THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY TO WRITE ESSAY

(A Study Conducted to the Sixth Semester Students of English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University)

A PAPER

Submitted to the English Education Study Program Faculty of Teacher Training and Educational
Sciences Pakuan University in Partial Fulfillment of
The Requirements for the *Sarjana Pendidikan* Examination

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY
2017

Research Title: The Correlation between Students' Vocabulary Mastery and

Their Ability to Write Essay

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DECLARATION

I hereby declare that the paper entitled "The Correlation between Students' Vocabulary Mastery and Their Ability to Write Essay" is completely my own work I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2017

Yuyu ST Yuningsih

PREFACE

Alhamdulillah, praise be to Allah SWT the Almighty who guides and helps the writer to finish the paper entitled "The Correlation between Students' Vocabulary Mastery and Their Ability to Write Essay".

The paper is written to fulfill one of the requirements for Sarjana Pendidikan Examination at English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far from being perfect, however she hopes that this paper will be useful to her and those who read it. Finally, she also appreciates all constructive criticisms and suggestions to improve this paper.

Bogor, July 2017

The writer

ACKNOWLEDGEMENT

The writer would like to express her sincere gratitude and appreciation to all people who have helped her finish the paper, especially to Dr. Entis Sutisna, M. Pd., as the first supervisor, and Mursidah Rahmah, M. Pd., as the second supervisor for their patience, guidance, suggestion, motivation, and supports.

The appreciation is also expressed to Drs. Deddy Sofyan S., M. Pd., as the Dean of the Faculty of Teacher Training and Educational Sciences of Pakuan University, Dra. Atty Herawati, M. Pd., as the Head of the English Education Study Program of Pakuan University, all lecturers, and staff of FKIP of Pakuan University for the knowledge and help.

She also thanks to the sixths semester of English Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University for being a part of research.

The writer is also grateful to her beloved family, Ibu and Bapak, her brothers: Aldy and Rifqy for their endless prayer, love, motivation and patience. She also thanks to her special friend Eko Prasetiyo, SH. for his motivation and support. She also thanks her friends in English Department C and Cemara's family: Iir, Lestari, Anestia, Rizka, Restu, Ferissa, Rena, and Jessica. All people who were involved in completing her research who cannot be mentioned one by one.

ABSTRACT

This research is aimed at investigating the correlation between students' vocabulary mastery and their ability to write essay. It is conducted to the sixths semester students of EESP Faculty of Teacher Training and Educational Sciences of Pakuan University. They are chosen because they have learned to write an essay. The population of this research is 92 students while the sample is 76 students, taken by quota sampling technique. In conducting the research, correlation method with Ex Post Facto design is applied and the data are formulated by Pearson Product Moment Formula. The data are taken from the test of vocabulary mastery and the test of ability to write essay. The result shows that there is low correlation between students' vocabulary mastery and their ability to write essay. The result of the calculation (0.33) is higher than the score of the table (0.220) in the significant level 0.05 with df 74 based on the critical value of the Pearson Moment correlation coefficient. Thus, the alternative hypothesis (*Ha*) is accepted. It can be concluded that there is correlation between students' vocabulary mastery and their ability to write essay. Thus, the student who has good vocabulary mastery will be able to write essay.

TABLE OF CONTENTS

CHAPTER I   INTRODUCTION

CHAPTER II   THEORETICAL FOUNDATION

CHAPTER III   RESEARCH METHODOLOGY

CHAPTER IV   RESEARCH FINDING AND DISCUSSION

CHAPTER V   CONCLUSION AND SUGGESTION

APPENDICES

Appendix 1. Surat Keterangan Pengangkatan Dosen Pembimbing

Appendix 2. Sirat Izin Penelitian

Appendix 3. Berita Acara Bimbingan Skripsi

Appendix 4. Instrumen Penelitian

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is the most important component that should be mastered by the students whom learn English as a foreign language. Vocabulary can be useful for students to produce the words into spoken and written form (Ur, 2012). Learning vocabulary is the first step for the students when they learning English, because it will give the students opportunity to know and understand the words in English.

