

CORRELATION BETWEEN STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AND THEIR VOCABULARY MASTERY

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ABSTRACT

This study was aimed at knowing the correlation between students' writing ability in descriptive text and their vocabulary mastery. The population of this study was the third semester students of English Department STKIP PGRI Sumatera Barat consisting of 96 students. In determining the sample, the writer used cluster random sampling technique. Based on the result of normality and homogeneity test, one class (Session D) was chosen as sample of this study consisting of 10 students. Instrument used in this study were documents of students' writing and vocabulary test which were analyzed by using Pearson Product Moment Correlation Formula. The result showed that correlation value between students' writing ability in descriptive text and their vocabulary mastery was low correlation ($r_{xy}=0.26$). Furthermore, the writer got $t_{count}=0.7708$ which was higher than $t_{table}=0.6319$, degree of freedom (df)=8, and level of significant 5%. It can be concluded that the hypothesis of this research was accepted. It means that there were positive correlation between students' writing ability in descriptive text and their vocabulary mastery.

Keywords: Students' Writing Ability, Descriptive text, Vocabulary Mastery

ABSTRAK

Penelitian ini bertujuan untuk mengetahui korelasi antara Kemampuan Menulis Siswa dalam menulis Deskriptif Teks dan Penguasaan Kosakata siswa. Populasi dari penelitian ini adalah seluruh mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat yang berjumlah 96 orang. Dalam menentukan sampel, peneliti menggunakan teknik *cluster sampling*. Berdasarkan uji normalitas dan homogenitas, maka didapatkan sample dalam penelitian ini yaitu satu kelas (sesi D) yang berjumlah 10 orang. Instrumen yang digunakan pada penelitian ini berupa dokumen tulisan siswa dan tes *vocabulary*, kemudian dianalisis menggunakan rumus *Pearson Product Moment Correlation*. Hasil penelitian menunjukkan bahwa, nilai korelasi antara Kemampuan Menulis Siswa dalam menulis Deskriptif Teks dan Penguasaan Kosakata sebesar $r_{xy}=0,26$ dengan tingkat korelasi rendah. Kemudian, peneliti memperoleh $t_{hitung} = 0,708$ yang mana lebih besar dari $t_{table} = 0,6319$ $df = 8$ dengan taraf signifikansi 5% sehingga hipotesis penelitian ini diterima. Dengan demikian dapat disimpulkan bahwa adanya korelasi positif antara Kemampuan Menulis Siswa dalam menulis Deskriptif Teks dan Penguasaan Kosakata siswa.

Keywords: Students' Writing Ability, Descriptive text, Vocabulary Mastery

INTRODUCTION

Writing is the activity from the students to express ideas, opinions, experiences and others in written form. When the students start to write and express their ideas, opinion and experience, they must know about all of something that related with writing. Leo

in (Suharni, 2016:9), states that writing writing is a process of expressing ideas or thoughts in words. It means that writing is a thought process that will turn a thought into writing to other people. It is supported by Anjayani & Suprpto, (2016:2), writing is the activity of making

a recording language in a piece of paper or any other areas to express the idea and message from the writer including the usage of vocabulary and structure of language. It means that writing is the writer ideas or messages that expressing in a paper by using vocabulary and the structure of the language. Based on the explanation above, it means that writing is a process conveys a group of ideas in thought to the paper. These ideas will transforms to the text with regard to vocabulary and structure of the language.

In addition, writing also turns a person's thoughts into words and provides a coherent result that can be received by many people. For example, when students want to write a text, the students will write down their ideas into a piece of paper which will produce a structured text and students must know about component of writing. Many people are easy in listening, easy in reading. But they are not easy in writing. The cause of this case is not about they have not ideas or opinion to express in written form. But, the cause is because they still do not know the components of writing. Sometimes, someone just think. Component writing is a requirement that must be must be present when writing a text because with this component it will make it easier for someone to write. There are five components of writing by Zulaikah et al., 2018, they are: the first is developing ideas. The topics given to the students familiar. The second component is organizing ideas. This component consists of the description grammatical form and syntactic pattern. Next component of writing is Vocabulary. Vocabulary is all the words that can be uses in writing. Many words do not often appear in the text, writers generally use a limited set of words during communicate. The last component of writing is Mechanics. Mechanics is the use of language graphics conventions. It is refers to the appearance of the words and how they are spell or arrange on paper. Each of these

components has its own function. Then, it will make it easier to write a text. Thus, as a good writer and to make the ideas delivered as perfectly, the writer must understand about component of writing. So at the end, the readers will be interest to read the text by the writer.

