

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 introduction

the initial part of this chapter will shed some lights on the research method ,time and place of the study, population and sample , instruments of the study , technique and data collection , technique and data analysis and statistical hypotheses.

Too few studies like Rahmatan –Al amin ,(2010) and Younos, (1999) have been conducted to be able to clarify the relationship between vocabulary knowledge and writing ability . The present study will take on this issue .

3.3 Research Design :

According to Arikunto , (1982 P 31) research design is plan about how to collect data so that the research can do economically and matching with objectives of the study.

Thus, research design is a plan of collecting and analyzing data in order to match the research objectives.

This research promotes a hypothesis. there is relationship between the English vocabulary meaning and writing ability of the Third level English Department, Faculty of Arts University of Khartoum in academic year 2009/2010 . The hypothesis offers two variables; x variable and y variable. X variable is identified as the English vocabulary mastery and Y variable is identified as the writing ability. Both the English vocabulary mastery and writing ability are measured through tests. The result of the tests is used to examine whether there is a significant relationship between the English vocabulary mastery and writing ability .

3.4 Population and Sample

Population is one of elements of research methodology. Population can be defined as follows; according to Ary , (1979 P 129) “a population is defined as all members According to Arikunto, if the subject of research less than 100 subjects, it is taken all subjects. So the research is including the research of population , (1982) This research uses the Third Level, English Department Students in academic year 2009/2010 as the population. The total number of population is 31 students.

3.5 Instruments of the Study

The instrument of this study comprises:

1. the vocabulary mastery test cover 31 test items included in this test of which form are multiple choices having five alternatives which had been evaluated their validity and reliability
2. written test of descriptive text was intended to find out students' writing ability of descriptive text. There were three topics provided, and the participants were asked to write about all of them to be developed into a short descriptive paragraph .

3.6 Research Procedures :

The two tests were conducted in two stages.

First, we asked the participants to write paragraphs or some sentences independently on the given topic of gifts for 50-70 words in 30 minutes. It was administered as a normal in-class test.

The sentences were then marked by two experienced teachers who had taught in the college for at least 3 years before they were processed through Pearson's correlation analysis.

Second, the Vocabulary Levels Test and the Test of writing ability were administered in the next tutorial session. The vocabulary test were administered for 25 minutes and 45 minutes respectively. During the vocabulary tests, the participants were not permitted to refer to any dictionaries or confer with each other.

3 – 8 Technique of Data Collection :

The data of this study were collected through some steps which are chronologically explained as follows:

1. In terms of the administration of vocabulary test
 - a . First, before conducting the test, the students of English Department ,Level three, Faculty of Arts ,University of Khartoum who became the participants of this study were taken their identities (including name, class, and signature) through the attendance list provided;
 - b . Next, in order to give a testing atmosphere, some instructions were told to the participants that this test would be included in their academic report, therefore they were forbidden to cheat. They were also forbidden to use their mobiles .

c . Then, as all the conditions above had been fulfilled, the participants of this study were able to do the vocabulary test conducted for 30 minutes in a piece of paper which had been provided to them; six new words were introduced and multiple choices were provided that required students to deal with the meanings of words and assisted with processing of new meanings .By putting circles around the letter of the best answers students will be able to answer question of appendix 1 about vocabulary knowledge .

d . After the vocabulary test was finished, the students' answer sheets of vocabulary test were rated;

e. Finally, as the vocabulary had been already rated, the process of collecting data was continued to the process of tabulating and analyzing with statistical calculating method;

2 . In terms of the administration of written test of descriptive text

a . This written test of descriptive writing was conducted after the vocabulary test was already finished by the participants, so it was conducted simultaneously in one occasion with vocabulary test;

b. The participants were given many words as sub- titles or topics related to descriptive text, and they were able to freely write on all the topics. They were asked to make a short paragraph about each topic with the length of words at least 75-50 words in 30 minutes;

a . After the written test had been conducted, the sentences were rated. there were two raters involved to evaluate the written test. The two raters were given the copies of those some questions to be rated;

d . Finally, after the students' sentences or paragraphs were rated, the process of collecting data was continued to the process of tabulating and analyzing with statistical calculating met.

