

**THE CORRELATION BETWEEN STUDENTS'
VOCABULARY KNOWLEDGE AND THEIR WRITING
SKILLS**



A THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PURWOKERTO**

2023

**THE CORRELATION BETWEEN STUDENTS'
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A THESIS

Submitted to the English Language Education Study Program as a
Partial Fulfillment of the Requirement for the S.Pd. Degree

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2023

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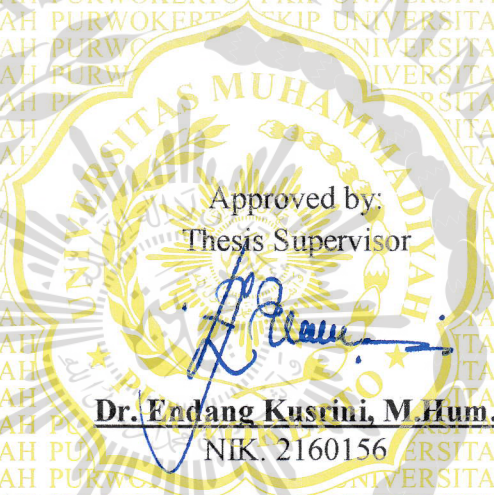
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Study Program : English Language Education
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Declares that the thesis entitled:

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is the result of my scientific work and is not made by someone else or plagiarized or modified by someone else. If this statement is not valid, I am willing to accept sanctions, including revocation of the degree I have obtained.



Purwokerto, August 21st, 2023

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MOTTO

Do what you love,
and be like the old McD slogan
when you do it.



DEDICATION

Hereby, I would like to express my gratitude and would like to dedicate this research wholeheartedly to the following parties:

1. Mr. San Choi, Mr. Yeonjun Choi, Mr. Boss Chaikamon, and Mr. Takahashi Fumiya for being a source of motivation and inspiration who always encouraged and indirectly supported me to complete this study.
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Praise to Allah SWT., for the blessing that allows me to finish this thesis entitled: **“THE CORRELATION BETWEEN STUDENTS’ VOCABULARY KNOWLEDGE AND THEIR WRITING SKILLS”**. This thesis submitted in partial fulfilment of the requirement for the degree of bachelor of English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto. This study would not have been possible without the contribution of countless parties. Therefore, I would like to express my deepest gratitude to:

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5. Students of grade 11th from the two selected classes at a state senior high school in Purwokerto as subjects of research.
6. All parties from Teacher Training and Education Faculty of Universitas Muhammadiyah Purwokerto who have agreed to give permission in the form of a letter to me regarding the conditions for conducting research.

This thesis still has many weaknesses. However, the author hopes that it will be useful for the readers. Thus, I would appreciate and welcome wholeheartedly for any constructive suggestions and comments from the readers.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Purwokerto, August 11th, 2023

