

THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' WRITING ABILITY OF NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP N 1 PARMONANGAN IN ACADEMIC YEAR 2020/2021

Lidya Tama Hutasoit¹, Musrafidin Simanullang², Rotua Hutasoit³

lydihutasoit2021@gmail.com
musrafidinsimanullang@gmail.com
hutasoitrotua22@gmail.com

English Study Program, Faculty of English Teacher's Training and Education University of Sisingamangaraja XII Tapanuli

Abstract

Hutasoit Tama Lidya, NIM:170502003. 2021.. The Correlation Between Vocabulary Mastery and Students' Writing Ability of Narrative Text of The Second Year sStudents of SMP N1 Parmonangan in Academic Year 2020/2021. A Thesis. English Department. Faculty of Teachers' Training and Education, University of Sisingamangaraja XII Tapanuli (UNITA).

A Thesis which entitles the correlation between vocabulary mastery and students' writing ability of narrative text was to find out if there is any correlation between the students' vocabulary mastery and writing ability of narrative text for the second year of SMP N 1 Parmonangan in academic year 2020/2021. The population of this study is all the second year students in SMP N 1 Parmonangan of which total is 85 students and all the population to be a sample. The collected data was analyzed by using Pearson Product Moment correlation. The instruments used were tests. The findings of this study reveal that there is a significant relationship between students' vocabulary mastery and their writing ability of narrative text of the second year students of SMP N 1 Parmonangan. Coefficient correlation between vocabulary mastery and students' writing ability in narrative text is 0.1706, sig. (2-tailed) is 0.000. The interpretation is the probability or sig. (2-tailed) is 0.000 < 0.05. It means H_0 is accepted. Meaning that there is significant correlation between vocabulary mastery and students' writing ability in narrative text of SMP N 1 Parmonangan. Based on the result of the research, the writer found the correlation between vocabulary mastery and students' writing ability of narrative text of SMP N 1 Parmonangan.

Key Words: Correlation, Vocabulary Mastery, Writing Ability

Introduction

Background of the study

English language is one of foreign language. It becomes very important in education aspect. Because English language including to several language lesson in our country. And there are several functions of foreign language: a. international communication and study of language, b. language as a system of communication, c. the most complex of man's tool, d. each language is structurally different system.

As a international language, it is used to communicate among people in the different country. However, it can be an important to that it should be learned by the students.

We know that English not our native language, as a fact that mastery it is not easy.

The components and skill of English language is important for language learner. The components include grammatical structure, phonology, vocabulary and pronunciation that can give the effect to the English-language skills; such as listening, reading, speaking and writing. Writing is the written productive language skill. It refers to the ability to communicate to the reader with the written language. Reading is refers to produce the spoken language. Listening is the receptive spoken. It refers to the ability to understand the spoken language. It is the skill of a listener or group of listener to interpret information transferred by the speaker. Speaking is the spoken productive language. It refers to produce spoken language. It the skill of speaker to communicate the information to the listener.

When students write something they should pay attention to grammar, word or phrase that is in use. 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, especially in terms of writing a narrative text. 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.

The problem of the study

Based on the background above, the writer would like to identify the problem as follows:

Is there any correlation between the students' vocabulary mastery and writing narrative ability for the second year students of SMP N 1 Parmonangan in academic year 2020/2021?

The Objective of the study

Based on the research statement, the objective of this study was :

To find out if there is any correlation between the students' vocabulary mastery and writing ability of narrative text for the second year of SMP N 1 Parmonangan in academic year 2020/2021?

The Scope of the study

Since the problem is broad enough, it was better for the writer to limit the problem in order to pay attention to the specific research, so the writer was only focused on students active vocabulary. In this research, the writer focused on the correlation between vocabulary mastery and students' writing ability of narrative text of SMP N 1 Parmonangan and the factors cause the students having better ability in narrative text.

