THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY OF THE THIRD YEAR STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITAS RIAU

Rahmasari Agustina[1], Dr. Novitri, M.App.Ling[2], Drs.M.Syarfi, Dipl.IT,M.A[3]
Email: rahmasariagustina6@gmail.com, novitri_11@yahoo.com,mhd_syarfi@yahoo.com
Phone Number: 082247740273

Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau

Abstract: *This research is aimed to find out the significant correlation between vocabulary mastery and writing ability of the third year students of English Study Program FKIP Universitas Riau. The sample of this research was class 6B, consisting of 35 students. The data were collected using two kinds of test; namely, a vocabulary test and writing test. The result of this research showed the third year students of English Study Program FKIP Universitas Riau achieved good level in both vocabulary and writing with the average score 77 in vocabulary and 67 in writing. The result of this research proved that there was a positive correlation between the vocabulary mastery and writing ability of the third year students of English Study Program FKIP Universitas Riau. The R_{xy} distribution of the coefficient correlation was 0.541. It means that there was a fair correlation between vocabulary mastery and writing ability of the third year students of English Study Program FKIP Universitas Riau. Therefore, the null hypothesis (Ho) was rejected and alternative hypothesis (Hα) was accepted.*

Key Words: *Correlation, Vocabulary Mastery, Writing Ability*

KORELASI ANTARA PENGUASAAN KOSA KATA DENGAN KEMAMPUAN MENULIS OLEH SISWA TAHUN KETIGA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU

Rahmasari Agustina[1], Dr. Novitri, M.App.Ling[2], Drs.M.Syarfi, Dipl.IT,M.A[3]
Email: rahmasariagustina6@gmail.com, novitri_11@yahoo.com,mhd_syarfi@yahoo.com
Nomor HP: 082247740273

Program Studi Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosa kata dan kemampuan menulis dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau. Sampel dalam penelitian ini adalah 35 siswa yang dipilih dengan menggunakan cluster random sampling. Data diperoleh melalui dua jenis tes, yaitu tes kosa kata dan tes menulis.hasil penelitian menunjukkan bahwa siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau mampu mencapai level good dalam kedua aspek kosa kata dan menulis, dengan nilai rata-rata 77 pada kosa kata dan 67 pada menulis. Hasil penelitian membuktikan bahwa ada korelasi positif antara penguasaan kosa kata dan kemampuan menulis dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau. Koefisien yang diperoleh (r-diperoleh) adalah 0.541 dengan tingkat signifikan 0,001 yang berarti bahwa ada korelasi yang signifikan antara penguasaan kosa kata dan kemampuan menulis dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau. Oleh karena itu, null hipotesis (Ho) ditolak dan alternative hipotesis (Ha) diterima.

Kata Kunci: Korelasi, Penguasaan Kosa Kata, Kemampuan menulis

INTRODUCTION

English as the international language is one of the most learned languages by people around the world. To learn English well someone needs to master four language skills, listening and reading which are classified in to receptive skills, then speaking and writing as productive skills (Hay craft, 1978).

In learning English, vocabulary plays an important role in oral communication. The more vocabulary that they can possess, the easier they develop their four language skills. River (1983) has argued that the acquisition of an adequate vocabulary is essential for success second language use, because without an extensive vocabulary students will be unable to use the structure and functions students may have learned for the needs in comprehending communication.

Writing skill is an important part of communication. A good writing should consist of appropriate and varied range of vocabulary used along with proper grammar and varied range of sentence structures. However, writing in the second language using the appropriate words in appropriate place is a problem for students. For example, White (1990) states that usually students use 'big words' in their essays to impress the reader. The efforts to impress the readers lead to a problem of diction. This is similar to the results found by the researcher when asking several students of English Study Program of FKIP Universitas Riau, the students said that often they faced difficulty choosing the proper words to express an idea in their writing. So they use general terms that are almost similar to the desired words or reuse words that have been used in the previous sentences so that their writing has many repetitions.

In addition, some studies had revealed that vocabulary mastery have some effects and relationships with writing ability, the students who have higher size or mastery in vocabulary tend to learn and write English well (Siok H. and Muncie, 2006). Moreover, Hedge (1998) asserts, "Effective writing requires a number of things: a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers". From this, it may be considered that the way writers present their writing effectively may be influenced by several things, i.e. it might be the choice of words, grammatical rules and sentence structures which are suitable with the subject of the writing.

