

**AN UNDERGRADUATE THESIS**

**THE CORRELATION BETWEEN VOCABULARY MASTERY  
AND WRITING ABILITY AMONG TENTH GRADERS AT  
SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN THE  
ACADEMIC YEAR 2021 / 2022**

**By:**

**BIMA KENCANA PUTRA  
Student Number: 1501070231**



**TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH  
EDUCATION DEPARTMENT  
STATE ISLAMIC INSTITUTE OF METRO  
1443 H / 2022 M**

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SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN THE  
ACADEMIC YEAR 2021 / 2022**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

**By :**

**BIMA KENCANA PUTRA**  
**Student Number : 1501070231**

**TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH  
EDUCATION DEPARTMENT**

Sponsor : Andianto, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2022 M**



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : THE CORRELATION BETWEEN VOCABULARY MASTERY  
AND WRITING ABILITY AMONG TENTH GRADERS AT  
SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN THE  
ACADEMIC YEARS 2021 / 2022

Name : Bima Kencana Putra

Students Number : 1501070231

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

**To be examined in munaqosyahin Tarbiyah Faculty and Teachers Training of State  
Institute of Islamic Studies (IAIN) of Metro.**

Sponsor,

**Andianto, M.Pd**  
NIP. 19871102201503 1 004

Metro, May 12<sup>th</sup> 2022  
The Head of English Education Department

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold munaqosyah of Bima Kencana Putra**

To:  
The Honorable the Head of Tarbiyah Department  
of State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to proposalscript which is written by:

Name : Bima Kencana Putra  
Students Number : 1501070231  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE CORRELATION BETWEEN VOCABULARY MASTERY  
AND WRITING ABILITY AMONG TENTH GRADERS AT  
SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN  
THE ACADEMIC YEARS 2021 / 2022

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

*Wassalmu'alaikumWr.Wb*

Sponsor

**Andianto, M.Pd**  
NIP. 19871102201503 1 004

Metro, May 12<sup>th</sup> 2022  
The Head of English Education Department

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Mohon di munaqosyahkan Bima Kencana Putra**

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro  
Di-  
tempat

**Assalamualaikum Wr. Wb.**

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

Nama : Bima Kencana Putra  
NPM : 1501070231  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)  
Judul Skripsi : THE CORELLATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY AMONG TENTH GRADERS AT SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN ACADEMIC YEARS 2021 / 2022

Sudah kami setuju dan dapat diajukan untuk di-munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

**Wassalmu'alaikum Wr. Wb**

**Dosen Pembimbing**

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Metro, 12 Mei 2022  
Ketua Jurusan Tadris Bahasa Inggris

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Ilirgulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507, Faksimili (0725) 47296, Website [www.metrouniv.ac.id](http://www.metrouniv.ac.id), mail  
[iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**RATIFICATION PAGE**

No. B-2383/An-2010/pp-00-9/06/2022

The Undergraduate Thesis entitled THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY AMONG TENTH GRADERS AT SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR 2021 / 2022 written by: BIMA KENCANA PUTRA , Student Number 1501070231, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, May 30, 2022 at 13.00-15.00 a.m.

**BOARD OF EXAMINERS**

Chairperson : Andianto, M.Pd  
Examiner I : Dr. Ahmad Subhan Roza, M.Pd  
Examiner II : Eka Yuniasih, M.Pd  
Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teachers Training Faculty



**THE CORRELATION BETWEEN VOCABULARY MASTERY AND  
WRITING ABILITY AMONG TENTH GRADERS AT SENIOR  
HIGH SCHOOL MUHAMMADIYAH 1 METRO IN THE  
ACADEMIC YEARS 2021 / 2022**

**ABSTRACT**

**By:**

**BIMA KENCANA PUTRA**

The purpose of this study was to determine the relationship between vocabulary mastery and writing ability of the tenth graders at senior high school Muhammadiyah 1 Metro. The subjects of this study were students of the tenth graders of high school.

In this research, the writer used quantitative research. This research consists of two methods, the first method is online introduction and test, the second method is the provision of treatment or material and online test. The results obtained showed have significant relationship between vocabulary mastery and students' writing ability in the academic years 2021 / 2022.

The results of this research indicate that the ability to write is one of the internal factors that must be understood by students, because the results of the data in this research indicate that vocabulary mastery and writing ability of students have a significant relationship in the learning process.

**Key words:** *correlation, vocabulary mastery, writing skills, education*

**KORELASI ANTARA PENGUASAAN KOSAKATA DAN  
KEMAMPUAN MENULIS SISWA KELAS SEPULUH SEKOLAH  
MENENGAH ATAS MUHAMMADIYAH 1 METRO  
TAHUN AJARAN 2021 / 2022**

**ABSTRAK**

**Oleh :**

**BIMA KENCANA PUTRA**

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara penguasaan kosakata dan kemampuan menulis siswa kelas sepuluh SMA Muhammadiyah 1 Metro. Subyek penelitian ini adalah siswa kelas sepuluh sekolah menengah atas.

Dalam penelitian ini, penulis menggunakan penelitian kuantitatif. Penelitian ini terdiri dari dua metode, metode pertama yaitu pengenalan dan test secara online, metode kedua yaitu pemberian treatment atau materi dan test secara online. Hasil yang diperoleh menunjukkan adanya hubungan yang signifikan antara penguasaan kosakata dan kemampuan menulis siswa.

Hasil dari penelitian ini menunjukkan bahwa kemampuan menulis merupakan salah satu faktor internal yang harus dipahami oleh para siswa, karena hasil dari data dalam penelitian ini menunjukkan bahwa antara penguasaan kosakata dan kemampuan menulis siswa memiliki hubungan yang cukup berdampak dalam proses pembelajaran.

**Kata-kata kunci:** *korelasi, penguasaan kosakata, kemampuan menulis, pendidikan*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : BIMA KENCANA PUTRA  
St. Number : 1501070231  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

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

Metro, 10 January 2022

**The Researcher**



**BIMA KENCANA PUTRA**  
**St. Number. 1501070231**

## **ORISINALITAS PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : BIMA KENCANA PUTRA  
NPM : 1501070231  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil dari penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 10 Januari 2022

**Penulis**



**BIMA KENCANA PUTRA**

MOTTO

إِنَّا أَعْطَيْنَاكَ الْكَوْثَرَ

“Indeed, We have given you many blessings.”  
“( Al – Kautsar : 01 )”

## **DEDICATION PAGE**

*This undergraduate thesis is especially dedicated to :*

- 1. My beloved parents ( Mr. Teguh Setiawan and Mrs. Marlina, S.Pd ) who always pray and support in their endless love.*
- 2. My beloved brother ( Akbara Syuja Denrespati ) for loving, carrying, and grade support to finish this thesis.*
- 3. My beloved big family ( Mr. Miyono ) especially Almh. Keke Buana Tisanayu for loving, pray, and support to finish this thesis.*
- 4. My beloved friends ( Bagus Azul, Adi Tempe, Reza Roger, and all of group member Gunslinger, Futsal Employee ) and my beloved partner ( Fajaria ) thanks for suggestion and support to finish this thesis.*
- 5. My beloved almamater of State Institute for Islamic Studies of Metro.*
- 6. The people who always ask to me when i graduate.*

## ACKNOWLEDGEMENT

In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and support from many helpful individuals. In this lovely change, the writer would like to sincerely acknowledgment the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, an always pray for me to be successful person someday (Amin).

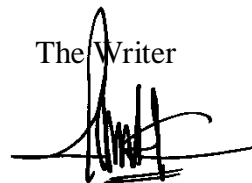
Next, the greatest gratitude would also be addressed to :

1. The first, thanks for Dr. Zuhairi, M.Pd the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. The Second, thanks for Head of English Education Department IAIN Metro Mr. Andianto, M.pd.
3. The third, thanks for both my advisors, Mr. Andianto, M.Pd. In their activities, they were still willing to read the undergraduate thesis.
4. The fourth, thanks for all of my lecturers in English Education Department who always give me knowledge and information.
5. Next, all of the staff of English Education Department who helped the researcher in processing of administration.

6. The fifth, for all of teachers of SMA Muhammadiyah 1 Metro who give me opportunity to conduct this research.
7. The last, thanks for all my parents, my beloved brother and sister and all of my friends in IAIN Metro who always give me support, so I can finish this research.

An human being the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be benefical for all reader.

The Writer



BIMA KENCANA PUTRA  
NPM. 1501070231

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## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

English is a foreign language as verbal communication that is used throughout the world that is learned to share knowledge in order to maintain the existence of tradition and culture and especially to maintain human relations in addition. English is a language that is used daily in life between countries in fields of trade, cooperation, and so on. The benefits of knowing English as follows: increasing knowledge, making it easier to communicate with other people, as a means to introduce the culture of one's own country, and so on. In addition, in our study of English there are four important skills we know. Namely, listening, reading, speaking, and writing, among these skills writing is a part that cannot be separated for use in learning English and makes a certain scientific work.

Furthermore, writing is a means of communication to express and transfer ideas into a blank sheet of paper or other media, as one of the skills in English writing is an activity to create a record or information on media by using characters. Besides writing is also an activity that can help someone to easily get information and get something in various existing media. Along with the development of technology and media, writing activities also grew rapidly in the world. Through electronic media, everyone can get writing material from the internet, so the writer is more efficient in time, cost, and

energy. Currently, the author can also share all of his writing wherever he is uses internet-based technology. Likewise, with the readers, it will be easier to see the writings of the writer he loves.

