INVESTIGATING THE ROLE OF VOCABULARY MASTERY IN BUILDING UP STUDENT'S ABILITY IN WRITING
(A Descriptive Quantitative Research at Six Semester in English Study Program at IAIN Curup)

THESIS

This research submitted for fulfill the requirement for 'Sarjana' degree in English Study Program

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2023

A P P R O V A L

Nomor : 2192 /In.34/F.TAR/I/PP.00.9/   /2023

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Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date	:	Wednesday, August 2nd 2023
Time	:	09.30 – 11.00 a.m
At	:	Room 2 Munaqosyah Building IAIN Curup

Has been received to fulfill a partical requirements for the degree of Strata 1 in English *Tadris* Study Program of Tarbiyah Faculty IAIN Curup.

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Assalammu'alaikum Wr.Wb.

Alhamdulillahrobil' alamin all praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled *" Investigating The Role of Vocabulary Mastery in building up Student's Ability in writing"* This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

1. Prof. Dr. Idi Warsah, M.Pd as the rektor of IAIN Curup

2. Prof. Dr. H. Hamengkubuwono, M.pd as the dean of Tarbiyah Faculty

3. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and as my advisor who has been a constant source of knowledge, strong encouragement and sustained critical supports, always give me the time for guidance, motivation and suggestion along the process of this thesis.

4. Hadi Suhermanto, M.pd as my Co-Advisor, who always give support, advices, guidance and suggestion in whole process of this thesis

5. Sarwo Edy, M.pd as my validator and Rater and also as a lecturer.

6. My lecturers, (Mr Bayu Senjahari, Mrs Desfitranita, Mrs. Henny Septia Utami, Mrs Eka Apriani, Mr. Paidi Gusmuliana, Mrs Leffi Noviventy. Mr priantoro,) who taught me many things in the class Finally, the writer needs constructive suggestions for being perfect in the future Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aamiin.

7. Big thanks for my beloved family. For my Father (bpk. Ridwan) and my mommy (ibu. Heli suryani) and grandmother (Hj. Zulbiah. Alm) and special thanks to my aunty (Herni) who always give encouragement and motivation for their beloved children and who are always beside me during the preparation of this thesis, and my siter (Efri Yanti Oktarini, Resti Yolanda, Devi Puspita, Najwa Maulidia)

8. Thanks to my beloved husband (Sandi Rio Sandova), mother in law and father in law who always supports and encourages me to finish my thesis.

9. My special Thanks to all my Daughter (Zaviya) and My Son (Arkanza And Zavian) who was present in my womb, even though we did not have the chance to meet face to face like other children and mothers, but I am grateful, thanks to you I was able to survive until now and finish this thesis.

10. My special thanks to all of my best friends ciwi-ciwi (Ridho Aini, Melati Husni Putri, Tiara, Siti Masitoh, Hazmiatul Rusnah, Diana Nopita, Tiara Karolina, Riska Aulia, Rinci Ega Purwati) and my TBI c Friends (Sopian Hidayat, Andika Priambudi, Yogi jeparezi, Saprudin, Robert, Selpi Arwenti, RimaSurya Ningsih, Umi Nuryana, Tiara Handayani, Riski Putri, Tenia Oktara, Yulia Citra, Yolanda, Yunita). Wassalammu'alaikum Wr. Wb.

Curup,   July 2023

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MOTTO

In the end the only one who remains

your side is yourself

because of that we must know

and believe with ourselves

For all you who are striving dreams, I just want to tell you that you should believe in yourself, and don't let anyone bring you down, you know, negativity does not exist, it's all about positivity, right? So keep that in mind and one thing that I did to, step forward and to have courage in that was, have good friends around you. Have good peers, surround yourself with good people, cause you're a good person too.

ABSTRACT

Sintia Novela; **The role of Vocabulary Mastery in Building up Students' Ability in writing text.**

Advisor   : Hadi Suhermanto, M.Pd
Co. Advisor   : Jumatul Hidayah, M.pd

The research aims to investigate the role of vocabulary in building up students' ability in writing Text. The design of the research is a Descriptive research which data proceed in Quantitative way. In obtaining the data, the researcher conducted in sixth semester students of English Tadris Study Program academic 2019/2020. The researcher used Test and questionnaire to determine students' vocabulary mastery in writing text, and the role of vocabulary mastery in writing text. There were 81 students who are the participant in this study but only 30 students giving back the test and questionnaire. After getting the data, the researcher analyzed the data by calculating the result of the test and questionnaire by using scoring rubric and lickert scale. The result of the calculating show that the first, proficient level with 2 students in this categorize. The second, intermediate level with 18 students, the third is basic level vocabulary mastery with 10 students involve in this level. Meanwhile, the result of questionnaire showed that there are 3 roles connecting with vocabulary mastery in writing paragraph. The first role was enhancing writing quality, the second, enhancing writing performance, the last, vocabulary mastery role was to enhance students writing composition.

Keywords: Vocabulary, Vocabulary Mastery, Writing Text

LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. Background

The goal of English instruction is to help students learn four skills: listening, speaking, reading, and writing. These four language skills allow students to participate in information exchange, form interpersonal relationships, acquire knowledge, and enjoy the esthetic of English language. In order to communicate and express their emotions, feelings, and ideas using language, the student must learn four language skills. Apart from those four skills, English also has other aspects, such as grammar, vocabulary, spelling, and pronunciation that support the four language skills mentioned above and are taught during the English teaching and learning process.

One of many reasons why people learn English is because its existence in many aspects and sciences. They enthusiastically compete to find the most effective way and the shortest time that enable them to be the best and successful learners in mastering English. Actually, the success of learning English is closely connected with the mastery of four language skills, namely listening, writing, speaking and reading. Brown states that there are four language skills that the students should master at the end of their learning process, they are listening, speaking, writing and reading.[1]

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[1] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Prentice Hall , New Jersey, 1994, p. 127

The students are strongly expected to consider about the importance of the four language skills as the final purpose of learning to be achieved. They have to study hard in mastering the four skills by doing many exercises and practices. So, the expected achievement can be reached. Teacher also has to guide the students in learning process, such as educating, facilitating and taking the students into the expected learning situation. Teacher's talk or explanation is important in providing learners' learning objectives. In learning English, one of the four skills that is important to be mastered is writing. It plays a great role in communication. The existence of writing mastery is very important to express or convey the writer idea to others.

Writing is a productive language skill (Richards & Renandya, 2002). By writing, someone can express his or her ideas, and feelings. Then, it provides the information for the readers. In writing, our vocabulary determines how we can express our ideas to others clearly and accurately. Harmer (2007) states that writing is commonly useful as training for another activity, specifically when students write sentence as an explanation to discussion activities. On the other hand, communication through the written word needs real proficiency from the writer inorder to be effective.

Writing is also one of skill that has correlation with vocabulary mastery aspects in English skills. Because to produce good writing the learners have to possess a huge word power. A great vocabulary is

essential in writing tools, along with grammar, punctuation, and many others. Vocabulary can make writing more powerful and more effective and help the learners deliver exactly what they mean. This indispensable tool will help also the learners choose the best word for every job and avoid vague words that do not give your readers a good sense of meaning.

Learning vocabulary is very important. Schmitt stated that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."[2] As a result, vocabularies are the skin of a language, while grammar is its bones. As a result, several researches have been conducted in order to increase learners' productivity and success when studying English vocabulary. Since high school students are teenagers, it is vital to begin teaching them English, especially vocabulary, since vocabulary is so important in learning a foreign language. Unfortunately, students struggle to master vocabulary, especially in Indonesia, where English is taught as a foreign language and not used in daily communication. As a result, mastering English vocabulary is more difficult. As a result, students' vocabulary mastery remains low.

Since high school students are teenagers, it is vital to begin teaching them English, especially vocabulary, since vocabulary is so important when learning a foreign language. Unfortunately, students in Indonesia struggle to learn vocabulary because English is taught as a foreign language and is not used in daily communication. Another reason

[2] Schmitt, N.2000. Vocabulary in Language Teaching. Cambridge: Cambridge University Press.

for the value of studying vocabulary is that English is one of the subjects examined in national exams.

Writing is a complex process in which the writer must be able to formulate and integrate knowledge so that the readers can understand the language used in written correspondence. According to Raimes, writing is the ability to use our eyes, brain, and hand to express ideas, feelings, and thoughts in words, sentences, and paragraphs using our eyes, brain, and hand. Students may use writing to express themselves by expressing their emotions, feelings, or whatever else comes to mind.

As one of the language skills, writing is very important for the students, because they will face some writing tasks in learning English. Furthermore, in listening the students can understand what the speaker says if they know lots of words. When people are listening to English words, they can absolutely understand about the words said by someone if they have adequate vocabulary mastery. In addition, vocabulary is essential in writing. A good writer needs a wide range of vocabulary to strengthen the clarity and accuracy of their writing.

Some students find writing skills challenging because it allows them to study the issuing of ideas and subscribe to topics that they can create. Students must also study and adhere to the rules of writing real operating grammatical hearts spill their ideas into English. As a result, students' hearts were not inspired to compose. While some students can write, they are less secure in their ability to write alone.

One of the language elements that should be learned in writing is vocabulary. Learning vocabulary is crucial; if a student knows vocabulary, he or she will be able to compose correctly and accurately. If a person understands the meaning of a phrase, they will write it. The importance of vocabulary in creating effective writing cannot be overstated. The reader would be able to understand the context or meanings intended by the writer if the sentence is written using sufficient vocabulary. The writer not only considers concepts during the writing process, but also uses appropriate vocabulary to express those ideas.

