

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY  
MASTERY AND THEIR HORTATORY EXPOSITION WRITING ABILITY  
AT FIRST SEMESTER OF ELEVENTH GRADE OF  
SMA GAJAH MADA BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF  
2018/2019**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirement For S-1 Degree

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RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG  
2018**

## ABSTRACT

### THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR HORTATORY EXPOSITION WRITING ABILITY IN THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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The objective of this research is to know whether there is a correlation between students' vocabulary mastery and their hortatory exposition writing ability at the first semester of eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019.

The research methodology was used quantitative research and correlational research. It is used to know the correlation between vocabulary mastery and hortatory exposition writing ability. In taking the sample of the research, the cluster random sampling was applied. The population of the research was taken from the students of eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019. The sample of the research was taken 39 students from 155 populations. In collecting the data of the research, the researcher used objective test that were multiple choices consisted 20 items and one text for writing hortatory exposition test. In this research, SPSS was used to computed Pearson Product Moment's formula.

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' vocabulary mastery and their hortatory exposition writing ability. Based on the data analysis computed by SPSS, it was obtained that Sig ( $P_{\text{value}}$ ) = 0.000 and  $\alpha = 0,05$ . It means that  $H_a$  was accepted and  $H_o$  was rejected because Sig ( $P_{\text{value}}$ ) = 0.000 <  $\alpha = 0,05$ . Based on this research, it was suggested that to have a good ability in writing hortatory exposition, the students should have a good mastery of vocabulary.

**Keywords:** Correlation Study, Vocabulary, Hortatory Exposition and Writing Ability



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## DECLARATION

I hereby state that this thesis entitled “The Correlation Between Students’ Vocabulary Mastery and their Hortatory Exposition Writing Ability at the First Semester of Eleventh Grade at SMA Gajah Mada Bandar Lampung in the Academic year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements, reference, and ideas from various source and those are properly acknowledged in the text.

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“He Who taught (the use of) the pen”. ( Q.S. Al-laq: 4)<sup>1</sup>



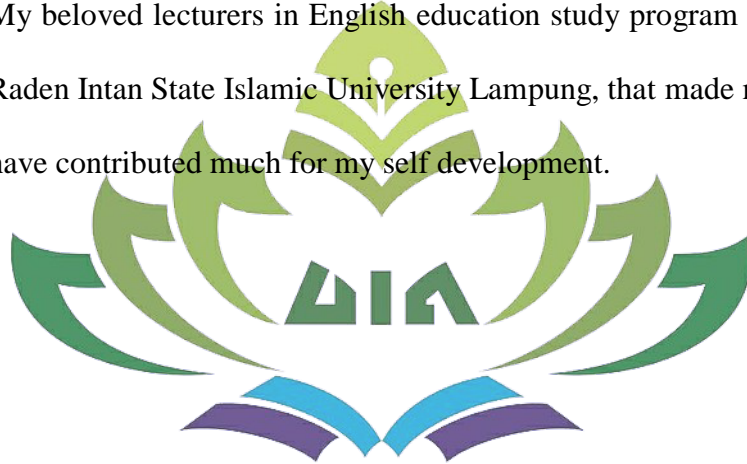
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<sup>1</sup> Abdullah Yusuf Ali, The Holy Qur'an Text and Translation, (New Delhi: Millat Book Centre, 2006), p.1022

## DEDICATION

This thesis is dedicated to :

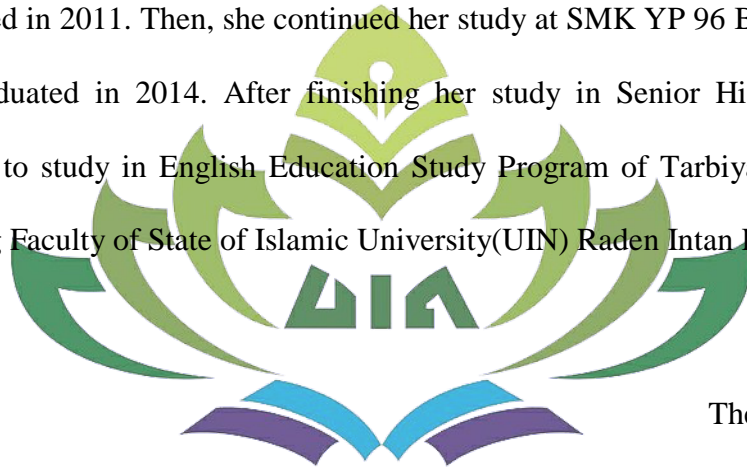
1. My beloved ALLAH SWT and Prophet Muhammad SAW.
2. My beloved parents, Mr. Dahwani and Mrs. Soleha who always give me support, spirit and always pray for my succesful.
3. My beloved brothers and sister, Lela Utami, Sazli Rais, Hendri S, Dolly Elfarado who always give me spirit and sugesstion for reaching the goal.
4. My beloved lecturers in English education study program and Almamater Raden Intan State Islamic University Lampung, that made me grow up and have contributed much for my self development.



## **CURRICULUM VITAE**

The researcher's name is Nadia Anggita. She was born in Bukit Kemuning on November 17<sup>th</sup> 1996. She is the fifth child of five siblings of couple Mr. Dahwani,AS and Mrs, Soleha.

The researcher began her study in Elementary School at SD N 1 Tanjung Baru Timur and graduated in 2008. After graduating from elementary school, she continued her study in Junior High School at SMP N 1 Bukit Kemuning and graduated in 2011. Then, she continued her study at SMK YP 96 Bukit Kemuning and graduated in 2014. After finishing her study in Senior High School, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of State of Islamic University(UIN) Raden Intan Lampung.



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First of all, praise be to ALLAH the Almighty, the most Merciful, the Most Benefit who always gives His blessing and mercy to the Researcher during his study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

This thesis entitled “The correlation between Students’ vocabulary mastery and their hortatory exposition writing ability at the first semester of eleventh grade at SMA Gajah Mada Bandar Lampung in the Academic Year of 2018/2019” is submitted as compulsory fulfillments of requirements for S-1 Degree of English education study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University (UIN) Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty Raden Intan UIN Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of Raden Intan Lampung`
3. Rohmatillah, M.Pd, the research advisor of the researcher, for me guidance help and countless time given to the researcher to finish this final project.
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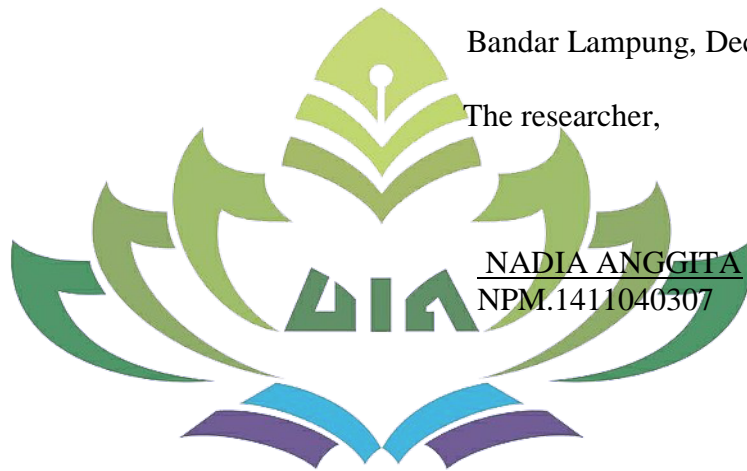
5. English Departement Lecturers of UIN Raden Intan Lampung.
6. All friends in English Education UIN Raden Intan Lampung 2014,  
Especially in F class for amazing four years together.

Finally, none or nothing is perfect and neither is this final project. Any corrections, comment, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, December , 2018

The researcher,

NADIA ANGGITA  
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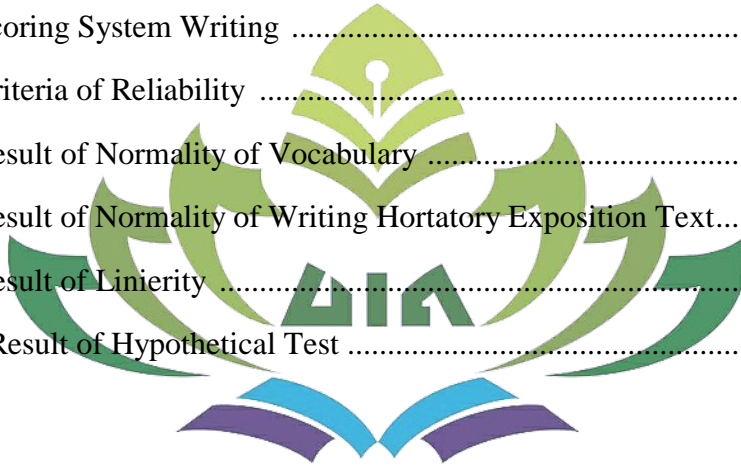
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is a complex activity in which the writer must have the ability to compose and integrate information, so the reader would be easy to understand the language that being used in written communication. According to Jozsef, writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and experience with subject.<sup>1</sup>

As one of the language skill, writing is very important for the students. In writing, the writers have to focus one of the purpose of their writing (among other consideration) because it will effect what the language they choose and how they used it.

