

**A CORRELATIVE STUDY BETWEEN EMOTIONAL INTELLIGENCE,  
VOCABULARY MASTERY, AND WRITING ABILITY  
AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION  
OF RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA  
IN THE ACADEMIC YEAR OF 2021/2022**

**THESIS**

**Submitted as A Partial Requirements for the Degree of Sarjana**



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*Assalamu'alaikum wa rahmatullahi wa barakatuh*

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Thank you for the attention.

*Wassalamu'alaikum warahmatullahi wa barakaatuh*

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## RATIFICATION

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## **DEDICATION**

The thesis is dedicated to:

1. Allah SWT and Prophet Muhammad SAW.
2. My beloved father Mr. Sutarno and my mom Mrs. Robingatun who always support me.
3. My beloved siblings, they are my older sister Eni Susilowati and Puji Lestari who always support me.
4. My lovely advisor, Mrs. Dr. Yusti Arini, M. Pd. who have guided the research.
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7. My own self, Iin Nurchasanah, thank to myself for being brave, not giving up, and always being humble.

## **MOTTO**

“Jangan menyerah dulu. Banyak hal menarik di dunia yang belum kamu coba”

-iin-

“Memaafkan dan mengikhhlaskan adalah sumber bahagia”

-iin-

*“The world will be dimmer without you in it”*

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*A Correlative Study Between Emotional Intelligence, Vocabulary Mastery, and Writing Ability at Third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in the Academic year 2021/2022*" is my own original work. To the best of my knowledge and belief, the thesis consists no material previously published or written by another person except where due references are made. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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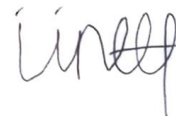
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Sukoharjo, 19 May 2023

The Researcher,



**Lin Nurchasanah**

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## ABSTRACT

In Nurchasanah. 2023. *“A Correlative Study Between Emotional Intelligence, Vocabulary Mastery, and Writing Ability at Third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in the Academic year 2021/2022”*. Thesis. English Language Education. Faculty of Cultures and Languages.

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Writing is different from listening and speaking. Before mastering writing, they have to recognize and understand new symbols first. This research is intended to find out whether there is or not a positive and significant correlation between students' emotional intelligence ( $X_1$ ) and their writing ability (Y); whether there is or not the correlation between students' vocabulary mastery ( $X_2$ ) and their writing ability (Y); whether there is or not the correlation between emotional intelligence ( $X_1$ ), vocabulary mastery ( $X_2$ ), toward their writing ability (Y).

This research is quantitative with correlation method with three variables. It was carried out at Third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta with 60 samples which selected by simple random sampling. The instruments in collecting the data were questionnaire for measuring students' emotional intelligence while test for vocabulary mastery and documents for writing ability. The researcher used multiple correlation to analyse the findings data and to find the result of hypotheses.

The result of the findings showed that 1. There is no positive correlation between emotional intelligence with writing ability and the score of 0.154 means that  $X_1$  and Y have no correlation; 2. There is no positive correlation between vocabulary mastery and writing ability and the score of 0.098 means that  $X_2$  and Y have no correlation; 3. There is no positive correlation between emotional intelligence ( $X_1$ ), vocabulary mastery ( $X_2$ ), and writing ability (Y) because from the result significant value is 0.281 which is greater than 0.05. The conclusion is there is no positive correlation between emotional intelligence, vocabulary mastery, and writing ability Ability at Third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is really a foreign language for language learners in Indonesia (Setiyadi, 2006: 22). It means that Indonesian people do not use language for daily language. Learning a foreign or second language isn't easy for people. Lock (1996: 2) argues that learning a second language is hard work and for most people involves a considerable commitment of time and effort. That statement can be a reminder for the learners that learning a language can't be done instantly and they have to be patient.

To be succeeded in learning English, the learners should master four skills. They are productive skills (writing and speaking) wherein the learners will produce something with those skills and receptive skills (listening and reading) wherein the learners receive the information with those skills without produce anything. The four skills like different between one another but actually there is correlation between them. For example, the learners listen to what other says first before they are going to respond orally. And mastering of reading skill will affect to the other skills. The learners will have difficulty in writing and speaking skill if they have low of reading comprehension.

Writing is different from listening and speaking. Writing is unique because it can not be gotten from natural process like listening and speaking. Since people were born, the learners have got huge experience of listening and speaking. Nevertheless, before mastering writing, they have to recognize and understand new symbols first. Besides, writing is very complex activity because to lead the final goal of writing product, the learners have to go through the process of prewriting, drafting, revising, and editing (Brown, 2000: 337).

Then, to create a final writing well, there are some aspects which have to be considered. Many experts have defined those aspects. The first theory comes from Ur (1996: 162) who defines micro aspects (punctuation, spelling, etc) and macro aspects (content and organization) as aspects in writing. Brown (2004: 221) adds some other aspects needed to master in writing including grammar, cohesive, and coherence. Hinkel (2004: 6) contends that grammar and vocabulary are the important aspects that must be owned by the writers if they want to make a good paragraph or even essay. Hinkel's opinion is in accordance with Raimes's opinion (in Reid, 1993: 27) who says that the important aspects in writing are grammar and vocabulary. The most complete opinion about aspect of writing is defined by Genesee and Upshur (1996: 206) who state that there are some important aspects to show students' writing ability, they are: content, organization (cohesive, coherence, etc), vocabulary, tenses, and mechanics (punctuation, spelling, etc).

Vocabulary is an important aspect that the learners need to have. Coady and Huckin (1997: 5) argue that vocabulary is the central in language and critical importance to typical language learner. Their opinion were supported by Watkins (2005: 34) who says that learning new words is important to learn a new language. Vocabulary is an important aspect because it is the central of a language. So that, if the learners want to learn English, they have to deal with vocabulary. When students are reading, listening, speaking, even in writing, they have to deal with the vocabulary since it is the basic component or the central of a language. Vocabulary is the important thing to be taught in a language teaching and learning, especially in a foreign language teaching and learning. Without that, the learners cannot use other language components, for example the grammar, for communicating well.

But, not only vocabulary that influences in writing. Emotional intelligence can also affect it. Scovel (1998: 140) finds out that "emotions might well be the factor that most influences language learning, and yet is

the least understood by researchers in second language acquisition (SLA)". Goleman (1995: 34) defines EI as the abilities such as being able to motivate oneself and persist in the face of frustration, in control impulses and delay gratification; one regulate one's mood and keep distress from swapping the ability to think; to emphasize and to hope. Second language learners with a higher level of EI are better able to control impulse, manage stress, and maintain a positive attitude in the face of challenges and frustration during the acquisition process (Pishghadam, 2009: 8). In other word, emotional intelligence is crucial for the successful acquisition in second language learning.

Pishghadam (2009) studied on the relationship between emotional intelligence and foreign language learning at four universities in Iran. The major aim of this study was to examine the role of emotional intelligence in second language learning. For the aim of the study, 508 second year students at four universities in Iran were asked to complete the Emotional Intelligence Inventory (EQ-i). EQ-i data were matched with the students' academic records, scores in reading, listening, speaking, and writing. Based on the data, it found out that second language learning was strongly associated with several dimensions of emotional intelligence.

Another study had revealed by Ebrahimi, et al (2017). They investigated the impacts of emotional intelligence enhancement on Iranian intermediate EFL learners writing skill. The purpose of the study was to examine the effect of EQ enhancement on the progress of writing ability. For the purpose of the study, the "Bar-On EI" test and a standard and IELTS test were given to the students. The results of this experimental study proved that both EQ and writing skill increased significantly. Thus it is safe to conclude that the significant difference in the progress of both EQ scores and writing scores are attributed to emotional intelligence enhancement.

Based on pre-research that have done in third semester of English Language Education of Raden Mas Said State Islamic University of

Surakarta in academic year 2021/2022, the researcher found out that most of them have difficulty in understanding their own emotions. It shows that most of them have lack of emotional intelligence. From the pre-research, the researcher also found out that the students are lack in grammar mastery, vocabulary mastery, and understanding the materials being taught.

Considering the explaining above, the researcher intends to study how the students' emotional intelligence is, how the students' vocabulary mastery is, how the students' writing ability, and also to study the correlation between students' emotional intelligence, their vocabulary mastery and their writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022. Thus, the researcher conducted an quantitative correlational research entitled "A Correlative Study Between Emotional Intelligence, Vocabulary Mastery, and Writing Ability at Third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in the Academic year 2021/2022".

## **B. Problem Identification**

Based on the background of the research above, there are some problems that may arise as follow:

1. The students are lack of emotional intelligence.
2. The students are lack of grammar mastery.
3. The students have low vocabulary mastery.
4. The students do not really understand the materials being taught.
5. The students find difficulties to determine vocabulary.
6. There are terms in the writing materials that are difficult for students to remember.
7. The students have difficulty in choosing diction.

### **C. Problem Limitation**

Observing a wide variety of problems is impossible. Since it is impossible, it is necessary to limit the problems so this research will be more accurate and effective. The study focused on the correlation of emotional intelligence and vocabulary mastery toward writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022.

The reasons of the researcher chooses Raden Mas Said State Islamic University of Surakarta and English Language Education, because Raden Mas Said State Islamic University of Surakarta ranks first of Indonesian PTKIN for the Webometrics version of institute category and then English Language Education has gotten A accreditation. The researcher chooses third semester because this semester appertain low semester in academic year 2021/2022. Jahandar, et al (2012: 1) says that Emotional Intelligence (EI) is not like IQ which is relatively fixed, but emotional intelligence is something that can be built as the age. It means that normally the emotional intelligence increases as someone grows older. In other hand, the older a person, the higher his emotional intelligence. So, the researcher is interested in finding whether the students of low semester have high emotional intelligence or not.

### **D. Formulation of The Problem**

The researcher formulates some problems as follows:

1. Is there a positive and significant correlation between the students' emotional intelligence and their writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in Academic Year 2021/2022?
2. Is there a positive and significant correlation between the students' vocabulary mastery and their writing ability at third semester of



English Language Education of Raden Mas Said State Islamic University of Surakarta in Academic Year 2021/2022?

3. Is there a positive and significant correlation between the students' emotional intelligence and vocabulary mastery simultaneously toward the students' writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in Academic Year 2021/2022?

#### **E. Objective of the Research**

Based on the problem of this research, the researcher conducts the objective of this research as follows:

1. To find out whether there is a positive and significant correlation between the students' emotional intelligence and their writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022.
2. To find out whether there is a positive and significant correlation between the students' vocabulary mastery and their writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022.
3. To find out whether there is a positive and significant correlation between the students' emotional intelligence and vocabulary mastery simultaneously toward the students' writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022.

#### **F. Benefit of The Study**

This research is intended to find out the correlation between students' emotional intelligence, vocabulary mastery and writing ability. It gives some benefits theoretically and practically as follow:

1. Theoretical benefit

This research is purposed to give information and prove whether there is correlation between the students' emotional intelligence and vocabulary mastery simultaneously toward the students' writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022.

2. Practical benefit
  - a. For the students at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022, they will be more understand that emotional intelligence is important in their writing ability.
  - b. For the others researchers, this research can help them as an additional reference for the future research about the correlation between emotional intelligence, vocabulary mastery, and writing ability.
  - c. For the lecturers, this research gives the awareness that emotional intelligence is an important aspect to support the students' writing ability.

#### **G. Definition of The Key Terms**

1. Emotional intelligence is one's ability to recognize and understand his own and other peoples' feeling, ability to motivate himself, and ability to manage his own emotion and relationship with other people well (Goleman, 1995: 512).
2. Vocabulary mastery refers to the great skill in processing words of language (Rivers in Nunan, 1991: 121)
3. writing ability is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning (Imastuti, et al: 2014).
4. Correlation research is a study which describes the degree to which two or more quantitative variables are related, and it does so by use correlation coefficient (Fraenkel & Wallen, 1993: 287).

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. Concept of Writing Ability**

###### **a. Definition of Writing**

There are some experts that define about writing. Nunan (2003:88) asserts that writing is a combination of physical and mental actions. While, Byrne (1998: 1) states that writing is the act of forming graphic symbols, making marks on a flat surface of some kind, arranged according to certain conventions to form words and words have to be arranged to form sentences. Richards and Schmidt (2012: 640) define writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching. According to Murcia (1991: 233), writing is the ability to express one's ideas in written form in a second or foreign language. From the definitions above, it can be concluded that writing is an ability to express someone's idea that requires combinations action and some processes also.

Writing is the most difficult skill to master. Harris (1993: 122) has mentioned that writing is a complex activity. While Nunan (1998: 36) argues that writing is an extremely complex cognitive activity in which a writer is requires demonstrating control of a number of variables simultaneously. In addition, Heaton (1998: 135) assumes that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Nunan (2003:125) also stated that writing is considered a clearly complex activity process, and a competent writer is frequently accepted as being the last language skill to be acquired. According to the definitions above, writing is a complex activity process

because it needs grammatical mastery, rhetorical devices, conceptual, judgmental elements, and control of a number of variables also.

Olson (1982: 4) states that someone is writing when she puts her thoughts and feeling into words and puts those words onto paper. Furthermore, many requirements have to be fulfilled by the writer in order to make a good writing since it is a complex and complicated activity. In writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation (Harmer, 2007: 255).

It can be concluded that put the thoughts and the feeling onto paper is not enough. The writer must pay attention to the handwriting, vocabulary, layout, grammar, spelling, and punctuation.

#### **b. Kinds of Writing**

Brown (2004: 220) states the kinds of writing are intensive, responsive, extensive and imitative.

##### 1) Intensive

It is a level beyond imitative writing where learners learn to produce appropriate vocabulary within collocations, idioms, and context and correct grammatical features up to the length of a sentence.

##### 2) Responsive

The learners are demanded to perform at a limited discourse level, to connect the sentence into a paragraph and to create logically connected sequence of two or three paragraphs.

##### 3) Extensive

It can imply the successful of management about all the process and strategies of writing for a term of paper, up to the length of

an essay, all purposes, and the major research project report, or even a thesis.

- 4) Imitative as a very basic task of writing in which learner learns to write letter, punctuation, brief sentences, and words.

From the explanation above, it can be concluded that Brown classifies the kinds of writing based on the level of writing; they are: intensive, responsive, extensive and imitative.

### **c. Process of Writing**

Harmer (2004: 7-9) describes the process of writing as four basic steps that are as follows:

#### 1) Planning

Before starting to write or type, the writers try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. When planning, the writers have to think about three main issues. They have to consider the purpose of their writing, the audience they are writing for, and content structure of the piece.

#### 2) Drafting

People can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

#### 3) Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or

confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

#### 4) Publishing (Final Version)

Once the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

In short, it can be concluded that there are four steps in writing. Those steps must be sequential. The first step is planning, the second step is drafting, the third step is editing, and the final step is publishing.

#### **d. Purpose of Writing**

The purpose of writing is usually referred to the audience or the reader and the text itself. Grenville (2001: 1) argue that writing has some purposes as follows:

##### 1) Writing to entertain

Writing to entertain is a writing that may engage the readers' feeling through its plot or the emotion provided in the writing. Writing to entertain generally takes the form of so-called

‘imaginative writing’ or ‘creative writing’ which is of sometimes all writing requires some imagination and creativity. Some examples of the writing of which purpose is to entertain are novels, stories, poems, song lyrics, plays, and screenplays.

2) Writing to inform

Writing to inform is intended to tell readers about something. These kinds of writing can also be ‘entertaining’ in the sense that they’re a good read. But entertaining the reader isn’t their main purpose—that’s just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

Writing to persuade means the writing is aimed to convince the readers of something through providing evidence, and not only just creativity of the writer. The examples are advertisements, articles, newspaper, and magazine. Based on explanations above, writing as product of language learning and each product have different purpose. Some common purpose is writing to entertain, writing to inform and writing to persuade.

From the explanations above, we can conclude that the purposes of writing are writing to inform, writing to entertain, and writing to persuade.

**e. The Criteria of Good Writing**

According to Glass (2005) the writer should be concerned with some components of writing such as:

1) Content

It includes clarity of subject, substantive development of thesis, and relevance to assigned topic.

2) Organization

It includes fluency of expressions, succinctness, well-organization, logical sequence, and cohesiveness.

3) Word Choice

The word choice should deal with sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register.

4) Sentence Fluency

In constructing correct sentences, the grammar accuracy is most related to the tense used in a particular text.

5) Convention

Pay attention with punctuation, spelling, and capitalization.

According to Fred D. white (1986: 7), there are four characteristics of good writing. They are:

1) *The appeal to target audience.* It means that a writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers' desire

2) *A coherent structure.* It means that writing have organizational scheme or outline

3) *A smooth, detailed development.* It means that a writer should build his or her idea like discussing the idea in detail.

4) *An appropriate, well – articulated style.* It means that a writer should be able to choose the appropriate words to explain his or her idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated words.



From the explanations above, it can be concluded that Glass and Fred D. White give different indicators of good ability. Glass argues that writing should be concerned with some components of writing such as: content, organization, word choice, sentence fluency, convention. While According to Fred D. white, there are four characteristics of good writing. They are: the appeal to a target audience; a coherent structure; a smooth, detailed development; an appropriate, well-articulated style.

**f. The Indicators of Writing Ability**

Based on Cahyani (2010: 128), there are some indicators of writing. They are:

- 1) Using orthography correctly, including here the use of spelling.
- 2) Choosing the right words.
- 3) Using the correct tenses.
- 4) Arranging the words correctly.
- 5) Using a sentence structure that is precise and clear to the reader
- 6) Choosing the right writing genre, according to the intended reader.
- 7) Making the main ideas or information clearly supported by the ideas or additional information.
- 8) Strive for the creation of coherent paragraphs and overall writing so that readers easily follow the line of thought or information presented.
- 9) The maker of guesses how much knowledge the reader has goals about the written subject and make assumptions about things what they don't know and it's important to write about.

In addition, Jacob, et.al (1981:90) also explain about the indicators of writing. They are:

- 1) Ability to determine essay ideas
- 2) Ability to organize content

- 3) Ability to use choice of vocabulary
- 4) Ability to use language
- 5) Ability to use spelling and grammar

From the explanation above, it can be concluded that Cahyani and Jacob, et al give different indicators of writing ability. Cahyani argues that the indicators of writing ability are using orthography correctly, choosing the right words, using the correct tenses, choosing the right writing genre, arranging the words correctly, using a sentence structure that is precise and clear to the reader, etc. While Jacob, et al argue that the indicators of writing ability are ability to determine essay ideas, ability to organize content, ability to use choice of vocabulary, ability to use language, ability to use spelling and grammar.

## **2. Concept of Vocabulary Mastery**

### **a. Definition of Vocabulary**

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language, the people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Meanwhile, Ur (1996: 60) sees that vocabulary is words that are taught in the foreign language. Meanwhile, Nunan (1991: 121) states that vocabulary is the collection of words that an individual knows. That is the reason why students must have a sufficient vocabulary because they need it in learning English.

Nunan (1998: 118) says that, the development of a rich vocabulary is an important element in the acquisition of a second language. Harmer (2007: 16) argues that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. It means that learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. Meanwhile, Rivers in Nunan (1998: 117) says that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.

From the definitions above, it can be concluded that vocabulary is a set of words with meanings and definitions used by someone to express the idea in a language and it is used in communication. Vocabulary is the knowledge of words and word meanings. Therefore, learning vocabulary is a crucial matter in developing their English. It is the first step to be taught before teaching other aspects in English.

#### **b. Kinds of Vocabulary**

Some experts have classified kind of vocabularies. Hiebert and Kamil (2005: 3), vocabulary as knowledge of words and words meaning both oral and print language in productive and receptive form. Oral vocabulary is the set of words for which we know the meanings when we speak and read orally. However, print vocabulary consists of those words for which the meaning is known when we write or read silently. Hiebert and Kamil (2005: 3) divide vocabulary into two kinds, namely: receptive vocabulary and productive vocabulary.

### 1) Receptive Vocabulary

Receptive vocabulary is set of words for which an individual can assign meaning when listening and reading. These are words often less known by learners and less frequent in use. Receptive vocabulary is a vocabulary which is mostly received by listener and reader. It can be understood through listening and reading. The receptive also called a passive process because the learners only receive thought from others.

