The Effectiveness of Understanding of Indonesian Vocabulary and Grammar Vocabulary on the Ability to Write Narrative Texts for Grade VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency Academic Year 2022-2023

[1]Asmar Husin, [2]Sutikno

[1]Postgraduate Student at Universitas Muslim Nusantara Al-Washliyah Teacher of SD Negeri 143 Barbaran Mandailing Natal Medan-Indonesia
[2]Postgraduate Lecturer at Universitas Muslim Nusantara Al-Washliyah Medan-Indonesia

Abstract

In providing information to the reader, of course, the ability and mastery of vocabulary are needed, in order to be able to use good vocabulary and follow the existing grammar in writing the presentation so that the reader better understands the written description. For this reason, the formulation of the problem in this study is there any influence of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts for sixth grade students of SD Negeri 143 Barbaran, Mandailing Natal Regency? The purpose of the study was to determine whether or not there was an influence of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts of sixth graders at SD Negeri 143 Barbaran, Mandailing Natal Regency. Correlational research is a quantitative research type of ex-post facto research. Ex-post facto research is research in which independent variables have occurred when the researcher begins by observing the dependent variable in a study. The sample in this study were taken as many as 23 students VI of SD Negeri 143 Barbaran, Mandailing Natal Regency. Data collection techniques in this study were carried out through tests. This study uses data analysis techniques in the form of t-test techniques or hypothesis testing. The results show that there is an influence of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts of sixth grade students of SD Negeri 143 Barbaran, Mandailing Natal Regency, with i$tung$ = 3.210 while the value = 0.413 means that the value of i$tung$ is greater than the value of . And also p-value = 0.004/2 = 0 <0.05 or the significance is smaller than the specified error level. Thus, there is an effect of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts for sixth grade students of SD Negeri 143 Barbaran, Mandailing Natal Regency, with a contribution of 29.7% while the remaining 70.3% is obtained by other variables.

Keywords: *Influence, Vocabulary, Grammar and Narrative Text*

1. Introduction

The thing that often becomes an obstacle in writing is the lack of mastery of vocabulary, even though vocabulary determines how skilled a person is in language. As stated by Tarigan (2017: 2), the quality of a person's language skills clearly depends on the quantity and quality of the vocabulary he has. The richer the vocabulary we have, the more likely we are to be skilled at language.

Writing activity is not an easy thing, and the ability to write does not come by itself, but it takes practice. The lack of writing practice by elementary students causes them to have difficulty in expressing their ideas and ideas in written form. Given the importance of writing activities for elementary school students, it is only natural that writing teaching is fostered as well as possible. This ability allows them to express and communicate their ideas and thoughts, appreciation and experiences to various parties regardless of the similarity of time and place with other parties.

One of the writing skills contained in the syllabus for Indonesian Language and Literature subjects for sixth grade elementary school semester 1 is writing narrative text. According to Nurjamal, and Warta Sumirat (2017: 69) explain, narrative writing is a writing that mostly contains stories. Although it contains illustrations to

complete the story, the writing as a whole is a story. Labov 1997 in Zainurrahman (2016:37) explains that the social function of narrative writing is used by writers to report events in the past. Anderson and Anderson 1997 in Zainurrahman (2016:37) wrote, the function of narrative writing is a story that is used to entertain the audience.

This means that in providing information to the reader, of course the ability and mastery of vocabulary are needed, in order to be able to use good vocabulary and follow the existing grammar in writing the presentation so that the reader better understands the written presentation.

Based on the description above, the writer is interested in examining the effect of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts.

2. Literature Review

2.1 *Definition of Writing*
Writing is an activity of expressing thoughts and ideas through writing with a specific purpose. According to Tarigan (2017: 3), writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. Writing is an activity that is needed in this modern era. Writing skills can be said to be a characteristic of an educated person or an educated nation.

2.2 *Narrative Definition*
According to Rosdiana (2018:3.22), narrative is a type of discourse that contains a story in which there are important story elements, namely time, actors, and events. Zainurrahman (2011:37) suggests, narrative comes from the word "to narrate" or "to tell story" which means "to tell a story". Narrative is writing that tells an event. Narratives are mostly in the form of fiction such as novels, short stories, fairy tales, and so on. However, there are also narrative essays that are factual, such as historical series, narrative interviews, and interrogation transcripts.

