

THE CORRELATION BETWEEN VOCABULARY MASTERY AND DESCRIPTIVE TEXT WRITING SKILL OF THE TENTH-GRADE STUDENTS OF SMAN 1 KUTA SELATAN IN ACADEMIC YEAR 2021/2022

Ni Komang Cahyani Dewi¹, Ni Made Wersi Murtini², Anak Agung Putri Maharani³

^{1,2,3}English Language Education Study Program, Faculty of Teacher Training and Education,
Universitas Mahasaraswati Denpasar

Email: 3423cahyani@gmail.com¹⁾, wersimurtini@unmas.ac.id²⁾, aamaharani@unmas.ac.id³⁾

ABSTRACT

This study dealt with the correlation between vocabulary mastery and descriptive text writing skill of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022. It made used of an ex post facto research design. There were 32 students who were chosen as the samples which was chosen by means of cluster random sampling technique with lottery system. The researcher used two research instruments such as: cloze test for the vocabulary mastery and written descriptive text for the writing skill. The technique of analyzing data were descriptive statistics and inferential analysis using SPSS 16.0. The data were analyzed by using Pearson-Product Moment and t-test. The data of homogeneity was 0.329 and the data of normality of vocabulary mastery was 0.27 while writing skill was 0.55. Furthermore, it was found that the correlation coefficient obtained is 0.781. It shows that there is significant correlation between vocabulary mastery and descriptive text writing skill.

Keywords: Vocabulary Mastery and Descriptive Text Writing Skill

ABSTRAK

Penelitian ini membahas tentang hubungan penguasaan kosakata dengan keterampilan menulis teks deskriptif siswa kelas X SMAN 1 Kuta Selatan tahun ajaran 2021/2022. Penelitian ini menggunakan desain penelitian ex post facto. Sampel yang dipilih sebanyak 32 siswa yang dipilih dengan teknik cluster random sampling dengan sistem undian. Peneliti menggunakan dua instrumen penelitian seperti: cloze test untuk penguasaan kosakata dan teks deskriptif tertulis untuk keterampilan menulis. Teknik analisis data yang digunakan adalah statistik deskriptif dan analisis inferensial menggunakan SPSS 16.0. Data dianalisis dengan menggunakan Pearson-Product Moment dan uji-t. Data homogenitas 0,329 dan data normalitas penguasaan kosakata 0,27 sedangkan keterampilan menulis 0,55. Selanjutnya didapatkan koefisien korelasi yang diperoleh sebesar 0,781. Hal ini menunjukkan bahwa ada hubungan yang signifikan antara penguasaan kosakata dengan keterampilan menulis teks deskriptif.

Kata Kunci: Penguasaan Kosa Kata dan Kemampuan Menulis Teks Deskriptif

INTRODUCTION

A lot of benefit we have got, if we are studying a language, like developing our brain, improving our memory and can make new friends. The first international language is used to interact with other people around the world is English. Language can be used as a tool for interacting, exchanging opinions, discharging the intended meanings, and most importantly for communicating with people. In order to be able understanding what people will say in different language, we have to get clearly what are they meant to say. To be able communicated and give an opinion, we must to know several vocabularies and mastering some skills in English. As described the basic language skills are listening, speaking, reading, and writing. All the four skills interrelated to one another, mastering of skills are very important for every people to make it easier to learn a language. knowing from reading and spoken languages they try to describe it with symbolically in print, they start to writing try to arrange these symbols on paper and reproduce a word, that is call writing. Writing is an important language skill. Writing is one of the language skills a person uses to communicate indirectly and not face to face with other people. Writing is a productive and expressive activity. Writing skills are not obtained directly, but through frequent and regular practice and practice (Tarigan, 2008: 3). Writing is a language skill that uses a variety of written languages. Writing requires skill because it requires continuous practice, we can carefully select vocabulary and arrange them systematically, so that the sentence to be expressed in writing is easily understood by the reader. In some addition selection of word must also be carefully and adjusted to language rules, for important things to

master vocabulary for students. Writing is a productive language skills one can express ideas, feelings, and to provide information for the reader (Richards & Renandya, 2002). In writing, our vocabulary determines how we can express our ideas to others clearly and accurately. Harmer (2007) states that writing is generally useful as an exercise for other activities, especially when students write sentences as explanations for discussion activities. In the process of writing, the writer not only thinks of ideas, but also uses vocabulary correctly to convey ideas, it can be concluded that vocabulary is a collection of words or phrases arranged sequentially and contains variety of information about meanings in languages, related to this vocabulary is the most important element that must be possessed by each students in mastering a languages, Thus in this research the researcher wants to investigate a relationship between vocabulary mastery and writing ability.

