

**THE STUDENTS' MASTERY OF VOCABULARY TOWARD
WRITING DESCRIPTIVE TEXT (A CORRELATION STUDY AT
SEVENTH GRADE OF SMPIT AL MADINAH TANJUNGPINANG
IN THE ACADEMIC YEAR OF 2017/2018).**

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ABSTRACT

This research discussed the students' mastery of vocabulary toward writing descriptive text. The goal of this research was to find out whether or not there is a correlation between the students' mastery of vocabulary toward writing descriptive text. The populations of the research were 64 students and 32 students were being the sample of the research. All was from the seventh grade of SMPIT Al Madinah Tanjungpinang in the academic year of 2017/2018. The sample was taken by simple random sampling. This research was used correlation study by collecting the data from the multiple choices and essay test. There was positive correlation of each variable. Based on the data analysis computed by using application, it was obtained that the number of r is 0.550. It showed there was moderately correlation between the students' mastery of vocabulary toward writing descriptive text. From the T-test, the result showed the value of significant (Sig.F Change) = 0,001. The value of Sig.F change $0,001 < 0,05$, then decision H_0 is rejected and H_a is accepted. Therefore, there was a significant correlation between the students' mastery of vocabulary toward writing descriptive text at the seventh grade of SMPIT Al Madinah Tanjungpinang in the academic year of 2017/2018.

Keywords: Correlation, Vocabulary, Descriptive Text.

INTRODUCTION

Writing is one of the important skills in learning the English language. Writing skill should be learned by students in high schools. The students must be capable of writing, in order that they can learn how to structure and organize their thought. Through writing the students are able to give their opinions, to communicate their thought and whatever they have in mind and deliver ideas in written form. According to Rosa, et al., (2008), writing is a systematic process of creating ideas to be delivered through the written expression. In writing, a student should pay attention in process of writing in order that a reader understands what she or he writes and explains. It does not mean that writing is difficult, every student can and must master writing skill, because writing is one of communication type that is still used. Therefore, she or he should master writing skill, it is useful to get communication well in written form.

There are several types of texts that are taught to students in schools, such as narrative, recount, report, and descriptive text. This research only focuses on descriptive text. According to Kane (1988) in Alqahtani's journal, descriptive text is a type of writing about sensory experience how something looks, sounds, tastes. In writing descriptive text, the student can identify the subject to describe and follow its description. Based on the basic competence of curriculum 2013, the seventh-grade students of the junior high school are expected to be able to arrange oral and written descriptive text which is very short and simple with regard to people, animals and things by considering the social functions, a structure of the

text and language elements correctly and contextually. It is important for students to master writing descriptive text because it is already included in the curriculum.

The important thing, when writing descriptive text, is vocabulary. According to Weigle (2002), vocabulary is a written text tending to contain a wider variety of words, and more lower-frequency words, than oral texts. Vocabulary is an important part of enhancing their ability to read, write, speak and listen (Johnson, 2008). Vocabulary is a significant aspect of learning English especially in writing skill. Without vocabulary, someone cannot express their ideas or opinion and she or he will find it difficult to communicate each other. Pratiwi (2013), states that it is known that if the mastery of vocabulary is limited, it will limit students in the use of skills and language component, they must have more vocabulary. In other word, students who master more vocabulary will be successful in writing. It is known that if the mastery of vocabulary is limited, it will limit students to explore their ideas.

Based on the researcher's experience when doing teaching practice in the seventh semester at SMPIT Al Madinah, the researcher found some problems. Firstly the students were less eager to learn English because the teacher's way of delivering material when teaching was less creative and monotonous. The teacher lacked mastery and understanding in using methods, techniques, strategies, approaches and teaching media that became one of the reasons why the students were uninterested in learning English.

In addition, the researcher also found problems in teaching and learning process in the school environment. The location of SMPIT Al Madinah which is

in one area with kindergarten and elementary school, often makes the students difficult to concentrate in learning, because of the noisy atmosphere. Furthermore, the lesson time is also one of the problems that the researcher met. The time placement of English subject above 12 pm is not effective for students, because they are often sleepy and sleep during the teaching learning processes. It makes the learning and teaching English is not conducive and ineffective.

In learning English process, the researcher also found some problems in the seventh-grade students in mastering vocabulary. They lacked the vocabulary, they frequently asked their teacher about words that they wanted to write. Some others had less motivation to master vocabulary and lazy to bring their English dictionaries. Consequently, some of them still lacked vocabulary. All problems gave influence in writing ability descriptive text, especially vocabulary.