Moreover, based on the writer's pre-observation toward the students' document writing at STKIP PGRI Sumatera Barat in form exercise, the writer found some phenomena. The first phenomenon is existence vocabulary mastery in writing, can make students easy to develop their ideas and thoughts into written form. The second phenomenon is the existence vocabulary mastery; students can understand and distinguish language features of some text especially descriptive text, such as in the use of adjectives and relating verbs.

Furthermore, writing ability is one of the familiar terms of the writing that must be understood by the students because the writing ability refers to students' ability to write a text. However, students writing ability will be success which can be seen from several components of writing. One of the components is that the students are able to use many vocabularies in writing a text because the vocabulary mastery gives impact to students' writing ability. It is supported by Munirah & Hardian, (2016:80), who stated that the richer of vocabulary is the greater opportunity to have good writing ability. It means that when the students have many vocabularies, it will make them will be easy to write a text.

Talking about vocabulary is discussing about set of words in language. That are needed to communicate ideas and express the speaker' meaning. According Mahmudah, (2014:195), vocabulary is all of the words that used in language and it has meaning each of it. It can be seen that vocabulary is a group of words that has meaning suitable with the context when and where someone was

talking and writing. It is supported by Alqahtani, (2015:25), vocabulary refers to total number of words need to communicate ideas and express the meaning of the speaker. It means that many vocabularies are easier to express ideas and convey meaning to others. Therefore, someone's vocabularies can increase and more fluency by communicating with others. Based on the explanation above, vocabulary is all the words used a have meaning or meaning of each. It can help communicate others in particular language. Then, vocabulary can be used to express speakers' meaning.

Then, in learning English there are types of text that must be learning, which one is descriptive text. Descriptive text is a text that describes people, places and thing. In Husna, (2013:17), descriptive text is text used to describe objects / objects, places, or certain people. It means that the text that will describe from what is seen. For example, when a teacher asks students to describe a place, then the student will describe or describe the place based on what they see. It is supported by Zulaikah et al., (2018:13), state that descriptive text refers to a text describing about things, people, or places. In descriptive texts, the students can use imagination and percept-live sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject. It means that when students write a text they will make the reader come to imagine what people, places, and things they describe. In summary, descriptive text is a text that describes a place, person and thing. Then, descriptive text also describes objects, people and places based on a visual experience. In addition, in writing descriptive text readers will also come to imagine or imagine the text that has been written. Several, someone will describe about form, characteristic of the something based on their feel, see, taste, smell and others. It must suitable with the fact. It is not manipulation.

In the descriptive text, the students also to know about generic structure of descriptive text. According Setyaji, Sukmaningrum, & Hawa, (2017:44), discuss about two generic structures used of descriptive text: Identification is an introduction of the object to be described along with the phenomena that will be presented relating to the object. Next, description is a characteristic description of the object described. The statement above also supported by Moreover, according to Gerot and Wadirman in Adhe, (2017:62), there are two parts of generic structure in descriptive text. The first generic structure is identification. It is part identifies the phenomenon (person, place, or thing) to be described. The second generic structure is description. When someone described phenomenon based on qualities and characteristics. In summary based on explanation above, there are several generic structures of descriptive text. The first generic structure of descriptive text is identification; identification is how to identify a phenomenon that will be described, such as person, place and thing. Thus, generic structure of descriptive text description, description is the part qualities and characteristics of the phenomenon to be explained.

Moreover, not only generic structure in this descriptive text but there are some language features in the descriptive text. Language Feature is a structure or arrangement related to grammar or a grammar. In the preparation of descriptive text there are several elements of language that must be understood so that it will be easier to create and also the readers understand the information that want to convey. According to Adhe, (2017:62), descriptive text has five language features, they are: first, language features related to specific participants. Second, language features of descriptive text are use of adjectives and compound adjective. Third, language features are

use of linking verbs. Next, language features are use of attributive has and have. And then, use of simple present. In addition, Indriyastuti, (2018:59), there are language features of descriptive text: a). Descriptive Text uses a variety of Adjectives that are describing, Numbering, and Classifying, for example: two strong legs, sharp white fangs, etc. b). Descriptive Text uses relating Verbs to provide information about the subject, for example: my mum is really cool; it has very thick fur, etc. c). Descriptive Text uses Thinking Verbs (such as believe, think, etc.) and Feeling Verbs (like feel) to express the author's personal views on the subject, for example: police believes the suspect is armed, I think it is a clever animal, etc. d). Descriptive text also uses an adverb to information an education about the behavior or descriptive properties, for example; it is extremely high; it runs definitely past, etc.