Based on the what has been described in the background of the study above, the researcher held research on The Correlation Between Vocabulary Mastery and Writing Skill of The Tenth-grade Students of SMAN 1 Kuta Selatan in Academic Year 2021/2022. Moreover, the researcher was interested in finding out the significant correlation between students' vocabulary mastery and descriptive text writing skill of students in senior high school. Therefore the research problem in this present study can be formulated in the form of question as follows: is there any significant correlation between students' vocabulary mastery and descriptive text writing skill of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022?

In line with the background and the research problem above, the primary

objective of the present study is to figure out the significant correlation between vocabulary mastery and descriptive text writing skill of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022.

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Besides, vocabulary mastery in this study was limited to noun, verb, adverb, adjective, and preposition with provided a cloze test. and for the writing was limited to the skill of the students in constructing a descriptive text consisted 3 paragraph containing (identification, description, and concluding) based on the topics that were provided by the researcher.

The study that expected to get both theoretical and practical importance, as follows : Theoretically, this study is worth for other researchers in which hopefully it can be used as reference and also guidance in conducting the same study of observing writing skill. Practically, the study is expected to give information and fateful feedback to be useful for the English Teacher, for the student, and for the other researcher. For the English teacher, the researcher expects that the result of this study can be beneficial because the teacher can attract the students to be active and understood during the teaching-learning process especially in students' writing skills. For the students by practice writing the students have positive impact, such as got some information and can identify problems solving so they can increase their ability and upgrade their knowledge. In addition, the result of the present study also beneficial for other researcher, it can be

used as refrence and guidance in conducting the same study of obtaining enriched the knowledge material in making other research about the correlation between vocabulary mastery and descriptive text writing skill.

In this study, the researcher provides two researchers that use the same title as empirical reviews. The two researchers obtained the same results where the findings showed that there was a significant relationship between vocabulary mastery and writing ability. The researcher explains clearly about the theory and is equipped with procedural steps. It is hoped by one of the researchers that teachers will use interesting and creative techniques to encourage students' vocabulary learning. Not only choosing techniques that motivate students, teachers must also consider the benefits students will get and also hope the research results can be used as an additional reference for further research in different contexts.

RESEARCH METHOD

In the present study, the population of the study that is used was tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022 which has 4 classes of IPA major, which consist of 32 students for each class. In result there are 128 students for a whole tenth-grade of SMAN 1 Kuta Selatan. The research used one class of tenth-grade students as the samples of the research data. The researcher used cluster random sampling in selecting the sample.

The instrument that is used in this study aimed to assess student vocabulary mastery was cloze tasks and to measure descriptive text writing skill the researcher used constructing a descriptive text based on topics that was prepared by the researcher.

In order to analyze the data, the researcher uses an appropriate technique to find out whether there any correlation between two variables by using SPSS version 16.00 for Windows.

a. Prerequisite Testing

In prerequisite analysis, the test were conducted from two kinds of prerequisite tests. Those are the normality test is used to know whether vocabulary mastery ang descriptive text writing skill normally distributed or not and homogeneity tests is used to know both variables is homogeneous or not.

b. Hypothesis Testing

In hypothesis testing is conducted from two kinds of tests. Those are pearson product moment correlation is used to find out whether vocabulary mastery and descriptive text writing skill is correlated or not and test (paired samples t-test) is used to find out difference between the means of the two groups of score.