Learning vocabulary is important, if the learner understands about vocabulary, he or she will be able to write correctly and appropriately. A person will write a word if he or she recognize its meaning. It means that in learning vocabulary we have to know the meaning of words and the usage of words. Vocabulary is the fundamental part of language, which is used in any situation; it is in the form of spoken or written language. Review at the discussions above, I conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally.[3]

Based on the experts' statements above, shown that vocabulary has great role in resulting a good writing. The sentence written by using the appropriate vocabulary will make the readers easy to understand the

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[3] Master, C.C. (2013). Time and its use: A Self-management guide for teachers. NY: Teachers College Press

meaning or the messages which the writer writes. In writing process, the writer not only thinks about the ideas, but also uses the vocabularies correctly.

Based on Pre observations conducted during teaching learning proses in English Tadris English Study Program, there are still many students who have difficulty in writing sentences. It can be seen from their writing activities. The result of formative test in writing, there are 70% students cannot write appropriately based on scoring rubric used. They got lower than 60. Even though the students have learned about vocabulary to form a sentence. Ideally, what is taught to them can make them able to use English both in spoken and written form. However, in reality they still have difficulty writing something academically properly. One of the factors is that students cannot use vocabulary correctly; they are still lacking. They do not pay attention to the correct use of words. The students are afraid of making mistakes in writing English. This shows that students have a limited vocabulary. As a result, students cannot write sentences correctly, so they are unable to express their ideas to others. This can be seen from the author's initial observations, especially to see the vocabulary in writing. To find out further reasons why students find it difficult to write English texts, it is necessary to conduct a study related to the process of learning English, especially in writing. In line with their teacher, he said that most students have taught vocabulary mastery before coming to the writing activities, they must apply the vocabulary in writing

activities. Bu in reality they still have lack vocabulary mastery in writing activity.

Based on the phenomenon above the researcher interested in **Investigating the role of Vocabulary Mastery in Building up Students' Ability in writing Narrative text.**

B. **Research Question**

1. How is the Sixth Semester students' vocabulary mastery in writing paragraph at English Tadris Study Program of IAIN Curup?

2. What is the role of Vocabulary Mastery in writing Paragraph at English Tadris Study Program of IAIN Curup?

C. **Objectives of the study**

1. To know vocabulary mastery of Sixth Semester students in writing paragraph at English Tadris Study Program of IAIN Curup

2. To know the role of vocabulary in writing Paragraph English Tadris Study Program of IAIN Curup

D. **Significance of the Study:**

The result of this research is expected to be beneficial to:

1. For the teacher This research is useful for teacher, especially for English teacher in increasing ability student in learning English Vocabulary.

2. For the student This research is useful for students to learn the proper way to help increase the vocabulary for achievement in English learning can be improved.

3. For the researcher. The researcher will have known more about correlation between using memory strategies with students' achievement in learning vocabulary and a can find an easier way to improve vocabulary.

E. Definition of the key Terms

1. A role

A Role is a comprehensive pattern of behavior that is socially recognized, providing a means of identifying and placing an individual in a society It also serves as a strategy for coping with recurrent situations and dealing with the roles of others (e.g., parent–child roles)[4]. The term, borrowed from theatrical usage, emphasizes the distinction between the actor and the part.

2. Vocabulary mastery is all the words that a person knows and uses, all the word in a language or list of words with their meanings, especially in book for learning a foreign language.[5]

4. Writing is defined as an essential form of communication because through writing People can express our feelings, our hopes, dreams,

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[4] Rozimela, Yenni. 2016. Untold Story: Classroom Management Problems and their Influence on Student-Teachers' Teaching. Proceedings of the fourth International Seminar of English Language and Teaching, 489-496

[5] AS. Hornby, *Oxford Learner's Pocket Dictionary Third Edition*, Oxford University Press, United Kingdom, 2003, p. 482

and joy as well as our fears, angers, and frustration.[6] In this research, writing is related to students' ability in writing a Paragraph.

5. A paragraph is a self-contained unit of writing that consists of a group of related sentences focused on a particular topic or idea. It is a structural element of written text that helps organize and present information in a coherent and logical manner.[7] A paragraph typically begins with an introductory sentence or topic sentence that introduces the main idea or point of the paragraph. The following sentences provide supporting details, examples, explanations, or arguments that further develop and elaborate on the main idea. A well-constructed paragraph has a clear topic or controlling idea, unity in its content, and coherence in the flow of information. It serves as a building block of larger pieces of writing, such as essays, reports, or articles, helping to structure and convey thoughts and information effectively.[8]

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[6] Jane B. Hughey, et.al, *Teaching ESL Composition: Principles and Techniques*, Newbury: House Publishers, 1983, p. 33

[7] Otong Setiawan Djuharie, *Mengerti Bahasa Inggris*, CV.Yrama Widya, Bandung, 2007, p. 436

[8] Hartono, *Statistik untuk Penelitian, Pustak*a Pelajar Offset, Yogyakarta, 2004, p. 6

CHAPTER II

LITERATURE REVIEW

A. Review of related theories

1. The Nature of Writing Ability

Writing is a productive language skill. By writing, someone can express his or her through, ideas, and feelings. Then, it provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

Writing is one of the communication tools. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols. Writing begun from a letter – word – phrase – clause – sentence – paragraph – text. Writing requires experience, interest, motivation, and practice. It requires the ideas

that are organized logically, expressed clearly, and arranged attractively. The students of junior high school referring to the syllabus existing are demanded to be able to write various text or genre, such as descriptive, procedure, report, recount and narrative. They are also required to be proficient in the mastery of vocabulary to express ideas in simple functional written text and essay to interact to others. A writer should have the ability of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what the writer means.

2. **The Nature of Students' Writing Ability**

Writing is an essential part in our global society. Let us imagine how this world is without writing. It is begun from a letter – word – phrase – clause – sentence – paragraph – text. Through writing, we can learn a lot of things from the simplest one such as how to make a glass of coffee milk until how this earth is formed, for example. In short, writing plays a significant role in our life. It means that, being a capable person in writing is very important.

On the other hand, writing can be a means of communication. Through writing, they can express their ideas, experiences, thoughts, and feeling. It is even through writing that they can communicate over long distance and period. This is in line with Ramelan's opinion "Writing is very important as a part of man's culture because it can be used to preserve thought, ideas, and also speech sounds.[9] Writing has become a foremost

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[9] Ramelan, *Introduction to Linguistics*, IKIP Semarang Press, Semarang, 1994, p. 11

part in people's daily life. In almost all aspects of life, writing in whatever form it be, proves to be an effective way of communication. Simple notices at shopping centers, printed media such as newspaper, magazine, etc., educational and scientific sources like books, journals, and encyclopedia, and literary works such as poem, novel, such story, and the like show us that writing in any form serves different but essential function in day-to-day activities. We can imagine how hard people carry out their duties without writing. In addition, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is absolutely needed in the academic context.

Writing is one of the most complicated chores around, especially doing it skillfully. Writing well is also one of the most useful crafts that can be developed and valuable to prospective employers. There are no qualified jobs in this world that do not need writing skill. Larsen as cited by McMahan and Day pointed out, "In todays competitive market most employers place communication skills at the very top of their list of desirable employee traits".[10] The reason for putting words on paper in the first place is to communicate, to convey ideas, information, or impressions from your mind to the minds of your readers. Writing is seldom easy because it requires precision. Considering good writing today would not necessarily have been admired a few hundred years ago when people put great stock in measured rhythm, rhetorical flourish, and elaborated words.

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[10] Richard Larsen as cited in Elizabeth McMahan and Susan Day, *The Writer's Rhetoric and Handbook*, McGlaw-Hill Book Company, United Stated, 1984, p. 3

Taste change in language, just as in dress, but luckily is not with such frequency and splash. There always remain common elements of good writing. Lucas as cited by McMahan and Day pointed out that the list of these basic principles as honesty, clarity, brevity, and variety is as follows:[11]

    a. Be honest: do not try to fake your ideas.

    b. Be clear: do not puzzle your readers.

    c. Be brief: do not waste your readers' time.

    d. Seek variety: vary sentence length; work on liveliness.

Lucas also mentions other attributes of effective writing: "Good humor, good sense, vitality, imagination." According to Simon and Schuster,[12] good writing does not happen overnight. It involves a process. That process will force a writer to go through the revision required to produce a polished piece of work. That process is pointed below:

    a. Prewriting

        This is discovering something to express. There are several prewriting strategies that can help get going: free writing, brainstorming, clustering, mapping, etc. A writer should not edit his thoughts or limit his ideas concerned with grammar and spelling. Reid as cited by Syafi'i pointed out that prewriting as thinking before writing.

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[11] *Ibid.*, p. 4

[12] Simon & Schuster, *Essay Writing Step by Step*, Newsweek Inc., New York, 2003. p. 8

b. Writing a First Draft

This is beginning to develop and form his idea. Here is where the writer begins to shape his vague thoughts into more concrete ones.

c. Sharing

This is seeking out others for feedback. Whoever they are, ask them for a reaction to what writing is. The benefits of sharing ideas with others are immense.

d. Revising into a Second Draft

This is using the feedback that has been received and the time to rewrite the essay. Though this is the time to pay more attention to grammar, but the focus is still in the meaning. If the essay as whole does not flow, no amount of perfect grammar or spelling can help.

e. Editing into a Final Draft

This is reading the writing aloud from beginning to end. Asking someone whose opinion can be respected to read it again for comments. Does it flow? Is any explanation missing? Are there open-ended issues that need elaboration? Are there grammatical or spelling error? Take one last proof read through for stray errors before handing work in. Finally, sit back and wait for the feedback and evaluation: it's precisely from evaluation that will learn about new directions for writing.

