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## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### II.1 WRITING

##### II.1.1 The Nature of Writing

Writing is one of the four language skills, and it is an important process in English learning. Writing is an activity that cannot be separated from our daily life. Hughey states that writing involves our intense participation, engagement, event, immersion in the process (Hughey, et al. 1983,p.6) .Writing cannot be produced without process because writing is not spontaneously produced. In other words, there are many things that should be done by a writer in a writing activity.

A writer needs to reinforce many more skills in writing. Westwood says that writing is a complex skill involving multiple process ( westwood, 2008,p. 58). A writer needs to go through the stages in writing activity. In line with this idea, Westwood wisely remarks that good writing is not only hard work; it is an extremely complex and challenging mental task ( Westwood, 2008, p.58). A writer has to think harder and need to prepare mental readiness to produce a good writing, because there are many things that happen in the process of writing itself.

Writing is not easy activity, it considers the process. The writer needs to master other skills in the process of writing itself. Writing is an activity that can usefully for work with the other skills of listening, speaking and reading (nation,2009, p.1). Furthermore, writing is also a means of reinforcing other language skills. The writer gets some information by reading, observing, talking with others, synthesizing, and evaluating data (Hughey, et al. 1983. P.6). The

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writer should have information as much as possible. Good writing is usually good reader (William, 2003, p. 165). All of writer's reading can be made as reference for supporting all of the ideas stated in his writing. A writer needs to gather ideas which will be presented to readers. Briefly, it can be stated that writing is a process.

Writing is not only as a process, but also as a product. Wallace states that "writing is the final product of several separate acts that are Hughey challenging to learn simultaneously ( Wallace, et al, 2004, p.15). Its means writing is the result of the activities that have been done by the writer. In line with this idea Nunan also states that writing is as a process and as a product ( Nunan, 1991, p.86). The writing as a process means an action to gather ideas which will be presented to the reader. In the other hand, writing as a product means that the final pieces of writing such as a book, has grown out many steps which make up the process (Linse, 2005, p.98). It is clear that writing cannot be separated from term of process and product because the writer has to pass the process of writing itself in order to produce the product.

In addition, students are required to understand some component related to the writing skill. Those components will help students to be able to write what they are going to write. Melgis (2012, p.79) explained that to support the students' ability in writing, the students must understand what components involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these components in the correct form of writing.

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Besides, Brown (2007:220) divided two kinds of writing skills; they are micro skills and macro skills. Micro skills, including in producing graphemes and orthographic pattern of English, writing at an efficient rate of speed to suit the purpose, an acceptable core of words and use appropriate word order patterns, use acceptable grammatical system (e.g, tense, agreement, pluralization), pattern and rules. Micro skills, express a particular meaning in different grammatical forms and use cohesive devices in writing discourse. Then, Macro skill uses the rhetorical forms and conventions of written course, appropriately accomplish the communicative function of written text according to form and purpose, convey link and connection between events, and communicate such relations as main idea, new information, given information generalization, and exemplification. Macro skill also distinguishes between literal and implied meaning when writing, correctly convey culturally specific references in the context of the written and develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of this skill will determine the type of writing that the students are able to write generally, the micro skill applies more appropriately to imitative and intensive writing. While the macro skills are essential for the successful mastery of responsive and extensive writing (composition or essay). In other words, in writing analytical exposition text, what the students need is the micro skills of writing.

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## II.1.2. The Purpose of Writing

The purpose of writing is to share the idea in written form and to make the reader understand in reading. If the idea understandable, the writers' purpose will be reachable. Regarding this statement, Penny states that the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing (UR, 2003, p.163). So, the important thing in sharing ideas in written form is to make readers' interest in reading.

Raimes also states that the purpose of writing is to communicate with readers, to express ideas without pressure of face to face communication, to explore a subject, and to record experiences ( Raimes, 1983, p.4). A writer should consider the readers in order that the message that they catch is the same as a writer intends to communicate in written form. A writer is not only sharing ideas when writing, but also making those ideas remembrances to the reader.

Some writers believe that writing is an effective way to show what they think and to express what they feel. The other writers even bring out writing as their profession need to express opinions, to inform news, to entertain and to persuade the readers. In producing a good writing, the writer need to know what the purpose of their writing are and who the readers will be. It will make them become easy to control their ideas, sentences, even words in developing a good writing to achieve the purpose of writing. Grenville (2001, p. 10) explained that there are three purposes of writing. They are writing to entertain, writing to inform and writing to persuade.

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#### a. Writing to entertain

Writing to entertain can be seen in the form of funny stories, surprising actions, or simple quiz. Besides, entertaining is often used in other purposes of written language. We may see a brief of joke in a newspaper, magazine, even in an academic writing which is the formal one. In addition, writing to entertain takes the form of imaginative writing or creative writing like novels, stories, poems, song lyrics, plays and screenplays. So, writing to entertain is intended to engage the readers feeling.

#### b. Writing to Inform

Writing to inform means write to tell the readers about something important to be known by the readers, including what, where, when, why and how it happens. It also reports the information as objectively as possible. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

#### c. Writing to persuade

Writing to persuade: to give reasons for or against something; to consider the pros and cons; to argue with giving reasons. It also means to convince the readers about something that is necessary to be discussed further. Related to this purpose, the writers need to assure the readers by showing the logical arguments and some evidences about the topic being discussed. The example of writing to persuade are argumentation text, expository text, speech and articles.

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Besides, Reid states that writing has a purpose to explain or educate, to entertain or amuse, and to persuade or convince (Reid,1988, p.23). Furthermore, Coffin also argues that writing has several purposes:

1. To assessment
2. To facilitate to critical thinking, understanding and memory
3. To extend students' learning beyond lectures and other formal meetings
4. To increase students' communication skill
5. To train students as future professionalism particular disciplines

Based on the ideas above, it can conclude that there are various goals in writing. The purpose of writing between a writer to another writer is different depend on the kind of writing.

### II.1.3. Components of Writing

A writer has to pay more attention in writing skill because it not only consist of other skills, but also consist of some aspect. Penny reveals that the writer also needs to pay some attention to formal aspect: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary ( Ur, 2003. P.163). Moreover, Rimes believe that writing can help everyone reinforce the aspects in language such as : grammatical structure, idioms, vocabulary, etc ( Raimes, 1983, p.3). In writing activity a writer can apply his knowledge about grammatical structure, idioms, vocabulary, etc.