After that, writing has a very important role for the students' who are always required to socialize with others, many benefits can be obtained from writing activities. The process of writing certainly causes curiosity and drills exercise sensitivity in seeing the reality around. By writing activities encourage the students' to look for references such as books, magazines, newspapers, journals, and others. By reading these references, of course, they will increase their insight and knowledge about what we will write.

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

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.

the next, the reseacher have conduct test about vocabulary mastery with the 50 questions multiple choice. Before the reseacher doing test about vocabulary, the reseacher had conducted pre survey about writing ability.

In addition, the researcher had conducted a pre-survey taken the teacher's archive on March 18<sup>th</sup>, 2021 among the tenth class at Senior High School Muhammadiyah 1 Metro. In the pre-survey research, the researcher got the data of the students writing and vocabulary scores from the teacher (Mr.Ngaderi ). The scores can be seen as follows:

**Table 1**  
**The Score of the Students Vocabulary Mastery**

No	Students Initial	Score	Frequency	Presentation
1	Az	65	3	15%
2	As	60	3	15%
3	An	75	2	10%
4	Ans	55	5	25%



5	Bkt	58	1	5%
6	Bbc	70	2	10%
7	Brp	85	1	5%
8	Dk	53	1	5%
9	Mm	68	2	10%
Total			20	100%

Based on the pre-survey, the students at the tenth class of Senior High School Muhammadiyah 1 Metro. It can be seen from the average score of vocabulary test, there are 5 student got score 55, 3 student got score 60-65, The average is 55,65.

**Table 2**  
**The Score of The Students Writing Ability**

No	Students Initial	Score	Category	Frequency	Presentation
1	Az	50	Low	4	25%
2	As	55	Low	2	10%
3	An	60	Fair	2	10%
4	Ans	45	Low	7	35%
5	Bkt	65	Fair	1	5%
6	Bbc	40	Low	1	5%
7	Brp	80	Excellent	1	5%
8	Dk	70	Good	1	5%
9	Mm	75	Good	1	5%
Total				20	100%

**Table 3**  
**The Criteria Score**

No.	Score	Interpretation
1	80-100	Excellent
2	66 – 79	Good
3	56 – 65	Fair
4.	40 – 55	Low

*Source : Ledger of the English Teacher at Senior High School Muhammadiyah 1 Metro.*

Based on the pre-survey, the students at the tenth class of Senior High School Muhammadiyah 1 Metro 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 Tenth Graders at Senior High School Muhammadiyah 1 Metro in Academic Years 2021/2022.”

## **B. Problem Identification**

Based on the whole description of the problems contained in the background of the study, researchers identified the problems of this research are, as follows:

1. Students have limited English vocabulary mastery.
2. Students have a low writing ability.
3. Students have difficulties to make a paragraph
4. Students have low writing motivation.

**C. Problem Limitation**

Based on the problem mentioned in the problem identification above the writer focuses the problem on the correlation between vocabulary master and writing ability, among the tenth graders at Senior High School Muhammadiyah 1 Metro in the Academic Years 2021 / 2022.

**D. Formulation of the Problem**

Based on the problem limitation above, the research problem was formulated as follows: “is there any positive and significant correlation between vocabulary mastery and writing ability among the tenth grade students of Senior High School Muhammadiyah 1 Metro in the Academic Year of 2021/2022 ?”

## **E. Objective and Benefit of the Study**

### **1. The Objective of the Study**

Finding out whether there is a correlation between English vocabulary mastery and writing ability among among the the tenth grade students of Senior High School Muhammadiyah 1 Metro in the Academic Year of 2021/2022.

### **2. The Benefit of the Study**

#### **a. For the Students**

This research is expected to give for Senior High School students at Muhammadiyah 1 Metro. That is because vocabulary mastery and writing ability is have a positive effect for the creation of interactive learning conditions.

#### **b. For the Teacher**

This research is expected to inspire teachers in Senior High School Muhammadiyah 1 Metro. With the correlation between vocabulary mastery and writing ability, teachers can know what the correlation. That is because students can be more interested and motivated in writing ability.

#### **c. For the School**

This research is expected to be one of the references for school to take policies, especially in the period of improvement in the learning curriculum. That is because the correlation between vocabulary mastery and writing ability is very important to know.

Therefore with the result of this research, schools can provide the result of the research to students’.

#### **F. Prior Research**

This research will be carried out by considering several prior types of research. The first prior research is carried out by Sitti Rachmi Masie, Wahyudi Siswanto, Yuni Pratiwi, Heri Suwignyo with the research title “Students’ Motivation and Appreciation on The Teaching of Writing Short Story Based on Creative-Literacy” The purpose of the first prior research is to identifying various text forms, the purpose of the text, the text readers’ target, and it enables the students to use their thinking ability to organize their process of reading and writing their new work. The method of paragraph research used by the first prior research is qualitative. The research topic is an appositive is a word, phrase, or clause that supports other words, phrases, or clauses by describing or modifying the other word. The first prior research finds that the five main grammatical function of Adjective Phrase in the sentences are as follow: as adjective phrase head, noun phrase modifier, subject complement, object complement, and appositive. The most dominant type of the five main grammatical functions of adjective phrase. The result of research from the first prior research is adjective phrase is any phrase which modifies a noun or pronoun, found the five grammatical functions<sup>1</sup>.

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<sup>1</sup> Zakky Yavani, “Improving Students’ Writing Skills Through Graphic Organizer in Process Writing,” *ELT Echo : The Journal of English Language Teaching in Foreign Language Context* 3, no. 1 (June 28, 2018): 77–87, <https://doi.org/10.24235/eltecho.v3i1.2911>.

The research and the first prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of language skills and the components studied. This research and the first prior research focus on writing skills in English. The first prior research focused on the adjective phrase in the grammatical functions in writing. The difference between research and the first prior research lies in the differences in the sample.

Furthermore, the second prior research is carried out by Yashori Revola with the research title is “The Use Of Rewriting Story Ability on Short Movie of Writing Ability”. The second prior research sample is one classes. The result of this research is intended for teachers to foster students' interest in learning English. Using interactive media and also easily obtained by the teacher the possibility that students will still like any subject. Researchers hope that many similar studies will be developed further because technological developments affect learning media as well. This research and the second prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of language skills and the components studied but different in the research method. This research and the second prior research focus on intended to verify vocabulary mastery competence and verbal- linguistic intelligence toward writing ability<sup>2</sup>.

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<sup>2</sup> Yashori Revola, “The Use Of Rewriting Story Ability on Short Movie of Writing Ability,” 16, no. 1 (April 11, 2018): 1–20.

Based on the explanation above, the researcher would like to continue the second prior research by conducting qualitative research method in the title of “The Correlation between Vocabulary Mastery and Writing Ability at Tenth Graders of SMA Muhammadiyah 1 Metro in Academic Years 2021 / 2022”

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Vocabulary Mastery

##### 1. The Nature of Vocabulary Mastery

Vocabulary is largely about remembering, and students generally need to see, say, and write newly-learned words many times before they can be said to have learned them<sup>3</sup>. Its mean that vocabulary can help the students to learning and remembering of someting in this sentences of word.

Futhermore, the vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write<sup>4</sup>. Its meant that If the students have less vocabulary, it is hard for them to express what they want to speak, listen, read, and write. Their problem is compounded when they need to produce language.

In addition, Dupuis et al state that “vocabulary is the set of words of phrases which label the parts of the material to be learned and which are necessary for the students to use in talking and writing about the material<sup>5</sup>. It means that, vocabulary is needed by students to use in talking

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<sup>3</sup> Saniago Dakhi and Ema Maritha, “The Effectiveness of Picture: An Empirical Evidence in Vocabulary Mastery,” *JET (Journal of English Teaching)* 3, no. 3 (2017): 164, <https://doi.org/10.33541/jet.v3i3.757>.

<sup>4</sup> Zulfikri Betyar Rasuan, “Teaching Vocabulary Mastery by Using Systematic Game,” *Tarbawy: Jurnal Pendidikan Islam* 4, no. 2 (2017): 196–212, <https://doi.org/10.32923/tarbawy.v4i2.818>.

<sup>5</sup> Mary Dupuis et al, *Teaching Reading and Writing in the Content Areas*, (London; Scott Foresman & Company, 1989), p.68



and writing. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategy.

According to Graves, “there are four components of an affective vocabulary program<sup>6</sup>.

- a. Wide or extensive independent reading to expand word knowledge.
- b. Instruction in specific words to enhance comprehension of texts containing those words.
- c. Instruction in independent word-learning strategies.
- d. Word consciousness and word-play activities to motivate the enhance learning.

Based on the statement above, the students should expand their word knowledge by using wide or extensive independent reading. For motivating the enhance learning, the students used independent word-learning strategies, word consciousness and word-play activities.

## **2. The Kind of Vocabulary**

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

- a. Noun

Nouns are words that show people, thing, places, tress, animal, etc. there are five types of noun, as follow.

- 1) Abstract and Concrete Nouns

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<sup>6</sup> Michael F. Graves, *A Vocabulary Program to Complement and Bolster a Middle-Grade Comprehension Program*, (New York; Teachers College Press, 2000), p.15

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

## 2) Common Nouns

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

## 3) Proper Nouns

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

## 4) Collective Nouns

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

## 5) Material Nouns

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

## b. Adjective

Adjectives are words that are used to explain nouns or pronouns. For example good, happy, long, bad, etc.

