

THE CORRELATION BETWEEN STUDENTS' VOCABULARY AND TENSES MASTERY WITH THEIR WRITING ABILITY

Eva Nurchurifiani
STKIP PGRI Bandar Lampung
churifiani@gmail.com

Abstract: The correlation between students' vocabulary and tenses mastery with their writing ability is interesting to be investigated. The writer took this title of the research because the writer found that the students' writing ability need to be improved because the lack of vocabulary and tenses mastery. The objectives of this research were to know and described the correlation between students' vocabulary and their writing ability, to know and described the correlation between students' tenses mastery and their writing ability, to know and described the correlation between students' vocabulary and tenses mastery with their writing ability. In this research the writer used descriptive quantitative method. The writer took 40 students' as the sample from 205 students as the population. The population was the students' of the eight class at MTs Al-Ikhlas Tanjung Bintang Lampung Selatan in 2015/2016. In getting the sample the writer used Stratified Proporsional Random Sampling Technique. To get the data vocabulary and tenses the writer used objectives test that was multiple choice contains 50 questions and 40 question. To get the data of writing test the writer used essay text. The writer used scoring system proposed by Heaton. Based on the data analysis, it was found that there is correlation between students' vocabulary and tenses mastery with their writing ability the result showed that the level of the correlation is high, $r_{\text{count}} = 0.91$ with $n:40$ higher than $r_{\text{table}} = 0.312$, which has been counted on product moment table at significance level 5%. The writer concludes there is correlation between students' vocabulary and tenses mastery with their writing ability of the eight class at Mts Al-ikhlas Tanjung Bingtang Lampung Selatan in 2015/2016.

Keywords: *the correlation, vocabulary, tenses mastery, writing*

INTRODUCTION

There are some skills that must learn by student in the school they are: reading, listening, speaking and writing. The skill are the basic in learning English as a foreign language. The teacher of English must teach all of skills not only one skill because the students must master four skill well. Which one should be mastery that is vocabulary without vocabulary we will difficult to learn English.

Vocabulary is the knowledge of meaning of words. Vocabulary is important that must be mastered by students, because vocabulary have purpose that is make the students easy to understand if any someone speak and when the students read a something. But many students still lack vocabulary, so it is make the students still difficult to uderstand when they are learning English. The problem lack of vocabulary is the students still difficult to read the book actually if them want to read the book

they can get some new words, and also the students lazy to bring and open dictionary.

Grammar is one of language that should be mastered to developed language skill. By mastering grammar the students will be able to speak and write English correctly. Which one part of grammar should be mastered is tenses. Tenses are the basic element of English, to be succesful in learning language the students must understand about tenses. As we know English language is different with Indonesian language, not only students can not master tenses but many teacher can not mastery tenses. So when the studuents will write something they will be difficult, many students confused when they will write.

Writing is one of the most difficulties skills in learning English. The goal of writing is the student can express ideas, feeling, knowledge and experience them. But in fact many students difficult in express their ideas, because they are lack of vocabulary and do not understand about tenses. As a teacher do not easy to make the students understand about tenses, it is make the teacher difficult to teaching.

Based on the prelimenary research at Mts Al-Ikhlal Tanjung Bintang Lampung Selatan, the writer found that students' Writing ability need to be improved. They found difficulties in expressing their ideas in their compositions. The writer also found that students' vocabulary and tenses mastery need to be improved. They found difficulties in learning and mastering English vocabulary and tenses.

Vocabulary is all about words, the words in language or a special set of words you are trying to learn. One of parts should mastered of learning language is Vocabulary. Because vocabulary is one of language components, and it is the basic element of the language. We learn vocabulary to understand the meaning of words and

fluently to communicate. Cameron (2001:94) states that vocabulary has been as a major resource for language use.

Vocabulary is one of the language aspects which a crucial role since without mastering vocabulary of course the student will find some difficulties in learning a language including English. Learning vocabulary does not mean learn about word, phrase, or idiom but they thought to be able to use them as well as possible when they talk or write. The learners remember them with meaning thus they can use as fine as possible. Thornburry (2002:23) states that "The learner needs not only to learn a lot of words but to remember them". When the learners learn it they do not remember them how they can use it for any circumstance.

Murcia (2001:285) states that, "Vocabulary leaning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialist now emphasizes the need for a systematic and principled approach to vocabulary by both the teacher and the learner". It means that to mastering English we must mastering vocabulary first. Because it is a basic element and the most important in learning process.

