THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR WRITING ABILITY IN DESCRIPTIVE TEXT (A STUDY FOR THE SEVENTH GRADE STUDENTS OF SMP ISLAM SUDIRMAN 1 BANCAK SEMARANG DISTRICT IN THE ACADEMIC YEAR 2016/2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

Written by:

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA

2017
DECLARATION

In the Name of Allah the Most Gracious and the Most Merciful

Hereby the writer fully declares that this is made by writer herself, and it is not containing materials written or has been published by other people, and other people’s ideas except the information from the references.

The writer in capable accounts for this graduating paper if in the future this graduating paper can be proved of containing others ideas or in fact writer imitates the others’ graduating paper.

Likewise, the declaration is made by writer and writer hopes that this declaration can be understood.

Salatiga, March 21st 2017

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ATTENTIVE COUNSELOR’S NOTE

Case : Yuyun Azizah’s Graduating Paper

Dear

The Head of State Institute for Islamic Studies
(IAIN) Salatiga

Assalamualaikum Wr. Wb.

After reading and correcting Yuyun Azizah’s graduating Paper entitled THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR WRITING ABILITY IN DESCRIPTIVE TEXT (A STUDY FOR THE SEVENTH GRADE STUDENTS OF SMP ISLAM SUDIRMAN 1 BANCAK SEMARANG DISTRICT IN THE ACADEMIC YEAR OF 2016/2017), I have decided and would like to purpose that it could be accepted in the Educational Faculty and I hope this thesis can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

[Sari Famularsih, M.A]

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A GRADUATING PAPER

THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR WRITING ABILITY IN DESCRIPTIVE TEXT (A Study for the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year of 2016/2017)

Written by:

YUYUN AZIZAH
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 31st 2017, hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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MOTTO

Always do your best, and let Allah do the rest.

(Ben Carson)
DEDICATION

This graduation paper is whole heartedly dedicated to:

1. Allah SWT the Almighty God for the everything to me.
2. My beloved parents Mr. Asrori and Mrs. Mastikah, who always in my heart.
   Thanks for all support, trust, finance, encouragement and pray. You are my inspiration.
3. My sister Ana Zakiyatul Miskiyah, who always gives me advice, my brother,
   Nur Ikhsan and Arif Burhannudin, and my Nephew, Muhammad kenzo Al-
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4. My beloved grandmother Nur Silah and Asrofiati thanks for your love.
5. My family in boarding house: ucik, cik nur, hanum, ririn, nana, lia and kakak. Thanks for your joke, smile, love, and so on. I will never forget it.
   Keep in touch even we cannot get together anymore.
6. My beloved friends, Yu Nit Atik (Yunita, Nita, Atik) our togetherness means a lot to me, love and peace gengs. I hope our friendship is never end.
7. All my friends especially to TBI E class and generally to IAIN Salatiga 20012. Everyone has a special thing for me.
8. The big family of SMP Islam Sudirman 1 Bancak who allowed me to conduct the research.

9. All of my friends that helped me finishing this graduating paper.
ACKNOWLEDGMENT

In the name of Allah, the most gracious and merciful, the lord of universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan in English Department of Educational Faculty of State Institute of Islamic Studies (IAIN) Salatiga in 2017.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Mr. Dr. Rahmat Hariyadi, M.Pd., the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.

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5. All the lecturers of State Institute for Islamic Studies Salatiga
6. All the staff that have helped the writer in processing of thesis administration

Finally, it has to be admitted that nothing in the world is perfect, which is certainly true of this small piece of writing. The writer is fully aware of this, she hopes that this graduating paper will be useful especially for herself and for the reader in general.

Salatiga, March 21st 2017

The Writer

Yuyun Azizah
ABSTRACT


Counselor: Sari Famularsih, M.A

This research is aimed to find out the correlation between English vocabulary mastery and their writing ability in descriptive text. The number of population is 26 students of seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang District. The instruments of the collecting the data uses test and documentation. Tests consist of objective test and subjective test. The documentation used to collect about data of SMP Islam Sudirman 1 Bancak, Semarang District. The collected data was analyzed by using two ways: the technique used to classify the students into three criteria and the technique used to analyze the data by using Pearson Product Moment correlation. The findings of this research reveal that there is a significant correlation between students’ vocabulary mastery and their writing ability in descriptive text for the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district in academic year 2016/2017. The result of the study shown by the coefficient correlation ($r_{xy}$) is 0.563. It indicates that there is a fair relationship between the students’ vocabulary mastery and their writing descriptive text ability since it is included in the scale of $r$ interpretation score between 0.400-0.600. With degree of significance 5%, the score of $r$ table ($rt$) obtained is 0.404, therefore, $r_{xy} > rt$ (0.563 > 0.404), meanwhile, with degree of significance 1%, the score of $rt$ gained is 0.515, therefore, $r_{xy} > rt$ (0.563 > 0.515); consequently, the conclusion reached is $Ha$ is accepted.

Keywords: Vocabulary Mastery, Writing Ability and Descriptive Text.
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is purely human and non instinctive method of communicating ideas, emotions, and desires by mean of a system of voluntary produced symbols (Edward, 1921:8). There are many languages that use in international communication. One of them is English. English has become an international language in the world used it as a tools communication. It has been lingua franca that is language used as a means of communication among speakers of other language (Richards, 2007:2). Based on Halliday in kumaravadivelu (2006:8) language communication is the product or the result of the process of interplay between the ideational, interpersonal, and textual functions of language. Through this interplay, the meaning potential of language is realized.

Language promotes some skills. People must learn to achieve integrated language skills. If someone wants to learn English well, they should know four skills. They are receptive skills, listening (understanding the spoken language) and reading (understanding the written language), and productive skills (speaking and writing) (Haycraft, 1978: 8). Mastery of
vocabulary is the most basic thing that must be controlled by students in learning English. Is the language foreign to Indonesia. Vocabulary plays an important role in oral communication. The more vocabulary possessed the more easily will they develop their four language skills. According to River (1983:125) has also argued that the acquisition of an adequate vocabulary is essential for success second language use because, without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication.

In learning English, vocabulary is the most important aspects which have to be mastered by students, because it use in speaking, listening, writing and reading. A learner of a foreign language will speak fluently and clearly, if he or she understanding what he read or hear and they will write easily, if he or she has enough vocabulary. Therefore we have a lot to add to our vocabulary so that we also gain insight. There are various ways to learn vocabulary, such as watch movies, listen to music, read news, read novels and more. On the other word the vocabulary of written language is much more extensive and diverse than the vocabulary of oral language (Hayes, Wolfer & Wolfe, 1996).

Philips (2008) writing is much more than the simple mechanics of getting the words down; it also involves being creative, spelling, grammar, punctuation, choice of appropriate word, sentence linking, and text
construction and for older children, having idea about content and the ability to be self-critical and to edit their own work. Thus, with writing we can revealed and develop not only the structure of the sentence and vocabulary in use, but also the ideas, thinking, and our feeling about a meaning. On the other word writing is considered the most difficult to learn than others, because in writing involves many components that must be understood. When students write something they should pay attention to grammar, word or phrase that is in use. Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements (Heaton, 1988:135).

Based on Harmer (2004:31) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing is one of the skills in the English language that is learnt by students in the school, while the vocabulary is supporting components. Thus, the writer tried to connect both of them, especially in terms of writing a descriptive text. The writer also wanted to determine the level of students' ability to learn the vocabulary and writing. Then the writer searched the relationship between the both.

Based on the explanation above, the writer is interested to conduct a research about: **“THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR WRITING ABILITY IN**
DESCRIPTIVE TEXT (A Study for the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year of 2016/2017)"

B. Statement of the Problem

Based on the background above, the writer would like to identify the problem as follows:

1. How is the level of students’ vocabulary mastery for the Seventh Grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017?

2. How is the level of students’ writing ability in descriptive text for the Seventh Grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017?

3. Is there any correlation between the students’ vocabulary mastery and writing descriptive text ability for the Seventh Grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017?

C. Objective of the Study

Based on the statement on the problems above, the objective of the study are:
1. To know the levels of students’ vocabulary mastery for the Seventh Grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017.

2. To know the level of students’ writing ability in descriptive text for the Seventh Grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017.

3. To find out if there is any correlation between the students’ vocabulary mastery and writing descriptive text ability for the Seventh Grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017?

D. Limitation of the Study

In this case, the writer focused on the correlation between students’ vocabulary mastery and their writing ability in descriptive text. The writer choose this topic to find out further information and to know how deep the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017 master the vocabulary on descriptive text writing.
E. Benefit of the Study

The writer will give a contribution for the process of teaching and learning English language. The result of the research also may give benefits for the teacher, students, reader and institution which are described as follows:

a. For the writer

By doing the research, the writer hopes get more information to identify the problem in both vocabulary mastery and writing ability. As a candidate of teacher in the future, this research will be useful for her.

b. For the Students

The result of this study will provide a reference and reflection for students so that their vocabulary mastery as well as writing descriptive text ability improved then the students can increase scores in learning descriptive text and vocabulary.

c. For the Teachers

English teacher can use this result as a feedback on teaching writing descriptive text and vocabulary. Teacher get some information about vocabulary and writing, can be as a guidance when their students facing some problems in mastering both of them.

d. For other researchers

The result of this research can be consideration and additional information for other researchers who will conduct any further studies in the same field.
F. Definition of the Key Term

This research there are some key term should be defined. They are correlation study, the student mastery in vocabulary and the student reading comprehension. The description of these terms as bellow:

a. The students mastery in vocabulary
   1. Mastery

   Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge (Hornby, 1974:153).

   2. Vocabulary

   Lado (1977:182) claim that vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized.

b. Writing

According to Oshima (1998: 3) writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is process, not a product.
c. Descriptive Text

Descriptive text is the kind of the texts which describe or show something. Descriptive text can describe people, feelings, sounds, places, processes, quality, or the procedure in detail (Dadi, 2015: 171).

G. Review of Previous Researches

There are some related researchs which have been conducted previously by other researchers.

Sariatun (2010) in her thesis entitles “The Correlation between English Vocabulary Mastery and Students Writing Ability”. This research is aimed to find describe the English vocabulary mastery and writing ability of Grade Eight students of SMPIT Rahmatan Lil- ‘Alamin Seloaji Babadan Ponorogo it was also find out reveal the correlation between English vocabulary mastery and writing ability. The result of this research showed that: (1) the average value of English vocabulary mastery is enough. The result is 54-92 or 77.33%. (2) The average value of writing ability is enough. The result 54-92 or 72%. (3) There is correlation between vocabulary mastery and writing ability of the eight grade students of SMPIT Rahmatan Lil ‘Alamin. The result is $r_{xy} = 0.980$ while the significant standar 5% is $r_{table} = 0.232$, so $r_{xy} > r_{table} (0.980 > 0.232)$. The significant standard 5% is $r_{label} = 0.302$, so $r_x > r_{label} (0.980 > 0.302)$. The conclusion is Ha is accepted.
The research entitles “Correlation between Grammar Mastery and Descriptive Writing Ability” was conducted by Siti Istiqomah in 2011. The objective of this research is to find out whether there is correlation between the students’ grammar mastery and their descriptive writing ability. The instruments to collect the data were grammar mastery test and descriptive writing test. The result of the analysis showed that there is a correlation of the students’ grammar mastery and their descriptive writing to 0.868 at the significant level of 0.05 with the critical value of r table 0.361 and p was 0.000. The correlation of the students’ grammar mastery and their descriptive writing ability is significant since the coefficient correlation is higher than the critical value of r table (0.868 > 0.361) with p 0.000 which is less than 0.05. The better one’s grammar mastery the better his or her writing ability. Therefore, those who want to improve their writing ability should learn grammar.

