



The Correlation of Vocabulary Mastery and Sentence Structure with Students' Writing Ability

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Abstract: This study aims to describe the relationship between vocabulary mastery and sentence structure with the ability to write descriptions of the eighth grade students of SMPN 02 Waway Karya, East Lampung. The author uses the correlational method, meaning that data are collected after all the events in question have taken place. The techniques used in collecting research data are questionnaires, tests, and observations. 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 write descriptions, indicated by a correlation coefficient of 0.766 and a coefficient of determination (R²) of 0.587 or 58.7%, (2) there is a positive and significant correlation between vocabulary mastery and the ability to write descriptions as indicated 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 relationship between vocabulary mastery and sentence structure and ability of writing a description shown by the correlation coefficient of 0.804 and the coefficient of determination (R²) of 0.646 or 64.6%.

Keywords: sentence structure, vocabulary mastery, writing ability

INTRODUCTION

The ability to write a description is a writing that seeks to detail an object so that the reader seems to see, listen, and feel what the author experiences. 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 (Siddik, 2018). Vocabulary can be divided into two forms, namely active vocabulary and passive vocabulary. Active vocabulary is vocabulary that is often used in speaking or writing. In contrast, passive vocabulary is vocabulary that is rarely or never used again (Yulistiani et al., 2020). Students who have mastery of vocabulary will be able to apply it in composing, both in exposition, description, argumentation, and persuasion, including descriptive essays. With a high mastery of vocabulary allows

students to be able to compose a good narrative. the results of making up descriptions will be higher if students have good vocabulary mastery (Daryono, 2009:17)

The sentence structure 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: 2005: 56). The relationship between sentence structure and the ability to write descriptions, namely writing activities, is generally considered by students as very difficult, boring, and uninteresting activities, students will still have high achievements if students have high student sentence structure if students have high interest in reading as well. Good reading textbooks or other writings (Kosasih, 2005)

Gie (2005: 32) states that 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 reader. Kosasih (2005) argues 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. students' ability to write descriptions are sentences and students' vocabulary mastery. The ability to write a description is the ability of students to express ideas/ideas/messages to others in written form. Sentence mastery is the ability of a person to know how to write the right and standard according to the rules or standards that have been set, namely the enhanced Indonesian spelling (Tarigan, 2002)

Based on the researchers' observation, the students will easily convey their ideas and thoughts into writing in the form of essays if they know and master effective sentences. It is hoped that for the eighth grade students of SMPN 02 Waway Karya, East Lampung that they can master effective sentences, therefore they will be more skilled in writing descriptions and know the use of standard and structured sentences. Although writing activities are generally considered by students as very difficult activities, boring, and uninteresting, students will still have high achievements if students have high student sentence structure if students have high reading interest (Hastomo, 2016).

Vocabulary mastery is the mastery of word choice, which is related to the concrete and abstract; standard and non-standard words; general and special words; popular words and studies; and original words and loanwords (Andeska et al., 2021). The ability to compose a description is a student in expressing ideas in the form of a descriptive essay. Students who have vocabulary mastery will be able to apply it in composing, both in exposition essays, descriptions, arguments, and persuasion, including descriptive essays.

With a high mastery of vocabulary allows students to be able to compose a good narrative. The results of making up descriptions will be higher if students have good vocabulary mastery. From the description above, it is suspected that if the vocabulary mastery is high, the ability to compose descriptions will be better if the students master the vocabulary well.

The students' ability to write descriptions is influenced by several factors, both internal and external factors. Among the factors that are closely related and affect students' ability to compose descriptions are sentences and students' vocabulary mastery (Sumaliyo, Alfiawati, & Subari, 2019). The ability to compose a description is the ability of students to express ideas/ideas/messages to others in written form. Sentence mastery is the ability of a person to know how to write correctly and standardly according to established rules or standards, namely the enhanced Indonesian spelling. Therefore, the researchers decided to investigate the correlation of vocabulary mastery and sentence structure with students' writing ability.

