

# THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY IN DESCRIPTIVE ENGLISH TEXT AT THE ELEVENTH GRADE STUDENTS OF SMAI IHYA ULUMUDDIN NUR SUFIIYAH AMUNTAI

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## Abstract

*This research was aimed to measure the relationship between vocabulary mastery and writing ability in descriptive text at the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiyah Amuntai. In this study, the researchers used correlation design, where the researcher used this design to correlate two variables that were vocabulary mastery (variable X) and writing ability in descriptive English text (variable Y). The location of this research was in SMAI Ihya Ulumuddin Nur Sufiyah Amuntai and the population of this research was all the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiyah Amuntai and the sample was 28 students. The researcher analyzed the data using Pearson product moment calculation correlation with manual calculating analysis. Based on the result of data analysis, it could be known that the number of  $r_{xy}$  or  $r_0$  was 0,604. It was bigger than the value  $r_{table}$  0,373 and 0,317. Based on two hypothesis above, it could be concluded that the alternative hypothesis ( $H_a$ ) was accepted because the score of  $r_{xy}$  0,604 was bigger than the score of the significant degree in 5% = 0,373 and 1% = 0,317 while the null hypothesis  $H_0$  was rejected. Based on standart of product moment,  $r_{xy}$  0,604 was categorized as a high or strong correlation. It could be concluded that there was corelation between vocabulary mastery and writing ability in descriptive English text at the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiyah Amuntai. Furthermore, the corelation is a high or strong. It meant that the students who had many vocabularies could write descriptive English text better than students who had lack of vocabulary.*

**Keywords:** Correlation, Vocabulary Mastery, Writing, Descriptive English Text.

## A. INTRODUCTION

In learning English, vocabulary is an important element which links up the four skills that are speaking, listening reading, and writing skills. According to Arista (2015), "Vocabulary is a set of words that known by someone or another entity, or the part of a certain language". A person's vocabulary is defined as the assembly of all the words that the person will likely use to compose a new sentence. The richness of someone's vocabulary is generally thought to represent the level of someone's education. For students, having enough number of words and can understand the meaning of words is an obligation. Because it will help them easier in learning English. Furthermore, Richard & Renandya

which quoted by Rohmatillah (2017) stated that Vocabulary is a core component of language proficiency and provides much of the basis for how learner's speak, listen, read, and read. Moreover, the term vocabulary refers to a list or a set of words for particular language or a list of words that individual speakers of language use (Setiawan, 2010). It means that the people use many vocabularies to speak with other people. Nouns or the names of things are included vocabulary. It is one of the important things that people should master in vocabulary.

Realizing how more vocabulary affects in learning English, therefore student should master the vocabulary because vocabulary can help them understand English well. As Gower (2009) stated that vocabulary is important to students, it is more important than grammar for communication purposes, particularly in the early stage when students are motivated to learn the basic words they need to get by the language. In addition, according to Hornby (1995) mastery can be defined as a skill or knowledge in particular subject or activity which is comprehensive. Therefore, vocabulary mastery can be defined as the authority to manage, command, determine, and guide the vocabulary being useful and essential tool for communicating and gaining knowledge.

For mastering vocabulary, one of the methods is students should familiarize themselves to spend their time to acquire more words which can help them understand English well. It is like watching English movie without subtitle, reading English magazine, novel newspaper and etcetera. By mastering vocabulary, students can express their idea and information to other and understand what the other student share. Mastering vocabulary is not only helping students to express and understand information but also helping them to obtain four skills in English (listening, speaking, reading, and writing skills).

In studying English, there are four skills that must be mastered by the students. They are listening, reading, speaking, and writing skill. Each skill has characteristic form one to another. For example, writing skill. Based on the four skills, writing is important skill to convey the ideas, feeling, and experiences with other through written (Wishon, 1980). Moreover, Nunan (2003) defines, "writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly". Furthermore, writing is activity or work of writing books, poem stories, etc, to express idea or opinions (Marhamah, 2017). It can be concluded that that writing is a process of thinking deeply and deliver message to the reader, organizing the sentences that will be clear to the reader, then writing can be books, poem stories, etc.

Writing skill in generally assumed as the most essential for successful study for student of university include English department because they are expected to be able to express their ideas both in not academic writing such as writing an essay, an article and

thesis as their final project. While for junior high school and senior high school, writing also important because there are some genre texts must be learned in English lesson.

Writing is one of the important skills in English subject beside speaking, reading, and listening. Writing is an activity to create a note or some information about something in our mind. Writing also defined as process of expressing ideas or though in words should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the mean to achieve it. As one of the four language skills, writing has always occupational or academic purpose.

Teaching writing is a skill which differs from other language skill. It needs its own principles and methods. Writing skill is more complex and difficult to teach. It requires mastery not only of grammatical and rhetorical device but also of conceptual and judgment. Because of that, some effort has been done to solve the problem, namely to make writing easier for the students (Wishon, 1980).