Writing skill is teach to students to make them capable of communicate by using English correctly. Tribble states that, there are five different components in teaching writing namely contents, organization, vocabulary, language and mechanic.<sup>2</sup> Content is the substance of writing ideas express (unity), content relevant to the topic, Organization refers to the logical organization of the content (coherence), vocabulary refers to the selection or words those are suitable with the content, language is the employment of gramatical forms syntactical pattern, and mechanis is the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization). These elements are needed

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<sup>1</sup> Horvath Jozsef, *Advance Writing in English as A Foreign Language*,( Precs: Lingua Franca Csoport, 2001), p.5

<sup>2</sup> Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

in teaching learning process especially writing skill so the students are able and confident to do writing tasks. In writing, vocabulary is one of elements language skills should be learn.

Based on curriculum KTSP, the eleventh grade students of senior high school are expected to be able to arrange some of text, one of them is hortatory exposition. Hortatory exposition text is difficult enough to be learnt by the students. It is a text that intended to explain the readers that something should or should not happen or be done. It makes the students have to work hard to make an opinion or argument to convince the reader that the argument is important. The students must 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 one of the components of writing. According to Thornbury (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.<sup>3</sup> Vocabulary is important part of writing. Because when students have a 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

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<sup>3</sup> Scott Thornbury, *How to Teach Vocabulary*, (Longman: Person Education Limited, 2002), p.1

ideas in writing. Especially in writing hortatory exposition text, the students should be able to express their ideas, feeling, and brain to make an opinion.

Hortatory exposition text is one of the materials in senior high school students. Wignell defines that hortatory exposition text is to persuade the reader or listener that something should or should not be the case. This type of text consists of three components. They are social function, generic structure, and language features.<sup>4</sup> Some students got difficulties in expressing their ideas in a piece of writing because they had very limited vocabulary.

The importance of writing is also stated in the holy Qur'an first verse of surah Al-Qolam :


  
 ن َّ وَالْقَلَمِ وَمَا يَسْطُرُونَ  
 “Noon, By pen and by the (record) which(men) write.” (QS Al-Qolam:1)<sup>5</sup>

Qolam in this verse means as a pen which is used to write the knowledge. It means that everyone who will write, will make the process of thinking to create ideas in writing so as to understand it is meaning and purpose. By writing they are able to memorize what they have learned. Hortatory exposition text is text that present arguments or reasons to support an opinion. It aims to influence the reader to do something or act in a certain way.

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<sup>4</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: Gerd Stabler, 1994), p.166

<sup>5</sup>Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publish 2001), p.1567.

Based on the preliminary research in SMA Gajah Mada in Januari 2018, the researcher asked some questions to Rizal as an English Teacher of the eleventh grade at the school. He said the students have problems in vocabulary and writing. The teacher said that there are problems faced by students when they want compose writing text. They seem to be confused to write because their vocabulary is low and they feel difficulties in memorizing word and finding the meaning (appendix 3).<sup>6</sup> The researcher concludes that the students have difficulty in writing because they have not enough vocabulary. Students' writing skills will be better if they are able to master the vocabulary.

After interviewing the teacher, the researcher also gave questionnaire for students in the Eleventh Grade of SMA Gajah Mada. The first student said that English is a hard subject, because she felt difficult to find what the meaning of vocabulary. The second student said that he felt difficult to understand vocabulary in learning English because he can not remember vocabulary well, the third students said he did not have enough vocabulary to make a sentence when produce written text. And other students said that he felt difficult in writing because the English teacher is less clear in teaching vocabulary to them so they have limited vocabulary (appendix 4).<sup>7</sup> So the researcher concludes that the students have difficult in writing because they cannot remember vocabulary well, besides that, the English teacher is unclear in teaching vocabulary so they have limited vocabulary.

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<sup>6</sup> The English Teacher of *SMAN 1 Gajah Mada* Bandar Lampung. Unpublished.

<sup>7</sup> The Students of *SMA Gajah Mada* Bandar Lampung.

Build upon the data provided by the English teacher of SMA Gajah Mada in eleventh grade, the researcher concluded that students still low in writing because they produce only a few words in paragraph. Because they do not have enough vocabulary, so they are difficult to express ideas or opinions. And teachers should give more explanation to memorize vocabulary because by having a lot of vocabulary will make it easier for students to write.

The previous research was conducted by Ratnawati in thesis undergraduate. In Semarang University(2006) The purpose of this research was to find out the correlation between stunts' vocabulary mastery and descriptive writing ability. The researcher used correlational research. By mastering vocabulary they will be easy to apply their idea in writing descriptive text. The result of the research was a significant correlation between students' vocabulary mastery and their descriptive text writing ability.<sup>8</sup>

The second previous research was conducted by Safitri. In State Institute of Islamic Studies Raden Intan Lampung,(2016). The purpose of this research to find out the correlation between vocabulary mastery and their recount text writing ability. The researcher used correlational research. By mastering vocabulary students are able to make recount text writing ability. Thus, there is a significant

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<sup>8</sup>Dewi Ratnawati, *The Correlation Between Student Vocabulary Mastery and Their Descriptive Writing Ability at Second Semester of Seventh Grade of SMPN 13 Semarang in the Academic Year of 2005/2006* (Semarang State University). Published

correlation between students vocabulary mastery and their recount text writing ability.<sup>9</sup>

Both of the research above, it can be concluded that there is significant correlation between students' vocabulary mastery and writing ability. Good mastery of vocabulary is important for anyone who learns the language use in writing ability. The students will write easily if he or she has enough vocabulary and has the capability of using it accurately. Mastery vocabulary is the ability to get or to receive lots of words. By having and mastery vocabulary the students will know the meaning of vocabulary in the context. It can also help to avoid making mistakes understanding a written. On the other hand, the students who learn English face a classical problem dealing with English hortatory exposition text, lack of vocabulary is a major one, whereas in fact vocabulary is the most important things in writing skill. The researcher have known how important the vocabulary mastery in writing ability.

Based on description on vocabulary and writing above, it shows that they have close relations. So that, the researcher conducted research entitled: "The correlation between vocabulary mastery and their hortatory exposition writing ability at first semester of eleventh class of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019".

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<sup>9</sup> Anas Safitri, *The Correlation Between Vocabulary Mastery and Their Recount text Writing Ability at Second Semester of Eight Grade of MTs N 02 Way Kanan in The Academic Year of 2015/2016* (State Institute of Islamic Studies Raden Intan Lampung). Published.

## **B. Identification of Problem**

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

1. Students are lack of hortatory exposition text writing ability.
2. Students do not have enough vocabulary in writing.

## **C. Limitation of Problem**

In this research, the researcher focused on the correlation between students' vocabulary mastery and their hortatory exposition text in writing ability.

## **D. Formulation of Problem**

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

1. How is students' vocabulary mastery?
2. How is the students' ability in writing hortatory exposition text?
3. How is the correlation between students' vocabulary mastery and their hortatory exposition writing ability?

## **E. Objectives of Research**

The objectives of the research are:

- 1.To find out the students' vocabulary mastery.
- 2.To find out the students' ability in writing hortatory exposition text.
- 3.To find out and describe whether the correlation between the students' vocabulary mastery and their hortatory exposition text in writing ability.

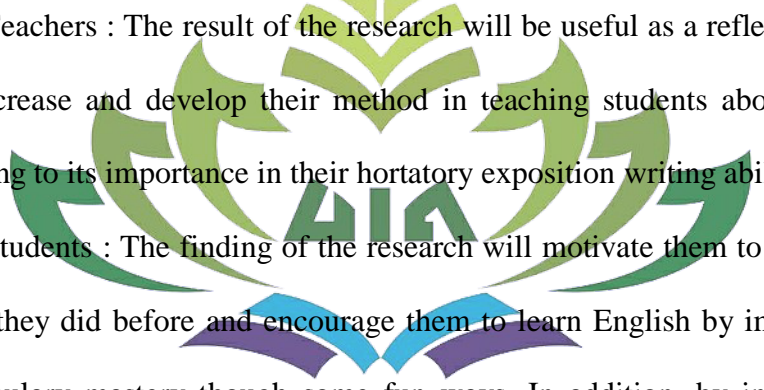
## **F. Significance of Research**

The research is intended to give some uses in language teaching field. The uses of research are as follows:

### **1. Theoretically**

This research hopefully gave information about vocabulary mastery and their hortatory exposition writing ability. This research also enrich the previous studies about the correlation between vocabulary mastery and their hortatory exposition writing ability.

### **2. Practically**

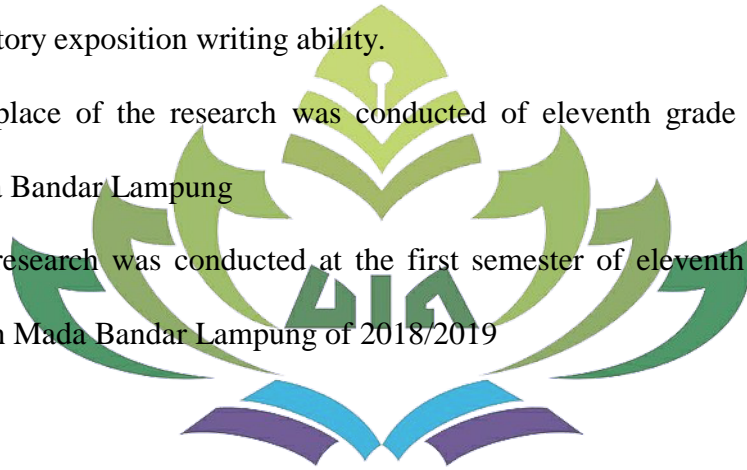
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- a. For Teachers : The result of the research will be useful as a reflection. In order to increase and develop their method in teaching students about vocabulary relating to its importance in their hortatory exposition writing ability.
  - b. For Students : The finding of the research will motivate them to practice more than they did before and encourage them to learn English by improving their vocabulary mastery though some fun ways. In addition, by improving their vocabulary mastery, they will be able to increase their hortatory exposition writing ability.
  - c. For other researchers : The findings of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students vocabulary mastery and their hortatory exposition writing ability of the eleventh grade of SMA Gajah Mada Bandar Lampung.



