

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Pemanfaatan Aplikasi Kahoot pada Pembelajaran Aljabar Elementer

Pembelajaran Mata Kuliah Statistik: Problematika dan Solusi  
dalam Perspektif Teori Konstruktif Vigotsky

Analisis Tingkat Kesulitan Belajar Siswa Kelas X APHPi  
SMK Negeri 1 Bakung dalam Menyelesaikan Soal-Soal Trigonometri

Multiple Correlation of Vocabulary and Grammar toward Writing Mastery  
of the Second Year Students of English Department  
of Universitas PGRI Adi Buana Kampus Blitar

LKPD Berbasis *Mind Mapping* untuk Meningkatkan Penalaran Matematis  
pada Materi Eksponen dan Logaritma

Implementasi Strategi PQ4R pada Materi Induksi Matematika

Pengaruh Penggunaan *Gadget* terhadap Hasil Belajar Matematika  
Ditinjau dari Aktivitas Belajar Siswa

Analisis Kesalahan Mahasiswa dalam Menyelesaikan Soal  
pada Matakuliah Kapita Selekt Matematika 1

Profil Literasi Mahasiswa dalam Membangun Karakter PAGI  
(Peduli, Amanah, Gigih, dan Inovatif)

Modul Pembelajaran Berbasis Projek untuk Membantu Meningkatkan  
Kemampuan Berfikir Kreatif Mahasiswa

Terbit 30 April 2023

**CAKRAWALA PENDIDIKAN**  
**Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan**

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

**Ketua Penyunting**

Feri Huda, S.Pd. M.Pd

**Wakil Ketua Penyunting**

Dra. Riki Suliana RS, M.Pd  
M. Khafid Irsyadi, S.T., M.Pd

**Penyunting Ahli**

Drs. Saiful Rifai'i, M.Pd  
Drs. Miranu Triantoro, M.Pd

**Penyunting Pelaksana**

Dr. Drs Udin Erawanto, M.Pd  
Suryanti, S.Si. M.Pd  
Cicik Pramesti, S.Pd. M.Pd

**Pelaksana Tata Usaha**

Kristiani, S.Pd. M.Pd  
Suminto & Sunardi

---

**Alamat Penerbit/Redaksi:** Universitas PGRI Adi Buana Kampus Blitar: Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

---

**CAKRAWALA PENDIDIKAN** diterbitkan oleh Universitas PGRI Adi Buana Kampus Blitar. **Direktur Operasional:** Dra. Riki Suliana RS., M.Pd.

---

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

## Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)

Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)

Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problem and Prospects for the Decades*

*Ahead: Competency Based Teacher Education*. Barkeley: McCutchan Publishing Co.

Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal*. Makalah disajikan dalam Loka

Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

Prawoto, 1998. *Pengaruh Pengirformasian Tujuan Pembelajaran dalam Modul terhadap Hasil*

*Belajar Siswa SD PAMONG Kelas Jauh*. Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

Russel, T. 1993. An Alternative Conception: Representing Representation. Dalam P.J. Nlack & A. Lucas (Eds.) *Children's Informal Ideas in Science* (hlm. 62-84). London:Routledge.

Sihombing, U. 2003. *Pendataan Pendidikan Berbasis Masyarakat*.  
<http://www.puskur.or.id>. Diakses pada 21 April 2006.

Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan*. 1 (1):45-52.

8. Pengiriman Artikel via email ke [hudaferi@gmail.com](mailto:hudaferi@gmail.com) paling lambat 3 bulan sebelum bulan penerbitan.

