A DESCRIPTIVE STUDY ON THE SIGNIFICANCE OF VOCABULARY MASTERY FOR 1999 ENGLISH DEPARTMENT STUDENTS' WRITING DICTION

A thesis presented to the English Department
Faculty of Letters, Jember University as
one of the requirements to get the
Award of Sarjana degree
in English Studies

Oleh :

Moh. Syamsul Arifin

NIM. A1A195059

JEMBER UNIVERSITY
FACULTY OF LETTERS
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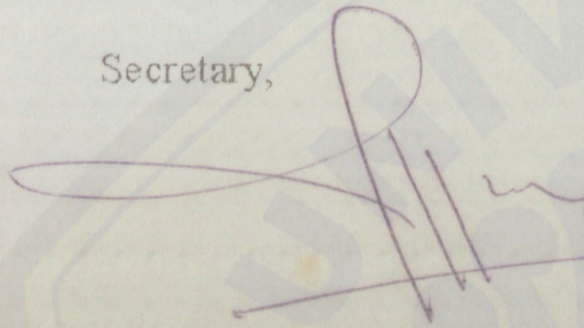JEMBER UNIVERSITY
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APPROVAL SHEET

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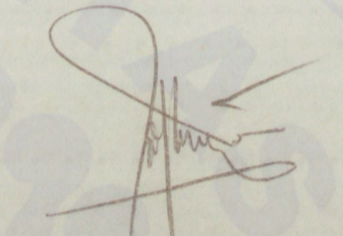
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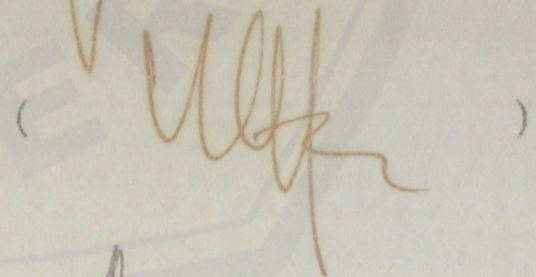(Drs. Imam Basuki, M.Hum)   (Drs. Hadiri, M.A)

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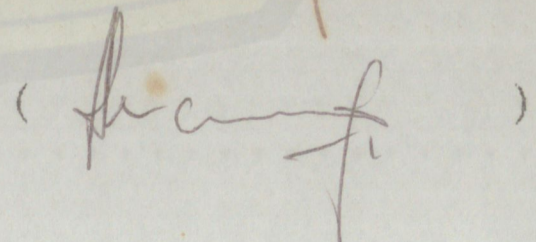
1. Dr. Suparmin, M.A   (   )

2. Drs. Wisasongko, M.A   (   )

3. Drs. Sukarno, M.Litt   (   )

ii

PROFOUNDLY DEDICATED TO:

- My beloved father and mother who take care of me into a mature man
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M O T T O

Oh, mankind! We have created you female and male, and have made you nations and tribes that you may know one another. Look! The noblest of you, in the sight of Allah, is the best in conduct. Look Allah is Knower.

Aware

(Holy Koran, Al Hujarat: 13)

iv

TABLE OF CONTENTS

Contents	Pages

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I am gratefully praising Allah SWT, the Supreme Being of the universe for His blessing upon me. Within His strength, I have finally accomplished composing this thesis. This thesis is a means of practising my knowledge to master English language in a written form of scientific report. It is also intended to fulfill one of the requirements to get **Award of Sarjana Sastra Degree** at the Faculty of Letters, Jember University.

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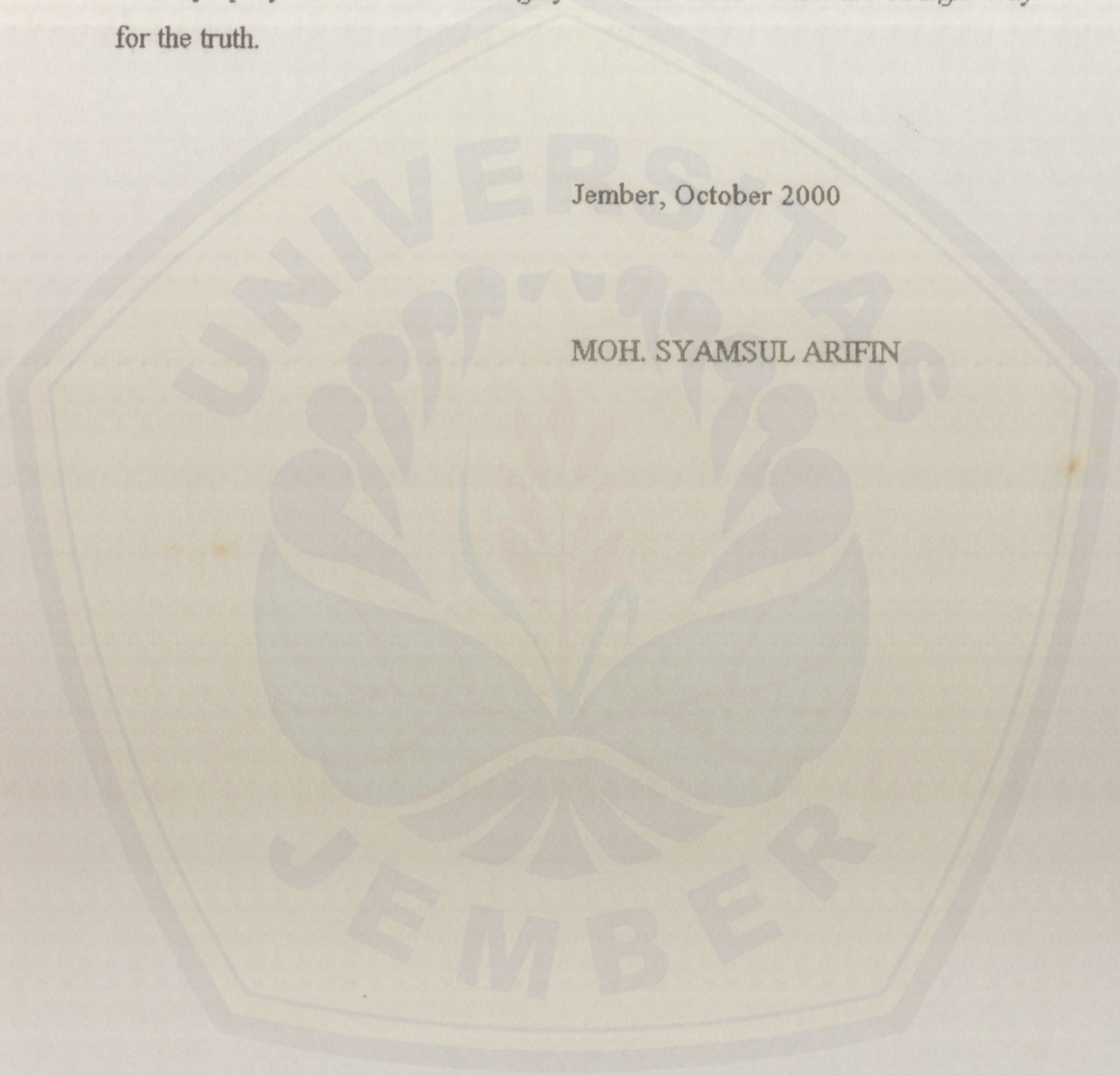
I. INTRODUCTION

1.1 The Background of The Study

Naturally, people need to interact and communicate with others to share information, feelings, experiences, and knowledge and to understand, persuade and influence others by using language. Language functions as a means of communication. As it is stated by Ronald Wardhaugh (in Burhanudin, 1998:1) that language is used for communication, and allows people to say things to each other and express their communicative needs. Thus through language, people mostly can guide, influence, and make friends with others.

English language is an important language that is used widely as a lingua franca in international communication. It is used as a means of communication among nations in various fields such as political, social, economic, scientific, technological, educational and cultural issues. That is the reason why English is called an international language.

English in Indonesia has a status as a foreign language. Its social function is not so wide as one that is used in the other countries like Malaysia in which English is used as a second language. The language is not used as a primary means of communication in daily life of Indonesia people, except by certain group of society in a given situation, for example in international trade meeting.

English language in Indonesia is one of the important foreign languages that is included as a compulsory subject in schools. That is why students have to master English through formal education and private courses. They study English for several reasons, such as to have a wider chance in getting a job and to study English for further study overseas.

There is also a group of people who study English for a special reason, that is, the students of the English Department. They learn English in order to gain knowledge of the language. By studying English as a knowledge, they hope to master four macro language skills, namely: listening, speaking, reading and writing. They also get some theoretical subjects during their learning. In the

1

English Department Faculty of Letters the University of Jember, these four subjects are taught in semester I-II.

It is generally argued that in semester I and II the students undergo a vital stage. Their mastery of the four skills of English: listening, reading, speaking, and writing, will influence their achievement in understanding and deepening the theoretical subjects taught in the following semester.

Besides one of the important elements that must be mastered by the learner in learning a certain language is vocabulary. While acquiring a language, naturally they do not realize that gradually they also master some vocabulary of that language.

It is commonly accepted that vocabulary is an important aspect in learning a language. Vocabulary is necessary to be mastered by the learner because they have to master the language. We have to have enough vocabulary to operate the patterns and illustrate the pronunciation but we concentrate on habit formation-making the use of the language pattern automatic. At this level we are primarily concerned with structural mastery; word forms, word function, word order, and the like. The student increases his or her vocabulary progressively through communicating new vocabulary items which are introduced at a faster pace with the study of word derivation patterns. The student's vocabulary continues to grow as long as he or she continues to use the language through listening, speaking, reading, and writing.

Words are important because they are used as a tool in conveying our idea (Fairbairn, 1996: 140). In the four skills of English, listening, reading, speaking, and writing, what we need basically is the word knowledge. The word knowledge means all information concerning the meaning and usage of a certain word. We cannot understand one's idea from listening and reading if we know nothing about the words. Also, we cannot convey and transmit our idea through writing and speaking to others if we do not know anything about the words.

It is proved that words are a very important aspect in a language, especially concerning with us in conveying ideas such as an example stated by Fairbairn (1996 : 141): "The indoctrinator on the other hand will intend to install

one point of view and one point of view only ….." This sentence is written by a student writing an essay, which is found in Fairbairn's study. This student has luckily hit upon a combination of words which almost makes sense. However, whereas it might be possible to use the word 'install' metaphorically to refer to the 'installation' or 'placing' of ideas in the minds of others, we feel sure that in this instance the student intended to talk of them being instilled and had merely confused the words 'install' and 'instil'.

Enlarging vocabulary through contexts is the best methods (Keraf, 1984:68). What we mean by the context is environment or surroundings where a word enters. The context, indeed, influences the meaning of a word so much. Even two words spelled and pronounced similarly may be interpreted differently because they enter different contexts, such as the following: 'She saves her money in the bank' and 'When fishing, he sits in the river bank' (Lyons, 1995:54).

There are two kinds of context, sentence structure and factual probability, which can be used to narrow down the range of possible interpretations (Twaddell in Croft, 1980:420). The more contexts entered by a word we know, the more vocabulary stocks we have.

Knowing the context leads to knowing the word meaning. After gaining the word meaning, we need to use the word in speaking and writing. Word use is essential in language learning especially in word learning to measure how deep we gained the knowledge of the word. Furthermore, use seems to provide a mild guarantee that words and meanings will not fade from memory once they are learned (Hatch and C. Brown, 1995:390).

It is accepted that vocabulary is an important element in a language. We learn the language so that we can communicate with the other people. The more vocabulary stocks we have the easier we communicate with others.

This research deals with writing. It is considered that writing is important for human life or society as a whole. It is useful for the society as well as for its individual members, for example as a means of transmitting thought and of building concepts in written communication.

