

**THE CORRELATION BETWEEN VOCABULARY MASTERY
AND THE DESCRIPTIVE TEXT WRITING ABILITY OF
SECOND GRADE SMK BINA TUNGGAL
MURANDIKA PUTRA**

A PAPER

**Submitted to the School of Foreign Language JIA as a fulfillment of
requirements for undergraduate degree in English Literature
Programme**



Ana Maryanah

043131510144037

**ENGLISH LITERATURE PROGRAMME OF FOREIGN
LANGUAGES – JIA**

BEKASI

2018

THE APPROVAL SHEET

THE CORRELATION BETWEEN VOCABULARY MASTERY AND THE DESCRIPTIVE TEXT WRITING ABILITY OF SECOND GRADE SMK BINA TUNGGAL MURANDIKA PUTRA

Ana Maryanah

43131510144037

Supervised and Approved by :

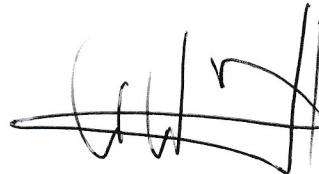
Advisor I



Ade Surista, M. Pd

NIDN. 0425127503

Advisor II



Ahmad Kurnia, S.Pd., M.M

NIDN. 04262026902

The Chairman of STBA JIA



Drs. H. Sudjianto, M. Hum

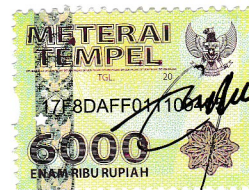
NIP. 195906051985031004

INTELLECTUAL PROPERTY STATEMENT FORM

Name : Ana Maryanah
Student Number : 043131510144037
Programme : English
Title : The Correlation Between Vocabulary Mastery and The
Descriptive Text Writing Ability of Second Grade
SMK Bina Tunggal Murandika Putra.

This is to certify that my paper is my own original work and no portion of my paper has been copyrighted previously unless properly referenced. If there is a breach of item above, I will take full responsibility to school of foreign languages JIA for any legal action that might be caused.

Bekasi, August 08th 2018



Ana Maryanah

043131510144037

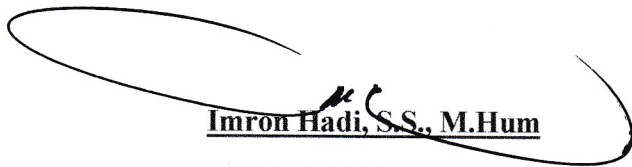
THE IMPROVEMENT SHEET

Name : Ana Maryanah
Student Number : 043131510144037
Title : THE CORRELATION BETWEEN VOCABULARY
MASTERY AND THE DESCRIPTIVE TEXT WRITING
ABILITY OF SECOND GRADE SMK BINATUNGGAL
MURANDIKA PUTRA

Supervised and Approved by :

Examiner I

Examiner II



Imron Hadi, S.S., M.Hum

NIDN. 0430076401



Yeni Noryatin, S.S., M.Hum

NIDN. 0425028105

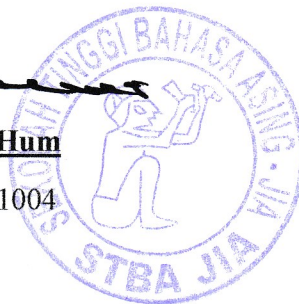
Approved by

The Chairman of STBA - JIA



Drs. H. Sudjianto, M.Hum

NIP. 195906051985031004



MOTTO AND DEDICATION

MOTTO :

- *Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later.*
- *Smile is a simple way of enjoying life.*

DEDICATION :

This paper is dedicated to my mother and my father, my brothers, and my sister.

**THE CORRELATION BETWEEN VOCABULARY MASTERY
AND THE DESCRIPTIVE TEXT WRITING ABILITY OF
SECOND GRADE SMK BINA TUNGGAL
MURANDIKA PUTRA**

ANA MARYANAH

ABSTRACT

Skripsi which entitles *The Correlation Between Vocabulary Mastery and The Descriptive Text Writing Ability of Second Grade SMK Bina Tunggal Murandika Putra* is aimed to get empirical evidence of the students' vocabulary mastery in relation to their writing descriptive text ability. The population of this study is all the second grade students at SMK Bina Tunggal Murandika Putra of which total is 60 students. There were only 37 students taken as the sample of this study which are determined by using a simple random sampling technique. The collected data was analyzed by using Statistical Package for the Special Sciences (SPSS) and Pearson Product Moment correlation. The instruments used were tests. The findings of this study reveal that there is a significant relationship between students' vocabulary mastery and their writing descriptive text ability of the second grade students in SMK Bina Tunggal Murandika Putra . The result of this study is shown by the coefficient correlation (r_{xy}) is 0.616. It indicates that there is a high relationship between the students' vocabulary mastery and their writing descriptive text ability since it is included in the scale of r interpretation score between 0.600-0.800. With degree of significance 5%, the score of r table (r_t) obtained is 0.325, therefore, $r_{xy} > r_t$ ($0.616 > 0.325$); meanwhile, with degree of significance 1%, the score of r_t gained is 0.418, therefore, $r_{xy} > r_t$ ($0.616 > 0.418$); consequently, the conclusion reached is H_a is accepted.

Keywords : Vocabulary Mastery, Descriptive Text, Writing Ability

**KORELASI ANTARA PENGUASAAN KOSAKATA DAN
KEMAMPUAN MENULIS TEKS DESKRIPTIF SISWA
KELAS DUA SMK BINA TUNGGAL MURANDIKA
PUTRA**

ANA MARYANAH

ABSTRAKSI

Skripsi yang berjudul Korelasi antara Penguasaan Kosakata dan Kemampuan Menulis Teks Deskriptif Siswa SMK Bina Tunggal Murandika putra dimaksudkan untuk mendapatkan bukti empiris mengenai penguasaan kosakata para siswa yang dikaitkan dengan kemampuan mereka dalam menulis teks deskriptif. Populasi dari penelitian ini adalah seluruh siswa di kelas dua SMK Bina Tunggal Murandika Putra, Bekasi yang berjumlah 60 siswa. Hanya 37 siswa yang diambil sebagai sampel dari penelitian ini yang ditentukan dengan teknik sample acak sederhana atau simple random sampling. Data yang dikumpulkan dianalisis dengan menggunakan Statistical Package for the Special Sciences (SPSS) dan Pearson Product Moment Correlation. Temuan dari penelitian ini mengungkap bahwa ada hubungan yang signifikan antara penguasaan kosakata para siswa kelas dua di SMK Bina Tunggal Murandika Putra dengan kemampuan mereka dalam menulis teks deskriptif. Hasil penelitian ini ditunjukkan dengan nilai koefisien korelasi sebesar 0.616. Nilai tersebut menunjukkan bahwa ada hubungan yang tinggi antara penguasaan kosakata siswa dengan kemampuan menulisnya dikarenakan nilai tersebut menurut skala nilai tafsir r terletak antara nilai 0.600-0.800. Dengan taraf signifikan sebesar 5%, nilai r tabel (r_t) yang didapatkan sebesar 0.396, sehingga $r_{xy} > r_t$ ($0.616 > 0.325$); sementara itu, dengan taraf signifikan sebesar 1%, nilai r_t yang diperoleh sebesar 0.505, sehingga $r_{xy} > r_t$ ($0.616 > 0.418$); oleh karena itu, kesimpulan yang diperoleh adalah H_a diterima.

Kata Kunci : Penguasaan Kosakata, Teks Deskriptif, Kemampuan Menulis

ACKNOWLEDGEMENT

First and foremost, the writer would like to gratitude to Allah S.W.T for always blessing, giving health, spirit, and happiness and love, until writer is able to finish proposal. It is impossible for the writer to finish it without the permission and opportunity that has been given by Allah S.W.T.

This paper is written as the last assignment to fulfill one of the requirements for taking undergraduate program (S1) of English Department of School of Foreign Languages JIA. In this paper, the writer explains and analysis about Correlation between Vocabulary Mastery and The Descriptive Text Writing Ability of second Grade SMK Bina Tunggal Murandika Putra,Bekasi.

During the process of making this paper, the writer encountered a lot of hardship and difficulties both in finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express his thankfulness to all the following people who have advised and supported the data and information to finish this paper, also for them having prayed for his success, especially to :

1. Ade Surista, M.Pd, as the first advisor for her advices, suggestion and patient guidance.
2. Ahmad Kurnia, S.Pd., M.M, as the second advisor for giving motivation, correction and guidance.
3. Drs. H. Sudjianto, M.Hum, the chairman of the School of Foreign Language STBA JIA Bekasi.
4. Imron Hadi, S.S., M.Hum, as the chief of English Department.
5. All lecturers, librarians, and staffs of STBA JIA for their guidance during the study.

6. Tejo Suksmonegoro, S.Pd.I the Head Master of SMK Bina Tunggal Murandika Putra, Bekasi who had allowed the writer to conduct the research in the school. Besides, the second grade students, particularly class XI Keperawatan and XI Farmasi, who had participated in this study that eventually this skripsi may be accomplished;
7. All of staff and English teacher at SMK Bina Tunggal Murandika Putra
8. Merliana Safitri, SS. the English teacher in SMK Bina Tunggal Murandika Putra, Bekasi who always gives help and support during conduct this research.
9. The most special persons is her life, her beloved parents, who have given their love, pray and support during her study and her writing paper.
10. My Brothers and My Sister for motivation, support and prayer.
11. All the lovely friends in STBA JIA for their motivation, support, laugh and cry.
12. Last but no least, to some others who cannot be mention for their concerns.

The writer hopes this paper will be useful especially for her, and generally for everyone reading it. Hope God, Allah SWT, will give the best things and blessings to every good deed given by all of them as the returns.