METHOD

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 correlation 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 (Evawati et al., 2020). The method used is the correlation method. Data collection techniques used are test techniques. The test technique was used to obtain students' sentence data. The test technique used to collect research data on vocabulary mastery. To find out the ability to write a description, a test technique was used. To find out vocabulary mastery using multiple choice tests. While the test used to determine the ability to write a description also uses an essay or description test.

By using a vocabulary and sentence mastery test as well as a descriptive writing ability test for the eighth grade Junior High School students, it is hoped that the information obtained can provide a real picture of the problems studied. This research was conducted with the correct research procedures. The sample of this study was the eighth grade students of SMPN 02 Waway Karya, East Lampung. The research sample was 124 students.

This study uses three research instruments which of course have been tested for validity and reliability, the instrument used is a sentence structure instrument that uses research questionnaires given to all students who are used as research samples. Instruments for mastering the vocabulary of class VIII students of SMPN 02 Waway Karya, East using multiple choice test

questions. These multiple choice test questions are given to students by students who have been sampled directly without being represented. To measure the ability to write a description, one must use a performance test, namely making a descriptive essay with a predetermined theme. For data collection, three research instruments were used by the researchers.

Testing the research hypothesis used correlation analysis. The significance of the correlation was tested at the 5% confidence level, to prove whether these changes have a very significant relationship with the confidence level. To find the correlation between the elements of the research variables using the help of the Statistical Package for Social System (SPSS) version 17 for window program, it also uses the Product Moment correlation formula and multiple correlation.

RESULTS AND DISCUSSION

Results

The Correlation of Sentence Structure with Ability to Compose Description

The first hypothesis states that there is a significant correlation between sentence structure and the ability to write descriptions. To determine the level of closeness of the relationship between sentences using only the correlation test. The test is used to determine the level of closeness of the correlation between variables so that they complement each other and clarify the findings to be concluded.

The correlation between sentence structure and the ability to write descriptions is shown by the regression equation = $18.232 + 0.495X_1$. These results show that each increase in the sentence structure score will cause an increase in the ability to write a description score of 0.495 at a constant 18.232. Furthermore, a simple correlation analysis was performed. This simple correlation analysis was conducted to determine the strength of the correlation between the predictor variable and the response variable. The strength of the correlation between sentence structure (X_2) and the ability to write a description (Y) is shown by the correlation coefficient $r = 0.766$.

The results of the significant correlation coefficient test show that the null hypothesis is rejected because $r_{\text{count}} = 0.766 > r_{\text{table}} = 0.301$. It can be concluded that the correlation coefficient between sentence structure and the ability to write a description of 0.766 is very significant. Thus, there is a positive correlation between sentence structure (X_2) and the ability to write a description (Y). it can be said that the higher the sentence level, the higher the ability to write student descriptions. The coefficient of determination is $(R^2) = (0.766)^2 = 0.587$ or 58.7%. This means that the contribution of sentence structure (X_2) is 58.7% to the ability to write a description (Y). it means, the ability to write this description can be improved by increasing students'

sentences because they have a contribution of 58.7%.

Aspects in sentences that contribute to the ability to write descriptions include students' attention to reading activities, use of time, feelings of pleasure, encouragement, and the suitability of material objects. This shows that to be able to have a high ability to write a description, one must have high aspects of sentence structure, namely students' attention to the activities of the subject, predicate, object, description, and complement.

While the aspects of the ability to write descriptions that can be improved through improving sentences include the elements of making up descriptions, namely (1) intrinsic elements of descriptive essays, namely themes, characterizations, setting, plot, and mandate, (2) content organization, (3) Language structure, (4) Style, choice of words and vocabulary, and (5) Spelling. If the sentence structure of students is high, the ability to write student descriptions can also increase because students will have more desire, enthusiasm, and clear goals in reading which will enrich themselves so that they can be rewritten in the form of essays. In the end, the students' ability to write descriptions improved.

