VOCABULARY MASTERY AND WRITING ABILITY: A CORRELATION STUDY AT MTs MIFTAHUL ULLUM TANJUNGPINANG

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ABSTRACT

The purpose of this study was to determine whether or not there was a significant relationship between vocabulary mastery and writing ability in class IX students of MTs Miftahul Ulum Tanjungpinang. The method used in this study was a quantitative method. So the population in this case was all students of class IX MTs Miftahul Ulum Tanjungpinang which only has one class with a number of students consisting of 25 people and the sample of this study was all students in class ninth, totaling 25 students using the Saturated Sampling technique. Data collection in this study used two tests, namely a vocabulary mastery test using essay questions and a writing ability test using procedural text. In analyzing the data, the researcher used the Pearson Product Moment formula to find the correlation coefficient. Significant correlation was calculated using r-value and r-table. Where if the r-value is greater than the r-table, then there is a significant correlation. In the Pearson Product moment test using the correlation test formula $rxy = n \Sigma xy - \Sigma x \Sigma y / \sqrt{\{n \sum x2 - (\sum x)2\} \{n \sum y2 - (\sum y)2\}}$ obtained the Pearson coefficient of 0.24 with an r-table of 0.23 . 0.24 is greater than 0.23 which means that r count is greater than r-table. These results indicated that there is a correlation between vocabulary mastery and writing ability in class IX students of MTs Miftahul Ulum Tanjungpinang. The results of this test can also be seen with a simple correlation test. In a simple correlation, the p-value is 0.002 with an alpha of 0.05. 0.02 is greater than 0.05. This showed that there is a positive correlation between vocabulary mastery and writing ability in class IX students of MTs Miftahul Ulum Tanjungpinang.

Keywords: Correlation, Vocabulary Mastery, and Students' Writing Ability

I. Introduction

English is not their first speech, understanding it is extremely tough in Indonesia. As a result, English as a foreign language has become one of the most significant educational disciplines. The variables, according to Haider (2012), stem from the writer's academic background as well as his personal interest in diverse psychological, linguistic, and cognitive phenomena. Because it is used in speaking, listening, writing, and reading, vocabulary is the most crucial feature that pupils must master. If a learner of a foreign language understands what he or she reads and hears, he or she

will talk fluently and clearly, and if he or she has a large vocabulary, he or she will write readily. As a result, we have a lot to learn and add to our vocabulary in order to get insight.

There are several ways to learn vocabulary, including watching movies, listening to music, reading the news, and reading literature. To put it another way, written language has a significantly larger and more diversified vocabulary than oral language (Wolfe, 1996). Because English is a foreign language, mastery of vocabulary is the most important element that pupils must control when studying English. The greater their vocabulary, the easier it will be for them to develop their four language abilities.

According to River and Nunan (2009), acquiring a sufficient vocabulary is crucial for successful second language use since we will be unable to employ the structure and functions we have acquired for understandable communication if we do not have a large vocabulary. Based on the researcher's observations of ninth-grade students at MTs Miftahul Ulum Tanjungpinang, the researcher discovered that some of the students' problems were related to language mastery and writing abilities. Students were less serious in responding to classes when English sessions began, according to information from the English teacher. This is due to the students' inability to communicate verbally.

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II. Research Method

Correlational research was used in this study. According to Lodico (2006), Correlational research is a quantitative strategy for demonstrating the relationship between two or more variables. The independent and dependent variables are the two types of variables in this study. Besides vocabulary is an important element in learning a language which includes all aspects like speaking, reading, listening, and writing. Without mastery vocabulary, the learner cannot understand something in English. He/she cannot speak and cannot understand the meaning of a text in English. Mastery vocabulary does not only know the word and its meaning but also understand the sound of the word and the word's purposes in the context (Furqon 2013). Someone called the mastery of vocabulary when he/she can know the word, the meaning, the sound, and the function of the word in the context. Then, he/she also knows the advantages of the word.

III. Result And Discussion

The result of the students' vocabulary mastery of the ninth grade at MTs Miftahul Ulum Tanjungpinang was determined by calculating the students' answers to the essay test for Vocabulary mastery test and students must write paragraphs about how to make something for the writing test. The answer then is analyzed and scored. The scoring system that has been explained. It was used to analyze the students answers. The gathered data are in the table below