### 2) Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing and speaking. They are familiar word and use frequently. Productive vocabulary is a vocabulary that is produced by speaker and writer. It involves the understanding of how to promote the word, how to write it and spell it, how to use it in a correct grammatical pattern. Later, productive vocabulary defined as the words use when a learner speaks and writes.

In relation to kinds of vocabulary, Nation (2001: 11) divides vocabulary into high frequency words, academic words, technical words and low frequency words.

#### 1) High Frequency Words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school

teaching program over three to five years. Almost 80% of the running words in the text are high-frequency words.

2) Academic Words

Academic word is from an academic textbook and contains many words that are common in different kinds of academic text. For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention. Typically, these words make up about 9% of the running words in the text.

3) Technical Words

Technical Word is some words that are very closely related to the topic and subject area of the text. If we look at technical dictionaries, such as dictionary of economics, geography or electronics, we usually find about 1,000 entries in each dictionary. For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area. Technical Words like these typically cover about 5% of the running words in a text.

4) Low Frequency Words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, they make up over 5% of the words in an academic text. Fourth, there are thousands of them in the language, by far the biggest group of word.

In conclusion, vocabulary can be presented in four skills of English. They are reading, listening, speaking and writing

vocabulary. Vocabulary is the knowledge and meaning of words not only oral, but also in print language. Based on Hiebert and Kamil, vocabulary is divided into receptive vocabulary (vocabulary which is mostly received by listener and reader) and productive vocabulary (the words use when a learner speaks and writes). While based on Nation, the kinds of vocabulary can be divided into high frequency words (words that occur very often), academic words (words that are used for academic purpose), technical words (words that are very closely related to the topic) and low frequency words (word does not occur very often).

**c. Definition of Vocabulary Mastery**

Vocabulary mastery refers to the great skill in processing words of language. According to Henry and Pongrantz (2006: 246), mastering a language means being able to comprehend the vocabulary both in speaking and in writing. Mastery is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their rate in order to achieve a prescribed level of success (Richards & Schmidt, 2010: 353). Vocabulary mastery is the most important one to make easy in learning those language skills. Vocabulary is one of language elements which important to be mastered. If the students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing.

Mastering in language teaching is defined as a learner's proficiency in a second language and foreign language as the result of what has been taught or learned after period of instruction (Richards & Renandya, 2002: 256). Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should

master first before mastering English. Meanwhile, Rivers (1983: 127) as cited in Nunan (1991: 121) states that vocabulary master refers to the great skill in processing words of language. It is an individual achievement and passion. Nation (2001: 7) states that the vocabulary mastery is not a spontaneous process which is easy to be done.

To summarize those statements, vocabulary mastery is not merely remember the words. A learner who has known words would be able to use the words appropriately both for spoken or written needs. Vocabulary mastery is defined as students' complete knowledge of meaning and form of words in context appropriately. Students' vocabulary mastery refers to students' ability to recognize, understand and use vocabulary in English.

#### **d. Importance of Vocabulary Mastery**

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990: Viii) states that no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Burns and Betty (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

Wilkins (1972: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It

has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

From the explanations importance of English vocabulary mastery, it can be concluded that vocabulary is very important in learning language. The mastery of vocabulary cannot be denied in learning English, not only learners' listening and speaking skills, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English skill.

### **3. Concept of Emotional Intelligence**

#### **a. Definition of Emotion**

People have so many words to describe the feelings that surface in life; such as glad, satisfied, excited, unhappy, distressed, depressed, annoyed, mad, furious, nervous, frightened, terrified, uncomfortable, guilty, sorrowful, etc. Yet, all emotions are derivations of five core feelings: happiness, sadness, anger,



fear, and shame (Bradberry and Greaves, 2009: 14). According to Goleman (1995: 20) emotion is essentially an impulse to action, an immediate plan to overcome the problem that has been instilled gradually by evolution.

Feldman (2009: 335) define that emotion is feelings that generally have both physiological and cognitive elements and that influence behavior. Halonen and Santrock (1999: 353) state that emotion is feeling, or affect, that involves a mixture of physiological arousal (fast heart rate, for example), conscious experience (thinking about being in love with someone, for example), and behavior (smiling and grimacing, for example). while Westen (1996: 407) says that emotion is an evaluative response (a positive or negative feeling) that typically includes some combination of physiological arousal, subjective experience, and behavioral or emotional expression.

In short, emotion is an impulse which involves a positive or negative feeling that typically includes some combination of physiological arousal (fast heart rate, for example), conscious experience (thinking about being in love with someone, for example), and behavior (smiling and grimacing, for example).

#### **b. Definition of Intelligence**

There are some experts give definitions about intelligence. Casmini (2007: 14) defined intelligence through two ways. That two ways are namely quantitatively (the learning process to solve problems that can be measured by intelligence tests), and qualitatively (a way of thinking in shaping constructs how to connect and manage information from outside tailored to him). Amstrong (2005: 81) intelligence is the ability to crack or create something of value to a particular culture. Munzert (2000: 61) defined intelligence as an intellectual attitude including the speed

of providing answers, solving, and problem-solving skills. Wechsler (1944: 3) also gave the notion of intelligence as a general capacity of individuals to act, think rationally and interact with the environment effectively.

From the definitions above, it can be concluded that intelligence is the ability to create something, to solve problems, to think rationally and interact with the environment effectively.

### **c. Definition of Emotional Intelligence**

Goleman (1995: 512) says that emotional intelligence is one's ability to recognize and understand his own and other people's feelings, ability to motivate himself, and ability to manage his own emotion and relationship with other people well. While Carter (2009: 1) has described emotional intelligence as the capability to be aware and understand ourselves, our own goals, our aspirations, responses and behavior; understand others and their feelings and emotions also. McPheat (2010: 9) says that emotional intelligence is a combination of abilities that enable a person to be aware of, to understand, and to be in control of their own emotions, to identify and understand the emotion of the others, and to use this knowledge to foster their success.

It is in line with Yeung (2009: 3) who says that emotional intelligence is a capability to recognize, comprehend, and manage tempers and feelings in both ourselves and other people. In addition, according to Sparrow and Knight (2006: 32), emotional intelligence is the usual practice of the using of emotional information from other and ourselves, integrating this with our thinking, implementing it to make an appropriate decision as what we want.

From the explanations above, it can be concluded that emotional intelligence is a combination of abilities to recognize

ourselves, our own goals, our aspirations, responses and behavior; also to recognize and manage feelings in both ourselves and other people.

#### **d. Aspects of Emotional Intelligence**

Bradberry and Greaves (2009: 23) claim that there are four domains of emotional intelligence. That four domains under two primary competencies; they are personal competence and social competence. Personal competence is made up of someone's self-awareness and self-management skills, which focus more on him individually than on his interaction with other people. Personal competence is his ability to stay aware of his emotions and manage his behavior and tendencies. Social competence is made up of his social awareness and relationship management skills, which focus more on his ability to understand other people's moods, behaviors and motives in order to improve the quality of his relationship.

Bradberry and Greaves (2009: 25) explain the four aspects of Emotional Intelligence as below:

- 1) Self-awareness is an ability to accurately perceive his own emotions in the moment and understand his tendencies across situation. It is a foundational skill; when someone has it, self-awareness makes the other emotional intelligence skills much easier to use.
- 2) Self-management is an ability to use his awareness of his emotions to stay flexible and direct his behavior positively. This means managing his emotional reactions to situations and people.
- 3) Social awareness is an ability to accurately pick up on emotions in other people and understand what is really going on with them. This often means perceiving what other people are thinking and feeling even if he does not feel the same way.

Social awareness ensures him to stay focused and absorb critical information.

- 4) Relationship management is an ability to use his awareness of his own emotions and those of others to manage interactions successfully. This ensures clear communication and effectively handling conflict.

In relation to kinds of the aspects of emotional Intelligence, Salovey in Goleman (1995: 50) divides emotional intelligence into five aspect. They are:

- 1) *Knowing one's emotions.* Self-awareness—recognizing a feeling as it happens —is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions from whom to marry to what job to take.
- 2) *Managing emotions.* Handling feelings so they are appropriate is an ability that builds on self-awareness. People who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets.
- 3) *Motivating oneself.* People who have this skill tend to be more highly productive and effective in whatever they undertake.
- 4) *Recognizing emotions in others.* Empathy, another ability that builds on emotional self-awareness, is the fundamental "people skill." People who are empathic are more attuned to the subtle social signals that indicate what others need or want. This

makes them better at callings such as the caring professions, teaching, sales, and management.

- 5) *Handling relationships*. The art of relationships is, in large part, skill in managing emotions in others. People who excel in these skills do well at anything that relies on interacting smoothly with others; they are social stars.

From the explanation above, there are some experts explain about the aspects of emotional intelligence. Based on Bradberry and Greaves, the aspects of emotional intelligence are self-awareness, self-management, social awareness, and relationship management. While based on Salovey, the aspects of emotional intelligence are knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, handling relationships.

## **B. Previous Study**

There are some researchers in concerning on writing ability which have conducted by the other researchers. What are mentioned below will explain about the finding of those researches.

The first researcher is Maryani (2018). She has conducted a research entitled "Correlation Study between Emotional Quotient and Writing Ability of the Eleventh Grade Students of SMA Muhammadiyah 1 Karanganyar in The Academic Year of 2017/2018". The result of the study showed that student's emotional quotient have a positive correlation with student's writing ability.

The difference between this research and the research that conducted by the researcher is in the independent variable. Maryani took the independent variable about emotional quotient only, while the researcher of this research took emotional intelligence and vocabulary mastery. The

similarity between these two researches is Maryani and the researcher of this research took writing ability as the dependent variable.

The second researcher is Noviani (2017). She has conducted a research entitled "A Correlation Study between Emotional Intelligence, Vocabulary Mastery and The Writing ability in Learning English of The Eleventh Grade Students of SMA Al Muayyad Surakarta in the Academic Year of 2016/2017". The result of the study shows that there is a positive correlation between emotional intelligence, vocabulary mastery, and the writing ability in learning English.

The difference between this research and the research that conducted by the researcher is in the dependent variable. Noviani took the dependent variable about writing ability in learning English while the researcher of this research took writing ability as the dependent variable. The similarity between these two researches is Noviani and the researcher of this research took emotional intelligence and vocabulary mastery as the independent variables.

The third researcher is Pratiwi (2019). She has conducted a research entitled "A Correlational Study between Students' Self-Efficacy and Self-Esteem with Writing Ability at the Eighth Grade Students of MTs N 2 Surakarta in Academic Year 2018/2019". The result of the research showed that the contribution of students' self-efficacy and students' self-esteem with writing ability is 56.8%.

The difference between this research and the research that conducted by the researcher is in the independent variables. Pratiwi took the independent variable about students' self-efficacy and self-esteem while the researcher of this research took emotional intelligence and vocabulary mastery. The similarity between these two researches is Pratiwi and the researcher of this research took writing ability as the dependent variable.

The fourth researcher is Ayse Ates (2019). The research entitled "The Impact of the Emotional Intelligence of Learners of Turkish as a Foreign Language on Reading Comprehension Skills and Reading Anxiety". The

results revealed that emotional intelligence of the foreign language learning students effects on the reading comprehension skills and the reading anxiety. The difference between this research and the research that conducted by the researchers is in the dependent variable. Ayes Ates take comprehension skills and reading anxiety as the dependent variables, while the researcher of this research search takes writing ability as the dependent variable. The similarity between these two researches is they take emotional intelligence as the independent variable.

The fifth researchers are Jan, et al (2020). The research entitled “The Relationship between Emotional Intelligence, Library Anxiety, and Academic Achievement among the University Students“. The findings is there are significant relationships between emotional intelligence, library anxiety and academic performance among the participants. The difference between this research and the research that conducted by Jan, et al is the dependent variable. This research takes writing ability as the dependent variable, while the research by Jan, et al take academic achievement as the dependent variable. The similarity is they take emotional intelligence as the independent variable.

### **C. Rationale**

To be successful in learning English, the learners should master four skills. They are productive skills (writing and speaking) wherein the learners will produce something with those skills and receptive skills (listening and reading) wherein the learners receive the information with those skills without produce anything. Writing is an activity that put thoughts and feeling into words and put those words onto paper. Writing is different from listening and speaking. Writing is unique because it can not be gotten from natural process like listening and speaking.

Most of people considered that students who have a high intelligence especially Emotional intelligence (IQ) definitely have a good score in learning. While students who have a low Emotional intelligence (IQ)

definitely have a low score in learning. In fact, students who have high IQ get low score in learning and there are still students who have low IQ able to get high score. It can be concluded that IQ is not always factor in determining one's success. Emotional intelligence is one of ability to understand about it. When they have a good emotional intelligence, it can make their writing ability is good.

Goleman (1995: 513) states that emotional intelligence is one's ability in monitoring and controlling his and other people's emotion, and use the emotion to guide his thought and action. There are five aspects of EI, such as self-awareness; self-management; motivation; empathy and social relationship management. Students with a higher level of EI are better able to control impulse, manage stress, and maintain a positive attitude in the face of challenges and frustration during the acquisition process.

Richards and Renandya (2002: 14) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary gave a bigger role in communication. Brown (2000: 377) also stated, in fact, survival level communication can take place quite intelligibly when people simply string words together– without applying any grammatical rules at all. It means vocabulary gives a big influence than grammar.

Therefore, it is assumed that learners who have mastered vocabulary and have an emotional intelligence will have a better ability in writing. From the explanation above, it can be predicted that there is a positive correlation between emotional intelligence, vocabulary and their writing ability. To prove the prediction, it should be tested by research.

#### **D. Hypothesis**

The hypothesis of the research can be formulated as follows:

Ho:  $r_o < r_{table}$

Ha:  $r_o \geq r_{table}$



1. Ho: There is no correlation between students' emotional intelligence and writing ability.  
Ha: There is a positive and significant correlation between students' emotional intelligence and writing ability.
  
2. Ho: There is no correlation between students' vocabulary mastery and writing ability.  
Ha: There is a positive and significant correlation between students' vocabulary mastery and writing ability.
  
3. Ho: There is no correlation among students' emotional intelligence, vocabulary mastery, and writing ability.  
Ha: There is a positive and significant correlation among students' emotional intelligence, vocabulary mastery, and writing ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The researcher used quantitative method. Creswell (2009: 4) said that quantitative method is one kind of research method where the data is numbering form and analyzed using statistical procedures. The researcher conducted this research in correlational research design. Correlation research is a research which is done to determine the relationship among two or more variables, and to explore their implication for cause and effect by Fraenkel and Wallen (1993: 390).

There are three possible results of a correlational study: a positive correlation, a negative correlation, and no correlation. The correlation coefficient is measure of correlation strength and can range from -1.00 to +1.00. Perfect positive correlation would result in a score of +1. Perfect negative correlation would result in -1 (Sugiyono, 2015: 226).

1. Positive correlation: A correlation coefficient close to +1.00 indicates a strong positive correlation;
2. Negative correlation: A correlation coefficient close to -1.00 indicates a strong negative correlation;
3. No correlation: Indicates no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

There are three types of correlational study as follows:

1. Bivariate: Bivariate is correlational study which involves one independent variable (X) and one dependent variable (Y).
2. Multivariate: Multivariate is correlational study which involves two or more independent variables (X1), (X2), (X3) and dependent variable (Y).

3. **Canonic:** Canonic is correlation study which involves two or more independent variables (X1), (X2), (X3) and two or more dependent variables (Y1), (Y2), (Y3).

There are three variables in this study. They consist of two independent variables (X) and one dependent variable (Y).

1. The Independent variables (predicator variable) are emotional intelligence (X1) and vocabulary mastery (X2).
2. The dependent variable (criterion variable) is writing ability (Y).

## **B. Population, Sampling and Sample**

### 1. Population

According to Fraenkel and Wallen (1993: 91) population is the larger group of samples on which one hopes to apply the results. This research took place at Raden Mas Said State Islamic University of Surakarta and the researcher chose the third semester of English Language Education of Culture and Languages Faculty in Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022 as the population of this research. There were ten classes at the third semester. Those classes were follow:

*Table 3.1 Population of third semester*

<b>Number</b>	<b>Class</b>	<b>Total of Students</b>
1	2 A	33
2	2 B	35
3	2 C	33
4	2 D	33
5	2 E	35
6	2 F	30

7	2 G	36
8	2 H	38
9	2 I	35
10	2 J	37
<b>TOTAL</b>		339

## 2. Sampling

Sampling is a technique used in taking sample. Sugiyono (2011: 118) defines sampling technique as the technique in taking the sample. Arikunto (2011: 37) states that sampling refers to the process of selecting the subject of research from the population. There are two sampling strategies, they are probability sampling and non-probability sampling. Probability sampling consists of simple random sampling, systematic random sampling, stratified random sampling, cluster sampling and multi stage sampling, while non-probability sampling consists of purposive sampling, accidental sampling, and quota sampling.

In this research, the researcher used simple random sampling. Sugiyono (2011: 126) argues that simple random sampling is taking sample members from the population at random without regard to the strata that exist in the population. Therefore, nobody subject who gets special treatment from the researcher. So, every students got same chance to be selected as sample.

## 3. Sample

A sample is a group of objects that were examined or tested, selected randomly from the group of larger objects that have the same characteristics (Tejo, 2007: 4). According to Ary (2002: 163) a sample is a group of a population. While, Fraenkel and Wallen (1993: 338) state that the sample for a correlation study, as in any type of study, should be selected carefully and if possible, randomly. Moreover,

according to Arikunto (2011: 134) if the subject is less than a hundred, the researcher should take all of them. Then, if the subject is a lot or more than a hundred, it should be taken at least 10% - 15% or 20% - 25% of the population. In this research, the researcher took four classes of the population and 15 students in each class of third semesters at the English Language Education in Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022. There were 10 classes and there were 339 students of third semester. The researcher took 15% of 339 students. So, the researcher got about 51 respondents.

### **C. Place and Time of the Research**

#### **1. Place**

The research took place at Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022. It is located at Pandawa Street, Pucangan, Kartasura, Sukoharjo. The building that used in this research is culture and languages faculty exactly in English Language Education. The place used in the class of the faculty or the area in Raden Mas Said State Islamic University of Surakarta.

#### **2. Time**

The research was conducted from March 2022 to April 2023. The research schedule as follows:

Table 3.2 the research schedule

No	Activity	Months													
		Mar	Apr	Mei	Jun	Jul	Ag	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
1.	Proposal Preparation														
2.	Instrument Arrangement														
3.	Instrumental Trial														
4.	Data Analysis														
5.	Reporting														
6.	Final														

#### D. Technique of Collecting Data

The researcher used the test, questionnaire, and document as the techniques to collect the data from the research. The document is used to collect the data of students' writing ability and the questionnaire is used to collect the data of students' emotional intelligence, while the test is used to collect the data of students' vocabulary mastery.

##### 1. The Instrument of Collecting Data

According to Arikunto (2011: 136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed. In this research, the writer used three instruments as follows:

##### a. Document

Sugiyono (2011: 329) states that document is the transcript of past event. It can be transcript, images, books, etc. in other world it can be defines that documentation is a printed out data to get

materials. Documentation provides the data to researcher to support the available data of students' writing skill.

In collecting the data of writing skill on this research by using document, the researcher took the score from the result of students' writing ability.

b. Questionnaire

Questionnaire is a set of questions which are given to other people in order to willing give a response based on researcher required (Arikunto, 2011: 136). In this research, questionnaire is used to get the data of the students' emotional intelligence. According to Halonen and Santrock (1999: 19), questionnaire or survey is a measure that the researcher uses to find out about the person's experiences and attitudes by asking the respondents to read and mark their answer on paper or some other medium.

In this study, the questionnaire consisted of questions involving the students' self which has four options; they are **SS** for Sangat Setuju, **S** for Setuju, **TS** for Tidak Setuju and **STS** for Sangat Tidak Setuju. The students were required to choose one based on their experiences or situation which is given in questionnaire. In scoring, the researcher used two scoring: positive statements and negative statements.

c. Vocabulary Mastery Test

Test is an experience of questions or exercises or other devices to measure skill, knowledge, intelligence, ability or talent's person which has by people or group (Arikunto, 2011: 139).

