

THE EFFECTS OF SENTENCE STRUCTURE AND VOCABULARY MASTERY ON STUDENTS' WRITING SKILL IN RECOUNT TEXT

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ABSTRACT

The objective of this research is to find out the Effects of Sentence Structure and Vocabulary Mastery on Students' Writing Skill in Recount Text at State Junior High School in Eastern Karawang. Survey was applied in this research with 60 samples which have been analyzed by descriptive statistic to find out mean, median, mode, deviation standard, and inferential statistic to find out correlation and regression, t_{test} and F_{test} for significant correlation and regression. This research has been done in two State Junior High Schools in Eastern Karawang. The result of hypothesis test was gained as follows: 1) There are significant effects of sentence structure (X_1) and vocabulary mastery (X_2) on students' writing skill in recount text (Y). It can be seen from the result of the multiple regression where the multiple correlation coefficient (R) is 0,426. It is obtained that F_{observed} is 21,512 and $\text{Sig.} = 0,000 < 0,05$. 2) There is effect of sentence structure mastery (X_1) on students' writing skill in recount text (Y). The result is supported by the number of correlation coefficient of X_1 to Y is 0,426. It is obtained that t_{observed} is 2,801 $> t_{\text{table}} = 0,254$ and $\text{Sig.} 0,007 < 0,05$. 3) There is effect of vocabulary mastery (X_2) on students' writing skill in recount text (Y). The result is supported by the number of correlation coefficient of X_2 to Y is 0,426. The value of $t_{\text{observed}} = 4,550 > t_{\text{table}} = 0,254$ and $\text{Sig.} 0,00 < 0,05$.

Keywords: Sentence Structure, Vocabulary and Writing Skill in Recount Text

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari penguasaan struktur kalimat dan kosakata terhadap kemampuan menulis siswa dalam bentuk teks Recount di SMP Negeri Karawang Timur. Survey telah dilaksanakan dalam penelitian ini dengan 60 sampel yang telah dianalisa menggunakan statistik deskriptif untuk melihat hasil dari mean, median, mode, standar deviasi, serta statistik inferensial untuk mengetahui hasil dari korelasi, regresi, uji T, uji F untuk korelasi dan regresi yang signifikan. Penelitian ini dilakukan di dua SMP Negeri di Karawang Timur. Hasil dari test hipotesis diperoleh sebagai berikut: 1) Terdapat pengaruh yang signifikan dari penguasaan struktur kalimat (X_1) dan kosakata (X_2) terhadap kemampuan menulis siswa dalam bentuk teks Recount (Y). Hal ini dapat ditunjukkan dari hasil multiple regression dimana multiple correlation coefficient (R) adalah 0,426. Lalu, diperoleh bahwa F hitung 21,512 dan $\text{sig} = 0,000 < 0,05$. 2) Terdapat pengaruh penguasaan struktur kalimat (X_1) terhadap kemampuan menulis siswa dalam bentuk teks Recount (Y). Hasilnya dapat dibuktikan dari jumlah korelasi koefisien X_1 terhadap Y sebesar 0,426. Diperoleh bahwa $t_{\text{hitung}} = 2,801 > t_{\text{table}} = \text{Sig.} 0,007 < 0,05$. 3) Terdapat pengaruh penguasaan kosakata (X_2) terhadap kemampuan menulis siswa dalam bentuk teks recount (Y). Hasil didukung dengan jumlah korelasi koefisien X_2 terhadap Y yaitu 0,426. Nilai $t_{\text{hitung}} = 4,550 > t_{\text{table}} = 0,254$ dan $\text{Sig.} 0,00 < 0,05$.

Kata Kunci: Struktur Kalimat, Kosakata dan Kemampuan Menulis dalam Teks Recount

INTRODUCTION

Writing is one of the language skills. In school, writing is taught for the students in order to make the students have ability in writing. But in the reality, so many students have less ability in writing although they had been taught by the teacher. It is to be one of the researcher's concerns in finding out the best solution in creating and helping the students who are good at writing a in English composition or paragraph.

Since writing skill is one of the productive skill, besides speaking skill. Moreover, messages are delivered into two kinds of communication if not by speaking, it must be in writing. So that is why, writing is very important to master by students of English, especially at ninth grade students of state junior high school in eastern Karawang, West Java.

Most of students at the Ninth Grade of State Junior High Schools Karawang still have less abilities in understanding writing, therefore the researcher will find out the effects of sentence structure and vocabularies whether they will automatically have effect on students' writing skill.

The other factor that makes writing is not easy for students of State Junior High Schools that they have difficulty in digging up the idea. They have no idea when they try to write. Digging up the idea is not really easy. The teachers should be creative when they teach writing. They should find suitable focus to help the students to increase their ability in vocabulary, grammatical and finding idea in writing. The teachers sometimes does not focus on the use the of the writing components in teaching writing.