Acording to Cameron (2001:95) that, "Vocabulary is fundamental to using the foreign languages as discourse, since vocabulary is both learn from participating in discourse and is essential to partipating in it. It means that vocabulary is one of important part in learning which should be thought to learner. Based the statement above, the writer assumes that vocabulary has a very important role in learning process. It is impossible without vocabulary we can learn English. Students must have strategies to develop their vocabulary.

According Brown in Cameron (2001:84) describes five 'Essential steps' in vocabulary learning based on the research into learners' strategies, namely:

- a. Having sources four encountering new words.
- b. Getting a clear image, whether visual or auditory or both, for the forms of the new words.
- c. Learning the meaning of the words.
- d. Making a strong memory connection between the forms and meanings of the words.
- e. Using the words.

Based on the statement above it can be known that before learning language, we should learn vocabulary first because it is the fundamental factors in language. On the other hand we must know the meaning of word and be able to use them in appropriate situation. In writing the students apply vocabulary that they have remember. The good ways for students in mastering vocabulary are reading, practicing, and do something directly with the words, so if they always practice actively they can master vocabulary easier and they will remember well that have learned and the teachers should push them to develop their vocabulary.

According to Hinkel (2004:152) "The activity or state expressed by the verb can be marked for tense". It means that Tenses is used by verb to show the time of an action. On the other hand we can know kind of tenses from verb. It is supported by Gumpol (1995:5) that "Tenses are the correlation of verb form with the conception of time. So, tenses are a form of verb used to indicate the time and sometime the continuation or competences or an active in relation to the time of an action". It means that tenses use to indicate the action of time when the action happen.

But, in fact tense is one of difficult parts to mastering by student because the students must know the pattern and kind of tense and also how to use them. It is

supported by Greenbaum and Nelson (2002:55), "Tense is grammatical category reffering to the time of the sitution; the tence is indicated by the form of the verb". From the statements above, the writer concluded that tenses as a part of grammatical rules are very important to learning English. The students should be mastered and understood. By mastering tense the students will be easy in writing. On the other hand the English teachers also should find the appropriate techniques or methods in teaching tenses. It is, believe by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

Writing is an extension of human language across time and space. Writing has the same role with other skill as a tool of communication by using a text as a medium between the writer and the reader. According to Murcia (2001:207) state that "Viewing writing is an act communication suggest an interactive process which takes place between the writer and the reader via the text". It means that writing can be used to send massages or information as a tool of communication from the writer to the reader.

Brown (2001:337) states that "writing is a way to end up thinking something you could not have started out thinking. Writing is in fact, a transtraction with words where by you free yourself from what you presently think, feel and perceive. It means that writing is to convey what our ideas, our think, feel and perceive to the reader, in the other word writing is a tool of communication in written form.

Indicators of writing:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate speed to suit the purpose.

- c. Produce an acceptable core of words and use appropriate word order patterns and rules.
- d. Use acceptable grammatical system (e.g., tense, agreement, pluralization), pattern, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive device in written discourse.
- g. Use the rhetorical and conventions of written discourse.
- h. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- i. Convey links and connections between events and communicate such relation as main idea, supporting idea, giving information, generalization and exemplification.
- j. Distinguish between literal and implied meaning when writing.
- k. Correctly convey culturally specific references in the context of the written text.
- l. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts. Using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In this research, the writer only focuses on several indicators as follow:

- a. Produce an acceptable core of words and use appropriate word order patterns and rules.
- b. Use acceptable grammatical system (e.g., tense, agreement, pluralization), pattern, and rules.
- c. Convey links and connections between events and communicate such relation as main idea, supporting idea, giving information, generalization and exemplification.

Furthermore, Raimes (1983:11) state that "writing is process of communication, which uses conventional graphic system to convey the messages, information, knowledge and etc not only spoken but also written.

Based on the statements above, we know the concept and types of writing. Writing is a way to deliver messages and express someone's Feelings, thoughts or ideas which has different purposes for different writings. Writing can create connections among people, it is also an important part of language learning that students should mastered.

According to Madsen, H.S (1983), there are four components of writing, namely:

- a. Mechanics might include capitalization (notably at the beginning of sentence), punctuation, spelling (notably for more than one misspelling of the same word).
- b. Grammar would include basic material that had been taught (at least mutter as sentence sense, verb tense and word order).
- c. Organization is the larger element of writing that deals with the content of writing (introduction, body and conclusion).
- d. Vocabulary choice is the range of vocabulary which is chosen in writing.

The objective of this research are to know and described the correlation between students' vocabulary and their ability in writing ability, to know and described the correlation between students' tenses mastery and their writing ability and to know and described the correlation between students' vocabulary and tenses mastery with their writing ability. There are hypothesis from the theory above, they are:

- a. There is a significant correlation between students' vocabulary mastery and their writing ability.

