

## THE EFFECTS VOCABULARY MASTERY AND THE READING SKILL TOWARDS STUDENTS WRITING ABILITY IN NARRATIVE TEXT

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**Abstract:** The aims of the research are to 1) The effects of vocabulary mastery and reading skills on students' writing ability in the narrative text at Private Junior High Schools in Rangkasbitung. 2) The effect of vocabulary mastery towards students writing ability in the narrative text at Private Junior High Schools in Rangkasbitung. 3) The research findings are: 1) There are any significant effects of vocabulary mastery and reading skill jointly towards students writing ability in the narrative text at Private Junior High Schools in Rangkasbitung. That is proved by sig. value =  $0.000 < 0.05$ . and  $F_0 = 25.833$ . 2) There is a significant effect of the vocabulary mastery towards students writing ability in the narrative text at Private Junior High Schools in Rangkasbitung. That is proved by sig –  $0.000 < 0.05$  and  $t_0 = 4.948$ . 3) That is proved by sig. value =  $0.000 < 0.05$ . and  $t_0 = 4.948$ . 3)

**Keywords:** Vocabulary mastery, reading skill, narrative writing text.

### Introduction

Education is one of the essential factors for life both for the world and human life in this information and technological era. Education in Indonesia faces three significant challenges, (1) the consequences of the economic crisis, education is required to sustain the educational development outcomes achieved 2) to face the global era, education is required to prepare competent human resources in order to compete in the global job market, (3) in line with the enactment of regional autonomy, it is necessary to amend and adjust the national education system to realize a more democratic education process, taking into account the diversity of needs or conditions of the region and learners, and encourage increased community participation.

According to Ministry of Education Regulation No. 22 of 2006 regarding content standards, there are four skills that students must master at the high school level in English subjects, namely the ability to listen, speak, read and write. At the Junior High School level, English is one of the main subjects for graduation on the national final exam. It is expected that SMP level graduates can think, reason and be broad-minded and communicate and speak in English at a certain literacy level. In the implementation of the learning process, a teacher must complete a curriculum system based on the level of educational unit and students are required to be active and seek solutions for better understanding the learning materials that teachers have provided in the classroom. In learning in the classroom, an English teacher should have a broad insight into what reading is.

A teacher needs knowledge of science in general. Therefore, the science of education is a field of teaching which includes curriculum, teaching program, teaching methodology, educational media, processing of teaching and learning activities, and evaluation of education. In another case, the teacher is required to make every effort to achieve dynamic and enjoyable learning. This is where the teacher is required to be a professional person. In modern psychology, learning not only memorizes some facts or information but the mental event of the process of experience. Therefore, every learning event requires the intellectual-emotional involvement of students through assimilation and cognitive accommodation to

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develop knowledge, action, and direct experience to shape skills (motor, cognitive and social), appreciation, and internalization of values in formation.

Language is a crucial determinant to success and has a central role, especially in intellectual, social, and emotional development and in studying all fields of study. Language is expected to help someone whom the author is talking about is the learners to know himself, his culture, and other people's culture, express ideas, and feelings, participate in a society that uses the language, finds and uses analytical skills in him. There can be no doubt that language is one of the activities that cannot be separated from human life. It may be said that every day from morning until night, people speak, convey ideas, express pleasure, receive information, ask questions, and communicate other activities, even daydreaming, praying, and dreaming using the language. It seems there is not a single human activity that separated from the activities of language, although only intrinsic.

One of the reasons why English subject is taught at schools because English is the most widely foreign language used in many countries. This is because the population of Indonesia has the first variety of languages, namely the local language. In addition, English should be studied at schools concerning the function of English as an international language or lingua franca. English is a subject taught in all formal educational institutions, from elementary even in-depth studies in college. In Junior High school, Senior High school, and Vocational High School, English is one of the subjects tested in the National Computer Based Exam (NCBE). In School-Based Curriculum published in 2006, English language learning at Junior High School was directed to improve the ability of learners to understand the lessons delivered by teachers in the classroom.

Junior High School is a formal educational institution that aims to increase knowledge and skills to prepare students as skilled, educated labour, ready to enter the business world and industry, have a professional work ethic, and develop themselves according to the development science technology. English language teaching materials at Private Junior High Schools are used to cultivate students' proficiency to absorb and convey ideas, opinions, experiences, messages, and feelings conveyed in oral and written form.

