

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**Ringkasan Pengembangan Pendidikan Karakter Peserta Didik
melalui Sekolah Konservasi**

Raft : The Way in Improving the Quality of Students Writing Products

Think Talk Write Implementation in Writing Personal Experience

Enhancing Listening Ability Through TPT by Using Adobe Audition 1.5

**Teaching Writing Of Descriptive Essay Using Think, Talk, Write
(TTW)**

**The Correlation of Vocabulary Mastery and Writing Ability
Toward the Students' English Achievement**

Cohesive Devices in English Lecturers and Teachers' Concluding Texts

**The Effectiveness of Directed Reading Thinking Activity Method with
Picture Media in Teaching Reading for English Department Students**

**Pembelajaran Berbasis Proyek Portofolio bagi Mahasiswa dalam
Memahami Materi Karakteristik Peserta Didik**

**Upaya Meningkatkan Motivasi Berwirausaha melalui Pembelajaran
Kewirausahaan Metode Investigasi Kelompok pada Mahasiswa
Prodi Pendidikan Bahasa Inggris STKIP PGRI Blitar**

**Pola Pembelajaran dan Pemberdayaan Masyarakat pada
Produksi Kerajinan Batok Kelapa**

Pola Pembelajaran dan Pemasaran Produk Bengkel Pandai Besi

**The Effectiveness of Graphic Organizers in the Teaching of
Narrative Text for Junior High School Students**

**Analisis Model Catwoe dalam Mengembangkan Nilai-nilai Karakter
Mahasiswa melalui Pendidikan Agama pada Mahasiswa**

**Eksperimentasi Pembelajaran Matematika Berbasis Teknologi
dengan Pendekatan Investigasi dan Konvensional pada Pokok
Bahasan Turunan ditinjau dari Aktivitas Siswa di dalam
Pondok Pesantren**

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
terbit pertama kali April 1999

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 18, Nomor 1, April 2016

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THE CORRELATION OF VOCABULARY MASTERY AND WRITING ABILITY TOWARD THE STUDENTS' ENGLISH ACHIEVEMENT

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Abstrak : Tujuan penelitian ini untuk mencari apakah ada hubungan ganda antara penguasaan kosa kata dan kemampuan menulis terhadap pencapaian pembelajaran bahasa Inggris siswa. Desain penelitian korelasi dipakai untuk mengetahui adanya hubungan antara variable. Data yang terkumpul, dianalisis dengan program SPSS 20. Hasil penelitian menunjukkan adanya hubungan yang signifikan antara penguasaan kosa kata dan kemampuan menulis terhadap hasil pembelajaran bahasa Inggris dimana koefisien korelasi (R) 0.590 lebih besar dari r table 0.297 pada tingkat signifikansi 95%.

Kata Kunci: hubungan, penguasaan kosa kata, kemampuan menulis, hasil pembelajaran bahasa Inggris.

Abstract : The aim of this research is to find out whether there is multiple correlation of students' mastery on vocabulary and writing ability toward English achievement. Correlational was used as the research design to observe correlation among variables. The data collected were analyzed by using SPSS 20. The finding proved that there is multiple correlation on vocabulary and writing ability toward English achievement showed coefficient (R) 0.590. It was greater than r table in the level of significance 95% which had value 0.297.

Key Words : multiple correlation, students' mastery on vocabulary, writing ability, English achievement.

INTRODUCTION

English is an international language that has been used as a compulsory subject at schools in Indonesia. The national education department has decided to involve it in curriculum as a foreign language taught. Students learn it from primary schools up to university. To teach this language is not easy. A teacher should explore as well as implement effective techniques, approaches and methods to make students understand the language, mainly for the four basic language skills, such as listening, speaking, reading, and

writing. Having a lot of vocabularies are good to gain better understanding in learning English. Writing as one of language skills is needed by students to practice their vocabulary mastery in form of written text. Writing activity involves grammar mastery and much information taken from reading activity to construct text. It means that vocabulary and writing always have correlation to those skills. Because they are beginners, it is not impossible that both of variables can affect English achievement.

When students learn a language including their own language, first, they

usually learn to listen, to speak, to read, before they finally learn to write. The process of language skills is when learners are learning a new language. They start to hear a language is spoken, repeat what they hear, see the spoken language depicted symbolically in printed form and finally they reproduce those language symbols in paper. This indicates that all four basic language skills reinforce each other, especially in learning vocabulary.