“The Correlation between Vocabulary and Reading Comprehension” is a research which is done by Dewi Ratnawati in 2006. The writer analyzed the ability of reading comprehension and their components, especially the mastery of vocabulary of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006. She used technique of collecting data was by using a test. A try out test was also done to find out the validity. From the tests, it was found out that the mean of the scores of the vocabulary test is 58.06. It means that the mean of the scores of the vocabulary test is fair. The
mean of the scores of the students’ achievement in reading comprehension is 61.62, which means that the mean of the scores of reading comprehension test is fair. The result of applying the $r_{xy}$ distribution is showed that the coefficient correlation is 0.417. It means that there is a significant correlation between the vocabulary mastery and reading comprehension.

H. Graduating Paper Outline

As the guidance for either researcher in writing the graduating paper or reader on whole content of the graduating paper, the researcher who also the writer need to set up graduating paper outlines. There are five chapters in this graduating paper. Chapter I is introduction that discuses background of the study, statement of the problem, objective of the study, limitation of the problem, benefits of the study, definitions of the key terms, Review of Previous Researches and graduating paper organization. Chapter II describes about the review of literature, this discusses the theory that will be used in this study, taken from some book that describes the vocabulary, writing and descriptive text. Chapter III is research methodology. This chapter will explain how the researcher will be analyzed. It consists of setting of the research, research design, population and sample, instrument of the data collection, procedure of the data collection, technique of the data collection, and technique of the data analysis. Chapter IV is research finding and discuss.
This chapter the writer would like to explain the description of data presentation and discussion. Chapter V is closure. It presents conclusion and suggestion. The last part is bibliography and appendix.
CHAPTER II

REVIEW OF LITERATURE

This chapter focuses on giving a theoretical framework. The aim of this chapter is giving description theories that is going to be the basically for this research.

A. Vocabulary Mastery

Vocabulary is one of the elements in teaching English. People who want to master language skills, they have to master vocabulary of English first. According to Anthony (1978:5), if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening and reading skill.

1. The Definition of Vocabulary

There are many definitions of vocabulary taken from some experts. According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of the meanings of words. What complicates this definition is the fact that words come in at least from two forms: oral and print. Knowledge of words also comes in at least from two forms. There are receptive that are able to be understood or recognized, and productive the vocabulary that is used when writing or speaking.

Nagy et al (1985) in Sutarsyah (2015:21) state that vocabulary is learnin
g from context which is called incidental learning. It has traditionally been assumed to be one cause if there is not major cause of vocabulary growth. However, there are many claims that teaching specific vocabulary by using context is not the most effective way to teaching vocabulary.

In addition, the definition of vocabulary mentioned by Richards (2002:4) that vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to.

Based on definition above, vocabulary is one of components of language that must be learnt first by learners. It is going to help the learner in learning English well.

2. Kinds of Vocabulary

There are two kinds of vocabulary. According to Haycraft (1978), they are receptive vocabulary and productive vocabulary. The receptive vocabulary is words that the students recognize and understand when they occur. In another word, this vocabulary depends on the context. The productive vocabulary is the words which the students understand, pronounce correctly, and use constructively in speaking and writing ability.

Moreover, Kamil and Hiebert (2005:3) states that the productive vocabulary is the words that are familiar or easy to recognize. These are often used by an individual, particularly in writing and speaking. In contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used. Another word, the students may not use these spo
ntaneously for they may recognize the words’ meaning as they are reading and listening.

Kamil and Hiebert (2005:3) also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies. In this case, Oral vocabulary is the set of words which is known the meanings when speaking or reading orally. While print vocabulary consists of those words which the meaning is known when writing or reading silently.

It means that Productive vocabulary is vocabulary that is often heard and used in everyday. While receptive vocabulary is vocabulary that is rarely used in everyday. Productive vocabulary is usually easy to understand the meaning as this is the vocabulary that is widely used. While receptive vocabulary is rarely used in the manufacture of a sentence or conversation. Therefore, it is difficult to understand.

In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills. Whereas, the receptive vocabulary is associated with the receptive skills which consist of listening and reading.

3. The importance of vocabulary

Students use vocabulary to make a sentence or to express opinions, thinking or ideas in their social communication. The other importance of vocabulary is suggested as follows:

“Vocabulary is important to students. It is more important than gramm
ar for the communication purposes. Particularly, in the early stages when students are motivated to learn the basic words, they need to get it in the language. Also, as the lexical system is ‘Open’, there is always something new to learn when students have ‘done’ the grammar. So more advanced students are motivated to add their vocabulary stock, to understand nuances of meaning, and to become more proficient in their own choice of words and expression (Gower, 1995:142).”

When learning foreign language, basically vocabulary becomes important. It should have to develop grammar and pronunciation. All are going to be difficult if communicate without vocabulary than grammar.

4. The influence factors of Learning Vocabulary

According to Thornbury (2007: 27), there are seven factors which influence students in learning vocabulary as follows:

a. Cognate or loan word

   Learning vocabulary through cognate or loan word means that to learn vocabulary by associating the target word (in this case English) with its origin. For example, the cognate word: vocabulary (coming from English language) have almost similarity to vocabulaire (coming from French language), vocabulairo (coming from Italian language). Besides that, loan word is learning vocabulary through searching the words with its origin. More specifically, it is able to find out whether it is the word borrowed from other languages or not. For instance, the Japanese words: shanpu (is borrowed from the English word Sampoo), shoppingu (is borrowed from the English word shopping) and sunakku (is borrowed from the English word snack)
b. Pronunciation

Words that are difficult to pronounce are more difficult to learn. Potentially, difficult word is typically going to be those that contain sounds that are unfamiliar to some groups of learners. For example, *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants such as strength or crisps or breakfast, are also problematic.

c. Spelling

Spelling mismatches is the cause of errors. Either pronunciation or spelling, it is able to contribute words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, climbing, honest, muscle, etc.

d. Length and complexity

The longer word that is learnt, the more difficult it is to learn. Moreover, the more complex a word is, the more difficult the word to learn. For example, the word necessary, necessity, and necessarily may become difficult to learn due to their variables stress polysyllabic.

e. Grammar

If there is any difference between grammar of the target language and the grammar of the learner’s first language, it is going to become the problematic thing for the learner to learn. For instance, *explicar* (the Sp
anish word) may be assumed to have the same pattern as explain of which pattern the same as both the Spanish and English. Therefore, some Spanish students sometimes say, "he explain me the lesson."

f. Meaning

When two words overlap in meaning, learners are likely confused. For instance, the words make and do in the sentences: They make breakfast and make an appointment, but they do the housework and do a questionnaire. Moreover, the words with multiple meaning, such as since and still are also able to be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn.

g. Range, Connotation and Idiomaticity

Words that are able to be used in a while range of contexts are generally going to be perceived as easier than their synonyms with a narrower range. For example, the English word put may be easier to learn for learners instead of the words impose, place, position; Moreover, the connotation of a word which is uncertain tend to be difficult to learn. For example the word propaganda of which connotation is negative in English, yet its other similar word may simply mean publicity. Furthermore, the idiomatic words or expressions such as make up your mind, keep an eye on tend to be more difficult to learn instead of the words of which meaning is transparent such as decide, watch.
Based on Thronburry’s view above, an English teacher should pay attention that factors. So, the English teaching and learning process are able to do well and effective, and students understand what they have learned.

5. The Aspects of studying vocabulary

According to Gower (1995:144), there are three aspects to studying vocabulary. They are:

a. The Form
   1) Part of speech
   2) Spelling
   3) Family of words
   4) Combination of words, pronounced
   5) Word collocation with surrounding words.

b. The Meaning
   1) Many words have more than one meaning.
   2) Connotation item.
   3) The vocabulary item has different meaning and different people.

c. The Use Word
   1) How is the vocabulary item used?
   2) Does it have a restricted use?
   3) Does it belong to particular style or register?
6. Types of Vocabulary test

According to Thornbury (2007:132), there are several types of vocabulary test that are:

a. Multiple choice

Multiple choice tests are a popular way of testing that are easy to be scored (a computer can do it), and easy to be designed. Moreover, the multiple choice format is able to be used with isolated words, words in sentence context, or words in whole text.

b. Gap-fill

Gap-fill tests require learner to recall the word forms memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize. This test types are:

1. Cloze test

The gaps are regularly space, e.g. every seventh, eighth, or ninth word. In this way, knowledge of a wide range of word types including grammar words as well as content words is tested. Thus, this test more often used to test grammar than vocabulary.

2. C - tests

Doing C-tests correlates with success at other kinds of vocabulary test. Hence, it has been argued that C-tests are valid tests of overall vocabulary knowledge. Thus, it is usefully able to serve as placement test.
7. Mistake in learning words

Researcher Paul Meara in Thromburry (2007:28) estimates that lexical errors outnumber other types of errors by more than three to one. However, for convenience we are able to categorize errors into two major types:

a. Form – related
   a) Mis-selection; when an exiting word form is selected that is similar in sound and spelling to the correct form. Example; He persuaded me to a noise operation (for nose).
   b) Mis-formation result from misapplying word formation rules producing non-existent words, as in a peopleless island, or his hopeness of peace.
   c) Spelling mistake result from the wrong choice of letters (*shell for shall*), the emission of letters (*studing for studying*), or the wrong order of letters (*littel for little*).
   d) Pronunciation; result from the wrong choice of sounds (*leave for live*), addition of sounds (*eschool for school*), omission of sounds (*poduk for product*) or misplaced word stress (*comFORtable for comfortable*).

b. Meaning-related; in this case, when words that have similar or related meanings are confusing and the wrong choice is made.

8. The Techniques and Approaches in Learning and Teaching Vocabulary

Thornbury (2007:24) points out that according to some research fin
There are some ways to learn vocabulary as follows:

a. Repetition

Is way of “memorizing” new material is through repeated rehearsal of the material while it is still in working memory. Such as letting the articulatory loop just run and run.

b. Retrieval (or retrieval practice effect).

In this case, the learners repeat some words that make them easy to recall vocabulary item, such as using the word in written sentences;

c. Spacing (or distributed practice).