According to Rupley et.al as cited by Macceca (2007: 22), "Students who have strong vocabularies have less difficulty learning unfamiliar words, because those words are more likely to be related to words that students already know". It means that by mastering vocabulary the students will be easier to know and understand the meaning of the words and give benefits to the students when they learning English.

Moreover, vocabulary can help the students in expressing their idea and opinion. Sometimes the students have difficulties in expressing their idea. They want to express their idea but they confuse how to say the words because of their limited vocabulary (Thornbury: 2002). By mastering vocabulary, the students will not be hesitate to express their idea because they know many words and know how to use it correctly based on the context.

Essays can consist of a number of elements, including literary critism, political manifestors, arguments, observations of daily life, recollections, and

reflections of the author. Previously essays were more recognized as part of literary works, however nowadays, essays have become a very important element in education or job. Essays are needed to improve students' writing skills and many companies ask the applicants to write the essays sbout themselves or their intention to get the job.

During the academic career, students particularly will be asked to write an essay on many occasions. They may be assigned to write essays for class, join an essay contest, or write essays for college admissions. In order to write a good essay, students should be able to use the appropriate vocabulary based on the context. By mastering vocabulary, the students will be easier in writing a good essay. That is why the writer intends to investigate the correlation between students' vocabulary mastery and their ability to write essay.

B. Reason of Choosing the Topic

Writing an essay is one of writing skills that should be mastered by students. In writing an essay, the students should have the vocabulary mastery since it can give the students benefits when they are asked to write an essay. Because of that reason, the topic is chosen by the writer. The writer wants to find out whether there is any correlation between students' vocabulary mastery and their ability to write essay or not.

C. Statement of the Problem

In this research, a problem is stated, "is there any correlation between students' vocabulary mastery and their ability to write essay?"

D. Aim of the Research

This research is conducted to find the correlation between students' vocabulary mastery and their ability to write essay.

E. Limitation of the Problem

For students' vocabulary mastery, the problem is limited on giving vocabulary test by asking the students to find the synonym and antonym of a word. To know students' ability to write essay, the writer limits the problem by asking students to write Cause and Effect essay.

F. Hypothesis

An alternative hypothesis (Ha) is stated that there is a correlation between students' vocabulary mastery and their ability to write essay.

CHAPTER II

THEORETICAL FOUNDATION

A. Vocabulary

1. Vocabulary Mastery

Vocabulary is an essential and basic component of all uses of English language. When the students learn new vocabulary, they must know the meaning of the word. Hiebert and Kamil (2005: 3) state, "Vocabulary is the knowledge of meaning of words. It indicates that vocabulary is the words known by people through the knowledge they acquire". In addition, Richards and Renandya (2002: 255) state that vocabulary is a crucial element of language proficiency and provides the basis for how students listen, read, speak, or write.

Meanwhile, Sharma (2002: 178) states, "Mastery is achieved by a study of words and grammar of a language". Moreover, Longman dictionary of contemporary English for advance learners (2009: 2) defines mastery as thorough understanding or great skill of a particular thing. Vocabulary mastery is crucial for students to study English, Thornbury (2011) assumes, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that vocabulary is salient for communicating and transforming the information to others. Knowing many vocabularies and its meaning can give good influence for students to study English. Willis (2008:

80) assumes that when students try to improve vocabulary mastery, they can effectively express their ideas, knowledge, and opinion more.

From the definitions above, it can be concluded that vocabulary mastery is always being an essential part of English. Mastering a large number of vocabularies is very important for the students. Without having proportional English vocabulary, students will get some difficulties in using English.

2. Kinds of Vocabulary

Vocabulary has important role in expressing ideas or opinions. In learning vocabulary, the students need to select words they need. In order to find appropriate way to help students in getting suitable words, the teacher should be a facilitator. Nation (2001) mentions, "in addition to considering the situation in which the course occurs, it is necessary to decide what vocabulary will be selected for teaching, how it will sequence, and how it will be presented". Thus, it can be said that the teacher needs to be aware to select words in teaching.