Literature Review

Vocabulary

There are some definitions of vocabulary according to some experts. Vocabulary is an important aspect in a language. To master a language, a learner should master the vocabulary of the language. In other words, the learner cannot use a language without having knowledge about vocabulary of that language. According to Lehr (2004:1) vocabulary is knowledge of words and words meaning in both oral and print language and productive and receptive forms which is used in listening, speaking, reading and writing. In addition, Hornby, Cowie, & Lewis, (2000) defines

vocabulary as all the words in a particular language; the words that people use when they are talking about particular subject; and a list of words with their meaning, especially in a book for learning foreign language.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

Types of Vocabulary

According to Lehr (2004) stated that vocabulary is the meaning of words and also the word knowledge. Those are two types of vocabulary they are active vocabulary and passive vocabulary.

a. Active Vocabulary

An active or expressive vocabulary is a word used by a person.

b. Passive or receptive vocabulary is a word that can be understood by person, but is not used actively.

The Importance of Vocabulary

-Vocabulary as the Basis for Communication

- Vocabulary as the Reflection of Social Reality

- Vocabulary as an Emotion Booster

The Aspects of Vocabulary

-Meaning

Meaning becomes one of essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users.

-Spelling

When the students encounter a word for the first time, they need to know how to spell the word. Spelling refers to what a word look like (its spelling). By knowing the spelling of a word, the students will know how to write a word correctly in written form.

-Pronunciation

When the students learn vocabulary, they also need to know what a word sound like (its pronunciation). It will help the students into understand what the other means to say.

Writing

The Definition of Writing

According to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing is a both a physical and a mental act the most basic level. On other hand, writing is the mental work inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product , the writer imagines, organizes, drafts, edits, reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.

In addition, Hullon wills says “ writing is oneself expression or report or a masterpiece and suggestion. Its content subject to fallible human scrutiny for inaccuracy and bias.

And the last, according to Harry A. Greene “writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual.

So based explanation above, writing is the activity to transfer the ideas and to describe a language is understood by someone written so readers can understand what the writer means.

The Process of Writing

Writing as one of productive skill needs a process. Ruddell has organized the following description of writing process into the categories of before writing, and after writing. The following the description of the categories:

a. Before Writing : Prewriting

Prewriting is frequently the foundation for a variety of writing, reading, thinking, and learning event.

b. During Writing : Drafting

Drafting extends prewriting as students create a new text from what they have read, seen, thought about, or examined. To be more specific, the drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors.

c. After Writing : Revising, Editing

The word revision means ‘ seeing again’ . This stage demand writer to see their compositions again with their classmates and the teacher helping them. And Editing is

correcting spelling, grammar, punctuation, and mechanics.

The Purpose of Writing

According to Hugo Hartig in H.R. Tarigan’s book, the purpose of writing are :

- a. Persuasive purpose: This purpose is to make sure the readers of the truth of ideal is shared.
- b. Informational purpose: is to give information or explanation to the readers.
- c. Self-expressive purpose: to introduce or defined author to the readers.
- d. Problem solving purpose : The writer wants to solve the problem is found , the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.

The Types of Writing

There are many types of writing according to Robin Jeffery,2016,as follows:

- a. Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author’s opinions, but focuses on accepted facts about a topic, including statistics or other evidence.
- b. Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides).
- c. Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author’s opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position.
- d. Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings.

Narrative Text

Narrative text is a story tells us about something interesting that has purpose to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke. A.S Hornby in Oxford Learner's Dictionary defines "Narrative is description of events, especially in a novel or story , the act or process of feeling a story. It similarly with John Langan says, Narration is a writer tells the story of something that happened " through narrative , we make statement clear by relating in detail something that has happened to us. On the other hand, according to Pardyono, "Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers."

The Generic Structure of Narrative Text

According to Otong Setiawan Djuharie , to write the narrative , there are four components that shall be care:

- a. Orientation : is parts of text give setting or opening about narrative.
- b. Complication : is parts of text to inform about the conflict in narrative.
- c. Resolution : is parts of text to describe about the reaction to solve the problem.
- d. Coda : is the describe reflection or evaluation the conflict about narrative.

The Language Elements of Narrative

According to Otong Setiawan Djuharie, the language elements use in writing narrative paragraph are nouns, individual participant, past tense, conjunction , action verb, and saying verb.

