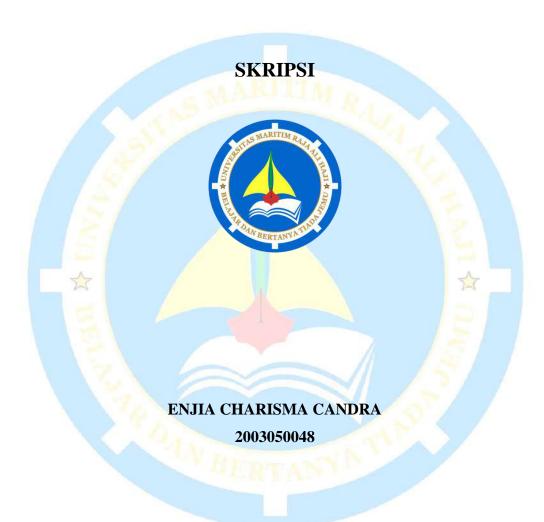
# THE CORRELATION BETWEEN TEACHER QUESTIONS AND STUDENTS' VOCABULARY MASTERY



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG

# THE CORRELATION BETWEEN TEACHER QUESTIONS AND STUDENTS' VOCABULARY MASTERY

# **Skripsi**

Submitted as a Partial Fulfilment for the Undergraduate Degree in English Language Education



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG

2024



Name

# KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI

# UNIVERSITAS MARITIM RAJA ALI HAJI

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jalan Raya Dompak. Telp. (0771) 4500099; Fax. (0771) 4500099 PO.BOX 155 – Tanjungpinang 29111 Website: www.fkip.umrah.ac.id e-mail: fkip@umrah.ac.id

#### APPROVAL SHEET

Enjia Charisma Candra

NIM 2003050048 Study Program English Education

The Correlation Between Teacher Questions and Students' Vocabulary Mastery Skripsi Title

Has been examined at English Language Education Study Program, Faculty of Teacher Training and

Education, Universitas Maritim Raja Ali Haji and has been completely revised.

Tanjungpinang, 09th July 2024

Approved by,

Advisor I

Assist Prof. Benni Satria, S.Pd., M.Pd. NIP. 199101232019031013

Advisor II

Assist. Prof. Dewi Murni, S.S., M.Hum. NIP. 197906162014042001

Approved by,

Head of English Language Education Study Program,

Assist. Prof. Dewi Nopita, S.Pd., M.Pd. NIP. 198201232014042001



# KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI

#### UNIVERSITAS MARITIM RAJA ALI HAJI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Raya Dompak. Telp. (0771) 4500099; Fax. (0771) 4500099 PO.BOX 155 – Tanjungpinang 29111 Website: www.fkip.umrah.ac.id e-mail: fkip@umrah.ac.id

#### APPROVAL SHEET

: Enjia Charisma Candra

NIM : 2003050048 Study Program : English Education

Skripsi Title : The Correlation Between Teacher Questions and Students' Vocabulary

Mastery

Has passed the skripsi exam and confirmed that this skripsi had been thoroughly examined, improved, and approved by the advisors at English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji Tanjungpinang in order to fulfill one of the requirements for getting undergraduate degree in English Language Education.

Tanjungpinang. 09th July 2024
Approved by,
Board of Examiners:

 Assist. Prof. Rona Elfiza, M.Pd. NIDN. 0031058502 Chairperson

Kunt

 Assist. Prof. Dewi Nopita, M.Pd NIP. 198201232014042001 Examiner 1

B

 Assist. Prof. Hanifah, S.Pd.L., M.Pd. NIP. 199202172019032020 Examiner II

Freung

 Assist. Prof. Benni Satria, M.Pd. NIP. 199101232019031013 Examiner III

Chart

 Assist. Prof. Dewi Murni, S.S., M.Hum. NIP.197906162014042001 Examiner IV

Acknowledged,

Dean,

Sist, Prof. Safria Agust, S.S., M.Pd, CIAR., MCE.

HP. 198008182015041001

Head of English Language Education Study Program,

B

Assist. Prof. Dewi Nopita, S.Pd., M.Pd. NIP. 198201232014042001

#### STATEMENT OF THE ORIGINALITY OF SKRIPSI

The undersigned,

Name : Enjia Charisma Candra

Reg. Number : 2003050048

Study Program : English Language Education Study Program

Declares that this present Skripsi is an original research by Enjia Charisma Candra that is submitted to the English Language Education Study Program, Universitas Maritim Raja Ali Haji. The theories and/or findings from the previous studies by other researchers have been acknowledged. Theoretical contributions and findings in this study are my original work and have not been submitted for any degree or any other universities.

Should it later be revealed that this Skripsi contains partly or wholly plagiarized of other's works, I will readily accept the sanction established by the University.

Tanjungpinang, 09th July 2024

Enjia Charisma Candra

2003050048

#### **MOTTO**

"So truly with difficulty, there is ease". "Indeed, with difficulty there is ease" (QS. Al-Insyirah: 5-6).

"Maybe I made a mistake yesterday, but yesterday's me is still me. I am who I am today, with all my faults. Tomorrow I might be a tiny bit wiser, and that's me too.

These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I was, who I am, and who I hope to become."

(Kim Namjoon)

"I hope you will never give up. Remember there is a person here in Korea, in the city of Seoul, who understands you."

(Park Jimin)

#### **ACKNOWLEDGEMENT**

Alhamdulillahi rabbil' aalamiin, the researcher expresses to the almighty God, Allah SWT for the grace, love, mercy, health, help, and opportunity to finish this research, "The Correlation Between Teacher Questions and Students' Vocabulary Mastery" was presented as partial fulfilment of the requirements for the attainment of a Sarjana Pendidikan Degree in English language education in Universitas Maritim Raja Ali Haji.