In the opinion of the experts above, it can be concluded that there are four language features of descriptive text. The first language feature of descriptive text is focus on specific participant. It means that, in writing descriptive text we should focus toward what will description. The second, language features of descriptive text are the use objectives and compound adjectives. It is functions when the students write a descriptive text then these adjectives and compound adjectives will help in explaining a noun. Next, language features of descriptive text are use linking verb. When write a descriptive text, it must to connect words in a sentence. Last, use simple present, the reason why chose simple present when will write descriptive because descriptive text tells a fact of the object described and use basic verbs or verb 1 and use verbs that can indicate ownership of an object.

RESEARCH METHOD

In this study, the writer used correlational study which categories into quantitative research as a method to do research. According Ary, Jacobs, & Sorensen, (2010:351), who states that correlational study used to asses relationships and pattern of correlation among variables in a single groups of subjects. It means that correlational study started of collecting and analyzing the data to see the correlation between two variables in the research. In this research, the writer wanted to see the correlation between students' writing ability in descriptive text and their vocabulary mastery at STKIP PGRI Sumatera Barat registered in academic year 2018/2019. Then, the writer took one session as sample from four session. There were four session which total 96 students. In this study, the writer used cluster sampling. According to Gay et al., (2012: 135), in cluster sampling, whole groups, not individuals are randomly selected. Each location, the writer found a complete groups of population members with similar characteristics. Examples of clusters are classrooms, schools, city books, hospitals, and department stores. In getting the appropriate sample, writer measured the normality and homogeneity; writer asked to the English lecturer firstly the student's English score. The writer used program SPSS.15 in order to know the normality and homogeneity of the class.

Table 1. Normality Testing

Kelas		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Nilai	Kelompok A	,176	26	,037	,936	26	,108
	Kelompok B	,172	26	,046	,941	26	,139
	Kelompok C	,200	25	,011	,715	25	,000
	Kelompok D	,181	18	,125	,910	18	,086

a Lilliefors Significance Correction

From the table above, it could be seen that the significance of the score between sessions A to D has different significance. The significance value = 0.05. According to Aprilia, (2019:85), the analysis was when significance was greater than , the sample distribution was normal, and if less than the sample distribution was not normal. Start from session A, it could be seen that the significance of score was 0.037 in Kolmogorov-Smirnov and 0.108 in Shapiro-Wilk. The sample was distribution normal because significance 1 (0,037) > (0.05) and significance 2 (0,108) > (0.05). Second session B, it could be seen that the significance of score was 0.046 in Kolmogorov-Smirnov and 0.139 in Shapiro-Wilk. The sample

was distribution normal because significance 1 (0,046) > (0.05) and significance 2 (0,139) > (0.05). Third session C, it could be seen that the significance of score was 0.011 in Kolmogorov-Smirnov and 0.000 in Shapiro-Wilk. The sample distribution not normal, because significance 1 (0,011) < (0.05) and significance 2 (0,000) < (0.05). Last session D, it could be seen that the significance of score was 0.125 in Kolmogorov-Smirnov and 0.086 in Shapiro-Wilk. The sample was distribution normal because significance 1 (0,125) > (0.05) and significance 2 (0,086) > (0.05).

For homogeneity, it could be seen as follow in the table:

Table 2. Homogeneity Testing

Levene Statistic	df1	df2	Sig.
1,808	3	91	,151

The significance standard value = 0.05. It is supported by Aprilia (2019:86), the analysis was when significance was greater than , the sample distribution was homogeny, and if less than the sample distribution was not homogenous. This table indicated that the sig. is 0,151 all of session which means greater than 0,05. When significance (0,151) > (0.05), data distribution was

homogenous. After the writer to found the normality and homogeneity of each class, the researcher chose session D conducted the research. The writer chose session D class as a sample in this research because it had more high normality and homogeneity than sessions A and B. Then, session B as try-out class. Thus, from the session D the writer found that 10 students that were the sample in this

research, because there were some students who incomplete in writing descriptive text.