# CAKRAWALA PENDIDIKAN

## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 27, Nomor 1, April 2023

### Daftar Isi

Pemanfaatan Aplikasi Kahoot pada Pembelajaran Aljabar Elementer .....	1
<i>Ayu Silvi Lisvian Sari, Cicik Pramesti, Suryanti, Riki Suliana R.S.</i>	
Pembelajaran Mata Kuliah Statistik: Problematika dan Solusi dalam Perspektif Teori Konstruktif Vigotsky .....	12
<i>Ekbal Santoso</i>	
Analisis Tingkat Kesulitan Belajar Siswa Kelas X APHPi SMK Negeri 1 Bakung dalam Menyelesaikan Soal-Soal Trigonometri .....	20
<i>Farida Yuni Kristiana, Riki Suliana R.S, Cicik Pramesti</i>	
Multiple Correlation of Vocabulary and Grammar toward Writing Mastery of the Second Year Students of English Department of Universitas PGRI Adi Buana Kampus Blitar .....	34
<i>Feri Huda</i>	
LKPD Berbasis <i>Mind Mapping</i> untuk Meningkatkan Penalaran Matematis pada Materi Eksponen dan Logaritma.....	47
<i>Fitria Yunaini</i>	
Implementasi Strategi PQ4R pada Materi Induksi Matematika.....	66
<i>Kristiani, M. Khafid Irsyadi, Sitta Khoirin Nisa</i>	
Pengaruh Penggunaan <i>Gadget</i> terhadap Hasil Belajar Matematika Ditinjau dari Aktivitas Belajar Siswa .....	80
<i>Safinatul Khoiriyah, Cicik Pramesti, Sitta Khoirin Nisa, Ayu Silvi Lisvian Sari</i>	
Analisis Kesalahan Mahasiswa dalam Menyelesaikan Soal pada Matakuliah Kapita Selekt Matematika 1 .....	90
<i>Sitta Khoirin Nisa</i>	

Profil Literasi Mahasiswa dalam Membangun Karakter PAGI (Peduli, Amanah, Gigih, dan Inovatif) .....	101
<i>Suryanti, Riki Suliana R.S, Cicik Pramesti, Ayu Silvi Lisvian Sari</i>	
Modul Pembelajaran Berbasis Projek untuk Membantu Meningkatkan Kemampuan Berfikir Kreatif Mahasiswa .....	111
<i>Udin Erawanto, Miranu Triantoro</i>	

**MULTIPLE CORRELATION OF VOCABULARY AND GRAMMAR  
TOWARD WRITING MASTERY OF THE SECOND YEAR STUDENTS  
OF ENGLISH DEPARTMENT OF UNIVERSITAS PGRI ADI BUANA  
KAMPUS BLITAR**

**Feri Huda**

**[hudaferi@gmail.com](mailto:hudaferi@gmail.com)**

**Universitas PGRI Adi Buana Kampus Blitar**

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui: 1) apakah ada hubungan antara kosakata dan tata bahasa, 2) apakah ada hubungan antara kosakata dan kemampuan menulis, 3) apakah ada hubungan antara tata bahasa dan kemampuan menulis, 4) apakah ada beberapa hubungan antara kosakata dan tata bahasa terhadap kemampuan menulis. Hasil penelitian menunjukkan : 1) terdapat hubungan positif antara kosa kata dan tata bahasa terhadap mahasiswa tingkat dua prodi Pendidikan Bahasa Inggris Universitas PGRI Adi Buana Kampus Blitar, karena koefisien korelasi penelitian ini lebih besar dari (r) nilai pada tingkat 1% yaitu  $0,407 > 0,345$ . 2) terdapat hubungan positif antara kosakata dan kemampuan menulis mahasiswa tingkat dua di prodi Pendidikan Bahasa Inggris Universitas PGRI Adi Buana Kampus Blitar, karena koefisien korelasi penelitian ini lebih besar dari (r) nilai pada tingkat 1% yaitu  $0,540 > 0,3415$ . 3) terdapat hubungan positif antara tata bahasa dan kemampuan menulis mahasiswa tingkat dua di prodi Pendidikan Bahasa Inggris Universitas PGRI Adi Buana Kampus Blitar, karena koefisien korelasi penelitian ini lebih besar dari (r) nilai pada tingkat 1% yaitu  $0,637 > 0,3415$ . 4) terdapat korelasi positif antara kosakata, tata bahasa dan kemampuan menulis mahasiswa tingkat dua di prodi Pendidikan Bahasa Inggris Universitas PGRI Adi Buana Kampus Blitar, karena koefisien korelasi penelitian ini lebih besar dari (r) nilai pada tingkat 1% yaitu  $0,546 > 0,3415$ . Sehingga dapat disimpulkan bahwa kosakata dan tata bahasa memiliki hubungan terhadap kemampuan menulis bahasa Inggris mahasiswa di prodi Pendidikan Bahasa Inggris Universitas PGRI Adi Buana Kampus Blitar.