## c. Verbs

Verbs are words that show names of actions by people. For example come, study, and buy, etc. the kinds of verbs as follows:

### 1) Ordinary Verb

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

2) Auxiliary Verb

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

3) Ling king Verb

Ling king verb are used to related between subject and its complements. For example be (is, am, are, etc.)

4) Transitive Verb

Transitive verb are needed objective to complete the meaning of the sentence.

5) Intransitive Verb

Intransitive verb are verbs that are not needed objects.

d. Adverb

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

The kinds of adverbs, as follow:

- 1) Adverb of Manner
- 2) Adverb of Place and Direction
- 3) Adverb of Time
- 4) Adverb of Degree
- 5) Adverb of Frequency
- 6) Adverb of Quantity

7) Interrogative Adverb

8) Relative Adverb.

### 3. The Assignment of Vocabulary

Vocabulary was a basic language material, the sense units of the sentence, the paragraphs and entire text were formed, so that doing research on the students' vocabulary mastery is necessary. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adulthood in response to experiences, inventions, concepts, social trends and opportunities for learning. On the other hand, mastering vocabulary is usually a more difficult process for students. Actually, students are aware of their limitations on the words of second language. The students lack the sense meaning, which is that the words they read do not understand at all, or concept they cannot express as much as they can in their first language. Thus, from various explanations vocabulary can be viewed as a priority for teaching language, requiring test to monitor the learners' progress in vocabulary mastery and to issues how well the students' vocabulary knowledge is to meet their communication needs.

Vocabulary assessment seems straight forward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested.<sup>7</sup> In addition, there is vocabulary testing by Read:

a. Multiple-choice (choose the correct answer)

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<sup>7</sup> John Read, *Assessing Vocabulary* (Melbourne: Cambridge University Press, 2000) 2.

Example:

The principal was irate when she heard what the students had done.

a. surprise, b. interest, c. proud, d. angry

b. Completion (write in the missing word)

Example:

At last the climbers reached the s \_\_\_\_ of the mountain.

c. Translation (give the source language equivalent of the underline word)

Example:

they worked at the mill.

d. Matching (match each word with its meaning)

1) Accurate \_\_\_\_ a. not friendly

2) Hostile \_\_\_\_ b. careful and exact

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items in particular have been commonly used in standardized tests.<sup>8</sup> In this way, the use of test could shorten the time because the students only write the exact answers. The test also minimize the used of paper. The test illustration above is used by language teacher until now to diagnose the student's weakness on vocabulary mastery.

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<sup>8</sup> John Read, *Assessing Vocabulary*, 2.

## B. The Concept of Writing Ability

### 1. The Nature of Writing

Writing is a means of communication to express and transfer ideas into a blank sheet of paper or other media. As a communication device and act of communication, it suggests an interactive process where writers and readers are replaced through the text. Besides, the objectives of writing as stated above do not mention forcing the students to do writing as achieving scores to pass the grade but skill. Writing is different with speaking since writing is less spontaneous and more permanent, and the resources which are available for communication are fewer<sup>9</sup>.

In addition, Sabarun said Writing is one of the four language skills which should be developed in teaching English. Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, reading the text, editing, and revising<sup>10</sup>.

Furthermore, Hasriati Nur states that writing meant producing or reproduction oral message into written language. It involves an active process to organize, formulate, and develop the ideas on the papers so that the readers can follow the writers' as in oral form<sup>11</sup>, according to Pincas expresses that "writing enables the human being to communicate and

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<sup>9</sup> Kheryadi Kheryadi, "Improving Students' Writing Narrative Through Writing Games for Acceleration Class," *EduLite: Journal of English Education, Literature and Culture* 2, no. 2 (August 23, 2017): 377, <https://doi.org/10.30659/e.2.2.377-388>.

<sup>10</sup> Sabarun, "Improving Writing Ability through Cooperative Learning Strategy," *Journal on English as a Foreign Language (JEFL)* 1, no. 1 (March 10, 2011): 21, <https://doi.org/10.23971/jefl.v1i1.35>.

<sup>11</sup> Hasriati Nur, "[NUR]," *Didaktika: Jurnal Kependidikan* 11, no. 1 (June 20, 2019): 97, <https://doi.org/10.30863/didaktika.v11i1.157>.

express their feeling and opinions, writing is a means of both communication and self-expression. Based on the explanation above, the writer concludes that through writing, someone can explore his/her mind (idea) the media such as paper, activities, that has a certain purpose to convey messages to the reader.

## 2. The Elements of Writing

There are five components (grammar, content, vocabulary, mechanism, and organization) and four skills (writing, speaking, listening, and reading) of English<sup>12</sup>. The components and skills have a correlation to one another such as grammar and writing. There is an assumption good writing has to contain good grammar, that is:

### a. Grammar

Grammar is the rule that says how words changed to show different meanings, and they combine into sentences. It means that grammar is the regulation of forming a different meaning of words which use to construct a sentence in writing<sup>13</sup>.

### b. Content

Content is naturally understood as abstracted from the pertinence of words to the parts of speech and concrete lexical meaning<sup>14</sup>.

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<sup>12</sup>Adhiyatma Banu, "The Correlaton Between Students' Mastery of Grammar and Writing Ability of The Tenth Grade," *E-Journal of ELTS (English Language Teaching Society)* 3, no. 2 (June 30, 2015): 1, <https://doi.org/10.22487/j23341841.2015.v3.i2.4412>.

<sup>13</sup>Banu, "The Correlation Between Students' Mastery Of Grammar And Writing Ability Of The Tenth Grade."

<sup>14</sup> N M Rayevska, "Modern English Grammar," N.D., 195.

c. Vocabulary

Vocabulary is considered central in language teaching and is of paramount importance to a language learner<sup>15</sup>.

d. Mechanism

The Mechanism as a one of a part in grammar, this perceptual in take is informed by the child's current grammar, along with the linguistic and extralinguistic information-processing mechanisms through which representation from that grammar can be constructed<sup>16</sup>.

e. Organization

The organization of the message in such a way as to enable representation and interaction to cohere represents a third (the 'textual' meta-function), and this, too, is given its place in a functional grammar.<sup>17</sup>

### 3. The Assignment of Writing

The writing result should be assessed by using a writing rubric to evaluate the quality of each writing component. One of the writing rubrics is stated by J.B.Heaton that is illustrated in the following table:<sup>18</sup>

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<sup>15</sup> Alpino Susanto, "The Teaching Of Vocabulary: A Perspective," *Jurnal Kata* 1, No. 2 (October 10, 2017): 182, <https://doi.org/10.22216/jk.v1i2.2136>.

<sup>16</sup> Jeffrey Lidz And Annie Gagliardi, "How Nature Meets Nurture: Universal Grammar And Statistical Learning," *Annual Review Of Linguistics* 1, No. 1 (January 2015): 333–53, <https://doi.org/10.1146/annurev-linguist-030514-125236>.

<sup>17</sup> Angela Downing and Philip James Locke, *English Grammar: A University Course*, 2. ed (London: Routledge, 2006).

<sup>18</sup> J.B Heaton, *Writing English Language Text* (New York, Lounzman,1990)p.146



**Table 4**  
**Writing Assessment**

<b>Content</b>		
30-27	Excellent to very good	Knowledgeable, substantive-etc.
26-22	Good to average	Some knowledge of subject-adequate range-etc.
21-17	Fair to poor	Limited knowledge of the subject, little substance-etc.
16-13	Very poor	Does not show knowledge of the subject, non-substantive-etc.
<b>Organization</b>		
20-18	Excellent to very good	Ideas are clearly stated-etc.
17-14	Good to average	loosely organized but the main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
<b>Vocabulary</b>		
20-18	Excellent to very good	effective word/idiom choice and usage
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors of word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
<b>Language use</b>		
25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions-etc
10-5	Very poor	Virtually no mastery of sentence construction rules
<b>Mechanics</b>		
5	Excellent to very	Demonstrates mastery of

	good	conventions
4	Good to average	frequent errors of spelling, punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mystery of conventions
<b>Content</b>		

*Source: J.B Heaton Writing English Language Test New Edition*

Based on the table above, each category has a different high score. That is the content 30 scores, organization 20 scores, vocabulary 20 scores, language use 25 scores. Therefore, the highest grade is 100.

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

They are two variables in this research. They are independent variables ( $X_1$ ) and dependent ( $X_2$ ). The independent variable ( $X_1$ ) is vocabulary mastery and dependent variable ( $X_2$ ) 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.