3 -9 Technique of The Data Analysis

In this research, the writer uses two techniques to analyze data. They are:
The technique used to classify the students into three criteria. They are up rank (good), middle rank (enough), and bottom rank (low). The formula are:

$M_x + 1. SD_x$ $M_x - 1. SD_x$ Notes:

M_x = mean of English vocabulary mastery(x)

SD_x = standard deviation of English vocabulary mastery(x)

This technique used to analyze the English vocabulary mastery of the first Level Students of Department of English ,Faculty of Arts University of Khartoum. These techniques classify the students into three criteria. They are up rank (good), middle rank (enough), and bottom rank (low).

$M_y + 1. SD_y$ $M_y - 1. SD_y$ Notes:

M_y = mean of writing ability mastery(y)

SD_y = standard deviation of writing ability(y)

This technique used to analyze the writing ability of the first Level Students of Department of English ,Faculty of Arts University of Khartoum.. These techniques classify the students into three criteria. They are up rank (good), middle rank (enough), and bottom rank (low).

The technique used to analyze the data is correlation Product Moment as the formula. This technique used because the writer would like to measure the correlation between English vocabulary mastery and writing ability of the first Level Students of Department of English ,Faculty of

Arts University of Khartoum. In academic year 2015/2016. The Product Moment formula is as follows:

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

Notes:

r_{xy} = the correlation coefficient between x variable and y variable.

$\sum xy$ = the total number of score multiplication of x variable (English vocabulary mastery) and y variable (writing ability).

$\sum x$ = the total number of scores of x variable (English vocabulary mastery).

$\sum y$ = the total number of scores of y variable (writing ability).

$\sum x^2$ = the total number of square scores of x variable (English vocabulary mastery).

$\sum y^2$ = the total number of square scores of y variable (writing ability).

N =the number of subject.

The steps of the data analysis applied in this research are:

Determining $N, \sum x, \sum y, \sum xy, \sum x^2, \sum y^2$.

Computing by applying the formula of Product Moment Correlation.

Giving interpretation by:

Determining the correlation criteria by applying the indexes of correlation, as suggested by Hadi in Arikunto are as follows:

Table 3.2 The Indexes of Correlation

No.	Scale	Interpretation
1.	0.600 – 0.800	High Correlation
2.	0.400 – 0.600	Sufficient
3.	0.200 – 0.400	Fair Correlation
4.	0.000 – 0.200	Low Correlation

CHAPTER FOUR

DATA ANALYSIS AND DISSCUSSION OF THE RESULTS

CHAPTER FOUR

DATA ANALYSIS AND DISSCUSSION OF THE RESULTS

4-1 Data Description

The researcher talks about Data of English Vocabulary Mastery of the first Level Students of Department of English ,Faculty of Arts University of Khartoum.

This data is means to determine how the students could able to master the English vocabulary meaning and writing ability. To get the data, the researcher uses test technique toward first Level Students of Department of English ,Faculty of Arts University of Khartoum. This is suitable with the total number population. But, there are some students can not join the test, so there are only 31 students from 54 students.

The population of the research is enclosed at table 4.3 in appendix 11.

The vocabulary test is one that measure the students in master the form, the meaning, and the use of vocabulary. The form of the vocabulary test is multiple choices test. The total number of English vocabulary item is 6 items. The score of every item is 5 score. The total score of English vocabulary test is 30score.

From the explanation above, can be accumulated that the total scores of English vocabulary mastery: 6 items x 5 score = 30

The score of students = $\frac{\text{The getting score} \times 100}{\text{The total score}}$

From the test can be gotten the score of English vocabulary test
As follows:

Table 4.1 The Score of English Vocabulary Mastery of first Level Students of Department of English ,Faculty of Arts University of Khartoum

No. of Students	Score of English vocabulary
1.	25
2.	30

3.	30
4.	30
5.	30
6.	25
7.	20
8.	20
9.	25
10.	30
11.	30
12.	25
13.	25
14.	20
15.	30
16.	30
17.	30
18.	30
19.	30
20.	30
21.	15
22.	30
23.	30
24.	30
25.	30
26.	30
27.	20
28.	10
29.	15
30.	25
31.	20

Data about Writing Ability of the third Level students ,Department of English ,Faculty of Arts of University of Khartoum .

