

## THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY

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### ABSTRACT

The present study which made use of an ex-post facto research with correlation design was intended to figure out the significant between Vocabulary Mastery and Writing Ability of The Eighth-grade Students of SMP N 2 Ubud in Academic Year 2020/2021. The samples of the research consisted of 38 students which were chosen by means of cluster sampling method with lottery system. The data were collected through administering the research instruments which were in the form of structured cloze task and picture description. The obtained data were statistically analyzed by using Pearson product moment correlation and t-test. The results of the data analysis clearly revealed the alternative hypothesis was accepted. In other words, the research findings confirmed that there is significant correlation between Vocabulary Mastery and Writing Ability of the Eighth-grade Students of SMP N 2 Ubud in Academic Year 2020/2021.

**Key words:** correlation, vocabulary mastery, and writing ability

### ABSTRAK

*Penelitian ini menggunakan jenis penelitian ex-post facto dengan desain korelasi dimaksudkan untuk mengetahui signifikansi antara Penguasaan Kosakata dan Kemampuan Menulis Siswa Kelas VIII SMP N 2 Ubud Tahun Pelajaran 2020/2021. Sampel penelitian ini berjumlah 38 siswa yang dipilih dengan metode cluster sampling dengan sistem undian. Pengumpulan data dilakukan melalui penyebaran instrumen penelitian berupa structured cloze task dan picture description. Data yang diperoleh dianalisis secara statistik dengan menggunakan korelasi product moment Pearson dan uji-t. Hasil analisis data secara jelas mengungkapkan hipotesis alternatif diterima. Dengan kata lain, hasil penelitian menegaskan bahwa ada hubungan yang signifikan antara Penguasaan Kosakata dengan Kemampuan Menulis Siswa Kelas VIII SMP N 2 Ubud Tahun Pelajaran 2020/2021.*

**Kata kunci:** korelasi, penguasaan kosakata, dan kemampuan menulis

## INTRODUCTION

The use of English in writing as a communication tool has been very common in Indonesia. It is used to share information, ideas and feeling of others. When a writer could write a well information or ideas, the writer may share a diverse information, which is expected to give a wider perspective to the world especially the young generation. That is why every student in this world have to be master in writing skill. Writing is categorized as a productive skill. Writing is an important

role in transferring information in written form.

Harmer (2001:8) states that type of writing that students will do depend on their age, level and interests. When the teachers set tasks for elementary students, they make sure that the students have or can get enough language to complete the task. The questions are prominently emphasized on what kind of language the students have at their command and what can be achieved with this language It seems that having a good ability in writing could bring one to a better education level. However, if people

cannot write appropriately, the readers may interpret the message wrongly which may cause neither misunderstanding nor destroying something. Thus, using appropriate words and sentence structure to deliver the message to the intended person is important because that person cannot see our gesture properly. Sometimes, English spelling words are exactly different with its pronunciation. Thus, writing then becomes very important not only for one person but also for the world.

Wagner (2002) states that writing is the way we make our thinking visible to the world without committing our ideas to paper, our thinking remains invisible, locked in our head. Writing allows everybody to show their thoughts to the world in order to share everything, not only information, but also entertainment. Moreover, writing has various ways to be shared, not merely in a piece of paper nor books. Nowadays, technology has controlled it. Hyland (2003:3) emphasizes that technology has a massive impact in L2 classroom over decades or so and writing instruction now make considerable use of computer technology. The use of technology has eased everyone to structures the layout of the writing and correct the grammar and vocabulary use. Moreover, technology also eases the user to increase their critical thinking. Thus, this technology helps us in many ways especially in gaining the writing ability.

The ability to write effectively is becoming important in the global communication as it is assumed that ideas should be shared correctly and effectively. Whenever you write, you need ideas to write about it (Hogue 2008:2). It means that idea plays an important role in writing. However, not all ideas can suit all writing. Writing, as what is stated by Oshima and

Hogue (2007:3), can be divided into informal (i.e., creative and personal writing) and formal (academic writing) writing. Formal writing or academic writing is different from informal writing in which the use of the format, sentence structure and organization. In addition, academic writing has big impacts for the sustainable of education since all education sources come from academic writing, which is based on researches.

