Research Article

THE EFFECTS OF VOCABULARY MASTERY AND SENTENCE STRUCTURE ON NARRATIVE WRITING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS IN DEPOK

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Abstract. *The purpose of this study is to show that there are 1) the influence of mastery of vocabulary and sentence structure together on the ability to write narration of junior high school students in Depok, 2) the influence of vocabulary mastery on the ability to write narration of junior high school students in Depok, 3) the influence of mastery of structure sentence on the ability to write narration of junior high school students in Depok. The study was conducted at Al-Qalam SMPIT and Dharma Pertiwi Middle School in Depok .The selected population was IX grade students with a sample of 60 students using cluster sampling techniques. The results of this thesis study is There is a significant influence of mastery of vocabulary and mastery of sentence structure together on the ability to write narration of junior high school students in Depok. This is evidenced by the acquisition of Sig. 0.001 <0.05 and Fh = 8.517.*

Keywords: vocabulary mastery; sentence structure; narrative text; writing skills

Introduction

Nowadays, writing skills in English are very much needed in the world of education and work. Writing skills will not develop if not supported by mastery of vocabulary and understanding in making a sentence. vocabulary is collection of words, words, and lexicon. Thus, students must master as much as possible. The more vocabulary is mastered, the easier it will be for students to develop it into a sentence and be skilled at writing in English. Students studying at the Junior high School (SMP) level are required to master a lot of vocabulary so that they are skilled at writing in English. In the private city of Depok there are many students with limited vocabulary so that they have difficulty developing writing skills in English. Students who do not master a lot of vocabulary, will affect the ability to make a sentence and writing skills. Students get many obstacles in learning to make effective sentence patterns. Unfortunately, students do not realize what is the source of their difficulties, so what is embedded in them is learning to write in English is very difficult.

Writing skills are the activities of expressing ideas and ideas in written form. In expressing ideas, students need the ability to interpret these ideas in written form that is easily understood. choosing the right vocabulary will help the reader understand the meaning of the writing. this is also supported by the ability of grammar that is qualified, so that the writing is directed and in accordance with the rules and produce content that is coherent.writing skills are indeed not easy. writing skills do not come by themselves and require constant practice. lack of writing practice by students of junior high school makes it difficult for them to express their ideas in written form. given the importance of writing activities for junior high school students, it is only natural that teaching writing is best trained.One of the writing skills found in English for junior high school is narrative writing. Narration is writing that tells something or a series of events, actions, and circumstances in sequence from the beginning to the end of the event so that it looks related to one another. The language style used is narrative explanations. Narrative writing aims to provide information in the form of experiences that are presented beautifully to the reader. In addition, another purpose of writing a narration is to tell the reality of an event that has happened in the interest of a particular person. Vocabulary mastery and making effective sentences are closely related in narrative writing skills. In addition, the development of sentences into a story is also

very necessary. Students must be equipped with a lot of vocabulary and strong understanding in making sentences into a narrative story that is related to each other. In addition, the role of a teacher is needed in helping students understand and process narrative writing skills. The teacher's role is to encourage students so that they can learn to master as much vocabulary as possible in a way that is easily understood. Teach you how to make good and effective sentences and explain how to develop sentences into a good narrative story. If the mastery of vocabulary of junior high school students in Depok is not developed, then they will have difficulty in learning English language skills especially in narrative writing skills. In addition, students will also find it difficult to develop writing skills in English when they enter the workforce. In connection with the above explanation, I would like to explore and study the "Effects of Vocabulary Mastery and Sentence Structure on Narrative Writing Ability of Junior High School Students in Depok. "

Methods

This research was conducted at a private junior high school in Depok. The reason for choosing this research site is because the students' ability in mastering vocabulary and sentence structure on the ability to write narration in English is different. this research was conducted in September to December 2019 and lasted for 4 months. the research method used was a survey with a quantitative approach and correlational analysis techniques. the variables in this study consisted of two independent variables, namely the mastery of vocabulary (X1) and mastery of sentence structure (X2), while the dependent variable was the ability to write narration (Y).

The target population in this study were students of class IX in private junior high schools in Depok in the academic year 2019/2020. According to the problem studied population in this study were students of class IX in SMPIT Al-Qalam and SMP Dharma Pertiwi in 2019/2020 totaling 600 students. The sample selection technique in this study uses a combination of cluster techniques, proportional techniques and random techniques. Cluster techniques are used for grouping students according to the school where they are studying. proportional techniques are used to determine the number of sample members from each cluster / school in the affordable population. while the random technique is used to select sample members from each of the specified clusters.

