

ABSTRACT

Nuryana, Lina 2015. *“The Correlation Between Vocabulary Mastery and Students’ Ability in Writing Procedure Text at The Eighth Grade Students of SMP MA’ARIF 1 Ponorogo in Academic Year 2014/2015 . A Thesis, English Education Departement, Faculty of Education, State College Islamic of Ponorogo. Advisor Dr. Harjali, M.Pd*

Key Words: vocabulary mastery, writing procedure text.

Vocabulary is the most important part of learning English. The useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading and writing, or whether they use the language in formal and informal situation.

The statement of the problems in this thesis are:(1) How is the students’ ability in vocabulary mastery, (2) How is the students’ ability in writing procedure text, and (3) Is there any significant correlation between vocabulary mastery and students’ ability in writing procedure text at eighth grade student of SMP MA’ARIF 1 Ponorogo?. The purposes of this researcher are:(1) To describe the students’ ability in vocabulary mastery, (2) To describe the students’ ability in writing procedure text, (3) To know whether there is any correlation between vocabulary mastery and students’ ability in writing procedure text at eighth grade student of SMP MA’ARIF 1 Ponorogo.

The researcher used quantitative research approach. It applied correlational research. The population in this research was the eighth grade students of SMP MA’ARIF 1 Ponorogo in academic year 2014/2015. The subject that choosen as sample was the students of VIII C and VIII D that consist of 42 students from population. This research applied random sampling as the sampling technique. In collecting the data, the researcher used test and questionnaire to know their perceptions on their vocabulary mastery and writing procedure text.

After collecting the data, the researcher analyze the data by using the product moment formula. This research shows the correlation of these two variables. By comparing the significant standard between 5%=0,304 and 1%=0,393 in the product moment table (r_t), and the value of $r_{xy}=0,0628$, r_{xy} is lower than r table based on the table interpretation. This research also shows that the correlation score is 0,0628. So, it can be concluded that the Null hypothesis is accepted.

CHAPTER I

INTRODUCTION

A. Background of Study

English as second language is the term used to refer to the role of English in those countries where people generally use their friend and family but may use English (L2) at school or work¹. Considering the important of the language, our government has drawn up English as foreign language that should be mastered by the student. So, Indonesian people have to understand the English language to communicate with all people in the world. English is international language and basic communication to face global competition. English is used in people's education, job, and politics. English is a foreign language in Indonesia. Every school has curriculum of English subject. English subject is taught at every level of education.

The ultimate goal of teaching and learning English are to make students able to master four language skills listening, speaking, reading and writing. Beside that, vocabulary is the most important part of learning English. The four skills of English are based on English vocabulary. A variety of studies has proven that appropriate vocabulary instruction benefits language

¹ Peter Lucantoni, *Teaching and Assesing Skill in English as a second Language* (New York: Cambridge University Press,2002),3

students, especially school-age learners². The useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading and writing, or whether they use the language in formal and informal situation is the most frequent 1000 words families of English³. It is difficult for learners to have proficiency in grammar if they do not have sufficient of the vocabulary knowledge.

Hence, it is important for learners to have good vocabulary knowledge for mastery in grammar. It is shown from the statements of majority students who said that English was a difficult lesson. In addition, the researcher find several problems about students vocabulary mastery such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, the students could not spell the words correctly, and the students could not use and understanding the reference well. But there is a phenomenon that studying students ability in writing procedure text is something difficult. It means that in teaching learning writing, the students must be drill of word, have more vocabulary and practice their own performance to communicate in foreign language. To overcome the problem of writing, it does not only need a media but also support students ability. By vocabulary mastery, they can make to good sentences or communicate the ideas more effectively. Words are sign or symbols for ideas. Without words we can't communicate and interact with the other people.

² David Nunan, *Practical English Language Teaching :Young Learner* (New York: McGraw-Hill,2005),122.

³ David Nunan, et al, *Practical English Language Teaching : First Edition* (New York: McGraw Hill, 2003),135-136.

As Penny stated “ The purpose of writing , in principle, is the expression of ideas, the conveying of a message to the reader;so the ideas themselves should arguable be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay attention to format aspect: neat hand writing , correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.⁴ As learners devolve their vocabulary knowledge, they acquire not only new words but also new meaning associated with words they have already learned. This are required gradually as words are met in different contexts and eventually a word might have extensive and complex meaning association.

As one kind of language skills, writing can be defined as a hard skill at which to excel for many of our learners⁵. It influences by many aspects or factors. They are punctuation , spelling, stucture, or vocabulary⁶. From those, can be concluded that writing is can not separate from its factors. Writing is very important in language learning, because writing is aproductive activity which someone can deliver his/her idea to others in written form. The written products would read or learned. As we know, what someone writes will be permanent and as we can see it again and again and the message can be sent across either in a physical or temporal distance. We can take an advantage of writing product written so many years ago and by one who is far away from us.