The factors that influence success in learning to write narrative text are the ability of vocabulary mastery and reading skill. In which, vocabulary has the following meanings: (1) a language component that contains all information about the meaning and use of words in the language, (2) all words that exist in a language, (3) all languages possessed by a speaker, (4) all words commonly used by a group of people in the same environment, (5) all words commonly used in the field of science, (6) a list of words compiled like a dictionary, but accompanied by a brief explanation. Moreover, Atchison (2001:331) said that vocabulary is a set of words known to a person or other eternity or parts of the specific language. Ur (2009: 60) said vocabulary is the words taught in the context of a foreign language.

In addition to the vocabulary mastery factor, the reading skill factor is also significant, especially for students' writing abilities. Reading involves a variety of skills. In her research, the writer will only use and describe five of them. They are skimming, scanning, references, summarizing, and identifying the main ideas and supporting details. The ability to write well is essential in and out of classrooms. Writing is an indispensable skill for all students (National Commission on Writing, 2003). Writing skills are part of the four language skills of listening, speaking, and reading. According to Harris (1993: 10), writing is a process that occurs over some time, mainly if we consider the sometimes-extended periods of thinking that precede creating an initial draft. Writing a person's writing contains criticism, literary works, blasphemy, provoking, and can also build. It cannot be separated from the development and imagination of a writer. Writing requires students' skills both from the way of writing, composing sentences, punctuation, and developing paragraphs one with the other paragraph so that writing becomes a meaningful text.

In everyday life, language skills cannot be separated, especially the world of students; writing is carried out every school day. Many students do not understand writing, what they want to write, and how it is written. According to Graham et al. (in Sulak, 2018: 497), writing is necessary for most people. Since writing is a valuable means of communication, learning, and self-expression, those who do not have adequate writing skills can face disadvantages and limited educational and employment opportunities.

Writing skills is an aspect of language skills that has a vital role in written communication. These skills should be trained in order to write into practical activities generating creativity developed through student writing. The work of someone with the beauty and tidiness of the writing will give more value to



writing. However, not all students can write descriptive well because they think that writing is difficult and boring. Especially in the present, with the flow of globalization and information that can affect the imagination and creativity of children in pouring his writing into the descriptive. In principle, the primary function of writing is as an indirect means of communication. Öz (2006:251) said that writing is the written expression of thoughts, desires, emotions, and schemes, requiring skill rather than knowledge. Lindemann (2001:10) defined writing as "a process of communication that uses a conventional graphic system to convey a message to a reader."

Hodgins (in Anwar, 2014: 25) states: Narration tells a story, the story of a sequence of events. Something happens over a period of time." Based on the statement, the narrative text is a text about a story or an event with a time sequence or something that happens with time going on in the story. Students are the main subject of learning in the learning process must always pay attention to the characteristics and needs of students. In teaching and learning, teachers play a role as facilitators who help students develop themselves, encouraging students to grow and develop into citizens who have personality and develop social skills. The activity of students should be driven by the willingness to learn because of something to be achieved and will develop if based on the utilization of its potential (intrinsic potential). Based on the background above, the writer feels interested in conducting scientific research titled "The effect of vocabulary mastery and reading skill towards students' writing in the narrative text."

Fahrurrozi (2017:118) said that "Mastery of vocabulary as one component of language is critical." It means that vocabulary mastery is one of the importance of language components. Without having sufficient vocabulary, it is hard to master the language. His statement is strengthened by Qian (2002:515), who said that breadth of knowledge refers to "the number words the meaning of which one has at least some superficial knowledge." It means that vocabulary mastery is the number of words possessed by someone in understanding the words, at least in the superficial knowledge. Vocabulary mastery in superficial knowledge can be meant as the total number of vocabularies that someone possesses. In the context of learners, they should master many words so that they can learn quickly and enhance their academics. They also have to master vocabulary related to their level of education. In brief, from the theories and opinions above, vocabulary mastery is a total number of vocabularies mastered by someone in the actual context, whether in superficial or in-depth knowledge.

Reading involves a variety of skills. In her research, the writer will only use and describe five of them. They are skimming, scanning, references, summarizing, and identifying the main ideas and supporting details. The writer only uses and describes those skills because she finds out that only those skills have primarily appeared in the students' book. The writer presents some definitions of skimming from some sources. According to Brown (2001: 308), skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. It gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas." When skimming, we go through the reading material quickly to get the gist of it, know how it is organized, or get an idea of the tone or the intention of the writer. Therefore, skimming is a more specific activity that requires an overall text view and implies a definite reading competence.

