THE CORRELATION BETWEEN VOCABULARY MASTERY AND DESCRIPTIVE PARAGRAPH WRITING ABILITY OF THE EIGHTH GRADE STUDENTS

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ABSTRACT

This study dealt with the correlation between students' vocabulary mastery and descriptive paragraph writing ability. The study carried out in grade 8D and 8F of SMP N 1 Kuta Utara in academic year 2021/2022. The purpose of this research was to find out whether there was significant correlation between students' vocabulary mastery and descriptive paragraph writing ability. The present study used an ex-post facto research with correlational design. The population of the present study consisted of 404 students and the samples were 68 students. The researcher used two tests to get the data of vocabulary mastery and descriptive writing ability, such as procedure rational deletion cloze task items for vocabulary mastery and picture description test for the descriptive paragraph writing ability. The obtained data were assessed by using Pearson Product Moment Correlation and analyzed by using SPSS 25.0. Based on the data analysis, it showed that there is a very high, positive and significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP N 1 Kuta Utara in academic year 2021/2022. Therefore, it answered the research question that there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability.

Keywords: correlation, vocabulary mastery, writing ability

ABSTRAK

Penelitian ini adalah tentang hubungan antara penguasaan kosakata siswa dengan kemampuan menulis paragraf deskriptif. Penelitian dilaksanakan di kelas 8D dan 8F SMP N 1 Kuta Utara Tahun Pelajaran 2021/2022. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara penguasaan kosakata siswa dan kemampuan menulis paragraf deskriptif. Penelitian ini menggunakan penelitian ex-post facto dengan desain korelasional. Populasi penelitian ini berjumlah 404 siswa dan sampel dipilih dengan menggunakan cluster sampling sebanyak 68 siswa. Peneliti menggunakan dua tes untuk mendapatkan data penguasaan kosakata dan kemampuan menulis deskriptif, seperti prosedur penghapusan rasional item tugas cloze untuk penguasaan kosakata dan tes deskripsi gambar untuk kemampuan menulis paragraf deskriptif. Data yang diperoleh dinilai dengan menggunakan Korelasi Product Moment Pearson dan dianalisis dengan menggunakan SPSS 25.0. Berdasarkan analisis data menunjukkan bahwa terdapat hubungan yang sangat tinggi, positif dan signifikan antara penguasaan kosakata dengan kemampuan menulis paragraf deskriptif siswa kelas VIII SMP N 1 Kuta Utara tahun ajaran 2021/2022. Oleh karena itu, menjawab pertanyaan penelitian bahwa ada hubungan yang signifikan antara penguasaan kosakata dan kemampuan menulis paragraf deskriptif.

Kata kunci: hubungan, penguasaan kosa kata, kemampuan menulis

INTRODUCTION

According to Oshima Ann Hogue (2007), the writing process has roughly four steps. In the first step is creating ideas. The second step is organizing the ideas. The third step is writing a rough draft. The last step is polishing the rough draft by editing it and making revisions. When the writers convey their ideas in a piece of writing, they already have a plan and think about what and how to deliver it. Furthermore, after they finish writing, they must confirm it again by re-reading what has been written and making revisions when necessary until it is really in accordance with what they want to convey.

Writing is one of the four skills that has always formed part of the syllabus in the teaching of English (Harmer, 2004).The importance given to writing differs from one teaching situation to another. In some cases, it shares equal billing with the other skills; in other curricula it is only used, if at all, in its 'writing-for-learning' role where students write predominantly to augment their learning of the grammar and vocabulary of the language. By writing, students can express and develop not only the structure of sentences and vocabulary use, but also ideas, thoughts, and feelings about the meaning of the text.

Writing can be in the form of paragraph. Zemach (2005) states that a paragraph can give information to the readers, tell an opinion, explain something, or tell a short story. In the paragraph, the sentences are arranged logically, so make the readers easily to understand what the writer wants to say. Writing is a practical ability that must be learned by students at school. Based on 2013 curriculum in basic competency, the eighth grade students of junior high school are expected to be able to arrange a short and simple descriptive paragraph, both in the form of spoken and written about a person, animal, and thing, by considering the purpose, structure and language elements of the material correctly and contextually.

Mastering effective writing ability is not easy because there are several things that must be considered. Effective writing requires a number of things such as vocabulary choices, grammatical patterns, and careful sentence structure, etc. In order to create a writing style that is suitable for the subject matter. Some students may face some problem in the process of learning to write. Therefore, students must focus on their learning in order to be able to write effectively. While the teacher also needs to pay attention or create creative material that is suitable for the subject so that students could focus on learning to write. Then, students enjoy learning writing activities. Therefore, one of the important things in making good writing is mastering vocabulary, because by mastering vocabulary students can express their ideas into writing.

