



**THE CORRELATION BETWEEN STUDENTS' WRITING PROCEDURE
TEXT COMPETENCE AND VOCABULARY MASTERY VIEWED
FROM THEIR INTEREST**



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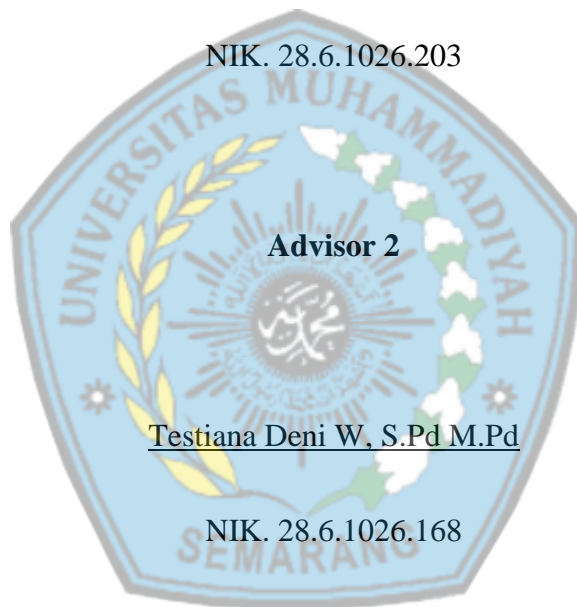
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ABSTRACT

Vocabulary and writing have closed relationship in students' english mastery. They have big contribution to achieve students outcome, especially in their writing performance. The research is aimed to find out whether or no positive correlation between vocabulary mastery and writing competence. The scope of the study was limited to correlate between students' vocabulary mastery achievement and students' writing procedure text. Then, this study aims at investigating the correlation between the correlation between students' interest in the writing procedure text and vocabulary mastery of the tenth grade students. The sample of the research was the tenth grade students in MA Roudlotul Muttaqin, MA Nurul Ulum, and MA Nahdlotul Ulama in academic year 2017/2018. I used questionnaire, vocabulary test and writing test score as the instrument of the research. I used the Pearson's product moment formula to compute data. The result of the study revealed the positive correlation between vocabulay and writing. The correlation coefficient of two variables was 0.417. to sump up students achievements in vocabulary mastery and their achievements in writing competence were moderate. There was correlation between the vocabulary mastery and writing competence. Besides, there was correlation between the students interest in writing procedure text and their vocabulary mastery. The students used various vocabularies, imperative words and also temporal conjunction.

Key word : Correlation, Vocabulary, Writing, Interest

INTRODUCTION

Writing is an activity to create a product or script using the writers' own word, imagination or idea and also experiences. It means that writing is a device to make language in written form (Mardiyah et al. 2013:281). The writer writes the language using written symbol. The writer should think about messages or purposes and the benefit of the result of his/her written. Writing is very important ways to send or give information to the language mastered by both the writer and the reader (Megawati and Anugrahwati 2012:183). Based on the statement above, I concludes that a written should have purpose which is useful to the writer or the reader. The writer can convey his/her message from his/her written. The reader gets new information about something. The writer uses a system of written symbols to communicate with the reader using his/her written.

According to Pardiyono (2006:1), writing is still considered as the most difficult skill to be achieved. To gain the ability of writing, students need to master the vocabulary. Vocabulary is the foundation to summarize the importance of vocabulary languages, which plays a basic role in learning (Devi 2012:1). Vocabulary is the key of language. It is very important to learn. When someone wants to learn writing, he/she should learn vocabulary. So, he/she will be easy to learn and understand about writing. Beside the vocabulary, the learner should have the ability in listening, reading and speaking. To make the writing class successfull, both of the teacher and the students must study hard. The teacher should use teaching method which is appropriate with the condition of the learner. The teacher should be patient to the learner. The teacher also should guide the learner. Moreover, the teacher should has good ability in speaking skill, reading skill, listening skill, critical thinking, teaching method, teaching strategy and teaching media (Wijayatiningsih and Mutmainah (2014: 787). Besides a measure process of finding and arranging the idea on the paper then reshaping and revising them are called writing (Meyers (2005:2) cited in Mulyadi and Hikmah (2014: 66).

