

**THE CORRELATION BETWEEN VOCABULARY MASTERY
AND ABILITY IN WRITING HORTATORY EXPOSITION
TEXT OF THE SECOND YEAR STUDENTS OF MAN
SELATPANJANG**

Thesis

Submitted to Fulfill One of the Requirements
For the Undergraduate Degree in English Education
(S.Pd.)



By

ZALEKA

NIM. 10614003394

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2010 M**

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ABSTRACT

ZALEKA (2010) The title of this Thesis is “*The Correlation between Vocabulary Mastery and Ability in Writing Hortatory Exposition Text of the Second Year Students of MAN Selatpanjang*”.

English is one of foreign language which has been decided to be taught at elementary school up to University and it has become one of compulsory subjects. As a place education medium, the students of MAN Selatpanjang also learn English as a compulsory subject besides the other language subjects such a Arabic language. During this study, the writer found that the second year students of MAN Selatpanjang have enough ability in writing, especially in writing hortatory exposition text. Besides, in teaching and learning process, this school uses KTSP as their curriculum and their teachers have experiences in teaching English. Because of that, hortatory exposition text is exactly taught to their students. Furthermore, the students are active during teaching and learning process and every student is supported by handbook but in the reality, there are students who are not able to write hortatory exposition text. One of its caused is lack of vocabularies.

The subject of this research was the second year students of MAN Selatpanjang. This research is mentioned by Quantitative research. The writer took 50% from three classes consisting 86 students. So, the number of sample taken by writer was 43 students. In this case, the writer used random sampling technique in taking sample. The object of this research was vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

In collecting the data, the writer used twice tests those are writing hortatory exposition text to get the data about students’ ability in writing hortatory exposition text and vocabulary test to know vocabulary mastery of the second year students of MAN Selatpanjang. To get the data about students’ vocabulary mastery, the writer used the formula as follows:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

Then to analyze the data, the writer used SPSS for windows. The result shows that there is significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang. This correlation is showed by the significant score 0.01 where the α (alpha score) 0.05 is higher than the significant score 0.01. Besides, their coefficient correlation is $0.394 \geq 0.294$ in significant standard 5% and 0.380 significant standard 1%. From the result can be concluded that there is significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year student of MAN Selatpanjang.

ABSTRAK

ZALEKA (2010) Judul skripsi ini adalah “*Hubungan antara Penguasaan Kosakata dan Kemampuan Menulis Hortatory Exposition Teks Siswa Kelas Dua MAN Selatpanjang*”

Bahasa Inggris adalah salah satu bahasa asing yang diajarkan dari tingkat sekolah dasar hingga perguruan tinggi yang menjadi pelajaran wajib. Sebagai tempat sarana pendidikan, siswa MAN Selatpanjang juga mempelajari bahasa Inggris sebagai mata pelajaran disamping mata pelajaran bahasa asing lainnya seperti bahasa Arab. Selama study, penulis menemukan bahwa siswa kelas 2 MAN Selatpanjang memiliki kemampuan yang cukup pada kemampuan menulis khususnya dalam menulis teks hortatory exposition. Disamping itu dalam proses belajar mengajar sekolah ini menggunakan kurikulum KTSP dan para guru telah mendapat pengalaman dalam mengajar bahasa Inggris. Oleh karena itu, teks hortatory exposition telah benar-benar diajarkan kepada muridnya. Lebih jauh lagi, para siswa aktif selama proses belajar mengajar dan setiap siswa didukung oleh adanya buku panduan. Akan tetapi, pada kenyataannya, masih ada siswa yang belum bisa menulis teks hortatory exposition. Salah satu penyebabnya adalah kurangnya penguasaan kosakata siswa itu sendiri.

Subjek dari studi ini adalah siswa kelas 2 MAN Selatpanjang. Penelitian ini disebut dengan penelitian kuantitatif. Penulis mengambil 50% sample dari 3 kelas yang terdiri dari 86 siswa. Jadi jumlah sampel yang diambil oleh penulis adalah 43 siswa. Dalam hal ini, penulis menggunakan random sampling dalam mengambil sample. Objek dalam studi ini adalah penguasaan kosakata dan kemampuan menulis teks hortatory exposition.

Dalam pengumpulan data, penulis menggunakan dua tes yaitu tes menulis teks hortatory exposition untuk memperoleh data mengenai kemampuan siswa dalam menulis teks hortatory exposition dan tes vocabulary untuk mengetahui sejauh mana penguasaan vocabulary siswa kelas 2 MAN Selatpanjang. Untuk mengetahui hasil penguasaan vocabulary siswa, penulis menggunakan rumus sebagai berikut:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

Kemudian untuk menganalisis data, peneliti menggunakan SPSS. Hasil yang ditunjukkan bahwa adanya hubungan yang positif antara penguasaan vocabulary dan kemampuan menulis teks hortatory exposition siswa MAN Selatpanjang. Hubungan ini ditunjukkan pada nilai dasar 0.01 dimana nilai alfa 0.05 lebih besar dari nilai dasarnya. Disamping itu koefisien hubungannya adalah $0.394 \geq 0.294$ di significant standard 5% dan 0.380 significant standard 1. dari hasil tersebut dapat disimpulkan adanya hubungan yang sangat significant antara penguasaan vocabulary dan kemampuan menulis teks hortatory exposition.

ملخص

ذليكا (2010): موضوع هذه الرسالة العلمية "العلاقة بين استيعاب المفردات و القدرة على كتابة نصوص المعرض التحذيرية لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجانغ".

إن اللغة الإنجليزية هي من إحدى اللغات الأجنبية تدرس منذ المدارس الابتدائية إلى الجامعات حيث تكون من الدروس الواجبة. كوسيلة من وسائل التعليم والطلاب بالمدرسة العالية الحكومية سيلات فانجانغ أيضا تعلموا اللغة الإنجليزية كمادة بالإضافة إلى مواضيع من لغات أجنبية أخرى مثل العربية. أثناء الدراسة، وجد الباحثون أن الطلاب الصف الثاني بالمدرسة العالية الحكومية سيلات فانجانغ دينا قدرة كافية في مهاراتهم في الكتابة وخاصة كتابة النص المعرض عظية. الى جانب ذلك ، في التعليم والتعلم في المدرسة تستخدم أمانة اتفاقية بازل المناهج والمعلمين قد اكتسبت خبرة في تدريس اللغة الإنجليزية. لذلك، وقد علمتنا فعلا المعرض النص التحذيري للطلاب. وعلاوة على ذلك، والطلاب هم أحدث تعليم خلال عملية التعلم ويتم اعتماد كل طالب من دليل. ومع ذلك، في الواقع، لا تزال هناك الطلاب الذين لا يستطيعون كتابة نص المعرض عظية. أحد الأسباب المحتملة هو عدم التمكن من المفردات الطلاب نفسها. موضوع هذه الدراسة هو طلاب الصف الثاني بالمدرسة العالية الحكومية سيلات فانجانغ وتسمى هذه البحوث البحث الكمي. المؤلف يأخذ 50 في المائة من عينة تتألف من 3 فئات من 86 طالبا. لذلك عدد من العينات التي أخذها الكاتب هو 43 طالبا. في هذه الحالة ، من الكتاب استخدام العينات العشوائية في أخذ العينات. موضوع هذه الدراسة هو التمكن من المفردات والقدرة على كتابة نص المعرض عظية. في جمع البيانات ، فقد استخدم القائمون على اختبارين من الاختبارات التحذيرية نص مكتوب المعرض للحصول على بيانات عن الطلبة في كتابة النص المرور المعرض التحذيرية واختبارات المفردات لتحديد مدى اتقان الطلاب للفئة المفردات بالمدرسة العالية الحكومية سيلات فانجانغ 2. لمعرفة النتائج لشراء مفردات الطلاب، والكاتب يستخدم الصيغة التالية :