Raimes also classified the aspect of writing, they are syntax, content, grammar, mechanics, organization, word choice, purpose, audience, and the

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writers' process (Raimes, 1983, p.6). A writer should consider some component of writing to determine whether our writing product is good or not. Jacobs (1981: 92) stated that there are five components of writing. They are content, organization, vocabulary, language use, and mechanics.

a. Content

Writers need to think creatively what they are going to discuss in their writing and to develop their ideas.. The description of content is knowledgeable, substantive, and relevant ideas.

b. Organization

The organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive.

c. Vocabulary

It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sound and to respect their importance. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

d. Language Use

Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions.

e. Mechanics

Good writers demonstrate mechanically the aspects of writing including spelling, punctuation, capitalization, paragraphing and handwriting.

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Based on the aspect presented above, there are a lot of requirements which have to be supplied by a writer in the process of writing. A writer needs to pay attention to all aspects in order to the reader can get the message clearly and easily. In other words, the reader can catch the point of writer's writing if the aspects are involved. So, writing is a way to communicate between a writer and the reader in written form so that a writer has to make the communication clear by supplying and paying attention to the aspect of writing carefully.

#### II.1.4. Process of Writing

Writing as a productive skill is a process. There are many stages that a writer has to go through. Peha (2003: 15) pointed out that there are six stages of writing process, they are pre-writing, drafting, sharing, revising, editing, and publishing. These stages are explained as follows:

a. Pre-writing

Pre-writing is the process to get ideas. A writer does a little bit of thinking before writing, makes an illustration on his/ her mind about what the writer wants to write.

b. Drafting

Drafting is the writer's first attempt to capture ideas on the paper. Peha (2003: 18) said that the draft is something that is not finished yet. When we think about ideas during pre-writing, we may have even written a few notes about, now just let ourself go to write. So, drafting is a stage when we should start writing whatever in our mind and don't stop.

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c. Sharing

Sharing stage is the stage that writer needs to find the criteria, get other opinions and then think it over. Sharing with other people and getting some feedback ,get response from other writers is very important to a chance to make changes based on the comments that are received.

d. Revising

The word “revise” literally means “to see again”. This is what revising is all about. Having received comments about our piece during the responding stage, we can better see our writing now from the readers’ point of view.

Revising is hard because it involves four distinctly different things we should do all at the same time: (1) Adding things; (2) Moving things; (3) Cutting things; and (4) Leaving things alone. We may read over a sentence, decide to add a few words here and there, realize that we need to move things around, then cut some words that do not belong, and all the while we are thinking about what we can leave alone.

e. Editing

Editing stage is the stage to find out the errors of grammar, spelling, punctuation, making corrections, and producing clean copy.

f. Publishing

Publishing stage is a chance to prepare our writing to be reached by the audiences. The main point of publishing is to make our writing as readable as possible to our audiences.

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In addition, there are five processes in producing a written product based on Arlov. The writing processes that Arlov stated are (Arlov.2004,p.4):

1. Prewriting

In this process the writer makes an illustration on his/ her mind about what the writer wants to write, and in this process the writer gets some ideas.

2. Planning

In this process the writer get the main idea which will lead the writer in the further process of writing.

3. Drafting

In this process the writer arrange the sentences and make them into a paragraph draft.

4. Revising

In this process the writer correct paragraph that has been arranged in the previous step.

5. Proof reading

In this process the writer ends up his/her writing. Beiley says that proofreading can prevent confusion and misunderstanding of a writer work (Biley,2004,p.48). In this step the writer can show all of the aspect in writing. Such as spelling, grammar, word choice, content, etc. are clearly observed.

So, based on the process presented above, it's clear that a writer need take a long time to finish his/ her writing to make a writing successful. A writer needs to take a process because writing is a process.

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## II.1.5. Kinds of Writing

A writer has to know the kind of writing that will be written. The kind of writing depends on the purpose of writing itself. Knowing the kinds of writing helps a writer to reach the purpose of writing delivered. Kane states there are several kinds of writing, they are exposition, description, narration and persuasion (Kane, 2000, p.6):

### 1. Exposition

Exposition is a kind of writing which reveals what a particular mind thinks or knows or believes, and it is constructed logically. Exposition is used to argue a case for or against a particular position or point of view ( Anon, 1998, p.77).

### 2. Description

Description is a kind of writing that describe the way something looks. It deals with perception-most commonly visual perceptions (kane,200,p.7)

### 3. Narration

The narrative is one of the most commonly read (knapp& Watkins, 2005,p.220). Narration is a story. Narrative constructs a pattern of events with a problematic and unexpected outcome that entertains and instructs the reader or listeners.

### 4. Persuasion

Persuasion is usually about controversial topics and often appeals to reason in form of argument, offering evidence or logical proof. The purpose of persuasion is to present an opinion to the reader and explains, clarifies, and

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illustrates that opinion in order that the reader take an action (Reid, 1988, p.89). It is a kind of writing which asks the readers to change their belief or thoughts.

### II.1.6. Assessing Writing

A teacher should consider some aspects in assessing writing. Hughes said that there are five aspects contained in assessing writing. They are grammar, vocabulary, mechanics, fluency, and form/ organization (Hughes , 2003,p.101-103).

#### 1. Grammar

Grammar is very important in writing. Students have to master the grammar in order to produce the correct sentences in writing a paragraph.

#### 2. Vocabulary

Vocabulary is necessary to prevent misunderstanding. A good writer can express the idea with appropriate words.

#### 3. Mechanics

Mechanics consist of capitalization, spelling, and punctuation. Capitalization and punctuation are signals that help readers understand what the writer means. Spelling is very important in order to make writing to be meaningful.

#### 4. Fluency

Fluency or coherence means that the parts of the paragraph are logically connected. A paragraph is said to be coherent if the movement from one sentence to the other is logical.

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## 5. Form/ organization

A well-organized paragraph must be supported by ideas clearly, fluent expression, logical sequencing, and cohesive.

