THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' WRITING ABILITY IN NARRATIVE TEXT OF SECOND YEAR STUDENTS OF SMP AL-ISHLAH PEKANBARU

By

MUSLIM

NIM. 10614003499

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1433 H/2012 M

والكتابـــــة المفـــردات من التمكـــن بيـــن العلاقـــة الصـــف طلاب من السـردي النـص فـي للطـــلاب بيكانبـــــارو الثـــاني

SUPERVISOR APPROVAL

The thesis entitled *"The Correlation between Vocabulary Mastery and Students' Writing Ability in Narrative Text of Second Year Students of SMP Al-Ishlah Pekanbaru",* is written by Muslim NIM. 10614003499. It is accepted and approved to be examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Ula 5th, 1433 H
March 28th, 2012 M

Approved by

The Chairperson of English   Supervisor
Education Department

Dr. Hj. Zulhidah, M.Pd.   Drs. Kalayo Hasibuan, M. Ed. TESOL

EXAMINER APPROVAL

The thesis entitled *"The Correlation between Vocabulary Mastery and Students' Writing Ability in Narrative Text of Second Year Students of SMP Al-Ishlah Pekanbaru",* is written by Muslim NIM. 10614003499. It has been approved and examined by final examination committee of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau on Jumadil Tsani 24th, 1433 H/ May 16th, 2012 M as one of requirements for the Undergraduate Degree (S.Pd) in English Education.

Pekanbaru, <u>Jumadil Tsani 24th, 1433 H</u>
May 16th, 2012 M

Examination Committee

Chairperson   Secretary

Prof. Dr. H. Salfen Hasri, M. Pd   Dr. Hj. Zulhidah, M.Pd.

Examiner I   Examiner II

Drs. H. Sutarmo, M. Ag   Idham Syahputra, M. Ed

Dean
Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP.197002221997032001

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The praise and thanks are given to Allah Almighty, the Lord of the universe. *Alhamdulillaahirrabbil'alamiin*, through His blessing, strength, and guidance, the writer can complete this thesis, and His final prophet Muhammad, peace be upon Him. Then, the writer realizes that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to address his deepest gratitude to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau who always dedicates his time to develop this University to achieve its vision and mission.

2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau for her permission, kindness and encouragement to write in completing this thesis.

3. Dr. Hj. Zulhidah, M.Pd, the Head of English Education Department for her kindness and guidance who had helped him to write this thesis

4. Drs. H. Kalayo Hasibuan, M,Ed-TESOL, as the writer's supervisor who has patiently given guidance, critics, advice, motivation, brilliant notion and precious contributions to the writer from the beginning of the process of thesis writing until the completion of it. The writer apologizes for his weaknesses and always bothering his time.

5. Drs. Samsi Hasan, Mh. Sc. as the writer's lecturer who has given his patiently guidance, critical advice, motivation, brilliant notion and precious contributions to the writer to complete the process of thesis writing. Thank you very much. Allah always loves you.

6. Drs. Syafi'i, M. Pd. as the writer's lecturer who has given his patiently guidance, advice, motivation, brilliant notion and precious contributions to

14. All his friends of English Education Department 2006 (A, B, C, D-classes) especially for D'Best Community (The big family of D-Class) that cannot be written one by one. Thanks for the best memories you made. He never forgets it. Love you forever.
15. All who has helped him in completing this thesis.

Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments and constructive suggestions for the improvement of this thesis will be highly appreciated. Hopefully this thesis can give meaningful contribution to further researches.

Pekanbaru, April, 2012

Muslim

ABSTRACT

Muslim, (2012): **The Correlation between Vocabulary Mastery and Students' Writing Ability in Narrative Text of Second Year Students of SMP Al-Ishlah Pekanbaru.**

Based on the preliminary research at SMP Al-Ishlah Pekanbaru, English has been taught to the students since the first year. The students have been learning about vocabularies. Ideally, what was taught to them can make them able to use English both in spoken and written forms. However, in reality they still get difficulties to write English correctly. The students cannot use the vocabularies correctly; they also still have lack of vocabularies. They do not pay attention to the correct words usage. The students are afraid of making mistake in writing English. It indicates that the students have limited vocabulary. Consequently, the students cannot write a sentence correctly, so they are not able to express their ideas to the others.

This research is aimed to find out the correlation between vocabulary mastery and students' writing ability in narrative text of second year students of SMP Al-Ishlah Pekanbaru. The research has three formulations of the problems that how is vocabulary mastery of students, how is students' writing ability in narrative text, correlation between vocabulary mastery and students' writing ability in narrative text of second year students of SMP Al-Ishlah Pekanbaru.

The research was carried out at SMP Al-Ishlah Pekanbaru. It was conducted since January 2nd until March 5th , 2012. The subject of the research was the second year students of SMP Al-Ishlah Pekanbaru. The population of the research was 25 students.

In collecting data, the writer used test. It was conducted in order to find out the vocabulary mastery and the students' writing ability in narrative text. It consisted of 5 multiple choice questions, 5 items for synonym questions, 5 items for antonym questions, and 5 items for classifying the material of vocabulary.

The conclusion of this research are the students' vocabulary mastery of second year students at second year students of SMP Al-Ishlah Pekanbaru is categorized into ENOUGH level, the students' writing ability at second year students of SMP Al-Ishlah Pekanbaru is categorized into LESS level and the coefficient correlation between vocabulary mastery and students' writing ability in narrative text is 0.759, sig. (2-tailed) is 0.000. The probability or sig. (2-tailed) is $0.000 < 0.05$. It means there is significant correlation between vocabulary mastery and students' writing ability in narrative text.

ABSTRAK

Muslim, (2012): Hubungan antara Penguasaan Kosa-kata dan Kemampuan Menulis Teks Narrative Siswa Kelas Dua SMP AL-ISHLAH Pekanbaru.

Berdasarkan penelitian sebelumnya di SMP Al-Ishlah Pekanbaru, bahasa Inggris telah diajarkan kepada para siswa sejak tahun pertama. Siswa telah mempelajari kosa-kata. Secara ideal, apa yang telah diajarkan kepada mereka dapat membuat mereka mampu menggunakan bahasa Inggris baik dalam berbicara maupun menulis. Tetapi, pada kenyataannya mereka masih mendapatkan kesulitan dalam menulis bahasa Inggris dengan benar. Siswa tidak bisa menggunakan kosa-kata dengan benar, mereka juga masih kekurangan kosa-kata. Mereka tidak memperhatikan penggunaan kata yang benar. Mereka takut membuat kesalahan dalam menulis dalam bahasa Inggris. Hal ini menandakan siswa masih memiliki kosa-kata yang terbatas. Akibatnya, mereka tidak bisa menulis sebuah kalimat dengan benar, sehingga mereka tidak bisa menyampaikan ide-ide mereka kepada orang lain.

