The Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing Ability of the Eighth-Grade Students of SMPN 5 Sukawati

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Abstract. This research aimed to determine the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati academic year 2021/2022. The problem statement of the research was, "is there any correlation between vocabulary mastery and descriptive paragraph writing ability?" This research used the instrument in this research was tests, namely vocabulary mastery test (matching cloze procedure test) and descriptive paragraph writing ability test (paragraph construction test). The population in this research were all students of class VIII SMPN 5 Sukawati, totaling 253 students. To select the 73 research samples, cluster sampling was conducted. The result showed the correlation between vocabulary mastery and descriptive paragraph writing ability portrayed by a correlation coefficient of 0,440. It is at the fair level. Additionally, the significance level of both vocabulary score and descriptive paragraph writing ability score are .000, which means it is smaller than .05 (.000 ≤ .05). It means that the null hypothesis is rejected, and the alternative hypothesis is accepted. In conclusion, the researcher found that there is a significant correlation between students' vocabulary mastery and descriptive paragraph writing ability because the more students master the vocabulary, the more students writing ability, especially in a descriptive paragraph or vice versa.
Keywords: Vocabulary Mastery, Descriptive Paragraph Writing Ability.

INTRODUCTION

Writing ability is considered a basic skill in this global era. This supports writers in communicating with readers in written form. It is often used at school, at work, and in the author's personal life. Writing also requires complex understanding and is not an instant process, but it needs some steps. There are four steps in the writing process. The first step is called prewriting. It is a step to get an idea by choosing a topic and thinking about the idea to explain it. The second step is organizing. In organizing step, the writer organizes the things that come to mind in a simple draft. The third step is writing. It is a step where the writer writes a rough draft using the outline as a guide. A writer should write the rough draft quickly without thinking about grammar, spelling, or punctuation on paper. The last step is called polishing. A writer writes and refines the writing that has been written.

Harmer (2001:8) states that writing depends on their age, level, and interest. When teachers assign junior high school students assignments, they ensure sufficient language to complete the assignments. The questions emphasize the type of language the students master and what can be achieved with this language. Having good abilities in writing can bring someone to a better level of education. In the English curriculum in Indonesia, students are guided to write several types of texts such as recount, report, exposition, narrative, procedure, and descriptive. A descriptive paragraph is one of the genres taught to eighth-graders in junior high school.

A descriptive paragraph describes an event or something in detail and clearly understands what the author means. Usually, the objects described can be inanimate objects, places, humans, and other living things based on general findings, clear, detailed descriptions, and appropriate conclusions. In addition, the use of words in writing descriptive paragraphs should be considered and will help readers get information from the description paragraphs made by the author. Zemach and Rumisek (2005:25) state that write descriptive paragraphs that explain how people, objects, animals, or places look or feel.

In addition, according to Oshima and Hogue (2007:61), descriptive writing appeals to the senses. It tells how something looks, feels, smells, or tastes. According to Evans (2000:11), the generic structure of descriptive paragraphs is the introduction, description, and closing. An introduction usually describes the general paragraph usually shows an overview of a topic. The description usually contains special characteristics possessed by the object, place, or person, such as describing an artist's physique, appearance, hobbies, and characteristics. The last

is the conclusion which contains the conclusion of the entire paragraph. The purpose of descriptive texts is to entertain readers with stories that consist of good and correct vocabulary mastery.

Descriptive paragraph is crucial for students because by learning it, students can manage ideas or vocabulary in their minds into a good paragraph. With study paragraph descriptive, students can increase knowledge about their vocabulary. However, the problems faced by students, especially young students in Bali or Indonesia, especially in junior high school, still have problems in the ability to master English vocabulary in making a paragraph. Many students still have difficulty mastering vocabulary in grammar as the components in writing, especially in the use of descriptive paragraph vocabulary.

Vocabulary is one component of language. Thornbury (2002:1) states that all languages have words. He also said that by having sufficient vocabulary, one would communicate with others and express ideas clearly and easily. Vocabulary is an important part of the language. Language is formed by words to share ideas with others in spoken or written form. Vocabulary mastery is very important for students because students can write, speak, and read English easily if students understand the vocabulary first. Vocabulary is a basic lesson in the teaching and learning process and communicating with others.

