THE RELATIONSHIP BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR WRITING SKILL

Gangan GS, Rizki Dwi Astuti, Euis Ayu Indriyani

ABSTRACT

The research paper entitled "The Relationship between Students' Vocabulary Mastery and their Writing Skill". The aims of the study are to know whether there is relationship between students' vocabulary mastery and to know whether the relationship is high, positive, and significant at the second grade of SMP Tunas Baru Ciparay in academic year 2019/2020. The sample of the research falls into class A, having 37 students. To obtain the intended data, the writer give 20 items of vocabulary and ask the students to write a paragraph of greeting card, then the students get the score of those. In conducting the study, the writer uses the correlational design using *Pearson's r formula*. The calculation showed that the score of *r* value is 0.705. Thus, the *r* value is between 0.600 – 0.800 and it is included into High category. It means that the strength of the relationship between students' vocabulary mastery and their writing skill is "High". The value of the *t* observed is 5.975, it is greater than the critical values of t= +2.042, at p = .05 with *df* = 35 (5.975>2.042). Therefore, the the Null Hypotheses (Ho) is rejected and the Alternative Hypotheses (Ha) is accepted. Based on the data above, the writer concludes that the relationship between students' vocabulary mastery and their writing skill done at second grade of SMP Tunas Baru Ciparay in academic year 2019/2020 is high, significant and positive. It means that there is Relationship between Students' Vocabulary Mastery and their Writing Skill.

Keywords: Vocabulary Mastery, Writing Skill, Correlational Research

ABSTRAK

Skripsi penelitian ini berjudul "Hubungan Penguasaan Kosakata Siswa dengan Keterampilan Menulis Mereka". Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara penguasaan kosakata siswa dan untuk mengetahui apakah hubungan tersebut tinggi, positif, dan signifikan pada siswa kelas II SMP Tunas Baru Ciparay tahun ajaran 2019/2020. Sampel penelitian ini adalah kelas A yang berjumlah 37 siswa. Untuk mendapatkan data yang dimaksudkan, penulis memberikan 20 item kosakata dan meminta siswa untuk menuliskan satu paragraf kartu ucapan, kemudian siswa mendapatkan skor tersebut. Dalam melakukan penelitian, penulis menggunakan desain korelasi dengan menggunakan rumus Pearson's r. Hasil dari perhitungan, diperoleh nilai r sebesar 0,705. Dengan demikian nilai r berkisar antara 0.600 - 0.800 dan termasuk dalam kategori Tinggi. Artinya, kekuatan hubungan penguasaan kosakata siswa dengan keterampilan menulis mereka adalah "Tinggi". Nilai t yang diamati sebesar 5.975 , ini lebih besar dari nilai t = +2.042, pada p = .05 dengan df = 35 (5.975> 2.042). Dengan demikian, Hipotesis Nol (Ho) ditolak dan Hipotesis Alternatif (Ha) diterima. Berdasarkan data di atas, penulis menyimpulkan bahwa hubungan penguasaan kosakata siswa dengan keterampilan menulis siswa kelas II SMP Tunas Baru Ciparay tahun pelajaran 2019/2020 adalah tinggi, signifikan dan positif. Artinya ada Hubungan antara Penguasaan Kosakata Siswa dengan Keterampilan Menulisnya.

Kata Kunci: Penguasaan Kosa Kata, Keterampilan Menulis, Penelitian Korelasi

INTRODUCTION

Language is one of the most important things in communication. Everyone knows that language cannot be separated from human life. People need language to communicate with each other. By using language, people can express their ideas and feelings. This also applies to students, because it can support them in learning all the subject matters. In addition, language is also used as a means of communication among nations throughout the world.

English is one of the international languages, which is used almost all around the world. In Indonesia, English is the first foreign language to be taught as a compulsory subject in junior high school, senior high school and even at a university. Hopefully the students will have an ability to use it because nowadays, it is very important as a tool for communication with people in other countries. To make the students able to use English language, they have to learn the 4 skill in English, namely Writing, Reading, Listening and Speaking.