Penelitian ini bertujuan untuk menemukan hubungan antara penguasaan kosa-kata dan kemampuan menulis teks narrative siswa kelas dua di SMP Al-Ishlah Pekanbaru. Penelitian ini memiliki tiga formulasi masalah yaitu bagaimana penguasaan kosa-kata siswa, bagaimana kemampuan siswa dalam menulis teks narrative, apakah ada hubungn yang signifikan antara penguasaan kosa-kata dan kemampuan menulis teks narrative siswa kelas dua di SMP Al-Ishlah Pekanbaru.

Penelitian ini dilaksanakan di SMP Al-Ishlah Pekanbaru dan dilaksanakan mulai dari tanggal 2 Januari sampai 5 Maret 2012. Subjek dari penelitian ini adalah siswa kelas dua SMP Al-Ishlah Pekanbaru. Populasi dari penelitian adalah 25 siswa.

Dalam pengumpulan data, penulis menggunakan test. Test digunakan untuk mencari penguasaan kosa-kata dan kemampuan menulis narrative siswa. Test ini terdiri dari 5 pertanyaan pilihan ganda, 5 pertanyaan tentang sinonim, 5 pertanyaan tentang antonim, dan 5 pertanyaan tentang pengelompokan material dari kosa-kata.

Kesimpulan dari penelitian ini adalah penguasaan kosa-kata siswa terhadap kemampuan menulis siswa kelas dua di SMP AL-ISHLAH Pekanbaru dikategorikan ke dalam level CUKUP dan kemampuan menulis siswa kelas dua SMP AL-ISHLAH Pekanbaru dikategorikan ke dalam level KURANG dan korelasi koefisien antara penguasaan kosa-kata dan kemampuan siswa dalam menulis teks narrative adalah 0.759, sig.(2-tailed) adalah 0.000. Probability or sig. (2-tailed) is 0.000 < 0.05. Hal ini berarti ada hubungan yang signifikan antara penguasaan kosa-kata dan kemampusn siswa dalam menulis teks narrative.

(2012): تأثير استيعاب   قدرتهم
                                                     الإعدادية   .

                                           الإنجليزية   الإعدادية
                                    حينئذ   يقدرون
                                     أنهم   يزالون يصعبون   الإنجليزية   يتعلمون.
الإنجليزية.   بطريقة صحيحية، انهم   يحفظون
                                    الكثيرة،   يهتمون   الصحيح، يخاغون
يدل   مفرداتهم،   نتائجها   يقدرون   الإنجليزية   تقديم أفكارهم
غيرهم.

الهدف لهذا   تأثير استيعاب   درتهم
                            الإعدادية   . يتم هذا
                     هي كيف استيعاب   كيف قدرتهم
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الإعدادية   25   هذا
طريقة العينة الجمعية.

البيانات   هذا   الاختبارين. يستخدم
القصية   يستخدم   استيعاب
. يتكون   5   5   5

هذا   استيعاب   قدرتهم
                     الإعدادية
ضعيف   هناك تأثير   بين   استيعاب
القصية.   قدرتهم

LIST OF CONTENTS

THE LIST OF TABLES

CHAPTER I

INTRODUCTION

A. The Background of the Problem

One of many reasons why people learn English is because its existence in many aspects and sciences. They enthusiastically compete to find the most effective way and the shortest time that enable them to be the best and successful learners in mastering English. Actually, the success of learning English is closely connected with the mastery of four language skills, namely listening, writing, speaking and reading. Brown states that there are four language skills that the students should master at the end of their learning process, they are listening, speaking, writing and reading.[1]

The students are strongly expected to consider about the importance of the four language skills as the final purpose of learning to be achieved. They have to study hard in mastering the four skills by doing many exercises and practices. So, the expected achievement can be reached. Teacher also has to guide the students in learning process, such as educating, facilitating and taking the students into the expected learning situation. Teacher's talk or explanation is important in providing learners' learning objectives. In learning English, one of the four skills that is important to be mastered is writing. It plays a great role in communication. The existence of writing mastery is very important to express or convey the writer idea to others.

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[1]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Prentice Hall , New Jersey, 1994, p. 127

When we learn a language, there are four skills we need to complete and master. In contrast, when we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". The four language skills are related to each other in two ways:

1. The direction of communication (in or out).

2. The method of communication (spoken or written).[2]
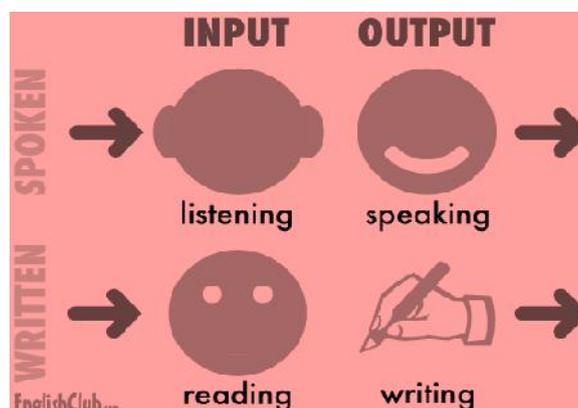
Writing cause people are able to express idea to communicate with other people. Writing skill is taught to students to make them capable of communicating by using English correctly. There are some elements of teaching writing that need to be mastered, namely grammar, vocabulary and many others. These elements are needed in teaching learning process especially writing skill so that the students are able and confident to do writing tasks. In writing, vocabulary is one of the language aspects which should be learnt.

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[2] http://www.englishclub.com/writing/language-skills.htm. © 1997-2011 EnglishClub.com

Learning vocabulary is important, if the learner understands about vocabulary, he or she will be able to write correctly and appropriately. A person will write a word if he or she recognize its meaning. It means that in learning vocabulary we have to know the meaning of words and the usage of words.

Vocabulary is the fundamental part of language, which is used in any situation; it is in the form of spoken or written language. Review at the discussions above, I conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally.[3]

Based on the experts' statements above, shown that vocabulary has great role in resulting a good writing. The sentence written by using the appropriate vocabulary will make the readers easy to understand the meaning or the messages which the writer writes. In writing process, the writer not only thinks about the ideas, but also uses the vocabularies correctly.

SMP AL-ISHLAH is one of the private schools existing in Pekanbaru. This school has some classrooms, laboratories, library as the medium to encourage the process of teaching and learning. English is one of the compulsory subjects taught in SMP AL-ISHLAH Pekanbaru, because it will be tested in national final exam.

English at SMP AL-ISHLAH has been taught to the students starting from first year to the third year. The students have been learning about

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[3] http://massofa.wordpress.com/2011/01/29/teaching-of-vocabulary/

vocabularies. Ideally, what was taught to them can make them able to use English both in spoken and written forms. However, in reality they still get difficulties to write narrative texts correctly. The students cannot use the vocabularies correctly; they also still have lack of vocabularies. They do not pay attention to the correct words usage. The students are afraid of making mistake in writing English. It indicates that the students have limited vocabularies. Consequently, the students cannot write a sentence correctly, so they are not able to express their ideas to others. It can be seemed of the pre-observation of the writer, especially for the vocabulary mastery in writing.

