

THE CORRELATION BETWEEN VOCABULARY MASTERY AND THE ABILITY IN WRITING RECOUNT TEXT FOR THE THIRD YEAR STUDENTS OF SMP NEGERI 34 PEKANBARU

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Abstract: *This research aims to find out the correlation between vocabulary mastery and the ability in writing recount text by the third year students of SMP Negeri 34 Pekanbaru. The samples of the research were 35 students of IX class. The data were obtained from students' vocabulary mastery and the ability in writing a recount text. The vocabulary test was used to know students' vocabulary mastery and the writing test was used as the test to assess the students' writing ability. The scores showed that students' vocabulary mastery were good and the writing ability level were good as well. The mean score of vocabulary mastery was 71.20, while the mean score of writing ability was 70.71. The value of correlation coefficient was 0.750. Based on the interpretation by Sugiyono (2017) if the correlation value is between 0.600 – 0.799. It means that the study found that there was correlation between vocabulary mastery and the writing ability of the third year students of of SMP Negeri 34 Pekanbaru was high. It's suggested that vocabulary is important skills necessary for students to learn English because it is the basis for the expansion of all the other skills especially writing skills.*

Key Words: *Vocabulary, Mastery, Ability, Writing, Recount Text*

HUBUNGAN PENGUASAAN KOSA KATA DENGAN KEMAMPUAN MENULIS TEKS RECOUNT PADA SISWA KELAS TIGA SMP NEGERI 34 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan penguasaan kosa kata dengan kemampuan menulis teks recount pada siswa kelas tiga SMP Negeri 34 Pekanbaru. Sampel penelitian ini adalah 35 siswa yang duduk dikelas 9. Tes yang digunakan dalam penelitian ini adalah tes penguasaan kosa kata dan kemampuan menulis teks recount. Tes penguasaan kosa kata merupakan tes yang digunakan untuk mengetahui kemampuan penguasaan kosa kata siswa dan tes menulis untuk mengetahui kemampuan menulis siswa. Hasil tes membuktikan kemampuan penguasaan kosa kata siswa bagus dan kemampuan menulis siswa juga bagus. Dengan nilai rata-rata 71.20 untuk penguasaan kosa kata dan 70.71 untuk kemampuan menulis. Nilai koefisien korelasi adalah 0.750. Berdasarkan interpretasi Sugiyono (2017) nilai korelasi antara 0.600 - 0.799. Hasil penelitian membuktikan bahwa ada hubungan antara penguasaan kosakata dengan kemampuan menulis siswa kelas tiga SMP Negeri 34 Pekanbaru adalah tinggi. Disarankan bahwa kosakata adalah keterampilan penting yang diperlukan siswa untuk belajar bahasa Inggris karena ini adalah dasar untuk pengembangan semua keterampilan lainnya terutama keterampilan menulis..

Kata Kunci: Kosa kata, Penguasaan, Kemampuan, Menulis, Teks Recount

INTRODUCTION

Based on 2013 curriculum, English is one of the compulsory subjects that have to be learned in junior high school and senior high school grade. For English subject, the teachers have to teach the four language skills together. It is important because the purpose of English teaching in this curriculum, students are intended to master the four basic language skills of English, namely listening, speaking, reading and writing. (Kemendikbud, 2017).

Raimes (1983, 76) points out that writing is a skill expressing ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand. By using writing the students that n share their idea, feeling or anything that exist intheir mind. Meanwhile Phillips (2008) claimswriting is much more than the simple a good writing. The sentence written by using the appropriate vocabulary will make the readers easy to understand the meaning or the messages intended by the writer. In writing process, the writer not only thinks about the ideas, but also uses the vocabulary correctly to convey the ideas mechanics of getting the words down; it also involves the creativity, spelling, grammar, punctuation, choice of appropriate word, sentence linking, and text construction and for older children, having idea about content and the ability to be self-critical and to edit their own work. That is why the students need to be able to express ideas it in better organization in writing form. It reflects on how the arrange a well organized paragraph containing some elements such as topic sentence, supporting sentence and concluding sentence. Topic sentence contains the main idea of the paragraph and supporting sentence develops the topic sentence. The paragraph will be ended by stating concluding sentence.

