



The Correlation of Sentence Structure Knowledge and Vocabulary Mastery with Narrative Text Writing Ability in The Middle School Students

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Abstract: This study aims to determine the relationship between sentence structure knowledge and vocabulary mastery with the ability to write narrative texts for class ninth students of SMPN 2 Bandar Mataram. To achieve the research objectives mentioned above, the authors use the correlational method, meaning that data is collected after all the events in question take place. The technique used in collecting research data is an objective test (multiple choice) and a subjective test (written). Research data analysis techniques include normality test, statistical analysis, and research hypothesis testing techniques. Based on the results of the study, it can be concluded that, (1) there is a positive and significant relationship between vocabulary mastery and the ability to write narrative texts, as indicated by a correlation coefficient of 0.598 and a coefficient of positive 0563 (2) there are a positive and significant relationship between knowledge of sentence structure as indicated by a correlation coefficient of 0589 (3) there is a positive and significant relationship between vocabulary and mastery of sentence structure as indicated by the correlation coefficient is 0217.

Keywords: Sentence Structure Knowledge, Vocabulary Mastery, Writing Ability

INTRODUCTION

In expressing ideas in literary form, it can be taken from experience, associated with high imagination so that the combination of the two can support good literary works. Language has a central role in the intellectual, social and emotional development of students and is a support for success in studying all fields of study. Indonesian language learning is directed at improving students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering appreciation of the works of Indonesian human literature (Sneddon, 2003).

Students can develop their potential according to their abilities, needs and interests, and can foster appreciation for the nation's own literary and

intellectual results. Language is a communication tool in the form of a sound symbol system produced from human speech. Language consists of words or groups of words. Each has an abstract meaning relationship between words as symbols and objects or concepts represented by a collection of words or vocabulary by linguists arranged alphabetically or alphabetically with an explanation of their meaning and then recorded in a dictionary. When we speak or write the words we say or write are not just regulated but follow the rules. A person's vocabulary is defined as the words that people might use to construct new sentences. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. Mastery of one's vocabulary is generally considered an important part, both of the process of learning a language that has been mastered (Isodarus, 2017).

In learning Indonesian language and literature, there are four aspects of language skills, namely listening, speaking, reading, and writing skills. In general, learning Indonesian at school aims to make students skilled in language. The four language skills are related to one another. Listening skills must be mastered because with listening activities, a person can recognize sounds that distinguish meaning, acquire vocabulary, and know grammatical. Speaking skills are also mastered by someone through listening activities who are familiar with sounds and vocabulary. Reading skills must be possessed by everyone, because through reading a person acquires new vocabulary which helps enrich vocabulary so that he is more skilled. The four language skills, writing skill is the final process that requires thinking skills (Hidayah, 2016).

The thing that often becomes an obstacle in writing is the lack of mastery of vocabulary, even though vocabulary determines how skilled a person is in speaking. The quality of a person's language skills clearly depends on the quantity and quality of the vocabulary he has. The richer the vocabulary we have, the more likely we are to be skilled at speaking. The four language skills, writing skills need to receive greater attention than the other three language skills. One way that can be done to grow and develop writing skills is to increase vocabulary mastery. Vocabulary is the main material for realizing ideas and ideas. Vocabulary has an important role because it appears in every language skill. Understanding vocabulary is very important in every language learning. Vocabulary mastery is also needed to communicate with the public. Those who master many ideas, or in other words those who have a broad vocabulary, can easily and fluently communicate with others. Those with a broad vocabulary will also have a high ability to choose which words are most appropriate to represent their intentions or ideas (Pramesti, 2015).

Writing skills are activities of expressing ideas and ideas in written form. In expressing ideas and ideas, of course someone can not write arbitrarily. That is, a writer needs the ability to interpret his ideas in a written

form that is easy for readers to understand. Choosing the right vocabulary will help the reader understand the meaning of the text. Narrative essay is a form of discourse that tries to describe as clearly as possible to the reader about an event that has happened. Narrative as a work of art, has the goal of imagination by departing from reality (Setiawati, 2016).

Things that need to be considered in an essay include the appropriate content and form of the essay, theme, mandate, style of language or figure of speech, choice of words, sentence structure and so on. Messages to be written in essay writing activities can be carefully selected and arranged systematically so that the sentences to be expressed in writing are easily understood by the reader. In addition, the choice of words must also be carefully selected and adapted to the rules of the language, in this case it is very important for students to master vocabulary (Huri, 2014).

