

THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY OF THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT UNIVERSITAS RIAU

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Abstract: *This research is aimed to find out whether there is a correlation between vocabulary mastery and writing ability of the fifth semester students of English Department Universitas Riau. The population is the fifth semester students of English Department Universitas Riau. The sample was chosen by using cluster random sampling and class A is used as the sample. Multiple choice test was used to know the students' vocabulary mastery and a writing essay test was used to know the students writing ability. The collected data were analyzed by using Pearson Product Moment Correlation. The result of the correlation and coefficient was 0.574, it can be confirmed that the two variables have a "Mediocre Correlation" based on the interpretation by Sugiyono (2017). Therefore, the alternative hypothesis (H_1) is accepted. In conclusion, there was a positive correlation between vocabulary mastery and writing ability of the fifth semester students of English Department Universitas Riau with mediocre level. The obtained determination coefficient (R^2) is 0.330 or 33%. This means that vocabulary clarifies only 33% toward writing ability. While the rest 67% ($100\% - 33\%$) is probably due to other factors which are not involved in this research's variables.*

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

HUBUNGAN ANTARA PENGUASAAN KOSA KATA DAN KEMAMPUAN MENULIS MAHASISWA SEMESTER 5 JURUSAN BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara penguasaan kosa kata dan kemampuan menulis mahasiswa semester 5 jurusan Bahasa Inggris Universitas Riau. Populasi penelitian adalah mahasiswa semester 5 jurusan Bahasa Inggris Universitas Riau. Sampel dipilih menggunakan cluster random sampling, dan kelas A ditetapkan sebagai sampel. Tes pilihan ganda digunakan untuk mengetahui pengetahuan kosa kata mahasiswa dan tes menulis essay digunakan untuk mengetahui kemampuan mahasiswa dalam menulis. Data yang didapatkan di analisis menggunakan rumus Pearson Product Moment menggunakan program IBM SPSS statistics 23. Dari analisis hasil data menunjukkan bahwa koefisien korelasi dikategorikan sebagai koreasi sedang. Oleh karena itu, hipotesis alternatif (H1) diterima. Kesimpulannya, terdapat hubungan antara penguasaan kosa kata dan kemampuan menulis mahasiswa semester 5 jurusan Bahasa Inggris Universitas Riau. Koefisien determinasi yang diperoleh (R^2 kuadrat) adalah tiga puluh tiga persen. Ini berarti bahwa penguasaan kosa kata menyumbang tiga puluh tiga persen terhadap kemampuan menulis. Sedangkan sisanya enam puluh tujuh persen mungkin disebabkan faktor lain yang tidak terlibat dalam penelitian ini.

Kata Kunci: Korelasi, Penguasaan Kosa Kata, Kemampuan Menulis

INTRODUCTION

English as an International Language is spoken almost all over the world. In the global era, English takes an important role as a communication language used in many sectors of life, such as trading, bilateral relationship, politics, science, education, technology, and many others. People use language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master all skills in English.

In English, four language skills should be mastered when learning the language namely reading, listening, speaking, and writing. One of these skills is writing which belongs to productive skills, which are expected for the learner to achieve to ensure their communicative competence. Writing is a way to express feelings, hopes, dreams, and joys as well as fears, anger, and frustrations. Writing is also used to express ideas, plans, recommendations, values, and commitments. Based on (Penny, 1996) the purpose of writing is to express ideas to convey a message to the reader, therefore their ideas need to arguable be seen as the most important aspect of the writing. In the English department, writing is one of the subjects studied in three semesters, essay is the kind of writing that they are required to do in the writing class. Writing needs a process, based on Urquhart and McIver (2005) stated that writing is a recursive process, which means students revise through the process, frequently moving back and forward among the stages. For the message to reach the reader, the author not only has a good idea but also pays attention to the format aspect.

In writing an essay text, there is some aspect that should be considered, Based on Hughes (2003) there are five aspects in writing assessment namely grammar, vocabulary, mechanics, organization, and fluency. There are explanations of the five aspects: grammatically correct writing is one of the aspects that result in qualified writing in English. It needs to use appropriate tenses and words. Vocabulary is about arranging several words into sentences. Standardized or qualified writing has a rich, appropriate and effective vocabulary. The mechanic is related to spelling, punctuation, capitalization, and paraphrasing. Good organization is a well-linked, fluent expression, ideas clearly stated, and well-organized. Fluency in writing is that a sentence is logically connected to another. Therefore to make good essay writing, students should have good ability in the language component. Vocabulary becomes one of the language components which have to be considered.