**Kata Kunci :** *korelasi ganda, kosakata, tata bahasa, kemampuan menulis*

**Abstract:** The purposes of this research tries to know: 1) there is a positive correlation between vocabulary and grammar of the Second Year Students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of correlation of this study greater than (r) value at the level of 1% that is  $0,407 > 0,345$ , 2) there is a positive correlation between vocabulary and writing achievement of the Second Year Students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of correlation of this study greater than (r) value at the level of 1% that is  $0,540 > 0,345$ . 3) there is a positive correlation between grammar and writing achievement of the second year students of the second Year Students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of correlation of this study greater than (r)

value at the level of 1% that is  $0.637 > 0.345$ . 4) there is a positive correlation among vocabulary, grammar and writing achievement of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of correlation of this study greater than (r) value at the level of 1% that is  $0,546 > 0.3415$ . So it can be concluded that the hypothesis is accepted, or on the other words, that vocabulary and grammar have positive correlation toward writing achievement of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar.

**Keywords:** *multiple corelation, vocabulary, grammar, writing mastery*

## INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nation in all over the world. As an international language, English is very important and has many inter relationship with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and thought formally from elementary school up to the university level.

Realizing the importance of English, many people learn it. They have many reasons why they are learning English, namely, for communicating with other people especially with foreigners, for reading English books, for finding job, and so on.

But in fact, the ability of the students about it, that is very limited. Now the problem of how the students can master English perfectly is faced by the English teachers. Many factors influence the success of the teaching and learning process. May cover grammar and vocabulary, because they are the most basic and

important elements of foreign language. We know that teaching of English is given by the English teacher. The students should have some skills of English such as speaking, listening, reading and writing.

Besides, we hope the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar have interest and motivation in learning English. Because, if they do'n not have interest and motivation in learning English, they can't understand and absorb the English materials which have been given by the teacher.

In teaching learning activities, there must be good cooperation between the teacher and the students. The teacher is as a leader in teaching learning activities for their students. The teacher must know their students' ability especially in grammar and vocab, if they want to master their writing in learning. Because each students have different ability in understanding and receiving the materials that have been explained by the teacher, so the teacher must give explanation deeply

to their student and the other hand, we hope that the students often for studying and trying to do grammar task and add their vocabulary in order they get better mastering of writing.

Based on the background above, the writer takes the title of the research: Multiple Correlation of vocabulary, and grammar toward writing mastery of the Second Year Students of English Department of Universitas PGRI Adi Buana Kampus Blitar. In this research, the researcher formulates the research problem as follows: 1) Is there any correlation between vocabulary and grammar?, 2) Is there any correlation between vocabulary and writing mastery?, 3) Is there any correlation between grammar and writing mastery?, 4) Is there any multiple correlation of vocabulary, and grammar toward writing mastery?. The purposes of this research tries to know: 1) The correlation between vocabulary and grammar, 2) The correlation between vocab and writing mastery, 3) The correlation between grammar and writing mastery, 4) The multiple correlation of vocabulary, and grammar, toward writing mastery.

Based on the problems above, the writer formulates the following hypotheses: 1) There is a positive correlation between vocabulary and grammar, 2) There is positive correlation between vocabulary and writing mastery, 3) There is positive correlation between grammar and writing mastery, 4) There is positive

multiple correlation of vocabulary, and grammar toward writing mastery.

The variables of this research are the score of vocabulary test, the score of grammar test, and the last is the score of writing mastery test. The research subjects are the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar. The population of this research is (113) of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar. There are four classes as population of this research. 29 students from A class, 28 students from B class, 28 students from C class and 28 students from D class. The writer took all classes but it just be taken 50 % of every class there are (56) students. Vocabulary test is to test the student's achievement on Vocabulary ( $r_1$ ), the test is consisting of 40 items. The material was constructed by the writer and taken from the student's book (student's handout which is given by lecturer). Grammar test is to test the student's achievement on Grammar ( $r_2$ ), the test is consisting of 40 items. The material was constructed by the writer and taken from the student's book (student's handout which is given by lecture). Writing Mastery test is to test the student's ability on Writing ( $r_3$ ). The test consists of 1 item (Make paragraph).