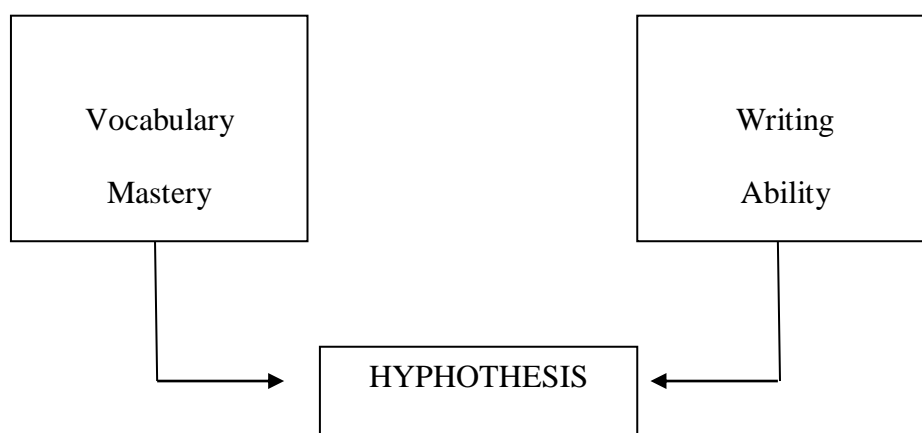
Vocabulary is one of the English components in learning English. The vocabulary mastery has an important role in English teaching learning process, especially in writing. Therefore the students are able to understand the system of rules of words or sentence in writing in English, writing is not easy 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.<sup>19</sup>

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



## 3. Hypothesis Formulation

Hypothesis is a temporary answer toward problems of research that must be examined empirically.<sup>20</sup> Hypothesis on the other hand, is predictions the researcher holds about the relationship among variables.<sup>21</sup>

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

<sup>19</sup> Kartini Kartono, *Pengantar Metodologi Research Sosial*, Bandung, 1986, p. 86.

<sup>20</sup> Edi Kusnadi, *Metodologi Penelitian*, Metro: Ramayana Pers & STAIN Metro, 2008, p.59

<sup>21</sup> John W Creswell, *Research Design*, London: Sage Publication, 2002, p. 108.

comes from prior literature and studies on the topic that suggest a potential outcome that the researcher may expected.<sup>22</sup>

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 tenth grade students of Senior High School Muhammadiyah 1 Metro.

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<sup>22</sup> *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<sup>23</sup>

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.<sup>24</sup>

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.

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<sup>23</sup> Sumadi Subrata, *Metode Penelitian*, Jakarta: PT. Graha Grafindo Persada, 1998, p. 24

<sup>24</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, London: Sage Publication, 2002, p.18.

## **B. The Operational Definition of Variable**

An Operational definition is a definition based on the characteristic of the thing that would be defined. Meanwhile, a variable known as the data that we are collecting from these units is known. Variables are any characteristics of the unit we are interested in and want to collect.<sup>25</sup>

Based on the quotation above, the operational definitions of the variable would be explained as followed:

### **1. Independent Variable**

The independent variable which is a stimulus variable or input operates either within a person or within the environment to affect his behavior. It is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The independent variable of this research is vocabulary mastery.

### **2. Dependent Variable**

The dependent variable is the response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is the factor that is observed and measured to determine the effect of the independent variables. the dependent variable of this research is writing ability<sup>26</sup>

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<sup>25</sup> Daniel Muijs, *Doing Quantitative Research In Education With SPSS* (London: Sage Publications, 2004), 8.

<sup>26</sup> *Ibid.*

## **C. Population, Sample, and Sampling Technique**

### **1. Population**

Suharsimi Arikunto, defines population as “The whole of subject research”.<sup>27</sup> The population of this research is the students of the tenth graders of Senior High School Muhammadiyah 1 Metro in the Academic Year of 2021 / 2022. The total population in this research is 143 students who are divided into five classes.

### **2. Sample**

Geoffrey defined Sample is a subset of the population<sup>28</sup>. In this research, the researcher was going to take one class as a population. The sample of this research is class X from the first semester among The Students at Senior High School Muhammadiyah 1 Metro, so this sample has 50 students.

### **3. Sampling Technique**

Edi Kusnadi defines sample as “the part of population that will be researched”. 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%”.<sup>36</sup> 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.

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<sup>27</sup> Suharsimi Arikunto, *Metodologi Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 1997, p. 115

<sup>28</sup> Geoffrey Marczyk, et al, *Essentials of Research Design and Methodology*, (USA: Library of Congress, 2005), p. 18



## **D. Data Collection Technique**

### **1. Test**

Winarno Surahmad explains that most of research uses test as the main tool to measure the aspect.<sup>29</sup>

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**

The next instrument that would be using data is documentation. The researcher would be using the documentation to get detail information as follows:

- a. The historical background of Senior High School Muhammadiyah 1 Metro.
- b. Organization Structure of Senior High School Muhammadiyah 1 Metro.
- c. The Facilities of Senior High School Muhammadiyah 1 Metro.
- d. Location Sketch of Senior High School Muhammadiyah 1 Metro.
- e. The Population of students Senior High School Muhammadiyah 1 Metro.
- f. The Profile of Senior High School Muhammadiyah 1 Metro Students.

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<sup>29</sup> Winarno Surahmad, *Pengantar Penelitian Ilmiah*, Bandung: Tarsito, 1990, p. 23

## E. Research Instrument

Suharsimi Arikunto defines “instrument as the tool of research which is used in each method”.<sup>30</sup> In this research the researcher used test as instrument to collect the data there are two kinds of the test that the researcher applied to collect the data:

### 1. Instrumen Blueprint

Research instruments which will be used in this research:

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

#### 1) Vocabulary test

Vocabulary mastery is an ability to combain skill and knowledge of words to express meaning, one of the language aspects should be learn by students or language learners. The students' vocabulary is the score of the students after doing the vocabulary test.

**Table 5**  
**The Specification of Test Item Vocabulary Mastery**

Vocabulary	Type of Test	Item
1. Verb	Multiple choice	1 – 16
2. Adverb		17 - 25
3. Adjective		26 - 36
4. Noun		37 - 50

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<sup>30</sup> Suharsimi Arikunto, *Op. Cit.* p. 137

## 2) Writing Test

Writing ability is a skill of putting together what you think or want to say using words by writing and it is a quality of being able to write in English. The students' writing ability is the score of the students after doing the writing test. For writing ability the writer use writing descriptive text as the test, in this case the students need to write the generic stucture of descriptive text: identification and description.

**Table 6**  
**The Specification of Test Item Writing Ability**

Writing	Indicator	Type of Test	Item
The students are able to write the descriptive text accurately, fluently acceptable. Based on the generic structure of descriptive text.	<ol style="list-style-type: none"> <li>1. Content               <ol style="list-style-type: none"> <li>a. Related ideas</li> <li>b. Use of description</li> <li>c. Consistent focus</li> </ol> </li> <li>2. Organization               <ol style="list-style-type: none"> <li>a. Effectiveness of introduction</li> <li>b. Logical sequence of ideas</li> <li>c. Conclusion</li> </ol> </li> <li>3. Vocabulary               <ol style="list-style-type: none"> <li>a. Translation of vocabulary English</li> <li>b. Range-effective and usage</li> </ol> </li> </ol>	Essay	<ol style="list-style-type: none"> <li>1. Person</li> <li>2. Place</li> <li>3. Animal</li> </ol>

	4. Grammar a. Mastery of sentence construction rules b. Effective complex construction  5. Mechanics a. Spelling b. Punctuation		
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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 tenth grade students of SMA Muhammadiyah 1 Metro.

## 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.<sup>31</sup> 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.

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<sup>31</sup> *Pedoman Penulisan Karya Ilmiah*, STAIN Jurai Siwo Metro, 2005, p. 33

## F. The Technique of Data Analysis

Arikunto Suharsimi said that "to count the correlation we used statistics". The statistical technique can be used to count among two or more variables.<sup>32</sup> Based on the statement above the writer used the statistics method count the correlation between vocabulary mastery and writing ability among she student's at Senior High School Muhammadiyah 1 Metro.

As Arikunto Suharsimi said "product-moment correlation used to decide correlation between two interval phenomena<sup>33</sup>. The data obtained from the respondent were analyzed using means formula to know the correlation between vocabulary mastery and writing ability among the Senior High School Muhammadiyah 1 Metro In The Academic Years 2021 / 2022. The formula as follows:<sup>34</sup>

$$r = \frac{N \cdot \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{(N \cdot \sum X_1^2 - (\sum X_1)^2 - (\sum X_2)^2)}}$$

Where :

$r$  = Correlation coeficience

$N$  = Number of students

$X_1$  = The score of vocabulary mastery

$X_2$  = The score of writing ability

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<sup>32</sup> *Ibid*....p.498

<sup>33</sup> Suharsimi Arikunto , *Op. Cit.*, p. 137

<sup>34</sup> Burhan Nurgiantoro, Gunawan, Marzuki , *STATISTIK TERAPAN UNTUK PENELITIAN ILMU SOSIAL* Gajah Mada University Perss 2005, p.141

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

In this chapter, the researcher discussed the result of the research and interpretation of it. In the following, the researcher would explain the profile of the school firstly.

##### **1. The Description of Research Location**

###### **a. The Historical Background of SMA Muhammadiyah 1 Metro.**

SMA Muhammadiyah 1 Metro was established in 1964 domiciled in Sma Negeri I Metro with the name SMA Pembangunan. It is led by Mr. Tawhid. In 1985 the Government of the Republic of Indonesia through the Ministry of Education and Culture issued a decision on the status of private schools, among others mentioned that every private school must be incorporated and managed by a foundation that is incorporated.

In 1966 on the initiative of Mr. Sirajudin Juhidin as head of Senior High School 1 Metro ownership of Sma Pembangunan was transferred to the Muhammadiyah Education, Teaching and Culture Assembly of the Metro branch. This received a good reception from MPPK Muhammadiyah. For the next Development High School under the auspices of the Muhammadiyah Education, Teaching and Culture Assembly was renamed to Senior High School

Muhammadiyah I Metro which at that time the Principal was Mr. Sirajudin Jahidin. The location of Senior High School Muhammadiyah 1 was moved to Muhammadiyah Metro complex on Jalan Budi Utomo which is now Jalan KH, Ahmad Dahlan No.I Metro. Where teaching and learning activities are carried out in the morning.