This Thesis would not be complete without help, suggestions, and several concerns support. The researcher would like to give the best appreciations to:

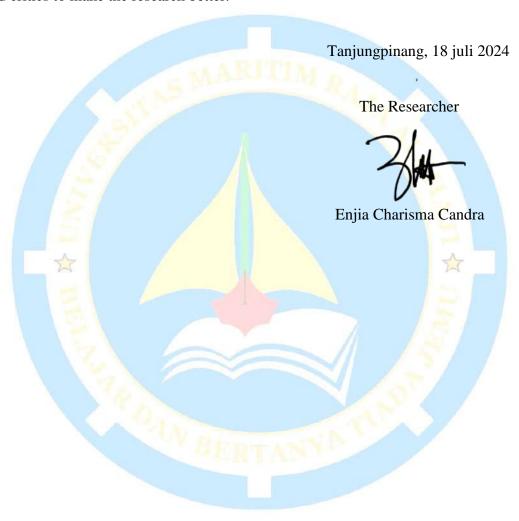
- Prof. Dr. Agung Dharma Syakti, D.E.A as the Rector of Universitas Maritim Raja Ali Haji.
- 2. Assist. Prof. Satria Agust, S.S., M.Pd, CIAR., MCE. as the Dean of Faculty of Teacher Training and Education.
- 3. Assist. Prof. Dewi Nopita, S.Pd., M.Pd as the Head of English Education Study Program.
- 4. The researcher's consultant and also as my first advisor Assist. Prof. Benni Satria, S.Pd., M.Pd. and Assist. Prof. Dewi Murni, S.S., M.Hum., as the second advisor, for their valuable support, suggestion, time, and

- kindness while completing this research.
- 5. All the lectures of the English Language Education Department.
- 6. A deep appreciation and love to my beloved parents, Rodi Candra and Rosilawati who have supported me and gave me motivation, love, financial and also prayed to me. They didn't have opportunity to experience a university education, but they were able to always give their best, tirelessly praying and support until the researcher could complete her studies. I hope my father and mother live long and always be happy
- 7. To my siblings Efneldi Candra and Telvani Candra, thank you for the support you have given to your younger siblings.
- 8. The appreciation to my beloved Sofia Anggita Risfa, Felicia Oktaviani, and Syahrul Ramadhan who supported me with full of love in completing this research proposal.
- 9. Thanks to myself, for being able to try hard and fight so far, being able to control myself from various pressures outside the circumstances and never deciding to give up no matter how difficult the process of preparing this thesis was by completing it as well and as maximally as possible, this is an achievement that you should be proud of.
- 10. Everyone whose names cannot be mentioned has motivated the researcher to finish this research.
- 11. Last but not least, thanks to BTS who always accompanied researchers

throughout the process of making this research.

The researcher realizes that this research still has some weakness and mistakes.

Therefore, the researcher would welcome accepting any constructive suggestions and critics to make the research better.



# TABLE OF CONTENTS

ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	viii
LIST OF TABLE	x
LIST OF THE FIGURE	xi
LIST OF APPENDICES	xii
Chapter I	15
1.1 Background of The Study	
1.2 Identification of the problem	4
1.3 Limitation of the problem	5
1.4 Research Question	5
1.5 The objective of the study	5
1.6 The Significance of the study	5
1.6.1 Theoretically	5
1.6.2 Practically	5
1.7 Definition of Key Term	6
Chapter II	8
2.1 Teacher Question	
2.1.1 Definition of Teacher Question	8
2.1.2 The Purposes of Teacher Questions	9
2.1.3 The Types of Teacher Questions	9
2.2 Vocabulary mastery	10
2.2.1 Definition of vocabulary mastery	10
2.2.2 The important of vocabulary for students	11
2.2.3 Types of vocabulary	12
2.3 Previous Study	13
2.4 Conceptual framework	16
2.5 Hypothesis	17
Chapter III	18

3.1. Research Design	18
3.2. Research Procedure	18
3.3. Time and Place of research	19
3.4 Population and Sample	19
3.4.1. Population	19
3.4.2. Sample	20
3.5. Research Instrument	
3.6 Technique of collecting data	23
3.7 The technique of Data Analysis	24
3.8. Statistical Hypotheses	25
Chapter IV	26
4.1. Data Description	26
4.1.1. Result of tests	26
4.1.2. Pearson Product Moment Correlation (rxy)	29
4.1.3. Hypothesis Testing	33
4.2. Discussion	34
CHAPTER V	37
5.1. Conclusions	37
5.2. Suggestions	37
BIBLIOGRAPHY	39
Appendices	42

# LIST OF TABLE

Table 3.1 Population	19
Table 3.2 Score Questionnaire	
Table 3.3 The Blue Print of The Questionnaire of Teacher Question	
Table 3.4 Blue Print of Vocabulary Mastery Test	23
Table 3.5 r Score	
Table 4.1 The score of Questionnaire (X)	2e
Table 4.2 The score of Vocabulary Test (Y)	
Table 4.3 The Calculation of Pearson Product Moment Correlation (rxy)	
Table 4.4 Value of 0.05 and 0.01 Levels of Significance	



# LIST OF THE FIGURE

2 1	Conceptue	l Framework	16
Z. I	Conceptua	1 1 1 am t work	1



# LIST OF APPENDICES

Appendices 1 Research Permit	43
Appendices 2, Questionnare (G form)	44
Appendices 3. Questionnaire and Vocabulary Test	46
Appendices 4 Result of G-form	56
Appendices 5. Answer from Questionnaire	57
Appendices 6 Answer from Vocabulary Test	62
Appendices 7 Result of Quesionnare	67
Appendices 8 Documentation	68
Appendices 9 Plagiarism Letter	69