⁴ Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge University Press, 1996), 163.

⁵ Caroline Words, *Teaching And Assessing Skill in Foreign Language* , (United Kingdom: Cambridge University Press, 2005),72.

⁶ Robert Lado, *Language Testing*, (London: Longmans, 1961), 250.

Based on information obtained from the English teacher at SMP MA'ARIF 1 Ponorogo, it was found that many students still had difficulties in writing, especially in writing procedure text. This problem is about the weakness of vocabulary mastery.⁷ The problems are they still have poor English vocabulary and most of them have not reached the standard score in English. So, they often feel confused about what they will write. They also unable to arrange and use the aspects of writing well. Beside that they do not practice to write every time. By knowing about the writing ability of students of SMP MA'ARIF 1 Ponorogo, it is needed for teacher to make students able to write well. The teacher must teach writing clearly. So, students can mastery all aspects of writing. As one aspect of writing, vocabulary or words must be given for student. It is because “ words or lexicons are basic tool for writing”⁸. The vocabulary knowledge is word or vocabulary and some idea. So, can be said if the student can mastery vocabulary acquisition, vocabulary retention, and vocabulary utilization, they can write well.

According to the case, researcher will conduct research and carry out the study entitle “The Correlation Between Vocabulary Mastery and Students' Ability in Writing Procedure Text to The Eighth Grade in SMP MA'ARIF 1 Ponorogo In Academic Year 2014/2015”.

⁷ Interview with Mrs. Sunarti, English Teacher at SMP MA'ARIF 1 Ponorogo in teacher's office, Wednesday 09.00 am, 29-04-2015.

⁸ Barlin Bram, *Write Well: Improving Writing Skills*, (Yogyakarta: Kanisius,1995),48.

B. Limitation of the Study

Based on the identification, the research is focused on the correlation between students vocabulary mastery and students ability. The students who become subject of research are students in eighth grade at SMP Ma'arif 1 Ponorogo in academic year 2014/2015.

C. Statement of the Problems

Regarding the limitation of the study promotes some problems formulated into :

1. How is the students' ability in vocabulary mastery at the eighth grade students of SMP MA'ARIF 1 Ponorogo?
2. How is the students' ability in writing procedure text at eighth grade students of SMP MA'ARIF 1 Ponorogo?
3. Is there any significant correlation between students' vocabulary mastery and students' ability in writing procedure text at eighth grade students of SMP MA'ARIF 1 Ponorogo?

D. Objectives of the Study

Concerning with the problem statement this study has some objective describe as follow :

1. To describe the students' ability in vocabulary mastery at eighth grade students of SMP MA'ARIF 1 Ponorogo?

2. To describe the students' ability in writing procedure text at eighth grade student of SMP MA'ARIF 1 Ponorogo?
3. To know whether there is any correlation between students' ability in vocabulary mastery and writing procedure text at eighth grade student of SMP MA'ARIF 1 Ponorogo?

E. Significance of the Study

1. Theoretically significance

The result of this study is expected to add the references the correlation between vocabulary mastery and writing procedure text. It can contribute quality especially for English subject.

2. Practically significance

- a. Teachers

This result of this study is expected to give teachers a contribution in enriching their teaching skill, particularly the English teacher of SMP MA'ARIF 1 Ponorogo.

- b. Students

This study is expected to give students, particularly students of SMP Ma'arif 1 Ponorogo, knowledge of increasing their students ability in writing skills and their master of vocabulary. It also can improves writing ability of students and make them interesting in English writing.

- c. institutions

The study expected to give a contribution to institutions, particularly the STAIN Ponorogo in enriching references concerned with the correlation between students' ability in vocabulary mastery and writing procedure text.

F. Organization of the Thesis

The discussion in this study consist of five chapters and each chapter is closely related to each other which is an unified whole with systematic as follow:

- Chapter I : Introduction. It volves the whole of thesis. It involves the background of the study, identification of the study, limitation of the study, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.
- Chapter II Review of the related literature. In involves the theoretical analysis, it is include; writing procedure text and vocabulary mastery, the previous of research finding, theoretical framework, and hypothesis.
- Chapter III : Research method. It involves research design, population, sample and respondent, instrument of data collection, technique of data collection, and

technique of data analysis, validity and reliability
of instrument (test).

Chapter IV : Research result. It involves research location,
data description and analysis, and discussion.

