



## The Correlation of Vocabulary and Sentence Mastery towards Students' Writing Ability on Description Text

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**Abstract:** The problem raised in this study is the relationship 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 relationship between vocabulary and sentence mastery and the ability to compose a description of the seventh grade students of SMPN 26 Bandar Lampung. The techniques used in collecting research data are questionnaires, tests, and observations. Research 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 relationship between sentence structure and the ability to compose descriptions, indicated by a correlation coefficient of 0.766 and a coefficient of determination (R<sup>2</sup>) of 0.587 or 58.7%, (2) there is a relationship a positive and significant relationship between vocabulary mastery and the ability to compose descriptions indicated by a correlation coefficient of 0.662 and a coefficient of determination (R<sup>2</sup>) of 0.438 or 43.8%, (3) there is a positive and significant relationship between vocabulary mastery and sentence structure and ability composing a description shown by the correlation coefficient of 0.804 and the coefficient of determination (R<sup>2</sup>) of 0.646 or 64.6%.

**Keywords:** description text, sentence, vocabulary

### INTRODUCTION

Mastery of vocabulary is one of the factors that affect the ability to compose a description of the writing. Therefore, students' vocabulary mastery must also be considered so that students are able to understand and master writing that is read by someone (Yulistiani et al., 2020). The factors that may cause the low ability to write descriptions are important for students, that the ability to write descriptions allows students to communicate ideas and experiences to various parties through writing. Given the importance of

writing skills, the writing aspect is always present in every curriculum for basic education, secondary education, and higher education (Nurbaiti et al., 2019). Description is an essay that emphasizes the depiction of an object as it is.

The lack of success in learning to compose descriptions of SMP 26 Bandar Lampung is possible because students do not have the ability to compose sufficient descriptions or students' descriptions are still low. The lack of success in learning to compose descriptions may make it possible for students not to have vocabulary mastery or vocabulary mastery that is still low. Students' reading ability and vocabulary mastery affect the ability to compose descriptions (Andeska et al., 2021). In other words, students' ability to compose descriptions will be high if the sentence structure and vocabulary mastery of students are also high.

Furthermore, writing is one of the four aspects of language skills. According to Keraf (2004), composing is a creative process that involves a lot of divergent (spreading) ways of thinking rather than convergent (convergent). Meanwhile, Indriani & Amalia (2020) state composing means giving birth or expressing thoughts and feelings through a symbol or writing. Pramesti (2015) argues that composing is a business activity carried out by a writer to express facts, feelings, attitudes, and thoughts clearly and effectively to the reader. Wijaya, Anggraeni, & Prihamdani (2020) state descriptive essay is an essay that describes objects in detail and detail using the five senses, so that the reader seems to be able to see, hear, feel and be able to imagine directly from what is described by the author.

Based on the opinions of the experts above, 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. Description is a picture 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. Keraf (2004) explained that descriptive essay is an essay that creates an imagination or picture in the mind or paints graphic symbols that describe forms of language that can be understood by someone or others, so that people can understand these graphic forms.

Based on this opinion, it can be concluded that descriptive essay is describing or telling how the shape of an item or object is, or describing the taste of an object, thing or sound. The main function of the description is to make the readers see the goods or objects, or absorb the distinctive qualities of the goods about the object. Description is a picture 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. Ida, Wicaksono, & Wahyuningsih (2021) state ability is the ability to use language elements to convey certain meanings or messages in appropriate circumstances. 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. The language elements in question, namely letters and phonemes, morphemes consist of vowels and consonants. Morpheme consists of free morpheme and bound morpheme. Bound morphemes can be either morphologically bound or syntactically bound morphemes.

Tarigan (2002) says that the abilities that are the goal of education are divided into three domains, namely the cognitive, affective, and psychomotor domains. The cognitive domain is all kinds of abilities that a person has regarding matters relating to interests, talents, and attitudes. While the psychomotor domain is more concerned with a person's motor skills. He states that composing is a representation of the units of language expression. A good essay can connect the writer as the sender of the message and the reader as the recipient of the message. The message to be conveyed must be written systematically so that the reader can catch the message clearly and does not cause misinterpretation. Based on the opinions of the experts above, 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.

Keraf (2004) sentences can be distinguished from grammatical units by their characteristics, namely the smallest unit of a complete statement, the word as the smallest element, certain rules in compiling the elements. Stands alone in speech, has a final intonation pattern, has completeness of speech concerning the completeness of meaning, consists of clauses. According to Lestari et al. (2019), a sentence is a language unit that can relatively stand alone, has a final intonation pattern and consists of clauses. Meanwhile, Chaer (2000) reveals that the sentence is a completed part and shows a complete mind. The complete mind in question is meant by information that is supported by a complete mind. At least the sentence has a subject or subject, a predicate or designation. If it does not have a subject or main sentence and a predicate or designation. If it does not have a subject element and a predicate element, this statement can only be called a phrase. This is what distinguishes between sentences and phrases.