This data is means to determine how high do the third Level students ,Department of English ,Faculty of Arts of University of Khartoum master the writing ability. This data are gotten from the test of writing ability. The test consists of short answers and another answers in along sentences telling the reasons. The tests that measure the students in master the spelling, punctuation, structure, vocabulary. Its form is multiple choices tests. The total number is 6 items. The score of every item is 6 score. The test also measures the writing ability in style and content. In writing test, the students must make a short paragraphs or long descriptive sentences .

The score of these sentences is according to the rating scale of scoring of writing test. The total score of writing test 36score.

From the explanation above, can be accumulated that the total

score every skill

Writing ability : writing test; 6 items x 6 =

The score of students = $\frac{\text{The getting score} \times 100}{\text{The total score}}$

The total score

From the test can be gotten the score of English vocabulary test as follows:

Table 4.2 The Score of Writing Ability of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum

No. of Students	Score of English Writing quality
1.	19
2.	36
3.	36
4.	32
5.	35
6.	32
7.	24
8.	24
9.	29
10.	34
11.	30
12.	25
13.	25

14.	30
15.	36
16.	36
17.	29
18.	27
19.	34
20.	34
21.	15
22.	30
23.	33
24.	30
25.	36
26.	36
27.	30
28.	15
29.	21
30.	26
31.	24
888	

4 -2 Data Analysis

The Analysis about English Vocabulary Mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum .

The steps to make a vocabulary mastery analysis are:

Determine M_x .

Determine SD_x .

Determine top up of vocabulary mastery score.

Determine bottom of vocabulary mastery score.

Make an analysis of students' English vocabulary mastery.

4 -2 -1 The analysis of English vocabulary

a.

Table 4.6 The Analysis Date of English Vocabulary Mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum

X	f	fX	$x (X - M_x)$	x^2	fX^2
30	17	510	+4	16	272
25	6	150	-1	1	6
20	5	100	-6	36	180
15	2	30	-11	121	242
10	1	10	-16	256	256
The total	$\sum X = 31$	$\sum fX = 800$	-	-	$\sum fX^2 = 956$

$$\begin{aligned}
 M_x &= \frac{\sum X}{N} \\
 &= \frac{800}{31} \\
 &= 25,806 \\
 &\approx 25
 \end{aligned}$$

After determine M_x , and then determine SD_x . It means to know how much the devise standard of English vocabulary mastery score. The counting is:

$$\begin{aligned}
 SD_x &= \\
 &= \\
 &= \sqrt{0.838} \\
 &\approx 5
 \end{aligned}$$

After determine M_x and SD_x , then determine top up and bottom. It means to know limitation of standard category of English vocabulary mastery score.

$$\begin{aligned}
 \text{Top up of vocabulary score} &= M_x + 1 \cdot SD_x \\
 &= 25 + 1 \cdot 5
 \end{aligned}$$

$$= 25 + 5$$

$$= 30$$

$$\text{Bottom of vocabulary score} = M - 1. SD$$

$$= 25 - 1.5$$

$$= 25 - 5$$

$$= 20$$

The English Vocabulary Mastery of the third Level Students of Department of English ,Faculty of Arts University of Khartoum can be determined by accumulate data above. The table of analysis is:

Table 4.7 The Analysis of English Vocabulary Mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum

Interva	<i>f</i>	Catego	Present
25 - 30	23	Good	74.19%
20-25	5	Enough	16.12%
10 - 20	3	Less	9.67%

From the counting above, can be seen that the English vocabulary of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum is varieties. There are 80.64% or 25 students get good categorization with score between 25 - 30, 80,64% or 4 students get enough categorization with score between 17 – 24, and 12,90% or only two students get less categorization with score between 10 – 16 and 6.45%. So that, it can be conclude that the English vocabulary mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum is good

4 -2 -2 **The Analysis of English Writing Ability** of the the third Level students ,Department of English ,Faculty of Arts of University of Khartoum.

The steps to make a writing ability analysis are:

Determine M_y .

Determine SD_y .

