CORRELATION AMONG STUDENTS' LEARNING STRATEGIES, VOCABULARY SIZE AND WRITING SCORE OF TBI STUDENTS AT IAIN PALANGKA RAYA

THESIS

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1439 H/2018 M

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Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education

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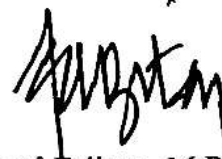Zaitun Qamariah, M. Pd.
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Thank you for your attention.

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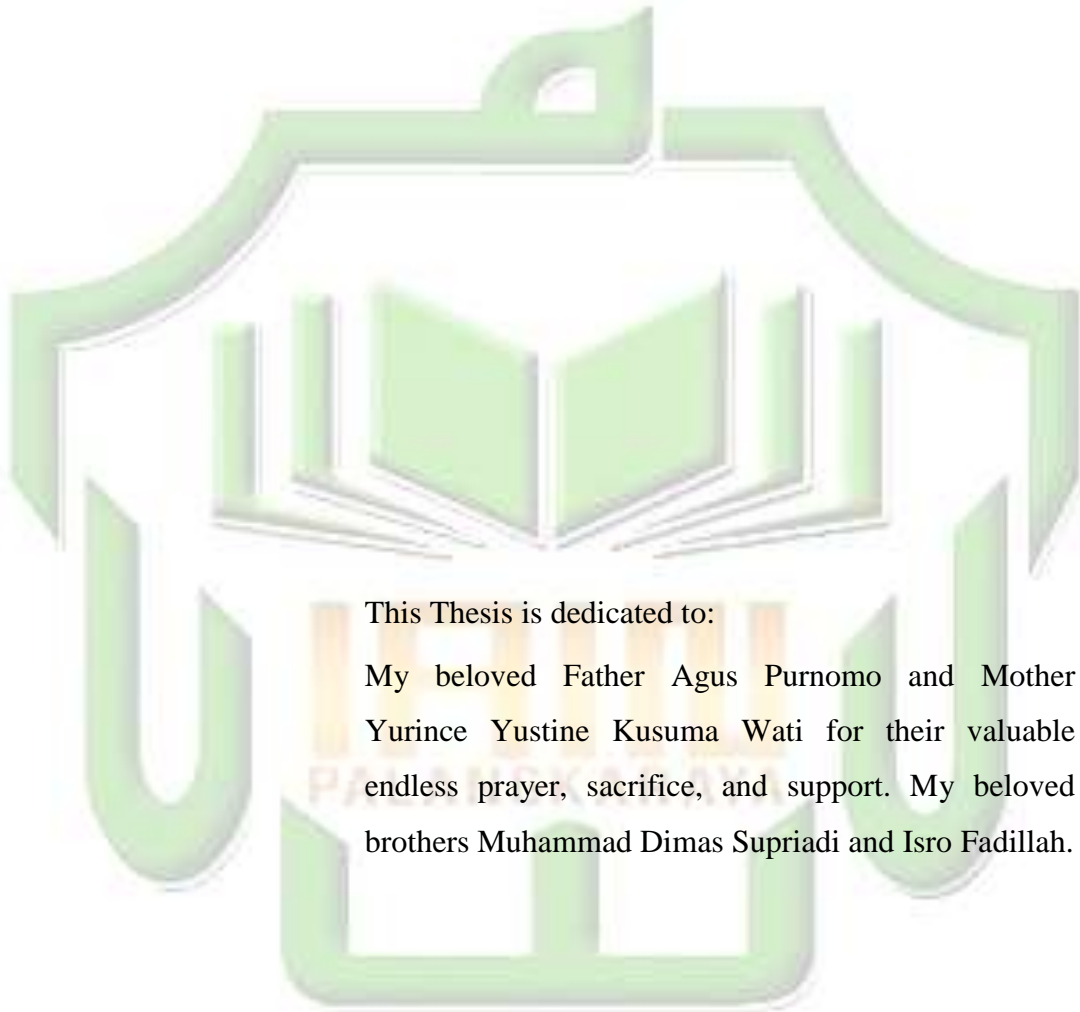Dean, Faculty of Teacher Training and Education

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MOTTO AND DEDICATION

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌ (٥٣)

"And all (affairs) that small and great are written"

(Q.S Al-Qamar (54): 53)

This Thesis is dedicated to:

My beloved Father Agus Purnomo and Mother Yurince Yustine Kusuma Wati for their valuable endless prayer, sacrifice, and support. My beloved brothers Muhammad Dimas Supriadi and Isro Fadillah.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Yours Faithfully,

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ABSTRACT

Perdana, M.W.Y. Correlation among Students' Learning Strategies, Vocabulary Size, and Writing Score of TBI Students at IAIN Palangka Raya. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) HJ. Apni Ranti, M. Hum; (II) Zaitun Qamariah, M.Pd

Key Words: *learning strategies, vocabulary size, writing score*

The study was aimed to measure the correlation among students' learning strategies, vocabulary size, and writing score of TBI students at IAIN Palangka Raya.

The research design was correlation study in quantitative research method. The data were collected by using Strategy Inventory for Language Learning (SILL) questionnaire adopted from Oxford, Vocabulary Size Test adopted from Nation, and Writing Test adopted from Paragraph Writing Course Outline Semester II TBI IAIN Palangka Raya. The data was analyzed by using SPSS software. The sample was 27 students of fourth semester of English Education Study Program at IAIN Palangka Raya on Academic Year 2017/2018.

The results finding showed that testing the F_{value} using F_{test}, it was gained that the value of $F_{observe}$ was 0.010. Meanwhile the value F_{table} was 3.40. Based on the value of $F_{observe}$ and F_{table}, the value of $F_{observe}$ was smaller than the value of F_{table} (0.01 < 3.40), it meant the null hypothesis stating that there is no significant correlation among learning strategies, vocabulary size and writing score was accepted and the alternative hypothesis stating that there is significance correlation among learning strategies, vocabulary size, and writing score was rejected.

ABSTRAK

Perdana, M.W.Y. Hubungan antara Strategi Belajar Mahasiswa, Jumlah Kosakata, dan Nilai Menulis Mahasiswa TBI di IAIN Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) HJ. Apni Ranti, M.Hum; (II) Zaitun Qamariah, M.Pd.

Kata Kunci: *strategi belajar, jumlah kosakata, nilai menulis*.

Penelitian ini bertujuan untuk menilai hubungan antara strategi belajar mahasiswa, jumlah kosakata, dan nilai menulis oleh mahasiswa program studi Tadris Bahasa Inggris di IAIN Palangka Raya.

Jenis penelitian yang digunakan adalah korelasi dalam penelitian kuantitatif. Pengumpulan data menggunakan kuesioner strategi belajar bahasa yang diadopsi dari Rebecca Oxford, tes jumlah kosakata yang diadopsi dari Paul Nation, dan tes menulis yang diadopsi dari silabus mata kuliah menulis semester 2 program studi Tadris Bahasa Inggris IAIN Palangka Raya. Analisis data menggunakan perangkat lunak SPSS. Subjek penelitian merupakan 27 mahasiswa program studi Tadris Bahasa Inggris semester 4 di IAIN Palangka Raya angkatan 2017/2018.

Hasil penelitian menunjukkan bahwa uji F_{value} menggunakan F_{test}, diperoleh bahwa nilai $F_{observe}$ adalah 0,01. Sementara itu nilai F_{tabel} adalah 3,40. Berdasarkan nilai $F_{observe}$ dan F_{table}, nilai $F_{observe}$ lebih kecil dari nilai F_{table} (0,01 < 3,40), itu berarti hipotesis nol menyatakan bahwa tidak ada korelasi yang signifikan antara strategi belajar mahasiswa, jumlah kosakata dan nilai menulis diterima dan hipotesis alternatif menyatakan bahwa ada korelasi signifikan antara strategi belajar mahasiswa, jumlah kosakata, dan nilai menulis ditolak.

ACKNOWLEDGMENTS

The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M. Pd., for his invaluable assistance both in academic and administrative matters.

2. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M. Pd., for her invaluable assistance both in academic and administrative matters.

3. Chair of Language Education Department, Santi Erliana, M. Pd., for her invaluable assistance both in academic and administrative matters.

4. Chair of English Education Study Program, M. Zaini Miftah, M. Pd., for his invaluable assistance both in academic and administrative matters.

5. Her thesis advisors, Hj. Apni Ranti, M. Hum., and Zaitun Qamariah, M.Pd., for their generous advice, valuable guidance and elaborated correction during the completion of her thesis.

6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

8. The principal of TBI students in the Fourth Semester for their participants to complete her research at IAIN Palangka Raya.

9. Her classmates of Study Program of English Education, especially the 2014 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.

10. Her beloved parents, Agus Purnomo and Yurince Yustine Kusuma Wati, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin.*

Palangka Raya, 23 May 2018

The researcher,

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problems of the study, objectives of the study, scope and limitation of the study, the assumption of the study, significances of the study, and definition of key terms.

A. Background of The Study

Writing is a complex metacognitive activity that shows on an individual's knowledge, basic skill, strategies or techniques, and ability to harmonize multiple processes (Huy, 2015, p, 54). Writing needs process activities, according to Graham, identified the following four vital zones in the writing process: knowledge of writing and writing subjects, the ability for resulting and crafting text, processes for energizing and motivating participants to write with zest, and directing thought and actions through strategies to archive writing purposes.

According to research by Azizi, Nemati, & Estahbanati (2017, p, 43), writing incriminates activating a complicated set of materials. These are consists of content knowledge, linguistic knowledge (vocabulary, grammar, and text structure) and strategic understanding (provision of relevant information). Also, students need many vocabularies in writing. Vocabulary is the total number of words that are required to communicate concepts and express the speakers' meaning. Based on the kinds of vocabulary, Alqahtani (2015, p, 25)

argues that productive vocabulary is the words that the students know and can pronounce correctly and use constructively in speaking and writing. The vocabulary was typically taught in lists, and a high priority gives to precision and to the skill to construct right sentences. The instruction is typically conducted in the students' native language. Knowledge about the mechanisms (processes, strategies) used in order to study vocabulary as well as ways or actions taken by students to find out the concept of unknown words, to retain them in long-term memory, to recall them at will, and to use them in oral or written style (Saengpakdeejit, 2014, p, 151). That is the reason why vocabulary importance for writing. In writing, students need learning strategies, it seems from research by Maarof & Murat (2013, p, 47) suggest that writing is a complex cognitive activity consist of an issue of processes and strategies used in the writing process is important for success in writing.

Learning is developmental that is a continuous process where students include increasing complexity (Guide, 2009, p, 36). Learning has been defined functionally as modifies in behavior that results from experience or mechanistically as modifies in the organism that results from experience (De Houwer, Barnes-Holmes, & Moors, 2013, p, 631). Students' score purposes set the tone for how they will approach learning activities (Tadlock, 2016, p, 4).

The score of student writing can be seen from the writing process done by the students themselves. Writing process is a strategy used by students by

understanding the writing process in detail and correctly, students will get good writing results as well. Thus, learning strategy and vocabulary size technique can help students in making a text in the form of paragraphs, essays and others. Writing becomes easier by mastering learning strategies and having lots of vocabulary. So as to produce good qualified writing.

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. Writing skills can be developed when the learners' interest is acknowledged and when they are given frequent opportunities to actually practice writing.

Ansarin, Zohrabi, & Zeynali (2012, p, 1842) argue that acquisition of vocabulary has been stressed in the second language pedagogy and research. The familiarity with language learning skills, the development of vocabulary knowledge has been stressed as a basic factor in order to deal with all learning processes. Students are encountered with kinds vocabularies in different texts, so the fear of unknown vocabulary has threatened students as big hindrance in the process of second language learning. The appropriate concept of a word in a given context can be regarded as a dimension of vocabulary knowledge, so its increase raises the vocabulary size of the student. Research by Tamura (2011, p, 281) argues that vocabulary size is an estimation of how many words a student knows or can use. Vocabulary size is an issue of particular importance in the

EFL learning environment since it is practical in that its testing type is simple and is a good indicator of English proficiency. Research by Munandar, Nurweni, & Mahpul (2015, p, 2) state that vocabulary size is basic in communication both in spoken and written.

Ideally, writing purposes are seen as hierarchical. High-level purposes (example, establishing a purpose and an audience for the text) are supported by sub-purposes (example, identifying cogent arguments needed for persuasion). Writing purposes are also recursive: purposes and sub-purposes assert and reassert themselves throughout the writing process as new challenges arise from the text being the result. There is ample proof to suggest that writing quality is associated with three aspects of the writing process: syntactic knowledge, ideational fluency, and self-regulation for writing. Syntactic knowledge establishes coherence and cohesion in writing supports higher-order writing processes, and by prolongation affects writing exhibition. Ideational fluency represents writers' skill to generate and articulate relevant capacity and relies on deep and wide connotative and denotative knowledge of lexical forms that are embedded in good developed schematic structures. Because ideational fluency is central to writing exhibition, it affects writers' perceptions of their own writing competence. Self-regulation gives writers control over the syntactic and semantic dimensions of writing. Finally, self-regulation strategies assist writers in accessing the syntactic and semantic knowledge necessary for coordinating

critical behaviors related to the syntactic and semantic exhibition. Self-regulation, furthermore, supports evaluation of syntactic and semantic purposes and helps writers adopt appropriate writing strategies and maintain focus and control over their emotions during the writing process (Yilmaz Soylu et al., 2017, p, 3).

Language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help students to regulate their learning. Affective strategies are concerned with the student's emotional rules such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies students use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help studnets to overcome knowledge gaps to continue the communication (Oxford, 1994, p, 5).

Clearly, the student needs to know of vocabulary the 3,000 or so high-frequency words of the language. These are an immediate high priority and there is little sense in focusing on another vocabulary until these are good studied. After these high-frequency words are studied, the next focus for the teacher is on helping the students improve strategies to comprehend and study

the low-frequency words of the language. Because of the very poor coverage that low-frequency words give, it is not worth spending class time on actually teaching these words. It is more efficient to spend class time on the strategies of guessing from context, using word parts and mnemonic techniques to remember words, and using vocabulary cards to remember foreign language - first language word pairs. Notice that although the teacher's focus is on helping students gain control of important strategies, a major benefit of these strategies is to help the students to continue to study new words and increase their vocabulary size (Nation & Waring, 1997, p, 10).

Actually, writing is an important skill for language learners. The writing quality of University is must be different with the writing quality of high school students. When the researcher conducted an interview on the fourth semester TBI student named Kiki Andiyana. She has problems in writing. She has a less vocabulary. She thinks that vocabulary is very influential in writing this because in every writing a few sentences, she must use some vocabulary, especially by writing a paragraph would require a lot of vocabulary. Writing problems also arise because of a lack of understanding at the time of class. The problems of strategy in learning writing either from the students themselves and lecturers who teach. When Kiki performs the final test and middle test, the lecturer asks them to write a paragraph with various topics. She felt that, as she prepared the paper she had to think of the right vocabulary to make a writing.

Kiki gets enough score on the essay writing course. She is happy because she thinks and feels that her vocabulary and learning strategies have been lacking.

Hadi (2017, p, 271) states that vocabulary is the first and especially important manner in language acquisition. In a classroom where students are not finding themselves pleasant with the second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary practices. In writing, students must have many vocabularies. Furthermore, writing is not only focused on grammar context, vocabulary in use also very important in writing.

Based on the explanation above, the researcher interested in examining entitle: **Correlation Among Students' Learning Strategies, Vocabulary Size and Writing Score of TBI Students at IAIN Palangka Raya.**

B. **Problem of The Study**

Is there any significant correlation among students' learning strategies, vocabulary size, and writing score of TBI students at IAIN Palangka Raya in Academic Year 2017/2018?