To support the four skill above, the students also should learn the other elements such as Vocabulary, Grammar and Pronunciation. Vocabulary is very important for students, especially in writing a text because it can helps the students to be easier to make a sentene.

In this research, the writer would deal with Vocabulary Mastery and writing skill. Talking about Vocabulary, it has a role in English Language Learning. According to Pikulski and Templeton (2004:1) in Hasan and Subekti (2017: 56) "Vocabulary is the sum of words used by, understood by, or at the command of a particular person or group". So, it can say that Vocabulary is the series of words to express the idea that have meaning.

Based on the consideration that succes in writing will be very important for student, today, more communication takes place in the written than in the oral mode. Writing has a role in English Language Learning. According to Nunan (1989, p.36) "writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously". "writing is functional communication which can make learners possible to create imagined worlds of their own design" (Ken, 2000, hal. 172).

A Significant research has been conducted on the effects of vocabulary instruction on reading performance but studies investigating vocabulary instruction and writing are few (Duin & Graves, 1987) in Yonek (2008: 22). Cameron (2001: 72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Vocabulary mastery is important in writing. without enlarging their vocabulary, students cannot write successfully. Therefore, anyone who learned a language successfully must enlarge her or his vocabulary mastery. Learning vocabulary is very important for the students because it can help the students to be easier to make and write a sentence for the communication.

LITERARY REVIEW

Vocabulary

Renandya (2002: 255) in Hasan and Subekti (2017: 56) "proposes that vocabulary is a core component of language proficiency and provides much of the basis for how well

learners speak, listen, read and write. Somantri and Nurhayati (2017: 42) state that vocabulary is one element of language that should be learned and taught. According to Zainuri (2004:9) in Somantri and Nurhayati (2017: 42) "a good vocabulary and people ability to use words correctly and effectively can be the key to words of interesting information. So, it can say that Vocabulary is the series of words to express the idea that have meaning as a tool for communication.

Cameron (2001: 72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Vocabulary mastery is important in writing. without elarging their vocabulary, students cannot write successfully. Therefore, anyone who learned a language successfully must enlarge her or his vocabulary mastery.

Kind of Vocabulary

According to Nation (2001: 24) in Hasan and Subekti (22017: 56) there are two kinds of vocabulary in relation to the language skills of reading, listening, speaking and writing. they are receptive and productive or passive and active vocabulary. Receptive or pasive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive or active vocabulary is untilized actively either in speaking or writing.

Harmer (1991) in Alqahtani (2015: 25) state that vocabulary devided into two types: active and passive. The first type of vocabulary refers to the one that the students havebeen taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hatch and brown (1995) in Alqahtani (2015: 25) state that there are two kind of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is the words that the learners recognize and understand when they are used in context, but which they cannot produce.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

The Importance of Vocabulary

Cameron (2001: 72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Vocabulary mastery is important in writing. without enlarging their vocabulary, students cannot write successfully. Therefore, anyone who learned a language successfully must enlarge her or his vocabulary mastery. Alqahtani (2015: 22) state that in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing). from the statement above, we know that vocabulary is very important for listening, speaking, reading, and writing. because it can make the students know the meaning of words when doing speaking with other people, when writing some letters, when reading text in English, and when listen something in English like a song.

Teaching Learning Vocabulary

According to Hasan and Subekti (2017: 57) "Gairns and Redman make a devision of the techniques and approches to present a new vocabulary. First is traditional technique and approaches. It consist of visual and verbal technique. Second is student-centered learning. It consists of asking others, using dictionary and contextual guesswork. According to Ahmad (2011) incidental vocabulary learning involves learners' ability to gues the meaning of new words from the contextual clues. Demirel (2007) in Demir (2013: 1174) suggest that vocabulary should be taught only in the context of real situations so that the meaning will be clarified and reinforced. Alqahtani (2015: 24) state that Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.

