THE CORRELATION BETWEEN VOCABULARY AND NARRATIVE WRITING OF TENTH GRADE STUDENT AT SMA NEGERI 5 BATAM IN ACADEMIC YEAR 2013/2014

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ABSTRAK

Jurnal ini tentang korelasi antara kosakata dan menulis narasi di SMA Negeri 5. Subyek penelitian ini adalah siswa di SMA Negeri 5 Batam dari kelas sepuluh (X) pada tahun akademik 2013/2014.Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan antara kosakata dan teks narasi dan penulis ingin mengetahui apakah kosa kata yang paling signifikan terhadap teks narasi di SMA 5 Batam. Metode penelitian ini adalah kuantitatif. Berdasarkan hasil penelitian penulis menyimpulkan empat hal. Pertama,adanya korelasi antara kosakata dan teks narasi dari kelas X di SMA Negeri 5 Batam dengan hasil yang cukup kualifikasi (0,424). Kedua ,adanya korelasi antara kata sifat dan teks narasi dari kelas X di SMA Negeri 5 Batam dengan hasil yang lebih dari T tabel (6,074). Ketiga,adanya korelasi antara kata kerja dan teks narasi kelas X di SMA Negeri 5 Batam dengan hasil yang lebih dari T tabel (5,468) dan terakhir korelasi yang paling signifikan adalah kata sifat dari kelas X di SMA Negeri 5 Batam . Karena uji T kata sifat (6,074) lebih besar dari uji T kata kerja (5,468). Jadi penulis menyimpulkan bahwa korelasi yang paling signifikan adalah kata sifat .

Kata Kunci : Kata sifat, kata kerja , tesk narasi.

INTRODUCTION

In this era we know that language is the identity of the country, all people use in everyday language as communication. Language is a communication tool that we use every day can lead to inter-human interaction for the expression in many thing seems like O'grady (1996: 1) says Language is many things – a system of communication, a medium for thought, a vehicle for literary expression, a social institution. People who would know that learning a language is the most important tool for communication, language as well as a recording tool culture, way of thinking, and tools to communicate ideas and feelings. In the modern era, especially in Indonesia, also learning a foreign language like English, the English language can also affect the level of language proficiency in the modern era. English is a tool to communicate both orally and in writing.

As we know is very important to use language as a means of communication in every person and in the language contains a word, the word is a unit of language that carries meaning and consists of one or more. Words can be combined to create sentences. In this chapter the writer chose the title "The correlation between vocabulary and narrative writing of tenth grade at SMA Negeri 5 Batam in academic year 2013/2014" because the writer wanted to know whether there is a correlation of vocabulary and narrative writing at SMA 5 Batam especially to the students of tenth grade.

In this paper the writer will find the correlation between vocabulary and narrative by identifying all the problems that occurred in the vocabulary and narrative and all the problems will be diminished or restricted. Teaching subjects including English language vocabulary comprehension. Vocabulary is a word into one and formed into one language, vocabulary is the set of words whose meaning is unknown and could be used by someone in one language. According to Barnhart (2008: 697), he defines vocabulary as follows; the stock of words used by people, class of people, professions, and a

collection or list of words, usually in alphabetical order and defined.

Vocabulary also important for speaking and writing, many people must can be learn vocabulary for speak and writing. According to Thornbury (2002 : 3) word play different roles in a text they fall into one of eight different word classes: noun, pronouns, adjective, adverb, prepositions ,conjunctions, and determiner but in this paper the writer does limited subject is noun, verb, adverb and adjective only. Vocabulary also very important for the writing, Writing is form use express our desires in the earliest written forms, or forms that are to be conveyed in writing. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. The writing is very connected with the vocabulary, because vocabulary is very important in writing a sentence or paragraph.

Based on limitation of the problem above, the main formulations of the research in this paper is:
1. Is there any correlation between vocabulary and narrative text at SMA Negri 5 Batam in academic year 2013/2014 ?
2. Is there any correlation between adjective and narrative text at SMA Negeri 5 Batam in academic year 2013/2014?
3. Is there any correlation between verb and narrative text at SMA Negeri 5 Batam in academic year 2013/2014?
4. What is the most significant correlation between vocabulary and narrative text. ?

