

**CORRELATION BETWEEN VOCABULARY
MASTERY AND ABILITY IN WRITING EMAIL AT
CV. SURYA RAYA – BEKASI**

A PAPER

Submitted to the school of Foreign Language – JIA as a partial fulfillment of
requirements for the undergraduate degree in English Literature Programme



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2018**

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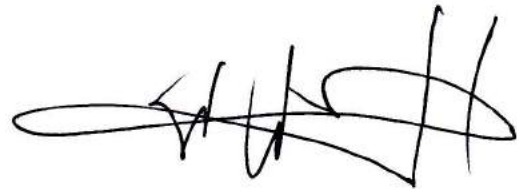
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MOTTO AND DEDICATION

MOTTO :

- *Be better, be positive thinking, everyday is a new day*
- *To get a success, never be afraid of failure*

DEDICATION :

This paper is dedicated to my mother and my father, my beloved brother, and my leader. Because of the enthusiasm of all of you who can always motivate me to go ahead and achieve all my dreams.

CORRELATION BETWEEN VOCABULARY MASTERY AND ABILITY IN WRITING EMAIL AT CV. SURYA RAYA – BEKASI

ANGGI RIA LESTARI

ABSTRACT

This research is aimed at knowing whether there is a significant correlation between vocabulary mastery and writing ability for the employees of CV. Surya Raya, located at Jl. Patuha Raya Blok.21 No.1 Kayuringin, Bekasi. The implementation of the research is conducted from 07 June 2018 to 06 July 2018. The population of the research is 80 employees and the samples are 30 respondents. The test is divided into vocabulary test and writing ability test. The method used in this research survey methods and the correlation technique. The steps of the research include; (1) request for research permission from the company, (2) population survey, (3) preparation of test questions, (4) distribution of test questions, (5) test questions. The data analysis used statistics technique Product Person Moment. The results of this research were obtained at 0.86 based on the table, so there is a fairly strong relationship between the two variables or 74%, this proves that there is a significant influence of these variables and 26% is influenced by other factors that cannot be mentioned in this research, because this research the authors focus on Vocabulary and Writing variables. For other factors can be developed in subsequent studies. In the end, it is found that there is a significant correlation between vocabulary mastery and ability in writing email at CV. Surya Raya.

Keywords : Vocabulary, Writing

HUBUNGAN ANTARA PENGUASAAN KOSAKATA DENGAN KEMAMPUAN MENULIS EMAIL DI CV. SURYA RAYA BEKASI

ANGGI RIA LESTARI

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh antara hubungan kosakata Bahasa Inggris dengan kebiasaan menulis bagi para semua karyawan CV. Surya Raya Bekasi yang berlokasi di Jalan Patuha Raya Blok.21 No.1 Kayuringin Bekasi Selatan. Populasi penelitian ini sebanyak 80 karyawan dengan sample sebanyak 30 responden. Penelitian ini diimplementasikan sejak 07 Juni 2018 sampai dengan 06 Juli 2018. Metode penelitian ini adalah menggunakan pemberian test dengan cara pembagian pertanyaan dalam bentuk pilihan ganda, ini sebagai pengambilan data kosakata dan pilihan pembuatan surat untuk metode penilaian penulisan. Beberapa langkah persiapan penelitian: (1) permintaan izin penelitian terhadap perusahaan, (2) survey populasi, (3) persiapan pembuatan soal test, (4) pembagian soal test, (5) penarikan soal test. Data analisis menggunakan teknik statistik Product Moment Person. Hasil dari penelitian ini diperoleh yaitu 0.86 berdasarkan table maka ada hubungan yang cukup kuat dari kedua variable tersebut atau sebesar 74% , hal ini membuktikan bahwa adanya pengaruh yang signifikan dari variable tersebut dan 26% dipengaruhi oleh faktor-faktor yang lain yang tidak bisa disebutkan dalam penelitian ini, karena penelitian ini penulis memfokuskan pada variabel Vocabulary dan Writing. Untuk faktor-faktor lain bisa dikembangkan pada penelitian selanjutnya.

Kata Kunci : Kosakata, menulis

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This paper is written as the last assignment to fulfill one of the requirements for taking undergraduate program (S1) of English Department of School of Foreign Languages-JIA. In this paper, the writer explains and analysis about Correlation between Vocabulary Mastery and Ability in Writing Email at CV. Surya Raya Bekasi.

During the process of making this paper, the writer encountered a lot of hardship and difficulties both in finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express his thankfulness to all the following people who have advised and supported the data and information to finish this paper, also for them having prayed for his success, especially to :

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14. Last but no least, to some others who cannot be mention for their concerns.

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Bekasi, August 08th 2018

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is very important in communicating with other people. Language makes people become conscious old fellow which play important role in this problem from start to learn to mention one by one word till people can converse fluently which often recognized with mother tongue. As people know there are so many languages in this world which have many roles for example English. English is used among people around of the world. In the globalization era right now people complete with other people, not only from our basic to get a better job, better position and better life. The function of English in business, the most important device to make communication by the language makes everything becomes possible.

English is a language of the world. People call it an international language. Learning English becomes more and more important. Since it is known, that English has an important role in every line of human life which can be used to communicate around the world. In Indonesia, English is a foreign language. English has been taught since elementary school up to university.

English is one of the international language for all relations. It is realized in the world. English has several roles for international communication, trading activities especially for dealing with transaction, the signing of contract work and cooperation with foreign companies.

Besides, vocabulary is very important aspect in language because it appears all, without a good vocabulary background, people will face several difficulties in listening, speaking, reading and writing. In fact, at school students often find problems in learning the words, they do not know the meaning of the words which have been taught or practiced before.

Moreover, in writing students know that writing is very important in communications because through writing people can express their ideas and share it to the readers. In fact, writing in English is different from Indonesian writing because people tends to read Indonesian writing rather than English writing. Harmer (2007) stated, "A lot of people in their personal lives write on their own, whether at home or at work, at school teachers and students can take advantage of the presence of others to make writing a cooperative activity, with great benefit to all those involved." (p.328) Cooperative and creative writing is very important because many job details are written and informed in English making correspondences of business letters and emails, reports and presentation. Some employees are unconfident and unenthusiastic writing in English. There may be many reasons for this, perhaps they think that they don't have anything to say and cannot come up ideas.

The problems of some people in the world do not use English well, they think that English is only a foreign language, so they can not understand them, in fact so many functions of English, either to support their career or any business. All those skills need good mastery to make easy communication, because of that vocabulary and writing have important roles

in the world to make easy everything, that English is the one reason is very important.

Based on the background of the research which has been explained above, the writer does the research with the title “Correlation Between Vocabulary Mastery and Ability in Writing Email at CV. Surya Raya Bekasi”.

B. Scope and Question of the Research

1. Scope of the Research

The research focuses on vocabulary mastery which correlated to the writing in Email. The writer wants to prove that there is correlation between vocabulary mastery and ability writing which used as written action in email at CV. Surya Raya Bekasi.

2. Question of the Research

In this research is stated as follows : Is there any correlation between vocabulary mastery and ability in writing email at CV. Surya Raya Bekasi?

C. Research Hypothesis

According Creswell (2014), “Quantitative hypothesis is predictions made by researchers about the relationship between variables that he expected. This hypothesis is usually a numerical approximation of the population assessed on the basis of the sample data. Testing the hypothesis means applying

statistical procedures in which researchers describe their allegations against a particular population based on a sample study. Hypothesis are often used in experimental studies in which researchers compare groups.”(p.191)

Hypothesis is suggested as possible explanation of fact. Based on role of English language in Email the writer suggests that English language have importance role for Email in doing their job to communicate with foreign company as costumer both oral and written.

Before deciding the result of hypothesis, the writer purposed interpretation toward r_1 (r observed) with procedures as follow :

1. H_a : There is significant correlation between vocabulary mastery and writing ability.
2. H_o : Thereis no significant correlation between vocabulary mastery and witing ability.

D. Objective and Significance of the Research

1. Objective of the Research

The objective of this research is to know whether there is any correlation of vocabulary mastery and ability in writing email at CV. Surya Raya Bekasi.

2. Significance of the Research

By doing this researches hopefully the writer will able to increase her knowledge in English, especially in vocabulary. Besides that by realizing the function of mastering in vocabulary in writing email at CV. Surya

Raya Bekasi. The writer wishes that all employees have willingness to study more about English and for the readers, the writer wishes that this paper will be useful for them in fulfilling their curiosity about usage of English especially vocabulary in Department.

E. Method of the Research

According Creswell (2014), "In the survey design, researchers describe quantitatively (number) some trends, behaviors, or opinions of a population by examining the sample population. From this sample, researchers generalize or make claims about the population." (p.208)

In this research the writer uses survey method with some instruments to get information from respondent. In the development of modern techniques of statistical inference, the first test to gain prominence and wide use were those which make a good many assumption, and rather stringent ones, about nature of the population from which the observation were drawn. The research method needs a process of solving the problem and to reach the goal, which is being analyzed. The method used in this research is Quantitative a survey with correlation technique.

F. Operational Definition

1. According Sanjaya (2013), "Correlation research is a study conducted to find whether or not the relationship of two or more variables." (p.39)

Based on the opinion of Sanjaya, writer gives the conclusion

Correlation is a statistical measure that indicates the extent to which two or more variables are related.

