



## Relationship of Student's Vocabulary and Schematic Mastering with Observation Report Writing Skills

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**Abstract:** The aim of this research was to explain how the relationship between vocabulary mastery and schemata on writing observational report skills. The data from this research is the main data obtained through giving assignments or tests, so that the results are in the form of quantitative descriptive data. Therefore, to find out the results, it is done using statistical calculations. From these calculations, it is known that there is a close relationship between vocabulary mastery and schemata with the skills of writing observation reports for class VII students of MTs N 2 Bandar Lampung in the 2018/2019 school year. Overall, it is concluded that students who are skilled in writing reports on observations have a close relationship with mastery of vocabulary and schemata.

**Keywords:** vocabulary skills, writing observations, schematics

### INTRODUCTION

Curriculum 2013 develops learning experiences that provide broad opportunities for students to master competencies and understand the knowledge needed for their lives. Preparing students for future life has always been a concern for educators. Language learning, especially Indonesian, has many dimensions in its teaching. So that in the teaching approach, some companion learning is needed such as vocabulary learning and schemata approach. In learning vocabulary, Indonesian teachers have done it easily and often.

According to Tarigan (2008:72) wrote that: "Vocabulary mastery is very important in language, the richer the vocabulary possessed by a person, the greater one's language skills." Vocabulary according to Keraf (2007:13) is the same as the lexicon. Lexicon is a language component that contains the meaning and use of words in language. Words in a language are a wealth of words owned by a speaker or writer. The opinions expressed by the experts above show that a person's understanding and capacity and ability are

strongly influenced by his vocabulary mastery. So mastery of vocabulary is very important in one's communication in society. However, without realizing it, the learning that has actually been understood by students is often forgotten. The experiences or lessons that have been experienced by students and become the knowledge they already have are called schemata.

Understanding schemata according to Piaget (2011: 68) is a representation of the form of ideas, perceptions, and actions that are associated and is a basic ability in the development of thought. This schemata will always evolve along with the many experiences. Based on the above opinion, it is found that the broad understanding of schemata is the ability or basic understanding of students in increasing better knowledge, such as understanding of the environment, health, responsibility and other knowledge that individuals already have as a provision to broaden their horizons.

The purpose of learning vocabulary and schemata is how these two problems can help skilled students make reports of observations. Making an observation report is a language learning that requires insight, thoroughness and pouring research results into a report that can be understood and understood for those who read the results of the research. According to Wijanarko (2014:13-14). A report text usually contains facts about a matter, descriptions and information about the habits and qualities of a thing that can be proven scientifically. the second part of the report text contains a set of paragraphs about the subject being discussed, the section is that each paragraph usually begins with the main sentence, the main sentence at the beginning of each paragraph contains a preview of the information contained in that one paragraph. In addition, each paragraph provides information about the characteristics, about the things discussed or the object. The paragraphs in the second part of the text of the observation report form a description or an explanation of the things discussed or objects.

Lestari et al (2018) stated that Sentence errors in the form of unstructured, inefficient, ambiguous and ambiguous sentences, piles of ideas, not unity of ideas, and inappropriate phrases and clauses. Phrase errors in the form of misordered, non-standard phrases, redundant phrases, ambiguous, plural phrases, lacking elements, misformed (Wijaya, et al, 2019). Clause errors in the form of clauses as sentences, starting with conjunctions, are inefficient, ambiguous, repeating words, not having parallel meanings, and using correlative conjunctions incorrectly: 1) The text of the report on the results of observations has the following rules; 2) Objective means that the text of the report on the results of observations must be presented in accordance with the actual state of the object in the field, without being influenced by personal views or opinions; 3) Universal means that the text of the report on the results of the observations does not tend or favor certain parties. In other

words, the report on the observations made must be general in nature; 4) It is factual or based on the reality in the field, contains the truth about the object that has been studied; 5) Systematic means that the text of the report on the observations made must be orderly, sequential, and in accordance with the standards that apply in writing observation texts; 6) Objects that must be observed. must be clear such as about animals, the environment, the environment or the universe; and 7) The author only acts as a reporter who reports the object based on the analysis and observations that have been made.