In order to get further causes why are the students difficult to write the English text, it is needed a research dealing with the teaching and learning English especially in writing. It can be seen in the following symptoms:

1. Some of the students make mistake in writing narrative text.

2. Most of the students have studied narrative text, but they are still confused to write narrative text.

3. Some of the students are not aware of choosing appropriate vocabularies in writing narrative text.

4. Most of the students are diligent to follow the English subject but they still do not know how to make a good narrative text based on the genres of writing.

5. Some of students have lack of vocabularies to be used when writing narrative text.

6. Some of the students have understood the example of narrative text given by the teacher but they cannot implement in the real writing of narrative text.

7. Some of students get difficulties in expressing their ideas in writing narrative text.

8. Some of the students are not able to use some techniques which can help them develop their writing narrative text.

Based on the symptoms found by the writer above, the writer is interested in carrying out a research entitled: **The Correlation between Vocabulary Mastery and Students' Writing Ability in Narrative Text of Second Year Students of SMP Al-Ishlah Pekanbaru.**

B. Definition of the Term

1. Correlation

Correlation means a connection between two things in which one thing changes as the other does.[4] In this research, correlation refers to a connection between students, brainstorming activities and ability in writing narrative text.

2. Vocabulary

Vocabulary is all the words that a person knows and uses, all the word in a language or list of words with their meanings, especially in book for learning a foreign language.[5]

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[4] Hornby, *Oxford the Advance Learner Dictionary of Current English*, 2000, p. 296
[5] AS. Hornby, *Oxford Learner's Pocket Dictionary Third Edition*, Oxford University Press, United Kingdom, 2003, p. 482

3. Mastery

Mastery is complete knowledge, great skill.[6]

4. Writing

Writing is defined as an essensial form of communication because through writing we can express our feelings, our hopes, dreams, and joy as well as our fears, angers, and frustation.[7] In this research, writing is related to students' ability in writing a narrative text.

5. Ability

Ability is the mental of physical capability, power or skill required to do something. In this research, the word "ability" means the students' competence in writing recount and narrative texts.[8]

6. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.[9]

7. Narrative

Narrative is a kind of texts such as story or legend to entertain the readers.[10] Narrative is story genre to amuse, entertain and to deal with actual or various experience in difference ways.[11] Then, narrative is story

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[6] *Ibid.,* p. 721.

[7] Jane B. Hughey, et.al, *Teaching ESL Composition: Principles and Techniques*, Newbury: House Publishers, 1983, p. 33

[8] AS Hornby, *Op.Cit.*, p. 2

[9] SIL International. *"What are Writing Skill?"* version 4, 1999, p. 1 (www.sil.org/lingualinks/literacy/whatarewriting skills.htm

[10] Otong Setiawan Djuharie, *Mengerti Bahasa Inggris*, CV.Yrama Widya, Bandung, 2007, p. 436

[11] Hartono, *Statistik untuk Penelitian*, Pustaka Pelajar Offset, Yogyakarta, 2004, p. 6

or orderly account of events writing a composition based on his or her personal experience that can be really enjoyable to write and to read. [12]

8. Text

Text is a segment of spoken or written language that has the following characteristics:[13]

a) It is normally made up of several sentence that together create a structure or unit, such a letter, or a report

b) It has distinctive structural and discourse characteristics

c) It has a particular communicative function or purpose.

d) It can often only be fully understood in relation to the context in which it occurs.

In this research, the text meant is text about narrative. Whereas, an essay is a group of paragraphs about one subject.[14]

C. The Problem

Based on the background and the symptoms above, it is clear that the students have problems in writing narrative text. This problem is never researched by any researcher. This problem is gotten from observation, so that

[12] M. Syafi'i S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, Lembaga Bimbingan Belajar Syaf Intensive (LBSI), Pekanbaru, 2007, p. 58

[13] Jack C. Richards, et.al. *Longman Dictionary of Language Teaching and Applied Linguistics,* Pearson Education Limited, London, 2002, p. 549

[14] Susan Fawcett and Alvin Sandberg, *Evergreen with Readings: A Guide to Writing Fifth Ed.* Houghton Mifflin Company, Boston, 1996, p. 136

the researcher regards this problem is very important to be researched as well as find the solutions.

1. Identification of the problems

Based on the above background, the problem can be identified as the following questions:

a. How is the students' writing ability in narrative text?

b. Why do most of the students who have studied narrative text, but still difficult to write narrative text?

c. What are the factors making most of the students get difficulties in mastering vocabulary?

d. What are the factors making most of students diligent to follow the English subject but they still do not know how to master the vocabulary well?

e. Why do some of students who have understood the example of narrative given by the teacher cannot implement in the real writing of narrative text?

f. What factors cause some of the students to get difficulties in expressing their ideas in writing narrative text?

g. How is the students' mastery of vocabulary?

h. What methods have been used in order to increase the students ability in mastering vocabulary?

i. How much is the correlation between vocabulary mastery and students' ability in writing narrative text?

2. Limitation of the problem

Since the problem is broad enough, it is better for the writer to limit the problem in order to pay more attention to the specific research. In this research, the writer focuses on the correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru and the factors cause the students having better ability in writing narrative text.

3. Formulation of the Problems

a. How is the vocabulary mastery of students?

b. How is students' writing ability in narrative text?

c. Is there any significant correlation between vocabulary mastery and students' writing ability in narrative text?

D. The Objective and the Significance of Research

1. The Objectives of the Research

This research is intended to find out:

a. Vocabulary mastery of students of SMP Al-Ishlah Pekanbaru.

b. The students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru.

c. The correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru.

2. The Significances of the Research

a. To give contribution for English teacher to provide the learning instruction and activities that appropriate to the students' ability in

vocabulary mastery in writing narrative text, so that the outcome of the education can be improved and developed.

b. To enlarge researcher's knowledge.

c. To provide information and as a guidance for those who want to conduct further research.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing Ability

Writing is a productive language skill. By writing, someone can express his or her through, ideas, and feelings. Then, it provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

Writing is one of the communication tools. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols. Writing begun from a letter – word – phrase – clause – sentence – paragraph – text. Writing requires experience, interest, motivation, and practice. It requires the ideas that are organized logically, expressed clearly, and arranged attractively. The students of junior high school referring to the syllabus

11

existing are demanded to be able to write various text or genre, such as descriptive, procedure, report, recount and narrative. They are also required to be proficient in the mastery of vocabulary to express ideas in simple functional written text and essay to interact to others. A writer should have the ability of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what the writer means.