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

ثم لتحليل البيانات والباحثين باستخدام س. ف. س. س. أشارت النتائج إلى أن وجود علاقة إيجابية بين التمكن من المفردات والقدرة على كتابة نص التحذيرية معرض بالمدرسة العالية الحكومية سيلات فانجانغ. يتم عرض هذه العلاقة في القيم الأساسية التي قيمة 0:01 0:05 إهمال أكبر من القيمة الأساسية. علاوة على ذلك ، العلاقة هي معامل $0394 \leq 0294$ في مستوى كبير من 5 في المائة وهامة القياسية 0380 1. يمكن أن نخلص إلى من وجود علاقة كبيرة جدا بين التمكن من المفردات وكتابة النص المرور المعرض عظية.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a significant part of a language that is very mysterious and exciting. Writing is also difficult whether it is a paragraph or essay writing, often the most difficult of all language skills in the first and the second language development.

The process of writing actively engages the writer. Every writer goes through the process of exploration to discover a subject. In order to develop a good strong piece of writing worthy of reader's interest, the writer must have something to say, he/she must have a commitment, a point of view, to chosen subject. Thus, writer must focus on various important elements for the linguistics shaping of their messages (Siregar, 2002:1).

The aim of writing component is to express the ideas by using written language. Murcia (1991: 235) says that the skill of writing enjoys special status. It is via writing that a person can communicate a variety of message to a close or distant, known or unknown reader.

Atwan (1987: xii) points out that a specialized vocabulary, technical terms, and jargon represents only one aspect of writing within a discipline. It means that vocabulary, technical terms, and jargon represent some aspects of writing that used a discipline.

Based the statement above, we can make conclusion that to write English well especially, in the writing hortatory exposition text, student needs many vocabularies in order to be able to express his/her ideas in writing language. It is also points out by brown (1994: 290) that written English typically utilizes a greater variety of lexical items than spoken conversational English. In our everyday give and take with family, friends, and schools, vocabulary is limited. Because writing allows the writer more processing time, because of a desire to be precise in writing and simply because of the formal conventions of writing. Lower frequency words often appear. Such words can present stumbling blocks to learners. However, because the meaning of good many unknown words can be predicted from their context and because sometimes the overall meaning of a sentence or paragraph is nevertheless still clear, learners should refrain from the frequent use of a bilingual dictionary.

Vocabulary development is a skill worth the effort to improve our vocabulary effects, not only our reading skill, but also our speaking, our listening, and writing skill as well. In writing, our vocabulary determines how we can express our ideas to others clearly and accurately.

Many students are aware that they have learned many words in every class session. They have learned words incidentally in almost every activity takes place in the second language classroom. It does not mean that the vocabulary lesson should occur in isolation. Besides, according to (Elisna, 2003: 2) that on contrary, a set of vocabulary items can be taught as the precursor of the follow up to any

number of activities: discussion of situational dialogues, reading, listening, and writing.

MAN selatpanjang is one of schools in Indonesia that has an English subject; in order to the students can master English like other schools in Indonesia. The students study English twice a week. Most of state Islamic senior high school students of Selatpanjang hope that they get successful in national examination for English subject. So, the students must be able to write English well especially in writing hortatory exposition text, because this is must be suitable with standard competence of writing hortatory exposition in the second year syllabus of senior high school which is stated that students have to express the meaning in the functional short text and essay form like narrative, spoof, hortatory exposition in the daily life context and it must be suitable with basic competence of writing hortatory exposition text in the second year syllabus of senior high school that states students have to express the meaning and rhetorical step in the essay using the various of written language exactly, fluently, and suitable with daily life context in the form texts of narrative, spoof, and hortatory exposition text.

In MAN Selatpanjang, English teacher uses some stages in teaching and learning process. She uses four stages such as, Building knowledge of the field, modeling of text, Independent construction text, and Join construction text. Besides she also uses English module made by herself and English book provided by school such as, Look a head and New light book which are suitable with curriculum used

in this school. But, the second year students of MAN Selatpanjang are not able to write hortatory exposition text. This case happens because many of students have limitedness of vocabulary. It so happens because they are lack of reading book. Besides, the students have many vocabularies but they are not able to write hortatory exposition text. They admit that they are afraid of making mistake in writing hortatory exposition text and they are still confused about generic structure and social function of hortatory exposition text, so, some of the second year students of MAN Selatpanjang do not get Standard criteria of minimal completeness of English subject that is (6.0).

Based on the statement above, the students who have got many vocabulary items ought to be good on writing English, but in fact, they are not yet. Most of them still have problems on writing hortatory exposition and we can find out in some phenomena:

1. Some of students are not able to write English
2. Some of students do not have many vocabularies.
3. Some of students seldom practice to write English.
4. Some of students admit themselves that they are afraid of making mistakes in writing hortatory exposition text.
5. Some of students do not get Standard criteria of minimal completeness of English subject having standard that is (6.0).
6. Some of students are lack of reading book, especially English book.

From above phenomena, the writer is interested in conducting a research entitled **“THE CORRELATION BETWEEN VOCABULARY MASTERY AND ABILITY IN WRITING HORTATORY EXPOSITION TEXT OF THE SECOND YEAR STUDENTS OF MAN SELATPANJANG”**.

B. Problem of Study

In MAN Selatpanjang, English subject has been taught since the first year. Writing is one of the skills in English learned by the students of second year of MAN Selatpanjang. It means that writing is not unfamiliar subject anymore for them.

There are many factors influencing the student's ability in writing hortatory exposition text such as many students are still confused about generic structure and social function of writing hortatory exposition text, lack of vocabularies, afraid of making mistake, some of students do not get Standard criteria of minimal completeness of English subject that is (6.0), and lack of practicing writing and reading book.

1. Identification of the problem

- a. Why are not the students able to write English?
- b. How can the students get many vocabularies?
- c. What factors make the students seldom practice to write English?

- d. What factors make students always making mistakes in writing hortatory exposition text?
- e. How can the students get Standard criteria of minimal completeness of English subject that is (6.0)?

2. Limitation of the problem

Due to limited ability and finance the writer has, this study is limited to the correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN selatpanjang.

3. Formulation of the problem

1. How is the vocabulary mastery of the second year students of MAN Selatpanjang?
2. How is the students' ability in writing hortatory exposition text?
3. Is there any significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang?

4. Reason of Choosing the Title

1. This topic is very important to be researched because the mastery of vocabulary in writing hortatory exposition is very important.
2. Vocabulary mastery is an interesting problem to be investigated because it can influence writing ability.

3. As far as the writer is concerned, this problem has not been investigated yet.

C. Objective and significances of study

1. The Objectives of the Study

- a. To find out the vocabulary mastery and ability of the second year students of MAN selatpanjang.
- b. To find out students' ability in writing hortatory exposition text.
- c. To obtain whether there is any significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

2. The Significances of the Study

Hopefully, the findings of this study can give some contributions to students, especially for those who study at the second year MAN Selatpanjang on how important their vocabulary mastery is in relation to develop aspect of their writing hortatory exposition text ability.

D. The Definition of the Term

The terms that are involved in this study need some explanations to avoid misinterpretation and misunderstanding.

1. Correlation is the relationship between two or more variables, or mutual relationship (Hornby, 1989: 192). Meaning that, a connection consists of two

or some variables. So, it means that vocabulary mastery is as variable X and writing hortatory exposition text ability is as variable Y. X is independent variable and Y is dependent variable.