The Correlation between Vocabulary Mastery and Writing Ability Description

The second hypothesis states that there is a significant correlation between vocabulary mastery (X1) and the ability to write descriptions (Y). To find out the level of closeness of the correlation between vocabulary mastery, only a simple correlation test was used. The test is used to determine the level of closeness of the correlation between variables so that they complement each other and clarify the findings to be concluded.

The correlation between vocabulary mastery and the ability to write descriptions is shown by the regression equation = $26,460 + 0.651X_2$. These results show that each increase in vocabulary mastery scores will cause an increase in the ability to write descriptions by 0.651 at a constant 26,460. This simple correlation analysis was conducted to determine the strength of the correlation between the predictor variable and the response variable. The strength of the relationship between vocabulary mastery (X1) and the ability to write descriptions (Y) is shown by the correlation coefficient $r = 0.662$.

The results of the significant correlation coefficient test show that the null hypothesis is rejected because $r_{\text{count}} = 0.662 > r_{\text{table}} = 0.301$. It can be concluded that the correlation coefficient between vocabulary mastery and the ability to write a description of 0.662 is very significant. Thus, there is a positive correlation between vocabulary mastery (X1) and the ability to write descriptions (Y). It can be said that the higher the level of vocabulary mastery, the higher the ability to write student descriptions. The coefficient of

determination is $(R^2) = (0.662)^2 = 0.438$ or 43.8%. This data proves that the contribution of vocabulary mastery (X1) to the ability to write a description (Y). it means, the ability to write this description can be improved through increasing vocabulary mastery in students because it has a contribution of 43.48%.

Aspects in vocabulary mastery that contribute to the ability to write descriptions include (1) concrete and abstract words, (2) standard and non-standard words, (3) general and specific words, (4) popular and study words, and (5) original words. and absorption vocabulary. This shows that to be able to have high descriptive writing skills, one must have high vocabulary mastery aspects, namely mastery of concrete and abstract words, mastery of standard and non-standard words, mastery of general and special words, mastery of popular and study words, and mastery of native words and absorption vocabulary.

Meanwhile, aspects of the ability to write descriptions that can be improved through increasing vocabulary mastery include elements of composing descriptions, namely (1) intrinsic elements of descriptive essays, namely themes, characterizations, setting, plot, and mandate, (2) content organization, (3) Language structure, (4) Style, choice of words and vocabulary, and (5) Spelling. If students' vocabulary mastery is high, students' narrative writing skills can also increase because it will be easy to write by having mastered mastery of concrete and abstract words, mastery of standard and non-standard words, mastery of general and special words, mastery of popular words and studies, and mastery of about native words and absorption vocabulary. In the end, the students' description writing skills improved optimally.

The Correlation between Mastery of Vocabulary and Sentence Structure with Ability to Compose Description

The third hypothesis states that there is a significant correlation between vocabulary mastery (X1) sentences (X2) and the ability to compose descriptions (Y). The test used to determine the close correlation between vocabulary mastery (X1) and sentence structure (X2) and the ability to write descriptions (Y) used multiple correlation test. The correlation between sentence structure and vocabulary mastery with the ability to write descriptions is shown by the regression equation $= 10.207 + 0.373X_1 + 0.303X_2$. These results show that each increase in the score of sentence structure and vocabulary mastery will cause an increase in the ability to write description scores of 0.676 at a constant of 10.207.

After the regression analysis was performed, the next test was multiple correlation analysis. This multiple correlation analysis was conducted to

determine the strength of the correlation between vocabulary mastery (X1) and sentence structure (X2) with the ability to write a description (Y) indicated by the correlation coefficient $r = 0.804$. The results of the significant correlation coefficient test show that the null hypothesis is rejected because $r_{count} = 0.804 > r_{table} = 0.301$. It can be concluded that the correlation coefficient between sentence structure and vocabulary mastery together with the ability to write a description of 0.804 is significant. Thus, there is a positive correlation between vocabulary mastery (X1) sentence structure (X2) and the ability to write descriptions (Y). It can be said that the higher the level of sentence and vocabulary mastery, the higher the ability to write student descriptions.

