

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND  
WRITING SKILL AT SMK NEGERI 2 PONOROGO**

**THESIS**



**By**

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## ABSTRACT

**Laili, Erlinda Nur.** 2022. *The Correlation Between Students Vocabulary Mastery and Their Writing Skill at SMKN 2 Ponorogo.* A Thesis. English Education Department Faculty of Education State Islamic College of Ponorogo (IAIN Ponorogo). Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

*Key words: Vocabulary, Mastery, Writing, Skill.*

We usually refer to listening, speaking, reading, and writing when talking about language skills. However, there is another essential skill in language learning that we seem to neglect, namely vocabulary. Mastery of vocabulary is a must for someone who wants to understand reading, conversation or writing. But, the fact shows that there are many problems that the teacher faces in teaching writing at SMKN 2 Ponorogo. One of them is the students' vocabulary mastery is still low. Therefore, the teacher plays a role in helping students to improve their vocabulary mastery because vocabulary plays a vital role in writing.

This research is aimed to find out the correlation between vocabulary mastery and students' writing skills in the tenth grade of SMKN 2 Ponorogo in the academic year 2021/2022.

This research applies a random sampling technique where the population is all the tenth-grade students of SMKN 2 Ponorogo, and the sample is 35 students. The data are collected by administering a vocabulary mastery test and writing skill test. The data are analyzed by using Pearson Product Moment to investigate the correlation between both variables.

The result shows that the coefficient between variable X and variable Y is  $r_{xy} = 0,661$ . The criteria of correlation between two variables among 0.600 – 0.800 show a sufficient correlation. The significant level at 5% is  $r_{table} = 0,344$ ,  $r_{xy} > r_{table}$  ( $0,661 > 0,344$ ). The significant level at 1% is  $r_{table} = 0,442$ ,  $r_{xy} > r_{table}$  ( $0,661 > 0,442$ ). The analysis results show a significant correlation between vocabulary mastery and students' writing skills of students XA2 of SMKN 2 Ponorogo. Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. In other words, students with high scores on vocabulary tests tend to have good writing skills and vice versa.





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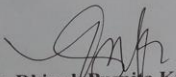
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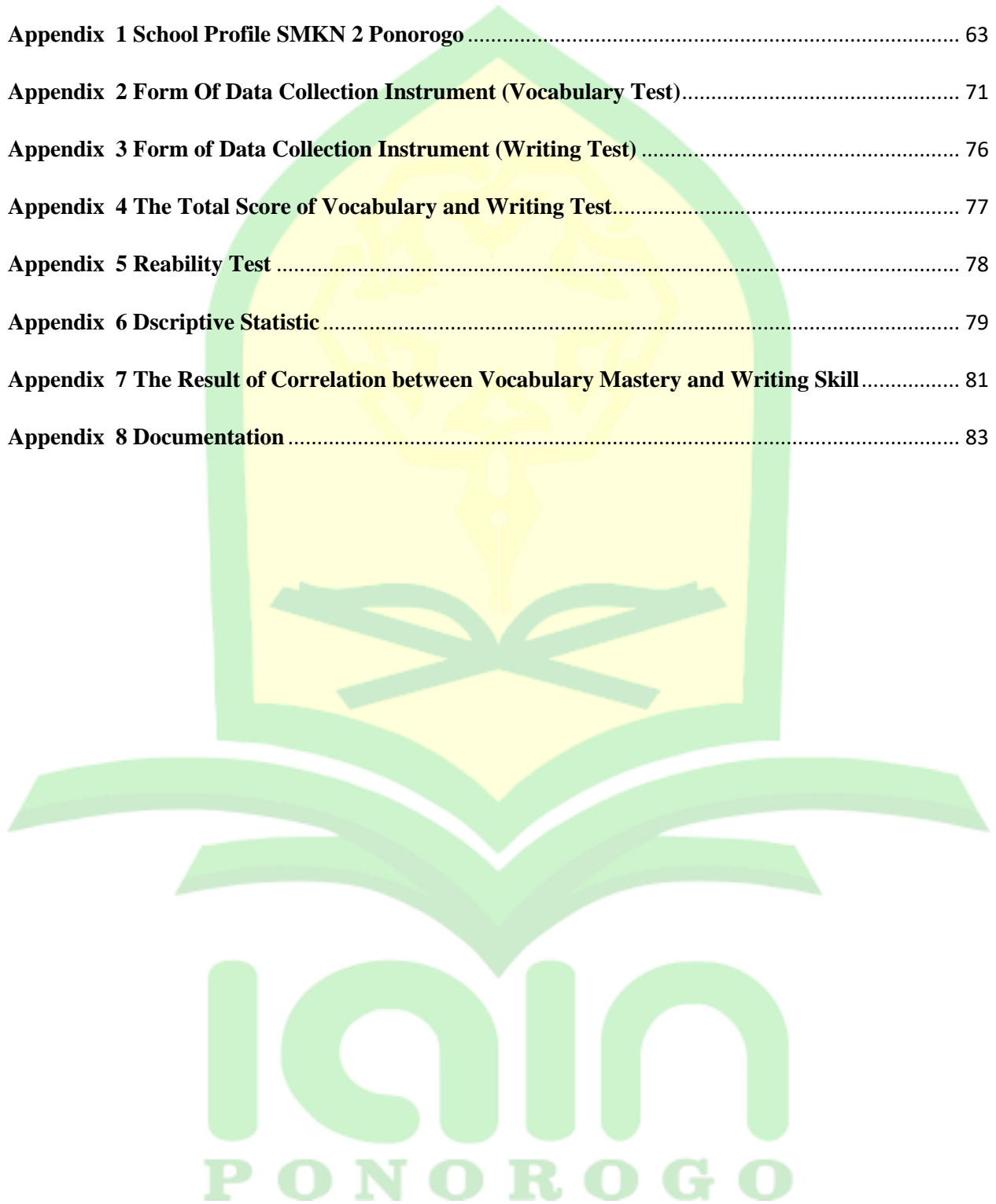


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# CHAPTER I

## INTRODUCTION

This chapter discussed the background of the study, the scope of limitation of the study, the statement of the problem, the objective of the study, the significance of the study, and the organization of the thesis.

### A. Background of the Study

Nowadays, English is essential in our life. English is an international language used almost all over the world, both in science, technology, business, transactions, and other activities. We learned the English language from elementary school until we reached high school. From these levels, the English skills learned are the same. There are four skills listening, speaking, reading, and writing.

There 3 things that need to be considered for English learners. First, there must be a wish. People who do not have a solid wish to learn English will have difficulty mastering it. Second, have a sufficient amount of vocabulary. Vocabulary can be obtained from various sources, which can be reading material or discussions with friends. The third is the use of the acquired vocabulary. Those who already have memorized a lot of vocabulary but don't use it every day will be easily lost. Therefore, use the memorized vocabulary for daily conversation so that the vocabulary continues to grow.<sup>1</sup>

Vocabulary has an essential role in improving our English skills. First, vocabulary is the basis for learning a language. In the beginning, we learn a language by knowing it word for word. Without words, we will not be able to understand a language. So, learning vocabulary is a priority in English education. Second, vocabulary will hinder our application of English in terms of speaking, listening, reading, and writing skills. Without

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<sup>1</sup> Yusran Pora, *Develop Your Vocabulary Grammar and Idiom*, (Yogyakarta, PUSTAKA BELAJAR: 2007)

vocabulary, we will have difficulty learning these four skills. So, good vocabulary mastery will improve students' language skills.<sup>2</sup>

Mastery of vocabulary is a must for someone who wants to understand reading, conversation or writing. Without sufficient vocabulary, we can't achieve this goal. Vocabulary is the Origin. Without a vocab, the sentence will not be formed and conveyed.

A vocabulary of different genres uses different vocabulary types depending on determining categories such as topic, purpose, and audience. A factual text like a science report, for example, will use a range of technical vocabulary, including nominalizations and technical noun groups. In contrast, a literary description will use a descriptive verb, adjectives and adverbs, and affective language intended to have a dynamic effect on the reader.<sup>3</sup> So we must be able to insert the appropriate vocab with the sentence before and after it.

Writing skills are the ability to produce a series of sentences arranged in a particular order and combined in specific ways. A sentence can be very short, or only two or three sentences. Because then sentences are placed orderly and joined together, they form a coherent text.

Writing is an essential skill in the learning and teaching process because many activities in the learning and teaching process should be done in writing forms. Acquiring the writing ability cannot be separated from vocabulary mastery because vocabulary is an essential requirement in writing. Tarigan states that “ the quality of one’s vocabulary depends upon the quality of his or her knowledge of vocabulary.”<sup>4</sup> It means that when the students do not master the vocabulary well, they will face difficulties in writing Vocabulary makes it easy to write a series of sentences to pay attention to before writing

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<sup>2</sup> Ika Rahmawati, *Language Teaching and Learning Vocabulary Class Using Spot Dictation*

<sup>3</sup> Dolar Yuwono, *Writing 1*, (Yogyakarta: Pustaka Felica, 2015), 15

<sup>4</sup> Henry Guntur Tarigan, *Pengajaran Kosakata*, (Bandung: Angkasa, 1986), 2

a sentence than other aspects such as grammar, spelling, and punctuation. Other aspects will follow as you write, and grammatical, spelling, and punctuation errors can be corrected after writing. Vocabulary makes it easier to convey ideas in writing, both in written form, such as narratives, descriptions, expositions, and so on, but also in the form of correspondence.

One of the most common problems is the lack of vocab. The lack of vocabulary makes it difficult for children to express their ideas. Thornbury points out a pronounced gap for L2 learners with limited grammar, vocabulary, and phonology knowledge.<sup>5</sup>As experienced by tenth-grade students of SMK Negeri 2 Ponorogo. Many of them still lack vocabulary, so it significantly affects students' skills in applying their speaking. From there, the writer wants to examine how the influence of vocabulary mastery on writing skills so that researchers can find out how significant the relationship is between students' vocabulary mastery and writing skills.

#### **B. Scope and Limitation of the Study**

This study aims to determine the relationship between students' vocabulary mastery and writing skill at the XA2even semester of SMK Negeri Ponorogo in the academic 2021-2022.