Determine top up of writing ability score.

Determine bottom of writing ability score.

Make an analysis of students' writing ability.

Table 4.8 The Analysis Date of Writing Ability of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum

Y	f	fY	$y(Y - M_y)$	y^2	fy^2
36	6	216	6+	36	216
35	1	35	5+	25	25
34	3	102	4+	16	48
33	1	33	3+	9	9
32	2	64	2+	4	8
30	5	150	0	0	0
29	2	58	1-	1	2
27	1	27	3-	9	9
26	1	26	4-	16	16
25	2	50	5-	25	25
24	3	72	6-	36	108
21	1	21	9-	81	81
19	1	21	11-	121	121
15	2	30	15-	225	450
The Total Num	$N = 31$	$\sum fY = 905$	-		$\sum fy^2 = 1118$

$$M_y = \frac{\sum fY}{N}$$

$$= \frac{905}{31}$$

$$= 29, 190$$

$$\approx 30$$

After determine M_y , and then determine SD_y . It means to know how much the devise standard of writing ability score. The counting is:

$$SD_y =$$

$$=$$

$$= \sqrt{36.064}$$

$$= 36.064$$

$$\approx 6$$

After determine M_y and SD_y , then determine top up and bottom.

It means to know limitation of standard category of writing ability score.

$$\text{Top up of writing score} = M_y + 1 \cdot SD_y$$

$$= 30 + 1 \cdot 6$$

$$= 30 + 6$$

$$= 36$$

$$\text{Bottom of writingscore} = M_y - 1 \cdot SD_y$$

$$= 30 - 1 \cdot 6$$

$$= 30 - 6$$

The writing ability of the English vocabulary mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum be determined by accumulate data above. The analysis is:

Table 4.9 The Analysis of Writing Abilitythe English vocabulary mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum

Interva	<i>f</i>	Catego	Presents
30 - 36	18	Good	58.06
24 - 29	9	Enough	29.032
15 - 23	4	Less	12.903

From the counting above, can be seen that the writing ability of the English vocabulary mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum is varieties.

There are 58.064% or 18 students get good categorization with score between 36 - 30 or 9 students enough categorization with score between 24 – 29, and 29.32% or 4 students get less categorization with score between 15 – 23. So that, it can be conclude that the writing ability of the English vocabulary mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum is good.

For the summary about the criteria of the English vocabulary mastery of the First Level students ,Department of English ,Faculty of Arts of University of Khartoum in the vocabulary mastery and writing ability, see table 4.6 .

4 -2 -3 The Relationship between English Vocabulary Mastery and Writing Ability of the first Level Students of Department of

English ,Faculty of Arts University of Khartoum .After collecting data, the data analysis is conducted by applying the steps as follows:

Determining $\sum x$, $\sum y$, $\sum xy$, $\sum x^2$, $\sum y^2$.

From the research, the writer get the result about the score of English vocabulary mastery and writing ability of the first Level Students of Department of English ,Faculty of Arts University of Khartoum. That can count how high the correlation of them.

The tabulate data in table contain six columns. They are: Column 1 : series number.

Column 2 : scores of x variable (English vocabulary mastery). Column 3 : scores of y variable (writing ability).

Column 4 : score multiplication of x variable (English vocabulary mastery) and y variable (writing ability).

Column 5 : square scores of x variable (English vocabulary mastery). Column 6 :square scores of y variable (writing ability).

Table 4.6 The Correlation between English Vocabulary Mastery and Writing Ability of

No. of Students	X	Y	XY	X^2	Y^2
1.	25	19	475	625	361
2.	30	36	1080	900	129
3.	30	36	1080	900	129
4.	30	32	960	900	102
5.	30	35	1050	900	122
6.	25	32	800	625	102
7.	20	24	480	400	576
8.	20	24	480	400	576
9.	25	29	725	625	841
10.	30	34	1020	900	115
11.	30	30	900	900	900
12.	25	25	625	625	625
13.	25	25	625	625	625
14.	20	30	600	400	900
15.	30	36	1080	900	108
16.	30	36	1080	900	108
17.	30	29	870	900	841
18.	30	27	810	900	729
19.	30	34	1020	900	115
20.	30	34	1020	900	115
21.	15	15	225	225	225
22.	30	30	900	900	900
23.	30	33	990	900	108
24.	30	30	900	900	900
25.	30	36	1080	900	108
26.	30	36	1080	900	108
27.	25	30	750	625	900
28.	10	15	150	100	225
29.	15	21	315	225	441
30.	25	26	650	625	676
31.	20	24	480	400	576
The toal Number	$\sum X = 805$	$\sum Y = 903$	$\sum XY = 24210$	$\sum X^2 = 21825$	$\sum Y^2 = 26559$