Hasan and subekti (2017: 57) state that there are seven factors which infuence students to learn vocablary, there are:
a. Cognate and loan word
b. Pronunciation
c. Spelling
d. Length and complexity
e. Grammar
f. Meaning
g. Range, connotation, and idiomaticity

Writing

"writing is an act of communication that requires an interaction process which takes place between the writer and reader via text" (Murcia, 1992, p.207). according to Ken (2000, p.172) writing is functional communication which can make learners possible to create imagine worlds of their own design. Murcia and Olshtain (2000, p.208) stated that writing is the production of the written word that result in a text but the text must be read and comprehend in order for communication to take place. So, writing is an activity to show something not in oral way but by a message and also writing as a tool for communication by written text.

Types of written language
According to (Brown, p.302), the types of written language are:
- Non-fiction   : reports, editorials, essays and articles, (dictionaries, encyclopedias)
- Fiction   : novels, short stories, jokes, drama, poetry
- Letters   : personal, business
- Greeting cards
- Diareies, journals
- Memos (e.g., interoffice memos)
- Messages (e.g., phone messages)
- Announcements
- Newspaper "journalese"
- Academic writing : short answer test responses, reports, essays and papers, theses and books
- Forms, applications
- Questionnaires

- Directions
- Labels
- Signs
- Recipes
- Bills (and other financial statements)
- Maps
- Manuals
- Menus
- Scheduless (e.g., transportation information)
- Advertisements: commercial, personal ("want ads")
- Invitations
- Directories (e.g., telephone, yellow pages)
- Comic strips, cartoons

The Importance of Writing

According to Steffens and Dickerson in Pitart (2011, p.2) the process of writing is as critical to study of history as of reading, because:

a. Writing is a fundamental intellectual activity. It means that it does not communicate what one has learned, but it causes someone to learn.
b. Writing helps to learn history. We learn as an active participant, not as passive recipients through lecture and textbook.

Teaching Learning Writing

According to (Byrd, 2011) in (Indrilla, 2018 p.125), "teaching writing is frequently seen as a way of finishing the homework and assignments, especially at the elementary and intermediate levels". Raimes (1983: 27) state that teaching writing is a unique way to reinforce learning. It means that teaching writing can be a good step in teaching speaking. It is because in teaching writing, students are hoped to be able to express their ideas or thoughts. The difference is a product of writing is in written language while speaking is in oral language.

Harris (1979: 68) state that there are several aspects which should be considered by students, namely grammar, form, vocabulary, mechanic and style. The following aspects can be explained as follows:

1. Grammar
   Grammar is employment of grammatical form and syntatic pattern. It means that sentence is another aspect that should be considered
2. Form (organization)
   Form means the organization of the content. We shoud clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.
3. Vocabulary
   Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objecive.
4. Mechanic
   Mechanic refers to the use conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some

others related the one other. We have to pay attention to the use of the punctuation and applying of the word of sentence.

5. Style
   Style means the choice of structure and lexical items to give a particular tone to the writing. it should be noted that the choice of lexical item to be used in writing must be accorance with readers.

According to Edelstein and pival (1988: 11) there are three steps of writing:

1. Pre-writing
   In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.

2. Writing
   In this step, the writer sets the ideas in his minds into words, sentences, paragraph, and etc.

3. Re-writing
   The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

Mastery of Vocabulary and Writing Skill

It is well understood that words and language play a critical role in writing. Significant research has been conducted on the effects of vocabulary instruction on reading performance but studies investigating vocabulary instruction and writing are few (Duin & Graves, 1987) in Yonek (2008: 22). According to Fletcher (1993) in Yonek (2008: 23) "A rich vocabulary allows a writer to get a richness of thought onto paper. However, the writer's real pleasure comes not from using an exotic word but from using the right word". Long term memory is equally as important as working memory as this is where writers store their knowledge of vocabulary as well as grammar, topic, genre, audience and other important elements in the writing process.

(Hays, 1996). Cameron (2001: 72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Vocabulary mastery is important in writing. without elarging their vocabulary, students cannot write successfully. Therefore, anyone who learned a language successfully must elarge her or his vocabulary mastery. Learning vocabulary is very important for the students because it can help the students to be easier to make a sentence for the communication. Nowadays writing will be very important for student. More communication takes place in the written than in the oral mode. So, if the students are rich in vocabulary, it can make them easier to write something as a tool of communication.