#### **C. Statements of the Problem**

Is there any correlation between students' vocabulary achievement and writing skills?

#### **D. Objectives of the Study**

To confirm a significant correlation between students' vocabulary mastery and their writing skills.

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<sup>5</sup> Anne Burns and Joseph Siegel, *International Perspectives on Teaching The Four Skills In ELT*, (McMillan, Springer Nature: 2018), 5

## **E. Significances of the Study**

This research will describe students' vocabulary and writing skills. In addition, it also describes the description and correlation between vocabulary mastery and writing skills of tenth graders of SMK Negeri 2 Ponorogo for the 2021-2022 academic years.

### **1. For the next researchers**

This research can also be used as a reference for further research. Future researchers can improve by continuing research that has not been included in this study.

### **2. For the students**

For the students, this research is helpful to show how much mastery of their vocabulary and writing. After knowing it, it is hoped that students will want to increase their vocabulary mastery and practice it in speaking every day. It will help students to do their writing correctly.

### **3. For the teachers**

This research is expected to provide information to teachers about their lack of vocabulary mastery. So that teachers can make alternatives to increase students' vocabulary to improve students' writing skills.

## **F. Organization of the Thesis**

The researcher writes this thesis in five chapters. Every chapter has a different description. Thus description will be explained in the organization of the thesis as follows:

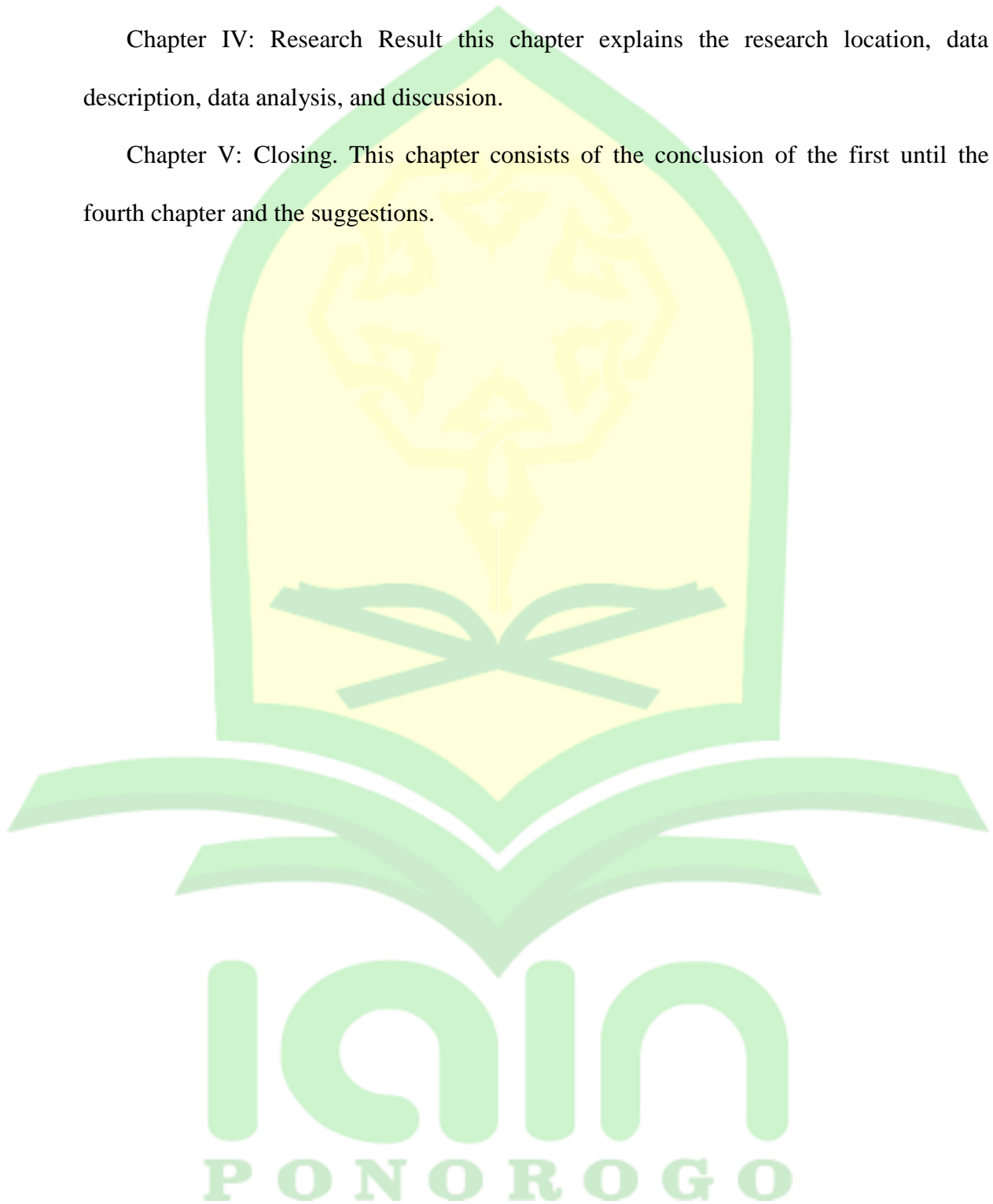
Chapter I: Introduction. An introduction is a general description of the thesis. The first chapter consists of the background study, scope and limitation of the study, research question, research objective, and significance of the study.

Chapter II: The second organization is a previous related literature review, conceptual framework, and hypothesis.

Chapter III: Research Methodology. The research methodology consists of research design, population and sample, an instrument of data collection, and data collection technique.

Chapter IV: Research Result this chapter explains the research location, data description, data analysis, and discussion.

Chapter V: Closing. This chapter consists of the conclusion of the first until the fourth chapter and the suggestions.





## CHAPTER II

### VOCABULARY MASTERY AND WRITING SKILL

This chapter discussed the Theoretical Background, Previous Research Findings, Theoretical Framework, and Hypothesis.

#### A. Theoretical Background

At this point, the theories related to vocabulary mastery and writing skills will be explained.

##### 1. Teaching English as a Foreign Language

Teaching English as a foreign language (TEFL) deals with teaching English to students whose first language is not English. The field of foreign or second language teaching (e.g. TESL, TEFL, or TESOL) has undergone many fluctuations and shifts over the years. In this sense, some essential changes have been underlining the teaching practices of English in the classroom that are fitted with the needs of achieving learning objectives as well as students proficiency levels and wants.<sup>6</sup>

TEFL may also refer to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose to learn it for leisure. These students may be adults or children. They may be paying for the course themselves, or their employers or parents are paying for them. Many of them are highly motivated and literate, and already have an aptitude for languages.<sup>7</sup> However, many others are not really motivated because they do not really like learning English. They learn English because certain situations force them to learn.

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<sup>6</sup>Andi Susilo, *Teaching English as a Foreign Language (TEFL) 1*, (Ponorogo, STAIN), 1

<sup>7</sup>Zuliati Rohmah, *“Teaching English as a Foreign Language”*, (Surabaya, UIN Sunan Ampel), 9



In this situation, English teachers need to motivate them by engaging them in joyful learning environment.

**a. Teaching English Skills as Foreign Language**

There are 4 skills in foreign language, those are reading, writing, speaking and listening.

Language learning is the acquisition of habits that are strengthened by practice and reinforcement. Language is a skill that is acquired from the surrounding environment and then carried out through imitation and reinforcement methods. Therefore, the teacher must start learning by providing exercises to students starting from listening, understanding, and speaking exercises.<sup>8</sup>

1) How to teach reading

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative

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<sup>8</sup>Saepudin, *An Introduction to English Learning and Teaching Methodology*, (Yogyakarta: TrustMedia, 2014), 10

responses and be the springboard for well-rounded, fascinating lessons.

Students, like the rest of us, need to be a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop the scanning successfully.

Students need to be able to skim a text- as if they were casting their eyes over its surface to get a general idea of what it is about. Just as with scanning, if they try to gather all the details at this stage, they will get bogged down and may not be able to get the general idea because they are concentrating too hard on specifics.

Reading for detailed comprehension, whether looking for detailed information or language, must be seen by students as something very different from the reading skills mentioned above. When looking for details, we expect students to concentrate on the minutiae of what they are reading. One of the teacher's main functions when training students to read is not only to persuade them of the advantages of skimming and scanning, but also to make them see that the way they read is vitally important.

## 2) How to teach writing

Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face to face communication. By far the most important reason for teaching writing, of course is that it is a basic language skill, just as important

as speaking, listening and reading.<sup>9</sup> Students need to know how to write letters, how to put written reports together, how to reply to advertisement.

The reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. We will look at each of these in turn.

In learning writing there are several sequences that will be studied. There are four examples of writing we are going to look at show a range of level and complexity. Example 1: postcards (elementary). In this example at the elementary level, students study a particular type of writing and then write something which is very similar in design and structure to what they have just been looking at. The teacher starts by having students at the postcard. The teacher checks that the students understand the information in the card and then she asks them to identify four different patterns in it. The students then discuss the fact that, in postcard, greetings are necessary. When the students have completed the task, the teacher can collect the postcard and correct them later or the students can read out, or they can show their cards to other people.

Example 2: altering dictations (intermediate).<sup>10</sup> In this activity, the teacher dictatca statements which students have to alter to suit their own preferences and priorities. It is a writing activity which is especially useful during a lesson sequence which is designed to ask

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<sup>9</sup>Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 2001), 79

<sup>10</sup>Jeremy Harmer, *How to Teach English*, 81

people to take positions on a certain subject and can therefore be used as a prelude to a discussion, or a controversial reading.

The teacher tells students she is going to dictate a number of sentences. However, the students should change the sentences as she dictates them so that they reflect their own points of view. In other words, the sentence they write down will be an amended form of the sentence the teacher starts with. As an example the teacher reads this sentence.

Example 3: newspaper headlines/articles (intermediate). In this sequence, the teacher introduces students to the way newspaper headlines are constructed and then gets students to write their own newspaper articles. The sequence starts when the teacher asks the students if they read newspapers, and what they read about. They have a short discussion. The teacher then gets students to match newspaper headlines with the stories they came from.

