The organization is less regulars, less neat, and less clear. It is limited in the idea and has the not logical order. The cohesion is not high.

	9-7	Low	The organization is not irregulars, unclear. It lacks of the idea and has the not logical order. There is not cohesion. It is not sufficient to be evaluated.
Vocabulary	20-18	Excellent	The writing has the extremely large number of the vocabulary. The vocabulary use is very effective. The writer extremely masters the word formation. The diction is very accurate.
	7-14	Good	The writing result has the large number of the vocabulary. The writer masters the word formation. The diction accurate.
	13-10	Sufficient	The writing result has sufficient of vocabulary. To use of the vocabulary is ineffective. The writer does not master the word formation well. The diction is less accurate.

	9-7	Low	The writing result looks like a translation. The writer does not master the word formation. It is not sufficient to be evaluated.
Grammar	25-22	Excellent	The writer extremely masters grammar. There is just title error in grammar without making the unclear meaning.
	21-8	Good	The sentence structure is simple. There is title error in grammar without making the unclear meaning.
	17-11	Sufficient	The writer feels difficult in using the simple sentence structure. The grammatical error can make the unclear meaning.
	10-5	Low	The writer does not master the sentence structure. The writing result is not communicative. It is not sufficient to be evaluated.
The mechanics	5	Excellent	The writer extremely masters the

of writing			writing mechanics of word and spelling.
	4	Good	The writer masters the writing mechanics of word and spelling although there is little error.
	3	Sufficient	The writer does not master the writing mechanics of words and spelling. There are many errors.
	2	Low	The writer does not master like writing mechanics writing result is unreadable. It is not sufficient to be evaluated.

Based on the quotation above, the writer can assume that writing is an important of indirect communication that refers to productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling and thoughts in writing language.

2) Strategies of Writing

To get a good writing, Vivian M. Rosenberg explains tens strategies of writing, such as analysis, argumentation, cause and effect,

classification, comparison and contrast, definition, description, exemplification, narration, process.¹³ Furthermore, the explanations of the major writing strategies as follow:

a) Analysis

In analysis strategy, the writer takes something apart from a book or an article, examining the different parts of it separately and seeing how the parts relate to each other.

b) Argumentation

In this strategy, the writer takes a strong position on an issue and provides supporting evidence and logical reasons to defend the position.

c) Cause and effect

The essential of this strategy, the writer explains what caused something and/or traces the effect or consequences or result of something.

d) Classification

The meaning of this strategy is to do subdividing of things according to certain categories.

e) Comparison and contrast

In this strategy, the writer should be able to compare and contrast two or more things, noting similarities and differences.

¹³ Vivian M. Rosenberg, *Reading, Writing, and Thinking Critical Connection*, New York, random house, 1989, p. 78

f) Definition

The purpose of this strategy is the writer explains or defines what a word or phrase or an idea means.

g) Description

In the description strategy, the writer is able to explain or define or analyze something by giving specific examples.

h) Exemplification

Using of this strategy, the writer is able to explain or define or analyze something by giving examples.

i) Narration

In this strategy, the writer is able to tell a story to illustrate a point or examine an issue.

j) Process

In the process strategy, the writer describes a process, step by step. It becomes an analysis to describing the process; furthermore, the writer also explains the significance of some of the steps of the process or analyzes the relationship of one step to another.

3) Process of Writing

According to Mc Crimmon, the writing process will be divided into three stages, as follows:

a) Planning

Planning is any orderly procedure uses to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

b) Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

c) Revising

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examined and re-evaluate the choice that has created a piece of writing.¹⁴

b. Paragraph

1) Concept of Paragraph

A paragraph is a series of sentence about one idea called the topic. A paragraph usually consists of to eight sentences about a single topic.¹⁵ It means that a paragraph consist of one main idea, which is supported by some sentences to clarify the main idea.

¹⁴ James M. Mc Crimmon, *Writing With a Purpose*, New York: Houghton Mifflin, 1984, pp.10-11

¹⁵ Joy M. Reid. *The Process of Paragraph Writing*. New Jersey: Prentice Hall Regents.1994.p.29

Furthermore, Mc Crimmon said that, “A paragraph is a set of related sentence that work together to express or develop an idea.¹⁶ In addition, Gefvert explains that a paragraph can also be viewed as a miniature essay that is self contains or part of a longer work and that follows certain principles which apply to writing of any length;

- a) A paragraph should have unity like an essay, nothing should be in that does not support the main point (which is often expressed in the topic sentence).
- b) A paragraph should be complete: as in an essay, there should be enough material to develop and support the main point, according to the needs of the audience.
- c) A paragraph, like an essay, should have clear order, with a logical structure suitable to the audience and subject, and with subordinate and coordinate ideas clearly distinguished. It will usually follow one of the patterns discussed in 5a.
- d) A paragraph, like an essay, should have clear marks of relationship between parts, including accurate transitional phrases and clear pronoun reference.¹⁷

Based on the quotation above, the writer concludes that paragraph is a part of writing that consist some sentences that develop one idea. A paragraph also should have developing sentences that will present all

¹⁶ Mc Crimmon. *Op Cit.*, p.193

¹⁷ Constance J. Gefvert. *The confident writer*. New York: WW Norton and Company. 1985. p. 126

information to express one idea, and have a conclusion that tells us that the writer finished discussing the ideas.

2) Types of Paragraph

a) Description

Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁸

b) Argumentation

Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and support it-or sometimes to lead logically to a general conclusion by a series of facts.¹⁹

c) Narration

Narration is the form of the writing used to relate of act of events. Narration places occurrence in time and tells what happened according to natural time sequence.²⁰

d) Definition

In writing a definition, the meaning of a term is explained by using words that are easily understand.²¹ An explanation of what a word or a term means is another kind of exposition.

¹⁹ *Ibid.*, p. 147

²⁰ George E. Winson and Julia M. Burks, *Op Cit.*, p. 378

²¹ *Ibid.*, p. 281

e) Exposition

Exposition is used in giving information, making explanation and interpreting meaning. It includes editorials, essays, and informative and instructional material.²²

c. Descriptive Paragraph

Descriptive paragraph is a series of sentences develops the main idea that makes the readers see or point a verbal picture.²³ It also, conveys the physical or abstract image of persons, place, and object.

Furthermore, Mc Crimmon said that, description is a strategy for presenting a verbal portrait of a person, place, or thing.²⁴ It means that, when we describe something, we need to capture both details so that reader can understand what we mean.

Based on the quotation above, the writer notices that in making a descriptive paragraph the students must be able to bring the reader's mind where he can imagine the situation although he has never been there.

3. Correlation Between Vocabulary Mastery and Writing Ability

A correlation is the measurement of the relationship between two variables.²⁵ Correlation is a statistical technique that can show whether

²² *Ibid.*, p. 382

²³ Kathleen E. Sullivan, *Paragraph Practice-Test and Exercises in The Topic Sentences The Paragraph and The Short Composition*, New York: Collier Mac millan Publisher, 1976, p. 85

²⁴ Mc Crimmon. *Op Cit.*, p. 163

²⁵ http://psychology.about.com/od/researchmethods/ss/expdesintro_5.htm (December 14, 2009)

and how strongly pairs of variables are related.²⁶ In here there are two variables: vocabulary mastery and writing ability.

Vocabulary has important function in language. As we know that vocabulary is the basic element in language. It means that it necessary to studying vocabulary first when we star to learn language especially English, because English vocabulary is the first or beginning step or stage when we learn a language. Moreover, Nation & Newton in *Teaching by Principle*, vocabulary is incorporated into communicative task, attention to lexical forms is how more central to the development of language curricula.²⁷

Based on the quotation above, vocabulary has important role and should be recognizes as a central element in language and it should be given from the beginning stages, in order to make the students mastering in vocabulary will be able to use the suitable or appropriate word in sentence for each situation in making communication to other people.