2. The Nature of Students' Writing Ability

Writing is an essential part in our global society. Let us imagine how this world is without writing. It is begun from a letter – word – phrase – clause – sentence – paragraph – text. Through writing, we can learn a lot of things from the simplest one such as how to make a glass of coffee milk until how this earth is formed, for example. In short, writing plays a significant role in our life. It means that, being a capable person in writing is very important.

On the other hand, writing can be a means of communication. Through writing, they can express their ideas, experiences, thoughts, and feeling. It is even through writing that they can communicate over long distance and period. This is in line with Ramelan's opinion "Writing is very important as a part of man's culture because it can be used to preserve thought, ideas, and also speech sounds.[1]

Writing has become a foremost part in people's daily life. In almost all aspects of life, writing in whatever form it be, proves to be an effective

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[1] Ramelan, *Introduction to Linguistics*, IKIP Semarang Press, Semarang, 1994, p. 11

way of communication. Simple notices at shopping centers, printed media such as newspaper, magazine, etc, educational and scientific sources like books, journals, and encyclopedia, and literary works such as poem, novel, such story, and the like show us that writing in any form serves different but essential function in day-to-day activities. We can imagine how hard people carry out their duties without writing. In addition, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is absolutely needed in the academic context.

Writing is one of the most complicated chores around, especially doing it skillfully. Writing well is also one of the most useful crafts that can be developed and valuable to prospective employers. There are no qualified jobs in this world that do not need writing skill. Larsen as cited by McMahan and Day pointed out, *"In today's competitive market most employers place communication skills at the very top of their list of desirable employee traits".[2]* The reason for putting words on paper in the first place is to communicate, to convey ideas, information, or impressions from your mind to the minds of your readers. Writing is seldom easy because it requires precision. Considering good writing today would not necessarily have been admired a few hundred years ago when people put great stock in measured rhythm, rhetorical flourish, and elaborated words. Taste change in language, just as in dress, but luckily is not with such frequency and splash. There always remain common elements of good

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[2] Richard Larsen as cited in Elizabeth McMahan and Susan Day, *The Writer's Rhetoric and Handbook,* McGlaw-Hill Book Company, United Stated, 1984, p. 3

writing. Lucas as cited by McMahan and Day pointed out that the list of these basic principles as honesty, clarity, brevity, and variety is as follows:[3]

a. Be honest: do not try to fake your ideas.

b. Be clear: do not puzzle your readers.

c. Be brief: do not waste your readers' time.

d. Seek variety: vary sentence length; work on liveliness.

Lucas also mentions other attributes of effective writing: "Good humor, good sense, vitality, imagination." According to Simon and Schuster,[4] good writing does not happen overnight. It involves a process. That process will force a writer to go through the revision required to produce a polished piece of work. That process is pointed below:

a. Prewriting

This is discovering something to express. There are several prewriting strategies that can help get going: free writing, brainstorming, clustering, mapping, etc. A writer should not edit his thoughts or limit his ideas concerned with grammar and spelling. Reid as cited by Syafi'i pointed out that prewriting as thinking before writing.

b. Writing a First Draft

This is beginning to develop and form his idea. Here is where the writer begins to shape his vague thoughts into more concrete ones.

c. Sharing

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[3] *Ibid*., p. 4
[4] Simon & Schuster, *Essay Writing Step by Step*, Newsweek Inc., New York, 2003. p. 8

This is seeking out others for feedback. Whoever they are, ask them for a reaction to what writing is. The benefits of sharing ideas with others are immense.

d. Revising into a Second Draft

This is using the feedback that has been received and the time to rewrite the essay. Though this is the time to pay more attention to grammar, but the focus is still in the meaning. If the essay as whole does not flow, no amount of perfect grammar or spelling can help.

e. Editing into a Final Draft

This is reading the writing aloud from beginning to end. Asking someone whose opinion can be respected to read it again for comments. Does it flow? Is any explanation missing? Are there open-ended issues that need elaboration? Are there grammatical or spelling error? Take one last proof read through for stray errors before handing work in. Finally, sit back and wait for the feedback and evaluation: it's precisely from evaluation that will learn about new directions for writing.

Related to the explanation above, Oshima and Hoque as cited by Syafi'i concluded that there are four main stages in the writing process: prewriting, planning, writing and revising a draft, and writing the final copy to hand it.[5]

From all ideas above can be concluded that writing skill as one of the productive skills by which the students produce idea and valuable

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[5] *Ibid*., p. 24

information in written form as the most difficult language skill to apply among other three skills, such as reading, speaking and listening. Especially for teaching learning process, there are some efforts to eliminate difficulties in writing activities applying in some steps such as planning, drawing up syllabus, selecting material, preparing activities and evaluating the teaching process. Especially for Senior High School, writing activities should involve sentence construction and guided writing from different types of written text.

3. **The Factors Influencing Students' Writing Ability**

Writing can be defined as a hard skill at which to excel for many of our learners. It influences by many aspects or factors. They are punctuation, spelling, structure, or vocabulary. As one aspect of writing, vocabulary or words must be given for student.[6]

4. **The Importance of Vocabulary in Writing**

Every good mechanic has a toolbox full of tools. Some tools are used more than others, but everyone has a specific purpose. In much the same way, writers have a "toolbox." This "toolbox" is constantly growing and is

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[6] http://library-stainponorogo.net/gdl42/gdl.php?mod=browse&op=read&id=stainpress-11111-sariatun-417

filled with items like grammar, punctuation, and capitalization rules; figurative language; rhyme; rhythm; and vocabulary. Just as really good mechanics can pull out the right tools to make a good engine even more powerful, good writers can pull out the right tools at the right time to make good writing even more powerful. One tool that can "power up" your writing is a strong vocabulary.[7]

There is an extensive research indicating that a rich vocabulary is a critical element of reading ability. Laflamme states that recent research has identified vocabulary knowledge as the single most important factor in reading comprehension. There is strong link between reading and writing. "Reading and writing are two analogous and complementary processes in that both involve generating ideas, organizing ideas into a logical order, drafting them a number of times to achieve cohesion, and revising the ideas as is appropriate. The writing process is inextricably linked to the reading process, and the reading process is heavily dependent upon vocabulary, it naturally follows that the writing process is likewise dependent. [8]

We use spoken and written words every single day to communicate ideas, thoughts, and emotions to those around us. A good vocabulary can help us to say what we mean. When we're faced with a writing assignment, a good vocabulary is a very important thing to be mastered. In writing assignment, a good vocabulary is very important. If we have mastered

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[7] http://www.time4writing.com/writing-resources/vocabulary/
[8] http://www.ericdigests.org/2001-3/influence.htm

several synonyms, we'll be able to choose appropriate words. Avoid vague words like "stuff" or "things" when we write. These words do not give the reader a good sense of our meaning. Also, use strong verbs that give the reader good information. The importance of a vocabulary:

a) An extensive vocabulary aids expressions and communication

b) Vocabulary size has been directly linked to reading comprehension

c) Linguistic vocabulary is synonymous with thinking vocabulary

d) A person may be judged by others based on his or her vocabulary

In writing, mastering vocabulary is very important. The student also have to be able to use the appropriate vocabulary in writing essay. This statement is in line with the expert's opinion below.

