

**A CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY
AND THEIR GRAMMAR MASTERY TOWARD THEIR ABILITY TO
WRITE AN EXPOSITORY PARAGRAPH OF THE SECOND YEAR
STUDENTS AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY**

THESIS



By:

FITRIA ANANDA

1310013121002

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2017**

**A CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY
AND THEIR GRAMMAR MASTERY TOWARD THEIR ABILITY TO
WRITE AN EXPOSITORY PARAGRAPH OF THE SECOND YEAR
STUDENTS AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY**

THESIS

*Submitted to fulfill a Partial Requirement for S-1 degree at English Department,
Teacher Training and Education Faculty, Bung Hatta University*



By:

FITRIA ANANDA

1310013121002

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY**

PADANG

2017

ACKNOWLEDGEMENTS



Alhamdulillahirobbil ‘alamin, the researcher expresses her highest gratitude to Allah subhanahuwata’ala for blessing, love, opportunity and health to complete this thesis entitled **“A Correlation between Students’ Vocabulary Mastery and Their Grammar Mastery toward Their Ability to Write an Expository Paragraph of The Second Year Students at English Department of Bung Hatta University”** This research is submitted to fulfill a partial requirement for obtaining S1 degree from English Department, the Faculty of Teacher Training and Education, Bung Hatta University. Shalawat is also addressed to Prophet Muhammad shallallahu ‘alaihiwasallam who had delivered the truth to human beings in general and Muslim in particular.

In writing this thesis, a lot of people have provided motivation, advice, support, and even remark that helped the researcher. In this valuable chance, the researcher aims to express her gratitude and appreciation to all of them. First, she presents her sincere appreciation to her advisors. They are Drs.Adzanil Prima Septy, M.Pd, Ph.D as the first advisor and Dr. Lely Refnita, M.Pdas the second advisor who havehelped her patiently in completing this thesis by giving suggestions, guidance and correction.

The researcher also would like to express her gratitude and appreciation to Drs. Khairul, M.Sc, and Drs. Yusrizal, M.Si as the Dean and the Vice Dean of the

Faculty of Teacher Training and Education of Bung Hatta University, Dra. Ernati, M.Pd as the Head of English Department, Dra. Lisa Tavriyanti, M.Pd as the Secretary of English Department and also all of lecturers who have taught and guided the researcher during her study at this department. Her thankfulness also goes to all her friends in English Department whose names cannot be mentioned here one by one.

Then the researcher's deepest appreciation goes to her beloved parents, Tarmizi Samaloisa and Yetni Safitri who have given full supports to her in completing her study. Thank you very much for your patience in growing me up and giving me the best education opportunity.

Then the researcher would like to express her thanks to her beloved friends, Irana Dwi Jayanti, Wulandari, Rani Fadila, Wahyuni Triyanna, Fevi Aryeni, Firdaus, Lailitha Ovie Fernani, Silviana Fadhilah, Rahmad Aditya Utama, Muhammad Kurniawan Ramadhan, Intan Trinanda Chandra and all her friends that cannot be mentioned here.

Finally, the researcher hopes this thesis could contribute to better process of teaching and learning English in the future. She realizes that this thesis is not perfect yet. Therefore, she welcomes any criticisms and suggestions from the readers.

Padang, June 2017

The Researcher

ABSTRACT

Ananda, Fitria (2017): A Correlation Between Students' Vocabulary Mastery and Their Grammar Mastery toward Their Ability to Write an Expository Paragraph of the Second Year Students at English Department of Bung Hatta University.