Because vocabulary is one of fundamental aspects of language besides speaking, grammar and listening, learners who are willing to learn English as a foreign language should better have a lot of vocab's unless they face difficulties in learning. When learners have low vocabulary, they cannot communicate with others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students know the meaning of what they read, speak, listen and write as well as to express their aim in communication. Students can expand their ability in English since a great number of words are needed for the real language use. Vocabulary is the ability to use and to understand words of a particular language in certain situation in which students really have been experienced before. Vocabulary mastery becomes a problem because the learners feel bored to read. They sometimes feel difficulty to practice what they have learned. In many cases, students who can

produce good written text tend to have a good vocabulary comprehension. In general, the more vocabularies they have the better their ability to write.

Writing is an essential skill that can help students share their idea, fact, opinion, or thought to make readers understand. Readers can receive new information from written text they have read. English written text involves many aspects of skills like grammar and vocabulary to construct a paragraph. Writing also involves reading activity so that students can create coherent sentences. Learning a writing process is important for the students as it enables students to express their thoughts, knowledge and feelings efficiently. The more the students learn the writing process, the more they will be able to express themselves

Writing is one of the ways to express thought in written form. To be good at writing, students should have good mastery to English components. They are needed because to write well, students have to construct sentences by using particular vocabulary and grammatical rules. Furthermore, a student with good vocabulary comprehension will be able to make more word dictions in writing an essay. He can enrich the content of his essay more deeply because student can use good rhetorical language.

A good quality of a writing can be seen from how good a student can construct

sentences by using vocabulary that he masters before. It means that vocabularies and writing are interrelated skills that can affect students' English Achievement. For instance, students in the early years often get new vocabularies that they store in their memories to be used to learn a language.

In fact, the problem is the students feel difficult to make good sentence in a paragraph, because they do not have good grammar mastery and vocabularies. They also get difficult in constructing their idea to develop a paragraph because they do not have much information dealing a topic they write. Students whose writing skills are good, they tend to have much information taken from reading activity that can result good quality of a written text. This shows that writing also needs the help of other skills such as reading and students background knowledge. The ability of students to choose word dictions is still low for example when using English part of speech, synonym and antonym. As a result there are still many students who reach low scores in vocabulary and writing subject. The researcher assumes that if students master many vocabularies their writing ability will develop.

English achievement involves four skills. They are speaking, writing, reading, and listening. All of the skills are influenced by vocabulary and grammar. Student has varieties of problem in English. Those are like gapping in speaking activity, misusing words in writing, and misconception in

grammar like using auxiliary and verb. Vocabulary is one of the components for every skill. This means that there is possibility that it has correlation toward achievement. Writing also involves reading to construct idea, it means that writing also has correlation toward their English score. If vocabulary and writing skill of Junior High School students are good, it is possible that their English achievement is also good too.

Theoretical Bases

Different measurement obtained from the same individual may have certain relationship. The method by which this relationship can be determined is called as correlation. (Ary2002:363) explains: Correlation research relates two (or more) variables measured from the same group of subjects, whereas ex post facto research compares two (or more) groups on the same variables measured. Although ex post facto researcher seeks to establish cause-effect relationship; correlation research may or may not. When correlation research finds a relationship between two variables, researchers say that the variables are correlated.

Multiple correlation also involves more than two variables. This technique enables researchers to find the best possible weighting of two or more independent variables to yield a maximum correlation with single dependent variables (Ary, 2002:363). Dependent variable is influenced

by other variable while independent is not influenced by other variable. Both of variable become focus in research activity.

Ary, 2002 describes that the strength and direction of the relationship are described by means of a quantitative index called the coefficient of correlation. Interpreting a coefficient of correlation, one looks at both of its sign and its size. The sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also increases. A negative coefficient indicates that as one variable increases, the other decreases.

Ary (2002:355) argued that correlation research is useful in a wide variety of studies. They can used to determine relationships and patterns of relationship among variables in a single group of subjects. For instance, correlation research is used to answer questions. Ary (2002:353) illustrates that a correlation study will determine the extent of any relationship between these variables.

The reliability of the test can be assessed through correlation test-retest, equivalent-forms, or split-half scores. Correlation can be used to measure consistency in a wide variety of cases. If there are two variables that are correlated, researcher can use one variable to predict the other. The higher the correlation, the more accurate the prediction is. Prediction studies are

frequently used in education (Ary, 2002).