The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. As Ediger noted, "variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts". Corona, Spangenberger, and Venet concurred: "At any level, written communication is more effective when a depth of vocabulary and command of language is evident".[9]

5. The Nature of Students' Vocabulary Mastery

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[9] http://www.ericdigests.org/2001-3/influence.htm

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

Vocabulary is one of the language aspects should be learnt by students or language learners. Learning vocabulary is an important thing because we are able to speak, write, and listen correctly if we have sufficient vocabulary. In learning vocabulary, we have to know the meanings, understand and use them in appropriate ways. Vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book.

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.[10]

a. Kinds of Vocabulary.

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those

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[10] http://thinkexist.com/dictionary/meaning/vocabulary/

words could be noun which is usually used as subject or object, verb or it is usually used as predicate in a sentence, adverbs, etc.

The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. They are:

1) Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea. Example:

a) It is a magazine

b) There is an umbrella

2) Verb

It is the word which expresses an action or a help to make a statement.

Example:

a) Mr. Herman is teaching mathematic.

b) The students are playing football

3) Adjective

It is the word used to qualify noun or pronoun.

Example:

a) Mr. Herman is clever.

b) This magazine is expensive

4) Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example:

a) Mrs. Nurul is teaching in the classroom.

b) I go to campus at nine o'clock.

5) Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example:

a) I have to call him before I go.

b) Rima and I are student at ITS.

6) Pronoun

It is the word which can take the place of a noun.

Example:

a) They are my teachers.

b) He goes to office.

7) Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example:

a) Hurrah! I am the winner.

b) Oh my god, I can't believe it's real.

b. Material of vocabulary

In learning vocabulary, there are some materials related to vocabulary like word family, word classes, synonyms, antonyms that can help learners in comprehending vocabulary.

1) Word Family

Word family is a word constructed by adding prefix and suffix in base word or root. In word family, we discuss about affixes. There are two affixes. They are prefix and suffix. Here is the explanation and example both of them.

a) Prefixes

Prefix is a syllable added at the beginning of words to change their meaning. The words of prefixes are un-, in-, dis-, mis-, re-, pre-, etc. the prefix un- and in-, are the most common negative prefix which both mean not. Prefix mis-, means wrong, pre-, means before, re-, means again, etc. the example words of prefixes are:

Table I
The Examples of Prefix

Words	Added prefix	Meaning
Popular	Unpopular	Not popular
Active	Inactive	Not active
Consistent	Inconsistent	Not consistent
Writing	Prewriting	Before writing
Build	Rebuild	Build again

For example in sentence:

He is not popular artist (without Prefix)

He is unpopular artist. (added by Prefix Un-)

From the examples, we can see both of them have similar meaning, but the difference only in word "popular". In the first sentence, the popular word does not use prefix but it used to be + not to express negative meaning. While in the second sentence, the popular word is added by prefix un- to express negative meaning too, the word become unpopular.

b) Suffix

Suffix is syllable added at the end of words to change their meaning or their part of speech. The words of suffix are -ment, -ion, -ness, -less, -er/-or, -ist, etc. the suffix –ment, -er /-or, and –ist are changed verb form becomes noun. The example is act (Verb) added suffix or becomes actor (Noun), etc. while the suffix ness is used to change adjective form becomes noun. The example is weak (Adj) added suffix ness becomes weakness (Noun). While the suffix less means without. The example words of suffix are:

Table II
The Examples of Suffix

Word	Added Suffix
Art	Artist
Direct	Director
Use	Useless
Kind	Kindness
Agree	Agreement

From the example, we can see both of them have differences in the word classes. In the first sentence, the word of "direct" without added by suffix and the word class is verb. It describes about what the noun does. While in the second sentence, the word "direct" is added by suffix –er. So, the word class changes from verb (direct) become noun (director). It indicates noun in the sentence.

2) Synonyms and Antonyms

Many words in English sometimes have more than one meaning. So there are many words although different but has similar meaning called synonyms. Beside similar, sometimes we must know the opposite meaning of the word called antonym. To appropriate in using synonyms we must consider with the context.

(a) Synonyms

Synonyms are words that share a similar meaning. For example, old, ancient, antique; elderly are all synonyms in that they share the common meaning of not young /new. However, there the similarity ends. Synonyms are similar, but seldom the same. Even between words that seem interchangeable, such as taxi and cab or aubergine and eggplant, one will be preferred over the other in certain context and by particular speakers.

For example:

Table III

The Examples of Synonym

Word	Synonyms
Look	See
Use	Wear
Good	Excellent

From the example, we can see that the uses of use, and wear, in the sentence have same meaning or synonyms but it s used in different context. Use can be used to describe for everything in general, while for wear is used to describe for something that will be used in the body.

Using synonyms, antonyms and other information to narrow the choice of best words for the meaning intended. Inferring the spelling of an unfamiliar word by only hearing it, in order to check its meaning in the dictionary.

(b) Antonyms

An antonym means that the word you're looking for has the opposite meaning of the word you're using. While most words have a lot of antonyms, sometimes they will only have one like the words "hot" and "cold" and the words "black" and "white." You can find antonyms the same way you can find synonyms: in the thesaurus.

Using antonyms and synonyms is an excellent way to build up your knowledge of words. Antonyms and synonyms

have the ability to make a boring essay come to life and they are great tools to have in your book of weapons.

When it comes to the English language, the details can be very confusing for young children. With this guide you will find an easy way to not only explain the difference between synonyms and antonyms, but will also be able to sharpen your own knowledge on the subject and maybe even learn a few tricks as well. Many writers don't ever think of looking up words in a thesaurus in order to get a different take on the same meaning. Learning the details of the English language is not only useful to children, but adults as well.

In learning vocabulary, people will experience development each year appropriate with their age. For native speakers of language, they continue to expand their vocabulary in adulthood. In social role and mode of discourse taking place in adulthood, in vocabulary there is continued development beyond the childhood years with adults constantly adding new words to their vocabulary through reading, occupation, and other activities. The primary period for conceptual development, however, is early childhood.

For Indonesian learners who learn English as one of foreign language that is taught in school, they have limited

words or vocabularies. So, they experience low development in expanding the vocabularies.

6. The Nature of Ability

Chaplin as cited by Febry said that ability is the power to do something that can be differed from aptitude and capacity.[11] It is also synonym of expertness and talent. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully.