**Advisors : 1. Drs.Adzanil Prima Septy, M.Pd, Ph.D
2. Dr. Lely Refnita, M.Pd**

This research was aimed to find out a correlation between students' vocabulary mastery and their grammar mastery toward their ability to write an expository paragraph of the second year students of English Department of Bung Hatta University. The hypothesis of this research was that there was a positive significant correlation between students' vocabulary mastery and their grammar mastery toward their ability to write an expository paragraph of the second year students of English Department of Bung Hatta University. The number of population was 29 students. The researcher used total sampling technique. The researcher gathered the data by using vocabulary test, grammar test and writing test. To analyze the data the researcher used the Pearson Product Moment Formula and Double Correlation Formula. After analyzing the data, the researcher found that the value of coefficient correlation between students' vocabulary mastery and their writing expository paragraph was .63, the value of coefficient correlation between students' grammar mastery and their writing expository paragraph was .53, the value of coefficient of correlation between students' vocabulary mastery and their grammar mastery toward their ability to write expository paragraph was .68 at α 0.05 and the degree of freedom (df) $n-k-1$ (26). The result of hypotheses testing showed that there was a significant correlation between students' vocabulary mastery and their ability to write expository paragraph because the value of $r_{counted}$ was bigger than the value of r_{table} (.63 > .831), there was a significant correlation between students' grammar mastery and their ability to write expository paragraph because the value of $r_{counted}$ was bigger than the value of r_{table} (.53 > .831) and there was a significant correlation between students' mastery vocabulary and grammar toward their ability to write expository paragraph because the value of $f_{counted}$ was bigger than the value of f_{table} (11.56 > 3.37). Related to the finding, the researcher suggest the lecturers to improve students' vocabulary and grammar in order to be able to write an expository paragraph. The researcher suggests the students to improve their vocabulary, grammar and do more practise to write an expository paragraph. The other researchers are suggested to find other factors that correlate with the ability to write an expository paragraph.

TABLE OF CONTENT

ACKNOWLEDGEMENTS	i
ABSTRACT	iii
TABLE OF CONTENT	iv
LIST OF TABLES	viii
LIST OF DIAGRAMS	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	
1.1 The Background of the Problem	1
1.2 The Identification of the Problem	3
1.3 The Limitation of the Problem	5
1.4 The Formulation of the Problem	5
1.5 Research Question	6
1.6 Hypotheses	6
1.7 The Purposes of the Research	8
1.8 The Significance of the Research	8
1.9 The Definition of Keys Terms	9
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 A Brief Review on Vocabulary	10
2.1.1 The Types of Vocabulary	11
2.1.2 The Importance of Vocabulary in Writing	13
2.2 A Brief Review on Grammar	14
2.2.1 The Aspects of Grammar	15
2.2.2 The importance of Grammar Mastery in Writing	17
2.3 A Brief Review on Writing	18
2.3.1 Skill Component of Writing	19
2.3.2 Writing Process	19
2.3.3 Criteria of Good Writing	22
2.4 Paragraph and Its Component	23
2.5 Expository Paragraph and Its Component	25
2.6 The Relationship between Students' Vocabulary Mastery and Grammar	

Mastery toward Their ability to write Expository Paragraph	30
CHAPTER III RESEARCH METHOD	
3.1 Research Design	31
3.2 Population and Sample	32
3.3 Instrumentation	32
3.3.1 Vocabulary Test	33
3.3.2 Grammar test	38
3.3.3 Writing Test	43
3.5 The Technique of Gathering Data	45
3.4.1 Techniques of Gathering Data on Students' Vocabulary Mastery	45
3.4.2 Techniques of Gathering Data on Students' Grammar Mastery	46
3.4.3 Techniques of Gathering Data on Students' Writing Test	46
3.5 The Techniques of Analyzing Data	48
3.5.1 Data on Students' Vocabulary Mastery, Grammar Mastery and Their Ability to Write an Expository Paragraph	48
3.5.2 Analyzing Correlation between Students' Vocabulary Mastery and Their Ability to Write an Expository Paragraph	50
3.5.3 Analyzing Correlation between Students' Grammar Mastery and Their Ability to Write an Expository Paragraph	50
3.5.4 Analyzing Correlation between Students' Vocabulary Mastery and Their Grammar Mastery	51
3.5.5 Analyzing Correlation on Students' Vocabulary Mastery, Grammar Mastery and Their Ability to write an expository Paragraph	51
3.5.6 Analyzing of Coefficient Correlation between Vocabulary Mastery, Grammar Mastery and Ability to Write an Expository Paragraph	52
3.6 Testing Hypothesis	53
CHAPTER IV FINDING AND DISCUSSIONS	
4.1 Findings	55
4.1.1 Students' Vocabulary Mastery	55