2. According to Ur (2009), "Vocabulary can be defined, roughly, as the words we teach in the foreign language." (p.60) Based on the opinion of expert Ur, the writer gives the conclusion that Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.
3. According to Harmer (2004), "Mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning." (p.3) Based on the opinion of expert Harmer, the writer gives the conclusion that Writing is the activity or skill of making coherent words on paper and composing text.

G. Systematization of the Research

To make the simple review and understanding of this paper, it has an arrangement that is written systematically as follows :

CHAPTER I INTRODUCTION this chapter explains about the background of the research, the scope of the research, question of the research, research hypothesis, objective and significance of the research, method of the research, the operational definition and the systematization of the research.

CHAPTER II THEORETICAL DESCRIPTION this chapter discusses of the vocabulary definition, writing definition, constellation of vocabulary and writing, and research of the relevance

CHAPTER III METHODOLOGY OF THE RESEARCH this chapter depicts about time and place of the research, population and sample, method of the research, instrument and variabel of the research and technique of the data analysis.

CHAPTERIV DATA ANALYSIS this chapter presents the data description, the data analysis, the data Interpretation.

CHAPTER V CONCLUSION AND SUGGESTION this chapter explains about the summary based on the previous chapter and some suggestions for the next in future.

CHAPTER II

THEORETICAL DESCRIPTION

A. Writing Ability

1. Definition of Writing

According to Harmer (2004), “Mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning.” (p.3) Communication not only can be done in spoken but also in written. It is not an easy job to do because the writer has to be able to pour the idea as good as possible to what will write. It is done to convey the message to the reader clearly. That is why writing is considered as the most difficult skill to learn.

Ann Browne (2007), “Points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas onto paper as a text which are understandable for the readers to read. Thus, it requires time to become a skillful writer.” (p.81)

Moreover, Broughton (2003) state that “Writing is considered both private and public activities. In one hand, writing is considered as a private activity since it is done by the writers alone by its nature; on the other hand, writing is regarded as a public activity because the intention of writing refers to the audience. Writing is different from talking or

speaking; in this case, comparing with speaking, writing is considered as an activity which is less spontaneous and more permanent as well as there is a limited or fewer resources to support the communication because the writers and the audience cannot meet directly so that the resources may not be adapted as the writing activity is an on-going process, hence these conditions lead to the conventions of writing less flexible and the language used tends to be standard.” (p.116)

Based on the statement above it can be concluded that writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. For example children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

2. Business Writing

According to Philips (1999), “Business Letters are those written between one business and another. They concern technical and commercial matters; the ordering of goods, request for estimates to do jobs, the acknowledgement of receipt of goods, and so on.” (p.3)

a. The Art of Writing Business (Commercial) Letters.

“Letter-writing is an art, more so is commercial letter writing. Modern trade and commerce are so widely and vastly spread over space that it is quite impossible for the managements to go personally or send representatives to various customers or agencies for furtherance of business interest.” (p.129)

b. Essentials of a Good Commercial Letter.

“One should always bear the following points in mind while writing a commercial letter” :

1.) Clear in language and expression.

The letter should be clear in language and expression. There should not be any ambiguity of words. No vague expression should be included. Everything must be clear and easily understandable. (p.130)

2.) Definite and exact about purpose.

A commercial letter should have a definite purpose and exactness of communication. Round-about expressions are not expected. (p.130)

3.) Complete in contents.

A commercial letter must be complete in contents. Terms and conditions of supply, delivery packing, etc., must be spelled out in detail. Nothing should be left to the imagination of the addressee. (p.131)

4.) Courteous in tone.

The letter must have a polite and courteous tone. Even if the customer is bitter in expression and wrong in allegations, you have to send a mild but firm reply. (p.131)

5.) Brief in expression.

Trader and men of commerce are extremely busy. They have no time to read lengthy letters. Brevity should, therefore, be the rule in such letters. (p.131)

6.) Simple and lucid in style.

The style of such letters should be highly simple and lucid. A straight-forward and direct approach is better than beating about the bush in round-about language. (p.131)

7.) Prompt in reply.

A letter in reply should be written very promptly. If not the same day, a reply must be despatched the next morning. (p.131)

8.) Correct in spellings and punctuation.

While typing letters the stenographer must be clear about correctness of spellings. Correct punctuation marks are also an essential feature of a letter. (p.132)

9.) Divided into paragraphs.

All the matter in a letter may not be placed in one paragraph. Each point may be conveyed in a separate paragraph. (p.132)

3. The Style of Business Letters

According Cyssco (2009, p.1), “The forms of commercial letters that are commonly used in the trading world”, such as :

a. Full block style.

In full block style letters there is no indentation. Writing or typing all parts of the letter started flat on the left side. The advantage of writing using this form is easier and less time consuming. (p.3)

b. Block style.

This form of mail is very practical and widely used in private circles, in addition to being the most popular form today. (p.6)

c. Semi block style.

This form is pretty much a choice in the private sector because typing that is not too difficult and beautiful shape is seen. (p.9)

d. Indented style.

Letters with the type of indented style less so popular among the business world. Besides the shape is less aesthetic, also typing enough time-consuming. (p.12)

e. Simplified style.

The simplified style simplified form letter is based on a block style letter. The difference is in this form there is no salutation and complimentary close. (p.15)

f. Hanging indentation style.

Letters of this form are hardly ever used in correspondence, as they are usually used in advertisements. The purpose of using this letter in advertising is solely to attract attention only. (p.18)

4. Presentation of Business Documents

According Taylor (2009), Some Presentation of business documents such as :

1. Printed Stationery.

“Attractive and consistent presentation of your business documents is vital if they are to make a good impression. Your printed stationery should be of good quality, especially when being used for sending to external contract.” (p.4)

2. Fully blocked style with open punctuation.

“The fully blocked layout is now the most widely used method of display for all business documents. This stlye is thought to have a businesslike appearance. This layout reduce typing time as there are no indentations for new paragraphs or the closing section.” (p.6)

3. Continuation pages.

“Some companies have printed continuation sheets that are used for second or subsequent pages of business letters. Such printed continuation sheets usually show just the company’s name and logo.”

(p.8)

4. Parts of a business letter.

a. Reference.

In the past letterhead used to have ‘Our ref’ and ‘Your ref’ printed on them. Today this is rarely the case because with modern word processors and printers it is difficult to line up the printing on such pre-printed stationery. (p.10)

b. Date.

The date should always be shown in full. In the UK it is usual to show the date in the order day/month/year. No commas are used. (p.10)

c. Inside Address.

The name and address of the recipient should be typed on an envelope. Care should be taken to address the recipient exactly as they sign their letters. (p.10)

d. Special Marketings.

If a letter is confidential it is usual to include this as part of the inside address, one clear line space above it. This may be typed in upper case or in initial capitals with underscore. (p.11)

e. Salutation.

If the recipient's name has been used in the inside address, it is usual to use a personal salutation. (p.12)

f. Heading.

A heading gives a brief indication of the content of the letter. It is usually placed one clear line space after the salutation. Upper case is generally used, although initial capitals with underscore may be used if preferred. (p.12)

g. Complimentary Close.

It is customary to end the letter in a polite way by using a complimentary close. The two most common closes are 'Yours faithfully' (used only with Dear/Sirs/Sir or Madam) and 'Yours sincerely' (used with personalised salutations).(p.12)

h. Name of sender and designation.

After the complimentary close 4 or 5 clear spaces should be left so that the letter can be signed. The name of the sender should then be inserted in whatever style is preferred-upper case, or initial capitals only. (p.13)

i. Enclosures.

There are many different methods of indicating that an enclosure is being sent along with a letter :

1. Affix a coloured 'enclosure' sticker,
2. Type three dots in the left-hand margin on the line,

3. Type 'Enc' or 'Encs' at the foot of the letter. (p.13)

j. Copies.

When a copy of a letter is to be sent to a third party (usually someone in the sender's organisation) this may be indicated by typing 'cc' (copy circulated) or 'Copy' followed by the name and designation of the copy recipient. (p.14)

5. Definition of Email

According Taylor (2004), "Email is not just a quick, easy and relatively cheap way to keep in touch with family and friends, it has also become an essential tool in business, a fundamental part of the way in which work." (p.48)

Electronic mail is possibly the greatest invention of your lifetime. It is having a phenomenal effect on the way to communicate. However, the explosive growth of email has created some problems, mainly because there have never been any strict standards or guidelines on how to use it. Hundreds of new users sign on every day without being exposed to the informal online culture that has evolved over the years. There has never been one definitive guide to common standards and expectations among e-mail users.

Business are now realising the importance of protecting themselves against the dangers of e-mail. However, this is not enough. They must also take steps to ensure that e-mail works effectively for them. This section will take you through the good, the bad and the ugly of e-mail,

and will help reader to make e-mail work. People will learn how to enhance your online communication skills and create a good electronic rapport with your customers and colleagues.

1. The good, the bad and the ugly E-mail.

There are many reasons to love (and do not like) e-mail.

a. People love it because :

- 1) It's informal,
- 2) Messages can be sent to many people at the click of a button,
- 3) People can attach a file and send it very easily,
- 4) It's instant-messages are delivered in seconds,
- 5) It's relatively cheap,
- 6) It's time-zone friendly,
- 7) It can be prioritized.

b. People do not like it also because :

- 1) It becomes too informal,
- 2) Receive too many e-mails just because it is so easy,
- 3) If people do not be careful can may download a file that contains a virus; also large files take a longer download time,
- 4) It can be too instant,
- 5) Receive lots of junk mail (spam),
- 6) Lots of people send ccs and bccs just because they can – not because they need to see them,
- 7) There's a pressure to reply quickly to e-mails,

- 8) It means constant interruptions the working day, so it interferes planned work,
- 9) There is no confidentiality,
- 10) It causes an increase in stress levels. One of the main causes of workplace stress is the pressure of keeping up with e-mail messages,
- 11) It spells the death of conversation – workers are sending e-mails to people sitting at the next desk instead of walking over and speaking to them.