2.3 *Definition of Vocabulary*

Many definitions of vocabulary put forward by linguists. The opinion of one expert with another expert may differ, but there are also many similarities. The definition of vocabulary according to Keraf (2017: 64) can be seen from two aspects. First, in terms of language itself, which states that vocabulary is the whole word owned by a language which is a language component that contains all information about the meaning and use of words in language. Second, from the point of view of language users, vocabulary is the wealth of words owned by a speaker or writer. This is in line with the opinion of Nurgiyantoro (2012: 338) which states that vocabulary is the wealth of words owned by (contained in) a language.

Based on some of these opinions, it can be concluded that vocabulary is a component of language that contains a list of words and their limitations whose use is in accordance with their function. Thus, all forms of words, such as basic words, affixed words, repeated words, compound words, proverbs, antonyms, and synonyms contained in Indonesian are included in Indonesian vocabulary.

2.4 *The Relationship Between Indonesian Vocabulary and Narrative Text Writing Skills*
There is no fixed vocabulary in a language that is alive or still used in everyday life by a group of people. This means that the vocabulary will change and increase according to the development of the era.

Writing narrative text aims to convey and explain something to the reader so that the reader understands or understands the explanation that is told in the form of a story. To make the reader understand the author's explanation, it is necessary to have good communication through words that are strung together into sentences contained in the writing.

To be able to communicate with other community members (in this case the reader), everyone needs to expand their vocabulary, need to know as much vocabulary as possible in their language (Keraf, 2017: 64-65).

3. Research Method
Based on the type, this research includes ex-post facto research. Ex-post facto research is research in which

independent variables have occurred when the researcher begins by observing the dependent variable in a study. In this study, the attachment between the independent variable and the independent variable, as well as between the independent variable and the dependent variable, has occurred naturally, and researchers with this setting want to trace back if possible what is the causative factor (Sukardi, 2011: 165).

The research paradigm is closely related to the research variables. In this study, three variables were discussed, consisting of two independent variables, namely the mastery of Indonesian vocabulary and grammar (X), and the dependent variable, namely the ability to write exposition (Y). Furthermore, this research paradigm is described as follows.
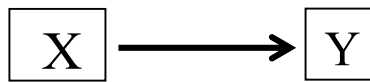

Figure 1: Research Paradigm

Information:
X : mastery of Indonesian vocabulary and grammar
Y : ability to write narrative text

The population in this study were all sixth grade students of SD Negeri 143 Barbaran, Mandailing Natal Regency. The instrument used in this research is a test instrument. The form of the test instrument is an essay writing test. Data collection techniques in this study were carried out through tests. The test used is a student essay writing skill test. The tests given to the group were in the form of pretest and posttest. The pretest was carried out before the experiment while the posttest was carried out after the experiment. The research procedures in this study are (a). *Pre-experimental stage (without media);* (b). *Experimental stage using media*; (c). *Post-experimental stage*. This study uses data analysis techniques in the form of t-test techniques or hypothesis testing.

$$t_0 = \frac{M_y - M_x}{SE_{M_y - M_x}}$$

The data analysis technique using the t-test must meet the requirements, namely (1) normality test and (2) homogeneity test.

4. Results

Table 4.1 Research Results Regarding Students' Narrative Writing Ability

No	Nama Peserta Didik	Nilai	No	Nama Peserta Didik	Nilai
1	Muh. Dzaky Husni	34	13	Sabri Al-Munawar	43
2	Firza	34	14	Sri Muliana	52
3	Jumadil	21	15	Ulil Amri	52
4	Mawar	26	16	Wahrasal	52
5	Arif Rahmat	30	17	Arqam	56
6	Muh. Faiz Hifzan	56	18	Nurhafidzah	60
7	Muh. Amri Pratama	21	19	Muh. Ridho	39
8	Muh. Lutfi Mardani	56	20	Arif Faith Gaffar	30
9	Muh. Rehan	30	21	Muh. Dzaky Mumtaz	30
10	Munadil	21	22	Firta Wati	34
11	Reski Amalia	30	23	Saskia Putri Syarif	26
12	Syifa Fausiah	52			
Jumlah					**881**

Data source: test results of students' story writing ability data

The results of descriptive data analysis of the ability to write stories with SPSS Version 21:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Story Writing Ability	23	21.00	60.00	38.30 43	13.20274	174.31 2
Valid N (listwise)	23					

Data source: the result of data processing of students' narrative text writing skills

Based on the descriptive results using SPSS Version 21, the average score was 38.3043, standard deviation was 13.20274, and variance was 174.312. Furthermore, respondent score categorization is used to make it easier to know the description of the ability to write narrative texts for sixth grade students of SD Negeri 143 Barbaran, Mandailing Natal Regency.