4.1.2	Students' Grammar Mastery	56
4.1.3	Students' Ability to Write Expository Paragraph	58
4.1.4	Coefficient Correlation between Students' Vocabulary Mastery and their Ability to Write an Expository Paragraph	59
4.1.5	Coefficient Correlation between Students' Grammar Mastery and their Ability to Write an Expository Paragraph	60
4.1.6	Coefficient correlation between Students' Vocabulary and Grammar Mastery	60
4.1.7	Correlation between Students' Vocabulary Mastery and their Grammar Mastery toward their Ability to Write an Expository Paragraph	60
4.2	Testing Hypotheses	61
4.3	Discussion	63
4.3.1	Students' Vocabulary Mastery	63
4.3.2	Students' Grammar Mastery	64
4.3.3	Students' Ability to Write Expository Paragraph	65
4.3.4	Correlation between Students' Vocabulary Mastery and their Ability to Write Expository Paragraph	66
4.3.5	Correlation between Students' Grammar Mastery and Their Ability to Write an Expository Paragraph	67
4.3.6	Correlation between Students' Vocabulary Mastery and Grammar Mastery	68
4.3.7	Correlation between Students' Vocabulary Mastery and their Grammar Mastery toward Ability to Write an Expository Paragraph	69
CHAPTER V CONCLUSION AND SUGGESTION		71
5.1	Conclusion	71
5.2	Suggestion	72
REFERENCES		73
APPENDICES		77

LIST OF TABLES

Table 3.1: Specification of the Instrument	33
Table 3.2: Indicators of Vocabulary Test	34
Table 3.3: Specification of Grammar mastery test	39
Table 3.4: Specification for Writing Test	44
Table 3.5: The Criteria of Scoring Writing Test	47

LIST OF DIAGRAMS

Diagram 4.1: Diagram of Vocabulary Mastery Test	56
Diagram 4.2: Diagram of Grammar Mastery Test	57
Diagram 4.3: Diagram of Writing Test	59

LIST OF APPENDICES

APPENDIX 1: Instrument for Vocabulary Test (Try Out)	77
APPENDIX 2: Key Answer Of Vocabulary Test (Try Out)	80
APPENDIX 3: The Students' Score of Vocabulary Test (Try Out)	81
APPENDIX 4: The Estimating of Reliability of Vocabulary Test (Try Out)	82
APPENDIX 5: Calculation of Coefficient Correlation of Vocabulary Test (Try out)	83
APPENDIX 6: The Item Discrimination of Vocabulary Test (Try out)	84
APPENDIX 7: The Item Difficulties of Vocabulary Test (Try Out)	85
APPENDIX 8: The Analyzing Item Difficulty and Discrimination of Vocabulary Test (Try Out)	86
APPENDIX 9: Instrument for Grammar Test (Try Out)	87
APPENDIX 10: Key Answer of Grammar Test (Try Out)	89
APPENDIX 11: The Students' Score of Grammar Test (Try Out)	90
APPENDIX 12: The Estimating of Reliability of Grammar Test (Try Out)	91
APPENDIX 13: Calculating of Coefficient Correlation of Grammar Test (Try out)	92
APPENDIX 14: The Item Discrimination of Grammar Test (Try out)	93
APPENDIX 15: The Item Difficulties of Grammar Test (Try Out)	94
APPENDIX 16: The Analyzing Item Difficulty and Discrimination of Grammar Test (Try Out)	95
APPENDIX 17: Instrument for Vocabulary Test (Real Test)	96
APPENDIX 18: Key Answer of Vocabulary Test (Real Test)	99
APPENDIX 19: The Students' Score of Vocabulary Test	100
APPENDIX 20: Mean, Standard Deviation and Percentage of Students' Vocabulary Mastery	102
APPENDIX 21: Instrument for Grammar Test (Real Test)	104
APPENDIX 22: Key Answer of Grammar Test (Real Test)	107
APPENDIX 23: The Students' Score of Grammar Test (Real Test)	108
APPENDIX 24: Mean Standard Deviation and Percentage of Students' Grammar Mastery.....	110

APPENDIX 25: Instrument for Writing Test (Real Test)	112
APPENDIX 26: The Scores of Writing Expository Paragraph	113
APPENDIX 27: Mean, Standard Deviation and Percentage of Students' Ability to Write Expository Paragraph	114
APPENDIX 28: The Estimating of Reliability of Writing Test	116
APPENDIX 29: Calculating of Coefficient Correlation of Writing Test	117
APPENDIX 30: The Students Score of Vocabulary Mastery Test, Grammar Mastery Test and Writing Test (Real Test)	118
APPENDIX 31: The Correlation Coefficient between Vocabulary and Writing Expository Paragraph	119
APPENDIX 32: The Correlation Coefficient between Grammar and Writing Expository Paragraph	120
APPENDIX 33: The Coefficient between Vocabulary Mastery and Grammar Mastery	121
APPENDIX 34: The Coefficient Correlation between Vocabulary Mastery and Grammar Mastery toward Expository Paragraph	122

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about introduction that consists of background of the problem, identification of problem, limitation of the problem, formulation of the problem, research questions, the hypothesis, purposes of the research, and significance of the research and definition of key terms.