In 1966 came out a government regulation that claimed that the Head of State School was not allowed to double as a Private School Principal, then since then the position of Principal in pengang by Mr. R. Ahmad Matin, BA.

In 1971 based on the decree of the Head of Muhammadiyah Lampung Region, the principal was replaced by Mr. Alimudin Hasan. In 1979 based on the decision of the Regional Leader of Muhammadiyah Lampung, the Education, Teaching and Culture Assembly (MPPK) Number: E - 2/170/PPK/79 The Principal was replaced by Mr. Suparno, BA. During this term, the Muhammadiyah Metro Branch Leadership built the Muhammadiyah I Metro High School building on Jalan Khairbras 14/IV Ganjar Agung Metro. So that in the 1983/1984 school year, Senior High School Muhammadiyah I Metro teaching and learning activities were moved to the location.

In 1984 based on the letter of the Directorate General of Primary and Secondary Education, the Ministry of Education and

Culture No. 01/C-7/Kep/I/1984 Senior High School Muhammadiyah I Metro was upgraded from Registered status to Recognized. Thus Senior High School Muhammadiyah I Metro since the 1983/1984 School Year is entitled to hold its own EBTA / EBTANAS.

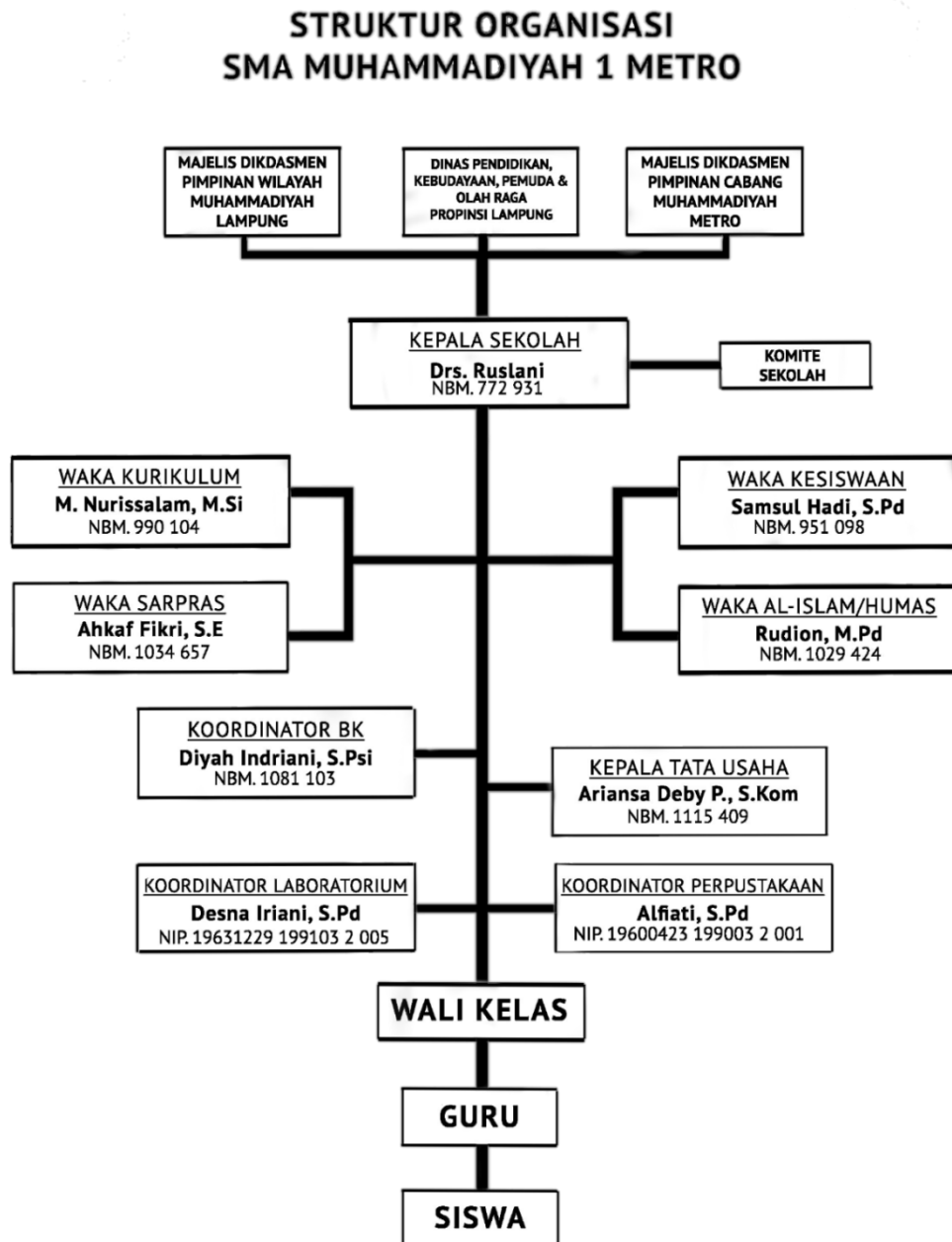
In 1985 the position of Principal was held by Mr. Sutoyo, BA. With Deputy Principal Mr. Sukarman Stiharjo, BA. and Mr. Sardjono, BA. In 1987 based on the decree of the Regional Leader of Muhammadiyah Lampung, the Assembly of Education, Teaching and Culture (MPPK) Number: 001/ C / Kep / 1 / 1989. He was upgraded to Equalized. Based on Law No. 2 of 1989 on the National Education System, as well as the change of curriculum 1984 to Curriculum 1994 the name of sma was changed to SMU (Public High School) which thus changed to SMU Muhammadiyah I Metro, but in 2003 changed its name to SMA Muhammadiyah 1 Metro.

**b. Organization Structure of SMA Muhammadiyah 1 Metro**

The Structural Organization of SMA Muhammadiyah 1 Metro in academic years 2021 / 2022 is described by the following figure:



**Figure 1**  
**Structural Organization of SMA Muhammadiyah 1 Metro in**  
**academic years 2021 / 2022.**



**c. The Facilities of Senior High School Muhammadiyah 1 Metro**

There are facilities at Senior High School Muhammadiyah 1 Metro in supporting the teachers and students in conducting the learning process, namely: teacher's unit, Computer Laboratory, Library, classroom, mosque, futsal field, basketball field, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

**Table 7**  
**Facilities at Senior High School Muhammadiyah 1 Metro**

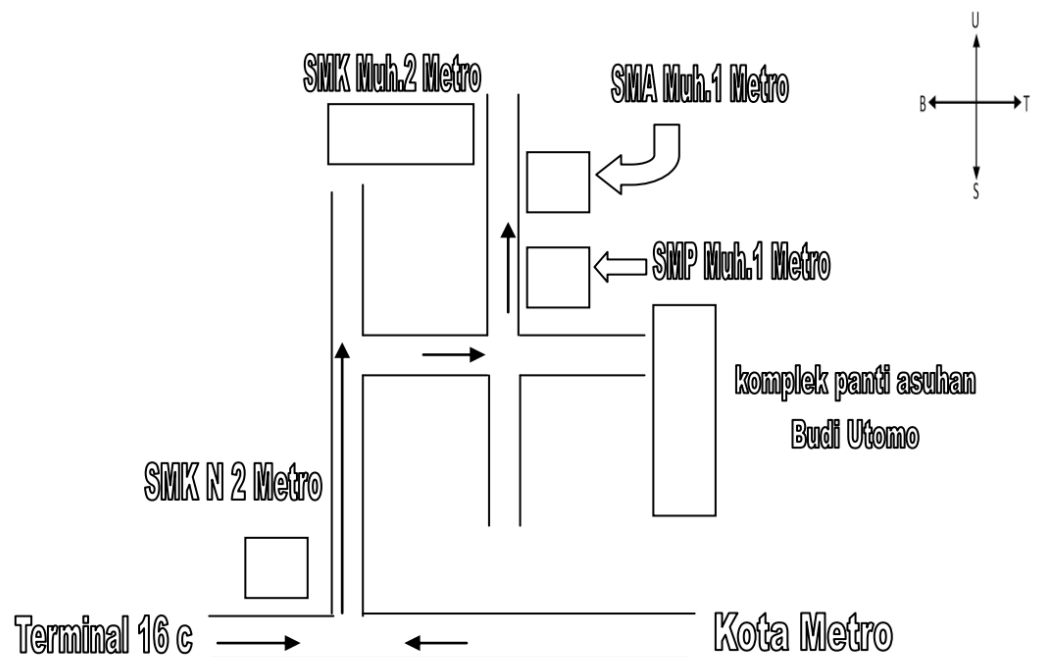
No	Jenis Ruang	Jumlah	Luas	Perlengkapan	Kondisi	
				<i>Lengkap/Cukup /Kurang lengkap</i>	<i>Baik</i>	<i>Rusak</i>
1	Ruang belajar/teori	17	1440	C	17	
2	Ruang Kepala Sekolah	1	34	C	1	
3	Ruang Wakil Kepala Sekolah					
4	Ruang Tata Usaha	1	66	C	1	
5	Ruang Guru	1	72	C	1	
6	Ruang Bimbingan (BK)	1	26	C	1	
7	Ruang Laboratorium					
8	Laboraorium IPA					
9	Laboraorium Fisika	1	72	C	1	
10	Laboraorium Biologi	1	72	C	1	
11	Laboraorium Kimia	1	144	C	1	
12	Laboraorium Bahasa	1	144	C	1	
13	Laboraorium Komputer	1	46	C	1	
14	Bengkel					
15	Ruang Perpustakaan	1	46	C	1	