C. **Objective of The Study**

The objective of this study is to measure the correlation among students' learning strategies, vocabulary size, and writing score of TBI students at IAIN Palangka Raya in Academic Year 2017/2018.

D. Scope and Limitation of The Study

This study focuses on the correlation between students learning strategies, vocabulary size and writing score of fourth-semester students of English education at IAIN Palangka Raya academic year 2017/2018. Meanwhile, this study is limited students learning strategy in writing, vocabulary size test, paragraph writing score. This study adjusts to the material of the second semester of English Education at IAIN Palangka Raya.

E. Assumption of The Study

In doing this study, the researcher assumes that there is correlation between students learning strategies, vocabulary size and writing score. When the researcher tries to know and understands the learning strategies and vocabulary size, researcher assume that the students learning strategies and vocabulary size can influence the students writing score.

F. Significances of The Study

There are two kinds of significances, namely theoretical and practical significances.

1. Theoretically

This study gives some useful information on the real evidence among learning strategies, vocabulary size, and writing score of TBI students at IAIN Palangka Raya. So this way, the teachers can create and

use the teaching strategy that emphasizes at learning strategies, vocabulary size, and writing score.

2. Practically

The result of the present study can be as useful information for the future researchers who interest in researching learning strategies, vocabulary size, and writing score.

G. Definition of Key Terms

There are some definition of key terms in this study consists of:

1. Correlation

Correlational study is nonexperimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables (Ary et all, 2010, p, 349). Correlational study is measure between two or more variables.

2. Learning Strategies

According to Rubin (2012, p, 2) argues that learning strategies, considered inherent to the act of learning, are what students do when trying to learn and address their learning problems. So, learning Strategies is a way that use by teachers or students to do of learning in the classroom.

3. Vocabulary Size

Vocabulary size refers to the number of words a learner has in mental lexicon (Milton & Treffers-Daller, 2013, p, 152). Vocabulary Size is

part of vocabulary to add more vocabulary by easily use the number of words. Kinds of vocabulary size that use in this study is matching words.

4. Writing

Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising (Negari, 2011, p, 299). Writing is one of the important skill that needs process activities.

5. TBI Students

TBI students are students who majored in English education. TBI students are students Islamic university environment. Not only study English education course but also study Islamic education.
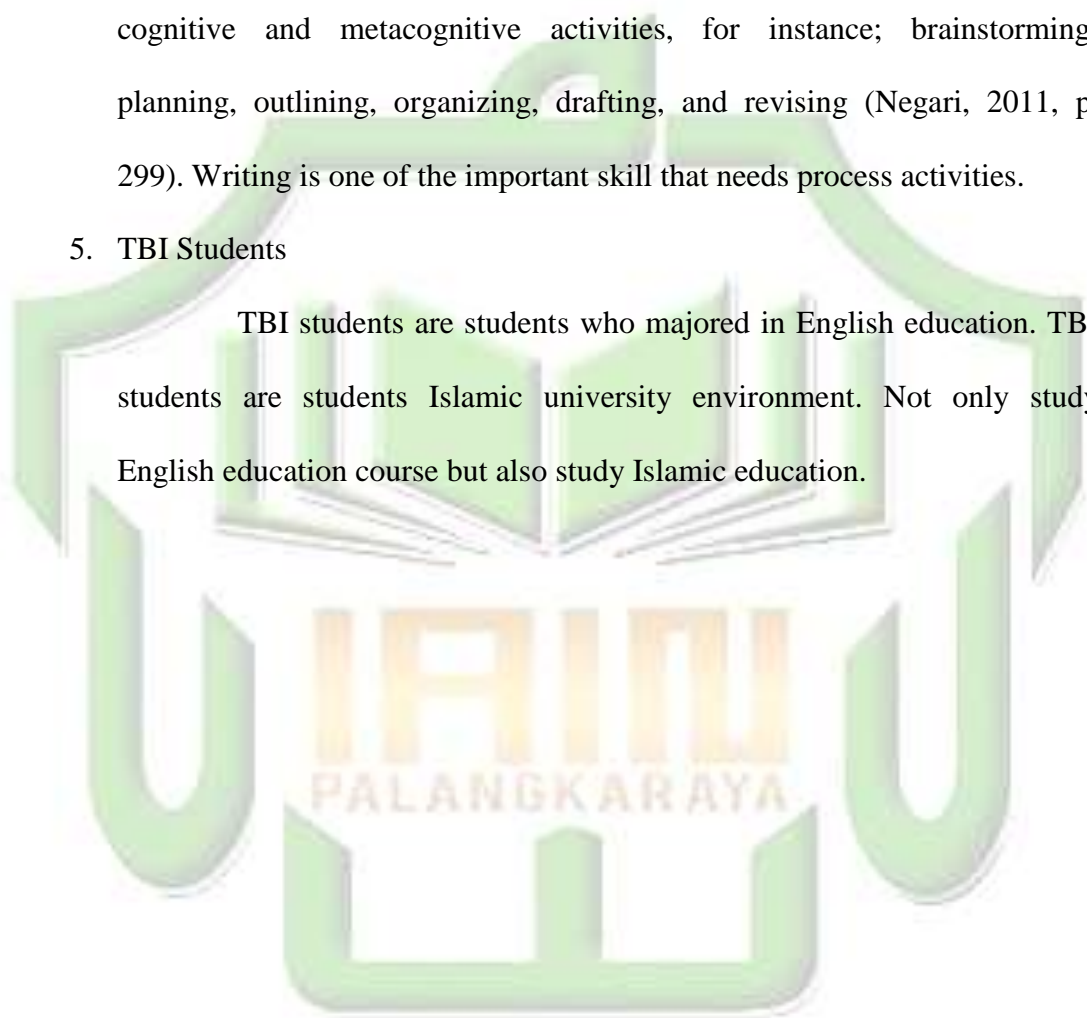
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous study, learning strategy, vocabulary size and writing achievement. The previous studies discuss ten related literature. Next, learning strategy discusses the nature of learning strategy, kinds of learning strategy, the importance of learning strategy, measuring of learning strategy. Then, vocabulary size discusses nature, kinds, importance, and methodology of measuring vocabulary size. Last, writing achievement discusses nature of writing, kinds of writing, the importance of writing achievement and assessing of writing.

A. Previous Study

There are some previous study to support this research. The First, from Nasihah & Cahyono (2017) in title "Language Learning Strategies, Motivation, and Writing Achievement of Indonesian EFL Students" focus on investigating the correlation between language learning strategies (LLSs) and writing achievement, the correlation between motivation and writing achievement, and the correlation between LLSs combined with motivation and writing achievement. The method of the research is Quantitative Research (Correlation Research). The results of research revealed that the null hypotheses for the three correlational analyses were rejected. In other words, there is a significant correlation between LLSs and writing achievement; there is a significant correlation between motivation and writing achievement, and there is a

significant correlation between LLSs combined with motivation and writing achievement.

Based on the previous study, the similarities are to correlational research and focus on language learning strategies. But the differences such as the previous researchers correlated among language learning strategies, motivation and writing achievement.

Then, from Joyner., et. al, (2015) in title "Strategies to Improve Student Achievement in Writing among Fifth Grade Learners" focus on determine teachers' perceptions about writing and the instruction of writing, to determine students' attitudes about writing, and to implement and evaluate strategies for improving student achievement in the area of writing among fifth-grade learners. The research study was a mixed methods study. The qualitative component of the research study allowed the researchers to investigate the nature of students' and teachers' experiences with writing curriculum in an elementary school setting. Data analysis revealed teachers had positive perceptions about writing and the instruction of writing; students held negative attitudes about writing, and strategies implemented in addition to the Writing to Win program resulted in a statistically significant difference between the posttest scores of the experimental and control groups.

Based on the previous study, the similarities are the focus on strategies and writing. But the differences are to mixed methods study and focus on strategies to improve students achievement in writing.

Next, Hastuti & Widyantoro (2015) in title "The Influence of Vocabulary and Grammar Mastery on The Students' Writing Skill at Yogyakarta State University" focus on investigate the influence of (1) the students" vocabulary mastery on their writing skill, (2) the students" grammar mastery on their writing skill and(3) the students" vocabulary and grammar mastery on their writing skill at Yogyakarta State University. This research was an ex post facto. The population comprised the third-semester students of Pendidikan Bahasa Inggris (PBI) study program at the Languages and Arts Faculty, Yogyakarta State University in the academic year 2013/2014. Therefore, this study showed that (1) vocabulary mastery positively influenced the students" writing skill, (2) grammar mastery positively influenced the students" writing.

Based on the previous study, the similarities are the focus on vocabulary and writing . But the differences are to ex post facto study and focus on vocabulary and grammar mastery on writing.

Next, from Cole & Feng (2015) in title "Effective Strategies for Improving Writing Skills of Elementary English Language Learners" focus on providing research-based techniques successful in improving the writing skills

of ESL students. The method is experimental research. The findings suggest that through the use of technology, pre-taught vocabulary, various teacher influences and the implementation of positive diverse literacy practices, this goal can be attained.

Based on the previous study, the similarities are the focus on strategies and writing. But the differences are to experimental research and the strategies use based on technology.

Moreover, from Milton & Treffers-Daller (2013) in title "Vocabulary size revisited: the link between vocabulary size and academic achievement" focus on a general conclusion which emerges from such studies is that vocabularies of English monolingual adults are very large with considerable variation. This variation is important given that the vocabulary size of schoolchildren in the early years of school is thought to materially affect subsequent educational attainment. The design of the study is Correlational Research (Quantitative Research). The results suggest that monolingual speaker vocabulary sizes may be much smaller than is generally thought with far less variation than is usually reported. An average figure of about 10,000 English words families emerges for entrants to university. This figure suggests that many students must struggle with the comprehension of university level texts.

Based on the previous study, the similarities are to correlational study and focus on vocabulary size. But the differences are to such as the previous researchers correlated between vocabulary size and academic achievement.

Last, from (Nacera, 2010) in the title "Language Learning Strategies and The Vocabulary Size" focus on the investigation about Language learning strategies that second-year students graduating in the English Language, from Mouloud Mammeri University of Tizi Ouzou, declare to use with relation to their vocabulary size. To assess Language learning strategies we have used the model proposed by Oxford (1990) "Strategies Inventory for Language Learning "(SILL). The study uses "The University Word Level Test" (UWLT) form B, adapted by Beglar, et al (2000), to measure the vocabulary size by assessing the learners' basic knowledge of the common meaning of words. The method of the study is Quantitative Research (Comparative Study) because the researcher analyzes the data used the frequency and percentage of using the learning strategies and also compared the means between a student with higher and inferior vocabulary size in their using of strategies. The study revealed that students used a wider range of direct and indirect learning strategies. However, the meta-cognitive strategies are the most frequently used among others. It was, also, found that the strategies often used by students with higher vocabulary size are different from those used by students with lower vocabulary size. The formers are distinguished by using specific strategies that require more efforts

and time and lead to an effective learning, such as using English in different ways, making summaries, guesses. While the latter's are differentiated by making less effort in learning and using surface strategies, as rote memory and gesture strategies, that lead to surface learning.

Based on above, the similarities of the previous studies are similar to correlational study and focus on language learning strategies and vocabulary size. But the differences such as the previous researcher use "The University Word Level Test" (UWLT) form B, adapted by Beglar, et al (2000), to measure the vocabulary size.

B. Learning Strategies

1. Definition of Learning Strategies

A strategy is a term which will be used for the goals of the offered study (Griffiths, 2004, p, 1). Beckham & Klinghammer (2006, p, 107) state that a strategy might be a teaching strategy in one classroom context and a learning strategy in another. As strategies are mostly "invisible" mental processes, you will necessary to analyze what you see and hear, and in some cases, expect what strategies may be at the study in the tasks that follow.

In general, a strategy is an instrument, plan, or technique used for accomplishing a task. Below are other terms associated with strategy instruction, some of which are discussed in this digest:

a. Cognitive Strategy: a strategy or group of strategies or procedures that the students use to show academic tasks or to improve social skills. Often, more than one cognitive strategy is used with others, depending on the student and his or her schema for learning. In fact, research indicates that successful students use numerous strategies. Some of these strategies include visualization, verbalization, making associations, chunking, questioning, scanning, underlining, accessing cues, using mnemonics, sounding out words, and self-checking and monitoring.

b. Cues: visual or verbal prompts to either remind the student what has already been studied or provide an opportunity to study something new. Cues can also be employed to prompt student use of a strategy.

c. Independent, Strategic Students: the student who uses cues and strategies within his or her studying schema, asks clarifying questions, listens, checks and monitors his or her work and behavior, and sets personal goals. A strategic student knows the value of using particular strategies through experience and is eager to study others that might prove beneficial.

d. Learning Strategy: a set of steps to accomplish a particular task, such as taking a test, comprehending text, and writing a story. A first-letter mnemonic is often used to help the study follow the techniques of the strategy.

e. Metacognition and Self-regulation: the understanding a person has about how he or she studies (personal learning schema) including the strategies used to accomplish tasks, and the process by which the students overseas and monitors his or her use of strategies.

f. Mnemonic: a device for remembering, such as the first-letter mnemonic for writing: PLAN (Pay attention to the prompt, List main ideas, Add supporting ideas, Number your ideas). Rhyme, rhythm, music, and key-word mnemonics are also useful memory tools.

g. Strategy Instruction: teaching students about strategies, teaching them how and when to use strategies, helping students identify personally effective strategies, and encouraging them to make strategic behaviors part of their studying schema.

h. Studying Schema: the sets, or mixes, of strategies that the individual student uses automatically to perform, produce, communicate, or study. It can take years to develop a personal studying schema.

According to Brown & as a Foreign (2005, p, 7) states that learning strategies have been defined as:

1. Mental or communicative processes;

2. Subconscious or conscious actions and steps for studying: they assist with storing information, forming language regulations, and

understanding; making learning easier, faster, more enjoyable, and more

transferable to new situations;

3. Applicable to both simple and complex tasks;

4. Teachable; and

5. Helpful in improving 'appropriate attitudes' towards the studying

   situation, and increasing student independence and autonomy.

   Researcher concluded that learning strategies are tools, methods or

ways to use in learning for the archive well purposes.

2. **Kinds of Learning Strategies**

   Oxford (2003, p, 12), language learning strategies consists of:

a. Direct Language Learning Strategies

   The direct strategies are useful for the students because they

help store and get information. These strategies help students to produce

language even when there is a gap in knowledge. They also help to use

and know or understand the new language.

1. Memory Strategies

   Memory strategies are based on simple foundations like

   laying things out in order, making the connection and reviewing.

   These foundations are employed when a student faces the challenge

   of vocabulary learning. Many students make use of visual images,

but some find it easy to connect words and phrases with sound, motion or touch. The use of memory strategies is most frequently applied in the initial process of language learning. For example, to apply memory strategy by making the connection. If a learner wants to remember the name Solange of a French person, it could be connected with saying Solange's face is so long.

2. Cognitive Strategies

Cognitive strategies are perhaps the most popular strategies for language students. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The instruments of receiving and sending messages are used when students try to find the main idea through skimming and scanning. Analyzing and reasoning are used to understand the meaning and expression of the target language. For example, A learner who practices with sounds of the words that have letters ough. The words through, though, tough, and trough contain ough

but sound different. To understand them better the learner may make own phonetic spelling: throo, thow, tuff, and troff.