According to Diamond and Gutlohn (2012: 4), vocabulary is divided into two types of forms. Those are:

a. Oral Vocabulary

Oral vocabulary is the set of words which the students know the meanings when listening to the other students speak or read aloud to them, or when they are speaking to the other students.

b. Print Vocabulary

Print vocabulary is the set of words which the students know the meanings when they read or write silently. As students become more literate, print vocabulary plays an increasingly larger role (Kamil and Heibert: 2005). Ultimately, print vocabulary is much more extensive and diverse than oral vocabulary. (Hayes et al: 1996).

From the explanation above, it can be concluded that vocabulary is an important language component. The students have to know words as much as possible to master a foreign language. The students will not be able to listen, read, speak and write without having the knowledge of vocabulary and words meaning.

3. Aspects of Vocabulary Mastery

According to Nation (2001: 27), there are three aspects of vocabulary such as form, meaning, and usage. Here are the detailed explanations:

a. Form

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the students have to know what a word sound like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning. Secondly, the students must know how spell of word (written form). As Nation (2001: 44) points out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the students must also be careful in this activity because it (spell of word) is not same with their pronunciation. Thirdly, the student also must know word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix lies at the end of word to make new word, while root is the head of a word. Then, prefix is an affix at the beginning of root or word to make new word.

b. Meaning

Nation (2001: 44) meaning encompasses the way that form and meaning work together in other words, the concept and what item it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one

meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation.

c. Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with language use and any constraints used (in the term of frequency, level, so forth).

B. Writing

1. Definition of Writing

Writing is one of four language skills that has important role in communication with other. Writing is very important in life, in every subject at school, students learning activities involve writing. In writing, the students can express their feelings, ideas, thoughts, and their opinions. Brummer and Clark (2008: 6) assume, "Writing is the expression of ideas and thoughts gathered while reading".

Writing is an activity that needs a thinking process where everyone can gather ideas and perform it into written language on paper. Smith (1982: 2) states in Browne (1993:2), "Writing can be an extension and reflection of all our efforts to develop and express ourselves in the world around us to make sense of the world and

impose order upon it". It means that people can express their feeling or idea by writing. It can be used in many ways, such as to explore, to suggest, to establish contact with others, to reflect, to communicate the information, to entertain, and to provide a record of events or ideas.

In addition, Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader. In the other words, writing is gathering ideas and working them until they are presented to the reader. Based on the explanations above, writing is human activities that advance the idea, represent the knowledge and someone's experience in form of written.

2. Writing Elements

There are some elements form that are used to assess a piece of writing, according to Glencoe in his article, "Writing Assessment and Evaluation Rubrics: Grade 6" (available [on-line] at http://www.glencoe.com/sec/writerschoice/teacher/_resources/index_waer.html), the elements are as follows,

Table 2.1

Writing Assessment and Evaluation Rubrics

Focus/Organization	● The writing has unity and coherence
Elaboration/Support/Style	● Word choice enhances the writing. ● Effective transition words are used.
Grammar, Usage, and Mechanics	● The writing is free of misspellings, and words are correctly capitalized. ● Sentences are punctuated correctly, and the piece is free of fragments and runs-on. ● Standard English usage is employed. ● The paper is neat, legible, and presented in appropriate format.

In this research, the students will be assessed by those types of assessment in order to fulfill the assignment and achieve the standard score that determined by the school.

From the description above, it is clear that writing skill does not come by itself, wringing demands an adequate, regular exercise and assessment as well as programmed education. This written language programs are usually planned to achieve a particular goal.