In writing the most important aspect is about the word choice. Choosing the right words is absolutely needed to avoid vagueness or confusing interpretation, as stated by Fairbairn and C. Winch (1996:140) that:

"Words are the tools with which you make meaning and the better suited to the job the tools you use, the more likely you are to succeed in conveying your ideas clearly. You should therefore take great care in choosing words when you write". (1996:140).

Thus, each writer should know appropriately the meaning and the working of the words he uses when he starts writing. It is influenced of course by the amount of the vocabulary he had. Therefore, writers must enrich their vocabulary stock.

Keraf (1984:24) argues that diction is the appropriatness in choosing words, the ability to differentiate the meaning of each nuance of each idea we want to convey, and the ability to find the suitable form to the situation and to the sense of our listener.

The students of the English Department, who must be writers, English language writers, should also have the diction skills. And now what comes to our mind to discuss is whether they have gained those skills. Whether the vocabulary the students had is sufficient to be writers of English, whether she or he is able to choose the good diction. Whether high score of the students' vocabulary means also high score of their writing in connection with the diction, and then what the correlation between the two is.

1.2 The Problems to Discuss

Considering the background of the study, this thesis proposes some research questions as follows:

1. How well do the students achieve the diction skill connected with writing?
2. Does there exist a significance between vocabulary and writing diction?
3. Is there a positive correlation between the vocabulary mastery and the writing diction of the students?

1.3 The Limitation of the Study

As the title suggests, the basic study of this thesis is the significance of vocabulary mastery in diction to writing text of the 1999 Students of The English Department Faculty of Letters The University of Jember. To limit this study, this thesis discusses the vocabularies that are used in the test which are distributed to the respondents to answer.

1.4 The Goal of the Study

Based on the problems above, the goals of writing this thesis are:

1. To find out the students' level of appropriatness in word choice or diction in writing text.
2. To find out the significance level of vocabulary in writing text of the first year students of English Department Faculty of Letters University of Jember.
3. To find out the types of difficulties that are found by the students on diction in writing text.

1.5 The Significance of the Study

It can be assumed that some students often have difficulties in writing. Even, their vocabulary mastery is poorer than their level of other knowledge. This thesis will be beneficial to:

1. Students: Having read the result of this study, they could understand their weakness in writing text in applying writing skill especially those connected with diction. They are discouraged, but they must realize that it is necessary for them to improve their writing skill so that the can gain a good result.
2. Teachers: after knowing the result of this research, they may be motivated to improve their performance of teaching in writing subject, especially in the diction teaching.
3. Other researchers: This research can be used as a reference for those who want to conduct further research related to writing text.

1.6 The Thesis Organization

This thesis is divided into five chapters. They are introduction, literature review, research methodology, result and discussion, and the last is conclusion and recommendation.

The first chapter, introduction, discusses the background of the study, the problem to discuss, the scope of the study, the goal of the study, the significance of the study and the thesis organization.

The second chapter is literature review. In this chapter, this thesis talks about some theories that have relationship with what is discussed in this thesis. They may be definitions or opinions of some linguists, especially about vocabulary skill, writing skill (diction), the correlation between vocabulary and writing.

The third chapter is methodology of research. In this chapter, the writer discusses the research methodology that is used in this thesis, which consists of the method of this research, population, sample, approaches to use, data collection, the research instruments for collecting the data, the type of analysis.

The following chapter discusses result and discussion. This chapter discusses what is the factual phenomena of the students from tests and questionnaires. The results that are obtained from tests and questionnaires are analyzed according to the method which are used in this thesis.

Finally all of them will be concluded in the fifth chapter. Based on the completed tests and questionnaires which are obtained from the samples, the writer draws a conclusion and recommendation.

II. LITERATURE REVIEW

2.1 Vocabulary Skill

The more words a writer knows and the more uses of these words he can distinguish, the more choice he has. And the more he can understand the working of words the better he can use them. Vocabulary skill according to Gorrel and Laird (1976) is both of these, the ability to recognize words and have a feeling for them expertly. Therefore, that vocabulary skill is compulsory for any writer to posses.

Much building of word-hoards is unconscious. We all have a wealth of vocabulary because we have inherited it, and it has continued to grow without our conscious help. Babies start learning vocabulary shortly after birth, and they acquire the language to which they were born, as a birthright. They start, unconsciously, with a hearing vocabulary, including terms that are moved into speaking vocabulary, and eventually into reading and writing vocabularies.

However, few human beings could ever become fluent in a language if they commanded only unconsciously learned linguistic data, which are limited in quantity and to a degree in character. Thus the more language anyone needs the more he must learn consciously.

There is a division often discussed with regard to vocabulary learning, that is, receptive vocabulary and productive vocabulary. Some people say the division is between "passive" and "active" vocabulary rather than between receptive and productive vocabulary. As Meras (1962) says that active vocabulary is meant the words that the pupil is expected to be able to use in speaking and writing, whereas passive vocabulary is meant those he should recognize when spoken to or in reading. On the other hand, Belyayev in Hatch, Evelyn and C. Brown (1995) criticizes the passive/active terms, arguing that reading and listening should not be considered passive skills, therefore, the vocabulary needed for those skills should not be considered passive, either.

Some linguists and teachers since then have generally accepted the receptive/productive dichotomy, as defined by Haycraft in Hatch, Evelyn and C.

7

Brown (1995): receptive vocabulary is "words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly," and productive vocabulary is "words which the student understands, can pronounce correctly and use constructively in speaking and writing" (p. 370).

Other linguists, Crow and Quigley in Hatch, Evelyn and C. Brown (1995), have surmised that there is not really a dichotomy between receptive and productive but rather a continuum of knowledge. They suggest that learners may learn core or basic meanings of words sufficiently to understand what they hear or read without knowing enough about the syntactic restrictions, register appropriateness, or collocations to be able to produce the words on their own.

Furthermore, the discussions of dichotomy between receptive and productive vocabularies do not seem to take into account personal choice. Learners understand multitudes of words in their native language that they may never use. For example, they may understand terms used by their parents or grandparents, but never produce those terms, although they could. Likewise, they may recognize the meaning of nonstandard words such as *ain't*, or taboo words, but studiously avoid saying them because they are concerned about other people's views of them.

Knowledge about words may include information that may cause learners to choose not to produce them. For example, learners may understand terms used by speakers of other dialects, but never choose to use them. Likewise, learners may recognize such nonstandard and slang expressions as "done deal" or "no way," but studiously avoid saying them for social or other reasons. Knowing vocabulary may, therefore, also consist of knowing enough to use words which represent the image we wish others to have of us.

Beside those explanations, we should consider: (1) The structure of word, and (2) The significance of vocabulary.

2.1.1 The Structure of Word

If we talk about the structure of word we will concern the morpheme, the lexical units and the meaning of a word. Before going further, for a definition and a limitation Francis (1965) defines vocabulary as the collection of meaningful words

available for use in the grammatical constructions of a language. In addition, the grammar is the system of grammatical constructions available for use in a given language.

According to Francis, morphemes are the smallest meaningful units of language which cannot be subdivided into smaller meaningful units. They include three parts: free bases, bound bases and affixes. The free bases are the base or the root, morphemes that carry the principal part of the meaning of the whole. The base is capable of standing by itself and enter rather freely into grammatical constructions, for example the combinations *rooster, greenness, lucky, widen* and *strongly*. Their bases are roost, green, luck, wide and strong. Other bases cannot stand alone or enter freely into grammatical constructions, but often appear in a close affiliation with other morphemes, called bound bases. We can recognize a common base *turb* in such words as *disturb, perturb,* and *turbulent*; it never stands by itself as the *green* of *greenness* does, so it is a bound base.

The third kind of morphemes is those like *-ness, -en* and *dis-* which are not bases, because they do not carry the principal meaning of the combinations into which they enter. These we have already called as affixes. They are always bound, either to a base or a combination containing a base. There are two kinds of affixes, derivational affixes and inflectional affixes. Derivational affixes usually affect the grammatical category and the total meaning of the words in which they appear. For examples, the *-er, -able* and *-ly* in lover, lovable and lovely. And inflectional affixes are markers of grammatical functions but do not change the part of speech or basic meaning of the words to which they are attached. They are suffixes in English, such as the *-s, -ed*, and *-ing* in loves, loved and loving.

Lexical units are a large class of linguistic forms (Francis, 1965:113). Under this term we include any freely movable segment of language whose meaning cannot be deduced from a knowledge of its parts and the way they are put together. Take *court martial* as an example. We can recognize two familiar parts in this segment of which *court* means "a place where law cases are tried, or a king rules, or a game like basketball or tennis is played," and *martial* means "warlike, pertaining to war". We are still very far from deducing that when combined in this

order these familiar items together mean a "formal military tribunal or a case tried before such a tribunal." Another example is *black market,* meaning "illegal sales or other transactions involving either restricted kinds of merchandise or prices other than those fixed by law," it must be considered a single lexical unit, in contrast to *meat market* or *flower market*, whose meanings are deducible; they are not a single lexical unit.

The last is about *a word*. A word, as defined by Williams (1970), is any letter or sequence of letters which conveys a meaning in the language in use. Other linguists, Gorrel and Laird (1976) stated that a word is a symbol a human being uses to reveal his idea about something. Words are symbols that a sequence of letters can stand for a thought. In conclusion, a word is symbols consisting of sequence of letters which convey a meaning about one's idea.

On the basis of the morphemic structure, it is convenient to divide lexical units into three groups: simple words, compound words, and idioms (Francis, 1965:115). Simple Words are lexical units which contain only one base, such as friend, friendly, unkind, etc. Compound words are lexical units that have more than one base, with or without derivational affixes, and a pattern of arrangement which is not a normal syntactic construction. The difference may lie in the way the bases or the simple words which are the parts of the compound are stressed. In *blackboard*, the stronger stress is on the first element, *black*. While in a normal construction consisting of adjective and noun the stronger stress is on the head, as in *black board*. Therefore *bláckboard* is a compound word while *black boárd* is a construction of two simple words.

And, idioms, are lexical units which consist of two or more simple or compound words put together in a normal syntactic pattern. They are lexical units rather than ordinary constructions because they must be learned and in dictionaries defined as wholes. Knowing the meaning of the words and the meaning of the grammatical constructions does not make it possible to figure out the meaning of the whole idioms. Take some examples like *home run* (meaning "confused") and *it rains like cats and dogs* (meaning "raining heavily").

2.1.2 The Significance of Vocabulary

The major use of language is to communicate meaning. Language accomplishes this purpose by combining meaningful units, or words, into meaningful arrangements, or grammatical constructions. Francis (1965) divided the total meaning of a sentence into two parts: the meanings of the words of which it consists and the meanings of the constructions in which the words are combined. Normally, these two aspects of meanings are closely interwoven. But it is possible to separate them artificially, or to eliminate one so that only the other remains. If we do that then the result is a mere list of words, each of which suggested an area but contributes nothing to the total meaning of the list. In fact, the meaning has no total meaning.

To make a clear description of the relationship between the two meanings above, we give some examples such as *"The snark was a boojum"* and *"He snaffed the frumious bandersnatch with his vorpal snickersnee"* (Francis, 1965). In these sentences we fill their constructions with nonsense syllables rather than meaningful words. Because of the grammatical structure of the two sentences, indicated not only by the word order but also by markers like function words *the, a, with, his,* the inflectional suffix *-ed* and the derivational suffix *-ous,* the two sentences suggest considerable meanings. But only when meaningful words are inserted does normal communication take place: *"The animal was a skunk"* and *"He shot the furious elephant with his powerful rifle"* (Francis, 1965).

After knowing that explanation we can conclude that words and vocabularies hold the most important aspect in conveying ideas, particularly in conveying meanings. Moreover, since writing text is one of the means of conveying ideas automatically the vocabulary does play important roles here. Therefore, enlarging the vocabulary stocks for students will help them convey ideas easily, accurately and appropriately through their writing.