The test of vocabulary mastery was used to know the result of vocabulary mastery of third semesters at the English Language Education in Raden Mas Said State Islamic University of Surakarta in academic year 2021/2022. The kind of vocabulary test was multiple choice. The researcher provided five alternative

answer (A, B, C, D, E). The student were required to choose the correct answer by crossing one of the four options.

Then, the scoring was if the answer correct, the students got 1 point for each item while if the answer is incorrect, they got 0 point.

## 2. The Validity and Reliability of Instruments

According to Arikunto (1998:160) “an instrument is valid if it is able to measure what the researchers are going to measure. It is necessary to try-out the instrument before it is used”.

### a. The Validity of the Instrument

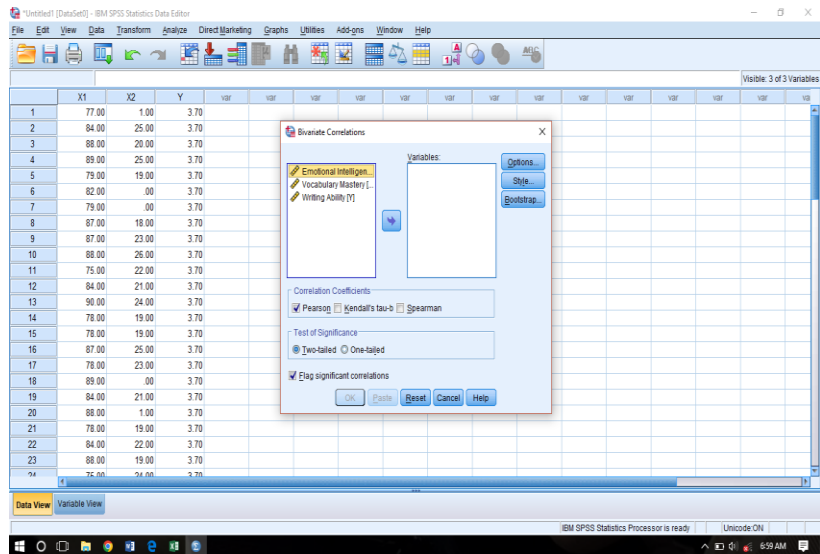
An instrument is said valid if it is able to measure what should be measured. Validity refers to the appropriateness, meaningfulness, and usefulness of the inferences a researcher makes (Fraenkel and Wallen, 1993: 147). While Arikunto (2011:211) defines validity is a measure that indicates the levels of legality of an instrument.

The validity of the data was used to know whether the instrument was valid or not. Each instruments which not valid would change with another instrument that has same indicator. Meanwhile to know whether  $r_{xy}$  is valid or not, the researcher used  $r_{table}$  of product moment, with the significance level 5%. If  $r_{xy} > r_{table}$ , it meant  $r_{xy}$  was valid but if  $r_{xy} < r_{table}$ , it meant  $r_{xy}$  was invalid.

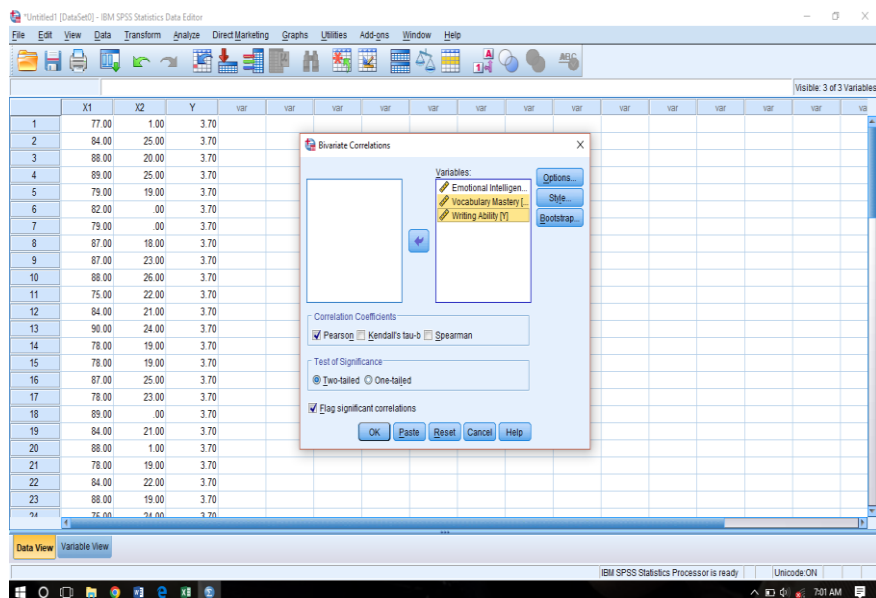
The steps for testing the validity of using SPSS are as follows:

a. Click Data View, Analyze, then select the Correlate sub menu, then select Bivariate





b. Then a box appears, from the bivariate Correlations dialog box. Enter all variables into the variables box in the correlation Coefficients section, check Pearson, in the test of Significance section select Two-tailed. Check Flag significant Correlations then click ok.



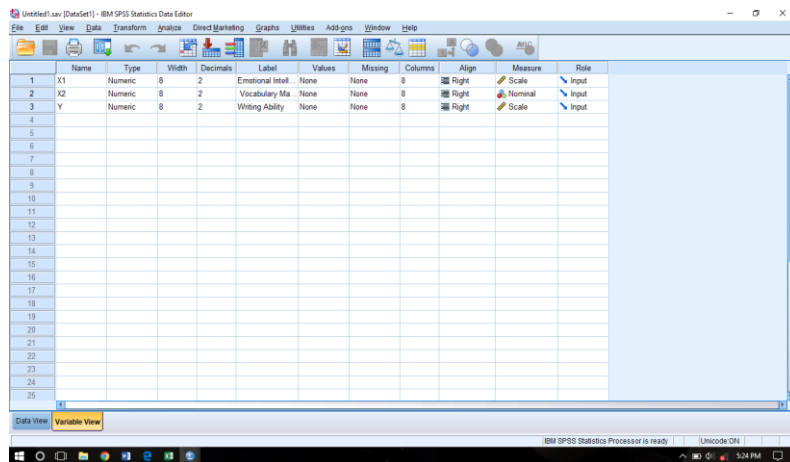
c. Click Continue, then Ok. View Output

b. The Reliability of the Instrument

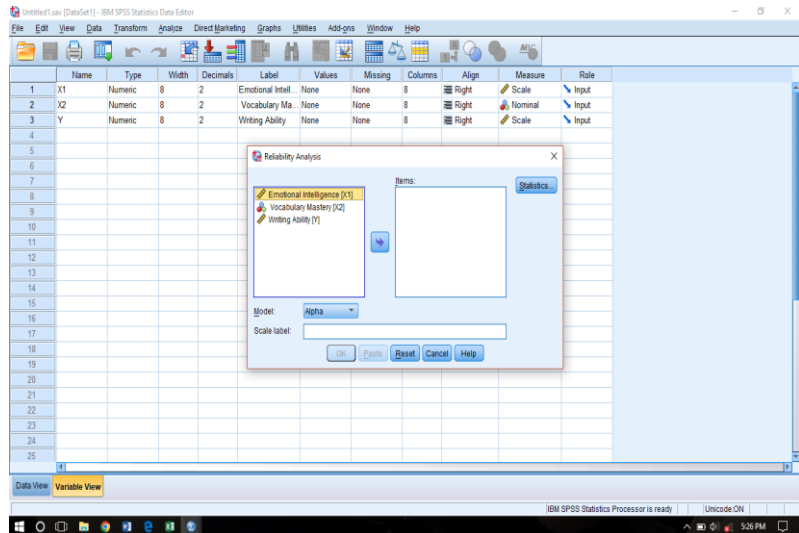
Fraenkel and Wallen (1993: 154) define reliability refers to the consistency of the score obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary et al. 2010: 236).

To measure reliability, the measurement tool use is the Cronbach Alpha analysis technique. Here are the steps to perform a reliability test using SPSS:

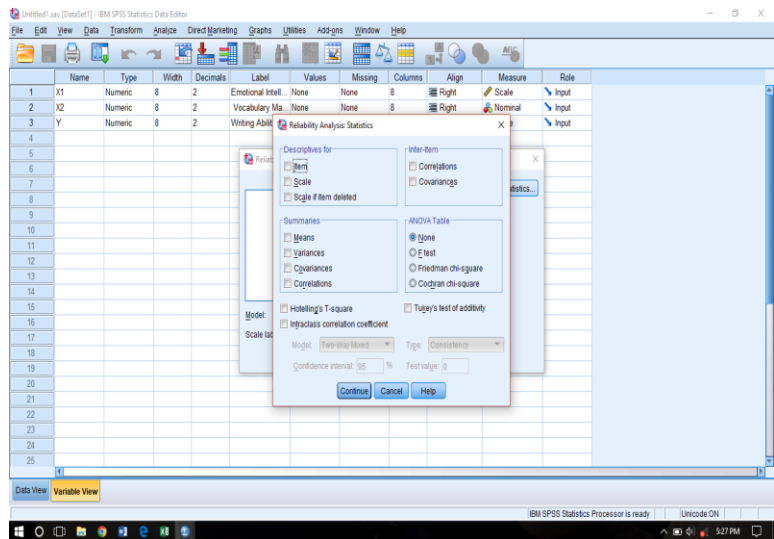
- 1) Open the SPSS application, enter data from the questionnaire results in the Data View



- 2) On the menu, click Analyze, Scale, Reliability Analysis, then enter all items in the items box, In Combo box Model, select Alpha



- 3) Click the statistics button, In descriptive For tick Scale if item Deleted, on inter item check Correlations.



4) Click continue, then Ok. View Output

The result of reliability can be showed on SPSS by showing the value of *alpha* ( $\alpha$ ). Reliability of variable is defined by assumption if the value of alpha Cronbach  $>0,6$  , therefore the item or variable is reliable. Summary the result reliability that showed the value of alpha on Emotional Intelligence (X1) and Vocabulary Mastery (X2).

Table 3.3 Result of Reliability

Variable	r <sub>alpha</sub>	r <sub>table</sub>	Explanation
Emotional Intelligence (X1)	0.965	0.60	0.658
Vocabulary Mastery (X2)	0.658	0.60	0.965

Based on the figure 4.11 above, it shows that Emotional Intelligence (X1) and Vocabulary Mastery (X2) are reliable because those have the value of *alpha Cronbach*  $>0.6$ . Therefore, it can be used to compute the next data.

### E. Technique of Analyzing Data

After collecting the data, the next step was to analyze them to know whether there was a positive correlation between emotional intelligence, vocabulary mastery and the students' writing ability. In this research used some technique to collecting the data. They were as follows:

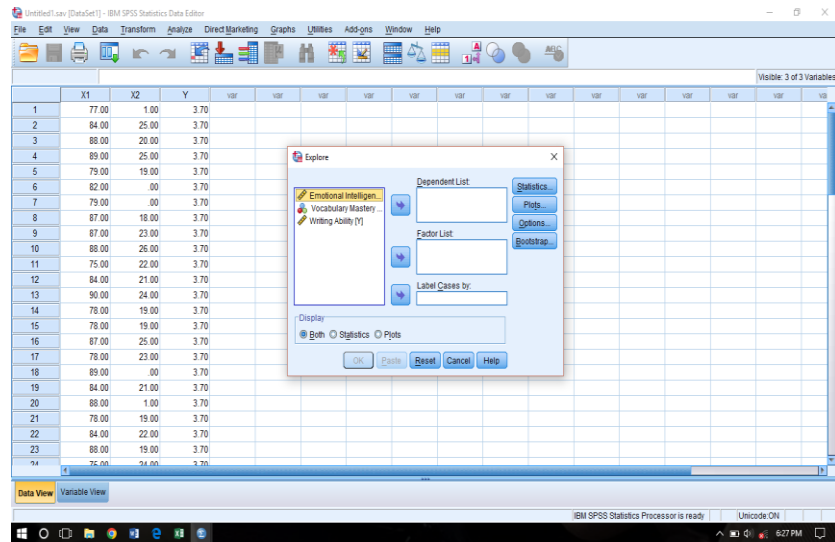
#### 1. Pre-requirement Test

There were major prerequisite tests for the data to enter linear regression analysis:

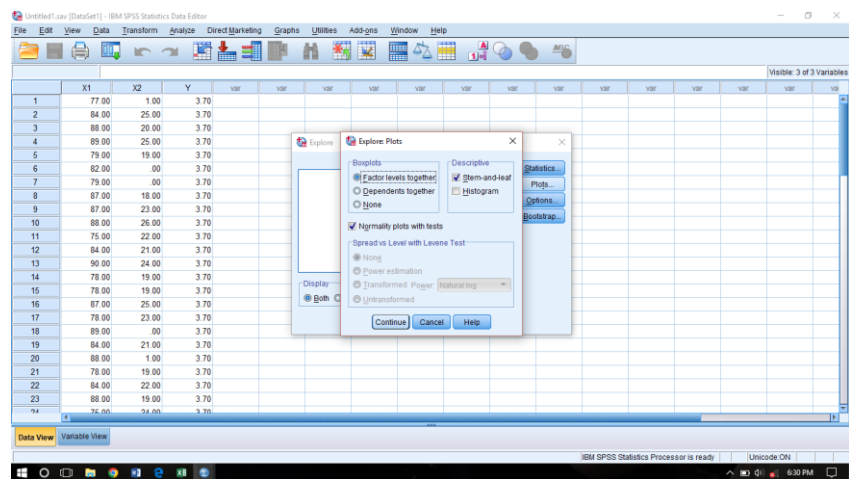
##### a. Normality Test

The normality test is purposed to know whether the variable data research is in normal distributed or not. The whole computation for the normality test can be seen at the appendices. Normality testing was computed by using Kolmogorof-Smirnov. The criteria of normality is the data distribution normal when the value of probability of significant  $>0.05$ .

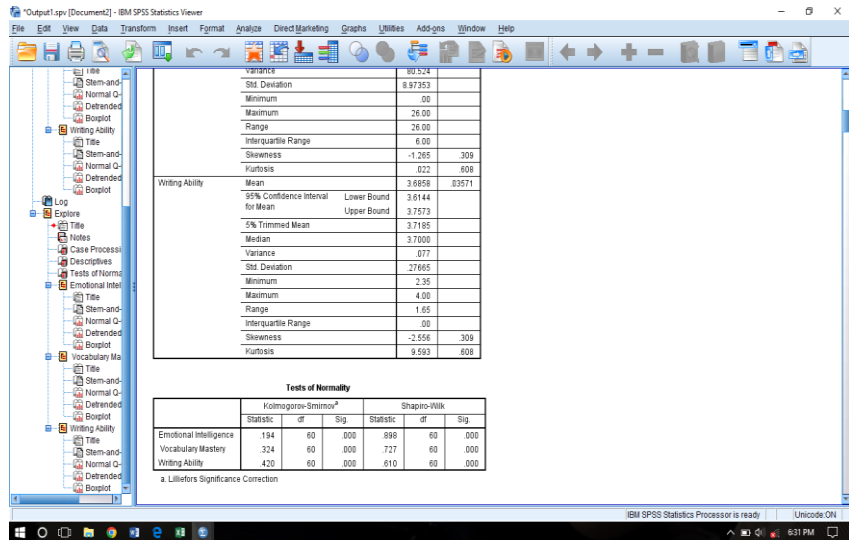
- 1) Open the SPSS program, then click descriptive statistic, and click explore



- 2) Insert all variables on the box of dependent list, then click plots, and click normality with test, click continue.



3) Click OK



The summary of Normality is as follows:

Table 3.4 Normality Testing

Variable	N	Probability of Significant	Alpha ( $\alpha$ )	conclusion
Emotional Intelligence	60	0.000	0.05	Not normal
Vocabulary Mastery	60	0.000	0.05	Not normal
Writing Ability	60	0.000	0.05	Not normal

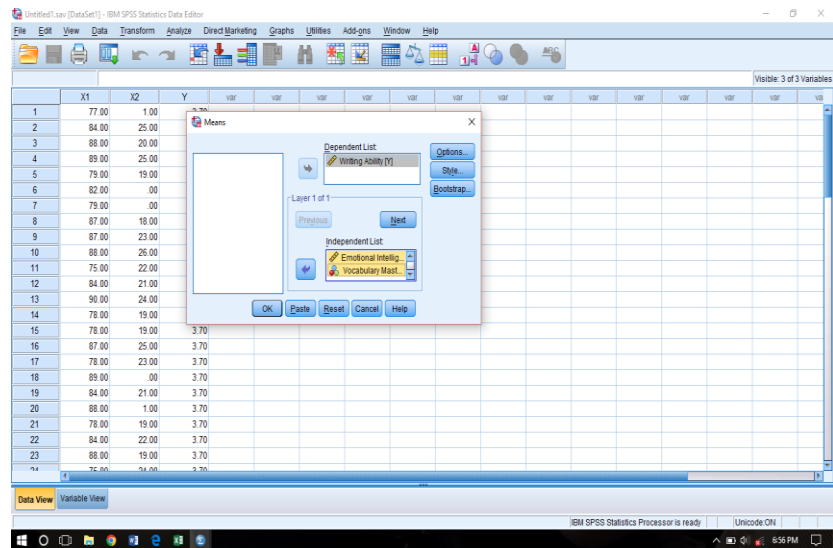
Based on the table above, variable of Emotional Intelligence, Vocabulary mastery and Writing Ability have probability of significant < 5%, therefore it can be concluded that each variable is not normal distribution.

b. The Linearity Test

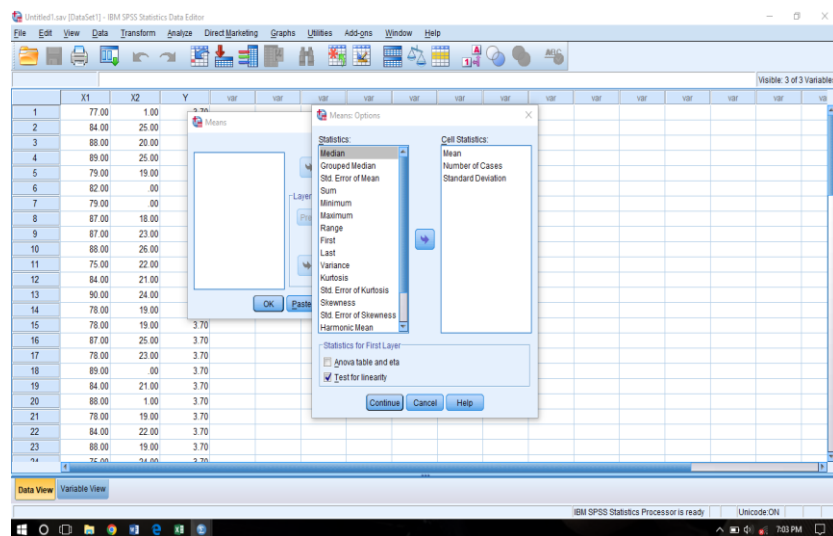
Linearity test is proposed to know whether two variables which will be done by statistic analysis correlation show the linear relationship or not. The researcher used F test to know the linearity of the test. Criteria of linearity is the linier relationship if

the value of  $F_{\text{obtained}} < F_{\text{tabel}}$  or the significance value  $> 0.05$ . The following are the steps to perform a linearity test using SPSS:

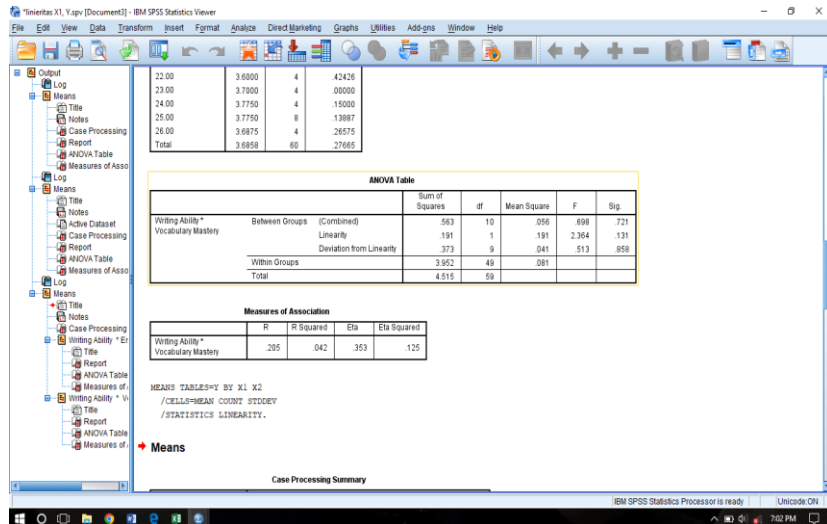
- 1) Open the SPSS program, then select the Analyze menu, then Compare Means, and Means. Fill Y into dependent box and fill X into independent box



- 2) Click the Options and checklist test for linearity



### 3) View Output



The summary of linearity is as follows:

Table 3.5 Linearity Testing

Variable	Sign.	Alpha ( $\alpha$ )	conclusion
$X_1 * Y$	0.297	0.05	Normal
$X_2 * Y$	0.858	0.05	Normal

Based on the computation above, it can be showed that significance value (P Value Sig.) on *Deviation from Linearity* for Emotional Intelligence is 0,297 and Vocabulary mastery is 0.858. Because of the significance  $> 0.05$ , therefore it can be concluded that variable of Emotional Intelligence (X), Vocabulary mastery (X2) and The Writing Ability (Y) have linier correlation.