Vocabulary is a crucial factor in assessing writing. According to (Thomburry, 2002), "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed". Students with lacking vocabulary will find difficulties in their development of either receptive skills or productive skills. In writing, they will not be able to construct the text well whenever they do not know how to write or express their ideas. If the learner understands vocabulary, they will be able to write correctly and appropriately. Vocabulary has a great role in producing good writing. The sentences written by using the appropriate vocabulary will make the readers easy to understand the meaning of the messages intended by the writer. In the writing process, the writer not only thinks about the ideas but also uses the vocabulary correctly to convey the ideas.

Students need to know the amount of vocabulary to be good in their writing skills. Based on the researcher's experience, vocabulary subject was learned in the first

semester, and writing subjects were learned in the second, third, and fourth semesters. When English department students were learning vocabulary subjects the lecturer said "some of the first-year students have a problem in vocabulary when they are learning writing. They cannot encourage their idea because they do not have many vocabularies. Because of that, in this curriculum, vocabulary and writing subjects have different times offered in learning. In the first semester, the students need to focus on learning vocabulary, so the student will be easy to learn writing in the next semester". Besides, based on an informal interview online with some students of English Department Universitas Riau about their feeling when learned the first writing, the student stated "it was easy for them to learn the theory of writing, but when practicing, they felt difficult to generate the ideas, because they didn't have enough amount of vocabulary, but for writing two and writing three were a little bit easier, because they have learned vocabulary subject and the new words were found help them in writing, but some words, they still need to search in vocabulary. Based on the problem mentioned above the researcher is interested in finding out how strong is the correlation between these two variables, it is important to research "The Correlation between Vocabulary Mastery and Writing Ability of the Fifth Semester Students of English Department Universitas Riau".

The Formulation Of The Problem

The problem of this research is in the following question: Is there any correlation between vocabulary mastery and writing Ability by the fifth semester students of English department Universitas Riau?

The Objective Of The Research

The purpose of this research is to find out whether there is a significant correlation between vocabulary mastery and writing ability by fifth semester students of English department Universitas Riau.

Component Of Vocabulary

Based on Beare (2018) each word in vocabulary English belongs to one of the nine parts of speech. Each word is also either a lexical word a content word and a function word. Two kinds of words in terms part of speech are lexical words (content words) and grammatical words (function words).

Lexical words (content words) are a word that gives the most information and meaning. The kinds of lexical words include noun, verb, adjective, and adverb. A noun is a word used to identify a person, place, animal, and things for example home, cat, chair, Canada, etc. A verb is a word that denotes action, for example, walk, work, eat, cry, etc. An adjective is a word used to describe nouns for example light, dark, bright, etc. And an adverb is a word that modifies (describes) a verb, an adjective, another adverb, or even a whole sentence for example loudly, very tall, ended too quickly, etc.

Grammatical words (function words) are necessary words for grammar. These kinds of words include: A preposition is the words that help locate items and actions in

time and space, for example above, ahead, behind. A conjunction is sometimes called logical connectors because they clarify the relationship between the linked clauses, for example: because, while, unless, and, or, but. A pronoun is a word that refers to nouns that have already been mentioned in the discourse or point ahead to a noun that is about to mention, for example, me, him, his, her, it. An article is used to indicate specific or non-specific nouns. For example, article (a, an, the); while demonstrative (this, that). Auxiliary verbs are a word that helps the conjugation of tense, for example: do, have, be, etc.

Component of Writing

According to Hughes (2003) in writing, there are five general components in making good writing: grammar, vocabulary, mechanics, organization, fluency. Grammatically correct writing is one of the aspects that result in qualified writing in English. It needs to use appropriate tenses and words. Vocabulary is about arranging several words into sentences. Standardized or qualified writing has a rich, appropriate and effective vocabulary. A mechanic is related to spelling, punctuation, capitalization, and paraphrasing. Good organization is a well-linked, fluent expression, ideas clearly stated, and well-organized. Fluency means that a sentence is logically connected to another.