2. **Mastery:** Complete knowledge, great skill (Hornby, 1989: 256). It means that to know and understand about some subjects. So, in this case focuses on the mastery of English vocabularies.
3. **Vocabulary:** Total numbers of words that make up a language (Hornby, 1989: 1425). Besides, vocabulary means that words that we use in language skills such as writing skill, especially, the word that we use in writing hortatory exposition text for this research.
4. **Writing ability:** The ability of a person to express his or her ideas, feeling, or something to others by using written language. Meaning that person's capability in expressing his or her ideas, feelings, or something to others by writing.
5. **Hortatory exposition Text:** is a text which represents the attempt of the writer to have the addressee do something or act in certain way. It means that a Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. The Concept of Mastery

Hornby (1999: 266) states that mastery means complete knowledge, great skill. Meaning that, mastery knows completely and detailed about some subjects of study.

In line with the writer's discussion about correlation between vocabulary mastery and writing hortatory exposition text ability includes in comprehension, which defines as the ability for absorbing the meaning from material or subject that have been studied. Therefore, to know that someone has complete comprehension, he/she has to be able to differentiate, explain, analyze, rewrite, formulate, change, and summarize.

B. Vocabulary Mastery

Vocabulary is one of elements of language skills. All of four language skills (listening, speaking, reading and writing) need vocabulary.

In this case, in learning a foreign language, the mastery of vocabulary is the first step of learning process. In the other words, the second students of MAN Selatpanjang are expected to master vocabulary as many as possible.

As pointed out by Brown (1994:365), words are basic building language blocks of language; in fact, survival level communication can take place quite

intelligibly when people simply string words together without some grammatical rules applying at all.

In addition to vocabulary mastery, we have to know the kinds of vocabulary. Akhlis and Sosiowati (1998: 21) say that in managing the words in order to be a correct sentence, we have to know how to manage the words so that we can understand it. These words are as part of speech, they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Besides, Nuttal (1982: 76-78) states that there are some kinds of difficult words, namely: idioms, transfer of meaning, words with several meanings, sub-technical vocabulary, superordinates, synonyms and antonyms, and irony.

Based on the statements above, there are many kinds of vocabulary that must be mastered by students in order that they can master the language skills.

C. The Learning of Vocabulary

In learning vocabulary, we have to know the strategies to increase vocabulary. According to Wassman and Rinsky (2000: 36) that there are some ways to increase our vocabulary, they are:

1. Learn to use the context efficiently
2. Use the word part (prefix, suffix and root), we already know and apply them to unknown words, learn additional common parts.
3. Develop a systematic way of our own to collect words, we read and hear but the meaning is unclear.

4. Use the dictionary routinely, to help us pronounce words and understand the meaning.
5. Use the sources to find synonyms and antonyms.

D. The Teaching of Vocabulary

There are some techniques in teaching vocabulary. Chitavelu, et al (1995: 51-255) state that the common techniques for teaching vocabulary are as follows:

1. Visual techniques

There are two activity types using visuals for the teaching of vocabulary, they are word picture associations and using diagrams.

2. Verbal techniques

There are varieties of verbal techniques we can use. They may include following: use of synonyms and definitions, use of antonyms and contrasts, use of context, word part clues, and vocabulary groups.

3. The use of a dictionary

This way is useful as a means of confirming contextual guesswork. More importantly, it can be used as a source to clarify uncertainty in areas of word meaning, pronunciation, grammar, and spelling.

4. Translation

Translation is probably best used where there are no contextual clues, where explanation of the meaning of the word may be long and involved or where the English word and first language word refer to the same thing.

E. The Concept of Ability

Hornby (1998: 2) defines that ability is a potential capacity or power to do something physical or mental. It means that, ability is the power of understanding subject matters that involve, either mentally or physically. It refers to the result of the students after he/she gets some experiences through learning.

F. Writing

As pointed by Chitavelu, et al (1995: 136) writing is a system interpersonal communication using visible signs or graphic symbols on a flat surface such a paper. Pertaining to the statement above, writing is one of the systems of communication that uses visible signs and graphic symbols on a paper.

Writing is one of important skills in English; it is categorized skill, pertaining to statement above Brown (1994: 217)

“it is perfectly appropriate to identify language performance. The human race has fashioned two forms of productive performance, oral and written and two forms of receptive performance, aural (or auditory) and reading”.

It is clear that writing is a kind of productive skills. In writing, we deliver our ideas which writing we make from word to sentence and from sentence to paragraph and paragraph to essay.

According to Hughey (1983: 33-34)

“Writing is an essential form of communication. Through writing, we express our feeling-our hopes, dream, and joys as well as our fear, anger, and frustration. Through writing, we express our ideas – our plan, our recommendations, our values, and our

commitments. We explain to others whom we are what we believe and understand, and why we believe and understand as we do”.

Writing can be used as a tool to convey our intended meaning to others besides speaking, even though writing and speaking are commune acts, but they have some differences. In speaking, we deliver our message or explain something directly to the listeners; we can control what we have said by listening to our statement, and also can revise or correct our mistaken directly. If our inter locators do not understand what we are saying, we can re-explain to them directly while, we can not do that in written communication. In writing, we can not correct our mistakes or revise our statement directly to the reader. Thus, when we are producing a composition and we also have to reread our statement in order to make sure that our intended meaning has been covered.

Writing is a process constructing of these stages: first writing get writer started. They help us learn what we think by seeing what we have said. Middle writing may change a few words, a few sentences, or paragraph. A writer may add new material and this cover what. He started saying is not really what we thinks at all, and final writing presents what we have already thought in the way that is clearest to the reader and will be presented to the reader. (Lorch, Sue, 1981: 12 in Siti Aminah, 2007: 8)

G. Writing Ability

Writing ability is the ability of a person to express his/her ideas, feelings, or something in his/her minds to others by using written language. Writing course

is not merely intended to establish the students' ability, but more importantly to express the ideas, feelings, and abilities to the readers.

In addition to writing ability, Graves, et al (2001: 420) say that use writing as a vehicle to learn about something or understand it. When students take this stance, they are using written language to help them wrestle with information, ideas, feelings, and intuitions.

Theoretically, writing is a productive skill to express the ideas and feelings by using written language. Generally, in writing we have to know the components of writing. According to Jacobs, et al (1981: 91), there are five components of writing, they are: contents, organization, vocabulary, language use, and mechanics.

Discussing about writing, there are several types of writing, say for example, Brown (1994: 327-330) divides the classroom writing performance into five genres, they are:

1. Imitative or Writing

This type of writing performance is for the novice writers, the students will simply write down English letters, words, and possibly sentences in order to learn the conversations of the orthographic code

2. Intensive or Controlled

This type writing is focused on grammatical concepts. This type would not allow much if any, creativity on the part of the writer

3. Self Writing

A significant proportion of classroom writing may be devoted to self writing, or writing with only the self in mind as an audience.

4. Display Writing

It is already noted earlier that writing within the school curricular context is a way of life, for all language students short answer exercises, essay examinations, and even research reports will involve an element of display.

5. Real Writing

According to Syafi'i (2002: 7) real writing is a product of written text in any types of writing products, under which the messages written can be easily communicated by both writer and reader with communicative language.

The statement above explains about types of writing performance. Besides, writing has also some modes. In addition, pertaining the modes of writing, Wassman and Rinsky (2000: 233) divide the modes of writing into four broad categories, such as narration, exposition, persuasion, and description. In narration, the writer relates events to some kinds of sequences or orders. In exposition, the writer exposes information or ideas. In persuasion, the writer attempts to convince or persuade us of something to think as he/she does, Often

trying to change someone's mind. And in description, the writer describes abstract concepts, such as truth or justice.