In conducting this research, the researcher chose the third year students of English Study Program of FKIP Universitas Riau as the sample, because the third year students have passed three stages of writing subject: Writing 1 until Writing 3, which weighs 3 credits each semester, and they have learned vocabulary in their first semester. This means they might already have enough knowledge in both writing and vocabulary. This assumption was the basis for the researcher to know if there is correlation between their vocabulary mastery and writing ability. Therefore, this research was conducted to find out if there is positive correlation between vocabulary mastery and writing ability of the third year students of English Study Program of FKIP Universitas Riau.

METHODOLOGY

The Research Design

This research was conducted at English Study Program FKIP University of Riau on March to November 2019. In this research, the researcher implemented a quantitative correlational research design with two variables. The independent variable (variable x) of this research is students' vocabulary mastery and the dependent variable (variable y) of this research is students' writing ability.

The population of this research is the third year students of English Study Program FKIP Universitas Riau consisted of 104 students. Based on the cluster sampling that was conducted by researcher, class B which consists of 35 students was chosen as the sample of this research.

Data Collection Technique

In this research, the researcher used multiple choices test that adopted from Nation's Vocabulary Level Test to measure students' vocabulary mastery. The data for students' ability in writing was obtained by an essay writing test. 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 three topics provided, and the participants can freely choose one of them to be developed into an essay. Pearson Product moment correlation was used to correlate these two variables and to find out the significance positive relationship between students' vocabulary mastery and students' writing ability.

Data Analysis Technique

To know the result whether it was statistically significant, it was analyzed by using correlation Pearson product moment. Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 21.0 program for Windows. Before applying the hypothesis, the researcher analyzes the score of students' vocabulary mastery and students' writing ability. The researcher assessed the students' score by using the classification score by Harris (1974):

Table 1. Category of students' Score

No	Level of Ability	Test Score
1.	Excellent	80-100
2.	Good	60-79
3.	Average	50-59
4.	Poor	0-49

(Harris,1974)

Product Moment Correlation Test

The test was conducted to determine the relationship between independent variables toward the dependent variable. The result of the product moment correlation calculation was interpreted with the following norms based on Siregar (2014):

Table 2. Level of Correlation

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

RESEARCH FINDINGS

The Data of Students' Vocabulary Test

From the data that had been obtained, the result shows that the highest score of the students' vocabulary mastery is 92.5 and the lowest score is 52.5. The score of each student's vocabulary mastery categorized into excellent, good, mediocre, poor, and very poor (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	9	25.7%	Excellent	
2	61 - 80	24	68.6%	Good	
3	41 – 60	2	5.7%	Mediocre	77
4	21 – 40	0	0%	Poor	
5	0 - 20	0	0%	Very poor	
Total		35	100%		

The data shows that there is no student in the poor and very poor level, two students (5.7%) are in mediocre level, 24 students (68.6%) are in good level, and in the excellent level there are nine students (25.7%). Furthermore, the average score of the students in vocabulary test is 77. It can be interpreted that the vocabulary mastery of the third year students of English Study Program of FKIP Universitas Riau 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.

Table 4. Percentage of the Students' Writing Ability

No.	Range score	Frequency	Percentage	Level	Average score
1	81 - 100	1	2.9%	Excellent	
2	61 - 80	27	77.1%	Good	
3	41 – 60	7	20%	Mediocre	67
4	21 – 40	0	0%	Poor	
5	0 - 20	0	0%	Very poor	
Total		35	100%		

Based on the data, there is one student (2.9%) that reached excellent level, while 27 students (77.1%) are in good level, seven students (20%) in mediocre level, and there is no student is in poor and very poor level. The average score of the students' writing test is 67. It can be stated that the writing ability of the third year students of English Study Program of FKIP Universitas Riau is in good level.

Hypothesis Testing

This test was aimed to know the relationship between students' vcabulary 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' Vocabulary
Mastery and Writing Ability

		vocabulary	writing
	Pearson Correlation	1	.541[**]
vocabulary	Sig. (2-tailed)		.001
	N	35	35
	Pearson Correlation	.541[**]	1
writing	Sig. (2-tailed)	.001	
	N	35	35

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

After the researcher processed the data, it showed that the obtained coefficient (r-obtained) is 0.541. It is determined that (r-table) df-2 = 35-2 =33 was 0.344. From the result we know that r-obtained was higher than r-table (0.541 > 0.344), it means there is correlation between students' vocabulary mastery and their writing ability. Then the result showed that the obtained coefficient (r-obtained) is 0.541 in 2-tailed testing at 0.001 significant level, it is 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 the alternative hypothesis (Ha) is accepted and null hypothesis is rejected, since the value of r-obtained (0.541) is higher than r-table (0.344).