From the explanation mentioned above, it can be said that there are some problems that the researcher found. All of these problems affect the learning processes and students' achievement outcomes as in the mastery of vocabulary. Besides, vocabulary are the important part of writing descriptive text is. Therefore, the researcher wants to know the correlation between vocabulary mastery in writing descriptive text, because they are important parts to produce descriptive text. The researcher proposed the problem, it can be formulated as follows: Is there any correlation between the students' mastery of vocabulary toward writing descriptive text at the seventh grade of SMPIT Al Madinah Tanjungpinang in the academic year of 2017/2018?

METHODOLOGY

This research used quantitative research method. It is a method based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kothari, 2004). In other word, the researcher analyzed the data which had been collected statistically to gain the findings. The type of research in this study was quantitative research method. That is correlation study.

Correlation study is a statistical measurement that fluctuates together (Zaid, 2015). It is used to see the correlation between variables to the object under study, so there are so-called independent variables and dependent variables. Through the variable it can be searched magnitude correlation between independent variables with dependent variable. In this research, there are variables that consist of independent variable and one dependent variable. The independent variable (x_1) of this study was the students' vocabulary mastery and the dependent variable (y) of this study was the students' writing descriptive text.

In this research, the researcher took the population from seventh grade of SMPIT Al Madinah Tanjungpinang in the academic year of 2017/2018. The number of population was 64 students in the seventh grade, 32 students from VII grade of Ibnu Sina and 32 students from VII grade of Fatimah Azzahra. According to Levy & Lemeshow (1999), population is the entire set of individuals to which findings of the survey are to be extrapolated. It means that the population is all of the total number of research subject. The researcher used the Simple Random Sampling as the sampling technique in order to get the sample for the

research. Sugiyono (2012) state that Simple Random Sampling is a sample that allows each member of the population unit to have the same chance of being selected as a research sample.

The researcher took the sample using lottery, the researcher wrote the name of population on a slip of paper, put the slips of paper into a box and mixed them thoroughly and then took one by one the slip of paper as needed. The researcher took 32 students as a sample in this research. According to Borg and Gall (1979), correlation research required a sample size of no fewer than thirty cases. Narbuko and Achmadi (2010) state that if the population is quite homogeneous, the population under 100 people can be taken by 50%, and above 1000 people by 15%. Based on the explanation above, the number of samples to be researched is 50% of 64 students as many as 32 students, 16 students from VII grade of Ibnu Sina and 16 students from VII grade of Fatimah Azzahra.

The data for this research were collected by using test. The researcher used two types of the test. i.e. multiple choice and essay tests. The test was taken from textbook with the title is *Practice Your English Competence for SMP/MTs VII grade*. It is based on the basic competence curriculum 2013 revision edition 2016. The textbook was published in Semarang by Mandiri. To measure the students' mastery of vocabulary, the researcher used multiple choices. In this test, the participants of this study were able to do the vocabulary test which had 10 items. The test had 4 options, A,B,C or D and the students choose one of the correct answer from the options. For vocabulary test, the researcher gave questions that related with their comprehension about noun, verb, and adjective vocabulary.

According to Jihad and Haris (2013), there is a formula for calculating the multiple choice tests that measures students' mastery of vocabulary:

$$\text{Score} = \frac{B}{N} \times 100$$

B = Right answer

N = A quantity of question

To know the students' ability of writing descriptive text, the researcher asked the students to write a text using the topic that the researcher gave. The topic was based on the basic competence of curriculum 2013. There were 3 topics related to descriptive text, such as person, animal, and thing. They were able to freely choose one of the topics with the length of paragraph at least 7 sentences.

| No | Aspect | Criteria | Score | Maximal score |
|----|--------------|-----------|-------|---------------|
| 1 | TOPIC | Excellent | 4 | 4 |
| | | Good | 3 | |
| | | Adequate | 2 | |
| | | Fair | 1 | |
| 2 | ORGANIZATION | Excellent | 4 | 4 |
| | | Good | 3 | |
| | | Adequate | 2 | |
| | | Fair | 1 | |
| 3 | GRAMMAR | Excellent | 4 | 4 |
| | | Good | 3 | |
| | | Adequate | 2 | |
| | | Fair | 1 | |
| 4 | VOCABULARY | Excellent | 4 | 4 |
| | | Good | 3 | |
| | | Adequate | 2 | |
| | | Fair | 1 | |
| 5 | MECHANICS | Excellent | 4 | 4 |
| | | Good | 3 | |
| | | Adequate | 2 | |
| | | Fair | 1 | |

According to Jihad and Haris (2013), to find the total score of writing descriptive text test, the researcher used the formula below:

$$\text{Final score} = \frac{\text{students' score}}{20} \times 100$$

To test the hypothesis, the researcher used the bivariate correlation test and T-test. The bivariate correlations were used to know the level power of variable and the correlation direction. The researcher used the formula of bivariate correlation to analyze the correlation between variables. Nevertheless, the researcher used SPSS version 22.00 by using product moment Pearson to help her in analyzing the data of bivariate correlation in this research. The researcher used the formula based on Sugiyono (2013):