METHODOLOGY

This research is descriptive research that determines the correlation between vocabulary mastery as variable X and their writing ability as variable Y. This research was conducted at English Department Universitas Riau. The population of this research was fifth semesters students of English Department Universitas Riau with the total number of students was 36 students. The sample was chosen by using cluster random sampling. The researcher selected the classes randomly as the sample by using the lottery technique and as a result class A was chosen to be the sample. This research has two instruments, a vocabulary test, and a writing test. The vocabulary test consisted of 50 items in the form of multiple-choice based on the clarification of word by (Beare, 2018) and there are 3 topics for writing tests in writing essay text. The time allocation for doing the test was 60 minutes, the data were analyzed by using Microsoft excel 2013 and using SPSS 23.00 program.

RESEARCH FINDING

1. Finding of Vocabulary Mastery

Table 1. The Classification of Students' Vocabulary Score

Score	Category	Frequency	Percentage (%)
80-100	Excellent	5	14%

66-79	Good	14	39%
56-65	Sufficient	11	30%
40-55	Fairly Sufficient	6	17%
0-39	Poor	0	0%
	TOTAL	36	100%

Table 1. shows that there are 5 students (14%) at excellent level, 14 students (39%) at a good level, 11 students (30%) at sufficient level, 6 students (17%) at fairly sufficient level, none of the students in poor level. Therefore, it can be concluded the students' vocabulary mastery is overall at a sufficient level.

2. Finding of Writing Ability

Table 2. The Classification of Students' Writing Score

Score	Category	Frequency	Percentage (%)
80-100	Excellent	9	25%
66-79	Good	24	67%
56-65	Sufficient	2	5%
40-55	Fairly Sufficient	0	0%
0-39	Poor	1	3%
	TOTAL	36	100%

Table 2 shows that there are 9 students (25%) at excellent level, 24 students (67%) at a good level, 2 students (5%) at sufficient level, none of the students at fairly sufficient level, 1 student (3%) in poor level. The data also indicates that the total mean score of student's vocabulary mastery is in the range of 74.94 or 75 in the range 66-79. Therefore, it can be concluded the students' writing ability is overall at a good level.

3. Descriptive Statistics

Tabel 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Vocabulary	36	40	82	65.50	11.031
Writing	36	51	88	74.94	7.195
Valid N (listwise)	36				

Table 3 shows that the subject of the study is symbolized as N (sample), which consists of 36 students. The highest score of each variable is described in the maximum score and the lowest one is described in the minimum score. The standard deviation describes the dispersion value. Based on the calculating of the empirical score using SPSS 23.00, the maximum score obtained for students' vocabulary test is 82, the minimum score is 40 and the mean score of students' vocabulary test is 65.50. The maximum score of students' writing test is 88, the minimum score is 51 and the mean is 74.94. The standard deviation of vocabulary is 11.031 and the standard deviation of writing ability is 7.195.

In this research, there is one hypothesis that needs to be answered. The hypothesis is “is there a correlation between fifth semester English department students' vocabulary mastery and their writing ability in writing essays of Universitas Riau”. To test the hypothesis, the Pearson product-moment formula was used by using the SPSS 23 program. Before the data of two variables were tabulated in the SPSS 23 program the normality and linearity tests were determined.

4. Normality Testing

In quantitative research, it is important to obtain the normality of the data. To obtain the normality of the data, parametric statistics were used to know the normality of two variables (Vocabulary and Writing). To find out whether the data distributions were normal or not, they were analyzed by the SPSS 23 program.

a. Vocabulary Scores

Table 4. The Normality Test of Vocabulary Mastery Score
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Vocabulary	.094	36	.200*	.965	36	.314

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4 shows that the result of the distribution test is normal, it can be seen from Sig 0.200 > 0.05 of Kolmogorov- Smirnov and Sig 0.314 > 0.05 of Shapiro-Wilk which means the data distribution of grammar score is normal. This interpretation is based on Sundayana (2014, p. 88) if Sig > 0.05, it means the data distribution is normal, if Sig < 0.05, it means the data distribution is not normal.

b. Writing Scores

Table 5. The Normality Test of Writing Scores
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Writing	.114	36	.200 [*]	.947	36	.081

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 5 displays the result of the distribution test is normal, it can be seen from Sig 0.200 > 0.05 of Kolmogorov- Smirnov and Sig 0.081 > 0.05 of Shapiro-Wilk which means the data distribution of the writing score is normal.

5. Linearity Testing

Linearity testing is used to test whether the data between an independent variable and dependent variable have a linear relationship or not. According to (Wibowo, 2010) if the value of Sig is > 0.05 it indicates that the data were linear. If the value of Sig < 0.05 it indicates that the data were not linear.