In this case, the vocabulary item is learned steps by steps and in a certain interval to be then tested. For instance, the learners study some vocabulary items to be tested before learning other items;

d. Pacing

Learners have different learning styles, and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do ‘memory work’ such as organizing or reviewing their vocabulary, silently and individually.

e. Use

Putting word to use, preferably in some interesting way, is the best way of ensuring them added to long-term memory. It is the principle p
opularly known as use it or lose it.

f. Cognitive depth

The more decisions of the learners make a word, and the more cognitively demanding these decisions, the better word is remembered. For example, a relatively superficial judgement might be simply to match it with a word that rhymes with it; e.g. tango/mango.

g. Personal organizing

The judgements that learners making a word are most effective if they are personalized. In one study, subjects who had read a sentence aloud containing new words showed better recall than subjects who had simply silently rehearsed the words. But subjects who had made up their own sentences containing the words and read them aloud did better still.

h. Imaging

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words are more memorable than words that don’t immediately evoke a picture.

i. Mnemonics

These are ‘tricks’ to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. Even native speak
ers rely on mnemonics to help with some spelling rules.

j. Motivation

Simply wanting to learn new words is no guarantee that words are going to be remembered. The only difference a strong motivation makes the learners spending more time on rehearsal and practices, which in the end will pay off in terms of memory. But even unmotivated learners, they remember words if they have been set tasks that require them to make decisions about them.

k. Attention/arousal

Contrary to popular belief, you are not able to improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate improving recall. Words trigger a strong emotional response.

l. Affective depth

Related to preceding point, affective (i.e. emotional) information is stored along with cognitive (i.e. intellectual) data, and may play an equally important role on how words are stored and recalled. Just as it is important for learners to make cognitive judgments about words. It may also be important to make affective judgments, such as do I like the sound and does look for the word?
B. Writing Ability

1. The Definition of Writing

Writing is a partial representation of units of language expression. This is essential difference between drawing and writing (Lado, 1964:143). On the other hand, Harmer (2004:3) mentions that writing is a skill unlike speaking which may be acquired naturally by children through exposing the language to them and requires some learning.

According to Zamel (1987) in dadi (2015:4), writing is a process through meaning which is created. The act of meaning generates ideas. It is why to explore one’s feelings and thoughts’.

Based on definition above, writing is a process of creativity of thoughts, ideas, and feelings expressed in writing language with the goal of certain.

2. The Aspects of Writing

According to Gower (1995:113), Writing involves many different aspects. It is useful to look at them under these headings:

1. Handwriting

It may seem strange to worry about handwriting when so much communication takes place electronically, in emails or by using words processing software. Yet there are still many occasions, even for the most computer–literate, when we have to write by hand. Many language exams are still taken by candidates using pens and pencils, and we generally
write notes, postcard, memos, journals, etc. in handwriting (Harmer 2007: 323).

2. Spelling

One of reasons that spelling is difficult for students of English is that correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have many different sounds (Harmer, 2007: 324).

3. Punctuation

The conventions of English capital letters and punctuation are not universal and might have to be taught.

4. Sentence Constructions

The construction of sentences are grammatically correct using the correct word order.

5. Organizing a text and Paragraphing

It is dividing the information into paragraphs when starting a new paragraph. It is also Ordering the paragraphs to present a logical argument, tell a story, etc.

6. Text Cohesion

Text cohesion is the appropriate use of linking words and phrases. It makes the organization of the text clear for the reader.
7. Register/Style

Using language (structures and vocabulary) is appropriate to the formality and style. You are going to notice that with many of the skills emphasize accuracy controlled. It guides practice activities that is able to help improving the accuracy. However, it is also important to see writing and speaking. It happens as the meaning of communication is a way of getting ideas across, encouraging fluency and being communicative impact.

3. The Stages of Writing Process

According Harmer (2004:5), the stages of writing following steps that are:

1. Planning

In the planning phrase, there are some things that should be considered by writers. They are purpose of writing, audience and content structure (or sequence the facts, ideas, or arguments included) of their writing.

2. Drafting

It is able to refer to the first version of a piece of writing as a draft. The first ‘go’ at a text is often done on the assumption that it is going to be amended later. As the writing process proceeds into editing, a number of drafts is able to be produced on the way to the final version.
3. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing is going to help the author making an appropriate revision.

4. Final Draft

The final draft is the last product. This result is able to be very different from the first draft that was made. It happens because it has undergone many changes. But this paper is now ready to be served on the desired audience.

Writing is never an one-step action. It is an ongoing creative act. When beginning to write something, it has already been thinking about what to say and how to say it. Then after finishing the writing, it should be read over what the writer has written. Then, he makes changes for some corrections. You write and revise and write and revise again until you are satisfied that your writing express exactly what you want to say (Oshima & Hogue, 2007: 15)

In principle, the purpose of writing is to make expression of ideas and to convey the message to the reader. So, the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer also needs paying some attention in formal aspects. There are neat handwriting and correcting spelling and punctuation. The correction should be acceptable in grammar and be careful in selection of vocabulary (}
Oshima and Hogue (2007:16) claims that the process of writing has roughly four steps. There are:

1. **Prewriting**

   Prewriting is a way to get some ideas. In this step, you choose a topic and collect ideas to explain the topic.

2. **Organizing**

   It means organizing the ideas into a simple outline. The writer writes a sentence that named the topic and tell the main idea. Below the first sentence, he lists the two main ideas and any other words and phrases from the list that give more information about the main ideas.

3. **Draft**

   This step is writing a rough draft. The writer should use the outline as a guidance. Then, he writes rough draft as quickly as he can without stopping to think about grammar, spelling, or punctuation. Just getting the more ideas down on the paper. It is probably going to see many errors in the rough draft. This is perfectly usual and acceptable—after all. This is just a rough draft. It is able to fix the errors later.

4. **Revising and Editing**

   Based on means and Lindner (1999:161), there are two steps in editing. There are:

   a. **Revision**: revising the own written piece is easy to understand and f
un to read. It is able to cut words, sentences, or even paragraphs. It is also able to add others. Sometimes, it needs to rearrange sentences and paragraphs. Sometimes, it needs to rewrite sentences and paragraphs.

b. Polishing: Polishing puts the final gloss on the work. When polishing, the writer should check the style, spelling, and punctuation. It is able to change any little thing that feel smooth out the writing.

4. The Purpose of Writing

According to Grenville (2001:1), writing has some purposes as follows:

a. Writing to entertain

Writing to entertain is a writing that may engage the readers’ feeling through its plot or the emotion provided in the writing. Some examples of the writing in which purpose is to entertain are novels, stories, poems, song lyrics, plays, and screenplays.

b. Writing to inform

Writing to inform is intended to tell readers about something. For example, newspaper, articles, scientific or business reports, instructions or procedures, and essay for school and university.

c. Writing to persuade

Writing to persuade means the writing that aims to convince the readers of something through providing evidence, for example: ad
vertisements, articles, newspaper, and magazine.

5. The Scoring of Writing Test

The following rating scale is the result of considerable and careful research conducted in the scoring of compositions in the United States. Only a summary of the scales is shown here according to Heaton (1988:146). There is scale order in rating scale. The rating scale is as follows:

Table 2.1
The scoring of writing test

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Content</strong></td>
<td>30 – 27</td>
<td>Excellent to very good: knowledgeable – substantive – etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 – 22</td>
<td>Good to average: some knowledge of subject – adequate range – etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 – 17</td>
<td>Fair to poor: limited knowledge of subject – little substance – etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 – 13</td>
<td>Very poor: does not show knowledge of subject – non substantive.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Organization</strong></td>
<td>20 – 18</td>
<td>Excellent to very good: fluent expression – ideas clearly stated – etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 – 14</td>
<td>Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 – 10</td>
<td>Fair to poor: non-fluent – ideas confused or disconnected – etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 – 7</td>
<td>Very poor: does not communicate</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
<td>– no organization – etc.</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>---</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Vocabulary</strong></td>
<td>20 – 18</td>
<td>Excellent very good: sophisticated range – effective word or idiom choice and usage – etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 – 14</td>
<td>Good to Average: adequate range- occasional errors of word or idiom form, choice usage but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 – 10</td>
<td>Fair to poor: limited range- frequent errors of word/idiom form, choice, usage – etc.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Language use</strong></td>
<td>25 – 22</td>
<td>Excellent very good: effective complex constructions – etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 – 19</td>
<td>Good to Average: effective but simple constructions – etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 – 11</td>
<td>Fair to poor: major problems in simple/complex constructions - etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 – 5</td>
<td>Very poor: virtually no mastery of sentence construction rules – etc</td>
</tr>
</tbody>
</table>
C. Descriptive writing

1. The Definition of descriptive writing

    Descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, or sounds. A good description is a word picture. The reader can imagine the object, place, or person in his or her mind, (Oshima & Ho gue, 2007: 61).

    Similarly, Ploeger (2000: 241) also defines that descriptive writing or description is the method that used in writing. The aim is to describe physical items or objects. The features are concrete or touchable. It should be attained th rough using the sensory of language or five senses that consist of sight, heari
ng, smell, taste, and touch.

Jordan (1999:21) has different definitions about descriptive writing. he said, “physical description may occur in a number of disciplines or subjects. A description of people, family, relationship, occupations and institution may occur in social or physical anthropology or sociology”

The purpose of a description is to create the picture using word. The important part of writing in description is using clear and effective word that creates exactly from the picture that the writer wants (Blanchard & Root, 1994: 57)

From the statement above, the writer concluded that descriptive writing is a type of writing that given clear and concise description of a place, people, object or an event. The primary objective of descriptive writing is to frame an image of the place, people or thing in the minds of readers through sufficient details and allow them to feel that thing through their five senses.

2. Kinds of Descriptive Writing

Heffernan and Lincoln (1986:83) divide descriptive writing into three forms as follows:

a. Informative description

An informative description makes the readers easy identifying an object.

b. Analytical or technical description;

An analytical or technical description makes the readers understanding
the structure of an object

c. Evocative description

An evocative description is a writing which recreates the impression made by an object.

3. Grammatical Feature of Descriptive Writing

According to Knapp and Watkins (2005:98), there are some grammatical features of descriptive writing as follows:

a. The descriptive writing uses the present tense in terms of describing things from a technical or factual point of view. For instance: eats, drinks, swim, and so on.

b. In terms of literary description, the past tense is able to be used.

For instance: had, enjoyed, seemed, sparkled, and so on.

c. To classify or describe appearance/qualities and parts/functions of phenomena. The relational verbs (to be: is, are, has, have) are used.

For instance:

1). My favorite drink is apple juice because it is tasty and good for my health.

2). Leeches do not have teeth, but they have a sucker at each end of their body.

4. Descriptive writing uses action verbs in terms of describing behaviors/uses.

For instance: A swan glides by the river.
5. In literary and commonsense descriptions, action verbs are used metaphorically to create effect.

For instance: Dawn broke over Jakarta city.

6. Mental verbs are used when describing feelings in literary descriptions.

For instance: She felt sad as she heard the news.

7. Adjectives are used to add extra information about nouns and technical, everyday or literary, depending on the text.

For instance:

1). Technical: Most bats are nocturnal animals.

2). Everyday: It is blue and red.

3). Literary: The panorama of Dieng Mountain is majestic.

8. Adverbs are used to add extra information about verbs to provide more detailed description.

For instance: She dances beautifully.

9. Adverbial phrases are used in descriptions to add more information about the manner, place or time.

For instance:

1). Place: My brother lives in the old farmhouse.

2). Time: The students only study hard just before exams.

10. Sentences and paragraphs are thematically linked to the topic of description.

For instance: The sea is the salty water covering a large part of the surface of the earth.
11. Personal and literary descriptions generally deal with individual things.
   For instance: My big bag, my favorite doll.

12. Technical descriptions generally deal with classes of things, rather than individual things.
   For instance: snails, turtles, volcanoes.