RESEARCH METHODOLOGY

Research Design

In conducting the study, the writer uses the correlational design using Pearson's r formula. Hatch and Farhady (1982: 15) this kind of method is used to measure the correlation between two different variables. In this research, the variables are tudents' Vocabulary Mastery and their Writing Skill.

Population and Sample

The Population is all individuals of interest to the researcher. (Marczyk, dkk., 2005. 18). In this research, the population is the second grade of SMP Tunas Baru Ciparay that consisting of 5 classes.

Researchers typically study a subset of the population, and that subset is called a sample. (Marczyk, dkk., 2005. 18). In this research, one class is taken randomly from the population. The choice falls into the second class that has 37 students. So, the sample is 37 students.

Research Instrument

The main instruments to collect the data in this research are Vocabulary test and writing test.

1. Vocabulary Test
   In this research, the writer give 20 questions that must be answered by the students. The question is 20 verb in Indonesia that should be translated orally by students into English. The test is used to know how many vocabulary that the students know.
2. Writing Test
   In this research, the writer asks the students to write a greeting card to know how good the student's writing is

Data Analysis

The aim of this study is to find out the relationship between students' vocabulary mastery and writing skill. The writer uses Pearson's r formula to measure the relationship between the two variables.

This study also to find out The means and mode of the X variable and Y variable.

➢ Mean can be interpreted as the average value of a data group. The Mean score of X variable and Y variable are obtained from the SUM of the scores of all students, devided by the number of students.
➢ Median is the middle value of data after sorted.
➢ Mode is a value that often appears in a data group.

The Formula used is as follows:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

where :

Σx = Sum of the row x scores
Σy = Sum of the row y scores
Σxy = Sum of the cross products
Σx^2 = Sum of the sequences of each x-score
Σy^2 = Sum of the sequences of each y-score
$(\Sigma x)^2$ = The squares of the total sum of x-scores
$(\Sigma y)^2$ = The squares of the total sum of y-scores
N = equal to the number of pairs of scores

(Burns, 1994:186)

The Computation of Pearson's r:

Step 1 : Obtain Σx, Σy, Σx², Σy², (Σx)², and (Σy)²
Step 2 : Obtain the sum of the cross products (Σxy) by multiplying each x score
by its paired y score.
Step 3 : Obtain the value of the numerator in the r formula. Remember N is equal
to the number of pairs of scores. In this example there are 9 pairs of scores.
NΣxy – (Σx)(Σy)
Step 4 : Obtain the value of the denominator in the r formula. Remember that the
square root is obtained after all other denominator values have been computed,
simplified, and reduced to a single number.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Step 5 : Divide the result of step 3 by the result of step 4

Then, to know the significance of the relationship, the writer uses formula as follows:

$$t = \frac{r}{\sqrt{\frac{1-r^2}{N-2}}}$$

Where N = equal to the number of pairs of scores

r = Degree of relationship

FINDING AND DISCUSSION

To find the relationship between students' vocabulary mastery with their writing skill, the data was collected from two different variables. The writer got the data when doing Teaching Practice in SMP Tunas Baru Ciparay on Monday, 14 Oktober 2019 until Wednesday 18 Desember 2019.

The writer get the result of vocabulary test that 1 student gets score 86 – 95 in category Very good, 8 students get score 76 – 85 in category Good, 7 students get score 66 – 75 in category Fair, and 21 students get score less than 65 in category Poor. Then, the writer also gets the result of writing test that 4 students get score 86 – 95 in category Very good, 14 students get score 76 – 85 in category Good, 17 students get score 66 – 75 in category Fair, and 2 students get score less than 65 in category Poor.

The data obtained from Vocabulary and Writing score are computed using *Pearson's r formula*. The result is shown in the following table.

