

THE CORRELATION BETWEEN THE STUDENTS' VOCABULARY MASTERY AND THEIR SKILL IN WRITING SHORT SENTENCES OF SIMPLE FUTURE TENSE

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Abstract: The objective of this study was to find out the correlation between vocabulary mastery and their skill in writing short sentences of simple future tense. The design of the study was correlational design; to find out the problem of the study. The population of the study is all of the students of antasari islamic state university from intensive class of English and the sample is taken by using sample size to determine the number of the sample based on table of sample size, the writer got three students. The data collected by using test, there are two types of test to measure the students' ability in mastering vocabulary and students writing skill of short sentences based on simple future tense. The techniques used to analyze the product moment by using SPSS 20. The results of the study show that there is a negative correlation between vocabulary mastery and the students' skill in writing short sentences of simple future tense.

Keyword : *Vocabulary mastery; writing skill*

Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kosakata penguasaan dan keterampilan menulis kalimat pendek simple future tense. Desain penelitian ini adalah desain korelasional; untuk mengetahui masalah penelitian. Populasi dalam penelitian ini adalah seluruh mahasiswa UIN antasari dari kelas intensif Bahasa Inggris dan sampelnya diambil oleh menggunakan ukuran sampel untuk menentukan jumlah sampel berdasarkan tabel ukuran sampel, penulis mendapat tiga mahasiswa. Data dikumpulkan dengan menggunakan tes, ada dua jenis tes untuk mengukur kemampuan siswa dalam penguasaan kosakata dan keterampilan menulis kalimat pendek siswa berdasarkan simple future tense. Teknik yang digunakan untuk menganalisis product moment dengan menggunakan SPSS 20. Hasil penelitian menunjukkan bahwa tidak ada hubungan positif antara penguasaan kosakata dan keterampilan siswa dalam menulis kalimat pendek simple future tense.

Kata kunci : *Penguasaan kosakata; kemampuan menulis*

INTRODUCTION

In foreign language learning, it is very important to study vocabulary because vocabulary is an important aspect of foreign language without speaking proportionally. Could not acquire vocabulary acquisition of recovery people. The students will understand and improve the abundant process of knowledge to expand a better life. The possibility of progress and success in any field such as computer, technology, business, politics, sightseeing and education is word. Vocabulary learning is an integral part of foreign language learning, even in books and classrooms, as the meaning of new words is highly frequently highlighted. It is also the center of the language lesson and the most important for language learners (Alqahtani: 2015). English in our country is a very important language, and vocabulary plays an

important role in mastering English. It is necessary to read the four skills namely listening, reading, speaking, and writing necessary to learn English. These skills are known for the school developing from the teacher based on the 2004 curriculum, one of the goals for learning English.

Communication function includes auditory and read or write capabilities. Vocabulary championships are essential, which must be managed by students while learning English. Vocabulary is an important role in oral communication. The more vocabulary owned, they develop their four language skills. Vocabulary is also taught to support language skills. Students need to be able to write and write English that has been spoken to communicate with community and communication. Vocabulary is one of the more

important language components than others. If foreign language learners are talking fluently and he understands what he read, they will write quickly when they have enough vocabulary. Therefore, we also need to expand our vocabulary considerably to gain insight. There are many ways to learn vocabulary namely watching movies, listening to music, reading news, reading novels, and others.

According to Nation & Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. It is according to Miller & Gildea (1987) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts. Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first. Wallace (1982) mentions two main reasons about the importance of vocabulary.

1. Language exists in two forms, spoken and written, both of them need vocabulary to develop the existence itself.
2. Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

Furthermore, Lehr & Osborn (2001) explain two kinds of vocabulary description as follow. First, words come in two forms, oral

and print.

1. Oral vocabulary includes the words that are recognized and used in listening and speaking. 2. Print vocabulary includes the words that are recognized and used in reading and writing. Second, word knowledge is composed of two forms, receptive and productive.

1. Receptive Vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context. 2. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing. Furthermore, know (how they sounds, how they spelt, grammatical change that could be made to words and in particular types of language use (Cameron, 2001).

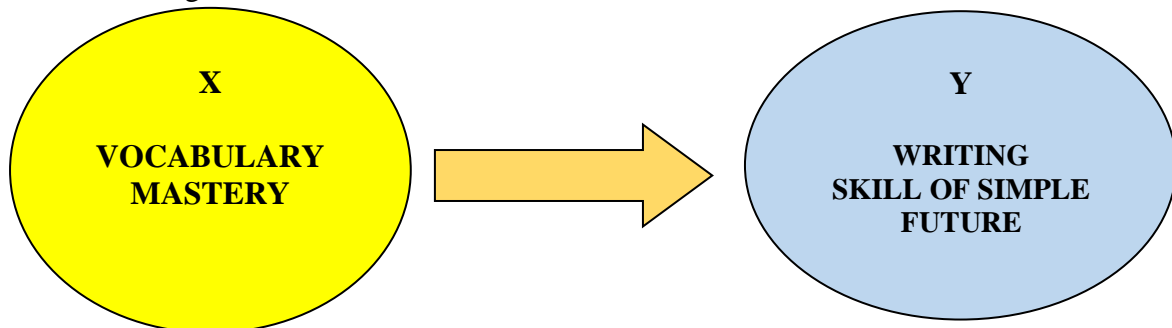
The correlation between writing skill and vocabulary mastery has been discussed by many experts. Hirsch (2003) found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Yildirim, Yildiz and Ates (2011) found that there was a significant correlation between vocabulary and comprehending expository texts as well as vocabulary and comprehending narrative texts. The findings also show that vocabulary is a predictor of comprehending narrative and expository texts. Roehrig and Guo (2011) explain that vocabulary knowledge is one of the major factors that influence reading comprehension. It is also supported by Sedita

