THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY OF THE FIFTH SEMESTER STUDENTS ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd.) in English

Written by:

ELMINA DORIFA
Reg. Number: 1620300082

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

INSTITUT FOR ISLAMIC STUDIES PADANGSIDIMPUAN
2022

THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY OF THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd.) in English

Written by:

ELMINA DORIFA
Reg. Number: 1620300082

ADVISOR I

Zainuddin, M.Hum
NIP. 19760610 200801 1 016

ADVISOR II

Yusni Sinaga, M.Hum.
NIP. 19700715 2005014 2 010

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
INSTITUT FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022

SURAT PERNYATAAN PEMBIMBING

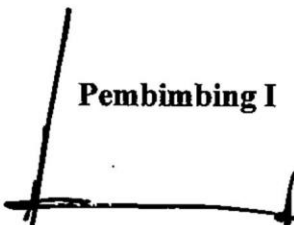|		
Hal	: Skripsi	Padangsidimpuan, *15 April* 2022
A.n	: Sintia Siregar	Kepada Yth,
Lampiran	: 7 (Tujuh) Examplar	Dekan Fakultas Tarbiyah dan
		Ilmu Keguruan IAIN
		Padangsidimpuan
		di-
		Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n **Elmina Dorifa** yang berjudul **"The Correlation Between Students' Vocabulary Mastery and Writing Ability In Narrative Text At The Fifth Semester Students Of English Departement IAIN Padangsidimpuan 2021-2022"**, maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar sarjana pendidikan (S.Pd) dalam bidang Ilmu Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan.

Seiring dengan hal diatas, maka saudari tersebut dapat menjalani sidang munaqosyah untuk mempertanggungjawabkan skripsi ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pembimbing I	**Pembimbing II**
Zainuddin, M. Hum	**Yusni Sinaga, M. Hum**
NIP. 19760610 200801 1 016	**NIP. 19700715 2005014 2 010**

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	: ELMINA DORRIFA
Reg. Number	: 16 203 00082
Faculty/Department	: Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis	:**The Correlation between Vocabulary Mastery andWriting Ability in Writing Narrative Text at the Fifth Semester Students of English Department IAIN Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 7 APRIL 2022
Declaration Maker

ELMINA DORIFA
Reg. Number 16 203 00082

AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY

As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : Elmina Dorifa
Registration Number   : 16 203 00082
Faculty/Department   : Tarbiyah and Teacher Training Faculty/TBI-3
Kind   : Thesis

To develop of science and knowledge, I hereby declare that I present to the state institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled:" **The Correlation between Vocabulary Mastery and Writing Ability in Writing Narrative Text at the Fifth Semester Students of English Department IAIN Padangsidimpuan**" With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, 7 April 2022
Signed

Elmina Dorifa
Reg. Num. 16 203 00082

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name   : Elmina Dorifa

Registration Number   : 16 203 00082

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-3

The Tittle of Thesis   : **The Correlation Between Vocabulary Mastery and Writing Ability of The Fifth Semester Students English Department IAIN Padangsidimpuan.**
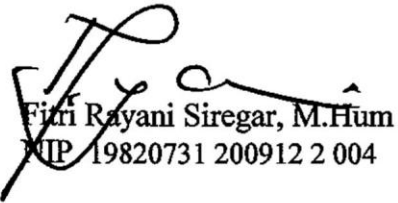
Chief,   Secretary,

Fitri Rayani Siregar, M.Hum.   Dr. Eka Sustri Harida, M.Pd.
NIP. 19820731 200912 2 004   NIP. 19750917 200312 2 002

Members,

Fitri Rayani Siregar, M.Hum   Dr. Eka Sustri Harida, M.Pd.
NIP. 19820731 200912 2 004   NIP. 19851010 201903 2 007

Zainuddin, M.Hum   .   Yusni Sinaga, M.Hum
NIP. 19760610 20001 1 016   NIP. 19700715 200501 2 010

Proposed:
Place   : Padangsidimpuan
Date   : May, 10th 2022
Time   : 13. 30 WIB until finish
Result/Mark   : 76 (B)
IPK   : 3,15
Predicate   : Memuaskan

LEGALIZATION

Thesis : The Correlation between Vocabulary Mastery and Writing Ability in Narrative Text at the Fifth Semester Students of English Department IAIN Padangsidimpuan

Name : Elmina Dorifa

Reg. Num : 16 203 00082

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI 3

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan,   April 2022

Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

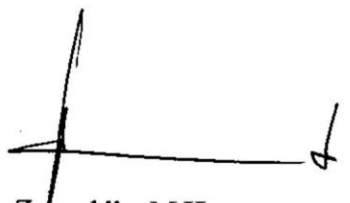|	
Name	: **Elmina Dorifa**
Reg. Number	: **1620300082**
Faculty	: **Tarbiyah and Teacher Training Faculty**
Department	: **English Education (TBI-3)**
The Tittle of the Thesis	: **The Correlation Between Vocabulary Mastery and Writing Ability Of The Fifth Semester Students English Departement IAIN Padangsidimpuan**

ABSTRACT

This research focused on the correlation between vocabulary mastery and writing ability in writing narrative text at the fifth semester students of English Department IAIN Padangsidimpuan. The students problem in this research were: 1) One of the difficulties is related to the vocabularies, 2) Most of students can not use vocabulary correctly, 3) Most of them still have lack of vocabularies and 4) Students are afraid of making mistake in writing English.

This research had three formulation of the problem, they are how is the ability of the fifth semester students in mastering vocabulary, how is the ability of the students fourth semester in writing ability and is there any significant correlation between vocabulay mastery and writing ability in writing narrative text at the fifth semester students. The purpose of this research are to find out the students' vocabulary mastery of the fifth semester, to find out the students' writing ability of the fifth semester and to find out the significant correlation between vocabulary mastery and writing ability in writing narrative text at the fifth semester students of English Department IAIN Padangsidimpuan.

The kind of this research was quantitative research with corretional method. 21 students were gotten by Slovin formula and choosen randomly from 3 classes as the sample. They were 10 students from TBI-1, 7 students from TBI-2 and 4 students from TBI-3. The researcher used lottery to take the sample.

To anlyze the data, the researcher used Product Moment formula. After analyzing the data, the researcher found that mean score of variable X was 79.29 and mean score of variable Y was 77.88. Besides, the score of r_{xy} was more than r_{table} 0.96> 0.456. The result showed that there was any significant correlation between two variables. It means the hypothesis (H_a) was accepted and (H_o) was rejected. It was concluded that there was any significant correlation between vocabulary mastery and writing ability in writing narrative text at the fifth semester sudents of English Department IAIN Padangsidimpuan in very good category.

Key Words: Vocabulary Mastery, Writing Ability, Narrative Text

Nama   : **Elmina Dorifa**
NIM   : **1620300082**
Fakultas   : **Tarbiyah dan Ilmu Keguruan**
Jurusan   : **Tadris Bahasa Inggris (TBI-3)**
Judul Skripsi   : **Hubungan Antara Kosa Kata Dengan Kemampuan Menulis Mahasiswa Semester Lima Institut Agama Islam Negeri.**

ABSTRAK

Penelitian ini fokus pada hubungan antara penguasaan kosa kata kemampuan menulis teks narativ pada mahasiswa semester lima jurusan Bahasa Inggris IAIN Padangsidimpuan. Permasalahan mahasiswa dalam penelitian ini adalah: 1) Salah satu kesulitan adalah berhubungan kosa kata, 2) Kebanyakan mahasiswa tidak mampu menggunakan vocabulary dengan benar, 3) Kebanyakan dari mereka masih kurang perbendaharaan kosa kata and 4) Mahasiswa takut membuat kesalahan dalam menulis Bahasa Inggris.

Penelitian ini memiliki tiga formulasi, yaitu bagaimana kemampuan mahasiswa semester lima dalam menguasai kosa kata, bagaimana kemampuan mahasiswa semester lima dalam menulis dan apakah ada hubungan signifikan antara penguasaan kosa kata dan kemampuan menulis teks naratif pada mahasiswa semester lima. Tujuan dari penelitian ini adalah untuk mencari tahu penguasaan kosa kata pada mahasiswa semester lima, untuk mencari tahu kemampuan menulis pada mahasiswa semester lima dan untuk mencari tahu hubungan signifikan antara antara penguasaan kosa kata dan kemampuan menulis teks naratif pada mahasiswa semester lima jurusan Bahasa Inggris IAIN Padangsidimpuan.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. 21 mahasiswa di dapat dari rumus Slovin dan dipilih secara acak dari 3 kelas sebagai sampel. Yaitu 10 mahasiswa dari kelas TBI-1, 7 mahasiswa dari kelas TBI-2 dan 4 mahasiswa dari kelas TBI-3. Peneliti menggunakan lotre dalam pengambilan sampel.

Untuk menganalisis data, peneliti menggunakan rumus Product Moment. Setelah menganalis data, peneliti mencari nilai tengah dari variabel X yaitu 79.29 dan nilai tengah untuk variabel Y adalah 77.88. Di samping itu skor dari r_{xy} yaitu lebih dari r_{table} 0.96> 0.456. Hasil menunjukkan bahwa ada hubungan signifikan antara peguasaan kosa kata dan kemampuan menulis teks naratif pada mahasiswa semester lima jurusan Bahasa Inggris IAIN Padangsidimpuan.

Kata Kunci: Penguasaan kosa kata, Kemampuan menulis, Teks naratif

ACKNOWLEDGEMENT

First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing the thesis entittle "The Correlation Between Vocabulary Mastery and Writing Ability of The Fifth Semester Students of English Department IAIN Padangsidimpuan". Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

This thesis is presented to the English Education Department of the State Institut for Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment fo degree strata 1 (S1).

In finishing this thesis, I got a lot of advices, suggestion and support from the following:

1. Mr. Zainuddin, M.Hum as the first advisor who has guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis. May Allah blesses him.

2. Mrs. Yusni Sinaga, M.Hum. as the second advisor who has guided, supported, advised, and suggested the writer with great patience to finish this thesis as well.

3. Mr. Dr. H. Muhammad Darwis Dasopang, M. Ag as the rector of IAIN padangsidimpuan.

4. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

5. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus (Mr. Dr. Fitriadi Lubis, M.Pd. Mrs. Fitri Rayani Siregar, M.Hum. Mrs. Sri Rahmadhani, M.Pd. Mrs. Dr Eka Sustri Harida, M.Pd. Mrs. Rayendriani Fahmei Lubis, M.Ag. Mrs. Yusni Sinaga, M.Hum. Mr. Zainuddin, M.Hum. Mrs. Ida Royani, M.hum. Mrs. Marwah, M.Pd.), and all the lecturers at IAIN Padangsidimpuan who have given me much knowledge.

6. My beloved parents (Mr. Alm Maraden Sopan Batubara, and Mrs. Setia Siregar), and My lovely Sisters and Brothers (Meirida Syari Syafitri Batubara, Hadlin Haryadi Azhari Batubara, Abdul Hadi Batubara, Anggina Mutiara Batubara, Annisa Rahmadani Batubara,) and My lovely Cousin (Keysha Radena Atia Batubara, Hadi Bukhori Al – Faeza Batubara, Sopwan Fatih Rahardian Batubara). Who always give me alot of love, affection, attantion, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.

7. All of my sample or My Respondent the Fifth Semester Students of English Departement IAIN Padangsidimpuan Academic Years 2021 – 2022.

8. My Greatest friends Nina Puspita Sari Nasution, Rizkyah Rani, Dina Sartika Nasution, Rizky Putri Annisa, Muthmainnatul Hubbi, Rini Yohana Siagian, Masdayani Rambe, Yuli Martini, Maya Sari Siregar, Yulandari Siregar,

Rahmad Gunawan, Mahdi Sukri, and all of my friends in English Departement TBI – 1 until TBI – 3 who help me to finishing my thesis until today and who always, made me my life be colorful and helpful each other. who have given the contributions while finishing this thesis thank you for all the things done everyone who gave helps whether mention or not to finish my thesis.

Finally, Nothing in the world is perfect. I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis

Padangsidimpuan, 01 April 2022

The Writer

Elmina Dorifa

Nim.1620300082

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIXES

LIST OF FIGURE

Page

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is a communication skill which as a means of communication is learned in real terms because there is no automatic learning to write. Writing is one of skill in English that should be learned. People cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter, and how to punctuate those sentences.

The next, learning to write is an indispensable part of language learning. With aware of this necessity, writing is more attention in English language teaching. Without learning it the students cannot have effective acquisition of a language. Because every skill in English has relationship each others, if one of the skills is not learned, it will be difficult to master the other skill.