- a. Noun is a word used as the name of a person, place or thing.
- b. Individual participant means that the subject who takes part in a situation or the story of specific subject.
- c. Past Tense is used of a complete action that happened at one specific time in the past.
- d. Conjunction is a word which used to join one word to another word, or one sentence to another sentence.
- e. Action verb : The action verb divided into two forms. Regular verb is a verb which has a normal inflection or normally added by "-ed",-d" to the infinitive form and Irregular verb is a verb which does not

have a normal inflection or normally added by "ed"d" to the infinitive form.

Research Methodology

Research Design

This research used quantitative research. Where the writer looked for research about the correlation between vocabulary mastery and writing ability of narrative text, and made a conclusion from the data which was obtained in the form of numbers. So that the writer was able to find out how significant the vocabulary mastery affects the students' ability in writing narrative text.

Quantitative Research

The type of research in this study was correlation by applies a quantitative approach. The correlation research was a study to determine whether two or more variables are related. There were two kinds of variables in this research, the independent and dependent variable. The independent variable was a variable which causes or influences the other variables. The dependent variable is a variable is a variable that influenced by the independent variable (Marczyk, 1964:46). According Ary et.al (2010:349), the definition of correlation research is non-experimental research that is similar to expose facto research in employ data derived from preexisting variables.

Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it built upon existing theories. Quantitative methods allowed the researcher to test a hypothesis by systematically collecting and analyzing data.

Population and Sample

The population of research is all items in any field of a research study (Kothari, 2004: 55). A population consisted of all the objects or events of a certain type about which researchers seek knowledge or information. Based on the definition above, population is a number of groups that interest the researcher which she/he would like to make the results of the study to be reported. The population of this research were the second year students of SMP N 1 Parmonangan in academic year 2020/2021. The total number of populations are 85 which is divided into three classes.

Sample is the selected participants that taken from the population for the research study. Arikunto, (2002:175) states that a sample is a set of some, not all observation study.

Sample is a part population that represents the whole population. If the member of the population is less than 100 persons, the writer is able to entire populations. However, if the number of the population in research is more than 100 persons, the writer takes 10-15% or 20-25% of the population Arikunto,(2002:175) . In this study, the writer will take all the population to be a sample.

The Techniques of Collecting Data

The vocabulary test

The writer gave some question about vocabulary which is related to the narrative text. The vocabulary test cover 50 test items included in this test of which from multiple choice with four options: A,B,C, or D. To judge the students' grade and the level of the vocabulary, the writer used the criteria from the standard of evaluation for the students' score. However, they are simplified into five classifications of students' score (Depdikbud, 2004: 10) as see in the following table:

Table 3.1

The classifications of students' score of vocabulary mastery

No	Interval	Criteria
1.	86-100	Excellent
2.	66-85	Good
3.	46-65	Enough
4.	26-45	Poor
5.	Under 25	Failed

(Source Depdikbud, 2004:10)

The writing test of narrative text

The writing test of narrative text was intended to find out students' ability in writing narrative text. The writer used or make example of narrative text and then ask the students to do these questions of a good generic structure of a narrative text.

Table 3.2

The classifications of students' score of writing of narrative text

No	Interval	Criteria
1.	86-100	Excellent
2.	66-85	Good
3.	46-65	Enough
4.	26-45	Poor
5.	Under 25	Failed

(Source: Sariatun 2010)

The Procedure of Data Collection

1) The Procedure of vocabulary Test:

- First, before conducting the test, the second year students of SMP N 1 Parmonangan who became the students of this study will be taken their identities.
- Next, the writer gave a testing, some instructions are told to the students that this test would be included in academic report, therefore they were forbidden to cheat.
- Then, if all conditions above fulfilled, the students were able to do the vocabulary test conducted for 45 minutes in a piece of paper which provided to them.
- After the vocabulary test was finished, the students' answer sheets of vocabulary test will be collected.

The Procedure of the Writing Test of Narrative Text

- The writer gave or made example of narrative text and then asked the students to do these questions of a good generic structure of a narrative text. And then the students took the test for 45 minutes.
- After the written test was finished, the students submitted on the desk.
- Finally, the writer collected of data of tabulating and analyzed with statistical calculating method.