Vocabulary is a language aspect which should be mastered by the students to get and understand whole English skills; listening, speaking, reading, and writing. Mastery of vocabulary is the most basic thing that must be controlled by students in learning English. Studying language can be started by learning vocabulary. Students can not communicate effectively without mastering the vocabulary. The more vocabulary possessed the more easily will they develop their four language skills; listening, speaking, reading and writing of paramount importance. It means that writing is very important skill in learning English that should be mastered by students.

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 are written. In writing, the writer not only thinks about the ideas, but also uses the vocabularies correctly. Mcwhorter (1980) also pointed 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 skill, by mastering many vocabulary words it will give contribution toward writing skill.

The third year students of SMP Negeri 34 Pekanbaru have been studying recount text from the second semester of second grade. The students are expected to be able to write a recount text cohesively based on the social function, language features, and generic structure of the text. During the observations at the school, there was no research in this school, especially on the topic of writing skills and vocabulary mastery. The researcher also found that the students have problems in writing and vocabulary. Some of students lack of in vocabulary mastery, they could not put or could not understand the vocabulary in the context of the sentences.

Based on the explanation above, the researcher assumes that vocabulary has an important part in writing. Those matters make the researcher interested to discover their vocabulary mastery and the ability in writing recount text. The researcher wishes to know the vocabulary mastery and real ability of the third year students in writing recount text. Therefore, this study answer research questions: the first is “How is the vocabulary mastery of the third year students at SMP Negeri 34 Pekanbaru?”, then “How is the ability in writing recount text of the third year students at SMP Negeri 34 Pekanbaru?”, and the last “Is there any correlation between vocabulary mastery and the ability in writing recount text for the third year students of SMP Negeri 34 Pekanbaru?”

RESEARCH METHODOLOGY

The data of this research was conducted to the third year students of SMP Negeri 34 Pekanbaru. In this study, the population of this research was the third year students of SMP Negeri 34 Pekanbaru. Where the third year students consist of seven classess and the population was 240 students and one class as the sample of this research with 35. In conducting the research, the researcher collected the data by testing the students using a vocabulary test and writing test.

RESEARCH FINDINGS

Findings

After the data was analyzed by the researcher the result shows that the students' vocabulary mastery is in a *good* category level with the score is 71.20. There are 10 students (28%) in *Excellent* level, 12 students (34%) in *Good* level, 9 students (26%) in *enough* level, 3 students (9%) in *Poor* level, 1 students (3%) in *Failed* level in vocabulary. The percentage of the students' vocabulary mastery by can be seen on the following table:

Table 1. The Classification of Students' Vocabulary Mastery Scores

Score	Category	Frequency	Percentage (%)
86-100	Excellent	10	28%
66-85	Good	12	34%
46-65	Enough	9	26%
26-45	Poor	3	9%
Under 25	Failed	1	3%
	TOTAL	35	100%

To know the score of the writing ability test the data were scored by adapting the scoring system proposed by Hughes (2003). To know the percentage and frequencies of each classification of samples in the writing test, the data are presented as follow:

Table 2. The Classification of Data Analysis of Students Writing Test

Score	Category	Frequency	Percentage (%)
80-100	Excellent	6	17%
60-79	Good	26	74%
50-59	Average	2	6%
0-49	Poor	1	3%
	Total	35	100%

Adapted by Harris (1974)

Table 2 shows the level of writing ability in writing recount text. The number of the respondent is 35 students, there is 6 student in *Excellent* level (17%), 26 students (74%) in *Good* level, 2 students (6%) in *Average* level, and 1 students (3%) in *Poor* level. Therefore, it can be concluded that most of the students' writing ability in writing recount text is in the *Good* level since the highest percentage is in *Good* level (74%).

