THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING AN ANALYTICAL EXPOSITION TEXT OF THE SECOND YEAR STUDENTS AT SMAN 1 LUBUK ALUNG

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Abstract

The purpose of this research was to correlate between students' vocabulary mastery and their ability in writing an analytical exposition text of the second year students at SMA 1 Lubuk Alung. The design of this research was correlation research. The population of this research was 261 of second year students at SMA 1 Lubuk Alung. In selecting the sample, the writer used stratified cluster random sampling technique. The number of sample was 42 students from class XI IPS 3 and XI IPA 5. The writer found the reliability of the vocabulary test by using split-half method. It was found that the coefficient of correlation was very high (.85). It means that the test was reliable. Then, the writer also found the reliability of writing test by using inter rater method. It was found that the coefficient of correlation was very high (.96). It means that the test was reliable. The test was valid in terms of content validity. The result of the data analysis showed that the value r- calculated in this research was .44 with the level significant 95%(α.05) and the degree of freedom (df) n-2(40) and the value of r-table was .31. It means that r- calculated (.44) was higher than r- table (.31). Learning from the result, it can be concluded that the correlation between students' vocabulary mastery and their ability in writing an analytical exposition text of the second year students at SMA 1 Lubuk Alung was moderate.

Key words: Correlation, writing, vocabulary mastery, analytical exposition text.

A. Introduction

Language is an important aspect in life to communicate with other people. With language, people can express ideas, thought, and whatever they have in mind. English language is a foreign language for students in Indonesia. Students study English from junior high school because English is international language in Indonesia. In learning English, the students should master four skills. They are listening, speaking, reading, and writing. It is benefit to get communication well in English. In addition, the students also should master some language components, such as grammar, vocabulary, and many others.

Vocabulary is one of the language components that is more important than others. The reason is that in English we should learn four skills so without using vocabulary it is impossibble to master four skills. Vocabulary is one of the language aspects which should be learned because we have to know vocabulary first to master English well. Among four language skills, writing is one of the English skills that is very important to be mastered by the students. It is important since writing skills play an important role in most contexts of life, particularly in school because most of the students will face many writing tasks to complete education. In fact, based on informal interview with English teacher at SMAN 1 Lubuk Alung, there were many students got low scores on writing analytical exposition text because they lack of vocabulary. It means that vocabulary has a big contribution in writing analytical expositon text. From this idea, the writer is interested in conducting a study about " The Correlation between Students' Vocabulary Mastery and Students' Ability in Writing Analytical Exposition Text of the Second Year Students at SMAN 1 Lubuk Alung.

There are many components of a language such as grammar, phonology, vocabulary, and etc. Those components support four language skills. One of language components that is discussed by the writer is vocabulary because vocabulary is important in processing four skills in English ; listening, speaking, reading, and writing. The writer discusses about synonym, antonym, and meaning in context of vocabulary. We can increase vocabulary by practicing language skills such as writing text. In order to obtain a good research both covering vocabulary mastery and ability in writing, the writer uses an analytical exposition text in writing. There are three elements in an analytical exposition text, they are social function, generic structure, and language features. The students make an analytical exposition text which consist of thesis, arguments, and reiteration.

The writer limited her study to the correlation between students' vocabulary mastery and students' ability in writing analytical exposition text. The writer choosed the second year students at SMAN 1 Lubuk Alung because they have studied it at the second year.

Based on the limitation of the problem above, the writer formulated the problem of the research as : " Is there any significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text of the second year students at SMAN 1 Lubuk Alung?"

The general purpose of this research was to find out the correlation between students' vocabulary mastery and their ability in writing analytical exposition text of the second year students at SMAN 1 Lubuk Alung.

The writer hoped this study can give useful information to English teachers and students in this research. For English teachers, they knew students' vocabulary mastery and students' ability in writing analytical exposition text and be an input to the English teachers in teaching the students about vocabulary and writing analytical exposition text. For the students, this research can give them information about the correlation between students' vocabulary mastery and the students' ability in writing analytical exposition text. The writer gave motivation for students to learn vocabulary and writing analytical exposition text.

B. Research Method

The writer used the correlational method. According to Gay (1987:229), correlation research involved collecting data in order to determine whether, and to what degree a relationship exists between two or more quantifiable variables. In this research, the writer tried to find out the degree of relationship between students' vocabulary mastery and their ability in writing analytical exposition text of the

second year students' at SMAN 1 Lubuk Alung.