3. The Purpose of Writing

Everyone has a certain purpose in mind on constructing his or her writing with a view to achieve that purpose. Whenever someone writes something, he or she is trying to persuade, to get information

where it needs to go, to record a feeling or an experience, or to figure something out. According to Reid (1994), there are three purposes of writing. Those are:

a. To inform; it means that the writer can give information to the reader.

b. To explain; it means that the writer can write something to explain a thing or situation that happens.

c. To amuse; it means that the writer can make the reader happy by reading his/her writing.

4. The Processes of Writing

There are stages that should be done to get a good piece of writing. According to Linse (2006: 105) there are five processes of writing, those are:

a. **Pre-writing**

Pre-writing or planning out what is going to be written is necessary step in writing process. Pre-writing can be as simple as drawing activity or it can be woven into a discussion between the lecturer and the students.

b. **Writing**

Drafting is important in writing process in this time. The students can write quickly to get their own ideas and work for fluency

without worrying about mechanics. They just focus on communication of meaning.

c. Revising

Revising occurs when a writer looks for feedback from a lecturer or another student.

d. Editing

The students can improve their writing, ideas may be added, cut, the sentences may be cut or rewrite.

e. Publishing

Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can also build confidence in students as writer.

5. Genre of Writing

According to Brown (2004: 219), there are three genres of writing, such as:

a. Academic Writing

Academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by lecturer and researchers. Academic writing includes: papers, general subject reports, essays,

compositions, academically focused journals, short answer, test responses, thesis, dissertations, and so on.

b. Job-related Writing

Job-related writing is usually related to the activity of offices or companies. It is used to communicate among persons who involve in their business. Job-related writing includes: messages, letters or email, memos, reports, schedule, label, signs, advertisements, and so on.

c. Personal Writing

Personal writing relates to personal activity or someone's interest. Personal writing includes: greeting cards, invitations, messages, notes, letters, emails, financial documents (e.g. check, fax, form, loan application), and so on.

C. Essay

1. Definition of Essay

Essay is one of the writing products that students should make. Oshima and Hogue (1991: 203) state, "Essay is a piece of writing with several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is". In addition, Langan (1991: 203) states, "Essay is simply a paper of several paragraphs, rather than one paragraph that supports a single point". Based on those

opinions, it is assumed that that essay is a written text that consists of several paragraphs and talks about one detailed topic.

Constructing an essay in several paragraphs is not easy. Anselmo (1986: 94) states, "Writing the next paragraph caused a problem. The students tried to think of another issue and seemed only to find a muddle in her head". On the other hand, Oshima and Hogue (1991: 101) state, "Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay". From the opinions above, it is concluded that writing, no matter what kind of the text is, will be easier if it is done by practice. Writing an essay is not hard when the writers know the topic that they want to write.

2. The Process of Writing an Essay

Before writing an essay, it is better for the students to have a plan on what they are going to write. They should have the topic and they have to know how to develop it into several paragraphs. There are two ways to prepare an essay which are suggested by Langan (1986: 215).

a. Prepare a starch outline.

This should consist of a short statement of the thesis followed by the main supporting points for the thesis.

b. Prepare a more detailed outline.

The outline form that follows will serve as a guide.

The students will be easier to make their essays by preparing those things. Their essays will be more understandable.

3. The Organization of an Essay

In a good writing, there are several mechanics that should be noticed. Those are clear punctuation, correct spelling, concise sentences and complete documentation.one of those things which gives a big impact to the written text is punctuation. When they are writing an essay, they do not only have to develop the idea but they should also put the correct punctuation in order to make people understand the stress of the sentences. As mentioned by Oshima and Hogue (1991: 245), "Using correct punctuation is important because punctuation conveys meaning just as words do".

An essay consists of three main parts: an introductory paragraph, a body, and a concluding paragraph. Oshima and Hogue (1991: 101) explain those parts below.

a. The introductory paragraph consists of two parts, those are a few general statements about the subject to attract the reader's attention and a thesis statement to state the topic specifically

b. The body consists of one or more paragraphs. Each paragraph develops a subdivision of the topic.

c. The conclusion is a summary of review of the main points discussed in the body.

