



The Correlation of Students' Vocabulary Mastery, Sentence Structure and The Ability of Composing Descriptions for Middle School Students

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Abstract: The problem raised in this study is the correlation between vocabulary and sentence mastery and the ability to compose descriptions. This research was conducted because of the reality in the field that the ability to compose descriptions and mastery of vocabulary, as well as sentences that need to be developed. This study aims to describe the correlation between vocabulary mastery and sentence structure with the ability to compose descriptions of eighth grade students of SMPN 02 Waway Karya, East Lampung. To achieve the research objectives mentioned above, the authors use the correlational method, meaning that data is collected after all the events in question have taken place. The techniques used in collecting the data are questionnaires, tests, and observations. The data analysis techniques include requirements analysis test, statistical analysis, and research hypothesis testing techniques. Based on the results of the study, it can be concluded that, (1) there is a positive and significant correlation between sentence structure and the ability to compose descriptions, indicated by a correlation coefficient of 0.766 and a coefficient of determination (R²) of 0.587 or 58.7%, (2) there are a positive and significant correlation between vocabulary mastery and the ability to compose a description shown by a correlation coefficient of 0.662 and a coefficient of determination (R²) of 0.438 or 43.8%, (3) there is a positive and significant correlation between vocabulary mastery and sentence structure with the ability to compose a description shown by the correlation coefficient of 0.804 and the coefficient of determination (R²) of 0.646 or 64.6%.

Keywords: compose descriptions, sentence structure, vocabulary mastery

INTRODUCTION

Language is a complex specialized skill, develops in children spontaneously, without conscious effort or formal instruction, is used without understanding the underlying logic, is qualitatively the same in everyone, and differs from other skills of a more general nature in terms of processing information or behaving intelligently. Santoso (2007:12) reveals that universal language is a form of expression whose basic form is speech. Speech is what distinguishes humans from other creatures. Language is a communication tool that contains several characteristics, namely systematic,

like, spoken, human, and communicative. The language skills that humans absolutely possess have four aspects, namely (1) listening skills, (2) speaking skills, (3) reading skills (reading skills), and (4) these language skills very closely related. This can be seen in the acquisition of the four skills aspects. In childhood, a person begins language activities by listening or listening to the sounds of language spoken by those around him, such as his mother or father. Here a person begins to learn to speak, read, and finally learns to write. According to Chaer (2000:1) "language is a symbol system in the form of sound, arbitrary, used by speech communities to work together, communicate and identify themselves". As a system, language is formed by certain rules, rules, or patterns, both in the fields of sound, word form, and sentence structure.

As one of the language skills, writing is a complex skill. It is said so because to be skilled at composing, one must master various things that can support writing skills. Mastery of spelling, vocabulary, sentence structure, and paragraphs are an absolute must for writers. Writing is an effort to transfer spoken language into written form, using grapheme symbols. Writing is an activity of delivering messages (communication) using written language as a tool or medium (Hastomo, 2019). Writing is a whole series of activities and their delivery through written language to others so that they are easily understood. Writing is a creative process of transferring ideas into written symbols. Composing is lowering or painting graphic symbols that describe a language that is understood by someone. Writing is one of the four aspects of language skills. According to Keraf (2007: 54) "Composing is a creative process that involves a lot of divergent (spreading) ways of thinking rather than convergent (convergent)." Kosasih (2002:40) "composing means giving birth or expressing thoughts and feelings through a symbol or writing". Based on the opinion of experts, it can be concluded that writing is the result of someone's writing to express ideas and convey through written language to the reader to be understood. Writing/composing is an attempt to develop some topic sentences. Composing is deriving or describing graph symbols describing a language used by someone. Sentence structure is a sentence used by humans consisting of spoken language and written language when viewed in terms of the medium of disclosure. Written language is done indirectly between communicators and communicants because between writers and readers do not meet directly. Spoken language is carried out directly and can be face-to-face and can be not face-to-face, for example communication by telephone.