It is known that the score of vocabulary test and writing test have been obtained, they are presented separately in the columns, and here are the scores of both tests in the one same column to present us the difference between each score of each sample. From the score of both tests the researcher needed to know the statistical scores of the data, such as mean, median, mode, maximum score, minimum score and standards deviation of the scores. To find out the statistical results, the data was analyzed using SPSS 23.

Table 3. Statistical Score of Vocabulary Mastery
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Vocabulary	35	79	18	97	2492	71,20	19,889	395,576
Valid N (listwise)	35							

Table 3 shows that the average score of vocabulary mastery is 71.20, the highest score is 97, the lowest score is 18, and the standard deviation is 19.889 with variance of 395.576

Table 4. Statistical Score of Writing Ability
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Writing	35	45	43	88	2475	70,71	9,658	93,269
Valid N (listwise)	35							

Table 4 shows that the average score of writing test is 70.71, the highest score is 88, the lowest score is 43, and the standard deviation is 9.658 with variance of 93.269.

In quantitative research, it is important to obtain the normality of the data. To obtain the normality of the data, the parametric statistics was used to know the normality of two variables (vocabulary and writing). To find out whether the data distributions were normal or not, they were analyzed by the SPSS 23 program.

a. Vocabulary Scores

Table 5. The Normality Test of Vocabulary Mastery Score
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Vocabulary	,110	35	,200 [*]	,939	35	,051

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table displays the result of distribution test is normal, it can be seen from Sig 0.200 > 0.05 of Kolmogorof- Smirnov and Sig 0.051 > 0.05 of Shapiro-Wilk which means the data distribution of vocabulary score is normal. This interpretation is based on Sundayana (2014, p. 88) if Sig > 0.05, it means the data distribution is normal, if Sig < 0.05, it means the data distribution is not normal.

b. Writing Scores

Table 6. The Normality Test of Writing Score
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Writing	,108	35	,200 [*]	,971	35	,462

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table displays the result of the distribution test is normal, it can be seen from Sig 0.200 > 0.05 of Kolmogorof- Smirnov and Sig 0.462 > 0.05 of Shapiro-Wilk which means the data distribution of the writing score is normal.

2. Linearity Testing

Linearity testing is used to test whether the data between independent variable and dependent variable have a linear relationship or not. According to (Wibowo, 2010) if the value of Sig is > 0.05 it indicates that the data were linear. If the value of Sig < 0.05 it indicates that the data were not linear.

**Table 7. The Linearity Testing of the Data
ANOVA Table**

				Sum of Squares	Df	Mean Square	F	Sig.
Writing * Vocabulary	Between Groups	(Combined)		2594,143	18	144,119	3,996	,004
		Linearity		1782,998	1	1782,998	49,442	,000
		Deviation from Linearity		811,145	17	47,714	1,323	,290
	Within Groups			577,000	16	36,063		
	Total			3171,143	34			

Table 7 shows that the deviation from linearity is 0.290. It means the data are categorized linear since the value of Sig > 0.05 . It means that, there is linear correlation between students' vocabulary mastery and their ability in writing recount text.

After the data were normally distributed, and the two variables were linear, the correlation of students' vocabulary mastery and their writing ability were analyzed by using SPSS 23.00 program

**Table 8. The Correlation between Vocabulary Mastery and Writing Ability
Correlations**

		Vocabulary	Writing
Vocabulary	Pearson Correlation	1	,750**
	Sig. (2-tailed)		,000
	N	35	35
Writing	Pearson Correlation	,750**	1
	Sig. (2-tailed)	,000	
	N	35	35

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

Based on the table above, it is found that Pearson correlation value is 0.750 with a significance of 0.001. Based on (Priyatno, 2009, p. 118) "since the value of

Sig. (two- tailed) < 0.05 ” it means that the correlation is at significant level. It means that Alternative Hypothesis (H_a) is accepted. It can be stated that there is a correlation between students’ vocabulary mastery and their ability in writing recount text. Based on the interpretation by Sugiyono (2017) which has been mentioned in the previous chapter, if the correlation value is between 0.600-0.799 it can be confirmed that the two variables have a “High Correlation”.