Meanwhile, as for the purpose to be achieved from the study are:
1. To find out if there is any correlation between vocabulary and narrative text at SMA Negeri 5 Batam.
2. To find out if there is any correlation between adjective and narrative text at SMA Negeri 5 Batam.
3. To find out if there is any correlation between verb and narrative text at SMA Negeri 5 Batam.
4. To find out what kind of significant correlation between vocabulary and narrative text at SMA Negeri 5 Batam.

For the theoretical significances, this research will be useful for the reader and student at SMA Negeri 5 Batam for the knowledge information about correlation between vocabulary and narrative writing. From this paper the reader and student can be enthusiasm for learn is more. Practically, The writer hopes through this paper, students can be given more learn and knowledge about vocabulary, language, sentence and the students must exercise every day for example student can be write down about the short story etc. in especially the student can be know correlation between vocabulary and narrative writing.

REVIEW OF THE RELATED LITERATURE

There are some previous researches that have similar fields with this research. First, Paola Uccelli & Mariela M. Paez (2007) has conducted a research and the research is titled Narrative and Vocabulary Development of Bilingual Children from Kindergarten to First Grade: Developmental Changes and Associations among English and Spanish Skills. The research has result that a significant gain from kindergarten to first grade was found for all sizes of spoken English language. For English narrative productivity, number of different words (TDW) proved to be a sensitive measure of development different from the number of words (TNW).

Second researches John Heilmann et. al (2010) has conducted a research and the research is titled Properties of the Narrative Scoring Scheme Using Narrative Retells in Young School-Age Children. The research has result that unique relationship between vocabulary and

narrative macrostructure, and NSS were significantly correlated with the micro-structural measures.

The third researches Olinghouse et. al (2013) has conducted a research and the research is titled The Relationship between vocabulary and writing quality in three genres. The research has result that indicated that students vary their vocabulary usage by genre. Story text had higher diversity than informative text as well as higher maturity as compared to persuasive text. Persuasive text contained higher diversity than informative text, and higher register than both of the other genres. Previous research above is similar to the discussion of research this study.

Then the writer makes a main framework which the diagram shows from where the theories of this research are taken or whose theory that used by the writer. The main framework of this research is shown as follows:
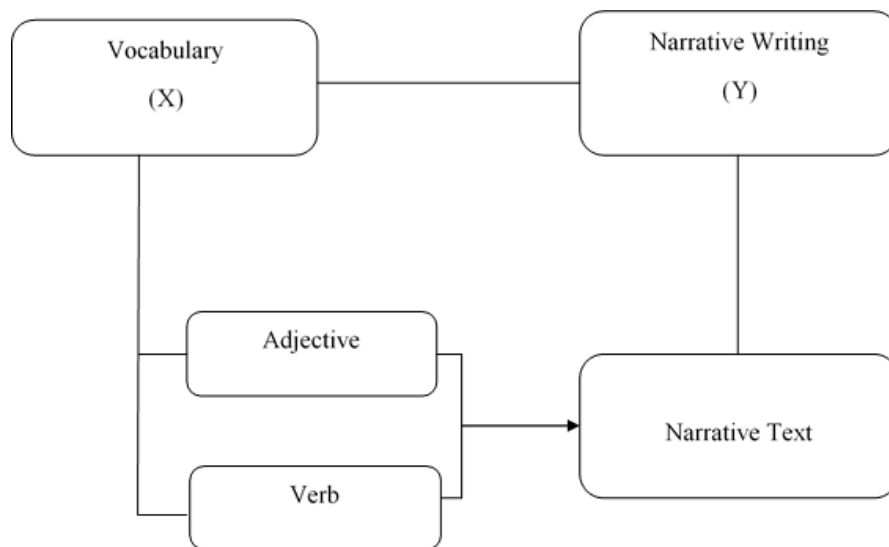
Thornbury (2002:3)   Bal (1997:16)
Figure 1 Theoretical Framework

The main frame shows two examples of parts of the vocabulary (word class) taken from Thornbury, (2002:3) is an adjective and verb, then for narrative text the writer take from Bal, (1997:16). The writer also hypothesized while for this research as follows:

H1= There is correlation between vocabulary and narrative writing of tenth grade at SMA Negeri 5 Batam. H1= There is correlation of adjective and narrative writing of tenth grade at SMA Negeri 5 Batam. H1= There is correlation of verb and narrative writing of tenth grade at SMA Negeri 5 Batam. H1= The most significant correlation is adjective and narrative writing of tenth grade at SMA Negeri 5 Batam.