Reading and Study English describes the steps to follow in the skimming for the main ideas as followed:

- a) Find definitions. They are often signaled by special type, especially italics
- b) Note how the information is arranged on a page. Is information arranged alphabetically or numerically?
- c) Move your eyes vertically or diagonally down the page, let them dart quickly from side to side, and keep in mind the exact type of information you want.
- d) Aim for 100% accuracy.

Mackay (1979) said that This skill had been left untaught and unquestioned in comprehension exercises. In order to understand a text, students need to know what words like "this," "these," "those," "it," and "them" refer to. These words are most frequently used to refer back to a word, phrase, clause, sentence, or longer text that appeared earlier. Frequently they are marked by "summary words," e.g., "this type," "that fact," "these cases," or "those factors." Occasionally, even a native speaker is forced to stop to identify the referent (p. 125). Ramsay (1986) divides reference into two: pronoun reference within a sentence and pronoun reference between sentences. The explanation is as followed:

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- a) Pronoun reference within a sentence. Writers often use pronouns when they do not want to use the same noun more than once in a sentence. e.g., John told Marsha he wanted to talk to her. (He refers to John; she refers to Marsha)
  - b) Pronoun reference between sentences. Sometimes writers use a pronoun in one sentence to refer to a noun in a different sentence. e.g., More and more libraries are offering special services for their patrons. These include entertainment facilities, community activities, and facilities for blind readers. (These refer to special services) (pp. 63-67).

According to Duke and Pearson (2002), summarizing is a difficult task because students should read the text, identify the important and unimportant idea, and combine ideas to create a new text that is the same as the original. From the same source, we get the two strategies of summarizing.

After reading, students choose from a list of sentences the one that best summarizes the text.

- a) Students make a hand note to help them identify the most critical details.
- b) Students use the information from the hand note to write a summary of the text.

According to Barnes, Brown, and Burgdorf (1980), "The purpose of summarizing is to help students condense written information and present its substance in their own words, concisely and without distortion. Information is being summarized in order to make it easier to handle and understand (pp. 9-10)." They also say that summarizing is an essential skill in every study area. A scientist must summarize his or her observations carefully. A writer should summarize his or her experiences to do good writing. While students must summarize what they are reading or learning to understand better and remember it when reading and learning new material (Barnes, Brown, & Burgdorf, 1980: pp. 9-10).

Hodgins (in Anwar, 2014: 25) said that narration tells a story of a sequence of events. Something happens over a period of time. " Based on the statement, the narrative text is a text about a story or an event with a time sequence or something that happens with time going on in the story. This is also in line with Kirsznier and Mandell's (2009: 60) statement, who said that "Narration is writing that tells a story." It can be said that narration is writing that states a story or fairy tale, which is often and very common in Indonesian society. Furthermore, Anderson and Anderson (in Cahyono, 2011: 1) said that "a narrative is a text that tells a story, and does so, entertains or informs the reader or listener." Narration is a text that states a story or can also be said as an entertaining text or provides information.

Scarry and Scarry (2010: 369) said that "Narration is the oldest and best-known form of verbal communication. It is, quite simply, the telling of a story". Narration is the oldest form of verbal communication ever, which states the story. Because it is referred to as a form of verbal communication in the past, the narration was a form of the story conveyed through fairy tales by the writers or even became a fairy tale by parents as a lullaby of the child. There are many types of narrative texts, such as science fiction, legend, romance, historical fiction, mystery, and even adventure stories. Of the many types, several narrative stories have been pervasive in Indonesian society, such as legends or fables.

Based on several theories and opinions of the experts above, the narrative is a text with several primary functions to say something, to talk about something that one of them aims to entertain.

## Method

The research was conducted quantitatively. The research method used in this study is the survey method. According to Fraenkel and Wallen (2007: 398), the central purpose of the survey method is to describe the characteristics of a population. Moreover, Louis et al. (2007:207) said that surveys can be exploratory. No assumptions or models are postulated, and relationships and patterns are explored (e.g., through relationships, regression, stepwise regression, and factor analysis). They can also be confirmatory, in which a model, causal relationship, or hypothesis is tested. Based on the above definitions of the nature of the surveys method, the writer concludes that survey is one of the most common research methods used in the social science and education field that is used to describe the characteristics of a population by collecting large amounts of data to explore relationships between variables in an explanatory way.

## Results and Discussion



The description of the data consists of three significant classifications are the data of vocabulary mastery ( $X_1$ ), reading skill ( $X_2$ ), and writing ability in the narrative text ( $Y$ ). The data were analyzed descriptively and see in detail in Table 1.