4. Structure of descriptive writing
   Ploeger (2000: 247) mentions that there are some parts of structure of descriptive text. That are presented in table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Parts</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Topic sentence</td>
<td>it is the topic and approach containing the summary of the content of the writing which is described in physical terms.</td>
</tr>
<tr>
<td>2.</td>
<td>Generalization</td>
<td>It is the brief description of one physical aspect of the topic which is describes in a logical sequence.</td>
</tr>
<tr>
<td>3.</td>
<td>Detail</td>
<td>It is the full information which supports the generalization of which forms. For examples, facts, statistics, events, behaviors, description, etc. This aim is to create a vivid picture in the reader’s mind.</td>
</tr>
<tr>
<td>4.</td>
<td>Concluding sentence</td>
<td>It is the end of the paragraph, which may link to the subsequent paragraph.</td>
</tr>
</tbody>
</table>
Gerot and Wignell (1995) mentions that the generic structure of descriptive writing or text into two as follows:

**Table 2.3**

**Generic structure of descriptive text**

<table>
<thead>
<tr>
<th>Elements Text</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>An introduction to the objects/things described which includes who or what, when, and where.</td>
</tr>
<tr>
<td>Description</td>
<td>A description of an object. For example the color, the size, the smell, the taste, what makes it special, etc. For persons: what they look like, what they do, how they act and so on. For something: how it looks, sounds, feels, smells or taste, where it is seen or found, what does, how it is used, what makes it special.</td>
</tr>
</tbody>
</table>
D. Theoretical Framework

$X = $ English vocabulary mastery

$Y = $ students writing ability of descriptive text

From the two variables above, it is able to be pointed the theoretical framework as follows:

a. If students have little vocabulary, the writing ability is low.

b. If students have much vocabulary, the writing ability is high.

E. Hypotheses

1. Null hypo (Ho): There is no any correlation between English vocabulary mastery and writing ability of descriptive text of the seventh grade students of SM P Islam sudirman 1 Bancak, Semarang district in the academic year 2016/2017.

2. Alternative hypothesis ($H_A$): There is any significant relationship between students’ vocabulary mastery and their writing ability of descriptive text.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer discusses research methodology. It includes: setting of the research, research design, population and sample, instrument of the data collection, procedure of the data collection, technique of the data collection, and technique of the data analysis.

A. Setting of The Research

1. Research Location

   The research is conducted at SMP Islam Sudirman 1 Bancak. It is located on Sultan Agung Street 172, Tukang, Bancak, Semarang District.

2. Vision and Mision

   1) Vision

   The vision of this school is “Excelling in the Academic and Non Academic Achievement in science and technology based on IMTAQ”.

   2) Mission

   a. Realizing adaptive curriculum development;

   b. Promoting the development of educators;

   c. Promoting the implementation of active learning, innovative, creative, effective, and fun;

   d. Realizing improvement of education facilities;
e. Realizing increasing graduation competency;

f. Creating a strong school-based management;

g. Empowering the community participation in the improvement of the education funding. It is adequate, reasonable, and fair;

h. Promoting the development of assessment.

i. Improving the Quality of Iman, Taqwa and akhlakul Karimah.

B. Research Design

The type of research in this study is correlation by applies a quantitative approach. The correlation research is a study to determine whether two or more variables are related. There are two kinds of variables in this research, the independent and dependent variable. The independent variable is a variable which causes or influences the other variables. The dependent variable is a variable that influenced by the independent variable (Marczyk, 1964:46). The variables of this research are the vocabulary mastery (as independent variable) and writing ability of descriptive text (as the dependent variable).

According Ary et.al (2010:349), the definition of correlation research is non-experimental research that is similar to ex post facto research in employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. They differ in that in ex post facto research, selected variables are used to make comparisons between two or more existing groups, whereas correlation research assesses the relationships among two or more
variables in a single group.

This research applies a Quantitative approach. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that is able to be expressed in terms of quantity (Kothari, 2004:3). It means that the writer analyzed the data which has been collected statistically to gain the findings. In this case, the writer indicates the correlation between students’ vocabulary mastery and writing ability of descriptive text of the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year 2016/2017.

C. Population and sample of the Research

In this study, the writer selected the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang District in the academic year 2016/2017 as the subjects of the research.

1. Population

According to Ary et al. (2010:148) population is defined as all members of any well-defined class of people, events, or objects. Other statement, Kothari (2004:55) claims that the definition of population of the research is all items in any field of a research study.

Based on definition, the writer concluded that population is a number of groups interest to the researcher, a number of groups which she would like to make the results of the study to be reported. The field of this research
study is about vocabulary mastery and writing ability of descriptive text with the total number of population is 26 students in one class.

2. Sample

A sample is the selected participants that taken from the population for the research study. Arikunto (2014:175) states that a sample is a set of some, not all of the observation or other things.

Sample is a part of population that represents the whole population. If the member of the subjects is less than 100 persons, the writer is able to entire subjects. However, if the number of the subject in research is more than 100 persons, the researcher takes 10-15% or 20-25% of the population (Arikunto, 2002:134).

The participants of this study are seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district in academic year 2016/2017. The objective is because of the seventh grade students are expected have a fresh memory about descriptive text. The purpose is to make sure that they already get the knowledge about vocabulary mastery and writing ability of descriptive text.

Table 3.1

List of sample the seventh grade students of SMP Islam Sudirman
1 Bancak in academic year 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>NIS</th>
<th>NISN</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2466</td>
<td>0039874371</td>
<td>Afifah Ariyani</td>
</tr>
<tr>
<td>2.</td>
<td>2433</td>
<td>0042304771</td>
<td>Anita Hayatun N</td>
</tr>
<tr>
<td>3.</td>
<td>2469</td>
<td>0041800142</td>
<td>Apriyani W</td>
</tr>
<tr>
<td>4.</td>
<td>2446</td>
<td>0054372063</td>
<td>Aulia Wulan F</td>
</tr>
<tr>
<td>5.</td>
<td>2467</td>
<td>0049602100</td>
<td>Dina Fatonatul R</td>
</tr>
<tr>
<td>6.</td>
<td>2457</td>
<td>0048575583</td>
<td>Fahmi Aqua</td>
</tr>
<tr>
<td>7.</td>
<td>2449</td>
<td>0038515243</td>
<td>Fanny Rahkma Sari</td>
</tr>
<tr>
<td>8.</td>
<td>2444</td>
<td>0045072263</td>
<td>Hanun Muntaha</td>
</tr>
<tr>
<td>9.</td>
<td>2479</td>
<td>0024943102</td>
<td>Imam Abadi</td>
</tr>
<tr>
<td>10.</td>
<td>2436</td>
<td>0033360130</td>
<td>Khoiratun Nisa</td>
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<tr>
<td>11.</td>
<td>2486</td>
<td>0011788302</td>
<td>Khoirul Anwar</td>
</tr>
<tr>
<td>12.</td>
<td>2455</td>
<td>0032912603</td>
<td>Khoirullah Affandi</td>
</tr>
<tr>
<td>13.</td>
<td>2459</td>
<td>0046914670</td>
<td>Misbakhul Nasokha</td>
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<tr>
<td>14.</td>
<td>2445</td>
<td>0024544943</td>
<td>Muh. Faizin</td>
</tr>
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<td>2437</td>
<td>0037468767</td>
<td>Muh. Khoiri</td>
</tr>
<tr>
<td>16.</td>
<td>2480</td>
<td>0015242868</td>
<td>Muh. Tharom</td>
</tr>
<tr>
<td>17.</td>
<td>2477</td>
<td>0027640831</td>
<td>Nadiyah</td>
</tr>
<tr>
<td>18.</td>
<td>2476</td>
<td>0031561765</td>
<td>Nur Azizah</td>
</tr>
<tr>
<td>19.</td>
<td>2439</td>
<td>0047590832</td>
<td>Nur Halimah</td>
</tr>
<tr>
<td>20.</td>
<td>2442</td>
<td>0048904189</td>
<td>Nur Inayah</td>
</tr>
<tr>
<td>21.</td>
<td>2465</td>
<td>0035922860</td>
<td>Nurul Aini T</td>
</tr>
<tr>
<td>22.</td>
<td>2472</td>
<td>0032912593</td>
<td>Risma Ayu O</td>
</tr>
<tr>
<td>23.</td>
<td>2468</td>
<td>0029954274</td>
<td>Sifia Anita</td>
</tr>
<tr>
<td>24.</td>
<td>2432</td>
<td>0033760127</td>
<td>Siti Asilia</td>
</tr>
<tr>
<td>25.</td>
<td>2464</td>
<td>0037489240</td>
<td>Siti Asmaroh</td>
</tr>
</tbody>
</table>
D. Instrument of The Data Collection

In this research, the writer uses two kinds of test. They are vocabulary mastery test and written test of descriptive text. The descriptions of both tests are as follows:

a. A vocabulary mastery test

The vocabulary mastery test cover 50 test items included in this test of which form multiple choice with four options; A, B, C, or D.

To judge the students’ grade and the level of the vocabulary mastery, the writer used the criteria from the standard of evaluation for the students’ score. However, they are simplified into five classifications of students’ score (Depdikbud, 2004:10) as see in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>86 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>66 -85</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>46 – 65</td>
<td>Enough</td>
</tr>
<tr>
<td>4.</td>
<td>26 – 45</td>
<td>poor</td>
</tr>
</tbody>
</table>

Table 3.2
The classifications of students’ score of vocabulary mastery
b. A written test of descriptive text

The written test of descriptive text is intended to find out students’ writing ability of descriptive text. There are three topics provided. The participants are freely chosen. They are selected by choosing one of the students to be developed into a short descriptive text composition.

E. Procedure of Data Collection

In this research, the procedure of data collection has been arranged as the following steps:

a. Procedure of vocabulary test

a) First, before conducting the test, the seventh grade students in SMP Islam Sudirman 1 Bancak, Semarang district who became the participants of this study are taken their identities.

b) Next, in order to give a testing atmosphere, some instructions are told to the participants that this test would be included in their academic report, therefore they are forbidden to cheat. Besides, they are also forbidden to use their cellular phone while they were doing this test.
c) Then, as all the conditions above had been fulfilled, the participants of this study are able to do the vocabulary test conducted for 30 minutes in a piece of paper which had been provided to them.
d) After the vocabulary test is finished, the students’ answer sheets of vocabulary test were rated.

b. Procedure of written test

a) This written test of descriptive text is conducted after the vocabulary test is already finished by the participants, so it is conducted simultaneously in one occasion with vocabulary test.
b) The participants are given three topics related to descriptive text, and they are able to freely choose one of the topics. They are asked to make a short composition about the topic they chose in 30 minutes.
c) After the written test is finished, the students submit on the desk.
d) Finally, the writer is collecting of data of tabulating and analyzing with statistical calculating method.

F. Technique of The Data Collection

In this research, there are two techniques are utilized to obtain the data. The writer is going to present of the data collection;

1. Test.
Arikunto (2014:266) states that test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups. In academic, the test usually uses by teachers to know the skill or knowledge of the ir students in understanding the lesson. The result of the test is able to be as an interpretation of the achievement in teaching and learning process.

2. Documentation.

The documentation method is to collect data that related to the variables such as notes, transcript, book, agenda, and so on (Arikunto, 2014:274). In other words, it is able to be stated that documentation is used to collect data through printed materials. The writer has applied this method to collect the data about the profile of school, the student's profile, and the syllabus. Those data have benefits for completing and processing the analysis in this research.