There are many genre of text. There are descriptive text, recount text, procedure text and etc. Based on syllabus which is get from the teacher and based on KTSP curriculum , procedure text learned in first semester by the student of tenth

grade. So, I choose procedure text. If someone wants to write a procedure text, he/she should have enough vocabulary. Procedure text is a text that shows a process. The social function of procedure text is explain how something is accomplished through a sequence of action or step. The generic structures of procedure text are goal, material, and steps (Dodi et al. 2008: 74). Procedure text is a kind of text which aims to give guidance about steps to do something. Basically, this text consists of tips or sequence of steps in making something or in doing such activity (Djuharie, 2007:38) cited in (Ruswinarsih, 2015 :15). So, Procedure text is a text which is give information or steps to do something or to make something.

Based on the pre-observation in the MA Roudlotul Muttaqien, MA Nurul Ulum, and MA Nahdlotul Ulama, The mean of the score from writing procedure text that was given by the teacher were 75 MA Roudlotul Muttaqien, 80 MA Nurul Ulum and 77 MA Nahdlotul Ulama. It can be categorized as “good” score. Based on the result of the pre-observation, I decide to find out the correlation between students writing procedure text competence and vocabulary mastery viewed from their interest.

RESEARCH METHODOLOGIES

The research to find out correlation between students’ interest in the writing procedure text competence and their vocabulary mastery. It was correlational study. Based on Donald (1985:327) cited in Pradana (2010:30) The correlational study is a study about establish the level of connection between variable. So , the main purpose of this research is to find out the level of connection between students’ writing procedure text competence and vocabulary mastery viewed from their interest.

The sample of this research were the tenth grade of MA Roudlotul Muttaqien, MA Nurul Ulum, and MA Nahdlotul Ulama in the academic year 2017/2018. I took one class each school. They are X.1 of each school. the sample got by use random sampling with the proportion of samples took one class each school. The total of sample were 80 students’.

In the correlatioal study research both variable were independent variable, the independent variable were students' interest in the writing procedure text (X) and students' interest in the vocabulary mastery (Y).

To find out the level of connection in this study, I used several instrument. There are vocabulary test, writing test and questionnaire . The vocabulary test was multiple choice form and the writing test is essay. I used the result of the instruments as data. Then , I calculate the data to find out the level of connection between students' writing procedure text competence and vocabulary mastery viewed from their interest. Before the intstrument used for research, I examine the validity and reliabilty in the class which the capability appropriate with the class that is used to sample. I analyze the validity and reliability of the instrument using SPSS 22. I used pearson product moment formula to analize the data and find out the level of correlation between students' writing procedure text competence and vocabulary mastery viewed from their interest.

The research procedure were finding out the score of vocabulary test, finding out the score of writing test, finding out the score of questionnaire, finding out the correlation between vocabulary mastery and writing competence, and finding correlation between students' interest in the writing procedure text and vocabulary mastery. I gave the questionnaire, vocabulary test and writing test to the students' to get the data. Then, I calculate the data to get the result of the research.

RESEARCH FINDINGS AND DISCUSSION

The aim of the research was to investigate the correlation between students' interest in the writing procedure text competence and their vocabulary mastery. I interpreted all data obtained into several steps. There were the result of score of vocabulary test, the result of score of writing test, the result of questionnaire, the result of the correlation between vocabulary mastery and writing competence, and the result of the correlation between students' interest in the writing procedure text and vocabulary mastery.

1) The Result of the Questionnaire

The students gave good responses about the procedure text lesson during teaching and learning process. Most of them were excited when the teacher instructed them to make a procedure text. They got enjoyable and comfortable when working on it. Thus, most of students agreed that learning procedure text was able to help them in learning English. In addition, after I gave the questionnaire and calculate the data, I found the result of questionnaire of students' responses was 76%. According to Arikunto (2010: 44) cited in Aqib (2014: 41) the category of questionnaire result average percentage was good if the average percentage of the total students' responses was 60% up to 79%. Because of the result in this research was 76%, so it could be concluded that it had good category. Furthermore, it showed that the students were interested and enthusiastic to learn English especially learning vocabulary and writing procedure text.