### **G. Scope of Research**

The scope of the research of this research entitled “ the correlation between students’ vocabulary mastery and their hortatory exposition text writing ability of eleventh grade of SMA Gajah Mada Bandar Lampung of 2018/2019 “ is divided into four parts, they are:

1. The subject of the research was the students of eleventh grade of SMA Gajah Mada Bandar Lampung.
2. The object of the research was the students’ vocabulary mastery and their hortatory exposition writing ability.
3. The place of the research was conducted of eleventh grade in SMA Gajah Mada Bandar Lampung
4. The research was conducted at the first semester of eleventh grade of SMA Gajah Mada Bandar Lampung of 2018/2019



## CHAPTER II REVIEW OF LITERATURE

### A. Concept of Writing

Harmer defines that writing is a form of communication to deliver thought or to express feeling through written form”.<sup>1</sup> Writing is written form of thinking; the researcher can express their idea. Feeling, though in written form. One of important task as a researcher is master to the principle of writing and thinking that will help to achieve our goal. In other words writing is expression that happened to the students. By reading their writing, the readers can understand about their expression. “When we learn a second language, we learn to communicate with other people: to understand them, read what they have written and write them”.<sup>2</sup> So that writing is as a tool communication between the writer and the reader.

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arrange sequence sentence. Writing as a creative act of discovery in which the process is as important as the product to the writer. Writing is the most important skill to be gained by students beside other skill. To be successful in writing, students should require more attention on their writing, because when they write, they are necessary becoming very involved. Hand and brain is a unique way to reinforce learning. From the statement above, the writer assumes the writing is a skill to express our ideas, feeling and thought which is arranged on the words, sentences, paragraph, by eyes, hand and our brain.

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<sup>1</sup> Jeremy Harmer , *How to Teach English*( longman : Newyork ,2001), p.79

<sup>2</sup> Raimes, Ann, *Techniques in Teaching Writing*.(China:Oxford University:1983), p.3

Based on the explanation above, it can be concluded that writing is thinking process of communication indirectly to express or communication our ideas, opinion, and feeling, though with others through written form.

### **1. 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 screen plays.

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

#### **a. 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.<sup>3</sup>

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.

## **2. Process of Writing**

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). 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.

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<sup>3</sup> Kate Grenville, *Writing From Start to Finish a Six-Steps Guide*, (New South Wales: Allen & Unwin, 2001), p. 1-2

### **Stages of Writing Process**

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 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 to the final version.

#### **c. Editing (Reflecting and Revising)**

Once a writer has 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.<sup>4</sup>

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<sup>4</sup> Jeremy Harmer, *Op.Cit*, p.5

From source above, it can be concluded 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 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.

### **3. 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 lerners' ability to produce well-formed sentence.<sup>5</sup> 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.

Since writing is a complex process, the students should have the ability to implement and produce a good quality of writing for any purpose. There are some

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<sup>5</sup>Ken Hyland,(1st Ed), Second Language Writing, (New York: Cambridge University,1998), p.3

specific abilities which were needed to be implemented in every process of writing. The students should make a good planning and pre-writing have the same stages in which the students can fine and determine the main things about the topic given. After the main things, they will develop their idea in written form (drafting), and also should the editing process make the final readjustments and check accuracy (revising) so that text is maximally accessible to the reader.<sup>6</sup>

The ability of writing is the process involving two feature of writing language. Related to the writing ability, the student or the writer must be able to apply the capability of transferring ideas as well as the language skill, then referring to he explanation above, the researcher may conclude there are five general communication simultaneously, for example the concept of writing and the use of component of writing, they are: content, form, grammar, style, and mechanic.<sup>7</sup> It means that those aspect 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:

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<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, (Longman, Malaysia, 2004), p.86

<sup>7</sup> Cristopher Tribble, *Language Teaching Writing*, Oxford University Press, 1996, pp.130-

- 1) Content: the substance of writing ideas express (unity), content relevant to the topic.
- 2) Organization (form): ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion).
- 3) Vocabulary : the section of words that suitable with the content.
- 4) Language: the employment of grammatical forms and Syntactical pattern.
- 5) Mechanic : the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).<sup>8</sup>

Based on the explanation above, it can be concluded that writing ability is the ability to express the ideas, informations, or any imagination in the form of written text based on every components of writing, such as: content, form grammar, style, and mechanics.

### **B. Concept of Vocabulary**

Vocabulary is one of the important aspects in learning any language. Without vocabulary, it is impossible for people to communicate with other people. So if someone knows a lot of vocabulary, she or he can learn the language comprehending the text or sharing ideas easily. According to Hatch and brown, vocabulary is a list of words of a particular language or a list or set of word that individual speakers of language might use.<sup>9</sup> Webster also states, vocabulary is a bank of number of words in a language or list of words with their meanings.<sup>10</sup> It

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<sup>8</sup> Ibid, p.132

<sup>9</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge : Cambridge University Press, 1995), p.1

<sup>10</sup>Webster, *The New Webster Dictionary of Current English*, (New York: Oxford University Press,1988), p.23



means that vocabulary is total of word in language which has a meaning. Without vocabulary it is difficult to communicate to each other.

It is supported by Thornburry, by having adequate vocabulary, one will be able to communicate to other people and express his/her ideas clearly and easily.<sup>11</sup>

Consequently vocabulary has an important role in the language, because students who have a lot of vocabulary will be able to use the suitable or appropriate words in sentences for each situation in making communication to each other. Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>12</sup> It means that the first thing people should learn is vocabulary because with vocabulary people can learn the language skill easier and will be useful for the process of achieving language teaching objectives. Then, Cameron states that vocabulary is to know a word if they can recognize it is meaning when they see it.<sup>13</sup> It means that in learning vocabulary we have to know the meaning of the word and also understand moreover can use it in sentence context.

Based on the ideas above, it can be concluded that vocabulary is collection or total number of word and core component of language relates to the use and meaning of words should be mastered by the learner.

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<sup>11</sup>Scott Thornburry, *How to Teach Vocabulary* (Essex: Longman Pearson Education Limited, 2002), p.13

<sup>12</sup>Jack C Richards and Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, (New York: Cambridge University Press, 2002) , p.255

<sup>13</sup>Lyne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University,2001), p.3

## 1. Kind of Vocabulary

There are two kinds of vocabulary. According to Haycraft, they are receptive vocabulary and productive vocabulary.<sup>14</sup> The receptive vocabulary is words that the students recognize and understand when they occur. In another word, this vocabulary depends on the context. The productive vocabulary is the words which the students understand, pronounce correctly, and use constructively in writing ability.

On the other hand, Hiebert and Kamil states that 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.<sup>15</sup> 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.<sup>16</sup>

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<sup>14</sup>J Haycraft, *An Introduction to English Language Teaching*, (Singapore: Longman Publishers Pte Ltd: 2007), p.156

<sup>15</sup> Michael L. Kamil and Elfrieda H. Hiebert, *Teaching and Learning Vocabulary*, Lawrence Erlbaum Associates : New Jersey, 2005, p.3

<sup>16</sup> *Ibid*

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.

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*).<sup>17</sup>

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.

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<sup>17</sup>Victoria Fromkin, et.al, *An Introduction to Language, (7th Ed)*, (Boston: Wadsworth engagelearning, 2003), pp. 73-74

According to Thornburry, in learning vocabulary there are classification of word. They are noun, verb, adjective, adverb, conjunctions, determiner, pronoun, and preposition.<sup>18</sup> These will explain clearly as follows :

**a. Noun**

Noun is one important part of speech. Its arrangement with the verb helps to inform the sentence core which is essential to every complete sentence.<sup>19</sup>

Noun can be divided into some classes:

1. Proper noun, usually capitalized in English, are names for a particular person or things.
2. Countable noun is a noun that indicates something you could actually count.
3. Uncountable noun is a noun that indicates something you cannot count.
4. Concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell, the object.
5. Abstract noun is a word for a concept, it is an idea that exist in our minds only.

From the statement above, it can be concluded that noun is one of the most important parts of speech that can use to name people, place, object, animal, quality, and abstract concept.

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<sup>18</sup> Scott Thornburry, Op.Cit, p.3

<sup>19</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey Prentice Hall, Inc, 11972), p.6

## b. Verb

Verb usually denote processes, actions or states.<sup>20</sup> In activities ( run, walk, look, for), accomplishment (build, kill), achievement (recognize, find) and states (know, love, have).

The kinds of verbs are :

### 1. Intransitive Verbs

Intransitive verbs are verb that do not take an object or subject attribute in the sentence.<sup>21</sup>

### 2. Transitive Verbs

Transitive verbs are verbs that take a direct object in the sentence.

### 3. Ditransitive Verbs

Ditransitive verbs are verbs that take two objects in the sentence : a direct object telling “what” or “whom” and indirect object telling “to” or “for whom“ the direct object is sent, give, buy, and so on.<sup>22</sup>

From the statement above, it can be concluded that verbs is a word that the most complex part of speech and show measure and condition of a thing. Verbs has the grammatical properties of person and number, properties which require agreement with the subject.