Bekasi, August 08th 2018

The Writer

TABLE OF CONTENTS

Title	
The Approval Sheet.....	ii
Intellectual Property Statement Form	iii
The Improvement Sheet	iv
Motto and Dedication.....	v
Abstract	vi
Abstraksi	vii
Acknowledgements	viii
Table of Contents	x
List of Tables.....	xiii
List of Charts.....	xiv
List of Appendices	xv

CHAPTER I INTRODUCTION

A. Background of the Research	1
B. Scope and Questions of the Research	4
C. Research Hypothesis	4
D. Objective and Significance of the Research.....	5
E. Method of the Research	6
F. Operational Definition	6
G. Systematization of the Research	8

CHAPTER II THEORETICAL DESCRIPTION

A. Definition of Vocabulary	9
1. Kind of Vocabulary	9
2. Factors Influencing the Vocabulary Learning.....	11
B. Definition of Writing.....	19
1. Definition of Writing Ability	20
2. The Nature of The Writing Skill	20
3. Element of Writing.....	21
4. Purposes of Writing	23
5. Kind of Writing.....	24
6. Assesing Writing.....	25
C. Definition of Descriptive Writing	33
1. Kind of Descriptive Writing.....	33
D. Research of the Relevance	36

CHAPTER III METHODOLOGY OF THE RESEARCH

A. Time and Place of the Research	38
B. Population and Sample.....	39
1. Population of the Research.....	39
2. Sample of the Research	39
C. Method of the Research	41
D. Instrument and Variable of the Research	42
1. Instrument of the Research.....	42
2. Variable of the Research	45
E. Technique of Data Analysis	47
1. Frequency Distribution.....	47
2. The Hypothesis Test.....	53
a. Normality Test	53
b. Validity Test.....	53
c. Correlation Pearson Product Moment.....	54
3. Data Analysis Procedure	57

CHAPTER IV DATA ANALYSIS

A. Data Description.....	58
1. Gender of Respondents	58
2. Age of Respondents	60
3. Frequency Distribution.....	61
B. Data Analysis	66
1. Validity and Reliability Test	66
2. Requirement Analysis Test	67
C. Data Interpretation	72

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	74
B. Suggestion.....	75

BIBLIOGRAPHY

APPENDICES

BIOGRAPHY

LIST OF TABLES

2.1 Assesing Writing.....	26
3.1 Variable and Indicator Test.....	45
3.2 Variable Relation	46
3.3 Shorted Data of Vocabulary Test	47
3.4 Shorted Data of Writing Test.....	48
3.5 Tabulation of Vocabulary Test	51
3.6 Tabulation of Writing Test.....	51
3.7 Frequency Distribution of Vocabulary Test.....	52
3.8 Frequency Distribution of Writing Test.....	52
3.9 Data Range Coeficient Corelation	56
4.1 Gender of Respondents	58
4.2 Age of Respondents	60
4.3 Vocabulary Mastery Distribution.....	62
4.4 Descriptive Text Writing Ability Distribution.....	64
4.5 Validity Test Result	66
4.6 Reliability Statistic	67
4.7 Normality Data Test.....	68
4.8 Correlation Table	69
4.9 Coefficient Correlation.....	70

LIST OF CHARTS

4.1 Gender of Respondents	59
4.2 Age of Respondents	61
4.3 Vocabulary Mastery Frequency Distribution	63
4.4 Descriptive Text Writing Ability Frequency Distribution	65

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is the principle means for human to communicate, to transmit information or to share idea. English language is important language to develop culture, science and as a means of communication with other nations in the world. Language is likes an instrument to send or exchange information and to interact with the others. Language is used by all people in the world for communication. Anyone cannot interact with others without language, because it is very important to learn language. There are four language skills in English; they are listening, speaking, reading and writing.

Writing is one of the skills in the English language that is learn by the students in the school. In this case, there are some types of texts which are learnt by students in the school. Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people

are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is by a text.

Vocabulary is an important aspect of language development. Having different learning opportunities will help improve learners' overall language ability by improving their vocabulary. According to Ur (2009) vocabulary as the words which are taught in the context of foreign language (p.60) Many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension.

Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension. Most recently, that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge. Given that students' success in school and beyond depends in great measure upon their ability to read with comprehension, there is urgency to providing instruction that equips students with the skills and strategies necessary for lifelong vocabulary development.

Vocabulary mastery is someone's proficiency in using words and meaning and English language which frequently come up because if someone accustomed to hear everything in English, they will be better and very also with the frequent reading and often speaking English it will also add a lot of our knowledge about vocabulary, so that means effective way to increase vocabulary mastery by

getting used to by listening, reading and speaking english. So, a vocabulary mastery also have to develop the language skills.

There are many text types taught in Senior High School.Each text has different social function, schematic structures, and language features. One of the texts taught for the second grade students of Senior High School is Descriptive text.

Descriptive writing tell about the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied explanation of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

In writing class students have some difficulties aspect, such as they have difficulty to choose words to make a paragraph or essay. In fact that many students still have difficulty to arranging words in the text and selection words because they have limited vocabulary mastery.

From this problems, the writer choose tittle of the paper : “THE CORRELATION BETWEEN VOCABULARY MASTERY AND THE DESCRIPTIVE TEXT WRITING ABILITY OF SECOND GRADE SMK BINA TUNGGAL MURANDIKA PUTRA”

B. Questions and scopes of The Research

1. Question of the research

The problems that will be discussed in this study “Is there correlation between students’ vocabulary mastery and their descriptive teks writing ability of the second grade students of SMK Bina Tunggal Murandika Putra”.

2. Scopes of the Research

In this research will analyze the correlation between vocabulary mastery and student’s skill writing ability. Vocabulary is considered to be important. Vocabulary is used in almost all of our daily life activities related to reading, writing, speaking, even listening.

C. Research Hypothesis

Hypothesis enables us to find real answer by doing research and relating it to the theory. However, they still need to be proved under the results of finding later. There are two kinds of hypothesis, as follows :

1. The Alternative Hypothesis (Ha)

There is correlation between vocabulary mastery and the descriptive teks writing ability at second grade students of SMK Bina Tunggal Murandika Putra

2. Statical Analysis (Ho).

There is no correlation between vocabulary mastery and the descriptive text writing ability at second grade students of SMK Bina Tunggal Murandika Putra.

D. Objectives and Significant of the Research

1. Objective of the Research

Based on the problem, the objectives of the research are follows to find out the correlation between students' mastery of vocabulary and their writing ability of the second grade students of SMK Bina Tunggal Murandika Putra ,Bekasi.

2. Significant of the Research

By conducting the research about the correlation between students' mastery of vocabulary and their writing ability, I hope that the result of the research will be useful to give some contributions to English language teaching and learning, for example :

- a. For students: the finding of the research will motivate them to practice more and can increase they skill.
- b. For teachers: the result of the research will be useful as a reflection in order to increase and develop their method in teaching students.
- c. For other researcher: the finding of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students' mastery of vocabulary and their writing ability

E. Methode of the Research

The correlational design that use in this research which is include into quantitative method. The writer uses a Person Product Moment or PPM in this research. It is conducted by writer to find out and get empirical evidence of the relationship between two variables. The X variable of this study is students' vocabulary mastery, and the Y variable of this study is students' writing descriptive text ability.

F. Operational definition

The writer can conclude some definitions as the real existence of the title as follow:

1. Vocabulary

Vocabulary development is an important aspect of language development. Having different learning opportunities will help improve learners' overall language ability by improving their vocabulary. Teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own.

2. Vocabulary Mastery

Vocabulary is an important part in language learning and teaching because without having knowledge of vocabulary, you cannot express your ideas and use the appropriate words in listening, reading, speaking and writing. Vocabulary mastery is easier than mastery of other components (grammar and phonology).

3. Writing

Writing skill is specific abilities which help writer put their thought into words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

4. Descriptive teks

Kane (2000) Description is about sensory experience, how something look, sounds, taste, mostly it is about visual experience, but description also deals with other kinds of perception (p.351). Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient an varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

G. Systematization of the Research

Systematization of the research means to present the paper well edited composition. This research is divided into five chapters as follow:

Chapter I Introductions explains about background of the research, question and scope of the research, objective and significant of the research, operational definitions and systematization.

Chapter II Theoretical description consist of the definitions theory of variable in this research.

Chapter III Methodology of the research contains about method of the research method of the research, Time and place of the research, Kind of the research, procedure of the research, Technique of the data collection, Technique of the data analysis, sources primary and secondary data.

Chapter IV Analysis data shows about the data of the research,result and data interpretation.

Chapter V: Conclusion and suggestion gives the summary of the conclusion which relates hypothesis discussion, suggestion which relate to significance of the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Definition of Vocabulary

Ur (2009) defines vocabulary as the words which are taught in the context of foreign language (p.60). Meanwhile, Linse (2005) points out that vocabulary is the collection of words which are known by an individual (p.121). Moreover, Field (2007) states that vocabulary is defined as the single words which are easily translated from one language to another language (p.23).

Based on the definitions and explanations above, vocabulary may be considered as the word and its meaning which are taught as well as known by an individual, and it may be used to make the learning of foreign language is facilitated due to the fact that it may easily translated from one language to another language.

1. Kind of Vocabulary

Learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Kamil and Hiebert (2005) states that the productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking; in contrast, the receptive

vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening (p.3).

Moreover, Kamil and Hiebert (2005) also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading silently (p.3).

To sum up, vocabulary may be categorized based on the division of the language skills. In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills which consist of listening and reading. Besides, other categories of vocabularies, oral and print vocabularies, refers to the forms of vocabulary of which meaning may be obtained in speaking or reading loudly or orally (in the case of the oral vocabulary) as well as may be obtained in reading writing or reading silently (in the case of the print vocabulary). Besides, it may be categorized or classified based on its parts of speech or word classes.