RESEARCH METHODOLOGY
The Operational Variables

Research variables are what shape everything is defined by the researchers to be studied in order to obtain information about them, and then drawn conclusions (Sugiyono, 2009:58).). theoretically attribute variables can be defined as a person , or an object , which has a " variation

" between one person to another or one object with another object (Hatch & Farhady , 1981) . Variables can also be an attribute of a particular scientific field or activity. Instance, height, weight, attitude, motivation, leadership, work discipline, an attribute of every person. Weight, size, shape, and colour are attributes of object. So it can be concluded that the operational definition of a variable is the variable definition (which is expressed in the definition of the concept) that, operationally, in practice, in real terms, obviously within the scope of the research object / object under study. In this study the authors propose two kinds of variables in terms of aspects of the relationship between the variables used for the study.

Sample and techniques collecting data

According to Sugiyono (2009:116) sample is part of the number and characteristics possessed by the population. Sample is representative of the population. The people who provide the data in this study are called the sample. In this research, the writer chooses the tenth grade students at SMA Negeri 5 Batam in academic year 2013/2014 as subject of the research; the writer takes the samples from four classes by random sampling. The population in this research is 61 respondents from result slovin formula.

In this research the writer tries to find out the correlation between vocabulary and narrative writing of the students at SMA Negeri 5 Batam in academic year 2013/2014. The writer conducted interviews and observations. For the first , the writer does interviewed with the student in SMA Negeri 5 Batam with the aim to find out all discussion English lessons for tenth grade and second section the writer does gave questionnaire for the student.

According to Sekaran (2006:68) called unstructured interviews because the interviewer did not enter the interview situation with a planned sequence of questions to be asked to the respondents. Structured interviews are interviews conducted when it is known at the outset what information is required. The interviewer has a list of questions asked of respondents planned to, in person, by phone, or media PC.

In this research the writer also use questionnaire for the tool research according to Sugiyono (2009:199) Questionnaire is a data collection technique is done by giving a set of questions or a written statement to the respondent to answer. questionnaire is a data collection techniques are efficient when researchers know for certain variables to be measured and know what to expect from the respondents, in addition to the questionnaire are also suitable for use when the number of respondents is quite large and spread over a wide area.

Questionnaire can be a question / statements are closed or open, can be given to the respondent in person or sent by mail, or the internet. A question structured / systematic is known as questionnaires.The English teacher to know the problems faced by students in learning English to find out correlation vocabulary and narrative writing. The writer checks the questionnaires that were answered by the respondents and computes the data. In this research the writer used SPSS VERSION 20.

Validity Test and Reliability Test

In this paper need to distinguished between the results of the study valid and reliable with a valid and reliable instrument. Validity is a test of how well an instrument that is developed measures the particular concept it is intended to measure.

Table 2 Validity

Interval correlation coefficient	Level of relation
0,80 – 1,000	Very High
0,60 – 0,799	High
0,40 – 0,599	Fair
0, 20 – 0, 399	Low
0, 00 – 0,199	Very Low

The formula used to measure the validity of the person correlation is as follows:

$$r_{ix} = \frac{N\Sigma ix - (\Sigma i)(\Sigma x)}{\sqrt{[N\Sigma i^2 - (\Sigma i)^2]\{N\Sigma x^2 - (\Sigma x)^2\}}}$$

Pearson Correlation Formula

Description:

r_{ix} = Product Moment Correlation Coefficient.

i = Total Score Item.

x = Total Score Total from x.

n = Number of subjects.

Reliability is a test of how consistently a measuring instrument measures whatever concept it is measuring. The reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. In reliability, *Cronbach alpha* is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. *Cronbach alpha* is computed in terms of the average inter correlations among the items measuring the concept.

This study used one-shot measurements with SPSS version 20 for measuring the Cronbach Alpha. Test value will be proved by using two-sided tests at the 0.05 level. Accepted criteria and whether or not the data is reliable if the alpha value is greater than the critical value of the product moment, or the value of r table. Can be also view by using the limit value determinant, for example 0.6. Values less than 0.6 are considered to have less reliability. Sekaran (1992).

