THE CORRELATION BETWEEN THE STUDENTS' VOCABULARY MASTERY AND THEIR SKILL IN WRITING A SHORT TEXT AT THE SECOND SEMESTER STUDENTS OF COUNSELING DEPARTMENT OF ACHMAD YANI UNIVERSITY

Helmi

Fakultas Keguruan dan Ilmu Pendidikan
Universitas Achmad Yani Banjarmasin
Jalan A. Yani Km 5,5 Komplek Stadion Lambung Mangkurat Banjarmasin 70249

Abstract : This research is purposed to analyze the correlation between students' vocabulary mastery and their skill in writing a short text at the second semester of counseling department of Achmad Yani University. In this research, the writer used quantitative method by Pearson correlation product moment. There are two variables in this research. Students' vocabulary as independent variable (variable X) and writing ability as dependent variable (variable Y), the technique of collecting data was by using a test. The test consists of 22 items of vocabulary test and 1 item of writing ability.

The object of study is 10 students from the second semester of counseling department of Achmad Yani University. From the calculation by using product moment formula, it was found out that the mean of the scores of the vocabulary test is 67,6. The mean of the scores of the students' achievement in writing mastery is 67,8. The result of applying the rxy (r count) distribution shows that the coefficient correlation is 0.777. The degree of significance 5% is 0.632 and the degree of significance 1% is 0.765. It means r count is higher than r table (0.777 > 0.632) and (0.777 > 0.765). So, alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. The conclusion of this research is there is a significant correlation between students' vocabulary mastery and their writing a short text ability.

Keywords : Correlation, Vocabulary, Writing

A. Background

There are four skill in English that should be improved namely listening, speaking, reading, and writing. The highest skill is writing. To master the writing skill, the students should increase their vocabulary first. There are some factors that make the students have difficulties in mastering vocabulary and writing skill such as the background of their English teacher, low motivation in learning English, the English learning materials, and the other supported facilities. When students want have good in writing, such as a short text, they are expected to be able to write sentences in a text correctly.

Based on the observation, the writers found out that many of students in Achmad Yani University still had limited vocabulary. As a result, they were difficult to communicate using English, whether orally or in written form (writing activity). They claimed they had difficulty to speak in English and to write texts. Based on the problems, the writer intended to reveal whether there is a correlation between students' vocabulary mastery and their writing skill to make a shot text.

B. Theoretical Foundation The Nature of Vocabulary

Vocabulary is important to make sentence widely even to make paragraph. Vocabulary also expresses what people are going to say, starting with simple definition according to Bachman's and Palmer's opinion of vocabulary in their book Assessment Vocabulary: "Vocabulary is the meaning and usage of a set of words, taken a independent semantic unit" (1970: 12). In addition, Penny (1991: 60), says "Vocabulary can be defined, roughly, as the words we teach in the foreign language." According to Linse (2006:121) "She says that, vocabulary is the collection words that an individual knows".

According to Sutiono (2005: 144) "Words are the basic unit of language form. Without a sufficient vocabulary, we cannot communicate effectively or express idea.

The Kinds of Vocabulary

Hermer (1993: 37) divides vocabulary into eight type; they are:

1. Nouns
   Nouns is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. Nouns can be uses as the subject or object of a verb.

2. Pronouns
   A pronoun is a words that is used in place of a noun or noun phrase.

3. Adjectives
   An adjectives is a word that gives more information about a noun or pronoun.

4. Verbs
   A verb is a word (or group of words) which is used in describing an action, experience, or state.

5. Adverbs
   An adverbs is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.

6. Preposition
   A preposition is a word (or group of words) which is used to show the way in which other words are connected.

7. Determiner

A determiner is articles belong to class of words. Determiner usually comes before a noun or at the biginning of a noun phrase.

8. Conjunctions

A conjunctions is a word that connects sentence, phrase or clauses.

In other book, Harmer (2004: 18) identifies problematic issue of vocabulary. There are five words meaning: polysemy, antonym, synonym, hyponymy, and connotation.

1. Polysemy

Polysemy is that the same collection of sounds and letters can have many different meanings. It understands the meaning in context that allows us to say which meaning of the word, in the particular instance, is being used. For example, the Cambrige International Dictionary of English list three main meanings for table –let alone the large number of different phrases the words appear in where their meaning is subtly different.

- A thing with legs which we can write on and eat off
- We can table a motion at a conference.
- We can summarize information in a table too.