The Technique of Data Analysis

In this research, the writer used two techniques to analyze data. They are :

- Technique use to classify the students into three criteria (Sudjiono, 2006:175). They were rank (good) middle rank (enough), and bottom rank (low). The formula are :

$$M x + 1 SD x$$

$$M x - 1 SD x$$

Notes:

$M x$ = mean of English vocabulary mastery (X)

$SD x$ = standard deviation of English vocabulary mastery

$$M y + 1 SD y$$

$$M y - 1 SD y$$

Notes:

$M y$ = mean of writing ability of narrative test (Y)

$SD y$ = standard deviation of writing ability of narrative test

- b. The technique used to analyze the data was correlation product moment as the formula (Arikunto, 2014:213). This technique used by the writer to measure the correlation between vocabulary mastery and writing ability of narrative text of the second year students of SMP N 1 Parmonangan in academic year 2020/2021. The product moment formula was as follows:

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

Notes :

R_{xy} : Correlation coefficient

N : The total of sample participating in this study

$\sum xy$: The total of multiple score students' vocabulary mastery and writing ability of narrative text

$\sum x$: The total score of students' vocabulary mastery

$\sum y$: The total score of students' writing ability of narrative text

$\sum x^2$: The total score of students' vocabulary mastery

$\sum y^2$: The total score of students' writing ability of narrative text.

Data and Data Analysis

Data

The aim of the research was to find out the correlation between vocabulary mastery and students' writing ability in narrative text of SMP N 1 Parmonangan. There were two variables operating in this research, independent and dependent variable. The independent variable symbolized by "X" was vocabulary mastery and the dependent variable symbolized by "Y" was students' writing ability.

The Score of Vocabulary Mastery (X) for the Second Year Students' of SMP N 1 Parmonangan

No.	Students' Name	Students' Score X
1.	Alfredo Simamora	60
2.	Arif S. Manalu	64
3.	Celsi L. Nababan	50
4.	Ela Sinta Siahaan	54
5.	Ema Simamora	62

6.	Erfan Purba	60
7.	Ezy Silalahi	60
8.	Feby Manalu	70
9.	Geby Manurung	76
10.	Geral Debatara	60
11.	Ghabriel Pakpahan	62
12.	Jesika Manalu	66
13.	Jonihot F Manalu	64
14.	Jose Manalu	62
15.	Kevin Manalu	66
16.	Laura Pasaribu	70
17.	Leoni Manalu	72
18.	Matthew Alexander. F	64
19.	Mindawati Pakpahan	92
20.	Pashya Manalu	74
21.	Remini Simatupang	60
22.	Rizal Manalu	62
23.	Riadi Manalu	54
24.	Romanto Manalu	64
25.	Samaria Marbun	62
26.	Selma Debatara	60
27.	Veronika Dhae	62
28.	Risky Hutabarat	66
29.	Agustina Sihite	64
30.	Antoni Manalu	62
31.	Ardicky Manalu	64
32.	Astriyani Simamora	60
33.	Billi Manalu	62
34.	Claudia Purba	56
35.	Dahlia Manalu	64
36.	Defina M. Manalu	62
37.	Deska Simamora	60
38.	Dewa A.S Manalu	68
39.	Esra K. Manalu	64
40.	Farel Simanjuntak	62
41.	Hara Rumabutar	62
42.	Irawan Manalu	60
43.	Kristian Simamora	68
44.	Kristopel Purba	62
45.	Lasmaroha Purba	62
46.	Lastri Manalu	60
47.	Maduma Manalu	60
48.	Petrus Roni	64
49.	Ramses Simamora	68
50.	Reyfaldo Purba	60
51.	Rosarlin Purba	62
52.	Sappe Sidabutar	68