Example 4: report writing (advanced). In this example for an upper intermediate or advanced level class, the writing task forms part of a much longer project-like sequence. The teacher is going to get students to write a report about leisure activities.

The teacher introduces the topic and ask students to give her any words they associate with leisure activities. She writes them on the board and adds any of her own that she thinks the students need. She than asks students to design a questionnaire which will find out how people spend their leisure time. When they have collected the information they need through their questionnaires, they discuss how they are going to write the report. This is where the teacher will

introduce some of the features of report writing are necessary for the task.

### 3) How to teach speaking

Speaking is an important skill in language learning, but it is not easy skill to learn or teach. There are a number of reasons why oral skills are not taught in language classrooms. If oral production is not included in tests, teachers might not want to use precious class time for oral production but instead teach to the test and prioritize grammar, written or reading skills. Another (related) reason may be that the teaching methods and materials emphasize written language and grammatical correctness as learning goals. Even if approach is “advertised” as communicative (Communicative Language Teaching, CLT), it may be that oral language is rarely used in the classroom, or even if there are interaction activities and simulations, it may be that the type of oral production does not promote learning as defined as a psycholinguistic or sociocultural process. It is also possible that the teacher feels uncertain about her/his spoken language proficiency and avoids speaking the target language in class and provides few opportunities for the students to speak in class.<sup>11</sup> The same applies to students, who may be afraid of making mistakes and being criticized.

There are two major language learning theories, the more traditional cognitive psycholinguistic theories and the more recent sociocultural theories. The psycholinguistic view emphasizes the individual’s internal cognitive and psycholinguistic processes in language learning, whereas the sociocultural view gives priority to

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<sup>11</sup>Heini-Marja Pakula, “*Teaching Speaking*”, *Journal of Applied Language Studies* Vol. 13, 1, 2019, 96

social interaction in learning. Due to their different ontological origins, these two views are often viewed as conflicting, incompatible and parallel. In Sfarid influential article, uses two metaphors to describe two different views of learning. The acquisition metaphor refers to learning as accumulating and storing information. The participation metaphor involves the idea actively taking part, becoming part of something bigger (the sociocultural view). One might want to point out that the acquisition metaphor may have been an apt metaphore in a grammar-translation classroom, but it is an obsolete one in modern communicative foreign languageclassrooms, where language use is prioritized. Thus, communicative foreign language teaching is not based on the idea of solely acquiring language knowledge (lexis and rules) but it aims at using language for meaningful communication, which is a characteristic of the participation metaphore.<sup>12</sup> The present discussion is focused on the pedagogical applications of the two theoretical strands, the psycholinguistic and the sociocultural to the teaching of foreign language speaking.

Learning in SMA/MA is adjusted to the SMA/MA syllabus. The purpose of the teaching and learning process is designed so that students are able to speak English on various topics, activities, expressions, and others. The material studied discussed more about asking questions and giving opinions and advice, expressing hopes and desires, invitations, personal letters, procedural texts, passive

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<sup>12</sup>Heini-Marja Pakula, “*Teaching Speaking*”, 97



sentences, conditional sentences, factual reports, exposition texts, biographical texts, and songs.

#### 4) How to teach listening

Listening is a crucial part of daily communication in any language. It accounts for half of verbal activity and plays a vital role in educational, professional, social, and personal situations. It is also an extraordinarily complex activity that requires many different types of knowledge and processes that interact with each other. When asked which is more difficult in a foreign language, speaking or listening, many people would choose listening. Many teachers consider teaching listening challenging because it is not clear what specific skills are involved, what activities could lead to their improvement, and what constitutes comprehension. Students are also frustrated because there are no rules that one can memorize to become a good listener.<sup>13</sup> The development of listening skills takes time and practice, yet listening has remained somewhat ignored both in the literature and in classroom teaching.

There are two different ways to listeners make sense of the incoming information, Bottom-up processing and Top-down processing. Bottom-up processing refers to deriving meaning from individual lexical, grammatical, and pronunciation items. It underlies the decoding process, from sounds to words and grammatical relations between them to sentences leading to overall comprehension. Top-down processing operates with existing schemata, ideas, and content.

Rather than relying on discrete segments, people let their knowledge

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<sup>13</sup>Thomas S. C. Farrell, "Teaching Listening", (Virginia: TESOL International Association, 2013), 1

and expectations guide their understanding of what they hear. The two processes complement each other, the choice of one over the other depends on the topic, content, and type of the text.<sup>14</sup>

A further insight into the nature of listening has been offered by the concept of skills. Skills can be described as automatic cognitive processes that ensure understanding of the language. As people listen, they assemble words from sounds, extract the meaning, and ignore irrelevant input without noticing these cognitive actions. An influential classification by Richards lists 33 conversational and 18 academic listening skills covering different levels of processing (e.g., sound, word, sentence, discourse).

#### **b. The component of foreign language**

Each English language skill has its own component.

##### 1) Reading

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas:<sup>15</sup>

- a) Phonemic awareness
- b) Phonics
- c) Fluently
- d) Vocabulary
- e) Comprehension.

<sup>14</sup>Thomas S. C. Farrell, "Teaching Listening", 6

<sup>15</sup>"A Closer Look at the Five Essential Components of Effective Reading", (Naperville: LEARNING POINT Associates, 2004), 1



## 2) Writing

In previous research on the factors of writing, a variety of variables has been used to measure quality of writing, including measure of writing productivity (e.g. number of words or sentences), spelling and grammar, organization, vocabulary, ideas and content, and overall.<sup>16</sup>

## 3) Speaking

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.<sup>17</sup>

### a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

### b) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that students ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

### c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that

<sup>16</sup> Patricia Thatcher Kantor, "Development of Writing: Key Components of Written Language", 2

<sup>17</sup> Azlina Kurnia, Eliwanti, Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK TELKOM Pekanbaru"

precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d) Pronunciation

Pronunciation is the way students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e) Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

4) Listening

Listening consists of the following components:

- a) The sonic realization
- b) The segmental/suprasegmental form
- c) The musical pitch and rhythm
- d) The lexical phrasing
- e) The purpose of the message intended by the speaker, and
- f) The actualization of the message in the listener.

## 2. Vocabulary

In the vocabulary there are several components including: definition of vocabulary, vocabulary mastery, and vocabulary assessment.

### a. Definition

The ministry of Education team provided a fairly simple limitation, namely that “ a word is a collection of sounds which is the smallest unit that contains meaning. In written language, the unity of a collection of sounds is symbolized by the unity of a collection of letters.<sup>18</sup> From there it can be concluded that when a collection of letters unite will create a sound that will give meaning.

Vocabulary is the total number of words that make up a language. Vocabulary is a collection of words that are known by individuals. From the following description, we can conclude that vocabulary has an important role in English. Without sufficient vocabulary, they will have difficulty mastering English skills.

Vocabulary is an important element in learning English. Learning English vocabulary knowledge is the first step for students when they want to achieve their goals in learning English, where vocabulary is the basis of speaking and writing.

### 1. Important of Vocabulary

Lexical knowledge is the centre of communication competence and mastery of a second language, this making lexical mastery important.

Many researchers think that vocabulary is very important for the successful use of foreign languages and the formation of spoken and

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<sup>18</sup>Robert Lado, *Language Teaching: A Scientific Approach* (New York: McGraw-Hill)

written texts, such as Lufer and Nation, Nation, Maximo, Read, Gu, Marion, Susanto, and others.

Learning vocabulary has an important role in all language skills (such as writing, speaking, listening, and reading). In the ability to write and speak, vocabulary makes it easy to express ideas. In listening skills, vocabulary makes it easy to understand other people's words. In reading ability, vocabulary makes it easy to understand a text. So, minimal mastery of vocabulary will prevent them from mastering English skills.

According to Alderson the size of one's vocabulary is relevant to one's performance in any languages test, in other words, that language ability is to quite a large extent a function of vocabulary size. So the more vocabulary they know, the better their language will be.

## 2. Aspects of vocabulary

According to Harmer, there are some aspects of vocabulary that should be taught or mastered by students in learning a foreign language, they are follows:

### a. Word meaning

The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer that is include:

#### 1) Polysemy

This polysemy is only resolved when we see the word in context, which allows us to say which meaning of the word, in the particular is being used.

#### 2) Antonym

Antonyms reinforce the meaning of each word. For example, a rich person – a poor person

### 3) Synonyms

Synonyms are mean exactly or nearly the same as each other.

### 4) Hyponyms

Hyponyms are words or clauses whose meaning is included in other words, namely hypernyms or general words. For example, *banana, apple, mango, lemon, etc.*, are all hyponyms of the superordinate *fruit*.

### 5) Connotation

Connotation is a figurative meaning or it can be said that eating is not real.

#### b. Word use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a *black mood* or someone is *yellow*, yet we are not actually describing a colour. In such contexts *black* and *yellow* mean something else.

## 3. Vocabulary mastery

Vocabulary mastery as complete mastery and complete skills. From this definition, the word mastery describes complete knowledge or good mastery for someone in a certain subject. So what is meant by mastery of vocabulary is the mastery of a number of words that can be arranged into a sentence that can be used to convey an idea or idea to others.

Quoted from Michael McCarthy said there are several indicators in vocabulary mastery: countable nouns, uncountable nouns, collective nouns, abstract nouns, suffixes, roots, synonyms, context clauses, and punctuations.

Countable nouns in the singular use a/an, while in the plural they end with

s/es. In addition, nouns that cannot be counted use the words some and any instead of a or an.

#### 4. Vocabulary assessment at SMK

Viewed from various points of view, vocabulary becomes a priority in language teaching. To find out how adequate their vocabulary mastery is, an assessment is needed. Vocabulary assessment seems to be straightforward by providing a list of the words being tested along with a choice of meanings from the words being tested.

Vocabulary assessment aims to measure understanding and words production used in mastering language skills, namely speaking and writing. After discussing the word 'what' to be assessed, then we will discuss 'how' to evaluate vocabulary mastery. In addition, there are various ways that can be used for vocabulary testing. There are several ways such as:

##### a. Limited Response

This test is usually used for beginners where this test requires simple physical actions such as pointing at an object or very simple answers such as 'yes' or 'no'. It can also be used by performing a simple command, such as "Raise your hand, etc".

