

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY
AND THEIR ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT
AT THE SECOND SEMESTER OF THE ELEVENTH GRADE AT SMA
KARYA MATARAM SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**

**A Thesis
Submitted as a Partial Fulfillment of
The Requirements for S1-Degree**

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
2017**

ABSTRACT**THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY
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**By:
MUSLIKAH**

The thesis entitled The Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Exposition Text is aimed to get empirical evidence of the students' vocabulary mastery in relation to their ability in writing analytical exposition text. The students have to master the vocabulary, by having adequately vocabulary the students writing ability may well be facilitated.

The research methodology used in this research is descriptive quantitative method. This is correlational research. The population of this research was all eleventh grade students at SMA Karya Mataram South Lampung amounting 98 students. There were only 26 students taken as the sample of this study which are determined by using cluster random sampling. In collecting the data, the researcher use instruments in form of multiple choice questions for vocabulary mastery test and writing analytical exposition text in writing ability. After giving tried out, the researcher gave the test, in this research SPSS was used to compute the data.

The finding of this study reveals that there is a significant correlation between students' vocabulary mastery and ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung. From the data analysis computed by using SPSS, it was obtained that $\text{Sig } \alpha = 0.05$. It means H_a is accepted because $\text{Sig} = 0.001 < 0.05$. Therefore, there is a significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017.

Keyword: analytical exposition text, correlation, vocabulary mastery, and writing ability.

DECLARATION

I hereby declared this paper entitled “The Correlation between Students’ Vocabulary Mastery and their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.



MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ

إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is Exalted in Power, full of Wisdom. ¹

(Luqman 27)

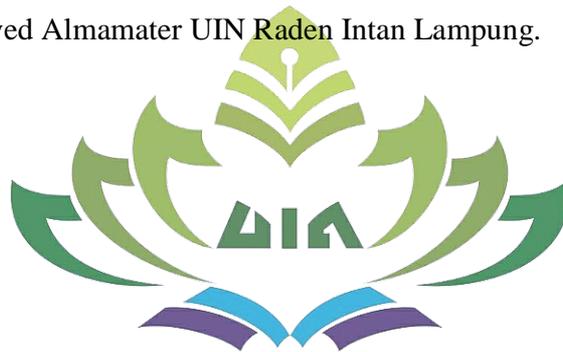


¹Recite Quran Surah Luqman in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/Luqman/>

DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Muyadir and Mrs. Jariyah who always pray and give me support and spirit as well as wish for my success.
2. My beloved brothers, Imam syafi'i, Hasyim Asngari, Nur Asiyah and Khoiri and all of my big families who always support and give me spirit for my study.
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher was born in Mesuji, exactly on Thursday, December 9th, 1993. She is the younger child of Mr. Muyadir and Mrs. Jariyah, she has four brothers: Imam syafi'I, Hasyim Asngari, Nur Asiyah and Khoiri.

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ACKNOWLEDGEMENT

All praise to Allah the almighty God, the Most Merciful, and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. Peace and Salutation is extended to the prophet Muhammad peace be upon him, with his family and followers.

This thesis entitled “The Correlation between Students’ Vocabulary Mastery and their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017” is submitted as compulsory fulfillments of requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University (UIN) Lampung.

Without help, support, and encouragement from several people and institution, this thesis would never come into existence. Therefore the researcher would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty Raden Intan UIN Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of Raden Intan UIN Lampung.
3. Bambang Irfani, M.Pd, the Advisor who has patiently guided and directed until the completion of this thesis.

4. Dian Reftyawati, M.Pd, the Co-Advisor who has patiently guided and directed the researcher in improving her thesis for its finalization.
5. All lecturer of English Education Study Program of Raden Intan UIN Lampung who have taught the researcher since the first year of her study at UIN Lampung.
6. Syamsuddin, SP.d, the head master of SMA KaryaMataram South Lampung who has given a chance to the researcher to carry out the research.
7. Rani Astuti, SP.d the English teacher of SMA KaryaMataram South Lampung who helped the researcher in collecting the data.
8. Beloved friends, HandriniAstuti, Suzanna, DesmaYulita, YeptiApsari, RidhoMaristo, FitriIndriyani, Tiara Puspa, Rojiyah, Davidwho always cheer her up until completion this thesis, and thanks for your kindness.
9. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing her thesis.

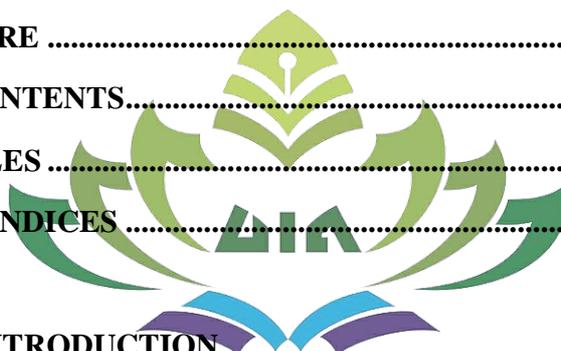
Finally, none is perfect and neither this thesis. Any correction, comments, and criticism for the betterment of this thesis are always open-heartedly welcomed.

Bandar Lampung, June 2017
The researcher

Muslikah

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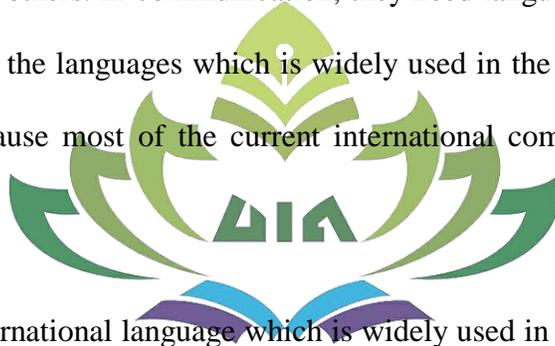
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CHAPTER I INTRODUCTION

A. Background of the Problem

Human beings need communication to deal with one and another in their lives. If there are no any languages, it must be very difficult for human to communicate each other. The people express their ideas and share their feeling in order to get information from others. In communication, they need language to express their idea. English is one of the languages which is widely used in the world. It is important to be mastered because most of the current international communication is delivered through English.



English is an international language which is widely used in many countries either as a native language, second language, or as a foreign language. It is event considered as the first international language to communicate among people from different countries. It is also used as a language of science art and technology. Many books and other resources are written in English. It is the reason English is very important for people.

In Indonesia, English is used as a foreign language. Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) English is introduced as a lesson at elementary school. In the formal education of junior and senior high school English as the one of

requirement of graduation. The students must be able to understand English both in spoken and written form.

There are four skills in English that must be mastered by the students, they are: listening, speaking, reading and writing. Brown states that for almost six decades now research and practice in English language has identified the four skills, listening, speaking, reading and writing-as of paramount important.¹It means that writing is very important skill in learning English that should be mastered by students.

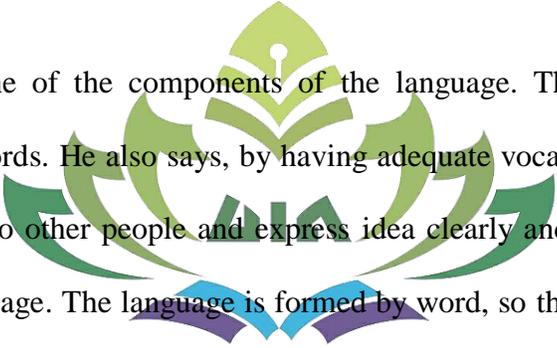
Writing is a complex activity where the writer must have the ability to compose and integrate information, so the readers would be easy to understand the language that being used in written communication. According to Raimes, Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.² By using writing the students can share their idea, feeling or anything that exist in our mind. As one of the language skill, writing is very important for the students, because they will face some writing task in learning English.

As we know the content based on the curriculum KTSP, the eleventh grade students of senior high school are expected to be able to arrange some of text, one of them is analytical exposition text. Analytical exposition text is difficult enough to be learnt by

¹H. Douglas Brown, *Teaching by Principle*, (New Jersey: Prentice Hall inc, 1994), p. 217

²Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University press, 1983)

the students. It is a text which gives the information that completed with the explanation evidences, facts and statistics. It makes the students should work hard to provide the concrete data and more knowledge and to convince the reader, that the idea is important. The students should have the ability to write a good opinion. In writing opinion the students are expressing their ideas and feeling on the paper by using language that formed from words. A word is a part of many vocabularies. Vocabulary is very important in learning language especially in writing, without vocabulary the students cannot do anything.



Vocabulary is one of the components of the language. Thornbury states that all language have words. He also says, by having adequate vocabulary, one will be able to communicate to other people and express idea clearly and easily.³ Vocabulary is vital part of language. The language is formed by word, so the people can share their idea to other people in speaking or written form. When students have good vocabulary they will be able to write a good composition of writing. If the students fail to master vocabulary, they will find difficulties for conveying their ideas in writing. Especially in writing analytical exposition text, the students should be able to express their ideas, feeling, and brain to make an opinion.

Analytical exposition text is one of the materials in senior high school students. According to Wignel, analytical exposition text is used to persuade the readers or

³Scott Thornbury, *How to Teach Vocabulary*, (Longman: Person Education Lismited, 2002), p.1

listeners about something in the case. This type of text consists of three components. They are social function, generic structure, and language features.⁴ Some students got difficulties in expressing their ideas in a piece of writing because they had very limited vocabulary. As a result, they wasted their time thinking or finding word to use. As Allah said in the holy quran Al-baqarah: 31

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created-Created man, out of a (mere) clot of congealed blood: Proclaim! And thy Lord is Most Bountiful, He who taught (the use of) the pen, Taught man that which he knew not.⁵

From the Quran verses above, explain that is very important to read and write. Read means learn about the knowledge about everything in the world. People learn about who they are known not, and then write what they have learned. It is also the students have to learn about the phenomenon in the world, increase their knowledge and vocabulary that can be easier for them to practice in writing analytical exposition text. By writing they are able to memorize what they have learned. Analytical exposition text is texts that write based on the phenomenon surroundings which give the information that completed with the explanation evidences, facts and statistics. The

⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: Gerd Stabler, 1994), p.197

⁵ Recite Quran Surah Al- Alaq in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/Luqman/>

students should provide the concrete data and more knowledge to convince the reader.