Since this opinion, said that a sentence is a grammatical unit which is

limited by a long pause accompanied by a descending and rising final tone. Meanwhile, Hastomo (2016) reveals that a sentence is a language that is relatively independent, has a final intonation point, and actually consists of clauses.

Mastery of vocabulary is a component that exists in language and is a word, the meaning of words that do not change easily and are always used and carry out language activities. Vocabulary which includes synonyms (synonyms), homonyms, opposites (antonyms), word choice. Language skills, both spoken and written, are strongly influenced by students' vocabulary mastery. According to Sumaliyo, Alfiawati, & Subari (2019), vocabulary is a syntactic unit in speech or sentences. Vocabulary is the main component that we use in communicating activities.

Based on the opinions above, it can be explained that what is meant by vocabulary is a component that exists in language and is a word, the meaning of words that do not change easily and are always used and carry out language activities. Vocabulary which includes the similarity of meaning (synonyms), synonyms (homonyms), opposites (antonyms), choice of words, meaning of words and so on. From the description above, it can be concluded that vocabulary mastery is a syntactic unit in speech or sentences. Vocabulary is the main component that we use in communicating activities. Vocabulary is the words that exist in the language and are used by speakers or writers in all fields of science to convey conversations or the results of their writings to listeners or readers.

## **METHOD**

This study used the correlational method, meaning that data is collected after all the events in question have taken place. Furthermore, these events are observed and the relationship between the elements is interrelated. The aim 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. The data collection technique used is a questionnaire technique and a test technique. The population in this study were seventh grade students of SMPN 26 Bandar Lampung. In determining the number of samples required based on the opinion of Arikunto (2006:134) The research sample was 112 students, a number of samples were taken stating that if the subject was less than 100 people. It is better to take all the subjects so that the research is a population study. If the number of subjects is larger, 10-15%, 20-25% or more of the total population are taken. Because the population in this study was more than 100 people, the sample size was set at 25%. So  $25\% \times 112 \text{ students} = 28 \text{ students}$ . The sampling technique used was random sampling technique. Data collection techniques used are

questionnaires and tests. Data collection is done by using instruments that have been tested for validity and reliability.

## **RESULTS AND DISCUSSION**

### **The Correlation between Sentence Mastery and Ability to Write Description Text**

The research data shows that there is a close relationship between sentence structure and the ability to compose 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 relationship between sentence structure and the ability to compose a description of class VII students of SMPN 26 Bandar Lampung. 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 compose descriptions of seventh grade junior high school students, especially seventh grade students of SMPN 26 Bandar Lampung.

The correlation coefficient value obtained is 0.766 which is very significant. The data shows the level of strength of a positive relationship between sentences (X2) and the ability to compose a description (Y). It can be said that the higher the reading, the higher the ability to compose student 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 compose a description of 0.495 at a constant 18.232. Based on this, reject the null hypothesis ( $H_0$ ) and accept ( $H_1$ ), which means that there is a positive and significant relationship between sentences and the ability to compose descriptions. Reject the null hypothesis ( $H_0$ ) if  $r_{count} = 0$  ( $r_{table}$ ), meaning that there is no relationship between sentences and the ability to compose descriptions. On the other hand, accept the hypothesis ( $H_1$ ) if  $r_{count} > 0$  ( $r_{table}$ ), meaning that there is a relationship between sentence structure and ability to compose descriptions.

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.

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 compose descriptions of seventh grade students of SMP, especially seventh grade students of SMPN 26 Bandar Lampung. The description will be able to increase if students have high sentences.

### **The Correlation between Vocabulary Mastery and Writing Description Text**

The research data shows that there is a close relationship between vocabulary mastery and the ability to compose 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 relationship between vocabulary mastery and the ability to compose descriptions of seventh grade students of SMPN 26 Bandar Lampung. The statement is based on the results of calculations that  $r_{count}$  is greater than  $r_{table}$ . This also means that vocabulary mastery makes a significant contribution to the ability to compose descriptions of seventh grade students of SMP, especially seventh grade students of SMPN 26 Bandar Lampung.