Roofi Kusuma Dewi

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Yang menyatakan,



Roofi Kusuma Dewi

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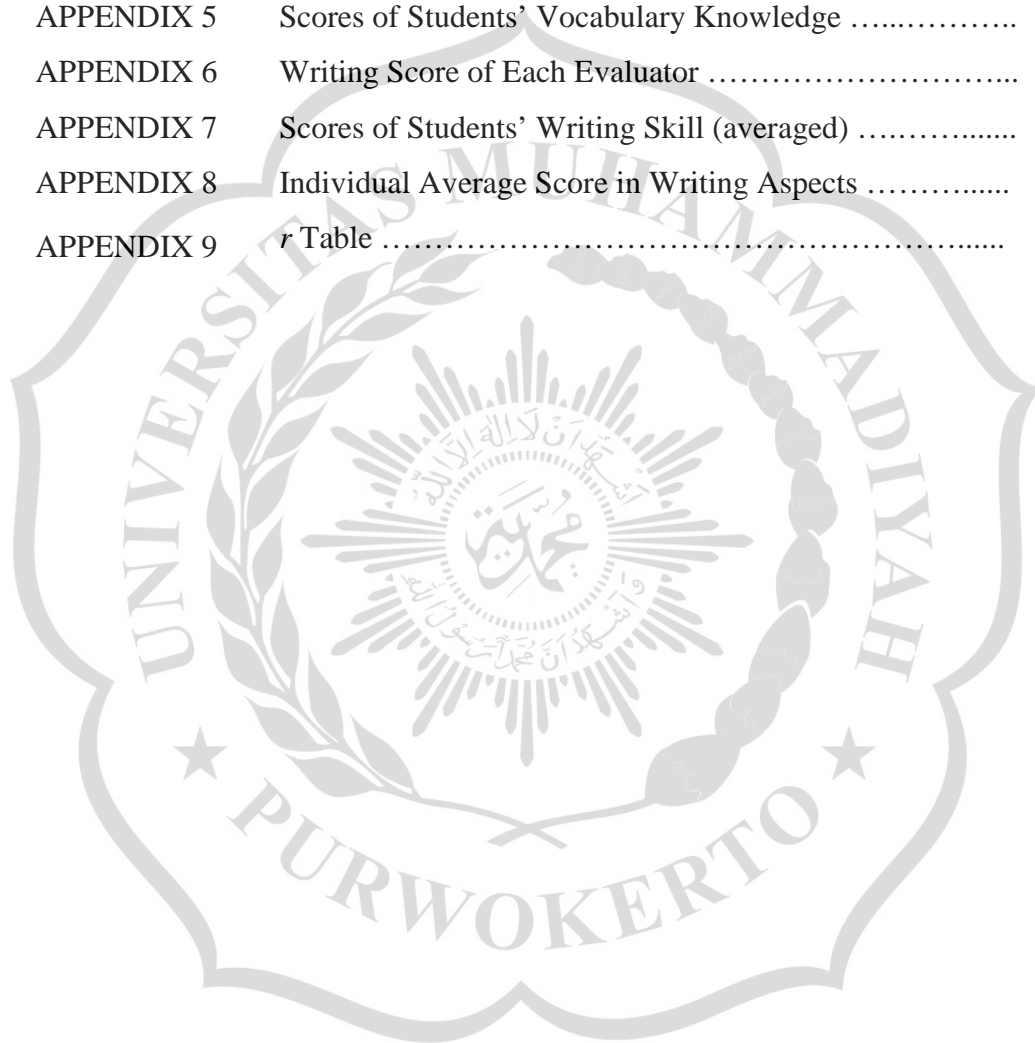
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ABSTRAK
KORELASI ANTARA PENGETAHUAN KOSAKATA DAN
KETERAMPILAN MENULIS MEREKA

Oleh
ROOFI KUSUMA DEWI
1801050044

Menulis adalah keterampilan yang sangat penting bagi siswa untuk mendukung kehidupan akademis mereka karena berkaitan dengan banyak materi pelajaran yang diajarkan di kelas. Namun, banyak penelitian telah menemukan bahwa siswa masih kesulitan dalam menulis, termasuk kesulitan yang berkaitan dengan pengetahuan kosakata. Penelitian kuantitatif ini meneliti apakah ada korelasi yang signifikan antara pengetahuan kosakata siswa dengan kemampuan menulis mereka. Sebuah tes yang terdiri dari pertanyaan pilihan ganda dan esai diberikan kepada 60 siswa kelas 11. Hasil Uji Pearson Product Moment menunjukkan bahwa $\rho\text{-value} = .0004$ yang mana $\leq .05$. Hal ini menunjukkan bahwa ada korelasi antara pengetahuan kosakata dan keterampilan menulis dalam hal skor. Koefisien korelasi (r) menunjukkan korelasi positif karena r hitung $> r$ tabel dengan nilai $.436 > .254$ (Df 58 pada level $.05$ 2-tailed). Mengacu pada nilai r hitung, dapat dinyatakan pula bahwa tingkat signifikansi berada pada level sedang (Lihat Tabel 1 di Bab III). Sehingga, dapat disimpulkan bahwa pengetahuan kosakata hanyalah satu dari banyak aspek yang dapat menentukan keterampilan menulis siswa. Oleh karena itu, guru diharapkan dapat menjadi salah satu jembatan yang dapat memfasilitasi siswa dalam belajar kosakata.

Kata kunci: *Studi korelasional, pengetahuan kosakata, keterampilan menulis, EFL*

ABSTRACT
**THE CORRELATION BETWEEN VOCABULARY KNOWLEDGE AND
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Writing is a crucial skill for students to support their academic lives as it pertains to many course materials taught in the class. However, many studies found that students still face difficulties in writing, one of which is related to vocabulary knowledge. This quantitative research examined whether there is a significant correlation between students' vocabulary knowledge and their writing skills. A test consisting of multiple-choice and essay questions was administered to 60 11th grade students. The Pearson Product Moment Test yielded a p -value of .0004, indicating a correlation between vocabulary knowledge and writing skills as measured by scores ($p \leq .05$). The positive correlation coefficient of r count ($r = .436$) was found to be greater than the r table of .254 (Df 58 at .05 2-tailed level). Based on this r count, the significance level is considered moderate (See Table 1 in Chapter III). Thus, it can be concluded that an understanding of vocabulary is just one of many aspects that can influence students' writing skills. Therefore, teachers are expected to be one of the bridges that can facilitate students in learning vocabulary.

Keywords: *Correlational study, vocabulary knowledge, writing skill, EFL*