53.	Slamat Debataraaja	60
54.	Sry W.A Manalu	64
55.	Tiurma Manalu	68
56.	Ariel R. Purba	60
57.	Asima R. Manalu	60
58.	Bina P. Nababan	62
59.	Bunga Manalu	60
60.	Candra Manalu	62
61.	Cindy Panggabean	70
62.	Delpi Y. Hutasoit	70
63.	Devi C. Sidabutar	64
64.	Grace N. Manalu	62
65.	Ica Maria Manalu	60
66.	Isabela L. Silaban	60
67.	Jondri Simamora	68
68.	Lasro Sidabutar	60
69.	Lola Sitohang	60
70.	Lungun Simamora	60
71.	Mona Manalu	66
72.	Monika Manalu	64
73.	Pahlefi Manalu	52
74.	Pran Nababan	50
75.	Rezeki Manalu	60
76.	Rido Sihombing	64
77.	Rikardo Manalu	60
78.	Rizal Manalu	68
79.	Romauli Manalu	60
80.	Roy Manalu	60
81.	Sarima Debataraaja	62
82.	Veri Sibarani	66
83.	Virgi Manalu	66
84.	Wadinata Sianturi	60
85.	Yohana Simamora	72
Total Score		5362
The mean score		63,08

The table shown the result of vocabulary mastery of students. The result of test was 63, it is categorized into enough.

The Score of Writing Narrative Text Ability (Y) for the Second Year Students' of SMP N 1 Parmonangan

No.	Students' Name	Students' Score Y
1.	Alfredo Simamora	40
2.	Arif Manalu	44
3.	Celsi Nababan	54
4.	Ela Sinta Siahaan	40
5.	Ema Simamora	46
6.	Erfan Purba	48
7.	Ezy Silalahi	60

8.	Feby Manalu	60
9.	Geby Manurung	54
10.	Geral Debataraaja	66
11.	Ghabriel Pakpahan	68
12.	Jesika Manalu	44
13.	Jonihot F Manalu	54
14.	Jose Manalu	44
15.	Kevin Manalu	48
16.	Laura	44
17.	Leoni Manalu	46
18.	Matthew Alexander. F	60
19.	Mindawati Pakpahan	98
20.	Pashya Manalu	44
21.	Remini Simatupang	70
22.	Rizal Manalu	44
23.	Riadi Manalu	40
24.	Romanto Manalu	44
25.	Samaria Marbun	52
26.	Selma Debataraaja	58
27.	Veronika Dhae	54
28.	Risky Hutabarat	50
29.	Agustina Sihite	60
30.	Antoni Manalu	30
31.	Ardicky Manalu	65
32.	Astriyani Simamora	80
33.	Billi Manalu	60
34.	Claudia Purba	60
35.	Dahlia Manalu	62
36.	Defina Manalu	50
37.	Deska Simamora	44
38.	Dewa A.S Manalu	70
39.	Esra Manalu	62
40.	Farel Simanjuntak	60
41.	Hara Rumabutar	70
42.	Irawan Manalu	60
43.	Kristian Simamora	58
44.	Kristopel Purba	60
45.	Lasmaroha Purba	62
46.	Lastri Manalu	60
47.	Maduma Manalu	70
48.	Petrus Roni	64
49.	Ramses Simamora	64
50.	Reyfaldo Purba	70
51.	Rosarlin Purba	50
52.	Sappe Sidabutar	60
53.	Slamat Debataraaja	35
54.	Sry Manalu	60
55.	Tiurma Manalu	60
56.	Ariel Purba	60

57.	Asima Manalu	58
58.	Bina Nababan	60
59.	Bunga Manalu	60
60.	Candra Manalu	60
61.	Cindy Panggabean	62
62.	Delpi Hutasoit	54
63.	Devi Sidabutar	50
64.	Grace Manalu	52
65.	Ica Maria Manalu	70
66.	Isabela Silaban	70
67.	Jondri Simamora	62
68.	Lasro Sidabutar	60
69.	Lola Sitohang	60
70.	Lungun Simamora	54
71.	Mona Manalu	36
72.	Monika Manalu	64
73.	Pahlefi a Manalu	70
74.	Pran Nababan	70
75.	Rezeki Manalu	50
76.	Rido o Sihombing	44
77.	Rikardo Manalu	40
78.	Rizal Manalu	65
79.	Romauli Manalu	60
80.	Roy Manalu	60
81.	Sarima Debataraaja	50
82.	Veri Sibarani	54
83.	Virgi Manalu	60
84.	Wadinata Sianturi	54
85.	Yohana Simamora	60
Total		4809
The mean score		56,57