Related to the explanation above, Oshima and Hoque as cited by Syafi'i concluded that there are four main stages in the writing process: prewriting, planning, writing and revising a draft, and writing the final copy to hand it.[13] From all ideas above can be concluded that writing skill as one of the productive skills by which the students produce idea and valuable information in written form as the most difficult language skill to apply among other three skills, such as reading, speaking and listening. Especially for teaching learning process, there are some efforts to eliminate difficulties in writing activities applying in some steps such as planning, drawing up syllabus, selecting material, preparing activities and evaluating the teaching process. Especially for Senior High School, writing activities should involve sentence construction and guided writing from different types of written text.

1. The Factors Influencing Students' Writing Ability

    Writing can be defined as a hard skill at which to excel for many of our learners. It influences by many aspects or factors. They are punctuation, spelling, structure, or vocabulary. As one aspect of writing, vocabulary or words must be given for student.[14]

2. The Importance of Vocabulary in Writing

    Every good mechanic has a toolbox full of tools. Some tools are used more than others, but everyone has a specific purpose. In much the same way, writers have a "toolbox." This "toolbox" is constantly

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[13] *Ibid.*, p. 24

[14] http://library-stainponorogo.net/gdl42/gdl.php?mod=browse&op=read&id=stainpress- 11111-sariatun-417

growing and is filled with items like grammar, punctuation, and capitalization rules; figurative language; rhyme; rhythm; and vocabulary. Just as really good mechanics can pull out the right tools to make a good engine even more powerful, good writers can pull out the right tools at the right time to make good writing even more powerful. One tool that can "power up" your writing is a strong vocabulary.[15]

There is an extensive research indicating that a rich vocabulary is a critical element of reading ability. Laflamme states that recent research has identified vocabulary knowledge as the single most important factor in reading comprehension. There is strong link between reading and writing. "Reading and writing are two analogous and complementary processes in that both involve generating ideas, organizing ideas into a logical order, drafting them a number of times to achieve cohesion, and revising the ideas as is appropriate. The writing process is inextricably linked to the reading process, and the reading process is heavily dependent upon vocabulary, it naturally follows that the writing process is likewise dependent.[16]

We use spoken and written words every single day to communicate ideas, thoughts, and emotions to those around us. A good vocabulary can help us to say what we mean. When we're faced with a writing assignment, a good vocabulary is a very important thing to be mastered. In writing assignment, a good vocabulary is very important. If we have mastered

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[15] Blake, M.E., & De Vries, B.A. 2004. Developing Writing Skills. Integrating the Language Art., 3 rd Ed. Scottsdale, AZ: Holcomb Hathaway Publishers
[16] http://www.ericdigests.org/2001-3/influence.htm

several synonyms, we'll be able to choose appropriate words. Avoid vague words like "stuff" or "things" when we write. These words do not give the reader a good sense of our meaning. Also, use strong verbs that give the reader good information. The importance of a vocabulary:

a) An extensive vocabulary aids expressions and communication

b) Vocabulary size has been directly linked to reading comprehension

c) Linguistic vocabulary is synonymous with thinking vocabulary

d) A person may be judged by others based on his or her vocabulary

In writing, mastering vocabulary is very important. The student also has to be able to use the appropriate vocabulary in writing essay. This statement is in line with the expert's opinion below. The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. As Ediger noted, "variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts". Corona, Spangenberger, and Venet concurred: "At any level, written communication is more effective when a depth of vocabulary and command of language is evident[17]".

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[17] Spangenber.the writing power in education terms.univeristy press 2014.P.23

3. **The Concept of Vocabulary**

   a. Vocabulary definition

   Vocabulary is a core component in studying a language and it is very necessary to be known. Some experts proposed various definition of vocabulary. Pande defines that vocabulary is the total number of words (with rules for combining them) that make up a language. It means that vocabulary is a list of word that has meaning[18]. In addition, Lado stated that vocabulary is the lexicon of written language that is called words[19]. Moreover, Stahl stated that "vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies how that word fits into the context[20]". Vocabulary knowledge is not something that can be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired accidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word-learning strategies.

   In addition, Richard and Schmidt argue that a set of lexemes, including single words, compound words and idioms[21]. Share reading, defined by Hatch and Brown as the term vocabulary refers to a list or

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[18] Pande, V. B. (2013) Problems and remedies in teaching English as a second language. Confluence,416-421

[19] Lado, Robert. 1964. Language Teaching. Amerika: MC Grow Hill.P.24

[20] Stahl SM. Stahl's essential psychopharmacology: writing basis and practical applications. 4th ed. New York:Cambridge University Press; 2013.p. 84–95, 129-137.

[21] Richard Tinning, (1989). Improving Teaching in Physical Education. Deakin University Press

set of words for a particular language or words that individual speakers of language might use[22] According to Ur vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term "words" here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. Furthermore, Hornby mentions that vocabulary is the total number of words in a language known to a person or used in particular book, subject, etcetera[23].

b. Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Harmer (1991:150) distinguishes two kinds of vocabulary. The first refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

According to Nation, there are two kinds of vocabulary. They are perceptive and productive vocabulary[24]. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use it. It is used passively in either listening or According to), there are two kinds of vocabulary. They are

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[22] Brown. Perfect timing in writing. Plenary press.P.67
[23] A.S. Hornby. 1974. Oxford Leaner's Dictionary of Current English. Oxford University Press. Bagyono. 2007. Pariwisata dan Perhotelan. Jakarta: Gramedia
[24] Notion. W. vocabulary in context. Oxford university press.P.45

perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use it. It is used passively in either listening or According to, there are two kinds of vocabulary[25]. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use it. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

c. The Importance of Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be

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[25] *Ibid.25*

overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. Thornburry states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words[26]. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building. Furthermore, Cameron believes that building a useful vocabulary is central to the learning of a foreign language at primary level[27]. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting Fluency

    Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

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[26] Thornbury, 1954. Principle Of Geomorphology. New York: John Willy & Sons Inc

[27] Cameron, Kim S., Robert E. Quinn (1999) Diagnosing and Changing Organizational Culture in Writing: Based on the Competing Values Framework. Reading, Massachusetts: Addison Wesle

2. Boosting Comprehension

   Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3. Improving Achievement

   A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those with small vocabularies.

4. Enhancing Thinking and communication

   Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting[28].

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's

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[28] Bromley, T. (2019). Enhancing children's oral language and literacy development through storytelling in an early years classroom. Practical Literacy, vol 24, number 1. Retrieved from :https://www.alea.edu.au/documents/item/1996

meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

d. Vocabulary Mastery

According to Spratt, vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically, they have to know the meaning of words themselves and can use it in sentences[29].

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

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[29] Spratt, M., Pulverness, A., & Williams, M. 2005. The TKT course. Cambridge: Cambridge University Press.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1. Meaning

   The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a

word in order to know the negative or positive meanings that occur in the word.

2. Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

3. Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and -nymy", the two parts mean "opposite + name". Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

4. Denotation

Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also

called cognitive meaning because the meaning concerns with consciousness or knowledge.

5. Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning[30].

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

4. **The role of Vocabulary Mastery in Writing**

Appropriate use of vocabulary will enhance the understanding of ideas of information presented. Many terms may have similar meaning but indicate subtle differences; good vocabulary skills will allow the most appropriate words to be chosen which will increase accuracy of the communication.

Table below shows the role vocabulary mastery from theories to practices.

[30] Harmer, Jeremy. 2001. The Practice of English Language Teaching 3rd Edition. London : Pearson Longman.

Table 1.3
The Role of Vocabularies in Writing

Theory	Role Vocabulary in Writing
Papadopoulou, 2015	the role of vocabulary in three main aspects of students' writing performance: a. enhancing writing quality; The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. b. enhancing writing performance During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly. c. Enhancing the quality of students' written compositions. Vocabulary mastery Vocabulary mastery will give importance role to the writing composition (from prewriting to Final product).[31]

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[31] Papadopoulou L., 2015. Local Grammars for Pragmatemes in NooJ. In Formalising Natural Languages with NooJ 2014. Monti J., Silberztein M., Monteleone M., Di Buono M. Eds. Cambridge Scholars Publishing.

4. **Factor Influencing the Vocabulary Mastery**

Thornbury asserts that there are seven s of factors which influence students to learn vocabulary as follows;

  a. Pronunciation

  Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to learners.

  b. Spelling

  Sounds spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word "s difficulty. While most English spelling is fairly law abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, and honest, muscle, etc.

  c. Length and complexity

  Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learn ability".

  d. Grammar

  Also problematic is the grammar associated with the word. Remembering whether a verb like enjoy, love, or hope is followed by

an infinitive (to swim) or a can add to its difficulty. Ing form (swimming)

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

f. Range, Communication and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its n earnest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch)[32]

Gower explain what a. makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on this:

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[32] 22 Scott Thornbury, Pearson 2002), 27 How to Teach Vocabulary, " first (Essex: Longman, Education,28

1) Similarity

   The difficulty of a vocabulary item is often depending on how similar the items is in the form and meaning to the students first language. Words which are similar in the first language and English may be misleading rather than helpful.

2) Similarity to English Word Already known

   Once students have some English then a word which is related to an English word, they are already familiar not. For example, if students have already met the meaning of unfriendly.

3) Connotation

   Another difficult aspect that learners have to get grips with is the connotation of the word. F or example, does the word have positive or negative connotation to a native speaker? Either skinny or slim could be used to describe someone who is thin but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

4) Spelling and pronunciation

   The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling

and pronunciation of these words: through, though, thought, tough, thorough.

5) Multi word Items

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb is notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

6) Collocation

How with a lexical item collocate (or „goes " other items) can also cause difficulty. For example, people are injured or wounded but wind and strong coffee. g. things are damaged, and we can say a strong but it "s a light wind not a weak wind and weak coffee.