Randolph as cited by Mercy argued that there are some concepts relating to ability as follows:[12]

a. Intelligence

For those who have high intelligence, they will have high ability in learning process.

b. Interest

For those who study something that they are not interested, it will influence their ability to master the subject.

c. Motivation

The higher motivation that we have, the easier we learn something.

d. Health

The bad health will decrease the ability in learning something.

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[11] Chaplin as cited in Bambang Febry, *Students' Ability in Using Subject-Verb Agreement in Writing Simple Descriptive Paragraphs at The Second Year of SMA Negeri 2 Singingi,* Kuantan Singingi. UIN SUSKA RIAU. 2007. p. 4

[12] Mercy. *Op.Cit.*, p. 21.

Bloom said that there are six characteristics of mental activity (ability), they are:[13]

1. Knowledge.

2. Comprehension.

3. Application.

4. Analysis.

5. Synthesis.

Based on the theories, ability can be divided as the result that is gained by someone after learning the materials of subject matter within a certain period of time. This test uses oral ability means for fluency to express idea, opinion, etc. To gain the ability of learning is necessary for one to consider some factors which can determine the ability.

Learning in different forms will face all the factors which influence the ability of learning. It depends on where or when the learners learn the language. All of these are the learners' experiences in her learning process. Therefore, these cases will determine whether the learner is successful in her learning or not. The way of learning done by the learners as formulation of some factors may be as the factor of ability.

7. The Nature of Narrative Text

Narratives are more sophisticated than recounts. They focus on the action of participant in confronting problem, with a complicating action that results an overall point to the story. Narrative is storytelling whether it tells

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[13] Bloom, B. S. *Human Characteristics and School Learning*. New York: Mc Graw Hill Book Co. 1985. p. 25.

a true story or fiction giving an account of one or more experiences.[14] The story makes a point or explains an idea or event that is usually personal and often autobiographical typically containing action, dialogue, elaborated details, and humors. It can be fun to read and even to write. Mahan and Day said that narrative is a story using a chronological approach; start at the beginning and stop at the end, telling events in the order in which they occur, tie ideas to real, sensory, day-to-day experience; it binds the abstract to the concrete, and help make all kinds or writing more interesting and meaningful.[15] Sofyan discussed that Narrative is a story which is connected with events based on the plot.[16] Then why the teachers use narrative text, it is because the narrative is a story of human experience, so that the students arrange easily the composition. Narrative as a story should have the element that can make story more interesting to the reader such as a conflict and conclusion of the story.

The basic purpose of narrative is to entertain, to gain and to hold a readers' interest. However, narratives can also be written to teach or inform, to change attitude/social opinion e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the

[14] Simon & Schuster, *Op.Cit.*, p. 139

[15] Elizabeth McMahan and Susan Day, *Op.Cit.,* p. 126

[16] Sofyan, Akhmad dkk., *Mari Mengangkat Martabat Bahasa Kita Bahasa Indonesia* (Buku Pelajaran untuk SMU kelas III), Grafindo Media Pratama, 1999, p. 86

stories set up one or more problems, which must eventually find a way to be resolved. Keraf defined those kinds of narrative:[17]

a. Expository Narrative

Expository narrative usually tells the information about the event based on factual data. It also tells about the steps of the event to the reader. The object in expository narrative is the beginning of the first until the end; it means that the writer tells the story from the first until the end. The purpose of narrative is to make the reader's knowledge about object of story is deeply.

b. Suggestive Narrative

Narrative suggestive is narrative that tries to give a certain purpose and tells an explicit message to readers or listener, so they fell that they are involved in the story. Different from expository narrative, suggestive narrative can be unsuitable with the factual data, because it emphasizes the suggestive sense. So, the purpose of suggestive narrative is to increase the reader's imagination.

Referring to the explanation above, the narrative tells the story based on the humans' experience in the first until the end in giving a certain purpose and telling an explicit message to readers about object of story deeply.

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science

[17] Gorys Keraf, *Argumentasi dan Narasi*, PT. Gramedia, Jakarta, 2001, p. 136

fiction, romances, horror stories, adventure stories, fables, myths and legends, ballads, slice of life, personal experience, biographies (depending on text structure), drama, diaries, fantasies, folk tales, historical fiction, mysteries, novels, plays, poetry, mysteries, science fiction, short stories, sitcoms, tall tales.

The narrative text has also certain typical features. They are as below:

a. Social function

The purpose of narrative is to amuse, entertain and to deal with actual or various experience in different ways.

b. Features of Text

1) Characters with defined personalities/identities.

2) Dialogue, often including tense may change to the present or the future.

3) Descriptive language is to create images in the reader's mind and enhance the story.

c. Schematic Structures

1) Orientation: introduction in which the characters, setting, and time of the story are established. Usual answers who? When? Where?

2) Complication/crisis: Describing the rising crises in which the participants have to do with.

3) Evaluation: a stepping back to evaluate the flight.

4) Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worst, happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

5) Reorientation: Expressions showing if the story is finished. This is optional.

6) Coda: Changes occurring to characters and lesson can be taken from the story.

d. Language Features

1) Focus on specific participant.

2) Use of past tense.

3) Use of temporal conjunctions and temporal circumstances.

4) Use of material (or action) processes.

5) Use of relational and mental processes.

A narrative text has common grammatical patterns which are specific, usually individual participants with their described identities. Human or sometimes animals with human characteristics are the major participants. In referring to the events, the action verbs are used. The use of past tense is to situate events which are related to the time of the writer or speaker. To sequence the events, the writer uses the conjunctions and time connectives. In order to indicate

the place and time, the writer uses the adverbs and adverbial of phrases, and the use of adjectives for describing nouns.[18]

The example of narrative text:

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad because she wanted to go to the ball too. Her stepsisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her to get to the ball. At the ball, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

Analysis of the text above:

1) Generic Structure Analysis

   a) Orientation: introducing participants, Cinderella and her stepsisters; they lived together once time.

   b) Complication: describing the conflict among the participants; Cinderella wanted to come to the ball but her stepsisters did not let her go.

   c) Resolution: stating a problem solving, a happy ending; a fairy Godmother helped her to come to the ball.

2) Language Feature Analysis

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[18] Derewianka Beverly, in Mayumi Fitri, *The Correlation between Students' Interest in Reading Narrative Text and Their Reading Achievement at the First Year of Senior High School 13 Menpura District of Siak Regency,* State Islamic University of Sultan Syarif Kasim Kasim Riau, Pekanbaru, 2012, p. 19

a) Specific participant: a girl called Cinderella.

b) Process verb: did, helped, fell in love, and lived.

c) Simple past tense pattern: there was a girl, she lived, and an invitation came to the ball.

d) Temporal conjunction: then.