To be skillful in writing is not easy task, especially in writing narrative text. It causes writing narrative is a complex process. This complexity can be recognized from many aspects, such as vocabulary and grammatical rules. Besides to make a good writing descriptive text the students also should know about unity and the rules that apply in writing narrative text.

Furthermore, in 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.

Vocabulary has a big impact in producing incomplete writing. Learning vocabulary is important, if the learner understands about vocabulary, they will be able to write correctly and appropriately. The sentence written by using the appropriate vocabulary will make the readers easy to understand the messages intended by the writer also easy to write. Lack of vocabulary will make it difficult for students to express their thoughts in writing. In addition, vocabulary mastery is the main basic for everyone to master the four skills; listening, speaking, reading, and writing.

The next, students need many vocabularies to write their ideas, to build a good sentence, and give clear information. Students will be able to convey their ideas if they have many vocabularies. Vocabulary gives big influence for all areas of language learning. Without vocabulary, the students will confused and difficult in writing every text, especially in narrative text.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly.

Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding,

and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test. In writing, the writer use vocabulary to develop his/her idea, a writer should choose the words clearly and accurately to express his/her ideas. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastery.

IAIN Padangsidimpuan is one of the university in Padangsidimpuan. This unersity has some classrooms of Englsh Department. English is one of the compulsory lesson especially in Englsh Department IAIN Padangsidimpuan.

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 the students 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. This is proved based on an interview that has conducted with the students said:

> Actually, I am still poor of vocabulary, especially in unfamiliar vocabulary that rarely to use in daily life. When asked to write, I think there are two things that must be done at once, namely thinking about what to write and changing the writing into English that also must be followed the rules. So, I think writing is one of the difficult skills after speaking. Because doesn't good enough at vocabulary affect a person's writing.[1]

---

[1] Interview with the student of English department at IAIN Padangsidimpuan, online interview via whatsapp on 16 January 2022 at 09.53.

This is also proven from the result of interview by other students said:

> In writing I have difficulty in compilling its grammatical features. To be honest, I still don't know the language features in each text, including the narrative text. Where I made mistake in using the verb, and misplaced tobe (was,were) in the nominal sentence. So, I face difficult in vocabulary of verb and another rules of writing such as grammatical features.[2]

It can be conclude that, the students have difficulties in mastering vocabulary, especially in unfamiliar vocabulary that rarely used in daily life. The students also difficult in identifying the language features, especially in narrative text. So, they do not pay attention to the correct words usage.

Based on the symptoms found by the writer above, the writer is interested in carrying out a research entitled: **The Correlation between Students' Vocabulary Mastery and Writing Ability in Narrative Text at the Ffth Semester Students of English Department IAIN Padangsidimpuan.**

B. Identification of the Problem

Based on background of the problem above; the students still get difficulties to write narrative texts correctly. One of the dfficulties is related to the vocabulary. The students cannot use the vocabularies correctly, they 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.

---

[2]Interview with the student of English department at IAIN Padangsidimpuan, online interview via whatsapp on 17 January 2022 at 16.37

C. Definition of Operational Variables

1. Vocabulary Mastery

   Vocabulary mastery is ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perfom their language. The vocabulary that is used in this reserach are all the words in a language or list of words with their meaning, especially in book for learning a foreign language.

2. Writing Ability

   Writing ability is the background knowledge that is owned by someone to make a text. It means that, wrong or right a writing based on the rules is influenced by the ability of the person himself.

D. Limitation of the Problem

In this research, the researcher did not discuss all the factors. This research discuss one factor only, which is vocabulary. Especially vocabulary about noun, adjective and verb. The reason why the researcher chooses vocabulary factor because first step to master writing is by learning vocabulary.

E. Formulation of the Research

To make the problem clear, the researcher formulates the problem based on identification above as follows:

1. How is the students' vocabulary mastery at the fifth seester students of Englsh Department IAIN Padangsidimpuan?

2. How is the students' writing ability at the fifth seester students of Englsh Department IAIN Padangsidimpuan?

3. Is there any significant correlation between vocabulary mastery and students' writing ability at the fifth seester students of Englsh Department IAIN Padangsidimpuan?

F. Purpose of the Research

1. To describe the students' vocabulary mastery at the fifth seester students of Englsh Department IAIN Padangsidimpuan.

2. To describe the students' writing ability at the fifth seester students of Englsh Department IAIN Padangsidimpuan.

3. To find out the correlation between students' vocabulary mastery and writing ability at the fifth seester students of Englsh Department IAIN Padangsidimpuan.

G. Significances of The Research

This research has significances, they are:

1. For head of English Department, as an information to guide English teacher to teach English teacher

2. For English teachers, as references to teach English clear and better

3. For other researcher, as an information in conducting further research in the same topic.

H. Outline of Thesis

The researcher is going to organize this research paper in order to make the reader easier to understand:

In chapter I, it consists of; background of the problem, identification of problem, limitation of problem, formulation of the problem, purposes of the research, significances of research.

In chapter II, it consits of; theoretical description, review of related findings, framework of thinking, and hypothesis. In this research, researcher has hypotheses that the significant correlation between students' vocabulary mastery and writing ability at the fifth semester students of English Department IAIN Padangsidimpuan.

In chapter III, it consists of: research method; place and time of the research, research method, population and sample, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data.

In chapter IV, it consists of; the result of research; the description of data, testing hypothesis, the discussion of the result and limitation problem. The result of research here means the ability of the fifth semester of English department tarbiyah faculty IAIN padangsidimpuan in mastering vocabulary and writing ability in narrative text.

The last chapter is V consists of; the conclusion and suggestion. This chapter talked about the things that are conclude as well as suggestions that can be applied when facing the same difficulties and problem in the teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Vocabulary Mastery

a. Definition of Vocabulary

Mastery is defined as a comprehensive knowledge or skill in a particular subject or activity and mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge.[3] Mastering a word means mastering the aspects of word knowledge, Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge.

Vocabulary is all the words contained in a language. The total number of words available, both active vocabulary used by readers and writers and passive vocabulary used by readers and listener. The core component in English is vocabulary.[4] The learners should master it firstly for mastering the four skills in English; speaking, listening, reading, and writing. According to Richard and Renandya, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write". It means vocabulary is

---

[3]Hornby, A S, *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Pres, 2001), p. 153

[4]Jack C. Richard and Williy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice,* (USA: Cambridge University Press, 2000), p. 255.

very important aspect in language. Someone can speak, listen, read, and write by using a language because they have had, known, and mastered much vocabularies. Vocabulary is one of the most obvious components of language and one of the first things applied linguist turned their attention to. Langan states that a good vocabulary it a vital part of effective communication. A command of many words will make you better writer, speaker, reader and listener. Studies showed that students with strong vocabularies or students who work to improve a limited vocabulary are successful in school

According to Hornby, vocabulary is a person's knowledge about all the words using.[5] Vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings.

Broadly says, "We must consider what we mean by vocabulary. The first idea that probably springs to mind is words, a formulation that is admirably adequate for the layperson".[6] It means we should use the vocabulary in the right placement. We must know what we mean by using the vacobulary. So, the definition of vocabulary is the ability to deduce the meaning of words and phrase from a context and to explain there by other words and phrases

---

[5]A.S. Hornby, *Oxford Advance Learner's Dictionary,* (New York: Oxford University Press, 2000), p. 1506.

[6]Norbert Schmitt, *Vocabulary in Language Teaching,* (Cambridge: Cambridge University Press, 2000), p. 1.

According to Hiebert and Kamil, "vocabulary is the knowledge of meaning of words".[7] The same thing is also delivered by Caroline T. Linse that Vocabulary is the individual's knowledge about the collection of words.[8] It means that vocabulary is someone's knowledge about words. It is generally agreed that "vocabulary be the most fundamental component of language, communication and acquisition."[9] So, Vocabulary mastery is very important in English language learning. There are many ways that teacher can do to teach vocabulary mastery. One of them by showing visual and verbal cues as well to get the students recall on the vocabulary easily. Vocabulary is the Everest of language for this reason; a person who wants be able to communicate in certain language has to master the vocabulary of the language for the first time.

Vocabulary is the word that somebody knows or learns, that should be mastered by students in learning English. And the ability to write for student is to know how they use words to convey their message or idea effectively. As we know that writing is one of ways to express our feeling and idea by using short story, poetry, poems, and other kinds of writing text. The students can express their idea into paragraph, kinds of text, writing letter and other form of writing.

---

[7]Hiebert, Elfrieda H. and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (Jew Jersie: Lawrence Erlbaum Associates, 2005), p. 3.

[8]Caroline T. Linse, *Practical English Language Teaching: Young Learners,* (New York: McGraw-Hill, 2005), p. 121.

[9]Sojuangon, "Teaching and Learning Vocabulary" Vol 3 No 1 (2015), p.28. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1284/1085

In conclusion, vocabulary mastery is an ability to combine skill and knowledge of words to express meaning, one of the language aspects should be learnt by students or language learners. So that, vocabulary is someone's knowledge about the words with the meaning of word itself that is used to compose a sentence to a paragraph that has meaning, also to master the skills in language such as speaking, listening, reading, and writing also vocabulary is all the words that used in language and each has meaning each of it. Also consist of some parts like verbs, idioms, adverb, pronunciation and etc. learning vocabulary was very important before we learn four basic skills in the language.

b. Purposes of Vocabulary

Vocabulary is important for students. There are several purposes of vocabulary:

1) to express their opinion thinking
2) to express idea in their society
3) particulary in early stages when students are motivated
4) to learn the basic words they need to get by in language.
5) to understand nuances of meaning
6) to become more proficient in their own choice of words and expressions.[10]

According to Wallace, the purpose of mastering vocabulary is divided into three purposes of vocabulary, they are :

1) Quantity means number of words to counting a lesson. In the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.
2) Need to determine the students' vocabulary for bussiness.

---

[10]Roger Gower, et al. *Teaching Practice Handbook*, (Thailand: Macmillan, 1995), p. 124

3) Presentation to specific understanding in the meaning of the words being learn since meaning involves many things, this requires the teaching in which the words are presented.[11]

Based on the explanation above, there are some purposes of vocabulary. They are: to express their opinion thinking, to express idea in their society, particularly in early stages when students are motivated, to learn the basic words they need to get by in language, to understand nuances of meaning, to become more proficient in their own choice of words and expressions, counting the lesson, need for business, and presentation. It means that, someone can say very little with grammar, but without vocabulary or words someone can not say anything.

Meanwhile, the purpose of vocabulary in junior high school institution are; students are able to memories vocabulary around 250 words, students are able to enrich vocabulary in daily activity, and students able to know the meaning of words.[12]

c. Types of Vocabulary

According to Harmer, there are two kinds of vocabulary, they are:

1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone does not need to know much about the receptive vocabulary because it is impossible for someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand

---

[11]Michael J. Wallace, *Teaching Vocabulary,* (ELBS, 1989), p. 235.

[12]Syllabus at SMP Negeri 5 Padangsidimpuan.

the ideas of the utterance contextually not word by word. The receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used. These are often used by an individual, particularly in writing. Another word, the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.[13] It means, the productive vocabulary is the words that are familiar or easy to recognize. These are often used by an individual, particularly in writing and speaking.

According to Azimar Enang that there are two types of vocabulary, they are:

a) General Vocabulary

b) Special Vocabulary[14]

According Scail says that there are 3 types of vocabulary, they are:

1) Active Vocabulary.

2) Reserve Vocabulary.

---

[13]Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 158-159.

[14]Azimar Enang, *Kinds of Vocabulary*, (Bandung: PT. Pustaka Media, 2001), p. 203

3) Passive Vocabulary.[15]

Based on the explanation above, there are some types of vocabulary. They are : active vocabulary, passive vocabulary, reserve vocabulary, general vocabulary, and special vocabulary.

In this discussion researcher limits the types of vocabulary into two points;

First, active vocabulary refers to the words that are used in speaking and writing. It means that involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocated.

Second, passive vocabulary means the words that are used in reading and listening. Someone can understand the ideas of the utterance contextually not word by word.

d. Material in Teaching Vocabulary

The material of teaching vocabulary in university is based on syllabus for academic given by government. "Based on the curriculum in university, there are some materials that should be understood by the students based on the skills. Such as about Introduction to affixes and base words prefixes and suffixes, Synonyms and antonyms, Unlocking the word meanings directly, Examine the list of common root words by clicking"[16] and so on. The topic of the vocabularies does not mention

---

[15]Schail, *Seven days to faster reading*, (New York: Oxford University Press, 1967), p. 53

[16]Aris Junaidi, dkk, Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan "Panduan Penyusunan Kurikulum Pendidikan Tinggi" (2020) https://dikti.kemendikbud.go.id

explicitly in the material. The topic not explain specially, but the vocabularies include in writing, speaking and reading materials. Here, only discuss the vocabulary about Unlocking the word meanings directly. The words meanings consist about noun, it can be about animals, public places or things.