##### b. Multiple choice (*choose the correct answer*)

This test is carried out by presenting sentences where there are words that are omitted. Then students choose one correct given to complete the sentence. For the example:

The principal was irate when she heard what the students had done.

(1). Surprised

(2). Interested

(3). Proud

(4). Angry

c. Completion (*write in the missing word*)

The teacher gives a sentence in which one of the words is omitted. Then the teacher asks the students to write the missing part of the word in the sentence. For the example:

At last, the climbers reached the .....of the mountain.

d. Translation (*give the L1 equivalent of the underlined word*)

They worked at the mill.<sup>19</sup>

And many others.

Assessment is the process of collecting and processing information to measure the achievement of students learning outcomes. Assessment activities require assessment instrument and assessment techniques. Assessment is not only focused on learning outcomes but also on the learning process. In this research, the researcher used rubric:

Table 2. 1 Vocabulary Rubric Assessment

No	Rated Aspect	Indicator	score
1	Mean vocab	Students can interpret English vocabulary well	20
		Students have not been able to interpret English vocabulary well	10
2	Reading vocabulary	Students can read English vocabulary well	20
		Students have not been able to read English vocabulary well	10
3	Pronounce vocabulary	Students can pronounce English vocabulary fluently	20
		Students have not been able to pronounce English vocabulary fluently	10
4	Write vocabulary	Students can write English vocabulary well	20

<sup>19</sup> John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press)



		and quickly in notebooks.	
		Students have not been able to write English vocabulary well and quickly in notebooks	10

For the example:

There are 20 questions that students do. The assessment that students get from the questions that have been done is as follows:

- 1 Mean vocabulary : 20
- 2 Reading vocabulary : 20
- 3 Pronounce test : 20
- 4 Write vocabulary : 20

The total assessment from that school is  $20 + 20 + 20 + 20 + 20 = 100$

### 3. Writing

In the writing there are several components including: definition of writing, components of writing, and concept of teaching writing.

#### a. Definition of writing

Writing is an activity of systematically pouring thoughts into written form. Activities to think, explore, and develop an idea and put it in written form. However, the notion of writing also has various meanings. This depends on someone or an expert in interpreting it.

According to the KBBI, writing is expressing ideas, opinions and ideas in a series of sentences. In addition, writing also makes letters with a pen or pencil, conveys thoughts, views, composes stories and describes them. Writing is a form of language communication (verbal) that uses written symbols as a medium. As a variety of communication, there are four elements involved in writing. The four elements are (1) the writer as the messenger, (2)



the message or something conveyed by the author, (3) the channel or medium in the form of written language symbols such as a series of letters or sentences and punctuation marks, and (4) the recipient of the message, namely the reader, as the recipient of the message conveyed by the author.

Writing skill is also very important. Writing ability is the most important thing, that is a complex and composing activity that can be delivered to the reader, to obtain information that easily understood. By writing, students can share ideas, feelings, or whatever is in their minds. Writing is also very important for students to do school work in learning English.<sup>20</sup> In addition, writing can also increase students' creativity in thinking and processing the right words.

What is the function and purpose of writing? As a language activity, writing has the following functions and purposes.

- 1) Personal function, namely expressing thoughts, attitudes or feelings of the perpetrator. Usually expressed through, for example, newspapers or diaries.
  - 2) Instrumental (directive) function, namely influencing the attitudes and opinions of others.
  - 3) Interactional function, namely establishing social relationships.
  - 4) Informative function, namely conveying information, including knowledge.
  - 5) Heuristic function, namely learning or obtaining information.
  - 6) The function of aesthetics, namely to express or fulfill a sense of beauty.
- b. Components of writing

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<sup>20</sup>Manggar, Theresia, Faiza, "The Correlation between Vocabulary Mastery and Their Ability in Writing Text", *Jurnal Kependidikan*, Vol. 10, No. 4, November 2021, 208

In the writing component there are several items that will be discussed in it, including: elements of writing, types of writing and assessment of writing.

### 1) Elements of writing

There are five elements of good writing:<sup>21</sup>

#### a) Purpose

When we talk about the purpose of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused in their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve. The three most common goals of academic writing are: (1) to inform the readers, (2) to persuade the readers, (3) to entertain the readers.

#### b) Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

#### c) Clarity

Clarity refers to how easy to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect, they get the point across to the reader by using specific, concise language.

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<sup>21</sup>National Geographic, *Bringing the World to the Classroom and the Classroom to Life*.

d) Unity

Unity in paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

e) Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

2) Types of writing

It is observable that different writers write different kinds of stories. Some of them are good at writing horror stories while other would be good at the dramatic one. Every day we see different styles or genres of movies written by the writers. The way in which one expresses his or her ideas and thoughts forms different writing styles. There are mainly four different types of writing styles.<sup>22</sup>

a) Expository

The main purpose of this type of writing is to explain. In expository writing, the author focus and emphasis on telling or explaining a given topic or subject. This is the most common types of writing. There is no place for the writers opinion, emotions, biases or points of view. The main motive of this writing style is to spread information. The areas of usage is textbook writing, business writing, research papers, encyclopedias, and other.

<sup>22</sup> "English Language", Faculty of Human Sciences and Islamic Science, Departement of Human Sciences, 2020

b) Persuasive

The main purpose of this type of writing is to convince. It contains the opinions, thoughts, and biases of the author. The writer uses justifications, arguments, and reasons to make the readers agree to his or her points. The areas of usage is speeches, cover letters, editorial pieces, letter, and others.

c) Descriptive

The main purpose of this type of writing is to describe. It focuses on describing a character, a place, an event, an object or an action. There is a very slight difference between expository and descriptive writing styles. The descriptive style is more detailed, personal and subjective. The areas of usage is poetry, novels, diaries writing, plays, and journals writing.

d) Narrative

The main purpose of this type of writing is to tell or narrate a story. The writer creates different characters and tells you what happens to them. The writer uses first person narration. Narrative writing is mostly personal, imaginative, and self-expressing. The areas of usage is novels, short stories, poetry, fairy tales, and other.

3) Assessment of writing

In its most fundamental sense, assessment aims at supporting and improving students learning. Assessment, as a term in the academic community, stems from the conflict between a “traditional view” of what teachers need to do and a “concern” for what learners can and do actually learn. The traditional view is referred to as the “inputs” view and the latter the concern is called the outputs view.

According to Hyland, scoring rubrics or guides can be used which will help teacher. Such scoring rubrics for writing is to make sure that the rubrics will have multiple-step scales. This should not misguide the writing teacher to think that a greater number of steps will correspond to a more precise scoring rubric on the contrary, it is unlikely that scores can reliably distinguish more than about nine hands.<sup>23</sup> In this study, the researcher used the rubric of the tenth graders of SMK module:

Table 2. 2Writing Rubric Assessment

Aspect	score	Criteria
Vocabulary	5	Uses vocabulary like a speaker
	4	Sometimes uses inappropriate vocabulary
	3	Often uses inappropriate vocabulary
	2	Uses very limited vocabulary
	1	Very limited
Grammar	5	No or few errors
	4	Sometimes has grammatical difficulties
	3	Often has errors that affect meaning
	2	Many mistakes grammatical barrier
	1	Grammatical erroe is very severe, cannot be understood
Structure	5	Order and according to the structure of the text
	4	there are parts that don't fit but it doesn't really have much effect
	3	There are parts that don't fit, it's still acceptable
	2	There is a slight conformity of the structure
	1	Does not match the text structure
Content	5	Very clear integration of ideas between paragraph
	4	Enough to show the integrates of ideas between paragraph
	3	The coherence of ideas between paragraphs has been seen.
	2	There is a little coherence of ideas between paragraphs
	1	There is no coherence of ideas between paragraph

<sup>23</sup>Mohammad Ali Salmani Nodoushan, *Assessing Writing: A Review of the Main Trends*, Iranian Institute for Encyclopaedia Research, Tehran, IRAN.

Example of the result of writing assessment:

### Going to Cermin Beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 using acar and we arrived about 09.00 o'clock.

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

The example of score taken from the writing assessment above are:

- 1 Vocabulary : 5
- 2 Grammar : 5
- 3 Structure : 5
- 4 Content : 5

When each of these ratings are added up to  $5+5+5+5=20$ . To get a value of 100 then the total of all values is multiplied by 5. So, the total value is  $20 \times 5 = 100$ .



### c. Teaching writing

The teaching of writing is important since, not only does it provide students with academic English capabilities, but it also prepare them for life in an interconnected world that requires them to write for different purposes and to use different genres (i.e., expository, descriptive, narrative, and persuasive).<sup>24</sup>

The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental element. The following analysis attempts to group the many and varied skills necessary for writing good prose into live general componetns or main areas.

- 1). Language use : the ability to write correct and appropriate sentence;
- 2). Mechanical skills : the ability the use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;
- 3). Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information;
- 4) Stylistic skills : the ability to manipulate sentences and paragraphs, and use language effectively;
- 5) Judgement skills : the ability to write in a appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.<sup>25</sup>

#### **4. Correlation between students vocabulary mastery and writing skill**

Gay state correlational studies aim to determine the relationship between variables, or use these relationships to make predictions. Correlational research

<sup>24</sup>Rawia Hayik, *Promoting Descriptive Writing Through Culturally Relevant Literature*, (Israel: Sakhin College, 2018), 193

<sup>25</sup>J. B. Heaton, *Writing English Language Tests*, (London and New York), 135

involves collecting data to determine whether, and to what degree, there is a relationship between two or more variables that can be quantified. The degree of relationship is expressed as a correlation coefficient. If there is a relationship between two variables, it means that the score is within a certain range on the other measurement.

The relationship between vocabulary knowledge and language practice as complementary, namely vocabulary skills that allow the use of language and vice versa. The use of language leads to an increase in vocabulary knowledge. Vocabulary mastery is useful to complement language users and language users are not optimal without sufficient vocabulary. Likewise the writing skill also requires a lot of vocabulary. The more vocabulary mastered, the better the write.

## **B. Previous Research Findings**

Several previous studies that have the same discussion variables will be discussed in this point.