Table 6. The Linearity Testing of The Data
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Writing * Vocabulary	Between	(Combined)	1357.172	18	75.398	2.819	.019
	Groups	Linearity	597.329	1	597.329	22.332	.000
		Deviation from Linearity	759.843	17	44.697	1.671	.150
	Within Groups		454.717	17	26.748		
	Total		1811.889	35			

Table 6. shows the deviation from linearity is 0.150. It means the data are categorized linear since the value of Sig > 0.05. It means that there is a linear correlation between students' vocabulary mastery and their writing ability in writing an essay.

After the data were normally distributed, and the two variables were linear, the correlation between students' vocabulary mastery and their writing ability was analyzed by using SPSS 23.00 program.

6. Correlation Analysis

Table 7. The Correlation between Vocabulary Mastery and Writing Ability

Variables	Correlation	
Vocabulary (X) & Writing (Y)	Pearson correlation	0.54
	Significant	0.000
	Samples (N)	36

Based on Table 7, it is found that the Pearson correlation value is 0.574 with a significance of 0.003. Based on (Priyatno, 2009, p. 118) "since the value of Sig. (two-tailed) < 0.05" it means that the correlation is at a significant level. It means that the Alternative Hypothesis (Ha) is accepted. It can be stated that there is a significant correlation between students' vocabulary mastery and their writing ability in writing essays. Based on the interpretation by Sugiyono (2017) which has been mentioned in the previous chapter, if the correlation value is between 0.400-0.599 it can be confirmed that the two variables have a "Mediocre Correlation".

7. Determination Coefficient

Table 8. Determination Coefficient

Coefficient correlation (R)	R Square
0. 574	0. 330

From Table 8, the obtained determination coefficient (R square) is 0.330 or 33%. This means that more or less 33% of the variation in writing score is accounted by vocabulary score, this indicates that the independent variable (vocabulary mastery) clarifies 33% toward dependent variable (writing ability), while the rest 67% (100% - 33%) is probably due to other factors which are not involved in this research's variable.

INTERPRETATION OF RESEARCH FINDING

Based on the presentation of the findings, the researcher has found the level of vocabulary mastery and writing ability of the fifth-semester students' of the English department Universitas Riau. After all the data calculated, the researcher has found that

the mean score of students' vocabulary mastery is 65.56, the result can be categorized into sufficient levels based on (Arikunto 2009). Then, the researcher found that the mean score of students' writing ability is 74.94, it can be concluded the students' writing ability is at a good level.

The data of this research was normal and both of the variables were linear. Therefore, the correlation value between the variable X (students' vocabulary mastery) and Y (students' writing ability) can be counted. Dealing with the correlation value between vocabulary and writing, this research found that there was a positive correlation. The result of computing was 0.574. This value is categorized into the mediocre level (Sugiyono, 2017:231). Thus, the alternative hypothesis (H_1) is accepted. From those data, it can be concluded that the student's vocabulary mastery and their writing ability in essay text have correlated to each other. Besides, the obtained determination coefficient or R square is 0.330 or 33%. This means that vocabulary mastery clarifies only 33% is probably due to other factors which are not involved in this research's variable.

The findings of this study were in line with two previous studies (Hasan and Subekti, 2017; Firdaus, 2018). These studies show that there is a significant correlation between vocabulary mastery and writing ability. In this research, the finding also shows that there is a significant correlation between vocabulary mastery and writing ability. Therefore, this studies relevant to or supports two previous studies above.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In this section, the researcher concluded that the results were based on the research question of this research. Firstly, it is shown that most of the students have a sufficient level of vocabulary mastery. Secondly, most of them have a good level of writing ability. In referring to the correlation analysis between both variables, the correlation coefficient (r) was 0.574 which is indicated as mediocre correlation. Then, the researcher concluded that a significant correlation was discovered between students' vocabulary mastery and writing ability of the fifth students English Department Universitas Riau.

Recommendations

Since the result of students' vocabulary mastery towards their writing ability have a significant correlation. It means the students' vocabulary mastery is related to their writing ability. This study implies that there is a need to improve student's vocabulary mastery. Therefore, the researcher would like to recommend the students need to practice writing using a regular writing habit. A regular writing habit will improve the depth of their understanding of writing passages in which they will be regular to use the new words they never met before. The application of the recommendation is expected to help the next researchers. It is also suggested for the next researcher to involve more

population and samples with a different type of research instrument and different research design to obtain.

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