B. Relevant Research

There is a relevant research which has relevancy to the research in writing area. Dealing with this research, the writer takes some relevant researches which have been investigated by several researchers concerning about the ability of learners in writing area, and most of them got the same conclusion that the students ability in writing are not so good because of certain factors, especially in relation to the grammatical aspects and other requirements of a good writing. The relevant research of the writer's research is Herlina Haflar conducted a research entitled "The Correlation between Students' Grammar Achievement and Their Ability in Writing at the Third Year Students of Madrasah Tsanawiyah Negeri (MTs Pekanbaru). This research is equivalent with this title since it is about the correlation between students' grammar achievement and their ability in writing.

The other relevant research entitled: The Students' Effort Improving Their Vocabulary at the Second Year Students of SMP 17 Pekanbaru researched by Fitriana. The subject of this study is the second year students of SMP N 17 Pekanbaru, and the object of this research is students' effort in improving their vocabulary. The population and the sample of this research

most of the second year students of SMPN 17 Pekanbaru. They are divided into seven classes, and the total 271 students and sample 67 students. The technique used in this research is random sampling. To collect the data of this research, the writer used questionnaires and interview as instruments. To analyze the data, the writer used the formula:

$$P= \frac{F}{N} \; X \; 100\%$$

Based on the data analysis, it can be seen that the students' effort in improving their vocabulary are categorized into "**fair**" (66,01%). There are two factors influencing the students' effort in improving their vocabulary. They are internal and external factors.

C. Operational Concept

The theoretical concepts are general concept. Therefore, they are required to be operationally described by particular words and easy to measure. In this research, there are two variables; they are (1) the vocabulary mastery as X variable and (2) students' writing ability as Y variable. The writer states several factors to be operated as follows:

1. Independent variable (X): the vocabulary mastery.
   a. Students are able to comprehend the text because they have vocabulary knowledge
   b. Students are able to use vocabularies in writing narrative text.
   c. Students are able to use kinds of vocabularies in writing.
   d. Students are able to use the material of vocabulary mastery in writing.
   e. Students are able to use the vocabularies appropriately in writing.

2. Dependent variable (Y): The students' ability in writing narrative text.

   a. Students are able to express their idea in writing narrative text.

   b. Students are able to use the generic structure; orientation, evaluation, complication, resolution, and reorientation in writing narrative text.

   c. Students are able to use the language features of the short narrative text; focus on specific participants, use of past tense, temporal conjunction, and material process in writing recount text.

   d. Students are able to make well developed characters in writing narrative text.

   e. Students are able to make a plot with a problem and resolution in writing narrative text.

   f. Students are able to make a theme explaining the meaning of the story in writing narrative text.

   g. Students have a lot of vocabularies used to enrich understanding of the story in writing narrative text.

   h. The students are able to make sentences which play reader's emotion in writing narrative text.

D. **Assumption and Hypothesis**

1. **Assumption**

   Before starting the hypothesis as a temporary answer to the problem, the writer would like to present some assumptions as follows:

   a. The students' ability in mastering vocabulary is different.

   b. The more vocabulary students have, the better writing ability they get.

2. Hypothesis

H_a: There is a significance correlation between vocabulary mastery and students' writing ability in narrative text of second year students of SMP Al-Ishlah Pekanbaru.

H_o: There is no significance correlation between vocabulary mastery and students' writing ability in narrative text of second year students of SMP Al-Ishlah Pekanbaru.

CHAPTER III
RESEARCH METHODOLOGY

This research is correlational research in which the researcher wants to find out whether there is a significant correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru or not. Here, the reseacher feels necessary to emphasize that this research is not an experimental research because there is no teaching technique used to prove the students' ability in writing based on the certain teaching approach that is practiced by him toward a group of students. This is in line with Sugiono[1] who said that " in experimental research has a treatment, whereas a naturalistic research (correlational studies) has no treatment.

There are two variables in this research, the first one is vocabulary mastery which is symbolized by X and the second variable is students' writing ability in narrative text which is syombolized by Y. The design of the research is pictured by the following diagram:

Vocabulary Mastery (X)	⟶	Students' Writing Ablity in Narrative Text (Y)
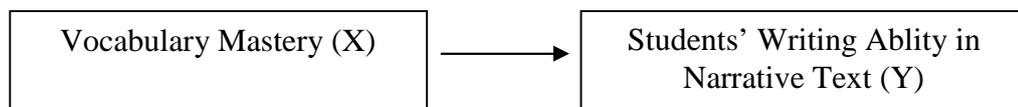
A. The Location and The Time of The Research

This research was conducted in the school of SMP AL-ISHLAH on January to March 2012.

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[1] Sugiono. *Metode Penelitian Kuantitatif Kualitatif dan R dan D*. Alfabeta, Bandung, 2010, p. 72

B. The Object and The Subject of Research

In this research, the researcher decides the subject of the research is the second year students of SMP Al-Ishlah. Besides subject, there is object on this research. The object is the correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru.

C. The Population and Sample

According to Suharsimi Arikunto population is all of research subject.[2] In this research, the population taken is all the second year students of SMP Al-Ishlah. They are 25 students from the one class as the population.

Table IV
Population of the Research

NO	CLASSES	POPULATION		TOTAL
		MALE	FEMALE	
1	VIII	12	13	25
TOTAL		12	13	25

D. Technique of Collecting Data

In collecting data the researcher used test, the researcher gave reading text to the students. The total items of reading text are 20 questions. It consists of 5 multiple choice questions, 5 items for synonym questions, 5 items for antonym questions, and 5 items for classifying the material of vocabulary. It is also used to obtain the students' understanding in writing narrative text.

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[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* Rineka Cipta, Jakarta, 2006, p.130

Table V
Assessment Aspects of Writing Narrative Text

NO	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization :				
	a. Orientation				
	b. Complication				
	c. Resolution				
3	Vocabulary				
4	Grammatical Features				
	a. Action Verb				
	b. Temporal Connectives				
	c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of Score:
1 = incompetent
2 = competent enough
3 = competent
4 = very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

E. The Technique of Data Analysis

In this research, for analyzing the data, the researcher uses product moment correlation coefficients.[3] To find out the correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru, the researcher uses following formula:

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[3] Hartono, *Statistik Untuk Penelitian,* Pustaka Pelajar, Yogyakarta, 2010. p. 84

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

Where:

N   : number of students

$\sum X$: total of X

$\sum Y$: total of Y

$\sum X^2$: total of X^2

$\sum Y^2$: total of Y^2

The researcher uses Statistical Product and Service Solution or SPSS in analyzing data. SPSS is probably the most common statistical data analysis software package used in educational research and is available at most institutions of higher education.

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The aim of the research is to the find out the correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru. There are two variables operating in this research, independent and dependent variable.

The independent variable symbolized by "X" is vocabulary mastery and the dependent variable symbolized by "Y" is students' writing ability.

