



## **THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING FUNCTIONAL TEXT AT SMAN 1 BANDAR LAMPUNG**

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**Abstract:** This descriptive quantitative study was conducted to gather information on the correlation between students' vocabulary mastery and their ability in writing functional text. Based on the preliminary study found that there are many problem faced by the students especially in writing. Many students still find difficulties to make composition based on their own words, and express their idea, felling, thought messages in written correctly. Meanwhile, improving writing skill should be supported by mastering vocabulary. Vocabulary is important in writing because without vocabulary the students will face difficulties in writing especially in writing functional text. This research was conducted on the tenth grade students at SMA Negeri 1 Bandar Lampung. This study was conducted to determine the correlation between students' vocabulary mastery and their ability in writing functional text. In collecting the data, the writer used objective test that were multiple choice consisted of 50 items and writing functional text test. In this research, product moment used to analyze the data of the research. The result of the data analysis showed that  $r_{\text{count}} = 0.54$  it means there is correlation between students' vocabulary mastery and their ability in writing functional text. The  $r_{\text{count}}=0.58$  is higher than  $r_{\text{table}}$  with  $n=40$  on significant  $5\% = 0.312$ . It means that there was a correlation between students' vocabulary mastery and their ability in writing functional text, so the hypothesis could be proved. By the criterion if  $r_{\text{count}} = 0,58$  it means that the correlation is sufficient.

**Keywords** : Vocabulary, writing, functional text, descriptive quantitative.

## **Introduction**

People use language to communicate each other. The tool is used by people to communicate is called language. With language people can express a meaning or idea and getting or transferring information and knowledge. Generally language divide into two kinds, there are spoken language and written language. Spoken language use system of sounds to produce words and written language use visual symbols to represent the sounds or words of the spoken language.

There are many languages that used by people all over the world. More than ten countries use English as their primary language like England, USA, New Zealand, Singapore, Ireland, Australia, Canada, Bahamas, Angola, Trinidad and Tobago. Approximately 30 countries use English as second language like Cameroon, Gambia, Ghana, Liberia, Nigeria, Papua New Guinea, Philippine, Switzerland etc. and the last use English as a foreign language like Indonesia.

Because English is so widely spoken, English is called world language or international language. English become important since the world got into globalization era, where people use English in business, education, healthy, science and technology. We must master English well both oral and written to communicate with foreign people and to get information and knowledge because so many books, magazine, and newspaper written in English.

Therefore the government of Indonesia has decided that English must be thought as the compulsory subject from elementary school until university but in elementary school English is a local content subject. The government hoped that it can be increasing the quality of human resources whether the students will be able to improve their knowledge in English. Based on the Educational level Unit of Curriculum (KTSP) the purpose of teaching English as a foreign language is the students are able to communicate in English both oral and written in real communication and understanding the foreign culture.

Generally English consists of three components and four skills. The components are phonology, vocabulary and structure. The four basic skills are listening, speaking, reading and writing. Phonology is the systematic use of sound to encode meaning in any spoken human language. Vocabulary can be defined as all the words known and used by particular person. Structure (grammar) is the set of structural rules that govern the composition of sentences, phrases and words for using the language.

Listening is the ability to absorb and construct meaning of words and sentences by hear the speaker. Speaking is the ability to produce words or speech to communicate each other. Reading is the ability to decoding symbols for constructing meaning or acquiring information. Writing is the ability to create notes, information or ideas by using a set of signs or symbols.

Vocabulary is one of important language components that must be mastered by the students. Learning vocabulary is one of the important steps of learning a foreign language, because the students never learn vocabulary acquisition. Whether in native language, second language, or foreign language the acquisition of new vocabulary is a continual process. Many methods can help the students acquire new vocabulary. With mastering vocabulary the students are hoped to be able to communicate each other and apply their vocabulary in writing.

Writing is important skills in learning and teaching process, because many activities in learning and teaching process should be done in writing forms. To acquire the writing ability it cannot be separated with vocabulary mastery because vocabulary is the basic requirement in writing. Tarigan states that “the quality of one’s vocabulary depends upon the quality of his or her knowledge of vocabulary” (Tarigan, 1986:2) it means that when the students did not master the vocabulary well, they will face the difficulties in writing.

Based on the background of the problem above, the writer assumes that vocabulary has an important role in writing. The writer is interested to conduct the research about students’ ability in writing. When the writer did preliminary research at SMA Negeri 1 Bandar Lampung the writer found that the students at second semester of tenth class got difficulties in writing especially in writing short functional text.

