

The Correlation between Vocabulary Mastery, Reading Habits, and The Students' Writing Ability

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Abstract: The method used in this research is the correlational method. The purpose of this study was to determine the relationship between vocabulary mastery and writing ability, the relationship between reading habits and the writing ability, and the relationship between vocabulary mastery and reading habits with writing ability of the students. Data collection techniques in this study were test and non-test techniques as well as data analysis with statistical analysis. The results of this study are: 1) There is a positive and significant relationship between vocabulary mastery and writing ability of the students. The contribution given by mastery of vocabulary to writing ability is 23,329%; 2) There is a positive and significant relationship between reading habits and writing ability of the students. The contribution given by the variable of reading habits to writing ability is 68.724%; 3) There is a positive and significant relationship between vocabulary mastery and reading habits with writing ability of the students. The contribution given is 71.91%. These results provide information that the variables of vocabulary mastery and reading habits have a significant influence on writing ability.

Keywords: vocabulary mastery, reading habit, writing ability

INTRODUCTION

Writing ability is a situation in which a person can put his thoughts into written language through sentences that are arranged completely and clearly, so that these thoughts can be communicated with readers and provide benefits to the people who read them (Wahyuni, 2018). Writing subjects in schools will provide benefits because it can support students in advanced learning, one of which is descriptive writing. Through writing descriptions, it is expected that students can be instructed to think critically and actively. Description is the basic idea or the most fundamental idea, because it is a picture that someone has about something. Descriptive writing is a painting or description about something. Therefore, in learning Indonesian, the development of descriptive writing skills must be carried out because it can be useful for students (Puspitaloka, 2019).

Students as learning subjects will determine the success of learning Indonesian in schools. There are many factors that can affect the low writing ability of the students, such as students' critical thinking, facilities and infrastructure, and the student environment. Students whose learning facilities are very poor do not facilitate them to study optimally. Insufficient facilities and infrastructure will cause students to be less able to optimize student abilities. The student learning environment, whether the family environment, school environment, or living environment also determines the quality and quantity of student learning (Ropohl & Rönnebeck, 2019).

In addition, students' creativity can develop quickly if students have good reading habits (Snyder, Hammond, Grohman, & Buonincontro, 2019). Learning will be more effective and efficient. Learning will develop and facilitate the students based on the expectations of teachers and students. This learning situation allows students to develop and bring out the best abilities they have. In the end, the achievement of learning Indonesian will be better, including the ability to write descriptions.

Nevertheless, the students still have difficulty in writing descriptions based on the results of the pre-study. One of the contributing factors is that low students' reading habits which makes students not optimal in expressing content or ideas in writing descriptions. In addition, the difficulty in reading students allegedly stems from students' mastery of vocabulary is still low. It can be seen from the students' reading ability after the reading test was held, which still showed many errors. For example, determining the information from the reading, the main idea contained in the paragraph, and the conclusion in the reading.

Furthermore, mastery of the vocabulary is very important for the students because vocabulary is a useful tool for capturing and understanding someone through writing to others so that it can be understood as the author's intentions or thoughts (Putri et al., 2020). A student will have difficulty in language, including when trying to understand a reading without good vocabulary mastery (Wicaksono et al, 2015). Vocabulary mastery is one of the factors that affect writing ability of the students. Many errors are found in writing descriptions, for example in the use of terms. Therefore, students' vocabulary mastery must also be considered so that students are able to understand and master the writing they read (Subing et al, 2019).

In addition, the lack of success in improving writing ability of the students at SMP Wiyatama Bandar Lampung is also caused by the reading habits of the students. The students do not have good vocabulary mastery, then good reading habits and vocabulary mastery affect students' ability to write some texts (Taslim, Asrifan, Chen, & Nurdania, 2019). Furthermore, a writing skill is an ability that must be mastered by students, this ability should

receive special attention from the teacher. Vocabulary mastery is one of the factors that affect the ability to write descriptions. Many errors occur in writing descriptions, for example in the use of terms. Therefore, students' vocabulary mastery must also be considered so that students are able to understand and master the writing they read.