G. Technique of The Data Analysis

In this research, the writer uses two techniques to analyze data. They are:

1. Technique use to classify the students into three criteria (Sudjiono, 2006:175). They are up rank (good), middle rank (enough), and bottom ran
k (low). The formula are:

a. $M_x + 1 \text{ SD}_x$

$M_x - 1 \text{ SD}_x$

Notes:

$M_x =$ mean of English vocabulary mastery (X)

$\text{SD}_x =$ standard deviation of English vocabulary mastery

b. $M_y + 1 \text{ SD}_y$

$M_y - 1 \text{ SD}_y$

Notes:

$M_y =$ mean of writing ability of descriptive text (Y)

$\text{SD}_y =$ standard deviation of writing ability of descriptive text

This technique used to analyze the vocabulary mastery and writing ability of descriptive text of seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district. These techniques classify the students into three criteria.

2. The technique used to analyze the data is correlation product Moment as the formula (Arikunto, 2014:213). This technique used by the writer to measure the correlation between students vocabulary mast
ery and writing ability of descriptive text of the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district in academic year 2016/2017. The product moment formula is as follows:

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

Notes:

\(r_{xy}\): Correlation coefficient

\(N\): The total of sample participating in this study

\(\sum_{xy}\): The total score of students’ vocabulary mastery

\(\sum_{y}\): The total score of students’ writing descriptive text ability

\(\sum x\): the total of multiple score of students’ vocabulary mastery and their writing descriptive text ability.

\(\sum x^2\): The total of square score of students’ vocabulary mastery

\(\sum y^2\): The total of square score of students’ writing descriptive text ability

The data was analyzed through some steps as follows:

b. Determining the scores of \(N, \sum x, \sum y, \sum_{xy}, \sum x^2, \) and \(\sum y^2\);

c. Determining and calculating the scores of \(r_{xy}\) using Product moment correlation formula;

d. Interpreting the scores of \(r_{xy}\) using the Table 3.1 below:

Table 3.3
Table of $r$ Score Interpretation

<table>
<thead>
<tr>
<th>The $r$ score scale</th>
<th>Interpretation of $r$ correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.800—1.00</td>
<td>High correlation</td>
</tr>
<tr>
<td>0.600—0.800</td>
<td>Sufficient correlation</td>
</tr>
<tr>
<td>0.400—0.600</td>
<td>Fair correlation</td>
</tr>
<tr>
<td>0.200—0.400</td>
<td>Low correlation</td>
</tr>
<tr>
<td>0.000—0.200</td>
<td>Very low correlation</td>
</tr>
</tbody>
</table>

e. Interpreting and comparing the scores of $r_{xy}$ based on the significant standard 5% and 1%;

f. Drawing conclusion based on the interpretation of $r_{xy}$.

The formula above is very important due to finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis accepted in this research. The result computation indicates whether there is any correlation between two variables or not.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION
A. Data Description

The data describe the necessary information of the research that had been collected. To get the data, the writer used the test techniques toward the seventh grade students of SMP Islam Sudirman 1 Bancak. The writer took the score of 26 students as a participant.

The population of research is enclosed at the table 3.1.

The writer had been collecting data by conducting two tests. Those were the vocabulary mastery test as objective test and written test of descriptive text as subjective text. The form of objective test was multiple choices. The test emphasized the students’ mastery on the form, the meaning, and the use of vocabulary. The total number of English vocabulary item was 50 items. Every score item was 2 score. The total score of English vocabulary test was 100 score.

From the explanation above, it is able to be accumulated that the total scores of English vocabulary mastery: 50 items x 2 score = 100 score. The technique of scoring tests use the following technique:

$$\text{Test Score} = \frac{\text{sum of correct answers}}{\text{the total item of questions}} \times 100$$

From the technique in calculating scores above, the result of vocabulary mastery test which consist of 50 items takes from the score of 26 students.
The second was subjective test that measure the writing ability in style and content. In subjective test, the students must make a short descriptive text composition. The score of short descriptive text composition was according to the rating scale of scoring of writing test. The total score of subjective test was 100 score.

In this chapter the writer gives the report concerning the description of the data. The writer also compares achievement of those two scores. The data of students’ score vocabulary mastery test and written test of descriptive text is able to be seen as:

Table 4.1

The score of vocabulary mastery(X) for the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district.

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Afifah Ariyani</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>Anita Hayatun Nufus</td>
<td>58</td>
</tr>
<tr>
<td>3.</td>
<td>Apriyani Widyastuti</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Aulia Wulan Febriani</td>
<td>78</td>
</tr>
<tr>
<td>5.</td>
<td>Dina Fatonatul R</td>
<td>64</td>
</tr>
<tr>
<td>6.</td>
<td>Fahmi Aqua</td>
<td>58</td>
</tr>
<tr>
<td>7.</td>
<td>Fanny Rahkma Sari</td>
<td>84</td>
</tr>
<tr>
<td>8.</td>
<td>Hanun Muntaha</td>
<td>76</td>
</tr>
<tr>
<td>9.</td>
<td>Imam Abadi</td>
<td>56</td>
</tr>
<tr>
<td>10.</td>
<td>Khoiratun Nisa</td>
<td>62</td>
</tr>
<tr>
<td>11.</td>
<td>Khoirul Anwar</td>
<td>62</td>
</tr>
</tbody>
</table>
From the data above the writer concludes that the lowest score in vocabulary mastery test is 56 and the highest is 84. The result of vocabulary test is as variable X.

Furthermore, it is the total scores for the seventh grade students in SMP Islam Sudirman 1 Bancak, Semarang district in terms of written test of descriptive text. The result is able to be seen in Table 4.2 as follows:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Khoirullah Affandi</td>
<td>56</td>
</tr>
<tr>
<td>13</td>
<td>Misbakhul Nasokha</td>
<td>58</td>
</tr>
<tr>
<td>14</td>
<td>Muh. Faizin</td>
<td>82</td>
</tr>
<tr>
<td>15</td>
<td>Muh. Khoiri</td>
<td>72</td>
</tr>
<tr>
<td>16</td>
<td>Muh. Tharom</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>Nadiyah</td>
<td>58</td>
</tr>
<tr>
<td>18</td>
<td>Nur Azizah</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>Nur Halimah</td>
<td>68</td>
</tr>
<tr>
<td>20</td>
<td>Nur Inayah</td>
<td>74</td>
</tr>
<tr>
<td>21</td>
<td>Nurul Aini Tadkiroh</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
<td>Risma Ayu Oktaviani</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>Silfia Anita</td>
<td>74</td>
</tr>
<tr>
<td>24</td>
<td>Siti Asilia</td>
<td>64</td>
</tr>
<tr>
<td>25</td>
<td>Siti Asmaroh</td>
<td>68</td>
</tr>
<tr>
<td>26</td>
<td>Tia Krisna Murti</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td><strong>Total score (Σ)</strong></td>
<td><strong>1758</strong></td>
</tr>
</tbody>
</table>
The score of writing descriptive text ability (Y) for the Seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district.

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Afifah Ariyani</td>
<td>53</td>
</tr>
<tr>
<td>2.</td>
<td>Anita Hayatun Nufus</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>Apriyani Widyastuti</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Aulia Wulan Febriani</td>
<td>79</td>
</tr>
<tr>
<td>5.</td>
<td>Dina Fatonatul R</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>Fahmi Aqua</td>
<td>50</td>
</tr>
<tr>
<td>7.</td>
<td>Fanny Rahkma Sari</td>
<td>80</td>
</tr>
<tr>
<td>8.</td>
<td>Hanun Muntaha</td>
<td>74</td>
</tr>
<tr>
<td>9.</td>
<td>Imam Abadi</td>
<td>58</td>
</tr>
<tr>
<td>10.</td>
<td>Khoiratun Nisa</td>
<td>60</td>
</tr>
<tr>
<td>11.</td>
<td>Khoirul Anwar</td>
<td>57</td>
</tr>
<tr>
<td>12.</td>
<td>Khoirullah Affandi</td>
<td>60</td>
</tr>
<tr>
<td>13.</td>
<td>Misbakhul Nasokha</td>
<td>60</td>
</tr>
<tr>
<td>14.</td>
<td>Muh. Faizin</td>
<td>73</td>
</tr>
<tr>
<td>15.</td>
<td>Muh. Khoiri</td>
<td>65</td>
</tr>
<tr>
<td>16.</td>
<td>Muh. Tharom</td>
<td>64</td>
</tr>
<tr>
<td>17.</td>
<td>Nadiyah</td>
<td>74</td>
</tr>
<tr>
<td>18.</td>
<td>Nur Azizah</td>
<td>50</td>
</tr>
<tr>
<td>19.</td>
<td>Nur Halimah</td>
<td>60</td>
</tr>
<tr>
<td>20.</td>
<td>Nur Inayah</td>
<td>68</td>
</tr>
<tr>
<td>21.</td>
<td>Nurul Aini Tadkiroh</td>
<td>58</td>
</tr>
<tr>
<td>22.</td>
<td>Risma Ayu Oktaviani</td>
<td>64</td>
</tr>
<tr>
<td>23.</td>
<td>Silfia Anita</td>
<td>77</td>
</tr>
<tr>
<td>24.</td>
<td>Siti Asilia</td>
<td>58</td>
</tr>
</tbody>
</table>
From the data above the writer concluded that the minimum score in written test of descriptive text is 50 and the highest is 80. The result of this written test of descriptive text is as variable Y which will be influenced by variable X.

B. Data Analysis

1. The Analysis of Level of Students’ vocabulary mastery

In this step, the writer needs to take in analyzing the data such as calculating the mean, standard deviation, maximum score and minimum score of vocabulary mastery test. The descriptions of the calculations are as follows:

<table>
<thead>
<tr>
<th>$X$</th>
<th>$f$</th>
<th>$fX$</th>
<th>$(X-\bar{X})$</th>
<th>$(X-\bar{X})^2$</th>
<th>$f(X-\bar{X})^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>1</td>
<td>84</td>
<td>16</td>
<td>256</td>
<td>256</td>
</tr>
</tbody>
</table>

Table 4.3
The Analysis Score of Vocabulary Mastery Test
<table>
<thead>
<tr>
<th>X</th>
<th>f</th>
<th>X</th>
<th>f</th>
<th>X</th>
<th>f</th>
<th>X</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>1</td>
<td>82</td>
<td>1</td>
<td>14</td>
<td>196</td>
<td>196</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>2</td>
<td>156</td>
<td>10</td>
<td>100</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>1</td>
<td>76</td>
<td>8</td>
<td>64</td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>2</td>
<td>148</td>
<td>6</td>
<td>36</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>1</td>
<td>72</td>
<td>4</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>204</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>2</td>
<td>128</td>
<td>-4</td>
<td>16</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>2</td>
<td>124</td>
<td>-6</td>
<td>36</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>60</td>
<td>-8</td>
<td>64</td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>4</td>
<td>232</td>
<td>-10</td>
<td>100</td>
<td>400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>2</td>
<td>112</td>
<td>-12</td>
<td>144</td>
<td>288</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N=26</strong></td>
<td><strong>ΣX</strong></td>
<td>1758</td>
<td>-</td>
<td>-</td>
<td><strong>Σf(X-Χ)^2</strong> =1660</td>
<td></td>
</tr>
</tbody>
</table>

$X = $ Vocabulary mastery Test’s Score

$f = $ Frequency of the score

To know the Mean and Standard Deviation of vocabulary mastery test’s score, the writer uses the following formula:

Mean (or $\bar{X}$) = $\frac{\sum fX}{N}$

= $\frac{1758}{26}$

= 67.615 ≈ 68
After determining Mean and standard deviation, then the writer determines the interval score of each criteria, the calculations are as follows:

Top up of vocabulary score = $M + 1 \text{ SD}$

$$= 68 + 1.8$$

$$= 68 + 8$$

$$= 76$$

Bottom of vocabulary score = $M - 1 \text{ SD}$

$$= 68 - 1.8$$

$$= 68 - 8$$

$$= 60$$
From the table of statistical above, the level of students’ vocabulary mastery is able to be measured as in the table follow:

Table 4.4

The Analysis of Level measurement of Students’ Vocabulary Mastery Test.