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<sup>20</sup>Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory : Course* (Amsterdam : John Benjamins Publishing Company, 2000), p.91

<sup>21</sup> *Ibid*, P.65

<sup>22</sup> *Ibid*, p.67

### c. Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.<sup>23</sup>

The types of adjective are :

#### 1. Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third), and adjectives of indefinite quantity (some, few, all).

#### 2. Descriptive adjectives

They usually indicates an inherent quality (old, young, new) or a physical state (blue, red, yellow), size or age.

From the definitions above, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example : beautiful, good, small, and others.

### d. Adverbs

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event.<sup>24</sup>

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.<sup>25</sup>

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<sup>23</sup> Andrew Radford, et.al, *Linguistics : An introduction* (2nd Ed), (New York : Cambridge University Press, 2009), p.130

<sup>24</sup> *Ibid*

<sup>25</sup> Mark Lester, *English Grammar Drills*, (New York: The Mc-Graw Hill Companies, 2009), p.206-207

### 1. Adverb of Manner

Adverb of manner is explain how the action of the verb is done. The manner adverb has the most characteristic adverbial form (an – ly ending added to a descriptive adjective)

### 2. Adverb of Time

These adverb have a fixed boundary in time, yesterday, tomorrow, next, soon, late, and early.

### 3. Adverb of Place

Adverb of place usually answer the question *where* about the action of the verb, and come after the verb common of place are, *here, there, far, near, over there, away, and far away.*<sup>26</sup>

From the definition above, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen.

### e. Conjunction

Conjunctions are the word “joins”. A conjunctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunctions : they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

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<sup>26</sup> *Ibid*, p. 208

### f. Preposition

Preposition belong to small group or class of word which express relations of place, direction, time, or possession. Words belonging to this include : *in, on, of, at, to, from, till, with, for, beside, against, by, towards, and so on.*

### g. Determiners

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

1. Definite and indefinite articles: a, an, the.
2. Demonstratives : this, that, those, these.
3. Quantifiers : a few, a little, much, many, a lot of, most, some, any and enough.
4. Possessive : my, your, his, her, its, our, their.
5. Numbers : cardinal, ordinal number.

### h. Pronouns

A pronoun is a word that takes the place of a noun.<sup>27</sup>

1. Subjective pronoun

A subjective pronoun acts as the subjects of a sentence. The subjective pronoun are she, he, I, you

2. Objective pronouns

An objective pronouns acts as the object of the sentence. It receives the action of the verb. The objective pronouns are, her, him, it, me, them, us, and you.

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<sup>27</sup> *Ibid*, p.67



### 3. Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, themselves, and yourself.

### 4. Possessive pronouns

A possessive pronoun tells you who owns something. The possessives are her, his, its, mine, ours, theirs, and yours.

### 5. Demonstrative pronouns

Demonstrative pronouns point out a noun. The demonstrative pronouns are that, these, this, those.

### 6. Interrogative pronouns

An interrogative pronoun is used in a question. It helps to ask something. The interrogative pronouns are what, which, who, whom, and compound words ending in "ever", such as whatever, whichever, whoever, whomever.

### 7. Indefinite pronouns

An indefinite pronoun refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, and somebody.

Based on the long explanation above, it can be concluded that vocabulary mastery is people's ability to use or to understand basic forms of words of language that they have learned in certain situations. In the form of noun, verb, adjective, adverb, conjunction, preposition, determiner and pronoun. In this research, it focused on teaching students' vocabulary mastery including nouns, verbs, adjectives, and

adverbs that all based on curriculum. It is learned by students for eleventh grade of SMA Gajah Mada Bandar Lampung.

## 2. Size of Vocabulary

Vocabulary size is the number of words that a person knows. Having a sufficient vocabulary size will ease to master a language. Nation state that readers need at least 5.000 words to read texts pleaurably.<sup>28</sup> The purpose of vocabulary level test is to measure the comprehension and production of words in speaking and writing.<sup>29</sup>

The vocabulary size scores was adapted from Milton as follows :

A1	< 1.500
A2	1.500 – 2.500
B1	2.500 – 3.250
B2	3.250 – 3.750
C1	3.750 – 4.500
C2	4.500 – 5.000

Source : James Milton, *The Development of Vocabulary Breadth Across the CEFR Level*, Bristol : Multilingual Matters, 2010.<sup>30</sup>

Notes :

Learner at the A level are defined as basic users, B level learner are considered middle users and the C level are proficiency users.

<sup>28</sup>I.S.P Nation, *Teaching and Learning Vocabulary*, (New York: Newbury House, 1991), p.79

<sup>29</sup> Madsen, Harold S. *Techniques in Testing*, (New York: Oxford University Press, 1983), p.16

<sup>30</sup> James Milton, *The Development of Vocabulary Breadth Across the CEFR Level*, (Bristol: Multilingual Matters : 2010), p. 224

### 3. 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.<sup>31</sup> It means everyone can still advise us nothing if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language, which makes language meaningful.

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.<sup>32</sup> By mastering a great number of 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 fasilitated 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.

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<sup>31</sup> *Ibid*, p.13

<sup>32</sup>Ulfa Marwan, The correlation between vocabulary mastery and their sentence writing ability,(IAIN RadenIntan Lampung:unpublish)

1. The formation
  - a. What part of speech is the word – noun, verb, preposition etc?
  - 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 items?
  - c. Could the vocabulary item have different meaning from meaning?
3. Use
  - b. How is the vocabulary item used?
  - c. Does it have a restricted use? Does it belong to a particular style or register?<sup>33</sup>

In this research, the researcher used of Gower’s theory to assess vocabulary, they are; word form, word 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 experienced in their lives including: word form, word meaning and word use with the themes of nouns, verbs, adjective and adverbs.

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<sup>33</sup> Roger Gower, et.al. *Teaching Practice Handbook*, (London: Heineman, 1995), p.144

### C. Concept of the Text

According to Siahaan and Shinoda text is meaningful linguistic unit in a context; it is both spoken text and written text.<sup>34</sup> It means that a text is a meaningful linguistic unit that refers to any meaningful spoken or written. Hayland states that, text has 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.<sup>35</sup> It can be said that generic structure and language features are dominantly used.

Siahaan and Shinoda also stated that a text can be any linguistic unit. It can be a word, it can also be a sentence, besides, it can also be a paragraph, further it can be a text which is bigger than a paragraph.<sup>36</sup> It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

The concept of writing as a skill needs to be differentiated from writing as a text. As a skill writing is defined as a productive written language skill. On the opposite, writing as text is a piece of written information. It is a result of writing activity. Siahaan and Shinoda stated that as a skill, writing is a level academic achievement.<sup>37</sup> It means that writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader.

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<sup>34</sup> Sanggam Siahaan & Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>35</sup> Ken Hyland, *Teaching and Researching Writing* (2nd Ed) (Edinburgh Gate: Pearson, 2009), p.8

<sup>36</sup> Sanggam Siahaan and Krisno Shinoda, Op.Cit, p.2

<sup>37</sup> *Ibid*, p.4

According to Garot, text in English can be classified into several genre, they are:

1. Spoof

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

2. Recount

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

3. Report

Report is a text to describe the way things are with reference to arrange of natural, man-made and social phenomena in our environment.

4. Analytical Exposition

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

5. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which ore considered news worthy or important.

6. Anecdote

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

7. Narrative

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

#### 8. Procedure

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

#### 9. Description

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

#### 10. Hortatory Explanation

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

#### 11. Explanation

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

#### 12. Discussion

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

#### 13. Reviews

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

Based on the explanation above, it can be concluded that, types of writing according to Gerot and Wignell, 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 hortatory exposition text,

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<sup>38</sup> Linda Gerot, *et.al.*, *Making Sense of Funtional Grammar* (Cammeray: Antipodean Educational Enterprises, 1995), pp.192-205

because based on the students of senior high school of Gajah Mada the text that more difficult among the other is Hortatory exposition text because they difficulty in producing the argments, they are not able to support their argument with appropriate supporting details/ideas. This is the reason why the researcher chooses hortatory exposition text to correlate with the vocabulary mastery.

#### **D. Concept of Hortatory Exposition Text**

A Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. In writing this text the students must understand about the generic structure and language feature of hortatory exposition. Generic structures consist of thesis, argument, and recommendation.

##### **1. Definition of Hortatory Exposition**

Hortatory exposition text is one of the text genres studied in senior high school based on the curriculum. Hortatory exposition is to persuade the readers that something should or should not be the case or be done. According to Siahaan and Shinoda, hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others.<sup>39</sup> It means that hortatory exposition text has function to influence readers' thinking. Hortatory exposition text to persuades them to be agreed with the ideas. So, the readers will choose whether they agree with the text or not. In addition, Gerot and Wignell state that

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<sup>39</sup> Sanggam Siahaan and Kisno Shinoda, *Op.Cit*, p.66

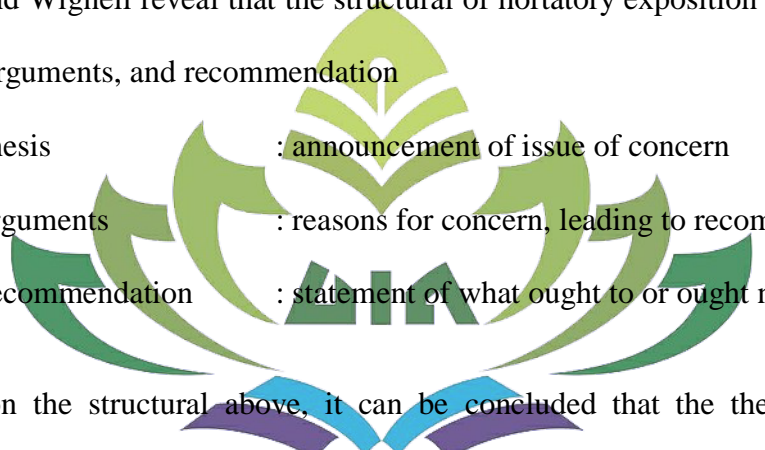


the main social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.<sup>40</sup> It is said the function is to persuade people that the idea (something in that case) is the important matter.

