



## Correlating Vocabulary and Sentence Structure Mastery towards Students' Writing Skill in Descriptive Text

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### Abstract

The aims of the research are to find the correlation between vocabulary and sentence structure mastery towards students' writing skill. This research also calculates how strong the correlation by analyzed and computed using Pearson Product Moment. The method used in this research is quantitative research method by implementing a correlation study research design that has three variables. The first variable is vocabulary mastery, the second is sentence structure mastery, and the third is students' writing skill in descriptive text as dependent variable. The researcher gives three tests to 40 students. That test is given to measure student's abilities according to the three previous variables. The result of this research is the use of correlation between vocabulary mastery and sentence structure mastery toward students' writing skill. The finding of the research proves a moderate level of correlation. This study suggest that the students have to learn vocabulary mastery and sentence structure mastery, and the English teacher should prioritize it so students' writing skill will be improve.

**Keywords:** sentence structure, vocabulary, writing skill

### Introduction

English teacher is supposed to be able to teach her students both language components and language skills. One of the language skills is supposed to teach is writing skill. In school, writing is taught for the students in order to make the students have ability in writing. However, in the reality, so many students have less ability in writing although they had been taught by the teacher. The main factors that makes writing is not easy for the tenth grade students of Senior High School Kramatwatu that they cannot recognize or improve a sentence or paragraph correctly and some of the students do not have an idea when the students try to write because of lack of vocabulary. The teacher should find suitable method to help the

students to increase their ability in vocabulary, grammatical, and finding idea in writing. The teacher sometimes does not focus on the use of the writing components in teaching writing.

Vocabulary is important in learning language because of some reasons. First, the ability of understanding the target language depends on vocabulary knowledge. Second, vocabulary acquisition is an important aspect of sentence structure skill. Third, vocabulary also can develop writing skill ability. The majority of teaching vocabulary at tenth grade students of Senior High School Kramatwatu only recognize a word. They only translate it from English to Indonesia. However, they must write, make, and put it into a good sentence. Therefore, the students



must have good ability in vocabulary to support other skills. Without mastering vocabulary along with pronunciation, the students cannot improve their language well (Septiyani, Hikmah, & Baihaqi (2019). It has to be realized that the students' writing skill is conditioned by their knowledge of vocabulary. The students have lack of vocabulary will unable to use the structure in making good sentence and it will influence of their writing skill.

Moreover, they cannot put the right words down becoming a good sentence. Another problem is although they have an idea but they are still confused how to develop it as the correct one, so they cannot make a good sentence or paragraph because of their understanding about the sentence structure is very low.

In grammar, a sentence is a basic grammatical unit. A sentence consists of a subject and a predicate. Sentence has a structure such as simple, complex, and compound sentence. Those also become an important role of the writing skill. That is why the important of vocabulary mastery and sentence structure mastery can be related to writing skill, especially in descriptive text because descriptive text is one of types of writing using simple present tense. The researcher observes that the students sometimes make a mistake in composing a simple sentence structure.

Correlation research is a type of research method that involves observing two

or more variables in order to establish a statistically corresponding relationship between them. The aim of correlational research is to identify variables that have some sort of relationship do the extent that a change in one creates some change in the other. There are 3 types of correlational research which are positive correlational research, negative correlational research and no correlational research.

There are several previous studies that examined the importance of vocabulary and sentence structure in writing skill. As formerly investigated by Ghonivita, Pahamzah, & Wijayanti (2021); Hasan & Subekti (2017); Susilawati, Gailea, & Masrupi (2019); and Yuniartiah, Hikmah, & Baihaqi (2018).

Considering those previous studies, this research focuses on the correlation between vocabulary mastery and sentence structure mastery towards students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu. The researcher identified the problem based on the background of problem above, which the case is faced by the teacher every day: students have less ability in writing skill although teacher teaches it in the classroom; students have difficulty in digging up the idea because of the lack of vocabulary; students only recognize a word by translating English to Indonesia without implementing the words into the right sentence or paragraph; and students sometimes make a



mistake in composing a simple sentence structure words.

The last, the problem are formulated as follows: (1) Is there any correlation between vocabulary mastery and students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu? (2) Is there any correlation between sentence structure mastery and students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu? (3) Is there any correlation between vocabulary mastery and sentence structure mastery with students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu?

## **Theoretical Review**

This research has been ever carried out by some researchers who come from different campus. The problem of this research is related to previous researches.