2. **The Nature of Writing Skill**

a. **Definition of Writing Skill**

Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.[17]According to Brown, "writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization.[18] In another word, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language as correct as possible. Writing is different from talking or speaking; in this case, comparing with speaking, writing is considered as an activity which is less spontaneous and more permanent as well as there is a limited or fewer resources to support the communication because the writers and the audience cannot meet directly so that the resources may not be adapted as the writing activity is on-going process, hence these

---

[17]Jack C and Richard Schmidt Richards, Longman: Dictionary of Language Teaching & Applied Linguistic, third Edit (London: Pearson Education Limited, 2002), p.592.

[18]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Third Edit (New York: Pearson Education, 2007), p.392.

conditions lead to the conventions of writing less flexible and the language used tends to be standardized. In conclusion, writing is the process of putting down ideas by planning, reviewing and revising which is in good arrangement.

Writing is the way to share someone thought, it can be formal like thesis, statement or it can be informal like diary. To produce a good result, someone should do the process well. Caroline states that "writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner is polished and comprehensible to readers".[19] According to Nunan, "writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer".[20] Writing is also an action process of discovering and organizing the ideas, putting them on paper, and reshaping them. Writing is much like speaking, because it is a way to discover and communicate the ideas. However, unlike speaking the people get the information from oral communication but in writing through a paper. It can be said that writing is a way to express someone's thinking into written form and it will be the result of process.

In another word, writing is needed for students especially, because without writing they cannot depict what thing in their mind. Kroma

---

[19]Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p.98, en.bookfi.net.

[20]David Nunan, *Practical English Language Teaching*, First Edit (New York: McGraw-Hill, 2003), p.88.

describes that "writing is a kind of activity where the writer expresses the ideas in his mind in the paper from word to sentence, sentence to paragraph, and paragraph to essay".[21] On the other hand, Nunan states that "writing is the mental work of inventing ideas, thinking about how to express them, and organizing into statements and paragraphs that will be clear to a reader".[22]Writing is not as easy as people think, because, in writing the writer should make the good structure of sentences or ideas, using the understandable word to make reader easy to comprehend it.

Writing is one of the skills in the English language that is learnt by students in the school, while the vocabulary is supporting components. Thus, the writer tried to connect both of them. The writer also wanted to determine the level of students' ability to learn the vocabulary and writing. Then the writer searched the relationship between the both. Writing also means that someone change the thing that there is in his mind into it can be symbol into language that can be used for communication. According to Byme, "writing is involves the encoding of ma message of some kinds, that is, we translate our thought into language".[23] It means that when write, we use grammatical rules and the letters or combinations of the letters which relate to the sound we produce when we speak.

---

[21]Farisha Andi Baso, "Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa," *Jurnal Perspektif* 01, no. 02 (2016): p.111, https://scholar.google.co.id.

[22]Nunan, *Practical English Language Teaching*.

[23]Kalsum Mochtar, "Improving the Second Year Students' Ability in Writing Narrative Paragraphs by Using Picture Series," *Jurnal Ilmu Pendidikan* 12, no. 3 (2005): p.2, https://scholar.google.co.id.

Based on the several definitions above, the researcher concludes that writing is a process of putting down ideas, feelings, thoughts or opinions in written form which consist of symbols and words, where the words form sentence, and sentences are formed be a paragraph which must be logic, sequence and good arrangement.

b. Process of Writing

A process is a sequence of operational by which something is done. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. According to Harmer, "writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, and the medium such as pen, paper, etc".[24] Writing process is a step how to express the idea or thought into written form. writing process goes through several step to produce a good written product. There are some sub-activity to be taken in producing the text. It is more than just putting words together to make sentences. Process writing, when we write, we do more than just put words together to make sentences.

Before doing writing activity, the students should look at the steps of doing writing to produce a good writing product. Writing process should be done in chronological order, from the first step until the last step. Cynthia and frydenberg state that "there are six steps in writing

---

[24]Jeremy Harmer, *How to Teach Writing* (London: Pearson Educational Limited, 2004), p.4, en.bookfi.net.

process: 1) analyzing the assignment, 2) Brainstorming, 3) organizing your ideas, 4) writing the draft, 5) rewriting the draft and 6) writing the next (or final) draft".[25] In addition, Edward and friends state that the process of writing occurs in several stages:

1) Prewriting is a stage of process that includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.
2) Drafting is a stage that involves getting your ideas down on paper in roughly the format you intend for the finished work.
3) Revising is a stage in which you rework your first draft to improve its content and structure.
4) Editing and proofreading involve correcting errors in grammar, spelling, and mechanics.
5) Publishing and presenting are the stage of writing process in which a writer shares a final draft with an audience through speaking, listening, or representing activities.[26]

In pre-writing you should Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself. After that, gather ideas. When you have a topic, think about what you will write about that topic. Then organise, decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

In drafting, write your paragraph or essay from start to finish. Use your notes about your ideas and organisation. In reviewing and revising, you should review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look

---

[25]Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edit (New York: Pearson Education, 2008), p.31, en.bookfi.net.

[26]Edward E. Wilson and Friends, *Writing and Grammar: Communication in Action* (USA: Prentice-Hall, 2001), p.15.

for place where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange text with you. Your classmate read your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. In last step, rewrite, revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content.

In editing, the writer should check spelling and grammar and think about the words that have chosen to use, make final corrections. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make have corrected the errors you discovered in steps five and six and make any other changes you want to make

In conclusion, the process of writing is the stages that writers have to trough to in sequence to produce the result of writing in written form. The stages should be in chronological from the first stage until the last stage.

c. **The Purposes of Writing**

Writing has many purposes or objectives. The purposes is not only to share opinion or to copy something that is in someone's mind, but the purpose of writing can be to console the reader, to inform a new information and also it can be to examine a process of something. According to Edward and friends, "the purpose of writing is may be

persuasion (to convince, defend, or argue an opinion) or *exposition* (to explain, analyze, or examine a concept or process).[27] Besides, Jacobs categorizes the purpose of writing into three categories, the categories are:

1) To inform

In giving information, a written generally explains or describes an idea, a process, an even, a belief, a person, a place, or thing. The writer also gives the facts and explains its causes.

2) To persuade

The language style is used in category is obviously different with the previous category. In this category, a writer tries to change his/her audience or behave differently. In this sense, the writer appeals to readers; logic or emotion.

3) To entertain

One written has its own language style. The writer gives some efforts to make the readers laugh, smile, fascinated, surprised, or even angry.[28]It means to make the reader happy when they read the text.

Based on the explanation above, the researcher concludes that the purpose of writing is to inform, to persuade and to entertain. It also gives more information to the reader about the writer's opinion, idea and feeling.

---

[27]Wilson and Friends, *Writing and Grammar: Communication in Action*.

[28]Amzah, Nanning, and Nurfadillah, "Improving Writing Ability of the Eleventh Year Students of MAN 1 Parepare by Using Dice Game," *Journal of English Education and Development* 1, no. 1 (2017): p.39-40, https://scholar.google.co.id.

d. Characteristic of Writing

When the students or the writer begin their writing, the must know the elements of writing that are very important to make the result is good. Some of the experts give their opinion about the characteristic of writing. Boardman States that "there are three characteristic in writing a good text or paragraph, they are coherence, cohesion, and unity".[29]In addition to organization, writing in English must consist of these elements. The explanation of these three characteristics as follows below:

1) Coherence

According to Alice the Latin verb *coherence* means "hold together". For coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next must be logical and smooth."[30] Another statement, Boardman says that "a paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order that the reader can understand your ideas easily.[31] In conclusion, the writing can called coherence if the sentences are hold together, related each other, and must be logical from one sentence to others.

2) Cohesion

---

[29]Yuli Astuti, Ari Wibowo, and Nursalim, "The Effectiveness of Picture Sequence Towards Students' Ability in Using Conjuction at the Eight Grade of MTs Negeri Model Kota Sorong in the Academic Year 2016/2017," *Jurnal Interaction* 5, no. 2 (2018): p.53, https://scholar.google.co.id.

[30]Alice Oshima and Ann Hogue, *Writing Acadenic English*, Fourth Edi (New York: Pearson Education, 2006), p.21.

[31]Boardman and Frydenberg, *Writing to Communicate*.

Another characteristic of a good paragraph is cohesion. Boardman states that "when a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, define articles, personal pronouns, and demonstrative pronouns".[32] When the writer writes paragraph or text, he should know the cohesion of paragraph, because this part is very important for writing, so that the result of the writing will be good.

3) Unity

An important element of a good paragraph is unity. This is the final characteristic of well-written paragraph. According to Alice "unity means that a paragraph discusses one and only one main idea from beginning to end".[33] A text is called unity if all supporting sentences should relate to the topic sentence. As usual, the good paragraph only one main idea and only one topic sentence. It can be in the beginning of paragraph or at the last paragraph of a text.

Based on the explanation above, the researcher can conclude that a good writing should have three characteristics above which all the sentences relate each other so that the reader can understand the text easier.

---

[32]Boardman and Frydenberg.
[33]Oshima and Hogue, *Writing Acadenic English*.

e. Writing Assesment

Writing assessments are very needed to use especially in learning process. By writing assessment, the teacher will be easier to give the value of students' writing product. According to Jacobs, there are five components of writing assessment in written test that must know by the writer, they are:

1) Content: idea or content
2) Organization: coherence, general to specific, specific to general chronological order and spatial pattern.
3) Vocabulary: the choice of structure and lexical items to give a particular flavor for the writing.
4) Language use: language use writing involves correct usage end points of grammar such as verb, noun, and arrangement of grammar.
5) Mechanics: the use of is due to capitalization, punctuation, and spelling appropriately.[34]

In assessing writing, there are some methods that should be known by the examiner or writing corrector. According to Brown, there are three scoring methods for responsive and extensive writing, "at responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait, and analytical".[35] It means that when the teacher scores the students writing test, the teacher should know these three scoring method.

In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall

---

[34]Nuri Yanni Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)," *Jurnal Linear (Language Intelligence and Educational Research)* 1, no. 2 (2018): p.130, https://scholar.google.co.id.

[35]Brown, *Language Assessment: Principle and Classroom Practice*.

impression with the descriptors to arrive at a score. For example, the first descriptor across all score categories may address the quality of task achievement; the second may deal with organization, the third with grammatical or rhetorical considerations, and so on.[36] In conclusion, the teacher makes the table of scoring with the description it may consist of the quality of task achievement, organization, etc.

In primary trait scoring focuses on "how well students can write within a narrowly defined range of discourse". This type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of function of an essay is to *persuade* the reader to do something, the score for the writing would rise or fall on the accomplishment of that function.[37] It means that this scoring method, the teacher focuses on how well the students can write about the test that the teacher gives.

The last type is analytical scoring, there are six major elements of writing that are scored, and it enables students to home in on weakness and to capitalize on strengths. Brown and Bailey designed an analytical scoring scale that specified five major categories and description of five different levels in each category; ranging from "unacceptable" to "excellent".[38]In conclusion, the teacher scores the students writing

---

[36]Brown.
[37]Brown.
[38]Brown.

assignment consists of five elements of scoring level. The result of the scoring can be students' weakness or students' strengths.

Based on the scoring methods description above, the researcher uses analytical scoring, because it is simple and can make the teacher or researcher know the students' ability whether their weakness or strengths.

The order in which the five categories (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression) are listed may bias the evaluator towards the greater importance of organization and logical development as opposed to punctuation and style.[39] In summary, the categories and levels of scoring in writing are as follows:

Table-1
The Rubric of Scoring in Writing Narrative Text

Categories	Maximal score
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	**100**

B. Review of Related Findings

There were several researchers which have done the some research that related to this research, a follows: Umairah Rahmati in her research concluded that there was the result shows that the coefficient between variable X and variable Y is rxy = 0.607. The criteria of correlation between two variables among 0.600 – 0.800 shows a highly correlation. The significant level at 5% is

---

[39]Brown.

rtable = 0.361, rxy > rtable (0.607 > 0.361). The significant level at 1 % is rtable = 0.463, rxy > rtable (0.607 > 0.463).[40] So, tthere is a significant correlation between vocabulary mastery and students' writing ability.

Muslim in his research concluded that there was 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.[41] It means there is significant correlation between vocabulary mastery and students' writing ability in narrative text.