Umairah Rahmawati, *The Correlation Between Vocabulary Mastery and Students Writing Skill*. This research applies random sampling technique where the population is all of the fifth semester students of English department of UIN Ar-Raniry and the sample are 30 students. The data collected by administering vocabulary mastery test and writing skill test. The data analysed by using Pearson Product Moment to investigate the correlation between both vocabulary. The result of the analyses shows that there is a significant correlation between vocabulary mastery and students writing skill of English department students of UIN Ar-Raniry.<sup>26</sup>

Hasan, Nanang Bagus Subekti, *The Correlation Between Vocabulary Mastery And Writing Skill Of Secondary School Students*, this research is used descriptive and

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<sup>26</sup>Umairah Rahmati, *The Correlation Between Vocabulary Mastery and Students Writing Skill*, 2018



correlation analysis. The data collection technique used were two tests, multiple choices test to find out the score of vocabulary mastery and essay test to find out the score of students ability in writing descriptive text and to find out the correlation between students vocabulary mastery and writing descriptive text ability. The result is there is a positive and significant correlation between vocabulary mastery and descriptive text ability.<sup>27</sup>

Mardiana Siregar, *The Correlation Between Vocabulary and Writing Description Text Mastery at The Grade VIII Students of MTS Al-Ansor Padangsidimpun*. The type of research in this study is study quantitative. In collecting the data, the researcher used two tests they are vocabulary test with the form multiple choice and test of writing descriptive twxt with the form essay test. To know the correlation both of them used product moment correlation. The result is there is a significant correlation between vocabulary and writing descriptive text mastery.<sup>28</sup>

Tabagus Zam Zam Al Arif, *The Correlation Between Students Vocabulary Mastery and Their Ability in Writing Functional Text at SMAN 1 Bandar Lampung*. To collect the data this research used objective test that were multiple choice consisted of 50 items and writing fuctional text test. In this research, product moment used to analyse the data of the research. The result is showed there was a correlation between students vocabulary mastery and their ability in writing functional text, so the hypothesis could be proved.<sup>29</sup>

Manggar Rizka Novitri, Theresia Cicik Sophia Budiman, Faiza Hawa, *The Correlation Between Vocabulary Mastery and Their Ability in Writing Descriptive Text*. The research method used is quantitative method. The population used is 7 grade

<sup>27</sup>Hasan, Nanang Bagus Subekti, "The Correlation Between Vocabulary Mastery and Writing Skill of Secondary School Students", Journal of English Language and Language Teaching (JELLT), Vol. 1, No. 2, 2017

<sup>28</sup>Mardiana Siregar, "The Correlation Between Vocabulary and Writing Descriptive Text Mastery at the Grade VIII Students of MTS Al-Ansor Padangsidimpun", 2021.

<sup>29</sup>Tubagus Zam Zam Al Arif, "The Correlation Between Students Vocabulary Mastery and Their Ability in Writing Functional SMAN 1 Bandar Lampung", Jmabi-English Language Teaching Journal, 2 (1), 2017.

of SMPN 2 Pringapus with total of 194 students. For the sample, only one class is used, there is 7E grade with 38 students. To analyse the instrument, there are two types of analysis, namely the technique of dividing students into three criteria and the analysis technique using Pearson Product Moment correlation. With the result, there is a significant correlation between vocabulary mastery and writing ability in writing descriptive text in 7 grade at SMPN 2 Pringapus.<sup>30</sup>

Francy, *The Correlation Between Vocabulary Matery and Pronounciation Ability with English Speaking Ability*. This research used quantitative and survey method. The population was students eleventh grade. The sample was 10% from the population selected through Stratified Proportional Random Sampling Technique. To find out the correlation and regression among the variables, product moment and multiple correlation formula were technically used. The findings indicates that there is a positive correlation between students pronounciation ability and English speaking ability, a positive correlation between students pronounciona and English speaking ability, and also a positive correlations together students vocabulary mastery and pronounciation ability towards English speaking ability.<sup>31</sup>

Yus Vernandes Uzer, *The Correlation Between Vocabulary Mastery and English Speaking Ability of the Tenth Students of Senior High School 12 Palembang*. This is a quantitative study. The data collection is deliberated by adopting test and r Product Moment Correlation is used to analyse the data. Findings show that there is correlation between students vocabulary mastery and their English speaking ability. It has been analysed by test of vocabulary mastery and students English speaking ability test. The result showed that the coefficient of them was 0.630 respectively with the significance level 5% was 0.320. therefore, alternative hypothesis ( $H_a$ ) is accepted while Nul

<sup>30</sup>Manggar Rizka Novitri, Theresia Cicik Sophia Budiman, Faiza Hawa, "The Correlation between Vocabulary Mastery and Their Ability in Writing Descriptive Text", Jurnal Kependidikan, Vol. 10, No. 4, 2021.

<sup>31</sup>Francy, "The Correlation Between Vocabulary Mastery and Pronounciation Ability with English Speaking Ability", Bekasi, 10 Vol. 1 Desember 2016

Hypothesis (*H<sub>0</sub>*) is rejected. The conclusion suggests that mastering vocabulary has significant role to improve students speaking ability.<sup>32</sup>

### C. Theoretical Framework

Vocabulary is needed in mastering for language skills, especially writing and speaking. A lot of vocabulary will make it easier for us to express what we want. Vocabulary deals with the ability in making in use the words employed in the composition as rich as possible. The greater vocabularies used for the text, the higher opportunities for a better result will be produced.

Writing as an activity to express ideas, feelings, and opinions to communicate messages from the mind into written form.<sup>33</sup> Writing has a two-step process, namely showing the meaning of the idea and conveying it in the form of written language. Through writing we can share ideas, express feelings, and convince others.

There are several aspects that must be mastered to create a proper writing. These aspects include: content, form, vocabulary, grammar or language use, and mechanics. While students at SMK Negeri 2 Ponorogo still have not mastered these aspects, especially vocab. Many of them still lack knowledge of vocab, thus preventing them from expressing their ideas in writing.

### D. Hypothesis

Hypotheses are expectations expressed by researchers regarding the relationship between variables in the research problem. So a hypothesis is the most specific problem statement. A hypothesis is defined as a temporary answer formulation that

<sup>32</sup>Yus Vernandez Uzer, "The Correlation between Vocabulary Mastery and English Speaking Ability of the Tenth Grade Students of Senior High School 12 Palembang", Palembang: ANGLO-SAXON, Vol. 8, NO. 2:251-2581

<sup>33</sup>Fikri Asih Wigati, "Kesulitan Pada Aspek-Aspek Writing Mahasiswa dengan English Proficiency Levels yang Berbeda", Jurnal Ilmiah Solusi Vol. 1 No. 3, 2014.

must be tested through research activities. A hypothesis is also defined as a conjecture that may or may not be true. He will be rejected if it is false or false and will be accepted if the facts confirm it.<sup>34</sup>

From the explanation, the researcher finds the hypothesis such as:

Ho : there is no significant correlation between students' vocabulary mastery and writing skill.

Ha : there is a significant correlation between students' vocabulary mastery and writing skill.



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<sup>34</sup> Tukiran Taniredja, Hayati Mustafidah, *Penelitian Kuantitatif*, (Bandung, ALFABETA: 2014), 24

## CHAPTER III

### RESEARCH METHODOLOGY

In this discussion we will find out what method this research uses and how to analyse it. In addition, the place and time of the research will also be explained in this chapter. From there it will be explained (1) Research Design; (2) Place and Time of the Study; (3) Population and Sample; (4) Operational Definition of Research Variable; (5) Data Collection Technique and Instrument; (6) Data Analysis Technique.

#### **A. Research Design**

The author uses a quantitative approach to carry out this research. The use of this approach aims to measure the level of students' vocabulary mastery and writing skill in descriptive texts. The method used in this research is correlational design, because in this study the authors correlated two data variables, namely the correlation between students' vocabulary mastery and their mastery of writing.

Correlation research methods are included in quantitative research. Creswell defines correlation as a statistical test to determine the tendency or pattern of two (or more) variables or two data sets to vary consistently. There are two variables studied in this study, where the independent variable is students' vocabulary mastery (X) and the dependent variable is writing skill (Y). The writer used two tests that are vocabulary mastery which focus on (verb and adjective) and writing skill used free writing about their holiday experience.

#### **B. Place and Time of the Study**

This research will be conducted at SMK Negeri 2 Ponorogo. Which is located on Jl. Laksamana Yos Sudarso No. 21a, Krandengan, Kepatihan, Kecamatan. Ponorogo,

Kabupaten Ponorogo, Jawa Timur 63416. The time of this research is estimated to be carried out in the period from January to April.

### C. Population and Sample

Population is a collection (total) of elements or individuals who have certain characteristics in a study. Judging from the number, the population can be classified into two:

- 1) A finite/limited population, namely a population that has clear quantitative data sources.
- 2) Infinite population, which is a population that has a data source that cannot be defined quantitatively.<sup>35</sup>

The population determined in this study corresponds to the population of group two, namely all class X students of SMK Negeri 2 Ponorogo for the 2021-2022 academic year.

The sample is a collection of elements or individuals who are part of the population. The research sample is a part taken from the entire object under study which is considered representative of the entire population and is taken using certain techniques.

Proper sampling is one of the techniques in research. There are several techniques in sampling:

- 1) Random sampling technique.

Random sampling technique is a sampling that is done randomly, haphazardly, objectively, so that all elements of the population have the opportunity to become research samples.

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<sup>35</sup> Tukiran Taniredja, Hidayati Mustafidah, *Penelitian Kuantitatif*, (Bandung, ALFABETA: 2014), 33



## 2) Non-random sampling technique

In the non-random sampling technique, not all elements of the population have the opportunity to become research samples.<sup>36</sup>

In this study, the writer took population of the first grade students of SMKN 2 Ponorogo especially in the culinary department. The total population is about 109 students from 3 classes. The research class was done in class XA2, there are about 35 students and all of them were tested as a random sampling system.

### D. Operational Definition of Research Variable

In this study, there are 2 operational variables, namely vocabulary mastery and speaking ability. The following is an explanation of the two variables studied:

1. Vocabulary is the building block of language.<sup>37</sup> Vocabulary is an important part in all languages where the learner or students must continuously learn words while the learner or students is also learning grammar and pronunciation. So, vocabulary is an early stage to be taught before teaching other aspects of language.
2. Writing is finding out meaning and put it into language. Therefore, writing is an activity to express ideas through sign or symbols in written form. Writing is usually done on media using tools such as pens or pencils.

