

THE CORRELATION BETWEEN WRITING SKILL AND VOCABULARY MASTERY DESCRIPTIVE TEXT OF VII GRADE SMPN 2 PADALARANG

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Abstract

This study aimed to identify the correlation between writing skills of class VII students and their oral knowledge of the material. The object of this study is 64 students of VII grade SMPN in Padalarang. The method of this research is quantitative. The writer utilized a multiple-choice exam that comprised 30 test items to assess the student master's vocabulary results. This study indicated that the mean for the student was 65,12 more than the intended mean 53,5 in vocabulary degree. The average writing capability of pupils was 60.76 around the optimum norm of 70. The result shows that the correlation between vocabulary knowledge and the skill of composing text is favourable and substantial. It indicates that knowledge of vocabulary impacts the capacity of writing.

Keywords: Writing Skill; Vocabulary Mastery; Correlation

INTRODUCTION

Language is an important tool for humans to communicate. English plays a significant role in every level of Indonesian school, as laid forth in the curriculum in 2013. English mastery consists of written and spoken language forms, able to learn four key skills: listening, reading, speaking and writing. Writing is one of four abilities which first graders have to master. Language is an important tool for humans to communicate. Mastering English includes written and spoken forms with the ability to master four main skills, namely listening, reading, speaking and writing. Writing is one of the four skills that must be mastered by first graders. There are a number of things that cause problems with writing. On the basis of observations, several students found that writing activities are restricted in vocabulary. As a result, both vocally and in writing are difficult for them to communicate. In line with the curriculum, English is taught in junior high school to develop the language skills of pupils. English information is given in the educational process by means of genre, whether written or spoken communication (H. Karimah et al., 2017) and (Aunurrahman et al., 2020). The pupils are encouraged to comprehend all kinds of genres. There are a few instructional resources which are required for pupils based on the 2013 curriculum. It is necessary to provide four language skills for high school pupils who read, listen, speak and write (Anggraini, 2019). Students are able to design and produce simple written texts as a fundamental skill in the English language course. Some forms of English text are taught in the 7th grade of junior high school pupils. One of the criteria for high school pupils based on the knowledge of English is to have the right written text (Tamba et al., 2020). Writing is the concept or text of the author that is expressed via vocabulary and linguistic organization in a document. We have to be able to utilize a good language while writing a text and must also be able to properly organize excellent phrases in order for the readers to grasp our written contents. The capacity to type is one of the familiar phrases that students have to understand, as writing relates to the ability of students to compose a text.

Many students find difficult to learn to write since writing needs not only a solid strengthening of vocabulary and grammar but a good arrangement of words and phrases to create a good paragraph for another language. Some students find it very hard to write since their language is not poorly mastered, but their enthusiasm for writing is low. Moreover, they write quite slowly. They have difficulty keeping their goals because they cannot write properly and because they have a negative attitude to writing. Furthermore, Gebhard (2000:232) cited in Aryanika (2016:216) Other issues in writing are explained (1) ineffective techniques are used by certain pupils, (2) certain pupils have unfavorable written attitudes, (3) Students do not always comprehend or pay attention to the teacher's written reply material. Actually. Writing tactics are numerous types. Vocabulary is any term you may use in written form. Vocabulary is very important to understand English. Vocabulary is a word or sound that expresses a specific significance as a unity of speech (Herdi, & Siti, 2018). The most crucial element in language acquisition is vocabulary. Students can't develop their language properly without acquiring vocabulary or pronunciation (Septiyani, Hikmah, & Baihaqi, 2019). Students will have a shortage of vocabulary and will not be able to apply the framework to make a sound judgment. In fact, however, so many pupils are less able to write, even if they were instructed by the teacher. Students lack vocabulary and cannot use the framework to speak and their skills in writing are influenced. They also cannot make the proper words a nice phrase. A component is that students can write a text in various languages since vocabulary mastery affects the writing abilities of pupils. It is supported by Munirah & Hardian, (2016:80) who claimed that the richest vocabulary is the bigger chance to write well. This indicates that when pupils have many vocabulary courses, it makes writing a text easier. The learner needs strong language skills to encourage other qualifications. According to Hasan & Nanang (2017:56) A teacher plays a vital part in the teaching of foreign languages. The teacher is the one who is likely to determine and manage all the variables that might help and foster learning such as activities, resources, methods and other things. The teacher's attitude impacts the achievement of the students. For success, the instructor needs a good attitude. The abilities of writing are more sophisticated and more complex, needing not only a master's of grammar and theory but also thinking and judgment (Ramadhani, 2017). English writing has to be learned since it is written changing thoughts and ideas. Some factors, such as vocabulary, grammar, structure, orthodoxy, and punctuation, affect writing. The pupils might feel bored since the teachers' approaches are boring because of one of the written issues. When the teacher discussed the contents, several pupils felt drowsy. Perhaps because teachers don't employ good methods or techniques in the classroom. One of the challenges facing English-speaking students is vocabulary. The students cannot interact with others clearly because of the restricted language. The description text is not understood by pupils so that they cannot separate the kind of text description from the other content. The low proficiency of vocabulary that pupils have such that they find it difficult to grasp the students' material. Based on the observation I have did in the school at SMPN in Padalarang. Actually, many aspects are still lacking in vocabulary, making pupils expand their vocabulary. The author aims to disclose the link between the vocabulary and the writing skills of the students. According to Nunan (2003: 88, cited in Jayanti, 2019) Writing is a difficult process. The physical and mental action is involved. According to Tarigan (1985) in Yuanita (2017) writing is a creative ability, indirect communication and is quite different from what is communicated immediately by speaking. Writing can be considered to convey indirectly as a linguistic knowledge, that individuals cannot face to face. According to Huy (2015:53), writing abilities are needed in many respects, such as English, academic skills and the know-how essential for many professional sectors. Writing is a process of text generation that is impacted by genre restrictions. In contrast to other trilingual abilities written writing is a natural way of reflection on the language component of students' speech, listening and learning experiences

