THE INTERRELATIONSHIP OF ENGLISH LEXICON MASTERY ON PARAGRAPH COMPOSING SKILL

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Abstract

This study dealt with the interrelationship of English le xicon mastery on paragraph composing skills of the eight-grade students of Private Junior high school 1 Kerambitan. The study attempted to elaborate on the effect of lexicon comprehension on students' writing ability. An ex-post-facto was applied as a research design. The population of the present study consisted of 512 students and 64 of them were chosen as the samples using the cluster sampling technique. The type of test that was used to measure the word meaning comprehension was the cloze task and the essay test to measure the student's writing ability in describing people and things. The data were descriptively analyzed with an inferential statistic of SPSS 26. The descriptive statistics included normality test, homogeneity test, Pearson product-moment, and t-testing. The findings revealed that the more lexicon the students understand, the more successfully they can describe people or things in the text. The coefficient correlation was 0.502, the scale of interpretation score was between 0,40-0,60, and the score of t-table was -1,998. It means that t-counted was high than r-table (-2,562 >-1,998). Based on the result, the study proved that the students' lexicon mastery could affect their descriptive writing significantly. The study suggests the teachers apply appropriate teaching strategies for further writing in the daily use of context.

Keywords*: interrelationship, word meaning, context, text.*

Abstrak

Kajian ini membahas tentang hubungan antara penguasaan kosakata siswa dengan kemampuan menulis bahasa Inggris peserta didik kelas VIII SMPN 1 Kerambitan. Tujuannya adalah untuk mengkaji hubungan antara penguasaan kosakata dengan ketrampilan peserta didik menulis paragraf deskriptif. Kajian ini dilaksankan melalui ancangan ex-post facto. Populasi penelitian ini berjumlah 512 siswa dan 64 orang di antaranya sebagai sampel yang dipilih dengan menggunakan teknik cluster sampling. Jenis tes yang digunakan untuk mengukur penguasaan makna kata adalah tes rumpang dan tif untuk mengukur keahlian menulis adalah tes menulis deskriptif. Data dianalisis menggunakan statistik inferensial SPSS 26. Analisis data menggunakan statistik deskriptif, uji normalitas, uji homogenitas, pearson product moment, dan uji t. Hasil kajian ini menunjukkan koefisien korelasi sebesar 0,502. Ini menunjukkan ada korelasi yang cukup antara penguasaan kosakata dan kemampuan menulis paragraf deskriptif. Termasuk skala skor interpretasi antara 0,40-0,60, skor t tabel yang diperoleh -1,998. Artinya t hitung lebih tinggi dari r-tabel (-2,562> -1,998). Berdasarkan hasil tersebut dapat dinyatakan bahwa hipotesis diterima.

Kata kunci: pengaruh, makna kata, konteks, teks.

INTRODUCTION

One of the English learning goals in schools is the ability to describe things or people in a daily life context. Therefore, the students should be able to recognize and use a great number of word meanings or phrases called vocabulary. As Nunan (2001:118) states that students must be equipped with the knowledge of a great deal of lexicon and the teachers should lead them to use them in written text. Without the lemma, nothing can be conveyed (Thombury, 2001:13). The introduction of vocabulary to the students includes their pronunciation, spelling, usage, and their variations in the context of a specific writing genre called descriptive paragraph (Patel and Jain, 2008:125). It means that in writing, the students need to focus on their word selection, spelling, and sentence patterns. Besides, words are meaningful when they are in the context of textual generic structure. So, it is considered prominent for the students to collect and retrieve the vocabulary to develop writing skills.

The translation of English words (L2) into the native language (L1) is a common action in the learning process of the new language. Therefore, great pronunciation of those words may affect their speaking skill and the great comprehension of spelling and word selection in the context of discourse may contribute to their writing ability. To express ideas, feelings, and opinions in English on papers, the pupils at schools should write the words in the correct spelling and appropriate sentences (Harmer, 2004:31). In a functional text such as a short message, announcement, and invitation, students are not only expected to understand the structure of the text writing but also need to accommodate the appropriate vocabulary in the context. So, messages or descriptions of something or someone in the written text can be only understood if the students can recognize the form and meaning of words and match them with systematic writing rules So the language elements play great roles for language mastery.

In constructing a paragraph, the students express ideas, share information, and convey feelings as the goals in the correct and sensible sentences. The genre that the students write include descriptive, narrative, recount, procedure, and report text. Descriptive paragraph. Oshima and Hogue (2007:61) state that descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, and sounds. When a writer describes a place, he or she overviews his or her existing linguistic experience (Zemach and Islam, 2005:21)

In writing the descriptive paragraph, the knowledge of words, phrases, or expressions should be a requirement to deliver meaning. Besides, they require linguistic and textual knowledge. It means that the students need to focus on their choice of words, spelling, vocabulary, and grammar. Writing English by foreign language students seems to be a complicated cognitive process. Therefore they should apply their

writing practices in the real context of daily activities such as writing short message, announcement, invitation, or asking for information through E-mail, Facebook, or Whatsapp.