In gathering the data, the writer used two instruments. There were documents of students' writing of descriptive text and vocabulary test. To minimize subjectivity, writer used scoring rubric of descriptive text that were self-designed adapted from Jacobs et al.'s in Hughes, (2003: 104), which was validated by one of writing lecturers of English Department STKIP PGRI Sumatera Barat. Then, the vocabulary test was made by the writer in the form of multiple choice.

FINDING AND DISCUSSION

The writer firstly represented the hypothesis of this research, it was: there was positive correlation between students' writing ability in descriptive text and their vocabulary mastery at STKIP PGRI Sumatera Barat. Hence to answer the hypothesis, the writer used document of students writing and vocabulary test as the instruments. Document in this study is students' writing ability in descriptive text. The results of students' writing ability in descriptive text was measured which validated by one of writing lecturers at English Department STKIP PGRI Sumatera Barat. The rubric consisted of 5 indicators of 20, they were: content, organization, language use, vocabulary and mechanics. Then, the writer got two documents score of exercise (X_1) and examination (X_2) especially descriptive text from the lecturer who teaching English Essay Writing in English Department at STKIP PGRI Sumatera Barat registered in academic year 2018/2019. After analyzing two documents students' writing

especially descriptive text, the writer put the data into table of scoring. Before that, the writer used rubric was validated measured score of students' writing in descriptive text. Then, writer used Microsoft Excel measured both students' writing in descriptive text.

Moreover, the instrument of this study was validated vocabulary test in the form of multiple choice. Before the writer gave vocabulary test for sample class, the researcher gave vocabulary test to session B consist 25 students for try-out with 40 questions in 60 minutes to find validity and reliability vocabulary test itself After conducted try out, the researcher calculated the score of each student used Microsoft Excel found valid and invalid questions. The writer got 15 invalid questions from 40 questions. Among 15 invalid questions, the researcher found there were 5 questions categorized as moderate, 8 questions categorized as difficult, 2 questions categorized as very easy. Next, the researcher got 25 valid questions. And also among 25 valid questions, the writer found that there were 7 questions categorized as easy, 10 questions categorized as moderate, 6 questions categorized as difficult, and 2 questions categorized as very difficult. After the researcher got 25 valid questions, the researcher gave test for the sample class in 30 minutes. After conducting the test, the writer sum up score each students.

Then, the writer analyzed both score by Pearson Product Moment formula to see the correlation. There were two variables in this study, students' writing ability in descriptive text (X) and their vocabulary mastery (Y). Before that, the writer made a table in Microsoft Excel to calculate the score needed.

Table 3. Calculation Relationship Students' Writing Ability in Descriptive Text and Their Vocabulary Mastery

No.	Respondents	X	Y	X ²	Y ²	XY
1.	Student A	86.875	80	7547.266	6400	6950
2.	Student B	70.625	60	4987.891	3600	4237.5
3.	Student C	75.625	64	5719.141	4096	4840
4.	Student D	54.375	68	2956.641	4624	3697.5
5.	Student E	76.25	80	5814.063	6400	6100
6.	Student F	70	88	4900	7744	6160
7.	Student G	73	88	5329	7744	6424
8.	Student H	66.25	76	4389.063	5776	5035
9.	Student I	70	60	4900	3600	4200
10	Student J	70.63	64	4988.597	4096	4520.32
N=10		X 713.63	Y 728	X ² 51531.66	Y ² 529984	XY 519522.6

Based on table above total score of the students' writing ability in descriptive (X) was 713.63 and the total score of students' vocabulary mastery (Y) was 728. Then, the total square the students' writing ability in descriptive (X²) was 51531.66 and the total square score of students' vocabulary mastery (Y²) were

529984. And the last, the writer got total score of cross product XY (XY) were 51952. Finally, from the calculation Pearson Product Moment formula, the writer found $r_{xy} = 0.26$ it means that the interval correlation is low correlation category.

Table 4. Coefficient Correlational Interval

< 0.20	No correlation
0.20 -0.40	Low correlation
>0.40-0.70	Middle correlation
>0.70-0.90	Strong correlation
>0.90-1.00	Very Strong correlation

(Riduwan, 2012:13)

Then, the writer found that $t_{count} = 0.7708$ was higher than $t_{table} = 0.6319$ in the degree of freedom (df) n-2. It was 10 (amount of sample as $10 - 2 = 8$) where the level significance 5% (0.05).