## **Theoretical References**

### **A. Vocabulary**

Vocabulary is an important role in learning a language. It is the fundamental aspect of language. It is also a language component. In addition to pronunciation, grammar and culture are important for learners who want to learn foreign language as the target language. Without having enough vocabulary, the learners will get difficulties knowing the meaning of what they listen and read as well as to express their aim in communication. On the other hand, if they have a lot of vocabulary, they can expand their ability in English since a great number of words are needed for the real language use.

According to Richard and Renandya (2002) Vocabulary is the core component of language proficiency. Based on the curriculum of English in Indonesia (2004) vocabulary should be integrated in the process of learning which is based on curriculum- based competence.

In learning vocabulary, we must choose the best word to learn first and this vocabulary must have meaning to understand for the learner. On the other hand, every word has different meanings which cause misunderstanding for the learner. It can be seen that vocabulary is

the list of the content in English followed by a translation in your own language.

The point of all this is that our acquisition of vocabulary and our learning of new words help in studying English. We later began to acquire more new words through reading. Words learned through listening and reading become our vocabulary to use in speaking and writing.

In this statement above, we know that vocabulary is important role to master then other Skill. If the learners can get a lot of vocabulary automatically, they could master others skill easily.

#### 1. The Type of Vocabulary

The meaning of words is defined into two kinds, Fries (1952, as cited in Cahyono, 2010) discusses *lexical meaning*, in Which refers to the words found in a vocabulary, and *structural meaning* which can be derived from grammatical relationship within the language from the word order. Besides, there are two kinds of vocabulary: *high* and *low frequency* vocabulary. High frequency vocabulary is one which is often used by the speakers, such as *book*, *apple*, and *chair*. Meanwhile, low frequency vocabulary is one which is rarely used by the

speakers, and it is usually called difficult vocabulary because it is unfamiliar to the listeners, for example, *aardvark*, which is a name of animal. Learning vocabulary can be done *actively* and *passively* Sen (1983, as cited in Cahyono, 2010). Active vocabulary is used when learners produce words and expressions in writing and speaking. Whereas, passive vocabulary is used for reading and listening.

Hunt and Beglar (2002, cited from Cahyono, 2010) state that there are three approaches to vocabulary teaching and learning:

1. Incidental learning is learning vocabulary as a product of doing other language activities, such as reading and writing.
2. Explicit instruction refers to the intentional learning of vocabulary through instruction, which is essential for young learners whose lack of vocabulary limits their reading ability.
3. Independent strategy development concerns with equipping the learners with strategies for vocabulary learning.

Unfortunately many learners get a serious problem in vocabulary. The learners' common problems of vocabulary in relation to a text are as follows:

1. When a text consists of many difficult words, the learners will get bored because they should look up dictionary.
2. Usually a word has more than one meaning, so the students must be able to select the appropriate meaning in line with to the context.
3. One of the major difficulties in learning English is understanding idiomatic expressions and phrasal verbs the meanings of which are not clear from the head work.

## 2. Vocabulary Building

Vocabulary is an essential component of all uses of language. The basic importance in reading is vocabulary achievement. A reader must know how to arrange individual words meaning within a sentences. Hornby (1974 : 959) says: "Vocabulary is defined as total number of words which makes language.

The problem as we know so far, that vocabulary's students are still

need to develop more. So they must be able to encourage using an active vocabulary. An active vocabulary can be defined words which students need to understand and use them.

Considering the importance of vocabulary role in the learners' learning, this element should be ensured and developed. If it is not done, the vocabulary mastery of the learners will be very limited and they will find difficulties in learning the skills of foreign language.

In the statement above, we know that vocabulary is an important skill. If the learners can get many vocabularies automatically they could master others skill easily.