7) Appropriate Used

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in He is pushing fifty. But pushing is only use d in this way with older people we do not say he is pushing there!). Also, it is important that students know whether the word or phrase has a marked style informal or formal.[33]

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[33] 23 Walter, "The Elements of Foreign Language Teaching" Languages in Practice UK, Vol 7 , 1997

B. **Review of Related Findings**

This section contains past research of similar studies. The first finding was from Nurhidayah entitled Students' vocabulary mastery in writing descriptive. This study focus on the Students' Vocabulary mastery in writing descriptive . The study used quantitative approach then used a test and Interview method, Research instrument is a tool used to measure observed natural and social phenomena. The subject of this study was all students class XII at SMAN 1 Kota Makasar. There are five classes, especially in English subjects.

The second finding was from Hasan, Nanag, Subekti article entitled " The Correlation between vocabulary mastery and writing skills". This study focus on Correlation between vocabulary mastery and writing skills. The result of the study showed that there is a significant correlation between vocabulary mastery and students writing skill. most of the participants agreed that the online learning platforms could help them in practicing language skill, acquiring new vocabularies and improving their understanding on the contents of the lesson. The result indicates that the students show positive response towards this correlation.

From the result of this research To figure out about the students' vocabulary mastery in writing paragraph at sixth semester students of English Tadris Study Program of IAIN Curup, the researcher conducted writing test focusing on vocabulary mastery analysis to know how students vocabulary mastery in writing paragraph. Based on data analysis it can be seen that there

are three level of students' vocabulary mastery in writing paragraph at sixth semester students of English study program of IAIN Curup. The first, proficient level with 2 students in this categorize. The second, intermediate level with 18 students, the third is basic level vocabulary mastery with 10 students involve in this level.

CHAPTER III

RESEARCH METHODOLOGY

This chapter described the method usage to conduct the research. It contains of kind of the research, subject of the research, research instrument, and data analysis technique.

A. Kind of the Research

The research used a descriptive design which emphasized the students' vocabulary mastery in writing paragraph. The study also describes the role of vocabulary in writing Paragraph at English Tadris Study Program of IAIN Curup. The description is analyzed by using quantitative method. It was categorized as a descriptive design method because the result of this research is interpreted into words. Descriptive research is a type of scientific investigation that aims to describe and summarize the characteristics, behaviors, or phenomena of a particular group, population, or situation. It involves collecting data through observations, surveys, interviews, or existing records, and focuses on providing an accurate and detailed account of the observed phenomenon without attempting to manipulate or control variables. Descriptive research plays a crucial role in generating hypotheses, exploring new topics, and providing a foundation for further research.[34] Meanwhile the data was analyzed by using quantitative way. The data gained by giving students' test and questionnaire. Quantitative research is a systematic

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[34] Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications, P.102

approach to collecting, analyzing, and interpreting numerical data to answer research questions or test hypotheses. It involves the use of measurable data, such as surveys, experiments, or existing datasets, and applies statistical methods to analyze the data and draw objective conclusions. Quantitative research aims to uncover patterns, trends, and relationships between variables, and often seeks to generalize findings to a larger population.

B. **Population and Sample**

1. Population

Population is the entire object or individual that will be investigated in connection with the necessary data. The population of this study is all students of Sixth Semester Students of English Tadris Study Program of IAIN Curup, there are four classes VI A, VI B, and VI C, VI D and the total populations of this research are 65 students. The selecting of the population was because on the students in sixth semester has finished all writing subject. The second reason is students has problem in selecting the correct vocabulary for the correct sentences. The research used total sampling to gain the respondent. Population, leaving no individuals or elements out of the sampling process[35]. The table below showed the amount of population.

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[35] Neuman, W. L. (2013). Social Research Methods: Qualitative and Quantitative Approaches. Pearson.

Table 3.1
The population of the research

No	Class	Student
1	VIA	18
2	VI B	16
3	VI C	18
4	VI D	13
Total		65

2. Sample

Sample is a part or representative research.[36] In this research, the researcher will take all the classes as the sample because those classes have learnt Paragraph writing. Sample selection using a purposive sampling.[37] The reason researcher used this purposive sampling method than other methods, researcher believed by using this purposive sampling method the purpose of this study achieved. In accordance with Sugiyono, purposive sampling was a technique of taking sample data sources based on consideration or focus of a particular sample. The respondent were selected by the total samples namely 65 students who do the test.

C. **Technique for Collecting Data**

a. **Test**

Test is something (as a series of question or exercise for measuring skills, knowledge, intelligent, capacities or aptitudes of an

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[36] Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D).* Bandung : Alfabeta. 2015. P 118
[37] Ibid. P 118

individual or group).[38] The test was writing test where students are questioned to write a short paragraph, the researcher take the score from their vocabulary mastery only. The researcher utilizes the test to gather information from the students. Writing test was used to gain the data about how students' vocabulary mastery in writing paragraph. The researcher focus on vocabulary assessment through writing paragraph.

b. **Questionnaire**

This study uses questionnaire technique to collect the data, the researcher used open-ended questionnaire. Close-ended questionnaire is the learners are able answer based on the options given. Questionnaire is used by the researcher because, the research did not need to spend the time for collecting the data. The questionnaire used in this study was qualitative questionnaire. Open-ended questionnaire is called qualitative questionnaire. Close-ended questionnaire is which the respondent answer freely or the respondents could select the best answer by their own mind.   In this research, Close-ended questionnaire is implemented for collecting the data of role of vocabulary mastery in writing Paragraph. The questionnaire was sent through the social media such as, WhatsApp, Email, or Facebook.

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[38] Definition test. http://www.businessdictionary.com/definition/test.html accessed on September 8 2019

D. Instrument of the Research

The instrument is the device of the method which was used in this research. The main instrument of this research was the test (writing test). According to Gay, a test is a means of measuring the knowledge, skill, feelings, intelligence, or aptitude of an individual or group.39 Therefore, the test produces statistical scores that can be used to evaluate the test takers. The items are based on the indicators of vocabulary, meaning, spelling, and word usage in the sentences. The second instrument was questionnaire.

1. Test

There were several steps that the researcher took in developing and astringent the instrument for the research. The frame work of the instrument is accessible in the figure below.[40]

a. Writing Blueprint

In expanding and getting the instrument, the researcher arranged the blueprint of the instrument. The blueprint test portrayed the process of planning a test before building the instrument. The blueprint or test content estimation is comprised of certain places; recognizing the schedule, deciding the goal of the test, and sorting of the test. It was a standard recorded as "writing a test." For the most part, it comprised of what expertise of a language was being

39 L.R. Gay, *Educational Research Competencies for Analysis and Application Fourth Edition,* (New York: Macmillan, Inc, 1992) P.124

[40] 40 Sulistyo in Endang Saputra, *The effect of Learning Circle in Improving Students' Speaking Ability,* (Curup : STAIN Curup. 2014)P.72

tried, the fundamental capacity to be reached, and the thing

pointer in light of the essential capability and the subject of the

test. Recognizing the syllabus is important because it is linked to

ensuring the substance validity. The test should figure out what

must be estimated in view of the educational program.

Tabel 3.2
Blueprint of Vocabulary test in Writing Paragraph

Test Objectives	Component	score	Description
Writing Test Students make 300 to 400 word minimum based on the theme given. Theme: 1. Past Experience 2. Sex education 3. Smoking	Instructions	5	Participants read and understand the instructions clearly and comprehend the given task.
	Topic	5	Participants read the given topic carefully.
	Vocabulary Usage	**20**	**Accuracy in using appropriate and relevant vocabulary for the topic.**
	Sentence Structure	15	Use of diverse and non-monotonous sentence structures.
	Coherence and Cohesion	15	Ability to compose coherent and cohesive sentences to convey ideas clearly.
	Spelling and Grammar	10	ccuracy in spelling words in the writing. Correct use of grammar in sentence construction.
Total Maximum Score		70	

b.   **Creating (writing) the Test**

Subsequent to closing the blueprint, the researcher was expected

to compose the test objects. The spelling quiz was created to

assess pupils' capacity to further develop their vocabulary mastery. The test guidance was made unequivocal to make it easier for pupils to figure out the test guidance.

Tabel 3.3
Vocabulary Test in Writing Paragraph

Test Vocabulary Mastery in Writing Paragraph
1. Read the given topic carefully.   2. Write a paragraph of approximately 300-400 words related to the topic.   3. Use appropriate vocabulary and good sentence variation to convey ideas.   4. Pay attention to spelling and grammar accuracy.

c. **Experts Validation**

   After constructing the blueprint and writing the test, the test was validated by expert validation. In this study, the expert validation is the provisional lecturer in IAIN Curup. The researcher gave the vocabulary test to expert validation to get the remarks and feedback.

d. **First Revision**

   The first revision's goal was to determine whether a test or a few focuses needed to be updated. The researcher updated the test in light of the expert validation ideas. The expert's approval was satisfactory, the test was conducted by the researcher, and afterward the scientist reexamined the test in view of the idea from the expert.

e.   Analyzing the Test Validity

Validity is paramount in the test. In estimating the expertise or information, the test measures appropriately the ability or information. There are a few essential requirements for the validity of a test which ought to be joined; development validity and content validity. To know whether the score got from the test is substantial or not, validity verification can be acquired from the test utilized. In writing the test, the specialist made the test match the point too. To ensure the substance validity of the test utilized in this research, a blueprint of the test had recently been made by the researcher prior to building the test.

f.   Final Revision

The final revision was the improving test after analyzing the test after expert validation. The test was made by the researcher.

g.   Final Form

Final form was used to gain the data of students' vocabulary mastery in writing paragraph.

2. Questionnaire

The purpose of using closed-ended questions was to find out what is the role of Vocabulary Mastery in Writing at English Study Program of IAIN Curup. Sugiyono states that there are several kinds of measurements scales. This questionnaires data uses Gutteman Scale. The data obtained are in form of interval data or dichotomous

ratios, namely "yes and No" so that the researcher hopes to get a firm

answer to a problem under the research.