Table 3 Reliability

Interval Score	Criteria
<0,20	Very low
0,20-0,399	Low
0,40-0,599	Fair
0,60-0,799	High
0,80-1,00	Very High

RESULT AND DISCUSSION
Identification Respondents

To obtain the data in this test, the writer distributed questionnaires to 61 respondents. The number of samples generated from the results of the questionnaire sample size calculation formula. And the questionnaire, respondents are distributed to students at SMA Negeri 5 Batam, which is taken through a random sampling of 4 classes on December 5, 2013. Here is a grouping of the respondent profile.

Gender

Table 4 Gender Frequency

		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
VALID	PEREMPUAN	31	50,8	50,8	50,8
	LAKI-LAKI	30	49,2	49,2	100,0
	TOTAL	61	100,0	100,0	

From Table 4.12 it can be seen the data by gender consists of female respondents as many as 31 of 61 respondents, or 50.8% of the respondents and male respondents 30 respondents or 49.2%. So it can be concluded that the majority of respondents by gender is female respondents.

Language place

Table 5 Language Place Frequency

		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
VALID	DI SEKOLAH	60	98,4	98,4	98,4
	DIMANA SAJA	1	1,6	1,6	100,0
	TOTAL	61	100,0	100,0	

From the table it can be seen the data by language place consists of at school as many 98.4 % and use of language everywhere as many 1.6%. So, the student often uses an English language at school.

Language Frequency

Table 6 Language Frequency

		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
VALID	LISTENING	21	34,4	34,4	34,4
	SPEAKING	9	14,8	14,8	49,2
	READING	11	18,0	18,0	67,2
	WRITING	20	32,8	32,8	100,0
	TOTAL	61	100,0	100,0	

From the table it can be seen the data by language frequency consists Listening, Speaking, Reading, and Writing. For the listening have a 34.4%, speaking 14.8%, reading 18%, writing 32.8%. So language frequency is listening 34.4%

Adjective (X.1) Validity

Table 7 Validity of Adjective (x1)

		TOTAL_ADJECTIVE
X1.1	PEARSON CORRELATION	,819**
	SIG. (2-TAILED)	,000
	N	61
X1.2	PEARSON CORRELATION	,721**
	SIG. (2-TAILED)	,000
	N	61
X1.3	PEARSON CORRELATION	,698**
	SIG. (2-TAILED)	,000
	N	61
TOTAL_ADJECTIVE	PEARSON CORRELATION	1
	SIG. (2-TAILED)	
	N	61

**. CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED).

*. CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

The three items is the total adjective, the items number one is 0,819>0.5 it's mean that 0.819 is greater than 0.5. The items number two is 0.721 >0.5 it's mean that 0.721 is greater than 0.5. The items number three is 0.698>05.5 it's mean that 0.698 is greater than 0.5. It can be concluded that Validity test results on the adjective visible indicator that all three item scores of each statement is Corrected Item-Total Correlation >0.5, so that each instrument of items declared valid statement. Thus, the three items on the statement is valid (adjective indicator) and can be used in subsequent testing.

Verb (X.2) Validity

Table 8 Validity of Verb (x2)

		TOTAL_VERB
X2.1	PEARSON CORRELATION	,720**
	SIG. (2-TAILED)	,000
	N	61
X2.2	PEARSON CORRELATION	,860**
	SIG. (2-TAILED)	,000
	N	61
X2.3	PEARSON CORRELATION	,885**
	SIG. (2-TAILED)	,000
	N	61
TOTAL_VERB	PEARSON CORRELATION	1
	SIG. (2-TAILED)	

| | | N | 61 |

The three items is the total verb, the items number one is 0,720>0.5 it's mean that 0.720 is greater than 0.5. The items number two is 0.860 >0.5 it's mean that 0.860 is greater than 0.5. The items number three is 0.885>05.5 it's mean that 0.885 is greater than 0.5.

It can be concluded that Validity test results on the verb visible indicator that all three item scores of each statement is Corrected Item-Total Correlation > 0.5, so that each instrument of items declared invalid statement. So, the three items on the statement is valid (Verb indicator) and can be used in subsequent testing.