2. Factors Influencing the Vocabulary Learning

Thornbury (2007) said that there are seven factors which influence students to learn vocabulary as follows:

a. Cognate or loan word

Learning vocabulary through cognate or loan word means that to learn vocabulary by associating the target word (in this case English) with its origin. For instance, the cognate word: vocabulary have almost similarity to vocabulaire (coming from French language), vocabulairo (coming from Italian language). Besides, loan word is learning vocabulary through searching the words with its origin, more specifically by finding out whether it is the word borrowed from other languages or not. For instance, the Japanese words: shanpu (is borrowed from the English word Sampoo) and sunakku (is borrowed from the English word snack).

b. Pronunciation

The difficulty of word pronunciation will influence the difficulty of learners to learn the word.

c. Spelling

The English word is unique since in this case it has some differences between the way it is written and the way it is pronounced/spoken. Therefore, sometimes there are any confusion to pronounce a word due to its spelling and

pronunciation. For instance, the English words which contain silent letters, such as foreign, listen, muscle tend to be problematic to learn;

d. Length and complexity

The longer word that is learnt, the more difficult it is to learn. Moreover, the more complex a word is, the more difficult the word to learn, for example the word necessary, necessity, and necessarily may become difficult to learn due to their variables stress polysyllabic;

e. Grammar

If there is any difference between grammar of the target language and the grammar of the learner's first language, it will become the problematic thing for the learner to learn. For instance, explicar (the Spanish word) may be assumed to have the same pattern as explain of which pattern the same as both the Spanish and English tell. Therefore, some Spanish students sometimes say he explain me the lesson;

f. Meaning

If there are two words found have the overlap meaning, these will be a problem for students to learn. For instance, the words make and do in the sentences: They make breakfast and make an appointment, but They do the housework and do a questionnaire. Moreover, the words of which meaning are multiple can be the

problem for learners to learn, for example the word since and still; In addition, concept familiarity of the word meaning can become a problem for the learners, for example the words and expressions related to a particular sport, i.e. cricket (a sticky wicket, an innings, and a hat trick).

g. Range, connotation, and idiomaticity

The wider the context range of a word is, the easier for the learners to learn the word. For example, the English word put may be easier to learn for learners instead of the words impose, place, position; Moreover, the connotation of a word which is uncertain tend to be difficult to learn, for example the word propaganda of which connotation is negative in English, yet its other similar word may simply mean publicity; Furthermore, the idiomatic words or expressions such as make up your mind, keep an eye on tend to be more difficult to learn instead of the words of which meaning is transparent such as decide, watch (p. 27-28).

Considering Thornburry's views above, an English teacher should consider those factors influencing the vocabulary learning so that the English teaching and learning process can well and effectively take place, and the student can well learn and absorb the vocabulary.

Furthermore, Pachler and Redondo (2007) reveal that there are several other considerations needed to pay attention by teacher as they are teaching vocabulary to students as follows:

a) Context

The students should cautiously consider the vocabulary or lexical items which are in accordance with some particular topic/unit that will be learnt by the students. Besides, the teachers are required to deem how to break down the vocabulary or lexical items into individual lessons. For instance, the unit Around Town can be broken down to some individual lessons like direction and type of shops, and the teacher should consider vocabulary or lexical item related to it such as T-junction, intersection, department store, grocery and so on;

b) Intended learning outcomes

A consideration about the things that can be done with the vocabulary after they have learnt it by the end of the lesson should be paid attention well by the students. Besides, the kinds of vocabulary whether receptive or productive vocabularies should be identified and determined by the teacher;

c) Prior learning

A consideration of what have been already learnt by the students should be deemed by an English teacher. Besides, the

English teachers are required to consider some activities that will help the learners to recall what they have already learnt;

d) Complexity of lexical items or concepts

A consideration of whether the word is hard or not to understand and pronounce should become a notice for an English teacher to pronounce. Besides, the English teacher should consider the total number of vocabulary that is expected to be able to learn by the students;

e) Pupil characteristics

An English teacher should deem both the ability range or level (i.e. beginner, intermediate, or advanced learners) and motivation of the students.

f) Time

An English teacher should deem for when and how long the lesson will take place (pp.24-25).

Field (2007) Choosing resources for presenting language is important. Visual aids are not only used to represent items at face value (e.g. nouns), but also to represent qualities (e.g. adjectives), as well as to symbolise longer structures (e.g. *Il n'y a pas de quoi*). Such structures (and, therefore, the same visual aids) may be used in different units, allowing for the transferability of knowledge and skills (p.28). Sue Field (2007) activities can be include in the presentation phase, such as:

a. Listening activities

Pupils listen attentively, whilst given the opportunity to internalise new sounds.

- 1) Guessing what new words might be provide a stimulus for active listening for example, a picture on the board. Items for use could be revealed slowly, providing clues to the topic area, such as clothes in a suitcase. The keyhole technique with OHP (a hole cut out of a piece of paper, moved across the transparency), or with the interactive whiteboard, can be used in the same way.
- 2) Identifying new words within a text circling new or key vocabulary within a text, either from a written or spoken stimulus.
- 3) Odd one out For aural acuity purposes; pupils pick from three utterances (e.g. les yeux verts, les yeux gris, les yeux verts).

b. Listening and repeating activities

Pupils need to be encouraged to repeat after a model, practising pronunciation of new vocabulary/structures as a whole class, as smaller groups and, finally, individually.

c. Matching activities

Pupils can demonstrate on an individual basis whether or not they are making the required links to meaning. They may not generate language themselves, but they must make choices based on whether the sound and image match.

- 1) Pupils match images to words Touching or pointing at a visual aid, or by referring to a number or name.
- 2) Miming, including pantomime competitions Individuals or groups of pupils mime a word or action, either in response to a stimulus, or for others to speculate as to the meaning.

d. Question and answer activities

Questioning needs to be graded in order to build pupils' confidence and follow the 'hierarchy of questions':

- 1) Closed questions, requiring yes/no or true/false responses demand receptive knowledge of the language (similar to matching activities).
- 2) Alternative questions require pupils to choose between two utterances and to reproduce this language. Although a closed question, it has the benefit of allowing pupils to repeat after a model.
- 3) Target or goal questions are open, and correct answers reveal a productive knowledge of new vocabulary/structures, and a readiness to move on to the practice stage.

e. Guessing games

There is a range of activities which require pupils to make guesses as to the identity of an item of vocabulary. This is a way of getting the pupils to produce language for themselves; it allows pupils to offer answers to open questions, even if they are not sure of the

entire list of new vocabulary. Again, getting a wrong answer is not threatening; it simply demonstrates they have guessed incorrectly. It provides a chance for the teacher to monitor individual pupils' progress.

f. Memory games

Learners are given opportunities to commit items to long term memory.

g. Interaction activities

Opportunities need to be created for pupil:pupil as well as teacher:pupil interaction (pp.30-32)

In conclusion, all factors or aspects such as the word meanings, spellings, pronunciations, contexts and so on, and any aspects related to students themselves like their characteristics, motivation related to vocabulary learning should be well considered by English teachers. Moreover, any consideration such as any aspects of vocabulary teaching and learning process like the allocated time of vocabulary learning, intended learning outcomes, prior learning, and so on should be notice by the English teachers. The English teachers should consider all factors or aspects wisely as they are providing some vocabulary instructions to student.

B. Definition of Writing

Browne (2007) points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas onto paper as a text which are understandable for the readers to read. Thus, it requires time to become a skillful writer (p.81). Harmer (2004) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning (p.3).

Moreover, Broughton (2003) state that writing is considered both private and public activities. In one hand, writing is considered as a private activity since it is done by the writers alone by its nature; on the other hand, writing is regarded as a public activity because the intention of writing refers to the audience. Writing is different from talking or speaking; in this case, comparing with speaking, writing is considered as an activity which is less spontaneous and more permanent as well as there is a limited or fewer resources to support the communication because the writers and the audience cannot meet directly so that the resources may not be adapted as the writing activity is on-going process, hence these conditions lead to the conventions of writing less flexible and the language used tends to be standardized (p.116).

Based on the explanations above, writing may be considered as the language skill which is complex due to many skills involving into it, and

its exclusiveness or differences from other skills, particularly speaking skill which is in this case writing requires people to have some instructions in order that they may be able to write, as well as it is the skill.

1. Definition of Writing Ability

According to Tarigan (2008) writing is a language skill that is used to communicate indirectly, not face to face with others. Writing is a productive and expressive activity.(p.3) Writing is called a productive skill is because by writing the writer can complete this final task.

2. The Nature of The Writing Skill

According to Broughton (2003) When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot as we do in conversation interact with the listeners and adapt as we go along, for this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardised. If the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered. These are:

- a. Mechanical problems with the script of English;
- b. Problems of accuracy of English grammar and lexis;
- c. Problems of relating the style of writing to the demands of a particular situation;
- d. Problems of developing ease and comfort in expressing what needs to be said .

A great deal of the writing that occurs in the foreign language is not primarily concerned so much with developing writing skills as with reinforcing the teaching of particular structures. This very often consists of copying down sentences in order to establish patterns which have just been orally presented. While such an activity may have a general teaching purpose, it is distinct in intention from work which is aimed at teaching students to write effectively in English, and it is with this last activity that we shall be concerned in this chapter.(pp.116-117).

3. Element of Writing

a. Stage of Writing

According Harmer(2004), the stages of writing include the following steps that are :

1) Planning

The planning phase, there are some things should be considered by writers. These comprise the purpose, audience, and

content structure (or the sequence of the facts, ideas, or arguments included) of their writing;

2) Drafting

The drafting phase refers to the writers' first version draft in which writers have manifested what they have planned into a text, yet it may still require some revisions.

3) Editing

The editing phase covers the activity of reflecting and revising of what writers have written. It may be done by the writers themselves who read or reflect their appropriateness of their writing in terms of the ideas, information, grammatical structures provided in their writing; or this reflecting and editing phases may also be done by other readers who are sometimes called by editors to help give some suggestions, comments, and corrections of their writing.

4) Final version (draft)

The final version is the last product of the writing that have followed some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience (p.4-5).