- b. There is a significant correlation between students' tenses mastery and their writing ability.
- c. There is a significant correlation between students' vocabulary and tenses mastery with their writing ability.
- f. Analyzing the data of try out.
- g. Giving the test to collect the data of the students' vocabulary and tenses mastery with their writing ability.
- h. Calculated the result of the test to know the level of correlation between students' vocabulary and tenses mastery with writing ability.
- i. Analyzing the data and making conclusion
- j. Made a report on the result of the research.

METHOD

The research was correlation research aims to systematically investigate and explain the nature of the relationship between variables in the real world. In this research, the writer used descriptive quantitative method to analysis the data. In this case, the writer described or presented the data in numerical form and analyzed through the use of statistic. Descriptive quantitative research also used to describe and to test relationship between vocabulary and tenses with their writing ability.

To know about the situation and condition of the students, the writer did observation. As the writer mentioned in the previous explanation, this research was held at the eight class MTs Al-Ikhlas Tanjung Bintang in 2015/2016. Before conducting the research, the writer asked permission to the head master and also the English teacher who taught in the eleventh class to get information about the students' English ability. Furthermore, the writer conducted the research by doing the following procedures:

- a. Determining the research subject that was the students of the eight class at MTs Al-ikhlas Tanjung Bintang in in 2015/2016
- b. Doing observation to the subject.
- c. Determining the research sample by using stratified random sampling technique
- d. Arranged the test instrument to the material that was given to bring out the students' vocabulary and tenses mastery with writing ability.
- e. Held try out to the out of sample 10 students to know the validity and reliability of the test.

The population of this research were all students of the eight class of MTS Al-Ikhlas Tanjung Bintang Lampung Selatan as the population. The total population of this research was 205 students. Suharsimi arikunto states "jika populasi kurang dari 100 maka dapat diambil semua sebagai sampel. Ini dinamakan penelitian populasi. Tetapi bila populasi lebih dari atau sama dengan 100, maka sebagai sample dapat diambil 10-15% atau 20-25% atau lebih dari populasi". Because of population is more than 100, then the writer took 20% of the population. That is: $205 \times 20\% = 41 = 40$ students. The writer took 40 students as the sample.

In taking the sample the writer used Stratified Proportional Random Sampling Technique, because the population is heterogeneous. As explained by Arikunto (2010:182) stratified proportional random sampling technique means that the sample was taken randomly based on the proportional of each level in the population. For the first step was grouping the member in each level, second step was counting the member in each level, the last step was taking the sample randomly from each level based on the proportional determined. Based on the students' performance from 205 students, the writer found that the highest score is 85 and the lowest score is 40.

To found the class interval:

$$85 - 40 = 45 : 3 = 15$$

So from the calculation above, the writer got interval data:

Low (40 – 54) = 42 students' low score.

Fair (56 – 70) = 65 students' fair score.

High (> 71) = 98 students' high score.

Then the writer compares as follow:

$$\frac{42}{205} = 0,20 \times 40 = 8 \text{ students}$$

$$\frac{65}{205} = 0,31 \times 40 = 13 \text{ students}$$

$$\frac{98}{205} = 0,48 \times 40 = 19 \text{ students}$$

From the comparison above, the writer took the sample as follow:

8 from 42 students low score.

13 from 65 students fair score.

19 from 98 students high score.

To collect the data, the writer used test with the details:

1. The students' vocabulary mastery
The writer used an objective test that is multiple choice tests. The test consisted of 50 items test. Each item consist of four options they were a, b, c and d. The score of each item is 2. The lowest score is 0 and the highest score is 100.
2. The students' tenses mastery
The writer used an objective test that is multiple choice tests. The test consisted of 40 items. Each item consist of four they were a, b, c and d. The score of each item is 2.5. The lowest score is 0 and the highest score is 100
3. The students' writing ability
To get the data of students' writing ability, the writer asked the students to make a composition text and choose one based of the topic provided. The composition should be at least 100 words.