Based on the table above, the writer get:

$$\sum X = 805$$

$$\sum Y = 903$$

$$\sum XY = 24210$$

$$\sum X^2 = 21825$$

$$\sum Y^2 = 26559$$

Computing by applying the formula of Product Moment Correlation.

To analyze The Correlation between English Vocabulary Mastery and Writing Ability of the third level, Department of English language ,Faculty of Arts ,University of Khartoum use the product moment formula. The rude numeral is:

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}} \\
 &= \frac{31.24210 - 805.903}{(31.21825 - (805)^2)(31.26559 - (903)^2)} \\
 &= \frac{750510 - 726915}{(676575 - 648025)(823329 - 815409)} \\
 &= \frac{23595}{22611600} \\
 &= \frac{23595}{22611600} \\
 &= \frac{23595}{47551} \\
 &= 0,4962040 \\
 &\approx 0,496
 \end{aligned}$$

4-4 Data Discussion

The interpretation is explained in next discussion section.

Making conclusion by classify with indexes of correlation and connect with the table of product moment. The conclusion is explained in next discussion section.

Discussion(Testing Hypothesis and Interpretation)

From the calculated about the correlation between English vocabulary mastery and writing ability of the first Level Students of Department of

English ,Faculty of Arts University of Khartoum can be gotten the result
of the research is0,496

4 -4 -1 Testing Hypothesis

Null Hypo (Ho)

There is no any correlation between English vocabulary mastery and writing ability of the first Level Students of Department of English ,Faculty of Arts University of Khartoum academic year 2015/2016. So, Ho is rejected.

Interpretation

The best way to interpret whether any correlation between English vocabulary mastery and writing ability of the first Level Students of Department of English ,Faculty of Arts University of Khartoum academic year 2015/2016

by using product moment. The way is:

Interpretation about correlation coefficient by using crude digit.

$$\sqrt{\frac{N \cdot \sum x^2 - (\sum x)^2}{N \cdot \sum y^2 - (\sum y)^2}}$$

After finding out the result of research, the correlation coefficient is 0,496. It is a positive value. From this, it can be found that the relation is direction correlation.

Interpretation about correlation coefficient by applying the indexes of correlation, as suggested by Hadi in Arikunto.

The interpretation about the rate of the correlation coefficient is formed by certain rule, are as follows:

0.600–0.800 = high correlation

0.400–0.600 = sufficient correlation

0.200–0.400 = fair correlation

0.000–0.200 = low correlation

Based on the computation, it is known that the value of $r_{xy} = 0,496$.

It will be categorized by using coefficient correlation criteria above. It is known that 0,496 is classified interval 0.400 – 0,600 on the indexes of correlation or sufficient correlation.

Interpretation about correlation coefficient is connected with the table of product moment.

Ha: There is relationship between English vocabulary mastery and writing ability of the first Level Students of Department of English ,Faculty of Arts University of Khartoum in academic year 2015/2016. So, Ha is accepted.

Ho: There is no any relationship between English vocabulary mastery and writing ability of the of the first Level Students of Department of English ,Faculty of Arts University of Khartoum in academic year 2015/2016. So, Ho is rejected.

CHAPTER FIVE

CONCLUSION RECOMMONDATIONS AND SUGGESTION

CHAPTER FIVE

CONCLUSION RECOMMENDATIONS AND SUGGESTION

5 -1 Conclusion

In this chapter, the writer provides the conclusion which follows:

The average value of English vocabulary mastery in academic year 2015/2016 is enough. The score is 20 – 30 or 84,64 %. the third Level Students of Department of English ,Faculty of Arts University of Khartoum can master the standard vocabulary. The standard vocabulary is 262 words. They also able to master the aspects of vocabulary well. The aspects of vocabulary are the form of words, the meaning of words, and the use of words. The First Level students able to apply those aspects in mastery vocabulary.