3. Compensation Strategies

      Students use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. Compensation strategies are also used in production when grammatical knowledge is incomplete. For example, guessing based on partial knowledge of the target language. When a student recognizes the words shovel, grass, mower, and lawn in a conversation, it could be understood that it is about gardening.

b. Indirect Language Learning Strategies

      Indirect language learning strategies work together with the direct strategies. They help students regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

1. Metacognitive Strategies

      Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. Three sets of strategies belong to this group and they are: Centering Your

Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The aim of centering learning is to give a focus to the student so that the attention could be directed toward certain language activities or abilities. Arranging and planning learning help students to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps students with problems like monitoring errors and evaluation of progress. For example, arranging and planning to learn. For a learner who wants to listen to the news in the target language can plan the task by first determining what topics might be covered in the program. Most news programs have segments of politics and economics. The learner can look up the words related to the topics before listening to the news. This would better prepare the learner.

2. Affective Strategies

The effective factors like emotion, attitude, motivation, and values influence learning in an important step. Three sets of strategies are included in this group: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. Good language students control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in the class by giving

students more responsibility, increasing the amount of natural communication, and teaching effective strategies. For example, how students try to lower the anxiety. Some listen to their favorite music for a few minutes before practicing the target language.

3. Social Strategies

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and Empathizing with others. Among the three, asking questions is the most helpful and comes closest to understanding the meaning. It also helps in conversation by generating the response from the partner and shows interest and involvement. Cooperation with others eliminates competition and in its place brings group spirit. Studies show that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement. Empathy is very important in communication. Empathy means to put oneself in someone else situation to understand that person point of view. Students can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others. Students can apply the strategy of cooperating with others by doing something together in

the language they are learning. Daily telephone conversation with a friend in the target language is an example of practice listening and speaking skills (Samida, 2012). The oxford's language learning strategies classification as illustrated in figure 2.1.

Direct Strategies	
1. Memory Strategies	- Creating mental linkages - Applying images and sounds - Reviewing well - Employing action
2. Cognitive Strategies	- Practicing - Receiving and sending messages - Analyzing and reasoning - Creating structure for input and output
3. Compensation Strategies	- Guessing intelligently - Overcoming limitations in speaking and writing

Indirect Strategies	
1. Metacognitive Strategies	- Creating your learning - Arranging and planning your learning - Evaluating your learning
2. Affective Strategies	- Lowering your anxiety - Encouraging yourself - Taking your emotional temperature
3. Social Strategies	- Asking Questions - Cooperating with others - Empathy with others

Figure 2.1 Oxford's Language Learning Strategies Classification

Based on the explanation above, language learning strategies divide into two strategies such as, direct strategies are strategies used directly and are concerned with a new language. Direct strategies divide into three groups are memory strategies, cognitive strategies and compensation strategies. Then, indirect strategies are used for general administration of learning. Indirect strategies divide into three groups are metacognitive strategies, affective strategies and social strategies.

3. **Importance of Learning Strategies**

        According to Beckham & Klinghammer (2006, p, 108) state that learning strategies often lead to developed student performance:

a. Computation and problem-solving: verbalization, visualization, chunking, making associations, use of cues.

b. Memory: visualization, verbalization, mnemonics, making associations, chunking, and writing. These are usually more effective when used in combinations.

c. Productivity: verbalization, self-monitoring, visualization, use of cues.

d. Reading accuracy and fluency: finger pointing or tracking, sounding out unknown words, self-questioning for accuracy, chunking, and using contextual clues.

e. Reading comprehension: visualization, questioning, rereading, predicting.

f. Writing: planning, revising, questioning, use of cues, verbalization, visualization, checking and monitoring.

        According to Protheroe and Clarke (2008, p, 34) argues that are good strategy instruction also can help. For example:

1. Improve student performance, especially of students who have not previously developed effective metacognitive skills;

2. Increase student independence and engagement with learning; and

3. Help students realize that it is sometimes the use of ineffective strategies, not lack ability that hinders performance.

Researcher concluded that the importance of learning strategies are improving students' ability such as writing, reading, speaking and listening.

4. **Methodology of Measuring Learning Strategies**

According to Oxford (2003, p, 15) states that many assessment instruments exist for uncovering the strategies used by L2 learners. Self-report surveys, observations, interviews, learner journals, dialogue journals, think-aloud techniques, and other measures have been used. The most broadly used survey, the Strategy Inventory for Language Learning has been translated into more than 20 languages and used in dozens of published studies around the world. These additional findings enclose the following: second language learning strategy use is significantly related to second language learning motivation, gender, age, culture, brain hemisphere dominance, career orientation, academic major, beliefs, and the nature of the second language task.

Researcher concluded that language learning strategies to assess in various instruments like surveys, interviews, observations and other. In this study, researcher will use the Strategy Inventory for Language Learning (SILL) instrument. SILL questionnaire consist of 50 items and divides into 5 sub-contents, they are part A from number of questions 1-9 is about

memory strategies, part B from number of questions 10-23 is about cognitive strategies, part C from number of questions 24-29 is about compensation strategies, part D from number of questions 30-38 is about metacognitive strategies, part E from number of questions 39-44 is about affective strategies, and part F from number of questions 45-50 is about social strategies.

C. Vocabulary Size

1. Definition of Vocabulary

Many researchers argue that vocabulary is one of the most important if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Many students see second language acquisition as essentially a matter of learning vocabulary and therefore they spend a great contact of time on memorizing lists of second language words and rely on their bilingual dictionary as a fundamental communicative resource. As a result, language teachers and applied linguists now generally acknowledge the importance of vocabulary learning and are exploring techniques of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary, which is our focus of attention (Alqahtani, 2015, p, 23).

Vocabulary knowledge is often gazes as a critical instrument for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is to show daily in and out the school. In the classroom, the achieving students possess the adequate vocabulary (Hadi, 2017, p, 274).

The Vocabulary Size Test is designed to measure both first language and second language learners' written receptive vocabulary size in English. The test measures knowledge of written word form, the form-meaning connection, and to a smaller degree concept knowledge (Nation, 2012). Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in the classroom (Alqahtani, 2015, p, 21).

Based on the explanation above, vocabulary is part of language that is the key to improve every skill in the language.

2. **Kinds of Vocabulary**

A test of vocabulary size measures how many words a learner knows. It typically measures a learner's knowledge of the form of the word and the ability to link that form to a meaning. A receptive vocabulary size measure looks at the kind of knowledge needed for listening and reading. Receptive test measures whether learners can provide or choose a meaning when they see the form of the word. A productive measure looks at the kind

of knowledge needed for speaking and writing, so it measures whether learners can provide a word form to express a meaning (Coxhead, Nation, & Sim, 2015, p, 3).

Based on the explanation above, vocabulary divides into two kinds such us receptive vocabulary and productive vocabulary. Receptive vocabulary useful for listening and reading skill. Then, productive vocabulary beneficial for speaking and writing skill.

According to Jurafaky & Martin (2005, p, 3) argue that a word class: A group of words, which from a grammatical point of view behave in the same way: morphologically: they show which class they belong to by using same endings example *s*, *-ing* for verbs, *-ly*, for adverbs. Syntactically: show the class they belong – used in the same way in a sentence example, adjectives: used *the* and a noun, or after any form of *be*. Classification based on main functions and grammatical behavior consist of :

a. Lexical words

    1. Main carriers of meaning

    2. Numerous and members of open classes

    3. Have complex internal structure

    4. Can be heads of phrases - they include nouns, verbs, adjectives and adverbs

b. Function words

    1. Indicate relationship between lexical words or larger units

    2. Are members of closed systems

    3. Short and lack internal structure

    4. Frequent, occur in any text

      Parts of speech can be divided into two broad super categories: closed class types and open class types. Closed classes are those that have a relatively fixed membership. For example, prepositions are a closed class because there is a fixed set of them in English; new prepositions are rarely coined. By contrast nouns and verbs are open classes because new nouns and verbs are continually coined or borrowed from other languages (example, the new verb *to fax* or the borrowed noun *futon*). It is likely that any given speaker or corpus will have different open class words, but all speakers of a language and corpora that are large enough will likely share the set of closed class words. Closed class words are also generally functioning words like *of*, *it*, *and*, or *you*, which tend to be very short, occur frequently, and often have structuring uses in grammar. There are four major open classes that occur in the languages of the world; nouns, verbs, adjectives, and adverbs. It turns out that English has all four of these, although not every language does. Noun is the name given to the syntactic class in which the words for most people, places, or things occur. The verb

class includes most of the words referring to actions and processes, including main verbs like *draw*, *provide*, *differ*, and *go*. Adjective is a word that describes a noun. Example of adjective are lazy, smart, polish, and others. The final open class form, adverbs, is rather a hodge-podge, both semantically and formally. The closed classes differ more from language to language than do the open classes. Here's a quick overview of some of the more important closed classes in English, with a few examples of each: prepositions occur before noun phrases; semantically they are relational, often indicating spatial or temporal relations, whether literal (*on it*, *before then*, *by the house*) or metaphorical (*on time*, *with gusto*, *beside herself*). A particle is a word that resembles a preposition or an adverb and is used in combination with a verb. Example of particles: up, down, on, off, in, out, at, by. A closed class that occurs with nouns, often marking the beginning of a noun phrase, is the determiners. One small subtype of determiners are the articles: English has three articles: *a*, *an*, and *the*. Conjunctions are used to join two phrases, clauses, or sentences. Coordinating conjunctions like *and*, *or*, and *but*, join two elements of equal status. Subordinating conjunctions are used when one of the elements is of some sort of embedded status. Pronouns are forms that often act as a kind of shorthand for referring to some noun phrase or entity or event. Personal pronouns refer to persons or entities (*you*, *she*, *I*, *it*, *me*, and other). Possessive pronouns are forms of

personal pronouns that indicate either actual possession or more often just an abstract relation between the person and some object (*my, your, his, her, its, one's, our, their*). Wh-pronouns (*what, who, whom, whoever*) are used in certain question forms, or may also act as complementizers (*Frieda, who I met five years ago . . .*). A closed class subtype of English verbs are the auxiliary verbs. Cross-linguistically, auxiliaries are words (usually verbs) that mark certain semantic features of the main verb, including whether an action takes place in the present, past or future (tense), whether it is completed (aspect), whether it is negated (polarity). Example of auxiliary verbs: can, may, should, are.

Based on the explanation above, word classes divide into two groups such as open classes and closed classes. Open classes consists of noun, verbs, adverbs, and adjectives. Then, close classes consists of preposition, conjunction, determiners, pronoun, article, and auxiliary.

3. **Importance of Vocabulary Size**

Nation (2012) states that vocabulary size measurement is important for planning, diagnosis, and study. It is not easy to plan a sensible vocabulary development program without knowing where students are now in their vocabulary growth. Study on the amount of vocabulary necessary for receptive use indicates that students need around 6,000-word families to read novels written for teenagers, to watch movies, and to participate in the

friendly conversation. Around 8,000 to 9,000 words are needed to read newspapers, novels, and some academic texts. These figures assume 98% coverage of the input texts, which still leaves 1 word in every 50 or around six words on every page as unknown vocabulary. This coverage study suggests that it is beneficial to see vocabulary as divided into three main levels. A high-frequency vocabulary of around 2,000 words, a mid-frequency vocabulary of an additional 7,000 words making a total of 9,000, and the remaining low-frequency vocabulary of at least another 10,000 words but potentially higher. Adult native speakers seem to have the vocabulary size of around 20,000 words, but this would be a very long-term goal for most foreign language learners. More sensible goals are to aim initially at a high-frequency vocabulary of 2,000 words, and then to give attention largely to the most useful parts of the mid-frequency vocabulary for particular purposes. Vocabulary size data is also very useful in planning extensive reading, particularly now that there are free adapted mid frequency readers for learners at the 4,000, 6,000 and 8,000-word levels.

A vocabulary size test is also very useful for diagnostic purposes, particularly where learners have reading problems. Such problems can be caused by a lack of vocabulary knowledge, a lack of grammatical knowledge, poor reading skill, inadequate background knowledge, vision or hearing problems, or cognitive processing issues. A carefully administered

vocabulary size test can work out whether vocabulary knowledge is an issue or not. Studies with native speakers of English in New Zealand schools indicate that for almost all learners, general vocabulary knowledge is unlikely to be a major source of reading difficulty.

A vocabulary size test can be a very beneficial contributor to study on language proficiency and the effect of experimental interventions on language learning. It can provide an independent measure to help in equating groups in controlled studies. Current research on the effect of text coverage and comprehension suggests that overall vocabulary size is a better predictor of comprehension than text coverage, although the two are clearly related. Vocabulary size measures are not so useful in measuring vocabulary increase as a result of some short-term intervention because each word in a vocabulary size test typically represents at least 100 words and perhaps more, and most vocabulary interventions do not result in vocabulary increases of this size.

Researcher concluded that the importance of vocabulary size is planning when student does writing, speaking, reading and listening to language learning.

4. **Methodology of Measuring Vocabulary Size**

The source of data for measuring vocabulary size based on the shaky assumption that we produce everything we know (Nation, 2012).

a. Dictionary-based sampling

Around the 1920s, the great educational psychologist Edward Thorndike became interested in vocabulary size measurement. It is likely that this coincided with his interest in developing frequency-based word lists of the English language for educational purposes. At this time, the methodology involving in measuring vocabulary size relied on dictionaries. Put simply, the methodology involving these steps. The researcher worked out how many words there are in the dictionary. Then a representative sample of this words makes so that the ratio between the sample and the number of words in the dictionary was known. For example, the sample might be 200th the size of the total dictionary. Thus if the dictionary contains 30,000 words, then a sample of 150 words might be taken. The sample then turned into test items, students are testing, and their scores are multiplied by the ratio to work out their vocabulary size. So, if the learner getting half of the items correct on the 150-word test, then their vocabulary size has calculated as being 15,000 words (75 x 200).

b. Frequency-based sampling

There is an alternative procedure which avoids most of the problems and this can be called frequency-based sampling. It is going to be nice to think that the introduction of computers made such a sampling

process feasible. This is partly true, but it is even nicer to know that year before any computer appeared, Thorndike improved word frequency lists which he then used as the basis for creating vocabulary size tests. We can only imagine the amount of labor that this incriminating which now can be done in a few minutes on a modern computer.

Yes/No	Yes/No with non-words
Could you give a meaning for each word?	*Could you give a meaning for each word?*
caddy	caddy
prehistoric	feldinate
compassionate	compassionate
ploy	ploy
Multiple-choice	**Multiple-choice with context**
26 **estuary**	26 **estuary**: It's beside the <e**stuary**>.
a. home of a religious brotherhood	a. home of a religious brotherhood
b. resting place of dead people	b. resting place of dead people
c. place of safety	c. place of safety
d. mouth of a tidal river	d. mouth of a tidal river

Translation	Oral interview
We went along the road.	caddy
I stopped by the estuary.	estuary

Figure 2.2: Examples of vocabulary size test items

c. Multiword units

There is now considerable research on multiword units. In English there are include the items like as well, at all, by and large, get the green light, kill two birds with one stone, look like, on the other hand, shake one's head, look forward to.

Based on the explanation above, assessment vocabulary size divides into three groups such as dictionary-based sampling, frequency-based sampling and multiword units. This study uses frequency-based sampling, especially multiple choice.