Vocabulary is the center of teaching English because without sufficient vocabulary students cannot understand others or express their own ideas. Students often instinctively recognize the importance of vocabulary for their language learning. As what has been clearly noted by Schmitt (2010), students carry dictionaries and not grammar books. Based on the statement, students must bring a dictionary when they want to learn more about vocabulary so that they can add and get new vocabularies including the meaning of the unknown vocabulary. Increasing vocabulary mastery can help students communicate well with others in English and add insight. In other words, written language vocabulary is far more extensive

and varied than spoken so that the integration of language components and skills are important. It may affect their language performances that is useful in daily life.

Vocabulary mastery has some effects and relationships with writing ability; the students who have higher size or mastery in vocabulary may learn and practice to write English well, Olinghouse and Wilson (2012). Vocabulary facilitates the process of writing; without vocabulary such things cannot be expressed. In other words, vocabulary mastery is categorized as the key success of improving writing skill. The extensive mastery of vocabulary enables students to creatively express their ideas in the form of written product such as paragraphs, texts or essays. However, students often lack the ability to write well because of the lack of vocabulary mastery. While, there are some students who already good in their writing because they mastering vocabulary well. They could not only become creative in writing, but they also could develop their writing skill into more extensive forms of written products.

In accordance with the statement above, the researcher is interested in knowing whether there is a correlation between vocabulary mastery of the eighth grade students of SMP N 1 Kuta Utara and their descriptive paragraph writing ability. It is important for students, especially the eighth graders of junior high school, to know the use of language elements of descriptive paragraph consisting of rules for vocabulary that affect their ability to write descriptive paragraphs. Thus, the researcher decided to conduct a research entitled "The Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing Ability of the Eighth Grade Students of SMP N 1 Kuta Utara in academic year 2021/2022".

RESEARCH METHOD

The researcher used ex post facto in correlation research design in the present study since the assessment of vocabulary mastery and descriptive paragraph writing ability became the prior variable to be undertaken in this research. As a result, the researcher investigated that the eighth grade students of SMP N 1 Kuta Utara in academic year 2021/2022 had already learnt descriptive paragraph through dissimilar techniques in teaching learning process in which they were certainly in the same level of paragraph writing ability. The population of the present study was the eighth grade students of SMP N 1 Kuta Utara that were divided into 12 classes and the total numbers of the students were 404 students. The researcher determined 68 students as the samples. They were chosen as the samples by using cluster sampling technique with lottery system.

The research instrument that was used for the present study to assess the student's vocabulary mastery was in the form of rational deletion cloze task. Firstly, the researcher prepared 6 paragraph that consist of 30 gaps with the words option. Furthermore, they had to complete all the gaps in the paragraphs in 60 minutes with the words option provided. This task had score by using answer key, so students only has one exact word based on the answer keys. While, for the descriptive paragraph task, the researcher used paragraph construction task. The students had make a descriptive paragraph that should write 6-12 sentences and they only have 30 minutes to finish it. The researcher gave 5 topics that students should choose one topic to their descriptive task. Moreover, the

samples' descriptive paragraph should consist of clear generic structure, such as an identification, descriptions and a conclusion. In this instrument, the research used scoring rubric to score the task adapted form Brown (2004).

Brown (2004), stated that here are two important characteristics that every measuring instrument should possess, that are validity and reliability. In order to have valid test, the research instrument was considered to have a good face, construct and content validity to be applied. Certainly, the face validity was able to be seen from the clear instruction and criteria of the test and it also had standardized typing format. Moreover, in term of construct validity, the test had followed the principal of the test construction greatly. Indeed, descriptive paragraph had been taught to the students; therefore, the test had fulfilled the criteria of content validity. On the other hand, a good test should be also reliable which means that the test should indicate consistent and dependable aspect. In addition, to strengthen the validity and reliability of the test, the researcher had consulted to both of her thesis advisors and they claimed that the test was valid and reliable to collect the data of the present study.