Arthur Huges' writing Scoring System

No.	Aspect	Score	Indicators	Criteria
1	Grammar	6	Few (if any) noticeable errors of grammar or word order.	Excellent
		5	Some errors of grammar or word order which do not, however interfere with comprehension.	Very Good
		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.	Good
		3	Errors of grammar or word order frequently; effort of interpretation sometimes required on the reader's part.	Average
		2	Errors of grammar or word order very frequent; reader often has to rely on own	Fair

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			interpretation.	
		1	Errors of grammar or word order to serve as to make comprehension virtually impossible.	Poor
2	Vocabulary	6	Use vocabulary and idiom rarely (if at all) distinguishable from that of the educated native writer.	Excellent
		5	Occasionally uses inappropriate term or relies on circumlocution; the expression of ideas hardly impaired.	Very Good
		4	Uses wrong or inappropriate words fairly frequently; the expression of ideas may be limited because of inadequate vocabulary.	Good
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.	Average
		2	Vocabulary so limited and so frequently misused that the	Fair

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			reader must often rely on own interpretation.	
		1	Vocabulary limitation so extreme as to make comprehension virtually impossible.	Poor
	Mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.	Excellent
		5	Occasional lapses in punctuation or spelling which does not, however, interfere with comprehension.	Very Good
		4	Errors in punctuation or spelling fairly frequent; occasionally re-reading necessary for full comprehension	Good
		3	Frequent error in spelling and punctuation, leads sometime to obscurity.	Average
		2	Error in spelling and punctuation so frequent that reader must often rely on own interpretation.	Fair

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		1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.	Poor
4	Fluency (style and ease of communication.	6	Choice of structure and vocabulary consistently appropriate, like that of educated native speaker.	Excellent
		5	Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair overall ease to communication.	Very Good
		4	'Patchy' with some structure or vocabulary items noticeably inappropriate to general style.	Good
		3	Structure or vocabulary items sometimes not only inappropriate but also misused, little sense of ease of communication.	Average
		2	Communication often impaired by completely inappropriate or	Fair

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			misused structure or vocabulary items.	
		1	A 'hotch-potch' of half learned misused structure and vocabulary items rendering communication almost impossible.	Poor
	Form (Organisation)	6	Highly organized, clear progression of ideas well linked; like educative native writer.	Excellent
		5	Material well organized; links could occasionally be clearer but communication not impaired.	Very Good
		4	Some lack organization; re-reading required for clarification of ideas.	Good
		3	Little or no attempt to connectivity, though reader can deduce some organization.	Average
		2	Individual ideas may be clear, but very difficult to deduce the connection between them.	Fair

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	1	Lack of organization so serve that communication is seriously impaired.	Poor
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## II.2. GRAMMAR

### II.2.1. The Concept of Grammar Mastery

One of the language components is grammar. Grammar refers to patterns of form and arrangement by which the words put together and it must be learned if the language will be used. Someone who uses language has to know the grammatical of the language. River (1969:78) says that it is more effective to produce an utterance based on the basic structure they construct new utterance. It is clear that grammar is one of important role in writing, if they understand about the grammar, they can write easily.

Meanwhile, Fromkin and Rodman (1983:12), states to understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. That's why grammar plays very important roles for people who want to learn another language.

From the description above grammar has some rules that people can use it to form a sentence of some words. People who can use grammar properly can be called as people that have good English. Grammar has an important role in learning English, so it also has a big influence to writing ability. People who want

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to make a text message have to know about how the text is formed or they will not able to have a complete understanding about what they will write. If they do not master grammar well, they will have difficulty in writing.

According to Chomsky and Halle in Fromkin and Rodman (1983:11), they have another description about grammar. They stated that people use the term “grammar” with a systematic ambiguity. On the one hand, the term refers to an explicit theory constructed by the linguist and proposed as the description of the speaker’s competence. On the other hand, it refers to this competence itself.

Furthermore, Harmer (1999) states knowing about grammar offers people potentially unlimited linguistic creativity. Knowledge of the regularities can function as a machine to generate a potentially enormous number of original sentences, in addition, knowledge of grammar is also important because it can function as an advance organizer. In the process of acquisition, advance organizer plays a crucial role because the learner with grammar knowledge subconsciously organize and notice the input exposed to them.

Larsen- Freeman (2001:251) state grammar is about form and one way to teach form is to give student rules, however grammar is about much more than form, and its teaching is still served if students are simply given rules.

According to Hayashi (2002) there are four skills needed when people learn English, they are listening, speaking, reading and writing. Besides, if someone learns English; she has to master the language components, such as: phonological grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important. It means that to increase the skill in

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writing, students should master the language components such as; grammar and vocabulary.

Freeman (2003:76) state that there are several reasons that learning about grammar, some of them are that grammar helps with understanding what makes sentence and paragraph clear, interesting and precise. It names the type of words and word groups that comprise sentences in English. It lets us understand that all languages and all dialects follow grammatical patterns.

Moreover, Nunan (2003: 32) described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. If the students understand how to construct a text, the researcher only knew that grammar is a mean to combine words into sentences.

From the above statement, the writer assumes that grammar is an important factor to be learnt. Grammar cannot be separated from language, because if students do not have a good mastery of grammar they cannot master the language too. Grammar is partly studied which forms or structures are possible in a language. It means that grammar is the factor that students need if they want to make a sentence in a good structure. Therefore, the students should have a good grammar mastery. By mastering grammar the students can understand easily how to make sentences and composition in a good order. So they are able to easily construct a text.

Therefore, the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru should be more comprehensive and more emphasis on the ability to construct English sentences with appropriate grammatical.

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Students should be able to master grammar such as past tense, present tense, present continuous, and etc. Besides that, students should be able to test in passive sentences, adverb connectors, and adjective clauses because those are steps learning English in the second level.

## II.2.2 Grammar Test

Recently, it should be clear that the teacher begins the process of deciding how to test something by trying to decide what that something is, by asking what the construct is that we are trying to measure. According Rea (1991) presents the various definitions of grammar that have provided the basis of the constructs of grammar underlying different approaches to the testing of it. She begins with a quotation from Close 1982 defining grammar as knowledge of sentence level form. “English grammar is chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences.” Such a definition excludes context beyond what a single sentence provides, considers meaning a separate matter, and is not concerned with the ability to use such a sentence.