Writing has always formed part the syllabus in the teaching of English. In the syllabus, writing helps students to learn how to write in various genres using different register. Because of that in school-based curriculum there are several genres that are presented. Many types of the text are taught to Senior high school. One of them is descriptive text. Descriptive text is a text that explains about whether a person or an object is like. Whether its form, its properties, its amount and others (Marhamah, 2017). Moreover, according to Larson (1984), descriptive text is a text which lists the characteristic of something in detail. Its purpose is to describe and reveal a particular person, place or thing. Furthermore, Hartono (2003) stated descriptive text is a text how people, animals, or things are described. In addition, descriptive text is a text which says a thing clearly and neatly so the reader knows the aim of content of te text, because writing involves the sense, such as hearing, seeing, feeling, tasting and touching (Marhamah, 2017). Therefore, the descriptive text can be concluded a text that describe people, things, or animals.

In Amuntai, there is a school that categorized as Islamic Senior High School and it is basically a private school but also belong to Islamic Boarding School. The students must master English and Arabic. But in this research the researcher only focuses on English. In studying English, there are four skills that must be mastered by the students. They are listening, reading, speaking, and writing skill. But, in this research the researcher only focusses on Writing skill, especially decriptive text. The one of ways to get the perfections in writing English, the students are helped by vocabulary mastery.

Based on explanation above, the researcher was interested to know how the correlation between the vocabulary mastery and writing ability in descriptive textat

eleventh grade of Senior High School Ihya Ulumuddin Nur Sufiiyah Islamic Boarding School Amuntai.

This research focussed on the correlation between vocabulary mastery and writing ability. In this case, the researcher investigated the correlation between vocabulary mastery and writing ability. Meanwhile, this research was limited to the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai.

In addition, the research focussed on to know whether any correlation between vocabulary mastery and writing ability at the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai, and to measure the correlation between vocabulary mastery and writing ability at the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai.

## **B. METHOD**

The method of this research was descriptive quantitative. Furthermore, the researchers used correlation design. Solomon and Guang (2005) stated that correlation can be defined as a measure of the similarity, or relatedness, between two phenomena. Furthermore, Ary (1985) said that correlation is a technique for determining the covariance between sets of scores; paired scores may vary directly (increase or decrease together) or vary inversely (as one increases, the other decreases). It means that correlational research is a research that attempts to determine the extent and the direction of the relationship between two or more variables. In this case, the researcher used this design to correlate two variables that were vocabulary mastery (variable X) and writing ability in descriptive English text (variable Y). The location of this research was in SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai. The population of this research were all the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai and the sample was 28 students. The data was collected by test. The test was conducted on June, 4<sup>th</sup> 2021. Moreover, for data analysis, the way to know how the correlation between vocabulary mastery and writing ability in descriptive English text, the researcher used Product Moment formula. The formula is as follow:

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Specification:

$r_{xy}$  = The correlation coefficient

N = Number of subjects

$\sum xy$  = The sum of multiplication between variable X and Y score

$\sum X^2$  = The sum of standard deviation from variable x

$\Sigma Y^2$  = The sum of standard deviation from variable y

The final result of product moment formula will be consulted to the standard below:

| The large of “r” Product Moment ( $r_{xy}$ ) | Interpretation   |
|--|--|
| 0,00 – 0,200                                 | Between the variable X and Y is correlation, but the correlation is very low or very weak. |
| 0,200 – 0,400                                | Between the variable X and Y is correlation, but the correlation is low or weak.           |
| 0,400 – 0,600                                | Between the variable X and Y is correlation, but the correlation is average or medium.     |
| 0,600 – 0,800                                | Between the variable X and Y there is a high correlation or strong.                        |
| 0,800 – 1,00                                 | Between the variable X and Y there is a very high correlation or a very strong.            |

## C. RESULT AND DISCUSSION

The results of vocabulary mastery test and writing ability in descriptive English text test of students. As well as to determine whether the results of both tests were correlated.

### 1. The Result of Students’ Vocabulary Mastery Test

Based on the result of the data analysis, it could be classified into the following table:

THE CLASSIFICATION AND PERCENTAGE OF STUDENTS’  
SCORE OF VOCABULARY MASTERY TEST

| No    | Score Interval | Category  | Frequency (F) | Percentage (%) |
|-------|----------------|-----------|---------------|----------------|
| 1     | 81 – 100       | Excellent | 16 students   | 57,14 %        |
| 2     | 61 – 80        | Good      | 9 students    | 32,14 %        |
| 3     | 41 – 60        | Fair      | 3 student     | 10,72 %        |
| 4     | 21 – 40        | Low       | -             | 0 %            |
| 5     | 0 – 20         | Very Low  | -             | 0%             |
| Total |                |           | 28            | 100 %          |

From the table of categories and percentage of students’ score in answering vocabulary mastery test, it was known that there were 16 students who included into excellent category by percentage 57, 14 %, 9 students were included into good category

by percentage 32, 14%, 3 student was included fair category by percentage 10, 72 %, and no students were included into low and very low category (0%).