As one of the language skills, writing is a complex skill. It is said so because to be skilled at composing one must master various things that can support writing skills. Mastery of spelling, vocabulary, sentence structure, and

paragraphs is an absolute must for writers. Writing is nothing but an effort to transfer spoken language into written form, using grapheme symbols. Writing is an activity of delivering messages (communication) using written language as a tool or medium). Writing is a whole series of activities and their delivery through written language to others so that they are easily understood. Writing is a creative process of transferring ideas into written symbols (Hastomo, 2019). Composing is lowering or painting graphic symbols that describe a language that is understood by someone. Writing is one of the four aspects of language skills. According to Keraf (2007: 54) "Composing is a creative process that involves a lot of divergent (spreading) ways of thinking rather than convergent (convergent)." Kosasih (2002:40) "composing means giving birth or expressing thoughts and feelings through a symbol or writing". Based on the opinion of experts, it can be concluded that writing is the result of someone's writing to express ideas and convey through written language to the reader to be understood. Writing/composing is an attempt to develop some topic sentences. Composing is deriving or describing graph symbols describing a language used by someone. Sentence structure is a sentence used by humans consisting of spoken language and written language when viewed in terms of the medium of disclosure. Written language is done indirectly between communicators and communicants because between writers and readers do not meet directly. Spoken language is carried out directly and can be face-to-face and can be not face-to-face, for example communication by telephone.

Akhadiah (1992:2) reveals that the ability to write is a complex ability that requires a number of knowledge and skills. Furthermore, Esten (2003) says that to produce a quality essay always starts with mature and clear thinking. The ability to compose a description is a writing that tries to detail an object so that the reader seems to see, listen, and feel what it is like. What is experienced by the author of an object description is not only limited to what is seen, touched, and heard, but can also describe feelings of heart, fear, accuracy, feelings of love, emotion, hate, and others (Surastina, 2020). Language skills, both spoken and written, are strongly influenced by students' vocabulary mastery. Vocabulary according to Parera (2007:4) "is a syntactic unit in speech or sentences. Vocabulary can be divided into two forms Chaer (2000:21) namely "Active vocabulary is vocabulary that is often used in speaking or writing. While passive vocabulary is vocabulary that is rarely or never used again. "Ability is the ability to use the elements of language. To convey a certain intention or message in appropriate circumstances" (Nababan, 2004:11). This means that a person is said to have the ability if he can use the elements of language to convey ideas, thoughts, or feelings both orally and in writing, both in formal and informal situations.

Finoza (2008:232) "based on the way of presentation and the purpose of writing, essays can be divided into six types, namely description (perian), narrative (story), exposition (exposure), argumentation (language), persuasion (invitation), and mixture or combination." The structure of the sentence is a part that is preceded and followed by silence, while the intonation indicates that the part of the speech is complete. The sentence is a part that is completed and shows a complete thought. A complete mind is meant when information is supported by a complete mind (Keraf: 2007: 56). Moreover, Nasution et al. (2020) reveals that the ability to compose is a complex ability that requires a number of knowledge and skills. Gie (2002: 32) description is a description or form of writing that details an object or transfers what is observed by the author to the reader. A form of writing that transfers the impressions of observations from the senses to the readers. Kosasih (2002: 31) that vocabulary is all the words that are owned by a language. Through the use of vocabulary, a person can convey his thoughts and feelings to others. The ability to compose a student's description is a sentence and a student's mastery of vocabulary.

Based on the description stated above, the authors were interested in researching "The Relationship of Vocabulary Mastery and Sentence Structure with the Ability to Compose Descriptions of Class VIII Students at SMPN 02 Waway Karya, East Lampung, Academic Year 2020/2021".

RESEARCH METHODOLOGY

This research is a quantitative research. This research uses the correlational method, meaning that data is collected after all the events in question have taken place. 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 method used is the correlation method. Data collection techniques used are test techniques. The test technique was used to obtain student sentence data. The test technique used to collect research data on vocabulary mastery. To find out the ability to compose a description, a test technique was used. To find out vocabulary mastery, multiple choice test was used. While the test used to determine the ability to compose a description also uses an essay or description test.