16	Ruang Pend. Teknologi Dasar					
17	Ruang Ketrampilan					
18	Ruang kesenian					
19	Ruang olahraga					
20	Ruang Media Pembelajaran					
21	Ruang Ibadah	1	110	C	1	
22	Ruang UKS	1	18	C	1	
23	Ruang OSIS	1	24	K		1
24	Ruang Komite Sekolah					
25	Aula					
26	Ruang Serbaguna					
27	Gudang	1	20	C	1	
28	Wc/kamar mandi	10	28	C	10	
29	Ruang keamanan					
30	Ruang/halaman parkir	1	340	C	1	
31	Ruang/halaman upacara	1	720	C	1	
32	Koperasi sekolah	1	25	C	1	
33	Kantin sekolah	1	4	K		1
34	Ruang Penjaga	1	54	C	1	

#### **d. Location Sketch of Senior High School Muhammadiyah 1 Metro**

SMA Muhammadiyah 1 Metro beralamatkan di Jl. Khair Bras No.65, Ganjarasri, Kec. Metro Bar., Kota Metro, Lampung 34121. These following figures are the location of school buildings :

**Figure 2**  
**The Location Sketch of Senior High School Muhammadiyah 1 Metro**



**e. The Population of Students in Senior High School Muhammadiyah 1 Metro.**

The total of the students in the senior high school Muhammadiyah 1 Metro is (369) students.

**Table 8**  
**Total Students of Senior High School Muhammadiyah 1 Metro**

No.	Class	Program	Student
1.	X	X.1	141
		X.2	
		X.3	
		X.4	
		X.5	
2.	XI	XI IPA 1	
		XI IPA 2	

		<b>XI IPA 3</b>	102
		<b>XI IPS 1</b>	
		<b>XI IPS 2</b>	
		<b>XI IPS 3</b>	
		<b>XI IPB</b>	
<b>3.</b>	<b>XII</b>	<b>XII IPA 1</b>	126
		<b>XII IPA 3</b>	
		<b>XII IPA 3</b>	
		<b>XII IPS 1</b>	
		<b>XII IPS 2</b>	
		<b>XII IPS 3</b>	
		<b>XII IPB</b>	

*Source: documentation of SMA Muhammadiyah 1 Metro in academic years 2020 / 2021*

**f. The Profile of Senior High School Muhammadiyah 1 Metro.**

Senior high school Muhammadiyah 1 Metro is one of the high school education units in Ganjarasri, Kec. Metro Barat, Metro City, Lampung. In carrying out its activities, this school is under the auspices of the Ministry of Education and Culture. This school is located at Jl. Khairbras No. 65, Ganjarasri, Kec. Metro Barat, Metro City, Lampung, with zip code 34114. Muhammadiyah 1 Metro high school has A accreditation, based on certificate 580 / BAN-SM / SK / 2019.

Vision :

Educated based on Islamic aqidah, intelligent and superior in Science and Technology and cultured environment.

Mission :

1. Fostering the perception of Islam so that it becomes a source of personality and daily behavior

2. Implement effective learning and guidance, so that each student can develop optimally in accordance with their potential.
3. Increase the mastery of competitive science and technology, and the mental attitude of Islamic personalities.
4. Develop a high spirit of work ethic, understand rights and obligations, and discipline in every activity to the school residents.
5. Improve the well-being of educators and other education personnel.
6. Increase the procurement, utilization, and maintenance of educational facilities / infrastructure gradually.
7. Improve the quality of service to customers both general education and religious and ethical education.
8. Develop an environmentally conscious attitude (Darling) in continuous learning.

In line with the statement above, senior high school Muhammadiyah 1 Metro always tries to develop the quality in the teaching and learning process.

## **2. Description of Research Data**

### **a. The Result of Students Vocabulary Mastery**

Based on the result students vocabulary mastery, the highest score is 86 and the lowest score is 58. The writer measured the class

interval using the formula according to Abdul Wahab opinion, as follows:<sup>35</sup>

1. Determine Range (R)

$$R = \text{maximum score} - \text{minimum score}$$

$$R = 86 - 58$$

$$= 28$$

2. Determine Number of Classes (B)

$$B = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 50$$

$$= 1 + 3,3 \times 1,699$$

$$= 1 + 5,61$$

$$= 6,61$$

$$= 7$$

3. Determine Interval Class (P)

$$P = \frac{R}{B}$$

$$P = \frac{28}{7}$$

$$= 4$$

---

<sup>35</sup> Abdul Wahab, Akhmad Syahida, Junaedi, “*Penyajian Data Dalam Tabel Distribusi Frekuensi Dan Aplikasinya Pada Ilmu Pendidikan,*” Education and Learning Journal Vol. 2, No. 1, Januari 2021, pp. 40-48

The total of class interval (P) for independent variable of this research is 4. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follow:

**Table 9**  
**Frequency Distribution of Vocabulary Mastery Test Results**

No	Score	Frequency
1	58 – 61	2
2	62 – 65	9
3	66 – 69	5
4	70 – 73	22
5	74 – 78	7
6	79 – 82	2
7	83 – 86	3

Based on the table of frequency distribution above, it can be inferred that from 50 students as the research sample, there are 12 students who are included in the good category for the score of 74 – 86. Furthermore, in the average category, there are 27 students who got the score 66 - 73. The last category, 11 students who are included in the low category for got the score of 58 – 65.

Therefore, it can be inferred that vocabulary mastery among the tenth class students of SMA Muhammadiyah 1 Metro is categorized into average category.

#### **b. The Result of Students Writing Ability**

Based on the result students writing ability, the highest score is 83 and the lowest score is 54. The writer measured the class interval using the formula according to Abdul Wahab opinion, as follows:



1. Determine range (R)

$$R = \text{maximum score} - \text{minimum score}$$

$$R = 83 - 54$$

$$= 29$$

2. Determine number of classes (B)

$$B = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 50$$

$$= 1 + 3,3 \times 1,69$$

$$= 1 + 5,61$$

$$= 6,61$$

$$= 7$$

3. Determine interval class (P)

$$P = \frac{R}{B}$$

$$P = \frac{29}{7}$$

$$= 4,14$$

The total of class interval (P) for independent variable of this research is 4. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follow:

**Table 10**  
**The Table of Frequency Distribution of Writing Ability**

No.	Score	Frequency
1	58 – 61	2
2	62 – 65	1
3	66 – 69	4
4	70 – 73	5
5	74 – 77	5
6	78 – 81	13
7	82 – 85	9

Based on the table of frequency distribution above, it can be inferred that from 50 students as the research sample, there are 22 students who are included in the good category for the score of 78 - 85. Furthermore, in the average category, there are 14 students who got the score 66 - 77. The last category, 3 students who are included in the low category for the score of 58 – 65.

Therefore, it can be inferred that vocabulary mastery among the tenth class students of SMA Muhammadiyah 1 Metro 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 tenth class students of SMA Muhammadiyah 1 Metro.

Furthermore, preparing the table in order to prove whether there is any positive and significant correlation between vocabulary mastery and writing ability among the tenth class students of SMA Muhammadiyah 1 Metro.

**Table 11**  
**The Authentication of The Correlation between Vocabulary Mastery and Writing Ability among The Tenth Graders at Senior High School Muhammadiyah 1 Metro.**

No	The Score of Vocabulary Mastery ( $X_1$ )	The Score of Writing Ability ( $X_2$ )	$X_1$	$X_2$	$X_1X_2$
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
<b><math>\Sigma N=50</math></b>	<b><math>\Sigma X_1=3571</math></b>	<b><math>\Sigma X_2=3516</math></b>	<b><math>\Sigma X_1^2=</math> <b>256829</b></b>	<b><math>\Sigma X_2^2=</math> <b>248988</b></b>	<b><math>\Sigma X_1X_2=</math> <b>252097</b></b>

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

$$\Sigma N=50, \quad \Sigma X_1=3571, \quad \Sigma X_2=3516, \quad \Sigma X_1^2=256829, \quad \Sigma X_2^2=248988, \\ \Sigma x.y=252097.$$

Putting the data above into the formula of correlation Product Moment, as follows:

$$r = \frac{N \cdot \Sigma X_1 X_2 - (\Sigma X_1)(\Sigma X_2)}{\sqrt{(N \cdot \Sigma X_1^2 - (\Sigma X_1)^2) - (\Sigma X_2)^2}}$$

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

$$r = \frac{12604850 - 12555636}{\sqrt{[12841450 - 1275204][12449400 - 123622256]}}$$

$$r = \frac{49214}{\sqrt{(89409)(87144)}}$$

$$r = \frac{49214}{\sqrt{7791457896}}$$

$$r = \frac{49214}{8826,923527}$$

$$r = 0,558$$

## 1. Interpretations

### a. Interpretation of r observed

**Table 14**  
**Table of Interpretation to The Grade of r observed.**

The grade of "r" Product Moment (r)	Interpretation
0,00 – 0,20	There is any correlation between X <sub>1</sub> and X <sub>2</sub> variables, but is lowest. Therefore, the correlation is neglected. (there is not correlation between X <sub>1</sub> and X <sub>2</sub> ).
0,20 – 0,40	There is any correlation between X <sub>2</sub> and X <sub>2</sub> variables which is low correlation.
0,40 – 0,70	There is any correlation between

	X <sub>1</sub> and X <sub>2</sub> variables which middle correlation
0,70 – 0,90	There is any correlation between X <sub>1</sub> and X <sub>2</sub> variables which is high correlation.
0,90 – 1,00	There is any correlation between X <sub>1</sub> and X <sub>2</sub> variables which is highest correlation. <sup>36</sup>

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 tenth grades at Senior High School Muhammadiyah 1 Metro.