that enables them to explain the significance of this idea. Writing is a method of sending the author's words to the reader (Aryanika, 2016). According to Harmer (2004: 4-5) cited in Masitoh, & Dasep (2015:40) The writing process includes four key parts:

1. **Planing:** Any action that encourage pupils to write is planning. Before it is written, it's become a technique to warm up authors.
2. **Drafting:** Writer 'go' to text typically occurs on the premise that it gets modified afterward. The authors focus on writing fluidity, and are not concerned with grammatical precision or the cleanliness of the manuscript at this point.
3. **Editing (reflecting and revising):** The writer read by what they wrote to evaluate where it works and not. Teachers do not have to be the only one to provide feedback to student, and can assist children review their classmates or caregivers. Revision not only controls linguistic mistakes, but also improves global substance and the way that the reader organizes ideas.
4. **Final Version:** This implies that authors revised and produced their final version of their manuscript. They edit their own or peer-reviewed grammar work such as quotes, examples, punching of phrases, dictionary organization and correctness of supplementary text materials.

Chritina and Robert (2002:7) stated Writing is characterized as a process; something that indicates that time changes continuously like organic development. During the many stages of the process, thoughts are presented in words and words. You're already considering what you're going to say and how you're going to say it when you write anything down first. Then you read what you wrote and make adjustments and corrections after finishing writing. Writing is under process for examination and decision-making. The better the writer can comprehend the writing process, the better the writer can write. The strong connection between writing and thinking is a key element in every language education. We may communicate our ideas and thoughts via writing in order to create sense. Vocabulary teaching is crucial for acquiring language. Vocabulary is a connection between the four hearing, vocabulary, reading and writing skills. Vocabulary is not only a word which has meaning but also a collection of words which is made a sentence or more to convey so that information may be meaningful. Mastery is something that belongs to somebody. In short, mastery is the pupils' considerable competence or knowledge in vocabulary learning. Mastering vocabulary is an activity, mastering and understanding the term, which everybody learns, memorizes, and communicates more easily about everyday activities. Mastery of vocabulary may be described as someone's ability to properly use linguistic terms and meanings. Master's degree in vocabulary is the procedure to understand English language gained through the communications. Good mastering of vocabulary helps students to express themselves accurately. With a great deal of words, students can understand the reading materials, catch up with someone, offer answers, communicate fluently and write certain sorts of subjects. If, on the other hand, learners are unable to participate, seek information or express any ideas and thinking, in cases where they are unfamiliar with the meaning of the words of people who speak (Yuliawati, 2018). In language acquisition, vocabulary is crucial for a number of reasons. First, it depends on vocabulary knowledge to comprehend the target language. Second, the learning of vocabulary is an essential part of the ability of the phrase. Third, vocabulary may also improve the ability to write (Christina, 2021). The types of vocabulary, based on Graves (2016), assume "we have four vocabulary words": words we comprehend when we listen to them, words that we understand when we read them, words we speak with, and words used when we write. Vocabulary is a collection of terms a person knows. Hiebert and Kamil (2005) cited in Hariyanto, & Fariska (2019) state that generically, words' sense understanding is vocabulary. They also said that words arrive in two ways: oral and print, as well as word knowledge, which come out of two ways: receptive and productive. In this context,

oral vocabulary is the collection of words that speak or read orally. Printed vocabulary comprises the words that are known in silent writing or reading.