2.2 Writing Skill

In speaking, it is easier to understand meaning of one's utterances than writing (Fairbairn and C. Winch, 1996). Look at someone saying to a friend as examples given by Fairbairn and C. Winch in their book: "Jimmy isn't drunk today". With a knowing look and a certain tone of voice, it could imply that he is drunk every other day. Another example is like: "That's very kind of you." In the appropriate circumstance, and with a shocked look, a bitter tone of voice and a stress on the first syllable of 'very', it may well mean, "That's very unkind of you." The face value and the emphasis in the way in which one says something indeed can change the meaning of one's sentences from the original ones.

Unlike in speaking, in writing the tone of voice, physical proximity and possibility of quick interaction are not available (Fairbairn and C. Winch, 1996:6). One needs to be able to communicate effectively without resorting to these features. Not having them available ought to make you aware of how important they are and should lead you to take a great care when you write.

A writer has to communicate effectively so that his readers understand exactly what he means in his writing because those features, the clues which are supplied by context in spoken communication are not available for readers. This involves substituting maybe for tone of voice, the physical presence of the listener, physical situation, and the possibility of interaction. For example, since you cannot look firm or sound firm in a letter you have to convey firmness in different ways, perhaps by using an expression such as, 'I am absolutely determined that ......'. And, for example, it is no good referring to an object in my room as ' the table over there', because readers cannot see it, or maybe better to replace it as 'There is a table in the corner of my room'.

Besides the explanations above we will talk about: (1) The meaning of writing, (2) The significance of diction in writing and (3) The criteria of good diction.

2.2.1 The Meaning of Writing Diction

The term diction is not as simple as that it looks. It includes all nuances words have as their meaning, their working in contexts, and their interpretation effects to society or listeners. Guth (1969) says that diction is word choices, whereas Keraf (1984:24) argues that diction is the appropriateness in choosing words, the ability to differentiate the meaning of each nuance of each idea we want to convey, and the ability to find the suitable form to the situation and to the sense of our listener.

As supplement information, Fairbairn and C. Winch (1996) stated that writing is about conveying meaning by selecting words and putting them together in a written or printed forms. The most important to concern in writing that those who read your work will understand what you intend to say easily. Another linguist, Tarigan (1986) stated that writing is drawing graphic symbols which describe a language understood by someone so that other ones can read the graphic symbols if they understand the language and those symbols. Here, there is a convention that the writer and readers use the same language.

Since the goal of writing is to communicate meaning to others, therefore diction plays important roles in writing. So that writers must write clearly in order that their readers understand easily the meaning the writers convey.

2.2.2 The Significance of Diction in Writing

If we talk about writing, of course we will talk about words and sentences. These elements, which build a writing, are our tools in conveying meaning. Since words are the only tools in sending our intended messages through writing so words are the most important element in writing. Fairbairn and C. Winch (1996) have explained about this in the first chapter of this thesis.

Then, if we talk about words in writing we will concern diction, because it includes all of our talking about words in writing. As I have written in the first chapter, diction is an ability to choose the accurate and appropriate words, and an ability to differentiate the meaning nuances of each ideas intended to convey, and an

ability to find what forms are suitable to a certain situation. From the explanation above, automatically, diction is very important in writing.

In writing, readers cannot ask the writer directly to clarify his messages because of the different and faraway distance of where they stay, so that in writing understanding can only be gained from those words and sentences. The better you can choose the appropriate and accurate words, the better your chance to succeed in conveying your ideas clearly.

Using short, everyday words, will often be more effective than using more difficult ones. Everyday words will be understood more easily than jargon or slang in general. We are not suggesting that using larger words is wrong. Writers often misuse and even abuse longer words because their desire to impress people with their cleverness is stronger than their desire to communicate clearly.

Writers should not use words of which they do not understand clearly the meanings. The use will influence so much their intended messages received by their readers, at worst, their readers interpreted the messages differently from theirs. Never use a word whose meaning is not understood clearly in the hope that readers will be impressed by its long and impressive sounding.

2.2.3 The Criteria of Good Diction

To make a brief, compact and understandable paragraph, someone must posses a large vocabulary. He must also have knowledge of the vocabulary and feeling for good diction, that is, for good choice of words.

In general, Cox (1969) explains that good diction is accurate, appropriate to its context (formal, informal, or colloquial) and as specific as possible. It may be connotative or figurative, but it is never trite or hackneyed and almost never nonstandard. The accurate word must be exact. It does not sound or look similar with others, or means nearly the same as others. For example, students often have difficulty with such words as *effect - affect, accept - except*, and *disinterested - uninterested*. A dictionary plays significant roles in distinguishing these words.

The accurate word has the right denotation and the right connotation. Denotation according to Cox (1969) is the primary or actual meaning, whereas

connotation is the implication meaning. In addition, Guth (1965) remarks that many words denote, that is, point out or refer to very nearly the same objects or qualities. At the same time, they connote, that is, suggest or imply different attitudes toward the objects or qualities they point out. Next, according to Jackson (1996) connotation relates to the associations that a word has over and above its denotation. Based on the linguists' opinions above we may conclude that denotative meaning is the actual meaning, the same as the real objects or qualities, or the primary (fundamental) meaning, whereas connotative meaning is the emotive meaning as associations suggested to the word's fundamental meaning or addition to it. For example is the word *caviar*. It denotes 'the salted roe of large fish' (e.g. sturgeon), and connotes to 'luxury' or 'high living'. Another is *candle* which denotes round stick of wax which is lit to burn with a light giving a flame and may have religious connotations or alternatively romantic associations as lighting for an intimate meal.

To recognize and choose the correct word for context, one must be able to differentiate between *levels of usage*, the usage of different vocabularies to whom he talks or writes. One uses different vocabularies when he talks or writes to his deans or advisers rather than to his friends. Cox (1969) concludes that there are at least three levels: formal, informal, or colloquial, and nonstandard. Formal English is English language used in formal situations such as the writing of college students (Guth, 1965:94). Abbreviation and colloquialisms are avoided in formal English. Informal or colloquial English is English words or expressions which educated, cultivated people use when speaking or writing informally to each other. Some examples of colloquial versus formal are:

Colloquial	Formal
boss	superior
brainy	intelligent
buddy	friend
job	position
kid	child
etc.	

And nonstandard or illiterate English is words and structures of the uneducated; low social standing or a lack of formal education such as words: *anywheres, nohow* and *irregardless* (Guth, 1965:93).

Another about appropriation is specific and general word. A specific word points to a particular person, place, or thing, while a general word refers to a group or class (Cox, 1969). The general word *food* is less specific than *dessert*, and *lemon chiffon pie*. Besides having appropriation, we use specific words in order to be colorful and vivid.

In figurative language, one thing is likened to another through comparison or analogy. The most commonly used figures are metaphor, simile, and personification. A compressed but explicit comparison, introduced by *as* or *like*, is called a simile such as "like poison ivy, athletics are difficult to control" (Cox, 1969:89). An implied comparison that uses one thing or quality as the equivalent of another is called a metaphor. For example, literally, *monkey* refers to a small, long-tailed animal. Metaphorically, it may mean person who, like a monkey, is agile, mischievous, imitative, or playful (Guth, 1965:114). While personification endows inanimate objects or abstract ideas with human qualities (Cox, 1969). For example, sentence like "The bike is running fast".

To obtain good diction in writing, one must avoid the overused expression that has become trite and hackneyed. This leads expressions to becoming worn, colorless, and stale. Trite and hackneyed phrases also lead to unclearness and unspecific words, because they tend to explode all over the language, and are applied to everything, so that they lose their original meaning. Some examples of trite expressions are "just between you and me," "it's pure and simple truth," "last but not least," and "better late than never".

Knowing these criteria of good diction is very important for college students. Their writing will be more interesting, colorful and most of all understandable easily for readers. Go to your dictionary at any time you are unsure of either the meaning or work of a word.

2.3 The Correlation between Vocabulary and Writing Diction

We know well that vocabulary is word resources and writing diction is the appropriateness to choose words. From this we know that of course there is relationship between the two. What kind of relationship is what we try to find out in this thesis.

Butler (1985) stated that correlation is that area of statistics which is concerned with the study of systematic relationships between two (or more) variables. In correlation, we will attempt to answer questions such as: Do high values of variable X tend to go together with high values of variable Y? Or do high values of variable X go with low values of variable Y? Or is there some more complex relationship between X and Y, or perhaps no relationship at all?

In statistics, especially correlation, variable X is the independent variable, the one that influences another, while variable Y is the dependent variable, the one influenced. Let us say that vocabulary is variable X and writing (diction) is variable Y, and then later in next chapter, we will try to answer such questions above.

2.4 The Research Hypothesis

Gorrel and Laird (1976:425) said that choosing words with precise meaning and appropriate tone is not easy; choice of words is complex because words are related to thing through human minds, which are not all the same. Based on the quotation the hypothesis of this thesis are as followed:

1. The students' diction skill is still poor

2. There exists a significant correlation between vocabulary mastery and writing diction of the students.

3. There is a positive correlation between vocabulary mastery and writing diction of the students.

III. RESEARCH METHODOLOGY

Like Sociology and psychology, research methodology is a kind of study. It is the study of method or the science of method. Cryer (1996) says that research methodology is a rationale for the methods used to gather and process data, in what sequence and on what samples, taken together. This is not term of list of methods, but an informed argument for designing research in a particular way. In this thesis, it involves: (1) research method, (2) the population, (3) the sample, (4) approach to use, (5) the type of the data, (6) the instrument for collecting data, and (7) the type of analysis. For clear description, it is explained in following:

3.1 Research Method

Research means a process to answer questions by using empirical data and it is done in a systematic approach (Bieger, 1996). Systematic means that the research is carried out in a way that is well planned and organized. Moreover, it must follow certain procedural standards that will increase the probability that the results will be reliable and valid. Empirical means that the research process involves observation to produce data, directly or indirectly.

Method is needed in doing the research to reach a certain goal. Hornby says that method is simply defined as a way of doing something (1987: 535). So based on that definition, method can be concluded as a way of doing something or research in order to reach the required goal. The method of the research that is used in this thesis is descriptive, consisting of the descriptive study procedures: decide on the question, select the population, determine methods for data collection, collect the data, organize and analyze the data (Salinger, H.W. and E. Shohamy, p. 128). Descriptive research is conducted to reach a certain goal, that is, to describe a certain phenomena by answering what is happening behaviorally (Bieger, 1996).

3.2 The Population

Population is needed in conducting a research as the subject of the research and also as the object of generalization of the research result. Margono (1997) defines population as all of everything as the object of the research from which we can obtain data as the data research in the research. Another expert, Bieger (1996:82), states that population is the extent or area from which a sample is selected representatively.

By determining the population, research can be done with appropriate direction to the problem. It means that research is straighter to the truth in accordance with the sample that is taken from the population. The population in this research is eighty students of English Department Faculty of Letters University of Jember who passed the vocabulary class and writing class. The students are the first year students or the students of 1999.

3.3 The Sample

A sample is a small proportion of a population, as examples which are selected in certain ways (Margono, 1997:120). Sample is chosen because it is impossible to observe all numbers of population one by one. Another reason why using sample is caused by the goal of the research itself, that is, to make a generalization of research results to larger objects. The writer uses a sample for data analysis in this research by consideration of the time and financial effectiveness, but without forgeting the representativeness of the population.

Determining the sample size is a very important thing in conducting research, because it is related with the representativeness. Surakhmad (1990) states that if the population is homogenous enough and less than 100, we can take 50 % from the total number of population as the sample. The number of the population in this research is 80 students who have passed vocabulary and writing subjects, so that we have 40 students for the sample. We may claim that these students are homogenous since they are all the first year students of English Department Faculty of Letters University of Jember who have completed the two subjects. Certainly, they have got some theories with the subjects.

