

The Correlation between Students' Vocabulary Knowledge and the Writing Skill

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Abstract

This study aimed to find out the correlation between students' vocabulary knowledge and writing skill and also to find how high is the correlation of students' vocabulary knowledge and the writing skill among the tenth-grade students' excellent program of MAN 3 Jombang East Java in academic year 2018/2019. The design of this study is descriptive and correlation analysis. The technique in collecting the data is using the test, to measure the vocabulary knowledge the appropriate test is multiple-choice consist of 20 questions related to vocabulary term. Furthermore, students' writing product is used to measure the students' writing skill. The sample of this study is taken from the tenth-grade students' excellent program which has English ability better than a regular class. It causes the excellent program has an English course as an additional lesson. Moreover, the excellent program also has language day for speaking English in some days, considering its program the writer choose the excellent program students in order to get a high correlation. The result of this study showed that the r computation is 0.3985, to know whether there is the correlation between two variables the researcher used r table in the level of 0.5 based on the total of the sample was 71 so the r table was 0.2335. Based on the result, it is shown that there is a positive and significant correlation in vocabulary knowledge and writing skill. It means that vocabulary mastery influences writing skill. Nevertheless, the level of the correlation is at a low level.

Keywords: vocabulary knowledge, writing skill

In an educational context, it has been known that English is very important. Whether it is written and spoken. So understanding and using the English well will help the students' career either inside or outside the school. There are four major skills in mastering English namely; listening, reading, speaking and writing.

Vocabulary is one of the language components which are very important in understanding a language with limited vocabulary anyone has also limited in

understanding in the term of listening, reading, speaking, and writing. It can be said that without understanding vocabulary, language is nothing. Vocabulary plays a great role for learners in acquiring a language (Cameron, 2001, p. 73). Considering its definition vocabulary plays a very important part in understanding language.

Writing is one of the four skills that should be mastered by first-grade students. Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects, (jozsef.2001. p. 5). In writing mastery, students have to acquire through writing practice. According to Grenville (2001), writing has some purposes. First, writing to entertain; It is a writing that may engage the readers' feeling through its plot or the emotion provided in the writing, second, writing to inform which is intended to tell readers about something, third, writing to persuade. It means the writing is aimed to convince the readers of something through providing evidence.

Several studies dealing with the problem of "how is the correlation between vocabulary knowledge and writing skill" have been conducted by some researchers and the result of the studies showed that there was a positive significant correlation; however, the level of the correlation did not show the high correlation. So, the researcher wants to know how high is the correlation between students' vocabulary knowledge and writing skill with the population of tenth grade excellent program of senior high school and hopefully, the result of the research shows a positive significant correlation with the high score correlation achievement. That is why the researcher conducted research entitled **The Correlation of Students' Vocabulary Knowledge and their Writing Skill.**

Method

Population and Sample

The population of this research was students of the tenth-grade excellent program at MAN 3 Jombang, this program is the superior program from MAN 3 Jombang East Java in the academic year of 2018/2019, the students get an additional course in English and also they have a language day to speak English. Considering its reason and the researcher wants to get high score correlation then the researcher decided to take the population in an excellent program.

The population is 4 classes X MIPA 1,4,5 and IIS 3 with the total is 150 students. The Sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reason, be different from the sample originally selected. The sample of this research was the tenth-grade excellent program of Man 3 Jombang they are X MIPA 4, 5, in the first semester, with a total of 71 students.

Research Instrument

The instrument of data collection consists of two sections they are the objective test and subjective test. The objective test is given in the form of multiple choice to measure vocabulary knowledge. The questions constructed based on the syllabus and taken from the students' book. It was consisted of 40 questions before validating and it was taken 20 questions after validating whether validating is very important to know which questions can be displayed to the students. Then the Subjective test is designed to

measure the writing skill only. Students got to make a short composition based on their experience (recount text). The material of the test was also taken from the syllabus.

The design describes as follows:

VARIABLE	INDICATOR	NO. ITEM OF INSTRUMENT
vocabulary knowledge	1. students are able to use Word families	1,2,3,4
	2. Students are able to use Word classes	5,6,7,8
	3. Students are able to give Antonym	9,10,11,12
	4. Students are able to give Synonym.	13,14,15,16
	5. students are able to combine words (word formation)	17,18,19,20
writing skill	subjective test: make a short composition about recount text	

Table.1 the distribution of the test

Research design

This research consists of two variables those are X variable (vocabulary knowledge) and Y variable (writing skill) to find the significant correlation and how high the correlation is the researcher uses Pearson product moment formula.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Furthermore to measure the vocabulary knowledge, researcher used multiple choice consist of 20 questions, the question taken from the students book by considering the material based on the syllabus which is related to vocabulary knowledge: word classes and word families they were taken from KD 4.1 and 3.4 then the material is conjunction, characteristic of adjective, adverb, noun and past form. as the basis of constructing the word formation test is the syllabus KD 4.2 which is discussed about the phrase. For scoring this test the true answer multiplied by 5 then the maximum score is 100. To measure the students writing skill researcher take the material from syllabus first semester in KD 4.4 that is recount text, the students get to write their own experience based on the text organizations. And for scoring the writing test researcher used the scoring rubric and described as follows; Content 5, vocabulary 5, grammatical 5, organization 5, and spelling 5. Then to get the maximal score 100 total of the score is multiplied by 4.