2. Antonym

Word that is opposite in meaning to another. Example: the cheap is opposite of expensive.

3. Synonym

Word have synonym that mean exactly or nearly the same each other. It will depend on the situations and the context the words appear it. Example:
Good and decent in
She's a good pianist

She's a decent pianist

4. Hyponymy

Hyponymy is part of a word's meaning, therefore, concerns its relation with other words, not only in terms of antonym and synonym, but also in terms of how it fits into the voacabulary hierarchy. For example: where words like banana, apple, orange, lemon, etc are all hyponyms of the superordinate frruit. And fruit itself is a hyponym of other items which are members of the god family.

5. Connotation

Connotation is not necessary the same as what it suggests of depending on the context they are occur in. Example:
He's a very dangerous man.
Where dangerous would appear to have a negative connotation, yet some people have been known to find 'dangerous men' curiously attractive.

In teaching and learning vocabulary, Nation (in Sutiono, 2005: 144) identifies the following categories of knowladge about a word. They are:

1. Form: reader recognize the word in print and distinguish its various grammatical forms (noun, verb, adjective, and adverb).

2. Position: reeaders know the grammar patterns and structures in which a word can accur and the words that frequently appear before or after it, the collocation.

3. Function: readers know how common or rare the word is and in what types of situations and texts it would mostl likely accur.

4. Meaning: readers know the various meanings and nounces of a word as well as its synonyms.

According to CC Fries and Paul Robers (in Mariani and Mu'in, 2007: 83) words are classified into great classes, content and function words. Content words include nouns, verbs, adjectives, and adverbs. Function words include auxiliary (can, may, must, shall, and will), determiner article (a, the, this, many, some, etc), preposition (on, at, in, above, etc), qualifiers (very, quite, etc) interrogators (when, how, who, etc), negators (not, never), subordinators (is, ass, although), and coordinators (and, or, but, etc).

Hornby (in Mariani and Mu'in, 2007: 83), content words are different from function words in some cases. Firstly, content words have clear lexical meanings, namely, meanings of words as found in dictionary or when they accour in isolation; whereas, function words do not have clear lexical meaning. Secondly, content words have low frequency of occurrences and function words have high frequency of occurrence. Thirdly, content words have great in number and the function words are limited in number. Fourthly, content words have formal markers and the content words do not have formal markers. Lastly content words are open of words, they mean that they may change from time to time; the number of content words can increase in line with the development of culture and technology. Whereas, the function words are closed of words.

The Meaning of Vocabulary Mastery

The meaning of mastery is: 1) great skill or knowladge, 2) control or power (Oxford Learner's Pocket Dictionary, 2005: 265) . Vocabulary mastery is the student's ability to understand the meaning of words by using the context and to use effectively words to express their ideas in communication.

Vocabulary is one of the language components which have to be considered as integrated parts of language skills to development of the four language skills.

The Nature of Writing

According to Elliot and Hodges (in Harris, 1989: 2) "Writing is kind of communication that a writer does in order to convey his idea to other people." According to Cohen and Riel, 1989 (in Saukah, 2000: 191) "Writing can be defined a a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others".

According to Byrne (in Mochtar, 2005: 229), "Writing involves the encoding of a message of some kind, that is, we translate our thoughts into language". Also he said that "writing is difficult for students because they are required to write on their own, without any interaction or feedback".

Bryne (in Muth'im, 2007: 2) defines: "Writing as the production of a sequence of sentence arranged in particular order and linked together in certain ways". According to Troyka (in Muth'im, 2007: 2), "Writing is understood as away of communication a message to the reader for a purpose". Hammond in Muth'im (2007: 2) stated: "Writing as a complex task which requires everything from getting your spelling right to making your voice distinctive enough to be heard".

Writing Components

According to Harris (1969: 68), there are five general components in writing:

1. Content: the substance of the writing; the ideas expressed.
2. From: the organization of content.
3. Grammar: the employment of grammatical forms and syntactic patterns.
4. Style: the choice of structure and lexical items to give a particular tone or flavor to the write.
5. Mechanics: the uses of the graphic conventions of the language.

C. Research Methodology

1. Research Design

   This research uses a descriptive method to describe the corellation between vocabulary mastery and writing achievement. The sources of data are the first semester students of counseling department of Achmad Yani University .

2. Population and Sample

   The population of this research is the second semester students of counseling department. The sampling technique that is used in this research is proportional cluster random sampling. Arikunto (2003: 134) gives an indication to take sample. If the population is less than 100, it is better to take the total population, but if the population is more than 100, the sample can take 10-15% or 20-25% of the population. The researcher takes 25% from the population. So, there are 10 students as sample.