To measure grammar mastery of the second level students at Language Development Center of UIN SUSKA Riau Pekanbaru, multiple-choice is a such test item that will be used and be familiar to students. In this study, the students will be given three types of grammar test which suit with , they are:

### II.2.2.1 Grammatical Tense

In grammar, tense is a category that expresses a time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their

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conjugation patterns. (Swan, 2005) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning.

Basic tenses found in many languages include the past, present and future.

In this study, the grammar items are focused on identifying grammar tenses such as simple present tense, present continuous, simple past, and simple future which suits with the syllabus of Language Development Center of UIN SUSKA Riau.

### II.2.2.2 Passive Voice

According to Larsen (2001) active Voice is a feature of sentences in which the subject performs the action of the verb and the direct object is the goal or the recipient: *The mechanic fixed the car.* And Passive Voice is feature of sentences in which the object or goal of the action functions as the sentence subject and the main verb phrase includes the verb *to be* and the past participle: *The bus is fixed by the mechanic.* Passive voice has a tendency to sound convoluted and pretentious. In this case, the passive voice sentence is a lot more awkward to read. Someone less familiar with the English language might need to read it multiple times before they fully understood it. Also, notice that the active voice sentence leads to the subject that is of most interest to the reader. The “100 friendly and healthy animals” are bound to be more appealing than “a new home” (assuming, of course, that the flyer is targeted towards humans and not dogs).

### II.2.2.3 Adverbial Connectors

Adverbial connectors signal logical relations in a discourse and help the writer to connect different units and paragraphs and this way make sense of the

text. Several studies have tried to illustrate how connectors contribute to a better understanding of the text. The results have shown to be contradictory, but some studies have shown that appropriately used, connectors can facilitate writing and have a positive effect on the clarity of a text (Altenberg and Tapper, 1998: 80).

In addition, it has been found that even if connectors do not necessarily improve a text's readability and coherence, they have a rhetorical effect and can make a difference with respect to the effect of the text (Mauranen 1993: 162–168). The use of connectors is found to be problematic both for foreign language learners as well as native speakers, and is often shown as under-, over- and misuse of connectors in writing products. The use of connectors is sensitive to discourse types which might create problems, especially for foreign language learners. Connector usage can also vary from one language to another and not all languages mark connectors explicitly in the way English does.

Adverbial connectors may be placed at the beginning of a sentence. Many may also be placed in three different positions within a sentence. A more thorough and detailed discussion of adverbial connectors and their placement within a sentence would be appropriate in another lesson. These are examples of adverbial connector that can be positioned in three different places within a sentence such as: in fact, actually, however, on the other hand, at the same time, in addition, moreover, furthermore, besides, in other words, for instance, and, so, when, since, and so on.

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#### II.2.2.4. Adjective Clauses

In learning grammar, a clause is the part that occurs frequently in the English book such textbook. A clause may define in the same way as a sentence. Adjective clause is a dependent clause that modifies a noun. Burton (1984) states that adjective clauses have their own subject and predicate, but their function is to qualify a noun, pronoun or noun equivalent in another clause. Similarly, the adjective clause is also called relative clause used to form one sentence from two separate sentences. The relative pronoun replaces one of two identical noun phrases and relates the clauses to each other. Commonly, the relative pronouns that refer to the person or thing are who, whom, which, that, and whose.

For examples:

I don't like *people who* lose their tempers easily.

From the above definition, it concludes that adjective clause is a clause which modifies or describes a noun or pronoun as antecedent that uses relative pronouns or relative adverbs as subordinate conjugation describing people and things whose position as subject, object and possessive.

In addition, Cain & Oakhill (2007:206) say that the contribution of sentence comprehension to successful writing has been overlooked in models of relative nouns that emphasize domain-general comprehension strategies at the text level. The author calls for the evaluation of sentence comprehension within the context of content domains where complex sentences are found.

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In this study, the adjective clauses are focused on who, which, that, and whose which suits with the syllabus of Language Development Center of UIN SUSKA Riau.

From the explanations, grammar test tries to assess students' use of language in its totality as well as various parts and rules of language. Grammar tests might focus on skills such as sentence structure or grammatical tense, passive sentences, adverb connectors and adjective clauses which is related to the syllabus at Language Development Center UIN SUSKA Riau for the second level. In this research, the test of grammar mastery used multiple choice forms. The questions of multiple choices have several choices and one of them is the correct choice.

## II .3. VOCABULARY

### II .3.1. The Concept of Vocabulary Mastery

Before going further to the discussion of vocabulary mastery, it is needed to know firstly about the definition of the vocabulary. According to some dictionaries (Ngadiman, 2012: 98), it can be summed up that vocabulary can be defined as:

1. A list of words and phrase which is alphabetically arranged and defined lexicon.
2. A stock of words employed by a language group, individually or word in the field of knowledge.
3. Total number of words makes up the language.
4. A range of words known to or used by a person in a trade or profession.

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5. Book containing a list of words used in a book or any text which is usually has definition and translation.
6. The total number of words in a language, words known to a person; last of words with their meanings, especially at the back of for teaching a foreign language.

From the above definitions, vocabulary is used in communication either in spoken form or written form. Sending messages, sharing information and ideas are using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language.

Moreover, Harmer (1999: 3) explains that the process and the way go through in learning and using the target language usually take hard effort especially in learning a foreign language. This is because a foreign language is different from a mother language. The differences can be in the rules of the sounds system (phonology), the word formation (morphology), the word structures (syntax), the words' meaning (semantic), and the social context (sociolinguistic). These can cause problems in learning a foreign language. Therefore, the teachers should always motivate their students to keep practicing using the language. They should use many methods which can attract their students in using the target language in the writing classroom.

Therefore, vocabulary is one of the language elements that has an important role in learning language. The next paragraph would present definitions of vocabulary from several resources. Napa (1991) says vocabulary is one of components of the language and there is no language without words. It can be

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assumed that vocabulary is the component of the language in the form of words in which it make language meaningful because without vocabulary speaker cannot convey meaning and communicate with each other.

According to Nation (1994: 2), both learners and teachers see vocabulary as a being a very important element in language learning. It means that vocabulary is the most important part in language and the learner should master a large number of vocabularies in order to perform language well. It is obvious that without vocabulary mastery, vocabulary someone can convey nothing. Even though people master grammar of a certain language, but they do not have any knowledge of its vocabulary, they cannot communicate or to express their idea using that language.