Generally, in writing we have to know the components of writing. According to Siregar (2002: 19-20), there are five components of writing they are:

1. Content

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

2. Organization

Fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive. An essay is coherent if its paragraphs are woven together or flow into each other. An essay which lack of unity or orderly movement will not be coherent, since readers can not move easily from one paragraph has no clear relation to the first.

3. Vocabulary

In writing there should be sophisticated range, effective word idiom, word choice and its usage.

4. Language Use

Grammar of a language is description of speaking and writing habits of the people who use it. In composing paragraphs or texts, the knowledge of

grammar is very important. Without them, writers won't be able to use it. So, the readers may not catch the points of writer's message.

5. Mechanics

Essay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.

H. The Advantages of Writing

In modern life, there are many cases that can be done through writing. Say for example, we can share information to others by writing, both via internet and correspondence. Besides, Chitravelu, et al (1995:136) also say that we use writing in our daily lives for a number of reasons: to get things done; to inform; to persuade; to maintain relationship; to document occurrences, events, ect; and to record feelings, experiences, observations, etc.

Based on the statement above, so many cases those can be done with writing. For example, we can get a job, we can give information to another person, we can urge another person to do what we want, we can continue the relationship, we can document and record the events, feelings, experiences, observations, and so on.

I. The Teaching of Writing

To teach writing, the teacher or lecture should know some techniques of teaching vocabulary, Syafi'i (2002: 4-7) has divided the technique of teaching vocabulary into four techniques. The techniques are as follows:

1. Brainstorming, in this technique, the teacher of English subject asks students to generate their ideas by asking as many questions as students can think about their subject or topic.
2. Free writing, this technique is appropriately employed by the teacher of writing if students encounter such a mental block. Besides, in this technique, students are asked to write as fast as they can for about ten minutes. Ask students not to worry about spelling, punctuation, erasing mistakes, or finding the exact words; just write without stopping till the words needed come.
3. Making a list, in this technique, students are asked to write out a list of words as many different items as they can think about their topic.
4. Preparing a scratch outline, in this technique, the teacher of English subject asks students to think carefully about the exact items that they want to support their points, about the exact orders in which they want to support their points, about the exact orders in which they want to arrange those items.

J. The Factors Influences Writing Ability

There are some factors that influence writing ability. One of them is lack of practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practice their writing, they will not able to write English well

although they have mastered the grammar. Besides, lack of self confidence can also obstruct writing ability.

The influential factors of students' vocabulary mastery and their writing hortatory exposition text ability may not be separated from the influential factors of learning. Slameto (2010: 54-60) say that influential factors in learning are as follows:

1. Internal factors

These factors come from the students themselves, in which they consist of psychological aspects such as: intelligence, attitude, interest, talent, and motivation.

2. External factors

These factors consist of social environment such as family, teachers, staffs, societies, and friends and non-environment such as house, school, equipment, and atmosphere.

K. The Influences of Vocabulary on Writing Hortatory Exposition Text

Basically, learning vocabulary aims at the three kinds of ability, they are recognizing the vocabulary items in written form, relating them to appropriate object or concepts, and being aware of their communication and association.

Chittravelus et al (1995: 250) state that without vocabulary, structure, and function may not be used for comprehension and communication. This view that vocabulary is an important aspect of the second language.

In writing, we have to master many vocabularies and to express our ideas to other written language, we use words. Both vocabularies and writing hortatory exposition text are strongly related and they may not be separated. Logically, students who have limited vocabulary will have difficulties in writing.

As pointed out by Mcwhorter (1980): 1) that in writing, our vocabulary determines how clearly and accurately we can express our ideas to others.

Pertaining to statement above, vocabulary mastery will determine writing ability, by mastering vocabulary as many as possible, it will give contribution toward writing ability.

L. The Process of Teaching and Learning Hortatory Exposition Text

According to Hammond (1992: 1), there are four stages in the teaching learning cycle:

1. Building knowledge of the field

Tasks and activities:

- b. Use of visual- photographs, filmstrips, video- to build context.

- c. Do activities such as cooking, going for a vacation, interviewing an informant, listening to guest speakers, etc.
- d. Reconstruction and discuss activities done when back in classroom.
- e. Design activities in order to share, discuss, and argue about aspect of the topic.
- f. Set language lesson focused on vocabulary or grammatical patterns.
- g. Study a broad range of written texts related to the topic, such as school brochures, notes, newsletter, labels, leaflet, and enrolment forms.
- h. Develop reading strategies appropriate to the text, including predicting, skimming, scanning, or identifying the logo.

2. Modeling of the text

Tasks and activities:

- a. Study the model text shown by the teacher or read it yourself or collectively in the references.
- b. Develop an understanding of the social function and purpose of the text:
 - 1. Why are such text written?
 - 2. By whom are they written and text?
 - 3. What is the context in which they will be used?
- c. Analyze the schematic structure of the text (distinguishing and labeling stages within the schematic structure of the genre).

- d. Analyze the grammatical pattern or language features of the text (use of tense, technical language, specific or generic participants).

3. Joint construction of the text

Tasks and activities:

- a. Revise and discuss the purpose, context, and structure of genre/text.
- b. Explore further field building activities where necessary.
- c. Negotiate the beginning, middle and the end construction of text between teacher and students, and between students, draw on share knowledge about the genre.
- d. Re-draft and edit the text, draw on shared knowledge about the genre together in groups (between teacher and students, and between students).

4. Independent construction text

Tasks and activities:

- a. Build and develop knowledge of the field through activities such as reading, information gathering, and note taking.
- b. Write your own text with appropriate schematic structure and grammatical patterns.
- c. Consult with other students or with teacher regarding the appropriateness of the text.
- d. Re-drafting and editing where necessary.
- e. Discuss any difficulties with students or teachers in writing texts.

- f. Focus on language lesson (spelling, punctuation, layout of text, handwriting).

M. An Overview of Hortatory Exposition Text for Students of MAN Selatpanjang

According to Competency-base curriculum, it is stated that senior high school students should learn about hortatory exposition text. For the second year students of senior high school, there are five kinds of text that students should learn. They are descriptive, narrative, anecdote, analytical exposition and hortatory exposition. In this research, the writer focuses on hortatory exposition text that is used in MAN Selatpanjang for the second year students.

The purpose of teaching hortatory exposition text is to know how far their knowledge about hortatory exposition text. So, their interest about this text can increase highly. The effect that is expected to emerge is the development of their writing ability.

Deep knowledge about hortatory exposition text could be seen in the students' ability in writing the features of hortatory exposition text that are generic structure, language features, and social function. When the students could write the features of hortatory exposition text, it means that they are good in writing hortatory exposition text.

Besides, deep knowledge of hortatory exposition text could be seen in the students' ability in mastering vocabulary, because students, who do not have vocabularies. They are difficult in writing hortatory exposition text.

According to Mike Goner, a hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people. According to (Miswan: 8) the generic structure of hortatory exposition usually has three components:

- (1) Thesis,
- (2) Arguments, and
- (3) Recommendation.

a. Generic Structure of Hortatory Exposition

1. Thesis : Statement or announcement of issue concern.
2. Arguments : Reasons for concern that will lead to recommendation.
3. Recommendation : Statement of what should or should not happen or be done based on the given argument.

b. Generic Features of Hortatory Exposition

1. A Hortatory exposition focuses on generic human and non human participants, except for speaker or writer referring to self.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
3. Use action verbs to state what happens
4. It usually uses Simple Present Tense and Modals.
5. Use of relational processes.

c. The Purpose of Hortatory Exposition Text

To persuade the readers or listeners that something should or should not be the case.

d. Example of Hortatory Exposition Text

Should Smack down Program be Banned on TV

Thesis

We are writing to complain about the smack down broadcast by one of commercial TV stations in Indonesia. We think that it should be stopped for a number of reasons.