3. Instruments of Research

   In this study, the researcher collected the data by using test as the instrument to find out the student's vocabulary mastery, the researcher uses the objective test in the form of matching several options and there are 22 objective test. To find out the students' writing achievement, the researhcer uses writing test of making a short text.

D. Research Findings
The Description of Data Analysis

The subject of this research is the the second semester students of counseling department of Achmad Yani University. The total number of the second semester students is 40 students. The researcher takes 10 students or 25 % from the total number of population. The researcher has given vocabulary test and writing test for the students to collect the data. The number of vocabulary test is 22 items for matching test. In writing test, the researcher asked the students to make a short text.

The Descriptive of the Students' Vocabulary Mastery

The students' score on the vocabulary test shows that the mastery of each student on vocabulary mastery is different. The students' scores on the vocabulary test are obtained by calculating their total correct answers of all items. Based on the calculation, it is found that the highest score was 86, while the lowest score was 46.

Furthermore, the detailed qualification of the students' vocabulary mastery level is described in the following table:

Table 1
Classification of the Vocabulary Test Result

Category	Score	Number of Students	Students Persentage (%)
Excellent	80 – 100	2	20,00%
Good	60 – 79	4	40,00%
Average	50 – 59	2	20,00%
Poor	0 – 49	2	20,00%
Total		10	100%

Based on table 1 above, there is 2 (20%) student who has excellent category with the score between 80 – 100. there are 4 students (40%) who have good category with the score between 60 – 79. Besides, there are 2 students (20%) who have average category with the score between 50 – 59. And there are 2 students (20%) who have poor category with the score between 0 – 49.

To know the average score of the students' vocabulary mastery of the second semester students of counseling department, the reseacher used the formula, the formula is:

$$X = \frac{\sum fx}{N} = \frac{676}{10} = 67,6$$

From the data above, the average of the students' vocabulary mastery is 67,6. And according to the category, the second semester students of counseling department on vocabulary mastery is classified into good.

The Description of the Students' Writing Achievement

Based on the calculation, students' achievement in writing descriptive paragraph is found that the highest score was 78, while the lowest score was 49.

Table 2
The classification of the Students' Achievement in Writing a short text

Category	Score	Number of Students	Students Persentage (%)
Excellent	80 – 100	0	0,00
Good	60 – 79	8	80
Average	50 – 59	1	10
Poor	0 – 49	1	10
Total		10	100%

Based on table 2, there are 0 students (0,00%) who have excellent category with the score between 80 – 100. There are 10 students (80 %) who have good category with the score between 60 – 79. Meanwhile, there is a student (10 %) who have average category with the score between 50 – 59. nevertheless, there is a student (10 %) who have poor category with the score 0 – 49.

The average is:

$$\overline{X} = \frac{\sum fx}{N} = \frac{678}{10} = 67,8$$

The average score of the writing achievement in short text of

the second semester students of counseling department is 67,8 and it is classified into good.

Table 3
The Classification of the Students' Achievement in Content Category in Writing a short text of the second semester students of counseling department

Category	Score	Number of Students	Students Persentage (%)
Excellent	30 – 27	0	0,00
Good	26 – 22	6	60
Fair	21 – 17	3	30
Poor	16 – 13	1	10
Total		10	100%

Based on the table for the content category, there were no students or 0,00% who got excellent score. Then, there were 6 students or 60 % who got good score. For the fair score, there were 3 students or 30 % who got it. And there were a student or 1 % who got poor score.

In good score, it was because they have good grammar. They wrote relevant vocabulary to the short text. On fair and poor score, it was because their writing did not good in grammar and less of vocabulary.

Table 4
The Classification of the Students' Achievement in Organization Category in Writing a short text of the second semester students of counseling department

Category	Score	Number of Students	Students Persentage (%)
Excellent	20 – 18	0	0
Good	17 – 14	7	70
Fair	13 – 10	2	20
Poor	9 – 7	1	10
Total		10	100 %

In the organization category, there were 0 students or 0 % who had excellent score. The studentss who had good score were about 7 students or 70 %. Mostly of the students had fair score, there were 2 students or 20%. And there is a student or 10 % who had poor score.

For the students who got good score in organization category, their writing is logical but incomplete sequencing and development. The students who had fair and poor score, it was because their ideas ae confused or disconnected, and their writing is not fluent.