RESULT AND DISCUSSION

The results of the significant correlation coefficient test between vocabulary mastery and the ability to compose descriptions show that the

research hypothesis is accepted because $r_{\text{count}} = 0.662$ and $r_{\text{table}} = 0.301$. The correlation coefficient between vocabulary mastery and the ability to compose a description of 0.662 is significant. Thus, there is a positive relationship between vocabulary mastery and the ability to compose descriptions. It can be said that the higher the mastery of vocabulary, the higher the ability to compose student descriptions. The coefficient of derivation is $(R^2) = (0.662)^2 = 0.438$ or 43.8%. This data proves that the contribution of vocabulary mastery to the ability to compose descriptions is 43.8%. That is, the ability to compose this description can be improved through increasing vocabulary mastery in students because it has a contribution of 43.8%.

The results of the significant test of the correlation coefficient between sentence structure and the ability to compose descriptions show that the research hypothesis is accepted because $r_{\text{count}} = 0.766$ and $r_{\text{table}} = 0.301$. The value of the coefficient of determination is $(R^2) = (0.766)^2 = 0.587$ or 58.7%. This means that the contribution of sentences is 58.7% to the ability to compose descriptions. That is, the ability to compose this description can be improved through improving students' sentences because they have a contribution of 58.7%. This shows that if the sentences are improved, the ability to compose descriptions also increases.

There is a positive and significant relationship between and mastery of vocabulary and sentence structure with the ability to compose descriptions. This shows that if reading interest and vocabulary mastery are jointly improved, the ability to compose descriptions increases. The results of the significant correlation coefficient test show that the research hypothesis is accepted because $r_{\text{count}} = 0.804$ and $r_{\text{table}} = 0.301$. It can be concluded that the correlation coefficient between the variables of sentence structure and vocabulary mastery together with the ability to compose a description of 0.804 is significant. Thus, there is a positive relationship between vocabulary mastery (X 1) and sentence structure (X 2) with the ability to compose descriptions (Y). It can be said that the higher the students' sentences and vocabulary mastery, the higher the students' ability to compose descriptions. The coefficient of determination is $(r^2) = (0.804)^2 = 0.646$ or 64.6%. This data proves that the contribution of reading interest and vocabulary mastery together to the ability to compose a description is 64.6%. This shows that other factors affect the ability to compose descriptions (Y) of class VIII students of SMP Negeri 02 Waway Karya, East Lampung for the 2020/2021 academic year by 45.4%.

Thus, the higher the sentence in the students, the tendency for the ability to compose descriptions increase. This is also in line with interview data for several students and several teachers regarding the causes of

students' lack of enthusiasm in learning to compose student descriptions; the cause of students lack of interest and habit of composing. The causes of these authors can conclude as follows. (1) students' interest and interest in reading activities is still lacking so that awareness of students to carry out reading activities needs to be developed again. This can be seen from their activities when given assignments or homework to read articles or other assignments. In general, students pay less attention to the teacher's task. (2) Teacher does not carry out learning innovations that stimulate student learning activities. (3) Still not giving praise to students who excel and are more likely to give punishment. (4) The spirit of competition or competition between students is still lacking. (5) The motivation of students to do learning is also lacking. (6) The teacher still acts as the only source of learning so that students' learning creativity has not developed properly.

Thus, the higher the mastery of vocabulary in students, there is a tendency for the ability to compose descriptions to increase. This is also in line with interview data for several students and several teachers regarding the causes of students' lack of enthusiasm in learning to compose student descriptions; the cause of students lack of interest and habit of composing. The causes of these authors can conclude as follows. (1) students' ability to compose descriptions is lacking because students' vocabulary mastery is also lacking, (2) students lack practice in composing descriptions because they do not lack vocabulary mastery, (3) in the implementation of learning, teacher pays less attention to individual differences. Successful learning must also pay attention to individual differences. It is natural that students have differences in terms of thinking maturity, language skills, and intelligence levels.

CONCLUSION

Based on the calculation results of hypothesis testing, the first, second, and third hypotheses were all significant. This means that this research has succeeded in showing the relationship between vocabulary mastery (X1) and the ability to compose descriptions (Y), sentences (X2) and the ability to compose descriptions (Y). In addition, this study has also proven that mastery of vocabulary (X1) and sentences (X2) together has a very positive relationship with the ability to compose descriptions (Y).

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