Dzur Rif'ah Mahmudah in his research concluded that there was vocabulary mastery test stated 61.00 of the mean score. Coefficient correlation between both variables shows that there is a significant correlation between students writing ability and their vocabulary mastery, it has lies between 0,600 - 0,800 which is categorized as substantial. [42]It can improve the vocabulary mastery and students' writing skill

C. Framework of Thinking

Vocabulary has a big impact in producing incomplete writing. Learning vocabulary is important, if the learner understands about vocabulary, they will be able to write correctly and appropriately. The sentence written by using the

---

[40]Umairah Rahmati, "The Correlation between Vocabulary Mastery and Students' Writing Skill", (ar-raniry state islamic university, 2018), http://www.journal.uinarraniri.ac.idp.

[41]Muslim, "The Correlation between Vocabulary Mastery and Students' Writing Ability in Narrative Text of Second Year Students of SMP Al-Ishlah Pekanbaru", (Islamic University of Sultan Syarif Kasim Riau. Pekanbaru, 2012), http://google.scholar.co.id.

[42]Dzur, The correlation between students' writing ability and their vocabulary mastery", (English Education Department, Faculty of Teacher Training and Education : Muhammadiyah University of Makassar, 2014), exposure journal 3, no. 2 (2014): 1-15, http://google.scholar.co.id.

appropriate vocabulary will make the readers easy to understand the messages intended by the writer.

Writing is a communication skill which as a means of communication is learned in real terms because there is no automatic learning to write. Without learning it the students cannot have effective acquisition of a language.

Based on assumption above, it can be assumption that there was correlation between vocabulary mastery and students' writing ability;

Vocabulary Mastery (Variable X)	→	Students' Writing Ability (Variable Y)

Figure 1: The Correlation between Vocabulary Mastery and Students' Writing Skill

D. The Hyphothesis of The Research

Hypothesis is a provisional respond to the problem, proved after collecting the data. In addition, hypotheses (quantitative hypotheses) are predictions the researcher makes about the expected outcomes of relationships among variables.

The hypothesis of this research stated that:

1. H_a: there is a significant correlation between vocabulary mastery and students' writing ability in narrative text of English department at IAIN Padangsidimpuan

2. H_o: there is no significant a significant correlation between vocabulary mastery and students' writing ability in narrative text of English department at IAIN Padangsidimpuan

CHAPTER III

RESEARCH METHOD

A. Place and Time of The Research

This research was conducted at SMP Negeri 1 Batangtoru. It is located in Batangtoru, street Merdeka, Napa, Batangtoru Kabupaten Tapanuli Selatan, Sumatera Utara 22738. The time of this research was conducted on January until finish.

B. Research Method

The type of research in this study is correlational research.The kind of this research is quantitative research where the method is descriptive method. "Correlation research is a study that involves act of data gathering to determine whether there is a relationship and relationship level between two or more variables. This research has no control or manipulation of variables.[43]It means that the correlation research is to find out the correlation between two or more variables and to what degree the correlation exist between them by statistical analysis.

Descriptive method is describing about something by using words or sentences. It can be described things, such as the condition or relationship. "Descriptive method is a form of research to describe the phenomena that happened like natural phenomena or fictive phenomena.[44] Descriptive research

---

[43]Muh Fitrah dan Luthfiyah, *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas Dan Studi Kasus* (Jawa Barat: Jejak Publisher, 2017), 36.

[44]Sanapiah Faisal and Mulyadi Guntur, *Metode Penelitian Dan Pendidikan* (Surabaya: Usaha Nasional, 1982), 119.

use to describe the correlation or the relationship between two or more variables naturally and has no control or manipulation.

C. Population and Sample

1. Population

Population is defined as an area of generalization consisting of object/subjects that are determined by the researcher for study and then take the conclusion.[45] The population of this research is the students of IAIN Padangsidimpuan at the fifth semester students of English Departmen. It consists of 3 classes. The population number is shown in the table below.

Table 1.
The Population of the Fifth Semester English
Departmen Students of IAIN Padangsidimpuan.

No	Class	Total
1	TBI-1	25
2	TBI-2	36
3	TBI-3	38
	Total	102

(*Source:Data of students of the ffth semester students' of English Department IAIN Padangsidimpuan*)

2. Sample

Sample is the subject/object that research observed. "Sample is the part of population".[46] It means sample is a small group that is observed. It selected from a larger group which consist of the individuals, items or events and referred to as a population. . In this research, sample took by using random sampling techniques. It means, all the population of the subject have a chance to be chosen as a sample. For this research the

---

[45]Sugiyono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008), 80.
[46]Sugiyono, 80.

researcher us the way to take sample is use by lottre. Where the name all of the students is written on a small paper. Then, the papers put into the small box and shake it then take out as much as needed.

The formula for calculating the sample size of a known population is using slovin's formula.

$$n = \frac{N}{1+N.e2}$$

n = the total of sample
N = the total of population
e = the percentage of leeway in the accuracy of sampling errors that can still be tolerated.
e = 0,1 (10%) fo a large population.
e = 0.2 (20%) for a small population.[47]

So, this researchuse the formula above to determine the sample size, with the limit of error tolerance 20% as follows:

N = 102
e = 20% (0.2)
n = ... ?
$$n = \frac{102}{1+102.0.2^2}$$
$$n = \frac{10}{1+4.08}$$
$$n = \frac{102}{5.08}$$
n = 20.07 rounded to 21

Based on the explanation above it can concluded that the total of sample in this research is 21 students. They are from TBI 1 until TBI 3. 10 students from Tbi-1, 7 students from Tbi-2 and 4 students from Tbi-

[47]Husein Umar, *Metode Riset Bisnis* (Jakarta: Gramedia Pustaka Utama, 2003), 141–142.

3. The samples were taken randomly because they were homogeny. Homogeny means the students were not placed by their intelligences.

D. Instrument of the Collecting Data

Instrument is very important to support every research. The instrument in this research is to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research. This research prepared the available instrument in collecting data. This research used two instruments of collecting data. The instrument of this research to collect the data is test.

1. Vocabulary Test

For the vocabulary test, this research uses the multiple choice test consist of 25 items in order to facilitate the students to answer the test. which form of multiple choice that has four options A, B, C and D. The questions are 50 items before do the validity but after validity the tests are 25. The scoring for the multiple choice is 2 for each item, so the total score is 100. Below are the tables of test before and after validity.

Table-3
Before Validity The Test
Indicators of Vocabulary Mastery

NO	Indicator	Number of Items	Item	Score Per Item	Total Score
1.	Identify the Meaning	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,1 7,18,19,20,21,22,23, 24,25,26,27,28,29,3 0,31,32,33,34,35,36, 37,38,39,40,41,42,4	50	4	100

		3,44,45,46,47,48,49, 50.			

Table-4
After Validity The Test
Indicators of Vocabulary Mastery

NO	Indicator	Number of Items	Item	Score Per Item	Total Score
1.	Identify the Meaning	1,3,4,5,6,7,8,9,11,13, 14,19,25,29,32,33,34, 35,36,37,41,42,43,44, 48	25	4	100

2. Writing Narrative Text

In writing narrative text, this research used subjective test in the form of essay test. In this research asked the students to write at least 3 or more paragraph about their experience in form of narrative text with consist of the components of writing assesment. Below are the components of writing assessment.

Table-4
The Rubric of Analytical Scoring in Writing Assessment

Categories	Maximal score
Content	30
Organization	20
Vocabulary	20
Grammatcal Features	25
Spelling and Punctuation	5
Total	**100**

E. Validity and Reliability of Instrument

1. **The Validity**

Validity is the tool that use to measure the test. Sugiyono explain that "validity is an instrument that used to measure what will be measured".[48] The researcher used the content and item validity to find out the validity of instrument for subordinating conjunction item validity is a part of the test as a totally to measure the test by items. The test consisted of 50 multiple choices test that would be validated in other sample. 50 is before do the validity, researcher only gave 25 item to sample of this research. To get the validity of the each test would be refer to list *r* in 5% significant level was 0.396 and 1% significant level was 0.449. So, the test is categorized valid if $r_{count} > r_{table}$.

$$r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$$

Where :
r_{pbi} : coefficient item validity
M_p : mean score
M_t : mean score of the total score
SD_t : Standart Deviation of the total score
p   : presentation of the right answer of the item tested validity
q   : presentation of the wrong answer of the item tested.[49]

2. **The Reliability**

An instrument of the research must be reliable. Reliability is the degree of consistency of a measure. A test will be reliable when its give

---

[48]Sugiyono, *Metode Penelitian Kuantitatif Da R & D*, 121.

[49]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), 258.

the same repeated result under the same condition. The formula of reliability test used by Spearman Brown;

$$\text{ri} \cdot \frac{2rb}{1+rb}$$

Description:
ri = internal reliability of all instrument
rb = correlation product moment between the first and second hemispheres.[50]

F. Technique of Data Analysis

In correlation research, the most suitable analysis is using the statistical process. It means that the data were collected and analyzed by using formulation. The purpose of a small sample is if the number of subjects is less than 30, whereas for a large sample, the number of subject is more than 30.[51] The stage are as follows:

1. Make helper table for calculating product moment correlation

2. Look for r_{count} by entering statistical number from the helper table with the formula;

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

Description;
r_{xy} = correlational coefficient
n = the total of sample participating in this research
$\sum xy$ = The total of x and y
$\sum x$ = The total of x
$\sum y$ = The total of y
$\sum x^2$ = total of x^2
$\sum y^2$ = total of y^2.

[50]Sugiyono, *Metode Penelitian Kuantitatif Da R & D*.
[51]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), 100.

3. Finf the amount of contribution variable X and Y with the formula

   $KD = r^2 \times 100\%$

   Description ;

   KD = coefficient of determination

   r = the correlation value obtained

4. Then, testing the truth of significant correlation, used the formula t_{count}

   with the formula

   $$T_{count} = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

   Description ;
   t = the canculated t test value
   r = correlation coefficient
   r^2 = coefficient of determination
   n = the total sample [52]

The result should been appropriated with interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table:

Table-4
The table interpretation of XY

The Value	Degree
Between 0,00 – 0,19	Very low correlation
Between 0,20 – 0,399	Low correlation
Between 0,40 – 0,599	Significant correlation
Between 0,60 – 0,799	High correlation
Between 0,80 – 1,00	Very high correlation

(Source: Anas Sudijono in book Pengantar Statistik Pendidikan)

---

[52]Ahmad Nizar Rangkuti, 99.

CHAPTER IV

THE RESULT OF THE RESEARCH

In this chapter, this research discussed the result of testing, in order to evaluate the correlation between vocabulary mastery and students'writing ability in narrative text (at the fifth semester students of English Department IAIN Padangsidimpuan). The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, this reseach used the formulation "r" Product Moment. Then the researcher described the data as follow:

A. The Description of Data

To facilitate understanding of the result of this study, the data described by sequence of variables. Description of research result started from variable (X) was vocabulary mastery, and variable (Y) was writing in narrative text.

1. Vocabulary Mastery

In this part, this research showed the result of the research that has been done to the dependent variable that is vocabulary mastery. In this research, the researcher present 25 items question of multiple choice. For each number get 4 score if the answer is true.

After calculating then scores , it was found that the highest score was 92 and the lowest score was 68 (see appendix VI: Variable X vocabulary mastery). To complete this research, it was needed for the researcher to calculate the mean score was 79.29 the median score was

79.3 and the mode was 79.5 Where mean was the score which represent

the general value that was achieved by the students.

Meanwhile, median was the score in the middle of the score

which divides a distribution of data into two equal part and mode is a

score which has the most frequency. So, the specification calculation

was described in the table below.

Table-5
The Resume of Variable Score of Vocabulary Mastery

NO	Statistics	Variable X
1	High Scores	92
2	Low Score	68
3	Range	24
4	Interval	5
5	Mean Score	79.29
6	Median Score	79.3
7	Mode	79.5
8	Standart Deviation	4,88

Table 5 is present the conclusions of the result from students'

answer. It shows that mean is 79.29 it means that the students in

vocabulary mastery was in good predicate. To know revelation of data

was done to group the variable score of subordinating conjunction

which the total classes 5 and interval 5.

Then, the computed of the frequency distribution of the students's

score of group can be appied in to table frequency distribution as

follow.