According to Hyland (2003:3), one way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses and sentences, structured according to a style of rules. Moreover, he also emphasizes a four-stage process as a basis for writing teaching. First is familiarization, it means learner are taught certain grammar and vocabulary, usually through text and it usually what we learn in elementary school. Second is controlled writing. It means the learners manipulate fixed patterns; often from substitution, tables and it usually learn in junior high school. Third, one is guided writing. It means that learners imitate text models and usually learn in senior high school. Last one is free writing learners use the patterns they have developed to write an essay, letter and so forth and it usually learn in university.

Writing is more than just putting word together to make a sentence. It is likely putting our critical thinking to explain something or solve some phenomenon, which exist in the world. For instance, we would never know how apple could fall down without the research of the genius Isaac Newton which spreads by writing, academic writing. He begins this research is exactly by his curious about the phenomenon around him which is developed by his critical thinking; furthermore, he was able to prove his

thought as a prominent study. Nevertheless, it could not happen if we do not know kind of vocabulary mastery. Because vocabulary mastery is very important in writing, we need to take concern in every single term to support our writing.

Cameron (2001:72) states that building up a useful vocabulary is central to the learning a foreign language at primary level. In English vocabulary mastery is important to be skilful in the particular way to combined sentence into a paragraph, for we need to make our sentence not to be out of context and quite understandable. Wherefore, vocabulary mastery is used in speaking, listening, writing and reading, rich in vocabulary would help our sentence looks appropriate and classy. Willis (2008:80) proclaims that when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice. Vocabulary can become a key of learning a foreign language, notably English. None cannot speak, write and understand something without vocabulary. If we are able for mastering the vocabulary, we will fluent in others skills especially in writing even we obtain more mastering vocabulary ability in terms to approach the goal to transfer our information through writing.

Linse (2005:121) states that vocabulary is the collection of word that an individual's known. It means that in writing the writer need more varieties of vocabulary. by own self to construct their writing into a good sentences and paragraphs. As a matter of fact, rich in vocabulary also certainly important to communicate since without upgrading the vocabulary that could has some troublesome in order to share the information in the future. Further, Wilkins in Thornbury (2002 :13) says that it is really impossible for us to save our feelings and

without enough vocabulary in our mind, means useless in making sentence. Besides, Alqahtani (2015) states that vocabulary mastery refers to the great skill in processing words of a language. So that, vocabulary must master by the students when they learn English skills especially in writing.

Besides, Mahmudah (2014) found that there was a significant correlation between student writing ability and vocabulary mastery of the eighth-grade students' SMP Handayani. In addition, Hambali (2019) in his previous research also discovered that there was a positive significant correlation between students' vocabulary mastery and writing achievement in descriptive text.

In fact, more vocabularies is effective to help most students do many things, whether it is writing or other language features. However, sometimes, students who get lower score in vocabulary mastery test may easily understand some instruction during the class and get good scores in vocabulary test and writing test; yet, also the other way round. As the researcher had conducted an observation to one of the English teachers in SMP 2 Ubud especially in student grade eighth, it had carried out a result as what the researcher had stated before, the more vocabularies could be mastered by the students did not guarantee that the more question could be answer by the students in vocabulary mastery test and get good score in writing test. However, some students who mastered more vocabularies could carry out a higher score in writing test, response teacher's question or statement directly. Thus, it made the researcher curious to investigate these variables.

Based on what the researcher had already explained on the background above, the researcher believed that vocabulary mastery and writing were

related each other. However, it made the researcher was interested to find out the significant correlation or no between vocabulary mastery and writing ability of the eighth-grade students of SMP N 2 Ubud. In addition, it became the reason of the researcher to carry out this research, entitled “The Correlation between Vocabulary Mastery and Writing Ability of The Eighth-grade Students of SMP N 2 Ubud in the Academic Year of 2020/2021”.

## RESEARCH METHOD

Research design is the way for collecting and analysing the data. It combines the relevance to the research purpose. Khotari (2004:31) states that a research design is a sequence of collecting and analysing data in order to combine relevant to the researcher’s purpose. The design of this research is correlation research is a research to discover or to measure the relationship between two or more than two variables. Cresswel (2008) states that correlation research design are procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables or sets of scores. This research consists of two variables that are vocabulary mastery as an independent variable (variable X) and students’ writing ability as a dependent variable (Variable Y).