Based on the description above, it could be concluded that the eleventh grade students of SMAI Ihya Ulumuddin nur Sufiiyah were quite a bit mastering the vocabulary, it was proved from the score that they had gotten from the test that was given and another prove was no students included into low and very low score (0%).

## 2. The Result of Students' Writing Ability in Descriptive English Text Test

Based on the result of the data anaysis, it could be classified into the following table:

THE CLASSIFICATION AND PERCENTAGE OF STUDENTS'  
SCORE OF WRITING ABILITY TEST

| No    | Score Interval | Category  | Frequency (F) | Percentage (%) |
|-------|----------------|-----------|---------------|----------------|
| 1     | 81 – 100       | Excellent | 15 students   | 53,57 %        |
| 2     | 61 – 80        | Good      | 13 students   | 46,43 %        |
| 3     | 41 – 60        | Fair      | -             | 0 %            |
| 4     | 21 – 40        | Low       | -             | 0 %            |
| 5     | 0 – 20         | Very Low  | -             | 0%             |
| Total |                |           | 28            | 100 %          |

The classification above shows that there were 15 students by percentage 53, 57 % were included into excellent category, 13 students by percentage 46, 43 % were included into good category, and there were no students who get fair, low, and very low category.

So, from the result above, it could be concluded that the eleventh-grade students of SMAI Ihya Ulumuddin nur Sufiiyah were excellent and good in writing ability in descriptive English text. They could write tidily, choosing suitable vocabulary, using good grammar, and write the suitable content.

## 3. The Result of the Correlation between Vocabulary Mastery and Writing Ability in Descriptive Text at the Eleventh Grade of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai

Based on the result of the data anaysis, the coefficient of correlation between students' vocabulary mastery and their writing ability in descriptive English text at the eleventh grade of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai was 0,604. This number shows that there was a high correlation between students' vocabulary mastery



and their writing ability in descriptive English text at the eleventh grade of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai.

The final result  $r_{xy} = 0,604$  would be consulted to the standard to the standard below:

TABLE  
INTERPRETATION OF COEFFICIENT CORRELATION

| The large of “r” Product Moment ( $r_{xy}$ ) | Interpretation   |
|--|--|
| 0,00 – 0,200                                 | Between the variable X and Y is correlation, but the correlation is very low or very weak. |
| 0,200 – 0,400                                | Between the variable X and Y is correlation, but the correlation is low or weak.           |
| 0,400 – 0,600                                | Between the variable X and Y is correlation, but the correlation is average or medium.     |
| <b>0,600 – 0,800</b>                         | <b>Between the variable X and Y there is a high correlation or strong.</b>                 |
| 0,800 – 1,00                                 | Between the variable X and Y there is a very high correlation or a very strong.            |

Because in the interpretation of data score 0,604 included into 0,600 – 0,800, So that it could be said that between variable x (students’ vocabulary mastery) and variable y (students’ writing ability) there was a high correlation.

Then the writing formulation of alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) could be seen as follows:

a. Alternative Hypothesis ( $H_a$ )

There was significant correlation between vocabulary mastery and writing ability in descriptive English text at the eleventh-grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai.

b. Null Hypothesis ( $H_0$ )

There was no significant correlation between vocabulary mastery and writing ability in descriptive English text at the eleventh-grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai.

For the next step, the researcher tried to compare the number of  $r_{xy}$  ( $r_0$ ) with the

number of  $r_{table}$  that could be seen to the table of critic product moment by determining the degrees of freedom ( $df$ ) firstly.

$$df = N - nr$$

$$= 28 - 2$$

$= 26$  (consultate to the table of value “ $r$ ”). In the fact, there was no  $df$  26 in table, so the researcher used  $df$  26

Where:

$df$  = degrees of freedom

$N$  = number of cases

$Nr$  = the number of variable

With  $df = 26$ , it is found  $r_{table}$  of product moment:

In 5% significance degree  $= 0,373$

In 1% signficnce degree  $= 0,317$

From the result above, it could be known that the number of  $r_{xy}$  or  $r_0$  (0,604) was bigger than the value  $r_{table}$  (0,373 and 0,317). Based on two hypothesis above, it could be concluded that the alternative hyphotesis ( $H_a$ ) was accepted because the score of  $r_{xy}$  0,604 was bigger than the score of the significant degree in 5%  $= 0,373$  and 1%  $= 0,317$  while the null hypothesis  $H_0$  was rejected. It meant there was a high or strong correlation between vocabulary mastery and writing ability in descriptive English text at the eleventh grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai.

## D. CONCLUSION

Based on the resut and discussion, itcan be concluded as follow:

1. There was correlation between vocabulary mastery and writing ability in descriptive English text at the eleventh-grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai.
2. The vocabulary mastery had a high or strong correlation with writing ability in descriptive English text at the eleventh-grade students of SMAI Ihya Ulumuddin Nur Sufiiyah Amuntai, it could be known by the value correlation between X and Y variables of 0,604 and  $df$  26 of at  $r_{table}$  value of product moment at 5% was 0,373 and at 1% was 0,317 which indicate  $H_0$  was rejected and  $H_a$  accepted.



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