The first research was done by Bahri entitled "The Effect of Vocabulary and Sentence Structure Mastery towards Students' Writing Skill in Descriptive Text from English Education Programme Postgraduate Faculty of Indraprasta PGRI University year 2017. The researcher used survey method with multi-correlation technique where the research result concluded that vocabulary and sentence structure mastery towards students' writing skill in descriptive text have given the positive effects simultaneously to the eleventh grade students of private senior high

schools in Bogor. It means that vocabulary and sentence structure mastery have given a significant effect towards students' writing skill in descriptive text to the eleventh grade students of private senior high schools in Bogor.

Regarding the research above, there is similarity of this research is to indicate the variables x and y are same, but the difference of this research is the grade of participants and place of research.

The second research was done by Ridwan entitled "The Effect of Sentence Structure and Vocabulary Mastery towards Students' Writing Skill in Recount Text from English Education Department Faculty of Teacher Training and Education University of Singaperbangsa Karawang year 2017. The Researcher used survey method because there is no support hypothesis in advance and the researcher did not any treatment. Correlation analysis is carried out because it is going to be found the effect one variable and other variables. The goal of the research is to know the effect of variables sentence structure and vocabulary on students' writing skill in a recount text. The data is interpreted to descriptive analysis. Targeted populations in the research are all students at state junior high school in eastern karawang. Reached population in the research are all ninth grade students of SMPN 1 Karawang Timur and SMPN 2 Karawang Timur with total amount of 1157 students. The numbers of samples in the research is decided 60 samples. The



calculation of the numbers of samples from its school is researcher takes 35 samples from SMPN 1 Karawang Timur and 25 samples from SMPN 2 Karawang Timur. The research result concluded that there are significant effects of sentence structure and vocabulary mastery collaboratively on students' writing skill in a recount text.

Regarding the research above, there is similarity of this research is to indicate the variables  $x$  and  $y$  are same, but the difference of this research that the researcher uses recount text for students' writing skill test and the grade of participant is the ninth grade of state junior high school of SMPN 1 Karawang Timur and SMPN 2 Karawang Timur.

The third research was done by Nainggolan entitled "The Effect of Students' Vocabulary and Grammar Mastery towards English Recount Writing Skill in The Second Grade of Private Junior High School in Tangerang. The Researcher used method of data collections instrument such as questionnaires. The questionnaires contains several questions regarding the indicators of students' vocabulary and grammar mastery towards English recount writing skill at private Junior High School in Tangerang. The population of the research are all the students of class 8 of junior high school of Strada Bhakti Mulia, junior high school of Al Hikma, and junior high school of Prima Nusantara, and the samples are taken as much as 40 students by using sample random

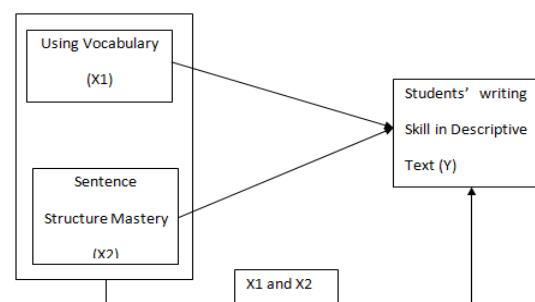
technique. The research result concluded that there are significant effects of students' vocabulary and grammar mastery towards students' English recount writing skill.

Regarding to the research above, there is similarity of this research is to indicate the variables  $x$ , but the difference of this research is grammar mastery and the grade of participant is the eighth grade of junior high school with three different schools..

## Method

The research emphasizes on the correlation of vocabulary mastery and sentence structure mastery towards students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu. The researcher used quantitative research method by implementing a correlation study research design who has three variables. The first variable is vocabulary mastery, the second is sentence structure mastery, and the last is students' writing skill in descriptive text as dependent variable. The first and the second are independent variables. Therefore, the researcher sees clearly throughout the research design in the following figure.

**Figure 1.** Research Design





In collecting students' data of vocabulary, the vocabulary test as an instrument has been set. The type of test is in multiple choice which consists of 10 items with 4 options (a, b, c, d). The correct answer was got 1 point and an incorrect answer will be got 0 point. The students' sentence structure mastery can be measured simply through the students' ability to arrange a simple sentence correctly. Since this instrument as an objective test, so the dichotomist scale is used to find out about the students' result by stating: 1 if the answer is correct or 0 if the answer is incorrect. There are 10 items for this instrument. Thus, the score range will be 10. Good writing is a writing that can be communicated clearly. If the students can write a writing well, the teacher can understand the messages easily in the writing itself. The key of good writing are clearly, simply, directly, and to the point. There are some principles of making a good writing in assessing the writing skill, namely: be concise, use familiar words, be concrete and specific.