D. Writing

1. Nature of Writing

Writing as one of the skills to communicate is not a skill we obtain naturally; even in our first language, it has to be taught. Writing is considered as the most difficult and elaborated language skill to be studied compared to other language skills – listening, speaking and reading (Miftah, 2015, p, 9). Sulistyo & Heriyawati (2017, p, 2) argues that writing is not only a matter of a product but also a process. The process of writing is

recursive ways allowing students to move forward and back in order to produce a good composition. In this case, effective writers apply more suitable strategies than ineffective ones. Of four English language skills, writing is considered the most difficult ability which must be mastered by Indonesian students since it is a very complex process that drives students to examine their thoughts, experiences, schemata and ideas. Writing is a very complex process that allows students to examine thoughts, opinions and ideas, and make them visible and concrete. The products of writing - the printed texts are the media of communication between the writers and the readers. Writing is most likely to motivate thinking and learning when students view writing as a process. Writing ability is a learnt ability that is different from the spoken language which can be acquired intuitively by most people (Elhawwa, 2015, p, 114).

Researcher concluded that writing is a skill in language, that is the place of writers to express a thinking.

2. **Kinds of Writing**

According to Kane (1994, p, 6) state that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose.

Exposition explains. How things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get

divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above or below, before or behind, right or left, and so on. The subject of narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

Argumentation attempts to convince or persuade the reader. The subject of an argumentation should be an opinion that can be argued logically and supported by evidence. When you write an argumentation paper, more so than expository or analytical, you must be acutely aware of your audience (reader).

Writing that is primarily entertaining includes fiction, personal essays, sketches. Such prose will receive less attention here. It is certainly important, but it is more remote from everyday needs than exposition or persuasion.

Based on the explanation above, writing divides into four various consists of exposition, description, persuasion and argumentation.

3. **Importance of Writing**

According to Robert Todd Caroll cited in Huy (2015, p, 53), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment (Zouaoui, n.d., 31).

Researcher concluded that the importance of writing are gives information, learning, beliefs and many things. Writing is very useful for our study and research plan.

4. **Assessment Writing**

Nodoushan (2014, p, 120) states that assessment is closely related to evaluation. To assessment writing divide into three categories such as holistic, analytic and trait-based. This research will use analytic scoring to assessment writing. Analytic scoring was suggesting in response to the inherent flaw in holistic scoring: that features of good writing should not be collapsed into one single score. Raters who employ analytic scoring procedures often judge a written text against a carefully-devised set of criteria important to good writing. Features of good writing are classified into certain separate categories, and raters must give a score for each category. This helps ensure that features of good writing are not collapsed into one single overall score, and, as such, provides more information than a single holistic score could ever do. In other words, analytic scoring procedures more clearly define the features to be assessed by separating, and sometimes weighing, individual components. This scoring procedure is, therefore, more effective in discriminating between weaker texts. Analytic scoring rubrics are in wide use today, and have separate scales for content, organization, and grammar; scales for vocabulary and mechanics are

sometimes added separately. Each of these parts is assigned a numerical value. Research by Klimova (2011, p, 392) states that there are five major writing components: content, organization, vocabulary, language use, and mechanics with each one having four rating levels of very poor, poor to fair, average to good, and very good to excellent. The scoring rubric writing as illustrated in Figure 2.3.

Writing	Components		Criteria/Traits Score	
Content	Extend		10 %	
	Relevance		10 %	30 %
	Subject Knowledge		10 %	
Organization	Coherence		5 %	
	Fluency		5 %	20 %
	Clarity		5 %	
	Logical		5 %	
Vocabulary	Richness		10 %	
	Appropriate Register		5 %	20 %
	Word Form Mastery		5 %	
Language Use	Accuracy	A usage of articles	5 %	
		Word Order	5 %	
		Tenses	5 %	25 %
		Prepositions	5 %	

		Sentence Constructions	5 %	
Mechanics	Paragraphing		2 %	5 %
	Spelling		1 %	
	Capitalization		1 %	
	Punctuation		1 %	
Total Score				100

Figure 2.3. Scoring Rubric Writing

Based on the explanation above, assessment writing is helps teacher to gives evaluation and score for the students. Researcher uses analytic scoring to assessment writing, because analytic scoring will be analyze or scale for content, organization, and grammar; scales for vocabulary and mechanics of writing.

E. Theoretical Frame Works

The theoretical frame works is that learning strategies will correlate with vocabulary size and writing score as illustrated in Figure 2.4.
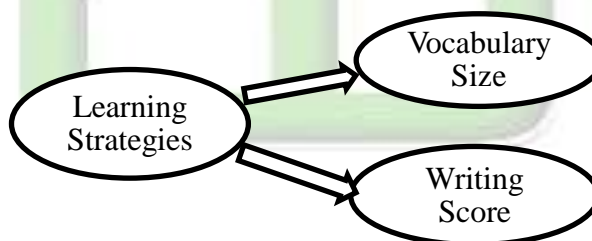
Figure 2.4. Theoretical Frame Works

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the research method in the present study. It consists of research design, place and time, variables of the study, population and sample, research instruments, data analysis procedures and data collecting procedures.

A. Research Design

This study used quantitative approach. It is because the study analyzed the correlation among learning strategies, vocabulary size and writing score of university students. Thus, it is quantitative studies can be defined by testing them from the number of contacts with the study population, the reference period of the study and the nature of the investigation. A theory in quantitative research is an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or direction). A theory might appear in a research study as an argument, a discussion, a figure, or a rationale, and it helps to explain (or predict) phenomena that occur in the world (Creswell, 2014, p, 236).

This study used Correlational Research. It is because the study measured the correlation among learning strategies, vocabulary size and writing score of fourth-semester students of English Education Program at IAIN

Palangka Raya. There is no manipulation of the variables in this type of research. Ary et all (2010, p, 349) argues that the correlational research assesses the relationships among two or more variables in a single group. The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing the positive correlation. There are two possible results of a correlation study :

1. Positive correlation: Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

2. Negative correlation: Indicated that amount of one variable increases, the other decreases (and viceversa). A correlation coefficient close to -1.00 indicate a strong negative correlation.

Scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation and one with dots going from upper left to lower right indicates a negative correlation.

Figure 3.1
The Scatterplots

(A) Positive Correlation   (B) Negative Correlation

(C) No correlation   (D) No correlation
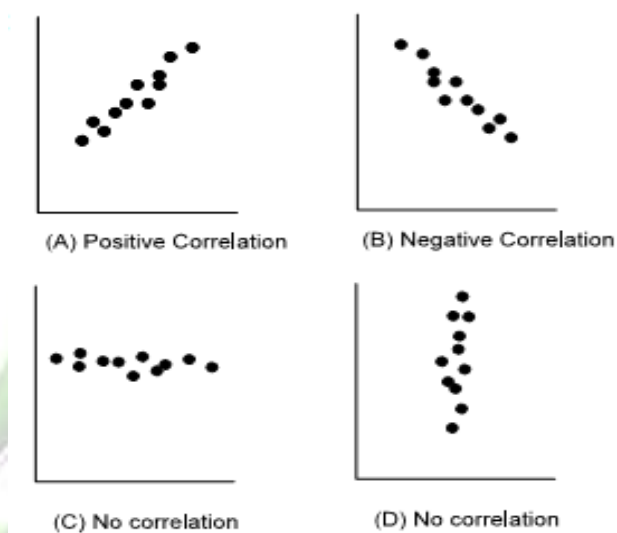
B. Place and Time

The study took place in the fourth semester of English Education Study Program at IAIN Palangka Raya, which is located at Jl. G. Obos, Islamic Center, Palangka Raya. This study conducted two months.

C. Variables of The Study

In this research there were three continuous variables, they consist of learning strategies, vocabulary size and writing score.

D. Population and Sample

1. Population

The populations of this study were all the students' fourth-semester students of English Education Program at IAIN Palangka Raya in academic year 2016/2017.

2. **Sample**

The subject of this study were students of the university in the at fourth semester. The subject consists of 43 students. But the subject can used only 27 students. Because 8 students wrote the test less 200 words and 8 students took the writing from internet.

E. **Research Instruments**

1. **Types Research Instruments**

There were three kinds of research instruments such as learning strategies questionnaire, vocabulary size test, and writing test.

a. Learning Strategies Questionnaire

The researcher used Strategy Inventory for Language Learning (SILL) Version 7.0 ESL/EFL is devised by Rebecca Oxford 1989). See appendix 1.

b. Vocabulary Test

The researcher adopted the test from Vocabulary Level Test Version 2 is devised by Paul Nation at Victoria University of Wellington in New Zealand. See appendix 2.

c. Writing Test

The researcher gave the test is writing about 200 up to 250 words in various types such as descriptive, expository, narrative,

process, comparison/contrast, argumentative, and definition. See
appendix 3.

2. **Research Instrument Validity**

Ary et all (2010, p, 225) state that an instrument was considering
being a good one if it meets some requirements. One of them is validity.
Validity defined as the extent to which instrument measure what it claimed
to measure. The validity of a test is the extent to which it measures what is
supposed to measure and nothing else. Face validity is a term sometimes
used in connection with a test's content.

Face validity referred to the extent to which examinees believe the
instrument is measuring what it is supposed to measure. The Strategy
Inventory for Language Learning (SILL) questionnaire instrument used to
measure the learning strategies, the vocabulary size test instrument used to
measure the vocabulary size, the writing test used to measure the writing
score.

Content validity referred to a test consisting adequate content to
measure the desired ability to a trait. Content validity refers to the degree to
which the sample of items, tasks, or questions on a test representative

of some defined universe or domain of content. In the present study, language learning strategies consist of 50 items and divides into 5 sub-contents, they are part A from number of questions 1-9 is about memory strategies, part B from number of questions 10-23 is about cognitive strategies, part C from number of questions 24-29 is about compensation strategies, part D from number of questions 30-38 is about metacognitive strategies, part E from number of questions 39-44 is about affective strategies, and part F from number of questions 45-50 is about social strategies. The students answered in terms of how well the statement describes them. Meanwhile, for vocabulary size test consists of 150 test items. The students asked to find the definition or the closest meaning to the question. Then, the writing test the students chose and wrote about 200 up to 250 words in various types such as descriptive, expository, narrative, process, comparison/contrast, argumentative, and definition.

3. **Instrument Reliability**

Reliability of language skill assessment results refers to the degree of preciseness of the representation of the language skill being assessed. The farther the language skills assessment result deviates from the actual level of the skill being assessed, the bigger the error is, and the lower degree of reliability is caused by the physical or emotional constraints of the learners

being assessed, of the raters, of the instrument, and of the assessment administration process. Estimating reliability means collecting evidence of consistency (Latif, 2014, p, 212).

According to Gwet (2014, p, 4) states that the concept of inter-rater reliability has such a wide range of applications across many fields of research that there is no one single definition that could possibly satisfy the specialists in any field. The reliability of this classification process can be established by asking two individuals referred to as raters, to independently perform this classification with the same set of objects. The concept of inter-rater reliability will appeal to all those who are concerned about their data being affected to a large extent by the raters, and not by the subjects who are supposed to be the main focus of the investigation. Inter-rater reliability refers to the degree of similarity between different examiners: can two or more examiners, without influencing one another, give the same marks to the same set of scripts (contrast with intra-rater reliability).

F. Data Collecting Procedure

There were some data collected procedure such as:

1. Chose the place of the study

2. Asked permission to carry out the study

3. Constructed the research instrument

4. Gave the students learning strategies questionnaire and two kinds of test vocabulary size test and writing test.

5. Asked the students to answer the tests in certain time.

6. Checked the students' answer and give the score and last analyzing the data.

G. Data Analysis Procedure

After collected the quantitative data on the three variables for each of the students in the sample, there are several steps do as follow.

1. Questionnaire Analysis, according to Oxford has provided criteria for judging the degree of strategy use as follows: Average Score on the SILL such as:

	Always or Almost Always Used	4.5 to 5.0
HIGH	Usually Used	3.5 to 4.4
MEDIUM	Sometimes Used	2.5 to 3.4
LOW	Generally Not Used	1.5 to 2.4
	Never or Almost Never Used	1.0 to 1.4

Table 3.1. Average SILL Score

2. Calculated the mean of the students' learning strategies score by used the formula:

$$M = \frac{\sum Y}{N}$$

Where :

M   = Mean

$\sum Y$ = the sum of scores learning strategies

N   = number of the students

3. Calculated the students' score of vocabulary size by used the formula:

$$S = \frac{n}{N} \, x100$$

Where:

S   = students' score

n   = number of true answer

N   = number of test items

4. Calculated the mean of the vocabulary size test score used the formula :

$$M = \frac{\sum X_1}{N}$$

Where :

M = Mean

$\sum X_1$ = the sum of scores vocabulary size

N = number of the students

6. Calculated the writing score through writing test will used the formula :

$$S = \frac{n}{N} \, x100$$

Where:

S   = students' score

n   = number of true answer

N   = number of test items

7. Calculated the mean of writing test score by used the formula :

$$M = \frac{\sum X2}{N}$$

Where :

M   = Mean

$\sum X_2$ = the sum of scores writing test

N   = number of the students

8. To found out the correlation coefficients of the learning strategies and vocabulary size, the researcher used questionnaire and test, also to found the correlation coefficient between learning strategies and writing score. The correlation between vocabulary size and writing score the researcher used SPSS 18.0 program.

9. To found the multiple correlation coefficient, the researcher is used the formula as follow :

$$R_{x1.x2.\ Y} = \sqrt{\frac{r^2 x1.y + r^2 x2.y - 2\ (r\ x1.y\ )(r\ x2.y\ )(r\ x1.x2\ )}{1 - r^2\ x1.x2}}$$

Where:

RX_1X_2Y : The multiple correlation coefficients

rx_1y : The correlation coefficient between variable x_1 and y

rx_2y : The correlation coefficient between variable x_2 and y

rx_1x_2 : The correlation coefficient between variable x_1 and x_2

10. To know the significant of multiple correlation X1, X2 and Y, the researcher used the formula that Riduwan stated in his book (2013, p, 238):

$$f\,value = \frac{\frac{R2}{k}}{\frac{(1-R2\,)}{n-k-1}}$$

Where :

R   = Score of multiple correlation

k   = Total of Independent variable

n   = total of sample

f   = Comparison between F_{value} and F_{table}

11. To know the score of F_{value} the researcher used F table that stated by Riduwan (2013, p, 239) with the formula :

F table   = df1= k-1

            df2= n-k

where :

k = total of variable

n= total of sample

12. Interpretation

After the researcher finding the $F_{observe}$, the next step is compare

with the F table, if the F observe is greater than F table, it meant there is

correlation among the variables.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consists of data presentation, research findings and discussion.

A. Research Findings

1. Data Presentation of Language Learning Strategies

a. The Result of Strategy Inventory of Language Learning Score

After the Stratgey Inventory of Language Learning (SILL) questionnaire were collected, it gave the degree of strategy use at the students. The following table shows about the Strategy Inventory of Language learning (SILL) scores.

Table 4.1
The Result of SILL scores

Code	Learning Strategies (Y)	Y^2
A1	2.808	7.88
A2	2.796	7.82
A3	2.914	8.49
A4	2.703	7.31
A5	2.748	7.55
A6	3.32	11.02

A7	3.977	15.82
A8	3.126	9.77
A9	3.129	9.79
A10	4.378	19.16
A11	3.765	14.17
A12	2.365	5.59
A13	2.717	7.38
A14	3.574	12.77
A15	3.964	15.71
A16	3.312	10.97
A17	2.91	8.47
A18	3.654	13.35
A19	3.595	12.92
A20	3.493	12.20
A21	4.805	23.08
A22	4.125	17.02
A23	3.144	9.88
A24	2.832	8.02
.A25	3.845	14.78
A26	3.533	12.48
A27	3.526	12.43

Sum	90.99	315.83
Highest Score	4.805	
Lowest Score	2.365	
Mean	3.37	
Standard Deviation	0.581	

Based on the calculation variable Y was found $\sum Y = 90.99$ and $\sum Y^2 = 315.83$. Based on the data above, it is known that the highest score was 4.805 and the lowest score was 2.365. The classification of the students' scores can be seen in the table below.