According to Nation & Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

Based on the definition above, it can be stated that vocabulary is the number of words that students master based on the context area. By having lots of vocabulary knowledge, it can help students to write correctly. So, if the students know a lot of vocabulary, they may able to construct the text easily. It is impossible for students to write easily without mastering vocabulary. It is clear that the students' vocabulary is needed to face the difficulties in learning English, especially in writing.

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Furthermore, Thornbury (2002: 13) states that the larger vocabulary the easier it is to make the sense of the text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having a number of vocabulary, this kind of difficulty can be solved.

Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). Someone who has a lot of vocabulary of foreign languages, she/he could learn the language easily. Since vocabulary is all about words, and a good mastery of vocabulary helps someone understand language in spoken and written form.

Finally, mastering vocabulary is one of the important aspects of learning English as a foreign language. The four skills of learning English as foreign language need vocabulary mastery especially for writing ability, because when construct the text, it means learning its vocabularies.

### II.3.2. Types of Vocabulary

According to Burton and Humphries (1992:100). there are two kinds of vocabulary used by the people for communication, both are: general and special vocabulary. The general vocabulary is the words used in general; there is no limit of the fields or user, generally in meaning and use. Where areas, the special one is used in certain fields, job, profession or special science. For example: politicians, journalist, and lawyers. All of those examples have specialized vocabulary arising from the particular circumstances of their lives and work.

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Meanwhile, Aebersold and Field (1997:139) classified the vocabulary into active and passive vocabulary as below:

- a. Active vocabulary refers to items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary. Although, in fact, it is more difficult to put into practice. Means that to use the productive vocabulary, student must know how to pronounce it well. They must know and be able to use grammar of the target language. They also must be familiar with collocation and understand the connotation meaning of words. This kind of vocabulary often used in speaking and writing skills.
- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening. It is also called as receptive vocabulary.

In addition, Fries (1990) has classified vocabulary into function and content words. The function words are a closed class, it means that the words cannot be added to the prepositions or auxiliaries or modals or any structure words of the language. On the other hand, the content words can be added to any times as new scientific advances make new words and communication about new inventions necessary.

The content words can be divided into three general classes as below:

- a. Words naming things, ideas, entitles, that can be called as nouns
- b. Words naming actions called verbs
- c. Words used to describe the qualities of those things or action called adjective and adverbs.

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It can be concluded that to be able to understand any kind of text in a foreign language, especially English, the learners are not only suggested to have the ability in grammar, but they also need to master the vocabulary which is related to the type of text being written and learned. Without grammar, the sequence of words, thought and idea cannot be delivered accurately; and without vocabulary, there is nothing to be delivered.

In this correlational study, the writer did not focus on vocabulary mastery in general, but only focus on the vocabulary which is related to the syllabus at Language Development Center UIN SUSKA Riau for the second level. In the syllabus of LDC (2005), the vocabulary or words that are commonly used are content word such as nouns, verbs, adjective, and adverb which is the amount of words that students encountered based on what they have learned in the class.

### II.3.3. Vocabulary Test

A test of vocabulary measures students' knowledge of the meaning of certain words as well as the pattern and collocations in which they occur. Such their test active vocabulary (the words they should be able to use in speaking and writing) or their passive vocabulary (the words they should be able to recognize and understand when they are listening to someone or when they are reading). It proves that vocabulary is really needed in the students' learning language activity of knowing the students' mastery of vocabulary students can also measure their language skills they are; listening, speaking, reading, and writing.

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Nation (1990) describes a method of sampling from dictionary to do a test on it. One way to do this is by taking the first word on every tenth page of the dictionary depending on how many words are needed for the test. From these words teachers can make vocabulary test. For example, multiple choice test and the students are intended to find the meaning of the words either in English or in students' native language.

According to Nation (1990:78), there are two steps to consider when looking at tests of total vocabulary size, they are:

#### 1) Selecting

Usually it is not possible to test all the words within a particular group. First, teachers must exclude all the words that they cannot easily test, for example a, the, of, be. In fact, the test will be easier to make if the test only nouns, verbs, adjectives, and adverbs. Second, after teacher exclude the words they cannot test, they must find a good way of choosing the test items from the words left. The best way is to number the words and then to choose every tenth word if this will give enough words for the test.

#### 2) Testing

There are recognition and recall test. In recognition test, teacher wants to see if the learners know the meaning of word after they hear of see it. In such tests the learners hear or see an English word then write or say a mother tongue word, or English synonym or definition, or they see a picture and then they write or say the English word.



Based on the statements, vocabulary test is to measure students' knowledge and want to see the extent of their knowledge of vocabulary test that given by the teacher. There are some ways to create vocabulary test. Firstly, selecting, teacher chooses the questions were tested whether the test is suitable or not for the students. Secondly, testing, the suitable test was tested with students. The tests can be multiple choice, cloze test or matching. For this study used multiple choice test to see their vocabulary mastery.

#### II.4. Related Studies

Parmjit& Gurnamkaursidhu (2006: 64) related research refers to research studies that are relevant to the current study. There are several studies which have relevant to this study, especially in the relationship between students' grammar and vocabulary mastery toward their writing ability area as below:

1. The research was conducted by Woro Hestningsih(2016) entitled, "The Effects of Grammar Mastery and Vocabulary Mastery Towards Students Argumentative Writing" This study was aimed to obtain the empirical data and analyze the effects of grammar mastery and vocabulary mastery towards students' argumentative writing. This study used a quantitative as research design. The study subjects were private senior high schools in Cibinong in school year 2011-2012. The method is a survey with multiple-correlational technique. The sampling method used in this research is clustered random sampling. The result proved that the correlation coefficient is not significant. This means that there are no influences of X1 (grammar mastery) and X2 (vocabulary mastery) independent variables simultaneously towards Y dependent variable (argumentative writing).

