

THE CORRELATION BETWEEN VOCABULARY MASTERY
AND STUDENTS' ABILITY IN ARRANGING RANDOM
SENTENCES INTO A GOOD PARAGRAPH

(Case Study in Eighth Grade Students' SMPN 9 Langsa)

THESIS

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The writer

TABLE OF CONTENTS

ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDIXES	vii
ABSTRACT	viii
CHAPTER I INTRODUCTION	
A. Background of Study.....	1
B. Problem of Study.....	3
C. Purpose of Study.....	3
D. Hypothesis.....	4
E. Significance of Study.....	4
F. Terminology.....	5
CHAPTER II LITERATURE REVIEW	
A. Definition of Vocabulary.....	9
B. Sentences.....	13
1. The Definition of Sentence.....	13
2. Type of Sentence.....	14
3. The Definition of Random Sentence.....	15
C. Paragraph.....	16
1. Definition of Paragraph.....	19
2. Steps in making Paragraph.....	19
3. Kinds of Paragraph.....	20
D. The Important Elements in Arranging Random Sentences into a Good Paragraph.....	28
1. Outline of Paragraph.....	28
2. Summarizing.....	30

CHAPTER III	RESEARCH METHODOLOGY	
	A. Place and Time of Research.....	31
	1. Place of Research.....	31
	2. Time of Research.....	31
	3. Schedule of Research.....	32
	B. Population and Sample.....	33
	C. Method and Variable of Research.....	34
	D. Technique of Collecting Data.....	36
	E. Step ofThe Research.....	37
	F. The Technique of AnalyzingData.....	39
CHAPTER IV	DATA ANALYSIS	
	A. Data Collection.....	41
	B. Data Analysis.....	43
	C. Discussion.....	52
CHAPTER V	CONCLUSIONS AND SUGGESTIONS	
	A. Conclusions.....	55
	B. Suggestioa.....	56
BIBLIOGRAPHY	58
APPENDIXES	60
BIOGRAPHY	

LIST OF TABLES

Table 1 The Score of Vocabulary Mastery and Arranging Sentence...	41
Table 2 The Calculation of Mean Vocabulary Mastery.....	43
Table 3 The Calculation of Mean Arranging Sentence.....	45
Table 4 The Calculation of Vocabulary Mastery and Arranging Sentence.	48

LIST OF APPENDIXES

Appendix 1 The Instrument of Vocabulary Test.....	60
Appendix 2 The Instrument of Arranging Sentence.....	62
Appendix 3 The Instrument of Interview.....	68
Appendix 4 Validity of Vocabulary Items Test.....	69
Appendix 5 Validity of Arranging Sentence Items Test.....	72
Appendix 6 Reliability of Vocabulary Items Test.....	75
Appendix 7 Reliability of Arranging Sentence Items Test.....	76
Appendix 8 Photo of Research.....	77

ABSTRACT

This research with title "The Correlation Between Vocabulary Mastery and Students' Ability in Arranging Random Sentences into a Good Paragraph at the 8th grade students in Junior High School 9 Langsa" aims to investigate the difficulties faced by students in arranging random sentences into a good paragraph. Regarding the fact, the writer was interested in conducting a research at SMP Negeri 9 Langsa. The research aims to know if there is any correlation between vocabulary mastery and students' ability in arranging random sentences into a good paragraph. In doing the research, the writer implemented some methods such as interview and test. After obtaining the data from the research, either the score of vocabulary test and the score of arranging random sentences into a good paragraph test, the writer needed to analyze the data and made some calculations. At first, the writer needed to find out the correlation coefficient of both of the variables by using the formula of product moment correlation coefficient, then, the writer examined the hypothesis by using the formula, and from the calculation it was obtained that the calculated is higher than table, where the calculated is 4,58 and the table is 2,09. So, the Null Hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted which means that there is significant correlation between the vocabulary mastery and the students' ability in arranging random sentences into a good paragraph.