In this study the author uses a sampling technique. according to Arikunto (2009: 95), this study uses a random sampling technique. random sampling is used by researchers if the population from which the sample is taken is a homogeneous population containing only one characteristic. Thus, the desired sample can be taken arbitrarily (randomly). the sampling technique used is a proportional random sample. random proportional sample is intended to get a sample based on the number of members from each class. sampling in this study using a simple random proportional sample by drawing without returning. the population in this study consisted of 4 (four) classes, then samples from each class will be sought. Samples from each class are drawn by drawing with numbers, numbers drawn then the individual becomes a sample of his class. the number of samples for each class is taken according to the proportion of students in each class with the total population multiplied by the number of samples from the population, can be formulated as follows:

$$\text{Sample of each classes} = \frac{\text{Number of class members} \quad \text{H Number of samples}}{\text{Total of population}}$$

The number of sample members in this study was determined by 60 students.

X1: Vocabulary Mastery
X2: Mastery of Sentence Structure
Y: Narrative Writing Ability

Table 1. Data Sources

Variable	Data Source
• Vocabulary Mastery	Student
• Mastery of Sentence Structure	Student
• Students' Narrative Writing Ability	Student

Table 2. Data Collection Techniques

Variable Data	Collection Techniques
• Vocabulary Mastery	Test/Repetition
• Mastery of Sentence Structure	Test/Repetition
• Ability to Write Test / Test Narratives	Test/Repetition

The instruments in this study were objective tests and narrative writing. The instrument in the form of an object test is used to express mastery of students 'vocabulary and sentences, while the writing test is used to determine the ability to write students' narrative paragraphs. The stages of making objective test instruments in research are: (1) determining indicators based on a theoretical study; (2) writing question items based on indicators of research variables; (3) consult instruments that have been prepared with experts or sought advice or improvements; (4) testing instruments for research subjects; (5) analyze the results of instrument trials.

In this study the author uses descriptive statistics. In descriptive analysis techniques will be performed presenting data in the form of frequency distribution tables, graphs / bar charts for each variable. In addition, each variable will be processed and analyzed the size of the concentration and location such as mean, mode, and median and the size of the deviation such as range, variance, standard deviation, inclination and kurtosis. The steps for making a frequency distribution table and the presentation of polygon charts and histograms are done with the following steps:

a. Determine the range (R), i.e. the largest data minus the smallest data.
b. Define many classes (k) with Struges rules, i.e.
   K = 1 + 3.3 log n, n = amount of data
c. Determine the length of the interval class (P), i.e.
d. Determine the lower end of the first class interval, i.e., <smallest data.
e. Make a complete frequency distribution table, by determining the lower end (UB) and the upper end (UA) each class interval calculates the number (frequency) of data for each interval class.
f. Draw a histogram graph, by first determining the bottom edge (TB) and top edge (TA) for each interval class, namely: TB = UB - ½ units of data, and TA = UA + ½ units of data.
g. Draw a graph of the frequency polygon, by first determining the mean (Yi) of each interval class, i.e. = ½ (UA-UB). While the size of the center, location and deviation between them can be determined by the following formulas:

1) Determine the Mean / average (Y), with the formula:
2) Determine the Mode (Mo), with the formula:

Information :
Mo = Mode
p = class length
b = lower limit of the mode class, is the interval class with the most frequencies
b1 = Frequency of class mode minus the class frequency of the closest previous interval
b2 = Frequency of class mode minus the class frequency of the closest interval afterwards

3) Determine the Median (Me), with the formula:

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \quad \text{dimana :}$$

Me = Median
n = amount of data
F = Sum of all frequencies before the median class
f = frequency of the median class
b = lower limit of the median class
p = length of the median class

4) Variance (SD) and Standard Deviation, with the formula:

$$SD = \sum_{i=1}^{k} \frac{Yi^2 . fi}{n} - \left(\sum_{i=1}^{k} \frac{Yi.fi}{n} \right)^2 \quad \text{dan} \quad Simpangan\ Baku\ (S) = \sqrt{SD}$$