Table 4.2

Distribution of Students' SILL Scores

Category	Statement	Average Score	Frequency
	Always or Almost Always Used	4.5 to 5.0	1
High	Usually Used	3.5 to 4.4	12
Medium	Sometimes Used	2.5 to 3.4	13
Low	Generally Not Used	1.5 to 2.4	1
	Never or Almost Never Used	3.0 to 1.4	0
		Total	27

Based on the calculation there were thirteen students who acquired high scores, thirteen students who acquired medium scores, one student who acquired low scores.

After scoring process, it made several groups of the data in some levels on predicate of score then making percentage by using formula :

$$S = \frac{n}{N} x\ 100$$

Where :

S   : Students Score

n   : The number of students who got score in a level

N   : Total of the students

Table 4.3
Distribution Frequency and Presentation Students' SILL Score

No	Category	Frequency	Percent
1	High	13	48.15%
2	Medium	13	48.15%
3	Low	1	3.70%
	Total	27	100%

Based on the data above, it can be explained that there were 48.15% students who acquired high score, 48.15% students who acquired medium score, 3.70% students who acquired low score. The following is chart about the frequency of Strategy Inventory of Language Learning scores.

Figure 4.1

The Frequency of SILL Score
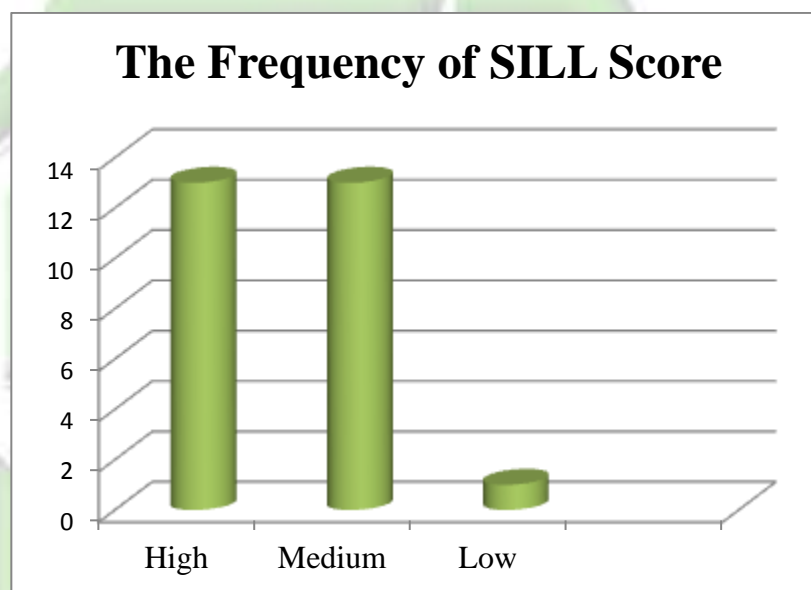
b. The Average of The Students SILL Scores

To find the average of the students' SILL scores, it used the formula as follow :

$$M = \frac{\Sigma Y}{N}$$

Where :

M   = Mean

$\sum$Y= the sum of scores

N   = number of the students

It is known that :

M   = 3.37

$\sum$Y= 90.99

N   = 27

As the calculation above, the average Strategy Inventory Language Learning (SILL) scores of the students was 3.37. Based on the evaluation scale used in IAIN Palangka Raya, interpretation of the students' SILL scores was in medium criteria.

2. **Data Presentation of Vocabulary Size**

a. The Result of Vocabulary Size Test Score

After the vocabulary size answer sheets were collected, it gave the scores to the students' answer. The following table shows about the vocabulary size test scores.

Table 4.4

The Result of Vocabulary Size Test Score

Code	Vocabulary Size (X1)	$X1^2$
A1	57.33	3286.73
A2	75.33	5674.61

A3	91.33	8341.17
A4	40	1600
A5	52	2704
A6	77.33	5979.93
A7	78.67	6188.97
A8	46	2116
A9	38	1444
A10	63.33	4010.69
A11	72	5184
A12	64.67	4182.21
A13	30	900
A14	39.33	1546.85
A15	75.33	5674.61
A16	80	6400
A17	62.67	3927.53
A18	52	2704
A19	68.67	4715.57
A20	9.33	87.05
A21	57.33	3286.73
A22	47.33	2240.13
A23	54.67	2988.81
A24	77.33	5979.93
.A25	53.33	2844.09
A26	47.33	2240.13

A27	43.33	1877.49
Sum	1553.85	98125.23
Highest Score	91.33	
Lowest Score	9.33	
Mean	57.55	
Standard Deviation	18.279	

Based on the calculation variable X_1 was found $\sum X_1 = 1553.85$ and $\sum X_1 = 98125.23$. Based on the data above, it is known that the highest score was 91.33 and the lowest score was 9.33. The classification of the students' scores can be seen in the table below.

Table 4.5

Distribution of Students' Vocabulary Size Test Score

No .	Category	Frequency
1	Score 80 – 100	2
2	Score 70 $\leq$ 80	6
3	Score 60 $\leq$ 70	4
4	Score 50 $\leq$ 60	5
5	Score < 50	10
	Total	27

Based on the data above, can be seen the variation of scores. Based on the calculation there were two students who acquired score 80 – 100, six students who acquired score $70 \leq 80$, four students who acquired score $60 \leq 70$, five students who acquired score $50 \leq 60$ and ten students who acquired score < 50.

After scoring process, it made several groups of the data in some levels on predicate of score then making percentage by using formula :

$$S = \frac{n}{N} x\ 100$$

Where :

S   : Students Score

n   : The number of students who got score in a level

N   : Total of the students

Table 4.6

Distribution Frequency and Presentation Score of the Students'
Vocabulary Size Test

No	Category	Predicate	Letter Value	Frequency	Percent
1	Score 80 – 100	Very good	A	2	7.41%
2	Score $70 \leq 80$	Good	B	6	22.22%
3	Score $60 \leq 70$	Fair	C	4	14.81%

4	Score $50 \leq 60$	Poor	D	5	18.52%
5	Score < 50	Bad	E	10	37.04%
	Total			27	100%

Based on the data above, it can be explained that there were 7.41% students who acquired scores 80-100, 22.22% students who acquired score $70 \leq 80$, 14.81% students who acquired score $60 \leq 70$, 18.52% students who acquired score $50 \leq 60$ and there were 37.04% students who acquired score < 50. The following is chart about the frequency of vocabulary size test scores.

Figure 4.2
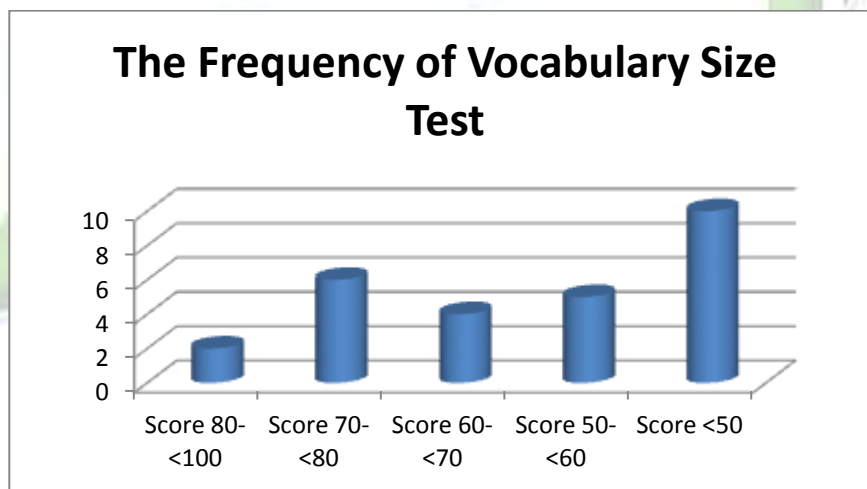
b. The Average of The Students' Vocabulary Size Test Scores

To find the average of the students' vocabulary size test scores, it used the formula as follow :

$$M = \frac{\sum X1}{N}$$

Where :

M   = Mean

$\sum$X1   = the sum of scores

N   = number of the students

It is known that :

M   = 57.55

$\sum$X1   = 1553.85

N   = 27

As the calculation above, the average scores the students' vocabulary size test was 57.55. Based on the valuation scale used in IAIN Palangka Raya, interpretation of the students' vocabulary size test scores was in poor criteria.

3. **Data Presentation of Writing Score**

a. The Result of Writing Test Score

After the writing answer sheets were collected, it gave the scores to the students' answer. The following table shows about the writing test scores.

Table 4.7
The Result of Writing Test Score

Code	Writing Score (X2)	$X2^2$
A1	74	5476
A2	73	5329
A3	68	4624
A4	59	3481
A5	69	4761
A6	70	4900
A7	48	2304
A8	74	5476
A9	79	6241
A10	74	5476
A11	79	6241
A12	69	4761
A13	65	4225
A14	79	6241
A15	79	6241
A16	80	6400
A17	70	4900
A18	64	4096
A19	78	6084

A20	80	6400
A21	68	4624
A22	54	2916
A23	65	4225
A24	75	5625
.A25	83	6889
A26	65	4225
A27	73	5329
Sum	1914	123712
Highest Score	83	
Lowest Score	48	
Mean	70.89	
Standard Deviation	8.341	

Based on the calculation variable X_2 was found $\sum X_2 =$ 1914 and $\sum X_2 = 123712$. Based on the data above, it is known that the highest score was 83 and the lowest score was 48. The classification of the students' scores can be seen in the table below

Table 4.8

Distribution of Students' Writing Test Score

No .	Category	Frequency
1	Score 80 – 100	3
2	Score 70 ≤ 80	13
3	Score 60 ≤ 70	8
4	Score 50 ≤ 60	2
5	Score < 50	1
	Total	27

Based on the data above, can be seen the variation of scores. Based on the calculation there were three students who acquired score 80 – 100, thirteen students who acquired score 70 ≤ 80, eight students who acquired score 60 ≤70, two students who acquired score 50 ≤60 and one student who acquired score < 50.

After scoring process, it made several groups of the data in some levels on predicate of score then making percentage by using formula :

$$S = \frac{n}{N} x\ 100$$

Where :

S   : Students Score

n   : The number of students who got score in a level

N   : Total of the students

Table 4.9
Distribution Frequency and Presentation Score of the
Students' Writing Test

No	Category	Predicate	Letter Value	Frequency	Percent
1	Score 80 – 100	Very good	A	3	11.11%
2	Score 70 ≤ 80	Good	B	13	48.15%
3	Score 60 ≤ 70	Fair	C	8	29.63%
4	Score 50 ≤ 60	Poor	D	2	7.41%
5	Score < 50	Bad	E	1	3.70%
	Total			27	100%

Based on the data above, it can be explained that there were 11.11% students who acquired scores 80-100, 48.15% students who acquired score 70 ≤80, 29.63% students who acquired score 60 ≤70, 7.41% students who acquired score 50 ≤60 and there were 3.70% students who acquired score <50 . The following is chart about the frequency of writing test scores.

Figure 4.3
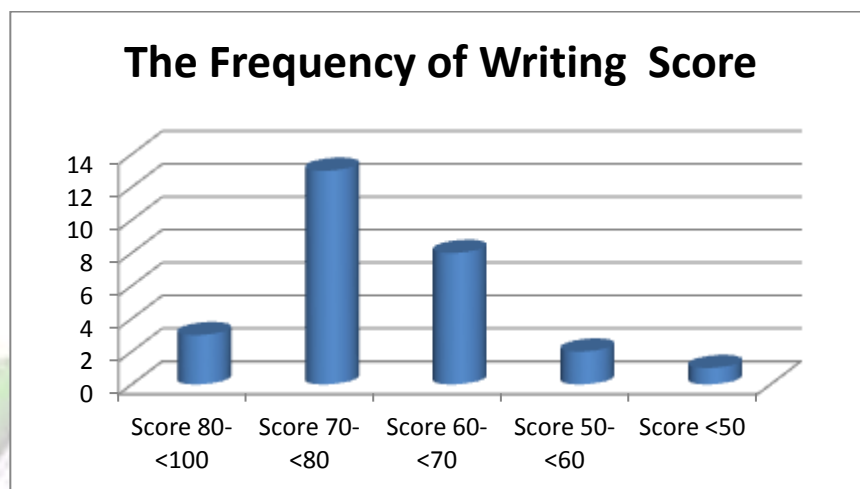
b. The Average of The Students' Writing Test Scores

To find the average of the students' writing test scores, it used the formula as follow :

$$M = \frac{\sum X2}{N}$$

Where :

M = Mean

$\sum X_2$ = the sum of scores

N = number of the students

It is known that :

M = 70.89

$\sum X_2$ = 1914.03

N = 27

As the calculation above, the average scores the students' writing test was 70.89. Based on the valuation scale used in IAIN Palangka Raya, interpretation of the students' writing test scores was in good criteria.

4. Testing Normality

a. Test Normality Learning Strategies

Learning Strategies

One-Sample Kolmogorov-Smirnov Test		
		Learning Strategies
N		27
Normal Parameters[a,b]	Mean	3.37
	Std. Deviation	.581
Most Extreme Differences	Absolute	.118
	Positive	.118
	Negative	-.008
Kolmogorov-Smirnov Z		.614
Asymp. Sig. (2-tailed)		.845
a. Test distribution is Normal.		
b. Calculated from data.		