### E. Data Collection Technique and Instrument

Data collection techniques are the methods used by researchers to collect data.

Researchers to collect the data run several steps, namely:

<sup>36</sup> Tukiran Taniredja, Hidayati Mustafidah, *Penelitian Kuantitatif*, (Bandung, ALFABETA: 2014), 36

<sup>37</sup>Dhinuk Puspita Kirana, Yazid Basthomi, *Vocabulary Size Among Different Levels of University Students*, *Universal Journal of Educational Research* 8 (10): 4357-4364, 2020



## 1 Interview

According to Arikunto in *Prosedur Penelitian*, “Wawancara digunakan sebagai teknik pengumpulan data apabila peneliti ingin melakukan studi pendahuluan untuk menemukan permasalahan yang harus diteliti, dan juga apabila peneliti ingin mengetahui hal-hal dari responden yang lebih mendalam dan jumlah respondennya sedikit/kecil.”<sup>38</sup> Thus, the researcher conducted the interviews to collect data about the history of SMKN 2 Ponorogo.

## 2 Testing

The second step is to give tests to students. As prepared by the researcher a list of questions related to vocabulary. This test is carried out to determine students' vocabulary mastery. It consists of 20 multiple choices. In this vocabulary test, the researcher found an increase in students' vocabulary mastery which focused on verbs and adjectives. There are twelve questions about verbs and four questions about adjectives and four questions about adverbs.

The second test is measuring students' writing skill by oral writing about her holiday. Students write down the activities they do on vacation with a minimum of two paragraphs of writing. Each paragraph consists of a minimum of three sentences.

### **F. Data Analysis Technique**

The technique used by the researcher to analyze the data is the correlation technique. The correlation technique is a technique used to find out the relationship between two or more variables.

In the correlation technique, the variables are compared to find out whether the correlation is very significant or occurs by chance. The researcher used the person product moment test to determine the students' vocabulary mastery and writing skill.

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<sup>38</sup>Sugijono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, R&D*, 194.

The steps to analyze the data in this study are:

1. The technique used to classify the students into the three criteria. They are up rank (good), middle rank (enough), and bottom rank (low). The formula are:<sup>39</sup>

a)  $Mx + 1. SDx$

$Mx - 1. SDx$

Notes:

$Mx$  = mean of vocabulary mastery ( $x$ )

$SDx$  = standard deviation of vocabulary mastery ( $x$ )

This technique used to analyze the mastery of vocabulary mastery at the XA2 students of SMKN 2 Ponorogo in academic year 2021/2022. These techniques classify the students into three criteria. They are up rank (good), middle rank (enough), and bottom rank (low).

b)  $My + 1. SDy$

$My - 1. SDy$

Notes:

$My$  = mean of writing skill ( $y$ )

$SDy$  = standard deviation of writing skill ( $y$ )

This technique used to analyse the students writing skill at the X2A students of SMKN 2 Ponorogo in academic year 2021/2022. These techniques classify the students into three criteria. They are up rank (good), middle rank (enough), and bottom rank (low).

2. The technique used to analyze the data is correlation Product Moment as formula. This technique used because the writer would like to measure the correlation between students vocabulary mastery and writing skill at the XA2 students of

<sup>39</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta, Rajagrafindo Persada, 2006), 175-176

SMKN 2 Ponorogo in academic year 2021/2022. The Product Moment formula is a follows:<sup>40</sup>

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Notation:

$r_{xy}$ : Coefficient variable between variable 'x' and 'y'

$\sum X$ : Sigma score of students' vocabulary mastery

$\sum Y$ : Sigma score of students' writing skill

$\sum XY$ : The result of multiplication of the total score of each item

$\sum X^2$ : The sum of the square in X

$\sum Y^2$ : The sum of the square in Y

N: The number of respond

The steps of the data analysis applied in this research are:<sup>41</sup>

- a) Determining  $N$ ,  $\sum x$ ,  $\sum y$ ,  $\sum xy$ ,  $\sum x^2$ ,  $\sum y^2$
- b) Computing by applying the formula of Product Moment Correlation.
- c) Giving interpretation by:
  - 1) Determining the correlation criteria by applying the indexes of correlation, as suggested by Hadi Arikunto are as follows:<sup>42</sup>

**Table 3. 1 The Indexes of Correlation**

No	Scale	Interpretation
1.	0.800-1.000	High correlation
2.	0.600-0.800	Sufficient correlation
3.	0.400-0.600	Fair correlation
4.	0.200-0.400	Low correlation
5.	0.000-0.200	Very low correlation

- 2) Determining the significant standard 5% and 1%

<sup>40</sup>Sugijono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: ALFABETA, 2012), 192

<sup>41</sup>Sudijono, *Pengantar Statistik Pendidikan*, 208-211

<sup>42</sup>Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2010), 126

## CHAPTER IV

### RESEARCH FINDINGS

This chapter discussed research location research, data description, and data analysis

#### **A. Research Location**

This research takes place in SMKN 2 Ponorogo. It has a strategic location. By this, the process of this research is expected not to take much time.

##### **1. The history of SMKN 2 Ponorogo**

SMK Negeri 2 Ponorogo aims to prepare students to become skilled middle-level implementers trained according to the skill program they have chosen and can apply their abilities to be self-employed / work independently. SMK Negeri 2 Ponorogo is supported by 77 educators, with details of 55 PNS teachers and 22 GTT teachers. In addition, there is 23 administrative staff, 10 are civil servants, and 13 are PTT.

Currently, SMK Negeri 2 Ponorogo has become a Vocational School for the Tourism/Hospitality and Technology group with complete Expertise Competencies. There are 5 expertise competencies in Hospitality, namely Catering, Clothing, Beauty, Travel, and Hospitality Business, plus one expertise competency from Technology, Computer and Network Engineering.

From year to year, the public's interest in schools at SMK Negeri 2 Ponorogo is considerable and continues to grow. This is certainly a threat to SMK Negeri 2 Ponorogo. For this reason, excellent service and sound and correct management of students must be given as a form of responsibility in educating the nation's children. The output produced must be truly competent and have good character and soft skills.

The resulting outcome is also able to place alumni to be accepted to work at DUDIKA (Business World, Industrial World, and the World of Work) both domestically and abroad, such as in Japan, Korea, and Taiwan, able and brave to become entrepreneurs and continue to higher education levels higher. Even before the graduation process, several industries have recruited by coming to school to do various tests, such as PT. Marta Tilaar, PT. Viva Pharm and Beauty Salons as well as large SPAs for beauty competency skills. PT Jaya Perkasa, Kencana Print and PT. Hogy Cikarang for Clothing. Hospital and Catering for Catering students.

## **2. Vision, mission, and goals of SMKN 2 Ponorogo**

SMKN 2 Ponorogo, as an educational institution, has a vision and mission in carrying out its activities. The vision, mission, and objectives of SMKN 2 Ponorogo are as follow:

### **a. Vision**

To become an excellent Tourism and Technology Vocational School, based on IMTAQ, scientific and technological insight, industrial character, caring and environmentally cultured.

### **b. Mission**

1. Develop an educational culture to empower students to become human beings with noble character, industrial character, creativity, and competitiveness.
2. Improving the competence of Human Resources (HR) and cooperating with various parties to realize quality education.
3. Improve educational infrastructure to support optimal learning processes based on the implementation of science, technology, and industrial development.

4. Instilling students' independence through planned habituation, entrepreneurship, and self-development activities.

5. Instilling an attitude of social sensitivity, being environmentally friendly, and upholding wisdom in diversity.

**c. Goals**

1. Produce competitive, professional, creative, innovative, tough, honest, disciplined, independent, and responsible graduates.

2. Organizing quality education with available funding sources.

3. Educate students to behave following morality.

4. Develop a work ethic and a commendable work spirit for all school members.

5. To produce students who are trained, skilled, active, independent, professional, knowledgeable, capable of mastering technology, and are environmentally friendly.

6. Improve HR (Educators, Education Personnel, and Students) as professional resources according to the labor market, business world, and industry needs.

7. Establishing partnerships with parents, the community, the business world, and the industrial world.

8. Improving school facilities and infrastructure by industry standards and creating a conducive and pleasant school environment for studying/working.

9. The realization of a learning atmosphere at school using information technology (IT) refers to independence.

10. The realization of the school as a center for information services in tourism and technology.



11. Realization of Business Center and product/service development through Teaching Factory and Production Unit.
12. Produce graduates with personality, skill, methodical, and social competencies.
13. The realization of schools of interest to the community, business players, industry, and the world of work.
14. The formation of graduates who care and have a culture of the environment.

## **B. Data Description**

In this item, the data on the results of the vocabulary mastery and writing ability tests that have been given to students will be presented.

### **1. Data about Mastery of Vocabulary at the XA2 Students of SMKN 2 Ponorogo**

This data is meant to determine how high the tenth-grade students of SMKN 2 Ponorogo master vocabulary. To get the data, the researcher uses a test technique for tenth-grade students of SMKN 2 Ponorogo, especially XA2. This is suitable with the total number of samples.

A test is an objective form of test that measures the students' mastery of vocabulary, especially in understanding tenses, verbs, and adjectives. The form of an objective test is a multiple-choice test. The total number of vocabulary mastery items is 20 items. The score of every item is 5 score. The total score of the vocabulary mastery test is 100.