Chapter V :Conclusion and recommendation.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Analysis

1. Vocabulary Mastery

a. Definition of Vocabulary mastery

Vocabulary is one of the elements of developing skills, so people who want to mastery those language skills, they have to master the vocabulary of english first. In Oxford Lerner's pocket dictionary, vocabulary is all of words that a person knows of uses⁹. Shortly say vocabulary is a set of words known to a person or other entity, or that are part of a spesific language or vocabulary is a list or collection of words arranged in alphabetical order and explained.

According to Pieter Napa, he said that vocabulary is one of the component of language and that no language exist without words.

Words are signs or symbols for ideas. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.¹⁰ According to Jack Richard and Willy also states, vocabulay is a core component of language proficiency and provider much of the basis for how well learners speaking, listening, reading ,

⁹ A. Hornby. *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press,2000),482.

¹⁰ Peter Napa, *Vocabulary Development Skill* (Yogyakarta: kanisius,1990),6.

and writing.¹¹ Penny Ur also said that vocabulary can be defined , roughly, as the words we teach in the foreign language. However a new item of vocabulary may be more than single word, for example: post office and mother in law, which is made up of two or three words but express a single idea. They are also multi-words idiom such as call a day where they meaning of the phrase cannot be deduced from analysis of the component words. A useful convention is to cover all such cases but talking about vocabulary 'item' rather than words.¹² Vocabulary is one of obvious component of language and one of first thing applied linguist turned their attention too. Based on the statement above vocabulary is the symbol that used by people to get and convey something well depend on their need. It means people must have sufficient vocabulary in order to understanding what they read and they listen, then can write and speak using precise words so it can be understood by someone else.

In communication activity, people have to master a lot of vocabulary to make enjoyable and more fun in this activity. People need to know the words that express their intention, knowing a lot of words in foreign language is very important. The more words students' know the better students' chance of understanding in

¹¹ Jack Richard and Willy A. Renandya, *Methodologi in Language Teaching* (USA: Cambridge University Press,2002),225.

¹² Penny Ur, *A Course in Language Teaching; practice and theory*, (New York: Cambridge University Press, 1996), 62.

communication, still, the students are always likely to get in it situation in to where your vocabulary is not enough.

In vocabulary mastery, vocabulary mastery is one of element of developing language skill, we have to master the English vicabulary first. Without vocabulary mastery, students will not be able to understand of what they listen and they can't comprehend what they read. Nowadays vocabulary is widely accepted that vocabulary teaching should be part of the syllabus, and taught in the well planned and regular basis. Vocabulary should be at the center of language teaching, because language consists of grammatical lexis, not lexicalized grammar.

In vocabulary mastery, vocabulay is one of the element of developing language skills, they have to master the vocabulary of english first, because without vocabulary mastery, they will not be able to graps the meanings of what they listen to and they can't to comprehend what they read. In conclude that the mastery is great skills fullness and power that must have by all of English learners. The skill that must them mastery are speaking, listening, reading, and writing. Therefore the mastery of vocabulary is important to develop writing skill of English learners.

b. The importance of Vocabulary

Vocabulary is important to student, it is money, and have a little value in and of them. They are important because they stand for real things object, also important because they are a medium for the exchange of ideas.¹³ From this statement, the vocabulary is so important for students. The students can use vocabulary into sentences to express an opinion, idea and thinking in communication. The sentences contain some message that constructed to the meaningful words. Learning language is started with the vocabulary, because the language is contained of the vocabulary and grammar. When we make communication the vocabulary is something to be needed.

In foreign language teaching vocabulary has for a long time been a neglected area. Pride of has place been given to structure or literary, function. There are many contexts in which we may wish to minimize structural content spend the greater part our teaching time on texts. For country in which that language is spoken, errors is syntax can be expected to dissappear with time, and vocabulary enrichment.¹⁴

Nations argues for a systematic rather than an incidental approach to the of a language course. He points out the limitation of incidental learning and fact that L2 learners are often unable to benefit

¹³ Paul Witty, *How to Become a Better Reader* (Chicago: Science Research Association, 1999),105.

¹⁴ Linda Tylor, *Teaching and Learning Vocabulary* , (New York: University Press Cambridge, 1990), 1.

from incidental vocabulary acquisition through reading because of limitation in their vocabulary knowledge. Nation illustrates a number of strategies for building a focus on vocabulary as apart of the design of communicative task and argues that vocabulary instruction should be integrated into the listening, speaking, reading, and writing component of language program.¹⁵

c. The aspects of vocabulary

Vocabulary has some aspects, it is useful to look at them under these headings:

a. The form

1. What part of speech is the word-noun, verb, preposition ,etc.
2. How is it spelled-is it regular or irregular?
3. How is the word, or combination of words, pronounced and, in word of more than syllable?

b. The meaning

1. Many words have more than one meaning
2. What is connotation of the item?
3. Could the vocabulary item have different meanings for different people?

c. The use

1. How is the item use?

¹⁵ Jack Richard and Willy, *Methodology*.....225.