Based on the description above, the writers are interested in conducting the research entitled "The Correlation between Vocabulary Mastery, Reading Habits, and The Students' Writing Ability".

METHOD

This research is quantitative research. In this study, the researchers employed the correlational method as the research method. It means that data was collected after all the events in question took place (Castellan, 2010). Furthermore, these events are examined and the relationship between one element and another is looked for which are interrelated. The goal is to make a description of the facts and characteristics of the population so that it can lead to a conclusion about the problem under study.

The data collection technique used is a non-test technique in the form of a questionnaire and a test technique in the form of an objective test and an essay test. The questionnaire technique was used to obtain data on students' reading habits. Furthermore, objective test techniques are employed to collect vocabulary mastery data and essay tests are conducted to measure the writing ability of the students. After that, a questionnaire is utilized to identify the variable of reading habits. The seventh grade students of SMP Wiyatama are the samples of the research and they are expected to provide information that can provide a real picture of the problems being studied. This research was conducted with the appropriate procedures and steps according to the correct research procedures (Lestari, et al, 2018).

The population of class VII SMP Wiyatama consists of 36 students which are divided into 2 classes. The sample of this research was seventh grade students of SMP Wiyatama Bandar Lampung in the 2019/2020 school year. The technique for determining the number of samples is based on Arikunto's opinion (2010) which states that if the subject is less than 100 people, it is better for all subjects to be taken so that the research is a population study. If the number of subjects is larger, it is taken 10-15%, 20-25% or more of the total population. The entire population was determined as a sample because the total population in this study was only 36 people. The sampling technique used was total sampling technique.

RESULTS AND DISCUSSION

This study consisted of three research variables, namely vocabulary mastery (X1), reading habits (X2) and writing ability (Y). The data described are data from the three variables above which were obtained through tests and questionnaires. The test was used to measure vocabulary mastery and the ability to write descriptions, while the questionnaire was used to measure students' reading habits. The number of respondents who were sampled in this study were 36 students, all of whom were class VII students of SMP Wiyatama Bandar Lampung in the 2019/2020 academic year.

Results

T-test was calculated to determine the significance of the relationship between vocabulary mastery and the ability to write descriptions. The test uses a two-tailed test with a significance level of $= 0.05$. If the significance value > 0.05 then H_0 is accepted, otherwise if the significance value is < 0.05 then H_0 is rejected and H_a is accepted. From the calculation results, the significance value of the t-test is 0.03 at $N = 36$ (two-party test). The significance value (0.03) is greater than 0.05 ($0.03 > 0.05$), then H_0 is rejected. Thus, it is concluded that H_{a1} is accepted, that is, there is a positive and significant relationship between vocabulary mastery and the ability to write descriptions.

Furthermore, the researchers also employed another t-test to find out the positive and significant relationship between reading habits and the writing ability of the students. The test uses a two-tailed test with a significance level of $= 0.05$. If the significance value > 0.05 then H_0 is accepted, otherwise if the significance value is < 0.05 then H_0 is rejected and H_a is accepted. From the calculation results, the t-test significance value $= 0.01$ at $N = 36$ (two-party test). The significance value (0.01) < 0.05 , then H_0 is rejected. Thus, it is concluded that H_{a1} is accepted, that is, there is a positive and significant relationship between reading habits and the writing ability of the students. Moreover, the researcher conducted data analysis to find out the contribution (contribution) given between the variables of reading habits (X₂) on the ability to write descriptions (Y) is $R^2 \times 100\% = (0.829)^2 \times 100\% = 68.724\%$. Thus, the contribution given by the variable of reading habits to the ability to write descriptions is 68.724%, and the remaining 31.276% is determined by other factors/variables.