Harmer (2004) also asserts that the stages of the writing above may be done repeatedly by writers until they may find their final draft has been contented. In this case, the writers may re-plan, re-

draft, and re-edit recursively to arrive at the final version (p.5-6). Similarly, Brown and Hood (1993) asserts that although the stages of writing in theory covers respectively the activity of preparing to write, drafting, and revising, but in practice the processes frequently go flexibly as well as relate between one stage to other stages (p.6).

4. Purposes of Writing

According to Grenville (2001), writing has some purposes as follows:

a. Writing to entertain

Writing to entertain is a writing that may engage the readers' feeling through its plot or the emotion provided in the writing. Some examples of the writing of which purpose is to entertain are novels, stories, poems, song lyrics, plays, and screenplays;

b. Writing to inform

Writing to inform is intended to tell readers about something. For example : newspaper, articles, scientific or business reports, instructions or procedures and essay for school and university;

c. Writing to persuade

Writing to persuade means the writing is aimed to convince the readers of something through providing evidence, for example :advertisements, articles, newspaper, magazine (p.1-2).

Additionally, Browne (2007) mentioned other uses or purposes of writing to express feeling, to request, to instruct, to record, and to express opinions and ideas (p. 81-82). In conclusion, each purpose of writing will tell the readers about the reason why the writers write the text or composition and show it to them; besides, each purpose will lead to different product or form of the writing.

5. Kind of Writing

Kane (2010) stated that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration. Exposition explains how things work an internal combustion engine. Ideas a theory of economics. Exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on. The subject

is a series of related events a story. Its problem is two fold to arrange the events in a sequence of time and to reveal their significance.

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments. Writing that is primarily entertaining includes fiction, personal essays, sketches. Such prose will receive less attention here. It is certainly important, but it is more remote from everyday needs than exposition or persuasion.

6. Assessing of Writing

Broughton (2003) If language is seen as an aggregate of skills of various kinds, then assessment is likely to be in terms of a classification of skills (p.149). Weigle (2002) depending on the purpose of the assesment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Rate on five aspects of writing : content, organization, vocabulary, language use, and mechanic. The five aspects are diffrentially weighted to emphasize first content (30 points) and next language use (25 points), with orgazation and vocabulary weighted equally (20 points) and

mechanic receiving very little emphasis (5 points).(pp.114-115). Below is the table of assessing writing.

Table 2.1

Table Assesing Writing

No.	Score	Level	Criteria
1.	Content	30 –27	EXCELLENT TO VERY GOOD <ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough • Development of thesis • Relevant to assigned topic
		26 – 22	GOOD TO AVERAGE : <ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant topic , but lacks detail

		21 – 17	FAIR TO POOR : <ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic
		16 - 13	VERY POOR : <ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive • Not pertinent • OR not enough to evaluate
2.	Organization	20 - 18	EXCELLENT TO VERY GOOD <ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • Cohesive

		17 - 14	GOOD TO AVERAGE : <ul style="list-style-type: none"> • Some what choppy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
		13 - 10	FAIR TO POOR : <ul style="list-style-type: none"> • Non-fluent • Ideas confused or disconnected • Lack logical sequencing and development
		9 - 7	VERY POOR : <ul style="list-style-type: none"> • Does not communicate • No organization • OR not enough to evaluate
3.	Vocabulary	20 - 18	EXCELLENT TO VERY GOOD <ul style="list-style-type: none"> • Sophisticated range

			<ul style="list-style-type: none"> • Effective word / idiom choice and usage • Word form mastery • Appropriate register
		17 - 14	GOOD TO AVERAGE : <ul style="list-style-type: none"> • Adequate range • Occasional errors of word/idiom form, choice, usage but meaning not obscured
		13 - 10	FAIR TO POOR : <ul style="list-style-type: none"> • Limited range • Frequent errors of word/idiom forms, choice, usage • Meaning confused or obscured
		9 - 7	VERY POOR : <ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabulary, idioms, word form

			<ul style="list-style-type: none"> • OR not enough to evaluate
4.	Language Use	25 - 22	EXCELLENT TO VERY GOOD <ul style="list-style-type: none"> • Effective complex constructions • Few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions
		21 - 18	GOOD TO AVERAGE : <ul style="list-style-type: none"> • Effective but simple constructions • Minor problems in complex constructions • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured

		17 - 11	FAIR TO POOR : <ul style="list-style-type: none"> • Major problems in simple/complex constructions • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • Meaning confused or obscured
		10 - 5	VERY POOR : <ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • OR not enough to evaluate

5.	Mechanics	5	EXCELLENT TO VERY GOOD <ul style="list-style-type: none"> • Demonstrated mastery of conventions • Few errors of spelling, punctuation, capitalization, paragraphing
		4	GOOD TO AVERAGE : <ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
		3	FAIR TO POOR : <ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor handwriting • Meaning confused or obscured

C. Definition of Descriptive Writing

Kane (2000) stated that description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception (p.351). Based on the explanations above, descriptive writing or sometimes called as description may be considered as a writing of which use is to describe or depict the appearance of persons, animals, things, or other physical items as well as object whose features are concrete or touchable. It usually may engage its readers' mind or the readers may imagine what have been depicted for it is described by using sensory language involving five senses, such as sight, hearing, smell, taste, and touch.

1. Kinds of Descriptive Writing

Heffernan and Lincoln (1986) divide descriptive writing into three forms as follows:

a) Informative description

An informative description makes the readers with ease identifying an object.

b) Analytical or technical description;

An analytical or technical description makes the readers to understand the structure of an object.

c) Evocative description

An evocative description is a writing which recreates the impression made by an object (p.83-84).

Moreover, Dietsch (2003) states that a descriptive writing or description may take the form of subjective or objective. A subjective description associates to a personal view covering attitude, opinion, and fact. Its aim is to share what the writers are thinking and feeling to their readers. Meanwhile, an objective description refers to the literal, factual, and fair description of the writing which is impartial and impersonal. The purpose of the objective description is to provide the readers with the observation that the writers have conducted with the absence of reference to the writers' feeling about the subject of the writing (p.139-140).

According to Kane (2000) descriptive writing is of two broad kinds: objective and subjective (p.351).

a. Objective Descriptive

In objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in itself. In objective description the principle which guides selection is the thing itself. Essential details should make up the bulk of the description, those of secondary importance being included as

the writer has space. Objective description, especially the visual kind, often begins with a brief comprehensive view. It then analyzes this image and presents each part in detail, following an organization inherent in the object (pp.352-353).

b. Subjective Descriptive

In subjective (also called impressionistic) description a writer projects his or her feelings into the percept. When writing subjectively, he or she is no longer an impartial observer, but rather enters into what is perceived. Point of view in most case becomes personal; and words have overtones of value and feeling that color the perception. These evaluations and feelings are as much a part of the description as the object itself. In fact, more they determine selection and organization.(p.355)

From explanation above can be concluded that process description may be either objective or subjective. Both the foregoing examples are relatively objective, though each suggests responses.

D. Research of the Relevance

The writer has tried to find the relevance research in English S1 programme. The writer also finds similiar title generally. The tittle that founded by writer is THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' WRITING ABILITY IN NARRATIVE TEXT OF SECOND YEAR STUDENTS OF SMP AL ISHLAH PEKANBARU. Writen by MUSLIM NIM. 10614003499 from FACULTY OF EDUCATION AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU PEKANBARU. The writer passed the exam in 16 may 2012.

The purpose in that research is aimed to find out the correlation between vocabulary mastery and students' writing ability in narrative text of second year students of SMP Al-Ishlah Pekanbaru. The research has three formulations of the problems that how is vocabulary mastery of students, how is students' writing ability in narrative text, correlation between vocabulary mastery and students' writing ability in narrative text of second year students of SMP Al-Ishlah Pekanbaru. The research was carried out at SMP Al-Ishlah Pekanbaru. It was conducted since January 2nd until March 5th , 2012. The subject of the research was the second year students of SMP Al-Ishlah Pekanbaru. The population of the research was 25 students. In collecting data, the

writer used test. It was conducted in order to find out the vocabulary mastery and the students' writing ability in narrative text. It consisted of 5 multiple choice questions, 5 items for synonym questions, 5 items for antonym questions, and 5 items for classifying the material of vocabulary.

The conclusion of his research are the students' vocabulary mastery of second year students at second year students of SMP Al-Ishlah Pekanbaru is categorized into ENOUGH level, the students' writing ability at second year students of SMP Al-Ishlah Pekanbaru is categorized into LESS level and the coefficient correlation between vocabulary mastery and students' writing ability in narrative text is 0.759, sig. (2-tailed) is 0.000. The probability or sig. (2-tailed) is $0.000 < 0.05$. It means there is significant correlation between vocabulary mastery and students' writing ability in narrative text.

The similarity is about vocabulary mastery and writing ability. The different in this research is about the amount of data respondent, in this research the writer used 37 respondents, the research was conducted at the second grade students at SMK Bina Tunggal Murandika Putra on March until July 2018, in this research the writer also used different theories and object. The writer used descriptive text writing as an object in this research.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Time and Place of the Research

Composing the paper needs a process of the research which takes time and place. This research take place in SMK Bina Tunggal Murandika Putra and the writer take second grade as sample in this research.

1. Time of the Research

This research has been accomplished for four months, started from 26 March – 06 July 2018, and the test result were collected. The test has been done by the student at hour lesson.

2. Place of the Reaserch

This research will be located at second grade on SMK Bina Tunggal Murandika Putra.

a. School Profile

Name of school : SMK Bina Tunggal Murandika Putra

Address : Jl. Raya H Wahab Affan No.23
Pondok Unggu, Medan Satria, Kota Bekasi,
Prov. Jawa Barat. Poss code 17132.

Phone : 08568077341

Email : smk.btpm.bekasi@gmail.com

Website : <http://www.smk-btpm.com>

B. Population and Sample

1. Population

According Sugiyono (2013) the population is a generalization region consisting of objects subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions (p.117)

The population of this research was all the second grade of SMK Bina Tunggal Murandika Putra, Bekasi. There were two classes in the second grade of SMK Bina Tunggal Murandika Putra, Bekasi consisting of class (farmasi) XI and class (Kep.) XI in which there were thirty students in each class. Therefore, the total population was 60 students.