Test Requirements Analysis

Using the Normality, Linearity, and Multicollinearity tests. Normality test aims to determine whether the data collected by the distribution is normal or not. This will affect the continued process of statistical analysis, if the data is normally distributed, then the analysis continues using parametric statistics, whereas if the data is not normally distributed, the analysis continues using non-parametric statistics. The normality test can be performed using the Kolmogorov Smirnov analysis in SPSS 20.0. Data distribution is said to be normal if the sig value KS> 0.05. Normality calculation will be done using the help of a computer program SPSS 20.0. Linearity testing of regression lines in this study used the F Test, the formula is as follows (Sudjana, 1996: 327):

$$F = \frac{S_{TC}^2}{S_E^2} = \frac{\frac{JK(TC)}{k-2}}{\frac{JK(E)}{n-k}}$$

In practice, SPSS 20.0 program assistance will be used to calculate the linearity test, by looking at the value of the sig coefficient on Deviation from Linearity. The criteria for testing the linearity are as follows: if sig> 0.05 then the regression line is linear and, if sig ≤ 0.05 then the regression line is not linear. Multicollinearity is a regression model deviation caused by the correlation between the independent variables. To find out whether the regression occurs multicollinearity or not, many methods are used, one of the popular methods used in multicollinearity analysis is to look at the value of VIF (Variant Inflation Factor) from the calculation results of collinearity analysis. If the VIF value> 10, then it is said to be a collinearities. And vice versa if ViF <10, it is said that there is no collinearity, thus multicollinearity must be avoided from the regression model that will be formed.

$$F = \frac{\frac{R^2}{k}}{\frac{1 - R^2}{n - k - 1}}$$

R = Ry.12 which is the multiple correlation coefficient n is the number of sample members k is the number of independent variables b. Regression Analysis 1) Calculation of Regression Line Equations The results of the calculation of the regression line can be seen from the SPSS program output through regression analysis, namely the Coefficientsa table. The coefficients of the regression line equation are shown by the numbers in column B for Unstandardized Coefficients.

Table 3. Unstandardized Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		ig.
		B	Std. Error	Beta		
	(Constant)	a_0				
	X_1	a_1				
	X_2	a_2				
a. Dependent Variable: **Y**						

From Table 3, the regression equation is

2) Testing the Significance of Regression

The results of the multiple regression significance test can be seen from the SPSS program output through regression analysis namely in the ANOVA table column F or Sig.

Table 4. Results from ANOVA

ANOVA^b						
Model		Sum of Squares	f	Mean Square		ig.
	Regression					
	Residual					
	Total					
a. Predictors: (Constant), X_1, X_2						
b. Dependent Variable: Y						

The criteria for significance are:

• If the Sig Column is used, the significance criteria are:

"If Sig <0.05 then the regression line is significant"

• If Column F is used, the significance criteria are:

"If Fcount> Ftable, the regression line is significant"

Ftable was chosen according to the statistical test provisions in the F distribution, namely at the real level α degree (dk) numerator = k and degree (dk) denominator = n - k - 1, where n is the number of sample members and k is the number of independent variables.

Statistical Hypothesis

The statistical hypothesis in this study is as follows:

1. Hypothesis 1

H0: $\beta_1 = \beta_2 = 0$ ◊ There is no influence of vocabulary and sentence mastery together on the ability to write narration.

H1: $\beta_1 \neq 0$ and $\beta_2 \neq 0$ ◊ there is an influence of mastery of vocabulary and sentence together to the ability to write narration.

2. Hypothesis 2

H0: β1 = 0 ◊ there is no influence of vocabulary mastery on the ability to write narration.
H1: β1 ≠ 0 ◊ there is an influence of vocabulary mastery on ability narrative writing.
3. Hypothesis 3
H0: β2 = 0 ◊ there is no influence of sentence mastery on the ability to write narration.
H1: β2 ≠ 0 ◊ there is an influence of sentence mastery on ability narrative writing.

Results and Discussion

The author presents research data for variables Narrative writing ability (Y), Vocabulary mastery (X1), and sentence structure mastery (X2).

1. Data Narrative writing ability (Y)

Data The ability to write narration was obtained from the test scores of 60 students who became the study sample. The lowest value obtained is 66, the highest is 89, the average is 78.08, the median is 77.00, the mode is 89 and the standard deviation is 6.956.