1.1 Background of the Problem

Indonesian government has decided that English is a foreign language taught in Indonesian schools. Sahiruddin (2013:568) says that English in Indonesia has been based on the curriculum designed by the central government throughout provision of curriculum policies. It starts from junior high schools up to university. People realize that teaching English at all levels becomes very important and it needs a lot of concerns. In learning English, the students are expected to master the four language skills. Saragih and Silalahi (2014:56) said there are four skills, which are very important for English learners. They are speaking, writing, reading and listening. The four skills are very important because they are basic in learning English. The students are expected to be able to master those language skills.

Actually, all of language skills are related each other, but writing is the most difficult to do by the students. Therefore, many students cannot do their writing well. Fadda (2012:123) says that many ESL learners find it difficult to write in academic English because the students must follow certain rules to ensure good academic writing including grammar, mechanics, vocabulary, and other surface-level aspects of

English composition. It means that writing is an important subject that should be mastered by the students. In addition, the students also should master some language components, such as grammar, vocabulary and pronunciation.

Vocabulary is one of the language components that is important to learn. To master all language skills, we should have enough vocabulary. Ozturk (2012:128) says without enough vocabulary knowledge, it is not possible to employ grammatical or the other type of linguistic knowledge in communication or discourse. In a word, vocabulary is one of the language components which should be learned in order to be able to master English well.

Another essential language component is grammar. Brown (2010: 293) states grammar has a big influence on learning language skills: listening, speaking, reading and writing. It means grammar is also important to learn to be able to master language skills.

There are 16 tenses in English grammar they are present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense. The second year students have learnt some of those tenses such as; simple present tense, simple past tense, past continuous tense, present continuous tense and simple future tense. In writing expository paragraph, the students use

simple present tense. The students should master this tense to be able to write an expository paragraph.

In writing expository paragraph, the students inform the readers about the subject; of course the students should have a lot of vocabulary and good understanding in grammar to make their writing well. If the students are able to master vocabulary and grammar, they will be easy to write an expository paragraph.

The second year students in Bung Hatta University have learned some kinds of paragraph. The paragraphs are descriptive, narrative, persuasive, argumentative and expository paragraph. Expository paragraph is paragraph that is used to inform the reader on a subject. The purpose of expository paragraph is to inform about a given topic. In writing expository paragraph, vocabulary and grammar are important components that should be mastered by the students.

Based on the phenomena above, the researcher wanted to know whether there is significant positive correlation between students' vocabulary mastery and grammar mastery toward their ability to write an expository paragraph. It was because the students lack of vocabulary and grammar mastery. This was known from the researcher's informal observation and interview with the lecturer and the second year students at English Department of Bung Hatta University. The result of observation and interview indicated that most students still had limited vocabulary and lack of grammar mastery. Because of that the researcher was interested in conducting a study entitled "A Correlation Between Students' Vocabulary Mastery and Grammar

Mastery toward Their Ability to Write an Expository Paragraph of The Second Year Student at English Department of Bung Hatta University.”

1.2 Identification of Problem

There are some components of language such as grammar, vocabulary, and pronunciation. Those components support four language skills. There are two language components that will be discussed by the researcher, they are; vocabulary and grammar because they are most important in mastering writing skill.

According to Komachali (2012: 134), vocabulary is a major component of language learning. It means that vocabulary is very important to learn. If we have a lot of vocabulary, it will make us easy to write or describe something that comes from our mind. In studying vocabulary, there are some aspects that need to be considered. They are word meaning (synonym, antonym, meaning in context, connotation, and denotation), extending words (idioms, word combination, and collocation), and word class (noun, adverb, verb and adjective). They are basic lessons in vocabulary and it is also the process in having sufficient vocabulary to make good writing.

Another language component is grammar. Grammar is also important to be learned by the students. According to Wang (2010:78), grammar is a set of rules for choosing words and putting words together to make sense plays a significant role in language teaching. In a word, grammar is essential as a set of rules of word to make the sentences meaningful.