However, the key success of writing skills depends upon vocabulary mastery. Writing can evoke their search for new words and their meaning and usage. Thornbury (2001:13) states that words convey meaning and feeling. The knowledge and the skill are considered to be closely correlated. The mastery of word meaning and usage enables the students to write unlimited sentences to describe thought and emotion (Alqahtani, 2015). The more vocabularies they have, the better or more meaningful their writing performs. On the contrary, the less vocabulary they have, the worse their writing skills will be.

In line with the effect of English vocabulary on writing ability, this study attempts to investigate the vocabulary and the writing ability of eight grade students in SMP N 1 Kerambitan. Some of them also find it hard to write because of limited textual and linguistic knowledge. The students should understand the elements of a descriptive paragraph not only in grammatical patterns but also in vocabulary mastery. It means that students only collect a lot of words but they can not use them in textual context.

Some of the studies were conducted by Sari (2019), Devi (2019), Susanti (2019) and Subekti, (2016). The findings of those studies reveal the correlation between two variables, however, the level of the correlation and the genre of writing do not become the main concern. So the findings can contribute to the fact of those variables that can be considered as feedback to apply a better teaching model. Based on that synthesis above, the this study tries to elaborate the effect of word meaning comprehension on the students' writing ability and any factors that cause the interrelationship.

RESEARCH METHODS

The study focuses on investigating the interrelationship of word meaning comprehension and writing dewscriptive text. Therefore, the quantitive approach with correlation research design was applied. The population in this present study was students of private junior high school in Kerambitan and the sample was collected with cluster sampling technique. There were 8 classes and each class consisted of a minimum of 32 students and a maximum of 35 students. Two classes were selected as sample and they were representative enough because the classes had the similar capacity of knowledge in mastering vocabulary and writing ability.

This study used two different tests to collect the data; cloze tasks that is used to test the students' vocabulary mastery and paragraph construction task is uded to to test the students' writing ability. The assesment of wrting ability reffered to the scoring rubric adapted from Oshima and Hogue (2007:196). The test were validated by validators to check the validity and realibility of the test. From

construct validity, the research instruments were constructed based on the criteria or principles of cloze test and paragraph construction test. Moreover, the content validity aspect has also been fulfilled because the research instrument only tested the previously learned materials. Before the research instruments were administered the researcher had them evaluated and judged by advisors.

Pre-requisite analysis consisted of two steps; normality and homogeneity test as the tests were normally and homogeneously distributed. The study applied SPSS version 26 for Windows for calculating the normality of the test. Two kinds of normality tests referred to Kolmogorov-Smirnov Test and Shapiro-Wilk. The level of significant is $p > 0.05$ Furthermore, the distribution of the data is normally distributed if the calculation result of the data is higher than $p > 0.05$. In the contrary, if the result of the data is lower than $p < 0.05$, the distribution of the data is not normally distributed.

FINDING AND DISCUSSION

In this present study, the researcher used a test named paragraph construction task for writing ability and cloze task for vocabulary mastery. In the writing test, the samples selected the topic "My Lovely Dog" or "My Favorite Animals. They have to choose one of those topics and arrange those written into a good descriptive text which consists of 6 until 12 sentences Besides that, the text should fulfill a complete and tidy format, correct

use of punctuation and mechanics, complete generic structure of the descriptive text, unified and coherent idea, grammatical sentence, and the student got 45 minutes time allotment. The average result of student's vocabulary mastery was 78 which is classified as enough. The finding of the writing descriptive text showed that the student's score was range from 70 to 95 and writing test were slightly different. The finding revealed that the student's score ranged from 60 to 100.

Based on the result of the SPSS data above showed that cloze tasks that consisted of 25 blank items and 30 scrambled answers were valid. It resulted in the differences of a minimum of 60 and a maximum is 100. Besides, the mean of the cloze task score is 78,94 with a standard deviation statistic is 9,674.

The second is the statistic writing ability. The SPSS showed that the mean of the writing test score is 81,64 with standard deviation statistic is 5,964. In an analysis of normality test, the researcher used Shapiro-Wilk because the samples were higher than 50 (>50). Based on the SPSS data output, the sig value of vocabulary mastery is 0,085 higher than 0,05, the researcher can conclude the data is normally distributed. Besides, the analysis of normality writing ability from the result of SPSS data is the same. The sig value of writing ability is 0,172 higher than 0,05. So, the data is normally distributed. Furthermore, the analysis of the test normality of both of them variables also has the result with the