Table-6
The Frequency Distribution of Vocabulary Mastery

Interval	Mid Point	Frequency	Percentage
68-72	70	3	14.29%
73-77	75	5	23.80%
78-82	**80**	**7**	**33.34 %**
83-87	85	4	19.04 %
88-92	90	2	9.52 %
Total		21	100%

Based on the figure I, it was known that the variable revelation of vocabulary mastery shown that the students an interval 68-72 were 3 student (14.29 %), interval 73-77 were 5 students (23.80%), interval 78-82 were 7 students (33.34%), interval 83-87 were 4 students (19.04%) and last interval 88-92 were 2 students (9.52%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
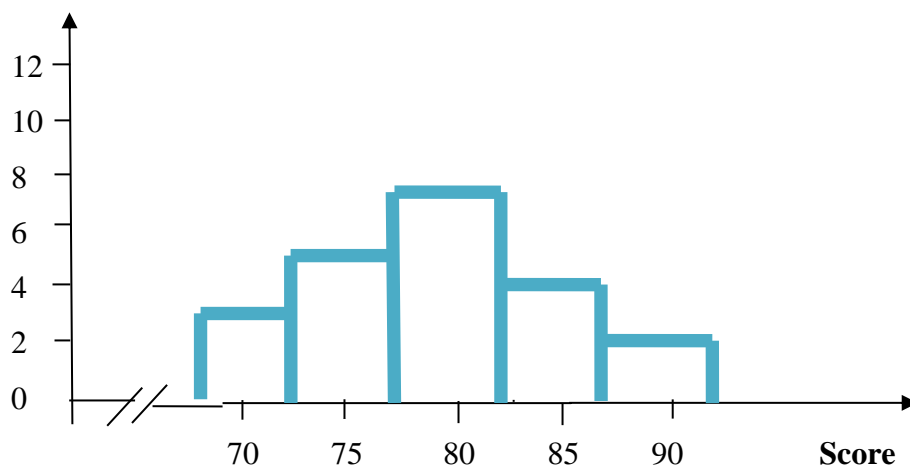
Figure 1: The Histogram of Vocabulary Mastery

2. Writing in Narrative Text

The resume score of variable writing in narrative text at the fifth semester students of English Departmen IAIN Padangsidimpuan has been gotten as table below ;

Table 7
The Resume of the Variable Score of Writing in Narrative Text

No	Statistic	Variable Y
1	High Score	87
2	Low score	68
3	Range	19
4	Interval	4
5	Mean score	77.88
6	Median score	79.26
7	Mode	78
8	Standart deviation	4.268

Based on the table 7, the researcher got high score was 87, low score was 68, mean score was 77.88 , median score was 79.26 , mode score was 78. The data could be seen in the appendix VII (variable Y : Writing in narrative text)

Based on the calculating of mean score, it was 77.88 it means that the students' writing noun clause was good predicate. To know the revelation of data was done to group the variable score of writing noun clause which the total classes 5 and interval 4. Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table-8
The Frequency of Distribution of Writing in Narrative Text

Interval	Mid Point	Frequency	Percentage
68 – 71	69.5	2	9.52 %
72 – 75	73.5	4	19.04 %
76 – 79	**77.5**	**8**	**38.09%**
80 – 83	81.5	4	19.04 %
84 – 87	85.5	3	14.29%
Total		21	100%

Based on the figure II, it was known that the variable revelation of writing in narrative text shown that the respondent at interval 68-71 were 2 students (9.52%), interval 72-75 were 4 students (19.04%), interval 76-79 were 8 students (38.09%), interval 80-83 were 4 students (19.04%) and the last interval 84-87 were 3 students (14.29%).

In order to get a description of the data clearly and completely, the researcher presents them in the histogram on the following figure:

Frequency
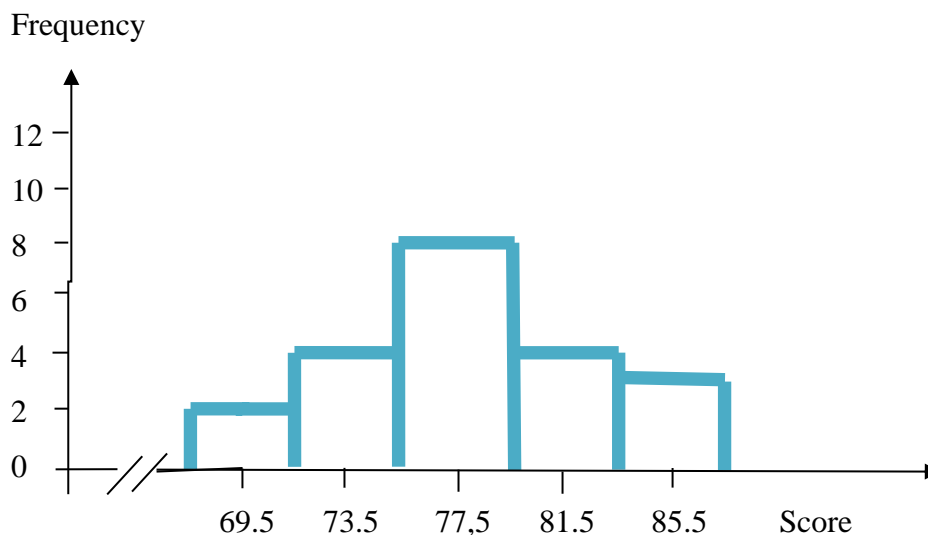
Figure 2: The Histogram of Writing in Narrative Text

B. Testing of Hypothesis

1. Normality Test

After getting the resume score of variable X and Y, the data was analyzed by using SPSS formula (Kplmogorov Smirnov) to know the data was normal or not. Normality test was as the requirement of test before go to the testing hypothesis.

Table 9
Normality and Homogenity Data X dan Data Y

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	f_{count}	f_{table}
Data X	**0.613**	**0.201**	**1.02 < 2.12**	
Data Y	**1.00**	**0.187**		

Based on the table above, the score of data X = 0.613< 0.2019 with n = 21 and data Y = 1.00 >0.187 with n = 21 and real level α 0.05. It means that data X dan data Y were distributed normal. It can be seen in appendix VIII.

The coefficient of F_{count} = 1.02 was compared with F_{table} = 2.12. Where f_{table} was determined at real α 0.05, and the different numerator dk = N − 1 = 21-1 = 20 and denominator dk n -1 = 21-1 = 20. So, by using the list of critical value of F distribution is got F 0.05 = 2.12 it showed that F_{count} 1.02< F_{table} 2.12. It shows that both variable X and Y were homogeneous. The calculation can be seen on the appendix IX.

2. Hypothesis Testing

Hypothesis testing aims to determine the correlation between Vocabulary Mastery and Writing in Narrative Text at the fifth semester students of English Department IAIN Padangsidimpuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as below :

X = 1664

Y = 1640

X^2 = 132 544

Y^2 = 128 480

XY = 130 456

By using the values above, calculated the value of correlation between variable X and Y

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$= \frac{21.130\ 456 - (1664)(1640)}{\sqrt{[21.132\ 544 - (1664)^2][21.128\ 480 - (1640)^2]}}$$

$$= \frac{2\ 739\ 576 - 2\ 728\ 960}{\sqrt{[2\ 783\ 424 - 2\ 768\ 896][2\ 698\ 080 - 2\ 689\ 600]}}$$

$$= \frac{10\ 616}{\sqrt{(14\ 528)(8\ 480)}}$$

$$= \frac{10\ 616}{\sqrt{123\ 197\ 440}}$$

$$= \frac{10\ 616}{11\ 099,434}$$

$$= 0.\ 95644$$

$$= 0,\ 96$$

H_a : there is a significant correlation between vocabulary mastery and writing in narrative text at the fifth semester students of English Department IAIN Padangsidimpuan

H_o : there is no significant correlation between vocabulary mastery and writing in narrative text at the fifth semester students of English Department IAIN Padangsidimpuan

So, based on the calculation between variabel X and Y by r_{xy}, the researcher got 0.956. The calculating product moment by getting correlation coefficients $r_{xy} = 0.96$ was more than $r_{table} = 0,456$ 0n 5% and 1% = 0,575. The result showed that there was a significant correlation between vocabulary mastery and writing in narrative text at the fifth semester students of English Department IAIN Padangsidimpuan. It means that H_a is accepted and H_o is rejected. It had been written in the table of coefficient correlation interpretation.

Table-10
Categories Value Correlation Coefficient and Strength Correlation

No	Value of high r	Interpretation
1	0.90 – 1.00	Very good
2	0,70 – 0,90	Good
3	0,40 – 0,70	Enough
4	0,20 – 0,40	Low
5	0.00 – 0,20	Lowest

To look for the contribution of Variable X and Y as follows:

KP   : the score of determine coefficient

r   : the score of the coefficient correlation

KP   : r^2 x 100%

: $(0,956)^2 \times 100\%$

: $0.913\ 936 \times 100\%$

: 91.43%

Based on X variable (vocabulary mastery) and Y variable (writing in narrative text), the result of contribution was 0,956 belong to lowest very good or high category contribution variable has KP 91.43% and 8.57% influenced by other variable.

Testing the truth of significant correlation, used the formulate t_{count} :

$$T_{count} = \frac{r\sqrt{n-2}}{1-r^2}$$

$$= \frac{0.96\sqrt{21-2}}{1-(0.96)^2}$$

$$= \frac{0.96\sqrt{19}}{1-0.9216}$$

$$= \frac{0.96 \cdot 4.385}{0.0784}$$

$$= \frac{4,2096}{0,0784}$$

$$= 53,694$$

Based on the calculative above, $t_{count} > t_{table}$ namely t_{count} : 53,694 and t_{table} on significant 5% $= 0,456$ and significant 1% $= 0,575$. It means that there was significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was "accepted".

C. The Discussion of Result

In this research, researcher found that vocabulary mastery and writing in narrative of students was very good. There are some assumptions of why it could be. First, the lecturer explain the lesson clear and make the students understand the lesson. Second, some of them dilligent to read their textbook and review their lesson in their house. The last some of them easy to understand the matery.

After did the research, the researcher discussed the result and compared it with result in research related finding. But previously, the researcher said that there was no research that was exactly the same as the title of this study. So, the researcher compared with the other research one by one the variable of this research, such as:

First, the research done by Umairah Rahmati in her research concluded that there was the result shows that the coefficient between variable X and variable Y is rxy = 0.607. The criteria of correlation between two variables among 0.600 – 0.800 shows a highly correlation. The significant level at 5% is rtable = 0.361, rxy > rtable (0.607 > 0.361). The significant level at 1 % is rtable = 0.463, rxy > rtable (0.607 > 0.463).[53] So, there is a significant correlation between vocabulary mastery and students' writing ability.

Second, research done by Muslim in his research concluded that there was and the coefficient correlation between vocabulary mastery and students'writing ability in narrative text is 0.759, sig. (2-tailed) is 0.000.

---

[53]Umairah Rahmati, "The Correlation between Vocabulary Mastery and Students' Writing Skill", (ar-raniry state islamic university, 2018), http://www.journal.uinarraniri.ac.idp.

The probability or sig. (2-tailed) is $0.000 < 0.05$.[54] It means there is significant correlation between vocabulary mastery and students' writing ability in narrative text

Third, the research done by Dzur Rif'ah Mahmudah in his research concluded that there was vocabulary mastery test stated 61.00 of the mean score. Coefficient correlation between both variables shows that there is a significant correlation between students writing ability and their vocabulary mastery, it has lies between 0,600 - 0,800 which is categorized as substantial[55]. It can improve the vocabulary mastery and students' writing skill.

So far exactly there is no resaerch that the same title with this research. It was proved that this reasearch about vocabulary mastery and writing in narrative text was rather different with the other research.

D. Limitation of Research

The researcher limits this research, as follow:

1. The researcher sent the files of test and essay test to sample and explained them how to answer the test of vocabulary mastery (multiple choice test) and essay test for writing in narrative text (by group whatsApp).

---

[54]Muslim, "The Correlation between Vocabulary Mastery and Students' Writing Ability in Narrative Text of Second Year Students of SMP Al-Ishlah Pekanbaru", (Islamic University of Sultan Syarif Kasim Riau. Pekanbaru, 2012), http://google.scholar.co.id.

[55]Dzur, The correlation between students' writing ability and their vocabulary mastery", (English Education Department, Faculty of Teacher Training and Education : Muhammadiyah University of Makassar, 2014), exposure journal 3, no. 2 (2014): 1-15, http://google.scholar.co.id.

2. The researcher did the research by whatsApp group (online). So, the researcher didn't know whether students' concentrated or not in answering the test and essay test.

3. The researcher did not see the measuring honest aspects of the students in aswering the test until possibly the students cheat or guess.

4. There is no the original data from the teacher that showed the original score that students got for one semester.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research come to describe the data as follow:

1. Students' vocabulary mastery at the fifth semester students of English Department IAIN Padangsidimpuan was "good" getting mean score were 72.29.

2. Students's writing ability in narrative text at the fifth semester students of English Department IAIN Padangsidimpuan was "good" by getting mean score were 77.88.