Based on the explanation above, the researcher conducted preliminary research at the students of SMA Karya Mataram South Lampung. The data were obtained by interviewing the English teacher of SMA Karya Mataram, Mrs. Rani Astuti. The researcher found that the students have problems in writing and vocabulary. The teacher said that there is problems faced by students when they want compose writing text. They seem to be confused to write because their vocabulary is low and they could not remember it for a long time.

Based on the interview with an English teacher of the eleventh grade about the students' capability in mastering English, especially in writing text ability, she said that only a few of students got score above the criteria of minimum mastery (KKM), while many students got score below KKM. The criterion of minimum mastery (KKM) of this school is 75. The researcher assumed that the students' ability in writing is still low. It can be seen on the table below.

Table 1
Students' writing Score of SMA Karya Mataram south Lampung
2016/2017

Class	Score	The Number of Students	Percentage
X1 IPA 1	≥ 75	33	34%
	< 75	65	66%
Total		98	100%

Source: *Documentation from English teacher of SMA Karya Mataram South Lampung in academic year 2016/2017*

On the same day that was on August 22, 2016 the researcher also asked the teacher about her students' vocabulary mastery, it can be seen they had difficulties in mastering vocabulary so that their writing ability were bad too. Below is the result of students' vocabulary test.

Table 2
Students' Vocabulary Score of Karya Mataram
2016/2017

Class	Score	The Number of Students	Percentage
X1 IPA 1	≥ 75	46	46.9%
	< 75	52	53.1%
Total		98	100%

Source: Documentation from English teacher of SMA Karya Mataram South Lampung in academic year 2016/2017

Based on the background above, the researcher assumed that vocabulary has an important part in writing. Thus, the researcher was interested in doing the research entitled "The Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Exposition Text of the Eleventh Grade of SMA Karya Mataram South Lampung in the Academic Year of 2016/2017".

B. Identification of the Problem

Based on the background above the researcher identified the problem as follows:

1. The student's vocabulary mastery was still low.
2. The students have difficulties in writing analytical exposition text.

C. Limitation of Problem

In this research, the researcher focused on the correlation between two variable are students' vocabulary mastery and students' ability in writing analytical exposition text at the second semester of eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017. The researcher limited the vocabulary about the use of modals, emotive words and adverb.

D. Formulation of the Problem

Based on the background, the identification and the limitation of the problem mentioned above, the researcher formulated the problem as follows:

Is there a significant correlation between students' vocabulary mastery and their ability in writing an analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017?

E. Objective of Research

The objective of conducting this research is:

To know whether there a significant correlation between students' vocabulary mastery and their ability in writing an analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017.

F. Uses of Research

It is hoped that the result of the research can be used as:

1. To encourage the students to increase their skill to master vocabulary in making writing text.
2. To be considered for English teachers as information that importance of component especially to master vocabulary in writing.
3. To give information about the correlation between correlation between students' vocabulary mastery and their ability in writing an analytical exposition text.

G. Scope of the Research

In the research, the researcher included some kinds of information as the scope of the research. They are as follows:

1. Subject of the Research

The subject of the research is the students of eleventh grade of SMA Karya Mataram South Lampung.

2. Object of the Research

The object of the research is the correlation between students' vocabulary mastery and ability in writing analytical exposition text.

3. Place of the Research

The research was conducted at SMA Karya Mataram south lampung.

4. Time of the Research

The research was conducted at the second semester of 2016/2017 academic year.

CHAPTER II FRAME OF THEORIES AND HYPOTHESES

A. English as a Foreign Language

English is spoken all over the world. It means that a lot of countries in the world communicate among them by using in international language English. Setiyadi states that Language is a system for the expression of meaning communication language teaching, and principle in teaching a foreign language are develop from an axiom about the language.¹As an international language, English is learned from elementary school up to university in Indonesia. English language teaching has a special position in schools. It is compulsory subject and local content subject. According to Government Regulation (*Peraturan Pemerintah*) in Lauder, Number 28 of 1990, which states that English is to be taught from the first year of Junior High School but may be taught as early as Primary Four at the school's discretion.² In this case, English as compulsory subject taught from Junior High School up to university.

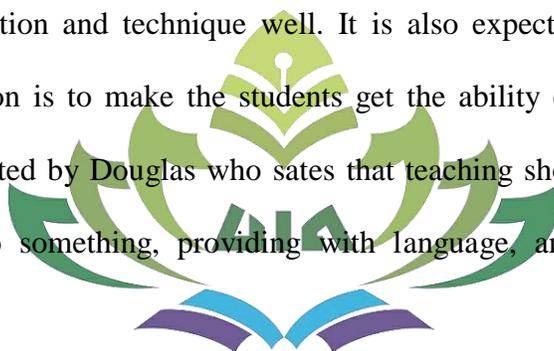
Besides, Djojonegoro in Septy states that English is categorized as a local content subject. A local content subject means that the subject should be relevant to local needs and regional conditions. Therefore, ELT (English Language Teaching) in

¹ Ag Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, , 2006), p.24

² Allan Lauder, *The Status and Function of English in Indonesia: A Review of Key Factors* (Depok : FIB, University of Indonesia, 2008), p.8

primary schools should be based within a local-based curriculum.³English as local content subject taught from kindergarten up to Elementary School. English is also introduced to kindergarten. To understand about the language, the students have to master the language skills they are listening, speaking, reading, and writing with its components.

In teaching English as a foreign language, the teacher should know what they do in order to make the students interested in English. The teacher should really prepare the materials, instruction and technique well. It is also expected that the objective of English instruction is to make the students get the ability or skill to communicate well. It is supported by Douglas who states that teaching shows helping someone to learn how to do something, providing with language, and causing to know or understand.⁴



Base on the statement above, the researcher concludes that language is a tool of communication, and the language used to communicate among the world is English. In teaching English as a foreign language is the teacher should prepare the material instruction and the application of techniques well.

³Adzanil Prima Septy, *Assumptions and Evidences about Introducing English in Indonesian primary schools*, (Padang : University of Bung Hatta, 2000), p.4

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, (3rd Ed), (New Jersey: Practice Hall Regent, 1994), p.7

B. Concept of Vocabulary

Knowing a lot of word in foreign language is very important. The more words people know, the easier they will understand the foreign language. The smallest part of sentence is a word. A word is part of many vocabularies. Webster states, vocabulary is a bank of number of words in a language or list of words with their meanings.⁵ It means that vocabulary is total of word in language which has a meaning. In this section is concerned with the development of extensive meaning of vocabularies and the difficulties that certain types of words may presents to the students. Vocabulary is very important in learning language. It supported by Wallace states that vocabulary is the vital aspect of the language.⁶ It means that vocabulary is a vital component of the language, so, vocabulary is the base of language communication. Without vocabulary is impossible to learn a language. By mastering vocabulary the students can express their ideas what they want in making a text.

According to Cameron, Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse and essential to participating in it.⁷ It means that vocabulary is one component language that very important. It would be impossible to learn a language without vocabulary. Cameron

⁵ Webster, *The New Webster Dictionary of Current English*, (New York: Oxford University Press, 1988), p.23

⁶ Michael Wallace, *Teaching Vocabulary*, (New York: Henemen Education Book, 1998), p.123

⁷ Lyne Cameron, *Teaching Language to Young Learners*, (New York :Cambridge University Press, 2001), p.75

also states that “learning word is a cyclical process of meeting new word and initial learning, followed by meeting those words again and again, each time extending knowledge of what the word mean and how they are used in the foreign language”.⁸ From the statement above, the researcher assumes that the teachers who will teach vocabulary should teach meaning and using of the words itself to introduce a new word is needed process that the words is self has to learn again and again.

Considering the meaning of vocabulary in language learning, students need to master adequate vocabulary so that they are able to communicate in English either in spoken or written form. The teacher of English may help students to master English vocabulary by providing as many opportunities as possible so that they can develop their vocabulary. The teacher may also ask the students to read as many English book as possible to rich their vocabulary mastery because by reading many books, they will see serious meaning of the words in the context.

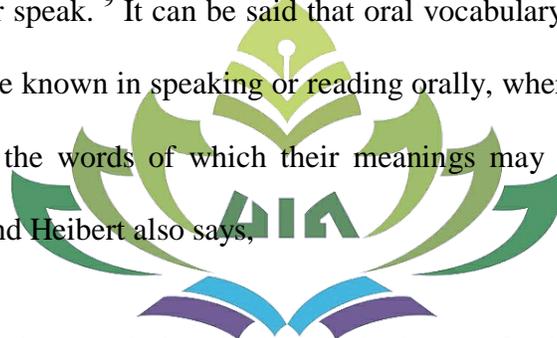
Based on the definitions and explanations above, vocabulary may be considered as the word and its meaning which are taught as well as known by an individual, and it may be used to make the learning of foreign language is facilitated due to the fact that it may easily translated from one language to another language. Especially in writing, because vocabulary can help the students to express their ideas and then write them

⁸*Ibid*, p.95

on the paper. In mastering vocabulary, we can understand what some meaning of word in the context and transfer the information in written form.

1. Kinds of Vocabulary

According to Kamil and Hiebert vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak.⁹ It can be said that oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading. Kamil and Heibert also says,



the productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking; in contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening.¹⁰

It can be said kind of vocabulary are receptive or the passive vocabulary and productive is the active vocabulary. There are some words in making a text and those collections of words include to the vocabulary because vocabulary is a list or collection of words arranged in alphabetical order and explain.

