A CORRELATIONAL STUDY BETWEEN STUDENTS' VOCABULARY MASTERY AND WRITING DESCRIPTIVE TEXT ABILITY

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ABSTRACT

The objective of this study was to determine the correlation between students' vocabulary mastery and descriptive writing ability of 8th grade students at SMPN 18 Surakarta in the academic year 2022/2023. This study is a quantitative study using correlation design. The research sample was 31 grade 8 students selected by cluster random sampling method. The tools used in the study were a vocabulary test and a writing test. This is proven through the results after analyzing two variables using the Person Product Moment formula, with the results rxy 0.685 > rtable at the significance level of 0.05 = 0.355 and both 0.001 = 0.479. This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a positive correlation between students' vocabulary mastery and descriptive writing ability.

Keywords: *Correlational, Vocabulary Mastery, Writing Ability, Descriptive Text.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antra penguasaan kosa kata siswa dengan kemampuan menulis teks deskripsi siswa kelas VIII SMPN 18 Surakarta tahun ajaran 2022/2023. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain teknik korelasional. Sampel penelitian ini adalah 31 siswa kelas VIII yang dipilih secara clustering random sampling. Instrumen yang digunakan dalam penelitian ini adalah tes kosa kata dan tes menulis. Hal ini dibuktikan melalui hasil setelah menganalisis dua variabel menggunakan rumus Person Product Moment, dengan hasil rxy 0,685 > rtabel pada taraf signifikansi 0,05 = 0,355 dan juga 0,001 = 0,479. Artinya hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Hal ini berarti terdapat korelasi positif antara penguasaan kosa kata siswa dengan kemampuan menulis teks deskriptif.

Kata Kunci: *Korelasi, Penguasaan Kosakata, Kemampuan Menulis, Teks Deskriptif.*

INTRODUCTION

English as an international language is seen by linguists as a new paradigm for research, practice and teaching. English plays an important role as a language of communication used in many fields such as commerce, bilateral relations, science and technology (Swarniti 2021). People all over the world use English to connect and share with each other. That's why everyone must be able to communicate in English. English in Indonesia has ended up the primary outside dialect learned in schools. It is vital to memorize from childhood to adulthood as it becomes a universal language.

Vocabulary is the main aspect that plays a very important role in English fluency. It is one of the basic components to create students' English abilities. Through learning vocabulary, students can express, think and communicate their thoughts in English. Therefore, learning vocabulary is fundamental to help students fluent in English because of his ability to write and understand the subject is relatively determined by their vocabulary. Vocabulary is the total number of words that one has to convey one's thoughts and express the speaker's ideas (Alqahtani 2015). However, students have difficulty remembering vocabulary and understanding the meaning of words as well as arranging words into appropriate sentences (Terai in Rusmawan et al., 2021).

When it comes to writing, vocabulary mastery determines how accurately and clearly learners can communicate ideas to others. Writing is generally useful when practicing other behaviors, especially when students write sentences to explain discussion activities (Harmer 2007). However, when writing, the writer must not only come up with an idea, but also use the right vocabulary to convey that idea. It is concluded that a vocabulary is a group of words or phrases arranged in the correct order and containing information with different meanings in a language. For students, it is a very complex ability, but for English teachers, it is not easy to teach. This research only focuses on writing descriptive text. Descriptive text is text that designates an object, person or place (Zulaikah et al., 2018). Coulson mentioned by Adhe Syahputra (2017) states descriptive texts has a general structure such as identification; identify the phenomenon to be explained; describing phenomenon into sections, characteristics, and qualities.

Based on the explanation above, the research entitled "A Correlational Study Between Students' Vocabulary Mastery and Students Writing Descriptive Text Ability" was conducted to decide whether there is a relationship between a students' vocabulary mastery and writing descriptive ability of grade 8th students at SMPN 18 Surakarta in the academic year 2022/2023.