<table>
<thead>
<tr>
<th>Interval</th>
<th>F</th>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>0</td>
<td>Excellent</td>
<td>0%</td>
</tr>
<tr>
<td>66-85</td>
<td>15</td>
<td>Good</td>
<td>57%</td>
</tr>
<tr>
<td>46-65</td>
<td>11</td>
<td>Enough</td>
<td>43%</td>
</tr>
<tr>
<td>26-45</td>
<td>0</td>
<td>poor</td>
<td>0%</td>
</tr>
<tr>
<td>Under 25</td>
<td>0</td>
<td>Failed</td>
<td>0%</td>
</tr>
<tr>
<td>Σ</td>
<td>26</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

(Source: Depdikbud, 2004:10)

\( f \) = Frequency of the score

From the counting above, it is able to be seen that English vocabulary mastery for the seventh grade students of SMP Islam Sudirman 1 Bancak is varieties. There are 57% or 15 students get good categorization with score between 66 – 85, 43% or 11 students get enough categorization with score between 46 -65. So that, it is able to be concluded that the English vocabulary mastery of the seventh grade students of SMP Islam Sudirman 1 Bancak is enough.

2. The Analysis of Level of The Students’ written test of descriptive text
This step of analysis is to know the profile of the students’ writing ability of descriptive text. In order to know the level of the students’ writing ability, it is needed to calculate the points which part of the formulas that used in the data analysis, as the following:

Table 4.5

The analysis score of the students’ written test of descriptive text

<table>
<thead>
<tr>
<th>Y</th>
<th>f</th>
<th>fY</th>
<th>(Y-Ȳ)</th>
<th>(Y-Ȳ)^2</th>
<th>f(Y-Ȳ)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>1</td>
<td>80</td>
<td>17</td>
<td>289</td>
<td>289</td>
</tr>
<tr>
<td>79</td>
<td>1</td>
<td>79</td>
<td>16</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td>77</td>
<td>1</td>
<td>77</td>
<td>14</td>
<td>196</td>
<td>196</td>
</tr>
<tr>
<td>74</td>
<td>2</td>
<td>148</td>
<td>11</td>
<td>121</td>
<td>242</td>
</tr>
<tr>
<td>73</td>
<td>1</td>
<td>73</td>
<td>10</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>68</td>
<td>1</td>
<td>68</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>65</td>
<td>1</td>
<td>65</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>64</td>
<td>3</td>
<td>192</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>61</td>
<td>2</td>
<td>124</td>
<td>-2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>60</td>
<td>6</td>
<td>360</td>
<td>-3</td>
<td>9</td>
<td>54</td>
</tr>
<tr>
<td>58</td>
<td>3</td>
<td>174</td>
<td>-5</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>57</td>
<td>1</td>
<td>57</td>
<td>-6</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>53</td>
<td>1</td>
<td>53</td>
<td>-10</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>50</td>
<td>2</td>
<td>100</td>
<td>-13</td>
<td>169</td>
<td>338</td>
</tr>
<tr>
<td>Total N=26</td>
<td>ΣY=1648</td>
<td>-</td>
<td>-</td>
<td>Σf(Y-Ȳ)^2 =1726</td>
<td></td>
</tr>
</tbody>
</table>

Y = Written test of descriptive text Score
\( f \) = Frequency of the score

To know the Mean and Standard Deviation of written test of descriptive text score, the writer used the following formula:

Mean (or \( \bar{X} \))

\[
\bar{X} = \frac{\sum f Y}{N}
\]

\[
= \frac{1648}{26}
\]

\[
= 63.384 \approx 63
\]

Standard deviation (\( \sigma \))

\[
\sigma = \sqrt{\frac{\sum f Y^2}{N}}
\]

\[
= \sqrt{\frac{1726}{26}}
\]

\[
= \sqrt{66,384.6154}
\]

\[
= 814.76 \approx 8
\]

After determining Mean and standard deviation, then writer determines top up and bottom. It means to know the limitation of standard category of writing ability of descriptive text score.

Top up of writing score = \( M_y + 1 \ SD_y \)

\[
= 63 + 1.8
\]

\[
= 63 + 8
\]
= 71

Bottom of writing score = \( M - 1 \text{ SD} \)

= 63 - 1.8

= 63 - 8

= 55

The writing ability of the seventh grade students of SMP Islam Sudirman 1 Bancak is able to be determined by accumulating data above.

The analysis is:

Table 4.6

The Analysis of Level Measurement of Students’ writing ability of descriptive text

<table>
<thead>
<tr>
<th>Interval</th>
<th>( F )</th>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>83-100</td>
<td>0</td>
<td>Excellent</td>
<td>0%</td>
</tr>
<tr>
<td>72-82</td>
<td>6</td>
<td>Good</td>
<td>23%</td>
</tr>
<tr>
<td>60-71</td>
<td>13</td>
<td>Fair</td>
<td>50%</td>
</tr>
<tr>
<td>50-59</td>
<td>7</td>
<td>Less</td>
<td>27%</td>
</tr>
<tr>
<td>0-49</td>
<td>0</td>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>( \Sigma )</td>
<td>26</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

(source: sariatun 2010)

From the counting above, it is able to be seen that writing ability of descriptive text of the seventh grade students of SMP Islam Sudirman 1 Bancak is varieties. There are 23% or 6 students get good categorization
with score between 72 – 82, 50% or 13 students get fair categorization with score between 60 – 71, 27% or 7 students get less categorization with score between 50 -59. So that, it is able to be concluded that the writing ability of descriptive text of the seventh grade students of SMP Islam Sudirman 1 Bancak is fair.

3. The Correlation Analysis Between The Students Vocabulary Mastery and Their Writing Ability of Descriptive Text.

After calculating the total scores of the variables of this study, vocabulary mastery (X) and writing descriptive text ability (Y), the results of the data show that the correlation coefficient between the two variables is carried on to investigate the relationship between both of the variables. This is analyzed by using Pearson Product moment. The Pearson Product Moment correlation is symbolized with $r_{xy}$. To get the score of $r_{xy}$, firstly the scores of $\sum xy$, $\sum x^2$, and $\sum y^2$ are looked for, and these are presented in Table 4.7 as follows:

Table 4.7
The Correlation Analysis Between The Students Vocabulary Mastery (X) and Their Writing Ability of Descriptive Text (Y).

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>X</th>
<th>Y</th>
<th>XY</th>
<th>X2</th>
<th>Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afifah</td>
<td>68</td>
<td>53</td>
<td>3604</td>
<td>4624</td>
<td>2809</td>
</tr>
<tr>
<td>2</td>
<td>Anita H</td>
<td>58</td>
<td>64</td>
<td>3712</td>
<td>3364</td>
<td>4096</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Grade</td>
<td>Grade</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>3</td>
<td>Apriyani</td>
<td>60</td>
<td>60</td>
<td>3600</td>
<td>3600</td>
<td>3600</td>
</tr>
<tr>
<td>4</td>
<td>Aulia W</td>
<td>78</td>
<td>79</td>
<td>6162</td>
<td>6084</td>
<td>6241</td>
</tr>
<tr>
<td>5</td>
<td>Dina F</td>
<td>64</td>
<td>60</td>
<td>3840</td>
<td>4096</td>
<td>3600</td>
</tr>
<tr>
<td>6</td>
<td>Fahmi A</td>
<td>58</td>
<td>50</td>
<td>2900</td>
<td>3364</td>
<td>2500</td>
</tr>
<tr>
<td>7</td>
<td>Fanny</td>
<td>84</td>
<td>80</td>
<td>6720</td>
<td>7056</td>
<td>6400</td>
</tr>
<tr>
<td>8</td>
<td>Hanun M</td>
<td>76</td>
<td>74</td>
<td>5624</td>
<td>5776</td>
<td>5476</td>
</tr>
<tr>
<td>9</td>
<td>Imam A</td>
<td>56</td>
<td>58</td>
<td>3248</td>
<td>3136</td>
<td>3364</td>
</tr>
<tr>
<td>10</td>
<td>Khoiratu</td>
<td>62</td>
<td>60</td>
<td>3720</td>
<td>3844</td>
<td>3600</td>
</tr>
<tr>
<td>11</td>
<td>Anwar</td>
<td>62</td>
<td>57</td>
<td>3534</td>
<td>3844</td>
<td>3249</td>
</tr>
<tr>
<td>12</td>
<td>Affandi</td>
<td>56</td>
<td>60</td>
<td>3360</td>
<td>3136</td>
<td>3600</td>
</tr>
<tr>
<td>13</td>
<td>Misbakhul M</td>
<td>58</td>
<td>60</td>
<td>3480</td>
<td>3364</td>
<td>3600</td>
</tr>
<tr>
<td>14</td>
<td>Moh. Faizin</td>
<td>82</td>
<td>73</td>
<td>5986</td>
<td>6724</td>
<td>5329</td>
</tr>
<tr>
<td>15</td>
<td>Moh. Khoiri</td>
<td>72</td>
<td>65</td>
<td>4680</td>
<td>5184</td>
<td>4225</td>
</tr>
<tr>
<td>16</td>
<td>Moh. Tharom</td>
<td>70</td>
<td>64</td>
<td>4480</td>
<td>4900</td>
<td>4096</td>
</tr>
<tr>
<td>17</td>
<td>Nadiyah</td>
<td>58</td>
<td>74</td>
<td>4292</td>
<td>3364</td>
<td>5476</td>
</tr>
<tr>
<td>18</td>
<td>Nur Azizah</td>
<td>70</td>
<td>50</td>
<td>3500</td>
<td>4900</td>
<td>2500</td>
</tr>
<tr>
<td>19</td>
<td>Nur Halimah</td>
<td>68</td>
<td>60</td>
<td>4080</td>
<td>4624</td>
<td>3600</td>
</tr>
<tr>
<td>20</td>
<td>Nur Inayah</td>
<td>74</td>
<td>68</td>
<td>5032</td>
<td>5476</td>
<td>4624</td>
</tr>
<tr>
<td>21</td>
<td>Nurul Aini T</td>
<td>78</td>
<td>58</td>
<td>4524</td>
<td>6084</td>
<td>3364</td>
</tr>
<tr>
<td>22</td>
<td>Risma A O</td>
<td>70</td>
<td>64</td>
<td>4480</td>
<td>4900</td>
<td>4096</td>
</tr>
<tr>
<td>23</td>
<td>Silfia A</td>
<td>74</td>
<td>77</td>
<td>55698</td>
<td>5476</td>
<td>5929</td>
</tr>
<tr>
<td>24</td>
<td>Siti Asilia</td>
<td>64</td>
<td>58</td>
<td>3712</td>
<td>4096</td>
<td>3364</td>
</tr>
<tr>
<td>25</td>
<td>Siti Asmaroh</td>
<td>62</td>
<td>61</td>
<td>4148</td>
<td>4624</td>
<td>3721</td>
</tr>
<tr>
<td>26</td>
<td>Tia Krisna</td>
<td>70</td>
<td>61</td>
<td>4270</td>
<td>4900</td>
<td>3721</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1758</td>
<td>1648</td>
<td>112386</td>
<td>120540</td>
<td>106180</td>
</tr>
</tbody>
</table>

Based on the table above, the writer get:
This is the result of the calculation from the data derived from variable X and Y. After the score $r_{xy}$ is obtained, it is compared with the score of $r$ table ($rt$) with degrees of significance 5% and 1% as follows:

\[ df = N - nr \]
Notes:

df = Degree of freedom
N = Number of cases
nr = number of research variable

C. DISCUSSION (Testing Hypothesis and Interpretation)

1. Testing Hypothesis

This study is to answer the following hypotheses:

a. Null hypothesis (Ho): there is no any significant relationship between students’ vocabulary mastery and their writing descriptive text ability.

b. Alternative hypothesis (Hₐ): there is any significant relationship between students’ vocabulary mastery and their writing descriptive text ability.