⁹ Michael L. Kamil and Elfrieda H. Hiebert, *Teaching and Learning Vocabulary*, (New Jersey : Mahwah), 2005, p. 3

¹⁰*Ibid*,p.3

Fromkin, Rodman, and Hyams classify words in a language into two terms, i.e. content and function words. The content word is such as actions, objects, attributes, and ideas. It consists of noun, verb, adjective, and adverb. Meanwhile, the function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition (such as *in, on*), article (such as *a/an, the*), and pronoun (such as *he, she, it*)¹¹.

Based on the explanation above, it can be concluded that vocabulary may be categorized based on the division of the language skills. In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills which consist of listening and reading. Besides, other categories of vocabularies, oral and print vocabularies, refers to the forms of vocabulary of which meaning may be obtained in speaking or reading loudly or orally (in the case of the oral vocabulary) as well as may be obtained in reading writing or reading silently (in the case of the print vocabulary). Besides, it may be categorized or classified based on its parts of speech or word classes.

There are many definition of vocabulary proposed by some experts, these are another definition about vocabulary.

¹¹Victoria Fromkin, et.al, *An Introduction to Language, (7th Ed)*, (Boston: Wadsworth engage learning, 2003), pp. 73-74

a. Modality

Raden and Dirven states modality is concerned with the speaker's assessment of, or attitude towards, the potentiality of a state of affairs.¹² Its mean modality is cover term of a tool which allows speakers/ author to express their idea based on phenomenon. The words that express the author's attitude, in the other hand Raden and Dirven said, modal assessments and attitudes are typically formed by the speaker and hence by their very nature involve an element of subjectivity. The speaker may, however, construe her assessment or attitude more subjectively or more objectively.¹³ It means the writer may involve express their idea or opinion or not involve.

The following classes of subjectivity of modality:

1. Mental expressions including cognition verbs like believe, judge, conclude and doubt and complex expressions such as be of the opinion, have the impression, as far as I can tell, etc. Example: I believe that Ann is pregnant.
2. Modal adjuncts comprising adverbs like perhaps and certainly, prepositional phrases like in all likelihood or of necessity and clauses such as there is a good chance that, etc. Example: Ann is probably pregnant.
3. Modal verbs or simply modals. Modals like May, can, and must have traditionally been classified as auxiliaries together with be, do and have

¹² Gunter Radden & Rene Dirven, *Cognitif Linguistic in Practice 2: Cognitive English Grammar*, (Amsterdam : John Benyamin Publishing Company, 2007), p. 232

¹³ *Ibid*,p. 240

because their grammatical function was seen as purely subsidiary to a main verb. Example: Ann may be pregnant.¹⁴

Based on explanation above it can be said that we often use modal verbs or other modal expressions when we want to express an opinion or attitude about a possible fact or to control a possible action. All modal expressions above are about the speaker's or writer's view of the phenomenon of the world.

b. Emotive words

Anderson said the use of word that express feelings is called emotive words¹⁵ it means the speaker/ writer wanting to persuades us to agree with their arguments often try to engage our emotions. It is supported by Macagno and Walto, the argumentative use of emotive language is the use of words arousing emotions to pursue a specific argumentative goal, namely to lead the interlocutor to commit himself to a specific proposition or action.¹⁶ Emotive language adds strong description to the facts and so helps to create an extremely subjective t one of the text. It plays a role in persuading the readers

¹⁴ *Ibid*,p.242

¹⁵ Mark Anderson and Kathy Anderson, *Text Type in English 2*, (Melbourne: Macmillan ,2003), p.22

¹⁶ Fabrizio Macagno & Douglas Walton, *The Argumentative Uses of Emotive Language*, (UNED: poutuguese, 2010), <https://www.scribd.com/document/87718840/The-Argumentative-USES-of-EMOTIVE-LANGUAGE>

toward the writer's opinion. example: victims, forbidden, and I am sick of seeing so *much* rubbish.

c. Adverb

Harmer states adverb is a word (or group of words) that describe or adds to the meaning of a verb, adjective, or a whole sentence.¹⁷ its mean that adverb related with the how the process, time and where thing happen. While Frank states that adverbs are words that describe or modify verbs, adjective and other veb.¹⁸ It is said adverb used to modify verb, adjective and other adverb for example: tomorrow, beautifully.

C. Concept of Vocabulary Mastery

In learning language activity, especially in writing the students can try to use the language by using vocabulary into certain text. Thornburry states, "Without grammar little thing can be conveyed. Without vocabulary nothing can be conveyed".¹⁹ It means everyone can still understand language even we nothing about grammar, but the language will advise us nothing if we do not know anything about vocabulary. Thus, Vocabulary is an essential part of language, which makes language meaningful.

¹⁷ Jeremy Harmer, *How to Teach English*, (New york: Longman),p.37

¹⁸ Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentic-Hall),p.6

¹⁹ Scott Thornbury, *How to Teach Vocabulary*, (Longman: Person Education Limited, 2002), p.13

Vocabulary should be mastered in language learning especially in teaching and learning English as foreign language, because vocabulary can be presents or explained in all kinds of activities. According to Kridalaksana in Ulfa Marwan vocabulary represent: (1) language component claiming all information about meaning and word usage (2) vocabulary mastery of the speaker or writer of language.²⁰By mastering a great number of vocabularies, the students can learn foreign language easier. In other hand vocabulary is the word which has a meaning, and also taught as well as known by an individual that used to make the learning of foreign language is facilitated and make easy to transfer the information to the other people in written or spoken form.

Students may be able to write effectively as they adequately know English words. In other words, if the students have mastered English vocabulary, their writing activity may be well facilitated. Vocabulary mastery deals with words and meaning, but in learning vocabulary automatically we do not only have to know the meaning of words, but also can use them into sentences.

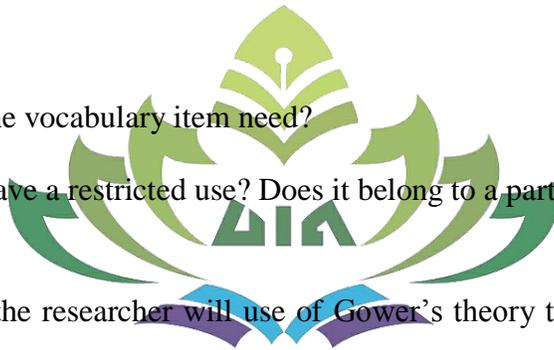
According to Gower, Philip and Walters there are three aspects that students' need to learn new vocabulary items:

1. The formation

- a. What part of speech is the word – noun, verb, preposition etc?

²⁰Ulfa Marwan, *The Correlation between Students' Vocabulary Mastery and their Sentence Writing Ability*, (IAIN RadenIntan Lampung: Unpublish,2013)

- b. How is it spelled- is it regular or irregular?
 - c. Does it belong to a 'family' of words, for example electricity, electrical, electrician?
2. The meaning
- a. Many words have more than one meaning. What exact meaning in which context do you want to focus on?
 - b. What is connotation of the item?
 - c. Could the vocabulary item have different meaning from meaning?
3. Use
- a. How is the vocabulary item used?
 - b. Does it have a restricted use? Does it belong to a particular style or register?²¹



In this research, the researcher will use of Gower's theory to assess vocabulary, they are: word form meaning and word use. Thus, vocabulary mastery in this research is the students' ability to use and understand basic words from language, which they have learned in certain situation and which sometime they have experienced in their lives including: word form, word meaning and word use with the themes of modals, emotive words, and adverb.

²¹ Roger Gower, et.al, *Teaching Practice Handbook*, (London :Heineman, 1995), p.144

C. Concept of Writing

There are a lot of definitions about writing that have been given by some experts. According to Bryne, writing is the act of forming letters or combination of letters: making marks on flat surface of same kind. It is more than the production of graphic symbol, just as speech is more than the production of sounds. The symbols have to be arranged to form sentence.²² From the definition above, it means that writing is the production of graphic symbols which have to be arranged according to certain conventions to form meaningful words, sentences, etc. It supported by Liderman that, Writing is process of communication which uses a conventional graphic system to convey a message to a reader.²³ It can be conclude that writing is a process of sending message by using letters, punctuation, word, or sentences as graphic system.

Mayers said that 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.²⁴ So people will get the information from written form.

²²Donn Byrne, *Teaching Writing Skill* (London: Longman Group UK, 1997), p.1

²³ Erika Liderman, *A Rhetoric for Writing Teachers*, (New York: The University of Chicago Press, 1983),p.116

²⁴ Alan mayers, *Gateway to Academic Writing*, (New York: Pearson Education, Inc, 2005), p.3

As we know writing is one of the language skills beside listening speaking and reading. Writing is one of the important skills to be mastered by students. It is one way for students to express their idea, an opinion or to send message and information from the writer to the reader. Siahaan states, “Writing is the skill of a writer to communicate information to a reader or group of readers”.²⁵ So that in writing as the ways sending a message or information must have the purpose to make the readers easy to understand it.

Moreover Oshima states, writing is a progressive activity. It means that when you first write something down. You have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.²⁶ When we write, we organize the words to form sentence, the form what we may call a “text”. To make a good writing the writer has to master the components of language above, like spelling, vocabulary, punctuation, grammar, and so on. This idea is supported by Nunan, starting successful writing then involves mastering the mechanic of letter formation, mastering and obeying convention of spelling and punctuation, using the

²⁵Sangam Siahaan, *The English Paragraph*, (1st Ed), (Yogyakarta: Graha Ilmu, 2008), p.2

²⁶Alice Oshima, *Introduction Academic Writing*, (New York: Addison Wesley Longman, 1997), p. 2

grammatical system to convey one the students intended meaning.²⁷ It means the component of language will facilitated the ability of writing.

Based on the definition above it can be concluded that writing is the production of graphic symbols which are arranged based on certain convention to form meaningful words, sentences through process of thinking to generate ideas or activities of someone in order to inform the message on a paper.