Normal Q-Q Plot of Learning Strategies
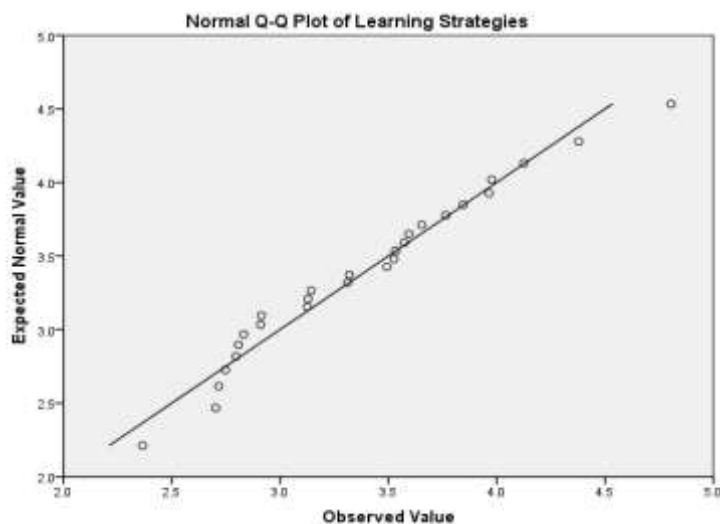
Based on the calculation using SPSS Program, the asymptotic significance normality of learning strategies was 0.845. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% (α = 0.05). Because asymptotic significance of vocabulary size test = 0.845 $\geq$ α = 0.05 it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of learning strategies spread around the straight line. It means the data had normal distribution.

b. Test Normality Vocabulary Size

Vocabulary Size

One-Sample Kolmogorov-Smirnov Test		
		Vocabulary Size
N		27
Normal Parameters[a,b]	Mean	57.55
	Std. Deviation	18.279
Most Extreme Differences	Absolute	.094
	Positive	.073
	Negative	-.094
Kolmogorov-Smirnov Z		.488
Asymp. Sig. (2-tailed)		.971
a. Test distribution is Normal.		
b. Calculated from data.		
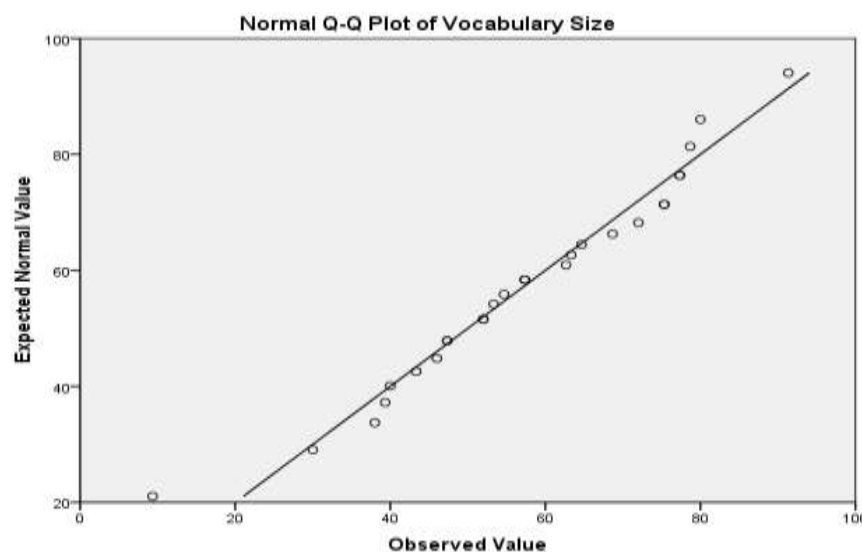
Based on the calculation using SPSS Program, the asymptotic significance normality of vocabulary size was 0.971. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% (α = 0.05). Because asymptotic significance of vocabulary size test = 0.971 $\geq$ α = 0.05 it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of vocabulary siz spread around the straight line. It means the data had normal distribution.

c. Test Normality Writing Score

Writing Score

One-Sample Kolmogorov-Smirnov Test		
		Writing Score
N		27
Normal Parameters[a,b]	Mean	70.89
	Std. Deviation	8.341
Most Extreme Differences	Absolute	.118
	Positive	.100
	Negative	-.118
Kolmogorov-Smirnov Z		.615
Asymp. Sig. (2-tailed)		.843
a. Test distribution is Normal.		
b. Calculated from data.		
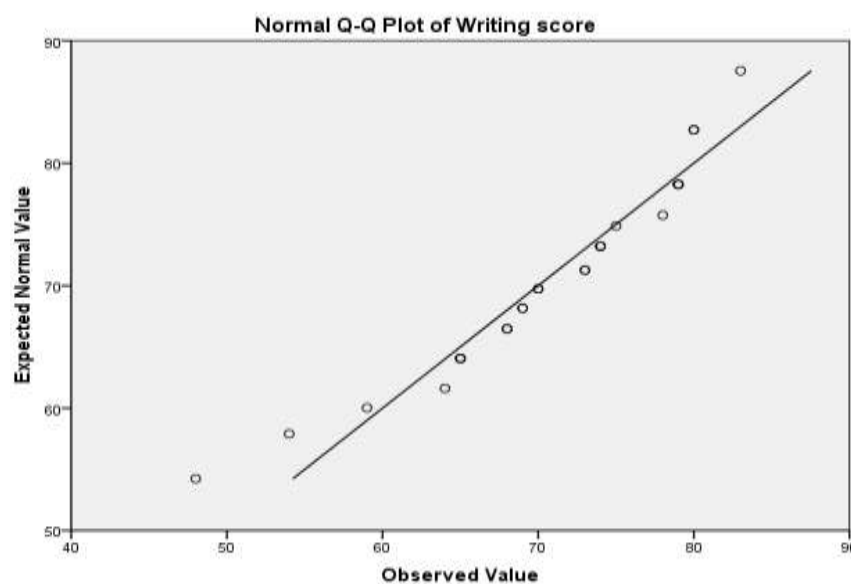
Based on the calculation using SPSS Program, the asymptotic significance normality of writing score was 0.843. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% (α = 0.05). Because asymptotic significance of vocabulary size test = 0.843 ≥ α = 0.05 it could be

concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of writing score spread around the straight line. It means the data had normal distribution.

5. Interpretation of The Results

a. The Correlation between Learning Strategies and Vocabulary Size

Correlations

		Learning Strategies	Vocabulary Size
Learning Strategies	Pearson Correlation	1	.021[**]
	Sig. (2-tailed)		.919
	N	27	27
Vocabulary Size	Pearson Correlation	.021[**]	1
	Sig. (2-tailed)	.919	
	N	27	27

Scatterplot
Correlation between Learning Strategies and Vocabulary size
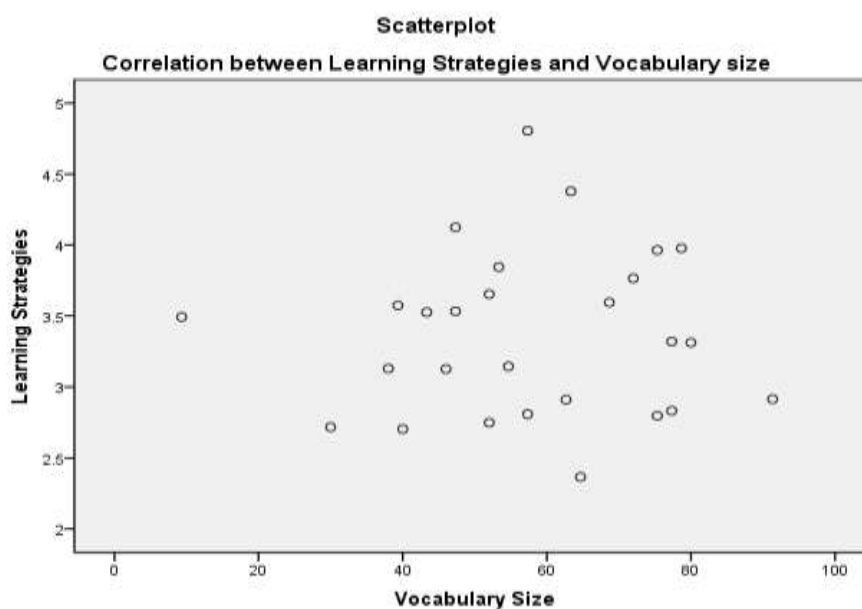
From the table above can be seen that index of product moment correlation was 0.021 for 0.01 significance level. The result of the calculation that was counted by the product moment above showed that the index of correlation was 0.021. To prove the value of "r" based on the calculation degree of freedom was known that df = N-nr, N =27, nr = 2.

Even so, according to Pearson correlation coefficient it was known that the result of $r_{observed}$ = 0.021 < 0.380. It can be explained that the value of $r_{observed}$ (0.021) showed low negative correlation between learning strategies and vocabulary size in significant level 1% . The following graph inform about the combination of (r = 0.380). Also, from the scatterplot, it shown that the direction of relationship between two variables indicates the low negative correlation.

b. The Correlation between Learning Strategies and Writing Score

Correlations		Learning Strategies	Writing Score
Learning Strategies	Pearson Correlation	1	-.020[**]
	Sig. (2-tailed)		.920
	N	27	27
Writing Score	Pearson Correlation	-.020[**]	1
	Sig. (2-tailed)	.920	
	N	27	27

Scatterplot

Correlation between Learning Strategies and Writing Score

From the table above can be seen that index of product moment correlation was -0.020 for 0.01 significance level. The result of the calculation that was counted by the product moment above showed that the index of correlation was -0.020. To prove the value of "r" based on the calculation degree of freedom was known that df = N-nr, N =27, nr = 2.

Even so, according to Pearson correlation coefficient, it was known that the result of $r_{observed}$ = -0.020 < 0.380. It can be explained that the value of $r_{observed}$ (-0.020) showed low negative correlation between learning strategies and writing score in significant level 1% . The following graph inform about the combination of (r = 0.380). Also, from

the scatterplot, it shown that the direction of relationship between two variables indicates the low negative correlation.

c. The Correlation between Vocabulary Size and Writing Score

Correlations

		Vocabulary Size	Writing Score
Vocabulary Size	Pearson Correlation	1	-.032[**]
	Sig. (2-tailed)		.873
	N	27	27
Writing Score	Pearson Correlation	-.032[**]	1
	Sig. (2-tailed)	.873	
	N	27	27

Scatterplot
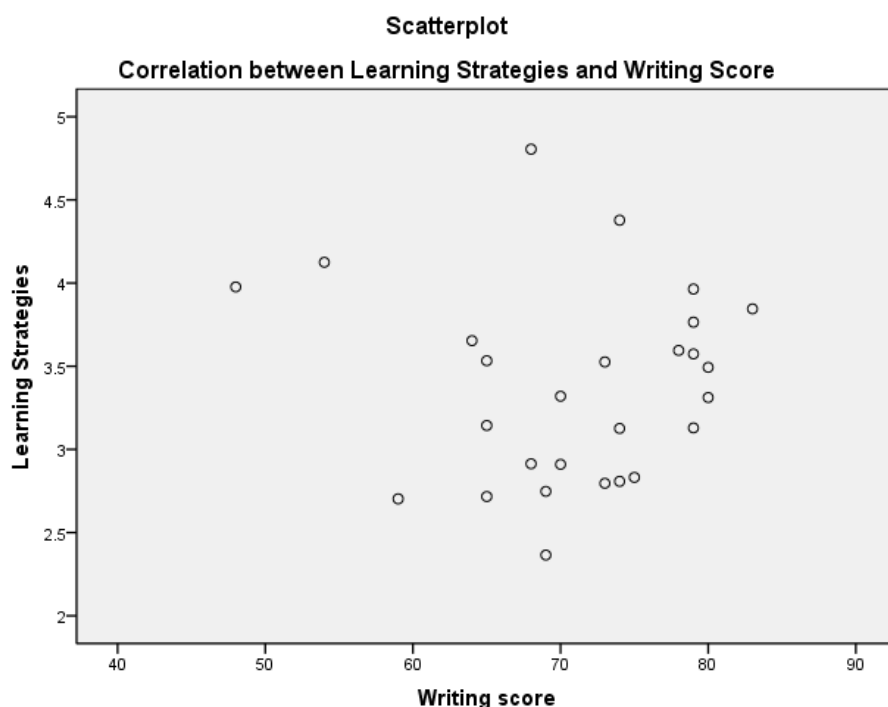Correlation between Vocabulary Size and Writing Score
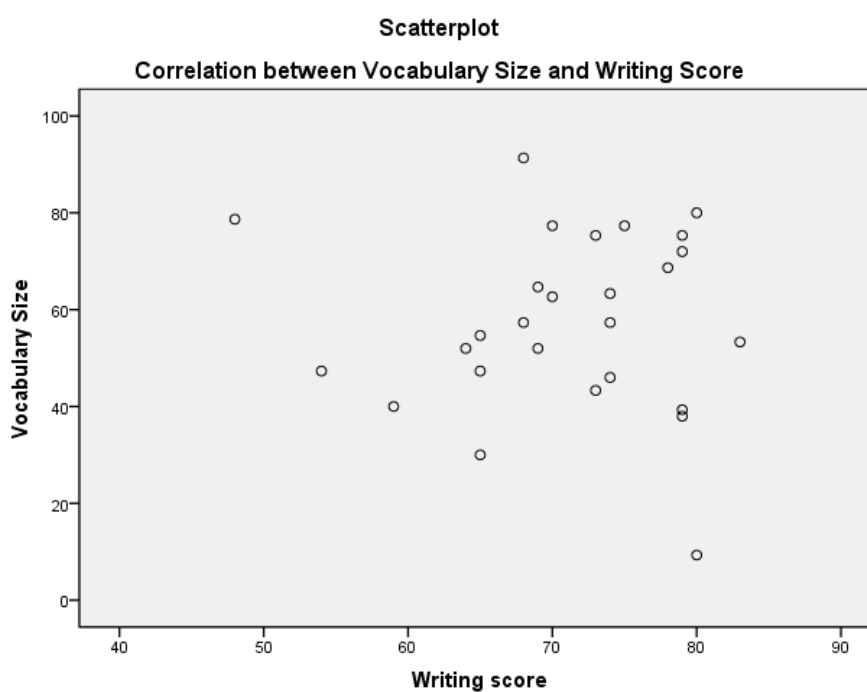
From the table above can be seen that index of product moment correlation was -0.032 for 0.01 significance level. The result of the calculation that was counted by the product moment above showed that

the index of correlation was -0.032. To prove the value of "r" based on the calculation degree of freedom was known that df = N-nr, N =27, nr = 2.

Even so, according to Pearson correlation coefficient it was known that the result of $r_{observed}$ = -0.032 < 0.380. It can be explained that the value of $r_{observed}$ (-0.032) showed low negative correlation between vocabulary size and writing score in significant level 1%. The following graph inform about the combination of (r = 0.380). Also, from the scatterplot, it shown that the direction of relationship between two variables indicates the low negative correlation.

d. The Correlation among Learning Strategies, Vocabulary Size and Writing Score

The researcher used formula multiple correlation as follow :

$$R_{x1.x2.\ Y} = \sqrt{\frac{r^2 x1.y + r^2 x2.y - 2\,(r\ x1.y)(r\ x2.y)(r\ x1.x2)}{1 - r^2\ x1.x2}}$$

$$Rx_{1}.x_{2}.y = \sqrt{\frac{0.000441 + 0.0004 - 2\,(0.021)(-0.020)(-0.032)}{1 - 0,001024}}$$

$$= \sqrt{\frac{0.000841 - 0.00002688}{0.998976}}$$

$$= \sqrt{\frac{0.00081412}{0.998976}}$$

$$= \sqrt{0.0008149545}$$

$$= 0.028$$

Next the researcher measure the MDC (Multiple Correlation Determinant) after getting multiple correlation coefficient .

$MDC = RX_1X_2Y \times 100\%$

$MDC = 0.028^2 \times 100\%$

$MDC = 0.078\%$

After using manual calculation, the researcher also used SPSS 18.0 program to find the $F_{observed}$ that can be seen in the table below .

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.007	2	.004	.010	.990^a
Residual	8.777	24	.366		
Total	8.784	26			

a. Dependent Variable: Learning Strategies
b. Predictors: (Constant), Vocabulary Size, Writing Score

Scatterplot

Dependent Variable: Learning Strategies
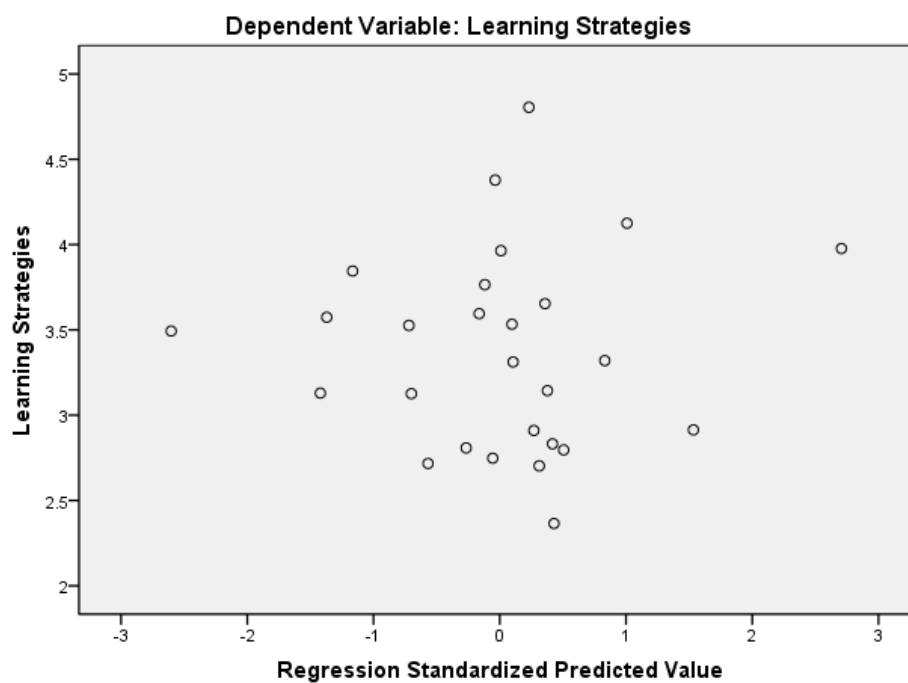
From the table above, it can be seen that the result of F_{value} was 0.01. Next the researcher also find the F_{table} using formula :

$$df1 = k\text{-}1 = 3 - 1 = 2$$

$$df2 = n\text{-}k = 27 - 3 = 24$$

Where :

df1 : Degree of Freedom 1

df2 : Degree of Freedom 2

k : Total Variables

n : Total of Sample

So the F_{table} at df1 = 2, and the df2 = 25. After checked at the F_{table}, the score of F_{table} was 3.40. After that the researcher compare the $F_{observe}$ and the F_{table}. The value $F_{observe}$ was smaller than F_{table} (0.01 < 3.40). It meant that the Null hypothesis (H_o) is accepted and the Alternative Hypothesis (H_a) was rejected. There was low negative correlation among learning strategies, vocabulary size and writing score.