Table 5. Writing Skills for Narrative Texts

Statistics		
Kemampuan Menulis Narasi		
N	Valid	60
	Missing	0
Mean		78,08
Median		77,00
Mode		89
Std. Deviation		6,956
Minimum		66
Maximum		89

When viewed from the results of the above calculation, it can be said that the ability to write narrative private junior high school students in the city of Depok is quite good. This is indicated by the acquisition of an average score of 78.08. To clarify the data above, it is depicted in the histogram as follows:
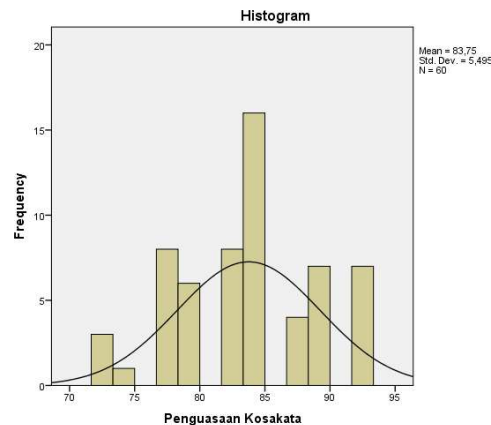

Figure 1. Histogram of Vocabulary Mastery

From the histogram and frequency polygon above, it can be concluded that the narrative writing ability of private junior high school students in Depok has a normal distribution.

2. Vocabulary Mastery Data (X1)

The vocabulary mastery data obtained from the test questions answered by 60 students produced the lowest score of 72, the highest score of 92, the average score of 83.75, the median of 85.00, the mode of 85, and the standard deviation of 5.495. The description of Vocabulary Mastery Research Data as follows:

Table 5. Vocabulary Mastery Data

Statistics		
Penguasaan Kosakata		
N	Valid	60
	Missing	0
Mean		83,75
Median		85,00
Mode		85
Std. Deviation		5,495
Minimum		72
Maximum		92

From the results of the above calculation, it can be said that the mastery of vocabulary in Private Junior High Schools in Depok City is good. This is indicated by the acquisition of an average score of 83.75. To clarify the data above, it is depicted in the histogram as follows:

Table 7. Sentence Structure Mastery

Statistics		
Penguasaan Struktur Kalimat		
N	Valid	60
	Missing	0
Mean		72,67
Median		74,50
Mode		70
Std. Deviation		10,710
Minimum		50
Maximum		95

From the histogram and frequency polygon above, it can be concluded that the vocabulary mastery of Private Middle School students in Depok City has a normal distribution.

3. Data Mastery of sentence structure (X2)

Sentence mastery data obtained from the test scores answered by 60 students as respondents produced the lowest score of 50, the highest value of 95, the average value of 72.67, the median of 74.50, the mode of 70 and the standard deviation of 10.710. From the results of the above calculation, it can be said that the mastery of the sentence structure of private junior high school students in Depok is good. This is indicated by the acquisition of the mean score of the mastery of sentence structure 72.67. To clarify the data above, it is depicted in the histogram as follows:
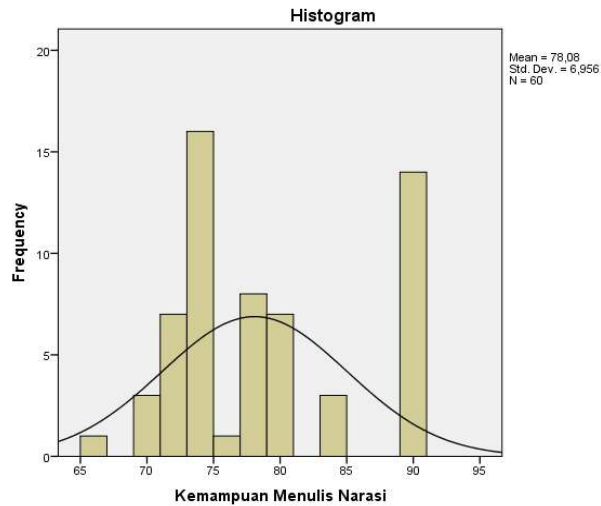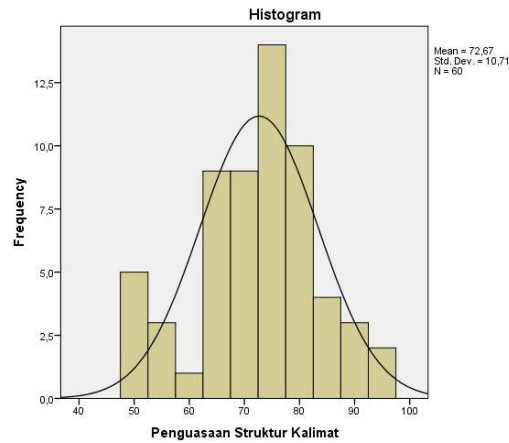
Figure 2. Sentence Structure Histogram