Based on statement above, hortatory exposition text is kind of the text that intended to explain the reader that something should or should not happend or be done, including the generic structure consist of thesis, argument, and recommendation.

## 2. Generic Structure of Hortatory Exposition :

Gerot and Wignell reveal that the structural of hortatory exposition text consists of thesis, arguments, and recommendation

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- a. Thesis : announcement of issue of concern
  - b. Arguments : reasons for concern, leading to recommendation
  - c. Recommendation : statement of what ought to or ought not to happen.<sup>41</sup>

Based on the structural above, it can be concluded that the thesis is the first paragraph of the text to introduce the topic or the main idea, argument is the opinion to support the author's main idea, and recommendation is the last part contains a statement about the author's persuasion to the reader to do everything that still has to do with the argument and thesis.

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<sup>40</sup> Linda Gerot and Peter Wignell, *Op.Cit*, p.166

<sup>41</sup> *Ibid*, p.167

### 3. Grammatical Features of Hortatory Exposition Text

- a. Focus on generic human and non-human Participants, except for speaker or writer referring to self
- b. Use of
  - o *Mental Processes*: to state what writer thinks or feels about issue e.g. realise, feel, appreciate
  - o *Material Processes*: to state what happens e.g. is polluting, drive, travel, spend, should be treated
  - o *Relational Processes*: to state what is or should be e.g. doesn't seem to have been, is
- c. Use of simple present tense<sup>42</sup>

The example of hortatory exposition text

Country Concern	
Thesis	In all the discussion over the removal of lead from petrol (and the atmosphere) there <i>doesn't seem to have been</i> any mention of difference between driving in the city and the country
Arguments	While I <i>realise</i> my leaded petrol car <i>is polluting</i> the air wherever I <i>drive</i> , I <i>feel</i> that when you <i>travel</i> through the country, where you only see another car every five to ten minutes, the problem <i>is</i> not as severe as when traffic <i>is</i> concentrated on city roads.
Arguments	Those who want to penalise older, leaded petrol vehicles and their owners <i>don't seem to appreciate</i> that, in the country, there <i>is</i> no public transport to fall back upon and one's own vehicle <i>is</i> the only way to get about.
Recommendation	I <i>feel</i> that country people, who often <i>have to travel</i> huge distances to the nearest town and who already spend a great deal of money on petrol, <i>should be treated</i> differently to the people who live in the city.

Source: Linda Gerot, et.al *Making Sense of functional Grammar* (Cammeray : Antipodean Educational Enterprises).

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<sup>42</sup> *Ibid.*

### **E. Correlation Between Students' Vocabulary Mastery and Their Hortatory Exposition Text in Writing Ability**

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 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 hortatory exposition text. Writing hortatory exposition text involves their ability to make an argument to persuade the reader or listener that something should or should not be the case. In writing hortatory 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 hortatory 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.<sup>43</sup> 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.<sup>44</sup> It means that by mastering vocabulary can make the good ability in writing. Yonex also states, writing which contains many vocabularies has been consistently viewed of better quality than writing with less vocabulary.<sup>45</sup> 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.<sup>46</sup>

Based on the statement above, the researcher assumes if the students have many vocabularies, they will be easier to write a text especially hortatory exposition text. They will have a problem in writing ability if they do not master the vocabulary,

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<sup>43</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.85

<sup>44</sup> 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

<sup>45</sup> *Ibid*, p.125

<sup>46</sup> 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

because the vocabulary will support their writing ability. It is the reason why the researcher states that vocabulary mastery and writing hortatory exposition has correlation to each other.

#### **F. Frame of Thinking**

In the learning language, English as a foreign language facilitate the students to communicate with other in listening, speaking, reading, and writing. Vocabulary is one of the important factors that should be mastered in learning language. We learn vocabulary to know the meaning of words. It is very important for the students to master vocabulary in large number. However if the students want to write English well, vocabulary should be mastered by them.

Vocabulary and writing can not be separated because vocabulary is one of the components of writing. 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 hortatory exposition text, the students should be able to express their ideas, feeling, and brain to make an opinion.

Based on the frame of thinking above, the researcher assumed that vocabulary mastery affects the ability in writing especially in hortatory exposition text. If the students' vocabulary is good, it can be predicted that they can be good writing. Meanwhile, if the students' vocabulary mastery is not good, it can be predicted that their writing can not be good as well.

### **G. Hypothesis**

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

$H_0$ : There is no correlation between students' vocabulary mastery and their hortatory exposition text writing ability at the first semester of the eleventh grade at SMA Gajah Mada in the academic year of 2018/2019.

$H_a$  : There is a positif correlation between students' vocabulary mastery and their hortatory exposition text writing ability at the first semester of the eleventh grade at SMA Gajah Mada in the academic year of 2018/2019.



## 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.<sup>1</sup> It means the research which related with the numerical called quantitative research, and all of them have different in goal and procedure.

This research correlates vocabulary mastery and writing ability in hortatory exposition text. Lodico, et.al states that, correlational research is a quantitative method designed to show the relationships between two or more variables.<sup>2</sup> Moreover according to Fraenkel and Wallen the purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variable.<sup>3</sup> It can be said the research is to determine whether any correlation or not between two variables.

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<sup>1</sup> Marguerite G Lodico, *et.al, Method in Educational Research : From theory to Practice* 2nd Edition, (San Fransisco: Jossey Bass A wiley Imprint, 2010), p.12

<sup>2</sup> *Ibid*, p.14

<sup>3</sup> Jack R 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.<sup>4</sup>

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. Variable of the Research**

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

1. The independent variable is students' vocabulary mastery (X)
2. The dependent variable is the students' ability in writing hortatory exposition text (Y)

### **C. Operational Definition of Variable**

The operational definition of variable used to describe the characteristics of variable is investigated by the researcher as follows :

1. The students' vocabulary mastery is the students' ability to use and understand basic words from language, which they have learned in certain situation and which sometime they experienced in their lives including: word form, word meaning and word use. It is indicates by the scores achieve from the tests.
2. The students' ability in witing hortatory exposition text is the students' ability to express the ideas, informations, or any imagination in the form of written text that intended to explain the reader that something should or should not happend or be done based on every components of writing,

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<sup>4</sup> Donald Ary, et al., *Introduction to Research in Education*, (8th Ed) (Wadsworth: Belmont, 2010), p.349



such as: content, form grammar, style, and mechanics. It is indicated by the scores achieved from the test.

## D. Population, Sample and Sampling Techniques

### 1. Population

A population is the large groups to which one hopes to apply the result.<sup>5</sup> So population is all of the total number of research subject. In this research, the population is taken from all the students of SMA Gajah Mada Bandar Lampung at eleventh grade in the academic year of 2018/2019. The number of population is 155 students in the eleventh grade.

**Table 2**  
**The population of Eleventh Grade at SMA Gajah Mada Bandar Lampung in the Academic Year of 2018/2019**

No	Class	Gender		Total
		Male	Female	
1	XI A	14	22	36
2	XI B	15	25	40
3	XI C	14	25	39
4	XI D	18	22	40
Total		61	94	155

*Source: SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019*

### 2. Sample

Lodico states that sample is a smaller group selected from large population that is representative of the large population.<sup>6</sup> Thus, it can be concluded that sample is smaller group as part of population and it was also chosen as representative data of whole population. The sample in this research is a part population of the eleventh grade of SMA Gajah Mada Bandar Lampung. In this research, the researcher used sampling technique is cluster random sampling in sampling

<sup>5</sup> Jack R. Fraenkel and Norman E. Wallen, *Op.Cit*, p.90

<sup>6</sup> Marguerite G Ladico, Dean T. Spaulding and Katherine H. Voegtler, *Op.Cit*, p.143

technique because the classes are homogenous and the sample is from group and class.

### 3. Sampling Technique

Cluster random sampling technique used in this research. The selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.<sup>7</sup> Cluster random sampling is similar to simple random sampling expect that groups rather than individuals are randomly selected (that is, the sampling unit is a group rather than an individual). Cluster random sampling can be used when it is difficult or impossible to select a random sample individuals, it is often far easier to implement in schools, and it is frequently less time-consuming. Its disadvantage is that there is a far greater chance of selecting a sample that is not representative of the population.<sup>8</sup> It can be concluded 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 XI IPA1, XI IPA2, XI IPS1, and XI IPS2. Then, the paper was rolled up and put into a box, after that the box was shaken and then taken one piece of paper, the researcher got XI IPS1 as the sample of the research.

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<sup>7</sup> Jack R Fraenkel and Norman E. Wallen, Op.Cit, p.95

<sup>8</sup>Ibid. P.95

### **E. Data Collecting Technique**

According to Creswell, collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.<sup>9</sup> In collecting the data of this research, it used the following test:

1. To know students' vocabulary mastery, it used objective test that is multiple choices. The test consist of 40 test items, with four options. They are a, b, c, d.
2. To know the students' ability in writing hortatory exposition text, it will be used the writing test where the students are asked to make composition based on the topic provided.