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Woro's study had similar variables to this study for example, Vocabulary Mastery (X1) and Grammar mastery (X2). The differences were Woro's Y variable was students' argumentative writing. This study was conducted at private senior high schools in Cibinong, in school year 2011-2012. Wuro's research finding showed that the result proved that the correlation coefficient is not significant. This means that there are no influences of X1 (grammar mastery) and X2 (vocabulary mastery) independent variables simultaneously towards Y dependent variable (argumentative writing). On the other side, this research showed the result of research finding there is a significant influence of X1 independent variable (grammar mastery) towards Y dependent variable (argumentative writing). And. The Influence of Vocabulary Mastery (X2) towards Argumentative Writing (Y), observing from that there no significant influence of X2 independent variable result of hypothesis testing.

2. The research was conducted by Saadian& Bagheri(2014) entitled, "The Relationship between Grammar and Vocabulary knowledge and Iranian EFL Learners' Writing Performance (TOEFL PBT ESSAY)" This study was aimed to investigate whether there is any relationship between grammar and vocabulary knowledge and English as a foreign language (EFL) learners' writing performance. This study used a descriptive as research design. The study subjects were English Foreign Language M.A students studied at Azad University in Shiraz. The method is a survey with correlation analysis and multiple-regression technique. The sampling method used in this research is random sampling. The

result revealed the fact that both grammar and vocabulary may have a positive effect on the quality of EFL learners' writing performance.

Saadian& Bagheris' study had similar variables to this study for example, Grammar (X1) and Vocabulary (X2). The differences Saadian& Bagheri's Y variable was Iranian EFL Learners' writing performance. This study was conducted at Shiraz Azad University.

Shiraz Azad University's research finding showed that the result revealed that there is a high and significant correlation between grammar and vocabulary knowledge and the learners' writing performance. In other words, grammar and vocabulary knowledge can assess writing scores. On Furthermore, the findings suggested that grammar can assess learner's writing performance more than vocabulary knowledge.

3. The research was conducted by Muharni (2015) entitled, "The Influence of Grammar and Vocabulary Mastery on The Students' Reading Comprehension at Language Development Center of UIN SUSKA Riau Pekanbaru". This study was aimed to find out the influence of grammar and vocabulary mastery on the students' reading comprehension at Language Development Center of UIN SUSKA Riau. This study used ex post facto design. The study subjects were students majoring in Animal Husbandry at Language Development Center of UIN SUSKA Riau Pekanbaru in academic years of 2015/2016. The method is a survey with correlational technique. The sampling method used in this research is clustered random sampling. The result of research indicated that there was a positive influence between grammar and vocabulary mastery on students' reading

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comprehension. This means that there are influences of X1 (grammar mastery) and X2 (vocabulary mastery) independent variables simultaneously towards Y dependent variable (reading comprehension).

Muharni's study had similar variables to this study for example, Vocabulary Mastery (X1) and Grammar mastery (X2). The differences were Muharni's Y variable was students' reading comprehension. This study was conducted at the second level of Animal Husbandry major at Language Development Center of UIN SUSKA Riau.

Muharni's research finding showed that the result indicated that there was a positive influence between grammar and vocabulary mastery on students' reading comprehension. This means that there are influences of X1 (grammar mastery) and X2 (vocabulary mastery) independent variables simultaneously towards Y dependent variable (reading comprehension). On the other side, this research showed the result of research finding there is a significant influence of X1 independent variable (grammar mastery) towards Y dependent variable (writing ability).

4. The research was carried out by Setiawati(2016) entitled "The Influence of Emotional Quotient (EQ) and students' Grammar Mastery toward their writing ability at staihubbulwathanduri" . This research was aimed to investigate the Influence of Emotional Quotient (EQ) and students' Grammar Mastery toward their writing ability at staihubbulwathanduri. The population was all semester majoring English Department of staihubbulwathanduri in academic year 2015/2016. The total population was 120 students. The design of the research was

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correlation research. The result of research finding there was influence students' grammar mastery toward students writing ability of undergraduate student staihubbulwathan in academic year 2015/2016.

5. The research was done by Fitria Fah (2011) entitled, "The Correlation between Students Grammatical Ability and Translating Skill at the Seventh Semester of English Letters Department Syarif Hidayatullah Jakarta". This research was aimed to find out the correlation between students' grammatical ability and translating skill at the seventh semester of English Letters Department Syarif Hidayatullah Jakarta. The population was 660 students of Seventh Semester of English Letters Department Syarif Hidayatullah Jakarta and data were collected from 30 students at the Seventh Semester by using sampling random technique. This research used a co-relational of ex post facto as research design. In her conclusion the regression of  $Y = 38.514 + 0.421 X$  showed that the increasing score of translating skill could be predicted by the score of grammatical ability. If  $X$  grew up by 0.421. It could be concluded that grammatical ability gave a significant contribution to the translating skill.

The differences of her study of this study were she just found out the relationship between the two variables in her study such as grammatical ability ( $X_1$ ) and translating skill ( $Y_1$ ). In this research, she took university level as sample meanwhile in this study found out the relationship between three variables like grammar ( $X_1$ ) and vocabulary mastery ( $X_2$ ) and writing ability ( $Y_1$ ) at Language Development Center UIN SUSKA Riau. The similarity of both studies was to find out whether there was significant correlation between Grammar ability

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of mastery and Y variable. Then, both studies had similar level (university) as sample and used a co-relational design of ex post facto design.

The study of Fitria Fah was not investigating about the development of writing ability of students, but it was found out the correlation between students' grammatical ability and translating skill at the seventh semester of English Letters Department Syarif Hidayatullah Jakarta. The result of her research finding was grammatical ability gave a significant contribution to the translating skill. On the other hand, this research conducted further research to find the relationship between students' grammar and vocabulary mastery on the their writing ability at Language Development Center of UIN SUSKA Riau whose skill was different with Fitra Fah research. The research finding of this research had high influence variable each other that consisted of three variables. Meanwhile, fitria fah just focused on grammar ability to the translating skill.

6. The research was conducted by WurryFerdiana(2015) entitled, “ The Correlation between Vocabulary Mastery, Grammar Mastery, and Interest in learning with Students' learning achievement in International Class in MTs Modern Islamic Boarding School Assalam Surakarta academic year 2014/2015”. This study was aimed to determine the relationship between vocabulary mastery, mastery of grammar and student interest in learning achievement in the subject numbers sequence and series. This study used a co-relational of ex post facto as research design. The study subjects were students of class IX International 1 MTs PPMI Assalam Surakarta whose total 30 students by using sampling random technique. Methods of data collection were using tests and questionnaire. Method

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of data analysis was the statistical correlation and regression. The results showed there were no correlation between vocabulary mastery, mastery of grammar and interest in learning the mathematics achievement. The relative contribution of vocabulary mastery was 57.71%, while the interest in learning was 42.29%.