Figure 3. Narrative Text Writing Skills Histogram

From the histogram and frequency polygon above, it can be concluded that the mastery of sentence structure of private junior high school students in Depok has a normal distribution.

Test Regression Analysis Requirements
1. Classical Assumption Test
a. Data Normality Test

Table 8. Regression Analysis
A good regression requirement if the research data follows the normal distribution.

One-Sample Kolmogorov-Smirnov Test				
		Penguasaan Kosakata	Penguasaan Struktur Kalimat	Kemampuan Menulis Narasi
N		60	60	60
Normal Parameters[a,b]	Mean	83,75	72,67	78,08
	Std. Deviation	5,495	10,710	6,956
Most Extreme Differences	Absolute	,157	,102	,175
	Positive	,110	,097	,171
	Negative	-,157	-,102	-,175
Kolmogorov-Smirnov Z		1,213	,788	1,356
Asymp. Sig. (2-tailed)		,105	,564	,051
a. Test distribution is Normal.				
b. Calculated from data.				

From the table above shows that the hypothesis test that states the distribution of data in this regression analysis follows the normal distribution. This is indicated by all Asymp values. Sig> 0.05. This means that all data are normally distributed.

b. Multicollinearity Test

Multicollinearity test aims to test whether the regression model found a perfect correlation between independent variables. A good regression model should not occur perfect correlation between independent variables. One way to detect the presence of multicollinearity is to look at tolerance or variant inflation factor (VIF). If tolerance <0.1 or VIF value> 10, there will be multicollinearity.
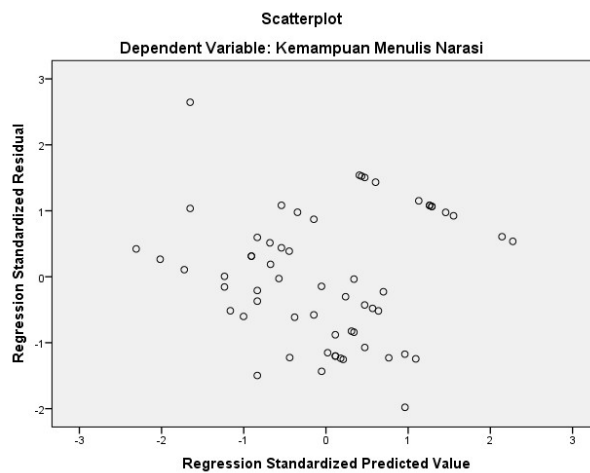

Figure 4. Scatterplot Results

Table 9. Multicollinearity Test Results

Coefficients[a]			
		Collinearity Statistics	
	Model	Tolerance	VIF
	(Constant)		
	Penguasaan kosakata	918	1,090
	Penguasaan struktur kalimat	,918	1,090

The results of multicollinearity test in the table above show that Tolerance results of 0.918> 0.1 or variant of inflation factor (VIF) 1.090 <10. So it can be stated that there is no multicollinearity between vocabulary mastery and sentence structure mastery in this multiple regression analysis.

c. Heteroscedasticity Test. The definition of heteroscedasticity is if the observed error or residual does not have a constant variant. Heteroscedasticity conditions often occur in cross section data, or data taken from several respondents at a certain time. One method for detecting heteroscedasticity is to make a scatter-plot between standardized residuals (ZRESID) and standardized predicted values (Y cap). In the picture below shows there is no change in e along Y cap, then it is stated there is no heteroscedasticity in the error (residual). Can be seen from the Scatterplot Heteroscedasticity Test.

Figure 4 shows that the points spread randomly and do not form certain clear patterns and spread above or below the number 0 on the Y axis. This shows that there is no heteroscedasticity in the regression model, so it can be used to predict variable the ability to write narration based on mastery of vocabulary and mastery of sentence structure.

d. Error Normality Test. A good regression requirement if the research data follows the normal distribution

Table 10. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	6,10335167
Most Extreme Differences	Absolute	,079
	Positive	,079
	Negative	-,079
Kolmogorov-Smirnov Z		,614
Asymp. Sig. (2-tailed)		,845
a. Test distribution is Normal.		
b. Calculated from data.		