The technique used in choosing sample is simple random sampling. In simple random sampling, the individuals who are not differentiated in sex are chosen in such a way so that each has an equal chance for being selected (Borg and Gall in Hadjar, 1996). Here, the writer uses some small pieces of papers with the population members' names written on them from which a lottery is made then. We will later test the selected names to obtain data, scores, for data analysis.

3.4 The Approaches to Use

To determine approaches is important since it concerns the data used in the research. Research approaches can be classified in variety of ways, for example, according to the data being collected and analyzed. In this way, researchers often use terms qualitative and quantitative (Bogdan and Bilken in Bieger, 1996). Concerning these two terms, Berg in Bieger (1996:35) says that quantitative refers to research that involves measuring traits, characteristics, or attributes of things. Qualitative refers to research that involves the meanings, concepts, definitions, characteristics, metaphors, symbols and description of thing.

The quotation above means that in a quantitative research the data are numerical data about individuals or groups, data in the forms of numbers. For example, height and weight of the individuals or groups that then the numbers are transformed into mean scores for a group. Whereas in a qualitative research the data are in the form of verbal responses or statements. For example, a researcher is planning to interview people or ask people for statements and sentences to identify their health states and their exercise habits, and will transcribe the verbal responses of these interviews or statements in order to characterize the habits of the group.

The research in this thesis uses the two approaches, qualitative and quantitative. By using vocabulary and writing tests, the research try to transform the responses and answers into numbers or scores which will be analyzed in the next chapter.

3.5 Data Collection

The data for research in this thesis are obtained from the tests (vocabulary and writing tests) and questionnaire. The test that is used to collect the data is proficiency test. This kind of test is conducted to measure the students' knowledge of certain skills. In this way the writer wants to know whether the students have mastered specific skills: vocabulary skill and writing skill. To collect the data, the writer uses a simple way, that is, by distributing vocabulary and writing tests to the students (males and females) in the class. And also, questionnaire is distributed at the same time.

3.6 The Instruments for Collecting the Data

According to Margono (1997), there are at least four techniques of collecting data. They are: (1) Observation technique, observing and noting any phenomena made by the research object systematically, (2) Communication technique, a way of collecting data through individual contact or communication between the data collector and the data resources. It includes interview and questionnaire, (3) Measurement technique, a technique used to collect quantitative data. This technique uses tools or instruments in collecting its quantitative data such as test. (4) Document technique, collecting data by using files, books, theories as documents.

The research in this thesis uses only two techniques above, the communication technique and measurement technique, especially the questionnaire and test as instruments in collecting data. So that we have three data: (1) Vocabulary test, (2) Writing test, and (3) Questionnaire.

3.6.1 Vocabulary Test

The test is given to find out the ability of the students in vocabulary in four areas: finding the equivalent English words of Indonesian words and vice versa, finding the English synonymous words, finding the English antonymous words, and finding a word suitable to the context mentioned. These four areas are divided into five parts in written task.

3.6.1.1 The Vocabulary Testing Techniques

Language testing in a book entitled "Testing for language teachers" by Hughes (1989) describes some basic vocabulary testing techniques that can be considered in gaining the vocabulary scores.

I. Multiple choice

a. Synonyms

To choose the alternative (A, B, C, D) which is the closest in meaning to the word on the left of the page.

gleam   A. gather   B. shire   C. welcome   D. clean

b. Definitions

loathe means   A. dislike intensely

                 B. become seriously ill

                 C. search carefully

                 D. look very angry

One should recognize the item's definition accurately so that he can choose the correct option between the alternatives. In this sentence *loathe* means 'dislike intensely'.

c. Gap filling

Context, rather than a definition or a synonym can be used to test knowledge of a lexical item.

The strong wind ………the man's efforts to put up the tent.

A. disabled   C. deranged

B. hampered   D. regaled

II. Production

Vocabularies on a production level consist of giving the student the meaning of the key vocabulary item so that he may produce it if he knows it. When he fails to produce the key item or produces another one that does not fit the meaning, it can be said that he does not know it.

There are various ways of providing the meaning without using the vocabulary item itself. Some suggestions are presented below.

a. Pictures

Some sorts of objects are given to the student. We let them to recognize each pictures, that next, ask them to write down the names of the objects.

A. ……………..   C. ……………..
B. ……………..   D. ……………..

b. Definitions

Giving the student the idea of the item through the language being tested, without giving him the key words themselves. The meaning of the vocabulary item can be given in various ways, as in the form of definition statement or a question, for example:

A ………… is a person who look after our teeth. (dentist)

What do you call a man who leads an orchestra? (a conductor)

c. Gap filling

It is the form of one or more sentences with a single word missing.

"Because of the snow, the football match was………. until the following weeks."

Too often here the student has many alternatives to fill in the blank as acceptable responses which were not possible to write all. This problem can be solved by giving the first letter of the word (possible more) and even an indication of the number of the letters.

In this thesis the writer uses both techniques especially the definition section. The writer chooses the definition section only because of consideration of the vocabulary testing technique stated by M.S. Djiwandono. This technique is explained in Djiwandono's book entitled: "Tes Bahasa dalam Pengajaran".

3.6.2 Writing Test

The test is based on the diction skill which the writer has written in the second chapter. The questions are given to the students by considering the effectiveness of time, finance, and the goal of the test, scores of writing test. Therefore, the test includes four areas: differentiating denotation and connotation, differentiating English synonymous words, determining the English formality and status, classifying between specific and general words. They are divided into five sections.

3.6.2.1 The Writing Testing Techniques

All questions arranged in the writing test are in production level, that is, the students will produce answers if they know the answers. There are various ways in arranging the questions as presented below.

a. Sentence making

Hughes (1989) stated that the best way in testing the students' writing is by letting the students making any writing or sentences.

b. Gap filling

The writer provides a context in the form of sentences with a single word missing. Let the students filling the missing word based on their knowledge of the word.

c. Word listing

In listing some words, the writer provides contexts or definitions in the left side and some words in the right side. Then, the writer ask the students to matching the words into the suitable contexts or definitions.

In this way, the writer uses all of the techniques mentioned above in arranging the writing test questions.

3.6.3 Questionnaire

Questionnaire is a tool of collecting data by giving respondents a set of written questions to answer in written responses, too (Margono, 1997). Questionnaire is conducted to gain information of the respondent self-condition

and also information about other. These questionnaire results will be used to strengthen the writer's conclusion in the last chapter later.

3.7 The Type of Analysis

The data which have been collected are then analyzed. In analyzing those the writer uses the statistical methods. Statistical analysis technique is the appropriate technique in analyzing data to show a certain calculation more than only presenting number or percentage of people who answered a question in certain way, or who behaved in a particular manner, for example: to show the significance level of correlation of two variables (Bieger, 1996). Some kinds of statistical procedures which are included in statistical analysis technique are descriptive and correlation.

Descriptive statistics according to Bieger includes measures of central tendency and measures of variability. The measures of central tendency include the mean, median, and mode. The mean is the average of a set of scores and is calculated by adding up all of the individual scores and dividing the total by number of scores in the set. The median is the "middle" score in a distribution of scores and is determined by finding the point above which, and below which, half of the scores fall. The mode is the score, or range of scores, which occurs most frequently in a distribution of scores.

Next, measures of variability include the range and the standard deviation. The range is the difference between the maximum score achieved and the minimum score achieved. The standard deviation is a kind of average of the amount by which the typical score in the distribution differs or deviates from the mean score. The standard deviation is obtained by first calculating the mean, and then calculating the amount by which each individual score differs from the mean. Then the individual score is squared and the squared deviation scores are totaled.

In correlation statistics we focus on the identification of how changes in one characteristic or variable correspond (or do not correspond) to changes in another characteristic or variable (Butler, 1985).

The formula used here is the product moment formula. The formula is:

$$r_{xy} = \frac{N\Sigma xy - \Sigma x\Sigma y}{\sqrt{\left\{N\Sigma x^2 - (\Sigma x)^2\right\}\left\{N\Sigma y^2 - (\Sigma y)^2\right\}}}$$

Notes:

r_{xy} : coefficient correlation between x and y

x   : the score of the vocabulary test

y   : the score of the writing test

N   : number of sample

The product r (coefficient of correlation) is a number that varies between – 1.0 and +1.0 and that indicates the strength of the relationship between the two variables. A correlation coefficient of +1.0 indicates that there is a perfect positive relationship between the two variables. It means that every increase (or decrease) in one variable, there is a corresponding increase (or decrease) in the other variable. A correlation coefficient of –1.0 indicates a perfect negative relationship between the two variables. That is, for every increase in one variable there is a corresponding decrease in the other, and for every decrease in the first variable, there is a corresponding increase in the second variable (Butler, 1985). To find its level of significance we will use the critical values of the Pearson product-moment correlation coefficient for comparison with the product r.

Finally, by using the procedures above we will find out the relationship between vocabulary and writing skills the students posses, how significant and whether they have positive or negative correlation.

IV. THE RESULT AND DISCUSSION

The data in this research are obtained from the test conducted at Faculty of Letters in English Department University of Jember on 5th May 2000. The data analysis in this research is based on the result of the test and questionnaire. The analysis of the test result is done to find out the ability of the respondents in vocabulary mastery and writing text skill. And the writer also gives the students some questionnaire consisting of condition of the students in relation to both vocabulary and writing skills. Their responses of questionnaire later are used to make conclusion about their conditions of the two skills.

4.1 The Analysis of the Test

The respondents in this research are the first year students of the English Department Faculty of Letters the University of Jember. They are about 80 students. Then 40 students are taken as samples of the research. Next, the writer conducted two tests, namely vocabulary and writing tests. The vocabulary test consists of 36 questions to each student, whereas the writing test consists of 19 questions. The result of the test shows that the ability of the students in vocabulary is good but in writing it is in general not good. The clear description is shown in table 4.4.

4.1.1 The Analysis of the Vocabulary Test Result

Vocabulary test has been done by the students then the answers are analyzed. The ability of each student in vocabulary can be known based on his or her score of the test. The students' scores in this test are between 49 and 88. To make an appropriate number, the scores are determined by the following rule:

27

Table 4.1 The Determination of Scoring the Vocabulary Test

No	Topic of Vocabulary	Item Numbers	Score/ Item	Total Score	Time Allocation
1.	Finding the English equivalent of Indonesian words	15	2	30	15 minutes
2.	Finding the Indonesian equivalent of English words	6	3	18	6 minutes
3.	Finding the English synonymous and antonymous words	12	3	36	12 minutes
4.	Finding a word which is suitable to the context	3	5	15	3 minutes
	Total	36	-	99	36 minutes

4.1.2 The Analysis of the Writing Diction Test

The writing diction test consists of four parts. The first is differentiating denotation from connotation. It has eight items and every item is scored 5. The time allocation is 16 minutes and the total score is 40. Second, differentiating English synonyms in 3 items, here the students have to differentiate the synonymous words, which one of them is able to substitute another and is suitable to the sentence or the context to be entered. Each item is scored 6. The time allocation is 6 minutes and the total score is 18. Third, determining the English formality and status. It consists of 3 items and every item is scored 7. The time allocation is 6 minutes and the total score is 21. And the fourth, the last is specific and general word classifications. It consists of 5 items and every item is scored 4. The time allocation is 10 minutes and the total score is 20.