Table 3.4
Blue print of Questionnaire

No	Variables	Indicators	Statements	Response	
				Yes	No
1.	Enhancing writing Quality	Produce writing with the high degree of organization in the development of ideas and information	1. Apakah penggunaan kosakata Anda membantu dalam mengatur alur dan mengembangkan ide secara terorganisir? 2. Does your use of vocabulary help in organizing the flow and development of ideas?		
		produce writing with the control of content	3. Do you feel that having a good command of vocabulary has helped you achieve strong control over the content of your writing?		
		using the complex grammatical devices for focus and emphasis syntax	4. Do you believe that developing a strong command of both complex grammatical devices and rich vocabulary contributes to achieving mastery in expressing focus and emphasis in your writing?		
		Using correct spelling, punctuation, and capitalization mechanics	5. Do you believe that using correct spelling, punctuation, and capitalization mechanics, along with appropriate vocabulary,		

			contributes to the overall effectiveness and professionalism of your writing?		
		Using careful choice of words vocabulary	6. Do you consider the context and audience when selecting vocabulary, ensuring that your writing is appropriate and effective?		
2.	Enhancing Writing Performance	produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.	7. Do you believe that developing a strong foundation in the fundamental tasks of writing, along with a wide-ranging vocabulary, contributes to the overall proficiency and effectiveness of your written language skills?		
		Beyond the fundamentals of imitative writing art skills in producing appropriate vocabulary within a context, collocations and 18 idiom and correct grammatical features up to the length of a sentence.	8. Do you believe that developing art skills in producing appropriate vocabulary, collocations, idioms, and correct grammatical features contributes to the overall proficiency and effectiveness of your writing?		
		assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically	9. Do you actively expand your vocabulary to include words that facilitate the connection of sentences and paragraphs in your		

		connected sequence of two or three paragraphs	writing?		
		Writers focus on a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in 19 many cases, engaging in the process of multiple drafts to achieve a final product	10. Can you effectively use vocabulary words to convey precise meanings and add depth to your ideas?		
3	Enhancing students writing Composition	Vocabulary can be either factual or fictional.	11. Are you able to differentiate between factual and fictional vocabulary words and use them appropriately in different writing contexts?		
		Follows a timeline, but do not need to be written in chronological order.	12. Can you employ vocabulary words that help create a clear and coherent timeline, even when the events or ideas are presented in a non-chronological order?		
		Vocabulary usage has a strong opening to engage the reader.	13. Are you able to adapt your vocabulary choices based on the target audience or purpose of your writing to create a strong opening that resonates with the		

			reader?		
		Vocabulary resolves the conflict and reiterates the theme with the conclusion.	14. Are you able to choose vocabulary words that effectively convey the overall impact and significance of the resolved conflict and theme in the conclusion?		
		Vocabulary has an implied thesis.	15. Do you believe that skillfully using vocabulary words that contribute to an implied thesis in your writing enhances the overall effectiveness and persuasiveness of your arguments?		

E. Validity

Sugiyono said, "Validity is the occasion when there is found similarity between the data collected and the actual data on object of study".41 The validity of instrument test means that the instrument used for collecting data is valid.42 Based on Sugiyono statement, he recommended that the device used in the test had to be correlated with the materials in the syllabus. The validity test was to reassure that this study instrument could be proper to become a test. The construct validity was used in this research. It used professionals' judgment to verify construct validity, and

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41 Sugiyono, *Statiska Untuk Penelitian,* (Jakarta : Rineka Cipta, 1998), P.172

42 Ngalim Purwato, 1994. Prinsip – prinsip dan Teknik Evaluasi Pengajaran Remaja. Roasda, Bandung, P.137

then analyzed the item by counting the correlation between the item score of the instrument and total score instrument. To obtain criticism and input, the researcher engaged the lecturer of IAIN Curup to validate the questionnaire and test.

F. **Reliability**

Reliability showed that the instrument can be trusted to be used as a data collection tool because the instrument is capable. In this research, the reliability test was carried out the Cronbach Alpha; it was analyzing the reliability of the measuring instrument from one measurement. The table below describing the internal consistency;

Table 3.1
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

(source; konting et al. 2009)

From the analyzing data using Microsoft Excel, the researcher examined the questionnaire score of, 0, 97 as the consequence of the result. It means that the items of questionnaires have strong internal consistency because the table Cronbach Alpha is greater than 0.98. In other word, questionnaires items were reliable. The researcher distributed the try out to the students in eighth semester to gain the data for testing the reliability

and validity of instrument. From the explanation above, it was clear that the instrument ready to use because it was valid and reliabel.

G. Technique of Analyzing Data

a. Writing Test

In this research the researcher used one kind test vocabulary test in writing paragraph to measure students' vocabulary mastery. The researcher tried to find out the score of the students by using the rubric as follows:

Tabel.2
Assessing Vocabulary

Test Objectives	Criteria	Scoring
Vocabulary	**Richness and Variety of Vocabulary**	
	1. Uses a wide range of vocabulary words and phrases effectively	5
	2. Demonstrates skillful selection of precise and appropriate vocabulary	4
	3. Includes some varied vocabulary, but lacks consistency and precision	3
	4. Relies on basic and repetitive vocabulary, lacking depth and variety	2
	5. Shows limited vocabulary usage, leading to repetitive or unclear writing	1
	Coherence and Cohesion	
	1. Utilizes cohesive devices and transitional words effectively to connect ideas	5
	2. Demonstrates consistent and logical progression of ideas with appropriate vocabulary	4
	3. Uses some transitional words, but lacks coherence in vocabulary choice	3
	4. Relies on basic sequencing words, resulting in limited coherence and vocabulary	2
	5. Shows poor organization and lack of coherence, leading to confusion in vocabulary use	1

	Precision and Clarity	
	1. Exhibits precise and clear use of vocabulary to convey ideas	5
	2. Demonstrates mostly accurate vocabulary usage with occasional clarity issues	4
	3. Shows some imprecise vocabulary usage, resulting in occasional ambiguity	3
	4. Relies on simplistic vocabulary, leading to frequent lack of clarity	2
	5. Exhibits significant difficulties in vocabulary choice, causing confusion in meaning	1
	Overall Vocabulary Proficiency	
	1. Displays an advanced level of vocabulary mastery throughout the paragraph	5
	2. Displays an advanced level of vocabulary mastery throughout the paragraph	4
	3. Shows an adequate level of vocabulary usage, but with occasional weaknesses	3
	4. Displays limited vocabulary skills, resulting in frequent errors and limitations	2
	5. Exhibits significant difficulties in vocabulary usage, leading to poor comprehension	1

**Adopted from
Brown 2007**

**Tabel.2
Assessing Vocabulary**

No	Interval	Criteria
1	**40-50**	Advanced
2	**30-39**	Proficient
3	**20-29**	Intermediate
4	**10-19**	Basic
5	**0-9**	Limited

b. Questionnaire

The data obtained were calculated using formula of percentage value based on:

$$\% \text{ respons (p)} = \frac{fo}{n} \times 100\%$$

P : Percentage

Fo : The Number on "yes answer"

N : The Total Number of Respondents

the percentage results from the questionnaire of the Role of Vocabulary Mastery in Writing narrative were interpreted into certain criteria based on the following table;

Tabel.3
Percentage Criteria

No	Percentage (%)	Criteria
1	75% or more respodents answer "yes"	High Agreement
2	50-74% or more respodents answer "yes"	Moderate Agreement
3	25-49% or more respodents answer "yes"	Low Agreement
4	Less than 25% or more respodents answer "yes"	Disagreement

CHAPTER IV

FINDING AND DISCUSSION

This chapter described the result of research instrument usage to know the findings. The researcher presented the findings and discussion from the test and questionnaire in this chapter, the researcher found information about how students vocabulary mastery in writing paragraph at sixth semester students of English Tadris Study Program of IAIN Curup.

A. FINDINGS

This finding was to respond to the first research question of students' vocabulary mastery and the role of vocabulary in writing paragraph.

1. **Students' Vocabulary Mastery in Writing Paragraph at Sixth Semester Students of English Tadris Study Program.**

   To figure out how students' vocabulary mastery of sixth semester students of English Tadris Study Program of IAIN Curup, the researcher used a writing test. The test was made up by some indicators proposed by the theory. This finding section presented the result of research that was conducted from June 16th to July 5th, 2023. The researcher distributed the test to the sixth semester students via face to face meeting, WhatsApp application. The students write 300 word to 400 words per paragraph in the writing test and submitted the work to the researcher. The students work were checked by the rater that was selected by the researcher as the evaluator of writing test done

by the students. The researcher and rater confirmed the result of the test only focus on vocabulary mastery criteria. The rater analyzed the writing test based on the vocabulary mastery scoring criteria that has been discussed in the previous chapter. From 81 students in sixth semester students of English Study Program only 30 students' submitted the writing test. The researcher tried to contact the students who were being the respondent but the students did not replay the message. The explanation were in the table below;

Table 4.1
Students' Vocabulary Mastery in Writing Paragraph

No	Students	Writing Score	Vocabulary score	Criteria
1	Students 1	70	28	Intermediate
2	Students 2	65	17	Basic
3	Students 3	78	30	Proficient
4	Students 4	73	28	Intermediate
5	Students 5	75	23	Intermediate
6	Students 6	72	20	Intermediate
7	Students 7	71	20	Intermediate
8	Students 8	77	25	Intermediate
9	Students 9	67	15	Basic
10	Students 10	78	26	Intermediate
11	Students 11	80	40	Basic
12	Students 12	87	38	Intermediate
13	Students 13	80	37	Basic
14	Students 14	74	26	Intermediate
15	Students 15	70	20	Basic
16	Students 16	76	24	Intermediate
17	Students 17	67	17	Basic
18	Students 18	65	15	Basic
19	Students 19	63	13	Basic
20	Students 20	70	24	Intermediate
21	Students 21	70	24	Intermediate
22	Students 22	71	25	Intermediate

23	Students 23	70	24	Intermediate
24	Students 24	65	18	Basic
25	Students 25	70	24	Intermediate
26	Students 26	70	24	Intermediate
27	Students 27	67	19	Basic
28	Students 28	78	26	Intermediate
29	Students 29	85	38	Proficient
30	Students 30	74	28	Intermediate

From the table above, it can be seen that there are 18 students in intermediate level of vocabulary mastery in writing paragraph. The rater confirmed the total score for writing paragraph before focusing on vocabulary mastery. Intermediate level was the most criteria that students reach in vocabulary mastery in writing paragraph. The range for this interval is 29 to 29. The average score of this interval from 18 students are 23, 12 points which means writers in the "Intermediate" interval of vocabulary mastery demonstrate a solid foundation of vocabulary usage, but there is still room for growth in terms of expanding vocabulary range, enhancing precision, and improving coherence and cohesion in their writing.