2. The Weakest Link in E-mails.

According Taylor (2004), “Here is my compilation of the top 10 weakest links that would like to eliminate from e-mail writing.”

(p.51) Such as :

1. Wrong time and date.

“It can be very confusing if the computer does not have the correct time and date set. Help to keep a track of the messages, and help everyone else too, by setting the time and date correctly.” (p.51)

2. Vague subject line.

“Readers with huge inboxes will not open the emails ‘Urgent’ or ‘Enquiry’”(p.51). Compose a SMART subject line:

Specific

Meaningful

Appropriate

Relevant

Thoughtful

3. No greeting and no sign off.

“Many people dislike receiving messages without these courtesies. There are two main reasons for a greeting (Hello Sally, Hi Sally, Dear Mr Lim). Firstly it is just plain courteous, and secondly it’s confirmation to the reader that the message is for them and not just a CC or BCC. Two good reasons for a sign of are firstly again for courtesy, and secondly it is confirmation that the message is finished.” (p.51)

4. Poor formatting.

“Readers get confused when a message is very long but there are no paragraph. Messages can become garbled if the sender does not think and help themselves by formatting the messages attractively and putting a blank space between paragraphs.” (p.52)

5. Vague messages.

“Probably connected with number 4, people complain that many of the messages receive are vagues so that do not know the reason for the message or what, if anything, people required

to do. Take some time to compose the message carefully, then check through to make sure it is reader-friendly, then check it again before you click 'send'." (p.52)

6. Hunting for the response.

"Again linked with 4 and 5, if a message becomes garbled and poorly structured, the reader is left reading the message over and wondering what response is required. Remember the 3 Rs – people must guide Reader towards the Response expected, otherwise people can never be sure of achieving the right Results." (p.52)

7. Unfriendly tone.

"Emotions are hard to convey in e-mails, and some people type out exactly what would say without thinking of the tone of voice that would be used to signal emotions. Without the right tone, misunderstandings could easily happen, or could offend and perhaps lose an important business contact – or even a friend! Good writers learn to choose their words carefully and get the tone just right." (p.52)

8. CC (Carbon Copy) to the whole world.

"Its become too easy to CC anymore and everyone, so that's what many people do. This results in overflowing inboxes and a lot of time wasted. So send a CC only to people who need to know, not to everyone know." (p.52)

9. Bad grammar, spelling and punctuation.

“As more people use e-mail, sloppy work is becoming a major annoyance. People are receiving poorly formatted messages in one continuous paragraph, poorly structured messages that are not specific in the response required, messages written all in capitals (equivalent to shouting) or all in lower case, and of course messages with poor grammar, spelling and punctuation.” (p.53)

10. Just plain sloppy.

“When writer did some research into e-mail writer found that most people complained of the need to reply immediately to emails. Because of this urgency, many writers are not taking as much care. Rushed messages often become garbled, spelling errors creep in, the structure does not flow right. Readers do not understand the messages, or are offended by them, and quite simply not effective.” (p.53)

3. Create E-mail world for reader

1. Turn off the instand messaging system.

Someone once told people that every time they receive a new e-mail. When have an important project work on, switch off you instant messaging system.

2. Do not feel obliged to give a detailed reply.

If people are pressed for time and cannot immediately reply, instead send a quick note saying that they will be returning to the author with a more considered response. This way the writer knows you have received the message and are working on it.

3. Send a CC (Carbon Copy) to those who need to know.

People must learn to use e-mail more seriously by recognizing when they should and should not send messages. If indeed the email is concerned with other parts, should the time before sending the email then the need to CC to the concerned. In order to be able to know it and when not able to reply to the email, then the CC the person concerned can help reply to the email.

4. Set up filters on your e-mail system.

Filters help people by sending the messages to different folders according to the sender and the subject matter.

6. Quotations

1. Definition of Quotations

According to Taylor (2004), "A quotation is a promise to supply goods on the terms stated. The prospective buyer is under no obligation to buy the goods for which a quotation is requested." (p.88)

A satisfactory quotation will include the following :

- 1) An expression of thanks for the enquiry,
- 2) Details of prices, discounts and terms of payment,
- 3) A clear indication of what the prices cover, e.g packing, carriage, insurance,
- 4) An undertaking regarding date of delivery,
- 5) The period for which the quotation is *valid*,
- 6) An expression of hope that the quotation will be accepted.

2. Routine Quotations

According Taylor (2004;p.89), Routine Quotations there are :

a. Request.

This request complies with the requirements of a satisfactory letter of enquiry.

- 1) It states clearly and concisely what is required,
- 2) It explains what the paper is for, and thus helps the supplier to quote for paper of the right quality,
- 3) It states the quantity required, which is important because of the effect of quantity upon price,
- 4) It states when delivery is required-an important condition in any contract for the purchase of goods,
- 5) It states what the price is to cover-in this case 'delivery at our works'.

b. Quotation.

The supplier's reply should be sent promptly and it should be equally businesslike, ensuring that all the points from the enquiry are answered.

3. Tabulated Quotations

According Taylor (2004) "Many quotations are either tabulated or prepared on special forms." (p.93) Such tabulated quotations are:

- 1) Clear, since information is presented in a form which is readily understood,
- 2) Complete, since essential information is unlikely to be omitted.

Tabulated quotations are particularly suitable where there are many items. Like quotations on specially prepared forms, they should be sent with a *covering of letter* which:

- a) Expresses thanks for the enquiry,
- b) Makes favorable comments about the goods themselves,
- c) Draws attention to other products likely to interest the buyer,
- d) Expresses hope of receiving an order.

4. Estimates and Specifications

According Taylor (2004), "Whereas a quotation is an offer to sell goods at a price and under stated conditions, an estimate is an offer to do certain work for a stated price, usually on the basis of a specification. Like a

quotation, an estimate is not legally binding so the person making it is not bound to accept any order that may be placed against it.” (p.97)

5. Quotations not accepted or amended

According Taylor (2004), “When a buyer rejects a quotations or other offer, it is courteous to write and thank the supplier for their trouble and explain the reason for rejection.” (p.101) The letter of rejection should:

- 1) Thanks the supplier for their offer,
- 2) Express regret inability to accept,
- 3) State reasons for non-acceptance,
- 4) If appropriate, make a *counter-offer*,
- 5) Suggest that there may be other opportunities to do business together.

6. Rubric for Business Letter Writing Assessment

According to website on <http://kwhs.wharton.upenn.edu/wp-content/uploads/2015/12/Business-Letter-Writing-Rubric.pdf> assessment

for business letters can be seen as follows :

Components	Organization	Content	Appearance	Language Usage
Weight	25 %	25 %	25 %	25 %
4 Exemplary	<ul style="list-style-type: none"> • Accurately uses correct business letter format (heading, greeting, introduction, body, 	<ul style="list-style-type: none"> • Letter clearly states the purpose • Appropriate explanations or facts used to support the main 	<ul style="list-style-type: none"> • Types, using correct spacing, font, and format 	<ul style="list-style-type: none"> • Accurate use of punctuation and grammar • No spelling errors

	closure, signature, enclosure, and copy)	idea <ul style="list-style-type: none"> • Easy to follow • Tone is appropriate for intended audience 		
3 Accomplished	<ul style="list-style-type: none"> • Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy) 	<ul style="list-style-type: none"> • Letter clearly states the purpose • Some explanation or facts used to support the main idea • Somewhat hard to follow • Tone is generally appropriate for intended audience 	<ul style="list-style-type: none"> • Letter typed with few problems in spacing, font, or format 	<ul style="list-style-type: none"> • One or two mistakes with punctuation or grammar • One or two spelling errors
2 Developing	<ul style="list-style-type: none"> • A few noticeable errors in the business letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy) 	<ul style="list-style-type: none"> • Purpose letter is unclear • More explanation or facts need to be used to support the main idea • Hard to follow • Tone is too informal for intended audience 	<ul style="list-style-type: none"> • Letter typed with frequent problems in spacing, font or format 	<ul style="list-style-type: none"> • More than two mistakes in punctuation or grammar • More than two spelling errors
1 Beginning	<ul style="list-style-type: none"> • Several noticeable errors in use of correct business letter format (heading, introduction, body, closure, 	<ul style="list-style-type: none"> • Purpose of letter is unclear • Main idea is not supported by explanations or facts • Letter ramples; 	<ul style="list-style-type: none"> • Letter not typed' wrong format used and hard to read 	<ul style="list-style-type: none"> • Incorrect use throughout the letter of punctuation or grammar • Frequent spelling errors distract from letter

	signature, enclosure, and copy)	hard to follow or understand • Tone is inappropriat e for intended audience		
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Table 2.1 Scoring rubric of business letter writing

B. Vocabulary

1. Definition of Vocabulary

AccordingUr (2009), “Vocabulary can be defined, roughly, as the word we teach in the foreign language” (p.60). However, a new item of vocabulary may be more than a single word. For example, *post office and mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.

Furthermore Nation (2008) stated that, “Vocabulary is needed in English writing, work in implications of text has shown that small numbers of words (around 2000 – 3000 words) can be used effectively to express an enormous number idea.” (p.83) As in the case with speaking, it is important to get learners to be able to make the best use of small productive vocabulary to include the special vocabulary of their areas of study and interest.