As we know that there are four skills of language, listening, speaking, reading, and writing. In this case the writer will be focused on vocabulary and writing, because they are the aspect of the ways to express our ideas and feeling whether using writing paragraph. Students can express imagination using vocabulary in writing form.

²⁶ <http://www.surveysystem.com/correlation.htm> (December 14, 2009)

²⁷ H. Douglas Brown, *Teaching by Principles*, San Francisco: San Francisco State University, p.377

In addition, there are experts that explain the correlation to make a paragraph if have they many vocabulary. But, they will have a problem if they are lack of vocabulary.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

They are two variables in this research. They are independent variables (X) and dependent (Y). The independent variable (X) is vocabulary mastery and dependent variable (Y) is writing ability.

Language is used for communication. English is the first foreign language in Indonesia. It means that is a compulsory subject to be taught. Teaching English as a foreign language of course is not as simple teaching English as a mother tongue the reason is the learners only is English in the classroom.

Vocabulary is one of the English components in learning English. The vocabulary mastery has an important role in English teaching learning process, especially in writing. Therefore the students are able to understand the system of rules of words or sentence in writing in English, writing is not easy because it has to have only and coherence to be understands.

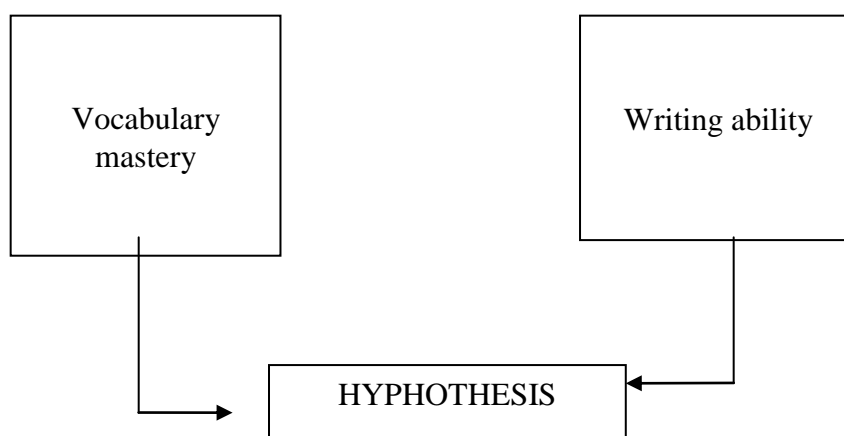
Furthermore, vocabulary mastery will enable the students to solve the difficulties in English writing. Therefore, there is any positive and significant correlation between vocabulary mastery and writing ability. Thus, is the grade of vocabulary is high; the grade of writing ability is

high too. However, if the grade of vocabulary mastery is low, the grade of writing ability is low too.

2. Paradigm

According to the Kartini Kartono, paradigm is a concept that used by someone or group of people to research a event according to the paradigm, so that some one or group of people can research that indication.²⁸

Based on the theoretical framework above the writer describes the paradigm as follows:



C. Hypothesis Formulation

Hypothesis is a temporary answer toward problems of research that must be examined empirically.²⁹

Hypothesis on the other hand, is predictions the researcher holds about the relationship among variables.³⁰

²⁸ Kartini Kartono, *Pengantar Metodologi Research Sosial*, Bandung, 1986, p. 86.

²⁹ Edi Kusnadi, *Metodologi Penelitian*, Metro: Ramayana Pers & STAIN Metro, 2008, p.59

³⁰ John W Creswell, *Research Design*, London: Sage Publication, 2002, p. 108.

There are two forms of hypothesis, null and alternative hypothesis. Null hypothesis make a prediction that in the general population, no relationship or no difference exists between groups on a variable. Alternative hypothesis, the investigator makes a prediction about the expected outcome for the population of the study. This prediction often comes from prior literature and studies on the topic that suggest a potential outcome that the researcher may expected.³¹

Based on the theoretical framework and paradigm above, the writer formulates the hypothesis as follow: Alternative Hypothesis (Ha); There is any positive and significant correlation between vocabulary mastery and writing ability among the eighth grade students of Junior High School 2 Tumijajar.

³¹ *Ibid*, p. 110

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will be conducted is correlation research by using quantitative research. According to Sumadi Suryabrata, “Correlation research has a goal to detect how far variations of factor related to the variations of the other factors on correlation coefficient”.³²

Moreover, according to John W. Creswell:

A quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e.. cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of the theories), employs strategies of inquiry such as experiments and survey and collects data on predetermined instruments that yield statistical data.³³

The writer will use the quantitative research. This research is intended to investigate whether there is any positive and significant correlation between vocabulary mastery and writing ability.

³² Sumadi Subrata, *Metode Penelitian*, Jakarta: PT. Graha Grafindo Persada, 1998, p.

³³ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, London: Sage Publication, 2002, p.18.

B. Population and Sampling Technique

1. Population

Suharsimi Arikunto, defines population as “The whole of subject research”.³⁴ The population of this research is the students of the eight classes of State Junior High School Tumijajar o in the Academic Year of 2016/2017. The total population in this research is 181 students who are divided into five classes.

2. The Sampling Technique

Edi Kusnadi defines sample as “the part of population that will be researched”.³⁵ Moreover, Suharsimi Arikunto explains that “if the subject are less than 100 people, all subjects are used but if the subject are more than 100 people. The subjects used are just 10-15% or 20-25%”.³⁶ Therefore, the writer will take 50 students from the total of population

Moreover, taking sample of this research is used the technique of Simple Random Sampling.

C. The Operational Definitions of Variable

The operational definition is “the definition which is based on characteristic of things that will be defined, observed, and measured”.³⁷

Furthermore, Creswell states that “A variable refers to a characteristic or

³⁴ Suharsimi Arikunto, *Metodologi Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 1997, p. 115

³⁵ Edi Kusnadi, *Metode Penelitian*, Metro: Ramayana Pers & STAIN Metro, 2002, p. 80.

³⁶ Suharsimi Arikunto, *Op Cit.*, p.120

³⁷ Edi Kusnadi, *Op. Cit.*, p. 75

attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied”.³⁸

Based on the meaning each variable above, the operational definitions of variable as follow:

1. Independent Variable

Independent variable is the major variable which is hoped to be investigated. It is the variable “which is selected, manipulated, and measured by the researcher. Independent variable of this research is vocabulary mastery that can be defined as to gain the total number of words mastered of know by the students and they are able to use it in written form. It is very important to support English learning process in listening, speaking, reading, and writing.

2. Dependent Variable

Dependent variable is variable that depend on the independent variable. It is the result of the influence of the independent variable. Dependent variable of this research is writing ability that can be defined as the ability of the students to produce words, to express, and to show their thoughts, ideas, and feeling in a paragraph. Moreover, H. Daugles Brown defines the criteria of measuring the product of writing that included “content,

³⁸ John W. Creswell, *Op. Cit.*, p. 93

organization, vocabulary use grammatical use, mechanical consideration such as spelling and punctuation”.³⁹

D. Data Collection Method

1. Test

Winarno Surahmad explains that most of research uses test as the main tool to measure the aspect.⁴⁰

Moreover, the writer uses test as data collection method to measure both of the variable. The writer measures vocabulary mastery of the students by giving vocabulary mastery test. Furthermore, the writer measures writing ability of the students by testing them to make the writing paragraph descriptive.