Narrative Text (Y) Validity

Table 9 Validity of Narrative Text (Y)

		TOTAL_NARRATIVE_TEXT
Y1.1	PEARSON CORRELATION	,647**
	SIG. (2-TAILED)	,000
	N	61
Y1.2	PEARSON CORRELATION	,922**
	SIG. (2-TAILED)	,000
	N	61
Y1.3	PEARSON CORRELATION	,647**
	SIG. (2-TAILED)	,000
	N	61
Y1.4	PEARSON CORRELATION	,866**
	SIG. (2-TAILED)	,000
	N	61
Y1.5	PEARSON CORRELATION	,563**
	SIG. (2-TAILED)	,000
	N	61
Y1.6	PEARSON CORRELATION	,902**
	SIG. (2-TAILED)	,000
	N	61
TOTAL_NARRATIVE_TEXT	PEARSON CORRELATION	1
	SIG. (2-TAILED)	
	N	61

The six items is the total narrative text, the items number one is 0,647>0.5 it's mean that 0.647 is greater than 0.5. The items number two is 0.922 >0.5 it's mean that 0.922 is greater than 0.5. The items number three is 0.674>0.5 it's mean that 0.647 is greater than 0.5. the items number four is 0.866>0.5 it's mean that 0.866 is greater than 0.5.

The items number five is 0.563>0.5 it's mean that 0.563 is greater than 0.5 and the last items number six is 0.902>0.5 it's mean that 0.902 is greater than 0.5.

. It can be concluded that Validity test results on the narrative text visible indicator that all six item scores of each statement is Corrected

Item-Total Correlation > 0.5, so that each instrument of items declared invalid statement. Thus, the six item on the statement is valid (narrative text indicator) and can be used in subsequent testing.

Reliability Test Adjective (X.1)

An instrument can have a high level of confidence (consistent) if the results of the testing instrument shows the results remain. Thus, problems associated with the reliability of the instrument accuracy problem results and N of Items to as much as 3 questions for vocabulary variables (adjective) using SPSS 20 output results. Criteria for comparing the reliability test is Cronbach's Alpha should be greater than 0.60. The output of the data processing for these variables can be presented in the following.

Table 10 Reliability of adjective

CRONBACH'S ALPHA	N OF ITEMS
,590	3

With the data above, the writer can conclude that the reliability test is valid for the adjective, but with the fair level significance is 0.590.

Reliability Test Verb (X.2)

For N of Items to as much as 3 questions for vocabulary variables (verb) using SPSS 20 output results. Criteria for comparing the reliability test is Cronbach's Alpha should be greater than 0.60. The output of the data processing for these variables can be presented in the following.

Table 11 Reliability of Verb

CRONBACH'S ALPHA	N OF ITEMS
,760	3

The results show the number statistic reliability Cronbach's Alpha 0.760> 0.60. Based on the criteria of the entire N of Items inquiries revealed reliable. This means that there is consistency of respondents' answers three questions posed in the questionnaire Vocabulary variables (verb).

Reliability Test Narrative

For N of Items to as much as 6 questions for Narrative writing variables (Narrative text) using SPSS 20 output results. Criteria for comparing the reliability test is Cronbach's Alpha should be greater than 0.60. The output of the data processing for these variables can be presented in the following.

Table 12 Reliability of narrative text

CRONBACH'S ALPHA	N OF ITEMS
,852	6

The results show the number statistic reliability Cronbach's Alpha 0.852> 0.60. Based on the criteria of the entire N of Items inquiries revealed reliable. This means that there is

consistency of respondents' answers 3 questions posed in the questionnaire Narrative writing variables (Narrative text).
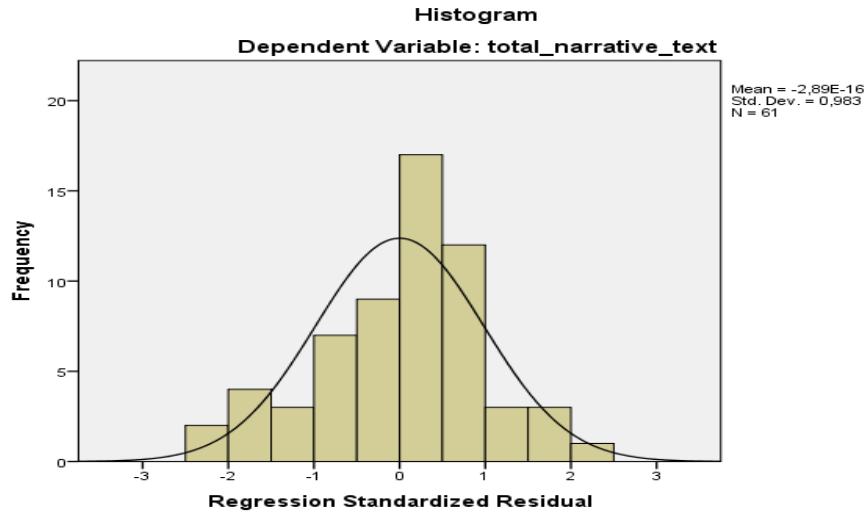
Normality Test