Table 1 Data Descriptions

		Statistics		
		Vocabulary Mastery	Reading Skill	Writing Ability in Narrative Text
N	Valid	83	83	83
	Missing	0	0	0
Mean		75,5301	73,7108	70,1807
Median		78,0000	72,0000	70,0000
Mode		78,00	89,00	70,00
Std. Deviation		9,15229	15,12592	8,60537
Variance		83,764	228,793	74,052
Range		38,00	61,00	35,00
Minimum		55,00	39,00	50,00
Maximum		93,00	100,00	85,00

**1. Description of Writing Ability in Narrative Text**

After doing the research data processing of the score of student's writing ability in the narrative text of the grade VIII at Private Junior High Schools in Rangkasbitung, it achieved the maximum score that is 85, and the minimum score is 50. Therefore, the range is 35.

The data analysis results for students' writing ability in a narrative text variable, the data variance is shown by variance value 74.05 and deviation standard 8.605. The data from this variable has a mean value as much as 70,18, modus 70, and median 70. It means that the score of student's writing ability in the narrative text of the grade VIII students at Private Junior High Schools in Rangkasbitung is good. Histogram from the data distribution of student's writing ability in narrative text, as follow:

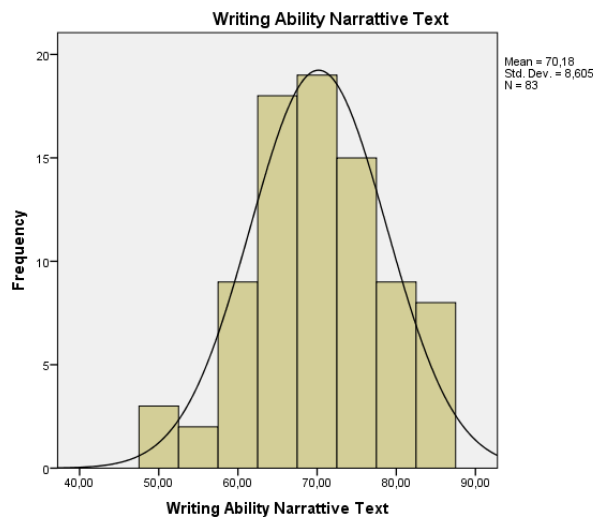


Figure 2. Histogram of Data Distribution of Writing Ability in Narrative Text

**2. Description of Vocabulary Mastery**

After doing the research data processing of the score of vocabulary mastery of the grade VIII at Private Junior High Schools in Rangkasbitung, it achieved the maximum score of 93. The minimum score is 55. Therefore, the range is 38. From the data analysis result for the vocabulary mastery variable, the data variance is showed by variance value 83.764 and deviation standard 9.152. The data from this variable has mean as much as 75,53, modus 78, and median 78. It means that mean of the score of vocabulary mastery of the grade VIII students at Private Junior High Schools in Rangkasbitung is good. Histogram from the data distribution of vocabulary mastery, as follow:

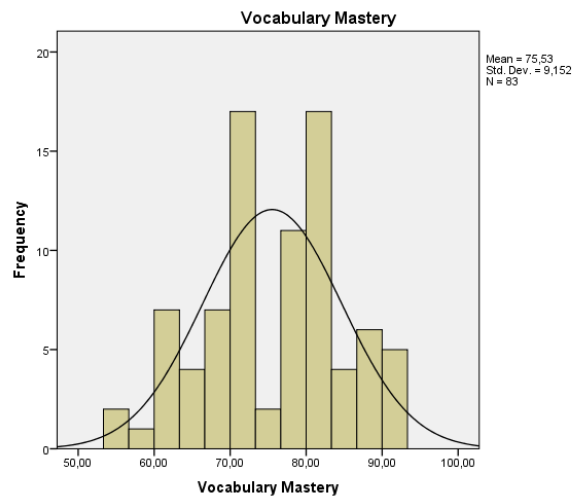


Figure 2. Histogram of Data Distribution of Vocabulary Mastery

### 3. Description of Reading Skill

After doing the research data processing of the score of reading skill of the grade VIII at Private Junior High Schools in Rangkasbitung, it achieved the maximum score that is 100, and the minimum score is 39. Therefore, the range is 61.