Vocabulary

Vocabulary is the Everest of a language. For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. This is one of the essential aspects that have to be learned when students are learning a language. Good mastery of vocabulary will be the key of success for anyone who learn listening, speaking, writing, reading besides grammar. A learner will speak fluently and accurately, write easily, or understand well to what he or she reads if he or she has enough vocabulary and capability of using it in creating sentences. Vocabulary refers to words as main component that construct language orally or written. It supports all language skills. It appears arbitrarily without considering form of something. Words are also constructed in many ways. Derivation is process that can change words part of speech. Inflection is process that does not change part of speech.

Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary, automatically they have to know the meaning of words by themselves so they can create correct sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in language which contains information about its meaning, form, and usage in language of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

Vocabulary is considered as the most important part in learning language. It is impossible for the students to read, write, and speak a foreign language without having enough knowledge of the vocabulary. Learning new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

In mastering a language, vocabulary, as one of language aspects is needed to be developed. The students will face a lot of problems and difficulties to improve language skills if they do not have enough vocabulary. Conversely it would be impossible for one who does not have enough vocabulary to communicate his ideas as clearly as he would like to by using the language either in oral or written.

Concerning this, Krashen and Terrell (1983:136) say: Vocabulary is also important for acquisition process. We acquire morphology and syntax because we understand the meaning of utterances. This, acquisition depends crucially on the input being comprehended. Comprehensibility is

dependent directly on the ability to recognize the meaning of the key elements in utterance. Thus acquisition will not take a place without comprehension of vocabulary.

The statement above explains that vocabulary is an important part in learning a language. It enables the students to read, write, and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning. So, it makes us easier to write an English text.

Vocabulary varies in the four skills of language which include listening, writing, reading, and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to reading and writing vocabulary. In real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

There are many classifications made by the expert in language area about the kinds of vocabulary. They are 1), Word for things represent sets of phenomena that seems to endure with some stability (nouns), 2), Word for actions represent sets of phenomena that seems to change or be in process (verb), 3), Word for qualities: the content words and the precise meanings shift with various "things" to which the "quality" word is attached as a "modifier" (adjective and adverbs).

According to Nation (1994:3) the basis of frequency in vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary. 1), High frequency vocabulary consists of words that are used very often in normal language. They are used in all four skills and across the full range of situation of usage. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of them are in informal spoken texts. 2), The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

The active vocabulary is all the words used in daily activities, partly while, passive vocabulary is all the words recognized and understood, and not necessarily used. There are active and passive vocabularies. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary be familiar with collocation a, the students must to know to pronounce it well, they must be familiar with collocation and

understand to connotation meaning of the word. This type is often used in speaking and writing. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

Beside receptive and productive vocabulary. These are classified into topic-specific or content specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to topic of a text. For example, in topic of ice cream, the words flavor, texture, cone, toppings and carton might appear frequently. So, we call those words as specific topic or content-specific vocabulary.

Certainly that if someone wants to communicate in English, he should have enough vocabulary, because it is a basic element in learning a language. One who understands more vocabulary will converse better than others. Some difficult factors for students area), Pronunciation: research shows that words with difficult pronunciation are more difficult to learn. For example: Gorgeous, Lecturer, etc. b), Sound spelling and mismatched spelling will cause errors in pronunciation or in spelling that can contribute to a words difficulty. For example: muscle, headache, etc. c), Length and complexity: long words are more difficult to learn than short ones,

and the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily. d), Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as since and still, can also be difficulties for learners.e), Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: thin is more used than skinny, slim and slender. The connotation of some words may cause problem too.

Some say that vocabulary is easier than grammar or any lesson, but as a matter of fact the lack of vocabulary is the serious problem when people have to communicate in English. Teachers know that every expert in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary that they have made are

different, but the point is the same, because their classification are based on the different sides and aspects.

Writing Ability

People think that communication can only be done orally, whereas it can also be done through a written form. Communication through written the same with communication through speaking, we can also communicate and share information with others. (Arienty in Practical Techniques for ELT Book, 2011) said that writing achievement is done by expressing our ideas in written form. But this activity, for same people, especially for learner is not know what they want to write and also it needs process of thinking throughly and systematically.

Writing is the students activity in trying to write the composition in English. The writing depends on the students ability. Heaton said the writing in task involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form piece of continuous writing which successfully communicates the writer's and ideas on a certain topic".

