

**A CORRELATION STUDY BETWEEN VOCABULARY
KNOWLEDGE AND WRITING SKILLS OF THE TWELFTH -
GRADE STUDENTS OF THE SCIENCE PROGRAM**

A Thesis

**Presented to the Board of Examiners
in Partial Fulfilment of the Requirements
for the Master Degree in English Education**



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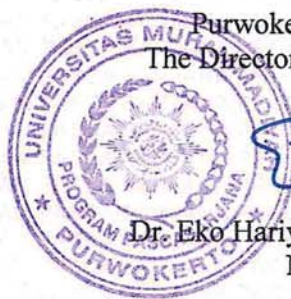
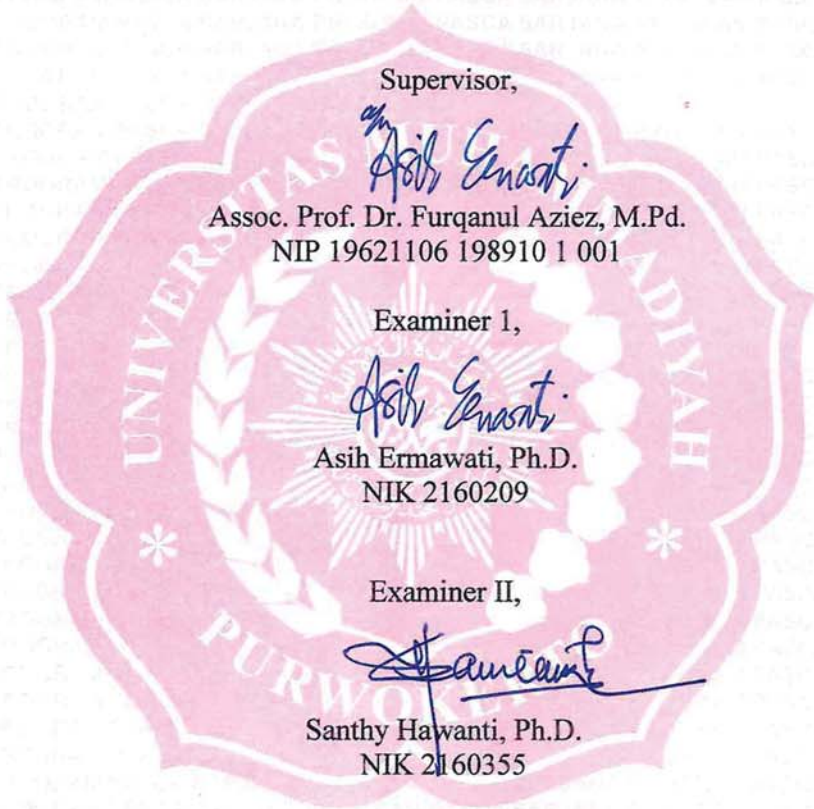


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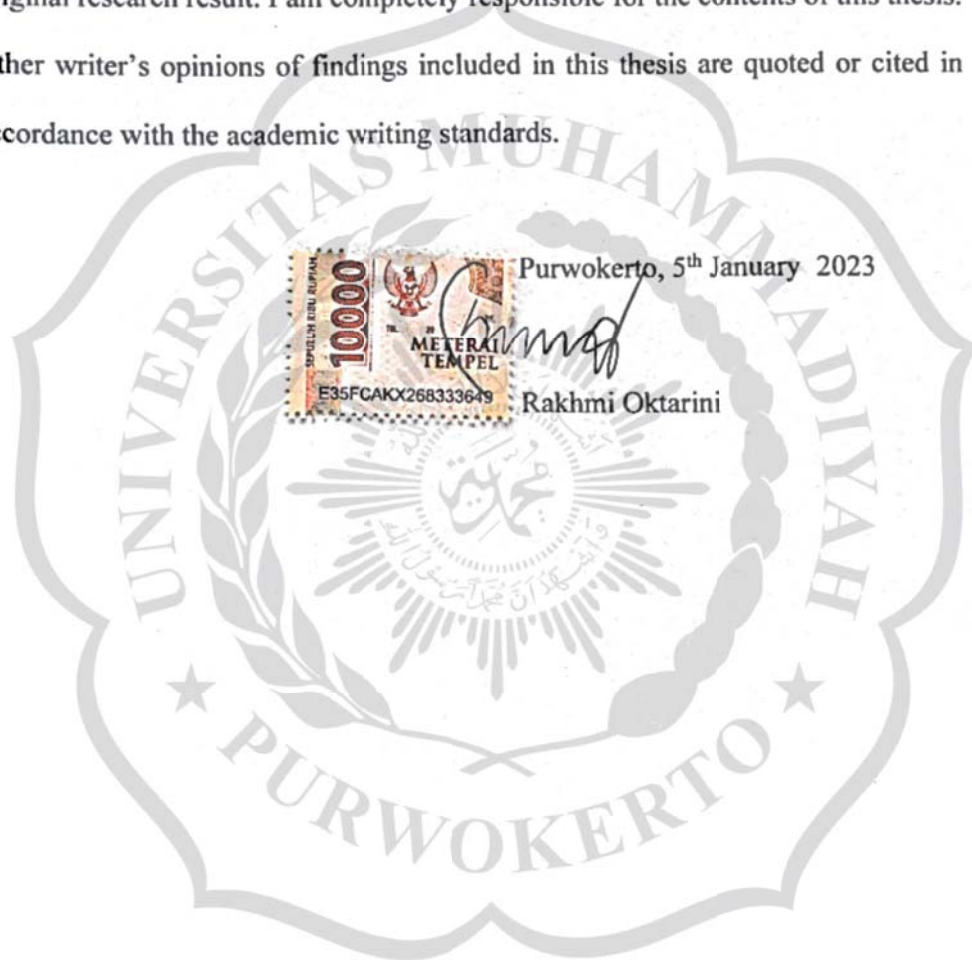
STATEMENT OF AUTHORSHIP