This study aims to describe as follows :

1. Is there any correlation vocabulary mastery and their ability in writing functional text?
2. How is the correlation between students’ vocabulary mastery and their ability in writing short functional text, does it has positive or negative correlation?
3. How is the degree of correlation between students’ vocabulary mastery and their ability in writing functional text?

This study was conducted at SMA Negeri 1 Bandar Lampung. This research was held at the second semester of the tenth class at SMA Negeri 1 Bandar Lampung in 2010 / 2011. The subject of this research was the students at second semester of tenth class at SMA Negeri 1 Bandar Lampung and the object was students’ vocabulary mastery and their ability in writing short functional text.

## **Methods**

Concerning with the problems and the objective of the research, the writer used descriptive quantitative method. The writer explained and analyzed systematically. In this research, the writer focused on the correlation between students’ vocabulary mastery and their ability in writing functional text.

In this research, the population was the students at the second semester of the tenth class of SMA Negeri 1 Bandar Lampung in 2010/2011 that consists of 206 students. As a guideline, if the population are under 100, it would be better we hold a total population research, and if the population are more than 100, it could be taken around 10-15% or 20-25% for the sample (Arikunto, 2002:112).

Based on the statement above, the writer took 19% from the total of the students, because the population more than 100. So the sample will be 40 students.

In conducting this research, the writer took the sample from the population used the stratified proportional random sampling technique because the students’ achievement were heterogeneous.

In order to know the students’ vocabulary mastery and their ability in writing functional text, the writer used the following test:

1. The Vocabulary Test

To know the students' vocabulary mastery, the writer used the objective test. It was multiple choice tests. It consists of 50 items. Each item consists of five options that are A, B, C, D, E. The score of every item is 2 for true answer. The high score is 100 and the lowest is 0.

2. The Writing Test

To know the students' ability in writing functional text, the writer asked the students to make a short functional text, with the following choice of topics:

1. Announcement
2. Advertisement
3. Invitation

The writer applied the scoring system put further prepared by Heaton (1988:145)

**Content**

- |       |  |
|-------|--|
| 30-27 | excellent to very good: knowledgeable-substantive; substantive development of thesis; relevant to assignment topic                   |
| 26-22 | good to average: sure knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail |
| 21-17 | fair to poor: limited knowledge of subject; little substance; inadequate development of topic  |
| 16-13 | very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate                             |

**Organization**

- |       |   |
|-------|---|
| 20-18 | excellent to very good: fluently expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive |
| 17-14 | good to average: somewhat choppy; loosely organized but main idea stand out; limited support; logical but incomplete sequencing     |
| 13-10 | fair to good: non fluent; idea confuse or unconnected; lack logical sequencing and development                                      |
| 9-7   | very poor: does not communicate; no organization; or not enough to evaluate   |

**Vocabulary**

- |       |  |
|-------|--|
| 20-18 | excellent to very good: sophisticated range; effective word/idiom and usage; word form mastery; appropriate register     |
| 17-14 | good to average: adequate range; occasional error of word/ idiom form, choice, usage but meaning not obscured            |
| 13-10 | fair to good: limited range; frequent error of word/ idiom form, choice usage; meaning confused or obscured              |
| 9-7   | very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate |

**Language Usage**

- |       |   |
|-------|---|
| 25-22 | excellent to very good: effective, complex, construction, few errors of agreement, tense, number, word, order/ function, articles, pronouns, prepositions |
| 21-18 | good to average: effective but simple construction; minor problems in constructions; several errors of agreement, tense, number, word                     |

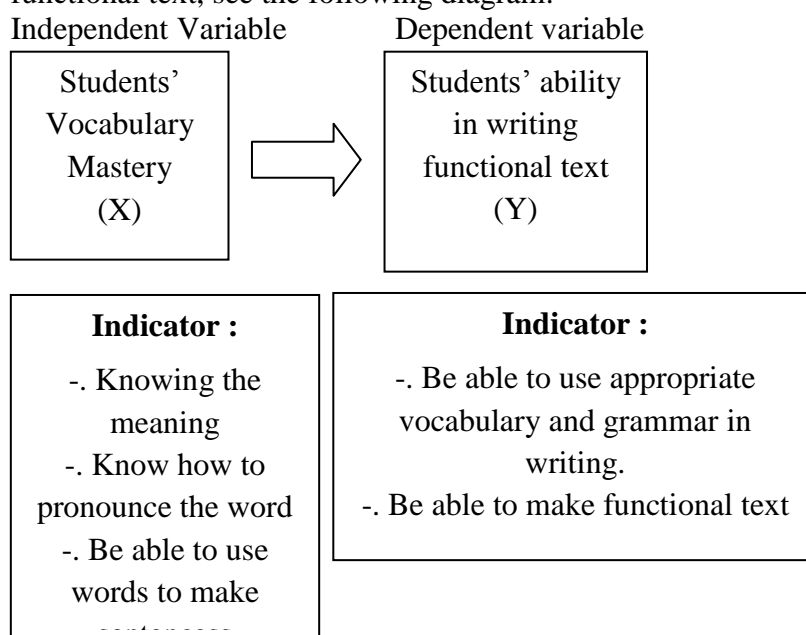
- order/ function, articles, pronouns, prepositions, but meaning seldom obscured
- 17-11 fair to poor: major problems in simple / complex construction; frequent errors of negation, agreement, tense
- 10-5 very poor: virtually no master of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate

**Mechanics**

- 5 excellent to very good: demonstrate mastery of convention; few errors of spelling, punctuation, capitalization, paragraphing
- 4 good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
- 3 fair to poor: frequent error of spelling, punctuation, and capitalization; paragraphing; poor handwriting; meaning confused or obscured
- 2 very poor: no master of convention, dominated by error of spelling, punctuation, capitalization paragraphing, handwriting illegible; or not enough to evaluate

Vocabulary is important language component in learning English. When we have rich vocabulary we can master every skill in English well. Writing is one of skills that the students must master in learning English. Vocabulary can not be separated from writing ability because; writing ability and vocabulary mastery influence each other. A person writing vocabulary is all the words that the person can implement it in writing. So the writing vocabulary is influenced by its user.

Based on the statement of theories in this chapter, the writer assumes that there is a positive correlation between students' vocabulary mastery and their ability in writing functional text. It means that if the students mastering vocabulary well, they will have good ability in writing especially in writing functional text. To know the correlation between students' vocabulary mastery in their writing functional text, see the following diagram:



Based on the theories and assumption above, the writer proposes some hypothesis as follow:

1. There is correlation between students' vocabulary mastery and their ability in writing functional text.
2. There is a positive correlation between students' vocabulary mastery and their ability in writing functional text.
3. The correlation between students' vocabulary mastery and their ability in writing functional text is high.

## **Results and Discussion**

### **Validity and Reliability**

A good test is if the test that has validity and reliability. It means that the test can be used to measure what is expected accurately. To know the validity of the test, the writer consulted the test to the validator and then the writer makes revision of the test items based on the recommendation judgment by the validator. Before the vocabulary test was given to the sample of the research, the researcher did the test first to 20 students out of sample. The result of the try out from the calculation, it got  $r_{xy} = 0,43$  the result of calculation by using product moment formula above just showed a half of reliability of the whole test items, the writer used spearman brown formula The result of the calculation above showed that coefficient of reliability of the whole test items of vocabulary mastery was 0,60. Therefore, the writer consulted with  $r_{table}$ . By seeing  $r_{table}$  with  $N=20$  on significant 5% are 0,450 it means that  $r_{count} = 0,60$  is higher than  $r_{table} = 0,450$  So, the test items of vocabulary could be used for the research. Furthermore, the writer consulted with the criteria of Arikunto to know the degree or the level of the item test. By consulting the criteria of reliability of the test item, it can be seen that  $r_{count} = 0,60$  is located on 0,600 – 0,790. So, it can be concluded that the test is in high reliability, and the test items can be used in this research.

### **The Normality Data Test of Vocabulary**

The normality data test was used to know the data has normal distribution or not. To find the normality data test, the writer used *Chi-Square ratio* ( $X^2_{ratio}$ ) formula. Before calculate normality data test by *Chi-Square ratio* ( $X^2_{ratio}$ ) formula, from the test result obtained the highest score of vocabulary test is 86 and the lowest score is 52 and the result of normality data test got  $X^2_{ratio} = 3,154$  Ho is accepted, if  $X^2_{ratio} \leq X^2_{table} (1 - \alpha) (K - 3)$  For significant 5 % ( $\alpha = 0,05$ ) got:  $X^2_{table} = X^2 (1 - 0,05) (6 - 3) = X^2 (0,95) (3) X^2_{table} = 7,8$ .  $3,154 \leq 7,81$ . So, Ho is accepted.

For significant 1 % ( $\alpha = 0,01$ ) got:  $X^2_{table} = X^2 (1 - 0,01) (6 - 3) = X^2 (0,99) (3)$   
 $X^2_{table} = 11,3$ .  $3,154 \leq 11,3$ . So, Ho is accepted.

From the result of the calculation, can be seen for significant 1 % and 5 % are  $X^2_{ratio} \leq X^2_{table}$ . So, hypothesis Ho accepted. It means that the sample is from normal distribution.