And the statistical hypotheses as follows:

a. Ho : \( \rho = 0 \) or if \( r_{xy} < r_t \), H₀ is accepted, and Hₐ is rejected;

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

Based on the research findings of this study, the calculation of \( r_{xy} \) is 0.563 and the score of df is 24. Then, the score \( r_{xy} \) is compared with the degree of significance 5% which shows that with the df=24, the \( r_t \) score which is obtained is 0.404, therefore,
r_{xy} > r_t. Meanwhile, the score \( r_{xy} \) is compared with the degree of significance 1% which shows that with the df =24, the \( r_t \) score which is obtained is 0.515, therefore, \( r_{xy} > r_t \). It caused the \( H_0 \) (Null Hypothesis) is rejected and \( H_A \) (Alternative Hypothesis) is accepted. It means there is a significance correlation between students’ vocabulary mastery and their writing ability in descriptive text in the case study of the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year 2016/2017.

2. Interpretation

This study, the writer interpret the correlation coefficient by applying the index of correlation, as suggested by Arikunto (2004:213). The interpretation about the rate of the correlation coefficient is formed by certain rule, are as follow:

<table>
<thead>
<tr>
<th>The ( r ) score scale</th>
<th>Interpretation of ( r ) correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.800—1.00</td>
<td>High correlation</td>
</tr>
<tr>
<td>0.600—0.800</td>
<td>Sufficient correlation</td>
</tr>
<tr>
<td>0.400—0.600</td>
<td>Fair correlation</td>
</tr>
<tr>
<td>0.200—0.400</td>
<td>Low correlation</td>
</tr>
</tbody>
</table>
Based on the computation, it show that the value of $r_{xy} = 0.563$. is going to be categorized by using coefficient correlation criteria above. It show that 0.563 is classified interval 0.600 – 0.800 in the indexes of correlation is fair correlation.

From the research findings, it is able to be considered that good writers may effectively create a composition. In case, they may use words; therefore, to have the adequate vocabulary knowledge is insisted for them. Vocabulary mastery is important part of foreign language teaching. Teacher must help students to increase their vocabulary, for instance, through writing activity. Ricard et.al (2002:255) claim that Vocabulary is a core component of language proficiency. It provides much of basis for how well learners speak, listen, read and write. Thus, it is able to be said that there is a necessary connection between students’ vocabulary mastery and their writing ability. The writing ability is able to be develop through vocabulary mastery. The mastery of vocabulary is able to help the students to explore the ideas towards written form.
CHAPTER V

Conclusion and Suggestion

A. Conclusion

Based on the previous discussion and the result of the research, the writer concludes that:

1. The average score of English vocabulary mastery for the seventh grade stu
The average score of writing ability of descriptive text for the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang District in the academic year 2016/2017 is enough. It showed about 50% or 13 students get the score between the ranges of 60 - 71. It is able to be concluded that the score is categorized in fair.

3. Yes, there is a significance correlation between the students’ vocabulary mastery (X) and their writing ability in descriptive text (Y) for the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang District in the academic year 2016/2017. It is obtained the result of multiplication by using pattern of product moment correlation. The correlation score is 0.563. It is able to be shown in the index correlation. The index is 0.600 – 0.800. It is able to be concludes that the high and the low writing ability correlate with the high and the low of English vocabulary mastery.

B. Suggestion

Based on the conclusions above, it is able to be delivered some suggestions related to teaching and learning of writing descriptive text as well as vocabulary at going to:
a. English teachers

   English teachers should be creative when they are teaching descriptive text. The way they teach determines the way the students comprehend the aspect of writing. Automatically, the students’ understanding of English words may increase.

b. Students

   Students for the seventh grade of SMP Islam Sudirman 1 Bancak, Semarang District in the academic year 2016/2017 are expected to be more enthusiastic in learning English. The students have much practice to acquire the English skills. Especially, writing skill.

c. School

   The school, SMP Islam Sudirman 1 Bancak, Semarang District is expected and suggested to increase the quality of the educators’ works. They may provide the students with knowledge and guide them well and maximally.
BIBLIOGRAPHY


**CURRICULUM VITAE**

**Name** : Yuyun Azizah

**Place / Date of Birth** : kudus, May 20 1994

**Address** : Undaan Tengah, Rt. 02/Rw. 01, kec. Undaan, kab. Kudus

**Educational Background:**

1. MI Miftahul Falah kudus 2000 – 2001
2. MTS Nahdlatul Muslimin kudus 2006 – 2009
3. MA NU Assalam kudus 2009 – 2012
APPENDIX
VOCABULARY TEST

Name : 
Day/Date of Test :

Choose A, B, C, or D for the correct answer!

1. A bedroom is a room to …
   A. Cook
   B. Sleep
   C. Swimming
   D. Take a bath
2. Susan plants many flowers in the …
   A. Kitchen
   B. Garden
   C. Bedroom
   D. Bathroom
3. A bathroom is a room where a person …
   A. Cleans shirts
   B. Takes a rest
   C. Reads books
   D. Take a bath
4. We join in the extracurricular. The underline word means …
   A. Study
   B. Learn
   C. Work
   D. Take a part
5. I … the book from the library.
   A. Steal
   B. Borrow
   C. Thieve
   D. Plunder
6. A … is someone who buys something.
   A. Teller
   B. Seller
   C. Cashier
   D. Buyer
7. A person who receives and pays out money in a shop is …
   A. Thief
   B. Waiter
   C. Cashier
   D. Buyer
8. A headmaster leads a …
   A. School
   B. Factory
   C. Government
   D. Regency
9. This month is July. Last month was …
   A. May
   B. June
   C. August
   D. October
10. In the mountain we can see …
    A. Waterfall
    B. Ships
    C. Fishes
    D. Sand
11. Cindy : what do the students do in the library?
Margaret : They usually … books.
A. Thieve  B. Read  C. Send  D. Buy

12. We aren’t going to go to school on...
A. Monday  B. Tuesday  C. Sunday  D. Wednesday

13. Where can we get vegetables?
A. Beach  B. Market  C. Waterfall  D. Factory

14. I have a headache. I am going to …
A. Watch television  B. See my friend  C. Take a walk  D. See a doctor

15. Today is Wednesday. Tomorrow is ...?
A. Thursday  B. Tuesday  C. Monday  D. Friday

16. When you have a stomachache, you go to see a ..
A. Doctor  B. Policemen  C. Teacher  D. Soldier

17. You go to a… to check your teeth.
A. Teacher  B. Chef  C. Dentist  D. Postman

18. A … makes a shirt for you.
A. Tailor  B. Carpenter  C. Nurse  D. Chef

19. Every restaurant has …
A. A tailor  B. A chef

20. The students want to go on picnic to the … to see many kinds of animals.
A. Zoo  B. Mountain  C. Temple  D. Beach

21. Sports help us become strong and …
A. Hearty  B. Sleepy  C. Healthy  D. Wealth

22. Mr. Michael teaches us English. He is our English …
A. Headmaster  B. Student  C. Gardener  D. Teacher

23. Mrs. Nancy and her family enjoy their dinner in the …
A. Living room  B. Waiting room  C. Dining room  D. Bedroom

24. My father’s brother is my …
A. Uncle  B. Aunt  C. Grandfather  D. Nephew

25. Cynthia is Mr. Andrew’s daughter. Mr. Andrew is cynthia’s …
A. Brother  B. Father  C. Mother  D. Sister

26. Jennie is a SLTP student. Her uniform is new, a white blouse and blue …
A. Short  B. Shirt  C. Trousers  D. Skirt

27. To protect your head, you need …
A. Clothes
B. Hat
C. Sandal
D. Shoes

28. A man who plays guitar is called …
   A. Vocalist
   B. Guitarist
   C. Pianist
   D. Drummer

29. Apple, orange, melon, and mango. They are called …
   A. Vegetables
   B. Fruits
   C. Foods
   D. Drinks

30. What do you wear to go to bed …
   A. Dress
   B. Uniform
   C. Jacket
   D. Pajamas

31. The gardener … the grass every Monday and Thursday.
   A. Cuts
   B. Train
   C. Cooks
   D. Comes

32. I can’t hear anything since my…are sick.
   A. Eyes
   B. Nose
   C. Ears
   D. Hands

33. Susan is a … she teaches English in our class. Every students love her.
   A. Kind teacher
   B. Arrogant teacher
   C. Cruel person
   D. Bad woman

34. The carpet is … I want to clean it.
   A. Shiny
   B. Dirty
   C. Large
   D. Good

35. Something that you can find in your bathroom is a …
   A. Soap

36. It is big, clean, and **comfortable**. The underlined word means …
   A. Beautiful
   B. Enjoyable
   C. Uninteresting
   D. Unattractive

37. … helps a doctor to examine a patient.
   A. A tailor
   B. A carpenter
   C. A policemen
   D. A nurse

38. We … at 5 o’clock every morning.
   A. Wakes up
   B. Has breakfast
   C. Take a rest
   D. Watching TV

39. He is **diligent** boy. The antonym of underline word is ..
   A. Stupid
   B. Lazy
   C. Smart
   D. Clever

40. Santi ; it’s very cold tonight. Take me the … please.
    Ani : OK. Here it is. Santi.
   A. Hat
   B. T-shirt
   C. Sweater
   D. Shoes

41. What are they doing? They are playing …
   A. Badminton
   B. Basketball
   C. Tennis
   D. Kite
42. Anton goes to river to fish some fish. His hobby is …
   A. Painting
   B. Reading
   C. Fishing
   D. Shopping
   
43. It is Monday, the students have … at the school yard.
   A. Homework
   B. Flag ceremony
   C. Study club
   D. A rest
   
44. Atik : your school is very near from your home, how do you go to school?
   Hadi : I go to school …
   A. On foot
   B. By ship
   C. By boat
   D. By plane
   
45. Arrange the words into the right sentence!
   A. My hobby is kite playing
   B. My hobby is playing kite
   C. My hobby kite is playing
   D. My kite is hobby playing
   
46. He always brings crayon and drawing book. His hobby is …
   A. Swimming
   B. Fishing
   C. Painting
   D. Cooking
   
47. She is very tired, she is going to …
   A. Eat
   B. Play tennis
   C. Work
   D. Take a rest
   
48. Nita is … her dirty clothes.
   A. Watching
   B. Washing
   C. Buying
   D. Playing
   
49. Kirana : what do you plant to do next Sunday?
   Susi : nothing, what about you?
   Kirana : I … the swimming pool. Can you join me?
   Susi : sure, Thank you.
   A. Go
   B. Will go to
   C. Went
   D. Have gone
   
50. Hani : Ouch!
   Bani : what’s the matter?
   Hani : I … my finger.
   Bani : please, be careful. The knife’s very sharp.
   A. Bit
   B. Pain
   C. Injure
   D. Ache
A. Tes Penggunaan Kosakata / Vocabulary Mastery

Waktu: 30 menit

Petunjuk Umum

1. Tulislah dengan jelas pada lembar jawaban Nama/hari/tanggal tes!
2. Berilah tanda silang (X) pada huruf (A, B, C, atau D) yang dianggap jawaban paling benar!