Coefficient Determination

Table 6. Coefficient Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.541[a]	.293	.271	7.077

a. Predictors: (Constant), vocabulary
b. Dependent Variable: writing

Based on the Table 6 above, the coefficient determination (R square) obtained is 0.293. Therefore it can be said that 29.3% of the variation in the vocabulary mastery is accounted for by the relationship with writing ability. It means that the relationship between vocabulary mastery (X) and writing ability (Y) of the third year students of English study program FKIP Universitas Riau as much as 29.3%.

Discussion

To obtain the data, the writer arranged the multiple-choices test to measure how is the vocabulary mastery of the students and used writing test to measure the students' writing ability. After conducting the research, it was known that the average score of the students' vocabulary mastery is 77, and the average score of the students' writing ability is 67 which is catgorized good based on the category level by Harris.

The correlational test shows that the obtained coefficient (r-obtained) is higher than r-table (0.541 > 0.344) 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 (sig.2 tailed = 0.001 < 0,1). Therefore, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected

Furthermore, the result shows that the Product Moment correlation value is 0.541. According to the interpretation of correlation, this value can be classified into moderate correlation. Then the results of coefficient determination is 0.293, it means that there is 29.3 % contribution of vocabulary mastery to the achievement of the writing ability. It can be concluded that the vocabulary mastery of the third year students of English Study Program FKIP Universitas Riau have moderate correlation with their writing ablity scores. In other word, it can be said that there is a fair correlation between vocabulary mastery and their writing ability of third year students of English Study Program FKIP Universitas Riau.

From the result of this research, it can be interpreted that reading habit might have relationship with reading comprehension. It can be supported by another research, such as a research conducted by Rifani (2013) entitled The Study on Correlation between Vocabulary Mastery and Writing Achievement of the First Grade Students of SMK NU Banjarmasin which states that there is a significant correlation between students' vocabulary mastery and the students' writing achievement. Furthermore, Ricard et.al (2002) claims that Vocabulary is a core component of language proficiency. It provides much of basis for how well learners speak, listen, read and write. Thus, it might be said that there is a necessary connection between students' vocabulary mastery and their writing ability. The writing ability is able to be developed through vocabulary mastery. The mastery of vocabulary is able to help the students to explore the ideas towards written form.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the research findings and interpretations of the data analysis, some conclusions can be drawn. First, the average score of the vocabulary mastery and writing ability of the third year students of English Study Program of FKIP Universitas Riau is 77 and 67, 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 (0.541 > 0.344) which means there is a correlation between students' vocabulary mastery and their writing ability. The result of r-table (0.541) lies in the category 0.40-0.70 which means that the correlation between vocabulary mastery and writing ability is on the fair level. Then, based on the result of the coefficient determination (r square), it shows that the value of r square is 29.3%. It means that vocabulary mastery give contribution as much as 29.3% to the 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. From the research it is found that the vocabulary mastery might has contribution to students' writing ability as much as 29.3%. Then 70.7% of the students' writing might be affected by other aspect such as grammar, reading habit, and students' confidence. Therefore, it might be important to increase students' vocabulary mastery to increase their writing ability.

Recommendation

Based on the results and discussion above, the researcher proposes suggestions that can be taken into consideration both in terms of the research conducted and in terms of its application in the learning process. First, it is expected that students pay more attention to their vocabulary because it has been proven that vocabulary is an integrated part of writing. In writing, the writer must be able to spontaneously recall proper words which are suitable with thw subject of the writing. To increase their writing ability

students need to increase their vocabulary mastery, they should expand their vocabulary in their daily activity such as by watching western movies, listening English songs, and do more the extensive or intensive reading toward English texts such as magazine, sort story, novel, etc.

Second, reading is one of the most effective ways to improve vocabulary, students can actively search for new words during reading. Increasing the number of English reading books in the campus library and keep updating the books every year might trigger enthusiasm of students to read and increase their vocabulary mastery.

Last, for next researcher it is suggested to conduct research in different design such as experimental research, action research, and etc.

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