Having conducting some processes getting data as researcher needs, the next stage to be carried out is that data analysis based on type of data itself. In this case, it is done to examine the correlation between independent variables and one control variable. As stated by Sugiyono (1999) the formula can be shown as follows :

$$r_{xy} = \frac{\sum xy}{\sqrt{x^2 y^2}}$$

$r_{xy}$  = coefficient correlation value between x and y variable

x = independent variable

y = dependent variable

$x = (X_i - \alpha)$

$y = (y_i - \gamma)$

In another way to find the correlation between two variables, it can be used the formula as mentioned below as well which is adopted from Riduwan (2013).

$$r_{xy} = \frac{n \sum x_i y_i - \sum (x_i) \sum (y_i)}{\sqrt{\{n \sum x_i^2 - \sum (x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$r_{xy}$

= coefficient correlation value between x and y variable

$x_i$  = independent variable

$y_i$  = dependent variable

n = number of respondent

Then, in order to find the result of multiple correlation, researcher will use this formula as follows :

$$R_{x_1 x_2} = \sqrt{\frac{r^2 x_1 y + r^2 x_2 y - 2 r x_1 y r x_2 y r x_1 x_2}{1 - r^2 x_1 x_2}}$$

R = coefficient value of multiple correlation



After having the result of the correlation, the next step is how to find the significance of that. This one can be representative as  $F_{\text{account}}$  which will be compared with  $F_{\text{table}}$ . This formula below shows how to find  $F_{\text{account}}$  as presented:

$$F_{\text{hitung}} = \frac{\frac{R^2}{k}}{\frac{(1-r^2)}{(n-k-1)}}$$

k = number of independent variable

n = number of respondent

In the meantime, researcher is also encouraged to conduct the calculation of this study by using Statistic Package for the Social Science (SPSS) 25 in order to be certain the result. Therefore, there is no different between two outcomes and the result can be accountably.

As be aware that the correlation of Pearson Product Moment is symbolized by using (r) which is range position between  $-1 \leq 0 \leq +1$ . The number -1 means that there is a negative correlation between two variables. Then 0 means that there is no correlation at all and 1 defines that it is a positive correlation. The positive correlation can be divided into some categories:

**Table 2.** Correlation Level

Coefficient Interval	Correlation Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Therefore, the result of r is referred to such categories above and it can be determined the correlaton level of two or more items.

## Result

In this context, the researcher will look for the multiple correlation between two independent variables and one dependent variable. The formula which will be used as stated in the previous chapter as follows.

$$R_{x_1x_2y} = \sqrt{\frac{r^2x_1y + r^2x_2y - 2rx_1y.r x_2y.r x_1x_2}{1 - r^2x_1x_2}}$$

To find this correlation, some steps have to be taken. It will be explained one by one in the next calculation below.

Firstly, it has to be found the correlation between vocabulary mastery and writing skill, which was computed previously and the result is 0,44440389, so it does not need to count again. Secondly, the researcher found the correlation between sentence structure mastery and writing skill. The result of this correlation, in fact, has been determined, and it is 0,383417755. The third steps to carry out such correlation is finding the correlation between vocabulary mastery and sentence structure mastery. To get the result, it can be defined as follows.

$$R_{xy} = \frac{\Sigma xy}{x^2 y^2}$$

$$R_{xy} = \frac{\Sigma x_1x_2}{\sqrt{x_1^2 x_2^2}}$$





$$R_{xy} = \frac{1779}{\sqrt{2213 \times 1599}}$$

$$R_{xy} = \frac{1779}{1881,11323}$$

$$R_{xy} = 0,945716596$$

After having the result of the correlation between vocabulary mastery and sentence structure mastery, which is 0,945716596, the next step is to find multiple correlation based on the formula mentioned above.