1. Concept of Writing Ability

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about something that we want to write in written form. Hyland adds that, writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing leraners' ability to produce well-formed sentences.²⁸ Writing is a skill that needs the complex knowledge in expressing ideas trough by written form in to a good sentences. Besides that writing is composition a complex process, which the students not only explore ideas and concrete to be realized in a paragraph but also the students should have ability in writing.

²⁷David Nunan, *Designing Task for the Communicative Classroom*, (New York : Cambridge University. 1989), p. 37

²⁸Ken Hyland, (1st Ed), *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9

Ability is important because writing is one of crucial ways to deliver information through a language mastered by both the reader and the writer. The term of ability is defined as skill of power. Brown states, writing is in fact a transaction with words whereby you free yourself from what you presently think feel and receive.²⁹ It means that writer makes the available to herself better than what she would be stuck with if he would actually succeeded in making her ideas clearly in written form.

Scott and ytreberg said writing will be better if we master the component of language such as spelling, punctuation. The material what will be written and target reader.³⁰ It means that those aspects influence the writer in composing word to be a good written form. It is supported by scoring system proposed from Tibble, that there are five different components in scoring system:

- a. Content : the substance of writing ideas express (unity), content relevant to the topic.
- b. Organization (form) : ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion).
- c. Vocabulary : the section of words that suitable with the content.
- d. Language : the employment of grammatical forms and Syntactical pattern.

²⁹ H. Douglas Brown, *Teaching by Principle : an interactive approach to language pedagogy*, (New Jersey: Person Education, 2001), pp.263-364

³⁰ A. Wendyscott and ytreberg L, *Teaching English to Children*, (New York: Person Education, 1990), p.68

- e. **Mechanic** : the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).³¹

From the definition above, the researcher concludes that writing ability is an ability to write a text or communicate information to someone or ever for public properly using such aspects as content, organization, vocabulary, language use, and mechanics.

2. The Purpose of Writing

Writing is not only putting the sentences into a paper, but there are some purposes of writing. Based on Grenville, there are some purposes of writing:

a. **Entertain**

The writing does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called imaginative writing or creative writing. Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

b. **Inform**

The writing tells the reader about something. These kinds of writing can also be entertaining in the sense that they are good to read, and also entertaining the reader is not their main purpose that's just a bonus. Examples of writing to inform are

³¹ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996),p.130

newspaper articles scientific or business reports, instruction or procedures, and essays for school and university.

c. Persuade

The writing attempts to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the feelings. As the explanation above, the writer concludes the purpose of writing is the expression the ideas, convey a message to reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.³²

Based on explanation above, it can be concluded that the purpose of writing consists of certain, inform and persuade. The first purpose is to entertain. Writing to entertain generally takes the form of creative writing the examples are novels, stories, poems, song lyrics, and screenplays. The second purpose is to inform. Writing is to inform the reader about something. And the last purpose is to persuade. Writing to persuade is to convince the reader of something. The examples are advertisements, newspaper, and magazine articles.

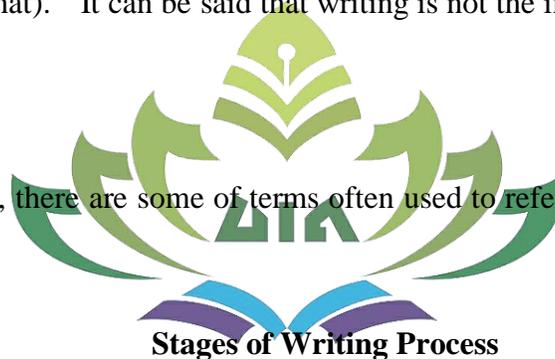
³² Kate Grenville, *Writing From Start to Finish a Six-Steps Guide*, (New South Wales: Allen &Unwin, 2001),p.11

3. The Writing Process

Writing cannot be produced instantly, it needs process- that is the stages a writer goes through in order to produce something in its final written form.

Harmer said 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, the type of writing (shopping lists, letter, essay, report, or novel), and the medium it is written in (pen and paper, computer word files, live chat).³³ It can be said that writing is not the instant product, writing is need a process.

Harmer also says, there are some of terms often used to refer to stages in the process writing



Planning → drafting → editing → final version.

The following explanations and suggestions may be useful during particular stages of the writing process.

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. When planning, writers have to think about three main

³³ Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2007), p.39

issues. In the first place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

It refers to the first version of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.

c. Editing (Reflecting and Revising)

Once writer have produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, they make a new paragraph.

d. Final Version

Once the students have edited their draft, making the changes they consider to be necessary, they produce their final version.³⁴

And from source above, the researcher can conclude that there are some stages to make a good writing and they are; planning, drafting, editing, and final version. The first is planning. Planning is experienced writers plan what they are going to write, before the students start to write something, they must plan or prepare about the material that they will make. The second is drafting, that is make the first version odd a piece of writing. The third is editing or revising, in editing or revising the writers have a produced a draft they then, usually, read through what they have written to see

³⁴ Jeremy Harmer, *Op.cit*, p.5

where it works and where it does not. And the last is final version, final version is last final after doing planning, drafting, and editing.

D. Concept of Text

According to Siahaan, text is meaningful linguistic unit in a context; it is both spoken text and written text.³⁵ It means that a text is a meaningful linguistic refer to any meaningful spoken or written. Hayland states that, text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.³⁶ It can be said that generic structure and language feature dominantly used.

Futher, Knapp and Megan said, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.³⁷ It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

From the definition above the researcher concluded that text is the original word of something in written or spoken, organize with the structure, language feature, grammatical words, clauses and sentences to transfer the information for the reader or listener.

³⁵Sanggam Siahaan & Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

³⁶Ken Hayland, *Teaching and Researching Writing* (2nd Ed) (Edinburgh Gate: Pearson, 2009), p.8

³⁷Peter Knapp and Megan Watkins, *Genre, text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29

1. Types of Text

In English, we can find types of writing. Each of these writings has its own characteristics and functions. The students should have knowledge of those writing texts. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are known as genre. Below are some types of the text:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report text is a text to describe the way things are with reference to a range of natural, manmade and social phenomena in our environment.

d. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something is the case.

e. News Item

News item text is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.



f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.



m. Reviews

Reviews text is a text to critique an art work or event for a public audience.³⁸

Based on the explanation above, it can be concluded that, types of writing according to Anderson, there are 13 types of text in English. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. Whereby, in this research the researcher focuses on the analytical exposition text, because based on the students of senior high school of Karya Mataram the text that more difficult among the other is analytical exposition text because they must thinking hard to make a appropriate opinion with the phenomenon surround, they need knowledge about it and many words they do not understand. This is the reason why the researcher chooses analytical exposition text to correlate with the vocabulary mastery.

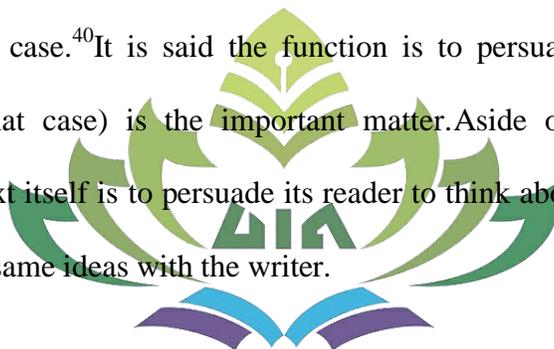
2. Concept of Analytical Exposition Text

Analytical exposition text is a text which gives the information that completed with the evidences, facts and statistics to support the idea about the phenomenon surround. In writing this text the students must understand about the generic structure and language feature of analytical exposition. Generic structures consist of thesis, argument, and reiteration.

³⁸ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Melbourne: Macmillan, 2003), pp.3-5

a. Definition of Analytical Exposition Text

Analytical exposition text is one of the text genres studied in senior high school based on the curriculum. An analytical exposition text is usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience. According to Djuharie, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.³⁹ It means that while having the text, the writer's opinion is involved. In addition, Gerot and Wignel states that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case.⁴⁰ It is said the function is to persuade people that the idea (something in that case) is the important matter. Aside of introducing idea, the purpose of the text itself is to persuade its reader to think about something, hopefully able to share the same ideas with the writer.



Further the other definitions also mentioned in the holy Quran Az-zukhruf: 54

فَأَسْتَخَفَّ قَوْمَهُ، فَاطَّاعُوهُ، إِنَّهُمْ كَانُوا قَوْمًا فَسِيقِينَ ﴿٥٤﴾

Thus did he make fools of his people, and they obeyed him: truly were they a people rebellious (against Allah).⁴¹

³⁹OtongSetiawanDjuharie, *Essay Writing*, (Bandung: YramaWidya, 2009), p.161

⁴⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: GerdStabler, 1994), p.197

⁴¹ Recite Quran Surah AZ-zukhruf in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/Luqman/>

From the Quran verses, it can be said that how far the words can be persuade a listener or a reader about something in the case.

Based on the statement, analytical exposition text is kind of text that elaborates the writer's idea about the phenomenon surrounding, including the generic structure consist of thesis, argument, reiteration.

b. Generic Structure of Analytical Exposition Text

Gerot and Wignell reveal that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.

1.) Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

2.) Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

3.) Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.⁴²

Based on the structural above the researcher concluded that the thesis is the first paragraph of the text to introduce the topic or the main idea, argument is the opinion of the writer, and reiteration is the last part contains restatement of the main idea.

c. Grammatical Features of Analytical Exposition Text

The analytical exposition also has several language features that are commonly used for the writing of the text. These language features usually called as grammatical feature.

1. Words that express the author's attitude (modality). For example, will, may, must, always, rarely.
2. The use of word that express feelings (Emotive words): For example, thugs, crone, manipulate, much.
3. Adverbs that show a time sequence and link the arguments. For example, extremely, cheerfully.⁴³

⁴²*Ibid*, p.198

⁴³Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Melbourne: Macmillan, 2003), p.22

It can be concluded in writing analytical exposition text, there are some language future must known. There are the uses of modality, the use of emotive words, the words that express the feeling or to persuades the reader or listener to respond emotionally and then the reader or listener is not encouraged to stop and think, and the use of adverb that show a time or explain and link the arguments.