29

Table 4.2 The Determination of Scoring the Writing Diction Test

No	Type of Item	Item Numbers	Score/ Item	Total Score	Time Allocation
1.	Differentiating denotation from connotation	8	5	40	16 minutes
2.	Differentiating English synonymous words	3	6	18	6 minutes
3.	Determining the English formality and status	3	7	21	6 minutes
4.	Classifying words between specific and general words	5	4	20	10 minutes
	Total	19	-	99	38 minutes

Furthermore, the vocabulary and writing diction test results can be presented in the following table:

Table 4.3 The Students' Score in Vocabulary and Writing Diction Test

Student No.	Score in Vocabulary	Score in Writing Diction
1.	71	64
2.	71	64
3.	81	52
4.	62	53
5.	87	69
6.	77	46
7.	79	39
8.	60	53
9.	64	47
10.	82	44
11.	78	50

12.	79	52
13.	73	59
14.	75	34
15.	84	46
16.	76	55
17.	79	51
18.	87	58
19.	77	75
20.	74	64
21.	61	52
22.	64	55
23.	66	36
24.	77	51
25.	70	48
26.	79	58
27.	61	60
28.	70	48
29.	73	65
30.	79	57
31.	79	61
32.	74	56
33.	49	25
34.	74	51
35.	68	55
36.	88	35
37.	65	61
38.	81	46
39.	78	61
40.	73	64

4.1.3 The Classification of The Score

From the table above, the score or the ability of the students as the sample can be determined. The determination of their ability is done by giving a qualification to the frequency and the percentage of the score. The qualification is determined by the criteria as follows:

Table 4.4 The Classification of The students' Scores

Score	Interpretation	Frequency/Percentage	
		Vocabulary	Writing Diction
86 – 100	Excellent	3 (7.5%)	0 (0%)
71 – 85	Good	25 (62.5%)	1 (2.5%)
56 – 70	Fair	11 (27.5%)	15 (37.5%)
41 – 55	Poor	1 (2.5%)	19 (47.5%)
0 – 40	Very poor	0 (0%)	5 (12.5%)
	Total	40 (100%)	40 (100%)

From table 4.4, it is obvious that only 1 student (2.5%) has "good" classification with scores between 71 and 85 in writing diction test. On the other hand, there are 3 students (7.5%) who have "excellent" classification with scores between 86 and 100 in vocabulary test. The highest percentage for writing diction test is 47.5% and the classification is "poor". The highest percentage for vocabulary test is 62.5% and the classification is "good". In conclusion as a brief explanation there are three students with an excellent score classification whose scores are between 86 up to 100 in vocabulary test. There are no students with an excellent score in writing diction test, and there is only one student with a "good" score classification between 71 and 85.

4.1.4 The Frequency Distribution for Vocabulary Score

Classification of the frequency distribution is needed before we observe data from the investigation. The sets of scores are obtained by the groups of students in vocabulary test. Here the scores are classified within the class

33

Figure 4.1 The Histogram of Vocabulary Score Frequency Distribution
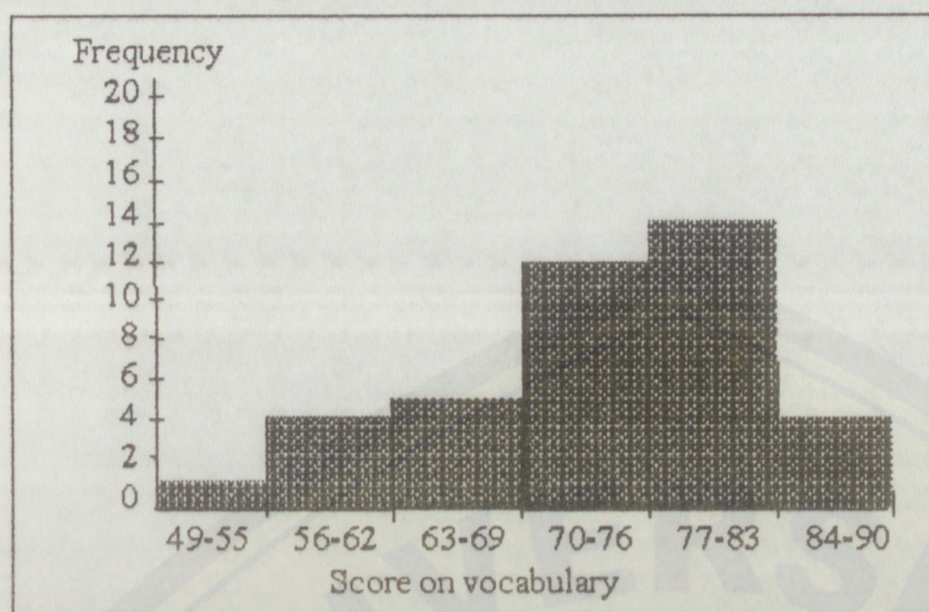
4.1.5 The Frequency Distribution for Writing Diction Test

A distribution gives a frequency for each individual score. By following the steps stated by Yousda and Z. Arifin above, we will gain the class intervals of writing diction test. The steps are as follows:

1. The highest score: 75

    The lowest score: 25

2. Range: 75 – 25 = 50

3. Class number: 1+ (3.3)log n

    = 1+ (3.3)log 40

    = 6.2868 = 6 (to be rounded)

4. Interval = range is divided by class number = $\frac{50}{6}$ = 8.33 = 8. Therefore, the interval is 8 or 9 and here, the writer takes 9 as the interval in concerning with the class number above, that is, 6 class numbers.

5. The first class = 25 – 33

The data in table 4.6 represent the frequency distribution of the students' score in writing diction test.

Table 4.6 Grouped Data for Writing Diction Score Distribution

The class intervals of the scores	Frequency
25 – 33	1
34 – 42	4
43 – 51	11
52 – 60	14
61 – 69	9
70 –78	1

It is very important to label the frequency distributions of writing diction scores in a histogram. The histogram should have a title, and the relevant variables should be specified along each axis. Figure 4.2 is the histogram of the data of the students' score on writing diction test.

Figure 4.2 The Histogram of Writing Diction Score Frequency Distribution
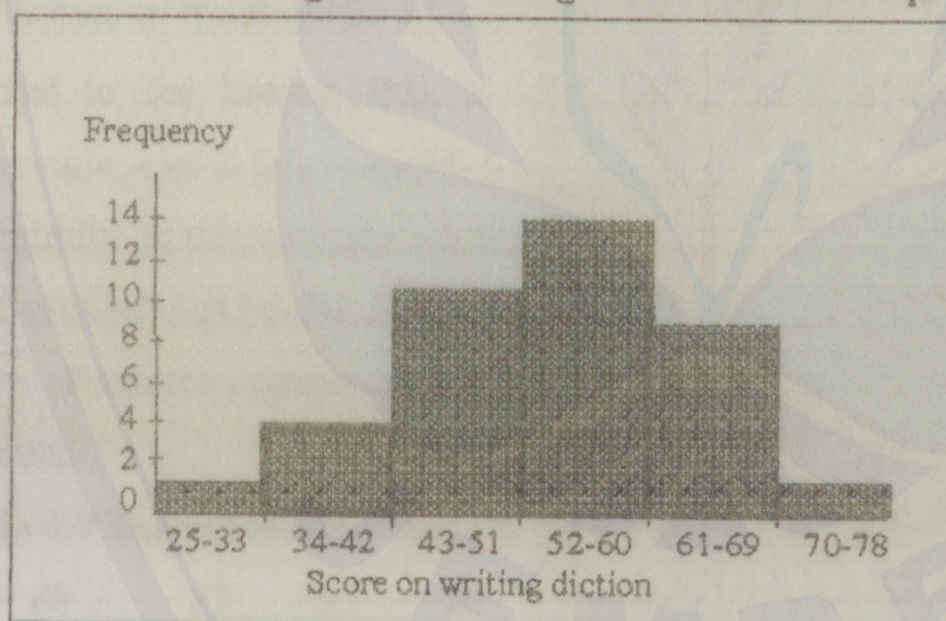
4.1.6 The Mean in Vocabulary Test

The students' mean score in vocabulary test can be shown by the following formula:

$$\text{Mean} = \frac{\Sigma x}{N}$$

$$= \frac{2945}{40}$$

$$= 73.6$$

The students' mean score in vocabulary test is 73.6 and the classification is "good".

4.1.7 The Mean in Writing Diction Test

The mean in writing diction test can be shown by the following formula:

$$\text{Mean} = \frac{\Sigma y}{N}$$

$$= \frac{2120}{40}$$

$$= 53$$

The mean in writing diction test is 53 and the classification is "poor".

4.1.8 The Median in Vocabulary Test

The median is the score which has equal numbers of observation above and below it. To find the median, first, the data are arranged in order from the highest to the lowest, that is, rank order. If there is an even number of observations as in this research N = 40, so that there cannot be one that is right in the middle. In this way, the median score is between the two central figures (here, the twentieth and twenty first).

From the explanation above, we can calculate the median in vocabulary as follows:

Table 4.7 The vocabulary Score of The Students (in rank order)

88	87	87	84	82	81	81	79
79	79	79	79	79	78	78	77
77	77	76	75	74	74	74	73
73	73	71	71	70	70	68	66
65	64	64	62	61	61	60	49

The median score in vocabulary is:

$$\text{Median} = \frac{75 + 74}{2} = 74.5$$

4.1.9 The Median in Writing Diction Test

After we order the scores in descending order, the median in writing diction is determined as follows:

Table 4.8 The Writing Diction Score of The Students (in rank order)

75	69	65	64	64	64	64	61
61	61	60	59	58	58	57	56
55	55	55	53	53	52	52	52
51	51	51	50	48	48	47	46
46	46	44	39	36	35	34	25

The median in writing diction is:

$$\text{Median} = \frac{53 + 53}{2} = 53$$

4.1.10 The Mode in Vocabulary Test

The mode is the score which has the highest frequency (appearing so often). From the table 4.7 we know the score which has the highest frequency is 79 appearing six times. So, the students' mode in vocabulary is 79.

4.1.11 The Mode in Writing Diction Test

By looking at table 4.8, we know there is one score that occurs four times. It is the score with a frequency higher than others. In other words, the distributions have one peak. One with maxim is said to be modal. The mode in writing diction test is 64.

The following are the values of three measures for our language test data:

Vocabulary Test (X) :   mean   = 73.6

                                median = 74.5

                                mode   = 79

Writing diction Test (Y):   mean   = 53

                                median = 53

                                mode   = 64

4.2 The Score Range in Vocabulary Test

Range is used to know the variability in a set of data. Bieger (1996) said, "The range is a difference between the maximum score achieved and the minimum score achieved." From the definition above, then we can determine the range in vocabulary. The highest score in vocabulary is 88 and the lowest is 49, then the students' score range in vocabulary is (88 − 49) or 39.