curve analysis. From the analysis scoring SPSS 16.0 program, the normality vocabulary mastery and writing ability is pictured as a bell-shaped curve.
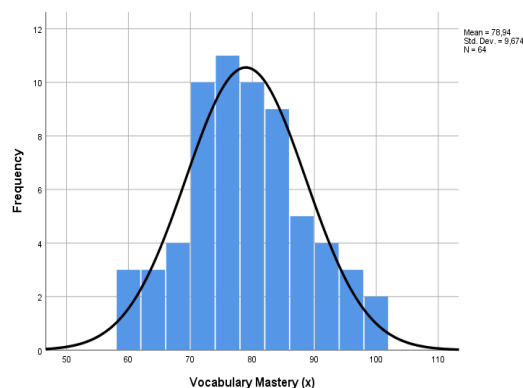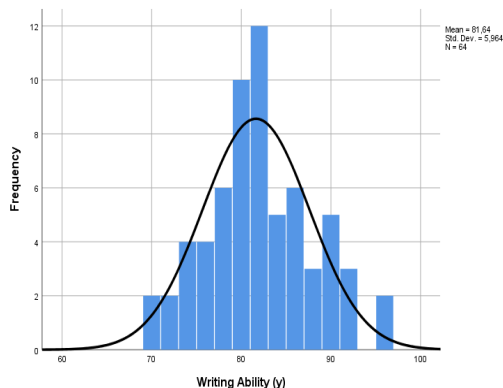
The homogeneity test in this study revealed that the sig value of vocabulary mastery is 0,211 higher than 0,05, and the sig value of writing ability is 0,218 higher than 0,05. The variables were distributed homogeneously. Students' vocabulary mastery correlated significantly with descriptive paragraph writing. The significant analysis revealed that the significance of the Sig (2-tailed) or in the familiar name with the data output table. Both of the Sig (2-tailed) between vocabulary mastery (X) with writing ability (Y) is 0,000. It means the research can write 0.000< 0.05. On the other hand, the data include a significance among the vocabulary mastery and writing ability variables.

Table 1 The Output of Pearson Product Moment Correlation

Correlations

		Vocabulary Mastery (x)	Writing Ability (y)
Vocabulary Mastery (x)	Pearson Correlation	1	,502[**]
	Sig. (2-tailed)		,000
	N	64	64
Writing Ability (y)	Pearson Correlation	,502[**]	1
	Sig. (2-tailed)	,000	
	N	64	64

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

The sig value of vocabulary mastery and writing ability is 0,000 less than 0,05. It means there is an positive effect of word meaning conprehension on the descriptive paragraph writing ability. The homogeneity test represented in two tables, namely the test of homogeneity variance table and the ANOVA table. Hence, the focus is the test table of homogeneity variance. If the significance value was higher than 0,05, the research data were considered to have homogeneous data. On the other hand, if the significance value was smaller than 0.05, the research data were not homogeneous variance. Referring to the results above it was found that the significance value was 0.211. That means the significance value of the research variables was higher than 0.05. It can be concluded that research variables: vocabulary mastery.

Table 2: Table Summary of T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Vocabulary Mastery (x) - Writing	-2,703	8,442	1,055	-4,812	-,594	-2,562	63	,013

Paired Samples Test

Besides, the Pearson 'r' approaches 1,00 meaning that positive effect of word meaning comprehension on ability of writing descriptive text. Based on the correlation index (rxy) 0,502 is in the interval of 0,40 – 0,60 in 'r' table, it means that the correlation belongs to "considered as moderately correlation". It means that the student's vocabulary mastery has moderateely correlation with their descriptive paragraph writing ability. In other words, increasing vocabulary mastery will improve students' writing ability. Based on the table Paired Samples Test, it can be found that the sig value is 0,013 less than the sig standard 0,05.

The result presented that students have enough vocabulary mastery with the average score was 78,94 and the average score of writing ability was 81,64 which was classified as high level. The result of the research showed that in terms of criteria of the descriptive paragraph, most of the samples could write the descriptive paragraph using the appropriate criteria. They could write the descriptive paragraph with correct format, punctuation, mechanics, content, grammar, and sentence structure.

Moreover, to find out the correlation between both variables, the researcher used the present product moment test by using SPSS. It is concluded from the calculation result of the correlation coefficient is 0,502, is in interval 0,40 – 0,60 that belonged to considered as moderately correlation. Besides, the result of T-Test counted was –2,562. According to T- with df 63 was -1,998 while T-counted was -2,562 (-2,562 >-1,998), it revealed that correlation between vocabulary mastery and descriptive writing ability was significant. In conclusion, the alternative hypothesis was accepted.

CONCLUSION

The present study revealed that recognizing many words and meaning enable the students write and desccribe things and person better. The more words the students can name and use in the sentences the more broadly writings they can expand and develope in daily context. The factors that make the positive correlation of words meaning mastery on students writings are (1) lexical items contains ideas and complete description of something or someone, (2) words in context help a lexicon build information with another in sentences and paragraph, and (3) textual knowledge sets the sentences in context reveals complete main ideas, topic sentences and supporting informaion. The study suggests the teachers apply appropriate

teaching strategies for further writing in the daily use of context

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