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

Where:

r_{xy} = The number of correlation index

x = First variable

y = Second variable

n = Amount

\sum = Sum

The significant of coefficient correlation (T test) aimed at proving the hypothesis that had been submitted whether accepted or rejected. The test was done to examine whether the correlation can be applied for population. The researcher examined the significant using below formula based on Sugiyono (2013), the formula of double correlation is:

$$t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

Where:

t = T-test

r = The coefficient of bivariate correlation

n = Sample component quantity

FINDINGS AND DISCUSSION

After conducting the research, the researcher gave the scores of the students' tests. The researcher used some the formula to get scores of the tests. The researcher displays the data of students' vocabulary mastery, grammar mastery, and writing descriptive text in the table, so that it can be clearly understood.

| No | The Students' Initial | X ₁ | Y |
|-----|-----------------------|----------------|----|
| 1. | AF | 100 | 95 |
| 2. | AMH | 90 | 70 |
| 3. | APN | 100 | 95 |
| 4. | BE | 90 | 40 |
| 5. | DP | 100 | 75 |
| 6. | EFFS | 100 | 95 |
| 7. | FAYH | 100 | 95 |
| 8. | GNH | 90 | 75 |
| 9. | HAM | 60 | 60 |
| 10. | JM | 70 | 80 |
| 11. | KAZ | 80 | 95 |
| 12. | MAH | 70 | 70 |
| 13. | MFD | 100 | 80 |
| 14. | MGB | 70 | 70 |
| 15. | MMB | 70 | 70 |
| 16. | MPB | 90 | 60 |
| 17. | MRA | 70 | 70 |
| 18. | MAR | 90 | 60 |
| 19. | NAAN | 100 | 65 |
| 20. | NAAT | 60 | 60 |
| 21. | NAW | 70 | 65 |

| | | | |
|---------------|------|-------|-------|
| 22. | NFA | 90 | 95 |
| 23. | NH | 70 | 60 |
| 24. | NO | 90 | 80 |
| 25. | RA | 60 | 65 |
| 26. | RFO | 80 | 70 |
| 27. | RNFP | 70 | 80 |
| 28. | SA | 100 | 95 |
| 29. | SDA | 100 | 80 |
| 30. | SJA | 70 | 65 |
| 31. | TRD | 90 | 40 |
| 32. | FAS | 90 | 70 |
| Total: | | 2,680 | 2,345 |
| Mean: | | 83 | 73 |

The bivariate correlations, it was used to know the level power of variable and the correlation direction between variables: The students' mastery of vocabulary toward writing descriptive text (r_{X1Y}).

The researcher used the formula of bivariate correlation to analyze the correlation between variables. Nevertheless, the researcher used SPSS version 22.00 by using product moment Pearson to help her in analyzing the data of bivariate correlation in this research.

| | | X1 | Y |
|----|---------------------|--------|--------|
| X1 | Pearson Correlation | 1 | .550** |
| | Sig. (2-tailed) | | .001 |
| | N | 32 | 32 |
| Y | Pearson Correlation | .550** | 1 |
| | Sig. (2-tailed) | .001 | |
| | N | 32 | 32 |

Based on the table of data above, the researcher obtained the conclusion of correlation between vocabulary mastery and writing descriptive text. The correlation table explained the correlation coefficient between vocabulary mastery

and writing descriptive text. The coefficient correlation between vocabulary mastery and writing descriptive text is 0.550 with the significant 0.001. The interpretation of significant is $0.001 < 0.05$. It means H_a is accepted. The direction of correlation is positive because alternative hypothesis is accepted. The correlation between vocabulary mastery toward writing descriptive text is moderately 0.550.

The significant of coefficient correlation (T test), it aimed at proving the hypothesis that had been submitted whether accepted or rejected. The test was done to examine whether the correlation can be applied for population.

Model Summary

| Change Statistics | | | | |
|-------------------|----------|-----|-----|---------------|
| R Square Change | F Change | df1 | df2 | Sig. F Change |
| .303 | 13.040 | 1 | 30 | .001 |

Based on the table above, the value of significant (Sig.F Change) = 0,001. The value of Sig.F change $0,001 < 0,05$, then decision H_0 is rejected and H_a is accepted, it means that there is a significant correlation between students' mastery of vocabulary, and grammar toward writing descriptive text at the seventh grade of SMPIT Al Madinah Tanjungpinang in the academic year of 2017/2018.

CONCLUSION

Based on the previous discussion and the results of research, the researcher concludes that there is a significant correlation between students' mastery of vocabulary toward writing descriptive text at the seventh grade of SMPIT Al Madinah Tanjungpinang in the academic year of 2017/2018. It means that the

mastery of the vocabulary will influence much the students in writing the descriptive text.

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