4.3 The Score Range in Writing Diction Test
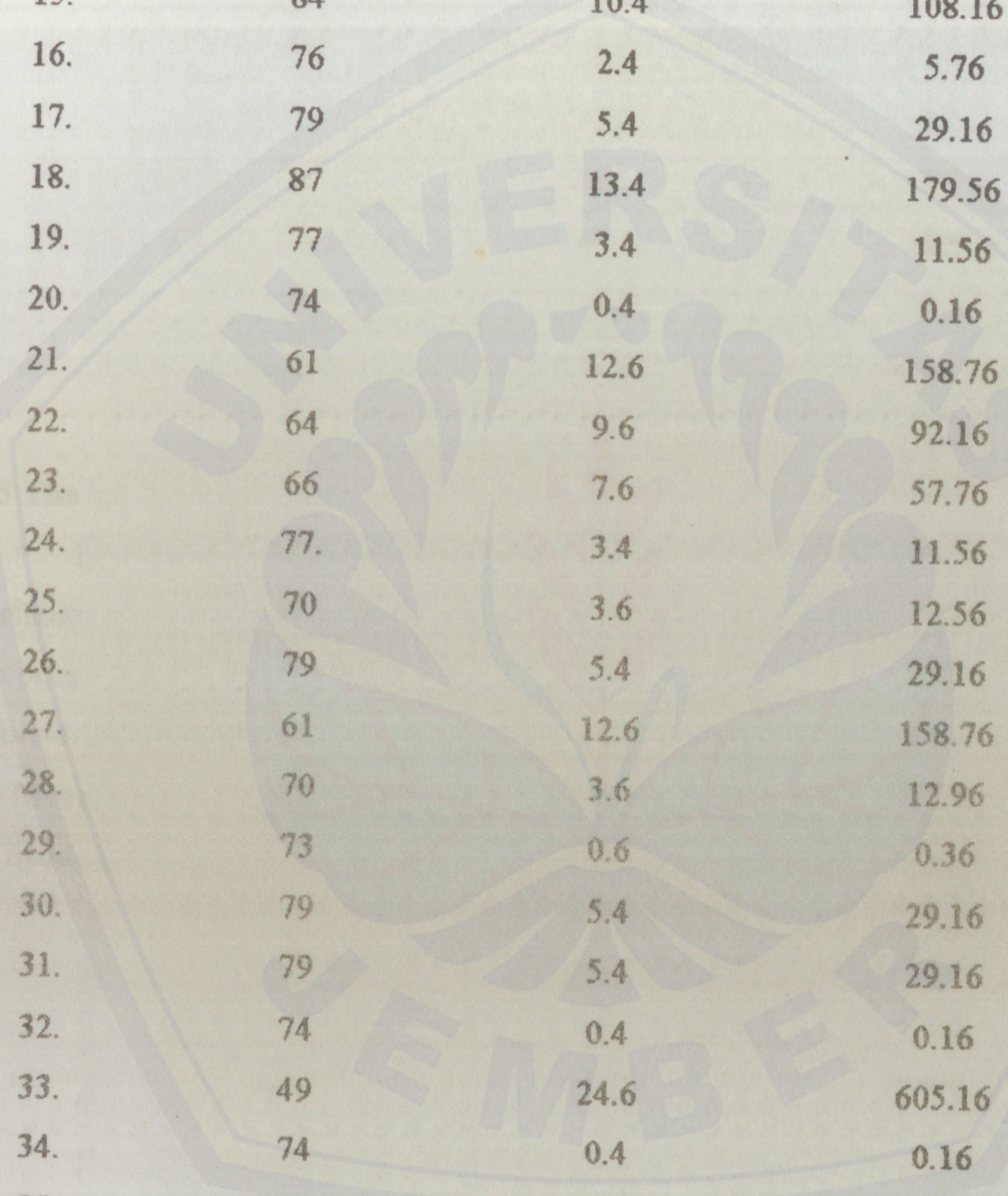
It is important to measure the range as a first step in the examination of variability. The following is the score range in writing diction. The highest score in writing diction is 75 and the lowest score is 25, then the score range in writing diction is (75 − 25) or 50.

4.4 The Mean Deviation in Vocabulary Test

The mean deviation is the deviation of the values from the mean, irrespective of which side of the mean they are on. The mean deviation is obtained by subtracting the mean from each observation, ignoring the sign of the result and add the deviations together, then dividing by the number of observations.

Table 4.9 The Recapitulation of vocabulary Test for Preparation to count the Mean Deviation and Standard Deviation

Student No.	X	$|x - \bar{x}|$	$(x - \bar{x})^2$
1.	71	2.6	6.76
2.	71	2.6	6.76
3.	81	7.4	54.76
4.	62	11.6	134.56
5.	87	13.4	179.56
6.	77	3.4	11.56
7.	79	5.4	29.16
8.	60	13.6	184.96
9.	64	9.6	92.16
10.	82	8.4	70.56

11.	78	4.4	19.36
12.	79	5.4	29.16
13.	73	0.6	0.36
14.	75	1.4	1.96
15.	84	10.4	108.16
16.	76	2.4	5.76
17.	79	5.4	29.16
18.	87	13.4	179.56
19.	77	3.4	11.56
20.	74	0.4	0.16
21.	61	12.6	158.76
22.	64	9.6	92.16
23.	66	7.6	57.76
24.	77.	3.4	11.56
25.	70	3.6	12.56
26.	79	5.4	29.16
27.	61	12.6	158.76
28.	70	3.6	12.96
29.	73	0.6	0.36
30.	79	5.4	29.16
31.	79	5.4	29.16
32.	74	0.4	0.16
33.	49	24.6	605.16
34.	74	0.4	0.16
35.	68	5.6	31.36
36.	88	14.4	207.36
37.	65	8.6	73.96
38.	81	7.4	54.76
39.	78	4.4	19.36
40.	73	0.6	0.36
	2945	**261.4**	**2,741.4**

The mean deviation in vocabulary test is determined by the following calculation:

$$\text{Mean Deviation} = \frac{\Sigma \, | \, x - \bar{x} \, |}{N}$$

Notes :

Σ = 'the sum of'

x = any score (vocabulary Scores)

$\bar{x}$ = the mean score (of vocabulary Scores)

N = the total number of observations

| | = 'take the absolute score, ignoring the sign'

Based on the table 4.7, the students mean deviation in vocabulary is:
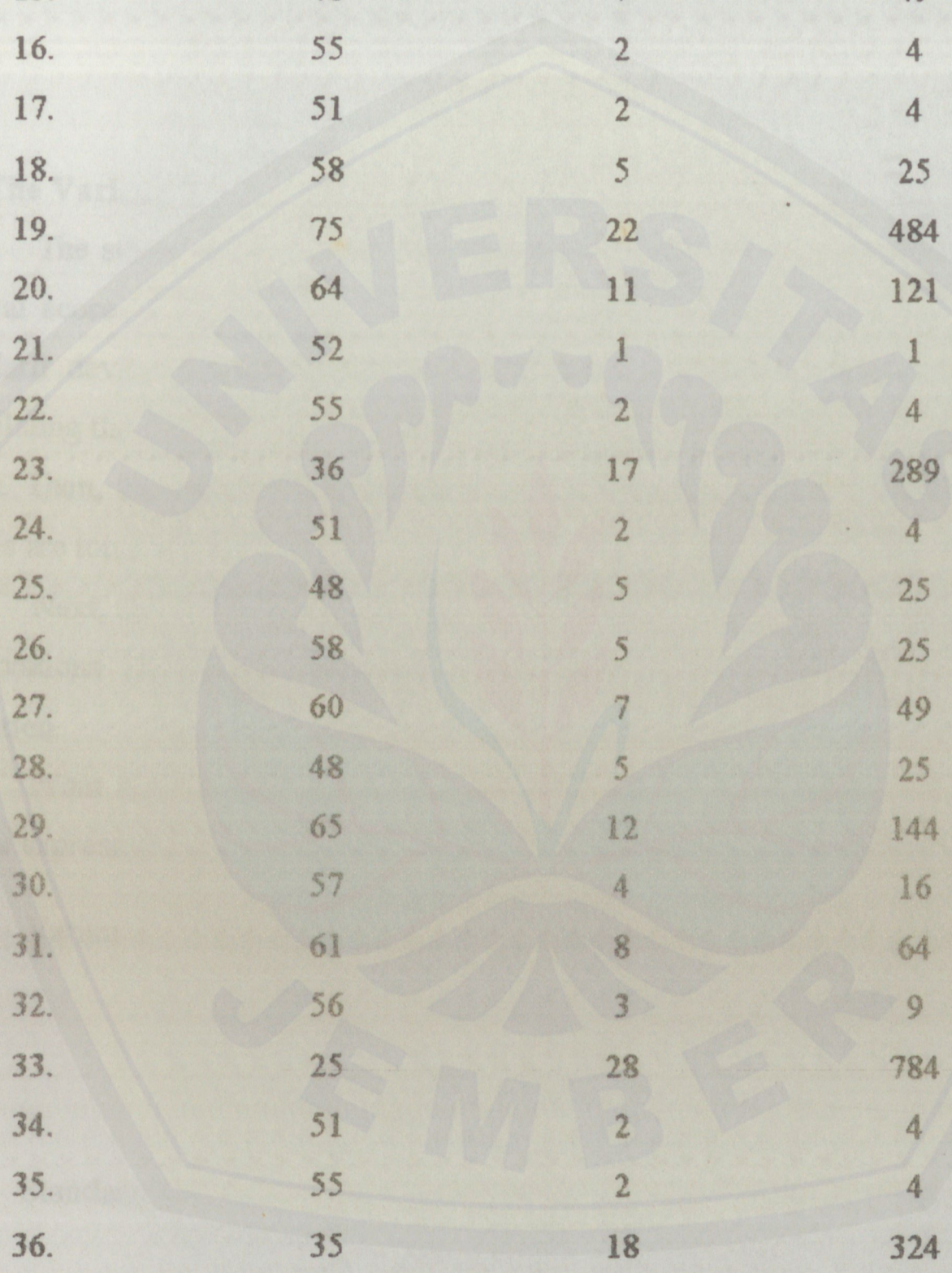
$$\text{Mean Deviation} = \frac{261.4}{40} = 6.54$$

4.5 The Mean Deviation in Writing Diction Test

It is also very important to calculate the mean deviation of the second variable. Steps used to get the mean deviation of the second variable is similar to the ones above.

Table 4.10 The Recapitulation of Writing Diction Test for the Preparation to count the Mean Deviation and Standard Deviation

Student No.	y	$|y - \bar{y}|$	$(y - \bar{y})^2$
1.	64	11	121
2.	64	11	121
3.	52	1	1
4.	53	0	0
5.	69	16	256
6.	46	7	49
7.	39	14	196
8.	53	0	0
9.	47	6	36
10.	44	9	81
11.	50	3	9

12.	52	1	1
13.	59	6	36
14.	34	19	361
15.	46	7	49
16.	55	2	4
17.	51	2	4
18.	58	5	25
19.	75	22	484
20.	64	11	121
21.	52	1	1
22.	55	2	4
23.	36	17	289
24.	51	2	4
25.	48	5	25
26.	58	5	25
27.	60	7	49
28.	48	5	25
29.	65	12	144
30.	57	4	16
31.	61	8	64
32.	56	3	9
33.	25	28	784
34.	51	2	4
35.	55	2	4
36.	35	18	324
37.	61	8	64
38.	46	7	49
39.	61	8	64
40.	64	11	121
	2120	**308**	**4024**

Based on table 4.8, the students' mean deviation in writing diction is:

$$\text{Mean Deviation} = \frac{\Sigma |y - \bar{y}|}{N}$$

$$= \frac{308}{40}$$

$$= 7.7$$

4.6 The Variance and Standard Deviation in Vocabulary Test

The standard deviation is a kind of average of the amount by which the typical score in the distribution differs (or deviates) from the mean score. The standard deviation is obtained by first calculating the mean score and then calculating the amount by which each individual score differs or deviates from the mean. Then, the individual deviation score is squared and the squared deviation scores are totaled.

Next, the total of the squared deviation scores is divided by the number of observations (N) to obtain the variance, and its square root is the standard deviation.

From the table 4.9 the variance and the standard deviation in vocabulary can be expressed algebraically as follows:

$$\text{Variance } (S^2_x) = \frac{\Sigma (x - \bar{x})^2}{N}$$

$$= \frac{2741.4}{40}$$

$$= 68.535$$

$$\text{Standard Deviation } (S_x) = \sqrt{variance}$$

$$= \sqrt{\frac{\Sigma (x - \bar{x})^2}{N}}$$

$$= \sqrt{68.535}$$

$$= 8.28$$

4.7 The Variance and Standard Deviation in writing Diction Test

From the table 4.10, the variance and the standard deviation in writing diction test can be expressed algebraically as follows:

$$\text{Variance } (S^2_y) = \frac{\Sigma(y - \bar{y})^2}{N}$$

$$= \frac{4024}{40}$$

$$= 100.6$$

$$\text{Standard Deviation } (S_y) = \sqrt{variance}$$

$$= \sqrt{\frac{\Sigma(y - \bar{y})^2}{N}}$$

$$= \sqrt{100.6}$$

$$= 10.03$$

4.8 Data Analysis

In this research, the data are analyzed statistically. We use the statistical data analysis because the data are quantitative data, that is, data in the form of numbers. The quantitative data are taken from scores of the students' test result. The students are the respondents in this research. This part talks about two things: (1) Visual representation of correlation: the scattergram and (2) the correlation coefficient.

