

THE CORRELATION BETWEEN VOCABULARY KNOWLEDGE
AND WRITING SKILL OF SEMESTER VI OF FKIP STUDENTS OF
UNIVERSITY OF MATARAM IN THE ACADEMIC YEAR
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**THE CORRELATION BETWEEN VOCABULARY
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This research aimed to find out the correlation between vocabulary mastery and writing skill of semester VI of FKIP students in the University of Mataram. The population of this research is all of the students in semester VI of FKIP which consists of 161 students. The number of sample is 40 students that selected randomly. The instruments of this study were documentation and test of vocabulary knowledge and writing skill. The collected data was analyzed using Pearson Product Moment correlation. The findings of this research reveal that there is significant correlation between vocabulary knowledge and writing skill of semester II of FKIP students in the University of Mataram in the academic year 2017/2018. The result of the study was shown by the coefficient correlation (r_{xy}) of 0.383. It indicates that there is low correlation between the two variables. To reassure the result, another method is used that is t-test. The score of t-test obtained is 2.554. With degree of significance 5%, the score of t-table is 2.024. Therefore, t-test is higher than t-table ($t\text{-test} > t\text{-table}$). Consequently, the conclusion reached is H_a is accepted.

Keywords : vocabulary knowledge, writing skill, correlation

INTRODUCTION

Being one of the primary skills in language, writing is no doubt precise in giving and sharing idea and information. In the process of writing, people share their idea and knowledge creatively through the words that connect each other to form the sentences. Those sentences assemble in the form of written language.

Written language is the fundamental part of communication, as well as spoken language does. Spontaneously, people can speak or produce words through mouth but in order to express the idea or thought in written language, they find it difficult to do especially for students. Since writing is dealing with grammar, word choices, coherence, cohesion and other aspects, so the students should be seriously trained in learning writing in order to achieve good writing skill.

Vocabulary as part of writing plays an important role in written communication, as well as oral communication. With vocabulary, the idea can be organized fluently in writing process without getting stuck in the middle because a lot of people find it difficult to write because they lack vocabulary. Based on my experience when writing, the use of general and basic words or the words that always use and familiar with are often occurs in my writing. It makes my writing feel usual without extensive vocabularies.

Besides those problems, expressing the idea and conveying the message without knowing words in oral and written language, especially in foreign language are unable to do. In native language, the lexicon grows coincide with the development of cognitive and education so complex ideas which have obtained can be clarified. However, the gap between what would like to be conveyed in the form of content and what can be conveyed with having the limited vocabulary are generally found in foreign language.

REVIEW OF RELATED LITERATURE

Skills in English Language Teaching

In learning English, there are four core skills which should be mastered, they are listening, speaking, reading and writing. Speaking and writing are known as productive skill because students need to produce word for understanding the language. On the other hand listening and reading are called receptive skills. Here, students just need to understand and receive without produce language. Those four skills are related to each other which become the main part in all languages in English.

In speaking proficiency, language is produced through the mouth that becomes speech. Through speaking, information is shared to the hearer in oral communication. In listening skill, the information is processed through the ears in the form of sound. That sound will be constructed by the listeners within the context of their previous knowledge and experience. One kind of receptive skill is reading. Reading is thinking process in which the readers find out the meaning of the text that they read. Effective readers certainly know the text that they read should have sense or something to be understood.

Writing

1. Definition of writing

Writing is the process of sharing idea or knowledge creatively in the form of written language. Jozsef (2001) claimed that writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.

Writing, according to Nunan (2003), is physical and mental act. Writing is a process and also a product. Otherwise Oshima and Hogue (1997: 2) stated that writing takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a “Product”.

It seems that the experts have different opinions. Nunan said that writing is a product, on the other hand Oshima and Hogue said that writing is not a product. It explicitly argues that writing is certainly a product because the writers pour up their ideas in the form of written language by combining letters which become sentences and paragraphs. After the writers have done their works such as essay, article, newspaper and so on, then the readers read and find out the writers' idea as a product.

2. The Purpose of Writing

May (1996) stated that there are four common purposes in writing, that are, writing to inform, writing to explain, writing to persuade, and writing to amuse others. The first purpose of writing is to inform the fact, data, suggestion, and so on. It indicates that the writer has some knowledge and information to the readers. The next purpose of writing is to explain. It has the purpose to explain unclear thing and makes it clear so the readers will understand. The third purpose of writing is to persuade readers through his writing by providing some arguments and evidences. The last purpose is to amuse or entertain others. It bases on the imagination of the writer and pours it into the imaginary character, plot and emotion of the story. It is usually called literary work.

3. The Process of Writing

According to Oshima and Hogue as cited in Azizah (2017), writing has four steps. Those are prewriting, organizing, draft, revising and editing which divided into two steps in editing based on Means (1998) that are, revision and polishing.

4. The Components of Writing

Oshima and Houge as cited in Abidin (2014) claimed that there are five components of writing such as content, organization, language use, mechanism and vocabulary.