Therefore, the researcher discussed with the teacher of English how to improve students' writing skill by teaching the components of sentence structure and vocabulary, then continued to provide the writing skill, especially in recount text. Since the recount text is to be the focus in writing skill, so the sentence structure as one of the components is focused on past form tenses, such as simple past tense, past perfect and others. Thus, the researcher will find out the result of the effects of sentence structure and vocabulary mastery on students' writing skill in recount text.

METHODOLOGY

The method of this research used is survey method. Survey research is used because there is no support hypothesis in advance and the researcher did not do any treatment. Correlation analysis is carried out because it is going to be found the effect one variable and the other variables. The goal of this reasearch will know the effects of variables sentence strucutre and vocabulary on students' writing skill in a recount text. The data will be interpreted to descriptive analysis.

Targeted populations in this research are all students at State junior high schools in eastern Karawang. Reached populations in this research are all nineth grade students of State junior high schools at SMPN 1 Karawang Timur and SMPN 2 Karawang Timur with total amount of 1157 students. The sample selection technique used in this research is combination among cluster, proportional, and random techniques. Cluster technique is used to classify students according to the schools where they study. Proportional technique is used to

decide number of sample members from the schools in reached population. While random technique is used to decide the members of samples from each school. The numbers of samples in this research is decided 60 samples. The calculation of the numbers of samples from each school is researcher takes 35 samples from SMPN 1 Karawang Timur, 25 samples from SMPN 2 Karawang Timur.

The sources of data for those above variables are the samples' answers about questions items in each research instrument given to them by researcher.

The technique to collect data for those above variables is by testing respondents or samples to answer all questions items in each research instrument given to them. All such respondents' answers are given scores according to scoring criteria in each research instrument. In this case, researcher gives score, as follows:

- a. For Sentence structure is 1 for correct answer, and 0 for false answer.
- b. For Vocabulary mastery is 1 for correct answer, and 0 for false answer.
- c. For Writing is

Table 1. Scoring Rubric

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledge – substantive – thorough development of thesis – relevan to assigned topic
	26-22	Good to average	Some knowledge of subject adequate range – limited development of thesis – mostly relevant to topic, but lack detail.
	21-17	Fair to poor	Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very poor	Does not show knowledge of subject – non substantive – not pertinent – or not enough to evaluate.
Organization	20-18	Excellent to very good	Fluent expression – ideas clearly stated / supported – succinct – well organized – logical sequencing – cohesive.
	17-14	Good to average	Some what choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13-10	Fair to poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very poor	Does not communicate – no organization – or not enough to evaluate.
Vocabulary	20-18	Excellent to very good	Sophisticated range – effective word/ idiom choice and usage – word from mastery – appropriate register
	17-14	Good to average	Adequate range – occasional errors of word / idiom from, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range – frequent errors of word / idiom form, choice, usage – meaning confused or obscured.
	9-7	Very poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.

Language use	25-22	Excellent to very good	Effective complex constructions – few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions.
	21-18	Good to average	Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor	Major problem in simple / complex constructions – frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run ons, deletions – meaning confused or obscured.
	10-5	Very poor	Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing – poor hand writing – meaning confused or obscured.
	2	Very poor	no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – hand writing illegible – or not enough to evaluate.

This study emphasizes on the effects of sentence structure and vocabulary mastery towards student's writing in recount text. For measurement of interaction between variables are analyzed with factorial design. Based on variables and sub variables, then this research uses factorial design, as follows:

1. Independent variable
 - a. Sentence Structure mastery as X_1
 - b. Vocabulary mastery as X_2
2. Dependent Variable
 Writing skill as Y

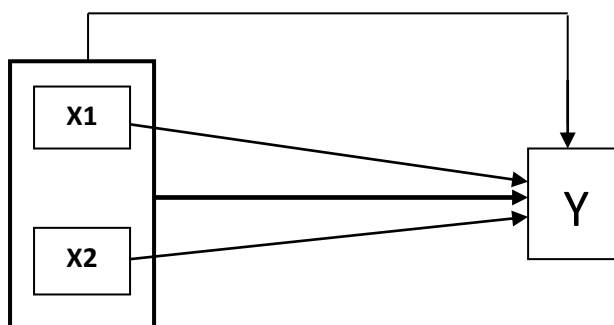


Figure 1. Research Design

The Description:

X1 = Sentence Structure

X2 = Vocabulary Mastery

Y = Writing Skill

Researcher uses multiple regression formulation by the assistance of SPSS program. Multiple regression analysis is done to examine whether or not there are significant effects of independent variables on dependent variables.