2) The Result of Students' Vocabulary Mastery

To find out the the students' grade and the level of the vocabulary mastery, I calculate the mean score of the vocabulary test by using the following formula:

$$M = \frac{\sum X}{N}$$

$$= \frac{4645}{80}$$

$$= 58.06$$

Information:

M : the mean

$\sum X$: the sum of all scores

N : number of subjects

The mean score of vocabulary test was 58.06. It could be said that the vocabulary mastery was good. To judge the students' grade and the level of the vocabulary mastery, I used the criteria as follows:

Table 1 The Classifications of Students' Score of Vocabulary Mastery

Score	Category
8-9	High

6-7	Satisfactory
4-5	Low
0-3	Fail

To find out the level of each school I categorize students achievement percentage as follow:

Table 2 The Categorization Students' Achievement

School	Percentage (%)
MA Roudlotul Muttaqin	88.75%
MA Nurul Ulum	80.00%
MA Nahdlotul Ulama	79.75%

Based on the table above, it could be seen that the students had an achievement in vocabulary of procedure text. Each school had different achievement. The achievement of MA Roudlotul Muttaqin was higher than others.

3) The Result of Students' Writing Test

I showed the result of writing test in MA Roudlotul Muttaqin, MA Nurul Ulum, and MA Nahdlotul Ulama. It showed by the table below:

Table 3 The Students' Mean Score of MA Roudlotul Muttaqin

	Content	Organization	Mechanic	Grammar	Vocabulary	Total
Mean	16	17	16	16	18	83

Based on the test above, the results of students' writing scored 83 in average. This result showed that the students had competence in writing well.

Table 4 The Students' Mean Score of MA Nurul Ulum

	Content	Organization	Mechanic	Grammar	Vocabulary	Total
Mean	17	17	18	16	18	86

The students' mean scores in the writing reached 86. It was categorized as good to average.

Table 5 The Students' Mean Score of MA Nahdlotul Ulama

	Content	Organization	Mechanic	Grammar	Vocabulary	Total
Mean	15	15	17	16	16	79

From the result of mean score above, it could be seen that the mean score of the test was 79 and it passed the KKM. It was meant that the students' writing ability was enough.

4) The Result of the Correlation between Vocabulary Mastery and Writing Competence

To find out the correlation between two variables, I used the pearson's product moment formula to compute the data. There are two variables; vocabulary mastery as variable X and writing competence as variable Y.

Pearson's product moment formula can be stated as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{80(294944) - (4645)(4930)}{\sqrt{\{80(285525) - (4645)^2\} \{80(331263) - (4930)^2\}}} \\
 &= 0.417
 \end{aligned}$$

The correlation coefficient of the two variables was 0. 417. In order to know whether this correlation coefficient (0. 417) was significant or not, it was necessary to find out its significance.

Therefore, the significance level used in this study was 5 % (0. 05). The critical value which was found out in the table r product moment with 95 % confidence and the number of subjects 80 is 0. 220. It means since the obtained value (0. 417) was higher than the table value or the critical value (0. 220), the Null Hypothesis explained that there was no positive correlation between the vocabulary mastery and writing competence. In this research there was a positive correlation. Because the result of the correlation coefficient of the two variables was 0. 417. It

was higher than 0,05 . Moreover , based on the criteria of the correlation from Best and Khan (2006: 388) cited in Adhiyatma et al. (2015:6) , the value between 0. 41 to 0. 60 were considered moderate. It was called the grade of the research was moderate.