The score of Vocabulary test and writing test

Subyek	X	Y	X²	Y²	XY
1	75	71	5625	5041	5325
2	80	82	6400	6724	6560
3	85	80	7225	6400	6800
4	65	70	4225	4900	4550
5	65	70	4225	4900	4550
6	55	70	3025	4900	3850
7	75	76	5625	5776	5700
8	85	90	7225	8100	7650

9	55	70	3025	4900	3850
10	55	71	3025	5041	3905
11	50	76	2500	5776	3800
12	70	70	4900	4900	4900
13	55	71	3025	5041	3905
14	70	71	4900	5041	4970
15	70	71	4900	5041	4970
16	55	70	3025	4900	3850
17	85	90	7225	8100	7650
18	85	80	7225	6400	6800
19	55	70	3025	4900	3850
20	95	90	9025	8100	8550
21	65	76	4225	5776	4940
22	65	80	4225	6400	5200
23	65	82	4225	6724	5330
24	55	70	3025	4900	3850
25	85	80	7225	6400	6800
26	65	76	4225	5776	4940
27	55	70	3025	4900	3850
28	70	70	4900	4900	4900
29	55	60	3025	3600	3300
30	65	82	4225	6724	5330
31	85	80	7225	6400	6800
32	55	70	3025	4900	3850
33	75	90	5625	8100	6750
34	60	60	3600	3600	3600
35	60	71	3600	5041	4260
36	80	82	6400	6724	6560
37	55	76	3025	5776	4180
TOTAL	$\Sigma x = 2.500$	$\Sigma y = 2.784$	$\Sigma x^2 = 174.200$	$\Sigma y^2 = 211.522$	$\Sigma xy = 190.425$
	$(\Sigma x)^2 = 6250000$	$(\Sigma y)^2 = 7750656$			
	Mean = 67.6	Mean = 75.2			
	Median = 65	Median = 71			
	Mode = 55	Mode = 70			

Step 1. First, obtain Σx, Σx^2, $(\Sigma x)^2$, and $(\Sigma y)^2$

Step 2. Obtain the sum of the cross products (Σxy) by multiplying each x score by its paired y score.

Step 3. Obtain the value of the numerator in the r formula. Remember N is equal to the number of pairs of scores. In this example there are 37 pairs of scores.

$N\Sigma xy - (\Sigma x)(\Sigma y)$

$(37)(190.425) - (2500)(2784)$

$(7.045.725) - (6.960.000) = (85.725)$

Step 4. Obtain the value of the denominator in the r formula. Remember that the square root is obtained after all other denominator values have been computed, simplified, and reduced to a single number.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

$$= \frac{85.725}{\sqrt{[(37)(174.200) - (6.250.000)][(37)(211.522) - (7.750.656)]}}$$

$$= \frac{85.725}{\sqrt{[6.445.400 - 6.250.000][7.826.314 - 7.750.656]}}$$

$$= \frac{85.725}{\sqrt{[195.400][75.658]}}$$

$$= \frac{85.725}{\sqrt{14.783.573.200}}$$

$$= \frac{85.725}{121.587,6}$$

$$= 0.705$$

Based on the result above, the value of the denominator in the r formula is 0.705 it means that the degree of correlation is High and Positive.

TESTING FOR THE SIGNIFICANCE OF A CORRELATION COEFFICIENT

$$t = \frac{r}{\sqrt{\frac{1-r^2}{N-2}}}$$

$$= \frac{0,705}{\sqrt{\frac{1-(0.705)^2}{37-2}}}$$

$$= \frac{0.705}{\sqrt{\frac{1-0.497}{35}}}$$

$$= \frac{0.705}{\sqrt{\frac{0.503}{35}}}$$

$$= \frac{0.705}{\sqrt{0.014}}$$

$$= \frac{0.705}{0.118}$$

$$= 5.975$$

Based on the calculation above, it showed that the value of significance of t is 5.975.
The t from the formula (called the derived t) exceeds the tabled critical values from the t distribution. For a two-tailed test of significance at p = .05 with df = 35, the critical values of t at c t= +2.042 and t = -2.042, if the derived t is greater than t = +2.042 or less than t = -2.042, then the null hypothesis will be rejected. In this example, the derived t = 5.975 is

greater than t = +2.042, therefore, the null hypothesis is rejected, and it will be concluded that r = 0.705 indicates a significant correlation.