The researchers conducted data analysis to find out the positive and significant relationship between vocabulary mastery and reading habits simultaneously with the ability to write descriptions, the relationship between vocabulary mastery (X1) and reading habits (X2) simultaneously with the writing ability (Y) that is indicated by a multiple correlation coefficient (r) of 0.848 at $N = 36$. These results indicate that the correlation coefficient is

positive, so the hypothesis (Ha₃) is accepted, which means that there is a positive relationship between vocabulary mastery (X₁), reading habits (X₂) and writing ability (Y). The direction of the connection is positive because the value of the correlation coefficient *r* is positive, meaning that the higher the mastery of vocabulary and reading habits, the higher the ability to write descriptions of students.

These results indicate that the correlation coefficient is positive, so the hypothesis (Ha₃) is accepted, which means that there is a positive relationship between vocabulary mastery (X₁) and reading habits (X₂) simultaneously with the writing ability of the students (Y). Furthermore, A probability value test (F test) was carried out to determine the significance of the relationship between the three variables. From the results of the F-test, the value of sig. F-change= 0.000. Then, Ho is rejected and Ha₃ is accepted because of the value of sig. F change (0.000) < 0.05.

Therefore, it is concluded that Ha₃ is accepted and there is a positive and significant relationship between vocabulary mastery and reading habits simultaneously with the writing ability of the students. To find out the contribution (contribution) given between the variables of vocabulary mastery (X₁) and reading habits (X₂) simultaneously on the writing ability of the students (Y) is $R^2 \times 100\% = (0.848)^2 \times 100\% = 71.91\%$. Consequently, the contribution given by the variables of vocabulary mastery and reading habits to the writing ability of the students is 71.91% and the residual 28.09% is determined by other factors/variables.

Discussions

Based on the test results, it is proven that there is a positive and significant relationship between vocabulary mastery and reading habits with the writing ability of the students.

Vocabulary mastery is significantly related to the writing ability of the students. The scale of the correlation ($r = 0.483$), while the contribution given by the variable mastery of vocabulary to the writing ability of the students is 23,329% and the residual 76.671% is determined by other factors/variables. This finding provides information that the variable mastery of vocabulary has a significant effect on writing ability. These results show that the mastery of vocabulary of the seventh grade students at SMP Wiyatama Bandar Lampung in the 2019/2020 school year is at a high category level, so that vocabulary mastery will affect the ability to write. This finding is in line with Abidah, Kurniasih, & Ni'mah (2019) who said that the writing ability can be affected by vocabulary mastery.

Furthermore, reading habits are significantly related to the writing ability of the students. The scale of the correlation ($r = 0.829$), while the

contribution given by the variable of reading habits to the writing ability of the students is 68.724% and the residual 31.276% is determined by other factors/variables. This finding provides information that the variable reading habits has a significant effect on the writing ability of the seventh grade students at SMP Wiyatama Bandar Lampung in the 2019/2020 school year. These results indicate that students' reading habits in the implementation of writing descriptions are in a high category level, so that reading habits can affect writing ability of the students. This finding is supported by Atayeva et al. (2019) who state that students' writing ability is influenced by reading habits.

Based on the analysis of the research, it is found that mastery of vocabulary and reading habits was significantly related to the students' ability to students' writing ability. The scale of the correlation ($r = 0.848$), while the contribution given is 71.91% and the residual 28.09% is determined by other variables/factors. These results provide information that the variables of higher education mastery and reading habits have a strong influence on the students' writing ability. It proves that the mastery of vocabulary and reading habits of the students is in a high category level, so that it will affect the ability to write. This finding is in line with Kotaman, Balci, & Aydın (2018) who said that the writing ability can be affected by vocabulary mastery and reading habits.

CONCLUSIONS

Based on the data collected, the researchers propose the conclusion of this research. The following conclusions were obtained that there is a positive and significant relationship between vocabulary mastery and the students' writing ability in the seventh grade students at SMP Wiyatama Bandar Lampung in the 2019/2020 school year. Second, there is a positive and significant relationship between reading habits and the students' writing ability in the seventh grade students at SMP Wiyatama Bandar Lampung in the 2019/2020 school year. Last, there is a positive and significant relationship between vocabulary mastery and reading habits simultaneously with the students' writing ability in the seventh grade students at SMP Wiyatama Bandar Lampung in the 2019/2020 school year.

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