According to Cooper and Schindler (2001:136), expose-facto as a method of teasing to possible antecedents of events that have happened and cannot, therefore, be controlled, engineer or manipulated by the investigator. Expose-facto can be research might be use to study groups which are similar and which have the same experience with the exception in one

condition. According to Ary et al (2010), ex post facto is conducted after variation in the variable of interest had already been determined in the natural in the natural cause of event. It is used to investigate “cause-and-effect” relationship between independent and dependence variables.

Cohen et al. (2005:205) state that expose facto research is a method of teasing out an event that has happened before but the data cannot be manipulated. Ex post facto research is a non- experimental research technique in which pre-existing groups are comparing on some dependent variables. According to Kothari (2004: 3), the main characteristics of ex post facto research design is that the researcher has no control over variables; they can only report what happened or what happening. Most ex post facto research projects are used for descriptive studies. Furthermore, ex post facto studies also include attempts by researchers to discover cause even when they cannot control the variables.

In this research, the researcher gave a test to the students that include some questions, which was balance with their level and the time allotment. Moreover, the purpose of ex post facto research was to investigate the association of cause and effect between vocabulary mastery and writing ability. In some ways, ex post facto was useful than the experimental research for investigating the problem. Ex post facto can give and provide a benefit of hypotheses that can subsequently be tested by rigorous experimental method when the researcher does ex post facto research (Cohen et al., 2005:208).

## FINDING AND DISCUSSION

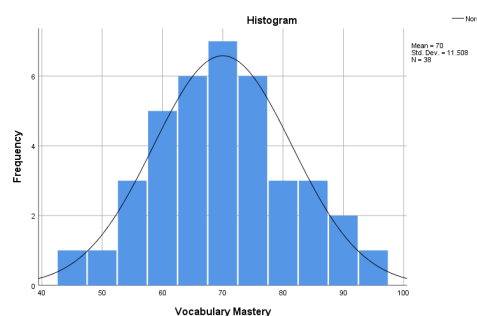
The finding of the test showed that scores of students were slightly different.

Based on the result data shows that the student's score was ranged from 45 to 95. Based on the previous discussion, it can be stated that the average result of student's vocabulary mastery was 70.00 which is classified as enough. In this present study the researcher used a test named cloze task for vocabulary mastery and picture description test for writing ability. In writing test, the students wrote a descriptive text based on the topic "My Beloved Dog" and "My Cat. The researcher provided 6 pictures and they have to choose one of those pictures as their topic and arrange those written into a good descriptive text which consist 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 time allotment of 30 minutes to finish the test. The finding of the writing descriptive.

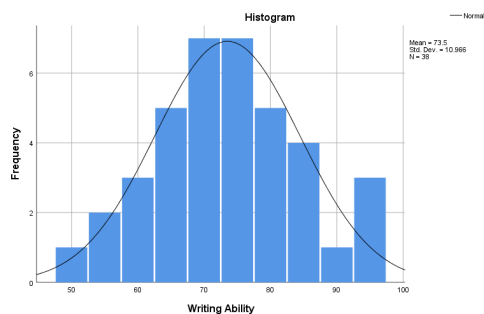
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Based on the ranks of their vocabulary mastery and descriptive paragraph writing ability of SPSS, showed that cloze tasks that consist of 20 blank items and 25 scrambled answers is valid. The result of

the differences between cloze task data there are minimum 45 and the maximum is 95. Besides, the mean of the cloze task score is 70.00 with standard deviation statistic is 11.508. The second is the statistic writing ability. The SPSS data showed there is the writing descriptive text that used the scoring rubric from Oshima and Hogue (2007:196) is valid, the mean of the writing test score is 73.50 with standard deviation statistic is 10.966. In analysis of normality test, the researcher used Shapiro-Wilk because the samples was lower that 50 (<50). Based on the SPSS data output, the sig value of vocabulary mastery is 0,756 higher than 0,05, the researcher can conclude the data is normal distributed. Besides, the analysis of normality writing ability from the result of SPSS data is the same. The sig value of writing ability is 0,914 higher than 0,05. So the researcher can conclude the data is normal distributed. Furthermore, the analysis of the test normality both of them variables also have the result with the curve analysis. From the analysis scoring SPSS 26.0 program, the normality vocabulary mastery and writing ability is pictured as bell-shaped curve.