From the explanation above, it can be accumulated that the total scores of vocabulary mastery:  $20 \text{ items} \times 5 \text{ scores} = 100$ . From the test can be gotten the score of students' vocabulary mastery test as follows:



**Table 4. 1 The Score of the Vocabulary Mastery at XA2 SMKN2 Ponorogo**

<b>No</b>	<b>Name of Students</b>	<b>The Score of vocabulary</b>
1	Pradipa Abeda Putra Arfinsa	35
2	Nafisah Nur Aini	50
3	Gita Trinopiana	40
4	Muhammad Reza Halamany	75
5	Mella Dwi Apriliact	35
6	Pasya Ayu W	40
7	Hevinda Zahra P	65
8	Rachmadani Mega	30
9	Lysa Nikmatul Amanah	20
10	Inggriedt Navisha Kafka	35
11	Intan Yulia Sari	65
12	Febrilia Eka Pratiwi	55
13	Putri Dwi Rahayu	60
14	Novi Anggraeini	50
15	Febbyentika Dwiva Pangestu	50
16	Muhammad Ferdinant Helga	35
17	Maulida Husnul Farida	55
18	Nova Fitria Candra W	45
19	Malista	60
20	Puspita Cahya	60
21	Firdausa Cahya Putri	50
22	Muhammad Hanif	30
23	Olivia Cindy Regita	60
24	Luluk dyah Puspitarani	55
25	Mesya Diana P	70
26	Prescha Egydhea A R	60
27	May Aula Silvianita	70
28	Nadila Dita N	40
29	Herlis Yuvida	60
30	Putri Wahyu N	50
31	Febiola Tri Utami	50
32	Rahma Lailatul Khofifah	60
33	Indri Safira Ardianti	60
34	Ervira Shandra Arshella	60
35	Intan Nur Baiti	60

## **2. Data about Students Writing Ability of the XA2 of SMKN 2 Ponorogo**

This data is meant to determine how high the XA2 students of SMKN 2 Ponorogo are able to write. These data are obtained from the test Writing Ability.

The test is from subjective tests that measure the students writing ability, especially in writing about recounted text. The form of subjective test is an essay. There are four assessment items in the writing test, and each assessment is given 20 scores.

From the explanation above, it can be accumulated that the total scores of writing ability mastery: 4 items x 20 scores = 100. From the test can be gotten the score of students writing ability test as follows:

**Table 4. 2 The Score of the Writing Ability at XA2 SMKN2 Ponorogo**

No	Name of Students	The Score of Writing
1	Pradipa Abeda Putra Arfinsa	60
2	Nafisah Nur Aini	50
3	Gita Trinopiana	50
4	Muhammad Reza Halamany	50
5	Mella Dwi Apriliact	40
6	Pasya Ayu W	50
7	Hevinda Zahra P	70
8	Rachmadani Mega	50
9	Lysa Nikmatul Amanah	75
10	Inggriedt Navisha Kafka	40
11	Intan Yulia Sari	70
12	Febrilia Eka Pratiwi	60
13	Putri Dwi Rahayu	75
14	Novi Anggraeini	60
15	Febbyentika Dwiva Pangestu	60
16	Muhammad Ferdinant Helga	40
17	Maulida Husnul Farida	40
18	Nova Fitria Candra W	70
19	Malista M A	60
20	Puspita Cahya	70
21	Firdausa Cahya Putri	40
22	Muhammad Hanif	45
23	Olivia Cindy Regita	75
24	Luluk dyah Puspitarani	60
25	Mesya Diana P	70
26	Prescha Egydhea A R	75
27	May Aula Silvianita	80
28	Nadila Dita N	60
29	Herlis Yuvida	75
30	Putri Wahyu N	70
31	Febiola Tri Utami	70
32	Rahma Lailatul Khofifah	75
33	Indri Safira Ardianti	75

34	Ervira Shandra Arshella	70
35	Intan Nur Baiti	75

### C. Data Analysis

This item will explain the results of statistical descriptions of vocabulary mastery and writing skills and the results of correlation analysis between vocabulary mastery and writing skills.

#### 1. Deskripsi Statistik

##### a. Deskripsi Statistik tentang vocabulary mastery pada siswa XA2 SMKN 2

##### Ponorogo

This statistical description is intended to describe the results of the vocabulary mastery scores obtained from the tests given to X2A students at SMKN 2 Ponorogo. Researchers used a questionnaire addressed to respondents with a total of 35 children. The results of the vocabulary mastery score can be seen in the table below:

**Table 4. 3 The Score of Students' Vocabulary Mastery at XA2 SMKN 2 Ponorogo**

No	Score Vocabulary Mastery	Frequency	Percentage
1	75	1	3%
2	70	2	6%
3	65	2	6%
4	60	10	29%
5	55	3	9%
6	50	6	17%
7	45	1	3%
8	40	3	9%
9	35	4	11%
10	30	2	6%
11	20	1	3%
	Total	35	100%

From table 4. 3, it can be concluded that the highest score of the vocabulary mastery variable is 75 with a frequency of 1 person and the lowest score is 20 with a frequency of 1 person. From these results, the vocabulary mastery of XA2 SMKN 2 Ponorogo students is grouped into three categories, namely: good category, good enough, and less. In determining these levels, the researchers used the SPSS version 25.0 application to find the mean and standard deviation with the following results:

**Table 4. 4 Vocabulary Mastery Statistical Description**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Vocabulary</b>	35	20	75	51.29	13.080
<b>Valid N (listwise)</b>	35				

Based on the SPSS calculation results above, it can be seen that  $M_x = 51.29$  and  $SD_x = 13.080$ . So, to find out the level of good, good enough, and not good, students' vocabulary mastery is grouped with the following formula:

- 1) A score more than  $M_x + 1. SD_x$  belongs to the good category
- 2) A score between  $M_x - 1. SD_x$  to  $M_x + 1. SD_x$  belongs to the good enough
- 3) A score less than  $M_x - 1. SD_x$  belongs to the less category

The calculation is as follows:

$$\begin{aligned}
 1) \quad M_x + 1. SD_x &= 51,29 + 1. 13,080 \\
 &= 51,29 + 13,080 \\
 &= 64,37 \text{ (rounded to 64)}
 \end{aligned}$$

$$\begin{aligned}
 2) \quad M_x - 1. SD_x &= 51,29 - 1. 13,080 \\
 &= 51,29 - 13,080 \\
 &= 38,21 \text{ (rounded to 38)}
 \end{aligned}$$

Based on these results, it is known that scores of more than 64 are categorized as good vocabulary mastery. In contrast, scores of 38 to 64 in the vocabulary mastery category are good enough, and scores of less than 38 are categorized as less vocabulary mastery levels. In this case, to find out more details can be seen in Table 4.5 below:

**Table 4. 5 Vocabulary Mastery Category**

No	Score	Frequency	Percentage	Category
1	More than 64	5	14%	Good
2	Score 38 to 64	23	66%	Enough
3	Less than 38	7	20%	Less
	<b>Total</b>	<b>35</b>	<b>100%</b>	-

Based on the categorization above, it can be seen that the vocabulary mastery of XA2 SMKN 2 Ponorogo students in the excellent category as many as 5 respondents (14%), in enough good category, as many as 23 respondents (66%), and in the less category as many as 7 respondents (20%). Thus, it can be understood that, in general, the vocabulary mastery of XA2 SMKN 2 Ponorogo students is in a fairly good category.

#### **b. Statistical Description of Writing Skill at XA2 SMKN 2 Ponorogo**

This statistical description is intended to provide data related to students' writing skills. In obtaining the data, the researcher used an essay questionnaire addressed to the respondents with a total of 35 X2A students at SMKN 2 Ponorogo, which can be seen in table 4. 6 below:

**Table 4. 6 Score writing skills students XA2 SMKN 2 Ponorogo**

No	Score Writing Skill	Frequency	Percentage
1	80	1	3%
2	75	8	23%
3	70	8	23%
4	60	7	20%

5	50	5	14%
6	45	1	3%
7	40	5	14%
	<b>Total</b>	35	100%

The table shows that the highest student writing score was 80 with a frequency of 1 student and the lowest score was 40 with a total frequency of 5 students. From these calculations, students' writing can be classified into three categories: good, good enough, and less. To determine the students' writing category, the researcher used SPSS version 25.0 by looking for the mean and standard deviation values so that the following results can be obtained:

**Table 4. 7 Statistic Description of Writing Skills score**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Writing</b>	35	40	80	61.57	12.878
<b>Valid N (listwise)</b>	35				

Based on the SPSS calculation results above, it can be concluded that the value of  $M_x = 67.57$  and the value of  $SD_x = 12.878$ . To find out the category of students' writing skills, they are grouped with the following formula:

- 1) A score more than  $M_x + 1. SD_x$  belongs to the good category
- 2) A score between  $M_x - 1. SD_x$  to  $M_x + 1. SD_x$  belongs to the good enough
- 3) A score less than  $M_x - 1. SD_x$  belongs to the less category

The calculation is as follows:

$$\begin{aligned}
 1) \quad M_x + 1. SD_x &= 67,57 + 1. 12,878 \\
 &= 67,57 + 12,878 \\
 &= 80, 448 \text{ (rounded to 80)}
 \end{aligned}$$

$$\begin{aligned}
 2) \text{ Mx} - 1. \text{ SDx} &= 67,57 - 1. 12,878 \\
 &= 67,57 - 12,878 \\
 &= 54,692 \text{ (rounded to 55)}
 \end{aligned}$$

Based on the results above, it can be seen that a score of more than 80 is in a good category, while a score of 55 to 80 is categorized as good enough, and a score of less than 55 is categorized as poor. For more details regarding the categorization of student writing skills, it can be seen in Table 4.8 below:

**Table 4. 8 Writing skill category**

No	Score	Frequency	Percentage	Category
1	More than 80	1	3%	Good
2	Score 55 to 80	23	66%	Enough
3	Less than 55	11	31%	Less
	Total	35	100%	-

Based on the categorization above, it can be seen that the writing skills of XA2 SMKN 2 Ponorogo students in the good category are 1 respondent (3%), in the enough category as many as 23 respondents (66%), and in the less category as many as 11 respondents (31%). Thus, it can be understood that in general the writing of students at XA2 SMKN 2 Ponorogo is in the enough category.

## **2. The Correlation between Students' Vocabulary Mastery and Writing Skill at XA2 SMKN 2 Ponorogo**

After collecting data, the data analysis is conducted by applying the steps as follows:

### **a. Determining $\Sigma x$ , $\Sigma y$ , $\Sigma xy$ , $\Sigma x^2$ , $\Sigma y^2$**

From the research, the writer gets the result about the score vocabulary mastery and writing skills at XA2 SMKN 2 Ponorogo. That can count how high the correlation of them.