4.8.1 The Visual Representation of Correlation: Scattergram

When we talk about relationships or correlations of two variables or characteristics we will talk about what we call a scattergram. A scattergram is a graph, a visual illustration of the relation between two variables or characteristics. In a scattergram, one variable is represented on the vertical axis and the other variable is represented on the horizontal axis. The dot in the scattergram represents each member of the sample or population being investigated whose position is determined by the values of the two variables. The scattergram of the students' scores in vocabulary and writing diction tests is as follows:

Figure 4.3 The Scattergram of The Students' Scores in Vocabulary and Writing Diction tests
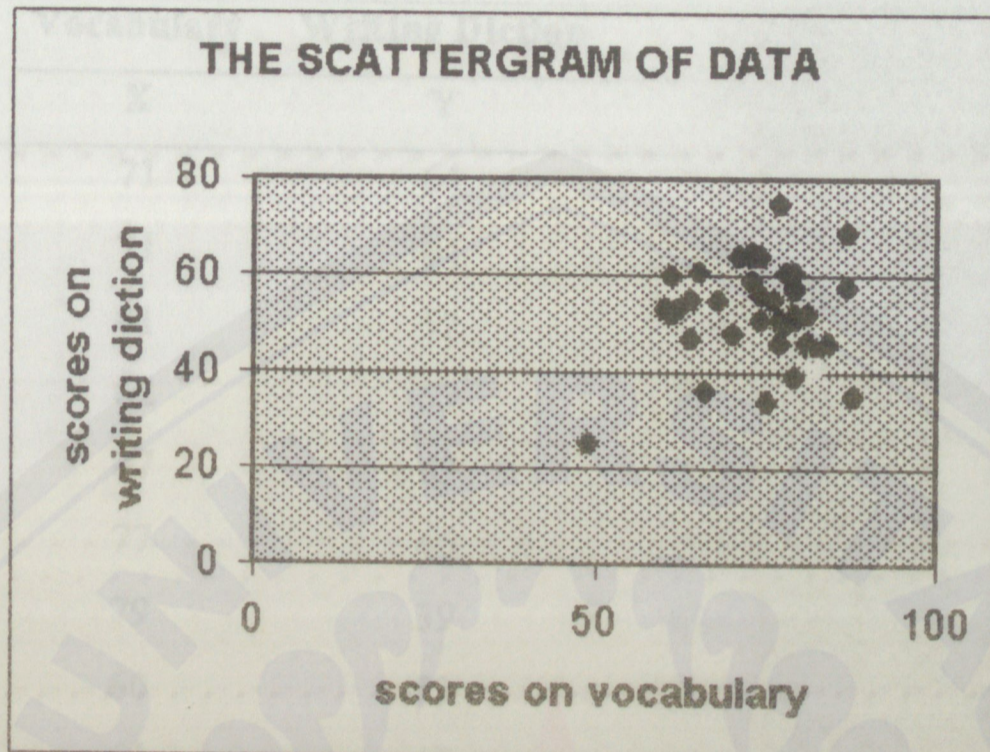
In figure 4.3, We have a lower positive correlation between two variables X (score on vocabulary) and Y (score on writing diction). It shows positive correlation, but here the correlation is weaker, high values of X still tend to go with the high values of Y, but there are quite a few exception, so that the points do not cluster so strongly round a straight line.

4.8.2 The Quantitative Assessment of Correlation: The Correlation Coefficient

A scattergram is a first important information describing phenomena in a study of correlation between two variables with an interval or ratio level of measurement but it does not give any accurate quantitative assessment of the degree of correlation involved. For further information, the writer must use a descriptive statistic known as a correlation coefficient in measuring the degree of correlation.

There are several statistical procedures for calculating the coefficient of correlation. The Pearson product-moment correlation coefficient is the one of the procedures. It is appropriate measure for interval or ratio variables. It takes into account the exact magnitude of each score on each variable.

Table 4.11 The Recapitulation of Vocabulary and Writing Diction Tests for the Preparation to Calculate the Correlation Coefficient

No.	Vocabulary	Writing Diction			
	X	Y	X^2	Y^2	XY
1.	71	64	5041	4096	4544
2.	71	64	5041	4096	4544
3.	81	52	6561	2704	4212
4.	62	53	3844	2809	3286
5.	87	69	7569	4761	6003
6.	77	46	5929	2116	3542
7.	79	39	6241	1521	3081
8.	60	53	3600	2809	3180
9.	64	47	4096	2209	3008
10.	82	44	6724	1936	3608
11.	78	50	6084	2500	3900
12.	79	52	6241	2704	4108
13.	73	59	5329	3481	4307
14.	75	34	5625	1156	2550
15.	84	46	7056	2116	3864
16.	76	55	5776	3025	4180
17.	79	51	6241	2601	4029
18.	87	58	7569	3364	5046
19.	77	75	5925	5625	5775
20.	74	64	5476	4096	4736
21.	61	52	3721	2704	3172
22.	64	55	4096	3025	3520
23.	66	36	4356	1296	2376
24.	77	51	5925	2601	3927
25.	70	48	4900	2304	3360
26.	79	58	6241	3364	4582
27.	61	60	3721	3600	3660

Firstly, we must determine whether it is directional or indirectional. The writer stated a *Ha* or hypothesis alternative on the former chapter, that means directional. Secondly, we must determine the level of significance, that is, 5% and finally we determine the number of observations (N), that is, 40. From the critical value table at 5 per cent level in a directional test the r is 0.264. So, the result of statistical computation is lower than the critical value of r_{table}. Therefore, the hypothesis is refused. It means there exists a non-significant relationship between vocabulary mastery and diction in the writing text of the students.
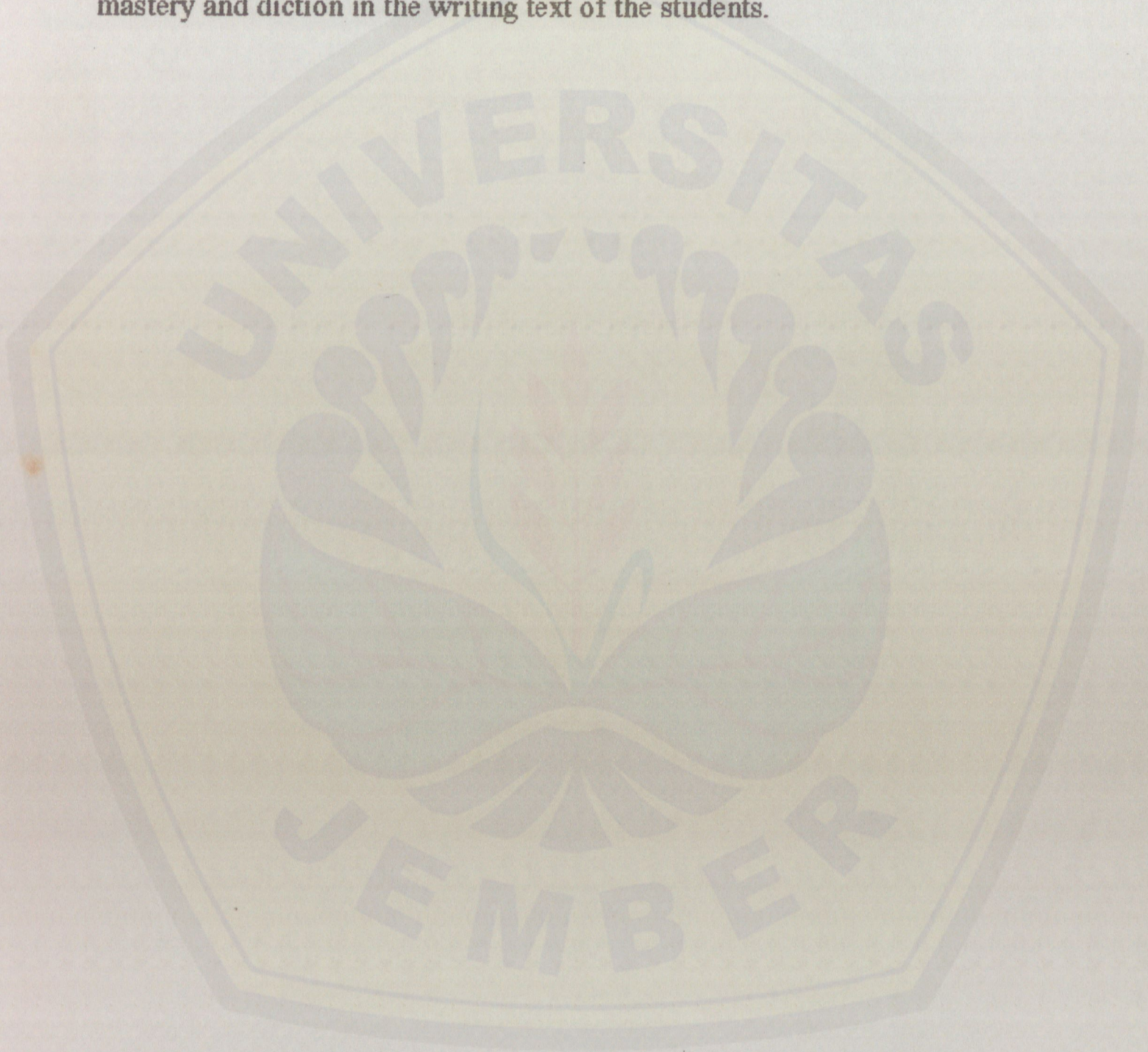
V. CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Writing and vocabulary are two important aspects in learning language especially in communicating English as a foreign language. The students are aware of this importance. However, the students often find several difficulties in achieving diction as one of writing skill, mostly in differentiating synonymous English words and determining English word formality. From table 4.3 (look at page 28), we can see that the highest score of vocabulary is 88. It is achieved by a student whose writing score is only 35. Moreover, the highest score of writing is 75 which is achieved by the student with score 77 in vocabulary. This data show that vocabulary mastery of the students does not influence so much the writing skill improvement of the students. And to supplement information the result of the computation above shows that vocabulary mastery of the students of 1999 influences their diction skill improvement non-significantly. Considering the findings in chapter four and questionnaire collected from the students we may conclude that:

"Vocabulary mastery and writing skill (diction) of the students of 1999 correlate non-significantly with each other. Therefore, Ha (hypothesis alternative) is refused, but H_0 (null-hypothesis) is accepted. That means: there does not exist any correlation between vocabulary mastery and writing skill (diction) of the students of 1999. Vocabulary mastery and writing skill (diction) must be learned separately intensively".

5.2 Recommendation

After knowing the result of this research, the writer recommends:

a. The students should realize and know the difficulties in learning English especially in vocabulary and writing text.

b. The students should acknowledge that they are still poor in writing skill especially diction.

c. The English teachers and lecturers should pay more attention to the teaching of writing skill especially diction.

d. It is important for other researchers to improve this thesis.