Therefore, it could be concluded that there was positive correlation between students' writing ability in descriptive text and their vocabulary mastery.

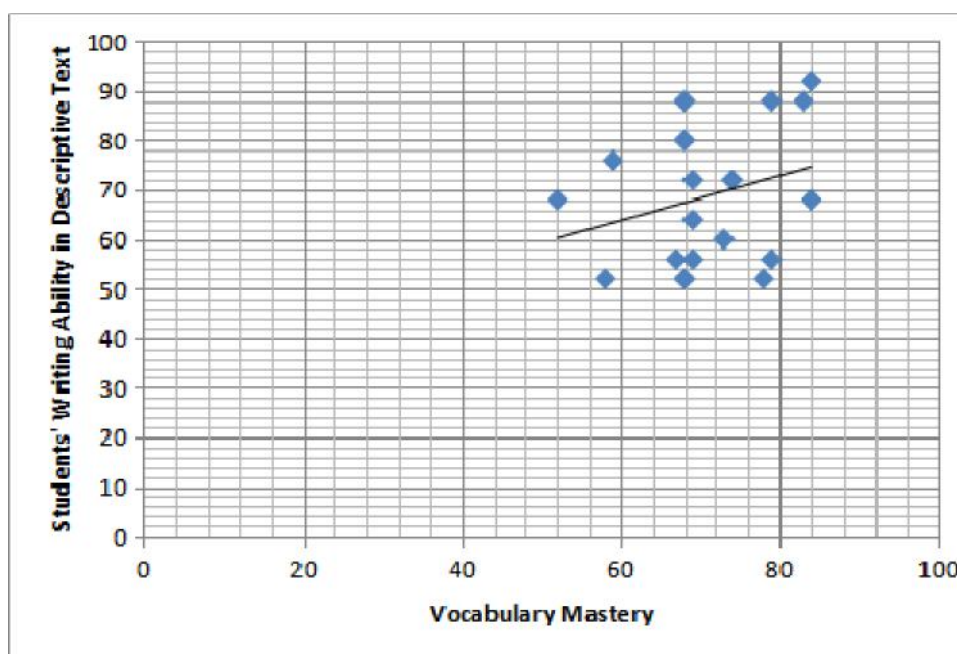


Figure 1. Scatter Plots of indicating the correlation between students' writing ability in descriptive text and vocabulary mastery

Based on the some scatter plots above, the dots were scattered about so that it was very few to imagine a line connecting them. The dots were not densely positioned in one place. Instead, they were all over the place. When it was the case, your variables may not have strong relationship. Hence, the writer interpreted that their vocabulary mastery little influenced from students' writing ability in descriptive text because in this study the writer found that the low correlation.

The result in this study similar with Azizah (2017) who discussed about "The Correlation Between Students' Vocabulary Mastery and Their Writing Ability in Descriptive Text A Study For the Seventh Grade Students Of SMP Islam Sudirman 1 Bancak Semarang District in The Academic Year Of 2016/2017". The result of the study showed by the coefficient correlation (r_{xy}) was 0.563. It indicates that there was a

fair relationship between the students' vocabulary mastery and their writing descriptive text ability since it was included in the scale of r interpretation score between 0.400-0.600. With degree of significance 5%, the score of r table (r_t) procured was 0.404, therefore, $r_{xy} > r_t$ ($0.563 > 0.404$), meanwhile, with degree of significance 1%, the score of r_t gained was 0.515, therefore, $r_{xy} > r_t$ ($0.563 > 0.515$); the conclusion reached was H_a was accepted.

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CONCLUSION

The purpose of this study is to find out whether there was correlation between

students' writing ability in descriptive text and vocabulary mastery at STKIP PGRI Sumatera Barat. This study was a correlation research which categorized quantitative research. In getting the data, the writer used document students' writing and test. In document students' writing, the writer used rubric to measured students' writing especially descriptive text. The rubric consists 5 indicators of 20 items, they were: content, organization, language use, vocabulary and mechanics. Referring to the finding, the writer could draw following conclusions, by using 0.05 level of significance, it was found that t_{count} was higher than t_{table} where $t_{\text{count}} = 0.7708$ higher than $t_{\text{table}} = 0.6319$. The result showed that there was positive correlation between students' writing ability in descriptive text and their vocabulary mastery at STKIP PGRI Sumatera Barat.

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