Writing an important part of language teaching as it also function as an essential tool for learning in which learners' expend their knowledge of the language elements in real use (Cahyono, 2010). This skill must be explicitly taught because writing achievement outside school

setting is relatively rare. Writing achievement is also viewed as a social and cultural phenomenon as it is meaning-making that is socially and culturally shaped and individually and socially purposeful (Weigle, 2002). Writing ability is the result achieved after learning writing.

Before looking at specific tasks, we must scrutinize the different genres of written language (So that context and purpose are clear), type of writing (So that stages of the development of writing achievement are accounted for), and micro and macro skills of writing (So that objectives can be pinpointed precisely), (Brown, 2001).

Genres of Writing Language

They that involve in academic writing are papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports and theses, dissertations. Job-related writing are like message (e.g., phone messages), letters or email, memos, reports, schedules, labels, sign. Advertisements, announcements. Manuals. Personal writing are like Letters, emails, greeting cards, invitations, Messages, notes, Calendar entries, shopping list, reminders, Financial documents (e.g., check, tax form), Forms, questionnaires, medical reports, immigration documents, Diaries, personal journals, Fiction (e.g., short stories, poetry).

Four categories of written

performance that capture the range of written productions are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skills area (Brown, 2001). Imitative, to produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This stage, from is the primary if not exclusive focus, while context and meaning are of secondary concern. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of a sentence. Responsive. Here, assessment tasks require learners to perform at a limit discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Extensive. Extensive writing achievement implies successful management of all the processes and the strategies of writing achievement for all purposes, up to the length of essay term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to supporting illustrate ideas, demonstrating syntactic and lexical variety, and in many cases.

Kind of Writing

There are kinds of writing, they are Exposition, Argumentation, Persuasion, Narration. Narration is writing containing a story that has performer, event, conflict and solution, Description.

Basically, writing ability is progressive activity, this means that when learners write something down, they have already been thinking about what and how they are going to explain it. They can express everything in their minds. Writing ability can be built by practising and learning some basics of academic writing achievement. They include a variety of paragraph organization, language feature and sentence structure and the step in writing process as the learners to apply all of these skills in their writing. It is possible for them to improve and to develop their writing achievement with more confidence.

English Achievement

This is useless to know the student's activities without knowing their achievement. Students' achievement can be used to know whether they have mastered the material or not. The meaning of achievement is a result of activities that have been done. Learning activity means the mastering of knowledge shown by score as the achievement result. In learning English, this can be measured from the skill abilities, such as speaking, reading, listening and writing. According to Cambridge Advanced Learner's Dictionary, achievement is

something very good and difficult that you have succeeded in doing.

METHOD

This study is multiple correlation study. The variables of the study are the mastery on vocabulary and writing ability as the independent variables and students' English achievement as the dependent variable. The data will be collected using test.

Independent variables	Dependent variables
Mastery on Vocabulary (x_1)	Students' English Achievement (y)
Writing Ability (x_2)	

A correlation coefficient is a number between -1 and 1 which measures the degree to which two variables are linearly. If there is perfect linear relationship which positive slope between two variables, we have a correlation coefficient of 1; if there is positive correlation, whenever one variable has a high (low) value. A correlation coefficient of 0 means that there is no linear relationship among the variables.

While, multiple correlation is a complex correlation procedure in which scores on two or more variables are combined to predict scores on another variable, called the dependent variable.

In this calculation, the researcher used Person Product Moment Correlation Coefficient. As we know, Person's product moment correlation coefficient, usually denoted by r , is one example of a correlation coefficient. It is a measure of the linear association between two variables that have been measured on interval or ratio scales, such as the relationship between height in inches and weight in pounds. However, it can be misleadingly small when there is a relationship between the variables but it is non-linear one. There are procedures, based on r , for making inferences about the population correlation coefficient. However, these make the implicit assumption that the two variables are jointly normally distributed. When this assumption is not justified, a nonparametric measure such as the Spearman Rank Correlation Coefficient might be more appropriate.

The research is conducted to know whether there is a positive correlation of the Mastery on Vocabulary and their writing ability to the students' English achievement or not. All data obtained will be analyzed statistically using correlation formula. This is non-experimental study therefore there is no control group and the researcher could conduct a study freely but followed the rules of the right research.

The population in this study is all in the first year students of MTs Ma'arif NU Blitar. There are five classes in the

second year. The number of the second year is 210 students and class 1D with 40 students is taken as the sample.