It is the writer's hope for all of us for consideration.
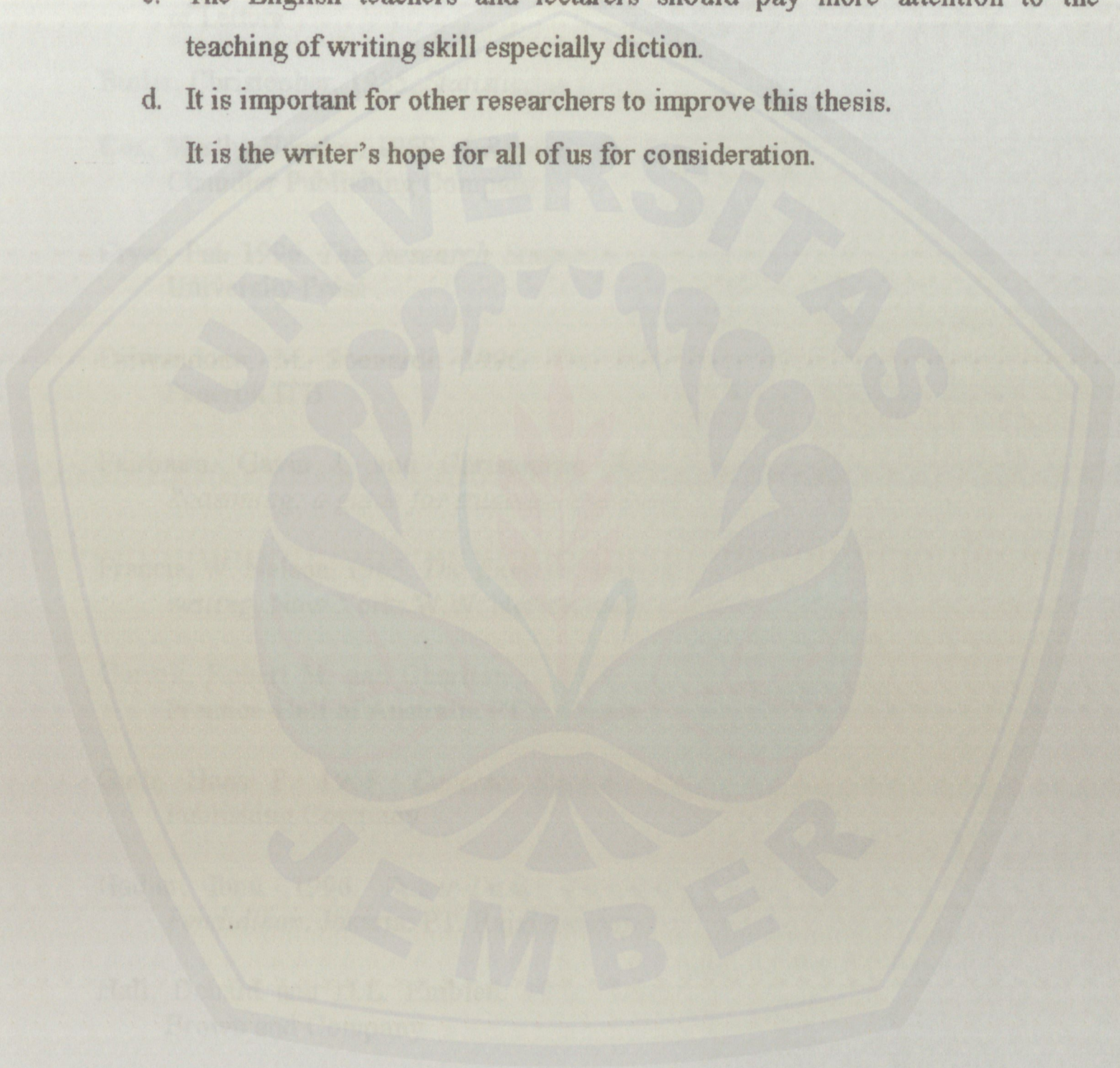
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APPENDICES

PROFICIENCY TESTS

This test is used to find out the data are necessary for the research

Name . :

Student's number :

Address :

I. Vocabulary test

A. Choose a word which is the best answer. Circle a, b, c, or d in front of a word you choose (score = 30).

1. mutlak
   a. dangerous   b. absolute   c. ancient   d. noble

2. pendidikan
   a. expression   b. application   c. education   d. admiration

3. memungut anak
   a. flow   b. forget   c. adopt   d. gain

4. masuk
   a. enter   b. calculate   c. complete   d. exchange

5. pembayaran
   a. statement   b. argument   c. settlement   d. payment

6. tampilan
   a. reverence   b. appearance   c. attendance   d. performance

7. mengikat
   a. memorize   b. lick   c. omit   d. fasten

8. mengusulkan
   a. resist   b. propose   c. review   d. stir

9. heran
   a. astonished   b. lonely   c. gentle   d. pale

10. nyala api
    a. track   b. flame   c. space   d. entertainment

11. Merampok

   a. interfere   b. recommend c. repair   d. rob

12. latar-belakang

   a. treasure   b. tourist   c. earthquake d. background

13. juru tik

   a. typist   b. effort   c. disturbance d. entertainment

14. barang-barang

   a. skill   b. goods   c. state   d. tax

15. tanah liat

   a. clay   b. lowland   c. message   d. happiness

(Source: English Vocabulary Tests 2000 words by M. J.U. Soehardi)

B. Give the equivalent in Indonesian (score = 18).

   Example: dictionary = kamus

1. headmaster = ...   2. to encourage = ...

3. humorous = ...   4. on behalf = ...

5. landlord = ...   6. to restore = ...

(Source: Tes Bahasa dalam Pengajaran by M.S. Djiwandono)

C. Give the synonyms (score =18).

   Example: calm = quiet

1. excellent = ...   2. to replace = ...

3. fasten = ...   4. extraordinary = ...

5. harm = ...   6. freedom = ...

(Source: Word Power 3000 by L.A. Hill)

D. Give the opposites (score = 18).

   Example: to receive x to send

1. expected x ......   2. export x ......

3. exterior x ......   4. false x ......

5. familiar x ......   6. female x ......

(Source: Word power 3000 by L.A. Hill)

E.   Give the word whose meaning is as the following (score = 15).

Example: the first day of the week = Monday

1. a place where students go to study   =

2. having a lof of wealth   =

3. sister of one's father   =

(Source: Tes bahasa dalam pengajaran by M.S. Djiwandono)

II. Writing Test (diction skill).

A.   Make two sentences for each following indicating denotation and/or connotation (score = 20)

Example: She is my *mother*   (denotation)

She is like a *mother* to me   (connotation)

1. Caviar: (denotation)   :

(connotation) :

2. Candle: (denotation)   :

(connotation) :

3. Milk: (denotation)   :

(connotation) :

4. Tram: (denotation)   :

(connotation) :

(Source: Words and their meaning by Howard Jackson)

B.   These words are synonymous. Differentiate their usage by putting the answer in the blank in the sentences below. You must show which sentence can use both words and which one can use only one of them (score = 18).

Example: Discover/find,

a. We *found/discovered* the boys hiding in the shed.

b. Sir Alexander Fleming *discovered* penicillin in 1928.

1. keep/retain

a. ....your ticket for further inspection.

b. We ....the door locked all night.

2. frequently/often,

   a. Do you go to concerts ....?.

   b. You do not ....see policemen sneeze on duty.

3. decoration/ornamentation,

   a. She is very expert at cake ....

   b. These porcelain vases have very fine ....

(Source: Words and their meaning by Howard Jackson)

C. These ~~following~~ words have denotative and connotative meaning. Find out their both meanings (denotation and connotation) in the list of meanings below. Put the number of the word only in the blank (score = 20).

   1. Caviar; 2. Candle; 3. Pig; 4. Tram.

Denotation:

...., electric car used for public transportation.

...., round stick of wax which is lit to burn with a light-giving a flame.

...., the salted roe of large fish.

...., domestic and wild animal whose flesh as meat

Connotation:

...., luxury, high living and sumptnous food.

...., uncleanness and unpleasant smells for many.

...., nostalgia or holidays.

...., romantic associations as lighting for an intimate meal.

(Source: Words and their meaning by Howard Jackson)

D. These words have certain status (slang, vulgar, taboo) and formality (formal or informal) according to Longman Concise English Dictionary (LCED). Determine the status and/or the formality as you know (score = 21).

   Example: Arse (vulgar)

1. shit

2. tit

3. heretofore

(Source: Words and their meaning by Howard Jackson)

E. These words are more specific or more general. Put them in the correct list.

Example: *more specific*:   *more general*:

    - rose   - flower

(lily, time, enterprise, bakery, flower, mammal, gopher, monday, learner, sophomore) (score = 20).

more specific: *more general*:

1. ....   1. ....

2. ....   2. ....

3. ....   3. ....

4. ....   4. ....

5. ....   5. ....

(Source: Teaching writing well by Donald Hall and D.L. Emblen).

QUESTIONNAIRE

Silanglah nomor jawaban yang sesuai menurut anda. Ya atau tidak.

1. Apakah anda sering mengalami kesulitan dalam memilih kata yang tepat (accurate and appropriate) dalam menulis (writing)?.

    1. Ya;   2. Tidak

2. Apakah anda menggunakan kosa kata sebatas pengetahuan anda saja dalam menulis (writing), tanpa berusaha mencari kata yang tepat di dalam kamus?

    1. Ya;   2. Tidak

3. Apabila ada satu kata yang anda ragu tentang makna dan penggunaannya, anda selalu mengacu pada kamus untuk memperoleh informasinya?

    1. Ya;   2. Tidak

4. Apakah untuk memperoleh informasi tentang sebuah kata anda menggunakan lebih dari satu kamus sebagai referensinya?

    1. Ya;   2. Tidak

5. Apakah anda kesulitan dalam membedakan denotasi dan konotasi?

    1. Ya;   2. Tidak

6. Apakah anda kesulitan dalam membedakan kata-kata yang bersinonim?

    1. Ya;   2. Tidak

7. Apakah anda kesulitan dalam membedakan "level of usage (formal, informal, colluquil, standard, and nonstandard)"?.

    1. Ya;   2. Tidak

8. Apakah anda mempunyai kamus sinonim dan/atau kamus tesaurus?

    1. Ya;   2. Tidak

9. Apakah anda pernah tahu dua kamus tersebut?

    1. Ya;   2. Tidak

10. Apakah anda pernah menempuh mata kuliah vocabulary dan writing?

    1. Ya;   2. Tidak

THE LIST OF STUDENT NAMES AS THE SAMPLE

NO	NAME	NIM (STUDENT IDENTITY NUMBER)
1.	Tanti Damayanti	99.1067
2.	Laela Rachmawati	99.1039
3.	Pratiwi Citra S.	99.1043
4.	Dyah K.	99.1092
5.	Fatimah Indrawati	99.1066
6.	Hat pujiati	99.1035
7.	Fadil Sasana D.	99.1142
8.	Rizaldo Herera	99.1105
9.	Ellia Nur Firlana	99.1034
10.	Windu cahyani	99.1022
11.	Doty Kovacevic	99.1027
12.	Lestari	99.1042
13.	Sigit B Setiawan	99.1030
14.	Warkah Bi Nopal	99.1014
15.	Zaenal Abidin	99.1082
16.	Rah Lintang Sekarlangit	99.1014
17.	Windriyani Y	99.1004
18.	Milinda H.	99.1051
19.	Winda Yuana Gayatri	99.1087
20.	Patric Rafter	99.1087
21.	Novita I	99.1077
22.	Khoiruddin	99.1115
23.	Yoga	99.1109
24.	David Candra Firdaus	99.1038
25.	Nanik Agustin	99.1062
26.	Iied Wenur S.	99.1020
27.	Athok Maulana	99.1071
28.	L. Ni Nyoman Sri R	99.1104
29.	Ayu Suryaningtyas	99.1099
30.	Fitri Wahyuningtyas	99.1009
31.	Wimphy	99.1010
32.	Bina Susanti	99.1084
33.	Novi	99.1068
34.	Steve Vai	99.1000
35.	Yuni	99.1036
36.	Krisanti Anggraeni	99.1072
37.	Baig Retnati Tiastiti	99.1095
38.	Kiki Tresnavani Eva F.	99.1029
39.	Dewi Rafih N. P.	99.1037
40.	Siti Amaliyah	99.1089