2. Sample

The study sample was used to obtain the description of the population. According to Sugiyono (2013) the sample is part of the population to be studied (p.118). Sampling used in this research is using simple random sampling technique .

According to Sugiyono (2013), it is called simple random sampling because the sampling of the sample members of the population is done randomly regardless of the strata present in the population (p.120). This can be done if the population members are considered homogeneous.

A simple random technique is a technique that provides equal opportunity to every member of the population to be selected as a sample. With this same opportunity, the results of a study can be used to predict the population.

The reason for choosing the sample by using simple random sampling technique is because the member of the population is homogeneous, because all students are the students of class XI at SMK Bina Tunggal Murandika Putra and all members of the population have equal opportunity to become the sample object.

In this research writer used Slovin to take number of sample with error tolerance about 10%. :

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{60}{1 + 60(0.1)^2}$$

$$n = \frac{60}{1 + 60(0.01)}$$

$$n = 37$$

Explanation :

n : number of sample

N : total of population

e : error tolerrance (10% = 0.1)

Based on the results of the calculation above, the sample size is 37 students.

C. Method of the Research

The method of research is the way or way taken in connection with the research conducted, which has systematic steps. Research methods include research procedures and techniques. Research methods include research procedures and techniques.

Sugiyono (2013) states that the research method can be interpreted as a scientific way of obtaining valid data with the aim of being discovered, developed, and proven, a certain knowledge so that it can be used to understand, solve, and anticipate problems (p.06)

The research method used in this research is quantitative research method that is by finding information about the existing symptoms, clearly defined objectives to be achieved, plan how to approach, collect data as material to create reports. In this study the authors want to know or measure the correlation between vocabulary mastery of students with the ability of students in writing descriptive text.

Correlation is a statistical term that states the degree of a linear relationship between two or more variables. The correlational design was used in this research which is included into quantitative research. It was conducted to find out and get empirical evidence of the relationship between two variables covering an independent variable and a dependent variable. The independent variable of this research was students' vocabulary mastery, and the dependent variable of this study was students' writing descriptive text ability.

D. Instrument and Variabel of the reaserch

In doing the research, the researcher used some methods and instruments to help her work easier, more effective and more efficient. The data collecting method and the instruments were needed to obtain data in the research.

The reason of collecting data in conducting a scientific research was to get the material needed. In most quantitative studies, data collecting and data analysis take place simultaneously. It means that the researcher did not wait until all the data collected before beginning to interpret them. There are some data collecting methods and its instruments that can apply at the reaserch is :

1. Instrument

Sugiyono (2013) stated that Instruments are tools used to measure natural and social phenomena observed (p.148). According to Arikunto (2006) tests are a series of questions or exercises as well as other tools used to measure skills, intelligence knowledge (p.150). Abilities or talents possessed by individuals or groups. Instrument tests to measure the correlation of students' vocabulary mastery ability with the ability to write descriptive text.

In this part, the researcher used the instrument to complete all the data which is needed in this study. In this research, the instruments which were used by the writer are interview and tests.

a) Interview

Sugiono (2013) stated that interview are used as data collection techniques if the researcher wants to conduct a preliminary study to determine the problems that must be examined and also if the researcher wants to know things from the respondents more deeply and the number of respondents is small (p.194).

In this research, the researcher interviewed the people that related to this study like the teacher and some of the students. Interviewed the teacher to get some information, such as : the difficulties encountered by the teacher in teaching writing during the class, the strategies that offered by the teacher to solve students' difficulties in writing descriptive text, things that can disturb the teaching and learning process and the students writing result.

Beside that, the writer also interviewed the students to know more information about their study or activity in class. The result of this interview were the writer knew the teacher and students problems faced in teaching learning process, such as : for the teacher what were the difficulties encountered by the teacher in teaching writing during the class, the strategies that offered by the teacher to solve students' difficulties in writing descriptive text, things that can disturb the teaching and learning process, etc.

b) Test

According to Arikunto (2007) test is a series of the questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups. From the target or object to evacuated. Then divided the several kinds of tests and other measuring instrument, such as personality test, aptitude test, intelligent test, attitude test, projective technique, measure of interest, and achievement test (pp.150-151)

In this research, the writer did tests to know the students writing and they vocabulaty mastery. The students score are taken from two kinds of test. Such as :

1) Vocabulary mastery test

The vocabulary mastery test cover 25 test items included in this test of which form are multiple choices (10 number) having four alternatives which had been evaluated their validity and reliability and also 15 number of vocabulary matching words test.

2) A written test of descriptive text

The written test of descriptive text was intended to find out students' writing ability of descriptive text. There were three topics provided, and the participants were freely chosen one of them to be developed into a short descriptive text composition.

After finishing the test, the scores will be the data and processed using *Pearson Product Moment* from SPSS as the application.

2. Variable

Sugiyono (2013) stated that research variable is basically anything that shaped what is determined by the researcher to be studied so that obtained information about it, then pulled the conclusion (p.60). In this reasearch the writer make indicator of variabel test at the table below:

Table 3.1
Variable and Indicator Test

No.	Variable	Indicator	Item questions
1.	Vocabulary mastery	Medical Term	1,2,3,4,5,6,7,8,9,10,
		(Multiple choice)	11,12,13,14,15
		Medical Term	1,2,3,4,5,6,7,8,9,10
		(Matching words)	11,12,13,14,15
2.	Writing	Job description	1
		(Essay)	

So the variable in this research is everything as research object which determined and studied so that get information to draw conclusion.

Sugiyono (2013) said that research variables in quantitative research can be divided into two kinds :

a) Independent variable (independent variable)

The independent variable is a variable that influences or becomes the cause of the change or the incidence of dependent variable (bound).

The independent variable (X) in this study is vocabulary mastery.

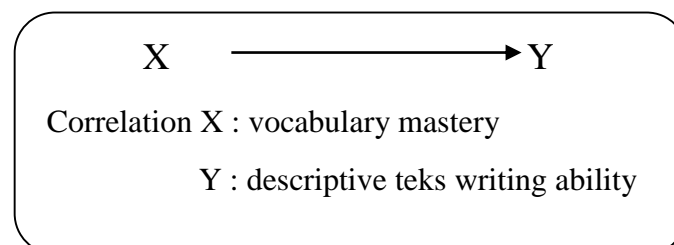
b) Dependent variable (dependent variable)

Dependent variable, is variable that influenced or which become result because of independent variable. The dependent variable (Y) in this study is descriptive text writing ability (p.61)

So independent variable in this research is vocabulary mastery (X) and dependent variable is descriptive teks writing ability (Y). below is the picture of variable relation :

Table 3.2

Variable Relation



Ho = There is no significant improvement and correlation between vocabulary mastery (X variable) and descriptive teks writing ability (Y variable).

Ha = There is significant improvement and correlation between vocabulary mastery (X variable) and descriptive teks writing ability (Y variable).

E. Technique of Data Analysis

1. Frequency Distribution

According to Ary (2010) A systematic arrangement of individual measures from highest to lowest is called a frequency distribution. The first step is to list the scores in a column from highest at top to lowest at bottom (p.105). According to Usman (2008), there are steps to create frequency distribution table (pp.70-71) :

1. Short data from the smallest to the large :
 - a. Vocabulary score

Table 3.3

Shorted Data of Vocabulary Test

53	60	67	70	73	83
57	60	70	70	73	83
57	60	70	70	75	
60	63	70	70	75	
60	67	70	73	76	
60	67	70	73	78	
60	67	70	73	80	

b. Writing score

Table 3.4

Shorted data of Writing test

38	64	65	70	74	77
43	65	65	70	75	77
44	65	66	70	75	
45	65	68	70	76	
45	65	68	70	76	
58	65	68	72	76	
62	65	69	72	77	

2. Calculate R by formula:

$$R = \text{highest data} - \text{lowest data}$$

a. Vocabulary

$$R = 83 - 53$$

$$= 30$$

b. Writing

$$R = 77 - 38$$

$$= 39$$

3. Calculate total amount of the classes using Struges rules:

$$\text{Total Classes} = 1 + 3.3 \log n$$

n = number of data, final result rounded. Total classes should be 5-15 are selected according to their needs.

In this research, $n = 30$ so the calculation will be like :

$$\begin{aligned} \text{Total classes} &= 1 + 3.3 \log 37 \\ &= 1 + (3.3 \times 1.568) \\ &= 6.214 \text{ (Rounded into 6)} \end{aligned}$$

4. Calculate the interval using formula:

$$p = \frac{\text{range}}{\text{total classes}}$$

- a. Vocabulary

$$p = \frac{30}{6} = 5$$

- b. Writing

$$p = \frac{39}{6} = 6.5 \text{ rounded into 6}$$

5. Determine the lower end of the first interval class. Usually the smallest data will be taken or the data smaller than the smallest data, but the difference should be less than the length of the class

that has been obtained. In this research, the first interval is taken from the smallest data which is 53 for vocabulary interval and 38 for writing interval.