### **The Normality Data Test of Writing functional text**



In this section, the writer calculated normality data test of writing functional text. The normality data test was used to know the data has normal distribution or not. To find the normality data test, the writer used *Chi-Square ratio* ( $X^2_{ratio}$ ) formula. Before calculate normality data test by *Chi-Square ratio* ( $X^2_{ratio}$ ) formula, the writer did some steps and from the test result obtained the highest score of writing functional text test is 85 and the lowest score is 50.

The result of this test got :  $X^2_{ratio} = 7,243$ . Test Criteria :  $H_0$  is accepted, if  $X^2_{ratio} \leq X^2_{table} (1 - \alpha) (K - 3)$  For significant 5 % ( $\alpha = 0,05$ ) got:  $X^2_{table} = X^2 (1 - 0,05) (6 - 3) = X^2 (0,95) (3) X^2_{table} = 7,81$ .  $7,243 \leq 7,81$  For significant 1 % ( $\alpha = 0,01$ ) got:  $X^2_{table} = X^2 (1 - 0,01) (6 - 3) = X^2 (0,99) (3) X^2_{table} = 11,3$ .  $7,243 \leq 11,3$ .

From the result of the calculation, can be seen for significant 1 % and 5 % are  $X^2_{ratio} \leq X^2_{table}$ . So, hypothesis  $H_0$  accepted. It means that the sample is from normal distribution.

### **The Data Analysis of the correlation between Students' Vocabulary Mastery and Writing Functional Text**

From the calculation of data analysis, the coefficient correlation was 0,58 it means that there is correlation between variable X and Y.

The result of the calculation above showed that coefficient correlation between vocabulary mastery and their ability in writing functional text was 0,58. Therefore, the writer consulted with  $r_{table}$ . By seeing  $r_{table}$  with  $N=40$  on significant 5% are 0,312 it means that  $r_{count} = 0,58$  is higher than  $r_{table} = 0,312$ . So, there is correlation of vocabulary mastery and their ability in writing functional text. Furthermore, the writer consulted with the criteria of Arikunto to know the degree or the level of the correlation as follows:

0.800 – 1.00 very high

0.600 – 0.790 high

0.400 – 0.590 fair

0.200 – 0.390 low

0.000 – 0.190 is very low (Arikunto, 2006:276)

By consulting the criteria of Arikunto from the correlation above, it can be seen that  $r_{count} = 0,58$  is located on 0,40 – 0,59. So, it can be concluded that the correlation is sufficient.

### **The First Hypothesis**

To find or prove whether there is correlation between students' vocabulary mastery and their ability in writing functional text, the writer used product moment formula, from the calculation above we got  $r_{count} = 0,58$ . it means that there is correlation between students' vocabulary mastery and their ability in writing functional text.

### **The Second hypothesis**

If  $r_{count}$  more than 0,000 it means that there is positive correlation, and if  $r_{count}$  lower than 0,000 it means the correlation is negatif (there is no correlation). From the result of the calculation got the coefficient correlation is 0,58 it can be

concluded that there is positive correlation between students' vocabulary mastery and their ability in writing functional text.

### **The Third hypothesis**

The third hypothesis is to know the degree of the correlation between students' vocabulary mastery and their ability in writing functional text. To analyze the second hypothesis the writer used the criteria as follows:

0.800 – 1.00 very high

0.600 – 0.800 high

0.400 – 0.600 fair

0.200 – 0.400 low

0.00 – 0.200 is very low (Arikunto, 2006:276)

Based on the calculation above, it is gained  $r_{\text{count}} = 0,58$  it means that the correlation between students' vocabulary mastery and their ability in writing functional text is sufficient.

### **Conclusion and Suggestion**

Based on the result of data analysis, the writer found that there is correlation between students' vocabulary mastery and their ability in writing functional text and the correlation is sufficient. Based on the test of hypothesis was gained high reliable, so hypothesis was accepted and proved.

From the statement above, the writer found the fact that vocabulary mastery and writing functional text ability can not be separated. It means that mastering vocabulary is important to improve the students writing functional text ability. So the students have to master vocabulary and they can improve their ability in writing practice.

Based on the result and discussion, the writer would like to give some suggestion. The writer hopes that can be helpful to increase the capability of the students vocabulary mastery and their ability in writing ability as follows :

1. The students of SMA Negeri 1 Bandar Lampung should increase their vocabulary to improve their writing ability.
2. In teaching learning process, the teachers should give more attention about vocabulary in order to improve their ability in writing.
3. The school library should provide more English vocabulary books and guidance English books for writing. It is hoped that the students will be more motivated in teaching and learning process.

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