4. **Kinds of Essay**

According to Oshima and Hogue (1991: 121), there are several kinds of essay, namely:

a. Argumentative Essay

An argumentative essay is a writing piece meant to persuade someone to think the way you do. There are some specific elements that are needed in an argumentative essay. The most important element is the position or what side the writer is on. Besides, an argumentative essay also needs to include reasons, or why the writer believes the way she does. In order to support the reasons, the writer also includes evidence, or facts and data.

b. Cause and Effect Essay

Cause and effect essays are concerned with why things happen (causes) and what happens as a result (effects). Cause and effect is a common method of organizing and discussing ideas. Sometimes

an event causes something to happen, and that situation leads to another event, and it causes another event to happen. This is called the causal chain or *domino effect*.

c. Compare and Contrast Essay

Compare and contrast essays are multi-paragraph compositions that explain ways in which two (or, very occasionally, more) subjects are similar or different. Compare means describing similarities between the subjects. Basically, the comparison tells what they have in common. Contrast means describing the differences between the subjects.

D. Related Research

To support this research, many researchers which are relevant with this study are presented here. First, the research was done by Novikasari (2011) entitled "The Correlation between Vocabulary Mastery and Translation Ability of The Second Year Students of Senior High School". The research was done at the second grade of SMA Negeri 1 Blora. The result showed that a person who has good vocabulary mastery will show a positive result on their translation ability. The relationship between this previous research and this research is the used of vocabulary mastery as variable. Last, the research was done by Sutan Izra (2017) entitled "The Correlation between Students' Vocabulary Mastery and Their Interpreting Ability". The research was done at the fifth semester students of EESP

Faculty of Teacher Training and Educational Sciences at Pakuan University. The result showed that a person who has good vocabulary mastery will show a positive result on their interpreting ability. The relationship between this previous research and this research is the used of vocabulary mastery as variable.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting the research, the correlation method with Ex-Post Facto Design is used by the writer. The method is used to find out the correlation between students' vocabulary mastery and their ability to write essay. The research has two variables. The first variable is students' vocabulary mastery as the independent variable (x) and the second variable is students' ability to write essay (y) as the dependent variable. The two variables are investigated to find out if there is a correlation between students' vocabulary mastery and their ability to write essay. The formula of Ex-Post Facto Design is:

$$T_X \longrightarrow T_Y$$

T_X : Students' vocabulary mastery

T_Y : Students' ability to write essay

B. Population and Sample

The population of the research is the sixth semester students of English Education Study Program, Faculty of Teacher Training and Educational Sciences. There are four classes with the total number of 92 students. In this case, quota sampling technique is used to determine the number of the sample, so 76 students are taken as the sample.

C. Data Collection Technique

There are two instruments used by the writer for the research. The first instrument is vocabulary test. There are 10 items in the test, the students are asked to find a synonym and an antonym of a word to measure variable X. Each correct answer is given 1 point, and each wrong answer is given 0 point. To give the total score, the formula is:

$$Score = \frac{Total\ correct\ answers}{Total\ questions} \times 100$$

The second is writing essay test, the students are asked to write a Cause and Effect essay based on the topic given to measure variable Y. The writing test score is taken from scoring rubric: paragraphs (Oshima and Hogue 2007:196). The components are format, punctuation and mechanics, content, organization, and grammar and sentence structure. The scoring is presented as follows:

Table 3.1
Scoring Rubric of Paragraph Based on Oshima and Hogue,
(2007: 196)

Aspects	Maximum Score	Actual Score
Format – 5 points		
There is a title	1	
The title is centered	1	
The first line is indented	1	
There are margin on both sides	1	
The paragraph is double – spaced	1	
Total	**5**	
Punctuation and Mechanics – 5 points		