Cameron (2001:72) states that vocabulary is the center of foreign language learning. Similarly, Nunan (2001:118) states that a rich vocabulary is important in acquiring a second language. Based on the two statements, vocabulary is an important element to learn in a foreign language, especially English. They must learn vocabulary to understand the message and convey the idea. Vocabulary is an important aspect that must be considered in an effective communication. Without vocabulary, English learners cannot develop the pronunciation of other language elements, grammar, or spelling.

In addition, vocabulary is all the words in a language that are its elements. In learning English, vocabulary is an important aspect that students must master because it is used in speaking, listening, reading, and writing. A foreign language learner will speak fluently and clearly if students understand what they read, hear and write easily and have sufficient vocabulary. Therefore, students must have a lot of vocabulary to gain insight. When students have vocabulary mastery skills, they will write good written compositions. If students fail to master vocabulary, they will have difficulty conveying their ideas in writing, one of which is in writing descriptive paragraphs.

Based on the explanation above, previous theories about vocabulary mastery and descriptive paragraph writing skills, the researcher argues that vocabulary mastery can affect students' ability to write descriptive paragraphs and impact the learning process. In addition, based on the background above, the researcher wants to know and is interested in finding a significant relationship between vocabulary mastery and writing descriptive paragraphs. Therefore, the researcher is interested in conducting a research entitled "The Correlation between Vocabulary Mastery and Descriptive Paragraphs Writing Ability of the Eighth-grade Students of SMPN 5 Sukawati in Academic Year 2021/2022".

RESEARCH METHOD

Research design is a framework of research methods and techniques chosen by the researcher in conducting the research. Several experts differ on what is meant by research design. Research design stands for pre-planned methods adopted to collect relevant data and techniques used in research. According to Creswell (2008:3), a research design is a research plan and procedure with detailed data collection and analysis methods. This study discusses the relationship between vocabulary mastery and descriptive paragraph writing ability of eighth-grade students of SMPN 5 Sukawati. The researcher describes the overall structure of this research by using an ex-post facto research design that is in accordance with the research problem.

Ex-post facto design is a study designed with no treatment of students but data collected to show the correlation between cause and effect that may occur after the fact. The correlation method used in the research is intended to determine the correlation between variables. According to Gay et al. (2012:11-12), correlation studies have three possible results: positive correlation, negative correlation, and no correlation. Correlation studies are used to know the extent of the correlation between two or more variables among a group of people. Therefore, we do not affect any variables in correlation research but only measure them and look for relationships between variables.

In this research, the researcher decided to choose eighth-grade students of the SMPN 5 Sukawati as the study population consisted of seven classes with 253 students. Therefore, the researcher selected the research sample carefully before the research was carried out and held. In the research, the researcher used a cluster sampling technique, where the researcher only used two classes in this study, with a total of 73 students. This cluster sampling technique can be used in this study because all eighth-grade classes of SMPN 5 Sukawati are homogeneous. The steps used in selecting the samples are as follows:

1. The researcher prepared seven sheets of paper and wrote each class name on the seven sheets of paper,

namely classes A, B, C, D, E, F, and G.

2. The researcher then rolled the paper and put it in a glass.
3. The rolls of paper were shaken.
4. The researcher asked one of the English teachers of the eighth-grade students to take two pieces of folded paper in the glass.
5. The class written on paper that the English teacher has taken was the sample in this study.

Moreover, researchers develop research instruments to achieve the stated objectives when carrying out a study. The existence of research instruments in carrying out research is necessary because the research instruments are tools that can be administered for collecting this data. The instruments used are a matching cloze procedure test and paragraph construction test. The matching cloze procedure test is used to analyze the students' vocabulary mastery. Meanwhile, a paragraph construction test was used to gather the data descriptive paragraph writing ability of the eighth-grade students.

This research was conducted in two sessions. The first session is a vocabulary mastery test, namely the matching cloze procedure test, in which the sample was asked to answer questions consisting of 30 questions. The researcher had prepared an answer key to check the sample's answers and the second session is a descriptive paragraph writing ability test, in which students were asked to write a paragraph about an artist or famous person within 6-12 paragraph. The researcher checked the students' answers using the scoring rubric of Oshima and Hogue (2007:196). Then, students' results in the vocabulary mastery test and the descriptive paragraph writing ability test analyzed into four steps, namely normality test, homogeneity test, Pearson product-moment correlation and t-test.