Based on the definition below is the example of analytical exposition text

Do the right thing	
Thesis	I am sick of seeing so much rubbish on the roadside. Last week I drove from Gosford to terrigal and counted more than 200 soft-drinks cans and 80 bottles littering the kerb.
Arguments	<p>The recycling and 'Do the Right Thing' campaigns have obviously failed. May be the police should use litter cameras as well as speed cameras to catch the motorist who pollute our roads.</p> <p>In South Australia, for example you pay deposit of five cents of bottle and cans and this encourages people to return them rather than dump them. The system should be introduced across Australia to encourage people recycle rather than dump.</p>
Reiteration	If we are to improve our environment than something as simple as these ideas must be implanted now.

Source: model of an exposition Mark Anderson and Kathy Anderson text type in English 3.

E. Writing Ability of Analytical Exposition Text

Writing is one of skill in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the students also must practice it more and rapidly. Raimes states that writing is a skill in which we express ideas, feelings, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands.⁴⁴ It can be said writing is the ability to produce something in a simple sentence communication, and the student can write their idea, thought, and argument in writing from.

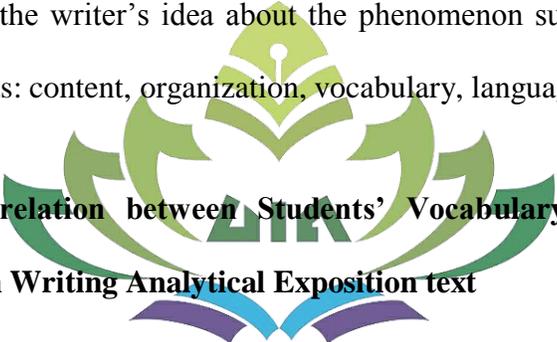
The process of writing is usually more complex than the process of speaking. If the students have ability in writing, so they can write a good written form such as making a text. Certainly to know the ability in writing, many people must know there are some aspects influence the students in conducting and combining words to be unity and systematically, it is include aspect of scoring system from Tribble, that are five categories in scoring writing such as; content, organization, vocabulary, language and mechanics.⁴⁵ It means writing ability is an ability to write a text or communicate information to someone or ever for public properly using such aspect as content, organization, vocabulary, language use, and mechanics.

⁴⁴ Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1987), p.76

⁴⁵ Christopher Tribble, *Loc.Cit.*

Analytical exposition text is a type of text that is learned in senior high school. Djuharie states, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.⁴⁶ It is said that while having the text, the writer's opinion is involved, it is used to give opinion of writer from the topic to make the reader easily get the purpose of the text.

As a result, the students' writing ability of analytical exposition text is students' ability to write a text or communicate information to someone or ever for public which elaborates the writer's idea about the phenomenon surrounding and properly using some aspects: content, organization, vocabulary, language use, and mechanics.



F. The Correlation between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition text

There are four language skills i.e. listening, speaking, reading and writing, to be mastered by language learners. Furthermore, those skills are classified into two types of language skill; they are productive skills, that are speaking and writing, and receptive skills, that are listening and reading. Writing, as a productive language skill is the skill that enables the students to express their ideas, opinion, thought and experiences in a written form. In this case, the researcher focused on writing because writing is one of ways to express our idea and feeling whether using a composition of short story, poetry, essay or using any kinds of texts. The students can express their

⁴⁶Otong Setiawan Djuharie, *Loc.Cit.*

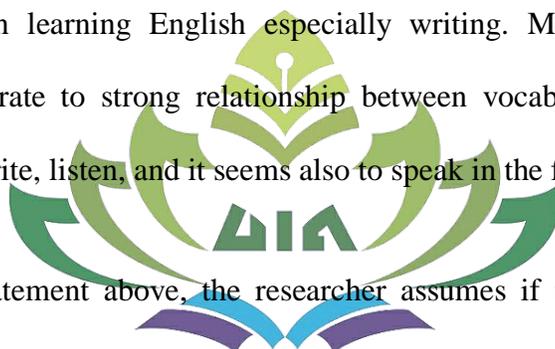
imagination in written form whether the paragraph composition, in genre of text, writing letter, sentence writing and other.

Vocabulary may be defined as the word that somebody knows or learns. In terms of second or foreign language learning, it is essential because it may facilitate someone to learn second or foreign language. Also, there are several things that should be considered as the teacher taught as well as the students learn vocabulary, for instance spelling, pronunciation, and so on.

Moreover, the ability to write is important for students since it may reveal how they use words to convey their idea or message effectively. There are some kinds of text that students may learn as they are learning writing one of them is analytical exposition text. Writing analytical exposition text involves their ability to make an argument to persuade the reader about phenomenon which commonly involves the words that may appeal the readers' interest through their opinion. In writing analytical exposition text students may be able to write effectively as they adequately know English words. In other words, if the students have mastered English vocabulary mastery, their writing activity may be well facilitated. Therefore, their writing ability, especially in analytical exposition text, should be enclosed with their vocabulary mastery. This statement is supported by Raimes, writing will be understandable if they have a good store of words and have a good command of using

them appropriately.⁴⁷ The riches of vocabulary can make the students writing will be easy to understand by the reader.

According to Yonex, having a large and sophisticated vocabulary helps a writer produce quality text by limiting the cognitive demands during a writing task.⁴⁸ It means that by mastering vocabulary can make the good ability in writing. Yonex also state, writing which contains many vocabularies has been consistently viewed of better quality than writing with less vocabulary.⁴⁹ Namely vocabulary plays an important role in learning English especially writing. Milton said, it is clearly showing a moderate to strong relationship between vocabulary measures and the ability to read, write, listen, and it seems also to speak in the foreign language.⁵⁰



Based on the statement above, the researcher assumes if the students have many vocabularies, they will be easier to write a text especially analytical exposition text. They will have a problem in writing ability if they do not master the vocabulary, because the vocabulary will support their writing ability. It is the reason why the researcher states that vocabulary mastery and writing analytical exposition has correlation one to another.

⁴⁷ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.85

⁴⁸ Lisa Marie Yonex, *The Effect of Rich Vocabulary Instruction on Students' Expository Writing*, (Pittsburgh: University of Pittsburgh, 2008), <http://www.scholarship.pitt.edu/9995/.com>, p.27

⁴⁹ *Ibid*, p.25

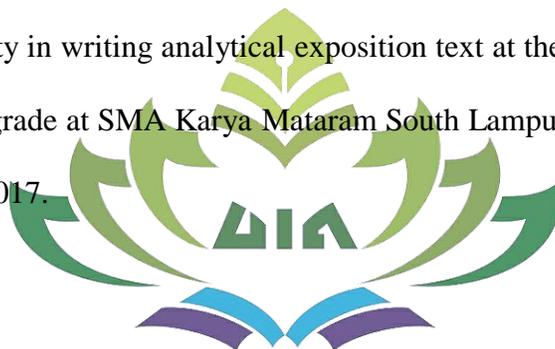
⁵⁰ James Milton, *Measuring the Contribution of Vocabulary Knowledge to Proficiency in the four skill*, (Swansea University, 2009), <http://www.eurosla.org/monographs/EMO2/Milton.pdf>, p.71

G. The Hypotheses

Based on the frame of thinking above, the researcher proposed the hypotheses as follows:

H_0 : There is no significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017.

H_a : There is a significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative research. Lodico said, all quantitative research approaches summarize results numerically. However, the approaches differ in their goals and the procedures used to collect data.¹ It means the research which related with the numerical called quantitative research, and all of them have different in goal and procedure.

In this research the researcher correlated vocabulary mastery and the ability in writing analytical exposition text. Lodico, et.al also said, Correlational research is a quantitative method designed to show the relationships between two or more variables.² Moreover according to Fraenkel and Wallen the purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variable.³It can be said the research is to determine whether any correlation or not between two variable.

¹ Marguerite G Lodico, *et.al, Method in Educational Research : From theory to Practice*, (San Fransisco: Jossey Bass A wiley Imprint, 2006), p. 12

²*Ibid* 14

³ Jack C Fraenkel and Norman E Wallen, *How to Design and Evaluate Research and Education*, (Singapore: McGraw, 2009), p. 328

According to Ary, correlation research employs data derived from preexisting variables. There is no manipulation, and the data are taken from single group.⁴ In this research, the researcher was analyzed the data taken from the students' test. The researcher was scored both their vocabulary mastery and their writing test.

B. Variables of the Research

In this research there are two kinds of variables that investigated.

1. Variable (X) was students' vocabulary mastery.
2. Variable (Y) was students' ability in writing analytical exposition text.

C. Operational Definition of Variables

This operational definition of variables used to explain the variables which are used in this research to avoid misconception of variables presented in this research.

1. The students' vocabulary mastery is the students' ability to use or to understand basic words from language which they have learned in certain situation and which sometime they have experience in their lives including the topics of things around you, hobby and fashion In the level of word use and word meaning in the form of modals, emotive words (emotive verb, emotive noun) and adverb.
2. The students' ability in writing analytical exposition text is the ability to

⁴ Donald Ary, et al., *Introduction to Research in Education*, (8thed) (Wadsworth: Belmont, 2010),p.349

write a text or communicate information to someone or ever for public which elaborates the writer's idea about the phenomenon surrounding with the topics of social media, breakfast, and music with properly using of five aspects: content, organization, vocabulary, language use and mechanics.

D. Population, Sample and Sampling Technique

1. Population

According to Arikunto, population is the total number of the students or the subject of research.⁵ It supported by Kothari population is the total of items about which information is desired.⁶ The population of this research was all students of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017. The population is 98 students.