The coefficient of determination is $(R^2) = (0.804)^2 = 0.646$ or 64.6%. This data proves that the contribution of sentences and vocabulary mastery to the ability to write descriptions is 64.6%. This shows that other factors that affect the ability to write descriptions (Y) of the eighth grade students of SMP Negeri 02 Waway Karya, East Lampung for the 2020/2021 academic year are 45.4%. The results of this study indicate that students' ability to write descriptions will increase if students' sentence structure and vocabulary mastery are high. The sentence structure elements include students' attention to the subject, predicate, object, complement, and description.

Aspects in vocabulary mastery that contribute to the ability to write descriptions include (1) concrete and abstract words, (2) standard and non-standard words, (3) general and specific words, (4) popular and study words, and (5) original words. and absorption vocabulary. This shows that to be able to have a high ability to compose a description, one must have high aspects of vocabulary mastery. If students have low sentence structure and low vocabulary mastery. Factors that play a very important role in improving the ability to compose descriptions are sentence structure as a psychological element of students and vocabulary mastery as a linguistic element.

Meanwhile, aspects of the ability to write descriptions that can be improved through increasing vocabulary mastery include elements of writing descriptions, namely (1) intrinsic elements of descriptive essays, namely themes, characterizations, setting, plot, and mandate, (2) content organization, (3) Language structure, (4) Style, choice of words and vocabulary, and (5) Spelling. If students' vocabulary mastery is high, students' ability to compose descriptions can also increase because it will be easy to compose by having mastered mastery of concrete and abstract words, mastery of standard and non-standard words, mastery of general and special words, mastery of popular words and studies, and mastery of about native words and absorption vocabulary. In the end, students' ability to compose descriptions increases along with binding interest in reading and mastering vocabulary.

Discussion

The results showed that all the hypotheses in the study were proven. The data in the study support the statement of the research hypothesis. The first hypothesis states that there is a significant correlation between vocabulary mastery and the ability to write descriptions of eighth grade students of SMP Negeri 02 Waway Karya, East Lampung, for the 2020/2021 academic year. The second hypothesis states that there is a significant correlation between sentence structure and the ability to write descriptions of the eighth grade students of SMP Negeri 02 Waway Karya, East Lampung in the 2020/2021 academic year, while the third hypothesis states that there is a significant correlation between vocabulary and sentence mastery and students' ability to write descriptions at the eighth grade students of SMP Negeri 02 Waway Karya, East Lampung, Academic Year 2020/2021.

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 correlation between vocabulary mastery (X1) and the ability to compose descriptions (Y), sentences (X2) and the ability to write descriptions (Y). In addition, this study has also proven that mastery of vocabulary (X1) and sentences (X2) together has a very positive correlation with the ability to write descriptions (Y). The clarity of the correlation between the independent variable and the dependent variable can be described briefly as follows.

The Correlation between Sentence Structure and Ability to Write Description

The research data show that there is a close correlation between sentence structure and the ability to write descriptions, $r_{count} = 0.766$ at level $= 0.05$ $r_{table} = 0.301$. This answers the second hypothesis, which is that there is a significant correlation between sentence structure and the ability to write descriptions at the eighth grade students of SMP Negeri 02 Waway Karya, East Lampung in the 2020/2021 academic year. The statement is based on the results of calculations that r_{count} is greater than r_{table} . This also means that the sentence structure makes a significant contribution to the ability to write descriptions of junior high school students, especially the eighth grade students of SMP Negeri 02 Waway Karya, East Lampung in the 2020/2021 academic year.

The correlation coefficient value obtained is 0.766 which is very significant. The data show the level of strength of a positive correlation between sentence structure (X2) and the ability to write a description (Y). It can be said that the higher the reading, the higher the ability to write

descriptions.