3. Based on the result of calculating data, the hypothesis H_a was accepted whereas H_o was rejected. It was gotten from the value of the correlation product moment r_{xy} between vocabulary mastery and writing ability in narrative text at the fifth semester students of English Department IAIN Padangsidimpuan and categories value correlation coefficient and strength correlation that showed the correlation in to very good category. The calculating of product moment by getting correlation coefficient r_{xy}= 0.956. The significant correlation level was done by locking r_{table} (rt) on significant level 5% was 0,456. The hypothesis (H_a) in this research was accepted namely $r_{count} > r_{table}$ (0.956 > 0.456). It

meant there was a significant correlation between vocabulary mastery and writing ability in narrative text.

B. Suggestion

Here, the researcher give information as follows:

1. The head of english department IAIN Padangsidimpuan was hoped to support all english lecturers to teach well and provide facilities involves with learning english.

2. English lecturer should give a positive stimulus to increase students writing noun clause.

3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of writing narrative text. in order to motivate readers more critics and consider whatever they read and the researcher hopes to another researcher to do the research with the same title with this research namely "The Correlation between Vocabulary Mastery and Writing Ability in Narrative Text" and get the better value.

REFERENCES

Astuti, Yuli and Wibowo, Ari. "The Effectiveness of Picture Sequence Towards Students' Ability in Using Conjuction at the Eight Grade of MTs Negeri Model Kota Sorong in the Academic Year 2016/2017," *Jurnal Interaction* 5, no. 2 2018. https://scholar.google.co.id.

Boardman, Cynthia A. and Frydenberg, Jia. *Writing to Communicate*, Third Edit New York: Pearson Education, 2008. en.bookfi.net.

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Third Edit New York: Pearson Education, 2007.

Dzur, The correlation between students' writing ability and their vocabulary mastery", (English Education Department, Faculty of Teacher Training and Education : Muhammadiyah University of Makassar, 2014), exposure journal 3, no. 2 2014. http://google.scholar.co.id.

Enang, Azimar. *Kinds of Vocabulary*, Bandung: PT. Pustaka Media, 2001.

Farisha Andi Baso, "Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa," *Jurnal Perspektif* 01, No. 02 2016. https://scholar.google.co.id.

Fitrah, Muh dan Luthfiyah, *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas Dan Studi Kasus* (Jawa Barat: Jejak Publisher, 2017), 36.

Faisal, Sanapiah, and Guntur, Mulyadi. *Metode Penelitian Dan Pendidikan* Surabaya: Usaha Nasional, 1982.

Gower, Roger et al. *Teaching Practice Handbook*, Thailand: Macmillan, 1995.

Hornby, A.S. *Oxford Advance Learner's Dictionary,* New York: Oxford University Press, 2000.

Hiebert, Elfrieda and Kamil, Michael. *Teaching and Learning Vocabulary: Bringing Research to Practice*, Jew Jersie: Lawrence Erlbaum Associates, 2005.

Harmer, Jeremy. *The Practical of English Language Teaching*, New York: Longman, 2000.

Harmer, Jeremy. *How to Teach Writing* London: Pearson Educational Limited, 2004, en.bookfi.net.

Jack, and Schmidt, Richards. Longman: Dictionary of Language Teaching & Applied Linguistic, third Edit London: Pearson Education Limited, 2002.

Junaidi, Aris dkk, Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan "Panduan Penyusunan Kurikulum Pendidikan Tinggi" 2020. https://dikti.kemendikbud.go.id

Mochtar, Kalsum. "Improving the Second Year Students' Ability in Writing Narrative Paragraphs by Using Picture Series," *Jurnal Ilmu Pendidikan* 12, no. 3 2005. https://scholar.google.co.id.

Muslim, "The Correlation between Vocabulary Mastery and Students' Writing Ability in Narrative Text of Second Year Students of SMP Al-Ishlah Pekanbaru", Islamic University of Sultan Syarif Kasim Riau. Pekanbaru, 2012. http://google.scholar.co.id.

Nanning, Amzah, and Nurfadillah, "Improving Writing Ability of the Eleventh Year Students of MAN 1 Parepare by Using Dice Game," *Journal of English Education and Development* 1, no. 1 2017https://scholar.google.co.id.

Nizar , Ahmad. *Statistik Untuk Penelitian Pendidikan* Medan: Perdana Publishing, 2015.

Nunan, David. *Practical English Language Teaching*, First Edit New York: McGraw-Hill, 2003.

Oshima, Alice and Hogue, Ann. *Writing Acadenic English*, Fourth Edi New York: Pearson Education, 2006.

Richard, Jack and Renandya, Williy. *Methodology in Language Teaching and Anthology of Current Practice,* USA: Cambridge University Press, 2000.

Rahmati , Umairah. "The Correlation between Vocabulary Mastery and Students' Writing Skill", ar-raniry state islamic university, 2018 http://www.journal.uinarraniri.ac.idp.

Schmitt, Norbert. *Vocabulary in Language Teaching,* Cambridge: Cambridge University Press, 2000.

Schail, *Seven days to faster reading*, New York: Oxford University Press, 1967.

Sudijono, Anas. *Pengantar Statistik Pendidikan* Jakarta: PT. Raja Grafindo Persada, 2008

Sugiyono, *Metode Penelitian Kuantitatif Da R & D* Bandung: Alfabeta, 2008.

Sojuangon, "Teaching and Learning Vocabulary" Vol 3 No 1 2015 http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/view/1284/1085

T. Linse, Caroline. *Practical English Language Teaching: Young Learners,* New York: McGraw-Hill, 2005

Umar, Husein. *Metode Riset Bisnis* Jakarta: Gramedia Pustaka Utama, 2003.

Wallace, Michael J. *Teaching Vocabulary,* ELBS, 1989.

Syllabus at SMP Negeri 5 Padangsidimpuan.

Wilson, Edward E. and Friends. *Writing and Grammar: Communication in Action* USA: Prentice-Hall, 2001.

Yanni Harahap, Nuri . "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)," *Jurnal Linear (Language Intelligence and Educational Research)* 1, no. 2 2018. https://scholar.google.co.id.

CURRICULUM VITAE

A. Identify

Name	: Elmina Dorifa Batubara
Nim	: 16 203 00082
Place and Birthday	: Medan, 25 Desember 1998
Gender	: Female
Religion	: Islam
Address	: Desa Hutabaru, Kecamatan Batangtoru

Parents

1. Father's name	: Alm. Maraden Sopan Batubara
2. Mother's name	: Setia Siregar

B. Educational Background

1. Elementary School : SD Negeri 064037 Medan
2. Junior High School : SMP Negeri 1 Batangtoru
3. Senior High School : SMK Negeri 2 Batangtoru
4. College : Insitut Agama Islam Negeri Padangsidimpuan

Appendix I

INSTRUMENT FOR VOCABULARY TEST

(Before Validity)

Instruction : read the text below, then choose the best answer by giving a cross mark (X) on the answer (a,b,c or d).

Question for number 1 – 7

The Origin of Pond Sampuraga

In the area sumatera, lived a widow with her son named sampuraga. They live in a small hut in the forest. Every day they worked hard as employees in a farm owned by a rich man. One day sampuraga and his boss took a rest, learning on a tree after working all day. While enjoying their lunch, the boss aked, "sampuraga, you are still young. Why don't you move to a prosperous land and find a better job ?" sampuraga was an honest and diligent young man. That why his boss care for him and wanted a better life for him. "actually I have been dreaming to move to search for a better life. I want to make my mother happier. But where to ?" asked sampuraga "you should go to mandailing. One of my friend live there. Most of the inhabitants have farms and fields. They also see for living by panning for gold in the river since it has high level of gold content."Explained the boss.the conversation made sampuraga decided to follow the boss's advice."

1. "in the <u>area</u> sumatera...." what is the meaning of underlined word ?
   a. part of a place   c. part of speech
   b. part of body   d. part of food
2. Who lives in a small hut forest ?
   a. sampuraga   c. daughter
   b. pidoli kingdom   d. merchant
3. " one day sampuraga and his boss <u>took a rest</u> " what is the meaning of underlined utterance ?
   a. work   c. break
   b. sleep   d. wake
4. The word "better" in line 7 is close meaning to ...?
   a. diligent   c. lazy
   b. liar   d. well
5. The word "happier" in line 8 is close meaning to ?
   a. bad   c. trully good
   b. good   d. underling

6. Another word of "useful statement" is ?
   a. advice   c. holy
   b. sentence   d. utterance
7. What does the meaning of word " prosperous " in line 5 ?
   a. hard life   c. heavy life
   b. sad life   d. comfortable life

Question for number 8 – 12

Back in his hunt. Sampuraga told his mother about decision. "mother, I want to move to look for a better life. In this place, I'll always be employee and work for other people. I want to go some places else and try out my luck," sampuraga said to his mother. "where will go son ?" his mother asked. "I was thinking about mandailing. The boss told me that the people in mandailing live in prosperity because of its fertile soil," sampuraga said. His mother knew that sampuraga had made up his decision. "though I'm afraid of being separeted with you, as I get older, but i have no reason to forbid you. I'm sorry I never make you happy," his mother said. "thank you, Mother ! I promise I'll back soon if I were success, pray for me mom." Sampuraga asking for this mother's blessing.

8. The word "employee" in the second line of paragraph refers to ?
   a. someone who works in company   c. someone who cooks food
   b. someone who cuts hair   d. someone who sings a song
9. The word of "told" in the second paragraph is close meaning to ?
   a. tell   c. say
   b. give   d. speak
10. Why sampuraga chosse mandailing will the better place to get her luck ?
    a. because mandailing live in prosperity because of its fertile
    b. because famous
    c. because of mother
    d. because of daughter's merchant
11. What is the meaning of "forbid" in the second paragraph line 8 ?
    a. something useful   c. ask to do something
    b. something impoertant   d. refuse to allow something
12. What is sampuraga ask to his mother before he go to mandailing ?
    a. her blessing   c. advise

b. forbid   d. Money

Question for number 13 – 16

Sampuraga depart on his journey to mandailing the following day. He left his mother alone. Days passed, he walked throught out a forest passing by villages. One day he reached a city in pidoli kingdom, in mandailing. In that place, he tried to apply for job. A rich merchant accept his application. The merchant took a great trust in him as he was diligent and honest young man. After a years, the boss gave him some financial capitals so that he could run this own bussiness. His business grew up rapidly in short time. Some of this profits were kept to increase his capital in order to make his business bigger. Finally, he was known a rich young business.

13. Another utterence of "he left her mother alone" in the first line of third paragraph refers to?
    a. sit down   c. heal down
    b. watch down   d. move out
14. What is the meaning of "a rich merchant"?
    a. someone who has much money   c.someone who has many problem
    b. someone who has a lot of debt   d. someone who has much wife
15. What is a merchant gave to sampuraga to coud run her business ?
    a. some car   c. some clothes
    b. some money   d. some financial capital
16. Finally sampuraga was known as ..... business man
    a. a rich young   c. a young
    b. an old   d. a honest

Question for number 17 – 21

The merchant was so proud with sampuraga. One day, he asked sampuraga if he is interested to marry his daugther. "sampuraga, you are honest and diligent man. Do you want to marry my daugther ?" asked the merchant. "of course, sir," sampuraga answered. The merchant's daugther was known as the most beautiful girl in the pidoli kingdom.

17. Who is so proud with sampuraga ?
    a. mother   c. boss
    b. father   d. merchant
18. One day the merchant ask sampuraga to marry ?
    a. his daugther   c. son
    b. mother   d. sister

19. What is the meaning of " ...... the most beautiful girl in the pidoli kingdom" ?
    a. nobody comperes to her beauty
    b. the beautiful only belongs to her
    c. beautiful since she was born
    d. nobody can beat her beauty
20. What's is sampuraga answered about to marry his daughter ?
    a. no I don't   c. yes
    b. yes sir   d. of course, sir
21. Who is the most beatiful girl in the pidoli kingdom ?
    a. daugther   c. boss
    b. son   d.   merchant's
    daugther

Question for number 22 – 25

They got married in a luxurious wedding party. All prepation has been started months before the wedding day. Ten buffalos and goats were provided in the party. Everybody knew about the big wedding including sampuraga's mother. She heard the news from a passing merchant from mandailing. "is it true ? maybe it's just the same name." She was at doubt. How could it possible for her son to marry a beautiful girl from a wealthy family, where as he's just a son of poor widow. But sampuraga's mother still wanted to make sure, so she went to mandailing to watch the wedding.