Table 4
The Number of Students at the Eleventh Grade of SMA Karya Mataram South Lampung in the Academic Year of 2016/2017

No	Class	Genders		Total
		Male	Female	
1	X1 IPA 1	10	16	26
2	X1 IPA 2	13	11	24
3	X1 IPA 3	10	14	24
4	XI IPS	8	16	24
Total		40	58	98

Source: The Document of SMA Karya Mataram South Lampung

⁵Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (14thed), (Jakarta: Rineka Cipta, 2010),p. 173

⁶C.R Kothari, *Research Methodology: Methods and Techniques*, (Bangalore: New Age, 2004),p.153

2. Sample

Sample is any part of a population of individuals on whom information is obtain. It may, for a variety of reason, be different from the sample originally selected.⁷ The sample of this research was IPA 1 at the second semester students of the eleventh grade at SMA Karya Mataram South Lampung.

3. Sampling Technique

Sampling technique is the process of obtaining information about an entire population by examining only a part of it.⁸ In this research, the researcher used cluster random sampling technique because the sample is in groups and homogeneous. Ary add, it is referred to as cluster sampling because the unit chosen is not an individual but, rather, a group of individuals who are naturally together.⁹ It can be conclude cluster random sampling is procedure of sampling that used a group as sampling than individual. The researcher provided four pieces of paper, each paper was named of each class X1 IPA1, X1 IPA2, X1 IPA3, and IPS. Then the paper was rolled up and put into the box, the box was shaken and the researcher took one pieces of the rolled paper, the researcher got X1 IPA1 as a sample of the research.

⁷ Jack C Frankel, Norman E Wallen, *Op.Cit*, p. 105

⁸ C.R Kothari, *Op.Cit*, p.152

⁹ Donald Ary, et al, *Op.Cit*, p. 154

E. Data Collecting Technique

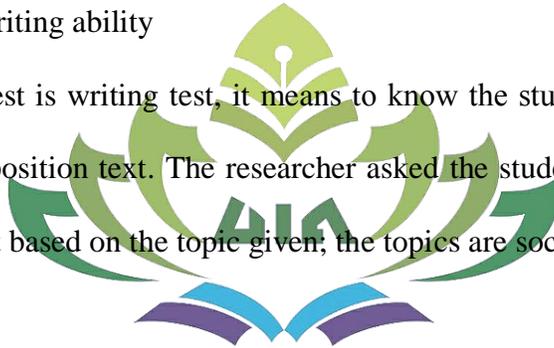
In order to know the students' vocabulary mastery and their ability in writing analytical exposition text, the researcher used the following test:

1. The vocabulary test

The first test is students' vocabulary test. It means to know the students' in mastery of vocabulary. The researcher used multiple choices to know the students' 'vocabulary mastery. There are 40 items of the test.

2. Test on writing ability

The second test is writing test, it means to know the students' ability in writing analytical exposition text. The researcher asked the students to write an opinion in written text based on the topic given; the topics are social media, breakfast and music.



F. Instrument of the Research

The instrument is tool used by the researcher to gain the data in the research. In this research, the researcher used test as instrument to collect the data. There are two kinds of test administered as follows.

1. The test of vocabulary mastery

There are 40 items of the test. Each number was followed by five answers (A, B, C and D).

The specification of vocabulary test can be seen on the table below:

Table 5
The Blue Print of Try out for Vocabulary Mastery before Validity

Topics	Level of vocabulary mastery	Kinds of vocabulary	Items Number		Total
			Odd	Even	
Things around you	Word use	Modals		24	1
		Emotive Word	19	20	2
		Adverb	39	6	2
	Word meaning	Modals	21		1
		Emotive Word	1	4	2
		Adverb	33		1
	Word form	Modals	7		1
		Emotive Word	5	38	2
		Adverb		30	1
Hobby	Word use	Modals		8	1
		Emotive Word	9	10	2
		Adverb	23	34	2
	Word Meaning	Modals	31		1
		Emotive Word	3	14	1
		Adverb	13,29		2
	Word form	Modals	37		1
		Emotive Word		22	1
		Adverb	11,27		2
Fashion	Word use	Modals		28	1
		Emotive Word		16,18	2
		Adverb	25	12	2
	Word meaning	Modals	15	36	2
		Emotive Word		32,40	1
		Adverb	35		1
	Word form	Modals		26	1
		Emotive Word	17		1
		Adverb		2	1
Total					40

The 40 questions above adapted from:

- 1) <https://www.wordsmile.com/soal-action-stative-verbs-pilihan-ganda-jawabannya>

- 2) <http://www.studybahasainggris.com/contoh-soal-modal-auxiliary-verb-beserta-jawaban/>.
- 3) <http://www.bigbanktheories.com/25-contoh-soal-vocabulary-test-pilihan-ganda-dan-jawabannya/>
- 4) LKS bahasa inggris semester genap untuk SMA/MA.
- 5) <http://writingexplained.org/grammar-dictionary/emotive-language>
- 6) <https://www.slideshare.net/cgatt/emotive-language-gatt-exampe>

Table 6
The Blue Print of Try out for Vocabulary Mastery after Validity

Topics	Level of vocabulary mastery	Kinds of vocabulary	Items Number		Total
			Odd	Even	
Things around you	Word use	Modals		24	1
		Emotive Word	19		1
		Adverb	39		1
	Word form	Adverb		30	1
Hobby	Word use	Modals		8	1
		Emotive Word	9	10	2
		Adverb	23	34	2
	Word meaning	Modals	31		1
		Emotive Word	3	14	2
		Adverb	29		1
	Word form	Modals	37		1
		Adverb	27		1
Fashion	Word use	Modals		28	1
		Emotive Word		18	1
		Adverb	25		1
	Word meaning	Modals	15		1
		Emotive Word e		32	1
		Total			20

2. The test of writing analytical exposition text

The researcher gave this test to measure the students' ability in writing analytical exposition text. In this case, the researcher focused on analytical exposition text. Therefore, the students were asked to write analytical exposition text based on three topics given (social media, breakfast, and music). To know the students' writing ability, the researcher asked the students to write an opinion with approximately 100 words. Each student had to choose one topic and write analytical exposition text. In this case, the students made analytical exposition text in 80 minutes for time allocation.

G. Scoring Procedure

1. The score of vocabulary mastery of each item is 1 for correct answer and 0 for the wrong answer. Hence, the highest score is 100 and the lowest is 0 with measurement of the total score as follows:

$$\text{Score} = \frac{\sum C}{N} \times 100$$

Notes:

$\sum C$ = Total of the test which correct

N = Total of the test.¹⁰

2. In this research to evaluate the students' writing score, the researcher used analytic rating scale adapted from Christopher Tribble. The text was assessed

¹⁰Sumarna Surapranata, *Panduan Penulisan Tes Tertulis: Implementasi Kurikulum*, (Jakarta:Rosda, 2004), p. 176.

based on the aspect of writing assessment: content, organization, vocabulary, language, and mechanics. The total score of paragraph writing test is 100.

Table 7
Scoring System Writing

Aspect	Score	Description
Task fulfillment/Content	20-17	Excellent to very good: treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; reasonably accurate detail.
	11-8	Fair to poor: treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic, lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address to task qith any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or section evident, logically sequenced (coherence); connectives used (cohesion).
	11-18	Fair to poor: very uneven expression, ideas difficult to follow; paragraphing or organization does not to help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).

	7-5	Very to poor: lack fluent expression, ideas very difficult to follow, little sense of paragraphing or organization; no sense of logical sequence difficult to follow (coherence); connectives not used (cohesion).
	4-0	Inadequate: fail to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate work or idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.
	4-0	Inadequate: fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: confident handling to appropriate structures, hardly any errors of agreement, tenses, number, word order articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: acceptable grammar but problems with more complex structure; mostly appropriate structure; some error of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9-6	Very poor: major problems with structure even simple ones; frequent errors of negation, agreement, tense, number, word order/

		function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

Source: Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996)¹¹



Final scores of writing test were calculated with average.

The formula:

$$\text{Final Score: } \frac{R_1 + R_2}{2}$$

Notes:

R₁ : teachers' rating score

R₂ : researchers' rating score

H. Research Procedure

In conducting the research, the researcher did the following steps:

1. Determining the population

The researcher determined the population. In this research, the researcher chose

¹¹Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

the eleventh grade of SMA Karya Mataram South Lampung consisted of 98 students.

2. Finding the sample

Population of the research was all of students the first semester of the eleventh grade of SMA Karya Mataram South Lampung, and the researcher chose about 26 students from the population as the sample of the research.

3. Try out of the instrument

In this research, the researcher gave try out to know the level of the validity and reliability of instrument test of vocabulary and reliability of instrument test of analytical exposition text writing ability.

4. Distributing the instruments

After having valid instruments of the test, the researcher distributed them to the students.

5. Analyzing the data

The data was analyzed by using coefficient correlation product moment to investigate whether there is correlation of students' in vocabulary mastery and their ability in writing analytical exposition text.

I. Try Out

The test instruments of vocabulary mastery and writing ability of analytical exposition text was tried out to students before the instrument used. This is intent to know the validity and reliability of the instrument. The researcher gave the tried out

of the test to the 20 students coming from different sample. Then, the researcher evaluated the test items to get good item that tested on the test.

J. Validity

According to Arikunto, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity.¹² In addition, Setiyadi states that generally validity is a measurement to show how far the measurement of something that must be measured.¹³ It means the validity is measuring what to be measured. In this research, there are some aspects to be considered to measure validity of the test.

1. Content Validity

Best and Khan say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbook, syllabus, objectives, and the judgments of subject matter specialists.¹⁴ It means that to get the content validity, the test adapted with students' book. The test is suitable with the material that teaches to the students.

¹²Suharsimi Arikunto, *Op.Cit.* p.168

¹³Ag.Bambang Setiyadi *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.22

¹⁴John W. Best and James V. Kahn, *Research In Education: (7th Ed)*, New Delhi: Prentice-Hall. 1995,p.219

Based on the standar of content school-based curricullum, analytical exposition text is taught at the eleventh grade of senior high school. The teaching is intended to enable students to answer the question. The test was to teach based on this standard of the content. Therefore, it was along with the standard of content. To get the content validity test, the reseacher tried to arrange the material based on the objectivitas of teaching in the school based on curriculum for eleventh grade of SMA Karya Mataram. The syllabus could be seen in Appendix 7.