2. Does it have restricted use? Does it belong to a particular style or register?¹⁶

In this study, the vocabulary mastery takes place. The vocabulary mastery plays an important role in foreign language teaching. Points out that “knowing a lot of words in a foreign language is very important. The more words you know, the better your chance of understanding or making yourself understood”. Thus, the vocabulary mastery is essential for successful foreign language teaching because without an extensive vocabulary, are unable to use the foreign language.

In conclusion, mastery can be defined as one’s level of understanding of something. The mastery of something can be achieved when they may do something theoretically and practically. In foreign language teaching, the mastery of vocabulary is very useful for the foreign language students.

d. Kinds of Vocabulary

Words are usually grouped into seven classes” part of speech”: Verb, Nouns, Adjectives, Adverbs, Preposition, Conjunctions, and Interjection. Verb, nouns, adjectives, and adverbs are sometimes called vocabulary words because they make up more than ninety-nine

¹⁶ Roger Gower, and his freinds, *Teaching practice Handbook* (Diane Philips: Macamillan Heinemann,1995),144.

percent of all words listed in the dictionary.¹⁷ This is the vocabulary words and its use in the sentences also its' example:

- a. Verb is a kind of word that usually names an action or activity and is the main part of sentence (often link subjects and complement).
- b. Noun is a kind of word that is usually name something such as a person, place, thing quality, or idea.
- c. Adjective is a kind of word that describes a noun.
- d. Adverb is word used to tell more about a verb, and it almost always answers the question like when, where, how often, and in what way. Word like slowly, loudly, quickly, carefully, or sadly and not always end in-lye.

e. Component of Vocabulary

Many factors appear to play a role in vocabulary development. Mastery vocabulary items should mean mastery the following components:

a. Frequency

Frequency has been accorded a high level of significance in ETL (English Teaching Language) for many years as a result of the use of word. Frequency counting as a procedure informing syllabus a material design.

b. Pronunciation

¹⁷ John C. Hodges, Mary E. Whitten, *Harbrace College Handbook: 5th edition* (US America : Harcourt, 1962), 8.

In the initial stages of language learning it is common for teachers to insist on a Fairmount of pronunciation practice of new words to help learner acquire the correct stress pattern of syllables.

c. Contextualization

Shouten Van Parreren goes on argue that texts, in contrast, present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference.¹⁸

d. Depth of processing

We lack of English vocabulary research to develop the language in teachers' intuitions and self-report from learners.

e. Building words network

The general use for teachers seems to whether learners should simply be encouraged in on-specific ways to actively built heir own associations for new words and thereby extend the networks of the material lexicon, or whether vocabulary learning activities should include direct instruction which aims to shape the associations learners make.

f. Teaching Vocabulary

¹⁸ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 119-123.

Traditionally, the teaching vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading skills, which has been proved not enough to ensure vocabulary expansion. Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis.

A good vocabulary is a vital part of effective communication. A command of many words will make students a better writer, listener, speaker, and reader. The students must be mastery more vocabularies, or students who work to improve a limited vocabulary. It will help the student to reach more successful in school. Teaching vocabulary aims, to two targets, namely product, the mastery of vocabulary item by students, and process the power to find the meaning of unfamiliar word and the ability to explain their vocabulary.¹⁹

As it has already mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum, the word that are targeted and many other factors. One of the ways of doing this is to make the tasks we give them the more challenging and to get them to analyze the

¹⁹ Lewis Michael and Jimmie Hill, *Practical Teaching for Language Teaching England*, (Commercial Color Press Pac, London ET, 1992), 53.

language more thoroughly.²⁰ Teachers teach vocabulary in language need to notice the six items follow:²¹

a. Form : pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules.

c. Collocation

The collocation typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context.

d. Aspect of meaning (1): destination, connotation, appropriateness.

The meaning of a word is primarily what it refers to in the real world, its denotation; this often the sort definition that is given in a dictionary.

e. Aspect of meaning (2): meaning relationship

How to meaning of one item relates to the meaning of other can also be use in teaching. There are several of the meaning of the relationship, they are:

1) Synonym: items that mean the same, or nearly the same.

2) Antonym: item that means the opposite.

²⁰ Jeremy Harmer, *How to Teach English*, 13.

²¹ Penny Ur, *A Course in Language Teaching*, 60-62.

- 3) Hyponym: item that serves as specific example of general concept.
 - 4) Co-Hyponym or co-ordinates: other item that are the same kind of thing.
 - 5) Super ordinates: general concept that 'cover specific item.
 - 6) Translation: words or expressions in the learners' mother tongue those are (more or less) equivalent in meaning to the item being taught.
- f. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken do into their component 'bits'. Exactly how this bit are put together is another piece of useful information-perhaps mainly for more advanced learners.