Vocabulary

1. The Role of Vocabulary in Writing

In written communication, vocabulary turns into the very basic part. Vocabulary forms a word, phrase, clause and finally a sentence. After the sentence has already made up, later writer can discuss about grammatical structure, cohesion, coherence, language use and other components of writing. Brynildssen (2000) stated that breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing.

2. The Definition of Vocabulary

Vocabulary is words known by the people and use those words to communicate with others in particular language. L.C. Moats, cited in Nashville and Dr Dahlgren (2008) stated that vocabulary is knowledge of the meaning and pronunciation of words (lexicon). Renandya (2002: 255, as cited in Hasan and Nanang, 2017) proposed that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Norbert Schmitt in Setiawandi (2006) stated that vocabulary is a basis of a language, it is very important to be mastered first. Therefore, it can be concluded that vocabulary is list of words and meaning that turn into basic component of language and very necessary to be mastered first in order to speak, listen, read and write well in communication.

3. The Types of Vocabulary

Vocabulary can be divided into two types, that are receptive (see and hear) and productive (speak and write). Receptive vocabulary also known as passive vocabulary is the words that received through reading and listening. It refers to the words that students are aware of and realize when they occur and it suspends on context. Meanwhile productive vocabulary or active vocabulary is the words that students understand, build, mention correctly in speaking and writing skill.

RESEARCH METHOD

The main point of this study was to find out the significant correlation between vocabulary knowledge and writing ability. Therefore, this present study was correlated by applying entirely quantitative approach. Since this research was quantitative, the finding was acquired by analyzing the data statistically. This study used Pearson Product Moment to analyze the data. Furthermore, the test of vocabulary and writing skill is given to measure students' competence. Vocabulary test consisted of multiple choices and other kind of questions such as connecting pairs, completing the passage, filling in the missing words, matching the pictures, circling the correct words and writing down the words based on the pictures. In writing test, students were asked to write short essay based on the 3 topics provided. For scoring writing test, the test is categorized into five items, 30 on content, 20 on organization, 20 on vocabulary, 25 on language use and 5 on mechanics. Thus, if students have fulfilled the five items, they will get score 100.

RESULTS AND DISCUSSION

Vocabulary Knowledge and Writing Skill Achievement

There are 40 participants in this test. Each test should be finished in 30 minutes, so the students are given 60 minutes to complete a whole test. From the analysis, the result shown that the mean score of vocabulary is 73, while the mean score of writing skill is 76,65. The maximum score of vocabulary is 90 and the minimum score is 50. There are 14 students (35%) got higher score than the mean score, so the students' vocabulary mastery can be indicated as fairly good. In writing skill test, the maximum score is 95 and minimum score is 53. The students who got more than the mean score, 76,65 were 22 students, more than a hal of total participants. It indicates that the students' writing skill is good.

The Correlation between Students' Vocabulary Knowledge and Writing Skill

The result of the calculation of r_{xy} was 0.383. It indicated that there is low correlation between the two variables. Considering the result of r , the last step was determining whether the correlation between the two variables is significant or not by applying another method that was t-test. The score of t-test in this research is 2.554. Then, it is compared with the score of t-table in the level of significance 5%, the score is 2.024. Therefore, t-test is higher than t-table ($t\text{-test} \geq t\text{-table}$). It shows that there is significant correlation between the two variables.

DISCUSSION

The data proved that students dominantly got very good classification. Where the students' score in vocabulary is good, their score in writing is also good. Also, if their score in vocabulary is low, their score in writing is also low. It shows that vocabulary determines students' score in writing because where the students have many words in their head, they will easy to organize and share their idea in writing. Based on the result above, it can be concluded that research findings support the theories that vocabulary relate the writing ability. The correlation between students' knowledge of vocabulary and their achievement in writing among the semester VI of FKIP students of University of Mataram in the academic year 2017/2018 was 2.554 (positive and significant).

CONCLUSION

After the research was conducted, it was found that there is low correlation between vocabulary knowledge and writing skill of semester II of FKIP students in the University of Mataram based on the result of r_{xy} . The r_{xy} score is 0,383 and it was interpreted using r score interpretation in the range of 0.200 – 0.400 which showed low correlation between the two variables. Considering the result of r_{xy} , another method was applied in order to unsure the result of this research. The method was t-test. The t-test score was 2,554 and it was compared with t-table in the level of significance 5%, the score was 2,024. The t-test score is higher than t-table which

means that H_0 was rejected and H_a was failed to be rejected. It indicates that there is significant correlation between vocabulary knowledge and writing skill of semester II students of University of Mataram in the academic year 2017/2018.

The students who got good achievement in vocabulary will be easier to develop their writing. This statement was based on the result of vocabulary and writing test. The students who got good score in vocabulary are able to write with various vocabularies, can organize their idea fluently and also give clear explanation of their writing. Otherwise, the students who got low score in vocabulary could not give clear explanation, use common words and also their writing did not have coherence. It proved that vocabulary has big influence in writing. Where the students had large amount of vocabulary, they are capable to organize and develop the idea in writing without any disturbance.

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