CONCLUSION

The purpose of the research is to answer whether or not there is a significant relationship between students' vocabulary masteri with their writing skill. The research was carried out as a relationship research at eight students of SMP Tunas Baru Ciparay. To obtain the intended data, the writer give 20 questions of vocabulary and ask the students to write a pharagraf of greeting card, then the students get the score of those. After conducting the research, the writer get some conclusions.

Based on the data that has been collected and anayzed by using *Pearson's r formula* to find out the relationship between students' vocabulary mastery with their writing skill, the result of the research showed that there is relationship between students' vocabulary mastery with their writing skill.

The result of the research showed that the *r* value is 0.705. Thus, the r value is between $0.600 - 0.800$ and it is included into High category. It means that the strength of the relationship between students' vocabulary mastery and their writing skill is "High".

Based on the conducting data showed that For a two-tailed test of significance at p = .05 with *df* = 35, the critical values of t= +2.042 and t = -2.042. the result of the derived t = 5.975 is greater than t = +2.042, therefore, the null hypothesis (HO) is rejected, and Alternative Hypotheses (Ha) is accepted. It means that the direction of research is positive relationship between students' vocabulary mastery with their writing skill.

Based on the interpretation of r value and t-value, the conclusion is as follows:
There is correlation between students' vocabulary mastery with their writing skill. The correlation is high, positive and significant.

BIBLIOGRAPHY

Ahmad, J. (2011). International vs Incidental Vocabulary Learning. *Interdisciplinary Journal of Contempory Reasearch in Busness*, 67-75. Retrieved June 25th, 2020.

Alqahtani, M. (2015). The Importance Of Vocabulary In Language Learning And How To Be Taught. *International Journal of Teaching and Education*, 21-34. Retrieved June 25th, 2020.

Brown, H. D. (1994). *Teaching by principles: An Interactive approach to Language Pedagogy.* Englewood Cliffs, Nj: Prentice Hall Regents.

Cameron, D. (2001). *Teaching languages to young learners.* Cambridge: Cambridge University Press.

Demir, Y. (2013). The Role of In-class Vocabulary Strategies in Vocabulary Retention of Turkish EFL Learners. 1174-1187. http:ilkogretim-online.org.tr. Retrieved June 27th, 2020.

Harris, R. (1987). *Film as Literature, Literature as Film: An Introduction to and Bibliography of Film's Relationship to Literature.* New York: Greenwood.

Hasan, & Nanang, B. S. (2017). The Correlation between Vocabulary Mastery and Writing Skill of secondary school students. *Journal of English Language and Language Teaching (JELLT)*, 55-60.

Hatch, E., & Farhady, H. (1982-1986). *Research Design and Stattistic: for Applied Linguistic. University of California.* Los Angeles: Newburry House Publisher, Inc.

Indrilla, N., & Ciptaningrum, D. S. (2018, October). An Approach Teaching Writing Skills: Does It Offer A New Insight In Enchancing Students' Writing Ability. *LLT Journal*, 124-133. http://e-journal.usd.ac.id/index.php/LLT. Retrieved April 15th, 2020.

Ken, R. (2000). *Literacy and Language Teaching.* New York: Oxford University Press.

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language.* United State of America: Thompson Learning Inc.

Nunan, D. (1998). *Language Teaching Methodology.* London: Practice Hall Inc.

Nurhayati, G. G. (2017, October). The Effectiveness Of Scrabble Game To Improve Students' Vocabulary Mastery. *Elang. an English Language Educational Journal*. Retrieved June 27th, 2020.

Olstain, M. (2000). *Discourse and contex in language teaching.* New York: Cambridge University Press.

Pitart, P. (2011). *Writing in the social studies classroom.* Virginia: Department of Educational Outreach.

Raimes, Ann. (1998). Teaching Writing. Annual Review of Applied Linguistics. 67-142.

Somantri, G. G., & Nurhayati, S. (2017, October). The Effectiveness Of Scrabble Game To Improve Students' Vocabulary Mastery. *ELANG. an EnglishLanguage Education Journal*, 41-47.

Yonex, L. M. (2008). The Effects of Rich Vocabulary Instruction on Students' Explository writing. 1-30. Retrieved June 27th, 2020.