6. The first interval class is calculated by totaling the lower end of the class with the p being subtracted 1, and continue to the second interval with the same calculation

- a. Vocabulary

$$53 + 5 - 1 = 57$$

$$58 + 5 - 1 = 62$$

$$63 + 5 - 1 = 67$$

$$68 + 5 - 1 = 72$$

$$73 + 5 - 1 = 77$$

$$78 + 5 - 1 = 82$$

$$83 + 5 - 1 = 87$$

- b. Writing

$$38 + 6 - 1 = 43$$

$$44 + 6 - 1 = 49$$

$$50 + 6 - 1 = 55$$

$$56 + 6 - 1 = 61$$

$$62 + 6 - 1 = 67$$

$$68 + 6 - 1 = 73$$

$$74 + 6 - 1 = 79$$

7. The value is calculated using the table as followed:

a. Vocabulary

Table 3.5

Tabulation of Vocabulary test

Value	Tabulation	F
53 – 57		3
58 – 62		7
63 – 67		5
68 – 72		10
73 – 77		8
78 – 82		2
83 – 87		2

b. Writing

Table 3.6

Tabulation of Writing test

Value	Tabulation	F
38 – 43		2
44 – 49		3
50 – 55	–	–
56 – 61		1
62 – 67		11
68 – 73		11
74 – 79		9

8. Move the f value to the frequency distribution table.

a. Vocabulary

Table 3.7

Frequency Distribution of Vocabulary test

Value	F	%
53 – 57	3	8
58 – 62	7	19
63 – 67	5	14
68 – 72	10	27
73 – 77	8	22
78 – 82	2	5
83 – 87	2	5
Total	37	100

b. Writing

Table 3.8

Frequency Distribution of Writing test

Value	F	%
38 – 43	2	5
44 – 49	3	8
50 – 55	–	0
56 – 61	1	3
62 – 67	11	30
68 – 73	11	30
74 – 79	9	24
Total	37	100

2. The Hypothesis Test

Sugiyono (2013) states that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your own understanding of them and enable you to put present what you have discovered to others (p.335)

Data analysis involves reviewing the data while they are being collected and attempting to synthesize and make sense out of what is observed. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. These are some step of data analysis technique.

a. Normality Test

The data analysis technique that was first performed was a data normality test. Normality test data is done to determine whether the data produced normal distribution or not. Normality test in this research is using SPSS.

b. Validity Test

According to Arikunto (2006) Validity is a measure that indicates the validity and validity of an instrument (p.168).

Understanding the validity of the show the accuracy and suitability of a data. Data can be said valid if really appropriate and answer carefully about the variables studied. Validity also shows

the extent to which the accuracy of the statement with what is stated in accordance with the coefficient of validity. This validity test calculation uses the help of Statistical Package for the Social Science (SPSS) and Microsoft Office Excel.

c. Correlation Pearson Product Moment

The writer uses a *Pearson Product Moment* correlation to find out the correlation between x variable (tense mastery) and y variable (writing ability).

According to Usman (2008) Pearson Product Moment correlation has function to state there is significant relationship or not between two variable in this research and also to state the amount of contribution of one variable to another variable (p.200) So, the correlation technique is an analysis technique to prove the choosen of a true hypothesis to find the significance of it.

The formula as follows Sugiyono (2013:255) is:

1. Counting r

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

Explanation:

r = Pearson Product Moment coeficient of correlation

n = The number of the respondent

x = Cause variable/influence/independent variable

y = Effect variable/influence/dependent variable

$\sum xy$ = Sum of multiplication between x and y scores

$\sum x^2$ = Sum total of x – quadrate sum of x’s distribution score

$\sum y^2$ = Sum total of y – quadrate sum of y’s distribution score

2. Determining significant point ($\alpha = 0,05$)

3. Determining the criteria of correlation significant test

$$t_{observed} = \frac{r\sqrt{n} - 2}{\sqrt{1 - r^2}}$$

If – $t_{observed} \geq t_{table}$, H_0 is accepted, it means significant

If – $t_{observed} \leq t_{table}$, H_a is accepted, it means not significant

If – $t_{table} \leq t_{observed} \leq t_{table}$, H_0 is accepted and H_a is rejected or the correlation is not significant.

4. Degree of freedom $dk = n.2$

With significance 0.05, seek t_{table} in appendixes.

5. Comparing $t_{observed}$ to t_{table}

6. Making the conclusion based on PPM correlation.

The use of PPM correlation:

- a. To show whether there is significance correlation or not between variable x and variable y.
- b. To state the amount of variable donation each other and it is usually stated in percentage.

The table as below is explanation about the result of the range which is taken by Sugiyono (2013:257) as follows:

Table 3.9

Data Range Coefficient Corelation

Range	Interpretation
0.80 – 1.000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.199	Very low relationship

3. Data Analysis Procedure

The writer did some ways in the data analysis procedure, they were as follows :

1. Preparation
 - a. Formulating the problem
 - b. Selecting title
 - c. Discussing with the counselor
2. Implementation
 - a. Preparing the questionnaire
 - b. Spreading out the questionnaire
 - c. Collecting questionnaire (data)
 - d. Processing and analyzing the questionnaire (data)
3. Finishing
 - a. Formulating and comparing the data analysis with hypothesis
 - b. Making scientific paper
 - c. Discussing with the counselor
 - d. Revising the result
 - e. Making conclusion

CHAPTER IV

DATA ANALYSIS

In this chapter the writer will describe results of data that necessary to inform in this research that had been collected. The data include about the characteristics respondents, data tabulation consisting of frequency distribution, reliability test and hypotheses test.

A. Data Description

Charateristics respondent in this research is about gender and age. To get the data, the writer used 37 students at second grade of SMK Bina Tunggal Murandika Putra, Bekasi as a participant. The description data of characteristics respondent is able to be seen as follows.

1. Gender of Respondents

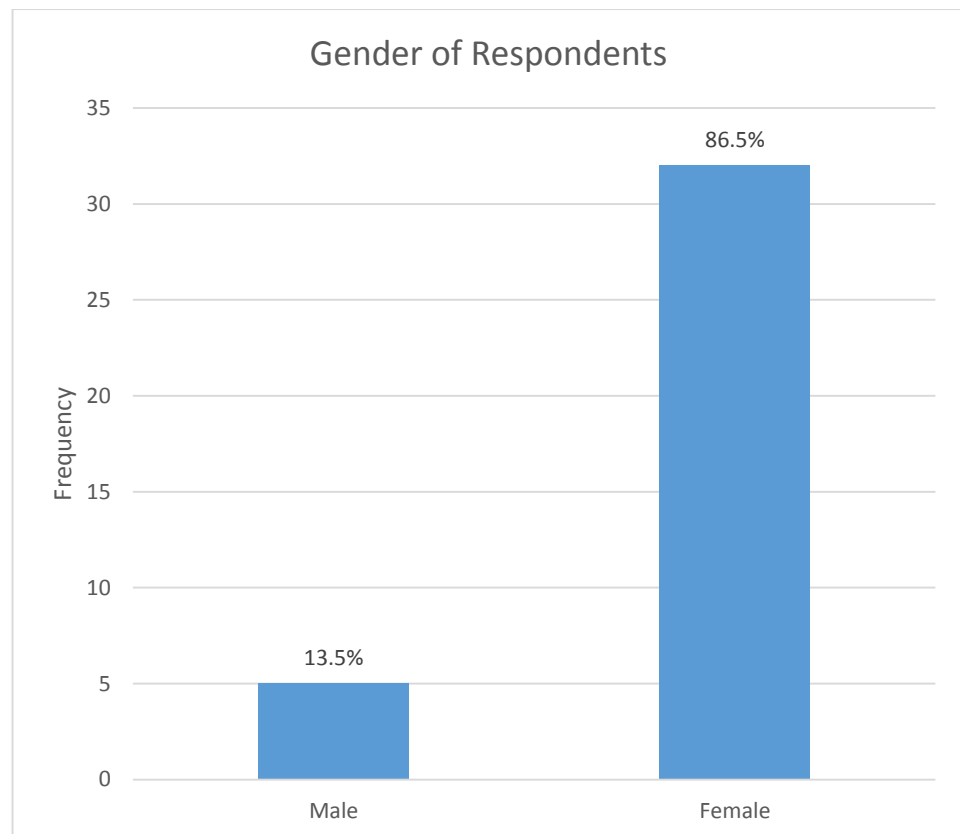
Table 4.1
Gender of Respondents

Gender	Frequency	Percentage (%)
Male	5	13.5%
Female	32	86.5%
Total	37	100%

Source : Data Processing Result, Ms.Excel 2013

Based on the table above, shows that female respondents are more than male respondents. There are 32 female respondents and only 5 male respondents in total there are 37 respondents this research. Based on table 4.1 the frequency gender of respondents above can be visualized in the form of a bar diagram as follow :

Chart 4.1
Gender of Respondents



Source : Data Processing Result, Ms.Excel 2013

In this research more dominated by women because in general women are more interested in choosing nursery and pharmacy majority, it can be seen in the chart above that female respondents reached 86.5% while male respondents only 13.5%.

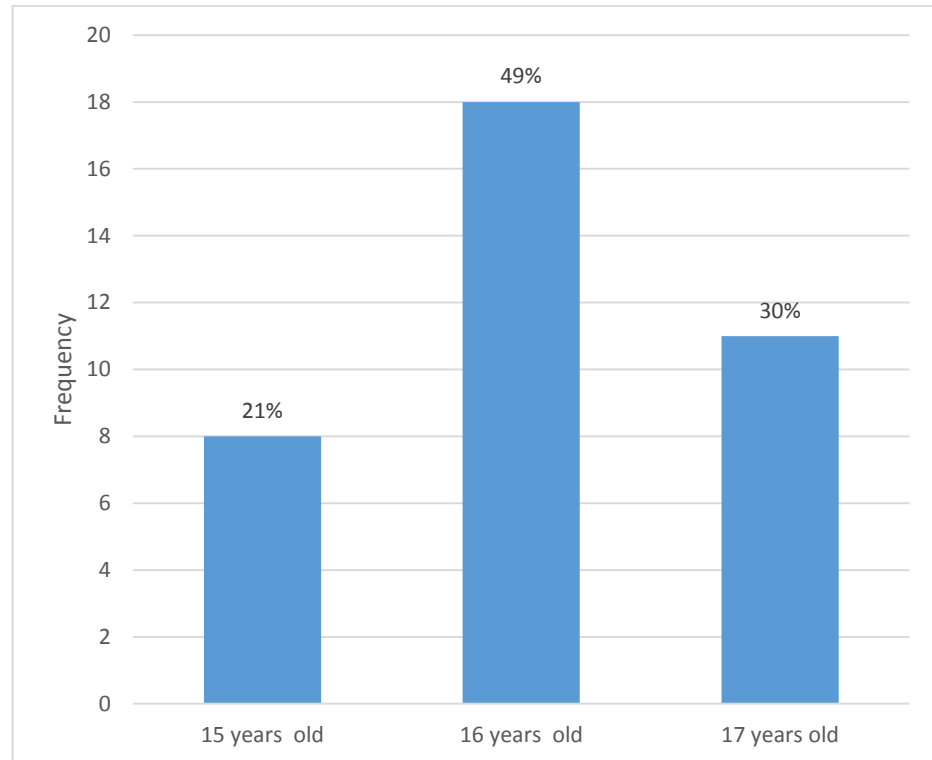
2. Age of Respondents

Table 4.2
Age of respondents

Age	Frequency	Percentage (%)
15 years old	8	21%
16 years old	18	49%
17 years old	11	30%
Total	37	100%

Source : Data Processing Result, Ms.Excel 2013.