$$R_{X_1X_2Y} = \sqrt{\frac{r^2x_1y + r^2x_2y - 2.rx_1y.rx_2y.rx_1x_2}{1-r^2x_1x_2}}$$

$$R_{X_1X_2Y} =$$

$$\sqrt{\frac{0,444403893^2 + 0,383417755^2 - 2 \times 0,444403893 \times 0,383417755 \times 0,945716596}{1 - 0,945716596^2}}$$

$$R_{X_1X_2Y} =$$

$$\sqrt{\frac{0,19749482 + 0,147009175 - 2 \times 0,444403893 \times 0,383417755 \times 0,945716596}{1 - 0,89437988}}$$

$$R_{X_1X_2Y} = \sqrt{\frac{0,19749482 + 0,147009175 - 0,322285733}{0,10562012}}$$

$$R_{X_1X_2Y} = \sqrt{\frac{0,022218262}{0,10562012}}$$

$$R_{X_1X_2Y} = \sqrt{0,210360128}$$

$$R_{X_1X_2Y} = 0,458650333$$

Having calculated as looked at above, it can be seen that the result of R is 0,458650333. This value then is compared with r table. which is 0.304. Therefore R accounted is higher than r table (0,458650333 > 0,304). It means that Ho is

rejected so H1 is accepted. Thus, there is a correlation between vocabulary mastery and sentence structure mastery, and writing skill. The correlation among them can be categorized as medium correlational.

This research is intentionally proposed to find the correlation between vocabulary mastery and sentence structure mastery towards students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu. Based on the first hypothesis, having performed the research regarding the correlation between vocabulary mastery and writing skill, it can be explained that the calculation whether using arithmetical computation or SPSS version 22, the result is the same namely r = 0,443. This value, in fact, is higher than the r table, which is 0.304 (0,443 < 0.304). Using another method, namely SPSS version 22 in computing this data, it can be found 0,443 similar to the manual calculation. Then the researcher looks at the significant coefficient, which is 0,004, and this value is higher than 0.05 (0,004 < 0.05). It can be concluded that there is a correlation between vocabulary mastery and writing skill.

Referring to the second hypothesis, the correlation between sentence structure mastery and writing skill has been counted, and the calculation of (r) shows 0,383417755. This result then is compared with (r) table, which is 0.304 and (r) calculation is higher than (r) table 0,383417755 > 0.304. It is the same result as



computing using SPSS version 22 yields 0,383 value, and this one then is compared to the (r) table. It can be assumed that  $H_0$  is rejected and  $H_1$  is accepted. This thing gives the meaning that there is a correlation between sentence structure mastery and writing skill. The level of correlation on both two things can be classified as low correlation.

The third hypothesis, this correlation consists of three variables in which two independent variables influence one dependent variable. The calculation using manual arithmetical shows that the result of R is 0,458650333. As seen on the r table with 5% significance that is 0.304 value indication then it is compared with r result, R accounted is higher than r table ( $0,458650333 > 0.304$ ). It means that  $H_0$  is rejected and  $H_1$  is accepted. Therefore it can be summarized that there is medium correlation between vocabulary mastery and sentence structure mastery, and writing skill.

Since there is a correlation between vocabulary and sentence structure mastery towards students' writing skill, this research result categorized as medium correlation and supports the previous theories that writing not only involves knowledge to produce, understand, and apply sentences but also includes vocabulary knowledge which refers to the knowledge of words as well as meaning of words. It is suggested students to learn vocabulary and sentence structure mastery to improve their writing skill.

## Conclusion

The result proves that there are significant correlation between vocabulary mastery and sentence structure mastery towards students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu. That is proved by the result of (r) is 0,458650333. Having calculated that result, this value then is compared with (r) table, which has coefficient significance 5% is that 0.34. The comparison outcome of two items indicates that (r) calculation is higher than (r) table. The consequence of this one is that there is medium correlation between vocabulary mastery, sentence structure mastery, and writing skill.

There are significant correlation between vocabulary mastery towards students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu. That is proved by the result of (r) is 0,444403893. Having calculated that result, this value then is compared with (r) table, which has coefficient significance 5% is that 0.34. The comparison outcome of two items indicates that (r) calculation is higher than (r) table. The consequence of this one is that there is medium correlation between vocabulary mastery and writing skill.

There are significant correlation between sentence structure mastery towards students' writing skill in descriptive text at tenth grade of SMAN 1 Kramatwatu. That is proved by the result of (r) is 0,383417755. Having calculated that result, this value then





is compared with (r) table, which has coefficient significance 5% is that 0.34. The comparison outcome of two items indicates that (r) calculation is higher than (r) table. The consequence of this one is that there is low correlation between sentence structure mastery and writing skill.

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