The test used in this research are and objective test and subjective test. The objective test is divided in two parts, the first vocabulary consist 25 items and the second English achievement which consist of 25 items. The subjective test is writing ability which consists of 1 item. The researcher used type of objective test. It is multiple choice type. It can be scored objectively and can measure learning out come directly.

Vocabulary test is consisting of 25 items. The material was constructed by the researcher and the taken from the students' the book (students' hand out). The correct answer is given 1 point.

$$\text{Students' Score is} = \frac{\text{Students' Score}}{\text{Maximal Score}} \times 100$$

Writing ability consists of 1 item. There is different form of test between vocabulary and English achievement with writing ability. In writing test the researcher used subjective test in order to measure how far the students' ability in writing. The material was constructed by the researcher and the taken from the students' the book (students' hand out). To give students' score, the researcher used scoring rubric of the element of writing, it consists of five categories, they are: content, organization, vocabulary, grammar, and mechanic. The correct answer is given 1 point.

Scoring Rubric of Element of Writing

No	Element Of Writing	Scores
1.	The content mastery	30
2.	The organization mastery	20
3.	The vocabulary mastery	20
4.	The grammar mastery	25
5.	The mechanic mastery	5
TOTAL		100

Where:

- Content : the substance of writing, the ideas expressed
- Organization : the organization of the content
- Vocabulary : the choice of idioms, words, and lexical item to give a particular tone or flavor to writing
- Grammar : the employing grammatical and syntactic forms
- Mechanic : the use of graphic convention of the language

The score of writing test, it is based on the following scoring rubric according by Alice Omaggio (2001:266). English achievement test is consisting of 25 items. The material was constructed by the researcher. The correct answer is given 1 point.

$$\text{Students' Score is} = \frac{\text{Students' Score}}{\text{Maximal Score}} \times 100$$

The other instrument is test on English which is intended to find out the students achievement in vocabulary and English achievement. The test of vocabulary consists of all about synonym,

antonym, and compound word. And the, for English achievement consists some all of things related to English language teaching in this semester.

Reliability is concerned with the effect of such random errors of measurement on the consistency of scores (Ary:2002). A test cannot measure anything well unless it measures consistently it meant the characteristic of a good test be death with reliability of measurement is usually in term of correlation of two or more set of score made by same students on the same test. There are various ways of estimating the reliability of measurements have been formulated by statistic.

To gain the logical validity of the test, which includes the content and construct validity, the researcher will do some steps. For content validity, the researcher makes the test based on the syllabus used, while for construct validity; the researcher arranges the test based on the indicators. After the test has been constructed and tried out, in measuring the content validity of a test, may apply total item correlation method, it means that the score of every item should be correlated with the total score of the whole items. It is suggested that the score of every item may not be 1 and 0, but at least should be in the form of rating scale or subjective test scores. In this method the researcher can measure the validity of every item. The formula used is the Pearson Product Moment Formula.

FINDING

As it has been mentioned, this research involves three variables. They are mastery on vocabulary, writing ability, and English achievement. The degree of relationship between variables is indicated by the size coefficient correlations has range between -1 up to 1,the correlation can be positive or negative. A coefficient correlation +1.00 indicates a perfect positive correlation, while the coefficient -1.00 indicates a perfect negative correlation.To collect the data, the researcher took instrument namely test. This research applied three different methods. They are Pearson Product Moment Correlation which was used to calculate correlation coefficient between two variables, multiple correlation method which was used to calculate correlation among three variables, and multiple linear regressions which used to know how significant the correlation of the variables is:

Model	R	R Square	Adjusted R Square	Change Statistics		
				df1	df2	Sig. F Change
1	.590 ^a	.348	.315	2	39	.000

The Table shows multiple correlation of three variables. It has value 0.590. R square shows 0.348. This means that 34.8% of English achievement is affected by mastery on vocabulary and writing ability. Probability of F change shows value 0.000. It shows that probability is lower than 0.050 so that it can be

concluded that in the level of confidence 95%, there is significant multiple correlation of mastery on vocabulary and writing ability toward English achievement. This gives conclusion that hypothesis is accepted.

CONCLUSION

The objective of the research is to prove that there is positive correlation of mastery on vocabulary, writing ability and English achievement. The researcher concludes that in the level of confidence 95%, there is significant multiple correlation of mastery on vocabulary and writing ability toward English achievement because probability of F change shows 0.000 that is lower than 0.050. The result is computed by using IBM SPSS.20. Considering the important of comprehending the English's ability for students, students should have many vocabularies for being good in writing ability so that they can reach better achievement.

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