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

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ABSTRACT

The study is aimed at finding the correlation between vocabulary mastery and descriptive writing ability of the tenth-grade students. It is aimed to find out whether there is a significance correlation or not between students' vocabulary mastery and descriptive writing ability. This present study used 33 samples of the tenth-grade students. The researcher used tests to collect the data of vocabulary mastery and descriptive writing ability. The technique of analysing the data by using SPSS version 25.0 for Mac. The result of the analysis data showed that the coefficient correlation **(r)** was 0.716, with the level of significance was 0.000. It indicated that there was a positive significant correlation between vocabulary mastery and descriptive writing ability of the tenth-grade students.

Keywords: correlation, vocabulary mastery, and descriptive writing ability.

INTRODUCTION

Vocabulary is one of the language aspects which is crucial to students' understanding because it is able to help students listen, read, speak, and write in English language easily. Mastery of vocabulary is the most basic thing that has to be controlled by students in learning English. Vocabulary plays an important role in oral communication. The more vocabulary possessed the more easily will the students to develop the four language skills. Thornbury (2009;13) states that without vocabulary nothing can be conveyed. It means that when someone has a lower vocabulary, it will make them harder to understand in English and they are difficult to deliver their ideas.

In the process of learning English, vocabulary is one of the keys aspects that have to be mastered by students because it uses four skills; listening, reading, speaking, and writing. A learner of a foreign language which is mastered in vocabulary will speak fluently and clearly, they also are able to understand what they read and listen and they will write easily. Therefore, students should have many vocabularies so that they achieve knowledge and references. Vocabulary mastery is a great skill in processing words of language also an individual achievement and possession (Alqahtani,2015). It means that, for increasing knowledge of words, students have to realize their responsibility to learn English by themselves. Students

who are masters in vocabulary have advantages in writing. Being able to write easily is important because writing is one of four skills in English language that has an important role in the language learning process.

Writing is much more than the simple mechanics of getting the words down; it also involves being creative, spelling, grammar, punctuation, choice of appropriate word, sentence linking, and text construction (Philips,2008). Writing can be revealed and develop not only the structure of the sentence and vocabulary in use but also the ideas, thinking, and our feeling about meaning. Writing is also considered the most difficult to learn than others because writing involves many components that should be understood. When students write something, they should know about how many words that had been collected to make the sentence connect to other sentences. In educational term, students should learn about academic writing. To implement it, students should know varieties of vocabulary when they want to write good academic writing. According to Richards (2002:4), vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to. Vocabulary is able to help students to have a good writing, they must master vocabulary first.

Based on the result of the interview with one of the English teachers and the observation by the researcher it can be reported as follows: some of the tenth grade students still had some problems which were particularly in vocabulary mastery, they could not write what was on their mind which was due to their lack of vocabulary, they frequently asked the teachers the word in English that they wanted to write as the make a composition and unable to arrange it well.

It can be concluded that the students in SMAN 1 Kuta Selatan have less motivation in doing the English tasks, which are intended to enhance their vocabulary, given by the English teacher. Consequently, some students have still lack vocabulary and another problem is found that some students have still low understanding in learning descriptive paragraph. In this case, the students are sometimes still confused how to write to develop well a topic included as a descriptive paragraph. Some students still do not know what a descriptive paragraph means and its function as well as what the generic structure of this kind of the text.

Writing has always formed part of the syllabus in the teaching of English (Harmer, 2004:31). Writing is one of the skills in the English language that is learned by students in the school, while the

vocabulary is supporting components. Thus, the researcher trying to connect vocabulary mastery and writing ability in descriptive paragraph, especially in terms of writing a descriptive paragraph. The researcher also wants to determine the level of student's ability to learn the vocabulary and writing. Then it is crucial to find out the correlation between both.

Based on the explanation above, the researcher would like to know whether or not there is a significant correlation between students' vocabulary mastery and descriptive writing paragraph ability in SMAN 1 Kuta Selatan. The researcher will take in conducting research with title "The Correlation Between Students' Vocabulary Mastery and Descriptive Writing Ability of the Tenth Grade Students of SMAN 1 Kuta Selatan in Academic Year 2020/2021".

RESEARCH METHODS

The research method used in this research was correlation research. This research method is considered appropriate since this study concerned finding out the students' vocabulary mastery and descriptive writing ability of the tenth grade students. The subjects of the research were 33 students in the tenth grade of SMAN 1 Kuta Selatan. The techniques to collected the data was administering the research instrument to the sample in this study.