There is a period after every sentence	1	
Capital letters are used correctly	1	
The spelling is correct	1	
Commas are used correctly	2	
Total	**5**	
Content – 20 points The paragraph fits the assignment The paragraph is interesting to read The paragraph shows that the writer used care and thought	**5** **5** **10**	
Total	**20**	
Organization – 35 points The paragraph being with a topic sentence that has both a topic and a controlling idea The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example The paragraph ends with an appropriate concluding sentence	**10** **20** **5**	
Total	**35**	
Grammar and Sentence Structure Estimate a grammar and sentence structure score	**35**	
Total	**35**	
Grand Total	**100**	

D. Data Analysis

All the data that have been collected are analyzed to figure out the correlation between students' vocabulary mastery and their ability to write essay. There are some steps for analyzing the data that are used:

1. Scoring the students' vocabulary mastery.

2. Scoring the students' ability to write essay

3. Calculating the Mean

The formula is:

$$\underline{X} = \frac{\sum X}{N} \qquad\qquad \underline{Y} = \frac{\sum Y}{N}$$

$\sum X$: The total sum of X scores

$\sum Y$: The total sum of Y scores

N : The number of respondents

4. Calculating the Correlation Coefficient Value

　　　Arikunto (2002: 24) states about Pearson Product Moment formula is used to find out the correlation coefficient. The formula is:

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

Where:

r_{xy} : correlation between X and Y

$\sum X$: sum of students' vocabulary mastery score

$\sum Y$: sum of students' ability to write essay

$\sum XY$: sum of the products X and Y

$\sum X^2$: sum of squared X score

$\sum Y^2$: sum of squared Y score

$(\sum X)^2$: the square of total sum of X score

$(\sum Y)^2$: the square of total sum of Y score

N : the number of respondent

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The research was conducted from 8th June until 15th June 2017. After conducting the research, some calculation is done to find out the finding result between students' vocabulary mastery and their ability to write essay. The calculation is as follow:

1. Collection the Interval Data

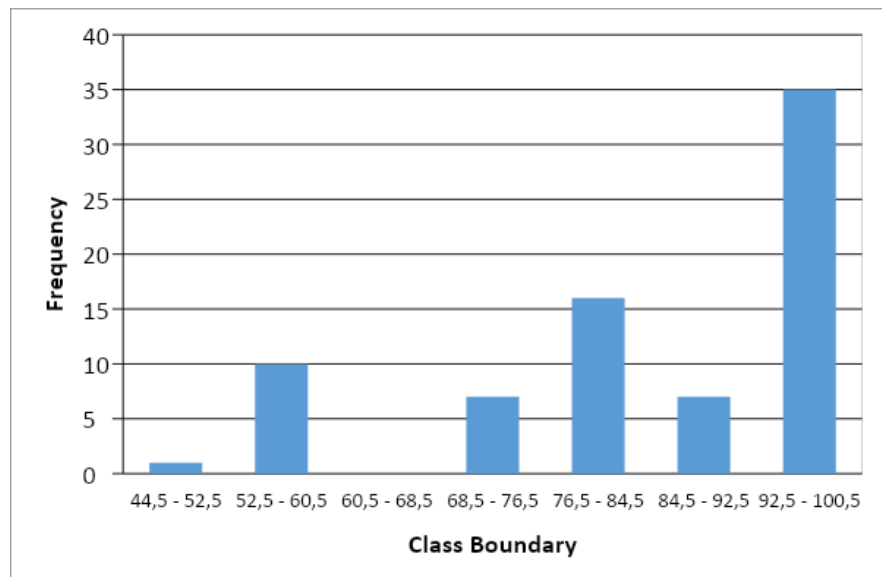#### a. Description of Vocabulary Test Score

After scoring the students' vocabulary mastery, it can be found that the highest score is 100 and the lowest score is 50, and for the students' writing essay test, it can be found that the highest score is 98 and the lowest score is 33. Both of the data are shown on the table of frequency distribution below:

Table 4.1
Frequency Distribution of Vocabulary Test (X)