The average value of writing ability of the third Level Students of Department of English ,Faculty of Arts University of Khartoum in academic year 2015/2016 is enough. The score are 30 – 36 or 58.64 % . It can be concluded that the third Level Students of Department of English ,Faculty of Arts University of Khartoum in academic year 2015/2016 are able to use the aspects of writing well. The aspects of writing are punctuation, spelling, structure, and vocabulary. The third grade students able to apply those aspects in writing.

There is correlation between English vocabulary mastery and writing ability of the third Level Students of Department of English ,Faculty of Arts University of Khartoum in academic year 2015/2016. It got from the result of multiplication by using pattern of product moment correlation. The correlation value is 0,496. It is a positive correlation and sufficient correlation. It can be shown in the indexes of correlation. The index is 0,400 – 0,600. It can be conclude that the high and the low of writing ability correlate with the high and the low of English vocabulary mastery. So, the conclusion of this study is there is correlation between English vocabulary mastery and writing ability

5 -2 Recommendations

This study recommends strengthening tertiary students' general vocabulary knowledge and reference skills through explicit teaching and training.

Taking writing course : Try to find a self-paced course that uses assignments and quizzes to help you increase fluency and brush up on your writing skills. Some classes are aimed at essay writing or creative writing, so you can find a class that will help you improve the style you need the most help with.

Building vocabulary and using it to improve writing tasks : Building vocabulary is one of the easiest ways to improve the power of yo writing and make any writing task that much easier, as you will have several synonyms in your repertoire to pull from every time. Developing your vocabulary need not be difficult or painful.

Edit Your Own Writing : Editing is an important process for spotting writing errors, but it's also great for improving the tone, style, and clarity of your writing. It might help to read the sentences aloud, then note any lack of precision. Search through your memory for more descriptive words, or consult a thesaurus if you need to.

5 – 3 Suggestions for further studies

Having known that the third Level Students of Department of English ,Faculty of Arts University of Khartoum English writing ability relates to the mastery of vocabulary to in academic year of 2015-2016, some suggestions can be presented to:

English Teachers

English teachers are suggested to vary the way they teach, particularly teaching English writing. The way they teach determines the way the students comprehend the aspects of writing. Automatically, the students' understanding of English words may increase.

2-Students

Students of the first Level of Department of English ,Faculty of Arts University of Khartoum academic year 2015/2016 are expected to read many English passages in order that their vocabulary mastery and knowledge increase. Moreover, they also should try to make a note to the new English word they find;

3 - Schools

Schools are suggested to have well-qualified libraries by providing the students with good and varied books. The well-qualified libraries are expected to be able to motivate the students increase their writing ability.

4. Applied Linguistic Researchers.

The current study will give a better understanding of the role of vocabulary size in language learning, especially in writing.

It also provides additional empirical evidences for the related studies. The present study may become the source of inspiration for further replication, expansion, or evaluation in order to search more definite perspectives of the investigated area.

References

Alexander, L. G. *Fluency in English*. Yogyakarta: Kanisius, 1975.

Anthony H.R. *Mastering Basic English*. Surabaya: Study Group, 1978.

Amy ,L . (2003) , Applying Formal Vocabulary to Academic Writing : Is the Task Achieable ? Hong Kong University of Science and Technology, Hong Kong . Astika 66 : Espinosa 18 and Laufer, . 1987

Dorte , A . (2004) , Vocabulary and writing in a first and second language Proseses and Development .University of Copenhagen .foreword Press .

Elena , P . (2006) , The Impact of Vocabulary Instruction on the Vocabulary Knowledge and Writing Performance .PH.D Thesis . Faculty of Education , University of Maryland .

Gonzalez , M .(2003) . The Intricate Relationship between measure of Vocabulary Size and Lexical Diversity as Evidence in Non –Native and Native Speaker Academic Composition . PH .D .Thesis , College of Education and Human Performance , University of Central Florida .