2. Documentation

Edi Kusnadi defines “documentation as the method which is used to get information from written language or document (for example: books, magazine, rule, note, and others)”.⁴¹

The writer uses the documentation method to get detail information about the school story, data, and organization of school.

E. Research Instrument

Suharsimi Arikunto defines “instrument as the tool of research which is used in each method”.⁴² Furthermore, the research instrument involves.

³⁹ H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy* (2nd ed), New York: Addison Wesley, 2001), p. 335.

⁴⁰ Winarno Surahmad, *Pengantar Penelitian Ilmiah*, Bandung: Tarsito, 1990, p. 23.

⁴¹ Edi Kusnadi, *Op. Cit.*, p. 102

1. Instrument Blueprint

Research instruments which will be used in this research:

- 1) The instruments which will be used for documentation method are books, magazines, note, data from internet, and other.
- 2) The instruments which will be used for test are the letters that consist of the multiple choice question and English writing test.

Moreover, the writer compiled the instrument in the form of blueprint, in order to show the correlation between vocabulary mastery and writing ability among the eighth grade students of SMP N 2 Tumijajar.

TABLE 4
Instrument Blueprint

No	Variable	Indicator	Item
1	Independent variable (X) vocabulary mastery	1. Verb 2. Adverb 3. Adjective 4. Noun	1 – 16 17 - 25 26 - 36 37 - 50
2	Dependent variable (Y) writing ability	1. Content a. Related ideas b. Use of description c. Consistent focus 2. Organization a. Effectiveness of	1. Daily Activity 2. Long Holiday

⁴² Suharsimi Arikunto, *Op. Cit.* p. 137

		introduction b. Logical sequence of ideas c. Conclusion 3. Vocabulary a. Translation of vocabulary English b. Range-effective and usage 4. Grammar a. Mastery of sentence construction rules b. Effective complex construction 5. Mechanics ▪ Spelling ▪ Punctuation	3. The Activity Student In The Classroom
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2. Instrument Calibration

Instrument calibration is the scale of measurement, which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of

instrument that made by the researcher.⁴³ To conduct the research, the writer will use the standard for test instrument as following:

There are two kinds of test. Moreover, in the first test, there are 50 vocabulary questions in multiple choices. The point of each question is 4 points so the biggest grade of vocabulary test is 100 and the lowest grade is 0 point.

Based on the quotation above, the instrument that will be used in this research to get data, the writer will try first, by using respondents outside of population to know validity and reliability.

a. Validity

According to Suharsimi, instrument collecting data is valid, if it can give score accuracy.⁴⁴ Validity on other hand is seen as strength of qualitative accurate from the standpoint of the researcher, the participant, or the readers of account.⁴⁵ The writer will show calculation validity in question item analysis by using product moment correlation.

⁴³ *Pedoman Penulisan Karya Ilmiah*, STAIN Jurai Siwo Metro, 2005, p. 33

⁴⁴ SuhaOrsими Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Bina Aksara, Jakarta, 1986, p. 2091

⁴⁵ John W Creswell, *Op. Cit.* p. 195

Furthermore arranged in calculation table of product moment correlation between score number and total score, as follows:

TABLE 6

The calculation of Product Moment for number 1

No	x	y	x ²	y ²	x.y
1	1	24	1	576	24
2	1	35	1	1225	35
3	1	21	1	441	21
4	0	16	0	256	0
5	0	19	0	361	0
6	1	22	1	484	22
7	1	26	1	676	26
8	0	24	0	576	0
9	1	17	1	289	17
10	1	27	1	729	27
11	0	16	0	256	0
12	1	27	1	729	27
13	0	21	0	441	0
14	1	24	1	576	24
15	1	28	1	784	28
16	1	18	1	324	18
17	1	28	1	784	28

18	1	29	1	841	29
19	1	20	1	400	20
20	1	32	1	1024	32
N	$\sum x$	$\sum y$	$\sum x^2 =$	$\sum y^2 =$	$\sum xy =$
$=20$	$=15$	$= 474$	15	11772	378

From the table above, the writer can know the every scale, as follows:

$\sum N=20$, $\sum x=15$, $\sum y=474$, $\sum x^2=15$, $\sum y^2=11772$, $\sum x.y=378$. Then every score is processed in Product Moment Correlation, below:

$$\begin{aligned}
 r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}} \\
 &= \frac{20.378 - (15)(474)}{\sqrt{[20.15 - (15)^2][20.11772 - (474)^2]}} \\
 &= \frac{7540 - 7110}{\sqrt{[300 - 225][235440 - 224676]}} \\
 &= \frac{450}{\sqrt{(75)(10764)}} \\
 &= \frac{450}{\sqrt{807300}} \\
 &= \frac{450}{898,498748} \\
 &= 0,501
 \end{aligned}$$

There are 50 items, product moment in this calculation. The calculation research of 30 items as follows:

TABLE 7

Item-total statistic

Items number	Correlation item-total correlation
1	0, 501
2	0, 145
3	-0, 285
4	0, 374
5	0, 575
6	0, 00
7	0, 418
8	0, 428
9	0, 164
10	0, 468
11	0, 126
12	0, 386
13	0, 479
14	0, 501
15	0, 479
16	0, 481
17	0, 492
18	0, 451
19	0, 528

20	0, 596
21	0, 578
22	0, 765
23	0, 463
24	0, 00
25	0, 765
26	0, 345
27	0, 576
28	0, 234
29	0, 567
30	0, 897
31	0, 231
32	0, 567
33	0, 677
34	0, 455
35	0, 345
36	0, 568
37	0, 671
38	0, 00
39	0, 221
40	0, 679
41	0, 498

42	0,567
43	0,678
44	0,789
45	0,587
46	0,590
47	0,00
48	0,589
49	0,564
50	0,897

In a statistic manner, the correlation score above have to compare with score of r_{table} significance of correlation degree 5% is 0,444 and significance degree 1% is 0,561.

According to the correlation, score that, the writer gets from number 1 to number 50, except 2, 6, 7, 8, 9, 11, 12, 24, 26, 28, 31, 35, 38, 39, and 47. It means that others the number its' more than significance degree 5%. In this case, the writer can be inferred that the questions have good validity or the questions are valid. Nevertheless, for number 2, 6, 7, 8, 9, 11, 12, 24, 26, 28, 31, 35, 38, 39, and 47, the items are not valid, so the writer revises the questions. It is because, if the $r_{xy} > r_{table}$ is valid, but if $r_{xy} < r_{table}$ is not valid.

b. Reliability

Reliability is the index that shows far instrument can be trusted or can be pledged.⁴⁶ In other word, whether it consistent, predictability, and accuracy.

According to the statement above, the writer can conclude that reliability is the accuracy of the measurement result. To examine measurement instrument, the writer examine the question for odd and even method.