No	Interval Class	Class Boundary	Midpoint	F Absolute	F Relative (%)
1	45 - 52	44,5 - 52,5	48.5	1	2%
2	53 - 60	52,5 - 60,5	56.5	10	13%
3	61 - 68	60,5 - 68,5	64.5		
4	69 - 76	68,5 - 76,5	72.5	7	9%
5	77 - 84	76,5 - 84,5	80.5	16	21%
6	85 - 92	84,5 - 92,5	88.5	7	9%
7	93 - 100	92,5 - 100,5	96.5	35	46%
Total				76	100%

Based on the table 4.1, it shows that there are students in the range score from 45 until 52 as many as 2%. Ten students in range score 53 until 60 as 13%. No one students in range score 61 until 68. Seven students in range score 69 until 76 as many as 9%. 16 students in range score 77 until 84 as many as 21%. Even students in range score 85 until 92 as many as 9% and 35 students in range score 93 until 100 as many as 46%. Hence the histogram and polygon of vocabulary test can be seen at the picture below:

Table 4.2
Frequency Distribution of Vocabulary Test (X)

Based on the graph above, it indicates that the most students are in range score 92.5 – 100.5 and the least students are in the range score 44.5 – 52.5.

### b. Description of Writing Essay Test Score (Y)

After scoring the students' writing essay, it can be found that the highest score is 98 and the lowest score is 33. The data are shown on the table of frequency distribution below:

Table 4.3
Frequency Distribution of Writing Essay Test (Y)

No	Interval Class	Class Boundary	Midpoint	F Absolute	F Relative (%)
1	30 - 39	29,5 - 39,5	34,5	1	2%
2	40 - 49	39,5 - 49,5	44,5		
3	50 - 59	49,5 - 59,5	54,5	10	13%
4	60 - 69	59,5 - 69,5	64,5	14	18%
5	70 - 79	69,5 - 79,5	74,5	30	40%
6	80 - 89	79,5 - 89,5	84,5	17	22%
7	90 - 99	89,5 - 99,5	94,5	4	5%
Total				76	100%

Based on the table 4.3, it shows that there is one student in the range score from 30 until 39 as many as 2%. No one students in range score 40 until 49. Ten students in range score 50 until 59 as many as 13%. Fourteen students in range score 60 until 69 as many as 18%. Thirty students in range score 70 until 79 as many as 40%. Seventeen students in range score 80 until 89 as many as 22% and four students in range score 90 until 99 as many as 5%. Hence the histogram and polygon of writing essay test can be seen at the picture below:

Table 4.4
Frequency Distribution of Writing Essay Test (Y)
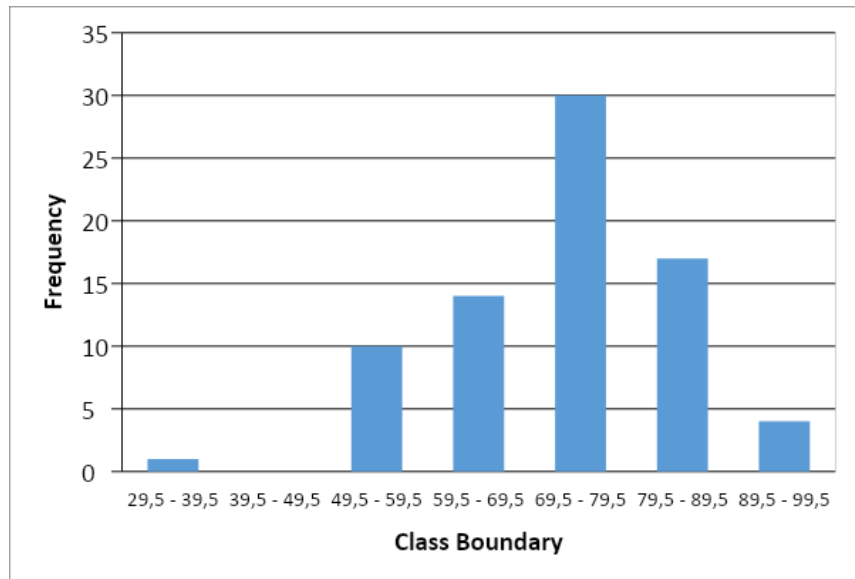
Based on the graph above, it indicates that the most students are in range score 69,5 – 79,5 and the least students are in the range score 29,5 – 39,5.