Table 10 shows that the hypothesis test states that the residual distribution in this regression analysis follows the normal distribution. This is indicated by the value of $Z = 0.614$ and Sig. = 0.845> 0.05. This means that the assumptions or requirements of the regression analysis are met.

2. Linearity Test

Linearity test is performed to determine the techniques in regression analysis whether the independent variables (X1 and X2) and the dependent variable (Y) are linear. This linearity test uses SPSS 20.0 calculations

a. Linearity Regression effect of variable X1 on Y

The results of the regression linearity test between the vocabulary mastery with the ability to write narration, the calculation of SPSS 20.0 as follows:

Table 11. Normality Test Results

			Sum of Squares		Mean Square		Sig.
Kemampuan Menulis Narasi * Penguasaan Kosakata	Between Groups	(Combined)	902,762		112,845	,949	009
		Linearity	358,625		358,625	,371	004
		Deviation from Linearity	544,137		77,734	,031	069
	Within Groups		1951,821	1	38,271		
	Total		2854,583	9			

Based on the above calculations, the result of calculation of Deviation from Linearity with Fo = 2.031 and Sig. = 0.069> 0.05. This has the understanding that the vocabulary mastery variable with the ability to write narrative students has a linear relationship.
b. Regression linearity effect of variable X2 on Y

Regression linearity test results between the mastery of sentence structure with the ability to write narration, calculation SPSS 20.0 as follows:

Table 12. Regression Linearity Effect

			Sum of Squares	f	Mean Square		ig.
Kemampuan Menulis Narasi * Penguasaan Struktur Kalimat	Between Groups	(Combined)	1291,733	2	8,715	,390	184
		Linearity	482,858		82,858	1,432	002
		Deviation from Linearity	808,876	1	8,518	912	579
	Within Groups		1562,850	7	2,239		
	Total		2854,583	9			

Based on the above calculation results obtained Deviation from Linearity results with Fo = 0.912 and Sig. = 0.579> 0.05. This has the understanding that the variable mastery of sentence structure with the ability to write narrative students has a linear relationship.
Hypothesis Testing

Submission of hypotheses is carried out in accordance with the provisions described in Chapter III. The results of calculations and tests can be seen in Table 13 below:

Table 13. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,480ᵃ	,230	,203	6,210
a. Predictors: (Constant), Penguasaan Struktur Kalimat, Penguasaan Kosakata				

Table 14. ANOVA Testing Results

ANOVAᵃ						
Model		Sum of Squares	f	Mea n Square		ig.
	Re gression	656,78 0		328, 390	,517	001ᵇ
	Re sidual	2197,8 03	7	38,5 58		
	To tal	2854,5 83	9			
a. Dependent Variable: Kemampuan Menulis Narasi						
b. Predictors: (Constant), Penguasaan Struktur Kalimat, Penguasaan Kosakata						

Following are the Results of Double Regression Equation Calculation
Variables X1 and X2 with respect to Y.

Table 15. Standardized Testing

Coefficientsᵃ						
Model		Unstandar dized Coefficients		Stan dardized Coefficients		ig.
			S td. Error	Beta		
	(Const ant)	4,843	1 2,515		,784	007
	Pengua saan Kosakata	326	, 154	,258	,124	038
	Pengua saan Struktur Kalimat	219	, 079	,337	,781	007
a. Dependent Variable: Kemampuan Menulis Narasi						

1. Effect of mastery of vocabulary (X1) and mastery of sentence structure (X2) together on the ability to write narration (Y). Hypothesis tested:
Meaning:
H0: There is no influence of mastery of vocabulary and mastery of sentence structure together on the ability to write narration
H1: there is an influence of mastery of vocabulary and mastery of sentence structure together on the ability to write narration
From table 4.10. it can be stated that there is a significant effect of mastering vocabulary and mastery of sentence structure together on the ability to write narratives. This is evidenced by the acquisition of Sig. 0.001 <0.05 and Fh = 8.517.
Meanwhile, the multiple regression line equation can be expressed with = 34.843 + 0.326 X1 + 0.219 X2. This means that an increase in one score of vocabulary mastery and sentence structure mastery contributed 0.326 by x1 and 0.219 by x2 to the variable of narrative writing ability. From table 4.9 it can also be explained that together the variable vocabulary mastery and sentence structure mastery contributed 23% to the narrative writing ability variable.
2. Effect of vocabulary mastery (X1) on the ability to write narration (Y)
Hypothesis tested:
Meaning:
H0: There is no influence of vocabulary mastery on the ability to write narration
H1: there is an influence of mastery of vocabulary on the ability to write narration

