

Correlation Between Vocabulary Mastery And Writing Ability Of The Fourth Semester Students Of English Study Program Of Fkip Universitas Nahdlatul Ulama Lampung

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Abstract

This research is aimed to find out the significant correlation between vocabulary mastery and writing ability of the fourth semester students of English Study Program FKIP Universitas Nahdlatul Ulama Lampung. The sample of this research was class A, consist of 13 students. The data were collected using two kinds of test; first test is a vocabulary test and the second is writing test. The result of this research showed the fourth semester students of English Study Program FKIP Universitas Nahdlatul Ulama achieved good level in both with the average score 73 in vocabulary and 77 in writing. The result of this research proved that there was a positive correlation between the vocabulary mastery and writing ability of the fourth semester students of English Study Program FKIP Universitas Nahdlatul Ulama Lampung. The R_{xy} distribution of the coefficient correlation was 0.661. It means that there was a high correlation between vocabulary mastery and writing ability of the fourth semester students of English Study Program FKIP Universitas Nahdlatul Ulama Lampung. Therefore, alternative hypothesis (H_a) was accepted and then null hypothesis (H_0) was rejected.

Keywords: Correlation, Vocabulary Mastery, Writing Ability

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan yang signifikan antara penguasaan kosakata dan kemampuan menulis mahasiswa semester empat Program Studi Bahasa Inggris FKIP Universitas Nahdlatul Ulama Lampung. Sampel penelitian ini adalah kelas A yang berjumlah 13 siswa. Pengumpulan data dilakukan dengan menggunakan dua jenis tes; tes pertama adalah tes kosakata dan tes kedua adalah tes menulis. Hasil penelitian ini menunjukkan mahasiswa semester empat Program Studi Bahasa Inggris FKIP Universitas Nahdlatul Ulama mencapai tingkat baik dengan nilai rata-rata 73 dalam kosakata dan 77 dalam menulis. Hasil penelitian ini membuktikan bahwa terdapat korelasi positif antara penguasaan kosakata dan kemampuan menulis mahasiswa semester empat Program Studi Bahasa Inggris FKIP Universitas Nahdlatul Ulama Lampung. Distribusi R_{xy} koefisien korelasi sebesar 0,661. Artinya terdapat korelasi yang tinggi antara penguasaan kosakata dan kemampuan menulis mahasiswa semester empat Program Studi Bahasa Inggris FKIP Universitas Nahdlatul Ulama Lampung. Oleh karena itu, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak.

Kata Kunci: Korelasi, Penguasaan Kosakata, Kemampuan Menulis

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INTRODUCTION

At the present time, English as one of international language is broadly used by people around the country as means of communication. English also takes an important role in lots of aspects such as, in education, technology, politics, economics and many others. Along with progress of technology and science in era which is global progressively this, undeniable that ability in foreign language, especially English is very important. That is why Indonesian government chooses English is one of compulsory subject at school.

Most people realize that learning English is very important and need much concern. English is one of lesson as the priority in education field in Indonesia. Even, the English value becomes the standard of graduated students in final examinations at every grade of schools. But some student got achievements learn English not yet satisfy. This matter is caused by constraints of English learning process at schools.

The students have to master the four basic language skills. They are listening, speaking, reading and writing. There are three components of language: phonology, vocabulary and structure, which cannot be learnt separately and also has relationship with the four basic skills. So in other words one cannot learn the fours skills without having adequate of vocabulary. Without mastering vocabulary, the students cannot express and share their ideas the right way. SH. Burton (1982:98) said “without a large vocabulary, it is impossible to use English Language precisely and vividly”.

In fact the students cannot write English well. Difficulty of the students was particularly in write a descriptive paragraph. This might be caused by the lack of vocabulary. Besides that, some students have low interest to write descriptive paragraph.

Writing is a difficult task because requires special skill in the production. The special skills are in the choice of words, the uses of structure, the mechanics in writing and rhetoric, etc. To be able choose the right word mean that the students must have a stock of vocabulary in which the students know that all the words mean and how they are should be used.

Based on the situation above the writer conducts a research entitle: “Correlation between Vocabulary Mastery and Writing Ability of the Fourth Semester Students of English Study Program of FKIP Universitas Nahdlatul Ulama Lampung in 2023/2024.