2. **Calculating the Mean**

After getting the scores of variable X and variable Y the mean of X and Y variable were calculated. The formula is:

$$\underline{X} = \frac{\Sigma X}{N} \qquad\qquad \underline{Y} = \frac{\Sigma Y}{N}$$

$$= \frac{6550}{76} \qquad\qquad = \frac{5468}{76}$$

$$= 86.18 \qquad\qquad = 71.95$$

From the calculation above, it can be seen that the mean of variable X (students' vocabulary mastery score) is 86.18, while the mean of variable Y (students' writing essay score) is 71.95.

3. Calculating the Correlation Coefficient

To find out the correlation between students' vocabulary mastery and their ability to write essay, all data which have been collected are calculated. Pearson Product Moment formula was used to measure the correlation of both variables.

The formula is:

$$rxy = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

$$= \frac{76\,(475780) - (6550)(5468)}{\sqrt{[76\,(581900) - (6550)^2][76(404380) - (5468)^2]}}$$

$$= \frac{36159280 - 35815400}{\sqrt{[44244400 - 42902500][30732880 - 29899024]}}$$

$$= \frac{343880}{\sqrt{(1341900)(833856)}}$$

$$= \frac{343880}{1057804.98}$$

$$= \mathbf{0.33}$$

Note:

rxy   : Correlation coefficient

X   : Students' vocabulary mastery score

Y   : Students' writing essay score

From the correlation above, the correlation coefficient is 0.33. Based on Arikunto interpretation (2006: 276), it shows that there is a low correlation between variable x and variable y. it can be seen in the table below:

Table 4.5
The Value Interpretation of Correlation Coefficient (r)

Value of Product Moment (r)	Interpretation
0.800 - 1.00	Very High
0.600 - 0.800	High
0.400 - 0.600	Average
0.200 - 0.400	**Low**
0.000 - 0.200	Very Low

B. Testing the Hypothesis

Based on the calculation, the result of correlation coefficient value is 0.33. Moreover, based on critical value of Pearson Product Moment, the correlation value with degree of freedom 74 and significant level 0.05 is 0.220, while the correlation value from the calculation is 0.33. Therefore, the alternative hypothesis of this research is accepted. It means that there is a correlation between students' vocabulary mastery and their ability to write essay.

It is supported by Novikasari (2011) entitled "The correlation between students' vocabulary mastery and translation ability of the second year students of senior high school". The research was done at second grade of SMA Negeri 1 Blora. The result showed that the students who have good vocabulary mastery will show a positive

result on their writing essay. The relationship between the previous research and this research is the used of vocabulary mastery as variable. It can be concluded that the students who have good vocabulary mastery will have good ability in writing essay. In contrast, the students who have limited vocabulary mastery will have bad ability in writing essay.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it can be concluded that the correlation between students' vocabulary mastery and their ability to write essay is low. The result of the correlation coefficient value (0.33). Based on the table of critical value of the r Product Moment, the value table on significant level of 0.05 is 0.220.

The value of rx (0.33) is higher than critical value of Pearson Product Moment on the significant level of 0.05 (0.220), so the Alternative Hypothesis (*Ha*) is accepted. It means that there is a correlation between students' vocabulary mastery and their ability to write essay.

B. Suggestion

After finding the result, the writer would like to give some suggestions for the students and the researcher. First, the students have to improve their vocabulary mastery, so they can easily write an essay. Besides that, they have to know the format, punctuation, grammar, organization and content in order to get the appropriate writing's content in their writing ability. Second, the further researcher who will conduct similar research should find or create the instruments which more appropriate with the students' level.

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