## **B. Grammar**

In English lesson, grammar is one of important point that we want to master this lesson well. Grammar is defined as the study of what forms patterns are possible in language and grammar is conventionally seen as the study of the syntax and morphology (Thornbury 1999:2). Meanwhile, Brown (2001:362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar is the mental system in human brain that

enables human beings to produce and interpret of their words and sentences in their language (O'Grady & Dobrovolsky, 1992:4). Furthermore in (Collin English dictionary: 1991-2003) Grammar is the study of the way the sentences of a language is constructed. And it is the study of structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Larsen-freeman (1995) States that grammar is about form and one way to teach form to give students rules; however, grammars is about much more than form, and its teaching is ill served if students are simply given rule.

Grammatical term is often used to encompass a number of different phenomena in a language. Basically, the grammar is divided into three types (Cahyono, 1995: I60) , at the First every adult speakers of language has a mental grammar. That is form of mental linguistic knowledge which works in creating structured expressions in the language. It is not the result of the teaching and learning process. The second concept is language etiquette. This is a good and right introduction of the structure used in a language. In the third concept, the grammar which involves the study and

analysis of structures will be found in language, it usually with the purpose to establish the grammatical description.

In fact, teachers are interested in the third concept of grammar, because the concept is related to the nature of language substances, as quotes by Cahyono (1995: 160) from Wahab (1987: 52). The components include the lexicon, phonology, syntax and semantics. Although based on the Nunan (1999: 101) the statement about the definition of grammar it can be concluded that the main components of grammar only cover the syntax (form), semantics (meaning), and pragmatics (use). From the statement above about the syntax, semantics, pragmatics, phonology and lexicon, all of them have important role in the form of grammar in English lesson.

### **C. Writing Mastery**

In learning English language, there are several skills which every student should master well. They are listening, speaking, reading, grammar, vocabulary and writing. Among those skills, some students believe that writing is one of the most difficult skills to be mastered. Writing is difficult if since the writer does not know what they will to write and also it needs process of thinking focus and needs good imagination.

Those skills are also useful to make sure that learners are involved in meaning focused use, language focused learning. That is also important to make sure that the uses of writing cover the range of uses that the learners will express in the daily lives.

Writing is an important part of language teaching as it also functions 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 outside school setting is relatively rare. Writing 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).

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 ability are accounted for, and micro- and macro skills of writing so that objectives can be pinpointed precisely, (Brown, 2001).

Basically, writing is progressive activity, it's mean that when the learners write something down, they have already been thinking about what and how they are going to say it. They can express everything in

their minds. Writing mastery is able to build by practiced and learned of some basic academic writing skills. They include a variety of organizational patterns, selected grammatical structures and sentence structures and the step in writing process as the learners to apply all of these skills to their writing form. It is possible for them to improve and develop their writing skills with more confidence in learners' ability to write.

## **RESEARCH METHOD**

### **Research Design**

The research is designed to know the relationship or correlation between students' scores on Vocabulary, Grammar and Writing Mastery. This research is to find out the multiple correlation among variables that are investigated by using multiple correlation formula.

This research belongs to descriptive multiple correlations because the data or the result obtained of this study is really the fact also deals with the past phenomena that still have relationship with nowadays condition besides to develop the generalization of the previous one.

### **Identification of Variable**

Based on the title, there are three variables to be correlated. First, the score of the vocabulary test, Second, the score of the grammar test, and the last is the score of writing mastery test.

### **Population and Sample**

The population of this research is (113) of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar. There are three classes as population of this research. 19 students from A class, 18 students from B class, and 19 students from C class. The writer took all classes but it just be taken 50 % of every class there are (28) students.

The samples are taken by simple random sampling technique. In order to take the sample accurately, it is necessary to use certain technique and accurate.

### **Procedure of Data Collection**

#### **1. Place and Time of Research**

The research was conducted at English department of Universitas PGRI Adi Buana Kampus Blitar from April 22 to April 24, 2023.

#### **2. Administrating the test**

The test was administrated on different days. There are three kinds of test Vocabulary, Grammar, and Writing Mastery test. Each of Vocabulary test and Grammar test consist of 40 items and 1 item for Writing Mastery test. Test were given in two periods because the lecturer are differences so, it were impossible to give three sub test in one period. The first period for Grammar and Vocabulary tests were conducted on April 22, 2013 to all A class up to D class. It took 45 minutes to do each

test. The second period is Writing Mastery test, it was conducted on April 23, 2013 to all classes, it took 60 minutes to do the test.