2. Writing Procedure Text

Writing is one of skills that distribute all people ideas. They can imagine their brain and knowledge trough written form. In the formal education, students must able to write English material. "Curriculum changes worldwide are putting increased emphasis on the aquisition of skills as well as subject knowledge. So, that students will have the ability to respon flexibly to the swiftly changing modern environment"²².

Language is a means of communication. To can communicate English

²² Tony Parkinson, *Teaching And Assessing Skills In First Language English* (Cambridge: University Press, 2002),iv.

well, we must mastery four skills before, they are ability to speak, ability to listen, ability to read and ability to write.

a. The definition of writing

There are many definitions that take from some experts about writing, they are:

1. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements²³.
2. But writing is also opportunity. It allows you to express something about yourself. To explore and explain ideas, and to assess the claims of other people. By formulating, organizing , and finding the right words to present them, you gain power²⁴.
3. According to Oshima, writing is not easy. It takes study and practice to develop this skill. For both native speak and news learners of English, it is important to note that writing is a process, not a product²⁵.
4. Trimmer states that writing is also opportunity. It allows you to express something about yourself. To explore and explain ideas, and to assess the claims of other people. By formulating,

²³ J.B. Heaton, *writing English Language Test*, (New York: Longman Inc,1989), 135.

²⁴ Joseph F. Trimmer, *Writing With A Purpose*, (USA: Houghton Mifflin Company, 1995),2.

²⁵ Alice Oshima, et al, *Writing Academic English*, (Addison Wesley Longman, 1998), 3.

organizing, and finding the right words to present them, you gain power²⁶.

In learning English, the four skills taught to Junior High School students are reading, listening, speaking, and writing. From this, writing is considered as the most difficult one to master because it uses special skills in the production. The special skills are the choice of words, the use of structure, the mechanics and writing. To be able to choose the right word means that you must have a large number of vocabularies and know the words' meaning and how they should be used. Therefore a person may master the ability to write only he/she successfully masters listening, speaking, and reading skills.

The students learn writing means the students learn their native language and students learn the second language or foreign language. But one thing may be thought that writing can be easily done by everyone. In fact, not all educated men or women are able to do this.

b. The Process of Writing

Writing is not a simple process. To make a good writing is needed a long process. The following are the three big stages of writing process. They are:

1) Stages 1 (pre writing)

²⁶ Joseph F. Trimmer, *Writing With a Purpose*, (USA: Houghton Mifflin Company, 1995) 2.

This stage contains of two steps:

(a.) Choosing and narrowing the topic

Before starting our written, we must choose the topic and narrow the topic to a particular aspect of that general subject.

(b.) Brainstorming

It is used to make the writing process quickly and save the time in later stages. There are three techniques of it: listing, free writing and clustering.

2) Stage II (Outlining)

It also has two steps as follows:

(a.) Making Sub Lists

From our ideas which we already have written, we choose the ideas that closely related with the topic.

(b.) Writing the topic sentence

After choosing the ideas, we write the topic sentence which we will use in our writing.

3) Stage III (Writing and Revising Draft)

This stages, has more steps than the others. Were they are:

(a) Writing the first rough draft

It is the first step to start our writing, we just write a paragraph of the topic sentence that have we made first. We do not worry about grammatical and mechanics. We just write it.

(b) Revising content and organization

In this step, the writer unifies the content and organizes the sentence (and paragraph) in order to be coherence. It is also done to make clarify of our writing. This is our second draft.

(c) Proofreading the second draft

Grammar, sentence structure, mechanism and etc are corrected in this step. We correct the second draft have had a better organization.

(d) Writing the final copy

After writing the corrected of second draft, finally, we finish our writing.²⁷

c. The Characteristic of Writing

Langan states that there are four characteristic of writing. They are unity, support, coherence, and sentence skills.²⁸ The clearly explanation as follow:

a. Unity

The first essay is more effective because it is unified. All the details in the essay are on target. Bram pointed the word 'unity' synonymous with 'oneness's. All sentences in paragraph should focus on the one thing expressed in the topic sentence²⁹.

²⁷ John C. Brereton, *A Plan for Writing* (New York: CBS College Publishing, 1982), 8-

²⁸ John Langan, *College Writing Skills with Reading*, 90.

