

**VOCABULARY SIZE AND L2 ACADEMIC WRITING
QUALITY OF THE GRADUATE STUDENTS OF
WIDYA MANDALA SURABAYA CATHOLIC
UNIVERSITY: A CORRELATIVE STUDY**

A THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA CATHOLIC
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Presented to Widya Mandala Catholic University Surabaya
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This thesis entitled 'Vocabulary Size and L2 Academic Writing Quality of the Graduate Students of Widya Mandala Surabaya Catholic University: A Correlative Study' prepared and submitted by Endar Rachmawaty Linuwih/ 8212711002 has been approved to be examined by the Thesis Board of Examiners.



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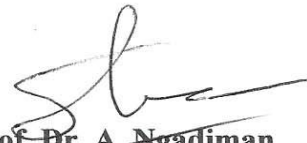
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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 20 November 2012



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In the name of Allah, Most Gracious, Most Merciful.

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ABSTRACT

Linuwih, Endar R. 2012. *Vocabulary Size and L2 Academic Writing Quality of Indonesian Graduate Students: A Correlative Study*. S2 Thesis. The English Department of Widya Mandala Catholic University Surabaya.

Vocabulary size is an indicator of how well the second language (L2) learners can perform academic language skills such as, reading, listening, and writing. Learners with big vocabularies are more proficient in a wide range of language skills than learners with smaller vocabularies. Some evidence supports the view that vocabulary skills make a significant contribution to almost all aspects of L2 proficiency.

The present study is an attempt to find the correlation between vocabulary size and writing ability. This study also attempts to examine the vocabulary size of 20 students of S2 in the English Education Department of Graduate School Widya Mandala Catholic University. The study involved two lecturers of English Education Department of Graduate School at Widya Mandala University as the raters.

The subjects' vocabulary size was estimated by using the receptive and productive version of the Vocabulary Levels Test (VLT) designed by Norbert Schmitt (2005) and Paul Nation (2001) respectively. Additionally, their writing quality was rated from their essays by using the analytical scale (ESL Composition Profile) established by Jacobs et al (1981).

The tests were administered weekly in which the writing test was the first, followed by the productive vocabulary size test and finally the receptive vocabulary size test. The scores of the vocabulary tests were correlated with the scores of writing test by using Pearson product moment.

The subjects' receptive and productive vocabulary size were found to be around 5,000 and 4,000 words respectively. In general, the correlation analysis revealed that writing quality correlated more closely with productive vocabulary size than receptive vocabulary size. Writing quality was also found to have high correlation with the academic words. On the other hand, it had almost no correlation with the 2,000 word level of receptive vocabulary size.

Key Terms: Correlation, Vocabulary Size, Receptive Vocabulary Size, Productive Vocabulary size, Academic Writing, Writing Quality, L2