22. Where sampuraga and merchant's daugther will married?
    a. village   c. party
    b. in a luxurious party   d. in the building
23. When the preparation had been started ?
    a. two day before   c. a week before
    b. months before the wedding day   d. there is non prepare
24. How many buffalos that have been provide for the party ?
    a. ten buffalos   c. nine buffalos
    b. two buffalos   d. many buffalos
25. What is another word of the sentence "Maybe it's just the same name "?
    a. doubt   c. believe
    b. happy   d. arrogant

Question for number 26 – 32

The Origin of Malinkundang

Once upon a time, one the north coast of sumatera live a poor woman and this son, who called malinkundang. His father aventually died,

and this mother live alone as a proverty stricken old woman. Malin kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, malin kundang decide going to overseas and promise to come back.after several years had fone by, malin kundang finallydecide to return to this village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

26. What is the best title for the text above?
    a. sampuraga   c. sangkuriang
    b. surabaya   d. malin kundang
27. What is the name of son that live on the north coast of sumatera ?
    a. malin kundang   c. malin
    b. sangkuriang   d. sampuraga
28. The son live with ?
    a. his father   c. his wife
    b. his mother   d. his sister
29. What is another word of "skillful young boy" in the third line ?
    a. passive   c. dilligent
    b. sluggish   d. ingenious
30. Malinkundang father's eventually ?
    a. go   c. pass
    b. died   d. go out
31. Malinkundang always helps ...?
    a. his mother   c. his boss
    b. his brother   d. his father
32. The word "villagers" is close meaning to ...?
    a. people who live in a forest   c. people who live in a small
    place
    b. people who live in downtown   d. people who live in a city

Question for number 33 – 37

One of the villagers recognize malinkundang form a scar that he had received while playing as a chid. Upon recognizing the mark, the villager went to tell malinkundang's mother that her son bad returned. Excitedly, she went to the shoreand recognized her son the minute her eyes fell on him. When the older woman called him her son, he refused to believe that he head such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

33. What is the meaning of "recognize" in the first line of second paragraph ?
a. to tell acknowlegde something   c. to inform something
b. to tell something   d. to accept something
34. What is the meaning "excitedly" in the third line of second paragraph ?
a. feelling excited   c. feelling adorable
b. felling bored   d. feeling good
35. What is the meaning of "refused" in the fourth line ?
a. something should pay   c. something should inform
b. something should buy   d. not willing to do something
36. What is the meaning of "disbelief" in the fifth line ?
a. not sure   c. fake
b. pretty sure   d. manner
37. What is another word of "heightened" in the fifth line ?
a. decline   c. decrase
b. balance   d. upgrade

Question for number 38 – 44

In an alternate translation, malin kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embrrassed by her ragged apperance to acknowledge her and instead, had one of them carry her away. Distraught and finally realizing her son's wickedness, malin kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for this behavior.

38. What did malin kundang's mother give to him .?
a. acknowledging   c. clothe and trouser
b. food and drink   d. house and labd
39. What is punishment did malin kundang get after being disobedient to this mother?
a. he got much money   c. he lives happily
b. his ships was met by a violent storm   d. he got a lot of ships
40. What is the meaning of "embrassed" in the second line ?
a. feeling shy   c. feeling proud
b. feeling confident   d. feeling sad
41. What is the closes meaning of "appearance" ?
a. showing   c. setting
b. fashion   d. detecting
42. What is the meaning of "distraught" in the third line ...?
a. feeling overthinking   c. feeling bad
b. feeling good   d. feeling hopeless

43. What is the meaning of "wickedness" in the fourth line ?
   a. the funny moment   c. daily
   b. the unbelivable vibes   d. the negative vibes
44. What is closes meaning of "behavior" ?
   a. attitude   c. daily
   b. mistake   d. habit

Question for number 45 – 50

The day after his mother's prayer, malin kundang sailed out of the village. Shortly there after, the shift was met by a violent storm. Malin kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of this mother. He felt quilty about this behavior towards her, asked for forgiveness, and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, malin kundang was turned into coral. In other, the ship, the crew, and he be came rock formations that are still standing.

45. What is the meaning of "prayer" in the first line ...?
   a. good statement   c. unreal statement
   b. bad statement   d. impossible statement
46. What is another word of "shortly" in the first line ?
   a. soon   c. longer
   b. old   d. taller
47. What is the meaning of "punishing" in the third line ...?
   a. giving lesson   c. giving advise
   b. giving money   d. giving information
48. What is the meaning of "mistreaments" in the third line ?
   a. remission   c. unpleasant treatment
   b. useful actifity   d. intentional acts of violence
49. What is the closes meaning to "repentancet" in the fourth line ?
   a. regret the deed   c. give up in situation
   b. support action   d. spirit to do something
50. What is the meaning of "forgiveness" iin the fourth line ?
   a. remission   c. avarice
   b. pleasure   d. primac

Validator   Researcher

Yusni Sinaga, M.Hum.   **Elmina Dorifa**
NIP. 19700715 2005014 2 010   **1620300082**

INSTRUMENT FOR VOCABULARY TEST

(After Validity)

Instruction : read the text below, then choose the best answer by giving a cross mark (X) on the answer (a,b,c or d).

Question for number 1 – 7

The Origin of Pond Sampuraga

In the area sumatera, lived a widow with her son named sampuraga. They live in a small hut in the forest. Every day they worked hard as employees in a farm owned by a rich man. One day sampuraga and his boss took a rest, learning on a tree after working all day. While enjoying their lunch, the boss aked, "sampuraga, you are still young. Why don't you move to a prosperous land and find a better job ?" sampuraga was an honest and diligent young man. That why his boss care for him and wanted a better life for him. "actually I have been dreaming to move to search for a better life. I want to make my mother happier. But where to ?" asked sampuraga "you should go to mandailing. One of my friend live there. Most of the inhabitants have farms and fields. They also see for living by panning for gold in the river since it has high level of gold content."Explained the boss.the conversation made sampuraga decided to follow the boss's advice."

Back in his hunt. Sampuraga told his mother about decision. "mother, I want to move to look for a better life. In this place, I'll always be employee and work for other people. I want to go some places else and try out my luck," sampuraga said to his mother. "where will go son ?" his mother asked. "I was thinking about mandailing. The boss told me that the people in mandailing live in prosperity because of its fertile soil," sampuraga said. His mother knew that sampuraga had made up his decision. "though I'm afraid of being separeted with you, as I get older, but i have no reason to forbid you. I'm sorry I never make you happy," his mother said. "thank you, Mother ! I promise I'll back soon if I were success, pray for me mom." Sampuraga asking for this mother's blessing.

Sampuraga depart on his journey to mandailing the following day. He left his mother alone. Days passed, he walked throught out a forest

passing by villages. One day he reached a city in pidoli kingdom, in mandailing. In that place, he tried to apply for job. A rich merchant accept his application. The merchant took a great trust in him as he was diligent and honest young man. After a years, the boss gave him some financial capitals so that he could run this own bussiness. His business grew up rapidly in short time. Some of this profits were kept to increase his capital in order to make his business bigger. Finally, he was known a rich young business.

The merchant was so proud with sampuraga. One day, he asked sampuraga if he is interested to marry his daugther. "sampuraga, you are honest and diligent man. Do you want to marry my daugther ?" asked the merchant. "of course, sir," sampuraga answered. The merchant's daugther was known as the most beautiful girl in the pidoli kingdom.

1. "in the <u>area</u> sumatera...." what is the meaning of underlined word ?
   a. part of a place   c. part of speech
   b. part of body   d. part of food
2. " one day sampuraga and his boss <u>took a rest</u> " what is the meaning of underlined utterance ?
   a. work   c. break
   b. sleep   d. wake
3. The word "better" in line 7 is close meaning to ...?
   a. diligent   c. lazy
   b. liar   d. well
4. The word "happier" in line 8 is close meaning to ?
   a. bad   c. trully good
   b. good   d. underling
5. Another word of "useful statement" is ?
   a. advice   c. holy
   b. sentence   d. utterance
6. What does the meaning of word " prosperous " in line 5 ?
   a. hard life   c. heavy life
   b. sad life   d. comfortable life
7. The word "employee" in the second line of paragraph refers to ?
   a. someone who works in company   c. someone who cooks food
   b. someone who cuts hair   d. someone who sings a song
8. The word of "told" in the second paragraph is close meaning to ?
   a. tell   c. say
   b. give   d. speak
9. What is the meaning of "forbid" in the second paragraph line 8 ?
   a. something useful   c. ask to do something

b. something impoertant   d. refuse to allow something

10. Another utterence of "he left her mother alone" in the first line of third paragraph refers to?
    a. sit down   c. heal down
    b. watch down   d. move out

11. What is the meaning of "a rich merchant"?
    a. someone who has much money   c. someone who has many problem
    b. someone who has a lot of debt   d. someone who has much wife

12. What is the meaning of " ...... the most beautiful girl in the pidoli kingdom" ?
    a. nobody comperes to her beauty
    b. the beautiful only belongs to her
    c. beautiful since she was born
    d. nobody can beat her beauty

13. What is another word of the sentence "Maybe it's just the same name "?
    a. doubt   c. believe
    b. happy   d. arrogant

14. What is another word of "skillful young boy" in the third line ?
    a. passive   c. dilligent
    b. sluggish   d. ingenious

THE ORIGIN OF MALINKUNDANG

Once upon a time, one the north coast of sumatera live a poor woman and this son, who called malinkundang. His father aventually died, and this mother live alone as a proverty stricken old woman. Malin kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, malin kundang decide going to overseas and promise to come back.after several years had fone by, malin kundang finallydecide to return to this village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognize malinkundang form a scar that he had received while playing as a chid. Upon recognizing the mark, the villager went to tell malinkundang's mother that her son bad returned.

Excitedly, she went to the shoreand recognized her son the minute her eyes fell on him. When the older woman called him her son, he refused to believe that he head such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In an alternate translation, malin kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embrrassed by her ragged apperance to acknowledge her and instead, had one of them carry her away. Distraught and finally realizing her son's wickedness, malin kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for this behavior.

The day after his mother's prayer, malin kundang sailed out of the village. Shortly there after, the shift was met by a violent storm. Malin kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of this mother. He felt quilty about this behavior towards her, asked for forgiveness, and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, malin kundang was turned into coral. In other, the ship, the crew, and he be came rock formations that are still standing.

15. The word "villagers" is close meaning to ...?
    a. people who live in a forest   c. people who live in a small place
    b. people who live in downtown   d. people who live in a city
16. What is the meaning of "recognize" in the first line of second paragraph ?
    a. to tell acknowlegde something   c. to inform something
    b. to tell something   d. to accept something
17. What is the meaning "excitedly" in the third line of second paragraph ?
    a. feelling excited   c. feelling adorable
    b. felling bored   d. feeling good
18. What is the meaning of "refused" in the fourth line ?
    a. something should pay   c. something should inform
    b. something should buy   d. not willing to do something
19. What is the meaning of "disbelief" in the fifth line ?
    a. not sure   c. fake
    b. pretty sure   d. manner
20. What is another word of "heightened" in the fifth line ?
    a. decline   c. decrase

b. balance   d. upgrade
21. What is the closes meaning of "appearance" ?
    a. showing   c. setting
    b. fashion   d. detecting
22. What is the meaning of "distraught" in the third line ...?
    a. feeling overthinking   c. feeling bad
    b. feeling good   d. feeling hopeless
23. What is the meaning of "wickedness" in the fourth line ?
    a. the funny moment   c. daily
    b. the unbelivable vibes   d. the negative vibes
24. What is closes meaning of "behavior" ?
    a. attitude   c. daily
    b. mistake   d. habit
25. What is the meaning of "mistreaments" in the third line ?
    a. remission   c. unpleasant treatment
    b. useful actifity   d. intentional acts of violence

Validator   **Researcher**

Yusni Sinaga, M.Hum.   **Elmina Dorifa**

NIP. 19700715 2005014 2 010   **1620300082**

Appendix III

Instrument Writing in Narrative Test

Name   :

Nim   :

Class   :

WRITING TEST

Please write Narrative Text.

Choose one of the title below. At least you write it 200 words.

1. **Lake Toba**
2. **Sura Baya**
3. **Sangkuriang**

....
....
....
....
....
....
....
....
....
....
....
....
....