According to Gay (1987:102), the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. The population of the research was the second year students at SMAN 1 Lubuk Alung. The writer chose the second year students majoring in science class at SMAN 1 Lubuk Alung because they have learned about vocabulary, writing, and analytical exposition text. The total number of population was 261 students and they were distributed into nine classes. According to Gay (1987:101), sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. In this research, to select the sample, the writer used stratified cluster random sampling technique. The writer used stratified cluster random sampling because the population was divided into two strata, exact science class (IPA) and social science class (IPS), the population has been grouped into some classes. Class XI IPS 1 was as the sample of the try out test and class XI IPS 3 and XI IPA 5 were as the sample of the real test.

To know the students' vocabulary mastery, the writer used a vocabulary test.

The writer firstly gave the try out test to the students out of sample. The students would choose one of the correct answers from the multiple choices form (A, B, C, and D). The test consists of 46 items. They were 16 items for synonym, 15 items for antonym, and 15 items for meaning in context. The writer gave 46 minutes for the students to do the test. After the writer calculated the item difficulty and item discrimination, the writer discarded 18 items. The writer concluded 28 items for the real test. The writer asked the students to choose one of the topics and write an analytical exposition text about: Land transportation, Internet (social network), Sport (by using the ball). It was at least three paragraphs that consisted of thesis, argument, and reiteration. The time allocation was 60 minutes to do the test. To collect the data of students' vocabulary mastery, the writer used a vocabulary test. They are: The writer explained test direction, the writer distributed the test to the students, the writer collected the students' answer sheets, the writer checked the students' answer sheets one by one, the writer gave the score 1 for the correct answer and 0 for the wrong answer, the writer counted the total score of each students.

To collect the data for writing test, the writer followed the following procedures: the writer distributed the test to the students, The writer collected the students' answer sheets, the writer copied the students' answer sheets and gave them to the second scorer, the writer and the second scorer checked the students' answers by giving the following criteria modified from Heaton (1988:146), the writer counted the total score of each student.

To analyze the data, the writer did the following steps: presented the raw score of two variables (vocabulary score and writing score), correlated the total scores of two variables by using Pearson Product Moment Formula. From the result of the tests, the writer categorized the correlation into moderate correlation.

The hypothesis of this research was that there was a significant correlation between the sudents' vocabulary mastery and students' ability in writing an analytical exposition text at SMA 1 Lubuk Alung.

C. Findings and Discussion

Findings

The Description of the Data

As have been discussed before, the writer had two instruments to collect the data for two variables ; vocabulary test and writing analytical exposition text test. Both

instruments were given to 42 students chosen as sample of this research. There were 28 items for vocabulary test and time allocation was 28 minutes. For writing analytical exposition text test, the writer gave some topics and time allocation was 60 minutes.

Based on the result of the tests, it was found that the lowest score for vocabulary test was 8 and the highest score was 24. For writing an analytical exposition text test, it was found that the lowest score was 51 and the highest score was 93.

The Result of Data Analysis

To find out the correlation between students' vocabulary mastery and their ability in writing analytical exposition text of the second year students at SMA 1 Lubuk Alung, the writer used Pearson Product moment formula. From the data analysis, it was found the value of r between vocabulary and writing analytical exposition text was .447.

Discussion

Based on the result of testing hypothesis and the result of data analysis, there was significant correlation between vocabulary mastery and ability in writing analytical exposition text. It was found that the value of $r_{calculated}$ was .447. In relation to the classification of correlation elaborated by Arikunto (2012:89), the correlation of two variables (vocabulary and analytical exposition text) could be classified as moderate. Relating to this, it could be interpreted that an increasing grade in vocabulary mastery has relationship with an increasing grade in ability to write an analytical exposition text.

D. Conclusions and Suggestions

Conclusions

Based on finding as already discussed in the previous chapter, it can be concluded that :

1. There was a significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text of the second year students at SMA 1 Lubuk Alung. It was proved by the value $r_{calculated}$ that was higher than r_{table}. It can be concluded that the grade of vocabulary mastery can influence the grade of writing analytical exposition text.

2. The correlation between students' vocabulary mastery and their ability in writing analytical exposition text of the second year students at SMA 1 Lubuk Alung

was categorized as moderate correlation. It means that, vocabulary gives moderate effects in writing analytical exposition text.

Suggestions

Based on the conclusions above, the writer can give suggestions as follows:

1. In selecting teaching material for writing class, especially in writing analytical exposition text, the teacher should consider the form of vocabulary.
2. For students, to improve their ability in writing an analytical exposition text, they should make efforts to increase their mastery in vocabulary.

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