### 2. Hypothesis Test

Hypothesis testing was measured by using Multiple Linier Regression Formula. Multiple Linier Regression was used to describe the strength of the relationship between one or several independent variables and one dependent variable.



To test the hypothesis, that was the correlation between emotional intelligence (X1), vocabulary mastery (X2) and the writing ability in learning English (Y), the researcher used Multiple Linear Regression as follow:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Y = Students' Writing Ability

X<sub>1</sub> = Emotional Intelligence

X<sub>2</sub> = Vocabulary Mastery

b = coefficient of regression

e = disorder variable

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Data Description

##### 1. Data Description of Writing Ability (Y)

The data of writing ability were gotten from the document. The data is obtained described that the highest score is 4.00 and the lowest score is 2.35. the mean is 3.68; the median is 3.70; and the mode is 3.70. the standard deviation is 0.27. The statistical computation of the data can be seen in appendix.

*Table 4.1. the Descriptive Statistic of Writing Ability*

Classification	Writing Ability
Mean	3.68
Median	3.70
Mode	3.70
Std. Deviation	0.27
Minimum (lowest score)	2.35
Maximum (highest score)	4.00

##### 2. Data Description Questionnaire of Emotional Intelligence (X<sub>1</sub>)

The data of emotional intelligence were gotten from the questionnaire with 26 items number. The data is obtained describe that the highest score is 90 and the lowest score is 75. The mean is 83; the median is 84; and the mode is 78. The standard deviation is 4.885. The statistical computation of the data can be seen in appendix.

*Table 4.2. the Descriptive Statistic of Emotional Intelligence*

Classification	Emotional Intelligence
Mean	83
Median	84
Mode	78
Std. Deviation	4.885
Minimum (lowest score)	75
Maximum (highest score)	90

3. Data Description of Vocabulary Mastery (X2)

Based on computation, the result of the validity as follows:

*Table 4.3 Validity Summary of Vocabulary Mastery (X2)*

Item	$r_{obtained}$	$r_{table}$	Explanation
X1	.862**	0.254	Valid
X2	.456**	0.254	Valid
X3	.726**	0.254	Valid
X4	.689**	0.254	Valid
X5	.700**	0.254	Valid
X6	.862**	0.254	Valid
X7	.665**	0.254	Valid
X8	.963**	0.254	Valid
X9	.862**	0.254	Valid
X10	.777**	0.254	Valid
X11	.462**	0.254	Valid
X12	.385**	0.254	Valid
X13	.963**	0.254	Valid
X14	.845**	0.254	Valid
X15	.700**	0.254	Valid
X16	.627**	0.254	Valid
X17	.862**	0.254	Valid
X18	.770**	0.254	Valid
X19	.627**	0.254	Valid
X20	.845**	0.254	Valid

X21	.456**	0.254	Valid
X22	.845**	0.254	Valid
X23	.845**	0.254	Valid
X24	.963**	0.254	Valid
X25	.862**	0.254	Valid
X26	.768**	0.254	Valid
X27	.486**	0.254	Valid
X28	1	0.254	Valid

From the table above, it shows that 28 items of vocabulary mastery are valid.

## B. Hypothesis Testing

### 1. Correlation Analysis

Correlation Analysis is analysis to find out correlation between emotional intelligence and vocabulary mastery towards the students' achievement. In addition, it is also to know the effect of independent variable toward dependent variable. The correlation analysis of this research uses non-parametric statistical test Rank Spearman because the prerequisite is not fulfilled.

The results of the calculation of the coefficients can be interpreted based on the table below to see how strong the level of relationship between variables is. To provide an interpretation of the correlation coefficient, the researcher uses the following guidelines referring to Sugiyono (2010: 250)

*Table 4.4. Value Interpretation of Rank Spearman ( $r_s$ )*

$r_s$	Interpretation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Sufficient
0.60 – 0.799	Strong
0.80 – 1.00	Very strong

To determine the significance of the correlation, if the significance value is  $<0.05$  then there is significant correlation. If the significance value

is  $>0.05$  then there is no significant correlation. The result of data analysis used SPSS, it can be gained as follows:

*Table 4.5. The result of correlation analysis*

<b>Variable</b>	<b>Value</b>	<b>Sig.</b>
Emotional Intelligence	0.154	0.239
Vocabulary Mastery	0.098	0.455

Based on the table above, it can be analyzed as follows:

a. The relation between emotional intelligence and writing ability

From the data of the relation between emotional intelligence and writing ability has value 0.154 and it is on 0.00 – 0.199. From this value, it showed that emotional intelligence and the writing ability were on the low reliability. The value of the correlation coefficient is positive, then the correlation between two variables is unidirectional. It means that if variable X1 increases, the variable Y will increase as well. From the result, the significance of correlation coefficient is 0.239 ( $>0.05$ ). It means that there is no significant correlation.

b. The relation between vocabulary mastery and writing ability

From the data of the relation between vocabulary mastery and writing ability had value 0,098 and it is on 0.00 – 0.19. From this value, it showed that vocabulary mastery were on the low reliability. The value of the correlation coefficient is positive, then the correlation between two variables is unidirectional. It means that if variable X2 increases, the variable Y will increase as well. From the result, the significance of correlation coefficient is 0.455 ( $>0.05$ ). It means that there is no significant correlation.

2. Analyzing of multiple linier regression

Analyzing of multiple linier regression was used to know correlation between emotional intelligence and vocabulary mastery toward writing ability. It is also to know the effect of independent variable toward dependent variable. The data could be gained as follows:

*Table 4.6. Analyzing result of multiple linier regression*

<b>Variable</b>	<b>B</b>	<b>T</b>	<b>Sig.</b>
(Constant)	3.402		
Emotional Intelligence	0.002	0.286	0.286
Vocabulary Mastery	0.006	1.530	0.132

From the analysis above, the multiple linier regression used the formula as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 3.402 + 0.002X_1 + 0.006X_2 + e$$

From the multiple linier regression equation above, it can be concluded as follows:

- a. The constant value has a positive value of 3.402. The positive sign means that it shows a unidirectional influence between the independent variable and the dependent variable. It shows that if all the independent variables which include Emotional Intelligence (X1) and Vocabulary Mastery (X2) are 0% or no change, then the value of writing ability is 3.402.
- b. The correlation coefficient value for variable Emotional Intelligence (X1) has a positive value of 0.002. It shows that if Emotional Intelligence experiences an increase 1%, then Writing Ability will increase 0.002 by assuming the other independent variables are constant. A positive sign means that it indicates a unidirectional influence between the independent variable and the dependent variable.
- c. The correlation coefficient value for variable Vocabulary Mastery (X2) has a positive value of 0.006. It shows that if Vocabulary Mastery

experiences an increase 1%, then Writing Ability will increase 0.006 by assuming the other independent variables are constant. A positive sign means that it indicates a unidirectional influence between the independent variable and the dependent variable.

### 3. T-testing

T-testing was conducted to test the research hypothesis regarding the effect of each independent variable partially on the dependent variable. T-testing is the one of statistical tests used to test the truth or falsity of a hypothesis which states that between two mean sample taken randomly from the same population, there is no significant difference (Sudjono, 2010:142).

Decision making is done by looking at the significance value in the *Coefficients* table. Usually the basis for testing the regression results is carried out with a confidence level of 95% or with a significance level of 5% ( $\alpha = 0.05$ ). The criteria for t-testing (Ghozali, 2010:171) :

- a. If the significance value of the t-testing  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected. It means that there is no influence between the independent variables on the dependent variable.
- b. If the significance value of the t-testing  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It means that there is influence between the independent variables on the dependent variable.

To find the Coefficient table, the researcher uses SPSS. Here the result:

*Table 4.7. The result of Coefficient table*

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error			
(Constant)	3.402	0.610		5.576	0.000
Emotional intelligence	0.002	0.007	0.037	0.286	0.776
Vocabulary Mastery	0.006	0.004	0.200	1.530	0.132

From the table above, it can be concluded that:

- a. The significance value of Emotional Intelligence is 0.776 that greater than 0.05. It means that Emotional Intelligence variable doesn't has impact toward writing ability.
- b. The significance value of Vocabulary Mastery is 0.132 that greater than 0.05. It means that Vocabulary Mastery variable doesn't has impact toward Writing Ability.

#### 4. F-testing

F-testing aims to find whether the independent variables simultaneously affect the dependent variables. F-testing is carried out to see the effect of all the independent variables together on the dependent variable. The level that is used is 0.5 or 5%, if the significant value of  $F < 0.5$  it can be interpreted that the independent variables simultaneously affect the dependent variable or vice versa (Ghozali, 2016:97). Decision making seen from this test is done by looking at the F value contained in the ANOVA table, and the significance level used is 0.05. The provisions of the f-testing are as follows:

- a. If the significant value of  $F < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. It means that all independent variables have significant influence on the dependent variable.
- b. If the significant value of  $F > 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected. It means that all independent variables have no significant effect on the dependent variable.

To find the ANOVA table, the researcher uses SPSS. Here the result:

*Table 4.8. the result of ANOVA table*

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	0.197	2	0.098	1.299	0.281 <sup>b</sup>
Residual	4.319	57	0.076		
Total	4.515	59			



From the ANOVA table above, it can be concluded that  $H_0$  is accepted and  $H_1$  is rejected. It can be seen from the result significant value of 0.281 which is greater than 0,05. Thus, it can be concluded that the independent variables which include Emotional Intelligence and Vocabulary Mastery do not have a simultaneous influence on the dependent variable of Writing Ability.

### **C. The Discussion of Research Result**

This study is correlational quantitative study that aims to determine the correlation between emotional intelligence and writing ability, the correlation between vocabulary mastery and writing ability, the correlation between emotional intelligence and vocabulary mastery and writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in Academic Year 2021/2022. Based on the analysis of the data, the results are obtained as follows:

#### **1. The correlation between emotional intelligence and the writing ability**

The percentage of students' response of self-awareness is about 71%. The percentage of students' response of self-management is about 85%. The percentage of students' response of motivation is about 79%. The percentage of students' response of empathy is about 81%. Meanwhile, the percentage of students' response of social relationship management is about 79%.

The writing ability is in good category. The mean score of the students' writing ability is about 3.685. Whereas the maximal score is 4.00. It can be assumed that the students' English achievement is good.

Based on the analysis result, it was gained coefficient  $b_1 = 0.002$ . It means that each adding 1 unit variable of emotional intelligence and other variable was constant, so it will increase variable of writing ability 0.002. Meanwhile t-testing result was gained the significance value of emotional

intelligence is 0.776 that greater than 0.005. It means that emotional intelligence does not has impact toward writing ability.

Nunan (2003: 88) asserts that “writing is a combination of physical and mental action”. In other words, writing cannot be produced if only using physical action or mental action. Because writing requires both. Richards and Schmidt (2012: 233) define writing is viewed as the result of complex process of planning, drafting, reviewing, revising, and some more approaches to the teaching”. In it means that to make a good writing, students require doing many steps that consist of planning, drafting, reviewing, and revising. And those steps are performed sequentially.

Goleman (2002:512) said that emotional intelligence is the ability to manage our emotional life with intelligence; the appropriateness of emotion and its expression throughout self-awareness, self-management, self-motivate, empathy, and social skill. People with high emotional intelligence are usually able to communicate effectively, empathize with others, overcome difficulties, and defuse conflicts. It means that emotional intelligence is beneficial for oneself as well as for others.

## 2. The correlation between vocabulary mastery and writing ability

Based on the analysis result, it was gained coefficient  $b_1 = 0.006$ , it means that each adding 1 unit variable of vocabulary mastery and other variable was constant, so it will increase variable of the writing ability 0.006. Meanwhile t-testing result, it was gained significance 0.132 that greater than 0.05. It means that vocabulary mastery does not has impact toward writing ability.

Nunan (1991: 212) states that vocabulary is the collection of words that an individual knows. So, students must have a sufficient vocabulary because they need it in learning. If their vocabulary is low, they will have difficulty understanding English.

Goleman (1995: 512) says that emotional intelligence is one's ability to recognize and understand his own and other people's feelings,

ability to motivate himself, and ability to manage his own emotion and relationship with other people well. It means that with high emotional intelligence, a person can have a good self-awareness understanding of his own emotions, have the ability to self-regulate, the ability to always push himself to try his best, have a good understanding of the people around him, and always maintain social relationship. In other words, emotional intelligence is one of the important soft-skills that must be owned and developed.

3. The correlation between emotional intelligence, vocabulary mastery, toward writing ability

From the ANOVA table, it can be concluded that  $H_0$  is accepted and  $H_1$  is rejected. It can be seen from the result significant value of 0.281 which is greater than 0.05. Thus, it can be concluded that the independent variables which include emotional intelligence and vocabulary mastery do not have a simultaneous influence on the dependent variable of writing ability.

Nunan (1991: 212) states that vocabulary is the collection of words that an individual knows. So, students must have a sufficient vocabulary because they need it in learning. If their vocabulary is low, they will have difficulty understanding English.

Goleman (1995: 512) says that emotional intelligence is one's ability to recognize and understand his own and other people's feelings, ability to motivate himself, and ability to manage his own emotion and relationship with other people well. With high emotional intelligence, a person can have a good self-awareness understanding of his own emotions, have the ability to try his best, have a good understanding of the people around him and always maintain social relationship. Thus, emotional intelligence strengthens the control of psychological conditions.

## CHAPTER V

### CONCLUSION, IMPLICATION, SUGGESTION

#### A. CONCLUSION

Based on the data analysis on previous chapter, it can be concluded as follows: the relation between emotional intelligence and writing ability has value 0.154 and it is on 0.00 – 0.199. From this value, it showed that emotional intelligence and the writing ability were on the low reliability. Meanwhile, the relation between vocabulary mastery and writing ability had value 0.098 and it is on 0.00 – 0.19. From this value, it showed that vocabulary mastery was on the low reliability.

Based on the multiple linear regression analysis, the correlation coefficient value for variable Emotional Intelligence (X1) has a positive value of 0.002 and the correlation coefficient value for variable Vocabulary Mastery (X2) has a positive value of 0.006. It shows that if Emotional Intelligence experiences an increase 1%, then Writing Ability will increase 0.002 and if Vocabulary Mastery experiences an increase 1%, then Writing Ability will increase 0.006. From t-testing, the significance value of Emotional Intelligence is 0.776 that greater than 0.05 and the significance value of Vocabulary Mastery is 0.132 that greater than 0.05. It means that Emotional Intelligence and vocabulary mastery do not have impact toward writing ability.

From f-testing, it can be concluded that  $H_0$  is accepted and  $H_1$  is rejected. It can be seen from the result significant value of 0.281 which is greater than 0.05. Thus, it can be concluded that the independent variables which include emotional intelligence and vocabulary mastery do not have a simultaneous influence on the dependent variable of writing ability at third semester of English Language Education of Raden Mas Said State Islamic University of Surakarta in Academic Year 2021/2022.

## B. IMPLICATION

Based on calculations and data analysis, it can be seen that there is no effect of the level of emotional intelligence on student achievement. Thus, the conclusions that found in this study are not in accordance with what is stated by Goleman (2000: 44) who says that intellectual intelligence (IQ) only contributes 20% to success, while 80% is the contribution of other strength factors, including emotional intelligence or Emotional Quotient (EQ), namely the ability to motivate yourself, overcome frustration, controlling impulses, regulating moods (mood), empathy and the ability to work together.

This fact may be caused by several things: first, the education system implemented to students of English Language Education of Raden Mas Said State Islamic University of Surakarta in Academic Year 2021/2022 is more oriented towards developing intellectual intelligence, but less oriented towards developing emotional intelligence in the teaching and learning process. Then the assessment carried out in schools to determine academic achievement is intellectual abilities, such as language and numeracy skills. Emotional abilities such as overcoming a conflict, being assertive, controlling anger, concentrating, self-direction, empathy, and social skills tend not to be assessed.

In addition, many educators have not applied the role of emotion to a subject within the scope of education, so they are less responsive to the emotions experienced by students. Then the students themselves have never received education on recognizing their own emotions, either at school or in the family, so they tend to be emotionally blind or feel foreign to their own emotions, they are not aware of the emotions that arise and do not know how to control emotions and how to express emotions properly.

Furthermore, the framework explained that there are many factors that affect learning achievement. One of them is the level of emotional intelligence. But if it turns out that in this study it was found that emotional intelligence did not significantly influence learning achievement.

### C. SUGGESTION

Based on the conclusion and the implication above, the researcher would like to suggest as follows:

1. For the teacher

For the teachers, in order to be able to provide lessons and knowledge for students on all matters relating to capabilities that exist within including emotional intelligence. Not only rational knowledge is necessary given will but knowledge of the ability to recognize and manage one's own emotions, the ability to empathize and social skills also need to be taught.

2. For the students

For students, should have a willingness to learn to understand own emotions and manage them well, learn to have a sense high empathy and good social skills in order to be able to feel the benefits of all of them. And students have a willingness to improve their vocabulary by reading some text or listening a western song and then they write the meaning of it.

3. For the other researcher

The researcher realizes that the result of this research is still far from being perfect, there are still many aspects that could influence the students' writing ability. The researcher expects that there will be other researchers who investigate other aspects relating to writing ability, and hopefully this research will be useful as a reference to their research. Besides, it can also be used by them who carry out and develop similar study.

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Cavendish.

# Appendices

## Appendix 1

### List of the students who join the test

No	Name	Class
1	AL	3A
2	AMA	3A
3	AYN	3A
4	AGK	3A
5	BRA	3A
6	DSS	3A
7	ES	3A
8	ENJ	3A
9	GY	3A
10	MR	3A
11	NKB	3A
12	RF	3A
13	SF	3A
14	TU	3A
15	YK	3A
16	AD	3B
17	DIC	3B
18	EINR	3B
19	FTAM	3B
20	FYN	3B

No	Name	Class
21	HAOA	3B
22	KW	3B
23	LNR	3B
24	LKP	3B
25	MNY	3B
26	NC	3B
27	NNN	3B
28	R	3B
29	T	3B
30	YNA	3B
31	AHA	3C
32	ARDS	3C
33	ECF	3C
34	FNF	3C
35	GS	3C
36	HFS	3C
37	HIW	3C
38	MSGA	3C
39	PAR	3C
40	PR	3C

No	Name	Class
41	RP	3C
42	RN	3C
43	SBIP	3C
44	TN	3C
45	YAP	3C
46	AS	3F
47	AEG	3F
48	AUI	3F
49	AKW	3F
50	ANA	3F
51	AHK	3F
52	BSJ	3F
53	DBP	3F
54	DHP	3F
55	ESPK	3F
56	EW	3F
57	FN	3F
58	NBM	3F
59	NAM	3F
60	SNS	3F

## Appendix 2

### Blueprint of Emotional Intelligence Try Out

Definition	Indicators	Number of item test		Total
		positive	Negative	
Emotional intelligence is the ability to manage our emotional life with intelligence; the appropriateness of emotion and its expression throughout self-awareness, self-management, self-motivate, empathy, and social skill.	Self-awareness	1, 8, 18, 33	6, 25, 27, 36	8
	Managing emotions	2, 12, 21, 31	11, 19, 30, 40	8
	Motivating oneself	5, 9, 22, 35	13, 16, 24, 34	8
	Empathy	3, 15, 20, 32	10, 23, 29, 38	8
	Handling relationship	4, 7, 26, 37	14, 17, 28, 9	8
Total		20	20	40

### Appendix 3

#### Emotional Intelligence' Questionnaire (try out)

##### Identitas Responden

Nama :

NIM :

Kelas :

##### Petunjuk pengisian angket

1. Berikut ini terdapat sejumlah pernyataan.
2. Di Samping setiap pernyataan terdapat 4 pilihan jawaban yaitu:
  - SS : Sangat Setuju
  - S : Setuju
  - TS : Tidak Setuju
  - STS : Sangat Tidak Setuju
3. Pilihlah jawaban dengan memberi tanda centang (√) pada kolom pilihan jawaban yang tersedia sesuai dengan pendapatmu.