The value of the coefficient of determination is $(R^2) = (0.766)^2 = 0.587$ or 58.7%. This finding proves that the contribution of reading interest to vocabulary mastery is 58.7%. It can also be explained through the regression equation $= 18.232 + 0.495X_1$. Thus, the regression equation model $= 18.232 + 0.495X_1$ is statistically very significant (significant).

By looking at the results obtained, the regression equation $= 18.232 + 0.495X_1$ shows that every increase in one sentence score will cause an increase in the score of ability to write a description of 0.495 at a constant 18.232. Based on the data above, it rejected the null hypothesis (H_0) and accepted (H_1), which means that there is a positive and significant correlation between sentences and the ability to write descriptions. It rejected the null hypothesis (H_0) if $r_{count} = 0$ (r table), meaning that there is no correlation between sentences and the ability to write descriptions. On the other hand, it accepted the hypothesis (H_1) if $r_{count} > 0$ (r table), meaning that there is a correlation between sentence structure and ability to write descriptions.

Thus, the higher the students' sentence structures mastery, the higher the tendency for their ability to write 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 write 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) teachers do 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' creativity in learning has not developed properly.

The data above suggests that interest will grow and develop in a person if using methods or forms in the form of giving numbers for each activity carried out by students. In addition, the learning creativity factor must be designed to stimulate student learning activities and creativity. The competition factor needs to be grown in the classroom or between classes and even between schools at the regional, regional, national and international levels. Teachers must give more confidence to students by positioning them as facilitators and motivators in learning, not as the only source of learning. In addition, students also need to grow their self-awareness to read and learn by

being given educational advice, both from teachers and from parents. Teachers also need to provide opportunities or opportunities for all students to be able to perform better. It is not only students who have high achievement that are considered, but also students who have less achievement. This comprehensive and integral attention will have an impact on a more active and responsive learning process.

The data show that this research is in line with the opinion of Sudarsono (2003:28) which states that interest is an attitude of interest or being fully involved with an activity because it realizes the importance and value of the activity. the attitude grows and develops as happens in other mental and emotional patterns of behavior. Attitudes affect the birth of an individual's experience and originate from an urge or impulse in the heart. Thus, the conclusion that can be drawn from the results of this study is that sentence structure is one of the important variables that needs attention in order to improve the ability to write descriptions for junior high school students, especially the eighth grade students at SMP Negeri 02 Waway Karya, East Lampung in the 2020 academic year/ 2021 the ability to write descriptions will be able to increase if students have high sentence structures.

The Correlation between Vocabulary Mastery and Writing Ability Description

The research data show that there is a close correlation between vocabulary mastery and the ability to write descriptions, $r_{count} = 0.662$ at level = 0.05 $r_{table} = 0.301$. This answers the first hypothesis, which is that there is a significant correlation between vocabulary mastery and the ability to write descriptions of seventh grade students of SMPN 26 Bandar Lampung in the 2019/2020 academic year. The statement is based on the calculation results that the calculated r is greater than the r_{table} . This also means that mastery of vocabulary makes a significant contribution to the ability to write descriptions of junior high school students, especially the eighth grade students of SMP Negeri 02 Waway Karya, East Lampung in the 2020/2021 academic year.

The correlation coefficient value obtained is 0.662 which is very significant. The data show the level of strength of a positive correlation between vocabulary mastery (X1) and the ability to write descriptions (Y). It can be said that the higher the mastery of vocabulary, the higher the ability to write descriptions. The value of the coefficient of determination is $(R^2) = (0.662)^2 = 0.438$ or 43.8%. This finding proves the contribution of sentence structure to vocabulary mastery by 58.7%. It can also be explained through the regression equation = $26.460 + 0.651X_2$. Thus, the regression equation model $26.460 + 0.651X_2$ shows that every increase in vocabulary mastery score will

cause an increase in the score of writing description ability by 0.651 at a constant 26,460.