²⁹ Barli Bram, *Write Well: Improving Writing Skills*, 20.

b. Support

The writer tells us repeatedly that sulking, blaming others, and trying to understand the reasons behind the disappointment are the reactions people have to a letdown³⁰.

c. Coherence

Coherence plays a crucial role in making paragraph contains smoothly-connected ideas. Each sentence moves on naturally³¹.

d. Sentence Skills

If you can find and explain briefly the twenty sentence-skills mistakes made in the first essay. Use the space provided.³²

e. Cohesion

The reader will be able to follow a paragraph easily if the paragraph flows smoothly. This means that one sentence leads easily into the text sentence: the sentences are well connected. This characteristic of a paragraph called cohesion. There are number of ways to increase the smooth flow of paragraphs.³³

d. Teaching Writing

The most important reason for teaching writing is a basic language just as important as speaking, listening, and reading. Through writing, English language learners are able to convey message to the reader across places and time using a written form English Foreign

³⁰ John Langan, *College Writing Skills with Reading*, 93.

³¹ Barlin Bram, *Write Well: Improving Writing Skills*, 21.

³² John Langan, *College Writing Skills with Reading*, 99.

³³ Marry K Ruetten, *Focus On Writing* (Singapore: Learners Publishing Pet Ltd, 2004),

Language. The purpose of writing, in principle is the expression of ideas, to convey a message to the reader. On the other hand, the writer needs also to pay some attention to formal aspect. Neat hand writing, correct spelling and punctuation. It is because much highest standard of language are normally demanded in writing that speech more careful constructions, more precise and varied vocabulary and more correctness of expression in general. There are three approaches in teaching writing:³⁴

a. As a means

Writing is widely used with in foreign language courses as a convenient means for engaging with aspect of language other than the writing itself. The example: the learner note down vocabulary, copy out the grammar rules, answer to reading and to written test.

b. As an end

As the micro level the practice specific written form at the level of word or sentence (handwriting or typing, spelling, and punctuation) as the macro level the emphasis is on content or organization.

Example: narrative story and writing letter.

c. As both means and end

A third kind of activity combines purposeful and original writing with the learning or practice some other skill or content. For

³⁴ Penny Ur, *A Course in Language Teaching; practice and theory*, (New York: Cambridge University Press, 1996), 162.

example; a written response to the reading of a controversial newspaper article (combine writing with reading).

The type of writing we gets students to do will depend on their age, interest and level. We will try to gets students writing in a number of common everyday styles. These will include writing postcard, letter of various kinds, filling in form such as application, writing narrative, composing, report, newspaper; we may also want to help student write type's texts.³⁵ The most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to replay to advertisement, how to write using electronic media.³⁶ The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and varied skills necessary for writing good process into five general components, they are:³⁷

1. Language use

³⁵ Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 80.

³⁶ Jeremy Harmer, *How to Teach English* (England: Addison Wesley Longman, 2001),

³⁷ J.B. Heaton, *Writing English Language Test*, 135.

Language use is the ability to write correct and appropriate sentences.

2. Mechanical skills

Mechanical skills are the ability to use correctly those conventions peculiar to then write language, e.g. Punctuation and spelling.

3. Treatment of content

Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information.

4. Stylistic skill

Stylistic skill is the ability to manipulate sentences and paragraph, and use language effectively.

5. Judgmental skill

Judgmental skill is the ability to write in a particular manner, to select, organize and order relevant information.

e. The Purpose of Writing

Writing is very important skill in teaching English. Writing has evolved in society as result of cultural change creating communicative needs which be readily met by spoken language serve a range of functions in everyday life.³⁸ According to Penny Ur in this book “The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of writing. On the other

³⁸ David Nunan, *Language Teaching Methodology*, 89.

hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.³⁹ The purposes for writing are:

1. To inform, explain and describe.
2. To argue, persuade and instruct.
3. To explore, imagine and entertain.
4. To analyze, review and comment.⁴⁰ The researcher hope, the students achievement well, able a good write as a procedure in writing.

f. Assessing Writing

1) Types writing performance⁴¹

(a) Imitative

This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

(b) Intensive (controlled)

This category is the skill in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

³⁹ Penny Ur, *A Course in Language Teaching*,

⁴⁰ Tony Parkinson, *Teaching and Assessing Skill in First Language English* (Cambridge: University Press, 2002),41.

⁴¹ H Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004),220.

(c) Responsive

This is an assessment task that requires learners to perform at limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

(d) Extensive

It implies successful management of all the processes and strategies of writing of all purposes, up to the length of an essay, a term paper, a major research project report, or even the thesis.

2) Scoring the Writing Test

There are three major approaches to the scoring writing performance are commonly used by test designers. Those are:⁴²

(a) Holistic scoring

It is a single score assigned to an essay, which represents a reader's general overall assessment.

(b) Primary trait scoring

A variation of the holistic method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated.

(c) Analytical scoring

⁴² Ibid, 241.