B. Discussion

Based on the result of one sample test Kolmogorov-Sminrov, it showed that the data points spread closely and draw a straight line from the left bottom to the right up corner. It meant the data of learning strategies, vocabulary size, and writing score had a linear association. As the result, the

data in the present study can be analyzed using parametric statistic especially multiple correlation because the variables were three.

1. **The Correlation between Learning Strategies and Vocabulary Size**

   Based on the result of used SPSS 18.0 program it was indicates that learning strategies is gave contribution to vocabulary size, it meant that every improvement of learning strategies will not be followed by the improvement vocabulary size. In other word, the researcher was determined by used Pearson correlation coefficient, it showed that the correlation between learning strategies and vocabulary size are low negative correlation, in which as $r_{observe}$ smaller than r_{table}. $(0.021 < 0.380)$. Relate to theory of Oxford (2003, p, 12) mentioned that memory strategies are based on simple foundations are employed when a student face the challenge of vocabulary learning. Also, Saengpakdeejit (2014, p, 151) mentioned that knowledge about the mechanisms (processes, strategies) used in order to study vocabulary as well as ways or actions taken by students to find out the concept of unknown words, to retain them in long-term memory, to recall them at will, and to use them in oral or written style. So, the result findings and theory were contradictory each other.

2. **The Correlation between Learning Strategies and Writing Score**

   Based on the result of used SPSS 18.0 program it was indicates that learning strategies is gave contribution to writing score, it meant that

every improvement of learning strategies will not be followed by the improvement writing score. In other word, the researcher was determined by used Pearson correlation coefficient. It showed that the correlation between learning strategies and writing score are low negative correlation, in which as $r_{observe}$ smaller than r_{table}. (-0.020 < 0.380). Relate to theory of Beckham & Klinghammer (2006, p, 108) state that learning strategies often lead to developed student performance: computation and problem-solving, memory, productivity, reading accuracy and fluency, reading comprehension and writing. Writing is a complex metacognitive activity that shows on an individual's knowledge, basic skill, strategies or techniques, and ability to harmonize multiple processes (Huy, 2015, p, 54). So, the result findings and theory were contradictory each other.

3. **The Correlation between Vocabulary Size and Writing Score**

Based on the result of used SPSS 18.0 program it was indicates that vocabulary size is gave contribution to writing score, it meant that every improvement of vocabulary size will not be followed by the improvement writing score. In other word, the researcher was determined by used Pearson correlation coefficient. It showed the correlation between vocabulary size and writing score are low negative correlation, in which as $r_{observe}$ was smaller than r_{table}. (-0.032 < 0.380). Like Nation (2012) mentioned that the vocabulary size test is designed to measured both first

language and second language learners' written receptive vocabulary size in English. Also, Coxhead, Nation, & Sim (2015, p, 3) mentioned a receptive vocabulary size measure looks at the kind of knowledge needed for listening and reading. Vocabulary size is closely associated with reading comprehension ability (Read, 2007). So, the result findings and theory were contradictory each other.

4. **The Correlation among Learning Strategies, Vocabulary Size and Writing Score**

Based on the analyses, learning strategies does gave contribution 0.078% on vocabulary size and writing score. It can be assumed that learning strategies does not guarantee the result on vocabulary size and writing score. Besides, the students with high learning strategies, it would not be easier in writing text. The researcher was determined by used Pearson correlation coefficient. The value of $F_{observe}$ was smaller than F_{table} (0.01 < 3.40). It meant that there was no correlation among the learning strategies, vocabulary size, and writing score. It meant that had a high learning strategies is not fluent to vocabulary size and writing score. Relate to theory of Azizi, Nemati, & Estahbanati (2017, p, 43), writing incriminates activating a complicated set of materials. These are consists of content knowledge, linguistic knowledge (vocabulary, grammar, and text

structure) and strategic understanding (provision of relevant information). So, the result findings and theory were contradictory each other.

The result findings and theory were contradictory each other, cause of several factors influencing the choice of L2 Learning Strategies. Oxford (2009) synthesized existing research on how the following factors influence the choice of strategies used among students learning a second language.

a. Motivation. More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

b. Gender. Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy). Cultural background. Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

c. Attitudes and beliefs. These were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

d. Type of task. The nature of the task helped determine the strategies naturally employed to carry out the task.

e. Age and l2 stage. Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students.

f. Learning style. Learning style (general approach to language learning) often determined the choice of L2 learning strategies. For example, analytic-style students preferred strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

g. Tolerance of ambiguity. Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than did students who were less tolerant of ambiguity.

Nation (2012) states that assess vocabulary size score to the three main frequency levels of high-frequency, mid-frequency, and low-frequency words.

Level	1000 word family list	Learning Procedures
High frequency	1000-2000	Reading graded readers Deliberate teaching and learning
Mid frequency	3000-9000	Reading mid-frequency readers Deliberate learning
Low frequency	10,000 on	Wide reading Specialised study of a subject area

The researcher concluded that the subject did not know and understand what the statements of L2 learning strategies themselves. When the subject fill and chose the statements describes them of SILL questionnaire, the subject does not choose the statements of L2 Learning Strategies that usually used to learn vocabulary and writing, but the subject used L2 Learning Strategies to the other English skill. Because Oxford (2003) mentioned that L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. It meant that each someone's behavior is dynamic, it can be changed over time and the strategy used in learning language as well. To learn vocabulary, Schmitt (1997) mentioned to used Vocabulary Learning Strategies (VLS) consists of discovery strategies divides into three groups were determination strategies and social strategies, then consolidation strategies divides into four groups were social strategies, metacognitive strategies, memory strategies and cognitive strategies. Also, to learn writing, Cheng (2004) mentioned to used Second Language Writing Anxiety Inventory (SLWAI) that consists of three subscales were somatic anxiety, cognitive anxiety and avoidance behavior. That is the fact why the result findings and theory were contradictory each other.

C. Implication of The Study

This research showed the correlation among students' learning strategies, vocabulary size and writing score was low negative correlation. It

was similarity with research by Ansarin, Zohrabi & Zeynali (2012, p, 1844), the relationship between language learning strategies and vocabulary size of learners in intermediate levels was determined by the Pearson correlation coefficient. The instrument of language learning strategies was Strategy Inventory Language Learning (SILL) questionnaire by Oxford (1990) Version 7. The instrument of Vocabulary Size test were 60 multiple-choice question, cloze comprehension passage, vocabulary, and grammar sections. The result findings showed there was not statistically significant relationship between two variables. It meant that there was not direct and significant relationship between language learning strategies and vocabulary size of intermediate learners.

Then, different with research by Nasihah & Cahyono (2017, p, 253-255), the relationship between language learning strategies and writing achievement was determined by used Spearman correlation coefficient. The instrument of language learning strategies is Strategy Inventory Language Learning questionnaire by Oxford (1990: 293-297). The instrument of writing achievement was write an analytical exposition essay of about 200 words on a currently popular topic "Is social media good for us?" The students' essays were scored by used scoring rubrics proposed by Jacobs, Zinkref, Wormuth et al. (1981) consists of five major: content, organization, vocabulary, grammar,

and mechanics. The result findings showed there was a significant correlation between language learning strategies and writing achievement.

According to Tamura (p, 286), the relationship between vocabulary size and writing was determined by used Pearson correlation coefficient. The instrument of vocabulary size is "word items count" the topic is about "suppose your work for a travel agency" . The instrument of writing is writing task is about "suppose your work for a travel agency" were scored by used scoring rubrics consists of five major: content, organization, vocabulary, language use, and mechanics. The result findings showed there was a significant correlation between vocabulary size and writing.

This research measured the correlation among student' learning strategies, vocabulary size and writing score of TBI students at IAIN Palangka Raya. The researcher was determined by used Pearson correlation coefficient. The instrument of students' learning strategies was Strategy Inventory Language Learning (SILL) questionnaire by Oxford (1990) version 7. The instrument of vocabulary size was Vocabulary Size Test (VST) by Nation at Victoria University of Wellington in New Zealand. The instrument of writing was writing test, the students chose and wrote about 200 up to 250 words in various types such as descriptive, expository, narrative, process, comparison/contrast, argumentative, and definition were scored by scoring rubric consists of five components: content, organization, vocabulary,

language use, and mechanics by Jacobs et al (1981). The result findings showed there was no significant correlation among students' learning strategies, vocabulary size and writing score of TBI students at IAIN Palangka Raya. Researcher assumed that several factors it made the result findings were low negative correlation, they are consist of:

1. Sample of the research was minimum.

2. Scale measurement of writing test and vocabulary size test were not appropriate. It seems from research by Nation (2012) argues that vocabulary size score divides into three main frequency levels of high-frequency, mid-frequency, and low-frequency words.

3. Instruments was not appropriate. It seems from research by Waldvogel (2013, p, 211), the instrument to measure vocabulary size test was Spanish Yes-No Vocabulary Checklist Test. Also, the instrument to measure vocabulary learning strategies was Spanish Vocabulary Learning questionnaire. His research had similarity instrument to measure the correlation between vocabulary learning strategies and vocabulary size.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

Based on the calculating using SPSS 18 program regression linear and the test, the result showed :

1. There was low negative simultaneous correlation among learning strategies vocabulary size, and writing score of TBI Students at IAIN Palangka Raya in academic year 2017/2018. After gaining the significant values of correlation coefficient (r) from each correlation (learning strategies and vocabulary size, learning strategies and writing score, also vocabulary size and writing score) it was known that the significant value of multiple correlation (R) from the correlation among learning strategies, vocabulary size, and writing score, the score was 0.028. If it was consulted to the table of r interpretation, it meant that the value of R was included in the range value average.

2. Based on the calculation of Multiple Determination Coefficient, it was gained that the learning strategies does give contribution on vocabulary size and writing score 0.078% and the rest is other variables.

3. After testing the F_{value} using F_{test}, it was gained that the value of $F_{observe}$ was 0.01. Meanwhile the value F_{table} was 3.40. Based on the value of $F_{observe}$ and F_{table}, the value of $F_{observe}$ was smaller than the value of F_{table} (0.01 < 3.40), it meant the null hypothesis stating that there is no significant correlation among learning strategies, vocabulary size and writing score was accepted and the alternative hypothesis stating that there is significance correlation among learning strategies, vocabulary size, and writing score was rejected.

B. Suggestion

According to the conclusion in the result of study, the writer would like to propose some suggestions for the students, teachers and the future researcher as follow :

1. For the Teachers

The teacher is a motivator and facilitator. The teachers should provide the media based on the students' needs to make them better in study especially learning language skills. The teacher has to teach the students about the components of language which not only focusing on vocabulary and learning strategies.

2. For the Future Researchers

For the next researchers, the results expected to provide previous data to compose or investigate another skills and components of English.