Hornby, A.S. *Oxford Advances Learners Dictionary of Current English*.

Oxford: University Press, 1974. <http://en.wikipedia.org/wiki/Vocabulary>.

Accessed on March 10th2010. Lado, Robert. *Language Testing*. London: Longmans, 1961.

Lean , B . (2013) . Accuracies and Inaccuracies in EFL Learners' Writing Vocabulary in Web . Base Setting ? . M.A Thesis . The Hong Kong Polytechnic University .

Lisa , M . (2008) . The Effect of Vocabulary Instruction on Students' Expository Writing . M.A Thesis California University Pennsylvania .California .

Lucantoni, Peter. *Teaching and Assessing Skill in English as a Second Language*. United Kingdom: Cambridge University Press, 2006.

McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use, Upper-Intermediate and Advanced*. England: University Press, 1994.

Nation , The Impact of Vocabulary instruction , 2004

Neuman, William Lawrence. *Social Research Method: Qualitative And Quantitative Approaches*. United States of America: Library of Congress Cataloging in Publication Data, 2000.

Oshima, Alice and Hogue, Ann. *Writing Academic English*. Addison Wesley Longman, 1998.

Parkinson, Tony. *Teaching and Assessing Skills in First Language English*.

Schmitt, S. *Metode Research*. Bandung: Jemmars, (2008).

United Kingdom: Cambridge University Press, 2002.

Vermeer , Lexical guessing in context in EFL reading comprehension, 1976

Ricards, Jack C. *Curriculum Development in Language Teaching*. United Kingdom: Cambridge University Press, 2002.

Ricards, Jack C. and Renandya, Willy A. *Methodology in Language Teaching: An Anthology Of Current Practice*. United Kingdom: Cambridge University Press, 2002.

Sudijono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: Rajagrafindo Persada, 2006.

Taylor, Linda. *Teaching and Learning Vocabulary*. Cambridge: University Press, 1990.

Trimmer, Joseph F. *Writing with a Purpose*. USA: Houghton Mifflin Company, 1995.

Woods, Caroline. *Teaching and Assessing Skill in Foreign Language*. United Kingdom: Cambridge University Press, 2005.

Weigle Accuracies and Inaccuracies in EFL Learners' Written Vocabulary Use .1966

Young, Donna. *What is Vocabulary*, 1999 – 2010: All Rights Reserved, (online), (<http://donnayoung.org/forms/help/vocabulary.htm>, Accessed on March 10th 2010.

APPENDICES

Appendix1: Research matrix

Appendix2: Experimental test of writing

Appendix 3: The Vocabulary multiple choice test

Appendix4 : The Score of English Vocabulary Mastery of the first Level Students of Department of English ,Faculty of Arts University of Khartoum.

Appendix 5: The Score of English Vocabulary Mastery of first Level Students of Department of English ,Faculty of Arts University of Khartoum

Appendix6: The Correlation between English Vocabulary Mastery and Writing Ability of thefirst Level Students of Department of English ,Faculty of Arts University of Khartoum

Appendix 1

Research Matrix

Title Of The Research	Variable Of Research	Indicators	Statements Of The Problems
The relationship between English vocabulary knowledge and writing ability of the first Level of Department of English ,Faculty of Arts University of Khartoum	Independent variable: English vocabulary mastery	1. Determiningformofwords. 2. Givingmeaningofwords. 3. Usingthewordsinthesentences.	1. In this particular study , it was expected that teaching students theme – related words would result in students' acquisition of these words
	Dependent variable : writingability	1. Studentsareabletousespelling. 2. Studentsareabletousepunctuation. 3. Studentsareabletousestructure. 4. Studentsareabletousevocabulary. 5. Studentsareabletousestyle. 6. Studentsareabletousecontent.	2. Increasing students' knowledge of these words and the accompanying knowledge would lead to improvements in the quality of students' writing.
			3. Is there any correlation between English vocabularymasteryandwritingabilityof ? the first Level of Department of English,Faculty of Arts University of Khartoum

Appendix 4

Table 4.1 The Score of English Vocabulary Mastery of first Level Students of Department of English ,Faculty of Arts University of Khartoum