Yule (2010) said “English vocabulary develops in many process, the evolution of English vocabulary indicates the vitality and creativeness.”

The word formation processes are mentioned below :

a. Coinage.

“Coinage is the invention of totally new terms. Word that are includes in coinage originally invented trade names, and become familiar in every words in the language.”Example are aspirin, nylon, Kleenes, Xerox.” (p.53)

b. Borrowing.

“Taking over of words from mother languages. (Technically, it’s more than just borrowing because English doesn’t give them back).” (p.54)

Other languages, of course, borrow terms from English, as in the Japanese use of *suupaa* or *suupaamaaketto* (“supermarket”) and *taipuraitaa* (“typewriter”), Hungarians talking about sport, *klub* and *futbal*.

c. Compounding.

“There is a joining of two separate words to produce a single form. “Common English compounds are bookcase, doorknob, fingerprint, sunburn, textbook, wallpaper, wastebasket and waterbed.” (p.55)

d. Blending.

“The combination of two separate forms to produce a single new term is also present in the process.” (p.55)

e. Clipping.

“The process of clipping is when a word of more than one syllable is reduced to a shorter form, often in casual speech. Example are gas from gasoline, ad from advertisement, fan from fantastic, plane from airplane, lab from laboratory.” (p.56)

f. Back formation.

“A very specialized type of reduction process is known as backformation. Example of words created by this process are: donate (from “donation”), emote (from “edition”), enthuse (from “enthusiasm”), liaise (form “liaison”) and babysit (from “babysitter”).” (p.56)

g. Conversion.

“A change in the function of a word, as for example when a noun comes to be used as a verb (without any reduction), is generally known as conversion. “Other labels for this very common process are (“category change”) and (“functional shift”).” (p.57)

h. Acronym.

“Some new words are formed from the initial letters of a set of other words. These acronyms often consist of capital letters, as in NATO, NASA or UNESCO.” (p.58)

i. Derivation.

“The process of giving affixes in formatting a new word. Affixes that add to the beginning of a word called prefixes (e.g. un-, mis-, pre-) unlucky, misspell, prewar, and affixes that add to the end of the word called suffixes (e.g. -full, ism, -ness): careful, heroism, happiness.” (p.58)

Based on statement above it can be concluded that vocabulary is a collection words which can express idea or feeling and vocabulary is important because it is words which carry the content of what the sender to say, the more words people know, the more they will be able to communicate.

2. The Goal Vocabulary Learning

According Nation (2001) stated that, when we plan the vocabulary goals of long-term course of study, we can look at there kinds of information to help decide how much vocabulary needs to be learned:

- a. The number of words in the language,
- b. The number of words by native speakers,
- c. The number of words needed to use the language.

Vocabulary knowledge involves knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whatever the learners can match each word with synonym, a

dictionary type definition or an equivalent word in their own language. For native speaker, although the most rapid occurs in childhood, vocabulary knowledge continues to develop naturally in adult life in response to new experiences, inventions, concept, social trends and opportunities for learning.” (p.6)

According Nation (2001) also said that, “Words are not isolated units of language, but fit into many interlocking system and level. Because of this, there are many things to know about any particular words and there are many degrees, the other seven assumptions cover various aspects of what is mean by knowing a word.” (p.23)

- a. Knowing a word means knowing the degree of probability of encountering the word in speech or print,
- b. Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation,
- c. Knowing a word means knowing the syntactic behavior associated with the word,
- d. Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it,
- e. Knowig a word entails knowledge of the network of associations between that word and other words in the language,
- f. Knowing a word means knowing the semantic value of the word,

- g. Knowing a word means knowing many of the different meaning associated with a word.

3. Vocabulary Assessment

According Thombury (2010), “Testing vocabulary provided a form of feedback, both learners and teachers. Testing also had a useful backwash effect, if the learners knew they were going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivated learners to review vocabulary in preparation for a test.” (p.129)

Read (2000) stated “Vocabulary assesment seemed straight forward in the sense that word lists were readily available to provide a basis for selecting a set of word be tested. In addition, there was a range of well-known item types that were convenient to use for vocabulary testing.” (p.2)

Here were some examples:

- a. Multiple-choice (choose the correct answer),
- b. Completion (write the missing word),
- c. Tanslation (give the L1 equivalent of the underlined word),
- d. Matching (match each word with its meaning).

These test items were easy to write and to score, and they made efficient use of testing time. Multiple-choice items in particular had been commonly used in standardised tests. A professionally

produced multiple-choice vocabulary test wa highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge.

In this study, the writer used multiple-choice questions to check employees vocabulary mastery. The questions consisted of 10 items. In order find out the description of the individual employees vocabulary mastery, the final scores are related to the following qualification:

Criteria	Score
True	1
False	0

Table 2.2 Scoring rubric of vocabulary multiplechoices questions

C. Constellation of Vocabulary and Writing

Writing is a vital of any activity because writing is basic thinking. Writing has been become important for many people and professional, the process of writing is to show about someone though to others. Writing can be found in the publication on the newspaper, magazine, beside it business writing is used in such as correspondence, memo, report and variety of other writing task.

Vocabulary is one aspect in English that has big role in mastering English in every field. Automatically, the people should have much

enough words to make good communication especially in English writing. Vocabulary involves to know the word it is also makes people easier in communication both oral and written.

If people have a lot of vocabulary in our minds, can automatically easily and effectively communicate and avoid misunderstandings. Vocabulary is not only required in writing skills but also reading and speaking. Based on that people tried to write letters, and needed vocabulary to facilitate understanding of reading, spelling of words, knowing the proper grammar and word structure.

D. Research of the Relevance

The writer has tried to find the relevance research in English S1 Programme. The writer finds similiar title generally in the STBA – JIA library. The title which found is THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY IN MARKETING DEPARTMENT AT PT. BRIDGESTONE TIRE INDONESIA written by DARYO (043131.51093.033) and passed the exam in 2013.

This research is aimed at knowing whether there is a significant relationship between vocabulary mastery and writing ability for the employees of PT. Bridgestone Tire Indonesia. The population of the research is 100 employees and the samples are 30 respondents. The steps of the research include: preparing module, conducting test, analyzing data.

The similarity is only about vocabulary mastery and writing ability. The writer do research in company. The different in the amount of data, time and place the research and the object that used the writer.

The writer also found another relevance research in English S1 programme. The writer finds similiar title generally in the STBA – JIA library. The title which found is THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY OF COMPLAINT LETTER AT QUALITY CONTROL DEPARTMENT IN PT. SINAR ANTJOL – PLUIT JAKARTA written by YULI HASTUTI (043131.51033.044) and pased the exam in 2007.

The research of the paper it self has been done by the writer in PT. Sinar Antjol Pluit – Pluit Jakarta. In this process of research the writer gives questionnaire directly to all the staff of quality control department in PT. Sinar Antjol – Pluit Jakarta which consist of 30 staffs of annalist quality control.

The similarity is only about vocabulary mastery and writing ability. The writer do research in company. The different in the amount of data, time and place the research and the object that used the writer.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Time and Place of the Research

Composing the paper needs a process of the research which takes time and place. This research was carried out in CV. Surya Raya Bekasi. It has cooperated with the all staff, so the research is able to collect the real data.

1. Time of the Research

The research has been accomplished for five months, started from March, and the test results were collected on March 2018 in raw data. All the data were processed in July 2018 using the comparison formula to find the effective of the method.

2. Place of the Research

The research will be located at CV. Surya Raya

a. Company Profile

- Name of Company : CV. SURYA RAYA
- Address : Jl. Patuha Raya Blok.21 No.1
Kayuringin, Bekasi
- Province : Bekasi Selatan
- Phone : 021 – 8885-5448/9
- Company Status : Personal
- Employess : 80 Persons

- Products : Transportation Service

b. The Historical Background of CV. SURYA RAYA

CV. Surya Raya is a company engaged in the transportation services / special to send expeditionary vehicles such as cars trucks for personal or corporate. CV. Surya Raya was founded by the owners, Mr. Rido Justisia Prabowo, SE on June 29, 1998 in Bekasi area which until today remains the headquarters. Types of services offered and the delivery of safe vehicles on time. The company was founded it was created to meet the service area to send personal or company vehicle to the condition of new and used vehicles. Target these companies are concentrated for shipments to all parts of Indonesia but did not rule out going to develop a range of shipping abroad.

The company recently in 2010 inaugurated a branch office in Surabaya for the purpose of distribution car shipments to eastern Indonesia, as in the city of Surabaya is the gateway of the delivery of goods or services to the regions of eastern Indonesia. And until now widely instasi companies or governments who use our services for the distribution vehicle.

c. Vision and Misssion of CV. SURYA RAYA

1. Vision of CV. Surya Raya

a. Innovative service delivery in a car

- b. Maintain quality of service, making it a good car shipping company and an experienced

2. Mission of CV. Surya Raya

- a. Maintain the safety of Goods
- b. Timely
- c. Good quality in the delivery
- d. Provide the best service for customers.

B. Population and Sample

1. Population

One of the research procedures is to find data from population and sample, Sugiyono (2006) defines, "Population is a region consisting of generalization an object or subject that has certain qualities and characteristics that set by the researchers to learn and then be deducaded". (p.90)

The population of this research is all of the staff employees at CV. Surya Raya - Bekasi. The total employees are 80 persons.