Table 4. 1 *Test Result*

Participant	Vocabulary	Final Score	Writing				Final Score
			GS	LF	P	Total Score	
s 1	14	47	40	40	40	120	100
s 2	8	27	20	16	30	69	58
s 3	18	60	30	31	39	105	88
s 4	20	67	30	30	30	90	75
s 5	19	63	20	22	28	75	63

s 6	27	90	40	40	40	120	100
s 7	15	50	30	36	32	102	85
s 8	15	50	20	22	28	75	63
s 9	14	47	10	15	15	45	38
s 10	16	53	40	40	40	120	100
s 11	13	43	30	33	33	99	83
s 12	4	13	30	33	35	102	85
s 13	15	50	20	20	20	60	50
s 14	19	63	10	19	19	57	48
s 15	18	60	40	40	40	120	100
s 16	20	67	30	30	30	90	75
s 17	25	83	30	33	33	99	83
s 18	14	47	30	33	31	96	80
s 19	28	93	20	24	24	72	60
s 20	30	100	20	20	22	63	53
s 21	27	90	20	22	28	75	63
s 22	22	73	30	30	30	90	75
s 23	13	43	20	24	24	72	60
s 24	20	67	40	40	40	120	100
s 25	18	60	40	40	40	120	100
Total Participant Score	1507			Total Participant Score		1880
Mean Participant Score	60.68			Mean Participant Score		75.2

Test results above showed that there are a significant number of differentiation between two scores. Table below also showed that there are 1 student who are completely have a vocabulary mastery when they are writing. While 6 other students who are better in vocabulary mastery had best in writing/ this happen because students are only use regularly vocabulary for their writing. To support the research, many kinds of research that are relevant to this studyare presented here. Those are:

Research conducted by Intan Mayasari (2012) entitled "The Relationship between Vocabulary Mastery and Reading Comprehension of English Class Students at SMP Negeri 16 Palembang". The main objective of this research is to find out whether there is a relationship between Vocabulary Mastery and Reading Comprehension of eighth grade students of SMP Negeri 16 Palembang. The sample of this study was 80 students who were taken by cluster random sampling from two classes. To conduct this research, descriptive method is used. Data were analyzed using, (1) percentage analysis, and (2) Pearson Moment Product Coefficient. The results of data analysis showed that the average score of eighth graders in doing the vocabulary test was 70.75%, and the average reading comprehension test was 64.5%, which means that the students' vocabulary mastery is good and the students' competence in reading comprehension is fair. Based on the results of the study, it is known that the correlation coefficient obtained is 0.99. This shows that there is a high and positive relationship between vocabulary mastery and reading comprehension.

Research conducted by Yuyun Azizah (2017) with the title "The Relationship of Students' Vocabulary Mastery with Writing Ability in Descriptive Text (Study of Class VII Students of Sudirman Islamic Junior High School 1 Bancak Semarang Regency 2016/2017 Academic Year)".

This study aims to determine the relationship between mastery of English vocabulary and their writing ability in descriptive texts. The number of population is 26 students of seventh-grade students of SMP Islam Sudirman 1 Bancak, Semarang District. The collected data were analyzed in two ways, namely the technique used to classify students into three criteria and the technique used to analyze the data using the Pearson Product Moment correlation. The results of the study are indicated by the correlation coefficient (rxy) of 0.563. This shows that there is a reasonable relationship between students' vocabulary mastery and students' ability to write descriptive texts because it is included in the r interpretation score scale between 0.400-0.600. With a significance level of 5%, the value of r table (rt) is 0.404, then rxy> rt (0.563 > 0.404), while with a significance level of 1% the rt value is 0.515 so that rxy > rt (0.563 > 0.515);

Research is done by Muslikah (2017) entitled "*The CorrelationBetween Students' Vocabulary Mastery and Their Ability in Writing AnalyticalExposition Text at the second semester of the eleventh grade at SMA KaryaMataram South Lampung in the academic year of 2016/2017*". This research isaimed to get empirical evidence of the students" vocabulary mastery concerning their ability in writing analytical exposition text. The research methodology used inthis research is the descriptive quantitative method. This is correlational research.There were only 26 students taken as the sample of this study which is determinedby using cluster random sampling. From the analysis of the data calculated using SPSS, the value of Sig = 0.05 was obtained. This means that Ha is accepted because Sig = 0.001 < 0.05. Therefore, there is a significant relationship between students' vocabulary mastery and their ability to write analytical exposition texts in the second semester of eleventh grade at SMA Karya Mataram South Lampung in the 2016/2017 academic year.

IV. Conclusion

According to the result of this research, From the hypothesis test, the researcher can concluded that there is a significant correlation between vocabulary mastery and writing ability. The result of the simple correlation is in line with the Pearson Product Moment correlation test. From there we can also conclude even students has lower vocabulary mastery, they can write a good paragraph well. Contra with that, the good ones are not able to write a good paragraph. This result happens because they are not know how to put the correct vocabulary for writing and for the bad ones who turnouts that they are able to writea good paragraph it can happen if they are searching it in google and copy paste their writing.

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