The next researchers can use this study as references for their study in the future. The researcher gives suggestions to measure the strategies of vocabulary size by using the vocabulary learning strategies by Schmitt (1997). Also, to measure the strategies of writing by using Second Language Writing Anxiety Inventory (SLWAI) From Cheng (2004).
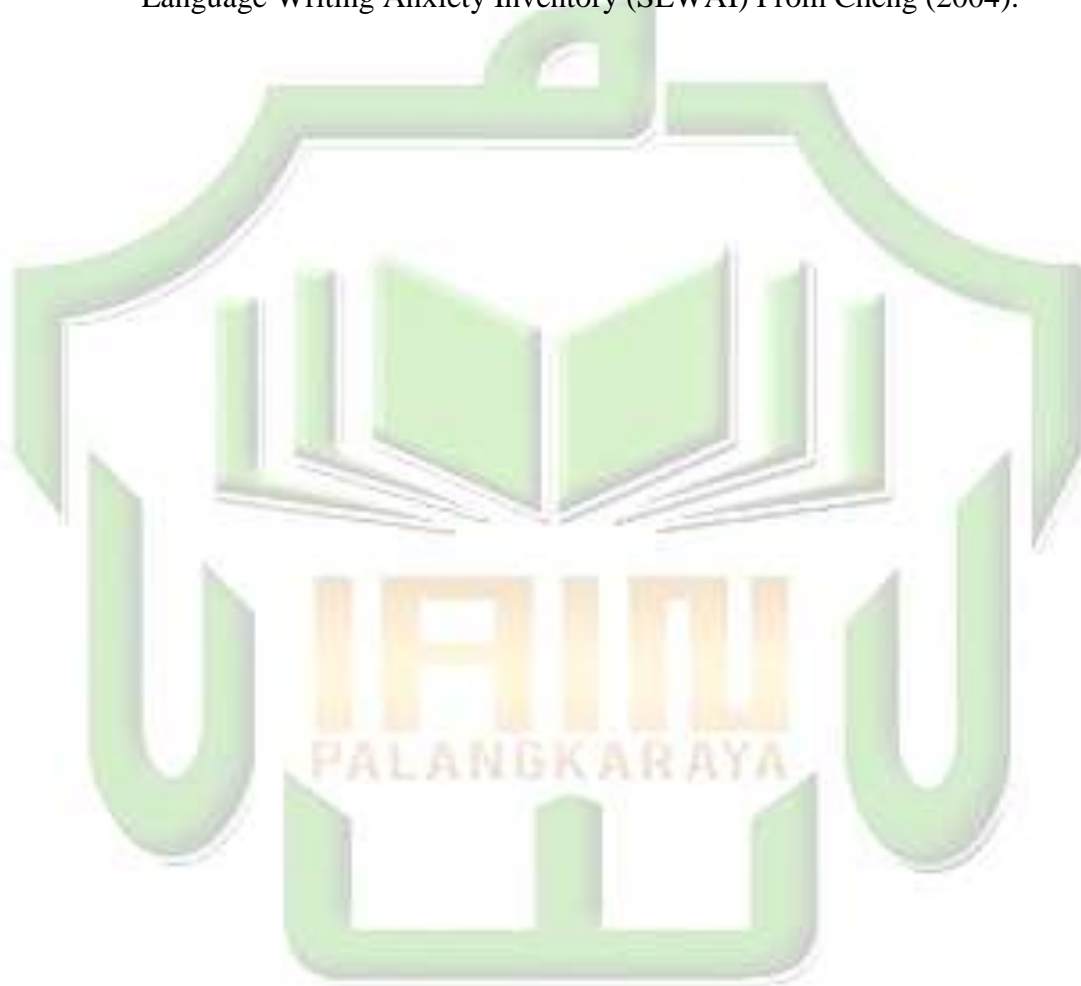
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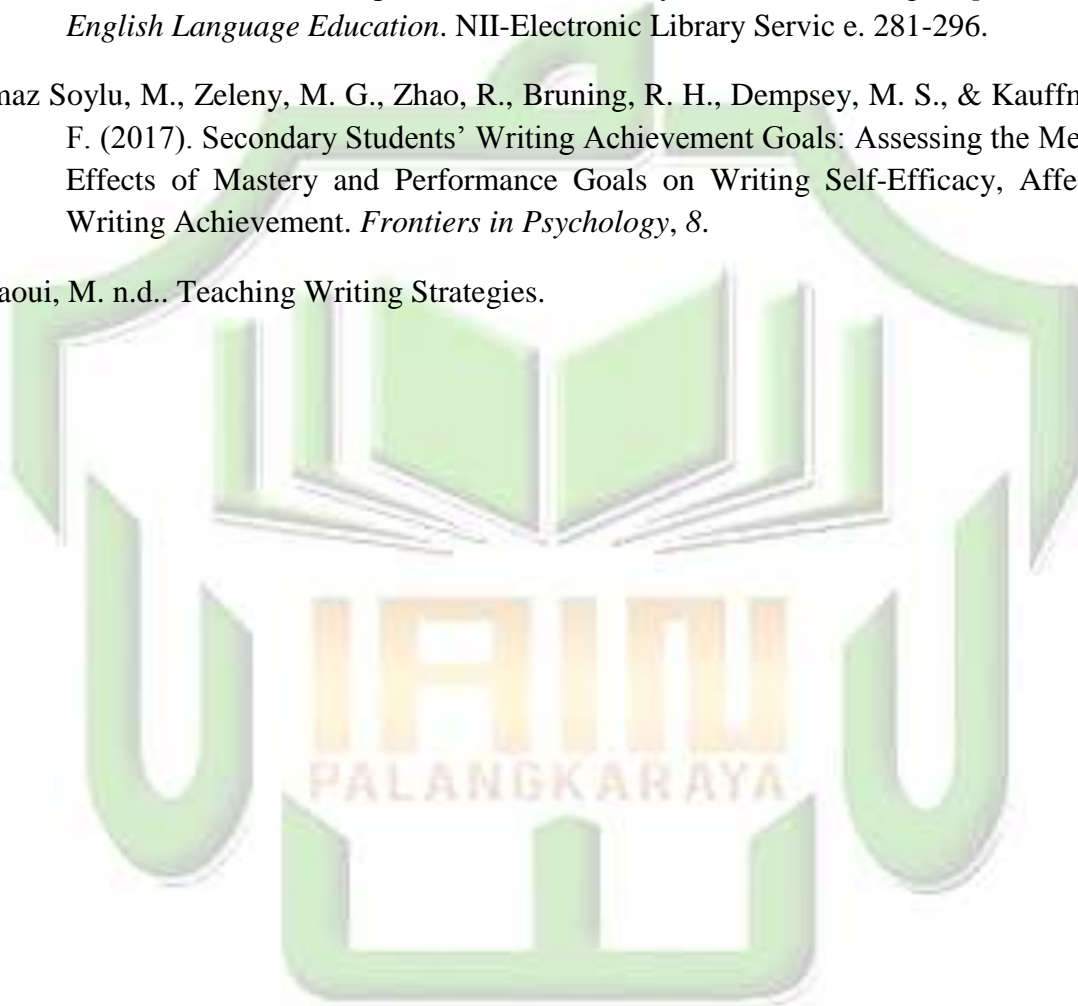
Appendix 1
Strategy Inventory for Language Learning (SILL)
Version 7.0 ESL/EFL

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.
1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me .
4. Usually true of me
5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements.

PART A	1 Never or almost true of me	2 Usually not true of me	3 Some what true of me	4 Usuall y true of me	5 Always or almost always true of me
1. I think of relationships between what I already know and new things I learn in the SL.					
2. I use new SL words in a sentence so I can remember them.					
3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word.					
4. I remember a new SL word by making a mental picture of a situation in which the word might be used.					
5. I use rhymes to remember new SL words.					
6. I use flashcards to remember new SL words.					
7. I physically act out new SL words.					
8. I review SL lessons often.					
9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.					

PART B	1 Never or almost true of me	2 Usually not true of me	3 Some what true of me	4 Usuall y true of me	5 Always or almost always true of me
10. I say or write new SL words several times.					
11. I try to talk like native SL speakers.					
12. I practice the sounds of SL.					
13. I use the SL words I know in different ways.					
14. I start conversations in the SL.					
15. I watch SL language TV shows spoken in SL or go to movies spoken in SL.					
16. I read for pleasure in the SL.					
17. I write notes, messages, letters, or reports in the SL.					
18. I first skim an SL passage (read over the passage quickly) then go back and read carefully.					
19. I look for words in my own language that are similar to new words in the SL.					
20. I try to find patterns in the SL.					
21. I find the meaning of an SL word by dividing it into parts that I understand.					
22. I try not to translate word for word.					
23. I make summaries of information that I hear or read in the SL.					

PART C	1 Never or almost true of me	2 Usually not true of me	3 Some what true of me	4 Usuall y true of me	5 Always or almost always true of me
24. To understand unfamiliar SL words, I make guesses.					
25. When I can't think of a word during a conversation in the SL, I use gestures					
26. I make up new words if I do not know the right ones in the SL.					
27. I read SL without looking up every new word.					
28. I try to guess what the other person will say next in the SL.					
29. If I can't think of an SL word, I use a word or phrase that means the same thing.					
PART D	1 Never or almost true of me	2 Usually not true of me	3 Some what true of me	4 Usuall y true of me	5 Always or almost always true of me
30. I try to find as many ways as I can to use my SL.					
31. I notice my SL mistakes and use that information to help me do better.					
32. I pay attention when someone is speaking SL.					
33. I try to find out how to be a better learner of SL.					
34. I plan my schedule so I will have enough time to study SL.					
35. I look for people I can talk to in SL.					
36. I look for opportunities to read as much as possible in SL.					
37. I have clear goals for improving my SL skills.					
38. I think about my progress in learning SL.					

PART E	1 Never or almost true of me	2 Usually not true of me	3 Some what true of me	4 Usually true of me	5 Always or almost always true of me
39. I try to relax whenever I feel afraid of using SL.					
40. I encourage myself to speak SL even when I am afraid of making a mistake.					
41. I give myself a reward or treat when I do well in SL.					
42. I notice if I am tense or nervous when I am studying or using SL.					
3. I write down my feelings in a language learning dairy.					
44. I talk to someone else about how I feel when I am learning SL.					
PART F	1 Never or almost true of me	2 Usually not true of me	3 Some what true of me	4 Usually true of me	5 Always or almost always true of me
45. If I do not understand something in SL, I ask the other person to slow down or say it again.					
46. I ask SL speakers to correct me when I talk.					
47. I practice SL with other students.					
48. I ask for help from SL speakers.					
49. I ask questions in SL.					
50. I try to learn about the culture of SL speakers.					

(Adopted from Rebecca Oxford, 1989)

Appendix 2

Research Instrument Vocabulary Size Test

Answer the questions to find meaning or synonym (matching words) !

1). a. benefit
    b. labor   _____ work
    c. percent   _____ part of 100
    d. principle   _____ general idea used to guide one's actions
    e. source
    f. survey

2). a. Element
    b. fund   _____ money for a special purpose
    c. layer   _____ skilled way of doing something
    d. philosoph   _____ study of the meaning of life
    e. proportion
    f. technique

3). a. Consent
    b. enforcement   _____ total
    c. investigation   _____ agreement or permission
    d. parameter   _____ trying to find information about something
    e. sum
    f. trend

4). a. decade
    b. fee   _____ 10 years
    c. file   _____ subject of a discussion
    d. incidence   _____ money paid for services
    e. perspective
    f. topic

5). a. colleague
    b. erosion   _____ action against the law
    c. format   _____ wearing away gradually
    d. inclination   _____ shape or size of something
    e. panel
    f. violation

6). a. achieve
   b. conceive   _____ change
   c. grant   _____ connect together
   d. link   _____ finish successfully
   e. modify
   f. offset

7). a. convert
    b. design   _____ keep out
    c. exclude   _____ stay alive
    d. facilitate   _____ change from one thing into another
    e. indicate
    f. survive

8). a. anticipate
    b. compile   _____ control something skill full
    c. convince   _____ expect something will happen
    d. denote   _____ produce books and newspapers
    e. manipulate
    f. publish

9). a. equivalent
    b. financial   _____ most important
    c. forthcoming   _____ concerning sight
    d. primary   _____ concerning money
    e. random
    f. visual

10). a. alternative
     b. ambiguous   _____ last or most important
     c. empirical   _____ something different that can be chosen
     d. ethnic   _____ concerning people from a certain nation
     e. mutual
     f. ultimate

11. a. area
    b. contract   _____ written agreement
    c. definition   _____ way of doing something
    d. evidence   _____ reason for believing something is or is not
    e. method   true
     f. role

12). a. debate
     b. exposure   _____ plan
     c. integration   _____ choice
     d. option   _____ joining something into a whole
     e. scheme
     f. stability

13). a. access
     b. gender   _____ male or female
     c. implementation   _____ study of the mind
     d. license   _____ entrance or way in
     e. orientation
     f. psychology

14). a. accumulation
     b. edition   _____ collecting things over time
     c. guarantee   _____ promise to repair a broken product
     d. media   _____ feeling a strong reason or need to do
     e. motivation   something
     f. phenomenon

15). a. adult
     b. exploitation   _____ end
     c. infrastructure   _____ machine used to move people or goods
     d. schedule   _____ list of things to do at certain times
     e. termination
     f. vehicle

16). a. alter
b. coincide   _____ change
c. deny   _____ say something is not true
d.devote   _____ describe clearly and exactly
e. release
f. specify

17). a. correspond
b. diminish   _____ keep
c. emerge   _____ match or be in agreement with
d.highlight   _____ give special attention to something
e. invoke
f. retain

18). a. bond
b. channel   _____ make smaller
c. estimate   _____ guess the number or size of something
d. identify   _____ recognizing and naming a person or thing
e. mediate
f. minimize

19). a. explicit
b. final   _____ last
c. negative   _____ stiff
d. professional   _____ meaning `no' or `not'
e. rigid
f. sole

20). a. abstract
b.adjacent   _____ next to
c. controversial   _____ added to
d. global   _____ concerning the whole world
e. neutral
f. supplementary

21). a. bull
b. champion   _____ formal and serious manner
c. dignity   _____ winner of a sporting event
d. hell   _____ building where valuable objects are shown
e. museum
f. solution

22). a. blanket
b. contest   _____ holiday
c. generation   _____ good quality
d. merit   _____ wool covering used on beds
e. plot
f. vacation

23). a.comment
b. gown   _____ long formal dress
c. import   _____ goods from a foreign country
d. nerve   _____ part of the body which carries feeling
e. pasture
f. tradition

24). a. administration
b. angel   _____ group of animals
c. frost   _____ spirit who serves God
d. herd   _____ managing business and affairs
e. fort
f. pond

25). a. atmosphere
b. counsel   _____ advice
c. factor   _____ a place covered with grass
d. hen   _____ female chicken
e. lawn
f. muscle

26). a. abandon
      b. dwell   _____ live in a place
      c. oblige   _____ follow in order to catch
      d. pursue   _____ leave something permanently
      e. quote
      f. resolve

27). a. assemble
      b. attach   _____ look closely
      c. peer   _____ stop doing something
      d. quit   _____ cry out loudly in fear
      e. scream
      f. toss

28). a. drift
      b. endure   _____ suffer patiently
      c. grasp   _____ join wool threads together
      d. knit   _____ hold firmly with your hands
      e. register
      f. tumble

29). a. brilliant
      b. distinct   _____ thin
      c. magic   _____ steady
      d. naked   _____ without clothes
      e. slender
      f. stable

30). a. aware
      b. blank   _____ usual
      c. desperate   _____ best or most important
      d. normal   _____ knowing what is happening
      e. striking
      f. supreme

31). a. belt
     b. climate   _____ idea
     c. executive   _____ inner surface of your hand
     d. notion   _____ strip of leather worn around the waist
     e. palm
     f. victim

32). a. acid
     b. bishop   _____ cold feeling
     c. chill   _____ farm animal
     d. ox   _____ organization or framework
     e. ridge
     f. structure

33). a. bench
`   b. charity   _____ long seat
     c. jar   _____ help to the poor
     d. mate   _____ part of a country
     e. mirror
     f. province

34) a. boot
     b. device   _____ army officer
     c. lieutenant   _____ a kind of stone
     d. marble   _____ tube through which blood flows
     e.phrase
     f. vein

35). a. apartment
     b. candle   _____ a place to live
     c.draft   _____ chance of something happening
     d. horror   _____ first rough form of something written
     e. prospect
     f. timber

36). a. betray
    b. dispose   _____ frighten
    c. embrace   _____ say publicly
    d. injure   _____ hurt seriously
    e. proclaim
    f. scare

37). a. encounter
    b. illustrate   _____ meet
    c. inspire   _____ beg for help
    d. plead   _____ close completely
    e. seal
    f. shift

38). a. assist
    b. bother   _____ help
    c. condemn   _____ cut neatly
    d. erect   _____ spin around quickly
    e. trim
    f. whirl

39). a. annual
    b. concealed   _____ wild
    c. definite   _____ clear and certain
    d. mental   _____ happening once a year
    e. previous
    f. savage

40). a. dim
    b. junior   _____ strange
    c. magnificent   _____ wonderful
    d. maternal   _____ not clearly lit
    e. odd
    f. weary

41). a. copy
    b. event   _____ end or highest point
    c. motor   _____ this moves a car
    d. pity   _____ thing made to be like another
    e. profit
    f. tip

42). a. accident
    b. debt   _____ loud deep sound
    c. fortune   _____ something you must pay
    d. pride   _____ having a high opinion of yourself
    e. roar
    f. thread

43). a. coffee
    b. disease   _____ money for work
    c. justice   _____ a piece of clothing
    d. skirt   _____ using the law in the right way
    e. stage
    f. wage

44). a. clerk
    b. frame   _____ a drink
    c. noise   _____ office worker
    d. respect   _____ unwanted sound
    e. theater
    f. wine

45). a. dozen
    b. empire   _____ chance
    c. gift   _____ twelve
    d. opportunity   _____ money paid to the government
    e. relief
    f. tax

46). a. admire
    b. complain   _____ make wider or longer
    c. fix   _____ bring in for the first time
    d. hire   _____ have a high opinion of someone
    e. introduce
    f. stretch

47). a. arrange
    b. develop   _____ grow
    c. lean   _____ put in order
    d. owe   _____ like more than something else
    e. prefer
    f. seize

48). a. blame
    b. elect   _____ make
    c. jump   _____ choose by voting
    d. manufacture   _____ become like water
    e. melt
    f. threaten

49). a. ancient
    b. curious   _____ not easy
    c. difficult   _____ very old
    d. entire   _____ related to God
    e. holy
    f. social

50). a. bitter
    b. independent   _____ beautiful
    c. lovely   _____ small
    d. merry   _____ liked by many people
    e. popular
    f. slight

(**Adopted from Paul Nation at Victoria University of Wellington in New Zealand).**

Appendix 3

Writing Test

Choose and write about 200 up to 250 words in various types such as descriptive, expository, narrative, process, comparison/contrast, argumentative, and definition.

(Adopted from Paragraph Writing Course Outline Semester II TBI IAIN Palangka Raya 2017/2018)