From the table above, it can be seen there are 8 students as respondents in 15 years old, then there are 18 students in 16 years old and there are 11 students in 17 years old , total all of the respondents are 37 students. The table above shows that respondents in this study were dominated by respondents in 16 years reach until 49%, then respondents 17 years old in 30% and only 21% of respondents in 15 years old . Respondents are dominated by students in 16 years old, which is normal because at second grade in general high school students are about 16 years old. Based on table 4.2 Age of respondents above can be visualized in the form of a bar diagram as follow :

Chart 4.2**Age of Respondent**

Source : Data Processing Result, Ms.Excel 2013.

3. Frequency Distribution

The data must be presented in a concise and clear form. One way to summarize data is by frequency distribution, which is grouping data into several class groups and then counting the amount of data that enters each class. There are three things that need to be considered in determining the class for frequency distribution for quantitative data, namely the number of classes, class width, and class limit. For more details can be seen in the following table:

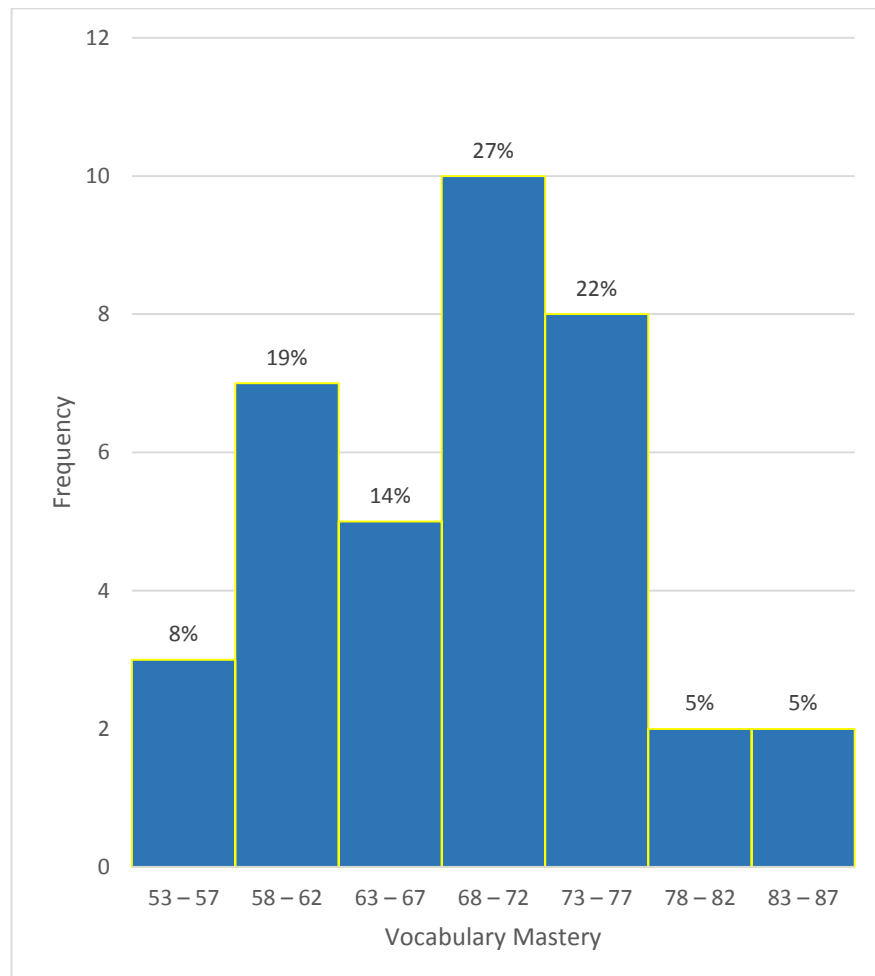
a. Vocabulary Mastery Distribution

Table 4.3**Vocabulary Mastery Distribution**

Value	F	%
53 – 57	3	8
58 – 62	7	19
63 – 67	5	14
68 – 72	10	27
73 – 77	8	22
78 – 82	2	5
83 – 87	2	5
Total	37	100

Source : Data Processing Result, Ms.Excel 2013

From the table of frequency distribution above shows the highest frequency is in the score between 68-72, there are 10 students with a percentage of 27%. Then the frequency at scores 73-77 consists of 8 students with a percentage of 22%, scores 78-82 and 83-87, have same frequency, it each has 2 students with a percentage of 5%. While grades 63-67 consist of 5 students with a percentage of 14%. Based on table 4.3 the frequency distribution above can be visualized in the form of a bar diagram as follow:

Chart 4.3**Vocabulary Mastery Distribution**

Sumber : Result of Data Processing, Ms. Excel 2013

From the graph above shows the average student can get a score between 68-72 percentage of 27%, this is because the ability of these students in mastering English vocabulary is good enough, it also supported by their majority which is used to use medical terms in English.

b. Descriptive Teks Writing Ability Distribution

Table 4.4**Descriptive Teks Writing Ability Distribution**

Value	F	%
38 – 43	2	5
44 – 49	3	8
50 – 55	–	0
56 – 61	1	3
62 – 67	11	30
68 – 73	11	30
74 – 79	9	24
Total	37	100

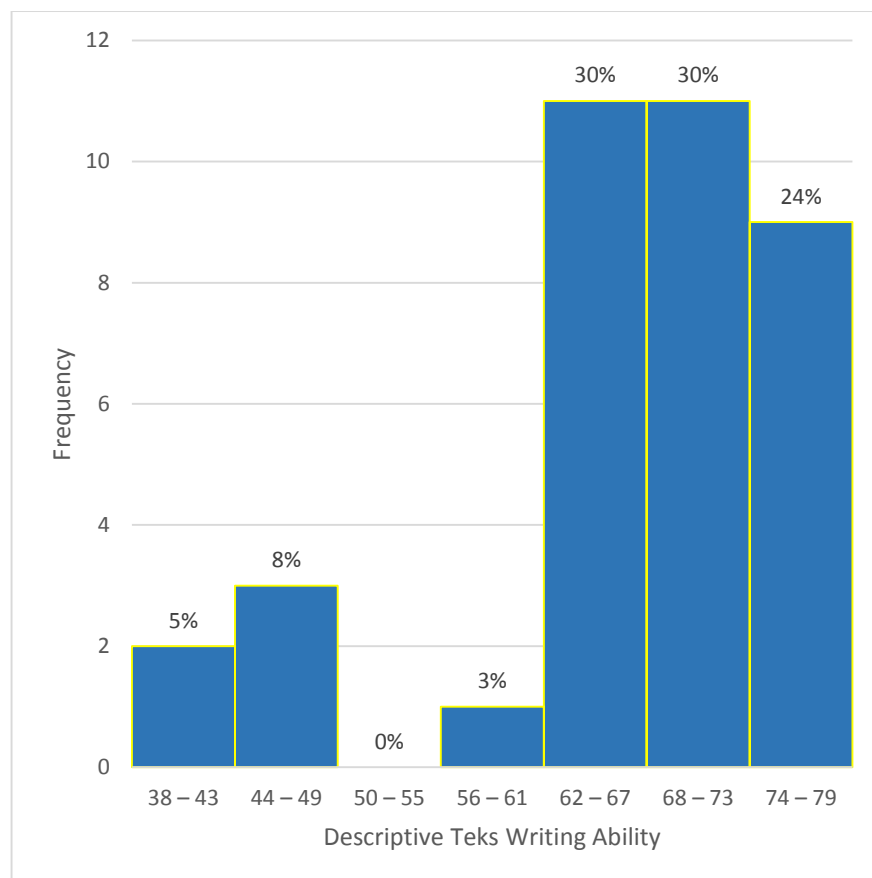
Sumber : Result of Data Processing, Ms. Excel 2013

From the table of frequency distribution above shows the highest frequency is in the score between 62-67 and score between 68-73. Both of that score consist of 11 students with a percentage of 30%. Then the frequency at scores 74-79 consists of 9 students with a percentage of 24 %, scores 56-61 has 1 student with a percentage of 3%. While grades 50-55 there's no student get this score. Score 44-49 there are 3 students with percentage 8% and the last one is score 38-43 there are 2 students with percentage 5.

Based on table 4.4 the frequency distribution above can be visualized in the form of a bar diagram as follow :

Chart 4.4

Descriptive Teks Writing Ability Distribution



Sumber : Processing Data Result, Ms. Excel 2013

From the chart above shows the average student can get a score between 62-67 and 68-73 both of those score in percentage about 30%. Students ability in writing English is good enough, it because they are at senior high school and have already studied about composing writing at the school

B. Data Analysis

This research aims to determine the relationship between vocabulary mastery and descriptive text writing ability of students in Murandika Putra Bina Tunggal Vocational High School, Bekasi. In this research the writer use Pearson Product Moment Correlation analysis to find out correlation between variabel X and variable Y. The writer also use several testing stages as follows :

1. Validity and Reliability Test

The function of calculating validity is to find out whether the scale is capable of producing accurate data in according to the purpose of its measurement. Validity test was done on each variable and this is *SPSS* results of validity and reliability of the variables.