2. Sample

According Sugiyono (2006) stated, "Sample is part of the number and characteristics processed by this population". (p.91) The technique of the choosing sample of the research random sampling. Therefore sample of the research would be 30 employees of CV. Surya Raya who have been randomly selected to joint writing test and vocabulary test.

According to Sugiyono (2013), “it is called *simple random sampling* because the sampling of the sample members of the population is done randomly regardless of the strata present in the population.” (p.118) This can be done if the population members are considered homogeneous.

A *simple random* technique is a technique that provides equal opportunity to every member of the population to be selected as a sample. With this same opportunity, the results of a study can be used to predict the population.

C. Method of the Research

According Creswell (2014), “In the survey design, researchers describe quantitatively (number) some trends, behaviors, or opinions of a population by examining the sample population. From this sample, researchers generalize or make claims about the population.” (p.208) The research method needs a process of solving the problem and to reach the goal, which is being analyzed. The method used in this research is a survey with correlation technique.

This research concerns on improving employee’s vocabulary on daily writing ability. The research needs many data to be analyzed. The data are collected by using vocabulary test and writing test.

D. Instrument and Variabel of the Research

a. Instrument of the Research

According Sugiyono (2006), “Pointed out that research instrument is equipment which is used to measure natural or social phenomenon which is observed. The instrument used in this research in an objective test and used type of objective test, which are multiple choice types. The questionnaire asked to write the letter with a short and clear.” (p.119)

Table 3.1
Instrument of the Research

No.	Variable	Indicator	Item questions
1	Vocabulary Mastery	Multiple choice	1,2,3,4,5,6,7,8,9,10
2	Writing Ability	Job Description (Essay)	1

The table above is a summary for the assessment of the test results
that will be used in data analysis.

b. Variable of the Research

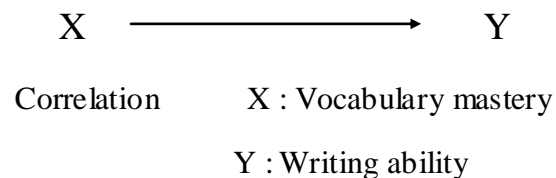
According Sugiyono (2006) explained that “Variable is something that many various or difference to be learned to get information and conclusion.” (p.38) In the paper the writer takes two variables, independent variable and dependent variable, and makes the

relation between the two variable, they are variable X as independent variable and Y as dependent variable.

Sugiyono (2013), “Stated that research variable is basically anything that shaped what is determined by the researcher to be studied so that obtained information about it, then pulled the conclusion.” (p.60)

So the variable in this research is everything as research object which determined and studied so that get information to draw conclusion. Independent variable in this research is vocabulary mastery (X) and dependent variable is writing ability (Y). Below is the picture of variable relation :

Variable relation



Ho = There is no significant improvement and correlation between vocabulary mastery (X variable) and writing ability (Y variable).

Ha = There is significant improvement and correlation between vocabulary mastery (X variable) and writing ability (Y variable).

E. Technique of the Data Analysis

1. Frequency Distribution

According to Ary (2010), “A systematic arrangement of individual measures from highest to lowest is called a frequency distribution. The first step is to list the scores in a column from highest at top to lowest at bottom.” (p.105)

According Usman (2008, p.70), “Steps to create a frequency distribution table”:

1. Short data from the smallest to the largest data
 - a. Vocabulary Score

Table 3.2
Shorted Data of Vocabulary Test

70	75	75	80	80
70	75	75	80	80
70	75	75	80	85
70	75	80	80	85
70	75	80	80	85
70	75	80	80	85

From the table above it can be seen that the value entered in the table is taken from lowest score of vocabulary test is 70 score and the high score is 85 score.

b. Writing Score

Table 3.3
Shorted Data of Writing Test

71	75	76	80	85
72	75	76	82	86
72	75	76	83	86
73	75	78	83	86
73	75	78	84	86
74	75	78	84	87

From the table above it can be seen that the value entered in the table is taken from lowest score of writing testis 71 score and the highscore is 87 score.

2. Calculate the range of the highest data minus the lowest data by the formula:

$$R = \text{highest data} - \text{lowest data}$$

- a. Vocabulary

$$R = 85 - 70$$

$$= 15$$

- b. Writing

$$R = 87 - 71$$

$$= 16$$

3. Calculate many classes with Struges rules:

$$\text{Many classes} = 1 + 3.3 \log n$$

n = number of data, result finally rounded. Many classes of at least 5 classes and a maximum of 15 classes are selected according to their needs.

In this research, $n = 30$. So, the calculation will be like:

$$\begin{aligned} \text{Total Classes} &= 1 + 3.3 \log 30 \\ &= 1 + (3.3 \times 1.4771) \\ &= 5.87 \text{ (Rounded into 6)} \end{aligned}$$

4. Calculate the length of the interval by the formula:

$$p = \frac{\text{range}}{\text{many classes}}$$

- a. Vocabulary

$$p = \frac{15}{6} = 2.5 \text{ (Rounded into 3)}$$

- b. Writing

$$p = \frac{16}{6} = 2.6 \text{ (Rounded into 3)}$$

5. Determine the end of the first interval class. Usually the smallest data will be taken or the data smaller than the smallest data, but the difference should be less than the length of the class that has been

obtained. In this research, the first interval is taken from the smallest data which is 70 for vocabulary's interval and 71 for writing interval.

6. The first interval class is calculated by totaling the lower end of the class with the p being subtracted 1, and continue to the second interval with the same calculation.

- a. Vocabulary

$$70 + 3 - 1 = 72$$

$$75 + 3 - 1 = 77$$

$$80 + 3 - 1 = 82$$

$$85 + 3 - 1 = 87$$

- b. Writing

$$71 + 3 - 1 = 73$$

$$72 + 3 - 1 = 74$$

$$73 + 3 - 1 = 75$$

$$74 + 3 - 1 = 76$$

$$75 + 3 - 1 = 77$$

$$76 + 3 - 1 = 78$$

$$78 + 3 - 1 = 80$$

$$80 + 3 - 1 = 82$$

$$82 + 3 - 1 = 84$$

$$83 + 3 - 1 = 85$$

$$84 + 3 - 1 = 86$$

$$85 + 3 - 1 = 87$$

$$86 + 3 - 1 = 88$$

$$85 + 3 - 1 = 89$$

7. The f value is calculated using the help table as follows:

a. Vocabulary

Table 3.4

Tabulation of Vocabulary Test

Value	Tabulation	F
70 – 72	III I	6
75 – 77	III IIII	9
80 – 82	IIII I	11
85 – 87	IIII	4

b. Writing

Table 3.5

Tabulation of Writing Test

Value	Tabulation	F
71 – 75	III IIII II	12
76 – 80	III II	7
81 – 85	III I	6
86 – 90	III	5

8. Move the f value to the frequency distribution table

a. Vocabulary

Table 3.6

Frequency Distribution of Vocabulary Test

Value	F	Frequency (%)
70 – 72	6	20
75 – 77	9	25
80 – 82	11	39
85 – 87	4	16
Total	30	100

b. Writing

Table 3.7

Frequency Distribution of Writing Test

Value	F	Frequency (%)
71 – 75	12	40
76 – 80	7	23
81 – 85	6	20
86 – 90	5	17
Total	20	100

2. Testing Data Normality

According Usman (2008), "The data normality test is used to test whether the continuous data is normally distributed so that analysis with validity, reliability, t-test, correlation, regression can be performed." (p.109)

Testing of data normality can be done by:

1. Paper of normal opportunity abbreviated paper of opportunity,
2. Coefficient of kurtosis,
3. Percentile kurtosis coefficient,
4. Chi-square test, and
5. Lillieford

3. The Hypothesis Test

To find the correlation between the vocabulary mastery and writingability, it is used Person Product Moment correlation. The technique is an analysis to elevate hypothesis concerning correlation between two variables that are examined statically.

The formula as follows Sugiyono (2006) is :

1. Counting r

$$r_{xy} = \frac{n(\sum xy) - (\sum x) \cdot (\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \cdot \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

Explanation :

r = Person's Product Moment coefficient of correlation

n = The number of the respondent

x = Cause variable/influenced/dependent variable

y = Effect variable/influenced/dependent variable

$\sum xy$ = Sum of multiplication between x dan y scores

$\sum x^2$ = Sum total of x – quadrate sum of x 's distribution score

$\sum y^2$ = Sum total of y – quadrate sum of y 's distribution score

2. Determining significant point, it is 0.05
3. Determining the criteria of correlation significant test

$$t \text{ observed} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

If $-t\text{-observed} \geq t\text{-table}$, H_0 is accepted, it means significant

If $-t\text{-observed} \leq t\text{-table}$, H_0 is accepted, it means not significant

If $-t\text{-table} \leq t\text{-observed} \leq t\text{-table}$, H_0 is accepted and H_a is rejected
or the correlation is not significant

4. Degree of freedom $dk = n.2$

With significance 0.05, seek t table in appendixes

5. Compare t observed with table

6. Make the correlation

The use of PPM Correlation :

1. To show whether there is significance correlation between the variable each other,
2. To state the amount of variable donation each other and it is usually stated in precentage. (p.212)

The table as below is explanation about the result of the range which is taken (Sugiyono, 2006, p.214) as follow:

Table 3.8

Data Range

R	Interpretations
0.80 – 1000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.199	Very low relationship

4. Data Analysis Procedure

The procedure that used in this research are include preparation, implementation and finishing. For more details, writer will explain below:

1. Preparation.

Preparation is the first step in the research. First of all writer have to state and make the limit of the problem that find before. make the problem smaller so people can see the detail of the problem. State that the purpose of the research is to knowing the correlation between vocabulary mastery and ability in writing email at CV. Surya Raya: Using quantitative method, correlation technique and survey to collect data. After that, make some discuss with the counselor.