TABEL.8

The calculation correlation groups of odd and even item from the result try out.

rsp	X	y	x ²	y ²	x.y
1	11	13	121	169	143
2	16	19	256	361	304
3	10	11	100	121	110
4	5	11	25	121	55
5	8	11	64	121	88
6	7	15	49	225	105
7	11	15	121	225	165
8	12	12	144	144	144
9	10	7	100	49	70
10	11	16	121	256	176

⁴⁶ *Op. Cit.* p. 128

11	6	10	36	100	60
12	10	17	100	289	170
13	8	13	64	169	104
14	8	16	64	256	128
15	14	14	196	196	196
16	10	8	100	64	80
17	14	14	196	196	196
18	13	16	169	256	208
19	7	13	49	169	91
20	16	16	256	256	256
N	207	267	2331	3743	2849

From the table above as follows: $\sum x = 207$, $\sum y = 267$, $\sum x^2 = 2331$, $\sum y^2 = 3742$, $\sum xy = 2849$.

$$\begin{aligned}
 r_{xy} &= \frac{N \sum X.Y - (\sum X).(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2 \times N (\sum Y^2) - (\sum Y)^2}} \\
 &= \frac{20 (2849) - (207).(267)}{\sqrt{[20 (2331) - (207)^2] [20 (3743) - (267)^2]}} \\
 &= \frac{56980 - 55269}{\sqrt{[46620 - 42849] [74860 - 71289]}} \\
 &= \frac{1711}{\sqrt{3771 \times 3571}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{1711}{\sqrt{13466241}} \\
 &= \frac{1711}{3669,6377} \\
 &= \mathbf{0,466}
 \end{aligned}$$

From the result above, the coefficient correlation were measures the reliability of test. It was to be continued to use Spearman Brown.

$$\begin{aligned}
 r_{\text{tot}} &= \frac{2(r_{\text{tt}})}{1 + r_{\text{tt}}} \\
 &= \frac{2(0,466)}{1 + 0,466} \\
 &= \frac{0,932}{1,466} \\
 &= \mathbf{0,636}
 \end{aligned}$$

Based on the calculation above it was got 0,636. It means the degree of reliability is average.

F. Data Analysis Technique

To investigate whether there is any positive and significant correlation between vocabulary mastery and writing ability among the eighth grade students of Junior High School 2 Tumijajar in the Academic Year of

2016/2017, the writer analyzes the data by using product-moment correlation.

The formula of product-moment correlation:⁴⁷

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Note:

r = Correlation coefficient

n = Number of students

x = Independent variable

y = dependent variable

⁴⁷ Edi Kusnadi, *Op. Cit.*, p. 137

CHAPTER IV

RESULTS AND DISCUSSION

A. Description of Data

1. Research Setting

- a. The brief history about the Establishment of SMPN 2 Tumijajar
SMPN 2 Tumijajar is located on KP Daya Sakti Tumijajar, West Tulang Bawang, Lampung. It was on 2003 when SMPN 2 Tumijajar was established, the government gave it SK No. 10808403. Moreover, the principals of SMPN 2 Tumijajar as follows:

- 1) Rozilie, Z, M. Sc
- 2) Margo Widodo, S.Pd
- 3) Drs. Suyanto.

- b. The buildings of SMPN 2 Tumijajar has following buildings

Classroom

- c. The Condition of Teachers and Official Employees in SMPN 2 Tumijajar.

The Number of Teachers and Official Employees are 47 that can identify as follows:

TABLE 10

The Condition of Teachers and Official Employees in SMPN 2
Tumijajar.

No.	The Last Education	Sex		Total
		Male	Female	
1.	SI	11	27	38
2.	D2	-	1	1
3.	D3	1	3	4
Total		12	31	44

Source: observation result in SMPN 2 Tumijajar on march 7, 2017

- d. The quality of SMPN 2 Tumijajar students is 500 that can be identified as follows:

TABLE 11

The Quantity of SMPN 2 Tumijajar in Academic Year of 2016/2017

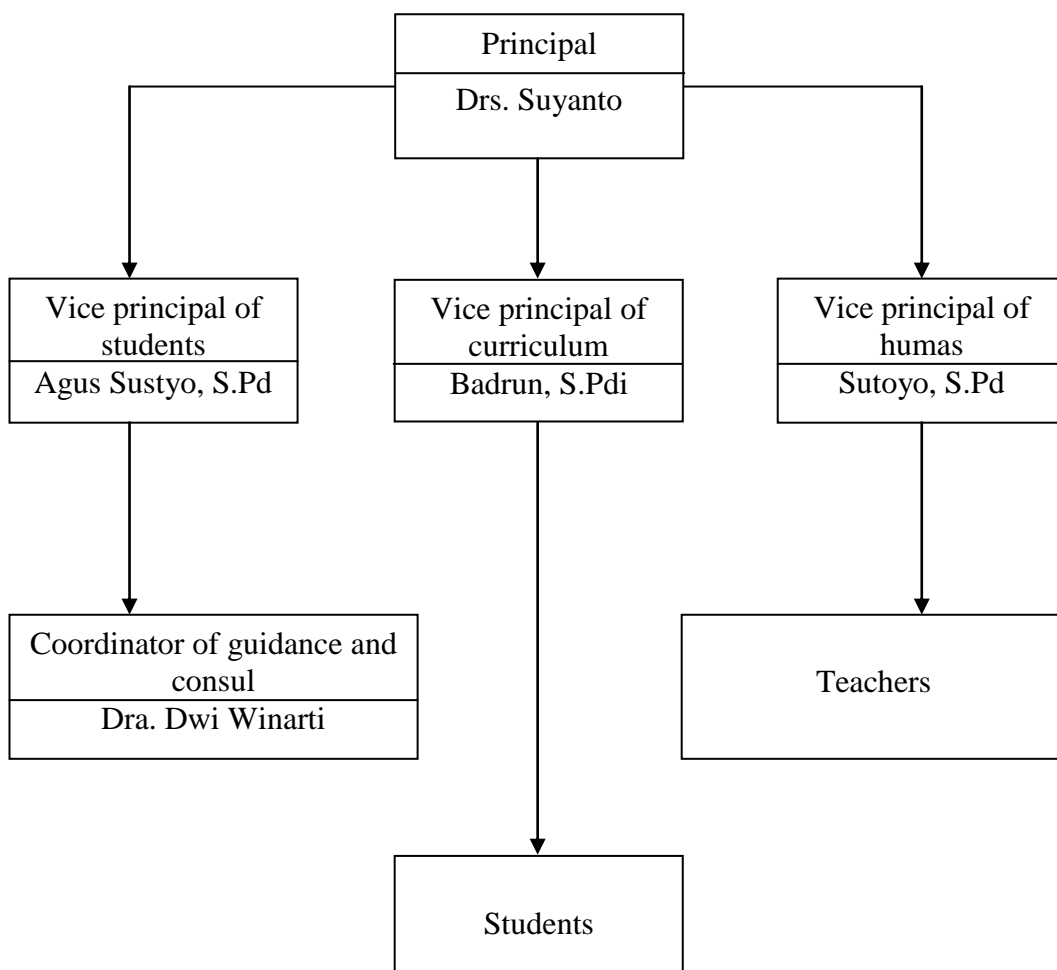
No	Class	Sex		Total
		Male	Female	
1	Class VII	86	94	180
2	Class VIII	101	80	181
3	Class IX	54	85	139
Total		241	259	500

Source: obcervation result in SMPN 2 Tumijajar on march 7, 2017

- e. Organization structure of SMPN 2 Tumijajar in the Academic Year of 2016/2017.