Effective contribution given vocabulary was 16.56%, while the interest in learning was 12.13%.

Wurry's study had similar variables to this study for example, Vocabulary Mastery (X1) and Grammar mastery (X2). Moreover, both studies used a correlational design of ex post facto designs. The differences were Wurry has two Y variables such as the interest in learning (Y1) and students' learning achievement (Y2) in English math lesson which were different from this study whose Y variable was writing ability in English text generally. This study was conducted at the university level, but wurry's conducted at a Junior high school level (MTs Modern Islamic Boarding School).

Wurry's research finding showed that the result of this study showed there were no correlation between vocabulary mastery, mastery of grammar and interest in learning the mathematics achievement. On the other side, this research showed the result of research finding had a positive and strong influence of grammar and vocabulary mastery on writing ability in the second level students of Language Development Center of UIN SUSKA Riau. It happened the second level students of Language Development Center of UIN SUSKA Riau had learnt English from elementary school until senior high school and they got lesson reviews before



variables but Siti had grammar mastery as her X variable. Siti's study used cluster random sampling in her study but this study used sampling random technique. In addition, this study was conducted at the university level, but cities study conducted at a senior high school level.

Siti Istiqomah's research finding showed that there was a correlation of the students' grammar mastery and their descriptive writing at SMA N 1 Terusan Nunyai even it was in the descriptive writing skill. It was similar to this finding research where had a positive and strong influence of grammar mastery on reading comprehension in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru but the skill was reading comprehension. In addition, this research did not only focus on grammar mastery but also vocabulary mastery which had also a strong influence on students' reading comprehension in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru.

The research was conducted by Muslikh (2014) entitled, "The Relationship between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability of the Seventh Grade Students in MTs Soebono Mantofani, Jombang, Tangerang Selatan". This study was aimed to get empirical evidence of the students' vocabulary mastery in relation to their writing descriptive text ability. The population of this study was all the seventh grade students in MTs Soebono Mantofani Jombang Tangerang Selatan of which total was 180 students. There were only 27 students taken as the sample of this study which were determined by using a purposive sampling technique. The collected

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data was analyzed by using Pearson Product Moment correlation. The instruments used were tests. The findings of this study reveal that there was a significant relationship between students' vocabulary mastery and their writing descriptive text ability of the seventh grade students in MTs Soebono Mantofani Jombang, Tangerang Selatan academic year 2013/2014. The result of this study was shown by the coefficient correlation ( $r_{xy}$ ) was 0.66. It indicates that there was a high relationship between the students' vocabulary mastery and their writing descriptive text ability since it was included in the scale of *the r interpretation score* between 0.600-0.800. With a degree of significance 5%, the score of  $r$  tabulated ( $R_t$ ) obtained was 0.396, therefore,  $r_{xy} > r_t$  ( $0.66 > 0.396$ ); meanwhile, with degree of significance 1%, the score of  $r_t$  gained is 0.505, therefore,  $r_{xy} > r_t$  ( $0.66 > 0.505$ ); consequently, the cfd conclusion reached was  $H_a$  was accepted.

The similarities between Muslikh's study and this study were both studies had similar variable like vocabulary mastery as X variable and they used a correlational design of ex post facto designs. On the other hand, both studies have differences in the Y variable, for example, this study found out reading comprehension meanwhile Muslikh's study found out writing descriptive text ability. This study did not find out vocabulary mastery only, but also grammar mastery as X variable. so this study has two X variables but Muslikh had vocabulary mastery as her X variable. Muslikh's study used a purposive sampling technique in her study but this study used sampling random technique. In addition, this study was conducted at the university level, but Muslikh's study conducted at

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a junior high school level (MTs Soebono Mantofani, Jombang, Tangerang Selatan).

Muslikh's research finding showed that the findings of his study revealed that there was a significant relationship between students' vocabulary mastery and their writing descriptive text ability of the seventh grade students in MTs Soebono Mantofani Jombang even it was in the descriptive writing skill. It is similar with this finding research where had a positive and strong influence of vocabulary mastery on reading comprehension in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru but the skill was reading comprehension. In addition, this research did not only focus on vocabulary mastery but also grammar mastery which had also a strong influence on students' reading comprehension in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru.

9. The research was conducted by Fajar Furqon (2013) entitled "The Correlation between Students' Vocabulary mastery and their reading comprehension of the First Year Students of SMAN 16 Jakarta". This research was aimed to find out the correlation between students' vocabulary mastery and their reading comprehension. The population was 90 students of the First Year Students of SMAN 16 Jakarta and data was collected from 34 students of the first grade by using sampling random technique. This study used a co-relational of ex post facto as research design. The findings showed that there was a strong correlation between students' vocabulary mastery and their reading

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comprehension. The current study was concluded that vocabulary mastery was contributing in helping the students to comprehend the texts.

The differences of Fajar's study of this study where he just found out the two variables in his study such as vocabulary mastery (X) and reading comprehension (Y). In his study, he took also senior high school level as his sample meanwhile in this study found out three variables like grammar (X1) and vocabulary mastery (X2) and writing ability (Y) at Language Development Center UIN SUSKA Riau Pekanbaru. The similarity of both studies were to find out whether there was significant correlation between vocabulary mastery and one of language skill. Moreover, both studies used a co-relational design of ex post facto design.

Fajar Furqon's research finding showed that the result of this study indicated that there was a strong correlation between students' vocabulary mastery and their reading comprehension of the First Year Students of SMAN 16 Jakarta. His research finding showed that after analyzing the students' score, more than 70% students reached good scores. The results were compared to find out the correlation between those variables. On the other side, this research showed the result of research finding had a positive and strong influence of vocabulary mastery on writing ability in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru. In addition, this research did not focus on vocabulary mastery but also grammar mastery which had also a strong influence on students' writing ability in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru.