As junior high school students or MTs, in general, they have also gone through the basic education level which has also been introduced to writing lessons, in this case writing lessons based on observations from serial image objects. This experience becomes the basis for further learning, as knowledge it is classified in schemata. Schemata also develop in line with the capacity of experience, so it can be said that schemata are directly proportional to experience. The more knowledge or experience, the better the schemata will be. Based on previous writing experience, observation report writing skills can be developed at the next level. Students should be given the opportunity to do experiments with physical objects, which are supported by interactions with peers and assisted by questions entrusted to them from the teacher. It is hoped that a person's good vocabulary and basic knowledge or schemata will help someone to be skilled in writing observation reports.

Based on the results of the literature review and research objectives, the hypothesis that can be drawn is "There is a mutually supportive relationship between vocabulary mastery and schematic either singly or together with the skill of writing observation reports.

## **METHOD**

The method in this study is quantitative by taking a sample of class VII students at MTs N 2 Bandar Lampung in the 2018/2019 school year. To obtain research data using a written test for each variable then the results are calculated using a statistical formula. Test the hypothesis using the product moment correlation formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)\}}}$$

## RESULTS AND DISCUSSION

### Results

Based on the results of the reliability measurement, the data obtained are as follows:

**Table 1. Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .593             | .592   | 3          |

Data is calculated by using SPSS 22. If converted into Reliability Coefficient Interpretation (for reliability test (Ruseffendi, 2005: 160):

- 0.00 – 0.20 : Small
- 0.20 – 0.40 : Low
- 0.40 – 0.70 : Medium
- 0.70 – 0.90 : High
- 0.90 – 1.00 : Very High

The reliability test results show a magnitude of 0.593, this indicates moderate katagiri or is at 0.40 - 0.70. This means that the tool for collecting data in this study can used in accordance with the purpose of the study. The data normality test aims to determine whether the data comes from a normally distributed population. The test is carried out on vocabulary mastery data, schemata, and data on obs report writing skills ervasi. Then the normality test is used by using the *chi squared*, whether it is normally distributed or not. The test criterion is if the calculated chi squared value is less than or equal to the critical value at 5% significance.

**Table 2. One-Sample Kolmogorov-Smirnov Test**

|                                  | of Vocabulary  | Mastery Eye Scheme  | Writing Observation Report |
|----------------------------------|----------------|---------------------|----------------------------|
| N                                | 33             | 33                  | 33                         |
| Normal Parameters <sup>a,b</sup> | Mean           | 72.45               | 79.58                      |
|                                  | Std. Deviation | 17.10               | 18.23                      |
| Most Extreme Differences         | Abso lute      | .119                | .149                       |
|                                  | Positive       | .087                | .084                       |
|                                  | Negative       | -.119               | -.149                      |
| Test Statistic                   |                | .119                | .149                       |
| Asymp. Sig. (2-tailed)           |                | .200 <sup>c,d</sup> | .059 <sup>c</sup>          |

a. Test distribution is Normal.

b. Calculated from data.

Recapitulation of the normality test can be seen in the following table:

**Table 3. Calculation of the Third Normality Test Variable Variables**

| 3.2341          | N          | $X^2_{count}$ | $X^2_{table}$ | Information         |
|-----------------|------------|---------------|---------------|---------------------|
| X <sub>1</sub>  | 33         | X             | 9.49          | Normal distribution |
| Z <sub>33</sub> | 5.01<br>24 | 9.49          | Normal        | distribution        |
| Y               | 33         | 4.7384        | 9.49          | Normal Distribution |

**Source:** Results of research data analysis

Description:

X<sub>1</sub> = Vocabulary Mastery

X<sub>2</sub> = Schematic

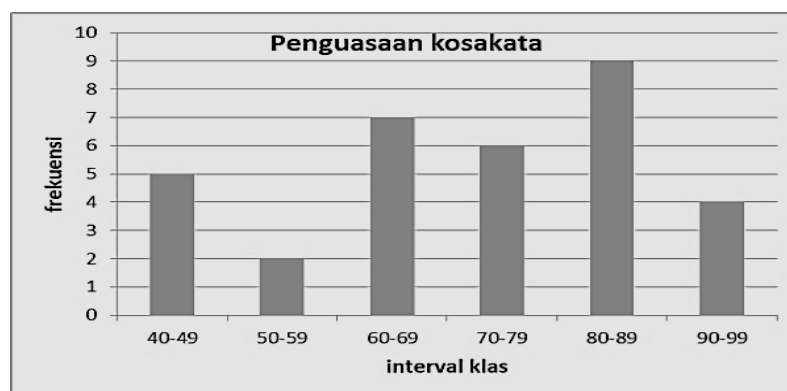
Y = Observation

Research results Vocabulary Mastery, Schematics, and Report Writing Skills Observations show that:

**Table 4. Vocabulary Mastery, Schematics, and Report Writing Skills Observations**

|       | Mastery of Vocabulary | Schematics | Skills in writing observation reports |
|-------|-----------------------|------------|---------------------------------------|
| Total | 2394                  | 2603       | 2404                                  |
| N min | 40                    | 42         | 35                                    |
| N max | 100                   | 110        | 100                                   |
| Range | 60                    | 68         | 65                                    |
| Mean  | 72.455                | 79.576     | 72.849                                |
| Std D | 17.095                | 18.233     | 18.526                                |

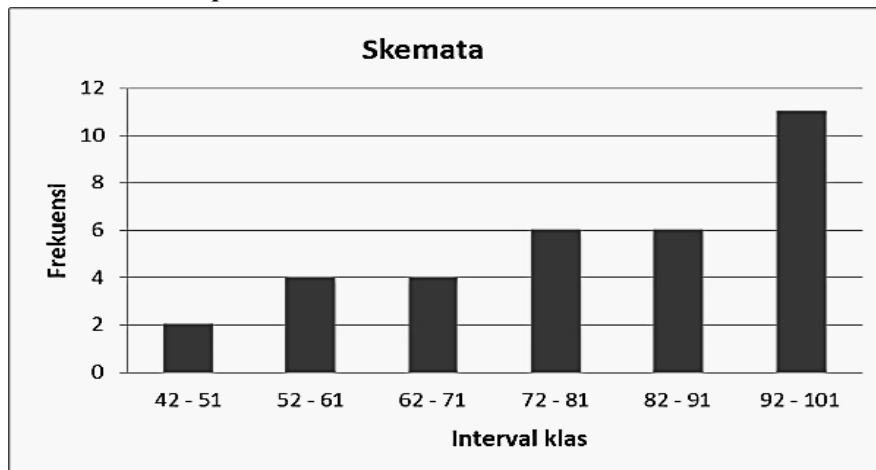
Based on the data above, if it is displayed in histogram form as follows:



**Figure 1.**

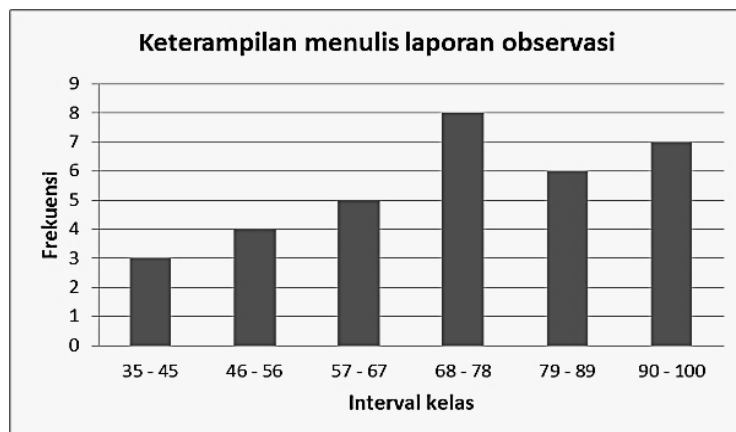
**Histogram of Vocabulary Mastery for class VII MTs N 2 Bandar Lampung academic year 2018-2019**