The correlation coefficient value obtained is 0.662 which is very significant. The data shows the level of strength of a positive relationship between vocabulary mastery (X1) and the ability to compose descriptions (Y). It can be said that the higher the mastery of vocabulary, the higher the ability to compose student 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 this, reject the null hypothesis ( $H_0$ ) and accept ( $H_1$ ), which means that there is a positive and significant relationship between vocabulary mastery and the ability to compose a description. Reject the null hypothesis ( $H_0$ ) if  $r_{count} = 0$  ( $r_{table}$ ), meaning that there is no relationship between reading interest and ability to compose descriptions. On the other hand, accept the hypothesis ( $H_1$ ) if  $r_{count} > 0$  ( $r_{table}$ ), meaning that there is a relationship between vocabulary mastery and the ability to compose descriptions.

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 compose descriptions of seventh grade students of SMP, especially seventh grade students of SMPN 26 Bandar Lampung. Description will be increased if students have high vocabulary mastery.

### **The Correlation between Mastery of Vocabulary and Sentences with Ability to Write Description Text**

The research data shows that there is a close relationship between sentence structure and vocabulary mastery with the ability to compose descriptions,  $r$  count = 0.804 at level = 0.05  $r$  table = 0.301. This answers the third hypothesis, which is that there is a significant relationship between vocabulary mastery and sentence structure with the ability to compose descriptions of seventh grade students of SMPN 26 Bandar Lampung. The statement is based on the results of calculations that  $r$  count is greater than  $r$  table. This also means that students' sentences and vocabulary mastery make a significant contribution to the ability to compose descriptions of seventh grade junior high school students, especially seventh grade students of SMPN 26 Bandar Lampung.

Based on this, reject the null hypothesis ( $H_0$ ) and accept ( $H_1$ ), which means that there is a positive and significant relationship between sentence structure and vocabulary mastery with the ability to compose descriptions. Reject the null hypothesis ( $H_0$ ) if  $r$  count = 0 ( $r$  table), it means that there is no relationship between sentences and vocabulary mastery with the ability to compose descriptions. On the other hand, accept the hypothesis ( $H_1$ ) if  $r$  count > 0 ( $r$  table), meaning that there is a relationship between sentences and the ability to compose descriptions.

The correlation coefficient value obtained is 0.804 which is very significant. The data shows the level of strength of a positive relationship between vocabulary mastery ( $X_1$ ) and sentences ( $X_2$ ) and the ability to compose descriptions ( $Y$ ). it can be said that the higher the reading, the higher the ability to compose student descriptions. It can be said that the higher the sentence and vocabulary mastery, the higher the ability to compose student 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 compose 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 each increase in the sentence structure score and vocabulary mastery will cause an increase in the ability to compose a description score 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 Correlation Research Variable

No	Relationship between variables	Correlation magnitude	Rating Contribution	Percentage
1	X <sub>1</sub> and Y	0,766	58,7%	Second
2	X <sub>2</sub> and Y	0,662	43,8%	Third
3	X <sub>1</sub> , X <sub>2</sub> and Y	0,804	64,6%	First

Description:

X<sub>1</sub> : Vocabulary Mastery

X<sub>2</sub> : Sentence Mastery

Y : Writing Description Text

Table 1 shown that the simple correlation test of sentence relationships and vocabulary mastery with the ability to compose descriptions has the highest closeness, namely  $r = 0.804$  or 64.6%. The closeness of the relationship that occupies the second position, namely the sentence relationship with the ability to compose a description of 0.766 or 58.7%. The relationship between vocabulary mastery and the ability to compose 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 needs attention in order to improve the ability to compose descriptions of students of class VII SMP, especially class VII students of SMPN 26 Bandar Lampung. Sentence and vocabulary mastery is the most important part that must be mastered by students in order to improve the ability to compose descriptions. The ability to compose 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 compose descriptions for class VII students of SMPN 26 Bandar Lampung.

## CONCLUSION

Based on the calculations and studies of the data that have been described in the previous chapter, the authors conclude several things. First, there is a positive and significant relationship between sentence structure and the ability to compose descriptions. This shows that if the sentences are improved, the ability to compose 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 compose descriptions. it



means, the ability to compose this description can be improved by increasing the students' sentences because it has a contribution of 58.7%.

Second, there is a positive and significant relationship between vocabulary mastery and the ability to compose descriptions. This shows that if vocabulary mastery is improved, the ability to compose 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 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%.

Third, 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  $r_{\text{count}} = 0.804 > r_{\text{table}} = 0.301$ . 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 (X1) and sentences (X2) with the ability to compose descriptions (Y). It can be said that the higher the sentence and vocabulary mastery of students, the higher the ability to compose 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 compose a description is 64.6%. This shows that other factors affect the ability to compose descriptions (Y) of class VII students of SMPN 26 Bandar Lampung by 45.4%.

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