Argument

First, the smack down program is really an uneducated program. Persons involved in the program do everything, even something dangerous to defeat each other.

Second, many children have been seriously injured because they tired to imitate what the prayers of the smack down did on TV

Third, parents get difficulties to motivate their children to study because the smack down program is more interesting for some of them than any other.

Recommendation

For those reasons, we think that the smack down program should be banned to show. It influences children badly.

N. Relevant Research

In fact, there are some of relevant research, which have relevancy in this research. The first title is **“The Correlation Between Vocabulary Mastery and Reading Comprehension at the Third Years of MTs Darel Hikmah Pekanbaru”** by Jazuli (2004). There is significant systematic correlation between vocabulary mastery and reading comprehension achievement of the students. It can be seen from the research result analyzed by using SPSS for windows. It indicated that the product moment correlation coefficient score (r) is = 0.920. This explanation above gives a description for the writer about the correlation about vocabulary mastery and reading comprehension. Obviously, there is a significant correlation between vocabulary mastery and reading comprehension.

The second research title is **“The Correlation Between Students’ Vocabulary Mastery and Their Writing Ability at third Year of English Education Department of UIN Suska Riau”** by Siti Aminah (2005). This research is a correlation research. To collect the data, she used test and questioner. She found that there is no significant correlation between vocabulary mastery and writing ability. It is found that $r_{ch} = 0.193$ is smaller than “r” table, both in significant 1% = 0.463 and 5% = 0,361.

O. Operational Concept

In carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data.

There are two variables in this study, they are vocabulary mastery as variable X and writing hortatory exposition text ability as variable Y. X is independent variable and Y is dependent variable.

The students’ vocabulary mastery of English can be seen on the following indicators:

1. The students show ability and knowledgeable in choosing synonym.
2. The students show ability and knowledgeable in choosing antonym.
3. The students show ability and knowledgeable in choosing noun.
4. The students show ability and knowledgeable in choosing verb.
5. The students show ability and knowledgeable in choosing adjective.
6. The students show ability and knowledgeable in choosing pronoun.

The students' writing hortatory exposition text ability can be seen following indicators:

1. The students are able to express their ideas to other by using written language.
2. The students are able to write property with the components of writing (content, organization, vocabulary, language use, and mechanics).
3. The students are able to write based on components of writing hortatory exposition text such as generic structure, language features and social function of hortatory exposition text.
4. The students are able to express their ideas in writing hortatory exposition text showing their intended meaning.
5. The students are able to write hortatory exposition fluently.

P. The Assumption

This research is based on the following assumptions.

1. Students' vocabulary mastery is varied.
2. Students' writing hortatory exposition text ability is varied.

Q. Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

Ha: There is a significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

Ho: There is no a significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

D. The Population and the Sample of Study

The population of this research was all students at the second year of MAN Selatpanjang registered in 2009/2010. There were three classes consisting of 86 students. Each class (IPA1, IPA2, and IPS) consisted of (29, 29, and 28students). Since of the number population was large, it was necessary to take sample. Winarto Surachman (1986:54) states that if the population is homogenous enough, for the population which is less than 100 persons, the sample is taken 50%, but if the population is more than 100 persons, the sample is taken for 30%. In this research, the writer will took 50% of population for the sample. So, the writer took 43 students from the total number of population.

The writer used *Sample Random Sampling Technique*. Healey (1995, in cut Raudhatul Miski, 2002:17) says that random sampling is a method for choosing samples, from a population by which every member of population has an equal chance of being selected for the sample. In this research, there were about 43 students involved in this research. The specification of the population can be seen on the table below.

TABLE IV
THE POPULATION AND THE SAMPLE OF THE SECOND YEAR
STUDENTS OF MAN SELATPANJANG

No	Class	Students	Sample
1	IPA 1	29 Students	15 Students
2	IPA 2	29 Students	14 Students
3	IPS	28 Students	14 Students
4	TOTAL	86	43

The writer took 50 percent of the population. So, the writer took 43 students from 86 students to become sample.

E. The techniques of Data Collection

In order to get some data needed in this research, the writer applied the following techniques:

1. Test

a. The test of vocabulary mastery

To determine the students' vocabulary mastery, the writer gave the students a reading test. The reading test consisted of 30 multiple choice questions.

b. The test of writing hortatory exposition text ability

To determine the students' writing hortatory exposition text ability, the writer tested the students with essay writing hortatory exposition text test.

F. The Techniques of Data Analysis

The technique of data analysis of this research is statistical technique by product moment correlation. Because the sample was more than 30 persons, therefore, the writer used scatter diagram for the measurement.

The formula that will be used is following:

$$r_{xy} = \frac{\sum x'y' - (Cx')(Cy')}{(SD_x)(SD_y)}$$

(Hartono: 2006: 80)

Where:

$\sum x'y'$ = The sum score multiple cross of product moment between frequency (f) and x' and y'

Cx' = Correlation score on variable X

Cy' = Correlation score on variable Y

SD x' = Standard deviation of x score

SD y' = Standard deviation of y score

N = Number of cases

To know students' vocabulary mastery according to the score they will get from the test. Then, their ability is classified into five levels. The levels of ability are follows:

TABLE V
THE CATEGORIES OF STUDENTS' VOCABULARY MASTERY

No	The Range of Score	Level of Ability
1	90-100	Excellent
2	80-89	Good
3	70-79	Fairly good
4	60-69	Fair
5	0-59	Poor

Haris david (1969:79)

Then, to interpret the level of the students' ability in writing hortatory exposition text the writer searched based on the table bellow:

TABLE VI
THE CATEGORIES OF THE STUDENTS' WRITING HORTATORY
EXPOSITION TEXT

No	Score	Categories
1	34-52	Very poor
2	53-68	Poor to fair
3	69-84	Average to good
4	85-100	Very good to excellent

In order to get the description of the answer that will be given by students, the data was analyzed by using the formula:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

Where: N = score

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

The aim of this research is to know the correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

a. Test

To determine students' vocabulary and their ability in writing hortatory exposition text, it could be seen from their scores gotten from the test, the writer as gave two kinds of test. They were vocabulary test and writing hortatory exposition text test.

1. Test vocabulary

The writer gave hortatory exposition reading text to the students. The total items of the test are 30 multiple-choice questions.

2. Writing hortatory exposition text test

To get the data about students' writing hortatory exposition text ability, the writer gave the students an essay writing test

This research is correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

b. Scoring each item of the test

a. Vocabulary Test

The test of vocabulary consisted of 30 multiple choice question.

The way of scoring of the test was as follows:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

Where: N = score

(Kurikulum SMU: Petunjuk Pelaksana Sistem Penelitian 1985:6)

b. Writing Hortatory Exposition Text Test

To give the score for writing hortatory exposition text test, the writer used the ESL composition profile.

Jacobs, et (1981: 90) states that the ESL Composition Profile consists of five component scales, they are: content (30 points), organization (20 Points), vocabulary (20 points), language use (25 points), and mechanics (5 points).