2. Construct Validity

Best and Kahn sat that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁵ It means that construct validity focus on the aspects of the test which can measure the ability especially for students' vocabulary and writing analytical exposition text.

Construct validity shows whether the test is actually in line with the theories of what it is intended to know the language. In the research, the researcher administered vocabulary and analytical exposition text writing tests. At the begining of activity, the rresearcher conducted validity of the test to make certain whether the direction and instruction can be understood by the test takers. The validity of writing analytical exposition text sheet was given to the lecture of writing as a validator. The researcher conducted validity in order to see clarity from the aspects. The Lecturer teacher said that the instrument or items covered each aspect in the test specification.

¹⁵ *Ibid*,p.219

It can be seen appendix 8.

3. Internal Validity

To measure internal validity of vocabulary mastery test, the researcher was used ANATES to get the validity of the test from the try out, the valid instruments from 40 multiple choice test based on ANATES: 3, 8, 9, 10,14, 15, 18, 19, 23,24,25, 27,28,29, 30, 31, 32, 34, 37,39. See appendix 15

K. Reliability of the Test

Arikunto says that reliability shows that instrument can be believed to be used as a tool of data collecting technique is good enough.¹⁶ If the data are true based on the fact, no matter how many data are taken the result is same. Reliability shows the degree of mainstays about something. Reliability means the data can be delivered, so it can be relied on. Besides having high validity, a good test must have high reliability too. Furthermore to know degree or the level of the reliability of test, the researcher was consult with the criteria of reliability as follows:

- 1) A very low reliability ranges from 00.0 to 0.19
- 2) A low reliability ranges from 0.20 to 0.39
- 3) An average reliability ranges from 0.40 to 0.59
- 4) A high reliability ranges from 0.60 to 0.79

¹⁶Suharsimi Arikunto, *Op.Cit.*,p.221

5) A very high reliability ranges from 0.80 to 1.00.¹⁷

1. Based on the result obtained in the ANATES of reliability that reliability test in vocabulary mastery 0.63 was high reliability. See appendix 15
2. To get reliability of the writing ability test, the researcher used inter rater ability. Then, the researcher used the statistical formula for counting the reliability of writing test was Cronbach's Alpha by using SPSS (Statistical Package for Social Science), and the result of reliability for writing test was .913 very high reliability. It can be seen appendix 16

L. Readability for Writing Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.¹⁸ To know readability of the students' writing ability of analytical exposition text test instrument, the researcher will follow Kouamé's research. The participants asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item

¹⁷Sugiyono, *Statistika untuk Penelitian*, (17th Ed), (Bandung: Alfabeta,2010),p.231

¹⁸Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p.133

that is easy to read and 10 describes an item that is difficult to read.¹⁹ The questions were test individually. It can be seen appendix 12

M. Data Analysis and Interpretation

1. Fulfillment of the Assumptions

Non parametric statistical significance test, such as analysis of variance and least square regression, are widely used by researchers in many disciplines, including, statistic parametric test to produce accurate result, the assumption underlying them such as normality test must be satisfied.

a. Normality Test

The normality test is used to measure weather the data in the vocabulary class and writing classes are normally distributed or not. In this research, the researcher will use statistical computation by using SPSS (*Statistical Program for Social Science*) for normality of test. The tests of normality employed are Shapiro Wilk. H_0 is accepted if $p_{\text{value}} (\text{sig}) > \alpha = 0,05$

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

The hypotheses formulas are:

H_0 = The data have normal distribution.

H_a = The data do not have normal distribution.

¹⁹ *Ibid*,p.133

b. Linearity Test

Linearity test is used to know the size of the linear relationship between two variables x and y . Before analyzing the data by using Rank Spearman's formula, the researcher check out whether the data obtained are linear or not. The researcher used SPSS (Statistical Program for Social Science) to check it in order to make the researcher easy. Thus, the researcher check the result of linearity by comparing with significant level ($\alpha = 0.05$). If the result is lower than α , it means that the data are linear.

N. Hypothetical Test

The hypothesis is very important to find out whether or not the null hypothesis (H_0) or alternative hypothesis (H_a) is accepted in this research.

The researcher will use Pearson Product Moment's Formula. In this case, the researcher will use statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical test. The purpose of using SPSS in this case is for practicality and efficiency in the study.

The hypotheses are:

The hypotheses formulas were:

H_a : There is a significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year

of 2016/2017.

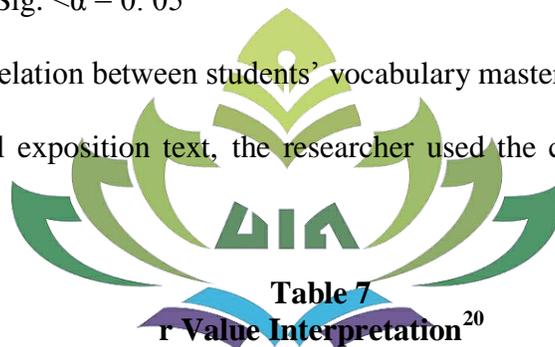
H_0 : There is no significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017.

The criteria acceptance or rejections of hypothesis test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

To know the correlation between students' vocabulary mastery and their ability in writing analytical exposition text, the researcher used the criteria as the following table.



r value	Interpretation
0.800-1.00	Very high correlation
0.600-0.800	High correlation
0.400-0.600	Medium correlation
0.200-0.400	Low correlation
0.00-0.200	Very low correlation

²⁰Suharsimi Arikunto, Op.Cit., p. 319.

CHAPTER IV RESULT AND DISCUSSION

A. Data Description

To analyze the data, SPSS (Statistical Package for the Social Science) version 16 used to get the result of the vocabulary mastery, result of writing analytical exposition text.

1. Result of the Test

a) Result of the Vocabulary Mastery Test

The test was conducted in order to see the students' vocabulary mastery. The test was administered in SMA Karya Mataram South Lampung on April 12th 2017. The minimum score was 55 and the maximum score was 90. There were 3 students who got the score 55, and there are 2 students got score 90. The mean of the vocabulary mastery test was 70.

Vocabulary Stem-and-Leaf Plot

Frequency	Stem & Leaf
.00	5 .
3.00	5 . 555
5.00	6 . 00000
3.00	6 . 555
3.00	7 . 000
6.00	7 . 555555
4.00	8 . 0000

.00 8 .
2.00 9 . 00

Stem width : 10.00
Each leaf : 1 case(s)

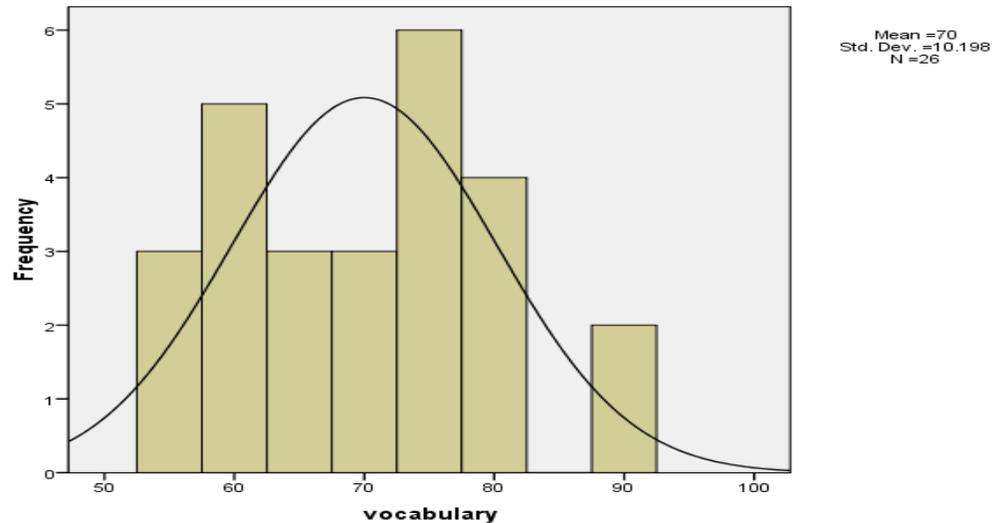


Figure 1
Result of The Vocabulary Test

Based on figure 1, it can be seen that there were 14 students who got under average score and 12 students got good scores over average score 75(Standard Minimum of Criteria)

b) Result of the Writing Ability Test

The test was conducted in order to see students' ability in writing analytical exposition text. The test was administrated in SMA Karya Mataram South Lampung on March 2017. The minimum score was 47 and the maximum score was 75. 1students who got score 47, there were 2 students who got score 75. The

mean of writing analytical exposition text was 64.