From table 4.11. it can be stated that there is a significant influence on the mastery of vocabulary on the ability to write narration. this is evidenced by the acquisition of Sig. 0.038 <0.05 and th = 2.124. The contribution of vocabulary mastery variables to the ability to write narratives can be stated by the formula:

KD = Value x Value of its Passive Correlation () x 100%

BC = 0.258 x 0.354 x 100% = 9.13%

From the results of the above calculation it can be stated that the contribution of mastery of vocabulary in increasing the ability to write narration by 9.13%.

3. Effect of Mastery of sentence structure (X2) on the ability to write narration (Y)

Hypothesis tested:

Meaning:

H0: There is no influence on the mastery of sentence structure on the ability to write narration

H1: there is the influence of Mastery sentence structure on the ability to write narration

From Table 15. it can be stated that there is a significant influence in the mastery of sentence structure on the ability to write narration. this is evidenced by the acquisition of Sig. 0.007 <0.05 and th = 2.781. The contribution of the sentence structure mastery variable to the ability to write narration can be stated with the formula:

KD = Value x Value of its Passive Correlation () x 100%

BC = 0.337 x 0.411 x 100% = 13.85%

From the results of the above calculation it can be stated that the contribution of Mastery of sentence structure in improving the ability to write narration by 13.85%.

1. Effect of mastery of vocabulary (X1) and mastery of sentence structure (X2) together-the same with the ability to write narration (Y)

The results of the above study concluded that the mastery of vocabulary and mastery of sentence structure together had a positive effect on improving the narrative writing ability of private junior high school students in Depok. This implies that the mastery of vocabulary and mastery of sentence structure have a significant effect on improving the narrative writing ability of private junior high school students in the city of Depok.

2. Effect of vocabulary mastery (X1) on the ability to write narration (Y)

The results of the above study conclude that the mastery of vocabulary has a positive influence on improving the ability to write narrative private junior high school in the city of Depok. This implies that the mastery of vocabulary on students has a significant influence on improving the ability to write narrative private junior high school students in the city of Depok.

3. Effect of Mastery of sentence structure (X2) on the ability to write narration (Y)

From the results of existing research and theory it can be concluded that the mastery of sentence structure has a positive influence on improving the ability to write narrative private junior high schools in the city of Depok. That is, mastery of high sentence structure has a significant effect on improving the narrative writing ability of private junior high school students in the city of Depok.

Conclusions

Refers to the results of the analysis and discussion of research problems and hypotheses which has been discussed, the results can be concluded that: (1). There is a significant influence of the mastery of vocabulary and mastery of sentence structure together on the ability to write narrative private junior high school students in the city of Depok. This is evidenced by the acquisition of Sig. 0.001 <0.05 and Fh = 8.517. (2). There is a significant influence of vocabulary mastery on the ability of writing narrative private junior high school students in the city of Depok. This is evidenced by the acquisition of Sig. 0.038 <0.05 and th = 2.124. (3). There is a significant influence in the mastery of sentence structure on the ability to write narrative private junior high school students in the city of Depok. This is evidenced by the acquisition of Sig. 0.007 <0.05 and th = 2.78. With the results of this research and its implications the researcher suggests (1). It is hoped that teachers will be able to use good learning media and the application of appropriate learning methods in the classroom so that students are able to master English vocabulary better. (2). It is hoped that students will be able to utilize the existing learning media at

school to develop their English vocabulary better. (3). In order to produce good writing, students are expected to practice their writing ability continuously. (4). Students should be able to understand sentence structure and enhance or enrich vocabulary vocabulary especially in English subjects so that students are able to make various types of texts in English well. (5) Hopefully the results of this thesis research can provide motivation for teachers and students to be more creative and innovative in learning the mastery of vocabulary and sentences and the ability to write narration in school.

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