Each component has some elements that will be marked. Content consists of 3 elements (knowledgeable, substantive, relevant to topic); organization consist of 5 elements (fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive); vocabulary consist of 5 elements (effective words, idioms, word choices, usage, word forms); language use consists of 8 elements (effective complex construction, agreement, tense, number, article, pronouns, prepositions,

word order/function); mechanic consists of 5 elements (spelling, punctuation, capitalization, paragraphing, handwriting).

For the easier analysis, the writer presents the steps of scoring the elements of the components of writing. They are as follows:

a. Content

Since the highest score in this component is 30, and the elements marked consists of 3 points, so, to find out the result of each element the writer divides the highest score (30) into those elements (3). As a result, the maximum score for each is 10.

b. Organization

The maximum score in this component is 20, while the elements marked are 5. To find out the valid result of each element, the writer divides the highest score (20) into those elements (5). Finally the maximum score for each element is 4.

c. Vocabulary

In this component the highest score is 20. to find out the result of each element, the writer divides it into 5 elements, because there are 5 elements should be marked. For each element finally scored maximum 4.

d. Language Use

In this case, there are 8 elements should be marked. The highest score is 25. To calculate them easily, the score of each element scored 3 except one. It is scored 4, because it is the hardest element to be fulfilled. So, the total will be 25.

e. Mechanic

In this component, the total score is 5, and the element marked consists of 5. So, in order to get a valid score, each element scored 1 as the highest. The composition that does not fulfill the element will be scored 0.

After collecting the data from respondents, the researcher analyzed and graded Students' writing by the Scoring Guide of ESL Composition Profile in Jacob (1981: 101) as follow:

Score	Level	Criteria	Comment
Content	30-27	Excellent	<ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough development of thesis • Relevant to assigned topic
	26-22	Good	<ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic but lacks detail
	21-17	poor	<ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic
	16-13	Very poor	<ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive

			<ul style="list-style-type: none"> • Not pertinent • Or not enough to evaluate
Organization	20-18	Excellent	<ul style="list-style-type: none"> • Fluent expression, • Ideas clearly stated/supported • Succinct • Well organized • Logical sequencing • Cohesive
	17-14	Good	<ul style="list-style-type: none"> • Somewhat choppy • Loosely organized, but main idea stand out • Limited support • Logical but incomplete sequencing
	13-10	poor	<ul style="list-style-type: none"> • Non-fluent • Ideas confused or disconnected • Lacks logical sequencing and development.
	9-7	Very poor	<ul style="list-style-type: none"> • Does not communicate • No organization • Or not enough to evaluate
Vocabulary	20-18	Excellent	<ul style="list-style-type: none"> • Sophisticated range • Effective word word/idiom choice and usage • Word form mastery • Appropriate register
	17-14	Good	<ul style="list-style-type: none"> • Adequate range • Occasional error of word/idiom form, choice, usage but meaning not obscured
	13-10	poor	<ul style="list-style-type: none"> • Limited range • Frequent error of word/idiom form, choice, usage • Meaning confused or obscured
	9-7	Very poor	<ul style="list-style-type: none"> • Essentially translation • Little knowledge of English

			<p>vocabulary, idioms, word form</p> <ul style="list-style-type: none"> • Or not enough to evaluate
Language use	25-28	Excellent	<ul style="list-style-type: none"> • Effective complex construction • Few error of argument, tense, number, word order/function, article, pronouns, preposition
	21-18	Good	<ul style="list-style-type: none"> • Effective but simple constructions • Minor problem in complex construction • Several error of argument, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	poor	<ul style="list-style-type: none"> • Major problems in simple/complex constructions • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • Meaning confused or obscured
	10-5	Very poor	<ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • Or not enough to evaluate
Mechanics	5	Excellent	<ul style="list-style-type: none"> • Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	poor	<ul style="list-style-type: none"> • Frequent errors of spelling punctuation, capitalization,

	2	Very poor	<ul style="list-style-type: none"> paragraphing • Poor handwriting • Meaning confused or obscured • No mastery of conventions • Dominated by error of spelling punctuation, capitalization, paragraphing • Handwriting illegible.
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c. Categorizing of each score

The score of each variable is classified into:

- a. Students' vocabulary mastery is categorized into five levels as follows:

Excellent : 90-100
 Good : 80-89
 Fairly good : 70-79
 Fair : 60-69
 Poor : 0-59

- b. Students' writing hortatory exposition text ability is categorized into three levels as follows:

Very poor : 34-52
 Poor to fair : 53-68
 Average to good : 69-84
 Very good to excellent : 85-100

c. Preparing a table to look for the result of test

To know the students who get the scores, can be seen as follows:

1. Vocabulary Mastery of the Second Year Students of MAN Selatpanjang.

TABLE VII
THE RECAPULATION OF VOCABULARY MASTERY SCORES OF
THE SECOND YEAR SETUDENTS OF MAN SELATPANJANG

No	THE NUMBER OF RESPONDENT	VARIABLE X SCORES	CATEGORY
1	2	3	4
1	STUDENT 1	50	POOR
2	STUDENT 2	53	POOR
3	STUDENT 3	56	POOR
4	STUDENT 4	56	POOR
5	STUDENT 5	63	FAIR
6	STUDENT 6	70	FAIRLY GOOD
7	STUDENT 7	40	POOR
8	STUDENT 8	40	POOR
9	STUDENT 9	73	FAIRLY GOOD
10	STUDENT 10	60	FAIR
11	STUDENT 11	76	FAIRLY GOOD
12	STUDENT 12	63	FAIR
13	STUDENT 13	66	FAIR
14	STUDENT 14	40	POOR
15	STUDENT 15	50	POOR
16	STUDENT 16	56	POOR
17	STUDENT 17	66	FAIR
18	STUDENT 18	36	POOR
19	STUDENT 19	66	FAIR
20	STUDENT 20	33	POOR
21	STUDENT 21	50	POOR
22	STUDENT 22	50	POOR
23	STUDENT 23	53	POOR
24	STUDENT 24	36	POOR
25	STUDENT 25	56	POOR
26	STUDENT 26	53	POOR
27	STUDENT 27	53	POOR
28	STUDENT 28	36	POOR
29	STUDENT 29	33	POOR
30	STUDENT 30	63	FAIR
31	STUDENT 31	53	POOR
32	STUDENT 32	56	POOR

1	2	3	4
33	STUDENT 33	56	POOR
34	STUDENT 34	53	POOR
35	STUDENT 35	56	POOR
36	STUDENT 36	43	POOR
37	STUDENT 37	60	FAIR
38	STUDENT 38	60	FAIR
39	STUDENT 39	53	POOR
40	STUDENT 40	63	FAIR
41	STUDENT 41	43	POOR
42	STUDENT 42	60	FAIR
43	STUDENT 43	63	FAIR

From the table, the writer gets the result that most of students' vocabulary is in the poor level. It can be seen from the result of research, 28 students from 43 students are in the poor level.