Writing Stem-and-Leaf Plot

Frequency	Stem & Leaf
2.00	4 . 78
4.00	5 . 1133
1.00	5 . 9
4.00	6 . 0344
6.00	6 . 555579
7.00	7 . 1133344
2.00	7 . 55

Stem width : 10.00
Each leaf : 1 case(s)

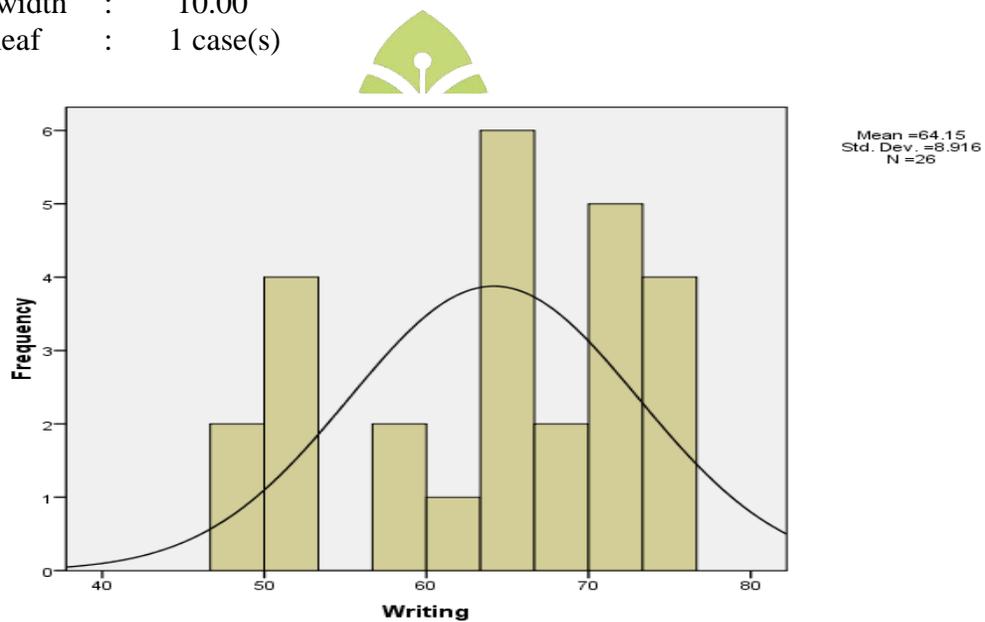


Figure 2
Result of The Ability in Writing Analytical Exposition Text

Based on figure 2, it can be seen that there were 24 students who got under average score and 2 students got good scores over average score 75 (Standard Minimum of Criteria)

C. Result of Data Analysis

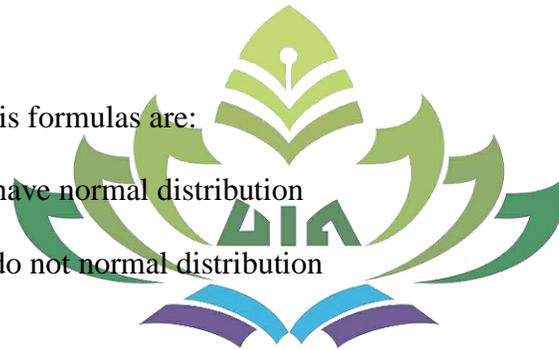
1. Result of Normality

The normality test is used to measure whether the data in the vocabulary mastery class and writing analytical exposition text were normally distributed or not. In this research, statistical computation by using SPSS (*Statistical Package for the Social Science*) was used for normality of the test. The test normality employed was Shapiro wilk. H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$. In this case, the criteria of normality test as follows:

The hypothesis formulas are:

H_0 = the data have normal distribution

H_a = the data do not normal distribution



While the criteria acceptance or rejection of normality test are:

H_0 was accepted if $\text{Sig.} > \alpha = 0.05$

H_a was accepted if $\text{Sig.} < \alpha = 0.05$

Table 9
Normality of the Vocabulary Mastery

	Shapiro-Wilk		
	Statistic	Df	Sig.
Vocabulary	.937	26	.112

Table 10
Normality of the Ability in Writing Analytical Exposition Text

	Shapiro-Wilk		
	Statistic	Df	Sig.
Writing	.905	26	.020

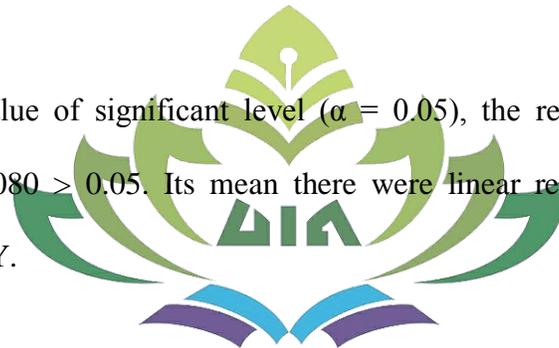
Based on the table 9 and table 10 it can be seen that Sig (P_{value}) for vocabulary mastery was .112, sig (P_{value}) for writing analytical exposition text was .020. Because sig (P_{value}) of writing analytical exposition text lower than 0.05 it means H_0 was distribution accepted. The conclusion was the data in writing analytical exposition text not normal and for vocabulary mastery had normal distribution. As the result in this case, the researcher did not analyze person product moment test but the researcher analyzed the hypotheses test by using non-parametric statistic using rank spearman's formula.

2. Result of Linearity Test

Table 11
ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
vocabulary Between Groups (Combined)	2368.750	14	169.196	8.048	.001
* Writing					
Linearity	1722.113	1	1722.113	81.917	.000
Deviation from Linearity	646.637	13	49.741	2.366	.080
Within Groups	231.250	11	21.023		
Total	2600.000	25			

Based on the value of significant level ($\alpha = 0.05$), the result of linearity test of “Anova table” $.080 > 0.05$. Its mean there were linear relationship between two variables X and Y.



3. The Result of Hypothetical Test

The hypothesis is very important to find out whether or not the alternative hypothesis (H_a) or null hypothesis (H_0) is accepted in this research. The Rank Spearman's formula by using SPSS (Statistical Package for the Social Science) was computed for the testing hypothesis. In this case, the criteria of hypothesis test as follows:

The hypotheses formulas were:

H_a : There was a significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year

of 2016/2017.

H_0 : There was no significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017.

The criteria acceptance or rejections of hypothesis test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$


Table 12
Result of Hypothetical Test
Nonparametric Correlation (Rank Spearman's)
Correlations

			vocabulary	Writing
Spearman's rho	Vocabulary	Correlation Coefficient	1.000	.805**
		Sig. (2-tailed)	.	.001
		N	26	26
	Writing	Correlation Coefficient	.805**	1.000
		Sig. (2-tailed)	.001	.
		N	26	26

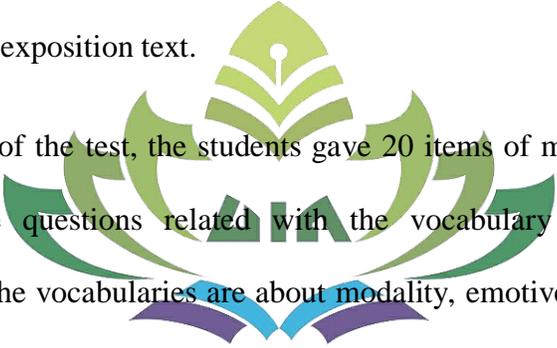
** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results obtained in the Rank Spearman's Formula, it was clear that the value of significant generated $\text{Sig} (P_{\text{value}}) = 0.001 < \alpha = 0.05$. Thus, H_0 was rejected and H_a was accepted. Based on the computation, it can be concluded that there was positive Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at

SMA Karya Mataram South Lampung in the Academic Year of 2016/2017, based on the criteria of hypothesis test.

D. Discussion of Findings

Based on the result of hypothesis, the result was high and reliable. The researcher assumed that the data vocabulary mastery and analytical exposition have positive correlation, because after the researcher gave the test of vocabulary to the students and the students who have adequate vocabulary most of them have produced a good writing analytical exposition text.



At the beginning of the test, the students gave 20 items of multiple choice tests that contain with the questions related with the vocabulary mastery in analytical exposition text. The vocabularies are about modality, emotive words and adverbs. In this research the students also asked to write analytical exposition text. From the result of the test, the ability of the students to write analytical exposition text was good, when their score of vocabulary was high. It means the vocabulary mastery and the ability of writing analytical exposition text was related to each other.

In writing analytical exposition text the students of the eleventh grade at SMA Karya Mataram South Lampung have to master the vocabulary well, because analytical exposition text is a text about giving an argument complete with the reasons, facts and also statistics, it is used particular words to express all of them. In this research mentioned that the vocabularies used in analytical exposition text are modality that

words to express the author's attitude or to show how far the author sure about her or his argument, emotive words or words that express feeling that can persuade the reader emotionally, and adverb that show a time sequence and link the arguments. It can be considered that the students writing ability in analytical exposition text should be enclosed with their vocabulary mastery. Raimes said, writing will be understandable if they have a good store of words and have a good command of using them appropriately, it is also supported by Zaleka that there was a correlation between students vocabulary mastery and their ability in writing hortatory exposition text.



By mastering the vocabularies especially such as modals, emotive words, and adverb the students will be easier to make a good composition of writing analytical exposition text, because there were all of the aspects of language feature or in analytical exposition text. It is in line with Al-Alaq: 1-5 the students have to increase their knowledge and then write what they have learned. In Az-Zukhruf: 54 a particular word used in analytical exposition is text to persuade the listener or reader about something important in the case. The answer of formulation of the research, the researcher concluded that there was Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher draws a conclusion as follows:

There was a significant correlation students' vocabulary mastery and their ability in writing analytical exposition text. Because by seeing the result of the data calculation in the previous chapter, null hypotheses (H_0) was not accepted, and alternative hypotheses (H_a) was accepted. It is said that the researcher assumption was revealed, vocabulary mastery and writing ability in analytical exposition text were correlated significantly. Rank Spearman's formula by using SPSS shows the result obtained that the value of significant generated $Sig (P_{value}) = 0.001 < \alpha = 0.05$. It can be revealed from the hypothesis testing.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestions as follows:

1. Suggestion for the teacher

The English teacher should be creative as they are teaching and learning analytical exposition text. They should vary their technique as they are teaching, so their students can be more motivated to learn English. In this

research, the researcher found out that the correlation between students' vocabulary mastery and their ability in writing analytical exposition text can be used to develop and motivate the students to master the vocabulary especially about modal, emotive words, and adverb, to help their ability in writing analytical exposition text. The English teacher can help the students to increase their vocabulary and their writing ability in writing analytical exposition text by using effective technique.

2. Suggestion for the students

Students of the eleventh grade of SMA Karya Mataram South Lampung in the academic year of 2016/2017 are expected to read many English passages in order that their vocabulary mastery and knowledge increase. Moreover, they also should try to make a note to the new English word they find.

3. Suggestion for the next researcher

In this research, the researcher focused on the correlation between students' vocabulary mastery and their ability in writing analytical exposition text. Therefore, it is suggested for the next researcher to investigate the correlation between other English skills such as listening, speaking and reading.

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