Boardman and Frydenberg (2002:7),state that expository paragraph is a piece of writing that explains something to the readers. In this case, the writer gives information about something clearly and objectively so that the readers can get clear illustration of something that the writer intends.

Based on that statement above, the students should have a lot of vocabulary to make good writing and also the students must be careful with grammar to make their writing correct and easy to understand by the readers.

1.3 Limitation of the Problem

Dealing with the identification above, the researcher limited her research to the correlation between vocabulary mastery and grammar mastery toward their ability to write an expository paragraph of second year students at English Department of Bung Hatta University. In vocabulary, the researcher focused on content words ;(noun, verb, adjective and adverb) because it is basic skill in building vocabulary. Grammarfocused on simple present tense because in writing expository paragraph, we use simple present tense. Expository paragraph covered topic sentence, supporting sentence, and concluding sentence.

1.4 Formulation of the Problem

Based on the limitation of the problems above, the researcher formulated the problem a question: “Was there a significant positive correlation between students’ vocabulary mastery and grammar mastery toward their ability to write an expository

paragraph of the second year students at English Department of Bung Hatta University?”

1.5 Research Questions

Dealing with the formulation of the problem above, the researcher proposed research questions as follows:

1. Was there a significant correlation between students' vocabulary mastery and their ability to write an expository paragraph?
2. Was there a significant correlation between students' grammar mastery and their ability to write an expository paragraph?
3. Was there a significant correlation between both students' vocabulary mastery and grammar mastery toward their ability to write an expository paragraph?

1.6 Hypotheses

Based on formulation of the problem, the hypotheses of this research are as follows:

Alternative hypotheses:

1. (Ha₁) : There was a significant correlation between students' vocabulary mastery and their ability to write an expository paragraph of second year student at Bung Hatta University.
2. (Ha₂) : There was a significant correlation between students' grammar mastery and their ability to write an expository paragraph of second year student at Bung Hatta University

3. (Ha3) : There was a significant correlation between students' vocabulary mastery and grammar mastery and their ability to write an expository paragraph of second year student at Bung Hatta University.

Null hypotheses:

1. (Ho1) : There was no significant correlation between students' vocabulary mastery and their ability to write an expository paragraph of second year student at Bung Hatta University.
2. (Ho2) : There was no significant correlation between students' grammar mastery and their ability to write an expository paragraph of second year student at Bung Hatta University.
3. (Ho3) : There was no significant correlation between students' vocabulary mastery and grammar mastery and their ability to write an expository paragraph of the second year student at Bung Hatta University.

1.7 Purposes of the Research

The main purpose of this research was to find out the correlation between vocabulary mastery and grammar mastery toward the ability to write an expository paragraph of second year students English Department of Bung Hatta University. In particular, the purposes of this research areas follows:

1. To find out whether there was a significant correlation between students' vocabulary mastery and their ability to write an expository paragraph of second year students at Bung Hatta University was significant or not.
2. To find out whether there was a significant correlation between students' grammar mastery and their ability to write an expository paragraph of second year students at Bung Hatta University was significant or not.
3. To find out whether there was a significant correlation between students' vocabulary mastery and grammar mastery and their ability to write an expository paragraph of second year students at Bung Hatta University was significant or not.

1.8 Significance of the Research

This research is regarded as a significant one because the finding of this research will be useful for the researcher, English lecturers and students at Bung Hatta University. For English lecturers, they will know their students' vocabulary, grammar mastery, writing skill and the correlation among them. They can make some consideration after they know the correlation. For students, this research will give them information about their own capability in vocabulary, grammar and writing. The last, for the researcher, she will get a good understanding in English especially on the vocabulary, grammar mastery, writing skill, and knowledge about the correlation research.

1.9 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about some conceptual terms, the researcher will define the keys terms as follows:

1. Correlational research is a quantitative method of research that have two or more quantitative variables from the same group of subject, and trying to determine if there is relationship between two or more variables.
2. Vocabulary is a collection or set of words. (Herlina, 2016: 194),
3. Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. (Sudhakar and Farheen, 2015: 122).
4. Writing is another way of communication and interaction that takes place between the writer and the reader
5. Paragraph is a group of related sentences that discuss a single topic with one main idea.
6. Expository paragraph is a piece of writing that explains something to the readers.