It breaks a test-taker written text down into the number subcategories (organization, grammar, etc) and gives a separate rating for each.

g. The definition of writing procedure text

Procedure text is a particular way of doing or of going about the accomplishment of something.⁴³ Procedure text is a text that shows the way to do or make something. Function is to describe how something is accomplished through a sequence of actions or step or to describe how to make something⁴⁴. Procedure text help / tell us to do a task or make something. They can be a set of instructions or directions e.g step by step method to germinate seeds. The text below is an example of a procedure. The labels show the structure and language features of procedure text. Procedure begin by outlining an aim or goal. Something there is a list of the materials and equipment needed. The steps are then listed in order:

a. Tehnique writing procedures

When writing procedures you should:

1. Use present tense e.g spray
2. Include techical terms when you need to e.g friable

⁴³ Webster's *Third New International Dictionary*, (United States of America, G & C MERRIAM CO,1961).1807.

⁴⁴ <http://LilikFatichah.blogspot.com/2008/08/procedure-text.html> accessed on February 20 2015.

3. Use words that tell the reader how, when and where to perform the task e.g fills, firmly.

Practice writing a procedure by writing instructions for someone else to:

- 1) How to make operate computer
- 2) Make a banana smoothie
- 3) Use a microsoft
- 4) You choice

Write a draft using the procedure sample as model. This sample procedure is labeled to show you the structure and language features of procedure text.

- 1) Use the sample procedure below to answer the following questions.

List two words from the text that are written in present tense.

- 2) List as many words as you can that indicate how, when and where the task should be carried out. Procedure text is a text that shows the way to do or make something.

- b. How to check the answer procedure text

Then suggestion answer:

- 1) Words that are written in the present tense include: follow, fill, incorporate, scatter, cover, spray, place.
- 2) Words that indicate how, when and where include incorporate, scatter, cover, place, fill, press, firmly⁴⁵.

h. The scoring of writing test

The following rating scale is the result of considerable and careful research conducted in the scoring of compositions in the United States. Only a summary of the scale is shown here, there are scale orders in rating scale: the rating scale is as follows.⁴⁶

Table 1.1

Rating scale of scoring writing test

No.	Writing Aspect	Score	Criteria
1.	Grammar	5	Mastery of grammar taught on course only 1 or 2 minor mistakes.
		4	A few minor mistakes only (preposition article)
		3	Only 1 or 2 major mistakes but a few minor ones
		2	Only 1 or 2 major mistakes which lead to the difficulty in understanding –lack of mastery of sentences construction.
		1	There are no more than two or three minor errors in grammar
2.	Vocabulary	5	Use wide range of vocabulary previously
		4	Good use of new words acquired – used of appropriate synonyms, circumlocution.
		3	Attempt to use of acquired- fairly appropriate vocabulary on the whole but sometimes restricted has not resort to use synonyms, circumlocution on a few occasion.

⁴⁵ <http://wiwikwidayati.blogspot.com/2009/01/procedure-text.html>. accessed on february 26 2015.

⁴⁶ J.B Heaton, *Writing English Language Test* (New York: Longman Inc, 1989) 103.

		2	Restricted vocabulary use of synonyms (out not always appropriate) imprecise and vague effect meaning inappropriate use of synonyms-seriously hinder communication.
		1	There are no transitional words
3.	Spelling	5	1 and 2 errors only
		4	Minor errors do not interfere significantly with communication are not too hard to understand.
		3	Several errors-some do not interfere with communication-some words.
		2	Numerous errors-hard to recognize several words.
		1	Every steps is not fully developed.
4.	Content	5	Knowledge-substantive
		4	Major knowledge of subject
		3	Some knowledge of subject adequate range.
		2	Limited knowledge of subject.
		1	Does not know of subject non substantive.

3. The Correlation Between Students' Ability in Vocabulary Mastery and Writing Procedure Text

In vocabulary mastery, vocabulary is one of the elements of developing language skills, they have to master the vocabulary of English first, because without vocabulary mastery, they will not be able to grasp the meanings of what they listen to and they can't comprehend what they read. In conclusion, that the mastery is great skills fullness and power that must have by all of English learners. The skills that must be mastered are speaking, listening, reading, and writing. Therefore, the mastery of vocabulary is important to develop writing skills of English learners.

Use in their school work (except for assignment given in certain specialized English course). Finally , the students will learn a great deal about all kinds of writing from learning to write well procedure. Procedure is a type of oral or written discourse that is used to explain, describe, give information or inform step by step.

In conclusion, there is a necessary connection between vocabulary mastery and writing procedure text. The writing in procedure text can be developed through vocabulary mastery. On the country, the vocabulary mastery can help the writer to explore the ideas towards written form.