Table 4.3 Categorization of Story Writing Ability

Interval	Category	Frequency	Persentase (%)
60 – 69	Very good	1	4,3
50 – 59	Good	7	30,4
40 – 49	Deficient	1	4,3
30 – 39	Not good	9	39,1
20 - 29	Not very good	5	21,7
Jumlah		**23**	**100,0**

Data source: Results of data categorization of students' narrative text writing skills

Based on table 4.3, an overview of the story writing skills of class VI students in several categories is obtained, namely 5 students are in the very bad category with a percentage of 21.7, 9 students are in the bad category with a percentage of 39.1, 1 student is in the poor category. poor category with a percentage of 4.3, 7 students are in the good category with a percentage of 30.4, and 1 student is in the very good category with a percentage of 4.3. So, in general, it can be concluded that the ability to write narrative texts for sixth graders at SD Negeri 143 Barbaran, Mandailing Natal Regency, is in the poor category.

5. Discussion
1. Mastery of Indonesian Vocabulary and Grammar in Writing Narrative Texts for Class VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency.
The maximum and minimum scores obtained in mastery of Indonesian vocabulary and grammar using descriptive analysis are 73 and 34 and the average value using SPSS version 21 analysis is 46.7391. Based on the results of the study, it is known that the mastery of Indonesian vocabulary and grammar is distributed in several categories, namely 12 students are in the very bad category with a percentage of 52.1%, 8 students are in a poor category with a percentage of 34.8%, and 3 students are in the very good category with a percentage of 13.4%, so in general it can be concluded that the mastery of Indonesian vocabulary and grammar is in the very poor category.

2. The Ability to Write Narrative Texts for Class VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency
The maximum and minimum scores obtained in the story writing ability test are 21 and 60, the average value is 38,3043, the standard deviation is 13,20274 and the variance is 174,312. Furthermore, for the ability to write stories of students distributed in several categories, namely 5 students are in the very bad category with a percentage of 21.7, 9 students are in the bad category with a percentage of 39.1, 1 student is in the poor category with the percentage of 4.3, 7 students are in the good category with a percentage of 30.4, and 1 student is in the very good category with a percentage of 4.3. So in general it can be concluded that the students' story writing skills are in the bad category.

3. The Influence of Mastery of Indonesian Vocabulary and Grammar on the Ability to Write Narrative Texts for Grade VI Students of SD Negeri 143 Barbaran, Mandailing Natal Regency
From the results of the analysis of research data, it is known that the mastery of Indonesian vocabulary and

grammar which is in the Very Bad category has an impact on the ability to write stories of students who are in the bad category. This is supported by regression analysis where itung = 3.210 is obtained while the value of = 0.413 means that the value of itung is greater than the value of . And also p-value = 0.004/2 = 0 <0.05 or the significance is smaller than the specified error level. Thus, there is an effect of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts for sixth graders at SD Negeri 143 Barbaran, Mandailing Natal Regency, with a contribution of 29.7% while the remaining 70.3% is obtained by other variables.

Conclusion
Based on the descriptions presented in the previous chapters, this chapter the author will put forward several conclusions as follows:
1. Mastery of Indonesian vocabulary and grammar for sixth graders at SD Negeri 143 Barbaran, Mandailing Natal Regency, is in the poor category with a percentage of 52.1%.
2. The ability to write narrative texts for the sixth graders of SD Negeri 143 Barbaran, Mandailing Natal Regency, is in the poor category with a percentage of 39.1%.
3. There is an effect of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts of sixth graders at SD Negeri 143 Barbaran, Mandailing Natal Regency, with itung = 3.210 while the value of = 0.413 means that the value of itung is greater than the value of . And also p-value = 0.004/2 = 0 <0.05 or the significance is smaller than the specified error level. Thus, there is an effect of mastery of Indonesian vocabulary and grammar on the ability to write narrative texts for sixth grade students of SD Negeri 143 Barbaran, Mandailing Natal Regency, with a contribution of 29.7% while the remaining 70.3% is obtained by other variables.