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.				
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.				
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.				

5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.				
6.	Saya paham bahwa kurang menyukai mata kuliah writing.				
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.				
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.				
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.				
12.	Jika ada teman yang mengejek dan menertawai nilai writing saya, saya tidak marah.				
13.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.				
14.	Saya kurang menyukai belajar kelompok bersama teman-teman untuk mempelajari writing bersama.				



15.	Saya tidak suka melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				
16.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.				
17.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk menyelesaikannya sendiri.				
18.	Saya sangat tidak sabar untuk segera mengikuti mata kuliah writing.				
19.	Jika ada teman yang mengejek dan menertawai nilai writing saya, saya akan sangat marah.				
20.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.				
21.	Saya berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.				
22.	Saya memiliki target nilai yang memuaskan yang harus saya capai dalam mata kuliah writing.				
23.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				
24.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				

25.	Saya kurang bersemangat jika mata kuliah writing akan segera dimulai.				
26.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.				
27.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				
28.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.				
29.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				
30.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.				
31.	Saya akan sedih jika hasil ulangan writing saya kurang memuaskan.				
32.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.				
33.	Saya menyadari bahwa ketika saya malu bertanya tentang materi writing, saya akan mengalami kesulitan dalam belajar writing.				

34.	Saya tidak memiliki target nilai yang memuaskan yang harus saya capai dalam mata kuliah writing.				
35.	Saya yakin jika terus belajar writing, maka nilai writing saya akan baik.				
36.	Saya tidak peduli bahwa ketika saya malu bertanya tentang materi writing, saya akan mengalami kesulitan dalam belajar writing.				
37.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.				
38.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.				
39.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				
40.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				

## Appendix 4

### Blueprint Emotional Intelligence Test

Definition	Indicators	Number of item test		Total
		positive	Negative	
Emotional intelligence is the ability to manage our emotional life with intelligence; the appropriateness of emotion and its expression throughout self-awareness, self-management, self-motivate, empathy, and social skill.	Self-awareness	1, 8, 33	6, 27	5
	Managing emotions	2	11, 30, 40	4
	Motivating oneself	5, 9	13, 16, 24	5
	Empathy	3, 20	10, 23, 29, 38	6
	Handling relationship	4, 7, 26, 37	28, 9	6
Total		20	20	26

## Appendix 5

### Emotional Intelligence Test

#### Identitas Responden

Nama :

NIM :

Kelas :

#### Petunjuk pengisian angket

- Berikut ini terdapat sejumlah pernyataan.
- Di Samping setiap pernyataan terdapat 4 pilihan jawaban yaitu:
  - SS : Sangat Setuju
  - S : Setuju
  - TS : Tidak Setuju
  - STS : Sangat Tidak Setuju
- Pilihlah jawaban dengan memberi tanda centang (✓) pada kolom pilihan jawaban yang tersedia sesuai dengan pendapatmu.

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.				
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.				
1.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				

2.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.				
3.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.				
4.	Saya paham bahwa kurang menyukai mata kuliah writing.				
5.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.				
6.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				
7.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.				
8.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				
9.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.				
10.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.				
11.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.				

12.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.				
13.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				
14.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				
15.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.				
16.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				
17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.				
18.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				
19.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.				
20.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.				

21.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.				
22.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.				
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				
24.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				



## Appendix 6

### Students' works

Nama : Adiningsih Lintangari

NIM : 206121014

Kelas : PBI 3A

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.			✓	
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.		✓		
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		✓		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.		✓		
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.		✓		
6.	Saya paham bahwa kurang menyukai mata kuliah writing.		✓		
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.		✓		

8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.		✓		
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.		✓		
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.			✓	
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.			✓	
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.			✓	
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.			✓	
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		✓		
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.			✓	
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.			✓	
17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.		✓		

18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.			✓	
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.			✓	
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				✓
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.		✓		
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.		✓		
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.		✓		
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.			✓	
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.			✓	

26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				✓
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Nama : Alvionina Maya Amalia

NIM : 206121004

Kelas : PBI 3A

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.		✓		
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.	✓			
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		✓		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.	✓			
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	✓			
6.	Saya paham bahwa kurang menyukai mata kuliah writing.			✓	
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama		✓		

	teman-teman.				
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.	√			
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.	√			
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.			√	
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.			√	
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.			√	
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.			√	
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		√		
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				√
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				√

17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.	√			
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.			√	
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.				√
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				√
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.			√	
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.		√		
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.	√			
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.			√	

25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				√
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				√

Nama : Anisvi Yunar Nabila

NIM : 206121020

Kelas : PBI 3A

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.		√		
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.		√		
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		√		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.		√		
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	√			
6.	Saya paham bahwa kurang menyukai mata kuliah writing.			√	

7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.	√			
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.		√		
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.	√			
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				√
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.				√
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.			√	
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.				√
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		√		
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				√
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				√



17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.	√			
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				√
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.				√
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				√
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.				√
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.	√			
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.		√		
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.				√

25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				√
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				√

Nama : Avinda Deviana

NIM : 206121047

Kelas : PBI 3B

No.	Pernyataan	Pilihan			
		S S	S	T S	S T S
1.	Sayapahambahwasangatmenyukaimatakuliah writing.		V		
2.	Ketikanilaiulangan writingsayakurangmemuaskan, sayatidakakanmarahsecaraberlebih.		V		
3.	Sayasenangjikaadatekan yang mendapatnilaibagusdalamatakuliah writing.		V		
4.	Sayasenangbelajarkelompokbersamateman-temanuntukmempelajariwritingbersama.	V			
5.	Sayaakantermotivasiuntukbisa writingjikamelihattemansayabisa writingdenganbaik.		V		

6.	Sayapahambahwakurangmenyukai matakuliah writing.			V	
7.	Ketikamengalamikesulitandalambelajarwriting, sayalebihsenanguntukmendiskusikannyabersamateman-teman.			V	
8.	Sayamenikmatisetiapmaterimatakuliah writing yang diajarkanoleh dosen.	V			
9.	Ketikatemansayamendapatnilaibagusdalam matakuliah writing, sayayakinbahwasayajugabisamendapatkannilaibagus.	V			
10.	Sayatidaksenangjikaadatemanyang mendapatnilaibagusdalam matakuliah writing.				V
11.	Ketikaniilaiulangan writingsayakurangmemuaskan, sayaakanmarahdengansangatberlebihan.				V
12.	Sayatidaktermotivasiuntukbisawriting, jikamelihattemans ayabisawritingdenganbaik.				V
13.	Ketikatemansayamendapatnilaibagusdalam matakuliah writing, sayatidakyakinbahwasayajugabisamendapatkannilaibagus.				V
14.	Sayamerasakasihandenganteman yang memilikikesulitanbelajarwriting.		V		
15.	Sayatidakpedulidengankesulitanbelajarwriting yang dialamitemansaya.				V
16.	Sayatidakyakinjikaterusbelajarwriting, maka nilai writingsaya akan baik.				V

17.	Jika temansaya minder karenamendapatnilai writing yang kurangbaik, sayaakanmenyemangatinya agar tetaptekunbelajar.		V	
18.	Sayakurangmenikmatisetiapmaterimatakuliah writing yang diajarkanoleh dosen.			V
19.	Jika temansaya minder karenamendapatnilai writing yang kurangbaik, sayatidakakanmenyemangatinya agar tetaptekunbelajar.		V	
20.	Sayasenangmelihatteman yang sukamengejektteman lain hanyakarenanilai writing yang buruk.			V
21.	Sayatidak yakinmeskipunsayasudahberusahameyakinkan diribahasayabisamendapatkannilai yang bagusdalam matakuliah writing denganmengatakanbahawritingitumenyenangkan.			V
22.	Sayamerasenangjikatemam yang dulunyamendapatnilaikurangbagusdalam writing, sekarangnilai writing-nyamenjadibagus.		V	
23.	Ketika adatemam yang mengalamikesulitandalambelajar writing, sayaakanberusahamembantusemampusaya.		V	
24.	Sayamerasatersaingjikatemam yang dulunyamendapatnilaikurangbaikdalam writing, sekarangnilai writing-nyamenjadibaik.			V
25.	Ketika adatemam yang mengalamikesulitandalambelajar writing, sayatidakakanmembantu dia.			V

26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				V	
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Nama : Diniar Indah Cahyani

NIM : 206121062

Kelas : PBI 3B

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.		<input checked="" type="checkbox"/>		
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.		<input checked="" type="checkbox"/>		
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		<input checked="" type="checkbox"/>		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.		<input checked="" type="checkbox"/>		
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	<input checked="" type="checkbox"/>			
6.	Saya paham bahwa kurang menyukai mata kuliah writing.			<input checked="" type="checkbox"/>	

7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.		<input checked="" type="checkbox"/>		
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.		<input checked="" type="checkbox"/>		
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.	<input checked="" type="checkbox"/>			
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.			<input checked="" type="checkbox"/>	
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.			<input checked="" type="checkbox"/>	
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.			<input checked="" type="checkbox"/>	
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.				<input checked="" type="checkbox"/>
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.			<input checked="" type="checkbox"/>	
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.			<input checked="" type="checkbox"/>	
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.			<input checked="" type="checkbox"/>	

17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.		<input checked="" type="checkbox"/>		
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.			<input checked="" type="checkbox"/>	
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.			<input checked="" type="checkbox"/>	
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				<input checked="" type="checkbox"/>
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.			<input checked="" type="checkbox"/>	
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.		<input checked="" type="checkbox"/>		
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.		<input checked="" type="checkbox"/>		
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi			<input checked="" type="checkbox"/>	

	baik.				
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.			<input checked="" type="checkbox"/>	
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.			<input checked="" type="checkbox"/>	

Nama : Evit Isnaisi Nazilatur Rohmah

NIM : 206121049

Kelas : PBI 3B

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.		√		
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.		√		
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		√		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.		√		



5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	√			
6.	Saya paham bahwa kurang menyukai mata kuliah writing.			√	
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.	√			
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.		√		
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.	√			
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				√
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.				√
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.			√	
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.				√
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		√		

15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				√
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				√
17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.	√			
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				√
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.				√
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				√
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.				√
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.	√			
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu		√		

	saya.				
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.				√
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				√
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				√

Nama : Astrid Herera Annuradha

NIM : 206121078

Kelas : PBI 3C

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.				
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.				
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				

4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.				
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.				
6.	Saya paham bahwa kurang menyukai mata kuliah writing.				
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.				
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.				
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.				
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.				
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.				
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.				

15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				
17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatinya agar tetap tekun belajar.				
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.				
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatinya agar tetap tekun belajar.				
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.				
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.				
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.				

24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.				
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				

Nama : Aulya Rahma Dinda Siregar

NIM : 206121089

Kelas : PBI 3C

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.	√			
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.		√		
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		√		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.		√		
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	√			

6.	Saya paham bahwa kurang menyukai mata kuliah writing.				√
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.		√		
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.		√		
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.		√		
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				√
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.				√
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.				√
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.		√		
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		√		
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				√
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.			√	

17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.		√		
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.			√	
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatnya agar tetap tekun belajar.			√	
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				√
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.			√	
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.		√		
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.		√		
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.			√	
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				√



26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				√
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Nama : Eka Cindy Faradina

NIM : 206121083

Kelas : PBI 3C

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.		√		
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.	√			
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		√		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.	√			
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	√			
6.	Saya paham bahwa kurang menyukai mata kuliah writing.			√	
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.		√		

8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.	√			
9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.	√			
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.			√	
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.			√	
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.			√	
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.			√	
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		√		
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				√
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				√
17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatinya agar tetap tekun belajar.	√			

18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.			√	
19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatinya agar tetap tekun belajar.				√
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				√
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.			√	
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.		√		
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.	√			
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.			√	
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				√
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				√

Nama : Ade Septiana

NIM : 206121193

Kelas : PBI 3F

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.		√		
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.	√			
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		√		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.	√			
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	√			
6.	Saya paham bahwa kurang menyukai mata kuliah writing.			√	
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.		√		
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.	√			

9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.	√			
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.			√	
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.			√	
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.			√	
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.			√	
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		√		
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				√
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				√
17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatnya agar tetap tekun belajar.	√			
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.			√	

19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatinya agar tetap tekun belajar.				√
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				√
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.			√	
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.		√		
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.	√			
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.			√	
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				√
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				√

Nama : Adila Elvin Gunawan

NIM : 206121212

Kelas : 3F PBI

No.	Pernyataan	Pilihan			
		SS	S	TS	STS
1.	Saya paham bahwa sangat menyukai mata kuliah writing.		√		
2.	Ketika nilai ulangan writing saya kurang memuaskan, saya tidak akan marah secara berlebihan.		√		
3.	Saya senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.		√		
4.	Saya senang belajar kelompok bersama teman-teman untuk mempelajari writing bersama.		√		
5.	Saya akan termotivasi untuk bisa writing jika melihat teman saya bisa writing dengan baik.	√			
6.	Saya paham bahwa kurang menyukai mata kuliah writing.			√	
7.	Ketika mengalami kesulitan dalam belajar writing, saya lebih senang untuk mendiskusikannya bersama teman-teman.	√			
8.	Saya menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.		√		

9.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya yakin bahwa saya juga bisa mendapatkan nilai bagus.	√			
10.	Saya tidak senang jika ada teman yang mendapat nilai bagus dalam mata kuliah writing.				√
11.	Ketika nilai ulangan writing saya kurang memuaskan, saya akan marah dengan sangat berlebihan.				√
12.	Saya tidak termotivasi untuk bisa writing, jika melihat teman saya bisa writing dengan baik.				√
13.	Ketika teman saya mendapat nilai bagus dalam mata kuliah writing, saya tidak yakin bahwa saya juga bisa mendapatkan nilai bagus.				√
14.	Saya merasa kasihan dengan teman yang memiliki kesulitan belajar writing.		√		
15.	Saya tidak peduli dengan kesulitan belajar writing yang dialami teman saya.				√
16.	Saya tidak yakin jika terus belajar writing, maka nilai writing saya akan baik.				√
17.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya akan menyemangatinya agar tetap tekun belajar.		√		
18.	Saya kurang menikmati setiap materi mata kuliah writing yang diajarkan oleh dosen.			√	



19.	Jika teman saya minder karena mendapat nilai writing yang kurang baik, saya tidak akan menyemangatinya agar tetap tekun belajar.				√
20.	Saya senang melihat teman yang suka mengejek teman lain hanya karena nilai writing yang buruk.				√
21.	Saya tidak yakin meskipun saya sudah berusaha meyakinkan diri bahwa saya bisa mendapatkan nilai yang bagus dalam mata kuliah writing dengan mengatakan bahwa writing itu menyenangkan.			√	
22.	Saya merasa senang jika teman yang dulunya mendapat nilai kurang bagus dalam writing, sekarang nilai writing-nya menjadi bagus.	√			
23.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya akan berusaha membantu semampu saya.		√		
24.	Saya merasa tersaingi jika teman yang dulunya mendapat nilai kurang baik dalam writing, sekarang nilai writing-nya menjadi baik.				√
25.	Ketika ada teman yang mengalami kesulitan dalam belajar writing, saya tidak akan membantu dia.				√
26.	Saya akan sangat sedih hingga membanting barang jika nilai ulangan bahasa Inggris saya kurang memuaskan.				√

# Appendix 7

## The Result of Emotional Intelligence Test

No.	Nama	Nilai
1	Musaqilulvivipari	24
2	Alminda Poye Amalia	24
3	Ahmi Yusef Habibi	24
4	Ahmi Gymar Kandi	24
5	Bona Rully Ayuda	24
6	Dennis Szalala Street	24
7	Efrenceprians	24
8	Efrenceprians	24
9	Efrenceprians	24
10	Hita Bahari	24
11	Hita Bahari	24
12	Hita Bahari	24
13	Radika Prinas	24
14	Shif Falmah	24
15	Tri Hari	24
16	Wahidko	24
17	Aminda Diforma Hatai Verbal	28
18	Dinar Alak Cakoni	28
19	Eni Nur Hafidha Rani	28
20	Fendita Annabi Hafid	28
21	Fitria Annabi Hafid	28
22	Hafid Annabi Hafid	28
23	Hafid Annabi Hafid	28
24	Latifah Nur Padmasari	28
25	Layla Gani Purba	28
26	Muhammad Nur Laila	28
27	Nur Anis Ochiandra	28
28	Nur Anis Ochiandra	28
29	Rani	28
30	Ternassi	28
31	Yulha Rinda	28
32	Amel Heron Roswilda	30
33	Putri Rizka Rizka Syarif	30
34	Putri Rizka Rizka Syarif	30
35	Putri Rizka Rizka Syarif	30
36	Gabriel Satrio	30
37	Hafid Fauzan S F I	30
38	Hafid Fauzan S F I	30
39	Hafid Fauzan S F I	30
40	Hafid Fauzan S F I	30
41	Putri Rizka Rizka Syarif	30
42	Putri Rizka Rizka Syarif	30
43	Putri Rizka Rizka Syarif	30
44	Selalih Bonichan Prati	30
45	Yusuf Wahid	30
46	Yusuf Wahid	30
47	AA Satrio	30
48	AA Satrio	30
49	AA Satrio	30
50	AA Satrio	30
51	AA Satrio	30
52	AA Satrio	30
53	AA Satrio	30
54	AA Satrio	30
55	AA Satrio	30
56	AA Satrio	30
57	AA Satrio	30
58	AA Satrio	30
59	AA Satrio	30
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61	AA Satrio	30
62	AA Satrio	30
63	AA Satrio	30
64	AA Satrio	30
65	AA Satrio	30
66	AA Satrio	30
67	AA Satrio	30
68	AA Satrio	30
69	AA Satrio	30
70	AA Satrio	30
71	AA Satrio	30
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91	AA Satrio	30
92	AA Satrio	30
93	AA Satrio	30
94	AA Satrio	30
95	AA Satrio	30
96	AA Satrio	30
97	AA Satrio	30
98	AA Satrio	30
99	AA Satrio	30
100	AA Satrio	30

## Appendix 8

### Blueprint of The Vocabulary Mastery Try Out

Definition	Indicator	Item's number	Total
Harmer (2007: 16) argues that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.	Aspect of Meaning Synonym	2 ,3,7, 13, 15, 16, 19, 22, 25, 33, 34, 35	12
	Aspect of Meaning Antonym	5, 8, 11, 21, 23, 26, 36, 37, 38, 40	10
	Grammar	1, 6, 9, 12, 14, 18, 24, 27, 28, 29, 30, 39	12
	Spelling	4, 10, 17, 20, 31, 32	6
			<b>40</b>

## Appendix 9

### Try Out of Vocabulary Mastery

Name :

Class :

Direction : Cross a, b, c, d, or e on your answer sheet which has the correct answer for each of the question

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - a. those – three – broken – chairs
  - b. chairs – broken – those – three
  - c. three – chairs – those – broken
  - d. broken – those – three – chairs
  - e. chairs – three – those - broken
  
2. Borobudur, a **gigantic** Buddhist shine, is situated 42 kilometers north west of Yogyakarta.  
The bold word means .....
  - a. nice
  - b. huge
  - c. tall
  - d. large
  - e. small
  
3. I admire your **courage**.  
The synonym of “**courage**” is....
  - a. fear
  - b. weakness
  - c. cowardice

- d. cravenness
  - e. bravery
4. The correct spell of “q – l – e – a – u – y – l” is...
- a. qlyeaul
  - b. leualqy
  - c. equally
  - d. quaelly
  - e. lyquael
5. They **refrain** from accepting gold and money.  
The antonym of “**refrain**” is...
- a. stop
  - b. use
  - c. continue
  - d. avoid
  - e. enter
6. Fewer babies were born with birth defect \_\_\_\_ advances in prenatal care during this decade.  
The correct answer to fill the blank word is...
- a. nevertheless
  - b. because
  - c. because of
  - d. although
  - e. yet
7. There were no **ambiguous** or hidden words.  
The synonym of “**ambiguous**” is...
- a. unclear
  - b. clear
  - c. obvious
  - d. known
  - e. simple

8. These can be extremely **dangerous** if they are not properly used.  
What is the antonym of word “**dangerous**”?
- Safe
  - Useless
  - Easeful
  - Harmful
  - Ineffective
9. Jane had to use her old computer \_\_\_\_ her father didn't buy the new one.
- although
  - however
  - since
  - in spite of
  - otherwise
10. The correct spell of “S- e- o- s- a- n” is....
- season
  - sesoan
  - seosan
  - seosen
  - sosean
11. “ you can never have **enduring** trust without trustworthiness”  
The antonym of “**enduring**” is...
- temporary
  - firm
  - constant
  - permanent
  - steady
12. Adnan hopes to win the first prize.  
The noun phrase in that sentence above is...
- Adnan
  - hopes
  - to win
  - prize
  - the first prize

13. The world's population will increase **rapidly**.  
The bold word has the same meaning as ....
- quickly
  - slowly
  - softly
  - continually
  - calmly
14. The house looks big enough.  
The adjective phrase in that sentence above is...
- the house
  - house
  - looks
  - big
  - big enough
15. The queues are **constant**.  
The synonym of the bold type word is.....
- continuous
  - temporary
  - random
  - irregular
  - interrupted
16. He was extremely extravagant and **reckless**.  
The synonym of the bold type word is.....
- careless
  - careful
  - wise
  - cautious
  - thoughtful
17. The correct spell of "g - h - i - t - s - r - a - t" is.....
- straiht
  - straight
  - straight

- d. striagth
- e. staright

18. She has written a letter.

The verb phrase in that sentence above is....