Keywords: vocabulary mastery, random sentences, good paragraph

CHAPTER I

INTRODUCTION

A. Background of Study

There are numerous components of language that is needed to be mastered in the effort of language acquisition; one of those important components is vocabulary. Vocabulary is an element of English that links the four skills of listening, reading, speaking and writing. Vocabulary is one of components in writing skill that need to be mastered when we are studying writing and other skills. In learning English, one of the factors is the poor mastery of vocabulary knowledge. The students are lack of stock of the words even only for used in daily conversation. The students who have little knowledge of vocabulary will face some difficulties to understand the written language and oral language. If the teacher wants to know the students' ability in mastering English, it is needed to know their ability in mastering vocabulary beside structure and pronunciation.

As David states in his book, he said that "Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed,¹ It means that to be able to communicate or express ideas in the target language, especially English, one has to figure out the vocabulary, for by recognizing a large amount of vocabulary can make easier to convey our feelings and ideas. Mastering vocabulary is primarily needed to build up other language skills. It is a fundamental aspect in language acquisition. In

¹ David Wilkins, How to Teach Vocabulary (Scott Thornbury ; 2002) P.13

this case, the students have to master the necessary words which are essential to their field of study.

Generally, the aim of vocabulary mastery is to develop the students' ability in mastering English. Getting information and understanding about the lesson, but in a larger scope, in the context of writing for the instance, the vocabulary mastery needs more concern. It means that the students' ability in mastering vocabulary must be increased regarding to the special context of learning which is being focused on. As being explained in the beginning that vocabulary is the most important component of English that relates the four fundamental skills of English and the vocabulary mastery is crucial that ease and determine the success of English learning, so in learning writing, the vocabulary mastery also takes a vital part. Writing is not an easy skill to learn. In order to be able to master writing, students have to do understand about ~~the~~ ~~writing~~ aspects in the whole range of writing, such as the ability to put words into a good order to make sentences, even building a paragraph.

Building a paragraph is difficult to do. Paragraph is made up of sentences that center around a topic sentence. ~~Building~~ Building a good paragraph is complicated work, because student not only have to comprehend the meaning of the entire sentences in the paragraph but also have to be able to identify the main parts of the paragraph such as topic sentence and supporting ~~tail~~ ~~sentences~~ sentences. In addition, all the sentences in a paragraph must logically connect with each other. All those facts prove us that

writing a paragraph is a complex thing to do. Arranging random sentences into a good paragraph is one of the suitable materials that can be used to upgrade the students' ability in mastering the writing skill generally and building a paragraph especially. The appropriate material can work well if it is supported by an adequate number of vocabulary mastery. The vocabulary mastery has a considerable probability relates with students' ability in arranging random sentences into a good paragraph. Therefore, the writer wonders the relationship between the two variables and interested in conducting a research under the title "Correlation between Vocabulary Mastery and Students' Ability in Arranging Random Sentences into a Good Paragraph (A Study to the Eighth Grade Students of SMP Negeri 9 Langsa)".

B. Problem of Study

1. Is there any correlation between vocabulary mastery and students' ability in arranging random sentences into a good paragraph?
2. Are the students who have sufficient vocabulary able to arrange random sentences into a good paragraph correctly?
3. What are the difficulties faced by the students in arranging random sentences into a good paragraph?

C. Purpose of Study

The main purposes of this study are:

1. To find out the correlation between vocabulary mastery and students ability in arranging random sentences into a good paragraph.
2. To know whether the students who have sufficient vocabulary are able to arrange random sentences into a good paragraph correctly or not.
3. To investigate the difficulties faced by the students in arranging random sentences into a good paragraph.

D. Hypothesis

The hypotheses of this research are:

1. There is any correlation between vocabulary mastery and students ability in arranging random sentences into a good paragraph.
2. The students who have sufficient vocabulary are able to arrange random sentences into a good paragraph.
3. The lack of vocabulary mastery is one of the difficulties faced by the students in arranging random sentences into a good paragraph.

E. Significance of study

By doing this study, the writer hopes that the result of the study can be useful for both students and teacher as the facilitator.

- For the students: this thesis can be the way for the students handbook to be more care of vocabulary mastery.
- For the teacher: it is expected to give some information as a feedback to increase students vocabulary mastery and its practice

when arranging random sentences into a good paragraph and as a valuable for enhancing teaching method.