FIGURE 1

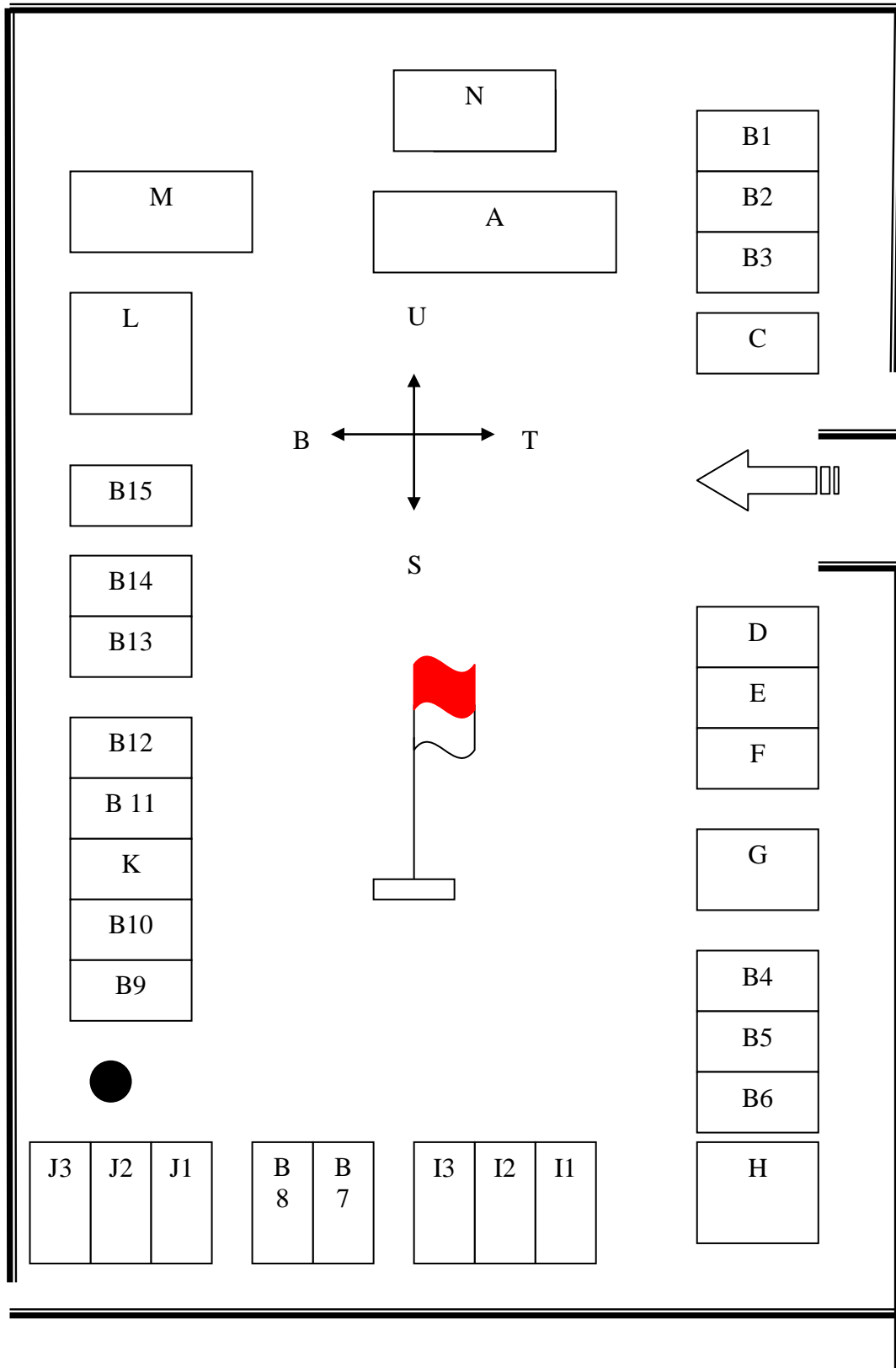
Organization Structure of SMPN 2 Tumijajar in the Academic Year of 2016/2017.



f. Location sketch of SMPN 2 Tumijajar

FIGURE 2

Location sketch of SMPN 2 Tumijajar.



Notes:

A	= Teachers' Room,	H	= Watchman Room
B1-B15	= Classroom	I	= Pool
C	= Library	J	= Bathroom
D	= Administration Room	K	= Cooperation Room
E	= Guidance And Consul Room	L	= Mosque
F	= School Health Service Room	M	= IPA Laboratory
G	= Store Room	N	= Parking Area

2. Research Data

a. Vocabulary Mastery

Vocabulary mastery is as the independent variable of this research. To measure the student's ability in vocabulary mastery, the writer tested the students by giving vocabulary mastery tests. The result of vocabulary mastery tests can be identified as follows:

TABLE 12

The Result of Vocabulary Mastery Test among The Eighth Class Students
of SMP N 2 Tumijajar.

No	Students' Name	The students' score of vocabulary
1	A	66
2	B	64
3	C	70
4	D	72
5	E	70
6	F	72
7	G	78
8	H	72
9	I	78
10	J	68
11	K	72
12	L	66
13	M	70
14	N	80
15	O	66
16	P	64
17	Q	68
18	R	72

19	S	58
20	T	70
21	U	72
22	V	65
23	W	70
24	X	70
25	Y	76
26	Z	72
27	AB	70
28	AC	74
29	AD	60
30	AE	66
31	AF	78
32	AG	60
33	AH	84
34	AI	64
35	AJ	74
36	AK	68
37	AL	74
38	AM	78
39	AN	76
40	AO	78

41	AP	70
42	AQ	70
43	AR	86
44	AS	76
45	AT	78
46	AU	78
47	AV	64
48	AW	74
49	AX	80
50	AY	70

Source: the result of vocabulary mastery test among the eighth class students of SMP N 2 Tumijajar.

Based on the above table, the writer the measured the class interval using the formula according to Suharsimi Arikunto, as follows:

$$IR = \frac{t-r}{N}$$

N

Note:

IR = Class Interval

t = The Highest Score = 86

r = The Lowest Score = 58

N = Total Of The Categories = 3

$$\begin{aligned}
 IR &= \frac{t-r}{3} \\
 &= \frac{86-58}{3} \\
 &= \frac{28}{3} \\
 &= 9.33 \\
 &= 9
 \end{aligned}$$

The total of class interval (IR) for independent variable of this research is seven. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follow:

TABLE 13

Frequency Distribution of Vocabulary Mastery Test Results among the Eighth Students of SMPN 2 Tumijajar.

No	Class Interval	Frequency	Category	Presentation
1	77 – 86	11	Good	22%
2	67 – 76	27	Average	54%
3	57 – 66	12	Low	24%

Based on the table of frequency distribution above, it can be inferred that from 50 students as the research sample, there are 11 students who are included in the good category for the score of 77 - 86 or 22%.

Furthermore, in the average category, there are 27 students who got the score 67 - 76 or 54%. The last category, 12 students who are included in the low category for got the score of 57 - 66 or 24%.

Therefore, it can be inferred that vocabulary mastery among the eighth class students of SMP N 2 Tumijajar is categorized into average category.

b. Writing ability

Writing ability is as the dependent variable of this research. To measure the writing ability of the student, the writer tested the students by asking them to write the paragraph based on the certain theme which given by writer. The results of the writing test can be identified as follows:

TABLE 14

The Result of Writing Ability Test among The Eighth Students of SMPN 2 Tumijajar.

No	Student's Name	Score of writing ability test
1	A	73
2	B	63
3	C	63
4	D	71
5	E	70
6	F	71
7	G	70

8	H	63
9	I	72
10	J	77
11	K	64
12	L	66
13	M	65
14	N	72
15	O	67
16	P	62
17	Q	69
18	R	70
19	S	55
20	T	69
21	U	71
22	V	67
23	W	77
24	X	70
25	Y	70
26	Z	70
27	AB	69
28	AC	71
29	AD	54

30	AE	65
31	AF	74
32	AG	65
33	AH	70
34	AI	72
35	AJ	83
36	AK	65
37	AL	82
38	AM	79
39	AN	73
40	AO	73
41	AP	78
42	AQ	70
43	AR	72
44	AS	83
45	AT	76
46	AU	73
47	AV	73
48	AW	75
49	AX	74
50	AY	70

Source: the result of writing ability test among the eight class students of

SMP N 2 Tumijajar.