68	7	476	5	25	175
70	4	280	7	49	196
72	2	144	9	81	162
74	1	74	11	121	121
76	1	76	13	169	169
92	1	92	29	841	841
Total	N=85	Σ X=5362			Σ f(X - X̄)² = 2653

Where:

X = Vocabulary Mastery Test' Score

f = Frequency of the score

To know the Mean and Standard Deviation of Vocabulary Mastery test's score, the writer uses the following formula. Technique use to classify the students into three criteria (Sudjiono, 2006:175). They were rank (good) middle rank (enough), and bottom rank (low).

$$\begin{aligned} \text{Mean } (\bar{X}) &= \sum \frac{fX}{N} \\ &= \frac{5362}{85} \\ &= 63,08 \end{aligned}$$

$$\begin{aligned} \text{Standard Deviation } (\sigma) &= \sqrt{\sum \frac{fX^2}{N}} \\ &= \sqrt{\frac{2653}{85}} \\ &= \sqrt{31,2117} \\ &= 5,58 \end{aligned}$$

From the average column, it could be concluded that students' ability in writing narrative text is 55,8 , it was categorized into enough.

Data Analysis

The Data Analysis Score of Vocabulary Mastery Test

X	F	f X	(X- X̄)	(X- X̄)²	f(X- X̄)²
50	2	100	-13	169	338
52	1	52	-11	121	121
54	2	108	-9	81	162
56	1	56	-7	49	49
60	26	1560	-3	9	234
62	18	1116	-1	1	18
64	13	832	1	1	13
66	6	396	3	9	54

After determining Mean and Standard Deviation, then the writer determines the interval score of each criteria, the calculation are as follows:

$$\begin{aligned} \text{Top up of vocabulary score} &= Mx + 1 SDx \\ &= 63.08 + 1.5,6 \\ &= 68,68 \\ \text{Bottom of vocabulary score} &= Mx - 1 SDx \\ &= 63.08 - 1.5,6 \\ &= 57,48 \end{aligned}$$

**The Data Analysis Score of the Students'
Writing Ability of Narrative Text**

Y	F	fY	(Y- \bar{Y})	(Y- \bar{Y}) ²	f(Y- \bar{Y}) ²
30	1	30	-26,57	705,96	705,96
35	1	35	-21,57	465,26	465,26
36	1	36	-20,57	423,12	423,12
40	4	160	-16,57	274,56	1098,24
44	9	396	-12,57	158,00	1422
46	2	92	-10,57	111,72	223,44
48	2	96	-8,57	73,44	146,88
50	6	300	-6,57	43,16	258,96
52	2	104	-4,57	20,88	41,76
54	8	432	-2,57	6,60	52,8
58	3	174	1,43	2,04	6,12
60	23	1380	3,43	11,76	270,48
62	5	310	5,43	29,48	147,4
64	3	192	7,43	55,20	165,6
65	2	130	8,43	71,06	142,12
66	1	66	9,43	88,92	88,92
68	1	68	11,43	130,64	130,64
70	9	630	13,43	180,36	541,08
80	1	80	23,43	548,96	548,96
98	1	98	41,43	1716,44	1716,44
Total	N=85	$\sum Y = 4809$			$\sum f(Y - \bar{Y})^2 = 8173,06$

Where:

Y= Writing Test of the Narrative Text' Score

f= Frequency of the score

To know the Mean and Standard Deviation of Writing Test of Narrative Text' Score, the writer used the following formula. Technique use to classify the students into three criteria (Sudjiono, 2006:175). They were rank (good) middle rank (enough), and bottom rank (low).

$$\begin{aligned} \text{Mean } (\bar{Y}) &= \frac{\sum fY}{N} \\ &= \frac{4809}{85} \\ &= 56,57 \end{aligned}$$

$$\begin{aligned} \text{Standard Deviation } (\sigma) &= \sqrt{\frac{\sum fY^2}{N}} \\ &= \sqrt{\frac{8173,06}{85}} \\ &= \sqrt{96,1536} \\ &= 9,8 \end{aligned}$$