TABLE VIII
CLASSIFICATION OF VOCABULARY MASTERY SCORE OF THE
SECOND YEAR STUDENTS OF MAN SELATPANJANG

		Vocabulary			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	2	4.7	4.7	4.7
	36	3	7.0	7.0	11.6
	40	3	7.0	7.0	18.6
	43	2	4.7	4.7	23.3
	50	4	9.3	9.3	32.6
	53	7	16.3	16.3	48.8
	56	7	16.3	16.3	65.1
	60	4	9.3	9.3	74.4
	63	5	11.6	11.6	86.0
	66	3	7.0	7.0	93.0
	70	1	2.3	2.3	95.3
	73	1	2.3	2.3	97.7
	76	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

2. Students' Ability in Writing Hortatory Exposition Text

TABLE IX
THE RECAPULATION OF WRITING HORTATORY EXPOSITION TEXT
ABILITY SCORE OF THE SECOND YEAR SETUDENTS OF MAN
SELATPANJANG

No	THE NUMBER OF RESPONDENT	VARIABLE Y SCORES	CATEGORY
1	2	3	4
1	STUDENT 1	57	POOR TO FAIR
2	STUDENT 2	57	POOR TO FAIR
3	STUDENT 3	75	AVARAGE TO GOOD
4	STUDENT 4	57	POOR TO FAIR
5	STUDENT 5	65	POOR TO FAIR
6	STUDENT 6	63	POOR TO FAIR
7	STUDENT 7	63	POOR TO FAIR
8	STUDENT 8	63	POOR TO FAIR
9	STUDENT 9	72	AVARAGE TO GOOD
10	STUDENT 10	59	POOR TO FAIR
11	STUDENT 11	59	POOR TO FAIR
12	STUDENT 12	72	AVARAGE TO GOOD
13	STUDENT 13	64	POOR TO FAIR
14	STUDENT 14	54	POOR TO FAIR
15	STUDENT 15	56	POOR TO FAIR
16	STUDENT 16	54	POOR TO FAIR
17	STUDENT 17	54	POOR TO FAIR
18	STUDENT 18	55	POOR TO FAIR
19	STUDENT 19	61	POOR TO FAIR
20	STUDENT 20	53	POOR TO FAIR
21	STUDENT 21	42	VERY POOR
22	STUDENT 22	55	POOR TO FAIR
23	STUDENT 23	54	POOR TO FAIR
24	STUDENT 24	42	VERY POOR
25	STUDENT 25	57	POOR TO FAIR
26	STUDENT 26	49	VERY POOR
27	STUDENT 27	55	POOR TO FAIR
28	STUDENT 28	49	VERY POOR
29	STUDENT 29	51	VERY POOR
30	STUDENT 30	66	POOR TO FAIR
31	STUDENT 31	70	AVARAGE TO GOOD
32	STUDENT 32	70	AVARAGE TO GOOD
33	STUDENT 33	70	AVARAGE TO GOOD
34	STUDENT 34	66	POOR TO FAIR
35	STUDENT 35	63	POOR TO FAIR
36	STUDENT 36	60	POOR TO FAIR

1	2	3	4
37	STUDENT 37	48	VERY POOR
38	STUDENT 38	55	POOR TO FAIR
39	STUDENT 39	52	VERY POOR
40	STUDENT 40	50	VERY POOR
41	STUDENT 41	57	POOR TO FAIR
42	STUDENT 42	57	POOR TO FAIR
43	STUDENT 43	58	POOR TO FAIR

From the table, the writer gets the result that most of students' writing hortatory exposition text ability is in the poor to fair level. It can be seen from the result of research, 29 students from 43 students are in the poor to low level.

TABLE X
CLASSIFICATION OF WRITING HORTATORY EXPOSITION TEXT
ABILITY SCORE OF THE SECOND YEAR STUDENTS OF
MAN SELATPANJANG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	2	4.7	4.7	4.7
	48	1	2.3	2.3	7
	49	2	4.7	4.7	11.6
	50	1	2.3	2.3	14
	51	1	2.3	2.3	16.3
	52	1	2.3	2.3	18.6
	53	1	2.3	2.3	20.9
	54	4	9.3	9.3	30.2
	55	4	9.3	9.3	39.5
	56	1	2.3	2.3	41.9
	57	6	14	14	55.8
	58	1	2.3	2.3	58.1
	59	2	4.7	4.7	62.8
	60	1	2.3	2.3	65.1
	61	1	2.3	2.3	67.4
	63	4	9.3	9.3	76.7
	64	1	2.3	2.3	79.1
65	1	2.3	2.3	81.4	
66	2	4.7	4.7	86	
70	3	7	7	93	
72	2	4.7	4.7	97.7	
75	1	2.3	2.3	100	
Total		43	100	100	

3. Recapitulation of Students' Vocabulary Mastery and their ability in Writing Hortatory Exposition Text of the Second year Students of MAN Selatpanjang

To know the data about students' vocabulary mastery and their writing hortatory exposition ability can be seen on the following tables.

TABLE XI
THE RECAPULATION OF VOCABULARY MASTERY AND ABILITY
IN WRITING HORTATORY EXPOSITION TEXT SCORES OF
THE SECOND YEAR SETUDENTS OF MAN SELATPANJANG

No	THE NUMBER OF RESPONDENT	VARIABLE X SCORES	CATEGORY	VARIABLE Y SCORES	CATEGORY
1	2	3	4	5	6
1	STUDENT 1	50	POOR	57	POOR TO FAIR
2	STUDENT 2	53	POOR	57	POOR TO FAIR
3	STUDENT 3	56	POOR	75	AVARAGE TO GOOD
4	STUDENT 4	56	POOR	57	POOR TO FAIR
5	STUDENT 5	63	FAIR	65	POOR TO FAIR
6	STUDENT 6	70	FAIRLY GOOD	63	POOR TO FAIR
7	STUDENT 7	40	POOR	63	POOR TO FAIR
8	STUDENT 8	40	POOR	63	POOR TO FAIR
9	STUDENT 9	73	FAIRLY GOOD	72	AVARAGE TO GOOD
10	STUDENT 10	60	FAIR	59	POOR TO FAIR
11	STUDENT 11	76	FAIRLY GOOD	59	POOR TO FAIR
12	STUDENT 12	63	FAIR	72	AVARAGE TO GOOD
13	STUDENT 13	66	FAIR	64	POOR TO FAIR
14	STUDENT 14	40	POOR	54	POOR TO FAIR
15	STUDENT 15	50	POOR	56	POOR TO FAIR
16	STUDENT 16	56	POOR	54	POOR TO FAIR
17	STUDENT 17	66	FAIR	54	POOR TO FAIR
18	STUDENT 18	36	POOR	55	POOR TO FAIR
19	STUDENT 19	66	FAIR	61	POOR TO FAIR
20	STUDENT 20	33	POOR	53	POOR TO FAIR
21	STUDENT 21	50	POOR	42	VERY POOR
22	STUDENT 22	50	POOR	55	POOR TO FAIR
23	STUDENT 23	53	POOR	54	POOR TO FAIR
24	STUDENT 24	36	POOR	42	VERY POOR
25	STUDENT 25	56	POOR	57	POOR TO FAIR
26	STUDENT 26	53	POOR	49	VERY POOR
27	STUDENT 27	53	POOR	55	POOR TO FAIR
28	STUDENT 28	36	POOR	49	VERY POOR
29	STUDENT 29	33	POOR	51	VERY POOR

1	2	3	4	5	6
31	STUDENT 31	53	POOR	70	AVARAGE TO GOOD
30	STUDENT 30	63	FAIR	66	POOR TO FAIR
32	STUDENT 32	56	POOR	70	AVARAGE TO GOOD
33	STUDENT 33	56	POOR	70	AVARAGE TO GOOD
34	STUDENT 34	53	POOR	66	POOR TO FAIR
35	STUDENT 35	56	POOR	63	POOR TO FAIR
36	STUDENT 36	43	POOR	60	POOR TO FAIR
37	STUDENT 37	60	FAIR	48	VERY POOR
38	STUDENT 38	60	FAIR	55	POOR TO FAIR
39	STUDENT 39	53	POOR	52	VERY POOR
40	STUDENT 40	63	FAIR	50	VERY POOR
41	STUDENT 41	43	POOR	57	POOR TO FAIR
42	STUDENT 42	60	FAIR	57	POOR TO FAIR
43	STUDENT 43	63	FAIR	58	POOR TO FAIR

B. The Data Analysis

This research is used to obtain the correlation between two variables namely: the students' vocabulary mastery as the independent variable (X) and the students' writing hortatory exposition text ability as the dependent variable (Y).