### **F. Instrument of the Research**

The instrument is a tool that is used by the researcher to gain the data in the research. In this research, it 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 four answers (A, B, C and D).

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<sup>9</sup> John W. Creswell, *Educational Research : Planing, conducting, and evaluating quantitative and qualitative research*, ( Boston: Pearson Education Inc,2012), p.9

The specification of vocabulary test was focus on verb, noun, adjective and adverb it can be seen on the table below :

**Table 3**  
**The Specification of Try Out Test for Vocabulary Mastery Before Validity**

Aspect of Vocabulary	Kinds of Vocabulary	Items Number	Total
Word use	Verb	13,16,24,35	4
	Noun	4,23,28,31	4
	Adjective	18,36	2
	Adverb	27,30,32	3
Word meaning	Verb	1,5,9,19,32	5
	Noun	7,20,22,29	4
	Adjective	3,12,40	3
	Adverb	21,25,34	3
Word form	Verb	2,15,26,37	4
	Noun	6,10,11,14	4
	Adjective	38,39	2
	Adverb	8,17	2
	Total		40

**Table 4**  
**The Specification of Try Out Test for Vocabulary Mastery After Validity**

Aspect of Vocabulary	Kinds of Vocabulary	Items Number	Total
Word use	Verb	13,16,24,	4
	Noun	4,23,28,	4
	Adjective	18,	2
	Adverb	27,30,32 (32,	3
Word meaning	Verb	5,	5
	Noun	20,22,	4
	Adjective	12, 40	3
	Adverb	(21,34,	3
Word form	Verb	2,26,37,	4
	Noun	6,14,	4
	Adjective	38	2
	Adverb	8,	2
	Total		20

## 2. The test of writing hortatory exposition text

The researcher gave this test to measure the students' ability in writing . In this case, the researcher focused on hortatory exposition text. The students are asked to write hortatory exposition text based on five topics there are sports, handphone, television, internet and computer. And students are asked to make a hortatory exposition considering the aspects of writing that consist of content, organization, vocabulary, language and mechanics. To know the students' writing ability, the researcher asked the students to write a text which represents the attempt to ask the recipient to do something or act in a certain way. Each student has to choose one topic and write hortatory exposition text. In this case, the students will make hortatory exposition text in 90 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:

$$S = \frac{r}{N} \times 100$$

Notes:

S = The score of test

r = Total score of test

n = The total item.<sup>10</sup>

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<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.149

2. In this research to evaluate the students' writing score, the researcher used analytic rating scale adapted from Tribble. The text is assessed based on the aspect of writing assessment: content, organization, vocabulary, language, and mechanics. The total score of paragraph writing test is 100.

**Table 5**  
**Scoring system**

<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Task fulfillment/Content	20-17	<b>Excellent to very good:</b> 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	<b>Good to average:</b> adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic, lacking detail.
	7-5	<b>Very poor :</b> inadequate treatment of topic no variety of ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address to task qith any effectiveness.
Organization	20-17	<b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> uneven expression, but main ideas stand out; paragraphing or section evident, logically sequenced (coherence); connectives used (cohesion).
	11-8	<b>Fair to poor:</b> 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	<b>Very to poor:</b> 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	<b>Inadequate:</b> fail to address this aspect of the task with any effectiveness.
Vocabulary	20-17	<b>Excellent to very good:</b> wide range of vocabulary; accurate work or idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> limited rang vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.
	4-0	<b>Inadequate:</b> fails to address his aspect of the task with any effectiveness.
Language	30-24	<b>Excellent to very good:</b> confident handling to appropriate structures, hardly any errors of agreement, tenses, number, word order articles, pronouns, prepositions; meaning never obscured.
	23-18	<b>Good to average:</b> 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	<b>Fair to poor:</b> 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	<b>Very poor:</b> 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	<b>Inadequate:</b> fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout.
	2-0	<b>Very poor:</b> fails to address this aspect of the task with any effectiveness.

Source: Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996).<sup>11</sup>

$$C+O+V+L+M=100$$

Note :

C : 20

O : 20

V : 20

L : 30

M : 10

Final scores of writing test were calculated with average.

The formula:

$$\text{Final score} : \frac{R1+R2}{2}$$

Notes:

R1 : teachers' rating score

R2 : researchers' rating score

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



## 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 the eleventh grade of SMA Gajah Mada Bandar Lampung consisted of 155 students.

### 2. Finding the sample

Population of the research is all of students the second semester of the eleventh grade of SMA Gajah Mada Bandar Lampung, the researcher was chose about 40 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 hortatory 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 are analyzed by using coefficient correlation product moment to investigate whether there is correlation of students in vocabulary mastery and their hortatory exposition text in writing ability.

## I. Try out

The test instruments of vocabulary mastery and writing ability of hortatory exposition text were tried out to students before the instrument used. This is intended to know the validity and reliability of the instrument. The researcher gave the tried out of the test to the students coming from different sample. Then, it evaluated the test items to get good item that tested on the test.

## J. Validity, Reliability and Readability of the Test

### 1. Validity of the Test

According to Arikunto, validity is measurement which shows the level of validity 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.<sup>12</sup> In addition, Setiyadi states that generally validity is a measurement to show how far the measurement of something that must be measurement.<sup>13</sup> It means that the validity is measuring what to be measured. In this research, there are some aspects to be considered to measure validity of the test.

#### a. 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 is designed, content validity is based upon the careful examination of course textbook, syllabus, objectives, and the judgment of the subject matter

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<sup>12</sup> Suharsimi Arikunto, *Op.Cit.*, p.168

<sup>13</sup> Bambang Ag Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif and Kualitatif*, (Yogyakarta: Graha Ilmu), p.22

specialists.<sup>14</sup> It means that to get the content validity, the test adapted with students' book. The test is suitable with the material that teacher transfer to the students.

Based on the standar of content school-based curriculum, hortatory exposition text is taught at eleventh grade of senior high school. The teaching is intended to enable students to answer the question. The test is to teach based on this standard of the content. Therefore, it is along with the standard of content. To get the content validity test, the researcher tried to arrange the material based on the objectivitas of teaching in the school based on curriculum for eleventh grade of SMA Gajah Mada Bandar Lampung.

#### b. Construct Validity

Best and Khan say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>15</sup> It means that construct validity focuses on the aspects of the test which can measure the ability especially for students' vocabulary and writing hortatory 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 this research, the researcher administers vocabulary and hortatory exposition text in writing tests. At the beginning of activity, the researcher conducted validity of the test to make certain whether the direction and intruction can be understood by the test takers. The validity of writing hortatory expository text sheet is given to lecture

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<sup>14</sup> John W. Best and James V. Khan, *Research In Education: (7th Edition)*, (New Delhi: Prentice-Hall, 1995), p.219

<sup>15</sup> *Ibid*, p.219

of writing as a validator. The researcher conducted validity in order to see clarity from the aspects.

### c. Internal Validity

Internal validity refers to relationship between scores obtained using the instrument and scores obtained using one and more other instruments or measures (often called a criterion).<sup>16</sup> It means that internal validity is based on the result of try out of multiple choice test for vocabulary mastery, the researcher used ANATES to calculate the data obtained from the try out.

## 2. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>17</sup> A good test must have high reliability besides having high validity. Furthermore to know degree or level of reliability of test, the researcher was used criteria of reliability as follow:

**Table 6**  
**Criteria of Reliability**

0.800 – 1.000	Very High
0.600 – 0.800	High
0.400 – 0.600	Medium
0.200 – 0.400	Low
0.00 – 0.200	Very Low <sup>18</sup>

Source : Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis*, (14th Edition), (Jakarta: Rineka Cipta, 2010).

<sup>16</sup> Jack R. Fraenkel and Norman E. Wallen, Op.Cit, p.148

<sup>17</sup> *Ibid*, p.154

<sup>18</sup> Suharsimi Arikunto, Op.Cit, P.319

- a. Based on result obtained in the ANATES of reliability that reliability test in vocabulary mastery 0.64 was high reliability. See Appendix 20.
- b. To get reliability of the writing ability test, the researcher used inter rater ability, and then used the statistical formula for counting the reliability of writingtest was Cohen's Kappa by using SPSS (Statistical Package for Social Science), and the result of reliability for writing test was .599 medium reliability. It can be seen Appendix 21

### 3. Readability for Writing Test

Readability test 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.<sup>19</sup> To know readability of the students' hortatory expository writing text test instrument, it follow kouame's research. The participants asked to evaluate instuctions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>20</sup> The questions are test individually.

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<sup>19</sup> Julien B. Kouame, Journal of Multi Discliplinary Evaluation Vol. VI No. 14 August 2010: Using Readability Tests to Improve he Accuracy of Evaluation Documents Intended for Low-Literate Participants, Western Michigan University, Michigan, p.133

<sup>20</sup> *Ibid*, p.133

## K. Data Analysis and Interpretation

### 1. Fulfillment of the Assumptions

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

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 used 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  $(P_{value}) Sig > \alpha = 0,05$

While the criteria acceptance or rejection of normality test are:

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

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

The hypotheses formulas are:

$H_0$  = The data have normal distribution.