Based on the data above, it rejected the null hypothesis (H_0) and accepted (H_1), which means that there is a positive and significant correlation between vocabulary mastery and the ability to write a description. It rejected the null hypothesis (H_0) if $r_{count} = 0$ (r_{table}), meaning that there is no correlation between reading interest and ability to write descriptions. On the other hand, accepted the hypothesis (H_1) if $r_{count} > 0$ (r_{table}), meaning that there is a correlation between vocabulary mastery and the ability to write descriptions. Thus, the higher the vocabulary mastery in students, the tendency for the ability to write descriptions will be increased. 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 write 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 write descriptions is lacking because students' vocabulary mastery is also lacking, (2) students lack practice in writing descriptions because they do not lack vocabulary mastery, (3) in the implementation of learning, teachers pay less attention to individual differences. Successful learning must also pay attention to individual differences. It is natural that students faced by teachers have differences in terms of thinking maturity, language skills, and intelligence levels.

The data show that this research is in line with the opinion of Soedjito (1992) which states that students who have mastery of vocabulary will be able to apply it in writing descriptions. With a high mastery of vocabulary allows students to be able to compose a good description. Students' results in writing description will be higher if students have good vocabulary mastery. This shows that the ability to write descriptions will be better if students master vocabulary well. In other words, if the vocabulary mastery is high, the students' ability to write descriptions will be better. Thus, the conclusion that can be drawn from the results of this study is that vocabulary mastery is one of the important variables that needs attention in order to improve the ability to write descriptions of students in junior high school students, especially for the eighth grade students at SMP Negeri 02 Waway Karya, East Lampung in the academic year 2020/ 2021 the ability to write descriptions will be able to increase if students have high vocabulary mastery.

Mastery of vocabulary is the most important part that must be mastered by students in order to improve the ability to write descriptions. The ability to write descriptions will be able to increase if students have high vocabulary mastery. The higher the students' vocabulary mastery, the higher the ability to write a description of the eighth grade of junior high school

students.

The Correlation between Mastery of Vocabulary and Sentence Structure with Ability to Compose Description

The research data show that there is a close correlation between sentence structure and vocabulary mastery with the ability to write descriptions, $r_{\text{count}} = 0.804$ at level $= 0.05$ $r_{\text{table}} = 0.301$. This answers the third hypothesis, which is that there is a significant correlation between vocabulary mastery and sentence structure with the ability to write descriptions of the eighth grade students at SMP Negeri 02 Waway Karya, East Lampung, for the 2020/2021 academic year. The statement is based on the calculation results that the calculated r is greater than the r_{table} . This also means that students' sentences and vocabulary mastery make a significant contribution to the ability to write descriptions of junior high school students, especially for the eighth grade students of SMP Negeri 02 Waway Karya, East Lampung in the 2020/2021 academic year.

Based on the data above, it rejected the null hypothesis (H_0) and accepted (H_1), which means that there is a positive and significant correlation between sentence structure and vocabulary mastery with the ability to write descriptions. It rejected the null hypothesis (H_0) if $r_{\text{count}} = 0$ (r_{table}), meaning that there is no correlation between sentences and vocabulary mastery with the ability to write descriptions. On the other hand, it accepted the hypothesis (H_1) if $r_{\text{count}} > 0$ (r_{table}), meaning that there is a correlation between sentences and the ability to write descriptions. The correlation coefficient value obtained is 0.804 which is very significant. The data shows the level of strength of a positive correlation between vocabulary mastery (X_1) and sentences (X_2) and the ability to write descriptions (Y). It can be said that the higher the reading, the higher the ability to write student descriptions.

It can be said that the higher the sentence and vocabulary mastery, the higher the ability to write descriptions. The value of the coefficient of determination is $(R^2) = (0.804)^2 = 0.646$ or 64.6%. This data proves the contribution of sentences and vocabulary mastery to the ability to write a description of 64.6%. It can also be explained through the regression equation $= 0.207 + 0.373X_2 + 0.303X_2$. Thus, the regression equation model $= 0.207 + 0.373X_2 + 0.303X_2$, indicating that every one increase in sentence structure score and vocabulary mastery will cause an increase in the ability to write description scores of 0.676 at a constant of 10.207.