The technique and approaches in learning vocabulary, Gaimis and Redman (1998) cited in Hasan and Nanang (2017) make an idea of the new vocabulary techniques and approaches. First of all, traditional ways and techniques. It comprises of a technical visual and verbal. Secondly, learning focuses on students. It involves asking people, utilizing dictionary and contextual device. Written mastering of vocabulary is crucial. Students cannot write well without broadening their vocabulary. Therefore, everyone who has effectively acquired a language must broaden his command of vocabulary. Descriptive text is a text that is always in around us when we want to describe something or someone. Text description is a method to collect our concepts, information or ideas to produce a text describing a certain person, location or object. Descriptive text, when we wish to explain something or someone, is a text which is constantly around us. Descriptive text is a text that describes people, places and things. In Husna, (2013:17) cited in Syartika et. Al. (2020) the text used for the description of objects, places, or particular individuals is descriptive text. This implies that the text describes what is observed. Parts of descriptive text, those are: social function, generic structure, significant lexico-grammatical feature. The general structure of descriptive text are identification and description. Identification is the introduction of the topic or object, whereas description is a short summary of who or what of the subject. The languages features of descriptive text has it characteristics, those are: Proper noun, Simple present tense, Adjectives, Thinking verbs and feeling verbs, Action verb (Kistono, Andayani, Ismukoco, and Tupan, 2007:9). The descriptive are grouped by the way the person, location or item existing in the real world. For instance, a home description may start from the exterior and then go within to go from room to room. Zulaikah et al., (2018:13) state that the text description refers to a document which describes stuff, persons or locations. Students can utilize imagination and a perceptual sensory to listen, taste, smell, see and feel as a good word of the subject. Descriptive text explains things, individuals, and locations on the basis of visual experiences. Furthermore, descriptive text readers will also envision or imagine the textual content. Descriptive texts provide pupils with the problems, even if the students were directed by the teacher. The problems for students in the creation of descriptive texts, such as ideas, descriptive text, grammar issues, and vocabulary shortage (Apriliana et al., 2020).

METHOD

The method used in this research is a quantitative method. This research includes a separate variable and a dependent variable. The authors have utilized IBM SPSS 24.0 To identify and demonstrate empirically the relationship between two variables, which include an independent and a dependent variable. The writer utilized a multiple-choice exam that comprised 30 test items to assess the student master's vocabulary results. The number of right responses to the test was multiplied by 100 and divided by 3 for the student evaluation. In producing descriptive writings, the writer employed an essay test to assess the pupils' performance. Descriptive Indonesian text provided. Students are then requested to paraphrase it in English. The writers categorize them into four categories for the essay exam evaluation: 35 on substance, 35 on organization, 15 on speech and 15 on quality. If all four things have been covered by the essay of the student, they will earn a score of 100.

RESULTS AND DISCUSSION

Results

This test consists of 64 people but 2 students can not join in this test. The vocabulary exam has 30 items that have been selected and has to be done in 80 minutes. The write test comprises of an essay piece, which is translated to English by students in Indonesian. Below is a table with descriptive scoring data.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X	64	11.50	90.00	65.1269	15.78867
Y	64	40.00	90.00	60.7693	11.16458
Valid (listwise)	N 62				

The study showed that the vocabulary test score was 90, the vocabulary test minimum was 11,5, the average master's degree was 65.12 and the SD score was 15,78. For the paper, a maximum student score of 90 is displayed, a minimum score of 40, the mean score of 60.76 is measured and the SD of 11.16 is shown.

Table 2. Correlations

		X	Y
X	Pearson Correlation	1	.340*
	Sig. (2-tailed)		
	N	64	62
Y	Pearson Correlation	.340*	1
	Sig. (2-tailed)	.010	
	N	62	64

*. Correlation is significant at the 0.05 level (2-tailed)

the value of $r_{xy} = 0.340$ with p value = 0.010. It indicates that the relationship between vocabulary and writing skills is favorable and important or positive and significant.

Discussion

Based on the results of this study, authors may conclude that the mastery of vocabulary and textual ability are interrelated. Writing means more than simply writing words and phrases. The authors concluded on the basis of the aforementioned study findings that this research supports the theories which connect vocabulary to descriptive text authoring. In this situation, descriptive text mastery corresponds to creating descriptive text, as descriptive writing requires a high command of language. The link between the mastery of vocabulary and the attainment of descriptive text in writing from seventh grade of SMPN in Padalarang was 0.340 (positive and significant).

CONCLUSION

The writers have determined that the 7th year students of SMPN in Padalarang, High grades of vocabulary ratings. The empirical mean was 65.12, while the ideal mean was 53.5. The empirical mean was 60.76, but the perfect mean was 70. A positive correlation means that pupils may master their vocabulary in the text, a good P-Writing text value = $0.010 < 0.005$ will be created, it indicates that vocabulary and writing abilities are strongly associated. One of the key components of learning writing might be stated to be the vocabulary. Students need thus to

broaden their vocabulary, in order to make a decent writing as their concept is unwritten by restricted words. Students cannot write properly.

ACKNOWLEDGMENTS

Without the support and direction of the supervisors, this research article would never be finished. Researchers believe we can benefit from it. The writers would like to extend the deepest gratitude to those who given their times, assistance, and patience. Hence, we need criticism and suggestions from the reader to improve this paper.

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