All the steps above were carried out to determine the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022.

FINDING AND DISCUSSION

Finding

This research discusses the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati. The researcher would like to determine the results which have been finished. The researcher administered the research instruments to the samples, which came from the population of class VIII students of SMPN 5 Sukawati. The population is about 253 students, which consisted of seven classes. There were 73 students who were chosen as the representative samples in the present ex-post facto research. They were chosen by applying the cluster sampling technique. Furthermore, the researcher also used a directional hypothesis that clearly stated there was a significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati.

The tests were administered to the eighth graders of SMPN 5 Sukawati followed by 73 students. The tests were consisted of two kinds of tests and carried out in two sessions. The first session, the students worked on the vocabulary mastery test with a matching cloze procedure test form that consisted of 30 questions. Then, in the second session, the students worked on the descriptive paragraph writing ability with paragraph construction test, in which students were asked to write descriptive paragraphs based on existing topics.

After all the tests are done, the students' score is analyzed by researchers. In analyzing the data obtained from the test, The researcher used four steps. The first step is the normality test used to determine whether data is normally distributed or not. The second step is the homogeneity test used to determine whether the population research is homogeneous. The third step was hypothesis test that was used to determine the correlation between two variables and proved the research hypothesis. The last step was t-test that used to know how far the significance of the correlation between vocabulary mastery and descriptive paragraph writing ability.

In this research, testing the normality of the data for both of the variables was done by the researcher. The data were analyzed by using SPSS 26 version for windows. The result of normality test for vocabulary mastery data and descriptive paragraph writing ability data are described as follows:

TABLE 4.1 The Summary of Normality Test with Shapiro-Wilk

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	0.100	73	0.068	0.975	73	0.165

Descriptive Paragraph Writing Ability	0.100	73	0.069	0.968	73	0.056
a. Lilliefors Significance Correction						

Based on the summary table above, it is known that the significance value of vocabulary mastery is 0.165, greater than 0.05; In addition, the ability to write descriptive paragraphs is seen at a significance value of 0.056 which is higher than 0.05. It is clear that the significance level of all data groups analyzed using Shapiro-Wilk shows a number above 0.05. This means that the data on vocabulary mastery and the descriptive paragraph writing ability already have a degree of normality.

After the researcher conducted the normality test, the researcher continued to conduct the homogeneity test to know whether the data were homogeneous or not. In this research, the calculation of homogeneity test was done using SPSS 26 version for windows. The summary of the homogeneity calculation result for both of the instruments, can be seen as follows:

TABLE 4.2 The Summary of Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Descriptive Paragraph Writing Ability	Based on Mean	1.394	10	59	0.206
	Based on Median	1.240	10	59	0.285
	Based on Median and with adjusted df	1.240	10	45.033	0.293
	Based on trimmed mean	1.407	10	59	0.200

The table pointed out that the research variables' significant values were above the alpha level 0.05. Based on the results above, the significance value of the data was a figure of 0.206. This meant the significance value of the research variables was higher than 0.05. It can be concluded the data of vocabulary mastery and descriptive paragraph writing ability had already had a degree of homogeneity.

In this research, after the researcher had found the data were in normal distribution and homogeneous. Then, it was continued by calculating the hypothesis test. The hypothesis test was analyzed by using the formula of Product moment using SPSS 26 version windows. Based on data analysis conducted using SPSS 26 version for windows, out of 73 samples showed that the significance value of the research variables was below 0.05. In addition, the significant value of Pearson's product-moment correlation is 0.000. Based on the results of Pearson's product-moment correlation, it was found that there was a correlation between vocabulary mastery and their descriptive paragraph writing ability for class VIII students of SMPN 5 Sukawati in the academic year 2021/2022. In addition, based on the table above, it can be seen that the correlation index ($rxy = 0.440$) is in the interval 0.400-0.600. It means that the correlation is considered as fair correlation (Arikunto, 2010:319) the two research variables are correlated with each other. In conclusion, the data has proven that there is a correlation between the two research variables, and hypothesis testing can be continued with the t-test to determine the significant correlation of the research variables. The summary of the hypothesis test calculation can be seen as follows:

TABLE 4.3 The Pearson Product Moment Correlation Test

Correlations

		Vocabulary Mastery	Descriptive Paragraph Writing Ability
Vocabulary Mastery	Pearson Correlation	1	.440**
	Sig. (2-tailed)		0.000
	N	73	73
Descriptive Paragraph Writing Ability	Pearson Correlation	.440**	1
	Sig. (2-tailed)	0.000	
	N	73	73
**. Correlation is significant at the 0.01 level (2-tailed).			