Discussion

At this point, the researcher would like to do the review of the research. According to do what has been mentioned in Chapter I, this research answers the first problem of study which is “How is the vocabulary mastery of the third year students at SMP Negeri 34 Pekanbaru?”. Based on the research that the researcher has done, the result showed that the mean score of vocabulary mastery was 71.20. Based on interpretation table, the level of students’ vocabulary mastery was categorized as good.

Second, the researcher discussed about the result of writing ability in recount text. The result answering the second problem of the study which is “How is the ability in writing recount text of the third year students at SMP Negeri 34 Pekanbaru?”. Based on the research that the researcher has done, the result showed that the mean score of students’ writing ability in writing test was 70.71. Based on interpretation table, the level of students’ writing ability was categorized Average to Good level.

Third, the researcher discussed about the result of correlation coefficient of students’ mastery of vocabulary and their writing ability in recount text. This result answering the third problem study which is “Is there any correlation between vocabulary mastery and the ability in writing recount text for the third year students of SMP Negeri 34 Pekanbaru?”. Based on the research that the researcher has done collecting the data by online test. The test are consisted of vocabulary and writing test. In vocabulary test, the students were asked to chose the correct answer from four options. The students wrote recunt text with own their language based on the topic selected. After the data were analyzed, it was found that the highest score for vocabulary mastery is 97 and the lowest for vocabulary mastery test is 18. While the highest score for writing test is 88 and the lowest score is 43. In order to find out the correlation between two variables, the data were next analyzed using SPSS 23 program. According to the calculation, it was found that the pearson correlation value is 0.750 or higher than 0.05, which means there is a positive correlation between vocabulary mastery and writing ability. According to Sugiyono (2017), the correlation between two variables are considered high correlation. The alternative hypothesis (H_a) is accepted, which means that there is a significant correlation between students’ vocabulary mastery and their ability in writing recount text.

Based on the result, the data vocabulary mastery and writing ability have positive significant correlation. It is based on the result of the vocabulary test. Most of them have a good writing ability in recount text. Thus, improving vocabulary skills will automatically improve the students writing ability. The finding of this study is in line with the previous related study conducted by Galuh Dwi Ajeng (2017). In her research “The Correlation Between Students’ Vocabulary Mastery and their Ability in Writing Hortatory Exposition Text in Academic Year 2016/2017” found that pearson correlation was 0, 54. Coefficient correlation between both variables showed that there was a

correlation between vocabulary mastery and the ability in writing recount text, it lies between 0.400 – 0.600 which is categorized as moderate correlation.

CONCLUSION AND RECOMMENDATION

Conclusion

This research was conducted to find out whether there is a correlation between the third year students' vocabulary mastery and their ability in writing recount text at SMP Negeri 34 Pekanbaru or not. Based on what had been discussed, presented and analyzed in the previous chapters, the researcher concludes that:

1. The third year student's vocabulary mastery at SMP Negeri 34 Pekanbaru is categorized into Good level, 12 (34%) with mean score 71.20.
2. The third year student's writing ability at SMP Negeri 34 Pekanbaru is categorized into Good level, 26 (74%) with the mean score 70.71.
3. There is a correlation between the third year students' vocabulary mastery and their ability in writing recount text at SMP Negeri 34 Pekanbaru.
4. The coefficient correlation (r_{xy}): 0.750 is categorized into high level (0.600-0.799).

Recommendation

Based on the results and conclusions of this research, the researcher would like to offer some recommendations related to this research. First, the students should improve their vocabulary mastery because it will also improve their writing skill. To increase the vocabulary, the students need to have a lot of practices, to find new words meaning by themselves, to find new words faced on the texts book, and having willingness to study on a dictionary. Second, the teacher gives more practice in vocabulary and writing, create an interesting lesson which is relevant to the students' need especially vocabulary in writing. Third, for other researchers who want to conduct a research with the similar topic can get further information about the students' vocabulary mastery and the ability in writing recount text. Different types of writing test and scoring rubric can be applied to gain insight and gain more deserve results of writing recount texts research.

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