In scoring the students' ability writing, the writer used the scoring system which propose by Heaton, (1988: 146)

Table 1
Scoring The Students' Ability Writing

Area	Score	Criteria
Content	30-27	Excellent to very good: knowledge, substntive
	26-22	Good to average: some knowledge of subject adequate range
	21-17	Fair to poor: limited knowledge of subject non substance
	16-13	Very poor: does not show knowledge of subject – non substantive
Organization	20-18	Excellent to very good: fluent expression
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent – ideas confused or disconnected
	9-7	very poor: Does communicated – organization
Vocabulary	20-18	Excellent to very good: Sophisticated range – effective word/ idiom choise and usage
	17-14	Good to average: Adequate range – occasional errors of word/ idiom form, choise, usage of meaning not obscured
	13-10	Fair to poor: Limited range – frequent errors of word/idiom form, choise, usage
	9-7	Very poor: Essentially translation – little knowledge of englisg grammar
Language use	25-22	Excellent to very good effective complex construction
	21-18	Good to average : effective but simple construction
	17-11	Fair to poor : Major problem in simple/complex construction
	10-5	Very poor : Virtually no mastery of sentence

Mechanics	5	construction rules Excellent to very good : Demonstrates mastery of conventions	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization
	4	Good to average : Occasional error of spelling, punctuation	2	Very poor : No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraming

FINDING AND DISCUSSION

Research Finding

The data obtained, namely the students' vocabulary mastery, the students' tenses mastery and student's writing ability.

1. The Research Calculation of Students' Vocabulary Mastery

The data of students' vocabulary mastery were collected by using a vocabulary test. The highest score of the test is 72 and the lowest is 40, so to range is 32. The mean of total score is 50.4. The standard deviation is 6.90. The frequency of the score of the vocabulary mastery is presented at the table 3.

Table 2
The data of Vocabulary Mastery

Classification	Number
The highest score	72
The lowest score	40
score range	32
Class Number	$1+3.3 \log N = 1+3.3 \log 40 = 1+3.3 (1.602) = 6.28 = 6$
The length of interval	$32/6=5.33=5$

Table 3
The Frequency Distribution of Vocabulary Mastery

Interval	F absolute	%
40-44	13	32.5
45-49	7	17.5
50-54	13	32.5
55-59	5	12.5
60-64	0	0
65-72	2	5
Total	40	100%

2. The Research Calculation of Students' Tenses Mastery

The data of students' tenses mastery were collected by using a tenses test. The highest score of the test is 75 and the lowest is 40, so to range is 35. The mean of total score is 53.5. The standard deviation is 9.09. The frequency of the score of the tenses mastery is presented at the table 5.

Table 4
The data of Tenses Mastery

No	Classification	Number
1.	The highest score	75
2.	The lowest score	40
3.	score range	35
4.	Class Number	$1+3.3 \log N = 1+3.3 \log 40 = 1+3.3 (1.602) = 6.28 = 6$
5.	The length of interval	$35/6=5.83=6$

Table 5
The Frequency Distribution of Tenses Mastery

No	Interval	F absolute	%
1.	40-45	10	25
2.	46-51	7	17.5
3.	52-57	8	20
4.	58-63	9	22.5
5.	64-69	4	10
6.	70-75	2	5
	Total	40	100%

3. The Research Calculation of Students' Writing Ability

The data of students' writing ability were collected by using a write form. The highest score of the test is 85 and the

lowest is 35, so to range is 50. The mean of total score is 54.8. The standard deviation is 11.11. The frequency of the score of the writing ability is presented at the table 7.

Table 6
The data of Writing Ability

No	Classification	Number
1.	The highest score	85
2.	The lowest score	35
3.	score range	50
4.	Class Number	$1+3.3 \log N$ $= 1+3.3 \log$ $40 = 1+3.3$ $(1.602) =$ $6.28 = 6$
5.	The length of interval	$50/6=8.33=8$

Table 7
The Frequency Distribution of Writing Ability

No	Interval	F absolute	%
1.	35-42	6	15
2.	43-50	6	15
3.	51-58	12	30
4.	59-66	10	25
5.	67-74	4	10
6.	75-85	2	5
	Total	40	100%

From the data of vocabulary mastery (X_1), it can be seen that the result the normality test is as follows: the value of χ^2 ratio is 7.64 at significant level of 0.05 and 0.01 that χ^2_{ratio} is lower than χ^2_{table} ($7.64 < 7.81$ and $7.64 < 11.3$). It means that the H_0 hypothesis is accepted. Therefore, the data have normal distribution.

From the data of tenses mastery (X_2), it can be seen that the result the normality test is as follows: the value of χ^2 ratio is 7.21 at significant level of 0.05 and 0.01 that χ^2_{ratio} is lower than χ^2_{table} ($7.21 < 7.81$ and $7.21 < 11.3$). It means that the H_0 hypothesis is accepted. Therefore, the data have normal distribution.