No. of Student	Names of Students	Score of English
1.	Samar Adam Yousif	25
2.	Nora Nadir Hamid	30
3.	Nuha Ali Abdu-Elrahman	30
4.	Ahmed Abbas Ali	30
5.	Osama Sala Ahmed	30
6.	EssraAbd-ElrahmanTaha	25
7.	Fatima Husam Omer	20
8.	Rian Hassan Ahmed	20
9.	Mohammed Nour Osman	25
10.	NadreenYousuf	30
11.	Razan Abdu-Elatif	30
12.	TagwaAdil El-Obeid	25
13.	Alaa Hassan Omer	25
14.	Ahmed Hassan Ali	20
15.	Alaa Hamid Ali Hamid	30
16.	Iman Osman	30
17.	Thoriasaeedyassir	30
18.	Haifa Abbas Mohammed	30
19.	Tasneem Mahmoud	30
20.	Mona Syeed Ali	30
21.	ArafaAdil	15
22.	MuhamadMubaark	30
23.	Ethaar Amin Idriss	30
24.	Areej Osman Hassan	30
25.	Omer Abdullah Omer	30
26.	Mohammed Al-Amin	30
27.	Abd-ElrahmanOkkod	20
28.	Safa Abbas Taha	10
29.	Omer Al-Addani Ali	15
30.	Sami Ahmed Ali	25
31.	Fadil Ameer Affas	20

Appendix 5

Table 4.2 The Score of Writing Ability of the First Level students
,Department of English ,Faculty of Arts of University of Khartoum

No. of Student	Names of Students	Score of English
1.	Samar Adam Yousif	19
2.	Nora Nadir Hamid	36
3.	Nuha Ali Abdu-Elrahman	36
4.	Ahmed Abbas Ali	32
5.	Osama Sala Ahmed	35
6.	EssraAbd-ElrahmanTaha	32
7.	Fatima Husam Omer	24
8.	Rian Hassan Ahmed	24
9.	Mohammed Nour Osman	29
10.	NadreenYousuf	34
11.	Razan Abdu-Elatif	30
12.	TagwaAdil El-Obeid	25
13.	Alaa Hassan Omer	25
14.	Ahmed Hassan Ali	30
15.	Alaa Hamid Ali Hamid	36
16.	Iman Osman	36
17.	Thoriasaeedyassir	29
18.	Haifa Abbas Mohammed	27
19.	Tasneem Mahmoud	34
20.	Mona Syeed Ali	34
21.	ArafaAdil	15
22.	MuhamadMubaark	30
23.	Ethaar Amin Idriss	33
24.	Areej Osman Hassan	30
25.	Omer Abdullah Omer	36
26.	Mohammed Al-Amin	36
27.	Abd-ElrahmanOkkod	30
28.	Safa Abbas Taha	15
29.	Omer Al-Addani Ali	21
30.	Sami Ahmed Ali	26
31.	Fadil Ameer Affas	24

Appendix 6

Table 4.6 The Correlation between English Vocabulary Mastery and Writing Ability of

No. of Students	X	Y	XY	X^2	Y^2
1.	25	19	475	625	361
2.	30	36	1080	900	129
3.	30	36	1080	900	129
4.	30	32	960	900	102
5.	30	35	1050	900	122
6.	25	32	800	625	102
7.	20	24	480	400	576
8.	20	24	480	400	576
9.	25	29	725	625	841
10.	30	34	1020	900	115
11.	30	30	900	900	900
12.	25	25	625	625	625
13.	25	25	625	625	625
14.	20	30	600	400	900
15.	30	36	1080	900	108
16.	30	36	1080	900	108
17.	30	29	870	900	841
18.	30	27	810	900	729
19.	30	34	1020	900	115
20.	30	34	1020	900	115
21.	15	15	225	225	225
22.	30	30	900	900	900
23.	30	33	990	900	108
24.	30	30	900	900	900
25.	30	36	1080	900	108
26.	30	36	1080	900	108
27.	25	30	750	625	900
28.	10	15	150	100	225
29.	15	21	315	225	441
30.	25	26	650	625	676
31.	20	24	480	400	576