Validator

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

KUNCI JAWABAN

FOR VOCABULARY MASTERY TEST

1. A	11. A	21. A
2. C	12. A	22. D
3. D	13. A	23. D
4. C	14. D	24. D
5. A	15. C	25. D
6. D	16. A	
7. A	17. A	
8. A	18. D	
9. D	19. A	
10. D	20. D	

Appendix V

THE SCORE OF STUDENTS' VOCABULARY MASTERY

NO.	Initial of Students	Score of Students
1.	ES	68
2.	WW	68
3.	LY	72
4.	RU	76
5.	SU	76
6.	YP	76
7.	NI	76
8.	LR	76
9.	SUE	80
10.	HD	80
11.	TP	80
12.	J	80
13.	NS	80
14.	UD	80
15.	KH	80
16.	RR	84
17.	MA	84
18.	HR	84
19.	IP	84
20.	JN	88
21.	MS	92
TOTAL		1.664

THE SCORE OF STUDENTS WRITING IN NARRATIVE TEXT

NO.	Initial of Students	Score of Students
1.	ES	68
2.	WW	71
3.	LY	73
4.	RU	75
5.	SU	75
6.	YP	75
7.	NI	76
8.	LR	78
9.	SUE	78
10.	HD	78
11.	TP	79
12.	J	79
13.	NS	79
14.	UD	79
15.	KH	80
16.	RR	80
17.	MA	80
18.	HR	80
19.	JP	85
20.	JN	85
21.	MS	87
Total		**1.640**

VARIABLE X

(VOCABULARY MASTERY)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

68	68	72	76	76	76	76
76	80	80	80	80	80	80
80	84	84	84	84	88	92

2. High score = 92

3. Low score = 68

4. Range

   R = High score – Low score
   $$= 92 - 68$$
   $$= 24$$

5. The total of the class (BK) = 1 + 3,3 log n
   $$= 1 + 3,3 \log (21)$$
   $$= 1 + 3,3. \ 1,322$$
   $$= 1 + 4, 3626$$
   $$= 5, 3626$$
   $$= 5$$

6. Interval class (i)

   $$I = \frac{range}{Many \ class} = \frac{24}{5} = 4,8$$

   I = 5

   In this research the researcher use 5 as interval class.

VARIABLE Y
(WRITING IN NARRATIVE TEXT)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

68	71	73	75	75	75	76
78	78	78	79	79	79	79
80	80	80	80	85	85	87

2. high score = 87

3. Low score = 68

4. Range = High score – Low score
   = 87 – 68
   = 19

5. The total of the clas BK = 1 + 3,3 log n
   = 1 + 3,3 log 21
   = 1 + 3,3. 1,322
   = 1 + 4, 3626
   = 5, 3626
   = 5

6. Interval (i)

$$I = \frac{range}{Many\ class} = \frac{19}{5} = 3,8$$

$I = 4$

In this research the researcher use 4 as interval class

Appendix X

THE RESULT OF VARIABLE X AND VARIABLE Y

NO.	Initial of Students	Variable X	Variable Y
1.	ES	68	68
2.	WW	68	71
3.	LY	72	73
4.	RU	76	75
5.	SU	76	75
6.	YP	76	75
7.	NI	76	76
8.	LR	76	78
9.	SUE	80	78
10.	HD	80	78
11.	TP	80	79
12.	J	80	79
13.	NS	80	79
14.	UD	80	79
15.	KH	80	80
16.	RR	84	80
17.	MA	84	80
18.	HR	84	80
19.	IP	84	85
20.	JN	88	85
21.	MS	92	87
	TOTAL	1.664	1.640

Appendix XI

TABLE
STATICAL ANALYSIS OF DATA

NO.	Initial of Students	Variable X	Variable Y	X^2	Y^2	XY
1.	ES	68	68	4.624	4.624	4.624
2.	WW	68	71	4.624	5.041	4.828
3.	LY	72	73	5.184	5.329	5.256
4.	RU	76	75	5.776	5.625	5.700
5.	SUE	76	75	5.776	5.625	5.700
6.	YP	76	75	5.776	5.625	5.700
7.	NI	76	76	5.776	5.776	5.776
8.	LR	76	78	5.776	6.084	5.928
9.	SU	80	78	6.400	6.084	6.240
10.	HD	80	78	6.400	6.084	6.240
11.	TP	80	79	6.400	6.241	6320
12.	J	80	79	6.400	6.241	6.320
13.	NS	80	79	6.400	6.241	6.230
14.	UD	80	79	6.400	6.241	6.230
15.	KH	80	80	6.400	6.400	6.400
16.	RR	84	80	7.056	6.400	6.720
17.	MA	84	80	7.056	6.400	6.720
18.	HR	84	80	7.056	6.400	6.720
19.	IP	84	85	7.056	7.225	7.140

20.	JN	88	85	7.744	7.225	7.480

APPENDIX XIV

RESEARCH DOCUMENTATION

The Research Introducting Herself to Sample Or This Research

Waalaikumsalam wr wb 10.44

+62 813-9689-7258 ~Mushroom 🍄
Waalaikumussalam kak, oke kak 10.45

+62 813-7737-8820 ~Rizka Rafani Saragi...
walaikumussalam wr.wb 10.45

+62 812-6077-0332 ~cakk
Wa'alaikumussalam kak, oke kak 10.54

+62 823-6058-2346 ~mei
wa'alaikumsalam kak, oke kak 11.30

+62 853-6246-0079 ~Ulfa Dewy
Wa'alaikum salam, ya kk 12.53

Hmi Dek Jefri telah menambahkan +62 822-6734-8901

Makasih iya atas respon nya 15.09 ✓

📄 PENELITIAN SOAL.docx
1 halaman · 13 kB · DOCX 15.09 ✓

📄 NARRATIVE ELMINA.docx
11 halaman · 21 kB · DOCX 15.09 ✓

Ini dek softcopy testnya 15.10 ✓

Jawabannya boleh dikirim di group iya
15.10 ✓

+62 823-6058-2346 ~mei
Anda

😊 Kirim pesan 📎 📷 🎤

Penelitian kk elmina
Hmi, May, Tbi3, +62 812-3513-9874...

15.10 ✓

+62 823-6058-2346 ~mei

Anda
Jawabannya boleh dikirim di group iya

oke kak 15.12

+62 812-6477-3606 ~(O๑Ou)

📄 PENELITIAN SOAL.docx

1 halaman · 9,1 kB · DOCX 15.50

+62 812-6477-3606 ~(O๑Ou)

📄 NARRATIVE ELMINA.docx

11 halaman · 22 kB · DOCX 15.50

+62 812-6477-3606
📄 PENELITIAN SOAL.docx (1 halaman)

Makasih iya dek. 16.07 ✓

Yang lain tolong kerja sama nya iya 🙂

16.07 ✓

+62 812-6477-3606 ~(O๑Ou)
sama sama kak 16.07

+62 852-6181-1442 ~

Anda
Yang lain tolong kerja sama nya iya 🙂

Oke kak menyusul 16.58

+62 852-6181-1442 ~

📄 PENELITIAN SOAL.docx

😊 Kirim pesan 📎 📷 🎤

Sama sama kak 16.07

+62 852-6181-1442

Anda
Yang lain tolong kerja sama nya iya 😣

Oke kak menyusul 16.58

+62 852-6181-1442

📄 PENELITIAN SOAL.docx

1 halaman · 9,1 kB · DOCX 18.07

+62 852-6181-1442

📄 NARRATIVE ELMINA.docx

11 halaman · 22 kB · DOCX 18.07

+62 852-6181-1442
Oke kak menyusul

Makasih dek 18.38 ✓

Tbi berapa adek? 18.40

+62 852-6181-1442

Anda
Tbi berapa adek?
TBI 2 kak 18.40

+62 852-6181-1442

Anda
Makasih dek
Samasama kak 18.40

+62 813-9673-2921 ~Sri Utami Endan...

📄 NARRATIVE ELMINA.docx

😊 Kirim pesan 📎 📷 🎤

1 halaman · 9,2 kB · DOCX   19.34

Makasih iya dek @Sri Utami Endang
Retno N @Sri Utami Endang Retno N

19.50

+62 813-9673-2921 ~Sri Utami Endang Ret...

Iya sama"kak   19.51

May Sari

📄 NARRATIVE ELMINA.docx

11 halaman · 22 kB · DOCX   19.52

May Sari

📄 PENELITIAN SOAL.docx

1 halaman · 9,6 kB · DOCX   19.52

+62 852-7502-4670   ~Levi Yanti

📄 PENELITIAN%20SOAL.docx

1 halaman · 14 kB · DOCX   21.48

+62 852-7502-4670   ~Levi Yanti

📄 Dokumen.docx

11 halaman · 24 kB · DOCX   21.48

15 Januari 2022

+62 852-7502-4670
📄 Dokumen.docx (11 halaman)

Makasih dek   11.16

Yang lain gimana? Masih 7 yang ngirim

😊 Kirim pesan

Penelitian kaka udah mau deadline sama
mo rayen
08.37 ✓✓

Yang ngirim masih 8 orang
08.38 ✓✓

+62 897-9965-945 keluar

+62 813-9689-7258 ~Mushroom 🍄

📄 PENELITIAN SOAL.docx

1 halaman · 15 kB · DOCX 09.02

+62 813-9689-7258 ~Mushroom 🍄

📄 NARRATIVE ELMINA.docx

8 halaman · 24 kB · DOCX 09.02

+62 822-7344-3899 ~Tamara Putri Ai...

📄 PENELITIAN SOAL.docx

1 halaman · 9,6 kB · DOCX 19.37

+62 822-7344-3899 ~Tamara Putri Ai...

📄 NARRATIVE ELMINA.docx

8 halaman · 18 kB · DOCX 19.45

+62 812-3513-9874 ~Jamiah Nst.

📄 Document (25).docx

1 halaman · 15 kB · DOCX 20.11

+62 812-3513-9874 ~Jamiah Nst.

📄 Document (24).docx

1 halaman · 21 kB · DOCX 20.12

😊 Kirim pesan 📎 📷 🎤

Isonoe ArchOk dek 07.30

Kalo gk kirim aja nomornya 07.30

Eh adek ajalah yg buat group nya. Soalnya repot kali nyimpan satu² nomornya

07.31

Udh kubuat ya kk grupnya 10.30

Iya makasih iya dek 😊 13.38

15 Januari 2022

NARRATIVE ELMINA.pdf

8 halaman · 129 kB · PDF   16.32

PENELITIAN SOAL.pdf

2 halaman · 56 kB · PDF   17.06

Jefri apa nama adek? 18.21

1 pesan belum dibaca

Jepri naldi kak 18.37

Kirim pesan

← 👤   +62 812-6077-0332   🎥   📞   ⋮

Yg lain uda ngirim tinggal adek yg belum

16.28 ✓✓

oke kak   16.29

Segera iya dek, minta tolong kaka 😊

16.32 ✓✓

📄 PENELITIAN SOAL.docx   ↪

1 halaman · 8,8 kB · DOCX   16.43

> Anda
> 🗎 NARRATIVE ELMINA.docx (11 halaman)

Yg ininya dk?

16.59 ✓✓

📄 NARRATIVE ELMINA.docx   ↪

11 halaman · 22 kB · DOCX   17.01

😊   Kirim pesan   📎   📷   🎤

nisa jarang on di wa kak soalnya   16.28

Yang kakak kirim di group dek   16.28 ✓✓

📄 PENELITIAN SOAL.docx

1 halaman • 13 kB • DOCX   16.28 ✓✓

📄 NARRATIVE ELMINA.docx

11 halaman • 21 kB • DOCX   16.28 ✓✓

Yg lain uda ngirim tinggal adek yg belum

16.28 ✓✓

oke kak   16.29

Segera iya dek, minta tolong kaka 😊

16.32 ✓✓

📄 PENELITIAN SOAL.docx

1 halaman • 8,8 kB • DOCX   16.43

Anda
📄 NARRATIVE ELMINA.docx (11 halaman)

Yg ininya dk?
16.59 ✓✓

📄 NARRATIVE ELMINA.docx

11 halaman • 22 kB • DOCX   17.01

Siapa nama adek?   17.03 ✓✓

nisha natasha kak   17.25

😊 Kirim pesan   📎 📷 🎤

Anda `20` `Admin Grup`
Hmi cabang Padangsidimpuan💚🖤

Hmi Dek Jefri `4` `Admin Grup`
Isonoe Arche

Jamiah `2`

Levi Yanti `3`
081929349006

May Sari `2`
Ada

Reni `0`

Sri Utami `3`
بسم الله الرحمن الرحيم 😊

Tamara `2`
•I'm Amu episode 58•

Tbi3 Dek Desi `1`
الله

Utami `2`

⌄ 15 lainnya `7`

Nurmala   0

Reni   0

Resti   0
Sibuk

Sri   0
999

Sri Utami   3
بسم الله الرحمن الرحيم 😊

Tamara   2
•I'm Amu episode 58•

Tbi3 Dek Desi   1
الله

Ulfa   3
؛

Utami   2

Wildan wahid   0
the sunset is beautiful isn't ?

Yuriska   1

Hairanita
Sibuk
`0`

Ika
`2`

Jamiah
`2`

Levi Yanti
081929349006
`3`

Lutfi Rangkuti
I see, I hear, I...
`0`

May Sari
Ada
`2`

Melda
.
`0`

Nikmah
Sibuk
`7`

Nisa
`0`

Nurmala
`0`

Reni
`0`