#### **b. 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 tenth grades at Senior High School Muhammadiyah 1 Metro. After alternative hypothesis above was formulated, the writer consulted  $r_{\text{observed}}$  to  $r_{\text{table}}$ , as follows:

- a) If  $r_{\text{observed}}$  is higher that  $r_{\text{table}}$ , alternative hypothesis ( $H_1$ ) is accepted.
- b) If  $r_{\text{observed}}$  is smaller than smaller than  $r_{\text{table}}$ , alternative hypothesis is rejected.

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<sup>36</sup> Anas Sudjiono, *Pengantar Statistic Pendidikan*, PT Raja Grafindo Persada, Jakarta, 1987, p.180

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 that r table. Therefore, it can be inferred that alternative hypothesis (Hi) is accepted. It means that there is a positive and significant correlation between vocabulary mastery and writing ability among the tenth graders at Senior High School Muhammadiyah 1 Metro. The writer measured the level of correlation between vocabulary mastery and writing ability the eight class students of SMA Muhammadiyah 1 Metro, by counting the square of r observed and multiplying it by 100%. Therefore, the level of correlation between vocabulary

$$\text{mastery and writing ability} = (r \text{ observed})^2 \times 100\% = \\ (0,558)^2 \times 100\% = 31,14\%.$$

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 SMA Muhammadiyah 1 Metro 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.



## BAB V

### CONCLUSION AND SUGGESTIONS

#### 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  $df = 53$ ,  $r = 0,558 > r_{table} = 0,273$  for the 5% significant level  $r = 0,558 > r_{table} = 0,354$  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 SMA Muhammadiyah 1 Metro 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 tenth grede of SMA Muhammadiyah 1 Metro.

#### 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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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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

Nomor : B-2623/In.28.1/J/TL.00/07/2021  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMA MUHAMMADIYAH 1 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami:

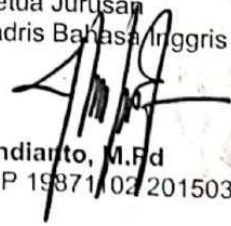
Nama : **BIMA KENCANA PUTRA**  
NPM : 1501070231  
Semester : 12 (Dua Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE CORRELATION BETWEEN STUDENT REWRITING OF THE  
STORY IN FILM AND THEIR VOCABULARY MASTERY OF SMA  
MUHAMMADIYAH 1 METRO IN ACADEMIC YEARS 2018/2019

untuk melakukan *pra-survey* di SMA MUHAMMADIYAH 1 METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 Juli 2021  
Ketua Jurusan  
Tadris Bahasa Inggris

  
Andianto, M.Ed.  
NIP 19871022015031004



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT  
SMA MUHAMMADIYAH 1 METRO**

NPSN 10807591

**STATUS : TERAKREDITASI A**

Alamat : Jalan Khairbras No. 65 Ganjarasri Telp. (0725) 42192 Metro Barat Kota Metro



Nomor : 024 /IV.4.AU/F/2021  
Lampiran :-  
Perihal : **Tanggapan Pra Survey**

Yth,  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro

**Assalamu'alikum Wr. Wb.**

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor:B-2348/In.28.1/J/TL.00/06/2021 perihal izin Pra Survey, Maka diberikan izin kepada :

Nama : **BIMA KENCANA PUTRA**  
NPM : 1501070231  
Semester : 12 (dua belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY AMONG TENTH GRADES AT SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO

Dengan ini kami sampaikan bahwa pada prinsipnya SMA MUHAMMADIYAH 1 METRO mengizinkan atas nama tersebut diatas telah melaksanakan Pra Survey dalam rangka Penulisan Proposal Penelitian. Pra survey telah dilaksanakan pada Rabu, 14 Juli 2021

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

**Wassalamu'alaikum Wr. Wb.**

Metro, 14 Juli 2021  
Kepala SMA MUHAMMADIYAH 1  
METRO  
  
Dis. RUSLANI  
NBM. 772 931





KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO  
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Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah@metrouniv.ac.id](mailto:tarbiyah@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : BIMA KENCANA PUTRA

Fakultas/Jurusan : TBI

NPM : 1501070231

Semester/TA : XII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	29/10/2021 03/11/2021	✓		✓ Mechanical aspect ✓ Consistency "titled" Cover, see p.9  ✓ Let me see the References Bibliography	
	15/11/2021	✓		AAA for Proposal Seminar	

Mengetahui :  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M. Hum**  
NIP. 19791223 2006041 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : BIMA KENCANA PUTRA

Fakultas/Jurusan : TBI

NPM : 1501070231

Semester/TA : XII/ 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	30/21 /12		✓	- Complete you proposal! - Compleat your source!  1.23	
	22/21 /07		✓	Revisi 1.23.	
	14/21 /10				
	21 21/			Complete all Revisi Add Statistik Application	

Mengetahui :  
Ketua Jurusan TBI

**Andianto, M. Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing II

**Andianto, M. Pd**  
NIP. 19871102 201503 1 004





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IAIN METRO

Nama : BIMA KENCANA PUTRA

Fakultas/Jurusan : TBI

NPM : 1501070231

Semester/TA : XIII/2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	14. 12. 2021			- Lohad sabab curriculum - Indikator Aspect of Vocabulary - Blue print of vocab.  Please your instruksi	
	17. 12. 2021				

Mengetahui:  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

Nomor : B-5302/In.28.1/J/TL.00/12/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Dedi Irwansyah (Pembimbing 1)  
Andianto (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **BIMA KENCANA PUTRA**  
NPM : 1501070231  
Semester : 13 (Tiga Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY AMONG TENTH GRADERS AT SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Desember 2021  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004

---

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

Nomor : B-5513/In.28/D.1/TL.00/12/2021  
Lampiran :-  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA MUHAMMADIYAH 1  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5514/In.28/D.1/TL.01/12/2021,  
tanggal 24 Desember 2021 atas nama saudara:

Nama : **BIMA KENCANA PUTRA**  
NPM : 1501070231  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY AMONG TENTH GRADERS AT SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Desember 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : BIMA KENCANA PUTRA

Fakultas/Jurusan : TBI

NPM : 1501070231

Semester/TA : XIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	14. 01 - 2022		Bring all of Resorce. Complete Chapter.	
	26 - 01 - 2022		Revise your Resorce All words.	
	15 - 03 - 2022		Revise space, Margins. footnote.	

Mengetahui :  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

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Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

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

Nama : BIMA KENCANA PUTRA

Fakultas/Jurusan : TBI

NPM : 1501070231

Semester/TA : XIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	10 / 2022 / 5		Doc Mumpul	

Mengetahui :  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

**Andianto, M.Pd**  
NIP/ 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT TUGAS**

Nomor: B-5514/In.28/D.1/TL.01/12/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **BIMA KENCANA PUTRA**  
NPM : 1501070231  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY AMONG TENTH GRADERS AT SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO".
  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.

Mengetahui,  
Pejabat Setempat

\_\_\_\_\_

Dikeluarkan di : Metro  
Pada Tanggal : 24 Desember 2021

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-56/In.28/S/U.1/OT.01/01/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

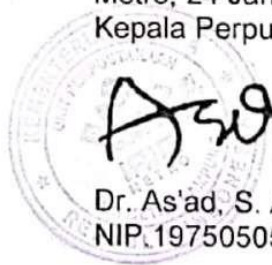
Nama : Bima Kencana Putra  
NPM : 1501070231  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1501070231

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Januari 2022  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

---

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertandatangan di bawahini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Bima Kencana Putra  
NPM : 1501070231  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada urusan / Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 21 Januari 2021  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP: 1987 1102 201503 1 004

## VOCABULARY TEST

*Subject : English*

*Class : X*

*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
- b. laboratory
- c. lavatory
- d. cafeteria

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

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

3. Who are responsible for keeping the garden?

- a. the gardener
- b. the teacher
- c. the students
- 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
- b. hoe
- c. sickle
- 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
- b. elephant
- c. lion
- 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
- b. karate
- c. judo
- d. boxing

19. The synonym of the word port is..

The underline

word is.....

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

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

- a. remote control
- b. cable
- c. satellite
- 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
- b. Went
- c. Brought
- d. Decided

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

Supriadi : When ... It?

- a. Have you seen
- b. Did you want to see
- c. Are you going 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
- b. Find
- c. Seek
- 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
- b. Cannot
- c. May
- 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
- b. Choose
- c. Ask
- d. Get

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

Eli : I ... Some fruit.

