

**The Correlation Between Students' Vocabulary Mastery and Their Ability
on Writing Descriptive Text at the Seventh Grade Students of SMP N 17
Bintan in the Academic Year of 2018/2019**

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ABSTRACT

The objective of this study is aimed to describe the correlation between students' vocabulary mastery and their ability on writing descriptive text at the seventh grade students of SMP N 17 Bintan in the Academic Year of 2018/2019. It is aimed at finding out whether there is significant correlation or not between students' vocabulary mastery and their ability on writing descriptive text. This research belongs to quantitative research with a correlative research. In this research, the population is the seventh grade students of SMP N 17 Bintan with the total number of population is 150 students. The sample of this research is 30 students. The researcher takes the sample by using simple random sampling because of the population have a similar chance to be chosen as a sample. The researcher uses test to get the data of vocabulary mastery and ability on writing descriptive text. The techniques of analyzing data are descriptive statistics and inferential analysis using SPSS 20. The researcher analyzes using descriptive statistics to find mean, median, mode, range, standard deviation and variance, whereas inferential analysis is used to prove the hypothesis test in the significance level 0.05. The result of the analysis data shows that the coefficient correlation (r_{xy}) is 0.402. It indicates that there is a high correlation between the students' vocabulary mastery and their ability on writing descriptive text. It is included the scale of interpretation score between 0.40-0.599. With degree of significance 5%, the score of table (r_{table}) obtained is 0.361, therefore, $r_{xy} > r_{table}$ (0.402 > 0.361). Based on the result of this research, it can be stated that the hypothesis alternative is accepted and null hypothesis is rejected.

Keywords: Vocabulary Mastery, Descriptive Text.

INTRODUCTION

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Writing is one of skills in the English language that is learnt by the students in the school. In this case, there are some types of the texts which are learnt by students in the school. Based on basic competence of Curriculum 2013, the seventh grade students of junior high school are expected to be able to: Arrange a short and simple descriptive text, both in the form of spoken and written, about people, animal, and things, by considering the purpose, structure of the text and its language elements correctly and appropriate with the context. So, it is very important for the students to have writing skill in order to be able to make a good and correct sentence or paragraph.

To learn the writing skills effectively may not be easy because there are several things should be considered, for instance sentence structure, grammar, and the words choice used. Therefore, some students may encounter some problems as they are in process of learning this skill.

It was identified that theory here at SMP N 17 Bintan, there were some problems faced in learning this kind of text. At the time, the writer interviewed

one of the English teachers there, and observed the students as they were learning English in the classroom. The result of interview is one of the English teachers and the researcher's observation can be reported as follows: some of the seventh grade students still had some matters which were primarily and particularly in vocabulary mastery, they cannot write their mind freely, in this case due to the students' lack of vocabulary and grammar, they frequently asked their teacher the English words that they want to write as they were making a composition and unable to arrange well.

To handle this matter, then the English teacher asked each of them to bring their own dictionary as the English class taking place. Therefore, the learning media which was prominent and principal as they were learning to write was dictionary, which was in this case the dictionary that they brought was a bilingual dictionary. In addition, the English teacher there only facilitated their learning by presenting and discussing the materials as well as providing the tasks or assignment which are commonly taken from students' worksheet.

The English teacher often asks them to translate an English passage into Indonesian language. The passage usually is taken from students' handbook. However, some students sometimes had less motivation in doing the tasks, which are intended to enhance their vocabulary, given by the English teacher. Consequently, some students had still lack of vocabulary and another problem was found that some students had still low understanding in learning descriptive text. In this case, they were sometimes still confused what to write to develop well a topic included as a descriptive text. Also, some of them still did not know what a

descriptive paragraph mean and its function as well as what the generic structure of this kind of text is.

Moreover, Hedge (2005:5) states that effective writing requires a number of things: a careful choice of vocabulary, grammatical pattern, and sentence structure to create a style which is appropriate to the subject matter and the eventual readers. From this, it may be considered that the way the writers present their writing effectively influenced by several things, they present and pay attention to vocabulary or words that they use while they are writing as well as by the grammatical rules and sentence structure which are suitable with the subject of the writing.

By studying this case, the researcher would like to find out further information about vocabulary mastery and writing ability especially in descriptive text. By conducting a research entitled “The Correlation Between Students’ Vocabulary Mastery and Their Ability on Writing Descriptive Text at The Seventh Grade Students of SMP N 17 Bintan in The Academic Year of 2018/2019”.

This research was limited or focused on students’ vocabulary mastery and their ability on writing descriptive text, the researcher not investigate all of the students, but only in seventh grade students of SMP N 17 Bintan in academic year 2018/2019.

Based on the background of the study above, the researcher formulates the research problem is: “Is there any significant correlation between students’ vocabulary mastery and their ability on writing descriptive text of SMP N 17 Bintan in the academic year of 2018/2019?”