Graph 1. The Normality Test Result of Vocabulary Mastery



Graph 2. The Normality Test Result of Writing Ability

The result of the data test of the homogeneity test in this study revealed that the sig value of both variables is 0.179 higher than 0,05. It can be conclude that the data of both variables is homogeneously distributed. Based on the statistic correlation between students vocabulary mastery and writing ability is to have a significant positive correlation. The significant analysis that can be seen based on the data value is the significance of the Sig (2-tailed) or in the familiar name with the data output table. Both of the Sig (2tailed) between vocabulary mastery (X) with writing ability (Y) is 0,000. It means the research can write  $0.000 < 0.05$ . On another hand, the data include a significance among the reading habit variables with the writing ability variables.

Furthermore, the result the output of pearson product moment correlation showed the sig value of vocabulary mastery and writing ability is 0,000 less than 0,05. It means there is correlation between student's vocabulary mastery and writing ability. Besides, the Pearson 'r' approaches 1,00 so it can be concluded that there is positive correlation between vocabulary mastery and writing ability. On the correlation index ( $r_{xy}$ ) 0,979 is in the interval of 0,80 – 1.00 in 'r' table, it means that the correlation belonged to "considered as very high correlation". It means that the

students' vocabulary mastery has a very high correlation with their writing ability. In other words, increasing vocabulary mastery will improve students' writing ability.

Based on Paired Samples Test, showed that the sig value is 0,000 less than the sig standard 0,05. Considering the finding above, the result of the data analysis shows there was significant correlation between vocabulary mastery and writing ability of the eighth-grade students of SMPN 2 Ubud. It is presented that students have enough vocabulary mastery with the average score was 70.00 and the average score of writing ability was 73.50 which was classified as enough level.

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 0,000, is in interval 0,80 – 1,00 that belonged to considered as very high correlation. Besides, the result of T-Test counted was – 9.067. According to T- with df 37 was 2.026 while T-counted was -9.067 ( $-9.067 > -2.026$ ), it can be concluded that correlation between vocabulary mastery and writing ability was significant. In conclusion, the alternative hypothesis was accepted. In other words, it can be concluded that there is a significant correlation between vocabulary mastery and writing ability of the eighth-grade students of SMPN 2 Ubud in academic year 2020/2021.

## CONCLUSION

Based on discussion above, it can be concluded that the result of the research shows that there is a positive correlation between students' vocabulary mastery and

writing ability. After the researcher conducted the research and data analysis for the data obtained in the framework of the discussion of the thesis entitled “Correlation Between Vocabulary Mastery and Writing Ability of The Eighth-grade Students of SMP N 2 Ubud in Academic Year 2020/2021”, it could be concluded that there was significant correlation between students’ vocabulary mastery and writing ability of the eighth-grade students of SMP N 2 Ubud in academic year 2020/2021.

The correlation between the two variables was found at the result of the research from 38 students of SMP N 2 Ubud,  $r_{xy} = 0.979$ . It means that there was significant and very high correlation between the students’ vocabulary mastery and their writing ability. The result of hypothesis test found 9.067; it can be accepted because based on the t table for the calculation of the confidence interval and used the 0.05 column for 95% confidence interval for degree of freedom is 37 and for the t table seen 2.026. Therefore,  $9.067 > 2.026$ ; it means that the data significantly is accepted. Based on the conclusion above, it might be delivered some suggestions that might be useful.

## SUGESSTIONS

From this occasion the researcher would like to give suggestions. First, for the teacher. Teacher can try to create the enjoyable condition that is expected can raise students’ vocabulary mastery and their writing materials that are more interesting and appropriate with students’ level. The teachers should plan the material, the method, and the technique perfectly

before starting the lesson. They should be able to select the interesting method in order that the students can accept the materials and as the motivator, the teachers should motivate their students to develop their writing. Second, for the parents. Parents also are suggested to encourage and support their children to study and also motivate their children by reward or facilitating reading sources such as English book story, etc to enhance their vocabulary mastery. The important thing is parents or siblings can be a good model for students at home. Third, for the students. Students are suggested to be more enthusiast in learning English. The students should realize that writing is important. Therefore, they have to improve it by doing more in practicing writing paragraph. And the last, for the school. School should maximize the facilities that already there such as library and magazine school in English Language.

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