The data analysis result for the reading skill variable shows that the data variance is shown by variance value 228.793 and deviation standard 15.126. The data from this variable has mean as much as 73,71, modus 89, and median 72. It means that the score of the reading skills of the grade VIII students at Private Junior High Schools in Rangkasbitung is good. Histogram from the data distribution of vocabulary mastery, as follow:

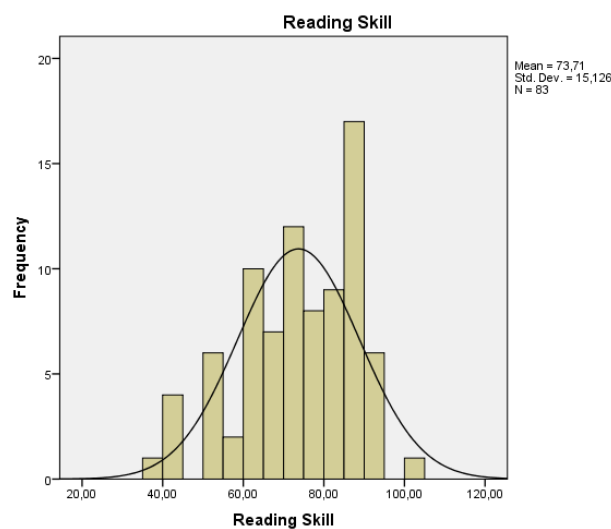


Figure 3. Histogram of Data Distribution of Reading Skill

Table 2. Normality Residual of the Data Analysis  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		83
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	6,70776437
Most Extreme Differences	Absolute	,069
	Positive	,053
	Negative	-,069
Test Statistic		,069
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- 4. This is a lower bound of true significance.

The result of the residual normality test in Table 2 shows that the value Asymp. Sig (2-tailed) of One-Sample Kolmogorov Smirnov Test is 0,200 > 0,05. It means that the data regression residual from the variables is normally distributed.

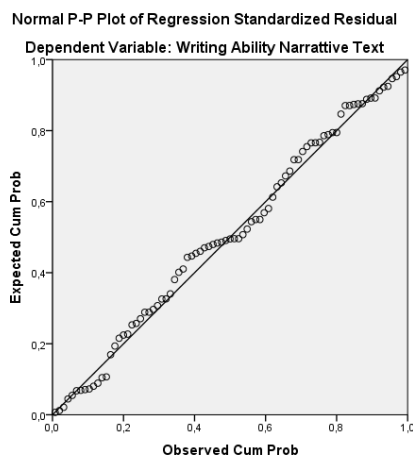


Figure 4. Normality Residual of the Data Analysis

Figure 4 above indicates that the P-P Plot of regression standardized residual denotes that charts distribution (normal probability plot) seen that dots spread around the diagonal line. It means that the distribution of the data is normal.

**Hypothesis Testing**

The study tested the hypothesis of whether the combination between vocabulary mastery ( $X_1$ ) and reading skill ( $X_2$ ) towards writing ability in the narrative text (Y) and followed by partial hypothesis testing. Calculations and test results can be seen in Table 3, Table 4, and Table 5. the following:

Table 3. Testing 1  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,626 <sup>a</sup>	,392	,377	6,79109

- a. Predictors: (Constant), Reading Skill, Vocabulary Mastery
- b. Dependent Variable: Writing Ability in Narrative Text

The multiple regressions were applied to test whether vocabulary mastery and reading skill influence writing ability narrative text. In testing the hypothesis, the writer used the following formula:

$$H_0 : \beta_{y.1} = \beta_{y.2} = 0$$

$$H_1 : \beta_{y.1} \neq 0; \beta_{y.2} \neq 0;$$

Ho: There is no effect of vocabulary mastery and reading skill on students' writing ability in narrative text.

H<sub>1</sub>: There are effects of vocabulary mastery and reading skill jointly towards students writing ability in narrative text.

Table 4 shows that the value of sig  $0.000 < 0.05$  and  $F_0 = 25,833$ . There are any significant effects of vocabulary mastery and reading skill that affect students' writing ability in narrative text significantly.

## Conclusions

There are significant effects of vocabulary mastery and reading skills on writing ability narrative text at Private Junior High Schools in Rangkasbitung. It can be proved by sig =  $0.000 < 0.05$ . and  $F_0 = 25.833$ . There is a significant effect of the vocabulary mastery towards writing ability in the narrative text at Private Junior High Schools in Rangkasbitung. It can be proved by sig =  $0.000 < 0.05$ . and  $t_0 = 4.948$ . There is a significant effect of reading skill towards writing ability in the narrative text at Private Junior High Schools in Rangkasbitung. It can be proved by sig =  $0.000 < 0.05$ . and  $t_0 = 3.890$ .

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