Based on the above table, the writer measured the class interval using the formula according to Suharsimi Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Note:

IR = Class Interval

t = The Highest Score = 83

r = The Lowest Score = 54

N = Total Of The Categories = 3

$$\begin{aligned} IR &= \frac{t - r}{N} \\ &= \frac{83 - 54}{3} \\ &= \frac{29}{3} \\ &= 9,67 \\ &= 10 \end{aligned}$$

The total of class interval (IR) for independent variable of this research is 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follow:

TABLE 15

Frequency Distribution as The Result of Vocabulary Mastery Test among
The Eight Student is of SMPN 2 Tumijajar.

No	Class Interval	Frequency	Category	Presentation
1	73 - 83	16	Good	32%
2	62 - 72	32	Average	64%
3	51 - 61	2	Low	4%

Based on the table of frequency distribution above, it can be inferred that from 50 students as the research sample, there are 16 students who are included in the good category for the score of 73 - 83 or 16%. Furthermore, in the average category, there are 32 students who got the score 62 - 72 or 64%. The last category, 2 students who are included in the low category for the score of 51 - 61 or 4%.

Therefore, it can be inferred that vocabulary mastery among the eighth class students of SMP N 2 Tumijajar is categorized into average category.

B. Hypothesis Testing

After playing test method, the writer analyzed the data by using Product Moment Formula Correlation in order to prove whether there is correlation between vocabulary mastery and writing ability among the eight class students of SMPN 2 Tumijajar.

Furthermore, preparing the table in order to prove whether there is any positive and significant correlation between vocabulary mastery and writing ability among the eight class students of SMPN 2 Tumijajar.

TABLE 16

The Authentication of The Correlation between Vocabulary Mastery and Writing Ability among The Eighth Class Students of SMPN 2 Tumijajar

No	x	y	x ²	y ²	x.y
1	66	73	4356	5329	4818
2	64	63	4096	3969	4032
3	70	63	4900	3969	4410
4	72	71	5184	5041	5112
5	70	70	4900	4900	4900
6	72	71	5184	5041	5112
7	78	70	6084	4900	5460
8	72	63	5184	3969	4536
9	78	72	6084	5184	5616
10	68	77	4624	5929	5236
11	72	64	5184	4096	4608
12	66	66	4356	4356	4356
13	70	65	4900	4225	4550
14	80	72	6400	5184	5760
15	66	67	4356	4489	4422

16	64	62	4096	3844	3968
17	68	69	4624	4761	4692
18	72	70	5184	4900	5040
19	58	55	3364	3025	3190
20	70	69	4900	4761	4830
21	72	71	5184	5041	5112
22	65	67	4225	4489	4355
23	70	77	4900	5929	5390
24	70	70	4900	4900	4900
25	76	70	5776	4900	5320
26	72	70	5184	4900	5040
27	70	69	4900	4761	4830
28	74	71	5476	5041	5254
29	60	54	3600	2916	3240
30	66	65	4356	4225	4290
31	78	74	6084	5476	5772
32	60	65	3600	4225	3900
33	84	70	7056	4900	5880
34	64	72	4096	5184	4608
35	74	83	5476	6889	6142
36	68	65	4624	4225	4420
37	74	82	5476	6724	6068

38	78	79	6084	6241	6162
39	76	73	5776	5329	5548
40	78	73	6084	5329	5694
41	70	78	4900	6084	5460
42	70	70	4900	4900	4900
43	86	72	7396	5184	6192
44	76	83	5776	6889	6308
45	78	76	6084	5776	5928
46	78	73	6084	5329	5694
47	64	73	4096	5329	4672
48	74	75	5476	5625	5550
49	80	74	6400	5476	5920
50	70	70	4900	4900	4900
$\Sigma N=50$	$\Sigma x=3571$	$\Sigma y=3516$	$\Sigma x^2=256829$	$\Sigma y^2=248988$	$\Sigma x.y=252097$

Furthermore, putting the data above in to the formula of product moment correlation in order to get “r_{observed}” or “r_{xy}”.

$\Sigma N=50, \Sigma x=3571, \Sigma y=3516, \Sigma x^2=256829, \Sigma y^2=248988, \Sigma x.y=252097.$

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2 - (\Sigma x)^2)][n(\Sigma y^2) - (\Sigma y)^2]}}$$

$$= \frac{50.252097 - (3571)(3516)}{\sqrt{[50.256829 - (3571)^2][50.248988 - (3516)^2]}}$$

$$\begin{aligned}
&= \frac{12604850 - 12555636}{\sqrt{[12841450 - 1275204][12449400 - 123622256]}} \\
&= \frac{49214}{\sqrt{(89409)(87144)}} \\
&= \frac{49214}{\sqrt{7791457896}} \\
&= \frac{49214}{8826,923527} \\
&= 0,558
\end{aligned}$$

C. Interpretations

1. Interpretation of r_{observed}

TABLE 17

Table of Interpretation to The Grade of r_{observed} .

The grade of “r” Product Moment (r_{xy})	Interpretation
0,00 – 0,20	There is any correlation between X and Y variables, but is lowest. Therefore, the correlation is neglected. (there is not correlation between X and Y).

0,20 – 0,40	There is any correlation between X and Y variables which is low correlation.
0,40 – 0,70	There is any correlation between X and Y variables which middle correlation
0,70 – 0,90	There is any correlation between X and Y variables which is high correlation.
0,90 – 1,00	There is any correlation between X and Y variables which is highest correlation. ⁴⁸

The critical value of r observed is 0,558. if we interpret it based on the table above, it can be inferred that there is middle correlation between vocabulary mastery and writing ability among the eight class students of SMPN 2 tumijajar.

2. Statistical Significance

The writer is formulated the alternative hypothesis, as follow:

There any positive and significant correlation between vocabulary mastery and writing ability among the eighth class students of SMPN 2 Tumijajar.

After alternative hypothesis above was formulated, the writer consulted r observed to r table, as follows:

⁴⁸ Anas Sudjiono, *Pengantar Statistic Pendidikan*, PT Raja Grafindo Persada, Jakarta, 1987, p.180

- a) If r_{observed} is higher than r_{table} , alternative hypothesis (H_i) is accepted.
- b) If r_{observed} is smaller than r_{table} , alternative hypothesis is rejected.

To know the critical value of “r” Product Moment (r_{table}), the writer firstly df. Df is degree of freedom. The formulation of $df = N - 2$. N is the numbers of research sample.

$$\begin{aligned} Df &= N - 2 \\ &= 50 - 2 \\ &= 48 \end{aligned}$$

After considering the product moment table by using df 48, it can be know that:

- 1) The critical value of r product moment (r_{table}) for the 5% level is 0,273.
- 2) The critical value of r product moment (r_{table}) for the 1% level is 0, 354.

From all of data analysis above, it can be know that r_{observed} is 0, 558 and r_{table} is 0, 273 or 0, 354. Finally, the data confirmed that r_{observed} is higher than r_{table} . Therefore, it can be inferred that alternative hypothesis (H_i) is accepted. It means that there is a positive and significant correlation between vocabulary mastery and writing ability among the eight-class student of SMPN 2 Tumijajar. The writer measured the level of correlation between vocabulary mastery and writing ability the eight class students of SMPN 2 Tumijajar, by counting the square of r_{observed} and multiplying it by 100%.

Therefore, the level of correlation between vocabulary mastery and writing ability = $(r_{\text{observed}})^2 \times 100\% = (0,558)^2 \times 100\% = 31, 14\%$.

Based on the analysis above, it can be inferred that the level of correlation between vocabulary mastery and writing ability is 31, 14%.