FINDINGS AND DISCUSSION

The data in this research was analyzed by using SPSS 25.0 version. In the process of analyzed the data of vocabulary mastery test and descriptive writing ability test, the researcher used Pre-Requisite Analysis that consist of Normality Test and Homogeneity Test, and Hypothesis Testing that consist of Pearson Product Moment and T-test. Firstly, the value of Normality test was known that the significance value of vocabulary mastery was 0,081 and

descriptive paragraph writing ability was a figure of 0.048, and these were higher than 0.05. In short, it can be concluded that the data of the two research variables were normally distributed. Besides, for the Homogeneity test was found that the significance value was 0.797. That means the significance value of the research variables was higher than 0.05. It can be concluded that research variables: vocabulary mastery and descriptive paragraph writing ability were homogeneously distributed. Furthermore, the index value of correlation in Pearson Product Moment was found 0,947. To see decision toward the correlation index "r" product moment (rxy), product moment correlation index of the study is presented from Arikunto (2010). The correlation index (rxy = 0,947) is in the interval of 0.80 – 1.000. It means that the correlation belongs to considered as very high correlation. The last was T-test, the level of probability value was 0.00 as it can be clearly seen, from the significant value. It was clearly seen that the level of all groups of data which were analyzed by using paired sample t-test showed that the figure was less than 0.05. Based on the results of this study, it can be stated that there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability.

In this present study, the result showed that the correlation was accepted. It means that there is significant correlation between students' vocabulary mastery and descriptive paragraph writing ability of the eighth grade students of SMPN 1 Kuta Utara in academic year 2021/2022. Based on the calculation above, the result of normality test was 0,081 of vocabulary mastery and for descriptive writing ability was 0,048, it means that the data was

normal because both were greater than 0.05. In this present study, based on calculation the data about homogeneity, the result of homogeneity variances was 0.797, it means that the data was homogeneity because 0.797>0.05. Meanwhile, the result of the correlation between students' vocabulary mastery and descriptive writing ability of the eighth grade students of SMP N 1 Kuta Utara, the result of Pearson Product Moment was 0,947. The result 0.947 considered as a moderately correlation between vocabulary mastery (variable x) and descriptive writing ability (variable y) because the result of 0,947 is in the interval of 0.80 – 1000 in the r table. It means that the correlation belongs as "Very High Correlation", It can say that there was a correlation between vocabulary mastery and descriptive writing ability of the eighth grade students of SMPN 1 Kuta Utara. Besides, the result of T-Test was 0.000, it means that the correlation between vocabulary mastery and descriptive paragraph was significant because the result of 0,000 < 0,05. In conclusion, the alternative hypothesis was accepted.

When writing, students need a rich range of vocabulary in order to create a coherence as well as cohesive piece of writing. The same goes to writing a descriptive paragraph in which the challenge lies on how well the writers can describe one particular object so that the readers can actually picture it in their minds. As the subjects write their descriptive paragraph writing, they employ their vocabulary knowledge no matter the level of vocabulary mastery they have.

Hence, when it is found that there is a significant correlation between the two, it is safe to say that when teachers train their students' writing ability in descriptive paragraph, they should take students'

vocabulary mastery as a consideration to enrich. Teachers can choose various learning activities and media to maintain this, especially in this new era with technology by using free applications and platforms to maintain interactive learning activities (Joni and Dharmayanti, 2021). They also need to pay more attention to students' vocabulary mastery as vocabulary influences language skills (Fikriyah, Joni, Widiastuti, 2021).

CONCLUSION

The research design of the present study used an ex-post facto research with correlational design. This study was mainly conducted to figure out the significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students of SMPN 1 Kuta Utara in Academic Year 2021/2022. In doing this research, two research instruments: Cloze task and paragraph construction task were administered to collect the data. The research instruments were constructed based on the criteria and it has been judged by the thesis advisors.

After collecting the data on the student's vocabulary mastery and descriptive paragraph writing ability, the researcher computed and analysed the data. The data analysis results, namely the pre-requisite test and hypothesis testing, the data obtained can be said to meet the research requirements. Based on the data analysis above, it was figured out that there was significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students of SMPN 1 Kuta Utara in academic year 2021/2022. In addition, it can be clearly seen from the data that have been carefully collected by administering

the valid and reliable research instrument of the present study.

The researcher used ex-post facto research with correlation design to answer the previously constructed research problem. The purpose of the study was to figure out whether there is a significant correlation between student's vocabulary mastery and descriptive paragraph writing ability. This was due to the fact that the researcher was unable to manipulate the independent variable or to randomize the samples. Therefore, ex-post facto design is needed so that the results can be more accurate. Based on the results that were obtained in the present ex-post facto research, it can be concluded that there was a significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students of SMPN 1 Kuta Utara in academic year 2021/2022.

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