METHODS
Research Participants

As stated by Vogt & Johnson (2015), a population is a set of people, organizations, events or other objects of study that one aims to describe or generalize. The study population will include all 8th graders of SMPN 18 Surakarta in the academic year 2022/2023. From the total population, a sample was taken using a simple random sampling technique for this study. The researcher randomly took a sample from the class population and obtained Class VIII D at SMPN 18 Surakarta in the 2022/2023 academic year with a total of 31 students as the sample. Therefore, this study focuses on recording and processing data obtained from 31 students in grade VIII D.

Data Collection Method

Data collection was carried out in two ways, namely by using students' vocabulary mastery test and writing descriptive test to find out how the level of students' vocabulary mastery in writing descriptive text ability. Brown (2007) argues that a test is a tool to measure a person's ability, knowledge or achievement in a particular field. Two types of tests were used in this study. First multiple-choice test. This study uses multiple choice tests as a vocabulary test. Students take a vocabulary test consisting of 50 multiple choice questions with four alternative answers. Students have 60 minutes to answer all individual questions. This test is used to assess a student's ability in vocabulary.

Second, the written test. The researcher shared the written test after the vocabulary test. The test is based on an explanation of hobbies, daily activities, and descriptions of favorite animals or objects. Students have 60 minutes to write a descriptive paragraph in a single paragraph choosing an interesting topic. In addition, 31 participants participated in the experiment, so the total number of student writing tasks was 31 for analysis. Therefore, the tools used in this study are individual experiment and literature validity.

Data Analysis

Vocabulary test data was analyzed using Pearson Product Moment formula and manual technique using Excel. Arikunto (2017) states that the correlation method can be used to establish a connection and validate a relationship between two variables if the data of the two variables are identical.

RESULTS AND DISCUSSION

This study was conducted at SMPN 18 Surakarta, located at Jl. Tembus, RT.3/RW.32, Kadipiro, Banjarsari, Surakarta, Central Java. The researcher randomly took a sample from the class population and obtained Class VIII D at SMPN 18 Surakarta in the school year 2022/2023 with a total of 31 students as the sample. After passing the test of vocabulary level and ability to write descriptive essay, we have obtained the following results:

Students' Vocabulary Mastery

In this research, students' vocabulary mastery is independent variable (X). To measure students' vocabulary mastery, this research used a multiple choice test. As the data analysis technique explains, the test for this study consisted of 50 questions. The researcher presents the presentation of the vocabulary mastery test data by showing the frequency and percentage by some group of values obtained from the respondents, which can be seen in the table below:

Table 1
Data score of students' vocabulary mastery (Variable X)

Score	Frequency	Precentage
56-60	6	23%
60 – 68	8	26%
69 –80	11	28%
81 – 100	6	23%
Total	31	100%

There are several groups of scores in the above vocabulary mastery data table, it can be seen that the group of students with the lowest rating is the group of students with values from 56 to 60 for 6 students with a rate of 23%. Students who score 61-68 are 8 students, accounting for 26%, students who score 69-80 are 11 students, 28%. The student with this score was already higher than the average of the other students and getting the top score from 81-100 up to 6 students with a ratio of 23%.

Students' Writing Descriptive Text Ability

In this study, writing descriptive text ability is the dependent variable (Y). Data on students' writing ability is collected through essays. The test is evaluated according to four criteria, which are: content, vocabulary, mechanics and grammar. The four criteria are elements of the text. In this study, students were assessed based on four factors of writing skills using Brown's (2007). The researcher presents the presentation of the writing descriptive test data by showing the frequency and percentage by some group of values obtained from the respondents, which can be seen in the table below:

Table 2.
Data score of students' writing descriptive text ability (Variable Y)

Score	Frequency	Precentage
56-60	12	38%
61 – 70	9	32%
71 – 80	8	26%
81 – 100	1	4%
Total	31	100%

From the writing descriptive text data above, there are several groups of scores, it can be seen that the students with the lowest scores are those who score 50-60 are 12 students with a rate of 38%, while Students with scores of 61 -70 are 9 students, accounting for 32%. So the number of students scoring from 71 to 80 is 8 students, accounting for 26%. Then, the students who scored between 81 and 100, only one student scored 4%. As explained in above, can conclude that the average score is 61-70 and the highest score is 81-100.