C. Limitations

There are some problems in SMP N 2 Tumijajar as follows they are students' motivation in English learning, speaking, writing, listening, reading, and less disciplined. Based on some problem above the writer focuses only, vocabulary and writing ability.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis about the correlation between vocabulary mastery and writing ability, it can be concluded that for the $df = 53$, $r_{xy} = 0,558 > r_{table} = 0,273$ for the 5% significant level $r_{xy} = 0,558 > r_{table} = 0,354$ for the 1% significant level. Moreover, to know the correlation between vocabulary mastery and writing ability in this research, the critical value of “r” Product Moment = 0,588 can be consulted to r_{table} . Therefore, based on the criteria of the r_{table} , it can be known that 0,558 is in range 0,40 – 0,70 level, it means that the correlation level between vocabulary mastery and writing ability among the eighth class students of SMPN 2 Tumijajar is categorized in middle level. Moreover, the level of correlation between vocabulary mastery and writing ability is 31,14 %.

Therefore, it can be conclude that there is any positive and significant correlation between vocabulary mastery and writing ability among the eighth grede of SMPN 2 Tumijajar.

B. Suggestion

1. For the students:
 - a. The students should enrich the vocabulary in order to write the paragraph.

- b. The students are suggested to increase their ability in vocabulary mastery and writing ability.
 - c. The students are recommended that they should improve their background knowledge about the topics that will be learned in their English class.
2. For the English teachers:
- a. The English teacher should motivate the students to be more active in English learning.
 - b. The English teachers are suggested helping the students increase their vocabulary mastery and writing ability.
 - c. The English teachers are recommended that they should apply vocabulary exercise through English writing ability, in order to can help them to write well.
3. For the School:
- a. The school should support the English learning process by preparing the facilitation and instrument completely.
 - b. The school should give motivation which is positive to students by creating effective learning situation.
 - c. The school is recommend to make research about the correlation between vocabulary mastery and writing ability.

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APPENDIX

VOCABULARY TEST

Subject : ***English***

Class : ***VIII***

Semester : ***II***

Time : ***60 Menit***

Read the following direction!

a. Read the text carefully then answer the question by crossing (x)

b. You may open your dictionary.

c. You may not cheat with my friends.

1. The student are having an experiment in ...

- | | |
|---------------|--------------|
| a. library | c. lavatory |
| b. laboratory | d. cafeteria |

2. These things are usually found in the classroom, *except* ...

- | | |
|----------|-----------|
| a. chalk | c. desks |
| b. fork | d. chairs |

3. Who are responsible for keeping the garden?

- | | |
|-----------------|-----------------|
| a. the gardener | c. the students |
| b. the teacher | d. the farmer |

4. We taste the food with ...
- a. my tongue
 - b. my lips
 - c. our tongue
 - d. our lips
5. My mother's sister is my ...
- a. aunt
 - b. niece
 - c. older sister
 - d. mother
6. Mr. Hanafi married my sister. It means that he's my ...
- a. nephew
 - b. foster brother
 - c. step brother
 - d. brother in law
7. We can find the meaning of the difficult words in the ...
- a. book
 - b. dictionary
 - c. calculator
 - d. magazine
8. We usually have breakfast together in the ...
- a. table
 - b. garage
 - c. dining room
 - d. guestroom
9. A : Where does father put the motorcycle?
B : It is in the ...

- a. garage
- b. bathroom
- c. luggage
- d. store room

10. These things are usually found in the bathroom, *except* ...

- a. soap
- b. pepper
- c. toothbrush
- d. shampoo

11. Hefty : How many children does Mr.
Abraham have ?

Julio : He has two ...

- a. child
- b. childs
- c. children
- d. childrens

12. Here are some professions using uniform, *except* ...

- a. nurse
- b. security
- c. policeman
- d. singer

13. What does surgeon mean?

- a. perawat
- b. dokter gigi
- c. dokter mata
- d. dokter bedah

14. A farmer needs ... to cultivate the field.

- a. wooden rice grinder
- c. sickle

- b. hoe
- d. axe

15. These vegetables are good for health ...

- a. spinach, lobster, celery
- b. cabbage, fish, bean
- c. carrot, egg plant, long bean
- d. long bean, spinach, lobster

16. Here some beverages ...

- a. mango juice, milk, mango
- b. coffee, tea, soft drink
- c. avocado, orange juice, tea
- d. pineapple juice, milk, apple

17. The animal has four legs, it has very thick skin. The colour of the skin is grey and it has one or two horns on its nose ...

- a. dog
- c. lion
- b. elephant
- d. rhinoceros

18. Contestants are weighed before the contest. They fight in the ring. Contestant must wear gloves and must not hit their opponent behind the head. The sport is ...

- a. fencing
- c. judo

- b. karate d. boxing

19. The synonym of the word port is..

The underline word is.....

- a. harbour c. strait
b. ferry d. sea

20. We use a ... to relay all television programs from various stations.

- a. remote control c. satellite
b. cable d. antenna

21. Ega : Have you ever been to Sarangan Lake, wo?

Bowo : Yes, I have. Even last holiday I ... There together with my friends for a picnic.

- A. Began C. Brought
B. Went D. Decided

22. Yusniar : I plan to see "The Ghost with Tina".

Supriadi : When ... It?

- a. Have you seen C. Are you going to see
b. Did you want to see D. where you going to see

23. Budi did not join them because the camping was only for class 2. he is still in class 1.

The underline word means ...

- a. Accompany C. Seek
- b. Find D. Follow

24. We want to see a very small object but we ... do it because there is no microscope in the laboratory.

- a. Can C. May
- b. Cannot D. May not

25. Shop keeper : Can I help you?

Marini : Yes, I ... A kilo of sugar.

Shop keeper : Here it is. Is that all?

Marini : Yes, how much?

Shop keeper : Rp. 9.500,00

- a. Need C. Ask
- b. Choose D. Get

26. Della : Yesterday morning my mother saw you in the market. What did you buy there?

Eli : I ... Some fruit.

- a. Buying C. Bought

b. Buy D. Will buy

27. Katma and Yonida ... Together every night.

a. Study C. Are studying

b. Studies D. Studied

28. The teacher ... In front of the class.

a. Teaches C. Teaching

b. Teach D. Taught

29. They ... A poem in the competition.

a. writes C. Writing

b. Write D. Written

30. The bird ... very beautifully.

a. Sings C. Singing

b. Sing D. Sang

31. When I ... you last night, what were you doing?

a. Phoned C. To phone

b. Phone D. Phones

32. What is the function of swimsuit? It is for

- a. Swimming C. Cooking
- b. Cycling D. Running

33. Aji : Where did you go on your holiday last week?

Tony : I ... to Lombok, west Nusa Tenggara.

- a. go C. Went
- b. Gone D. Going

34. What ... she do last Saturday?

- a. Do C. Did
- b. Does D. Is

35. It is 12 o'clock in the afternoon. Mariah wants to have ...

- a. Supper C. Lunch
- b. Dinner D. Breakfast

For questions 16 to 18 chose the most suitable word to complete the following paragraph.

Indonesian businessman Wardono, director of a company in central Jakarta, travels to work everyday in a helicopter. He ... (16) to drive a car from his home in Bogor to his office. One day he had a bad accident and decided not to drive a car anymore. He ... (17) the helicopter and quickly learned to ... (18) it. Now he gets to work in twenty minutes.

36. A. Used C. Is using
B. Uses D. Will use

37. A. Is buying C. Bought
B. Will Buy D. Buys

38. A. Fly C. Is flying
B. Flew D. Will fly

39. A : Where did you go last weekend?

B : I ... "Janji Jhony" in Studio 1.