### **Research Instrument**

Instrument is the tool to collect the data from the objects to solve the problems that have been formulated. The instrument of this study is test. The test contains 40 items for Vocabulary and Grammar test and 1 item for Writing Mastery test. There are various ways of estimating the reliability of measurements have been formulated by statistic. There are four commonly used in educational researches.

#### 1. Reliability of the test

Reliability is concern 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.

##### a. Resetting method

A method of estimating the reliability of test is by giving the test twice to the same students and computing the correlation between the two sets of scores.

##### b. Alternate method

The alternate-forms method, which requires the application of two equivalent-forms of the same test to the same group of students and correlation of the scores.

##### c. Split-half method

The split half method, consist of giving a test only once, counting separated score for each half of it and computing the correlation coefficient of the two sets scores obtained.

##### d. Kuder Richardson formula, based on the correlation of inters consistency.

In this research the writer uses the third method that is based on the split half method to determine the reliability of the vocabulary.

The reliability of the whole test can be estimated by using the formula:

#### **1) Pearson Product Moment Formula**

$$r_b = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{\left\{ \Sigma X^2 - \frac{(\Sigma X)^2}{n} \right\} \left\{ \Sigma Y^2 - \frac{(\Sigma Y)^2}{n} \right\}}}$$

Where:

$r_b$  = the correlation between two halves

X = odd item or upper half

Y = even item or lower half

n = number of respondent

correlation index obtained still indicates the relationship of two halves of the test, therefore in order to get reliability index of the test, than the writer use Spearman Brown Formula as follows:

**2) Spearman Brown Formula**

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

where :

$r_b$  = the correlation between two halves

$r_{11}$  = coefficient reliability of the whole instrument

**2. Validity of the test**

The validity of a test is that it is the degree to which the test measures what it purports to measure. However, this general definition does not take into account the fact that there is more than one kind of test validity. (Borg and Gall : 1983).

To measure the validity of an instrument, the writer apply the Person Product Moment formula, as follows:

$$r_{\text{observed}} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left\{ \sum X^2 - \frac{(\sum X)^2}{n} \right\} \left\{ \sum Y^2 - \frac{(\sum Y)^2}{n} \right\}}}$$

The next step is to compare the result of  $r_{\text{observed}}$  with  $r_{\text{table}}$  or the writer use  $t_{\text{test}}$  to determine whether  $r_{\text{observed}}$  shows positive correlation or not, while the formula of  $t_{\text{test}}$  is as follows:

$$t_{\text{test}} = \frac{r_{\text{observed}} \sqrt{n - 2}}{\sqrt{1 - r_{\text{observed}}^2}}$$

Where:

$t_{\text{test}}$  = the value of  $t_{\text{observed}}$

$r_{\text{observed}}$  = the value of coefficient correlation

$n$  = number of respondent

**RESULT**

1. The result of the analysis of correlation between Vocabulary, and Grammar.

R <sub>Observable</sub>	r table at level significance		Conclusion
	5%	1%	
0.4066	0.2632	0.3415	Correlated significantly at 0.01 level of significance

Based on the table, it is obvious that the research hypothesis is accepted. It means that there is a positive correlation between the students' score on vocabulary ( $x_1$ ) and grammar ( $x_2$ ), of the the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of correlation of this study is greater than ( $r$ ) value at the level of 1% that is  $0.407 > 0.3415$ .

2. The result of the analysis of correlation between Vocabulary and Writing Mastery

R <sub>Observable</sub>	r table at level significance		Conclusion
	5%	1%	
0..539	0.2632	0.3415	Correlated significantly at 0.01 level of significance

Based on the **table**, it is obvious that the research hypothesis is accepted. It means that there is a positive correlation between the Vocabulary and Writing Mastery of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of correlation of this study is greater than (  $r$  ) value at the level of 1% that is  $0.540 > 0.3415$

3. The result of the analysis of correlation between Grammar and Writing Mastery

R <sub>Observable</sub>	r table at level significance		Conclusion
	5%	1%	
0.6374	0.2632	0.3415	Correlated significantly at 0.01 level of significance

Based on the table, it is obvious that the research hypothesis is accepted. It means that there is a positive correlation between Grammar and Writing Mastery of the the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of correlation of this study is greater than (  $r$  ) value at the level of 1% that is  $0.637 > 0.3415$ .