The researcher's next step is to determine if there is a relationship between the two variables, vocabulary mastery (variable X) and ability to write descriptive text (variable Y). In this case, student's vocabulary proficiency and writing ability descriptive text were correlated with Pearson's of formula for the product moment. The results above suggest that rxy is 0.685. The following researcher gave an interpretation of rxy after calculating and observing the data using the product moment correlation formula, rxy results. According to the results of data analysis, students' lexicon dominance score (X) and understudies clear composing capacity score (Y) have a relationship file 0.685 between variable X and variable Y. indicates a medium degree of correlation between the two variables.

DISCUSSIONS

From the explanation of the above results, the author discusses the results of the correlation between the students' level of vocabulary mastery and the ability to write descriptive text. Grammar, spelling, vocabulary, and punctuation are some linguistic elements that are required for writing (Durrant & Brenchley, 2019; Sumekto, 2017). The identification of a specific wonder, individual, put and thing is vital and imperative for the arrangement of personality. Characterizing the particular handle and members may be a prerequisite for building the primary common structure of the description. In any case, when composing the moment passage of the depiction, the author can utilize both forms (Sinaga et al., 2016).

The researcher received a recapitulation of data that can be analyzed and discussed from the data obtained after performing research and processing data. The data is processed using the calculation technique to find final score with the formula for students' total correct points multiplied by 2, we can conclude that the total score of 31 respondents is 2.170. Applying inferential statistics by Excel and supported by the SPSS program, it can be seen that the students' lexicon dominance has an average score of 70, median score of 70, least score of 56 and maximum score is 92.

The researcher gets a recapitulation of data after conducting research and processing the data that can be analysed and discussed from the data obtained. To get the final score, the data is processed using the scoring rubric of Brown (2007). Brown's mentions that content includes thesis statements, related ideas, developing ideas through personal experiences, illustrations, facts and opinions, using cause and effect, descriptions, compare and contrast. It can be concluded that the entire score of 31 respondents is 2,027. Applying inferential statistics by Excel and supported by the SPSS program, it can be seen that the student's ability to write descriptive paragraphs is 65.3, the median is 64, the range is 38, the minimum score is 50. and the maximum score is 88.

The next step the researcher takes is to determine if there is a relationship between the two variables, vocabulary mastery (variable X) and ability to write descriptive text (variable Y). In this case, the students' vocabulary mastery scores and their ability to write descriptive text correlated with Pearson's The formula for immediately produced. The above results suggest that rxy is 0.685.

CONCLUSIONS

The purpose of this study was to determine the significant relationship between students' vocabulary mastery and students' writing descriptive text ability in eight grade students at

SMPN 18 Surakarta in the 2022/2023 academic year. The results show that the average vocabulary mastery is 70. Based on the score interpretation table, the students' vocabulary mastery is assessed as very high. The students' writing descriptive text ability (Variable Y) result showed the mean score of students' writing ability in descriptive text was 65. Based on the interpretation table, the level of students' writing ability in descriptive text was categorized as enough. Based on the result of rxy = 0.685 higher than r table. It is known that at the 5% significance level rxy : r table = 0.685 > 0.355 and at Degree of significance 1% rxy : r table = 0.685 > 0.455. meaning in 5% and 1% significance, rxy is greater than r table. In other words, in degrees 5% and 1% significant. So, it can be concluded that the coefficient correlation is significant. It means that the correlation between the students' vocabulary mastery and writing ability in descriptive text is significant. Null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) which states that there is a significant correlation between students' vocabulary mastery and writing ability in descriptive text is accepted.

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