The tabulated data in the table contain six columns. They are:



Column 1 : series number

Column 2 : scores of x variable (vocabulary mastery)

Column 3 : scores of y variable (writing skill)

Column 4 : scores multiplication of x variable (vocabulary mastery) and y  
(writing skill)

Column 5 : square scores of x variable (vocabulary mastery)

Column 6 : square scores of y variable (writing skill)

**Table 4.9 The Correlation between Students' Vocabulary Mastery and Writing skill at the Tenth Grade Students' at SMKN 2 Ponorogo**

No	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	35	60	2100	1225	3600
2	50	50	2500	2500	2500
3	40	50	2000	1600	2500
4	75	50	3750	5625	2500
5	35	40	1400	1225	1600
6	40	50	2000	1600	2500
7	65	70	4550	4225	4900
8	30	50	1500	900	2500
9	20	75	1500	400	5625
10	35	40	1400	1225	1600
11	65	70	4550	4225	4900
12	55	60	3300	3025	3600
13	60	75	4500	3600	5625
14	50	60	3000	2500	3600
15	50	60	3000	2500	3600
16	35	40	1400	1225	1600
17	55	40	2200	3025	1600
18	45	70	3150	2025	4900
19	60	60	3600	3600	3600
20	60	70	4200	3600	4900
21	50	40	2000	2500	1600
22	30	45	1350	900	2025
23	60	75	4500	3600	5625
24	55	60	3300	3025	3600
25	70	70	4900	4900	4900
26	60	75	4500	3600	5625
27	70	80	5600	4900	6400
28	40	60	2400	1600	3600
29	60	75	4500	3600	5625
30	50	70	3500	2500	4900
31	50	70	3500	2500	4900
32	60	75	4500	3600	5625

No	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
33	60	75	4500	3600	5625
34	60	70	4200	3600	4900
35	60	75	4500	3600	5625
<b>TOTAL</b>	<b>1795</b>	<b>2155</b>	<b>113350</b>	<b>97875</b>	<b>138325</b>

Based on the table above, the writer get:

$$\Sigma X = 1795$$

$$\Sigma Y = 2155$$

$$\Sigma XY = 113350$$

$$\Sigma X^2 = 97875$$

$$\Sigma Y^2 = 138325$$

b. Computing by applying the formula of Product Moment Correlation

To analyze the correlation between the mastery of vocabulary and students' writing skills at XA2 of SMKN 2 Ponorogo, use the product-moment formula. The rude numeral is:

**Table 4. 10 reliability Statistics**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.661	2

c. Giving interpretation

The interpretation is explained in the next discussion section.

d. Making a conclusion by comparing the second, third, and fourth steps.

The conclusion is explained in the next discussion section

## D. Discussion (Testing Hypothesis and Interpretation)

From the calculation about the correlation between the mastery of vocabulary and students' writing skills at the XA2 SMKN 2 Ponorogo, the result of the research is 0,661. At the same time, value of  $r_{tabel}$  at the significant standard 5% with  $db = N - nr = 35 - 2 = 33$  found number 0,344 and  $r_{tabel}$  at the significant standard 1% found number 0,442. So, it can be concluded that  $r_{xy} > r_{tabel}$  (0,661 > 0,442). The writer takes the summary:

### 1. Testing Hypothesis

#### a. Null Hypo (Ho)

There is no correlation between students' vocabulary mastery and writing skills in the tenth grade of SMKN 2 Ponorogo in the academic year 2021/2022, especially XA2. So, Ho is rejected.

#### b. Alternative Hypo (Ha)

There is any correlation between students' vocabulary mastery and writing skills in the tenth grade of SMKN 2 Ponorogo in the academic year 2021/2022, especially at XA2. So, Ha is accepted.

### 2. Interpretation

There are three ways to interpret whether there is any correlation between students' vocabulary mastery and writing skills at the XA2 of SMKN 2 Ponorogo in the academic year 2021/2022 by using product moment. The three ways are:

#### a. Interpretation of correlation coefficient by using crude digit

After finding out the result of the research, the correlation coefficient is 0,661. Therefore, it is a positive value. From this, it can be found that the correlation is a direct correlation.

#### b. Interpretation of correlation coefficient by applying the indexes of correlation, as suggested by Hadi in Arikunto

The interpretation of the rate of the correlation coefficient is formed by certain rules, which are as follows:

0.800 – 1.000 = high correlation

0.600 – 0.800 = sufficient correlation

0.400 – 0.600 = fair correlation

0.200 – 0.400 = low correlation

0.000 – 0.200 = very low correlation

Based on the computation, it is known that the value of  $r_{xy} = 0,661$ . It will be categorized by using the coefficient correlation criteria above. It is known that 0,661 is classified interval 0,600 – 0,800 on the sufficient correlation.

c. Interpretation of correlation coefficient is connected with the table of product-moment

Ho: There is no correlation between students' vocabulary mastery and writing skills in the tenth grade of SMKN 2 Ponorogo in the academic year 2021/2022, especially XA2. So, Ho is rejected.

Ha: There is any correlation between students' vocabulary mastery and writing skills in the tenth grade of SMKN 2 Ponorogo in the academic year 2021/2022, especially at XA2. So, Ha is accepted.

Then, the writer analyzed from two hypotheses above by using the value of  $r_{xy}$  or  $r_{empiric}$  with the table of product-moment.

Note:

- If  $r_{empiric} > r_{tabel}$ , so Ha is accepted.
- If  $r_{empiric} < r_{tabel}$ , so Ho is rejected.

From the table:

1) The significant standard 5%

$$r_{tabel} : df = N - n = 35 - 2 = 33$$

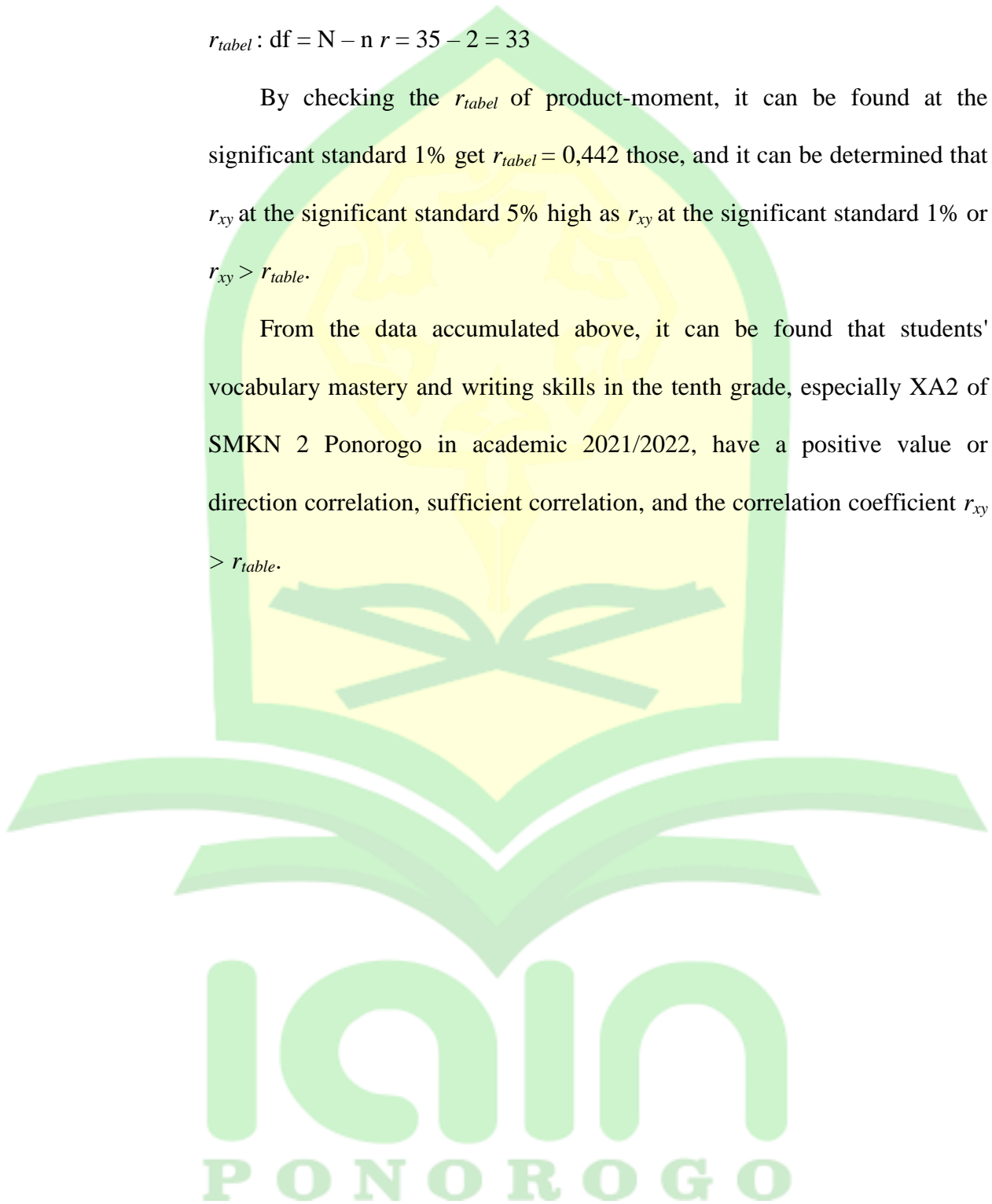
By checking the  $r_{tabel}$  of product moment, it can be found at the significant standard 5% get  $r_{tabel} = 0,344$ .

2) The significant standard 1%

$$r_{tabel} : df = N - n r = 35 - 2 = 33$$

By checking the  $r_{tabel}$  of product-moment, it can be found at the significant standard 1% get  $r_{tabel} = 0,442$  those, and it can be determined that  $r_{xy}$  at the significant standard 5% high as  $r_{xy}$  at the significant standard 1% or  $r_{xy} > r_{table}$ .

From the data accumulated above, it can be found that students' vocabulary mastery and writing skills in the tenth grade, especially XA2 of SMKN 2 Ponorogo in academic 2021/2022, have a positive value or direction correlation, sufficient correlation, and the correlation coefficient  $r_{xy} > r_{table}$ .



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