Vocabulary mastery for junior high school students is very important for language practice, for example to write an essay. In general, essays can be presented in five forms, namely description, narration, exposition, argumentation and persuasion. The more vocabulary someone has, the easier it is for someone to communicate and interact with others. This illustrates that vocabulary is very important in everyday life. One way to enrich vocabulary is to write essays. The low level of writing a narrative essay must be offset by growing will and consistency (Isnaningsih, 2016).

The basic problem when students want to write narrative essays is to determine the title of the essay. When composing, students have difficulty using spelling because in learning to write, they are still oriented towards writing products, not the writing process. In addition, students' vocabulary mastery is low, this causes students to find it difficult to express their ideas, it is difficult to compose and string words. Students must have sufficient vocabulary to overcome this. Students must also be taught to start choosing words, stringing them into sentences, how to compose sentences and the correct pattern of sentence structure. Whether with a lot or lack of vocabulary mastery can influence students' narrative essay writing (Hastomo, 2016).

Language is one of the important connecting tools between humans as a means of communication and interaction with living things. Submission of information can be done using written or spoken language. Skills in using language are divided into two, namely skills in using spoken language and written language. Skills in using spoken language consist of reading and speaking, while skills in using written language consist of listening and writing. Since writing deals with language, a balanced use of language can lead to the right thing to happen. We have to choose the words that we will use in the sentence (Wiyanti, 2014).

Writing activity is a creative activity. When we write, we do not just repeat thoughts, feelings, opinions, fantasies, and so on, but try to find and then state something new, maybe its parts or composition. Writing or composing skills must be instilled in students from an early age or from elementary school by providing motivation to practice continuously. Students who have good knowledge of sentence structure will make it easier for these students to express their thoughts and feelings in appropriate sentences. Writing or composing skills are closely related to the thought processes that underlie language (Widiyanto, 2017).

Composing or writing a good narrative text (short story) requires two things: first, the language skills of a writer; Second, accuracy in knowledge and thoroughness in investigations. In this regard, a writer or author must master knowledge of sentence structure and vocabulary mastery. Basically, we can all do writing or composing activities. In fact, the trend of teaching writing or composing in schools has not shown satisfactory results. There are still many junior high school students who experience difficulties in writing activities. An article must have a compatible title with the content of the writing, because writing is a mechanistic activity, meaning that this ability requires directed and regular practice.

Based on the description above, in order to seek improvement and increase students' writing skills, especially writing narrative texts (short stories), the writer needs to conduct research on "The Correlation of Sentence Structure Knowledge and Vocabulary Mastery with Narrative Text Writing Ability in The Middle School Students".

METHOD

This study uses a quantitative descriptive research method, namely research that emphasizes testing theory through measuring research variables with numbers and conducting data analysis with statistical procedures. The population in this study were class IX students of SMPN 2 Bandar Mataram which consisted of 168 students. The sampling technique in this study used random sampling or random samples. In taking the sample, the researcher mixes the subjects in the population so that all subjects are considered the same. The research sample consisted of 34 students.

The data in this study were obtained through test techniques, tests are a series of questions or exercises as well as other tools used to measure skills, knowledge, intelligence abilities or talents possessed by individuals or groups. There are two ways of collecting data in this study. The first objective test (multiple choice) was used to collect data on students' mastery of sentence structure and vocabulary mastery and the second, namely the subjective test (writing) was used to collect data on students' narrative writing abilities.

The data that had been collected from the respondents were analyzed by statistical analysis. The usefulness of this descriptive statistic is to describe a situation as it is objectively without being influenced from within the researcher or subjectively. Then the analysis used to test the hypothesis is a simple correlation analysis technique and multiple correlation. However, before carrying out this analysis, a requirements test is first carried out, namely the data normality test.

RESULT AND DISCUSSION

RESULT

First Hypothesis

The first hypothesis was tested using Simple Linear Regression analysis which was used to test whether or not there was a relationship between the independent variable (X1) and the dependent variable (Y). This analysis aims to determine the direction of the relationship between the independent variables and the dependent variable whether positive or negative. From the results of the analysis obtained data as follows:

Table 1. The Correlation between Knowledge of Sentence Structure and Ability to Write Narrative Text

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	35.245	7.612		4.630	.000
Knowledge of Sentence Structure	.549	.113	.653	4.872	.000

a. Dependent Variable: Ability to Write Narrative Text

The results of testing the hypothesis by looking for ttable values with $\alpha = 0.05$ and 0.025 then obtained $t_{table} = 2.032$ Based on the data obtained $t_{count} = 4.872$ with degrees of freedom (df) $n - 2 = 34 - 2 = 32$

Based on the following parsing criteria:

H_0 is accepted if $-t_{table} \leq t_{count} \leq t_{table}$

H_0 is rejected if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$

According to the result, H_0 is rejected because $t_{count} = 4.872 > t_{table} = 2.032$ then based on the significance value or probability value in the table a sig value of 0.000 is obtained which is much smaller than 0.05, then H_0 is rejected. So based on these two criteria it is stated that there is a relationship between students' mastery of sentence structure and the skills of writing short story narrative texts for Class IX SMPN 2 Bandar Mataram. Based on the table

it can also be seen that the regression coefficient of the variable mastery of sentence structure (X1) is 0.549, which means that if mastery of sentence structure increases by 1 then the results of writing student narrative text (Y) will increase by 0.549. The coefficient is positive, meaning that there is a positive relationship between students' mastery of sentence structures and their skills in writing narrative texts, the higher the students' mastery of sentence structures, the better their skills in writing narrative texts.

Second Hypothesis

The second hypothesis was also tested using Simple Linear Regression analysis which was used to test whether or not there was a relationship between the independent variable (X2) and the dependent variable (Y). This analysis aims to determine the direction of the relationship between the independent variables and the dependent variable whether positive or negative. From the results of the analysis obtained data as follows:

Table 2. The Correlation between Vocabulary Mastery and The Ability to Write Short Narrative Texts

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.269	8.142		3.963	.000
Vocabulary Mastery	.598	.122	.656	4.916	.000

a. Dependent Variable: The Ability to Write Short Narrative Texts

The results of testing the hypothesis by looking for ttable values with $\alpha = 0.05$ and 0.025 then obtained $t_{table} = 2.032$ Based on the data obtained $t_{count} = 4.916$ with degrees of freedom $(df) n - 2 = 34 - 2 = 32$

Based on the following grading criteria:

H_0 is accepted if $-t_{table} \leq t_{count} \leq t_{table}$

H_0 is rejected if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$

From these results, H_0 is rejected because $t_{count} = 4.916 > t_{table} = 2.032$ then based on the significance value or probability value in the table a sig value of 0.000 is obtained which is much smaller than 0.05, then H_0 is rejected. So based on these two criteria it is stated that there is a relationship between students' vocabulary mastery and the skills of writing short story narrative texts for Class IX SMPN 2 Bandar Mataram. Based on the table, it can also be seen that the regression coefficient of the vocabulary mastery variable (X2) is 0.598, which means that if the mastery of sentence structure increases by 1, the students' writing narrative text results (Y) will increase by 0.598. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and narrative text writing skills. The higher the students' vocabulary mastery, the higher their narrative text writing skills.

Third Hypothesis

The third hypothesis was tested using Multiple Linear Regression analysis which was used to examine the linear relationship between two or more independent variables X1 (knowledge of sentence structure) and X2 (vocabulary mastery) with the dependent variable Y (skills in writing narrative texts of students). This analysis is to determine the direction of the relationship between the independent variables and the dependent variable in a positive or negative direction. From the results of the analysis obtained data as follows:

Table 3. The Correlation between Knowledge of Sentence Structure and Vocabulary Mastery with Ability to Write Short Narrative Texts

Model	Unstandardized		Standardized	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.999	8.439		3.910	.000
Vocabulary Mastery	.368	.572	.404	.643	.525
Knowledge of Sentence Structure	.217	.528	.258	.412	.683

a. Dependent Variable: Ability to Write Short Narrative Texts

Based on the results of the analysis, it can be seen from the sig values obtained from each independent variable, namely 0.683 for mastery of sentence structure and 0.525 for mastery of vocabulary. The sig values of these two independent variables are greater than 0.05 so that it can be stated that H₀ is rejected. So based on these criteria it is stated that there is a relationship between students' mastery of sentence structure and vocabulary mastery with the skills of writing narrative texts for Class IX SMPN 2 Bandar Mataram. Based on the table it can also be seen that the regression coefficient of the variable mastery of sentence structure (X₁) is 0.217, which means that if mastery of sentence structure increases by 1 value, the result of writing student narrative text (Y) will increase by 0.217. The coefficient is positive, meaning that there is a positive relationship between students' mastery of sentence structures and their skills in writing narrative texts, the higher the students' mastery of sentence structures, the better their skills in writing narrative texts. From the table it can also be seen that the regression coefficient of the vocabulary mastery variable (X₂) is 0.368, which means that if the mastery of sentence structure increases by 1 value, the results of writing student narrative texts (Y) will increase by 0.368. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and narrative text writing skills. The higher the students' vocabulary mastery, the higher their narrative text writing skills.