2. Implementations.

Implementation is when writer started to collect data by giving vocabulary and writing test. Test include 10 multiple choice vocabulary test and 1 fill writing letter quotations for customer. After that the writer have to arranging, analyzing and giving the interpretation of that research.

3. Finishing.

Finishing include formulate all the data that the writer have, discuss with the counselor and find the result. But to get the result

writer have make the summary from all the research. After all the process, the research has to be a scientific paper.

CHAPTER IV

DATA ANALYSIS

A. Data Description

The research has conducted the vocabulary and writing test in March 2018 at All Staff Department of CV. Surya Raya Bekasi. The test was given 30 employees as respondents to get data. The summary of all data from vocabulary mastery and writing ability test will be show from each variable on table of distribution frequency bellow :

1. Gender

Based on the questionnaire it was found that the number of male respondents is 5 people or 16.7% of the whole samples, whereas female respondents is 25 people or 83.3% of the whole samples.

Details can be seen in the table and bar graphs below :

Table 4.1

Respondent's Gender

No	Gender	Frequency	Percentage (%)
1	Male	5	16.7%
2	Female	25	83.3 %
Total		30	100 %

Source : Respondent's Background Result, 2018

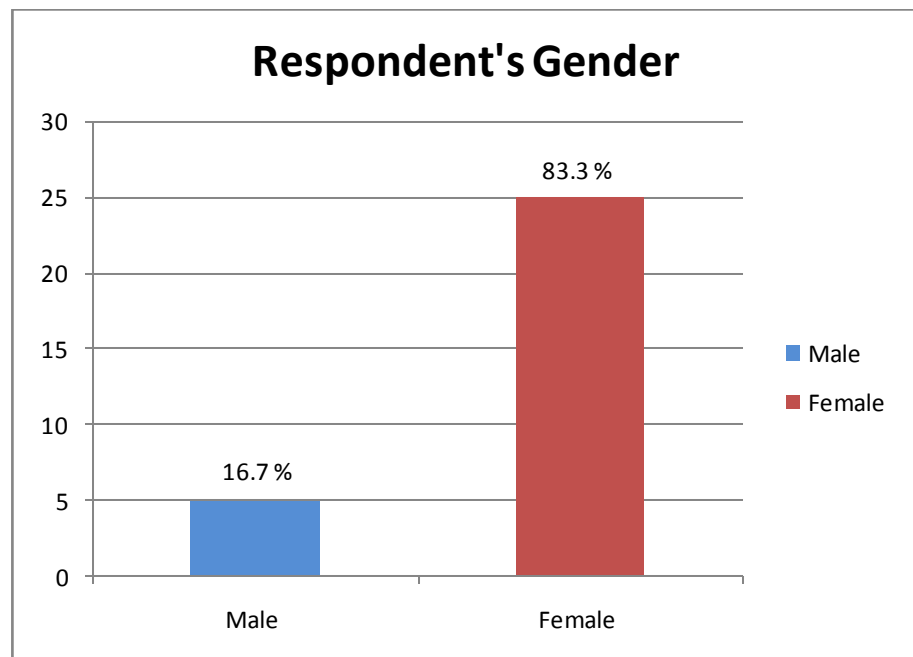


Figure 4.1 Respondent's Gender Bar Graphs

According to the bar graph above can be seen respondent female gender more than gender male, because in this company more requires female gender to be able to quickly handle customers and ship cars to customers and dealers. This company provides car shipping services and the majority can drive cars that will be sent from dealers to customers.

2. Age

In this research was found that the youngest respondent is 22 years old. Meanwhile, the oldest respondent is 45 years old. For more detail about respondent's age range, look at the following table and bar graphs.

Table 4.2**Respondent's Age**

No	Age Range	Frequency	Percentage (%)
1	21 – 28	3	13 %
2	29 – 34	10	35 %
3	35 – 40	12	37 %
4	41 - 46	5	15 %
Total		30	100 %

Source : Respondent's Background Result, 2018

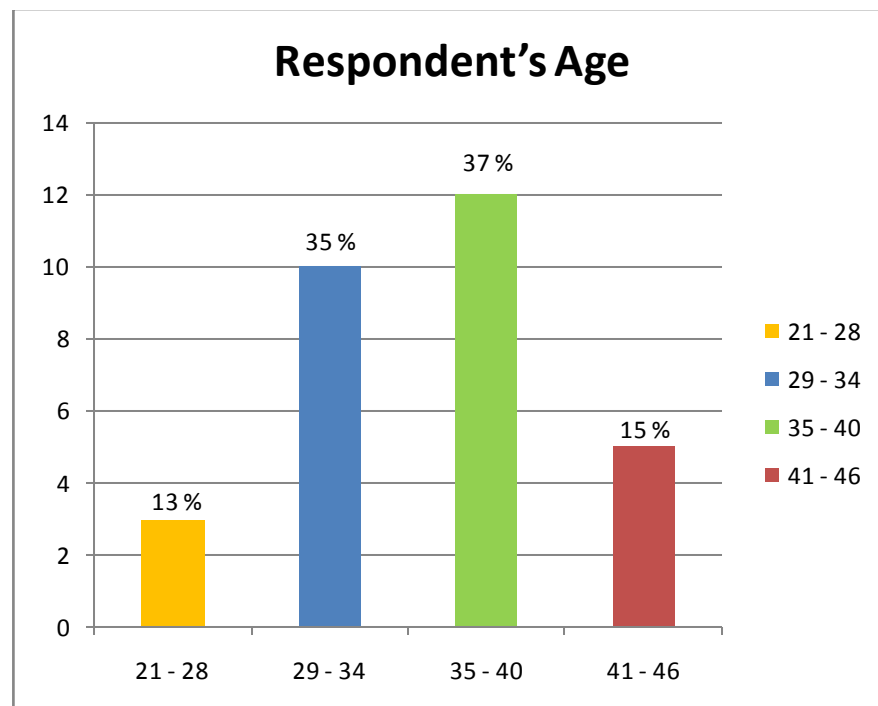


Figure 4.2 Respondent's Age Range Bar Graphs

3. Score of Vocabulary Mastery

Table 4.3**Input score variable x**

No.	Score of Vocabulary	No.	Score of Vocabulary
1	70	16	75
2	75	17	75
3	70	18	80
4	85	19	70
5	85	20	80
6	80	21	85
7	70	22	80
8	70	23	80
9	80	24	75
10	80	25	75
11	75	26	75
12	75	27	80
13	85	28	75
14	70	29	80
15	80	30	80

Source : input score variable x vocabulary mastery, 2018

4. Vocabulary Mastery frequency distributions

Table. 4.4**Vocabulary Mastery frequency**

No	Score	X	F	Fr (%)
1	70 – 72	69.5	6	20 %
2	75 – 77	74.5	9	25%
3	80 – 82	79.5	11	39 %
4	85 – 87	84.5	4	16%

Source : The result of variable x, 2018

Explanations :

classes : score

x : edge point

f : frequency

fr : percentage

From the table 4.4 it is show that the employees who have score of the vocabulary test among 70 – 72 with frequency 6 people with the percentage are 20% and 75 – 77with frequency 9 people with the percentage are 25%. The employees who have score of vocabulary test among 80 – 82 with frequency 11 people with the percentageare 39% and 86 – 90 with frequency 4 people with the percentage are 16%.

For more details can be seen in the diagram as follows :

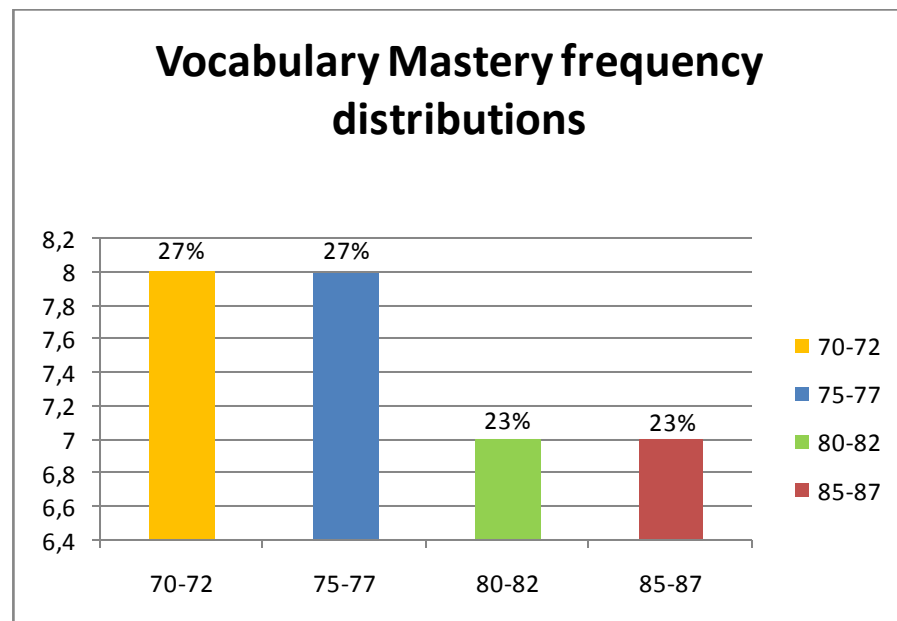


Figure 4.4 Vocabulary Mastery frequency distribution Bar Graphs

5. Score of Writing Ability

Table 4.5

Input Score Variable y

No.	Score of Writing
1	72
2	73
3	72
4	82
5	86
6	85
7	75
8	75

No.	Score of Writing
16	76
17	78
18	86
19	75
20	75
21	81
22	87
23	83

9	78	24	78
S 10	80	25	73
o 11	76	26	74
u 12	76	27	75
r 13	86	28	86
c 14	75	29	84
e 15	83	30	84