After determining Mean and Standard Deviation, then the writer determined the

interval score of each criteria, the calculation were as follows:

$$\begin{aligned} \text{Top up of vocabulary score} &= My + 1 \text{ SDy} \\ &= 56,57 + 1,9,8 \\ &= 66,37 \end{aligned}$$

$$\begin{aligned} \text{Bottom of vocabulary score} &= My - 1 \text{ SDy} \\ &= 56,57 - 1,9,8 \\ &= 46,77 \end{aligned}$$

**The Correlation Between The Students'
Vocabulary Mastery (X) and Their
Writing Ability of Narrative Text (Y)**

No.	Students' Name	X	Y	XY	X ²	Y ²
1.	Alfredo Simamora	60	40	2400	3600	1600
2.	Arif Manalu	64	44	2816	4096	1936
3.	Celsi Nababan	50	54	2700	2500	2916
4.	Ela Siahaan	54	40	2160	2916	1600
5.	Ema Simamora	62	46	2852	3844	2116
6.	Erfan Purba	60	48	2880	3600	2304
7.	Ezy Silalahi	60	60	3600	3600	3600
8.	Feby Manalu	70	60	4200	4900	3600
9.	Geby Manurung	76	54	4104	5776	2916
10.	Geral Debatara	60	66	3960	3600	4356
11.	Ghabriel Pakpahan	62	68	4216	3844	4624
12.	Jesika Manalu	66	44	2904	4356	1936
13.	Jonihot F Manalu	64	54	3456	4096	2916
14.	Jose Manalu	62	44	2728	3844	1936
15.	Kevin Manalu	66	48	3168	4356	2304
16.	Laura Pasaribu	70	44	3080	4900	1936
17.	Leoni Manalu	72	46	3312	5184	2116
18.	Matthew	64	60	3840	4096	3600
19.	Mindawati Pakpahan	92	98	9016	8464	9604
20.	Pashya Manalu	74	44	3256	5476	1936
21.	Remini Simatupang	60	70	4200	3600	4900
22.	Rizal Manalu	62	44	2728	3844	1936
23.	Riadi Manalu	54	40	2160	2916	1600
24.	Romanto Manalu	64	44	2816	4096	1936
25.	Samaria Marbun	62	52	3224	3844	2704
26.	Selma Debatara	60	58	3480	3600	3364
27.	Veronika Dhae	62	54	3348	3844	2916
28.	Risky Hutabarat	66	50	3300	4356	2500
29.	Agustina Sihite	64	60	3840	4096	3600
30.	Antoni Manalu	62	30	1860	3844	900
31.	Ardicky Manalu	64	65	4160	4096	4225
32.	Astriyani Simamora	60	80	4800	3600	6400
33.	Billi Manalu	62	60	3720	3844	3600
34.	Claudia Purba	56	60	3360	3136	3600
35.	Dahlia Manalu	64	62	3968	4096	3844
36.	Defina Manalu	62	50	3100	3844	2500
37.	Deska Simamora	60	44	2640	3600	1936
38.	Dewa A.S Manalu	68	70	4760	4624	4900
39.	Esra Manalu	64	62	3968	4096	3844
40.	Farel Simanjuntak	62	60	3720	3844	3600