F. Terminology

To clarify what the writer wanted to achieve in this study, it is better to formulate the operational definition as follows:

1. Correlation

Correlation is closely related or connected of two things, or shows such relation between two things². Then McMillan stated that correlation is a measure of the relationship between two variables³. From the statement above, the researcher concludes that correlation is defined as the mutual relationship between two things.

2. Vocabulary mastery

Read stated that "vocabulary knowledge involves knowing the meanings of words"⁴. Noah explains that "vocabulary is one of language aspect used by a person, class, and profession as tool to support the ability to communicate in English.". Moreover, in another definition, Schmitt said "we must consider what we mean by vocabulary. The first idea that probably springs to mind is a formulation that is admirably adequate for the layperson."⁵

²Hornby, Oxford Advanced Learner's Dictionary of Current English (New York: Oxford University Press, 1980) P.343

³ John Read, Assessing Vocabulary (Cambridge: Cambridge University Press, 2000) P.16

⁵ Norbert Schmitt, Vocabulary In Language Teaching (Cambridge: Cambridge University Press, 2000) P.1

From the statements above, it shows that vocabulary is English words that are related to the meaning of the word and the way to use them in communication. It means that to be able to communicate or express ideas well in the target language, especially English has to figure out the vocabulary, for by recognizing a large amount of vocabulary can make easier to convey our feelings and ideas.

3. Ability

According to Chaplin, "Ability (capability, skill, talent, or aptitude) is a power or energy to do something"⁶ Robbin states that "Ability is a capability that since he or she was a child, or is the results of practice or training."⁷ From those definitions above, the writer concludes that ability is capability or skill of someone in mastering a competence that since he or she was a child, the result of practice or training and to be used to do something that is performed by his or her action.

The term "ability, in this writing is the skill of the students to understand the material given by the teacher in the classroom and the ability of students learning about arranging random sentences into a good paragraph.

4. Random Sentences

⁶ Petra Christian University (Quotes from Chaplin) *Kajian Teori Kemampuan* 2008, <http://digilib.petra.ac.id/viewer.php?page=1&submit.x=0&submit.y=0&equal=high&fname=/junkpe/s1/eman/2008>, accessed on February 11, 2015

⁷ Petra Christian University (Quotes from Robbin) *Kajian Teori Kemampuan* 2008, <http://digilib.petra.ac.id/viewer.php?page=1&submit.x=0&submit.y=0&equal=high&fname=/junkpe/s1/eman/2008>, accessed on February 11, 2015

Hornby defines the term "Random", as done, chosen without method or conscious choice⁸ in relation to this study, something that should be put in order is random sentences into a good paragraph. A sentence is a group of words which make complete sense⁹. Every sentence has two main parts namely subject and predicate. A subject contains a noun or pronoun and the predicate contains a verb.

According to Steve Martin, "Random sentences mean a group of sentences which are grammatically arranged but put in a random order, each of the sentences contains a thought and the good combination of the sentences might produce a paragraph¹⁰. The appropriate material can work well if it is supported by an adequate number of vocabulary mastery.

5. Paragraph

A paragraph is a group of about 10 sentences about one topic¹¹. Every sentence in a strong paragraph is about same topic. Paragraph is a group of sentences or single sentence set off as unit, usually all the sentences in a paragraph revolve around one main idea¹². When the writer wants to write about a new main idea, he/she begins a new paragraph. Paragraph is a group of sentence about a single topic,

⁸ Hornby, Oxford Advanced Learner's Dictionary of Current English (New York: Oxford University Press, 1980, P.785

⁹ Wren and Martin High School English Grammar and composition (India, 1996) P.1

¹⁰ David Megginson Building sentence 2008
<http://digilib.petra.ac.id/viewer.php?page=1&submit.x=0&submit.y=0&equal=high&fname=/junkpe/s1/eman/2008> accessed on March 8, 2015

¹¹ Dorothy E. Zemach and Carlos Isla Paragraph Writing; From Sentences to Paragraph, (Town Road: Macmillan, 2005) P.9

¹² Ibid, P.21

together, the sentences of the paragraph explain the writer's main idea about the topic.

Based on the definition above, we may conclude that a paragraph is a group of related sentences that develop one main idea. Building a good paragraph is not easy to do. To be able to build a good paragraph, students have to do comprehend all of aspects and terms in the writing skill, from the simplest thing until the complex one.