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10. The research was carried out by Dewi Ratnawati (2011) entitled, “The Correlation between Vocabulary Mastery and Reading Comprehension of the Seventh Grade Students of SMPN 13 Semarang”. This research was aimed to find out the students’ vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang, and to find out whether or not there was a significant correlation between the students’ vocabulary mastery and their reading comprehension. The population of the study was the seventh grade students of SMPN 13 Semarang by using cluster random sampling to determine the sample. The total sample of this research followed by 80 students. This study used a correlational of ex post facto as research design. The result of applying the  $r_{xy}$  distribution showed that the coefficient correlation was 0.417. It means that there was a significant correlation between the vocabulary mastery and reading comprehension. It was suggested that to have a good mastery of reading comprehension, students should have a good mastery of vocabulary.

Dewi’s study and this study had the differences such as she just found out the two variables in her study such as vocabulary mastery (X) and reading comprehension (Y) and she took also junior high school level as her sample meanwhile in this study found out three variables like grammar (X1) and vocabulary mastery (X2) and writing ability (Y) at Language Development Center UIN SUSKA Riau Pekanbaru. Dewi’s study used cluster random sampling in her study but this study used sampling random technique. The similarity of both studies was to find out whether there was significant correlation between

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vocabulary mastery and one of language skill. In addition, both studies used a co-relational design of ex post facto designs.

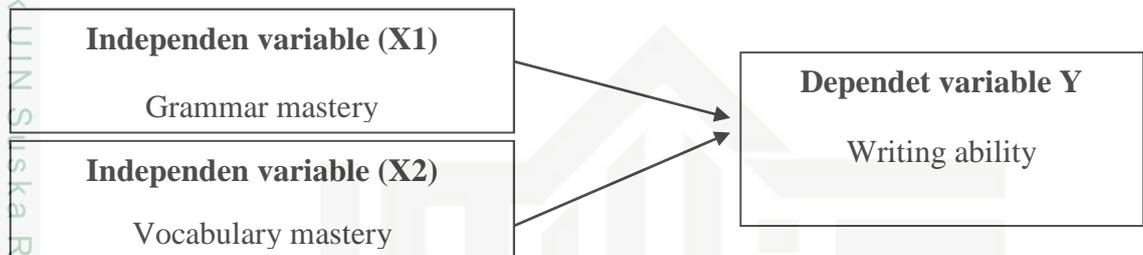
Dewi's research finding showed that the result of this study indicated that there was correlation between students' vocabulary mastery and their reading comprehension of the First Year Students of SMAN 16 Jakarta even it was not too strong with this research which showed the result of research finding had a positive and strong influence of vocabulary mastery on writing ability in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru. In addition, this research did not focus on vocabulary mastery but also grammar mastery which had also a strong influence on students' writing ability in the second level students of Language Development Center of UIN SUSKA Riau Pekanbaru.

## **II.5. Operational Concept and Indicators.**

### **II.5.1. Operational Concept**

To avoid misunderstanding and misinterpreting the concept of this research, it is important for the writer to give the concept of operational in this research. There are two kinds variables are used in this research, there is independent variable or X variable which is grammar and vocabulary mastery. Creswell (2009:50) states Independent variables are those that (probably) cause, influence or affect the outcome. The other one is a dependent variable or variable Y which is the writing ability. Creswell (2009:50) states dependent variables are those are depending on the independent variables. They are outcome or a result.

Therefore, the operational concept of this study is grammar and vocabulary mastery will have influence with students' writing ability. The illustration of this influence is shown as below:



Hatch and Farhady, 1982:27

## II .5.2. Indicators

### A. Grammar Mastery (X1)

The indicators of grammar mastery are the students are able to identify passive sentences, simple present tense, past tense, present future tense, present continuous, adverb connectors and Adjective/ Relative Clauses

### B. Vocabulary Mastery (X2)

The indicators of vocabulary mastery are the students are able to identify several parts of speech, they are noun, verb, adjective, adverb, synonym, and antonym.

### C. Writing ability (Y)

The indicators of students' ability in writing text are students are able to write a paragraph with correct chosen of words, students are able to develop the

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paragraph with correct coherence, students are able to develop the paragraph with correct cohesion, students are able to develop the paragraph with correct punctuation and students are able to develop the paragraph with correct spelling.

## **II.6. The Assumption and the Hypothesis**

### **II.6.1 The Assumption**

Based on the frame theories, it assumes that vocabulary and grammar are two things that cannot be separated in writing. Understanding the vocabulary and grammar are important in writing. It can help the students to construct the text. If the student failed to understand vocabulary and grammar, they cannot construct the idea from the text and they also cannot construct the paragraph because they do not know the strategy to write the text. It is clear vocabulary and grammar is needed to face the difficulties in writing ability.

Based on the statement above it is revealed that vocabulary and grammar which are the important elements in learning language especially in writing ability. Vocabulary is the first stage to learn and know the text itself. Because, if the student have lack of vocabularies, they will find difficulties to understand about grammar in writing a text. Therefore, the students must not only master vocabularies but also must master grammar formations if they want to write the text.

### **II.6.2 The Hypothesis**

Based on the theories and assumptions above, the study proposes the hypothesis as follows:

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1. Ha1: There is a significant relationship between students' grammar mastery, on their writing ability of the second level student majoring in Syariah Banking of D3 program at Language Development Center of UIN SUSKA Riau .

Ho1: There is no a significant relationship between students' grammar mastery, on their writing ability of the second level student majoring in Syariah Banking of D3 program at Language Development Center of UIN SUSKA Riau

2. Ha2: There is a significant relationship between students' vocabulary on their writing ability of the second level student majoring in Syariah Banking of D3 program at Language Development Center of UIN SUSKA Riau.

Ho2: There is no a significant relationship between students' vocabulary on their writing ability of the second level student majoring in Syariah Banking of D3 program at Language Development Center of UIN SUSKA Riau.

3. Ha3: There is a significant relationship between students' grammar and vocabulary mastery on their writing ability of the second level student majoring in Syariah Banking of D3 program at Language Development Center of UIN SUSKA Riau .

Ho3: There is no a significant relationship between students' grammar and vocabulary mastery on their writing ability of the second level student majoring in Syariah Banking of D3 program at Language Development Center of UIN SUSKA Riau .