The second explanation was there were two students who reached the proficient vocabulary mastery in writing paragraph. The rater confirmed the total score for writing paragraph before focusing on vocabulary mastery. Proficient means that writers in the "Proficient" interval of vocabulary mastery exhibit an extensive vocabulary range, precision in word choice, strong coherence and cohesion, depth of vocabulary knowledge, clarity in communication, and the skillful development of ideas. Their writing showcases a high

level of proficiency and mastery in utilizing vocabulary effectively to convey complex thoughts and ideas.

The third result from writing test to investigate students' vocabulary mastery was there were 10 students with categorize basic in vocabulary mastery in writing paragraph. The rater confirmed the total score for writing paragraph before focusing on vocabulary mastery. Basic interval means writers in the "Basic" interval of vocabulary mastery exhibit a limited range of vocabulary, inconsistencies in word choice, challenges in coherence and cohesion, and a lack of depth in vocabulary usage. Their writing may be simplistic and may require further development in vocabulary proficiency to effectively communicate complex ideas.

2. **The Role of Vocabulary Mastery in Writing Paragraph at Sixth Semester Students of English Tadris Study Program.**

To answer the second questions the researcher used questionnaire to gain the data about the role of vocabulary mastery in writing paragraph. The researcher distributed the questionnaire through WhatsApp application and google form in June 5th to July 2nd, 2023. During collecting the data, the researcher can reach only 30 students from 81 students who wanted to answer the questionnaire. The researcher tried to contact the respondent but there was no answer. So the researcher only analyzed 30 students' answered. The table below explained the detail of questionnaire result of the role of vocabulary

mastery in writing paragraph. There are several theories confirmed the

questionnaire. The choice was "yes" or "no" only then will confirmed

the answer into percentage and interval of the presentation.

Table 4.2
The Role of Vocabulary Mastery in Writing Paragraph

No	Variables	Indicators	Statements	Response %	Response Total %	Interval
1.	Enhancing writing Quality	Produce writing with the high degree of organization in the development of ideas and information	1. Does your use of vocabulary help in organizing the flow and developing ideas in an organized manner? 2. Does your use of vocabulary help in organizing the flow and development of ideas?	85% 84,23%	83,12%	High Agreement
		produce writing with the control of content	3. Do you feel that having a good command of vocabulary has helped you achieve strong control over the content of your writing?	82,21%	82,21%	High Agreement
		using the complex grammatical	4. Do you believe that developing a strong			

		devices for focus and emphasis syntax	command of both complex grammatical devices and rich vocabulary contributes to achieving mastery in expressing focus and emphasis in your writing?	75%	75%	High Agreement
		Using correct spelling, punctuation, and capitalization mechanics	5. Do you believe that using correct spelling, punctuation, and capitalization mechanics, along with appropriate vocabulary, contributes to the overall effectiveness and professionalism of your writing?	85%	85%	High Agreement
		Using careful choice of words vocabulary	6. Do you consider the context and audience when selecting vocabulary, ensuring that your writing is appropriate and effective?	82%	82%	High Agreement
2.	Enhancing	produce	7. Do you			

		written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.	believe that developing a strong foundation in the fundamental tasks of writing, along with a wide-ranging vocabulary, contributes to the overall proficiency and effectiveness of your written language skills?	85,23%	85,23%	High Agreement
	Writing Performance					
		Beyond the fundamentals of imitative writing art skills in producing appropriate vocabulary within a context, collocations and 18 idiom and correct grammatical features up to the length of a sentence.	8. Do you believe that developing art skills in producing appropriate vocabulary, collocations, idioms, and correct grammatical features contributes to the overall proficiency and effectiveness of your writing?	63,2%	62,23%	Moderate Agreement
		assessment tasks require learners to perform at a limited discourse	9. Do you actively expand your vocabulary to include words that			

		level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs	facilitate the connection of sentences and paragraphs in your writing?	83%	83%	High Agreement
		Writers focus on a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in 19 many cases, engaging in the process of multiple drafts to achieve a final product	10. Can you effectively use vocabulary words to convey precise meanings and add depth to your ideas?	72,21%	72,21%	Moderate Agreement
3	Enhancing students writing Composition	Vocabulary can be either factual or fictional.	11. Are you able to differentiate between factual and fictional vocabulary words and use them appropriately in different writing contexts?	67%	67%	Moderate Agreement

		Follows a timeline, but do not need to be written in chronological order.	12. Can you employ vocabulary words that help create a clear and coherent timeline, even when the events or ideas are presented in a non-chronological order?	70%	70%	Moderate Agreement
		Vocabulary usage has a strong opening to engage the reader.	13. Are you able to adapt your vocabulary choices based on the target audience or purpose of your writing to create a strong opening that resonates with the reader?	81,12%	82.13%	High Agreement
		Vocabulary resolves the conflict and reiterates the theme with the conclusion.	14. Are you able to choose vocabulary words that effectively convey the overall impact and significance of the resolved conflict and theme in the conclusion?	82%	82%	High Agreement

		Vocabulary has an implied thesis.	15. Do you believe that skillfully using vocabulary words that contribute to an implied thesis in your writing enhances the overall effectiveness and persuasiveness of your arguments?	85,3%	85,3%	High Agreement

From the table below, it can be concluded that the all statement tend to select high agreement interval. The highest percentage was 85,23% for **statement 7** namely "Do you believe that developing a strong foundation in the fundamental tasks of writing, along with a wide-ranging vocabulary, contributes to the overall proficiency and effectiveness of your written language skills?. It means that students believe that the role of vocabulary mastery developing a strong foundation in the fundamental tasks of writing, along with a wide-ranging vocabulary, contributes to the overall proficiency and effectiveness of students' written language skills. The categorization of this percentage is high agreement. High agreement refers to a situation where a significant majority of respondents strongly agree or express a positive stance towards a particular statement or question in the questionnaire.

a. **Enhancing quality**

There are 83, 12% of respondents believe that the role of vocabulary mastery can improve writing skills. There are two statements who get high agreement interval in this option there are; **statement 1**; "Does your use of vocabulary help in organizing the flow and developing ideas in an organized manner?" with 85% percentage. Meanwhile, **statement 2;** got 83, 2%. The indicator if these statement are high agreement. It means that the respondents agree with the statement. **Statement 3** get 82, 21% with high agreement interval, **Statement 4** with 75% confirmed to high agreement, **Statement 5 and 6** proposed with 85% and 82% both of the statements were in high agreement from respondent. From the explanation the first role of vocabulary mastery was confirmed because all of statement got high agreement interval.

b. **Enhancing Writing Performance**

In this line of the role of vocabulary in writing paragraph, there are 4 statement that represent the role of vocabulary mastery in enhancing students' writing paragraph. **Statement 7** got 83, 23%, the indication of this statement was high agreement from respondents. **Statement 8** confirmed the percentage was 63, 2%. The indication of this statement was moderate agreement. It means that Moderate agreement refers to a situation where a significant portion of respondents show a moderate level of agreement or

express a positive stance towards a particular statement or question in the questionnaire. Next, **statement 9** got 83% respondent who say "yes" to the statement. It indicates that the respondent has high agreement to the statement. Last, **statement 10** which has 72, 1% which means that respondent still in moderate level in selecting this statement as the indicator in enhancing students' writing skills.

c. **Enhancing Students' Writing Composition**

There were 5 important statements in this part. The statements were statement 11 to 15**. Statement 11** with 67% respondents agree with the statement. It indicates the percentage was moderate level. moderate level means a situation where a significant portion of respondents show a moderate level of agreement or express a positive stance towards a particular statement or question in the questionnaire. **Statement 12** also got moderate level of interval. It means this statement only chosen by the respondent in the medium level. The percentage of this statement was 70%. The next statement was **statement 13** with 81, 12 % respondents who said high agreement with the statement. The students believe that vocabulary choices based on the target audience or purpose of writing to create a strong opening that resonates with the reader. **Statement 14** believes that choosing the right vocabulary words that effectively convey the overall impact and significance of the resolved conflict and theme in the conclusion with 82% of high

agreement level of Interval. The last statement was **Statement 15** with 85,3% of respondents highly agree with skillfully using vocabulary words can contribute to an implied thesis in writing enhances the overall effectiveness and persuasiveness of arguments.

B. **DISCUSSION**

From the result of findings above, the researchers found that the result of questions number 1 about the students' vocabulary mastery in writing paragraph tend to have an intermediate level of vocabulary. Meanwhile, in the second questions the researcher figure out there are several statement are in high agreement level of interval connected to the role of vocabulary mastery in writing paragraph. Furthermore, the researcher found some discussion based on the finding on the research area.