DISCUSSION

The Correlation between Knowledge of Sentence Structure and Ability to Write Narrative Text

The research data shows that H_0 is rejected because $t_{count} = 4.872 > t_{table} = 2.032$ then based on the significance value or probability value in the table a sig value of 0.000 is obtained which is much smaller than 0.05 then H_0 is rejected. So based on these two criteria it is stated that there is a relationship between students' mastery of sentence structure and the skills of writing short story narrative texts for Class IX SMPN 2 Bandar Mataram. Based on the table it can also be seen that the regression coefficient of the variable mastery of sentence structure (X_1) is 0.549, which means that if mastery of sentence structure increases by 1 then the results of writing student narrative text (Y) will increase by 0.549. The coefficient is positive, meaning that there is a positive relationship between students' mastery of sentence structures and their skills in writing narrative texts, the higher the students' mastery of sentence structures, the better their skills in writing narrative texts.

The Correlation between Vocabulary Mastery and The Ability to Write Short Narrative Texts

The research data shows that H_0 is rejected because $t_{count} = 4.916 > t_{table} = 2.032$ then based on the significance value or probability value in the table a sig value of 0.000 is obtained which is much smaller than 0.05 then H_0 is rejected. So based on these two criteria it is stated that there is a relationship between students' vocabulary mastery and the skills of writing short story narrative texts for Class IX SMPN 2 Bandar Mataram. Based on the table, it can also be seen that the regression coefficient of the vocabulary mastery variable (X_2) is 0.598, which means that if the mastery of sentence structure increases by 1, the students' writing narrative text results (Y) will increase by 0.598. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and narrative text writing skills. The higher the students' vocabulary mastery, the higher their narrative text writing skills.

The Correlation between Knowledge of Sentence Structure and Vocabulary Mastery with Ability to Write Short Narrative Texts

The research data shows that the results of the analysis are seen in the sig values obtained from each independent variable, namely 0.683 for mastery of sentence structure and 0.525 for mastery of vocabulary. The sig values of these two independent variables are greater than 0.05 so that it can be stated that H_0 is rejected. So based on these criteria it is stated that there is a relationship between students' mastery of sentence structure and vocabulary

mastery with the skills of writing narrative texts for Class IX SMPN 2 Bandar Mataram. Based on the table it can also be seen that the regression coefficient of the variable mastery of sentence structure (X1) is 0.217, which means that if mastery of sentence structure increases by 1 value, the result of writing student narrative text (Y) will increase by 0.217. The coefficient is positive, meaning that there is a positive relationship between students' mastery of sentence structures and their skills in writing narrative texts, the higher the students' mastery of sentence structures, the better their skills in writing narrative texts. From the table it can also be seen that the regression coefficient of the vocabulary mastery variable (X2) is 0.368, which means that if the mastery of sentence structure increases by 1 value, the results of writing student narrative texts (Y) will increase by 0.368. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and narrative text writing skills. The higher the students' vocabulary mastery, the higher their narrative text writing skills.

CONCLUSION

Based on the research objectives, research results, and the discussion that has been described, several things can be found as follows. First, there is a relationship between students' mastery of sentence structure and the skills of writing short story narrative texts for Class IX SMPN 2 Bandar Mataram. It can be seen that the regression coefficient of the variable mastery of sentence structure (X1) is 0.549, which means that if mastery of sentence structure increases by 1, the result of writing student narrative text (Y) will increase by 0.549. The coefficient is positive, meaning that there is a positive relationship between students' mastery of sentence structures and their skills in writing narrative texts, the higher the students' mastery of sentence structures, the better their skills in writing narrative texts.

Second, there is a relationship between students' vocabulary mastery and the skills in writing short story narrative texts for Grade IX SMPN 2 Bandar Mataram students. It can be seen that the regression coefficient of the vocabulary mastery variable (X2) is 0.598, which means that if the mastery of sentence structure increases by 1, the students' writing narrative text results (Y) will increase by 0.598. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and narrative text writing skills. The higher the students' vocabulary mastery, the higher their narrative text writing skills.

Third, there is a relationship between students' mastery of sentence structure and vocabulary mastery with the skills of writing narrative texts for Class IX students of SMPN 2 Bandar Mataram. It can be seen that the regression coefficient of the sentence structure mastery variable (X1) is 0.217, which

means that if the sentence structure mastery increases by 1 value, the students' writing narrative text results (Y) will increase by 0.217. The coefficient is positive, meaning that there is a positive relationship between students' mastery of sentence structures and their skills in writing narrative texts, the higher the students' mastery of sentence structures, the better their skills in writing narrative texts. From the table it can also be seen that the regression coefficient of the vocabulary mastery variable (X2) is 0.368, which means that if the mastery of sentence structure increases by 1 value, the results of writing student narrative texts (Y) will increase by 0.368. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and narrative text writing skills. The higher the students' vocabulary mastery, the higher their narrative text writing skills.

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