Collecting the data in this study used Google Form as an online platform. The instruments in this research were multiple-choice test and picture description test. The data in this research analyzed by using Normality Testing, Homogeneity Testing, Pearson Product Moment, and T-Testing.

FINDING AND DISCUSSION

The result of this study showed that Ha was accepted. It meant that there was a significant correlation between vocabulary mastery and descriptive writing ability of the Tenth Grade Students of SMAN 1 Kuta Selatan in academic year 2020/2021. The students' vocabulary mastery of the Tenth Grade Student of SMAN 1 Kuta Selatan in academic year 2020/2021 on most of the students' had high score of vocabulary mastery and also had high score in descriptive writing ability.

This research is supported by Suantari (2020) and Devi (2020) which found that Ha was accepted. They found that effect of students' vocabulary mastery to their descriptive writing ability was showed when the students got high score in vocabulary mastery, they also got high score for their descriptive writing ability. They found that students who had a lower score in vocabulary mastery had a difficulty in choosing a right vocabulary for some sentences in descriptive writing.

Furthermore, they concluded that the different level vocabulary mastery correlate positively with the descriptive writing ability students' because for writing great descriptive paragraph is needed to mastered the vocabulary to improve the word choices in writing a descriptive paragraph.

Based on the calculation about the correlation between vocabulary mastery and descriptive writing ability in SMAN 1 Selatan, the result of each tests were good which are, Normality test, Homogeneity test, Pearson Product Moment, and T-test. For the Normality test, it go the result 0.057 for the vocabulary mastery and 0.073 for the descriptive writing ability. It means that the data distribution is normal because the result is greater than 0.05. Furthermore, the Homogeneity test was good and the data was homogeneous accepted. It got the result 0.234 which is greater than 0.05. The Pearson Product Moment it got the result of correlation coefficient is 0.716 and value of Sig. (2-tailed) is $0.000 < 0.05$, it means there is positive correlation between vocabulary mastery and descriptive writing ability. The result of t-test is significantly accepted because $0.007 < 0.05$. The result of t counted on the table was 1.814 and the result of degree of freedom was 32. Moreover, based on the table degree of freedom it can be seen 32 means 1.69389. Therefore, the result of t counted was 1.814

> 1.69389. It meant that Ha was accepted. In conclusion, there was a positive correlation at the level of 0.05 between vocabulary mastery and descriptive writing ability of the tenth grade students of SMAN 1 Kuta Selatan.

According to research finding in the present study, each students needed mastering vocabulary for achieving a good score in writing descriptive paragraph. Mastering vocabulary helped students in choosing a right vocabulary for the right context, especially in writing a descriptive paragraph. Besides that, mastering vocabulary was crucial in finding a variation of word choices. When the students wanted to master the vocabulary and improved their descriptive writing ability, they can be read books, watched movies, or listened to the music while learning the vocabulary inside there. Improving the descriptive writing ability can be helped by practicing write a paragraph.

CONCLUSION AND SUGGESTION

Based on the data presented previously, this study found that there was a significant correlation between vocabulary mastery and descriptive writing ability of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2020/2021. The descriptive writing ability was

influenced by students' vocabulary mastery. Vocabulary mastery was influenced the descriptive writing ability because in vocabulary mastery is needed in choosing the world choices of nouns, verbs, adverbs, and adjectives. Choosing a right vocabulary it was important in descriptive writing because word choices was influenced the meaning in descriptive paragraph. Further, the researcher expected that the teachers should put more attention to students' vocabulary mastery as a factors in students' descriptive writing ability.

The English teacher of SMAN 1 Kuta Selatan needed to pay more attention for students who have lack of vocabulary. The students need more knowledge for decrease the lack of vocabulary. The English teacher can give some suggestions to the students on how to decrease the lack of vocabulary or mastering the vocabulary because it will help students in some skills, especially in writing. The students need to have more awareness about how important the vocabulary mastery and descriptive writing ability. They can improve their vocabulary by themselves. There are some ways to improve the vocabulary that can be done by students. The students also need more practice in writing a paragraph. They can see the example of descriptive paragraph in many, platforms then learn how to connect each sentences to make they

support each other's. The institution of SMAN 1 Kuta Selatan, they need to provide more activities outside the learning and teaching process to improve students' vocabulary mastery and descriptive writing ability. For example, provides some English reading books in the library to make students can improve their vocabulary and descriptive writing ability. the researcher hopes that the next researchers will take more attention when they analysed and evaluate the research instruments carefully. Furthermore, they have to consider and choose carefully the suitable instruments of her/his research.

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