METHODOLOGY

The Research Design

This research was conducted at English Study Program FKIP Universitas Nahdlatul Ulama Lampung on February to Juli 2024. In this research, the researcher used a quantitative correlational research design. The researcher used with two variables. First variable is research is students‘ vocabulary mastery as independent variable (variable x) and second is students‘ writing ability as the dependent variable (variable y).

The population of this research is the fourth semester students of English Study Program FKIP Universitas Nahdlatul Ulama Lampung consisted of 13 students. Based on the purposive sampling that was conducted by researcher.

Data Collection Technique

In this research, to measure students vocabulary mastery the researcher used matching test. The data for students‘ ability in writing was obtained by an essay writing test. The researcher used one group to be tested and takes the data without giving any treatment. According to Cohen (2005),

“test is subject to item analysis. The test is used to measure all kinds of abilities, interests, attitudes, and works”.

In this case, the students were instructed to write an essay about certain topics. There was two topics provided, and the participants can freely choose one of both topics to be developed into an essay. The data analysis of this research used the Pearson product moment correlation to coefficient to process and computes the data from the test.

Research Instrument

The research instrument plays an important role to collect the data. In this research the researcher only use objective test. The construction of the test describing bellow:

1. Vocabulary test

Vocabulary test is consist of 40 items of matching the English word form (noun, verb, and adjective) with its meaning, by matching synonym and antonym.

2. Writing essay

To know the students’ writing ability the researcher using essay writing test. The researcher used objective test. Where the students must write an essay about certain topics consist of 150 word.

Data Analysis Technique

to find out the significance positive relationship between students’ vocabulary mastery and students’ writing ability the researcher used Pearson Product moment. Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 21.0 program for Windows. The researcher analyzes the score of students’ vocabulary mastery and students’ writing ability. The researcher used classification score by Harris (1974) to assessed the students’ score.

Table 1. Category of students’ Score

No	Level of Ability	Test Score
1.	Excellent	81-100
2.	Good	61-80
3.	Mediocre	41-60
4.	Poor	21-40
5.	Very Poor	0-20

Product Moment Correlation Test

The test was conducted to determine the correlation between independent variables toward the dependent variable.

The computing validity the data use formula as follow:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes: r_{xy} = the correlation coefficient between variable X and Y

$\sum xy$ = the multiple correlation between variable X and Y

$\sum x$ = X total (total scores of students vocabulary mastery)

$\sum y$ = Y total (total scores of students writing ability)

x^2 = X quadrate

y^2 = quadrate

N = the total of sample

(Ahmad's handout, 2007:5)

The result of the product moment correlation calculation was interpreted with the following:

Table 2. Level Coefficient of Correlation

The r score scale	Interpretation of r correlation
0.800—1.00	Very High correlation
0.600—0.800	High correlation
0.400—0.600	Fair correlation
0.200—0.400	Low correlation
0.000—0.200	Very low correlation

RESULTS AND DISCUSSION

Results

The Data of Students' Vocabulary Test

From the result shows that the highest score of the students' vocabulary mastery is 85 and the lowest score is 57.5. The score of each student's vocabulary mastery categorized into excellent, good, mediocre, poor, and verypoor (Harris 1974). The score can be seen in the table below:

Table 3. Percentage of the Students' Vocabulary Mastery

No.	Range score	Frequency	Percentage	Level	Average score
1	81 – 100	3	23,2%	Excellent	73
2	61 – 80	8	61,5%	Good	
3	41 – 60	2	15,3%	Mediocre	
4	21 – 40	0	0%	Poor	
5	0 – 20	0	0%	Very poor	
Total		13	100%		

From the data shows that there is no student in the poor and very poor scores. Two students got the mediocre level (15,3%), eighth students got the good level (61,55%) and three students in the excellent level (23.2%).

In addition, the average score of the students in vocabulary test is 73. It can be concluded that the vocabulary mastery of the fourth semester students of English Study Program of FKIP Universitas Nahdlatul Ulama Lampung is in good level.