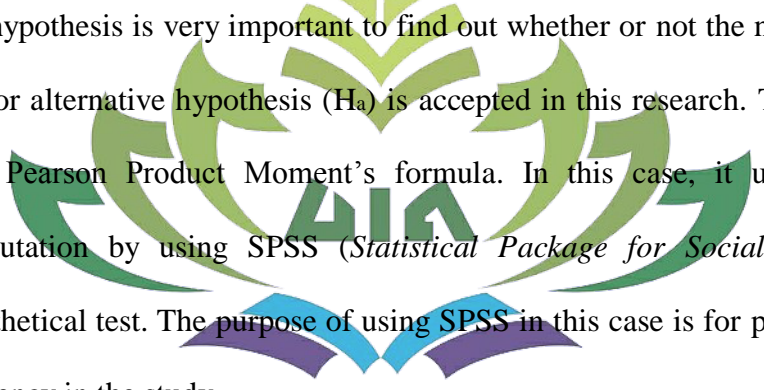
$H_a$  = The data do not have normal distribution.

**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 Pearson correlation formula, the researcher check whether the data obtained are linear or not. The researcher was 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  $\alpha$ , it means that the data are linear.

**L. 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 used Pearson Product Moment's formula. In this case, it used 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 formulas are:

$H_a$  : There is a significant correlation between students' vocabulary mastery and their hortatory exposition text writing ability at the first semester of the eleventh grade at SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019

$H_o$  : There is no significant correlation between students' vocabulary mastery and their hortatory exposition text writing ability at the first semester of the eleventh grade at SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019



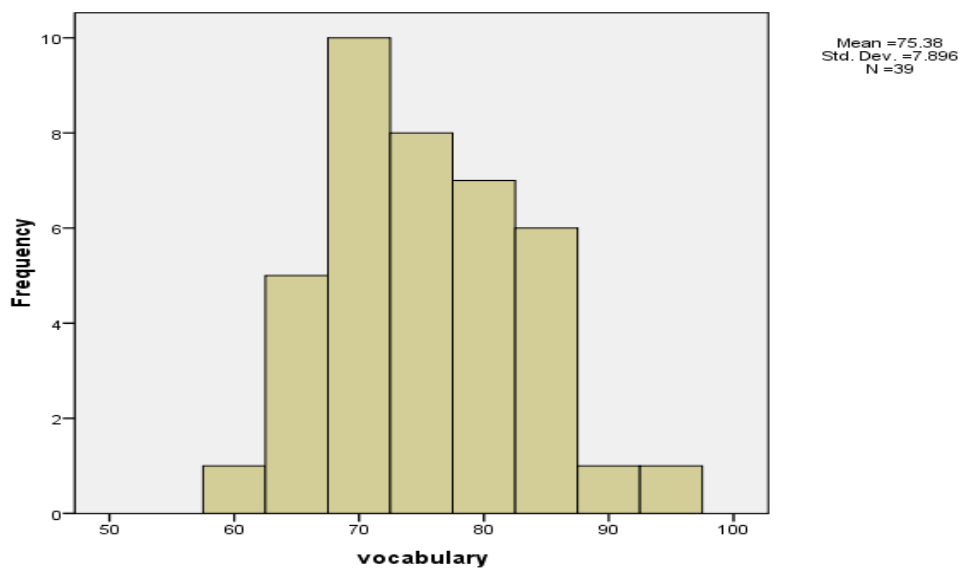


## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

#### 1. Result of Vocabulary Mastery

The test was conducted in order to know the students' vocabulary mastery. The test was administered in SMA Gajah Mada Bandar Lampung on September 10th 2018. The minimum score was 65 and the maximum score 90. There was 1 student who got score 65, and there is 1 student who got score 90. The mean of the vocabulary mastery was 75.36. (See Appendix 17)

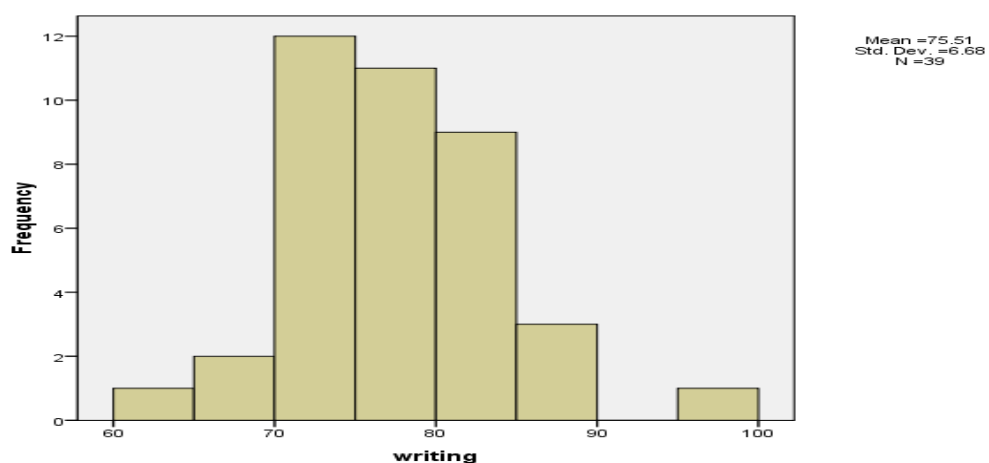


**Figure 1**  
**The Result of Vocabulary Mastery**

Based on the figure 1, it can be seen that there were 13 students who got under average score and 24 students get a good scores over average score 75 (standard minimum criteria).

## 2. Result of Writing Hortatory Exposition

The test was conducted in order to see students' ability in writing hortatory exposition text. The test was administrated in SMA Gajah Mada Bandar Lampung on September 2018. The minimum score was 60, and maximum score 95. there was 1 student who got score 60, there was 1 student who got score 95. The mean of writing hortatory exposition text was 75.51. (See Appendix 17)



**Figure 2**  
**The Result of the Ability in Writing Hortatory Exposition**

Based on figure 2, it can be seen that there were 14 students who got under average score and 23 students got good score over average score 75 (standard minimum of criteria).

## 3. Result of the Correlation Between Students' Vocabulary Mastery and their Hortatory Exposition Text

### a. Fulfillment of Assumptions

Before knowing the result of the data analysis by using pearson moment's formula, there were two assumptions that must be done and found out. They were normality and linearity test.

### 1) Result of Normality Test

The normality test is used to measure whether the data in vocabulary mastery and writing hortatory 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  $\text{Sig}(P_{\text{value}}) > \alpha = 0,05$ .

The hypotheses for normality test were formulated as follows:

$H_0$  : The data are normally distributed

$H_a$  : The data are not normally distributed

While the criteria acceptance and rejection of normality test are:

$H_0$  is acceptance if  $\text{sig} > \alpha = 0.05$

$H_a$  is acceptance if  $\text{sig} < \alpha = 0.05$

**Table 7**  
**Normality of the Vocabulary Mastery**  
**Tests of Normality**

	Shapiro-Wilks		
	Statistic	Df	Sig.
vocabulary	.954	39	.109

a. Lilliefors Significance Correction

**Table 8**  
**Normality of the Ability in Writing Hortatory Exposition Text**

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
writing	.960	39	.179

a. Lilliefors Significance Correction

Based on the table 2 and table 3 it can be seen that sig ( $P_{value}$ ) for vocabulary mastery was .109, sig ( $P_{value}$ ) for writing hortatory exposition text was .179. Because sig ( $P_{value}$ ) of vocabulary mastery and writing ability of hortatory exposition higher than 0.05 it means  $H_0$  was accepted. The conclusion was that the data in vocabulary mastery and hortatory exposition writing ability had normal distribution. (See Appendix 17)

## 2) Result of Linierity Test

The test was intended to test whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson product moment formula. The researcher used SPSS Statistic 17.0 and the result was as follow:

**Table 9**  
**Result of Linierity Test**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Writing * Vocabulary	Between Groups	(Combined)	1401.078	7	200.154	21.057	.000
		Linearity	1340.781	1	1340.781	141.056	.000
		Deviation from Linearity	60.297	6	10.049	1.057	.409
Within Groups			294.665	31	9.505		
Total			1695.744	38			

Based on table, it can be seen that sig ( $P_{value}$ ) was 0.409 and  $\alpha = 0.05$ . It means that  $Sig (P_{value}) > \alpha$ . The conclusion was that the data were linier. (See Appendix 18)

#### **b. Correlation Between Students Vocabulary Matery and Hortatory Exposition Writing Ability**

##### **1) Result of Hypothetical Test**

After the researcher knew that the data were normal and linear, then the data were analyzed by using Pearson Product Moment formula in order to know the significance.

The hypothesis of this research as follows:

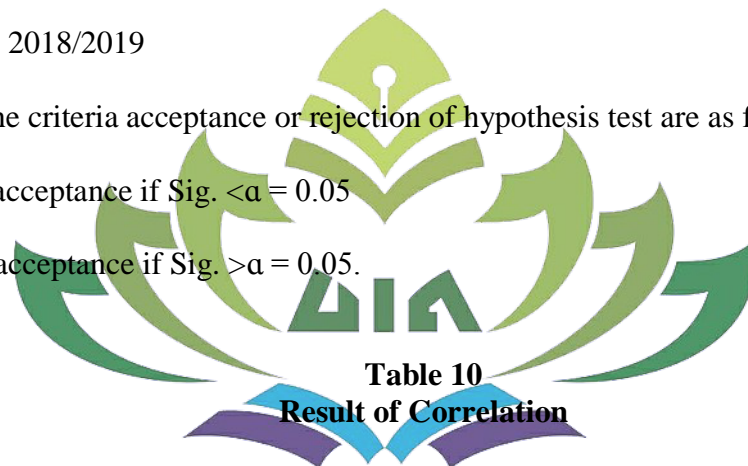
$H_a$  There was a correlation between students' vocabulary mastery and their hortatory exposition writing ability at the first semester of eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019

$H_o$  There was no correlation between students' vocabulary mastery and their hortatory exposition writing ability at the first semester of eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019

While the criteria acceptance or rejection of hypothesis test are as follows:

$H_a$  was acceptance if Sig.  $< \alpha = 0.05$

$H_o$  was acceptance if Sig.  $> \alpha = 0.05$ .