5) The Result of the Correlation between Students' Interest in the Writing Procedure Text and Vocabulary Mastery

The result of data of correlation between vocabulary mastery and writing competence above showed that the correlation coefficient between the two variables was 0. 417, while the critical value for 80 samples of 95 % confidence level was 0. 220. It means that there is a positive correlation between the two variables. Best and Khan (2006: 388) cited in Adhiyatma et al. (2015:6) has the criteria that can be used to grade the relationship of the coefficient above.

Table 6 Correlation between Students' Interest in the Writing Procedure Text and Vocabulary Mastery

Correlation Coefficient (r)	Relationship
0. 00 to 0. 20	Negligible
0. 21 to 0. 40	Low
0. 41 to 0. 60	Moderate
0. 61 to 0. 80	Substantial
0. 81 to 1. 00	high to very high

The value of correlation coefficient obtained was 0. 417, while the criteria of the correlation between 0. 41 to 0. 60 were considered moderate. It was meant that the level of relationship of the correlation coefficient of the two variables was moderate. In this research the variable Y was influenced too high by the variable X, and the other way the variable was also influenced too high by the variable Y. From the computation above, she claimed that $r_{xy} = 0. 417$ with N 80 were significant. It was meant that null hypothesis was rejected and H_a hypothesis was accepted, there

was a significant correlation study between vocabulary mastery and writing competence.

Furthermore, in testing the significance of this research, I used significance of coefficient correlation formula, and the result is as follows:

$$\begin{aligned}
 tr &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.739\sqrt{40-2}}{\sqrt{1-0.739^2}} \\
 &= \frac{(0.739)(6.164)}{0.675} \\
 &= \frac{4.555}{0.675} \\
 tr &= 6.748
 \end{aligned}$$

Remark: tr become t-counted = 6.748

The value of the t-table at significant level of 5% (0.05) and the degree of freedom (df) = 38 was 2.712 while the value of the t-counted is 6.748. It was meant that the t-counted was higher than the t-table. I concluded that there was a significant correlation between students' interest in the writing procedure text and vocabulary mastery.

6) Discussion

The result of the research showed that there was a significant and positive correlation between students' vocabulary mastery and writing competence. The research had proved that between students' writing procedure text competence and vocabulary mastery viewed from their interest had correlation. It was shown in the result of correlation between vocabulary mastery and writing competence, and the correlation between students' interest in the writing procedure text and vocabulary mastery. The students were very enthusiasm in learning process. Most of them think that writing procedure text was fun, when they made something, then they wrote it. They thought, it was more fun and very interesting.

There was correlation between vocabulary mastery and writing competence, and there was correlation between students' interest in the writing procedure text and vocabulary mastery. First, correlation between vocabulary mastery and writing

competence. The result was a positive correlation. The value of the correlation was 0.417. Based on Best and Khan (2006: 388) cited in Adhiyatma et al. (2015:6) the grade of the correlation was moderate because the value between 0.41 to 0.60. Secondly, correlation between students' interest in the writing procedure text and vocabulary mastery was significant correlation. The significant correlation was 6.78. So, I conclude that, there was any correlation between students' writing procedure text competence and vocabulary mastery viewed from their interest.

CONCLUSIONS AND SUGGESTIONS

1) Conclusion

After giving the questionnaire, vocabulary test and writing test to the tenth grade students of MA Roudlotul Muttaqin, MA Nurul Ulum and MA Nahdlotul Ulama, I analyze and calculate the result of them. After analyze and calculate the research, I conclude the result of the research was significant and positive correlation between students' vocabulary and writing procedure text competence viewed their interest. The value of the correlation was 0.417. The grade of the correlation was moderate. The value of the significant correlation was 6.78

2) Suggestions

First, For the teacher when the teacher teaching vocabulary and writing procedure text, sometimes the students were less motivated so the teacher should always motivate them during the teaching and learning process. Second, to the students. The students should always keep up their motivation and self-confidence in learning by practicing writing procedure text and enriching the vocabularies. The last for me, I expected that there would be other researchers who investigated other aspects related to writing or other language skill. The other researcher should have more innovation in doing the similar research then the result could deeply achieve contribution for education.

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