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While, correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score of correlation coefficient, the sign only shows direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 16.00 explained on the following:

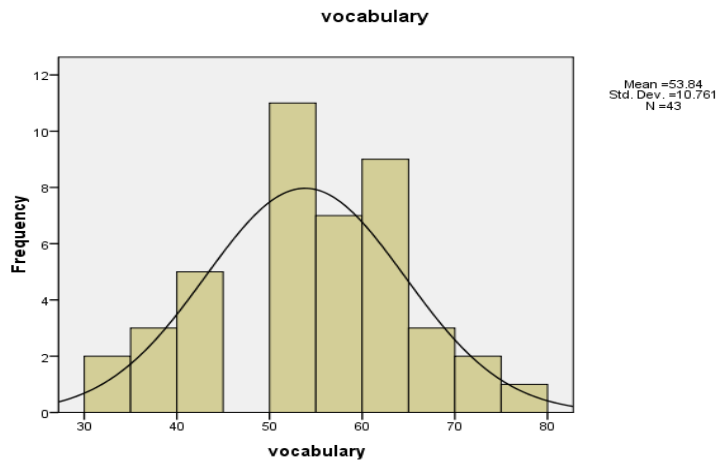
1. Vocabulary Mastery of the Second year Students of MAN Selatpanjang

To know the data of vocabulary mastery of the second year students of MAN Selatpanjang can be seen the following table:

TABLE XII
THE STATISTICS OF VOCABULARY MASTERY BASED ON SPSS

		Vocabulary
N	Valid	43
	Missing	0
Mean		53.84
Median		56.00
Mode		53 ^a
Std. Deviation		10.761
Variance		115.806
Skewness		-.269
Std. Error of Skewness		.361
Range		43
Minimum		33
Maximum		76
Sum		2315
Percentiles	25	50.00
	50	56.00
	75	63.00

Based on the table, we can interpret that Mean score of students' vocabulary mastery is 53.84, median 56.00, Mode 53, standard deviation 10.761, variance 115.806, range 43, minimum 33, maximum 76, and summation 2315. For more clarification, we can see the graphic bellow:



2. Students' Ability in Writing Hortatory Exposition Text

To know the data of vocabulary mastery of the second year students of MAN Selatpanjang can be seen on the following table:

TABLE XIII
THE STATISTICS OF WRITING HORTATORY EXPOSITION TEXT ABILITY

		Writing hortatory exposition text
N	Valid	43
	Missing	0
Mean		58.35
Median		57.00
Mode		57
Std. Deviation		7.706
Variance		59.375
Skewness		.157
Std. Error of Skewness		.361
Range		33
Minimum		42

Maximum	75
Sum	2509

		Writing hortatory exposition text
Percentiles	25	54.00
	50	57.00
	75	63.00

Based on the table, we can interpret that Mean score in writing hortatory exposition text ability is 58.35, Median 57, Mode 57, standard deviation 7.706, variance 59.375, range 33, Minimum 42, maximum 75, and summation 2509.

3. Students' Vocabulary Mastery and their ability in Writing Hortatory Exposition Text of the Second year Students of MAN Selatpanjang

To know the data about vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang can be seen the following table:

TABLE XIV
THE STATISTICS OF VOCABULARY MASTERY AND ABILITY IN WRITING HORTATORY EXPOSITION TEXT

		Statistics	
		Vocabulary	Writing hortatory exposition text
N	Valid	43	43
	Missing	0	0
Mean		53.84	58.35
Median		56.00	57.00

Mode	53 ^a	57
Std. Deviation	10.761	7.706
Variance	115.806	59.375

	Vocabulary	Writing hortatory exposition text
Skewness	-.269	.157
Std. Error of Skewness	.361	.361
Range	43	33
Minimum	33	42
Maximum	76	75
Sum	2315	2509
Percentiles		
25	50.00	54.00
50	56.00	57.00
75	63.00	63.00

Based on the table, we can interpret that Mean score in students' vocabulary mastery is 53.84, median 56.00, mode 53, standard deviation 10.761, variance 115.806, range 43, minimum 33, maximum 76, and summation 2315. While the mean in writing hortatory exposition text ability is 58.35, Median 57, Mode 57, standard deviation 7.706, variance 59.375, range 33, minimum 42, maximum 75, and summation 2509.

For more clarification, we can see the descriptive table to get correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

TABLE XV
DESCRIPTIVE STATISTICS OF VOCABULARY MASTERY AND ABILITY
IN WRITING HORTATORY EXPOSITION TEXT OF
THE SECOND YEAR STUDENTS OF MAN SELATPANJANG

	Mean	Std. Deviation	N
Vocabulary	53.84	10.761	43
Writing hortatory exposition text ability	58.35	7.706	43

To know the data about correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang can be seen on the following table:

Table XVI
THE CORRELATION BETWEEN VOCABULARY MASTERY AND ABILITY IN WRITING
HORTATORY EXPOSITION TEXT OF THE SECOND YEAR STUDENTS OF MAN SELATPANJANG

		Vocabulary	Writing hortatory exposition text ability
Vocabulary	Pearson Correlation	1	0.394**
	Sig. (2-tailed)		0.009
	N	43	43
Writing hortatory exposition text ability	Pearson Correlation	0.394**	1
	Sig. (2-tailed)	0.009	
	N	43	43

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

From the table II.8 above, the variable of correlation coefficient of the students' vocabulary mastery and their writing hortatory exposition text ability = 0.394, sig. (2tailed) = 0.009, the interpretation is as follows:

1. The score of correlation coefficient $0.394 \geq 0.294$ in significant standard 5% and 0.380 in significant standard 1% (see table product moment). It means

that H_a is accepted which indicates that there is a moderate correlation vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.

2. The probability score or sig. (2- tailed) is $0.01 < 0.05$. It means that H_a is accepted. In other words, there is significant correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang.
3. The outputs above show that there is a sign means that there is significant correlation between vocabulary mastery and ability in writing hortatory exposition text of second year students of MAN Selatpanjang.

Direction of correlation between two variables is positive. It means that the higher of vocabulary mastery will cause higher too toward ability in writing hortatory exposition text of the second year students of MAN Selatpanjang. On the contrary, the lower of vocabulary mastery will cause lower too toward ability in writing of the second year students of MAN Selatpanjang.

The Test of Hypothesis

There is only one hypothesis which is needed to be answered in this research. The hypothesis is that “There is a significant correlation between vocabulary mastery and ability writing hortatory exposition text of the second year of MAN Selatpanjang District Meranti Regency.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the research findings the writer draws the conclusions as follows:

- a. Most of students' vocabulary is in the poor level. It can be seen from the result of research, 28 students from 43 students are in the poor level.
- b. Most of students' writing hortatory exposition text ability is in the poor to fair level. It can be seen from the result of research, 29 students from 43 students are in the poor to low level.
- c. There is significant correlation between vocabulary and ability in writing hortatory exposition text ability of the second year students of MAN Selatpanjang. It can be seen from the score of correlation coefficient $0.394 \geq 0.294$ in significant standard 5% and 0.380 in significant standard 1%.

B. Suggestion

- a. The writer hopes, the second year students of MAN Selatpanjang always improve their vocabulary mastery and their writing ability.
- b. The students have to practice their English writing.
- c. The students may not be afraid of making mistakes in English writing because mistakes can be improved through frequent writing exercise.

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