- a. Whatched C. Watches
b. Watch D. Watching

40. The major food in Indonesia

- a. Bread C. Egg
b. Potato D. Rice

41. A : "How much is this durian?"

B : "It is Rp. 73.000."

A : "Well, I'll take it although it is an Fruit."

B : “All right.

- a. Salty C. Small
- b. expensive D. Ugly

42. The price in traditional market is cheap.

The antonym of underline word is....

- a. High C. Low
- b. expensive D. Rich

43. My sister is in the elementary school. She was ... and ... uniform.

- a. Red, blue C. White, red
- b. White, grey D. Blue, white

44. Folktale is fiction story. What does fiction mean?

- a. palsu C. Nyata
- b. Rekaan D. Benar

45. She has ... hair. The possible answer is....

- a. Sharp nice C. Great good
- b. Long sharp D. Long wavy

46. Rita : You look so weak, Tin. Are you sick?

Tina: No, I'm just feel so I slept late last night.

- a. Hungry C. Sleepy

- b. Angry D. Thirsty

47. How ... is the post office from the bank?

It's about 200 metres.

- a. Good C. Far
b. Long D. Heavy

48. Astiti has many pals because she is very....

- a. Stingy C. Friendly
b. Sensitive D. Dependent

49. Look at the weak ... man! He walks calmly. Maybe he is sick.

- a. Old C. Young
b. Big D. Muscular

50. My brother is very.....

- a. Handsome c. slim
b. Bag d. fat

THE SHEET ANSWER VOCABULARY TEST

Name :

Class :

Date :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

KEYWORD VOCABULARY TEST:

1. B	26. C
2. B	27. B
3. A	28. B
4. C	29. A
5. A	30. B
6. D	31. B
7. B	32. A
8. C	33. A
9. A	34. B
10. A	35. C
11. C	36. A
12. D	37. C
13. D	38. A
14. A	39. D
15. C	40. D
16. B	41. B
17. D	42. B
18. D	43. C
19. A	44. B
20. A	45. D
21. B	46. C
22. B	47. C
23. D	48. C
24. B	49. A
25. A	50. A



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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-1008/In.28/R/TL.00/02/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 2
TUMIJAJAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1007/In.28/R/TL.01/02/2017,
tanggal 22 Februari 2017 atas nama saudara:

Nama : LILIS NUR INDAH SARI
NPM : 1292447
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 TUMIJAJAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN THE VOCABULARY MASTERY AND WRITING ABILITY AMONG THE EIGHTH CLASS STUDENTS OF STATE JUNIOR HIGH SCHOOL 2 TUMIJAJAR ACADEMIC YEAR OF 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 22 Februari 2017
an Rektor
Wakil Rektor Bidang Akademik,

Husna Fatarib, Ph.D
NIP. 197401041999031004



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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1007/In.28/R/TL.01/02/2017

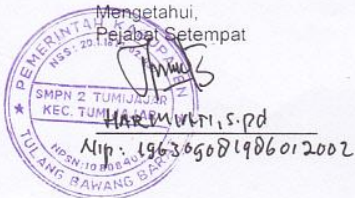
Rektor Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama : LILIS NUR INDAH SARI
NPM : 1292447
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 TUMIJAJAR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN THE VOCABULARY MASTERY AND WRITING ABILITY AMONG THE EIGHTH CLASS STUDENTS OF STATE JUNIOR HIGH SCHOOL 2 TUMIJAJAR ACADEMIC YEAR OF 2016/2017".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 22 Februari 2017





PEMERINTAH KABUPATEN TULANG BAWANG BARAT
 DINAS PENDIDIKAN
SMP NEGERI 2 TUMIJAJAR
 NSS : 20.1.1.812.02.030 NIS : 200300 NPSS : 10808403
 Email : smpn2tumijajar@yahoo.co.id
Alamat : Jl. Raya Doyosaki Kec. Tumijajar Kab. Tulang Bawang Barat - 34992



SURAT KETERANGAN IZIN RESEARCH/SURVEY

No. 424/026/4.2.1.1/SMPN2 TJ/TBB/2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Tumijajar Kab. Tuang Bawang Barat .

Berdasarkan Surat Rektor Institut Islam Negeri (IAIN) Metro , Nomor : B-1007/In.28/R/TL.01/02/2017 Tanggal, 22 Februari 2017 Prihal Permohonan Izin Research/ survey atas :

Nama : LILIS NUR INDAH SARI

NPM : 1292447

Semester : 10 { sepuluh }

Jurusan : Tadris Bahasa Inggris (S1)

Judul : " THE CORRELATION BETWEEN THE VOCABULARY MASTERY AND WRITING ABILITY AMONG THE EIGHTH CLASS STUDENTS OF STATE JUNIOR HIGH SCHOOL 2 TUMIJAJAR ACADEMIC YEAR OF 2016/2017" .

Maka dengan ini kami tidak berkeberatan untuk memberikan izin kepada yang bersangkutan untuk melaksanakan Izin Research di SMP Negeri 2 Tumijajar sebagai syarat menyelesaikan studi bagi mahasiswa yang bersangkutan.

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Tumijajar

Pada Tanggal : 03 Maret 2017

Kepala SMP Negeri 2 Tumijajar



HARMIATI, S.Pd.

NIP. 1963090819986012002



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Lilis Nur Indah Sari
 NPM : 1292447

Jurusan : TBI
 Semester/TA : X/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan Mahasiswa
		I	II		
1.	Kamis 27/4-17		✓	- Revise the using of Preposition - Check more about grammar. miss typing.	
2	05 Senin 05/06-17		✓	Revise miss t-y-ping of result Table T.	
3.	08/06-17		✓	Revise conclusion. Should Answer your Problem formulation make a shorter conclusion.	

Diketahui:
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
 NIP. 19830511 200912 2 004





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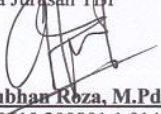
**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Lilis Nur Indah Sari
 NPM : 1292447

Jurusan : TBI
 Semester/TA : X/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Kamis/ 15/6-17		✓ ✓	Revise conclusions - Write a good sentence! Acc to 1 st Advisor	 

Diketahui:
 Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II


Trisna Dinillah Harya, M. Pd
 NIP. 19830511 200912 2 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Lilis Nur Indah Sari
NPM : 1292447

Jurusan : TBI
Semester : XI

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	12/5-17	✓		acc for instrument.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Lilis Nur Indah Sari
NPM : 1292447

Jurusan : TBI
Semester : XI

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
✓	Jumat 22/09 - 2017	✓		- Cover - Revise abstrak - Revisi Bab I - IV - Revise misstyping of Instrument blueprint	
✓	26/9 - 17	✓		acc for muraqasyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

DOCUMENTATION



CURRICULUM VITAE

The name of the writer is Lilis Nur Indah Sari. She was born in Kotabumi, Bangun sari, on February, 17st 1994. She is the first child of happy couple, Mr. Sutrisno and Mrs. Munarlik.



She was enrolled her study in Kindergarden at TK At-Taqwa Bangun Sari in 1999 and grauated in 2000. He continued her study at Elementary School 1 Bangun Sari 2000 and graduated in 2006. He continued her study at Junior High School 1 Abung Surakarta in 2006 and grauated in 2009. She continued her study at Vocational High School 1 of Abung Surakarta in 2009. As long as she was studying there, she was interested in joining some extracurricular, such as Pramuka and english club. And than she graduated in 2012.

In the same year of 2012, she was registered degree student of English Education Program of State Institute Studies For Islamic in Metro.