- a. she
- b. has
- c. has written
- d. letter
- e. a letter

19. He also **constructed** many sizeable building decorated with ornate frescoes.

The synonym of the bold type word is.....

- a. design
- b. destroy
- c. ruin
- d. devastate
- e. flatten

20. The correct spell of “e – t – e – r – s – n – r – e – p” is...

- a. ternespren
- b. prensteer
- c. prestreen
- d. represent
- e. presenter

21. A healthy shark population means **healthy**, hygienic oceans.

The antonym of the bold type word is....

- a. normal
- b. tough
- c. fresh
- d. weak
- e. strong

22. Now working memory has four **basic** components.



The bold word has the same meaning as ....

- a. secondary
- b. minor
- c. peripheral
- d. main
- e. supplementary

23. One of the goal of the agricultural development is to **obtain** sufficient rice production. The opposite of the word "**obtain**" is ....

- a. get
- b. win
- c. attain
- d. lose
- e. achieve

24. His skill was so fascinating \_\_\_\_ ho solved the problem very rapidly.

The correct answer to complete that sentence above is....

- a. that
- b. but
- c. nor
- d. after
- e. until

25. Then something **fascinating** happened.

The bold word has the same meaning as ....

- a. boring
- b. dull
- c. uninteresting
- d. unexciting
- e. captivating

26. Consequently, she became **wealthy**.

The opposite of "**wealthy**" is .....

- a. flush
- b. affluent
- c. poor
- d. rich

e. prosperous

27. Dika : “My sister ... want to see her friend yesterday”.

Lily : “Why?”

Dika : “Because she... angry”

The correct words to complete that sentences above are....

- a. didn't – is
- b. don't – is
- c. didn't – was
- d. doesn't – is
- e. don't – was

28. Garut ..... not only popular because of ..... natural environment .....  
because of its interesting traditions ..... handicrafts.

The correct words to complete that sentences above are....

- a. are, hers, not only, but
- b. are, hers, not, and
- c. is, its, not only, and
- d. is, its, but, and
- e. was, his, but, and

29. Yesterday, I came late, when I entered the classroom, my teacher .... a  
story.

The correct word to fill that sentence above is...

- a. is telling
- b. telling
- c. was telling
- d. tell
- e. told

30. She has so \_\_\_ flowers.

The quantifying determiner to fill that sentence is....

- a. much
- b. many
- c. fewer
- d. both
- e. few

31. The correct spell of “o – s – u – v – i – r – a” is...
- variuos
  - various
  - voriaus
  - voriaus
  - vourias
32. The correct spell “s – o – b – l – i – s – e – m – p – i” is....
- imsposible
  - impossible
  - impossebli
  - imposible
  - impissoble
33. The people **cherish** their independence and sovereignty.  
The synonym of “**cherish**” is ....
- treasure
  - hate
  - ignore
  - reject
  - destroy
34. Somebody **drag** him.  
The synonym of “**drag**” is....
- move
  - help
  - kick
  - pull
  - push
35. They **forgive** each other.  
The bold word has the same meaning as ....
- excuse
  - blame

- c. charge
- d. hate
- e. hurt

36. He looks dreadfully **ill**.

The same word of “**ill**” is ....

- a. healthy
- b. good
- c. well
- d. sick
- e. wealthy

37. Some builders **guarantee** their work.

The opposite of “**guarantee**” is .....

- a. agreement
- b. contract
- c. promise
- d. uncertainty
- e. promise

38. The example of toxic positivity is when people **force** us to be always happy even when we are really sad.

The opposite of “**force**” is...

- a. free
- b. pressure
- c. push
- d. press
- e. urge

39. Breathing when you are in the middle of swimming was very hard.

Gerund in the sentence above is...

- a. in the middle
- b. you
- c. very hard
- d. was
- e. breathing

40. The film is so **funny**.  
The opposite of “**funny**” is...
- a. boring
  - b. ridiculous
  - c. entertaining
  - d. comical
  - e. humorous

## Appendix 10

### Blueprint of the Vocabulary Mastery Test

Definition	Indicator	Item's number	Total
Harmer (2007: 16) argues that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.	Aspect of Meaning Synonym	2, 7, 13, 19, 22, 25, 33, 34, 35	9
	Aspect of Meaning Antonym	26, 36, 37, 38, 40	5
	Grammar	1, 12, 14, 18, 27, 28, 29, 30, 39	9
	Spelling	4, 17, 20, 31	4
			<b>27</b>

## Appendix 11

### Vocabulary Mastery Test

Name :

Class :

NIM :

Direction : Cross a, b, c, d, or e on your answer sheet which has the correct answer for each of the question

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - f. those – three – broken – chairs
  - g. chairs – broken – those – three
  - h. three – chairs – those – broken
  - i. broken – those – three – chairs
  - j. chairs – three – those - broken
  
2. Borobudur, a **gigantic** Buddhist shrine, is situated 42 kilometers northwest of Yogyakarta.  
The bold word means .....

  - f. nice
  - g. huge
  - h. tall
  - i. large
  - j. small

  
3. The correct spell “q – l – e – a – u – y – l” is...
  - f. qlyeaul
  - g. leualqy
  - h. equally
  - i. quaelly
  - j. lyquael

4. There were no **ambiguous** or hidden words.  
The synonym of “**ambiguous**” is...
- f. unclear
  - g. clear
  - h. obvious
  - i. known
  - j. simple
5. Adnan hopes to win the first prize.  
The noun phrase in that sentence above is...
- f. Adnan
  - g. hopes
  - h. to win
  - i. prize
  - j. the first prize
6. The world’s population will increase **rapidly**.  
The bold word has the same meaning as ....
- f. quickly
  - g. slowly
  - h. softly
  - i. continually
  - j. calmly
7. The house looks big enough.  
The adjective phrase in that sentence above is...
- f. the house
  - g. house
  - h. looks
  - i. big
  - j. big enough
8. The correct spell of “g – h – i – t – s – r – a – t” is.....
- f. straiht
  - g. straight
  - h. straiht
  - i. striagth



j. staright

9. She has written a letter.

The verb phrase in that sentence above is....

- f. she
- g. has
- h. has written
- i. letter
- j. a letter

10. He also **constructed** many sizeable building decorated with ornate frescoes.

The synonym of the bold type word is.....

- f. design
- g. destroy
- h. ruin
- i. devastate
- j. flatten

11. The correct spell of “e – t – e – r – s – n – r – e – p” is...

- f. ternespren
- g. prensteeer
- h. prestreen
- i. represent
- j. presenter

12. Then something **fascinating** happened.

The bold word has the same meaning as ....

- f. boring
- g. dull
- h. uninteresting
- i. unexciting
- j. captivating

13. Consequently, she became **wealthy**.

The opposite of “**wealthy**” is .....

- f. flush
- g. affluent
- h. poor
- i. rich
- j. prosperous

14. Dika : “My sister ... wants to see her friend yesterday”.  
 Lily : “Why?”  
 Dika : “Because she... angry”  
 The correct words to complete the sentences above are....
- f. didn't – is
  - g. don't – is
  - h. didn't – was
  - i. doesn't – is
  - j. don't – was

15. Garut ..... not only popular because of ..... natural environment .....  
 because of its interesting traditions ..... handicrafts.  
 The correct words to complete the sentences above are....
- f. are, hers, not only, but
  - g. are, hers, not, and
  - h. is, its, not only, and
  - i. is, its, but, and
  - j. was, his, but, and

16. Yesterday, I came late, when I entered the classroom, my teacher .... a  
 story.  
 The correct word to fill that sentence above is...
- f. is telling
  - g. telling
  - h. was telling
  - i. tell
  - j. told

17. She has so \_\_\_ flowers.  
 The quantifying determiner to fill that sentence is....
- f. much

- g. many
- h. fewer
- i. both
- j. few

18. The correct spell “o – s – u – v – i – r – a” is...

- f. variuos
- g. various
- h. voriaus
- i. voriaus
- j. vourias

19. The people **cherish** their independence and sovereignty.

The synonym of “**cherish**” is ....

- f. treasure
- g. hate
- h. ignore
- i. reject
- j. destroy

20. Somebody **drag** him.

The synonym of “**drag**” is....

- f. move
- g. help
- h. kick
- i. pull
- j. push

21. They **forgive** each other.

The bold word has the same meaning as ....

- f. excuse
- g. blame
- h. charge
- i. hate
- j. hurt

22. He looks dreadfully **ill**.  
The same word of “**ill**” is ....
- f. healthy
  - g. good
  - h. well
  - i. sick
  - j. wealthy
23. Some builders **guarantee** their work.  
The opposite of “**guarantee**” is .....
- f. agreement
  - g. contract
  - h. promise
  - i. uncertainty
  - j. promise
24. The example of toxic positivity is when people **force** us to be always happy even when we are really sad.  
The opposite of “**force**” is...
- f. free
  - g. pressure
  - h. push
  - i. press
  - j. urge
25. Breathing when you are in the middle of swimming was very hard.  
Gerund in the sentence above is...
- f. in the middle
  - g. you
  - h. very hard
  - i. was
  - j. breathing
26. The film is so **funny**.  
The opposite of “**funny**” is...
- f. boring
  - g. ridiculous
  - h. entertaining

- i. comical
- j. humorous

## **Appendix 11**

### **The key's answer of Vocabulary Mastery (Test)**

1. **A**
2. **B**
3. **C**
4. **A**
5. **E**
6. **A**
7. **E**
8. **C**
9. **C**
10. **A**
11. **D**
12. **D**
13. **E**
14. **C**
15. **C**
16. **D**
17. **C**
18. **B**
19. **B**
20. **A**
21. **D**
22. **A**
23. **D**
24. **D**
25. **A**
26. **E**
27. **A**

## Appendix 13

### Students' work of Vocabulary Mastery Test

#### Vocabulary Mastery Test

Name : Adiningsih Lintang Sari

Class : 3A

NIM : 206121014

Direction : Cross a, b, c, d, or e on your answer sheet which has the correct answer for each of the question

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - a. those – three – broken – chairs
  - b. chairs – broken – those – three
  - c. three – chairs – those – broken**
  - d. broken – those – three – chairs
  - e. chairs – three – those – broken
  
2. Borobudur, a **gigantic** Buddhist shrine, is situated 42 kilometers northwest of Yogyakarta.  
The bold word means .....

  - a. nice
  - b. huge
  - c. tall
  - d. large**
  - e. small

  
3. The correct spell “q – l – e – a – u – y – l” is...
  - a. qlyeaul
  - b. leualqy
  - c. equally
  - d. quaelly**
  - e. lyquael

4. There were no **ambiguous** or hidden words.  
The synonym of “**ambiguous**” is...
- a. unclear
  - b. clear
  - c. obvious**
  - d. known
  - e. simple
5. Adnan hopes to win the first prize.  
The noun phrase in that sentence above is...
- a. Adnan
  - b. hopes**
  - c. to win
  - d. prize
  - e. the first prize
6. The world’s population will increase **rapidly**.  
The bold word has the same meaning as ....
- a. quickly**
  - b. slowly
  - c. softly
  - d. continually
  - e. calmly
7. The house looks big enough.  
The adjective phrase in that sentence above is...
- a. the house
  - b. house
  - c. looks**
  - d. big
  - e. big enough
8. The correct spell of “g – h – i – t – s – r – a – t” is.....
- a. straiht
  - b. straight**
  - c. straiht
  - d. striagth



e. staright

9. She has written a letter.

The verb phrase in that sentence above is....

- a. she
- b. has
- c. has written
- d. letter**
- e. a letter

10. He also **constructed** many sizeable building decorated with ornate frescoes.

The synonym of the bold type word is.....

- a. design
- b. destroy**
- c. ruin
- d. devastate
- e. flatten

11. The correct spell of “e – t – e – r – s – n – r – e – p” is...

- a. ternespren
- b. prensteeer
- c. prestreen
- d. represent
- e. presenter**

12. Now working memory has four **basic** components.

The bold word has the same meaning as ....

- a. secondary
- b. minor**
- c. peripheral
- d. main
- e. supplementary

13. Then something **fascinating** happened.

The bold word has the same meaning as ....

- a. boring
- b. dull**
- c. uninteresting**
- d. unexciting
- e. captivating

14. Consequently, she became **wealthy**.

The opposite of “**wealthy**” is .....

- a. flush**
- b. affluent
- c. poor
- d. rich
- e. prosperous

15. Dika : “My sister ... wants to see her friend yesterday”.

Lily : “Why?”

Dika : “Because she... angry”

The correct words to complete the sentences above are....

- a. didn’t – is**
- b. don’t – is
- c. didn’t – was
- d. doesn’t – is
- e. don’t – was

16. Garut ..... not only popular because of ..... natural environment .....  
because of its interesting traditions ..... handicrafts.

The correct words to complete the sentences above are....

- a. are, hers, not only, but
- b. are, hers, not, and
- c. is, its, not only, and**
- d. is, its, but, and
- e. was, his, but, and

17. Yesterday, I came late, when I entered the classroom, my teacher .... a story.

The correct word to fill that sentence above is...

- a. is telling
- b. telling
- c. was telling
- d. tell**
- e. told

18. She has so \_\_\_\_ flowers.  
The quantifying determiner to fill that sentence is....
- a. much
  - b. many**
  - c. fewer
  - d. both
  - e. few

19. The correct spell “o – s – u – v – i – r – a” is...
- a. variuos
  - b. various**
  - c. voriaus
  - d. voriaus
  - e. vourias

20. The people **cherish** their independence and sovereignty.  
The synonym of “**cherish**” is ....
- a. treasure
  - b. hate
  - c. ignore**
  - d. reject
  - e. destroy

21. Somebody **drag** him.  
The synonym of “**drag**” is....
- a. move
  - b. help
  - c. kick
  - d. pull
  - e. push**

22. They **forgive** each other.  
The bold word has the same meaning as ....
- a. excuse
  - b. blame**
  - c. charge
  - d. hate
  - e. hurt
23. He looks dreadfully **ill**.  
The same word of “ill” is ....
- a. healthy
  - b. good**
  - c. well
  - d. sick
  - e. wealthy
24. Some builders **guarantee** their work.  
The opposite of “guarantee” is .....
- a. agreement**
  - b. contract
  - c. promise
  - d. uncertainty
  - e. promise
25. The example of toxic positivity is when people **force** us to be always happy even when we are really sad.  
The opposite of “force” is...
- a. free
  - b. pressure**
  - c. push
  - d. press
  - e. urge
26. Breathing when you are in the middle of swimming was very hard.  
Gerund in the sentence above is...
- a. in the middle
  - b. you
  - c. very hard**

- d. was
- e. breathing

27. The film is so **funny**.  
The opposite of “**funny**” is...
- a. boring
  - b. ridiculous
  - c. entertaining
  - d. comical
  - e. **humorous**

Name : Alvionina Maya Amalia

Class : PBI 3A

NIM : 206121004

Direction : Cross a, b, c, d, or e on your answer sheet which has the correct answer for each of the question

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - a. **those – three – broken – chairs**
  - b. chairs – broken – those – three
  - c. three – chairs – those – broken
  - d. broken – those – three – chairs
  - e. chairs – three – those – broken
  
2. Borobudur, a **gigantic** Buddhist shrine, is situated 42 kilometers northwest of Yogyakarta.  
The bold word means .....

  - a. nice
  - b. **huge**
  - c. tall
  - d. large
  - e. small

3. The correct spell “q – l – e – a – u – y – l” is...
- qlyeaul
  - leualqy
  - equally
  - quaelly
  - lyquael
4. There were no **ambiguous** or hidden words.  
The synonym of “**ambiguous**” is...
- unclear
  - clear
  - obvious
  - known
  - simple
5. Adnan hopes to win the first prize.  
The noun phrase in that sentence above is...
- Adnan
  - hopes
  - to win
  - prize
  - the first prize
6. The world’s population will increase **rapidly**.  
The bold word has the same meaning as ....
- quickly
  - slowly
  - softly
  - continually
  - calmly
7. The house looks big enough.  
The adjective phrase in that sentence above is...
- the house
  - house
  - looks
  - big

e. big enough

8. The correct spell of “g – h – i – t – s – r – a – t” is.....
- a. straiiht
  - b. straightht
  - c. straight
  - d. striagth
  - e. staright
9. She has written a letter.  
The verb phrase in that sentence above is....
- a. she
  - b. has
  - c. has written
  - d. letter
  - e. a letter
10. He also **constructed** many sizeable building decorated with ornate frescoes.  
The synonym of the bold type word is.....
- a. design
  - b. destroy
  - c. ruin
  - d. devastate
  - e. flatten
11. The correct spell of “e – t – e – r – s – n – r – e – p” is...
- a. ternespren
  - b. prensteer
  - c. prestreen
  - d. represent
  - e. presenter
12. Now working memory has four **basic** components.  
The bold word has the same meaning as ....
- a. secondary
  - b. minor

- c. peripheral
  - d. main
  - e. supplementary
13. Then something **fascinating** happened.  
The bold word has the same meaning as ....
- a. boring
  - b. dull**
  - c. uninteresting
  - d. unexciting
  - e. **captivating**
14. Consequently, she became **wealthy**.  
The opposite of “**wealthy**” is .....
- a. flush
  - b. affluent
  - c. poor**
  - d. rich
  - e. prosperous
15. Dika : “My sister ... wants to see her friend yesterday”.  
Lily : “Why?”  
Dika : “Because she... angry”  
The correct words to complete the sentences above are....
- a. didn’t – is
  - b. don’t – is
  - c. didn’t – was**
  - d. doesn’t – is
  - e. don’t – was
16. Garut ..... not only popular because of ..... natural environment .....  
because of its interesting traditions ..... handicrafts.  
The correct words to complete the sentences above are....
- a. are, hers, not only, but
  - b. are, hers, not, and
  - c. is, its, not only, and
  - d. is, its, but, and**
  - e. was, his, but, and



17. Yesterday, I came late, when I entered the classroom, my teacher .... a story.

The correct word to fill that sentence above is...