References
1. Pateda, Mansoer. 2018. Linguistik Sebuah Pengantar. Bandung: Penerbit Angkasa Bandung.
2. Tarigan, Henry Guntur.2017. *Menulis Sebagai Suatu Keterampilan Berbahasa*, AngkasaBandung.
3. Keraf, Gorys. 2015. *Diksi dan Gaya Bahasa.* Jakarta: Gramedia Pustaka Utama.
4. Nurjamal, Daeng, Warta Sumirat, Riadi Darwis. 2017. Terampil Berbahasa. Bandung: Alfabeta.
5. Zainurrahman. 2016. Menulis Dari Teori Hingga Praktik.Bandung: Alfabeta
6. Langan, John. 2016. C*ollege Writing Skills with Readings. English Edition.* Singapore: Mc. Graw-Hill Education.
7. Leo, Sutanto. 2018. *Kiat Jitu Menulis dan Menerbitkan Buku.* Jakarta:Erlangga.
8. Ghazali, A. Syukur. 2015. *Pembelajaran Keterampilan Berbahasa: dengan Pendekatan Komunikatif-Interakitf.* Bandung: Refika Aditama.
9. Iskandarwassid dan Sunendar, Dadang. 2019. *Strategi Pembelajaran Bahasa.* Bandung: Remaja Rosdakarya.
10. Akhadiah, Sabarti, dkk. 2018. *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
11. R*osdiana*.2018. *Pendidikan Suatu Pengantar*.Bandung: CiptaPustaka.
12. Zainurrahman. 2011. *Menulis Dari Teori Hingga Praktik*.Bandung: Alfabeta.
13. Dalman. 2015. *Keterampilan Menulis*, Jakarta: PT. Grafindo Persada.
14. Zulela. 2013. *Pembelajaran Bahasa Indonesia Apresiasi Sastra di Sekolah. Dasar*. Bandung: PT Remaja Rosdakarya.
15. Sadhono, Kundharu dan St. Y. Slamet. 2012. Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Aplikasi). Bandung: Karya Putra Darwati.
16. Ahmad Rofi'uddin & Darmiyati Zuchdi. 2018. *Pendidikan Bahasa dan Sastra Indonesia di Kelas Tinggi.* Malang: Universitas Negeri Malang.
17. Keraf Gorys. 2017. *Tata Bahasa Indonesia*.Jakarta:Grasindo.
18. Nurgiyantoro, Burhan. 2012. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-Yogyakarta.
19. Soedjito. 1992. *Kosa Kata Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.
20. Kridalaksana, Harimurti. 2017. *Pembentukan Kata dalam Bahasa Indonesia*.Jakarta: Gramedia Pustaka Utama.

21. Pramudyantoro. 2018. *Penggunaan Kosakata Bidang Ilmu Pengetahuan Alam dan Teknologi dalam Karangan Siswa Kelas II SMU Muhammadiyah V Yogyakarta (Skripsi)*. Fakultas Bahasa dan Seni UNY.
22. Tarigan, Henry Guntur. 2018. *Pengajaran Kosakata*. Bandung: Angkasa
23. Sirait, Bistok dkk. 2015. *Pedoman Karang-Mengarang*. Jakarta: Depdikbud.
24. Sulaiman, Syaf. E. 1974. *Pengantar Tata Bahasa Bahasa Indonesia*. Yogyakarta: Yayasan IKIP Yogyakarta.
25. Husain, Abdul Rajak. 1993. *Meningkatkan Pengetahuan dan Kecakapan Menggunakan Bahasa Indonesia Baku*. Solo: CV. Aneka.
26. Djiwandono, Soenardi. 2011. *Tes Bahasa: Pegangan bagi Pengajar Bahasa*.Jakarta: Indeks.
27. Alwi, Hasan dkk. 2016. *Tata Bahasa Baku Bahasa Indonesia. Edisi ketiga*. Jakarta: Balai Pustaka.
28. Suriamiharja, Agus, dkk. 1996. *Petunjuk Praktis Menulis*. Jakarta: Depdikbud.
29. Sukardi. 2011. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara.
30. Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D,* Cet. XXII: Bandung, Alfabeta, 2015.
31. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D,* Bandung: Alfabeta, 2014.
32. Sugiyono, *Statistika Untuk Penelitian*, Cet. XXIII; Bandung: Alfabeta, 2013.
33. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D,* Bandung: Alfabeta, 2019
34. Arikunto, Suharsimi. 2016. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
35. Anas Sudjono.2018.Pengantar Statistik Pendidikan. Jakarta:Raja Grafindo Persada.
36. Data pokok sekolah SD Negeri 143 Barbaran Kabupaten Mandailing Natal. 2022.