4. The result of the analysis of multiple correlation of Vocabulary and Grammar toward Writing Mastery

R <sub>Observable</sub>	r table at level significance		Conclusion
	5%	1%	
0..5461	0.2635	0.3415	Correlated significantly at 0.01 level of significance

Based on the table, it is obvious that the research hypothesis is accepted. It means that there is a positive correlation of Vocabulary and Grammar toward Writing Mastery of the the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar because the coefficient of correlation of this study greater than (  $r$  ) value at the level of 1% that is  $0.5461 > 0.3415$ .

## CONCLUSIONS

At the end of the study, based on the discussion in the earlier chapters, the writer is sure if the hypothesis of the study is approve according to the problem in the chapter I. Then the writer tries to draw the conclusions, that:

1. There is possitive correlation between Vocabulary and Grammar of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of the correlation of this study is greater than the (  $r$  ) value at the level of significance of 1% that is  $0.407 > 0.3415$ .
2. There is possitive correlation between Vocabulary and Writing Mastery of the second year

students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of the correlation of this study is greater than the (r) value at the level of significance of 1% that is  $0.540 > 0.3415$ .

3. There is positive correlation between Grammar and Writing Mastery of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of the correlation of this study is greater than the (r) value at the level of significance of 1% that is  $0.637 > 0.3415$ .
4. There is positive Multiple Correlation of Vocabulary and Grammar Toward Writing Mastery of the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, because the coefficient of the correlation of this study is greater than the (r) value at the level of significance of 1% that is  $0.546 > 0.3415$ .

### **SUGGESTION**

Since the result of hypothesis shows that there is significant of Multiple Correlation of Vocabulary and Grammar Toward Writing Mastery of the the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar, it is necessary to give some suggestion as follows:

1. Considering that it is important for the students to have the for comprehend the English reference, they should have skill in Writing Mastery, Grammar and Vocabulary as it is component.
2. English teacher should be able to devide the time allotment between English skills and it is component proportionally; they should be able to select the materials that also should have relationship each other.
3. It is expected that this study will be very useful for the writer as well as the readers to enhance their knowledge of English teacher. Besides, it can be used for additional considerations for further researches.

Those are the conclusion and suggestion that the writer gives in the discussion of the study on the Multiple correlation of Vocabulary and Grammar Toward Writing Mastery of the the second year students of English Department of Universitas PGRI Adi Buana Kampus Blitar.

Finally, the writer finishes this study and surely hopes which it can be used to contribute something for the improvement of english reaching and learning. However, futher investigation for it is still possible.

**REFERENCES**

- Abdi, H. 2002. *Experimental design and research methods*. The University of Texas. Dallas
- Ari, D., Jacob, LC and Razavich, A. 2002. *Introduction to research in education*. Wadsworth. United States of America.
- Arikunto, S. 2010. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta.
- Borg, Walter R. 1983. *Educational Research*. US of America. Longman
- Brown, HD. 2001. *Language assesment*. New York: Addison Wesley Longman
- Budiman, A. 2003. *Intisari Ata Bahasa Inggris*. Bandung: CV Pustaka Setia.
- Cahyono, B.Y. 2010. *Techniques and Strategies to Enhance English language Learning*. Malang. State University of Malang Press
- Cahyono, B.Y. 2010. *The Teaching Of English Language Skills And English Language Component*. Malang: State University Of Malang Press.
- Hill, LA. 1985. *Vocabulary Test and Exercise*. Hongkong: Oxford University Press.
- Hornby. 1995. *Oxford advanced learner's dictionary of current English*. Oxford: Oxford University press.
- Hudson, t. 2007. *Teaching second language learning*. Oxford New York. Oxford University press
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York. United States of America.
- Nunan, D. 1991. *Language Teaching Methodology*. Herthfordshire UK: Prentice Hall International.
- Pardiyono. 2005. *Focus Bahasa Inggris*. Jakarta: Erlangga