B. Previous of study

In this research to discuss about correlation between vocabulary mastery and students' ability in writing procedure text, the researcher looks at the previous finding fourth researchers.

The first is thesis of Mei Yuliani; the tittle is "The Correlation Study between Students' Ability in Reading Compherension and Writing Procedure Text to The Seventh Grade Student of SMPN 4 Ponorogo in Academic Year 2009/2010". According to her research, the scores of reading comprehension are 12 as the lowest score, and 19 as the highest score. From the calculation is known that the correlation of reading comprehension and writing ability is 0.53. She concluded that there was significant correlation between reading compherension and writing procedure text to the seventh grade of SMPN 4

Ponorogo in academic year 2009/2010.⁴⁷ So, that true if the students have more increasing their reading especially in reading comprehension in order they can improve their writing skills.

The second is thesis of Riska Azun Zakariyah, faculty Education English. Have been presented the thesis with the title: The Implementation of Writing in Here and Now Strategy in Teaching English Writing at the Tenth Grade Students of MAN Dolopo In Academic Year 2011/2012. According to her research, she concluded that The implementation of writing in here and now strategy in teaching English Writing is good.⁴⁸ From the researcher is known that true because this strategy is to write about the experience, one would be interested in writing when they will write an experience to share. Beside that can develop the student's imagination, improve the creativity and morale of students and students' skills in writing, and enhance students' understanding of subject matter core message.

The third is thesis of Salasatun Nurur Rofiah faculty Education English. Have been presented the thesis with the title: Teaching Writing on Descriptive Text by Using Multimedia to the Eighth Grade Student of SMPN 2 Ponorogo in Academic Year 2013/2014. According to the her research, she conclude that Teaching Writing on Descriptive Text by Using Multimedia to the Eighth Grade Student of SMPN 2 Ponorogo just as media to help students understand

⁴⁷ Mei Yuliani, *the Correlation Study Between Students' Ability in Reading Compherension and Writing Procedure Text of The Seventh Grade Students of SMPN 4 (Ponorogo; Thesis, 2010).*

⁴⁸ Riska Azun Zakariyah, *Implementation of Writing in Here and Now Strategy in Teaching English Writing at the Tenth Grade Students of MAN Dolopo (Ponorogo; Thesis, 2011).*

the material and give a variety of stimuli to the students, so students who initially difficult to pour out his mind in written from finely able to pour out his mind after seeing what are displayed on the LCD projector.⁴⁹ From the researcher is known that is true I think because the challenges of multimedia in teaching writing make students more interest with picture or video that presented by LCD projector than to understand the material. Sometimes students' written deviate from material because students see many pictures that presented by LCD projector.

The fourth the thesis of Ervina, the Faculty of Education, Language and Art, IKIP PGRI Semarang, the title is "Improving the Student's Ability in Writing Procedure Text Using Picture (a case of ninth year students of MTs NU Tirta Pekalongan in academic year 2008/2009)". Instruments to collect data they was test and experiment. The result shows that the picture can improve the students' ability in writing procedure text.⁵⁰ So, that is true I think because the using picture to improve students' ability in writing procedure text can make students creates interesting, fun, and meaningful learning.

Based on the fourth researches above, researcher interested to know about the correlation between vocabulary mastery and students' ability in

⁴⁹ Salasatun Nurur Rofiah, *Teaching Writing on Descriptive Text by Using Multimedia to the Eight Grade Student of SMPN 2 Ponorogo* (Ponorogo; Thesis, 2014).

⁵⁰ Ervina, *Improving the Student's Ability in Writing Procedure Text using Picture* (Semarang: IKIP PGRI. 2009).

writing procedure text of the eighth grade students of SMP MA'ARIF 1 Ponorogo in academic year 2014/2015.

C. Theoretical Framework

This section describe two variables: vocabulary mastery and writing procedure text respectively. The first variable vocabulary mastery followed by its definition and its elements. And the second, writing procedure text is followed by its definition writing ability and procedure text.

From the two variables above, we can conclude the theoretical framework as follows:

1. If the students have little vocabulary mastery, they will not be able to write the procedure text well. Then, their ability is low.
2. If the students have many vocabulary, they will be able to write the procedure text well.

D. Hypotheses

In this research the writer uses two hypotheses, they are:

1. Null Hypo (H_0)

There is no correlation between vocabulary mastery and students' ability in writing procedure text of eighth grade students of SMP MA'ARIF 1 Ponorogo in academic year 2014/2015.

2. Alternative Hypo (H_a)

There is correlation between vocabulary mastery and students' ability in writing procedure text of eighth grade students of SMP MA'ARIF 1 Ponorogo in academic year 2014/2015.

STAIN PONOROGO