FINDING AND DISCUSSION

The data collected were then analyzed by applying *SPSS (Statistical Product for Service Solution)* 16.00 program.

a. Normality Test

Based on the table below, it could be seen that probability number of vocabulary mastery was $0.27 > 0.05$ and for the writing ability was $0.55 > 0.05$, which means that the data distribution is normal.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	.184	32	.007	.924	32	.027
Writing Ability	.144	32	.091	.935	32	.055

a. Lilliefors Significance Correction

b. Homogeneity Test

Test of Homogeneity of Variances

Writing Ability

Levene Statistic	df1	df2	Sig.
6.619	6	23	.329

From the table above, the data showed the test of homogeneity of data was homogeneous. The data showed the homogeneity was 0.329 which was meant that $0.329 > 0.05$. Gray and Kinner (2012: 188) as cited on Desi (2020) stated that when the result of homogeneity was 0.329 higher than 0.005, it meant. The variances could be assumed to be homogeneous.

c. Person Product Moment

From the calculation below, it is found that the result of correlation is 0.781. The

result of those two calculations (manual calculation and SPSS calculation) are almost the same. It means that there is no mismatch in the process of calculating the data. Then, for the significance it is found 0.001 is lower than 0.05, it means that the correlation between vocabulary mastery and writing ability is positive. After the researcher calculated the data by applying the correlation product moment formula and finding the result of the correlation then next step is to give interpretation of the result. From the data analysis of vocabulary mastery (X) and writing ability score (Y), it appeared that the correlation index between X variable and Y variable is 0.781. It means that it has high correlation.

Correlations

		Vocabulary Mastery	Writing Ability
Vocabulary Mastery	Pearson Correlation	1	.781**
	Sig. (2-tailed)		.001
	N	32	32
Writing Ability	Pearson Correlation	.781**	1
	Sig. (2-tailed)	.001	
	N	32	32

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

d. T-Test

In the present study, based on the paired sample test it was found at the Sig. (2-

tailed) = 0.000. Then, based on the table 4.10, the sig (2-tailed) was 0.000. The result of the t-test was accepted because $0.000 < 0.05$ (Hinton, et. al. 2014:32). Therefore, after calculating the paired sample test, the data should be tested used hypothesis testing. Hypothesis testing was done to prove whether there was correlation obtained by variable X (vocabulary mastery) and Y writing ability) Sugiyono (2014:292) as cited on Suantari (2020). Therefore, the term whether Ha is accepted or rejected can be seen from two criteria; Ha is accepted if < 0.05 but if $Ha > 0.05$ is rejected. Moreover, it can be seen the correlation was accepted.

Based on the table of paired sample test above, the T-test counted was -4.930. Based on T-table with (df- nk) $(31-2=29)$ was 0.367 while T- counted was -4.930. It can concluded that $-9,348 > 0.367$ there was the correlation between English vocabulary mastery and descriptive text writing skill is significant.

CONCLUSION

Conclusion

This present study can be concluded that the correlation between vocabulary mastery and descriptive text writing skill of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022 is accepted.

Suggestion

There are some critical suggestions that the researcher would like to offer to the english teacher and the students at the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022. For the English teacher of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022 are suggested to explain about vocabulary and writing

ability especially in descriptive text. Besides that, the teacher gave more examples of how to use correct transitions. The also should explain the generic structure of descriptive text clearly.

For the tenth-grade students of SMAN 1 Kuta Selatan in the academic year 2020/2021. They suggested learning and exploring more about vocabulary mastery and writing descriptive text. First, they are needed to enhance their ability in writing descriptive text by comprehending the vocabulary. They can search o the internet, reading a book, dicitonary or other sources about how to use correct transitions signal. Secondly, they should learn more how to make a good descriptive text. They can practice to write a good in writing and ask the corrections with the english teacher. Thirdly, they are suggested to learn more about grammar and sentence structure especially about present tense. Next, they should practice writing as often as possible.

The last suggestion is offered for the other future researcher. For the other future researcher, this reaserch can be used as a reference in conducting similar research. If they want to conduct further research instrument of the present study as a model in correlation between English vocabulary mastery and writing ability especialy at the tenth-grade students. It provides information about English vocabulary mastery and descriptive text writing ability, and technique in measuring students' writing skill. This research can useful to enrich the knowledge and provides material for the other future researcher in undertaking further research.

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