METHODOLOGY

This is a correlated study and is often done by many researchers in the educational and social sciences. According to Shaughnessy and Zechmeiser (cited in Emzir, 2008), correlation studies were designed using (1) bivariate correlation, (2) regression and prediction, (3) multiple regression, (4) factor analysis, and (5). There are five types of cor-

relations that are made. To draw causal conclusions. Researchers used bivariate correlation to explain and measure the correlation between students' vocabulary and their skill in writing. This process initially consisted of researchers using tests to measure a student's

vocabulary and writing skills. The researchers then used test-results-based bivariate correlation analysis to create a correlation between the two variables. The theme chart is displayed:



This study is one of the quantitative studies that determine more than one variable. The reason for choosing this method is a researcher who wants to experience the degree of correlation between two or more variables based on statistical quantitative correlation coefficients. In this study, there are two types of variables for dependent variables and independent variables. The dependent variable in this study is the friendship of the student's writing, but the independent variable is the vocabulary mastery (X). This study was conducted in the Antasari Islamic University from March to May 2022. 99% Sample using pattern size at a confidence

level received 3 students as a pattern. Data is collected using tests. The first is a vocabulary test, and the test is to measure the ability of the student who learns a learning vocabulary. The vocabulary test matches the object and finds the vocabulary resulting from the text read, and finds the result. The second write tests that students were asked to answer questions based on a simple future tense. The technology used to analyze data was statistics for bivariate correlation analysis using SPSS 20.

FINDINGS

In analyzing the normality of the data, the writer used SPSS version 20, with consideration if normality spread $p > 0.05$ then it is normal, whereas if $p < 0.05$ then it is con-

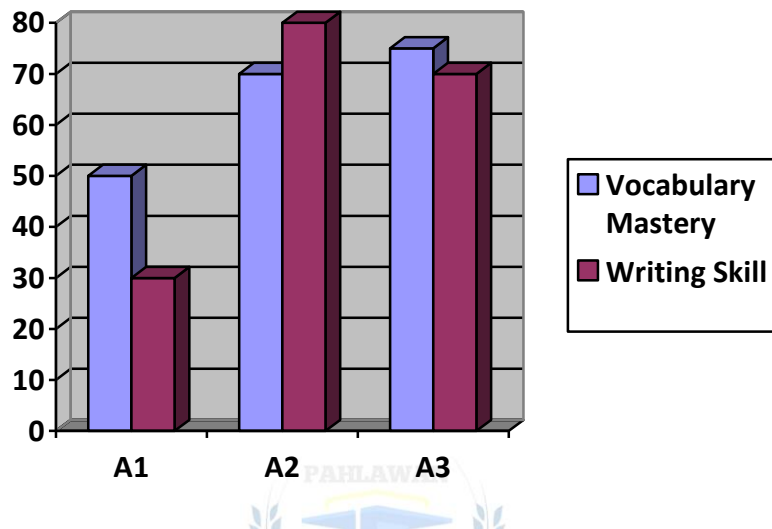
sidered not normal or approximately normal (Pallant, 2007:57). The variables in normally test included: 1) Vocabulary mastery, 2) Writing Skill.

The Result of Vocabulary Test

Respondent	Right Answer Total	Score
A1	10	50
A2	14	70
A3	15	75
Total	39	195
Average	13	65

The Result of Writing Test

Respondent	Right Answer Total	Score
A1	3	30
A2	8	80
A3	7	70
Total	18	195
Average	3	65

**Descriptive Statistics**

	Mean	Std. Deviation	N
X	65.00	13.229	3
Y	60.00	26.458	3

Correlations

		X	Y
X	Pearson Correlation	1	.929
	Sig. (2-tailed)		.242
	N	3	3
Y	Pearson Correlation	.929	1
	Sig. (2-tailed)	.242	
	N	3	3

Based on Table, Because of the significance value ($r\text{-counted} < r\text{-table}$) namely $0.929 > 0.950$. H_0 is accepted, meaning that there is no significant relationship between vocabulary mastery and writing skill of simple future tenses. Because the correlation co-

efficient is negative, it means that vocabulary mastery not significantly related to writing skill.

DISCUSSION

The result above explain about the students' mastery in vocabulary and writing. Based on analyze by using SPSS hypothesis alternative is rejected because r-counted is smaller than r-table, so vocabulary mastery is not increase the students' mastery in writing skill of simple future tense. There are some effects namely grammar and structure mastery from the students. For the English teacher should teach both of them regularly another teaching vocabulary in the classroom.

CONCLUSION

From this study, vocabulary (X) at average score was 65 and writing skill (Y) at

average score 65. Based on the result of product moment r-counted is smaller than r-table. This means that students will not improve their language skills in writing a sentence based on simple future tense after improving their vocabulary. It also means that students' vocabulary acquisition not contribute to their writing ability. Based on the findings, it is very important for teachers to follow formal or informal education such as seminars, workshops and training courses. In order to improve the English profits of students, teachers should learn creative and effective and interesting English learn so that students are interested in learning English.

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