Source : input score variable y writing ability, 2018

6. Writing Ability frequency distributions

Table. 4.6

Writing Ability Frequency

No	Score	Y	F	Fr (%)
1	71 – 75	70.5	12	40 %
2	76 – 80	75.5	7	23 %
3	81 – 85	80.5	6	20 %
4	86 – 90	85.5	5	17 %

Source : The result of variable y, 2018

Explanations :

Classes : score

x : edge point

f : frequency

fr : percentage

From the table 4.6 it is show that the employees who have score of the vocabulary test among 71 – 75 with frequency 12 people with the percentage are 40% and 76 – 80 with frequency 7 people with the percentage are 23%. The employees who have score of vocabulary test among 81 – 85 with frequency 6 people with the percentage are 20% and 86 – 90 with frequency 5 people with the percentage are 17%.

For more details can be seen in the diagram as follows :

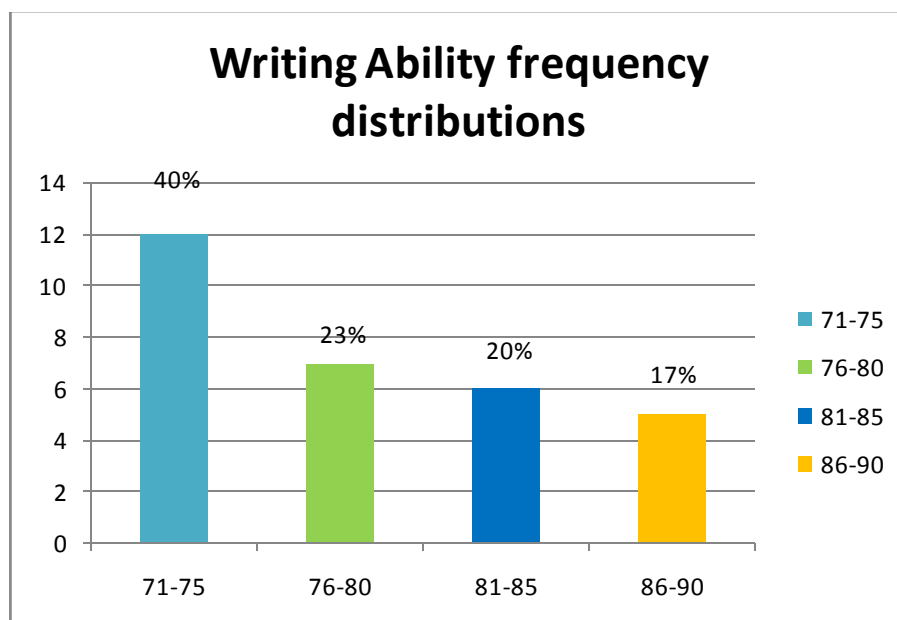


Figure 4.6 Writing Ability frequency distribution Bar Graph

B. Data Analysis

After the data from vocabulary mastery and writing ability tests were processed descriptively, the followed procedure is to analyze the data. The aim of analyzing the data is essentially testing whether the hypothesis assumed at the beginning of the research are proven right or wrong.

The formula as follows Sugiyono (2006) is :

Counting r

$$r_{xy} = \frac{n(\sum xy) - (\sum x) \cdot (\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \cdot \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

Explanation :

r = Person's Product Moment coefficient of correlation

n = The number of the respondent

x = Cause variable/influenced/dependent variable

y = Effect variable/influenced/dependent variable

$\sum xy$ = Sum of multiplication between x dan y scores

$\sum x^2$ = Sum total of x – quadrate sum of x's distribution score

$\sum y^2$ = Sum total of x – quadrate sum of y's distribution score

According to Sugiyono (2006) the pretetation of the r_{observed} can be considered with the below as follow :

Table 4.7

Table of data research

Interval	Interpretation
0.80 – 1000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.199	Very low relationship

Next measurement is significant test to know significant correlation to 30 employees in All Staff of CV. Surya Raya Bekasi. Based on Sugiyono (2006), “The formula for significant correlation of person product moment as follow” : (p.214)

$$t_{\text{observed}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Explanation:

n = the number of respondents

r = coefficient correlation

1. Data Validity Test and Data Reliability

From the results of the frequency distribution that has been described in the table, the pretest and posttest values were tested for validity by using SPSS. To test based on data validity, researchers produced test results with SPSS software Bivariate Correlact Test. The results can be seen in table 4.7, it is known between pre-test and post-test significant value of $0.000 < 0.05$ which means that the data is classified as valid. For more details, see table 4.8 as follows:

Tabel 4.8

Uji Validity Data Vocabulary

Correlations

		VOCABULARY MASTERY
VOCABULARY	Pearson Correlation	1
MASTERY	Sig. (2-tailed)	
	N	30
WRITING	Pearson Correlation	.742**
ABILITY	Sig. (2-tailed)	.000
	N	30

** . Correlation is significant at the 0.01 level (2-tailed).

Source : calculation of data reliability test for vocabulary mastery with

SPSS Versi 20

Tabel 4.9

Uji Validity Data Writing

Correlations

		WRITING ABILITY
VOCABULARY	Pearson Correlation	.742**
MASTERY	Sig. (2-tailed)	.000
	N	30
WRITING ABILITY	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30

** . Correlation is significant at the 0.01 level (2-tailed).

Source : calculation of data reliability test for writing ability with SPSS

Versi 20

For test the Pre-test and Post-test Value Reliability using Cronbach's alpha, the result is 0.85, this result states the level of Reliability High Value. For more details can be seen in table4.10 Value of Reliability test results.

Tabel 4.10**Uji Validity Data**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.850	2

Source : calculation of data reliability test with SPSS Versi 20

2. Testing Data Normality

After the pre-test and post-test data above has the value of validity and reliability researchers tested the level of normality of the data at the pretest and post-test values using SPSS software, the results are known, where the data for pre-test = 0.20 is greater than 0.05 so the data Normal distribution. Data on post-test values were 0.020 greater than 0.05. For more details can be seen in the table 4.11

Tabel 4.11

Uji Normalitas Data Pre-test and Post-test

		One-Sample Kolmogorov-Smirnov Test	
		VOCABULARY MASTERY	WRITING ABILITY
N		30	30
Normal	Mean	77.1667	78.6333
Parameters ^{a,b}	Std. Deviation	5.67562	5.14938
Most Extreme	Absolute	.182	.195
Differences	Positive	.182	.195
	Negative	-.158	-.135
Test Statistic		.182	.195
Asymp. Sig. (2-tailed)		.013 ^c	.005 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Sumber : Tabulasi dengan software SPSS Versi 20

From SPSS tables, it can be concluded that the data in the pre-test and post-test test has a normal data distribution, that is, the R table data is smaller than the calculated T data.

3. The Hypothesis Test

For the hypothesis test, the researcher uses the t test formula (t-test).

By using the hypothesis test as follows:

1. If value $t_{hitung} > t_{tabel}$, so H_a is accepted and H_o is rejected
2. If value $t_{hitung} < t_{tabel}$, so H_a is rejected and H_o is accepted

4. Stating the hypothesis in statistical form

$$H_a : r \neq 0$$

$$H_o : r = 0$$

5. Making reports to count the correlations :

Table 4.12

Vocabulary Score (X) and Writing Score (Y)

No	X ₁	Y ₁	X (X ₁ -X)	Y (Y ₁ -Y)	X ²	Y ²	XY
1	70	72	-7.17	-6.63	51.4089	43.96	47.54
2	75	73	-2.17	-5.63	4.7089	31.70	12.22
3	70	71	-7.17	-7.63	51.4089	58.22	54.71
4	85	82	7.83	3.37	61.3089	11.36	26.39
5	85	86	7.83	7.37	61.3089	54.32	57.71
6	80	85	2.83	6.37	8.0089	40.58	18.03
7	70	75	-7.17	-3.63	51.4089	13.18	26.03
8	70	75	-7.17	-3.63	51.4089	13.18	26.03
9	80	78	2.83	-0.63	8.0089	0.40	-1.78
10	80	80	2.83	1.37	8.0089	1.88	3.88
11	75	76	-2.17	-2.63	4.7089	6.92	5.71
12	75	76	-2.17	-2.63	4.7089	6.92	5.71
13	85	86	7.83	7.37	61.3089	54.32	57.71
14	70	75	-7.17	-3.63	51.4089	13.18	26.03
15	80	83	2.83	4.37	8.0089	19.10	12.37
16	75	76	-2.17	-2.63	4.7089	6.92	5.71
17	75	78	-2.17	-0.63	4.7089	0.40	1.37