1. Students' Vocabulary Mastery

The test is used based on the following indicators:

a. Students are able to comprehend the text because they have vocabulary knowledge

b. Students are able to use vocabularies in writing narrative text.

c. Students are able to use kinds of vocabularies in writing.

d. Students are able to use the material of vocabulary mastery in writing.

e. Students are able to use the vocabularies appropriately in writing.

To calculate the students' score in answering the test of vocabulary mastery, the researcher uses : $M = \frac{Y}{N} \times 100$

Where: M   : Individual score

Y   : Correct Answer

N   : Number of items

Table VI

Vocabulary Mastery of Students

Students	True	Individual Score
1	15	75
2	12	60
3	16	80
4	10	50
5	13	65
6	12	60
7	11	55
8	10	50
9	11	55
10	12	60
11	12	60
12	15	75
13	13	65
14	13	60
15	8	40
16	10	50
17	12	60
18	10	50
19	12	60
20	10	50
21	12	60
22	11	55
23	13	65
24	10	60
25	11	55
Total	294	1475
Average	11,76	59

The table shows the result of vocabulary mastery of students. The result of test is 59, it is categorized into enough.

Based on the data, the category of the test can be seen based on Sudijono, as follows:[1]

Table VII
The Classification of Vocabulary Mastery

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

2. Students' Writing Ability in Narrative Text

The test was used based on the following indicators:

a. Students are able to express their idea in writing narrative text.

b. Students are able to use the generic structure; orientation, evaluation, complication, resolution, and reorientation in writing narrative text.

c. Students are able to use the language features of the short narrative text; focus on specific participants, use of past tense, temporal conjunction, and material process in writing recount text.

d. Students are able to make well developed characters in writing narrative text.

e. Students are able to make a plot with a problem and resolution in writing narrative text.

f. Students have a lot of vocabularies used to enrich understanding of the story in writing narrative text.

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[1] Sudijono Anas, *Pengantar Statistik Pendidikan,* PT. Rajagrafindo Persada, Jakarta, 2007, p. 43

Table VIII
Students' Ability in Writing Narrative Text

Students	Score			
	Rater 1	Rater 2	Total	Average
1	60	60	120	60
2	44	44	88	44
3	64	60	124	62
4	40	40	80	40
5	52	60	112	56
6	52	52	104	52
7	48	52	100	50
8	40	40	80	40
9	48	48	96	48
10	60	56	116	58
11	52	56	108	54
12	68	68	136	68
13	52	60	112	56
14	48	56	104	52
15	32	36	68	34
16	52	56	108	54
17	60	60	120	60
18	52	44	96	48
19	60	60	120	60
20	44	48	92	46
21	48	52	100	50
22	40	40	80	40
23	64	64	128	64
24	40	36	76	38
25	44	56	100	50
Total	1264	1304	2568	1284
Average	50.56	52.16	102.72	51.36

From the average column, it can be concluded that students' ability in writing narrative text is 51.36, categorized into less level. The writer got the final score from two raters.

Determine the final score, the writer uses the formula:

$$Final\ Score = \frac{Score\ (Rater\ 1) + Score\ (Rater2)}{2}$$

Example:

Final Score $= \frac{81+69}{2} = 75$ and etc.

Table IX
The Correlation between Vocabulary Mastery and Students' Writing Ability
in Narrative Text

Students	Score	
	X	Y
1	75	60
2	60	44
3	80	62
4	50	40
5	65	56
6	60	52
7	55	50
8	50	40
9	55	48
10	60	58
11	60	54
12	75	68
13	65	56
14	60	52
15	40	34
16	50	54
17	60	60
18	50	48
19	60	60
20	50	46
21	60	50
22	55	40
23	65	64
24	60	38
25	55	50
Total	1475	1284
Average	59	51.36

B. The Data Analysis

In preceding chapter, the writer has presented the data obtained from the

data collecting technique. Then, the writer analyzes the data in order to know

the vocabulary mastery of students (X) and students' ability in writing

narrative text (Y). It is necessary to conduct descriptive statistic by using

SPSS version 16.00[2] explained in the following table:

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[2] Hartono, *SPSS 16.0 Analisis Data Statistika dan Penelitian,* Pustaka Pelajar, Yogyakarta, 2008. p. 93

Descriptive Statistics

	Mean	Std. Deviation	N
VOCABULARY MASTERY	59.0000	8.89757	25
WRITING ABILITY IN NARRATIVE TEXT	51.3600	8.78863	25

The descriptive statistics table explains about mean and standard deviations for each variable. The mean of vocabulary mastery of students is 59 and standard deviations is 8.89757. The mean of writing ability in narrative text is 51.36 and standard deviations is 8.78863.

Correlations

		VOCABULARY MASTERY	WRITING ABILITY IN NARRATIVE TEXT
VOCABULARY MASTERY	Pearson Correlation	1	.759
	Sig. (2-tailed)		.000
	N	25	25
WRITING ABILITY IN NARRATIVE TEXT	Pearson Correlation	.759	1
	Sig. (2-tailed)	.000	
	N	25	25

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

The correlation table explains the correlation coefficient between vocabulary mastery and students' writing ability in narrative text, significant and technique analysis used is Pearson Correlation. Coefficient correlation between vocabulary mastery and students'writing ability in narrative text is 0.759, sig. (2-tailed) is 0.000. The interpretation is the probability or sig. (2-tailed) is $0.000 < 0.05$. It means H_a is accepted. Meaning that there is

significant correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru.

Based on the result of the research, the writer found the correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru.

CHAPTER V
CONCLUSION AND SUGGESTION

A. The Conclusion

This research investigates the question of whether there is significant correlation between vocabulary mastery and students' writing ability in narrative text or not. There are two variables in this research: independent and dependent variable. The independent variable is vocabulary mastery, symbolized "X", and dependent variable is students' writing ability in narrative text, symbolized 'Y".

After analyzing the data, the writer makes the conclusion of this research that the coefficient correlation between vocabulary mastery and students'writing ability in narrative text is 0.759, sig. (2-tailed) is 0.000. The interpretation is the probability or sig. (2-tailed) is $0.000 < 0.05$. It means H_a is accepted. Meaning that there is significant correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru.

B. The Suggestion

Based on the result of the research, there is significant correlation between vocabulary mastery and students' writing ability in narrative text of SMP Al-Ishlah Pekanbaru. The writer would like to give some suggestion as follows:

1. Suggestion for Teacher

    a. Teacher should pay more attention about students' vocabulary mastery, because vocabulary is one of requirements in learning language, especially English.

    b. Teacher should make and provide exercises about vocabulary continuously in order to make the students master the vocabulary.

    c. The teacher should be creative in the process of teaching and learning.

2. Suggestion for Students

    a. The students should master the vocabulary because it is really important in writing narrative text.

    b. The students must be active and always practice to write narrative text.

    c. The students should pay more attention to the lesson explained by the teacher, especially for writing narrative text.

    d. The more vocabulary you master, the easier you can write narrative text.

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