- a. is telling
- b. telling
- c. was telling
- d. tell
- e. told

18. She has so \_\_\_ flowers.

The quantifying determiner to fill that sentence is....

- a. much
- b. many
- c. fewer
- d. both
- e. few

19. The correct spell “o – s – u – v – i – r – a” is...

- a. variuos
- b. various
- c. voriaus
- d. voriaus
- e. vourias

20. The people **cherish** their independence and sovereignty.

The synonym of “**cherish**” is ....

- a. treasure
- b. hate
- c. ignore
- d. reject
- e. destroy

21. Somebody **drag** him.

The synonym of “**drag**” is....

- a. move
- b. help

- c. kick
- d. pull
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22. They **forgive** each other.

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23. He looks dreadfully **ill**.

The same word of “**ill**” is ....

- a. healthy
- b. good
- c. well
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24. Some builders **guarantee** their work.

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- a. agreement
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25. The example of toxic positivity is when people **force** us to be always happy even when we are really sad.

The opposite of “**force**” is...

- a. free
- b. pressure
- c. push
- d. press
- e. urge

26. Breathing when you are in the middle of swimming was very hard.

Gerund in the sentence above is...

- a. in the middle
- b. you
- c. very hard
- d. was
- e. **breathing**

27. The film is so **funny**.

The opposite of “**funny**” is...

- a. boring
- b. **ridiculous**
- c. entertaining
- d. comical
- e. humorous

Name : Rafidah Fitriana

Class : 3A

NIM : 206121205

1. (Those – chairs – three – broken) are repaired.

The correct noun phrase in the parentheses is...

- a. **those – three – broken – chairs**
- b. chairs – broken – those – three
- c. three – chairs – those – broken
- d. broken – those – three – chairs
- e. chairs – three – those - broken

2. Borobudur, a **gigantic** Buddhist shrine, is situated 42 kilometers northwest of Yogyakarta.

The bold word means .....

- a. **nice**
- b. huge
- c. tall

- d. large
  - e. small
3. The correct spell “q – l – e – a – u – y – l” is...
- a. qlyeaul
  - b. leualqy
  - c. equally
  - d. quaelly
  - e. lyquael
4. There were no **ambiguous** or hidden words.  
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- a. unclear
  - b. clear
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  - d. known
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  - c. to win
  - d. prize
  - e. the first prize
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The bold word has the same meaning as ....
- a. quickly
  - b. slowly
  - c. softly
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7. The house looks big enough.  
The adjective phrase in that sentence above is...

- a. the house
  - b. house
  - c. looks
  - d. big
  - e. big enough
8. The correct spell of “g – h – i – t – s – r – a – t” is.....
- a. straigih
  - b. straight
  - c. straight
  - d. striagth
  - e. staright
9. She has written a letter.  
The verb phrase in that sentence above is....
- a. she
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  - c. has written
  - d. letter
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10. He also **constructed** many sizeable building decorated with ornate frescoes.  
The synonym of the bold type word is.....
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  - b. destroy
  - c. ruin
  - d. devastate
  - e. flatten
11. The correct spell of “e – t – e – r – s – n – r – e – p” is...
- a. ternespre
  - b. prenstee
  - c. prestreen
  - d. represent
  - e. presenter

12. Now working memory has four **basic** components.  
The bold word has the same meaning as ....
- a. secondary
  - b. minor
  - c. peripheral
  - d. main
  - e. supplementary
13. Then something **fascinating** happened.  
The bold word has the same meaning as ....
- a. boring
  - b. dull
  - c. uninteresting
  - d. unexciting
  - e. captivating
14. Consequently, she became **wealthy**.  
The opposite of “**wealthy**” is .....
- a. flush
  - b. affluent
  - c. poor
  - d. rich
  - e. prosperous
15. Dika : “My sister ... wants to see her friend yesterday”.  
Lily : “Why?”  
Dika : “Because she... angry”  
The correct words to complete the sentences above are....
- a. didn't – is
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16. Garut ..... not only popular because of ..... natural environment .....  
because of its interesting traditions ..... handicrafts.  
The correct words to complete the sentences above are....

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- b. are, hers, not, and
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The quantifying determiner to fill that sentence is....

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- a. **move**
- b. help
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22. They **forgive** each other.

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- a. **excuse**
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23. He looks dreadfully **ill**.

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- a. healthy
- b. good
- c. well
- d. **sick**
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The opposite of “**guarantee**” is .....

- a. agreement
- b. contract
- c. promise
- d. **uncertainty**
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25. The example of toxic positivity is when people **force** us to be always happy even when we are really sad.

The opposite of “**force**” is...

- a. **free**



- b. pressure
- c. push
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26. Breathing when you are in the middle of swimming was very hard.

Gerund in the sentence above is...

- a. in the middle
- b. you
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- d. was
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27. The film is so **funny**.

The opposite of “**funny**” is...

- a. boring
- b. ridiculous
- c. entertaining
- d. comical
- e. humorous

Name : Hafidz Fawwas

Class : 3C PBI

NIM : 206121194

Direction : Cross a, b, c, d, or e on your answer sheet which has the correct answer for each of the question

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
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  - c. **three – chairs – those – broken**

- d. broken – those – three – chairs
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The bold word means .....
- a. nice
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The bold word has the same meaning as ....

- a. **quickly**
- b. slowly
- c. softly
- d. continually
- e. calmly

7. The house looks big enough.

The adjective phrase in that sentence above is...

- a. the house
- b. house
- c. **looks**
- d. big
- e. big enough

8. The correct spell of “g – h – i – t – s – r – a – t” is.....

- a. straight
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The verb phrase in that sentence above is....

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10. He also **constructed** many sizeable building decorated with ornate frescoes.

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The opposite of “**wealthy**” is .....
- flush**
  - affluent
  - poor
  - rich
  - prosperous
15. Dika : “My sister ... wants to see her friend yesterday”.  
Lily : “Why?”  
Dika : “Because she... angry”

The correct words to complete the sentences above are....

- a. **didn't – is**
- b. don't – is
- c. didn't – was
- d. doesn't – is
- e. don't – was

16. Garut ..... not only popular because of ..... natural environment ..... because of its interesting traditions ..... handicrafts.

The correct words to complete the sentences above are....

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- b. are, hers, not, and
- c. **is, its, not only, and**
- d. is, its, but, and
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- a. is telling
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  - b. help
  - c. kick
  - d. pull
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The bold word has the same meaning as ....
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The opposite of “**guarantee**” is .....
- a. agreement**

- b. contract
- c. promise
- d. uncertainty
- e. promise

25. The example of toxic positivity is when people **force** us to be always happy even when we are really sad.

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Gerund in the sentence above is...

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- b. you
- c. very hard**
- d. was
- e. breathing

27. The film is so **funny**.

The opposite of “**funny**” is...

- a. boring
- b. ridiculous
- c. entertaining
- d. comical
- e. humorous**

Name : Poppy Ayunda Ramdhani

Class : PBI 3C

NIM : 206121059

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - a. **those – three – broken – chairs**
  - b. chairs – broken – those – three
  - c. three – chairs – those – broken
  - d. broken – those – three – chairs
  - e. chairs – three – those - broken
  
2. Borobudur, a **gigantic** Buddhist shrine, is situated 42 kilometers northwest of Yogyakarta.  
The bold word means .....

  - a. nice
  - b. huge
  - c. tall
  - d. **large**
  - e. small

  
3. The correct spell “q – l – e – a – u – y – l” is...
  - a. qlyeaul
  - b. leualqy
  - c. **equally**
  - d. quaelly
  - e. lyquael
  
4. There were no **ambiguous** or hidden words.  
The synonym of “**ambiguous**” is...
  - a. **unclear**
  - b. clear
  - c. obvious
  - d. known
  - e. simple
  
5. Adnan hopes to win the first prize.  
The noun phrase in that sentence above is...
  - a. Adnan
  - b. **hopes**



- c. to win
  - d. prize
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  - e. big enough
8. The correct spell of "g - h - i - t - s - r - a - t" is.....
- a. straiiht
  - b. straightt
  - c. **straight**
  - d. striagth
  - e. staright
9. She has written a letter.  
The verb phrase in that sentence above is....
- a. she
  - b. has
  - c. **has written**
  - d. letter
  - e. a letter

10. He also **constructed** many sizeable building decorated with ornate frescoes.

The synonym of the bold type word is.....

- a. **design**
- b. destroy
- c. ruin
- d. devastate
- e. flatten

11. The correct spell of “e – t – e – r – s – n – r – e – p” is...

- a. ternespren
- b. prensteer
- c. prestreen
- d. **represent**
- e. presenter

12. Now working memory has four **basic** components.

The bold word has the same meaning as ....

- a. secondary
- b. minor
- c. peripheral
- d. **main**
- e. supplementary

13. Then something **fascinating** happened.

The bold word has the same meaning as ....

- a. boring
- b. dull
- c. uninteresting
- d. unexciting
- e. **captivating**

14. Consequently, she became **wealthy**.

The opposite of “**wealthy**” is .....

- a. flush
- b. affluent
- c. **poor**

- d. rich
- e. prosperous

15. Dika : “My sister ... wants to see her friend yesterday”.  
Lily : “Why?”  
Dika : “Because she... angry”  
The correct words to complete the sentences above are....
- a. didn’t – is**
  - b. don’t – is
  - c. didn’t – was
  - d. doesn’t – is
  - e. don’t – was

16. Garut ..... not only popular because of ..... natural environment .....  
because of its interesting traditions ..... handicrafts.  
The correct words to complete the sentences above are....
- a. are, hers, not only, but
  - b. are, hers, not, and
  - c. is, its, not only, and**
  - d. is, its, but, and
  - e. was, his, but, and

17. Yesterday, I came late, when I entered the classroom, my teacher .... a  
story.  
The correct word to fill that sentence above is...
- a. is telling
  - b. telling
  - c. was telling**
  - d. tell
  - e. told

18. She has so \_\_\_ flowers.  
The quantifying determiner to fill that sentence is....
- a. much
  - b. many**
  - c. fewer
  - d. both

e. few

19. The correct spell “o – s – u – v – i – r – a” is...

- a. variuos
- b. **various**
- c. voriaus
- d. voriaus
- e. vourias

20. The people **cherish** their independence and sovereignty.

The synonym of “**cherish**” is ....

- a. **treasure**
- b. hate
- c. ignore
- d. reject
- e. destroy

21. Somebody **drag** him.

The synonym of “**drag**” is....

- a. **move**
- b. help
- c. kick
- d. pull
- e. push

22. They **forgive** each other.

The bold word has the same meaning as ....

- a. **excuse**
- b. blame
- c. charge
- d. hate
- e. hurt

23. He looks dreadfully **ill**.

The same word of “**ill**” is ....

- a. healthy

- b. good
- c. well
- d. sick**
- e. wealthy

24. Some builders **guarantee** their work.

The opposite of “**guarantee**” is .....

- a. agreement
- b. contract
- c. promise
- d. uncertainty**
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25. The example of toxic positivity is when people **force** us to be always happy even when we are really sad .

The opposite of “**force**” is...

- a. free**
- b. pressure
- c. push
- d. press
- e. urge

26. Breathing when you are in the middle of swimming was very hard.

Gerund in the sentence above is...

- a. in the middle**
- b. you
- c. very hard
- d. was
- e. breathing

27. The film is so **funny**.

The opposite of “**funny**” is...

- a. boring**
- b. ridiculous
- c. entertaining
- d. comical
- e. humorous

Name : Salsabila Bunga Intan Permata

Class : 3C

NIM : 206121205

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - a. those – three – broken – chairs
  - b. chairs – broken – those – three
  - c. three – chairs – those – broken
  - d. broken – those – three – chairs
  - e. chairs – three – those - broken
  
2. Borobudur, a **gigantic** Buddhist shrine, is situated 42 kilometers northwest of Yogyakarta.  
The bold word means .....

  - a. nice
  - b. huge
  - c. tall
  - d. large
  - e. small

  
3. The correct spell “q – l – e – a – u – y – l” is...
  - a. qlyeaul
  - b. leualqy
  - c. equally
  - d. quaelly
  - e. lyquael
  
4. There were no **ambiguous** or hidden words.  
The synonym of “**ambiguous**” is...
  - a. unclear
  - b. clear
  - c. obvious
  - d. known

e. simple

5. Adnan hopes to win the first prize.  
The noun phrase in that sentence above is...
- a. Adnan
  - b. hopes
  - c. to win
  - d. prize
  - e. the first prize
6. The world's population will increase **rapidly**.  
The bold word has the same meaning as ....
- a. quickly
  - b. slowly
  - c. softly
  - d. continually
  - e. calmly
7. The house looks big enough.  
The adjective phrase in that sentence above is...
- a. the house
  - b. house
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The synonym of the bold type word is.....

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- b. destroy
- c. ruin
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The correct word to fill that sentence above is...
- a. is telling
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  - c. was telling
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18. She has so \_\_\_ flowers.

The quantifying determiner to fill that sentence is....

- a. much
- b. many
- c. fewer
- d. both
- e. few

19. The correct spell "o - s - u - v - i - r - a" is...

- a. variuos
- b. various
- c. voriaus
- d. voriaus
- e. vourias

20. The people **cherish** their independence and sovereignty.

The synonym of "**cherish**" is ....

- a. treasure
- b. hate
- c. ignore
- d. reject
- e. destroy

21. Somebody **drag** him.

The synonym of "**drag**" is....

- a. move
- b. help
- c. kick
- d. pull
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22. They **forgive** each other.

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23. He looks dreadfully **ill**.  
The same word of “**ill**” is ....
- a. healthy
  - b. good
  - c. well
  - d. sick
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25. The example of toxic positivity is when people **force** us to be always happy even when we are really sad.  
The opposite of “**force**” is...
- a. free
  - b. pressure
  - c. push
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26. Breathing when you are in the middle of swimming was very hard.  
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- a. in the middle
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27. The film is so **funny**.  
The opposite of “**funny**” is...
- a. boring

- b. ridiculous
- c. entertaining
- d. comical
- e. humorous

Name : Fajar Nur Fadhilah

Class : 3C

NIM : 206121095

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - a. those – three – broken – chairs
  - b. chairs – broken – those – three
  - c. three – chairs – those – broken
  - d. broken – those – three – chairs
  - e. chairs – three – those - broken
  
2. Borobudur, a **gigantic** Buddhist shrine, is situated 42 kilometers northwest of Yogyakarta.  
The bold word means .....

  - a. nice
  - b. huge
  - c. tall
  - d. large
  - e. small

  
3. The correct spell “q – l – e – a – u – y – l” is...
  - a. qlyeaul
  - b. leualqy
  - c. equally
  - d. quaelly
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The noun phrase in that sentence above is...
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  - b. hopes
  - c. to win
  - d. prize
  - e. the first prize
6. The world’s population will increase **rapidly**.  
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  - b. slowly
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The adjective phrase in that sentence above is...
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8. The correct spell of “g – h – i – t – s – r – a – t” is.....
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  - b. straight
  - c. straight
  - d. striagth

- e. staright
9. She has written a letter.  
The verb phrase in that sentence above is....
- a. she
  - b. has
  - c. has written
  - d. letter
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10. He also **constructed** many sizeable building decorated with ornate frescoes.  
The synonym of the bold type word is.....
- a. design
  - b. destroy
  - c. ruin
  - d. devastate
  - e. flatten
11. The correct spell of “e – t – e – r – s – n – r – e – p” is...
- a. ternespren
  - b. prensteeer
  - c. prestreen
  - d. represent
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12. Now working memory has four **basic** components.  
The bold word has the same meaning as ....
- a. secondary
  - b. minor
  - c. peripheral
  - d. main
  - e. supplementary
13. Then something **fascinating** happened.  
The bold word has the same meaning as ....
- a. boring

- b. dull
- c. uninteresting
- d. unexciting
- e. **captivating**

14. Consequently, she became **wealthy**.

The opposite of “**wealthy**” is .....

- a. flush
- b. affluent
- c. **poor**
- d. rich
- e. prosperous

15. Dika : “My sister ... wants to see her friend yesterday”.

Lily : “Why?”

Dika : “Because she... angry”

The correct words to complete the sentences above are....

- a. didn't – is
- b. don't – is
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- d. doesn't – is
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because of its interesting traditions ..... handicrafts.

The correct words to complete the sentences above are....

- a. are, hers, not only, but
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- c. is, its, not only, and
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The correct word to fill that sentence above is...

- a. is telling
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d. tell

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The quantifying determiner to fill that sentence is....

a. much

b. many

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d. both

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19. The correct spell "o - s - u - v - i - r - a" is...

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  - c. entertaining
  - d. comical
  - e. humorous

Name : Annas Khairu Wiguna

Class : PBI 3F

NIM : 206121059

Direction : Cross a, b, c, d, or e on your answer sheet which has the correct answer for each of the question

1. (Those – chairs – three – broken) are repaired.  
The correct noun phrase in the parentheses is...
  - a. **those – three – broken – chairs**
  - b. chairs – broken – those – three
  - c. three – chairs – those – broken
  - d. broken – those – three – chairs
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The opposite of “**funny**” is...

a. **boring**

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## Appendix 15

### The Scores of Students' Writing Ability

Dosen : Muh. Husin Al. Fatah, M.Pd.		T.A/Sem : 2021/2022									
Hari, Tgl./Jam : , /		Ruang : ONLINE CLASSROOM PBI 11									
NO.	NIM	NAMA	ABSEN	NILAI						NILAI AKHIR	
			%	HADIR	HARIAN	TUGAS	PRAK	UTS	UAS	ANGKA	HURUF
2.	183221208	TRI UNTARI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
3.	183221229	HENRY ADI KUSUMA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
4.	206121001	JUL HAMONANGAN SIREGAR	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
5.	206121002	NESA KUSUMA BARATA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
6.	206121004	ALVIONINA MAYA AMALIA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
7.	206121005	FINA RAHMAWATI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
8.	206121006	ERLANGGA SAPUTRA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
9.	206121007	SARLA MARISA LAELA ZULVA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
10.	206121008	ARLAN GYMNASIAR KUSNADI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
11.	206121009	ALIFFIA RIZKA RAHMADHANI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
12.	206121010	SYAHNE AURORA PERMATA AGUSTYA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
13.	206121011	RAFIDAH FITRIANA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
14.	206121013	AURIZA SYATIFA RUMAMBI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
15.	206121014	ADININGSIH LINTANGSARI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
16.	206121015	CINTYAH NUR FEBRY	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
17.	206121016	SITI FATIMAH	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
18.	206121017	NUR AINI SEKAR PITALOKA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
19.	206121018	NANDHITA AYUN PUSPITA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
20.	206121019	ERLIN NUR JANNAH	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
21.	206121020	ANISVI YUNAR NABILLA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
22.	206121021	DYAH PARAMITHA WARDHANI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
23.	206121022	BIDAYAH NANA WARISMAN	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
24.	206121023	ANGGLALIA EKA WIDYA MARESTI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
25.	206121024	ANISA ROIKATIN ZAHROH SELVIA HERMAN	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
26.	206121025	GUSTAMI YULIANTI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
27.	206121027	MIRA RAHMAWATI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
28.	206121029	YULI KARTIKA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
29.	206121030	LUSYANA TRI RAHMAWATI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
30.	206121032	BUNGA RIZKY AYUNDA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
31.	206121033	AISYAH VIKHA ARYADI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
32.	206121034	FEBRIAN DWI AJI PANGESTU	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
33.	206121037	DAVINA SALSABILLA SARAGI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-