RESULT AND DISCUSSION

There are significant effects of sentence structure and vocabulary mastery collaboratively on students' writing skill in recount text. Tables below show us more details of the data analysis result which can make us sure the significant effects of both sentence structure (X_1) and vocabulary mastery (X_2) on students' writing skill in recount text (Y), as follows:

Table 2. Model Summary: R, dan R Squared

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,653 ^a	,426	,406	4,932

Table 3. Analysis of Variance Significance of Independent Variables (X_s) Collaboratively toward Dependent Variable (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1029,106	2	514,553	21,152	,000 ^b
	Residual	1386,627	57	24,327		
	Total	2415,733	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Table 4. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53,351	3,339		15,977	,000
	X1	,121	,043	,299	2,801	,007
	X2	,180	,040	,486	4,550	,000

Based on the tables above, the effects of sentence structure (X_1) and vocabulary mastery (X_2) on students' writing skill in recount text (Y), are clearly indicated, so Sentence structure mastery is one of the essential components in

writing. If a student does not know sentence structure well, he or she can not write well as writing comprises some components of tenses, especially in writing the types of text. In this research discusses about recount text, so the students have to master past tense sentence. Also, Vocabulary is also an important component in learning a language, especially English. Because when someone wants to speak or write, he or she has to choose the right vocabulary in order to get the best goal. In communication, the most important thing is information that has been sent by the communicator be understood by interlocutor (someone who involves in conversation), eventhough the information has a lot of weakness in grammatical form but if the communicator chooses the appropriate words that can be understood by the interlocutor means that communication has been well done. Hence, it is true that without vocabulary nothing can be conveyed.

In addition, from the first table to the last one, the result of the research can be represented, as follow:

The First Hypothesis Test:

There are significant effects of sentence structure and grammar mastery collaboratively on students' writing skill in recount text. Based on the hypothesis test, It can be proven by showing the value of $F_o = 21,152$ and $\text{Sig}.0,000 < 0,05$. It shows that H_o is rejected while H_1 is accepted which means There is significant effect of the variable X_1 (sentence structure) and the variable X_2 (vocabulary mastery) cooperatively towards the variable Y (the students' writing skill in recount text).

So, it can be inferred that sentence structure and vocabulary mastery have a significant effect on students' writing skill in recount text. It means that the teacher can teach both sentence structure and vocabulary mastery before teaching writing skill in the classroom, especially for the text type of recount.

The Second Hypothesis Test:

There is significant effect of sentence structure mastery on students' writing skill in recount text. Based on the hypothesis test that the value of $t_{\text{observed}} = 2,801 > t_{\text{table}} = 0,254$ and $\text{Sig}.0,007 < 0,05$. It shows that H_o is rejected while H_1 is accepted which means There is significant effect of variable X_1 (sentence structure) towards variable Y (the students' writing skill in recount text).

So, it can be inferred that sentence structure mastery has significant effect on students' writing skill, especially in recount text. Hopefully, every teacher of English is able to teach sentence structure in order to make students understand well how to write a recount text in English.

The Third Hypothesis Test:

There is significant effect of vocabulary mastery on students' writing skill in recount text. Based on the hypothesis test, the value of $t_{\text{observed}} = 4,550 > t_{\text{table}} = 0,254$ and $\text{Sig}.0,00 < 0,05$. It shows that H_o is rejected while H_1 is accepted which means There is significant effect of variable X_2 (vocabulary mastery) towards variable Y (the students' writing skill in recount text).

Not only sentence structure but also vocabulary mastery has an important role on students' writing skill in recount text. Hopefully, the teacher of English

always creates the situation in the class to improve the vocabulary mastery, since it can be seen that the vocabulary mastery or variable of X_2 has a significant effect on students' writing skill in recount text.

CONCLUSION

On the basis of computerized processing and data analysis, it can be drawn some conclusions as follows:

- 1) There are significant effects of sentence structure (X_1) and vocabulary mastery (X_2) collaboratively on students' writing skill in recount text (Y). It is proved by F_{observed} is 21,152 and $\text{Sig.} = 0,000 < 0,05$.
- 2) There is a significant effect of sentence structure mastery (X_1) on students' writing skill in recount text (Y). It is proved by t_{observed} is 2,801 while $t_{\text{table}} = 0,254$ and $\text{Sig.} 0,007 < 0,05$.
- 3) There is a significant effect of vocabulary mastery (X_2) on students' writing skill in recount text (Y). It is proved by $t_{\text{observed}} = 4,550 > t_{\text{table}} = 0,254$ and $\text{Sig.} 0,00 < 0,05$.

So, the variables of sentence structure (X_1) and vocabulary mastery (X_2) have significant effects on students' writing skill in recount text both partially and collaboratively. In addition, vocabulary mastery (X_2) is more significant than sentence structure (X_1). This is proved by the value of t_o from vocabulary mastery (X_2) is bigger than value of t_o from sentence structure (X_1) or sig value of vocabulary mastery (X_2) is less than sig. value of sentence structure (X_1).

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