1. **Students' Vocabulary Mastery in Writing Paragraph at Sixth Semester Students of English Tadris Study Program.**

   To figure out about the students' vocabulary mastery in writing paragraph at sixth semester students of English Tadris Study Program of IAIN Curup, the researcher conducted writing test focusing on vocabulary mastery analysis to know how students vocabulary mastery in writing paragraph.

Tabel 4.3
The conclusion of Students Vocabulary Mastery in wariting

Paragraph

No	Students' Vocabulary Mastery Level	Amount of Students
1	Advance level	-
2	Proficient Level	2
3	Intermediate Level	18
4	Basic	10
5	Limited	-

From the table 4.1 it was clear that there are 18 students in intermediate level of vocabulary mastery in writing paragraph. The rater confirmed the total score for writing paragraph before focusing on vocabulary mastery. Intermediate level was the most criteria that students reach in vocabulary mastery in writing paragraph. The range for this interval is 29 to 29. The average score of this interval from 18 students are 23, 12 points which means writers in the "Intermediate" interval of vocabulary mastery demonstrate a solid foundation of vocabulary usage, but there is still room for growth in terms of expanding vocabulary range, enhancing precision, and improving coherence and cohesion in their writing.

The second explanation was there were two students who reached the proficient vocabulary mastery in writing paragraph. The rater confirmed the total score for writing paragraph before focusing on vocabulary mastery. Proficient means that writers in the "Proficient" interval of vocabulary mastery exhibit an extensive

vocabulary range, precision in word choice, strong coherence and cohesion, depth of vocabulary knowledge, clarity in communication, and the skillful development of ideas. Their writing showcases a high level of proficiency and mastery in utilizing vocabulary effectively to convey complex thoughts and ideas.

The third result from writing test to investigate students' vocabulary mastery was there were 10 students with categorize basic in vocabulary mastery in writing paragraph. The rater confirmed the total score for writing paragraph before focusing on vocabulary mastery. Basic interval means writers in the "Basic" interval of vocabulary mastery exhibit a limited range of vocabulary, inconsistencies in word choice, challenges in coherence and cohesion, and a lack of depth in vocabulary usage. Their writing may be simplistic and may require further development in vocabulary proficiency to effectively communicate complex ideas.

From the explanation above, it was clear that the highest amount of students' vocabulary mastery level was in Intermediate level. It indicates that writers in the "Intermediate" interval of vocabulary mastery demonstrate a solid foundation of vocabulary usage, but there is still room for growth in terms of expanding vocabulary range, enhancing precision, and improving coherence and cohesion in their writing. In line with Nation, I.S.P statement; the writer in intermediate level of vocabulary mastery has effective

Vocabulary Usage: Students at the intermediate level demonstrate a growing range of vocabulary and are capable of using words and phrases beyond basic vocabulary. They can select appropriate vocabulary to express their ideas with clarity and precision, and they are beginning to incorporate more specific and descriptive language[43].

In second discussion section, the researcher found there are 10 students who were in basic level of vocabulary mastery in writing paragraph. Basic level of vocabulary mastery means writers in the "Basic" interval of vocabulary mastery exhibit a limited range of vocabulary, inconsistencies in word choice, challenges in coherence and cohesion, and a lack of depth in vocabulary usage. Their writing may be simplistic and may require further development in vocabulary proficiency to effectively communicate complex ideas. According to Coxhead, A, students in basic vocabulary mastery level in writing paragraph tend to have a limited impact on the development and organization of ideas. The writer may struggle to use vocabulary effectively to enhance the progression and depth of the writing[44].

The third discussion of students' vocabulary mastery in writing paragraph was in the proficient level. This level is the second highest level of vocabulary mastery in writing paragraph. There are only 2 students who were in Proficient level. Proficient level means writers in the "Proficient" interval of vocabulary mastery exhibit an extensive

[43] Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge University Press. P.102

[44] Coxhead, A. (2000). A New Academic Word List. TESOL Quarterly, 34(2), 213-238.

vocabulary range, precision in word choice, strong coherence and cohesion, depth of vocabulary knowledge, clarity in communication, and the skillful development of ideas. Their writing showcases a high level of proficiency and mastery in utilizing vocabulary effectively to convey complex thoughts and ideas. In line with Laufer, B., & Nation, I.S.P who said that the writer exhibits depth in vocabulary by incorporating advanced and nuanced terms that enhance the sophistication and richness of the writing. There is evidence of a refined and extensive vocabulary repertoire[45].

From all explanation and data, it be concluded that students' vocabulary mastery in writing paragraph of English study program of IAIN Curup was in the three level of vocabulary mastery criteria; Proficient, intermediate and basic.

2. **The Role of Vocabulary Mastery in Writing Paragraph at Sixth Semester Students of English Tadris Study Program.**

To investigate the role of Vocabulary Mastery in writing paragraph, the researcher used questionnaire. The questionnaire was set up by using several theory proposed by an expert. There are three big points of the role vocabulary mastery in writing paragraph; first, enhancing writing Quality, Enhancing Writing Performance, Enhancing students writing Composition.

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[45] Laufer, B., & Nation, I.S.P. (1999). A Vocabulary-size Test of Controlled Productive Ability. Language Testing, 16(1), 33-51.

Table 4.4
The conclusion of the Role of Vocabulary Mastery in writing
Paragraph at English Study Program of IAIN Curup

No	Theory	Statements	Percentage	level
1	Enhancing writing Quality	Statement 1	85 %	High Agreement
		Statement 2	84,23%	High Agreement
		Statement 3	82,21%	High Agreement
		Statement 4	75%	High Agreement
		Statement 5	85%	High Agreement
		Statement 6	82%	High Agreement
2	Enhancing Writing Performance	Statement 7	85,23%	High Agreement
		Statement 8	63,2%	Moderate Agreement
		Statement 9	83%	High Agreement
		Statement 10	72,21%	Moderate Agreement
3	Enhancing students writing Composition	Statement 11	67%	Moderate Agreement
		Statement 12	70%	Moderate Agreement
		Statement 13	81,12%	High Agreement
		Statement 14	82%	High Agreement
		Statement 15	85,3%	High Agreement

From the table above, it can be concluded that the role of vocabulary mastery in writing paragraph consist of three important elements; the first, by mastering vocabulary students can enhance their writing ability in writing paragraph, the second, enhancing students' writing performance and the third by having good vocabulary mastery can give impact to development of students writing composition. From the table above, we can see that the highest high agreement was in the statement 7 with 85, 23% and the lowest was Statement 11 with 67% say yes agreement. The explanation if each item were described as follows;

a. Enhancing writing quality

Students believes that the role of vocabulary mastery in writing paragraph can enhance writing quality. The average score for this item was 84.3 it means that students has high agreement with the statement which said that vocabulary mastery play important role in enhancing writing quality. According to Schmitt, N, the relationship between vocabulary mastery and writing quality is widely recognized. A strong vocabulary foundation is essential for producing well-written and coherent texts. A rich and varied vocabulary allows writers to express their ideas more precisely, choose appropriate words for specific contexts, and enhance the overall clarity and effectiveness of their writing.[46] It means that when writers have a strong command of vocabulary, they can employ a wide range of words and phrases to convey nuanced meanings, employ rhetorical devices for emphasis and impact, and demonstrate a deeper understanding of the topic at hand. This leads to more engaging and sophisticated writing that captivates readers and effectively communicates the intended message.

b. Enhancing writing performance

In this part, students also have a strong agreement with 80, 12 average score. There also two level in this item; high agreement and moderate agreement. Students know that vocabulary mastery is

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[46] Schmitt, N. (2014). Size and Depth of Vocabulary Knowledge: What the Research Shows. Language Learning, 64(s1), 913-951.

important in writing paragraph because the role of vocabulary mastery is to enhance writing performance. According to Laufer, B., & Nation, I.S.P, vocabulary mastery plays a crucial role in enhancing writing performance by facilitating word choice, precision, coherence, cohesion, and overall language proficiency. Writers who invest time and effort in expanding their vocabulary are likely to exhibit improved writing skills and produce high-quality written work[47]. From the statement above, we can see that there are strong connection between vocabulary mastery and writing paragraph performance. The role of vocabulary mastery make students understand to use word choice, precision, coherence, cohesion, and overall language proficiency.

c. Enhancing students' writing composition

The role of vocabulary that students' believe play important roles in giving impact to their writing paragraph was enhancing their writing composition. Here, students give high agreement level of interval with 81, 23 average score in percentage. It indicates that students agree that one of the role of vocabulary mastery is to enhance students' writing composition. According to Nation, I.S.P, by mastering vocabulary, writers can elevate the quality of their compositions, making them more expressive, coherent, and engaging. Vocabulary mastery empowers writers to choose words

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[47] Laufer, B., & Nation, I.S.P. (1999). A Vocabulary-size Test of Controlled Productive Ability. Language Testing, 16(1), 33-51.

strategically, convey precise meanings, and create impactful written pieces.[48]

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[48] Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the data in the previous chapter, the researcher provides conclusion and suggestion as the last part of the research. The conclusion below is the answer for questions of the research. Suggestion is needed to give information to the researcher who is interested in doing further research in this area.

A. Conclusion

1. **Students' Vocabulary mastery in writing paragraph at sixth semester students of English Study Program of IAIN Curup.**

   Based on data analysis in Chapter IV, it can be seen that there are three level of students' vocabulary mastery in writing paragraph at sixth semester students of English study program of IAIN Curup. The first, proficient level with 2 students in this categorize. The second, intermediate level with 18 students, the third is basic level vocabulary mastery with 10 students involve in this level.

2. **The Role of Vocabulary Mastery in writing paragraph at sixth semester students of English Study Program**

   The role of vocabulary in writing paragraph was very important. There are 3 roles connecting with vocabulary mastery in writing paragraph. The first role was enhancing writing quality, the second, enhancing writing

performance, the last, vocabulary mastery role was to enhance students writing composition.

B. Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion are;

1. The lecturers

   The lecturer at English study program who teach writing need to know that certain technique in improving students vocabulary mastery also give impact to the students writing achievement.

2. The students

   Students have to understand that by mastering vocabulary, it can improve students' writing performance, quality, and composition so learning vocabulary is important to be done before conducted writing achievement.

3. The others researcher.

   There are still many side that undone by the researcher so hope that the next researcher can dig more information from vocabulary mastery and role of svocabulary mastery in writing paragraph.

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APPENDIX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
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Nomor : 375 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/05/2023
		2.	Berita Acara Seminar Proposal Pada Hari Rabu, 07 Desember 2022

M E M U T U S K A N :

Menetapkan

Pertama	:	1.	**Jumatul Hidayah, M.Pd**	**19780224 200212 2 002**
		2.	**Hadi Suhermanto, M.Pd**	**19741113 199903 1 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Shintia Novela**
N I M	:	**17551080**
JUDUL SKRIPSI	:	**Investigating the Role of Vocabulary Mastery in Building up Students Ability in Writing Narrative Text**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 14 Juni 2023
Dekan,

Hamengkubuwono

KARTU KONSULTASI PEMBIMBING SKRIPSI

IAIN CURUP

NAMA : Shinta Novela
NIM : 13551080
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Hadi Suhermanto, M.Pd
JUDUL SKRIPSI : Investigating the role of vocabulary mastery In Building up students Ability In writing Narrative text

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

IAIN CURUP

NAMA : Shinta Novela
NIM : 13551080
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Hadi Suhermanto, M.Pd
JUDUL SKRIPSI : Investigating the role of vocabulary mastery In Building up Student's ability In writing narrative text

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Jumatul Hidayah, M.pd
NIP. 19780224 200112 2 002

Pembimbing II,

Hadi Suhermanto, M.Pd
NIP. 19741113 1999 03 1003

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	10/2023 /03	Sample Penelitian, Perbaikan Bab I		
2	25/2023 /04	Perbaikan Bab I, Teknik Pengumpulan data		
3	15/2023 /05	Perbaikan Bab II		
4	19/2023 /05	Perbaikan bab II		
5	26/2023 /06	Pengambilan teori-teori		
6	06/2023 /06	Perbaikan bab II		
7	13/2023 /06	Perbaikan bab II		
8				

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	13/2/2023 /03	Perbaikan bab I		
2	22/2023 /04	Perbaikan bab II		
3	12/2023 /05	cari teori yang lengkap		
4	27/2023 /05	perbaikan bab II		
5	29/2023 /06	Perbaikan bab III		
6	09/2023 /06	Perbaikan bab III		
7				
8				

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul	:	**Investigating the role of Vocabulary Mastery in Building up Students' Ability in writing text**
Penulis	:	**Sintia Novela**
NIM	:	17551080

Dengan tingkat kesamaan sebesar 30%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 17 Juli 2023
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

Surat Pernyataan

(Informed Consent)

Sebagai Rater Penelitian

Yang bertanda tangan dibawah ini, saya :

Nama : Sarwo Edy, M.pd
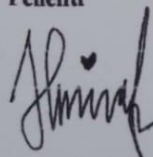
Pekerjaan : Dosen Institut Agama Islam Negeri Curup

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul : **"Investigating The role of Vocabulary Mastery in Building up Students' Ability in writing text.**

". Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh- sungguh dan bertanggung jawab atas pemeriksaan vocabulary mastery in writing paragraph mahasiswa semester 6 English Study Program IAIN Curup.
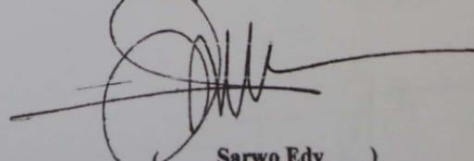
Demikian surat pernyataan ini saya buat dengan sungguh- sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan sebaik-baiknya sebagai pegangan bagi si peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup,   Juni 2023
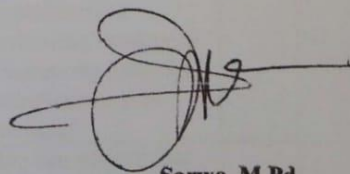
Peneliti

(**Shintia Novela**)

Rater

(**Sarwo Edy**)

PROFESIONAL VALIDATION

BLUEPRINT WRITING TEST

Test Objectives	Component	score	Description
Writing Test Students make 300 to 400 word minimum based on the theme given. Theme: 1. Past Experience 2. Sex education 3. Smoking	Instructions	5	Participants read and understand the instructions clearly and comprehend the given task.
	Topic	5	Participants read the given topic carefully.
	Vocabulary Usage	**20**	**Accuracy in using appropriate and relevant vocabulary for the topic.**
	Sentence Structure	15	Use of diverse and non-monotonous sentence structures.
	Coherence and Cohesion	15	Ability to compose coherent and cohesive sentences to convey ideas clearly.
	Spelling and Grammar	10	ccuracy in spelling words in the writing. Correct use of grammar in sentence construction.
Total Maximum Score		70	

Comments/feedback:

ter must be Appried by using Appropriate Blue test. / theam must be Vaynes

Validator

Sarwo, M.Pd

WRITING TEST SHEET

Name :
Class :

Instruction
Write a short paragraph consist of 300 to 400 words based on the theme given!
Chose one of the available theme.
1. Past Experience
2. Sex education
3. Smoking

EXPERT VALIDATION

BLUEPRINT OF QUESTIONNAIRE

No	Variables	Indicators	Statements	Response	
				Yes	No
1.	Enhancing writing Quality	Produce writing with the high degree of organization in the development of ideas and information	16. Apakah penggunaan kosakata Anda membantu dalam mengatur alur dan mengembangkan ide secara terorganisir? 17. Does your use of vocabulary help in organizing the flow and development of ideas?		
		produce writing with the control of content	18. Do you feel that having a good command of vocabulary has helped you achieve strong control over the content of your writing?		
		using the complex grammatical devices for focus and emphasis syntax	19. Do you believe that developing a strong command of both complex grammatical devices and rich vocabulary contributes to achieving mastery in expressing focus and emphasis in your writing?		
		Using correct spelling, punctuation, and capitalization mechanics	20. Do you believe that using correct spelling, punctuation, and capitalization mechanics, along with appropriate		

			vocabulary, contributes to the overall effectiveness and professionalism of your writing?		
		Using careful choice of words vocabulary	21. Do you consider the context and audience when selecting vocabulary, ensuring that your writing is appropriate and effective?		
2.	Enhancing Writing Performance	produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.	22. Do you believe that developing a strong foundation in the fundamental tasks of writing, along with a wide-ranging vocabulary, contributes to the overall proficiency and effectiveness of your written language skills?		
		Beyond the fundamentals of imitative writing art skills in producing appropriate vocabulary within a context, collocations and 18 idiom and correct grammatical features up to the length of a sentence.	23. Do you believe that developing art skills in producing appropriate vocabulary, collocations, idioms, and correct grammatical features contributes to the overall proficiency and effectiveness of your writing?		
		assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and	24. Do you actively expand your vocabulary to include words that facilitate the connection of sentences and		

		creating a logically connected sequence of two or three paragraphs	paragraphs in your writing?		
		Writers focus on a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in 19 many cases, engaging in the process of multiple drafts to achieve a final product	25. Can you effectively use vocabulary words to convey precise meanings and add depth to your ideas?		
3	Enhancing students writing Composition	Vocabulary can be either factual or fictional.	26. Are you able to differentiate between factual and fictional vocabulary words and use them appropriately in different writing contexts?		
		Follows a timeline, but do not need to be written in chronological order.	27. Can you employ vocabulary words that help create a clear and coherent timeline, even when the events or ideas are presented in a non-chronological order?		
		Vocabulary usage has a strong opening to engage the reader.	28. Are you able to adapt your vocabulary choices based on the target audience or purpose of your writing to create a strong opening that		

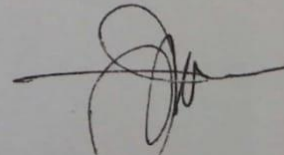|					
			resonates with the reader?		
		Vocabulary resolves the conflict and reiterates the theme with the conclusion.	29. Are you able to choose vocabulary words that effectively convey the overall impact and significance of the resolved conflict and theme in the conclusion?		
		Vocabulary has an implied thesis.	30. Do you believe that skillfully using vocabulary words that contribute to an implied thesis in your writing enhances the overall effectiveness and persuasiveness of your arguments?		

Comment/feedback;

Validator,

_____

		Vocabulary usage has a strong opening to engage the reader.	13. Are you able to adapt your vocabulary choices based on the target audience or purpose of your writing to create a strong opening that resonates with the reader?		
		Vocabulary resolves the conflict and reiterates the theme with the conclusion.	14. Are you able to choose vocabulary words that effectively convey the overall impact and significance of the resolved conflict and theme in the conclusion?		
		Vocabulary has an implied thesis.	15. Do you believe that skillfully using vocabulary words that contribute to an implied thesis in your writing enhances the overall effectiveness and persuasiveness of your arguments?		

Comments/feedback:

Editor sesuai dega theory.

Validator

Sarwo, M.Pd

BIOGRAFHY

Shintia Novela was born in Talang Donok on November 30th 1998. She is daughter of Mr. Ridwan and Mrs. Heli Suryani. She has four sisters. She finished her Elementary School at SD N 02 Talang Donok, Lebong and graduated 2011. Then, she continues her study to Junior High School at SMP N 02 Topos, Lebong and graduated 2014. After that, she carried to Senior High School at MAN Rejang Lebong and graduated 2017. Next at 2017 she decided entering institute college for Islamic studies (IAIN) Curup and chose English Study Program as her faculty.