The Data of Students' Writing Ability

The score of each student's writing ability categorized into excellent, good, mediocre, poor and very poor level. The score can be seen in the table below:

Table 4. Percentage of the Students' Writing Ability

No.	Range score	Frequency	Percentage	Level	Average score
1	81 – 100	2	7,8%	Excellent	77
2	61 – 80	7	53,8%	Good	
3	41 – 60	5	38,4%	Mediocre	
4	21 – 40	0	0%	Poor	
5	0 – 20	0	0%	Very poor	
Total		35	100%		

Based on the data above there is no students is in poor and very poor level. From the test here is 2 student got excellent level (7.8%), while 7 students got good level (53.8%) and 5 students got mediocre level (38.4%).

The average score of the students' writing test is 77. It can be stated that the writing ability of the fourth semester students of English Study Program of FKIP Universitas Nahdlatul Ulama Lampung is good score.

Hypothesis Testing

This test was aimed to know the correlatiion between students' vocabulary mastery (variable X) and their writing ability (variable Y). Hypothesis test result can be seen in the following table:

Table 5. The Correlation between Students' VocabularyMastery and Writing Ability

		vocabulary	writing
	Pearson Correlation	1	.661**
vocabulary	Sig. (2-tailed)		.001
	N	13	13
	Pearson Correlation	.661**	1
writing	Sig. (2-tailed)	.001	
	N	13	13

** . Correlation is significant at the 0.01 level (2-tailed).

From the result of the data, it showed 0.661 is the obtained coefficient (r-obtained). It is determined that (r-table) $df-2 = 13-2 = 11$ was 0.121.

From theresult above can be stated that r-obtained was higher than r-table ($0.661 > 0.121$), it means that there is correlation between students' vocabulary mastery and their writing ability. Then the result showed that the obtained coefficient (r-obtained) is 0.661 in 2-tailed testing at 0.001

significant level, it is show that lower than the level of significant ($0.001 < 0.01$). It means there is significant correlation between vocabulary mastery and writing ability.

In this research can be stated that the alternative hypothesis (H_a) is accepted and null hypothesis is rejected

Discussion

From the data analysis with aim hypothesis pursuant obtained of the data through activity of research, can be formulated that there are correlation which significant between vocabulary mastery and writing ability of the fourth semester students of English Study Program of FKIP Universitas Nahdlatul Ulama Lampung.

To obtain the data, the writer arranged the match test to measure how is the vocabulary mastery of the students and used writing test by essay test to measure the students' writing ability. After conducting the research, it was known that the averagescore of the students' vocabulary mastery is 73, and the average score of the students' writing ability is 77 which is categorized good based on the category level by Harris.

The correlational test shows that the obtained coefficient (r -obtained) is higher than r -table ($0.661 > 0.121$) in two tailed testing at 0.001 of significant level which means that there is a correlation between students' vocabulary mastery and their writing ability. The results also showed that the Sig. (2-tailed) was 0.001, it can be inferred that there is a significant correlation between vocabulary mastery and writing ability ($\text{sig.2 tailed} = 0.001 < 0,1$). Therefore, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected In other word, it can be said that there is a faircorrelation between vocabulary mastery and their writing ability of fourth semester students of English Study Program of FKIP Universitas Nahdlatul Ulama Lampung.

CONCLUSION

Based on the objective and result of the data analysis the researcher can draw conclusions as follow: First, the average score of the vocabulary mastery and writing ability of the fourth semester students of English Study Program of FKIP Universitas Nahdlatul Ulama Lampung is 73 and 77, both are categorized as good level according to the table of category level by Harris (1974).

Second, in two tailed testing at 0.001 significant level the obtained coefficient (r -obtained) is higher than r -table ($0.661 > 0.121$) which means there is a correlation between students' vocabulary mastery and their writing ability.

The result of the product Pearson correlation shows that there is a correlation between vocabulary mastery and writing ability. These two variables are actually tailed because vocabulary is one of the writing aspects..

Based on the results the data and discussion above, the researcher proposes suggestions that can be taken into consideration of application in the learning process.

First, the researcher expected that students to pay more attention to their vocabulary because Vocabulary is one of important aspect in learning foreign language. With vocabulary everyone will understand in terms of basic language skill especially such as speaking, reading, listening and writing.

Second, the students can increase their vocabulary mastery in their daily activity such as by watching movies, listening English songs, and do more the extensive or intensive reading like reading news, novel or etc.

Last, for next researcher it is suggested to bring inspiration to carry out similar study but in different context.

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