- a. Buying
- b. Buy
- c. Bought
- d. Will buy

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

- a. Study
- b. Studies
- c. Are studying
- d. Studied

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

- a. Teaches
- b. Teach
- c. Teaching
- d. Taught

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

- a. writes
- b. Write
- c. Writing
- d. Written

30. The bird ... very beautifully.

- a. Sings
- b. Sing
- c. Singing
- d. Sang

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

- a. Phoned
- b. Phone
- c. To phone
- d. Phones

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

- a. Swimming
- b. Cycling
- c. Cooking
- d. Running

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

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

- a. go
- b. Gone
- c. Went
- d. Going

34. What ... she do last Saturday?

- a. Do
- b. Does
- c. Did
- d. Is

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

- a. Supper
- b. Dinner
- c. Lunch
- 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  
b. Uses
- c. Is using  
d. Will use

37. a. Is buying  
b. Will Buy
- c. Bought  
d. Buys

38. a. Fly  
b. Flew
- c. Is flying  
d. Will fly

39. A : Where did you go last weekend?

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

- a. Whatched
- b. Watch
- c. Watches
- d. Watching

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

- a. Stingy
- b. Sensitive
- c. Friendly
- d. Dependent

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

- a. Old
- b. Big
- c. Young
- d. Muscular

50. My brother is very.....

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

## KEYWORD VOCABULARY TEST

1. B
2. B
3. A
4. C
5. A
6. D
7. B
8. C
9. A
10. A
11. C
12. D
13. D
14. A
15. C
16. B
17. D
18. D
19. A
20. A
21. B
22. B
23. D
24. B
25. A

26. C
27. B
28. B
29. A
30. B
31. B
32. A
33. A
34. B
35. C
36. A
37. C
38. A
39. D
40. D
41. B
42. B
43. C
44. B
45. D
46. C
47. C
48. C
49. A
50. A





### The Data of The Result Students Vocabulary Mastery

No	Students' Initial	The students' of vocabulary Score
1	AA	66
2	AAP	64
3	ABP	70
4	ADK	72
5	ADN	70
6	AF	72
7	AM	78
8	BAP	72
9	BAR	78
10	BBC	68
11	BC	72
12	BSP	66
13	CKA	70
14	DE	80
15	DN	66
16	DPS	64
17	DPJ	68
18	DG	72
19	F	58
20	FN	70
21	FS	72
22	FSP	65
23	FU	70
24	FWA	70
25	GB	76
26	GH	72
27	GOS	70
28	GP	74
29	HAF	60
30	HAT	66
31	HM	78
32	HP	60
33	HG	84
34	IB	64
35	IBL	74
36	IF	68
37	IGC	74
38	IHL	78
39	JJ	76

40	J P L	78
41	J	70
42	J R	70
43	J S A	86
44	K C N	76
45	K F	78
46	K H	78
47	K S	64
48	K T	74
49	M M	80
50	M K	70

*Source : The result of the students vocabulary mastery among tenth graders  
at SMA Muhammadiyah 1 Metro.*

### The Data of The Students Writing Ability

No	Students' Initial	The students' of writing Score
1	AA	73
2	AAP	63
3	ABP	63
4	ADK	71
5	ADN	70
6	AF	71
7	AM	70
8	BAP	63
9	BAR	72
10	BBC	77
11	BC	64
12	BSP	66
13	CKA	65
14	DE	72
15	DN	67
16	DPS	62
17	DPJ	69
18	DG	70
19	F	55
20	FN	69
21	FS	71
22	FSP	67
23	FU	77
24	FWA	70
25	GB	70
26	GH	70
27	GOS	69
28	GP	71
29	HAF	54
30	HAT	65
31	HM	74
32	HP	65
33	HG	70
34	IB	72
35	IBL	83
36	IF	65
37	IGC	82
38	IHL	79
39	JJ	73
40	JPL	73

41	J	78
42	J R	70
43	J S A	72
44	K C N	83
45	K F	76
46	K H	73
47	K S	73
48	K T	75
49	M M	74
50	M K	70

*Source: The result of the students writing ability among tenth graders at senior high school Muhammadiyah 1 Metro*



# Research kls X Muhi 1

ketuk di sini untuk info grup



Assalamuallaikum , selamat pagi semua ,  
terimakasih sebelumnya karna telah  
berpartisipasi dalam membantu saya  
melakukan research 🙏

09.44 ✓✓

Berhubung kita belum bisa ketemu  
langsung, selanjutnya nanti saya buat  
room di zoom ya 🙏

09.44 ✓✓

+62 877-9448-8567

~dn

Baik kak 🙏

09.47

+62 857-6845-9350

Baik kak 🙏

09.47

+62 831-9142-0135



09.47

+62 813-7999-1998 ~Telur Ayam Potong

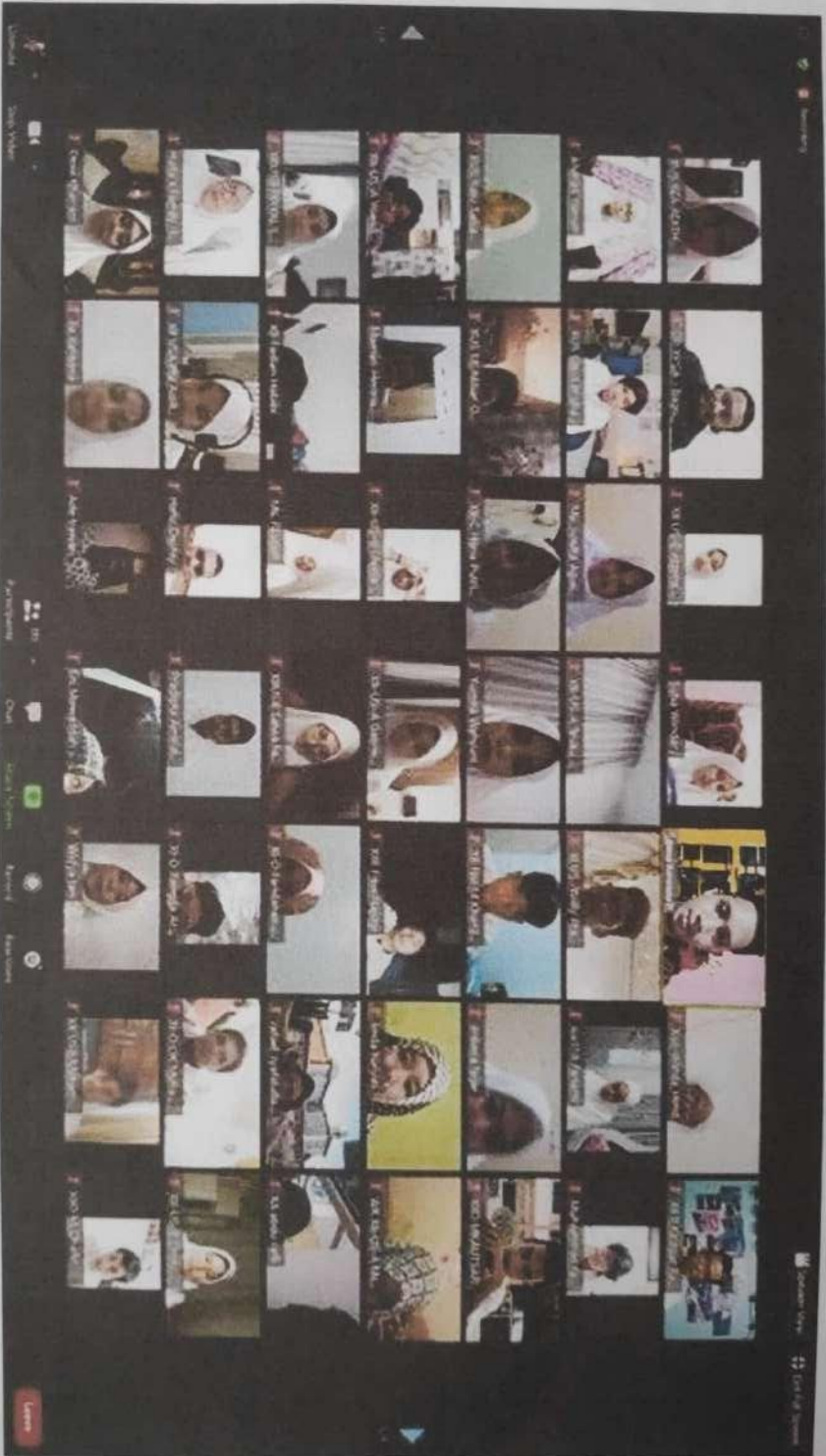
Siiiip oke

09.49



Ketik pesan





## CURRICULUM VITAE



The name of the writer is Bima Kencana Putra, was born in Metro, on October 02<sup>nd</sup> 1997. He is the first of two brothers. Son of the couple, Mr. Teguh Setriawan and Ms. Marlina, S.Pd. He was start the study at TK Aisyiyah Bustanul Athfal and he was contiued his study at SDN 9 Metro Barat and in 2009, he graduated, after that he was continued his study at SMP Muhammadiyah 1 Metro at the time 2012, he graduated, then he continued his study to SMA Muhammadiyah 1 Metro and graduate in 2015 and in the same year, he entered S1 English Departmen Program of States Islamic studies of IAIN Metro Lampung. If you have something to ask about this undergraduate thesis, considered to contact me at [bimakencanaputra2@gmail.com](mailto:bimakencanaputra2@gmail.com).