The correlation between each variable is taken the r table in the level of significant 0.05. With the computation, if r computation is higher than r table it means the variable is a positive significant correlation in contrast if the r computation is lower than r table the variable is a negative significant correlation. Meanwhile, to measure how high the correlation is, it can be shown from the table criteria of correlation bellow.

Table1 the criteria of correlation according to Jun (2016, p. 19)

Correlation Coefficient	Reliability Criteria
0,81 < r 1,00	sangat tinggi
0,61 < r 0,80	Tinggi

$0,41 < r \leq 0,60$	Cukup
$0,21 < r \leq 0,40$	Rendah
$0,00 < r \leq 0,21$	sangat rendah

Table.2 correlation criteria

Findings

The participant of this research taken from tenth-grade students which are consisted of 71 students from two different classes. The vocabulary test consists of 20 questions of multiple choices and it must be finished in 50 minutes. The writing test consists of students written product, the students get to write their experience by using recount text below is presenting the computation of X and Y score.

$$N = 71$$

$$\sum X = 5102$$

$$\sum Y = 4972$$

$$\sum X^2 = 374524$$

$$\sum Y^2 = 359978$$

$$\sum XY = 361131$$

$$\text{Mean } X = 71.85$$

$$\text{Mean } Y = 70.23$$

$$r = \frac{71.361131 - (5102)(4972)}{\sqrt{[71.37452 - (5102)^2][71.359978 - (4972)^2]}}$$

$$r = 0,3985$$

$$r_{tt} = 0,2335$$

Notes:

X=the score of vocabulary mastery

Y=the score of writing ability

N= the number of population

r = correlation

This study used statistical analyses of product moment correlation. The data resulted from vocabulary mastery is regarded as X, while as the writing ability is Y. with the responded N=71. The research hypothesis of this study is "there is a correlation between vocabulary mastery and writing skill in tenth-grade students of senior high school". The researcher referred to r table at level significant 0, 05 to get the answer of the hypothesis above whether the correlation is significant or not. The critical value is on r table with the degree of freedom N=71. The r computation = 0, 3985 and r table = 0, 2335. Based on the computation above the alternative hypothesis (H_a) is accepted. So it means between X and Y variable or vocabulary mastery and writing skill is significantly correlated. The result of product moment's computation that r computation = 0, 3985 is higher than r critical = 0, 2335.

Discussions

Based on the research finding, it was proven that the result of the students' vocabulary knowledge and writing skill of MAN 3 Jombang tenth grade students' excellent program showed a significant correlation. Nevertheless, the mean score achievement is in average level and the target of the researcher is to get high correlation is failed. The result of the research was the same as the previous researches which do not show a high

correlation. Salim (2014) stated that the low of the result caused by the students' lower vocabulary understanding, the wrong method were given to the students'. The students get to improve their vocabulary by memorizing the word and the meanings, meanwhile to understand a vocabulary is not enough only understanding the meaning. The r computation of Salim's research was 0.339. it was not much different from the other research by Indarti (2014) with the result of r computation is 0,486, it means that the correlation is in the level of fair correlation. It is caused by the students' vocabulary acquisition is low. Indarti also stated that vocabulary must be given intensively, by using the correct method and appropriate strategy to gain the main target in vocabulary understanding (Indarti, 2014). While Hasan (2017) his research got the result of the correlation in low correlation that is 0,34, he stated that the students in Junior High had limited vocabulary. As a result, difficult to communicate using English, whether orally or in written form.

Furthermore, the result of the low correlation in this research was not caused by the students understanding vocabulary and writing. Because based on the sample chosen by the researcher, they are excellent students program which got different treatment especially in English, the regular class the allocation of time for English is 4 meetings in a week but the excellent program they got 8 meetings in a week and 4 hours as the English course. Then the students of the excellent program also have language day, means they must speak English on a specific day. So they have enough quality to get a high score in English.

The cause of the low correlation in this research comes from the instrument. The quality of the instrument in this research cannot measure the variables well. The

researcher constructed the instrument by considering to the students' material based on the syllabus and students' book, the researcher should consult the instrument to the lecturer to validate it, however, the researcher used the teacher to

Conclusions

It can be concluded that the correlation between vocabulary mastery and writing mastery are significant but the level of correlation is low. It means the students' score of vocabulary and writing are low, so based on the result. Both of them cannot be separated from each other. It can be assumed that the students' vocabulary mastery is very important to improve their writing mastery. It was proven that the students' writing ability depends on their vocabulary ability and it can be concluded that the higher students' vocabulary mastery, the higher their writing ability, or the other hand the lower students vocabulary knowledge the lower students' writing skill.

The strength of this research put in the population and the sample of this research, known that the sample was taken from the tenth-grade students' excellent programs, which has good quality in English. Nevertheless, the weakness of this research is from the research instrument that was not strong enough to measure the students' vocabulary mastery and writing skill.

Suggestions

In teaching vocabulary, the teacher should do the evaluation of students' mastery. For example, at the end of a lesson, they can be asked how many new words they have learned and which words they need to learn more about. Based on the evaluation the

teacher can decide to use the correct method to serve the material will influence the quality of students understanding in vocabulary.

In this research, the researcher focused on the correlation between students' vocabulary mastery and their ability in writing recount text by using tenth-grade students' excellent program. Therefore, it is suggested for the next researcher to investigate the correlation between other English skills such as listening, speaking and reading. Furthermore, the next researcher can take the other sample: e.g. regular classes (not an excellent program) by using the more appropriate and valid instrument, in order that can measure each variable.

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