41.	Hara Rumabutar	62	70	4340	3844	4900
42.	Irawan Manalu	60	60	3600	3600	3600
43.	Kristian Simamora	68	58	3944	4624	3364
44.	Kristopel Purba	62	60	3720	3844	3600
45.	Lasmaroaha Purba	62	62	3844	3844	3844
46.	Lastri Manalu	60	60	3600	3600	3600
47.	Maduma Manalu	60	70	4200	3600	4900
48.	Petrus Roni	64	64	4096	4096	4096
49.	Ramses Simamora	68	64	4352	4624	4096
50.	Reyfaldo Purba	60	70	4200	3600	4900
51.	Rosarlin Purba	62	50	3100	3844	2500
52.	Sappe Sidabutar	68	60	4080	4624	3600
53.	Slamat Debataraaja	60	35	2100	3600	1225
54.	Sry Manalu	64	60	3840	4096	3600
55.	Tiurma Manalu	68	60	4080	4624	3600
56.	Ariel Purba	60	60	3600	3600	3600
57.	Asima Manalu	60	58	3480	3600	3364
58.	Bina Nababan	62	60	3720	3844	3600
59.	Bunga Manalu	60	60	3600	3600	3600
60.	Candra Manalu	62	60	3720	3844	3600
61.	Cindy Panggabean	70	62	4340	4900	3844
62.	Delpi Hutasoit	70	54	3780	4900	2916
63.	Devi Sidabutar	64	50	3200	4096	2500
64.	Grace Manalu	62	52	3224	3844	2704
65.	Ica Maria Manalu	60	70	4200	3600	4900
66.	Isabela Silaban	60	70	4200	3600	4900
67.	Jondri Simamora	68	62	4216	4624	3844
68.	Lasro Sidabutar	60	60	3600	3600	3600
69.	Lola Sitohang	60	60	3600	3600	3600
70.	Lungun Simamora	60	54	3240	3600	2916
71.	Mona Manalu	66	36	2376	4356	1296
72.	Monika Manalu	64	64	4096	4096	4096
73.	Pahlefi Manalu	52	70	3640	2704	4900
74.	Pran Nababan	50	70	3500	2500	4900
75.	Rezeki Manalu	60	50	3000	3600	2500
76.	Rido Sihombing	64	44	2816	4096	1936
77.	Rikardo Manalu	60	40	2400	3600	1600
78.	Rizal Manalu	68	65	4420	4624	4225
79.	Romauli Manalu	60	60	3600	3600	3600
80.	Roy Manalu	60	60	3600	3600	3600
81.	Sarima Debataraaja	62	50	3100	3844	2500
82.	Veri Sibarani	66	54	3564	4356	2916
83.	Virgi Manalu	66	60	3960	4356	3600
84.	Wadinata Sianturi	60	54	3240	3600	2916
85.	Yohana Simamora	72	60	4320	5184	3600
TOTAL		536	480	30424	34090	28175
		2	9	8	0	55

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

$$= \frac{85(304248) - (5362)(4809)}{\sqrt{85(340900) - (5362)^2(85(281755) - (4809^2))}}$$

$$= \frac{25861080 - 25785858}{\sqrt{(28976500 - 28740320)(23949175 - 23126481)}}$$

$$= \frac{75222}{\sqrt{(236180)(822694)}}$$

$$= \frac{75222}{\sqrt{194303868920}}$$

$$= \frac{75222}{440799}$$

$$= 0,1706$$

Descriptive Statistic

	Mean	Standard Deviation	N
Vocabulary Mastery	63,0823	5,58674	85
Writing Ability Of Narrative Text	56,5764	9,80579	85

Descriptive Statistics Vocabulary

Mastery is Mean is 63,0823, Std. Deviation is 5,58674, N is 85, and The Writing Ability of Narrative Text Mean is 56,5764, Std. Deviation is 9,80579, N is 85. The descriptive statistics table explains about mean and standard deviations for each variable. The mean of vocabulary mastery of students is 63,08 and standard deviations is 5,58674. The mean of writing ability in narrative text is 56,57 and standard deviations is 9,80579.

Correlations

	Vocabulary Mastery	Writing Ability of Narrative Text
Vocabulary Mastery Pearson Correlation	1	1706000
Sig. (2-Tailed)	85	N
N		
Writing Ability of Narrative Text Pearson Correlation	1706000	1
Sig. (2-Tailed)	85	85
N		

The technique used to analyze the data was correlation product moment as the formula (Arikunto, 2014:213).

Based on the table above, the writer got:

$$\sum X = 5362$$

$$\sum Y = 4809$$

$$\sum XY = 304248$$

$$\sum X^2 = 340900$$

$$\sum Y^2 = 281755$$

The correlation table explains the correlation coefficient between vocabulary mastery and students' writing ability in narrative text, significant and technique analysis used is Pearson Correlation.

Coefficient correlation between vocabulary mastery and students' writing ability in narrative text is 0.1706, sig. (2-tailed) is 0.000. The interpretation is the probability or sig. (2-tailed) is $0.000 < 0.05$. It means H_a is accepted. Meaning that there is significant correlation between vocabulary mastery and students' writing ability in narrative text of SMP N 1 Parmonangan. Based on the result of the research, the writer found the correlation between vocabulary mastery and students' writing ability of narrative text of SMP N 1 Parmonangan.

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