In the vocabulary mastery histogram table for students who master vocabulary moderately, b good and very good at the interval of 70-79 as many as 6 students from 33 students or 18%, while included in the good category it was scored at the interval of 80-89 as many as 9 students from 33 students or 27% and 90-99 as many as 4 students or 12%. If viewed as a whole, the students who mastered the vocabulary above the average were 19 students or 58%. This means that more than 50% of the seventh grade students of MTs N 2 Bandar Lampung who were sampled in this study mastered vocabulary well and the rest needed special attention.



**Figure 2.**  
**Histogram Schematics for class VII MTs N 2 Bandar Lampung academic year 2018-2019**

In the schemata histogram table it turns out that more than 50% of students already have a basic understanding of making reports and understand how to make reports on observations. This can be seen from the histogram above at intervals 72-81 as many as 6 students from 33 students or 18%, 82-91 intervals as many as 6 students or 18% and 92-101 as many as 11 students from 33 students or 33%. If viewed as a whole, then the basic abilities or schemata of class VII MTs N 2 Bandar Lampung students who were the sample in this study had mastered the basis of making observation reports as much as 69%.



**Figure 3.**  
**Histogram of Observation Report Writing Skills for class VII MTs N 2 Bandar Lampung academic year 2018-2019**

In the histogram table writing observation reports, it turns out that more than 50% of students can make observation reports with results above the average score of 72.85. If viewed as a whole, the skills of writing observation reports on class VII MTs N 2 Bandar Lampung students who became a sample of 33 students, there were 21 students who scored above the average or 63%.

### Discussion

There is a positive relationship with a very high degree of closeness between vocabulary mastery, schemata, both the relationship between each variable X1, vocabulary mastery and variable X2 schemata as well as jointly between X1 and X2 with Y or writing observational report skills. However, in addition to the two independent variables, other variables can also be added in learning Indonesian, especially in learning to write, especially writing observation reports so that the results to be achieved in this learning are better and more satisfying in accordance with the basic competencies of writing lessons.

According to Wijanarko, (2014: 14), the second part of the report text contains a set of paragraphs about the things being discussed, that section is that each paragraph usually begins with the main sentence, the main sentence at the beginning of each paragraph contains a preview of the information contained in the text. one paragraph. In addition, each paragraph should provide information about the characteristics of the subject being discussed or its object. This clearly makes the teacher must be able to help students improve their skills in writing observation reports that are rich in vocabulary, master correct and standard language rules and can actualize several rules in writing observation reports, and pay attention to writing aspects.

## CONCLUSIONS

The relationship between vocabulary mastery (X1) and observation report writing skills (Y), in this study showed a contribution of 94.1%. This shows that good vocabulary mastery will help students in writing observation reports well. Therefore, it is important to learn vocabulary for students, especially new vocabulary obtained from various sources according to the times.

The contribution of schemata to the skill of writing observation reports is 89.3%, the contribution of schemata learning is not as big as vocabulary mastery. However, the role of schemata in this study shows a close relationship with the skill of writing observation reports. With a lot of prior knowledge possessed by students, it will help students in making observations and making good observation reports. It can be seen that together the results of the study show that mastery of vocabulary and schemata is very helpful for students in improving their observation report writing skills. So that the purpose of learning to write observation reports will be in accordance with the objectives of learning Indonesian, namely the results of student writing can be understood and understood by the reader. In providing writing subject matter, especially writing observation reports, it is not only focused on the material contained in the book, but must innovate so that Indonesian language learning becomes more lively and interesting.

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