I certify that this thesis entitled A Correlation Study between Vocabulary Knowledge and Writing Skill of the Twelfth- Grade Natural Sciences Program Students as a partial fulfilment of the requirements for M.Pd. degree is my own original research result. I am completely responsible for the contents of this thesis. Other writer's opinions of findings included in this thesis are quoted or cited in accordance with the academic writing standards.



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MOTTO

“In order to be a teacher you’ve got to be a student first”

Gary L. Francione



ABSTRACT

The problem proposed in this study are (1) what is the natural sciences program students 'vocabulary knowledge? (2) What is the natural sciences program students 'writing skill? (3) Is there any correlation between vocabulary knowledge and writing skill? Therefore, the aims of the study is to investigate the vocabulary knowledge of natural sciences program students, the writing skill of natural sciences program students, the correlation between vocabulary knowledge and writing skill. Since the research intends to seek A Correlation Study between Vocabulary Knowledge and Writing Skill of the Twelfth- Grade Natural Sciences Program Students, a quantitative research was applied in this study. There are three main data to answer the research questions. They are vocabulary knowledge data was taken by Nation's Vocabulary levels test (VLT), the students' essay writing data analyzed by Laurence Anthony's Ant WordProfiler and to find out the correlation between the students' vocabulary knowledge and their writing skill, the researcher analyzed both data by using Pearson Product Moment Correlation. The result showed us that the students have not reached intermediate to upper intermediate proficiency level. Since the largest average value is found in the 2000 Words Level Test, which is 61.81. The average of Type Token ratio reached 0,52. Therefore, it can be assumed that the students tend to repeat the same vocabulary over and over again without considering for alternative variations of the vocabulary that they used. The repeated usage of certain vocabulary causes large number of word tokens yet small number of word types, which leads to low values of TTR. The hypothesis of $H_0: r = 0$ (data of Writing test score and 5000 word level test is independent), $H_1: r \neq 0$ (there is correlation between Writing test score and 5000 word level test) with the Signification level $\alpha = 0,05$. Test statistics r (correlation value) = 0.342, Sig = 0.010. Decision making rules, H_0 is rejected if the value of Sig < $\alpha/2$. Decision rejected H_0 and received H_1 since the value of Sig = 0.010 < 0.025. So, the Conclusions is there is significance correlation between two variables, the correlation value is 0.342 (positive correlation).

Key words: *Vocabulary knowledge, writing skill, lexical richness, type token ratio, correlation, word profiler.*