Having done the hypothesis test, it was continued by conducting the significance test. In this research, the researcher used the formula of t-test to know the significance between the variables. The summary of the significant test calculation can be seen as follows:

TABLE 4.4 The Paired Samples T-test

Paired Samples 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 - Descriptive Paragraph Writing Ability	-4.904	9.537	1.116	-7.129	-2.679	-4.394	72	0.000

From the table of the paired-samples t-test output above, it can be clearly seen that the level of significance of all groups of data that were analyzed by using paired-samples t-test showed that the figure was below 0.05. The significant value of the data was 0.000. Based on the results of this study, it can be stated that there was a significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022 was finally accepted. In conclusion, the data of the present study have already proven that vocabulary mastery significantly correlated with descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022.

DISCUSSION

The present research used an ex post facto research design that was focused on correlational design. The data analysis of the present study led to the establishment of the research findings. The following discussion is intended to explain the findings of the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022. The total population of the eighth-grade students of SMPN 5 Sukawati was 253 students, and 73 students were selected as the samples of this research from two classes (class A and C). The data analysis results showed a significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022. The results of the data analysis are discussed as follows.

The findings of the present research indicated that the directional hypothesis "there was a significant correlation between vocabulary mastery and their descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022" was finally confirmed. In the present research, statistical analysis showed that the samples who had more mastery of vocabulary tended to develop a

descriptive paragraph using vocabulary well than students who lacked vocabulary mastery. Furthermore, those phenomena confirmed that vocabulary mastery significantly correlated with descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022.

In addition, the findings of this ex-post facto research are supported by Mahmudah (2014) and Azizah (2017). They conclusively found that there was a correlation between students' vocabulary mastery and their descriptive paragraph writing ability. When students master vocabulary, they can try to do their best in writing descriptive paragraphs using vocabulary. This is in line with the results of this study that vocabulary mastery and the ability to write descriptive paragraphs are correlated. It means that the two previous studies support the research findings of this study. These two researchers have proven that vocabulary mastery is significantly correlated with the ability to write descriptive paragraphs.

In this study, researchers have found that there is a significant relationship between vocabulary mastery and the descriptive paragraph writing ability of eighth-grade of SMPN 5 Sukawati in the academic year 2021/2022. This result is also supported by Cameron (2001), which states that vocabulary is the basis for using foreign languages as discourse and writing. It means that vocabulary is one of the grammatical forms that students must learn to write a good descriptive paragraph, and every student must master a variety of vocabulary. Therefore, students who have a good mastery of vocabulary can easily construct their ideas, especially in writing descriptive paragraphs. The theory above is true that there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability.

The results showed that most of the samples could write descriptive paragraphs using the appropriate criteria during the data collection process. They can write descriptive paragraphs that meet the following criteria: format, punctuation and mechanics, content, organization, and grammar and sentence structure. However, the researcher found interesting findings related to writing descriptive paragraphs of the sample. Most of the samples who did well in the sentence writing test were able to write descriptive paragraphs more easily and faster with proper generic structure. In other words, vocabulary mastery affects the ability to write descriptive paragraphs. Therefore, the next researcher can adapt these findings to conduct the same study, which tries to find the correlation between the research variables.

As explained above, the current ex-post facto research with correlational research is mainly intended to determine whether there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability. After collecting data, it can be concluded that vocabulary mastery and descriptive paragraph writing ability have a significant correlation. This can be seen from the results of hypothesis testing using Pearson's product-moment correlation and t-test. In summary, it can be clearly stated that there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability for class VIII SMPN 5 Sukawati in the academic year 2021/2022. This conclusively confirms the directed hypothesis.

CONCLUSION

After the researcher got the data analyzed in the previous chapter, the researcher concluded that there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability at the eighth-grade students of SMPN 5 Sukawati in Academic Year 2021/2022. From the result of the previous chapter, it can be said that if the students master a lot of vocabulary, they will also have a good descriptive paragraph writing ability.

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