Table 5
The Classification of the Students' Achievement in Vocabulary Category in
Writing a short text of the second semester students of counseling department

Category	Score	Number of Students	Students Persentage (%)
Excellent	20 – 18	0	0,00
Good	17 – 14	4	40
Fair	13 – 10	4	40
Poor	9 – 7	2	20
Total		10	100%

For the vocabulary category, there were null students or 0,00% who got excellent score and there were 4 students or 40 % who got good and fair score. And then, there were only 2 students or 20 % who got poor score.

For good score, the students' writing was adequate range, occasional errors of word, choice, usage but the meaning is not obscured. In fair and poor score, the students' vocabulary was limited range and it because the meaning is confused or obscured. They have little knowladge of English vocabulary. So, their writing was essentially translation in Indonesian. For example: "she a favorite color green". It should be "green is her favorite color".

Table 6
The Classification of the Students' Achievement in Language Used Category in
Writing a short text of the second semester students of counseling department

Category	Score	Number of Students	Students Persentage (%)
Excellent	25 – 22	0	0,00
Good	21 – 18	4	40
Fair	17 – 11	5	50
Poor	10 – 5	1	10
Total		10	100%

For the category in the language use, it was found that there was 0 student or 0,00% who had excellent score. There were 13 students or 37,14% who had good score. There were 18 students or 51,43% who had fair score. And for the poor score, there were 4 students or 11,43%.

In the language used category, the students had problem in frequent errors of pronouns, plural/singular of noun, articles, adjective clauses, and the inapropriate tenses. For example: "I have a doll favorite". The sentence should be "I have a favorite doll".

Table 7
The Classification of the Students' Achievement in Mechanics Category in
Writing a short text of the second semester students of counseling department

Category	Score	Number of Students	Students Persentage (%)
Excellent	5	0	0,00
Good	4	5	50,00
Fair	3	4	40,00
Poor	2	1	10,00
Total		10	100%

From the table above for mechanic category, no students got excellent score. There were 5 students or 50 % who got good score. In fair and poor category score, there were 4 students or 40 % and 1 student or 10 % who got poor score.

The Test of Hypothesis

The purpose of this research is to find out whether there is a significant relationship between vocabulary mastery and writing achievement of the first grade students of the second semester students of counseling department.

There are two hyphothesis:
1. Null Hyphothesis (Ho)
   There is no correlation between vocabulary mastery and writing achievement of the second semester students of counseling department.
2. Alternative Hyphothesis (Ha)
   There is a correlation between vocabulary mastery and writing achievement of the second semester students of counseling department of Achmad Yani University.

After summarizing the vocabulary mastery and writing achievement, the researcher analyzed the data with Product Moment Correlation. Based on the data, it is found that the coefficient correlation (rxy) between the two variables, vocabulary mastery and writing achievement is 0,777. The coefficient correlation (rxy) = 0,777 is consulted with value of r table (level significant 5% = 0,632 with N = 10. It is seen that the coefficient correlation is bigger than the value of r table (0,777>0,623). So, it means that null hyphothesis (Ho) is rejected if the coefficient correlation (rxy) smaller than the value of r table and the alternative hyphothesis is accepted if the coefficient correlation (rxy) bigger than of the value of r table.

Based on explanation above, the coefficient correlation (rxy) = 0,777 is in high category (0,60 – 0,799). It can be concluded that there is a significant correlation between students' vocabulary mastery and the students writing achievement in high category. High correlation in category between the variables will mean that these two variables are related to one another, that is, vocabulary mastery is to the writing achievement.

E. Conclusion and Suggestions
1. Conclusion
a. According to the results of the study, the average mastery of students in vocabulary is still very lacking with an average score of 63,4.
b. Likewise, their writing skills in composing short texts are not too different from the vocabulary skills they master.

c. The researcher concluded that the mastery of student vocabulary in English has a very significant relationship, namely the correlation value 0,777.

2. Suggestions

a. To increase the vocabulary of English in fact it must begin with a genuine intention to apply it in everyday conversation. If the vocabulary is lacking, so that you can not say anything, then always start using a pocket dictionary to find the meanings of English words and record them so you will not forget.

b. Start writing personal experiences that you have just experienced, so you still remember the storyline and do not get bored easily, because something that is not forced at the beginning will always be hard to do. Remember there is a saying you can because you are accustomed, then start writing.

c. Vocabulary is the basic of learning a language, so always improve vocabulary continuously.

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