18	80	86	2.83	7.37	8.0089	54.32	20.86
19	70	75	-7.17	-3.63	51.4089	13.18	26.03
20	75	75	-7.17	-3.63	51.4089	13.18	26.03
21	85	81	7.83	2.37	61.3089	5.62	18.56
22	80	87	7.83	8.37	61.3089	70.06	65.54
23	80	83	7.83	4.37	61.3089	19.10	34.22
24	75	78	-2.17	-0.63	4.7089	0.40	1.37
25	75	73	-2.17	-5.63	4.7089	31.70	12.22
26	75	74	-2.17	-4.63	4.7089	21.44	10.05
27	80	75	-7.17	-3.63	51.4089	13.18	26.03
28	80	86	7.83	7.37	61.3089	54.32	57.71
29	80	84	2.83	5.37	8.0089	28.84	15.20
30	80	84	2.83	5.37	8.0089	28.84	15.20
Total	$\Sigma =$ 2.315	$\Sigma =$ 2.359			$\Sigma =$ 934.167	$\Sigma =$ 730.6 3	$\Sigma =$ 714.3 0

$$X = \sum X_1/n$$

$$= \sum 2.315/30$$

$$= 77.17$$

$$Y = \sum Y_1/n$$

$$= 2.359/30$$

$$= 78.63$$

Explanations :

X : Score of Vocabulary test

Y : Score of Writing test

X^2 : Total of X – quadrate

Y^2 : Total of Y – quadrate

XY :Sum of multiplication between X and Y score

6. Finding out r observed by interesting the statistical figures from the table

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) \cdot (\sum y^2)}}$$

$$= \frac{714.30}{\sqrt{(934.167) (730.63)}}$$

$$= 0.8646 \text{ (Rounded into 0.86)}$$

7. Determining the contribution percentage of variable x to y by using by the following formula :

$$KP = r^2 \times 100\%$$

Explanation :

KP = determinant coefficient result

r = correlation coefficient result

$$KP = r^2 \times 100\%$$

$$= (0.86)^2 \times 100\%$$

$$= 73.96 \% \text{ (Rounded into 74 \%)}$$

From the result of KP above, it is concluded that the knowledge of vocabulary and writing skill for employees at CV. Surya Raya around 74% and 26% with other factors that cannot be mentioned in this research, because in this research the writer only focuses on the variables of vocabulary mastery and writing ability. And for other factors can be developed in subsequent studies.

8. Criteria of significant test

If $-r_{\text{count}} > r_{\text{table}}$, H_0 is rejected or H_a is accepted or the correlation between vocabulary mastery and writing ability is significant. If the r count is bigger than r table, H_0 is rejected and H_a is accepted. The r count is 0.86 with $n = 30$ and $\alpha = 0.05$, it is found that r table is 74%. It means that r count is bigger than r table. Therefore, in this research, H_0 is rejected and H_a is accepted which means that there

is a significant correlation between vocabulary mastery and ability in writing email at CV. Surya Raya Bekasi.

C. Data Interpretation

After the data from both vocabulary mastery and writing ability had been processed, it was found that there a significant correlation between vocabulary mastery and writing ability in all staff of CV. Surya Raya Bekasi. According to Harmer (2004), “Mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning.” (p.3)

Based on table 4.7 then coefficient correlation was found to be 0.86 included into the very high relationship. So, there is very high relationship between vocabulary mastery and writing ability. The contribution of vocabulary to writing is 74%. It means by learning vocabulary, it can increase writing ability. Meanwhile 26% is influenced by another factors, such as the style of writing, writing strategy, structure mastery, and their knowledge. The correlation drawn from 30 respondents in all staff.

CHAPTER V

CONCLUSION AND SUGGESTION

From this chapter, the research gave the conclusion between vocabulary mastery and ability writing in writing email at CV. Surya Raya Bekasi in the following.

A. Conclusion

Based on the result of the research, the researcher concluded as follows:

1. The result of gender respondents from this research for male is 16.7% with the 5 respondents and for female is 83.3% with 25 respondents. So most of the respondents is dominated by female with 83.3%.
2. The result of ages respondents from this research is 13% are in 21-28 years old with 3 respondents its means that 13% is the lowest percentage. 35% are in 29-34 years old with 10 respondents. 37% are in 35-40 years old with 12 respondents its means that 37% is the highest percentage, and the last 15% are in 41-46 years old with 15 respondents.
3. For the result of variable X (vocabulary mastery) the writer found that the highest score for this test is 85 and the lowest score is 70.

4. For the result of variable Y (writing ability) the writer found the highest score for this test is 87 and the lowest 71.
5. The result of this research is 0.86 it means that the correlation between vocabulary mastery and ability writing in email at CV. Surya Raya Bekasi is enough correlation.
6. There is significant correlation between vocabulary mastery and ability writing in email at CV. Surya Raya Bekasi. With coefficient correlation $(r) = 0.86$ or $(r) \neq 0$ and coefficient of determination 74%. Although 26% is contribute by another variable.

Based on the description above, it can be concluded that there is a significant correlation between vocabulary mastery and ability writing in email at CV. Surya Raya Bekasi.

B. Suggestion

Based on the research that had been done in all department of CV. Surya Raya, the writer proves that English gives the contribution in company as the tools for working activity. Based on the function the research would give some suggestions that would be useful for company, management, employees, the reader and the next researcher.

1. For Company and Management it should :
 - a. Increases the facilities in learning English such as : library, English books, English newspaper and magazine.

- b. Give reward to the employees who have more ability in English job to improve their interest and to motivate them for certificate, incentive, appreciation, and good carrier.
 - c. Make English program such as English course, English special day, English assessment or English outing program.
 - d. Give motivation to the employees to improve and increase their skill in job English ability.
 - e. Make good regulations in working activity such as using English in daily activity, correspondence, meeting and reporting.
2. For Employees and the Reader, they should :
- a. Use English in working activities such as daily conversation especially in meeting, correspondence, report and presentation.
 - b. Make little notes about all the activities that had been done in English.
 - c. Choose the best and suitable way to enrich vocabulary mastery and find the best strategy to makes good composition in writing.
 - d. Never stop to learn and improve the ability in writing.

3. For the next Researches, they should :
 - a. Building on a particular finding in your research.
 - b. Addressing a flaw in your research; examining (or testing) a theory (framework or model) either.
 - c. For the first time or.
 - d. In a new context, location and/or culture.
 - e. Re-evaluating.
 - f. Expanding a theory (framework or model).

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BIOGRAPHY



The writer was born in Jakarta on 03rd May 1994, her mother is Widayati and father is Rawijo. She is the last child in her family and educated at 1 Elementary School Genengadal, Toroh in 1999-2005. She continued studying to Kedung Pempdes Junior High School in 2005 – 2008. The writer took Accounting Department when she was in Sumber Daya High School Cipendawa in 2008 – 2011. She has ever been worked as Staff Purchasing at PT. KSI Indonesia in West Java for four years two month. And then as Staff Accounting at PT. Jaya Metal Indonesia for one years two month and now she works at CV. Surya Raya in Bekasi.



SEKOLAH TINGGI BAHASA ASING - JIA

Jalan Cut Muthia No. 30 Telp./Fax. (021) 882 2727

KOTAMADYA BEKASI

Nomor : 151/ STBA JIA / VI / 2018
Hal : Permohonan Penelitian

Kepada Yth.

Bapak/Ibu Pimpinan

CV. SURYA RAYA

Jl. Patuha Raya Blok 21 No. 1, Kayuringin Jaya, Bekasi Selatan, Jawa Barat 17144

Dengan hormat,

Dalam rangka melengkapi penyelesaian studi mahasiswa Program Strata I (S-I) pada Sekolah Tinggi Bahasa Asing JIA, mahasiswa/i diwajibkan melakukan tugas penelitian untuk skripsi. Waktu pelaksanaan serta lamanya penelitian skripsi kami serahkan kepada kebijaksanaan Bapak / Ibu.

Maksud dari pelaksanaan penelitian tersebut ialah agar mahasiswa/i dapat memahami secara lebih nyata kegiatan – kegiatan dunia industri, sehingga diharapkan dapat menambah keterampilan yang dimiliki mahasiswa/i.

Berkaitan dengan hal tersebut diatas, maka dengan ini kami mohon perkenan kiranya para mahasiswa/i STBA JIA dapat diberikan kesempatan melaksanakan penelitian skripsi pada perusahaan yang Bapak/Ibu pimpin.

Sebagai bahan pertimbangan, mahasiswa/i yang akan melaksanakan penelitian untuk skripsi adalah sebagai berikut :

Nama : Anggi Ria Lestari
NPM : 43131510143020
Jurusan : Sastra Inggris
Program : Strata Satu (S-I)

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Bekasi, 06 Juni 2018

Waket 1,



(Yusnda Eka Puteri, S.S., M.Si.)

NIDN : 0412067304

Tembusan :

Ketua STBA JIA

Ka. BAAK

Kaprodi Bhs Inggris



CV. SURYA RAYA
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E – mail : rayasurya@yahoo.co.id

SURAT KETERANGAN

Saya yang bertanda tangan di bawah ini :

Nama : Raden Ahmad Sadik
Jabatan : Manager Marketing

Dengan ini menerangkan bahwa :

Nama : Anggi Ria Lestari
NIM : 43131510143020
Jurusan : Sastra Inggris (S1)
Sekolah Tinggi Bahasa Asing JIA – Bekasi

Telah menyelesaikan penelitian guna melengkapi syarat memperoleh gelar Sarjana yang dilakukan di CV. SURYA RAYA All Department terhitung sejak tanggal 07 Juni 2018 s/d 06 Juli 2018.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bekasi, 07 Juli 2018
Hormat Kami,



RADEN AHMAD SADIK
Manager Marketing