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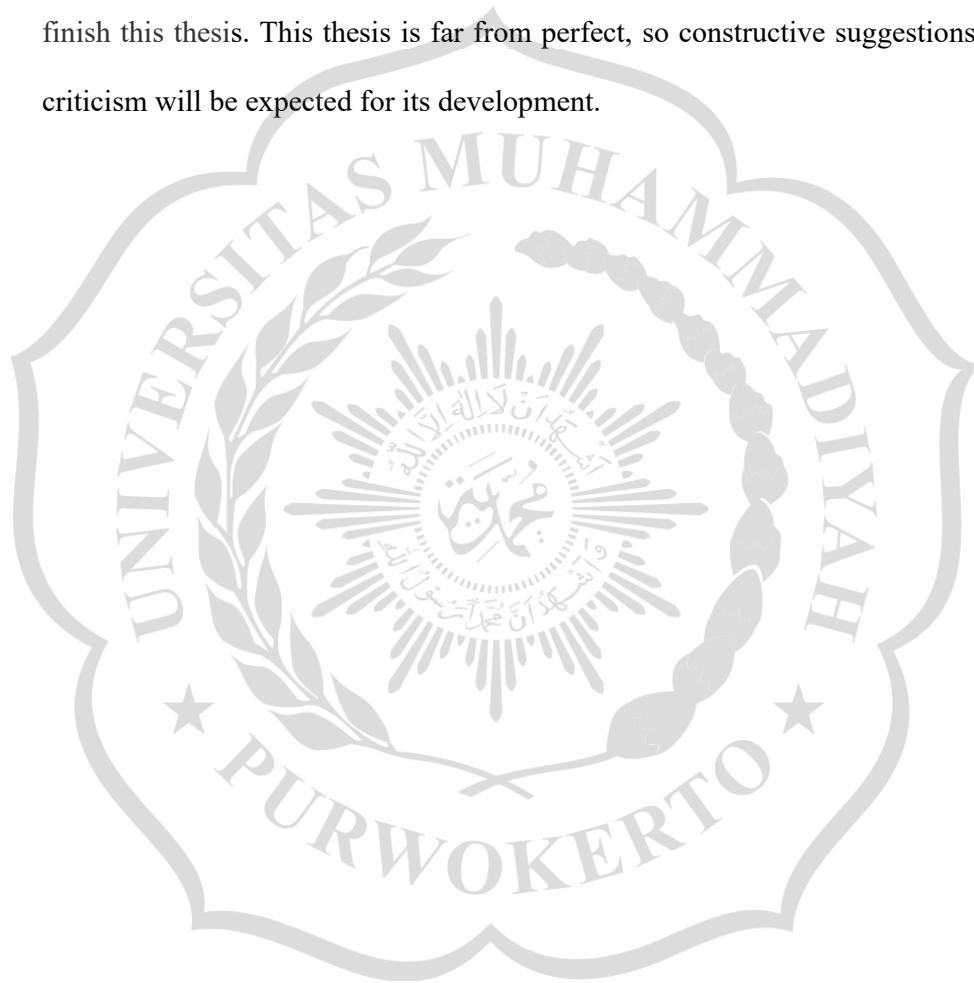


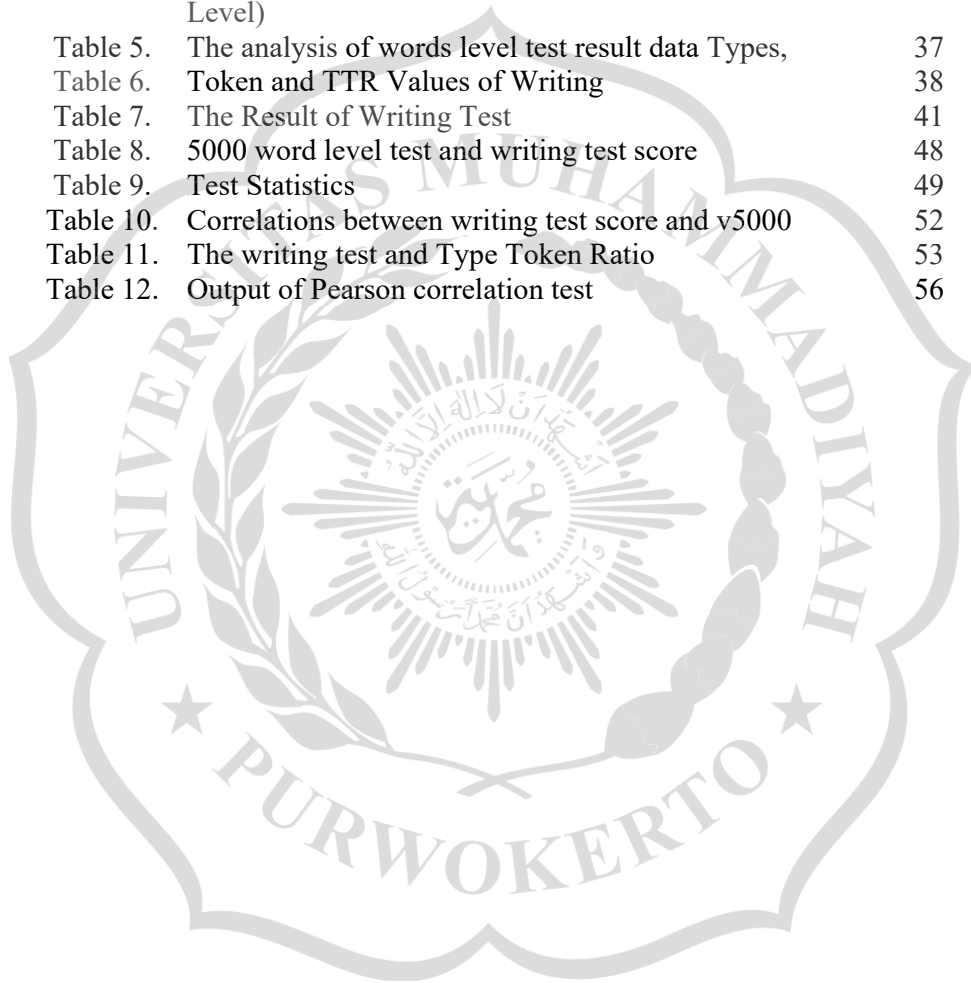
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