Table 4.5

Validity Test Result

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VOCABULARY MASTERY	65.8108	106.435	.616	.
DESCRIPTIVE TEKS WRITING ABILITY	68.4595	54.366	.616	.

Source : Processing Data Result , *SPSS*

From table 4.5 above it can be concluded that the two variables have a correlation and valid because the correlation coefficient value > 0.2

Table 4.6
Reliability Statistics

Cronbach's Alpha	N of Items
.737	2

Source : Processing Data Result , SPSS

From table 4. 6 above, the results of the reliability coefficient are 0.737, so the conclusion is there correlation between variables in this study and the corelation is reliable because it approaches 1.

2. Requirements Analysis Test

a. Normality Data Test

Normality data test was carried out using the *Kalmogorov Smirnov One Sample Test* technique by *SPSS* programe. The standard used to test data normality is:

If the significant value is > 0.05 then the data distribution is normal

If the significant value is < 0.05 , the data distribution is not normal.

This is a table from the calculation of the normality test with *One Sample Kalmogorov Smirnov Test*:

Table 4.7
Normality Data Test
One Sample Kalmogorov Smirnov Test

		VOCABULARY MASTERY	DESCRIPTIVE TEKS WRITING ABILITY
N		37	37
Normal Parameters ^{a,b}	Mean	68.4595	65.8108
	Std. Deviation	7.37336	10.31676
Most Extreme Differences	Absolute	.177	.252
	Positive	.145	.139
	Negative	-.177	-.252
Test Statistic		.177	.252
Asymp. Sig. (2-tailed)		.005 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source : Processing Data Result , SPSS

Based on the normality test with One Sample Kalmogorov Smirnov Test obtained Asymp values. Sig of 0.005 for vocabulary mastery and Asymp value. A Sig of 0.000 for the descriptive text writing ability variable, it is concluded that the correlation between the two variables is normal because of the Asymp value Sig. both of variable are < 0.05 .

Significant testing criteria is if the significance value obtained < 0.05 then the relationship between two variable is significant and if the significance value > 0.05 then the relationship between the two variables is not significant.

b. Hypotesis Test

Data analysis that used in this research is *Pearson Product Moment* correlation analysis. The correlation analysis aims to prove there is significant relationship between vocabulary mastery and descriptive text writing ability of students in Murandika Putra Bina Tunggal Vocational High School, Bekasi. This analysis was carried out with the help of the SPSS program. This is a result table of the correlation between two variables.

Table 4.8
Correlation Table

		VOCABULARY MASTERY	DESCRIPTIVE TEKS WRITING ABILITY
VOCABULARY MASTERY	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.000
	N	37	37
DESCRIPTIVE TEKS WRITING ABILITY	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.000	
	N	37	37

** . Correlation is significant at the 0.01 level (2-tailed).

Source : Processing Data Result , SPSS

The results of *Pearson Product Moment* analysis above there is correlation (r) about 0.616 with a significance value of 0.000 smaller than 0.05. It means the correlation coefficient between two variables is high relationship. For more details can be seen in the following table 4.8. According to Sugiyono (2013) on his book *Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (p.257).

Table 4.9

Coefficient Correlation

Range	Interpretation
0.80 – 1.000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.199	Very low relationship

Significant testing criteria is if the significance value obtained < 0.05 then the relationship between two variable is significant and if the significance value > 0.05 then the relationship between the two variables is not significant.

The significance value of the analysis obtained is 0.000, which means it < 0.05 , so there is a significant relationship between vocabulary mastery and descriptive, writing ability.

The criteria for correlation testing is if $r_{\text{observed}} > r_{\text{table}}$ then H_0 is rejected and H_a is accepted which means there is a relationship between two variables. But if $r_{\text{observed}} < r_{\text{table}}$, then H_0 is accepted and H_a is rejected, which means there is no relationship between variable X and variable Y.

Determining dk to find out r_{tabel} as follow :

$$\begin{aligned} dk &= N-2 \\ &= 37-2 \\ &= 35 \end{aligned}$$

Base on Product Moment Pearson corelatin table, if the population are 35 then r_{table} is 0.334

$$\begin{aligned} r_{\text{observed}} &= 0.616 \\ r_{\text{table}} &= 0.334 \end{aligned}$$

This proves that $r_{\text{observed}} = 0.616 > 0.334$. This means that the hypothesis is accepted and means that there is a correlation between vocabulary mastery and descriptive text writing ability.

C. Data Interpretation

After all the data in the process the results can be interpreted as follows :

1. The relationship between vocabulary mastery and descriptive teks writing ability is high relationship. Product Moment Pearson coefficient correlation is 0.616. The result means there is high relationship or correlation between two variable.
2. Looking at the direction of the relationship, the sign of the coefficient shows 0.616 or positive, means that two variables have the same direction.
3. Looking at the significance of relationships and hypotheses, significance can be seen by comparing the significance value. If the significant value is > 0.05 , then it means no significance and H_a is rejected, but if the significant value is < 0.05 , then it means the significance and H_a is accepted. The table results show a significance value is $0.000 < 0.005$ which means there is significant relationship and also receiving H_a and reject H_0 which states there is a relationship between vocabulary mastery and descriptive text writing ability.

Based on interpretation above , the writer takes conclusion that hypothesis testing result of students at SMK Bina Tunggal Murandika Putra students are 0.616. According to Pearson Product Moment correlation standard with r_{table} if the sample consists of 37 people is 0.325 that means $0.616 > 0.325$ then the **hypothesis is accepted**.

From the research findings, it can be considered that good writers may effectively create a composition in case they may use words therefore, to have the adequate vocabulary knowledge is insisted for them, because a good writers are prompted to consider the selection of words used which is in this case it is one of the features that may make the effective writing and a careful choice of vocabulary is one of the features that should be considered and it is required to create an effective writing.

Consequently, the writers should equip themselves with this feature, i.e. vocabulary knowledge, as one of the conditions in order that they can convey their message effectively to their readers hence, there is a positive relationship between writers' vocabulary mastery and their ability to write effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research has purpose to find out about significant correlation between vocabulary mastery and students' writing ability in descriptive text. After analyzing the data, the writer makes the conclusion of this research as follow :

1. The relationship between vocabulary mastery and descriptive teks writing ability is high relationship. Product Moment Pearson coefficient correlation is 0.616. The result means there is high relationship or correlation between two variable.
2. Looking at the significance of relationships and hypothesis the table results show a significance value is $0.000 < 0.005$ which means there is significant relationship and also receiving H_a and reject H_o which states there is a relationship between vocabulary mastery and descriptive text writing ability.
3. Based on interpretation above, the writer takes conclusion that hypothesis testing result of students at SMK Bina Tunggal Murandika Putra students are 0.616. According to Pearson Product Moment correlation standard with r_{table} if the sample consists of 37 people is 0.325 that means $0.616 > 0.325$ then the **hypothesis is accepted**.

B. Suggestion

Based on the conclusions above, it can be delivered some suggestions related to teaching and learning of writing descriptive text as well as vocabulary that go to:

1. English teachers

English teachers should be creative as they are teaching and learning descriptive text. They should vary their technique as they are teaching, so their students can be more motivated to learn English.

2. Students

Students of the second grade of SMK Bina Tunggal Murandika Putra, Bekasi are expected to read many English passages in order that their vocabulary mastery and knowledge increase. Moreover, they also should try to make a note to the new English word they find.

3. School

The school, SMK Bina Tunggal Murandika Putra, Bekasi is expected and suggested to always increase the quality of the educators' works that they may provide the students with knowledge and guide well and maximally.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : IKAPI.
- Ary, Donald. 2010. *Introduction to Research in Education*. Belmont : Wadsworth.
- Broughton, Geoffrey et al. 2003 *Teaching English as a Foreign Language Second Edition*. New York: Routledge.
- Brown, Kristine and Susan Hood. 1993. *Writing Matters: Writing Skills and Strategies for Students of English*. Hong Kong: Cambridge University Press.
- Dietsch, Betty Mattix.2003 *Reasoning & Writing Well: A Rhetoric, Research Guide, Reader, and Handbook Third Edition*. New York: The Mc Graw Hill Companies, Inc.,
- Grenville, Kate. 2010. *Writing From Start to Finish: A-Six Steps Guide*. Australia, Crows Nest: Allen & Unwin.
- Heffernan, James A. W. and John E. Lincoln. 1986. *Writing: A College Handbook*.New York: W. W. Norton & Company, Inc.,
- Harmer, Jeremy. 2004 *How to Teach Writing*. Malaysia: Pearson Education Limited.
- Hiebert, Elfrieda H. and Michael L. Kamil (Eds.). 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.
- Kane, Thomas. 2000 *Oxford Essential Guide to Writing*: New York: Oxford University Press. Inc.
- Linse, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: The McGraw-Hills Companies, Inc.
- Pachler, Norbert and Ana Redondo (Eds.). 2007 *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. New York: Routledge.
- Sugiyono.2013. *Metode Penelitian Pendidikan*. Bandung:IKAPI.
- Thornbury, Scott. 2007. *How To Teach Vocabulary*. Malaysia: Pearson Education Limited.
- Ur,Penny.2009. *A Course in Language Teaching*. Cambridge University Press:British Library.

Usman, Husaini.2008. *Pengantar Statistika*. Jakarta:Bumi Aksara, 2008.

Weigle,Sarah.C.2002. *Assesing Writing*. United Kingdom: Cambridge University Press.

BIOGRAPHY



Ana Maryanah. She was born on 21 September 1991 in Bekasi, West Java. She is the first daughter of four brothers and one sister. She started her study for elementary school at SDN Kota Baru VII, Bekasi. She was graduated in 2004 and he continued her study in Bina Siswa Utama Junior High School and graduated In 2007. She continued her study in Bina Siswa Utama Vocational High School Majoring in Accountancy and finished her study in 2010. She continued again for his first degree (S1) in STBA JIA, Bekasi. After finishing her education at vocational High School, she worked at PT. KDS INDONESIA and has been an employee since 2013.