METHODOLOGY

The research design of this research used correlative research. According to Arikunto (2010:313) “Correlation research is a study to observe two variables have related or not.” The purpose of this research is to know whether students’ vocabulary mastery and students’ writing descriptive text ability have correlation or not, and to analyzing the data using statistical analysis. Sugiyono (2013:224) states that correlation is an assessment about correlation among variables in population in which will be tested through correlation of variables in sample which is taken from certain population. Correlation study is a kind of study which is used to look for relationship between variables. The two variables are variable X (students’ vocabulary mastery) and variable Y (students’ ability on writing descriptive text). Here, the researcher wants to find out the correlation between those variables. That is why the researcher takes correlative research as the design of this research.

The population in this research is the seventh grade students of SMP N 17 Bintan in the academic year of 2018/2019. There are 5 classes in the seventh grade of SMP N 17 Bintan consisting of class VII A, class VII B, class VII C, class VII D, and class VII E) in which there are thirty students in each class. Therefore, the total population is 150 students. In addition, Nunan (2007:232), sample is subset of individuals or cases from within a population. In this case, the population is more than 100 students, so the researcher should take 10%-25% of the population as a sample. Here the researcher takes 20% of the total population considering that population is 150 students. So, the sample of the researcher is 30

students. The researcher chooses random names of students, each class of researchers takes 6 of the names of selected students.

The instrument is a tool used to collect data in a research. Arikunto (2010: 193) states that instrument is the tools used by the researcher when conducting a research method. Some kinds of instrument are test, questionnaires, interview, observation, rating scale, and documentation. Due to this study was experimental research design, the researcher decided to make use of test. The instrument of this research were tests. The test from researcher is to know the achievement of students. The researcher gave an a vocabulary mastery test for the students that consist of 30 questions in the form multiple choices. In this research, the researcher used test as the instrument for collecting data.

In collectting the data, The data of this study were collected through some steps which are chronologically explained as follows:

1. In terms of the administration of vocabulary test
 - a. First, before conducting the test, the seventh grade students in SMP N 17 Bintan who became the participants of this study were taken their identities through the attendance list provided.
 - b. Second, in order to give a testing atmosphere, some instructions were told to the participants that this test would be included in their academic report; therefore they were forbidden to cheat. Besides, they were also forbidden to use their cellular phone while they doing this test.
 - c. Third, as all the condition above had been fulfilled, the participants of this study were able to do the vocabulary test conducted for 30 minutes in piece of paper which had been provided to them.

- d. Fourth, after the vocabulary test was finished, the students' answer sheets of vocabulary test were rated.
 - e. Finally, as the vocabulary had been already rated, the process of the collecting data was continued to be process of tabulating and analyzing with the statistical calculating method.
2. In terms of the administration of written test of descriptive text
- a. This written test of descriptive text was conducted after the vocabulary test was already finished by the participants, so it was conducted simultaneously in one occasion with vocabulary test.
 - b. The participants were given three topics related to descriptive text and they were able to freely choose one of the topics. They were asked to make a short composition about the topics they choose with the length of words at least 25 words in 25 minutes.
 - c. After the written test had been conducted, the compositions are rated. There are two raters involved to evaluate the written test. The two raters were given the copies of those composition to be rated.
 - d. Finally, after the students' compositions were rated, the process of collecting data was continued to the process of tabulating and analyzing with statistical calculating method.

FINDING AND DISCUSSION

In conducting this research, the researcher took 30 students as a sample. The researcher collected the data by giving test both to vocabulary mastery and their writing descriptive text. The researcher analyzed the data from students' vocabulary mastery and the data from students' ability on writing descriptive text.

The result of students' vocabulary mastery and students' ability on writing descriptive text was classified based on criteria of scoring. the highest score of vocabulary mastery is 93 and the lowest score is 43 besides the highest score of writing descriptive text is 77 and the lowest score is 30.

From the data students Vocabulary Mastery, the researcher concluded that there are students (10%) belonged to excellent, there are 13 students (43.33%) belonged to good, there are 10 students (33.33%) belonged to sufficient, there are 4 students (13.33) belonged to fairly sufficient, there is no student (0.00%) belonged to poor and from the data students ability on writing Descriptive Text, the researcher concluded that there are no student (0.00%) belonged to excellent, there are 9 students (30%) belonged to good, there are 12 students (40%) belonged to sufficient, there are 7 students (23.33) belonged to fairly sufficient, there are 2 students (6.66%) belonged to poor.

it can be considered that good writers may effectively create a composition in case they may use words; therefore, to have the adequate vocabulary knowledge is insisted for them. The other hand, the students who have high scores in vocabulary mastery tend to have high score on writing descriptive text and the students who have low score in vocabulary mastery tend to get low scores in writing descriptive text.

CONCLUSION

the conclusion could be drawn that there is any significant correlation between students' vocabulary mastery and students' ability on writing descriptive text of the seventh grade students of SMP N 17 Bintan in the academic year of 2018/2019.

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