Based on the results of the research data analysis, it turns out that the relationship between the elements of the research has different levels of closeness, which is reflected in the following table.

Table 1. Order of Closeness of Research Variables

No	Correlation between Variables	The Correlation	Contribution Percentage	Rating
1	X1 and Y	0,766	58,7%	Second
2	X2 and Y	0,662	43,8%	Third
3	X1, X2 with Y	0,804	64,6%	First

Information:

X1 : Vocabulary Mastery

X2 : Sentence Structure

Y : Ability to Write Description

The table shows that the simple correlation test of sentence structure and vocabulary mastery with the ability to write descriptions has the highest closeness, namely $r = 0.804$ or 64.6%. The closeness of the correlation that occupies the second position, namely the correlation of sentence structure with the ability to write a description of 0.766 or 58.7%. The relationship between vocabulary mastery and the ability to write descriptions is in the third position in the close relationship, which is 0.662 or 43.8%. Thus, the conclusion that can be drawn from the results of this study is that mastery of vocabulary and sentence structure is one of the important variables that need attention in order to improve the ability to write descriptions of juniorhighschoolstudents, especially for the eighth grade students of SMP Negeri 02 Waway Karya Lampung, East for the 2020/2021 academic year in general.

Sentence structure and vocabulary mastery is the most important part that must be mastered by students in order to improve the ability to write descriptions. The ability to write descriptions will be able to increase if students have high vocabulary mastery. These two aspects need to be improved by the teacher in line with efforts to improve the ability to write descriptions for the eighth grade students at SMP Negeri 02 Waway Karya.

CONCLUSIONS

Based on the calculations and studies of the data that have been described in the previous chapter, the authors conclude several things, as follows: There is a positive and significant correlation between vocabulary mastery and the ability to write descriptions. This shows that if vocabulary mastery is improved, the ability to write descriptions also increases. The results of the significant correlation coefficient test show that the research hypothesis is accepted because $r \text{ count} = 0.662 > r \text{ table} = 0.301$. The correlation coefficient between vocabulary mastery and the ability to write a description of 0.662 is significant. Thus, there is a positive correlation between

vocabulary mastery and the ability to write descriptions. it can be said that the higher the mastery of vocabulary, the higher the ability to write 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 write descriptions is 43.8%. That is, the ability to write this description can be improved through increasing vocabulary mastery in students because it has a contribution of 43.8%.

Moreover, there is a positive and significant correlation between sentence structure and the ability to write descriptions. This shows that if the sentence structures are improved, the ability to write descriptions also increases. The results of the significant correlation coefficient test show that the research hypothesis is accepted because $r_{count} = 0.766 > r_{table} = 0.301$. 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 write descriptions. it means, the ability to write this description can be improved by increasing students' sentences because they have a contribution of 58.7%.

Furthermore, there is a positive and significant correlation between and mastery of vocabulary and sentence structure with the ability to write descriptions. This shows that if interest in reading and mastery of vocabulary are jointly improved, the ability to write descriptions increases. The results of the significant correlation coefficient test show that the research hypothesis is accepted because $r_{count} = 0.804 > r_{table} = 0.301$. It can be concluded that the correlation coefficient between the variables of sentence structure and vocabulary mastery together with the ability to write a description of 0.804 is significant. Thus, there is a positive correlation between vocabulary mastery (X1) and sentence structure (X2) with the ability to write descriptions (Y). it can be said that the higher the sentence structures and vocabulary mastery of students, the higher the ability to write student 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 write descriptions is 64.6%. This shows that other factors affect the ability to write descriptions (Y) of the eighth grade students of SMP Negeri 02 Waway Karya by 45.4%.

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