Contoh:

```
        X
        B C D
```

4. Bacalah setiap soal secara seksama sebelum Anda menjawabnya.
5. Periksa kembali lembar jawaban Anda sebelum mengumpulkannya.
6. Tes ini tidak mempengaruhi nilai UTS dan UAS.

B. Tes Mengarang Bahasa Inggris (Teks Deskriptif)

Waktu: 30 Menit

Petunjuk Umum

1. Ada 3 topik yang tersedia, Anda bebas memilih satu dari tiga topic tersebut.
2. Anda diberikan waktu 30 menit untuk menulis, mengedit, dan merevisi karangan/tulisan Anda.
3. Panjang karangan/tulisan Anda minimal 100 kata.
4. Topik:
- My job
- My hobby
- My daily activity

5. Ceritakan dan deskripsikan dengan jelas mengenai topik yang Anda pilih.

6. Kriteria penilaian:

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspek penilaian</th>
<th>penjelasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isi/content (30%)</td>
<td>relevan dengan topik yang dipilih serta mengembangkan isi karangan dengan baik dan menarik.</td>
</tr>
<tr>
<td>2</td>
<td>Organisasi karangan (20%)</td>
<td>Disusun secara baik/terpadu.</td>
</tr>
<tr>
<td>3</td>
<td>Diksi/pilihan kata / word choice (20%)</td>
<td>Menggunakan kosakata yang tepat efektif.</td>
</tr>
<tr>
<td>4</td>
<td>Penggunaan bahasa/usage (25%)</td>
<td>menggunakan tata bahasa (grammar) dan struktur kalimat dengan baik dan tepat.</td>
</tr>
<tr>
<td>5</td>
<td>Ejaan/tanda baca (5%)</td>
<td>mengunakan ejaan (spelling) dan tanda baca (punctuation) dengan benar, serta karangan ditulis tangan dengan jelas dan dapat terbaca (readable handwriting).</td>
</tr>
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## Writing Assessment Rubric

<table>
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<tr>
<th>Aspect</th>
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<th>Score</th>
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<tr>
<td>Content</td>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>knowledgeable • substantive • thorough development of thesis • relevant to assign the topic.</td>
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<tr>
<td></td>
<td>26-22</td>
<td>GOOD TO AVERAGE</td>
<td>Some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail</td>
<td></td>
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<tr>
<td></td>
<td>21-17</td>
<td>FAIR TO POOR</td>
<td>Limited knowledge of subject • little substance • inadequate development of topic.</td>
<td></td>
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<tr>
<td></td>
<td>15-13</td>
<td>VERY POOR</td>
<td>does not show knowledge of subject • non substantive • non pertinent • OR not enough to evaluate</td>
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</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive</td>
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<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE</td>
<td>somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>FAIR TO POOR</td>
<td>non-fluent • ideas confused or disconnected • lacks logical sequencing and development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERY POOR</td>
<td>Does not communicate • no organization • OR not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>sophisticated range • effective word/idiom choice and usage, word form mastery, appropriate register</td>
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<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE</td>
<td>adequate range • occasional errors of word/idiom form, word choice, usage, but meaning not obscured</td>
<td></td>
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<tr>
<td></td>
<td>13-10</td>
<td>FAIR TO POOR</td>
<td>limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERY POOR</td>
<td>essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate</td>
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<tr>
<td>Usage</td>
<td>25-22</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>effective complex construction • few errors of agreement, tense, number, word order/function, articles, pronouns, preposition</td>
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<tr>
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<td>21-18</td>
<td>GOOD TO AVERAGE</td>
<td>Effective but simple constructions • minor problems in complex construction • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscure</td>
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<tr>
<td></td>
<td>17-11</td>
<td>FAIR TO POOR</td>
<td>major problems in simple/complex constructions • frequent errors of negation,</td>
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<tr>
<td>Mechanics</td>
<td>Score</td>
<td>Description</td>
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<td>10-5</td>
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<td>5</td>
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<td>FAIR TO POOR  • frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured</td>
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<td>VERY POOR  • No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate.</td>
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**Total score**
The technique scoring of writing test

A. Write in English according to the topics with the length of words at least 70 words.
   1. Hobby
   2. Job
   3. Daily Activity

B. According to the topics above, I will get the score from:

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<tr>
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<td>4.</td>
<td>Language use</td>
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C. Example:

The scoring of writing test

<table>
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<tr>
<td>1.</td>
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</table>
2. Organization 15
3. Vocabulary 15
4. Language use 18
5. Mechanics 3

Total 76

The technique scoring of vocabulary test

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# ANSWER SHEET

Name:  
Day/date of test:  

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### Answer Key of Vocabulary Mastery Test

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1. B  
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3. D  
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11. B  
12. C  
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14. D  
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22. D  
23. C  
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30. D  
31. A  
32. C  
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34. B  
35. A  
36. B  
37. D  
38. A  
39. B  
40. C  
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43. B  
44. A  
45. B  
46. C  
47. B  
48. B  
49. B  
50. C
## DAFTAR NILAI SKK

Nama : Yuyun Azizah  
Jurusan : Tadris Bahasa Inggris  
NIM : 113-12-150  
Fakultas : FTIK

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<td>OPAK STAIN Salatiga “Progressifitas Kaum Muda, kunci perubahan Indonesia”</td>
<td>5-7 September 2012</td>
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<td>Orientasi pengenalan Akademik dan Kernahasiswaan (OPAK) Jurusan Tarbiyah Stain Salatiga.</td>
<td>8-9 September 2012</td>
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<td>Achievement Motivation Training, dengan AMT, bangun karakter raih prestasi.</td>
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<td>EPST, it’s Your Chance to Express and Show Up Your Skill.</td>
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<td>Bersama KB kita Raih Masa Depan yang Gemilang&quot;</td>
<td>18 Februari 2016</td>
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<td>28 April 2016</td>
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| Jumlah | 109 |

Salatiga, 20 Februari 2017

Mengetahui

Wakil Dekan

Biro Pendidikan, Basiswaan & kerjasama

[Signature]

Ahmad Maimun, M. Ag

NIP. 197008101998031003
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Testara Pelajar 02 Telp. (0298) 323706 Fax 323433 Salatiga 50721
Website: www.iainsalatiga.ac.id E-mail: admin@iainsalatiga.ac.id

Nomor: In.26/D1.1/PN.03.00/1.3.031/2016
Lamp. : Proposal Skripsi
Hal:  Pembimbing dan Asisten
      Pembimbing Skripsi

Kepada
Yth. Sari Fadilah, S.Pd., L.M.A
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama      : YU YUN AZIZA
NIM       : 113-12-150
Fakultas  : TARBIYAH DAN ILMU KEGURUAN
Jurusan   : TADIRI BAHASA INGGIRIS
Judul Skripsi : THE USAGE OF BROCHURES AND LABELS AS AUTHENTIC MATERIALS TOWARD THE STUDENTS’ READING COMPREHENSION (An Experimental Study of the First Year Students of SMK Putra Bangsa Salatiga)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 07 April 2016
a.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

Tembusan: 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
Nomor : B-[73]/Fn.21/D1/PN.03.00/02/2017
Lamp. : -
Hal. : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMP Islam Sudirman 1 Bancak
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : YUYUN AZIZAH
NIM : 113-12-150
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Ingris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi :
THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR WRITING ABILITY OF DESCRIPTIVE TEXT (A CORRELATION STUDY FOR THE SEVENTH GRADE STUDENTS IN SMP ISLAM SUDIRMAN 1 BANCAK KABUPATEN SEMARANG IN THE ACADEMIC YEAR 2016/2017)

Dengan Pembimbing : Sari Famularsih, M.A
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 16 Februari 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 14 Februari 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Tanda tangan]
NIP. 196701211999031002

Tembusan : 1. Mahasiswa yang bersangkutan
SEKOLAH MENENGAH PERTAMA (SMP) ISLAM SUDIRMAN 1 BANCACKJL. SULTAN AGUNG 172 BOTO BANCACK, SEMARANG, JAWA TENGAH

SURAT KETERANGAN

Yang bertanda tangan di bawah ini, Kepala SMP Islam Sudirman 1 Bancak menerangkan dengan sesungguhnya, bahwa mahasiswa:

Nama : Yuyun Azizah
Nim : 113 12 150
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
PT : Institut Agama Islam Negri (IAIN) Salatiga

Telah melaksanakan penelitian di SMP Islam Sudirman 1 Bancak pada tanggal 16 Februari s.d 27 Februari 2017, dalam rangka penyusunan skripsi (tugas akhir perkuliahan) dengan judul "THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY WITH THEIR WRITING ABILITY IN DESCRIPTIVE TEXT, A Correlation Study In Seventh Grade Students Of SMP Islam Sudirman 1 Bancak In The Academic Year 2016/2017"

Dengan surat keterangan ini dibuat, untuk dipergunakan sebaik-baiknya dan sebagaimana semestinya.

Bancak, 20 Maret 2017

Kepala SMP Islam Sudirman 1 Bancak

[Signature]

Drs. H. Mustakim
# LEMBAR KONSULTASI SKRIPSI

**NAMA MAHASISWA:** YUYUN AZIZAH  
**NIM:** 113-12-150  
**PEMBIMBING:** Sari Famularsih, M.A  
**JUDUL:** The Correlation between students’ Vocabulary Mastery and Their Writing Ability of Descriptive Text. (A Correlation study for the seventh Grade Students in SMP Islam Sudirman 1 Bancak, Kabupaten Semarang in the Academic year of 2016/2017)

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**CATATAN:**  
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

**PEMBIMBING**

[Signature] Sari Famularsih, M.A.
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : YUYUN AZIZAH
NIM : 113-12-150
PEMBIMBING : Sari Famularsih, M.A
JUDUL : The Correlation between students' Vocabulary Mastery and Their Writing Ability of Descriptive Text.

(A Correlation study for the seventh Grade Students in SMP Islam Sudirman 1 Bancak, Kabupaten Semarang in the Academic year of 2016/2017)

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CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING

[Signature]

Sari Famulars M.A