

ABSTRACT

THE CORRELATION BETWEEN THE VOCABULARY MASTERY AND DESCRIPTIVE WRITING ABILITY AT THE FIRST YEAR OF SMAN 1 AMBARAWA PRINGSEWU

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Writing is the most difficult language skill to master according to most students. In writing, the writer should consider many aspects, such as content, organization, vocabulary, grammar and mechanics to avoid the ambiguity and misunderstanding of meaning between the writer and the readers. In order to be able to write appropriately, one should master satisfactory numbers of vocabulary types, as vocabulary use is one element that influences the quality of someone's writing. In short, we can say that the quantity of the vocabulary mastery contributes to the quality of someone's writing.

The aim of this research is to investigate how significant the correlation between the vocabulary mastery and writing ability especially in descriptive text. This aim is based on the fact that there is a correlation between the vocabulary mastery and descriptive writing ability, so the writer is interested in finding how many the percentage of this significance. This research was conducted at SMAN 1 Ambarawa, Pringsewu. The subject of the research was the students of the first year (class X₁ and X₂) in the academic year 2010/2011.

The instruments used to collect the data here were vocabulary mastery and descriptive writing tests. The vocabulary test was in the form of multiple-choice. There were 40 items with four choices a, b, c or d. On the other hand, the descriptive writing test is in the form of essay. The students were asked to write the description of someone or an animal they like in at least 100 words. In order to obtain a valid score, inter-rater score was used.

The result of the test shows that the students who have good score in vocabulary mastery test (80 as the highest score achieved by the students from 100 points maximum) also have good score in writing test, especially in the vocabulary use component (47 as the highest score form 50 points maximum with 20 points for the excellent vocabulary use achieved by the students). On the contrary, the students who have bad score in vocabulary mastery test (47,5 as the lowest score)

also have bad score in writing test (22,5 as the lowest score with 10 points for a poor vocabulary use). The analysis of the result using SPSS 19 for windows shows that the coefficient correlation (r) is 0.656 at the significant level 0.01 with the determination coefficient is 0.431 or 43,1 %. This coefficient is higher than the critical value of r table ($0.656 > 0.446$).

Based on the result of the research above, it can be concluded that there is a significant correlation between the vocabulary mastery and descriptive writing ability especially in the vocabulary use element in which around 43.1 % of the quality of one's writing is influenced by the vocabulary mastery.