**Table 10**  
**Result of Correlation**

**Correlations**

		vocabulary	writing
vocabulary	Pearson Correlation	1	.889**
	Sig. (2-tailed)		.000
	N	39	39
Writing	Pearson Correlation	.889**	1
	Sig. (2-tailed)	.000	
	N	39	39

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

Based on the results obtained in the Pearson Product Moments' Formula, it was obvious that the value of significant generated Sig. ( $P_{\text{value}}$ ) = 0.000 <  $\alpha$  = 0.05. Futhermore  $H_0$  was positive correlation between students' vocabulary mastery and their hortatory exposition writing ability at the first semester of eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019.

## 2) Hypothesis Testing

This sub chapter is the last step in this research to prove whether the hypothesis proposed by the researcher are expected or not. The result of the calculator for the first hypothesis shows that the coefficient correlation is 0.889. The critical value of r-table is found 0.316. It is taken from the following formula:

$$Df = N - 2$$

Df : Degrees of freedom

N : Number of Pair of Data

$$Df = 39 - 2 = 37$$

Based on the table, the critical value of r-table was 0.316 at the significant level 0.05. the coefficient is higher than critical value of r-table ( $0.889 > 0.316$ ). Meanwhile, for the the first hypothesis, the null hypothesis is rejected and the research hypothesis is accepted. It means that there is a significant correlation between vocabulary mastery and their hortatory exposition writing ability at the first semester of SMA Gajah Mada Bandar Lampung.

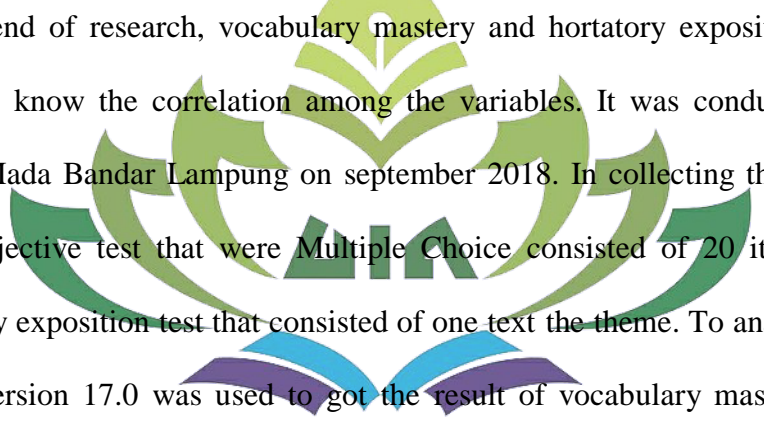
## **B. Discussion**

The findings of the research showed that there was significant correlation between students' vocabulary mastery and their hortatory exposition writing ability. The result was gotten from collecting and analyzing the data taking from test by using Pearson's Product Moment formula. In this research, there are two types of test namely; vocabulary test and writing in hortatory exposition test. They were used to know the correlation of them.

At the beginning of activity, the try out was conducted in SMA Gajah Mada on september 10<sup>th</sup>, 2018. Try out test given to 36 students of eleventh grade of SMA Gajah Mada Bandar Lampung out of the sample. It was prepared in form multiple choice questions of vocabulary mastery test in 40 items, and 1 the text in form of essay of hortatory exposition writing ability, it held on september 13<sup>th</sup> 2018 for vocabulary test and on october 20<sup>th</sup> 2018 for writing hortatory exposition test. It had purposed to know how accurate and effective the test before they used to collect the data of the research and identify whether the test can be given or not. Then, the test items were evaluated to get a good items that were tested in the test. It can be seen from the result of validity and reliability of tests. After knowing the result of validity and reliability test from tryout, it can be seen that the result of try out test showed that the instrument is valid and reliable. The number of the result of items validity for vocabulary mastery test that was valid 20 items from 40 items number.



The result of validity test for writing hortatory exposition both of items were valid. So, in this research, the theme of writing hortatory exposition test were handphone, internet, television, sports, and computer. Based on the result obtained in the ANATES that reliability test in vocabulary mastery was 0.64, and for writing hortatory exposition the researcher used inter-rater was 0.599. It can be concluded that reliability of vocabulary mastery was high and reliability of writing hortatory exposition was medium and both of them were reliable. Then, it can be used for test.



At the end of research, vocabulary mastery and hortatory exposition test were given to know the correlation among the variables. It was conducted in SMA Gajah Mada Bandar Lampung on september 2018. In collecting the data, it was used objective test that were Multiple Choice consisted of 20 items test, and hortatory exposition test that consisted of one text the theme. To analyze the data, SPSS version 17.0 was used to get the result of vocabulary mastery, result of writing hortatory exposition, result of normality, result of linierity test. Pearson Product Moment formulas by using SPSS was used to getting the result of hypothetical test.

Based on the result obtained by using SPSS, the result of vocabulary mastery test was conducted in order to see students' vocabulary mastery. The minimum score was 60 and the maximum score was 95. There was 1 students who got score 60, and there was 1 students who got score 95. And there were 13 students who got score average score, because they were difficulties in memorizing word, find the

meaning and they were often mistaken to change the meaning of the word. There were 24 students get good scores over average score, because they were able to master the vocabulary. The means of vocabulary mastery test is 73.36, and the standard minimum of criteria (KKM) is 75.

The test was conducted in order to know the students' ability in writing hortatory exposition. The minimum score was 60, and maximum score 95. There was 1 student who get score 60, there was 1 students who got score 95. And there were 14 students who got score under average score, because they were still confused to write cause their vocabulary is low and they could not remember it for a long time and they have difficulty expressing their idea. There were 23 students got good score over average score. The means of writing hortatory exposition text was 75.51, and the standard minimum of criteria(KKM) is 75.

There were 19 students who have high vocabulary and they also get high score in writing test and there are 5 students who have low vocabulary and they also get low score in writing test. When students have good vocabulary they will be able to write a good composition of writing. The result of the data analysis showed that value of significant generated  $\text{Sig} (P_{\text{value}}) = 0.000 < \alpha = 0.05$ . It means that there was correlation between two variables, and the result of two variables is 0.899. It is supported by the research Muslikah about the correlation between students' vocabulary mastery and their ability in writing analytical exposition text.

The result of the research has shown that there is correlation between students' vocabulary mastery and their ability in writing analytical exposition.<sup>1</sup> Thus indicates the connection between vocabulary mastery and writing ability is significant. Based on this research, it was suggested that to have a good in writing ability, students have a good mastery of vocabulary.



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<sup>1</sup> Muslikah, The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Analytical Text (S1 Thesis, UIN Raden Intan, Lampung, 2017).

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the result of the data analysis and hypothesis by using product moment formula, the researcher concluded as follows:

There was a positive correlation between students' vocabulary mastery and their hortatory exposition writing ability at the first semester of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted. It can be seen that  $r_{\text{count}} = 0.899$  higher than  $r_{\text{table}} = 0.316$ . It means that  $0.899 > 0.316$ .

### B. Suggestion

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

#### 1. Suggestion for the teacher

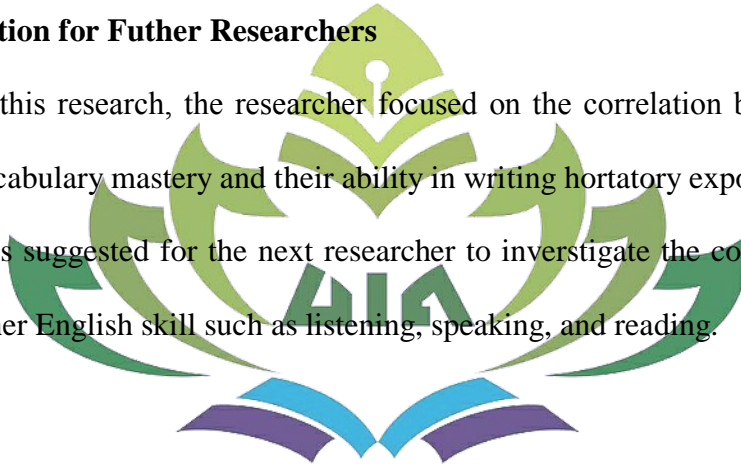
- 1) In this research, the researcher found out that the correlation between students' vocabulary mastery and their hortatory exposition writing ability can be used to develop and motivate the students to master the vocabulary especially about verb, noun, adjective, and adverb, to help their ability in writing hortatory exposition text.
- 2) The English teacher can help the students to increase their vocabulary and their writing ability in hortatory exposition text by using effective technique.

## **2. Suggestion for the students**

- 1) The students should study hard and more practice in learning English in order to develop their vocabulary mastery and their ability in writing hortatory exposition because to get good ability writing, the students have mastered of vocabulary.
- 2) The students are expected to read many English passage in order that their vocabulary mastery and knowledge increase.

## **3. Suggestion for Futher Researchers**

- 1) In this research, the researcher focused on the correlation between students' vocabulary mastery and their ability in writing hortatory exposition text.
- 2) It is suggested for the next researcher to inverstigate the correlation between other English skill such as listening, speaking, and reading.



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