Pengamat 1

Pengamat 2

Dosen Pengampu

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NO.	NIM	NAMA	JABEN	NILAI						NILAI AKHIR	
				%	PRON	HRWHN	TUGAS	PRK	UTS	UAS	AFKHA
2.	199121221	ELSA APRIYANA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
		mangulang 2020h dengan nilai 5									
3.	199121224	NARYATI, AZIZAH	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
		mangulang 2020h dengan nilai 5									
4.	199121225	FIDA SYAMULA ASLAMAH	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
		mangulang 2020h dengan nilai 5									
5.	199121231	ANANDA PRABESITI PUSPITAYANI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
6.	199121235	NIKI PRATIWI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
		mangulang 2020h dengan nilai 5									
7.	199121238	DINA JULI ADHWI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
8.	209121036	HARIZ AWALYA OMAR AL - AYYUBI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
9.	209121039	TIGAR NUR SAPTRI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
10.	209121040	YULIA NURANNISA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
11.	209121041	NURYANA NESTYA NADLA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
12.	209121042	FATMA YAGIBY NADLA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
13.	209121043	EDWAN YAHYA PUTRA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
14.	209121044	LOVELYTA NIRANI PUSPITA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
15.	209121045	NIKEN RUSBIWATI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
16.	209121046	TIYA JABILLATUN NIRMAYI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
17.	209121047	ANANDA DEWIWA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
18.	209121048	SRI ENSIM RAIYU NINGSIH	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
19.	209121049	EVIT ISNANI NADLATUL RICHMANI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
20.	209121050	LATIPAH NUR HACHBIWATI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
21.	209121051	RODYANNA MUTIANNISAH	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
22.	209121052	RUMAH	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
23.	209121053	NURFANI CHORUNNISA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
24.	209121055	MURAYANA HRIMAH NEST	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
25.	209121060	NIKEN MAHER	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
26.	209121057	MUHAMMAD NUR YAHYA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
27.	209121058	FANADILLA TASNIM AL MAJED	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
28.	209121059	MIRANTI SURMA DOW	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
29.	209121061	MUHAMMAD DEDI HEYMANDI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
30.	209121062	DIPAR INDAH CAHYANI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
31.	209121063	ADYAN SIKAR EDOLINS	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
32.	209121064	MUFATTHA DARISAM AMMA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
33.	209121065	TRISNAWATI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
34.	209121066	RANI ANGGITA PRATIWI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
35.	209121067	KUARSIMA WILANSARI	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
36.	209121068	ARISNY NORA FITRIA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-
37.	209121069	HASSYANI DWI YULIANA	100.00%		3.3	3.5	3.6	3.7	3.8	3.7	A-

**TAHUN AJARAN 2021/2022 SEMESTER GANJIL**

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NO.	NIM	NAMA	ABSEN	NILAI						NILAI AKHIR	
			%	HADIR	HARIAN	TUGAS	PRAK	UTS	UAS	ANGKA	HURUF
2.	206121076	MOCHAMAD SHAQI GALIH ADITYO	100.00%	4		3		3	2.5	3	B
3.	206121077	FADILATUL ULUM	100.00%	4		3.6		3.5	3.4	3.7	A-
4.	206121078	ASTRIED HERERA ANNURADHA	100.00%	4		3.4		3.35	3.25	3.7	A-
5.	206121079	FATKHIA KHOIRUNNIDA RASYID	100.00%	4		3.65		3.5	3.5	3.7	A-
6.	206121080	RISMA NUR HALIMAH	86.71%	3.5		3.85		3.75	3.75	4	A
7.	206121081	SALSABILA BUNGA INTAN PERMATA	82.88%	3.75		3.6		3.4	3.5	3.7	A-
8.	206121082	NIKEN AULIA	100.00%	4		3.4		3.25	3.25	3.7	A-
9.	206121083	EKA CINDY FARADINA	100.00%	4		3.65		3.4	3.45	3.7	A-
10.	206121084	DINDA EKA PUTRI ARYANI	100.00%	4		3.6		3.35	3.4	3.7	A-
11.	206121087	SITI MUSFATUN RIZQIATUN	100.00%	4		3.6		3.35	3.4	3.7	A-
12.	206121088	AULIA NURUL MAULIDA	100.00%	4		3.85		3.75	3.75	4	A
13.	206121089	AULYA RAHMA DINDA SIREGAR	82.88%	3.75		3.6		3.4	3.5	3.7	A-
14.	206121090	RIRIS NOVITA SARI	100.00%	4		4		3.75	3.85	4	A
15.	206121091	ADIB HANIF MUSTOFA	80.00%							0	E
16.	206121092	GALIH SATRIA	82.88%	3.75		3.5		3.25	3.35	3.7	A-
17.	206121093	PUTRI ROMADANI	100.00%	4		3.6		3.4	3.4	3.7	A-
18.	206121094	ZEIDAN NAVIS	82.88%	3.75		3.85		3.75	3.75	4	A
19.	206121095	FAJAR NUR FADHILAH	82.88%	3.75		3.5		3.4	3.35	3.7	A-
20.	206121096	RANI PRAMUDITA	100.00%	4		4		3.75	3.85	4	A
21.	206121100	YUSTISA ANGGIE PUSPITASARI	78.57%	3.25		3.5		3	3.35	3.35	B+
22.	206121101	HAFISH IRSYAD WIRAJAKA	100.00%	4		3.25		3.25	3	3.35	B+
23.	206121104	POPPY AYUNDA RAMADHANI	100.00%	4		3.4		3.25	3.25	3.7	A-
24.	206121108	TRINOVIA NURSYAHBANI	100.00%	4		3.4		3.25	3.25	3.7	A-
25.	206121109	HAFID FAWWAS SAD	100.00%	4		3.85		3.75	3.75	4	A
26.	206121110	ADELIAH RIZKA ROHMATTILLAH RAHMAN	78.57%	3.25		3.85		3.5	3.75	3.7	A-
27.	206121111	CHOIRUNNISA NUR FITRIA	100.00%	4		3.65		3.6	3.5	3.7	A-

TAHUN AJARAN 2021/2022 SEMESTER GANJIL

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 Ruang : ONLINE CLASSROOM PBI 16

NO.	NIM	NAMA	ADSEN	NILAI					NILAI AKHIR		
				%	PRON	PARSN	TUGAS	PRAK	UTS	UAS	ANGKA
2.	200121187	FELINDA MREMINAH	00.00%							0	E
3.	200121188	NABILA SALOUMULMUNAWIRAH	100.00%	4		4	3.75	4	4	4	A
4.	200121189	SINTA NUR SYAFARI	92.00%	3.75		4	3.75	4	4	4	A
5.	200121190	HERDANER SITA RESMI	100.00%	4		4	3.75	4	4	4	A
6.	200121191	SHEDY AMALIA ROZZADI	100.00%	4		3.25	3	3	3.35		B+
7.	200121192	DANI AHMAD HADARI	92.00%	3.75		3.25	3	3	3.35		B+
8.	200121193	ADE SEPTIANA	100.00%	4		3.85	3.6	3.75	4	4	A
9.	200121194	MUHAMMAD ZAHRI RAMA	100.00%	4		3.85	3.6	3.75	4	4	A
10.	200121195	ANUN URAS ARBACHANI	100.00%	4		4	3.75	4	4	4	A
11.	200121196	JURANA AN APRIYANA	100.00%	4		3.75	3.55	3.5	3.7		A-
12.	200121197	AGMULNISA' AMANINA	100.00%	4		3.75	3.55	3.65	4	4	A
13.	200121198	MARLIKA ANNCA WARDANI	92.71%	3.5		3	3	3.4	3.35		B+
14.	200121199	NIEN ALFION BALIRO	100.00%	4		3.65	3.5	3.5	3.7		A-
15.	200121200	ANWAR KHORU WOLUFA	92.00%	3.75		3	3	2.75	3		B
16.	200121201	NURUL RISKA KUBAMA WARDANI	100.00%	4		3.65	3.4	3.5	3.7		A-
17.	200121202	AZZAH HUSNIN KHARIRYAH	92.00%	3.75		3.65	3.4	3.5	3.7		A-
18.	200121203	MARTIANA KATHIBAH	76.57%	3.25		2.75	0	3.4	2.7		B-
19.	200121204	DATISRYA SAFIR JAFNI	100.00%	4		3.65	3.65	3.75	4	4	A
20.	200121205	FACHRI FULFAID	76.57%	3.25		3.25	3	0	2.35		C+
21.	200121206	DESRYA BINTANG PELMA	100.00%	4		3.65	3.65	3.75	4	4	A
22.	200121207	INTAN PURNAMA WATI	100.00%	4		3.5	3.4	3.4	3.7		A-
23.	200121208	SEKAR AYUNING RIBJANI	100.00%	4		3.65	3.5	3.5	3.7		A-
24.	200121209	MUNADIR FARRIS ALHOF	100.00%	4		3	3	2.75	3.35		B+
25.	200121211	ADLA AHYA MUBITAZA ATMOKO	00.00%							0	E
26.	200121212	ADLA ELVIN CLINARIAN	100.00%	4		3.85	3.65	3.75	4	4	A
27.	200121213	YENI RODYAWATI	100.00%	4		3.6	3.5	3.5	3.7		A-
28.	200121214	MUHAMMAD DHYALDIN ZURDI	100.00%	4		3.6	3.5	3.5	3.7		A-
29.	200121215	ERMI WILARTI	100.00%	4		3.55	3.4	3.4	3.7		A-
30.	200121216	FENIA RESTI FAJRI	100.00%	4		3.4	3.25	3.25	3.7		A-
31.	200121217	IBRAJI HANI HADISAH	100.00%	4		3.65	3.65	3.75	4	4	A
32.	200121218	DEVINA HAJARI PARAMITHA	100.00%	4		3.6	3.75	3.65	4	4	A
33.	200121219	AMALIYA UMI ISTIKOMAH	100.00%	4		3.6	3.55	3.5	3.7		A-
34.	200121220	TRI AMALIA RAMADHANI	100.00%	4		3.55	3.75	4	4	4	A
35.	200121221	DEWI FALGRIHINI	100.00%	4		3.4	3.4	3.4	3.7		A-
36.	200121222	ELLEN SYTA PUTRI KARTIKA	100.00%	4		3.65	3.65	3.75	4	4	A
37.	200121223	BITI HASLATULHASANAH	100.00%	4		3.55	3.4	3.4	3.7		A-
38.	200121224	VIVI NOVITA SAR	100.00%	4		3.75	3.6	3.65	3.7		A-

## Appendix 16

### Normality Test

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	.27054864
Most Extreme Differences	Absolute	.328
	Positive	.151
	Negative	-.328
Test Statistic		.328
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

## Appendix 17

### Data Descriptions of Variables

		<b>Statistics</b>		
		EMOTIONAL INTELLIGENCE	VOCABULARY MASTERY	WRITING ABILITY
N	Valid	60	60	60
	Missing	0	0	0
Mean		83.0000	17.4667	3.6858
Std. Error of Mean		.63067	1.15848	.03571
Median		84.0000	20.0000	3.7000
Mode		78.00 <sup>a</sup>	19.00	3.70
Std. Deviation		4.88512	8.97353	.27665
Variance		23.864	80.524	.077
Skewness		-.101	-1.265	-2.556
Std. Error of Skewness		.309	.309	.309
Kurtosis		-1.496	.022	9.593
Std. Error of Kurtosis		.608	.608	.608
Range		15.00	26.00	1.65
Minimum		75.00	.00	2.35
Maximum		90.00	26.00	4.00
Sum		4980.00	1048.00	221.15

a. Multiple modes exist. The smallest value is shown

## Appendix 18

### Linearity Test

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.197	2	.098	1.299	.281 <sup>b</sup>
	Residual	4.319	57	.076		
	Total	4.515	59			

a. Dependent Variable: Writing Ability

b. Predictors: (Constant), Vocabulary Mastery, Emotional Intelligence



## Appendix 19

### Validity of Emotional Intelligence

#### Correlations

		TOTAL
X01	Pearson Correlation	.557**
	Sig. (2-tailed)	.005
	N	24
X02	Pearson Correlation	.448*
	Sig. (2-tailed)	.028
	N	24
X03	Pearson Correlation	.557**
	Sig. (2-tailed)	.005
	N	24
X04	Pearson Correlation	.448*
	Sig. (2-tailed)	.028
	N	24
X05	Pearson Correlation	.725**
	Sig. (2-tailed)	.000
	N	24
X06	Pearson Correlation	.599**
	Sig. (2-tailed)	.002
	N	24
X07	Pearson Correlation	.568**
	Sig. (2-tailed)	.004
	N	24

X08	Pearson Correlation	.609**
	Sig. (2-tailed)	.002
	N	24
X09	Pearson Correlation	.408*
	Sig. (2-tailed)	.048
	N	24
X10	Pearson Correlation	.599**
	Sig. (2-tailed)	.002
	N	24
X11	Pearson Correlation	.697**
	Sig. (2-tailed)	.000
	N	24
X12	Pearson Correlation	.133
	Sig. (2-tailed)	.536
	N	24
X13	Pearson Correlation	.434*
	Sig. (2-tailed)	.034
	N	24
X14	Pearson Correlation	.301
	Sig. (2-tailed)	.153
	N	24
X15	Pearson Correlation	.157
	Sig. (2-tailed)	.475
	N	23

X16	Pearson Correlation	.539**
	Sig. (2-tailed)	.007
	N	24
X17	Pearson Correlation	.391
	Sig. (2-tailed)	.059
	N	24
X18	Pearson Correlation	.069
	Sig. (2-tailed)	.748
	N	24
X19	Pearson Correlation	.341
	Sig. (2-tailed)	.102
	N	24
X20	Pearson Correlation	.459*
	Sig. (2-tailed)	.024
	N	24
X21	Pearson Correlation	.310
	Sig. (2-tailed)	.140
	N	24
X22	Pearson Correlation	.374
	Sig. (2-tailed)	.072
	N	24
X23	Pearson Correlation	.663**
	Sig. (2-tailed)	.000
	N	24

X24	Pearson Correlation	.616**
	Sig. (2-tailed)	.001
	N	24
X25	Pearson Correlation	.050
	Sig. (2-tailed)	.815
	N	24
X26	Pearson Correlation	.790**
	Sig. (2-tailed)	.000
	N	24
X27	Pearson Correlation	.586**
	Sig. (2-tailed)	.003
	N	24
X28	Pearson Correlation	.798**
	Sig. (2-tailed)	.000
	N	24
X29	Pearson Correlation	.645**
	Sig. (2-tailed)	.001
	N	24
X30	Pearson Correlation	.616**
	Sig. (2-tailed)	.001
	N	24
X31	Pearson Correlation	.133
	Sig. (2-tailed)	.534
	N	24

X32	Pearson Correlation	.642**
	Sig. (2-tailed)	.001
	N	24
X33	Pearson Correlation	.106
	Sig. (2-tailed)	.622
	N	24
X34	Pearson Correlation	.259
	Sig. (2-tailed)	.222
	N	24
X35	Pearson Correlation	.210
	Sig. (2-tailed)	.324
	N	24
X36	Pearson Correlation	.312
	Sig. (2-tailed)	.138
	N	24
X37	Pearson Correlation	.746**
	Sig. (2-tailed)	.000
	N	24
X38	Pearson Correlation	.545**
	Sig. (2-tailed)	.006
	N	24
X39	Pearson Correlation	.846**
	Sig. (2-tailed)	.000
	N	24

X40	Pearson Correlation	.515**
	Sig. (2-tailed)	.010
	N	24
TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	24

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

\* . Correlation is significant at the 0.05 level (2-tailed).

## Appendix 20

### Reliability of Emotional Intelligence

*Reliability Statistics*

Cronbach's Alpha	N of Items
.910	40

## Appendix 21

### Validity of Vocabulary Mastery

#### Correlations

		TOTAL
X01	Pearson Correlation	.718**
	Sig. (2-tailed)	.000
	N	25
X02	Pearson Correlation	.494*
	Sig. (2-tailed)	.012
	N	25
X03	Pearson Correlation	.017
	Sig. (2-tailed)	.938
	N	25
X04	Pearson Correlation	.517**
	Sig. (2-tailed)	.008
	N	25
X05	Pearson Correlation	.043
	Sig. (2-tailed)	.837
	N	25
X06	Pearson Correlation	.146
	Sig. (2-tailed)	.487
	N	25
X07	Pearson Correlation	.803**
	Sig. (2-tailed)	.000
	N	25



X08	Pearson Correlation	.024
	Sig. (2-tailed)	.910
	N	25
X09	Pearson Correlation	.017
	Sig. (2-tailed)	.938
	N	25
X10	Pearson Correlation	.017
	Sig. (2-tailed)	.938
	N	25
X11	Pearson Correlation	.074
	Sig. (2-tailed)	.726
	N	25
X12	Pearson Correlation	.655**
	Sig. (2-tailed)	.000
	N	25
X13	Pearson Correlation	.718**
	Sig. (2-tailed)	.000
	N	25
X14	Pearson Correlation	.678**
	Sig. (2-tailed)	.000
	N	25
X15	Pearson Correlation	.074
	Sig. (2-tailed)	.726
	N	25

X16	Pearson Correlation	.089
	Sig. (2-tailed)	.671
	N	25
X17	Pearson Correlation	.918**
	Sig. (2-tailed)	.000
	N	25
X18	Pearson Correlation	.718**
	Sig. (2-tailed)	.000
	N	25
X19	Pearson Correlation	.754**
	Sig. (2-tailed)	.000
	N	25
X20	Pearson Correlation	.513**
	Sig. (2-tailed)	.009
	N	25
X21	Pearson Correlation	.089
	Sig. (2-tailed)	.671
	N	25
X22	Pearson Correlation	.449*
	Sig. (2-tailed)	.024
	N	25
X23	Pearson Correlation	.271
	Sig. (2-tailed)	.190
	N	25

X24	Pearson Correlation	.315
	Sig. (2-tailed)	.125
	N	25
X25	Pearson Correlation	.837**
	Sig. (2-tailed)	.000
	N	25
X26	Pearson Correlation	.885**
	Sig. (2-tailed)	.000
	N	25
X27	Pearson Correlation	.655**
	Sig. (2-tailed)	.000
	N	25
X28	Pearson Correlation	.494*
	Sig. (2-tailed)	.012
	N	25
X29	Pearson Correlation	.718**
	Sig. (2-tailed)	.000
	N	25
X30	Pearson Correlation	.791**
	Sig. (2-tailed)	.000
	N	25
X31	Pearson Correlation	.494*
	Sig. (2-tailed)	.012
	N	25

X32	Pearson Correlation	.339
	Sig. (2-tailed)	.097
	N	25
X33	Pearson Correlation	.885**
	Sig. (2-tailed)	.000
	N	25
X34	Pearson Correlation	.580**
	Sig. (2-tailed)	.002
	N	25
X35	Pearson Correlation	.885**
	Sig. (2-tailed)	.000
	N	25
X36	Pearson Correlation	.885**
	Sig. (2-tailed)	.000
	N	25
X37	Pearson Correlation	.802**
	Sig. (2-tailed)	.000
	N	25
X38	Pearson Correlation	.718**
	Sig. (2-tailed)	.000
	N	25
X39	Pearson Correlation	.688**
	Sig. (2-tailed)	.000
	N	25

X40	Pearson Correlation	.485*
	Sig. (2-tailed)	.014
	N	25
TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	25

\*. Correlation is significant at the 0.05 level (2-tailed).

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

## Appendix 22

### Reliability of Vocabulary Mastery

#### Reliability Statistics

Cronbach's Alpha	N of Items
.965	27

## Appendix 23

### Hypothesis

#### Correlations

			Emotional Intelligence	Vocabulary Mastery	Writing Ability
Spearman's rho	Emotional Intelligence	Correlation Coefficient	1.000	.127	.154
		Sig. (2-tailed)	.	.335	.239
		N	60	60	60
	Vocabulary Mastery	Correlation Coefficient	.127	1.000	.098
		Sig. (2-tailed)	.335	.	.455
		N	60	60	60
	Writing Ability	Correlation Coefficient	.154	.098	1.000
		Sig. (2-tailed)	.239	.455	.
		N	60	60	60

### Multiple Linear Regression

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.402	.610		5.576	.000	2.180	4.624
	Emotional Intelligence	.002	.007	.037	.286	.776	-.013	.017
	Vocabulary Mastery	.006	.004	.200	1.530	.132	-.002	.014

a. Dependent Variable: Writing Ability

## Appendix 24

### T-Testing

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.402	.610		5.576	.000	2.180	4.624
Emotional Intelligence	.002	.007	.037	.286	.776	-.013	.017
Vocabulary Mastery	.006	.004	.200	1.530	.132	-.002	.014

a. Dependent Variable: Writing Ability



## Appendix 25

### F-Testing

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.197	2	.098	1.299	.281 <sup>b</sup>
	Residual	4.319	57	.076		
	Total	4.515	59			

a. Dependent Variable: Writing Ability

b. Predictors: (Constant), Vocabulary Mastery, Emotional Intelligence