From the data of writing ability (Y), it can be seen that the result the normality

test is as follows: the value of χ^2 ratio is 7.06 at significant level of 0.05 and 0.01 that χ^2_{ratio} is lower than χ^2_{table} ($7.06 < 7.81$ and $7.06 < 11.3$). It means that the H_0 hypothesis is accepted. Therefore, the data have normal distribution.

a. The Correlation between Students' Vocabulary Mastery and Writing Ability

To find out the correlation between students' vocabulary mastery and writing ability (X_1 and Y). The writer used product moment formula. The result of calculation is $r_{count} = 0.77$. It can be continued on product moment table with $n = 40$ by using significance level 5% and 1% is guided by score 0.312 and 0.403. It means that r_{count} is higher than r_{table} ($0.77 > 0.312$ and $0.77 > 0.403$). So, there is positive and significant correlation between students' vocabulary mastery and writing ability.

b. The Correlation between Students' Tenses Mastery and Writing Ability

To find out the correlation between students' tenses mastery and writing ability (X_2 and Y). The writer used product moment formula. The result of calculation is $r_{count} = 0.88$. It can be continued on product moment table with $n = 40$ by using significance level 5% and 1% is guided by score 0.312 and 0.403. It means that r_{count} is higher than r_{table} ($0.88 > 0.312$ and $0.88 > 0.403$). So, there is positive and significant correlation between students' tenses mastery and writing ability.

c. The Correlation between Students' Vocabulary and Tenses Mastery with Writing Ability

The result of the correlation between students' vocabulary and tenses mastery is $r_{count} = 0.91$, for $\alpha = 5\%$, $n = 40$ so $r_{table} = 0.312$. It means that r_{count} is higher than r_{table} ($0.91 > 0.312$). So, there is a significant correlation between

students' vocabulary and tenses mastery with their writing ability.

To find out the correlation between students' vocabulary and tenses mastery with their writing ability (X_1 , X_2 and Y) the writer used product moment formula. The result of calculation is $r_{\text{count}} = 0.91$. It can be continued on product moment table with $n = 40$ by using significance level 5% and 1% is guided by score 0.312 and 0.403. It means that r_{count} is higher than r_{table} ($0.88 > 0.312$ and $0.88 > 0.403$). So, there is positive and significant correlation between students' tenses mastery and writing ability. Based on Sugiono's criteria, the correlation between X_1 , x_2 and Y is high correlation.

Discussion

The writer has explained that Vocabulary and tense are two of the most important components of language. By mastering both of vocabulary and tenses, students will be easy to writing. Writing means the ability of the students to explore their idea, thought and feeling.

Based on the analyzing the data and getting the result, the writer conclude that there is positive correlation between students' vocabulary mastery and their writing ability. It is indicated with the result $r_{\text{count}} = 0.77$ can counted on product moment table, $N = 40$ by using 5% significance level is guided by score 0.312. it means that r_{count} (0.77) $>$ r_{tab} (0.312). It is supported by Brown (2001:321) states that to make good writing the writing has to master the component of language, they are spelling, vocabulary, punctuation mark and grammar.

Based on the analyzing the data and getting the result, the writer conclude that there is positive correlation between students' tenses mastery and their writing ability. It is indicated with the result $r_{\text{count}} = 0.88$ can counted on product moment table, $N = 40$ by using 5% significance level is guided by score 0.312. it means that r_{count} (0.88) $>$ r_{tab} (0.312). It is

supported by Joyce and Feez (2004:7) state that "When you are writing, we need to let your readers know at time things occur". It means that in learning English, the tense are very important to show time when we want to make sentences or communicate to other people in English.

After analyzing the data and getting the result, the writer conclude that there is significant correlation between students' vocabulary and tenses mastery with their writing ability of the eight class at Mts Al-ikhlas Tanjung Bintang Lampung Selatan in 2015/2016. It is indicated with the result $r_{\text{count}} = 0.91$ can counted on product moment table, $N = 40$ by using 5% confidence limits is guided by score 0.312. it means that r_{count} (0.94) $>$ r_{tab} (0.312). from the statement above, the hypothesis could be accepted.

Based on the result above, the writer concludes that the students who have vocabulary and tenses mastery, they will be easy to write. The students can express their idea in writing form by choosing appropriate words and appropriate tenses. Therefore the students who master vocabulary and tenses mastery will be easy to increase their writing ability.

CONCLUSION

Based on result of data analysis and hypothesis, the writer concluded that:

1. There is positive correlation between students' vocabulary mastery and writing ability.
2. There is positive correlation between students' tenses mastery and writing ability.
3. There is correlation between students' vocabulary and tenses mastery with their writing ability.

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