Figure 13 Normality Test

The writer conclude Normality test results in the above picture shows that the data has a normal distribution, which is a prerequisite for regression testing can be done.

T Test

The test is performed by using the t test. T-test is used to determine the effect of independent variables X on the dependent variable Y. Provisions in decision-making on this test are:

Table 14 Coefficients

MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	T	SIG.
	B	STD. ERROR	BETA		
(CONSTANT)	17,785	2,882		6,171	,000
TOTAL_ADJECTIVE	1,686	,278	,739	6,074	,000
TOTAL_VERB	-1,028	,188	-,665	-5,468	,000

A. DEPENDENT VARIABLE: TOTAL_NARRATIVE_TEXT

From on table the writer can be concluded and explain about the table

1. The correlation between vocabulary in especially adjective (X1) and narrative text (Y) t test (6,074) > t table (1,671). Significant = 0,000 < 0, 10, H1 is accepted. So the independent variable (X1) has a significant correlation to the dependent variable (Y).

2. The correlation between vocabulary in especially verb (X2) and narrative text (Y) t test (5,468) > t table (1,671). Significant = 0,000 < 0, 10, H1 is accepted. So the independent variable (X2) has a

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significant correlation to the dependent variable (Y).

R Square

Test R and R square is called the coefficient of determination (R2), this value is used to see the extent to which the model can explain the conditions that formed the truth. Can also means a measure of the accuracy / suitability of the regression line obtained from the estimate of the observation of the data. This value is also a massive proportion of the variability of Y explained by the regression model to measure the contribution of the free variable X of the diversity dependent variable Y.

Table 15 R-Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,651ᴬ	,424	,404	3,33318

a. Predictors: (Constant), total_verb, total_adjective

b. Dependent Variable: total_narrative_text

Based on the above table it can be concluded that: R Square = 0.424 or 42.4% meaning that the correlation between vocabulary and narrative is fair because the values below 0.5.

Conclusion and Suggestion

On based result research about the correlation between vocabulary and narrative writing of tenth grade at SMA Negeri 5 Batam in academic year 2013/2014. Then obtained some conclusions based on the research and discussion that has been previously described, as follows:

1. There is correlation between vocabulary and narrative text of tenth grade at SMA Negeri 5 Batam. R Square is 0,424 it's mean that the correlation between vocabulary and narrative text is fair.

2. There is correlation of adjective and narrative text of tenth grade at SMA Negeri 5 Batam. T Test is 6,074 it's shown by data T Test is more than from T. Table is 1,671. It's mean T Test 6,074 > T.Table 1,671. So the writer an conclude there is correlation of adjective and narrative text.

3. There is correlation of verb and narrative text of tenth grade at SMA Negeri 5 Batam. T Test is 5,468 it's shown by data T Test is more than from T. Table 1,671. It's mean T Test 5,468 > T. Table 1,671. So the writer an conclude there is correlation of verb and narrative text.

4. The most significant correlation is Adjective of tenth grade at SMA Negeri 5 Batam. Because T Test adjective is more than T.Test verb 5,468. It's mean T Test adjective > T.Test verb. So the writer an conclude the most significant correlation is adjective.

Suggestions

Based on the conclusion, the writer gave some suggestions for improvement of future research and improvement for continued development. As for the suggestion that researchers submit as follows:

1. Further research is needed on the correlation between vocabulary and narrative writing to test the validity of these results and to increase the diversity

of the development of science especially in of linguistics.

2. The writer knows that this thesis is not perfect yet and many shortage therefore, please forgive her when the reader will find the mistaken in this paper and when the next researcher who will continue this thesis, she hopes so that can be better from this thesis.

3. The writer hopes this paper will be read and can be made as a reference for the other researchers.

4. The writer suggests to all of students so that more careful to use tenses in creating sentence.

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