

THE ANALYSIS OF THE CORRELATION BETWEEN RECEPTIVE VOCABULARY AND GRADE TEN STUDENTS' DESCRIPTIVE WRITTEN SKILL AT MA AL-HAMID

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ABSTRACT

This research consists of two variables, namely the independent variable (receptive vocabulary) and the dependent variable writing skill). The research consist of two variables, namely the receptive vocabulary and writing skill. The purpose of this research is to find out whether or not there is correlation between receptive vocabulary and writing skill. This research was conducted on the gradeten students at MA AL-HAMID, at in the academic year 2016/2017. Research method used in this research was correlational, quantitative and design was ex-post facto deisgn.To collect data the researacher used two instrument in the form of objective, multiple choice each numbering 30 for both X variable out of 50 question items for X and also 6 items for Y having been tried out in class X at MA AL-HAMID . the scores obtained from try-out class were used to analyze the validity, reliability, discrimination power and difficulty index of each question item in the two instruments.The population of this research was grade ten students consisting of 118 students occupying 3 classes. The number of sample was 40 students seating in class C taken from the population using cluster randomtechnique. The results obtained from samples were used to analyzethe data using statistical formulas of pearson's product moment, preceded by normality and linierity test as the pre-requisite requirements for data analysis.The analysis using SPSS-based product moment formula produced significance (sig.) value of 0.000. since the significance value was smaller than (<) alpha 0.05, Ho is rejected and Ha is accepted. Accordingly the research concludes that there is significant correlation correlation between receptive vocabulary and grade ten student's writing skill at MA AL-HAMID in the academic year of 2016/2017.
The key word: receptive vocabulary and writing skill

Introduction

Writing is one of tool for communication which is used by people in their communication, to convey information, massage and as process of expressing meaning, ideas, opinions, thoughts and sense in written draft. Writing skills as a

process of communication can develop someone's creativity to think dynamically and communicate in society. On the writing skill, someone can make planning, research, and do productive activities related for physical and mental in creating that make language to convey information, message, meaning, ideas, opinions, thoughts and sense for reader.

Ideally, therefore, upon completion of study at senior high school, students are expected to be able to communicate in English with the main competency being focused on writing skill. However, the above mentioned objective has not yet been achieved satisfactory as the students' achievement in the subject is still low.

Additional fact above show that: "English as a foreign language (EFL) is often taught under unfavorable conditions, and, as a result, high school graduates are not always competent users of English" (Mayora, 2006:14). It is a real fact that EFL becomes a problem for high school graduates. They are not competent in using English. In teaching learning activities there are three important components, they are student, teacher, and teaching technique. These component are highly involved in three language skill; they are listening, speaking, reading, writing.

As far as vocabulary and students' ability in writing are concerned, there are many factors involved, such as teachers' strategy, students' interest, teaching method, writing techniques, vocabulary, writing motivation, learning system. As Brown (2000:113) stated that strategy are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Because of that the teacher

should choose a good strategy to write. Masdari (2005:5) says learning strategies are techniques approaches, or deliberate the learning and recall of both linguistic and contains information.

The previous relevant researches that revealed summarization strategy can improve students' reading comprehension ability are : 1) One of the problems faced in teaching writing is the vocabulary factor they have limited vocabulary capacity. Research who done by M.Pilar agustin Llach and Melania Terrazas Gallego (Melania terrazas galego : 2009) If there is corrilatioan between receptive vocabulary and writing skill. Based on the statements above, learning process expects students to be able to acquire the four skills but the fact show that students could not gain score. How important the role of the two skills, vocabulary and writing. In the study the writer would to know. the analysis of the correlation between receptive vocabulary and grade ten students' descriptive written skill.

Based on the explanation above, this research aims to find out the analysis of the correlation between receptive vocabulary and grade ten students' descriptive written skill at MA Al-Hamid. To examine the analysis of the correlation between receptive vocabulary and grade ten students' descriptive written skill at MA Al- Hamid, the research question is formulated as follows : "Is there any correlation between receptive vocabulary and grade ten students' descriptive written skill at MA Al- Hamid?"

Method

Hypotheses

To find out whether or not there is correlation between receptive vocabulary and grade ten students' descriptive written skill , the hypotheses are formulated as follows:

1. Null Hypothesis (H_0)

There is no significant correlation between receptive vocabulary and grade ten students' descriptive written skill at MA Al- Hamid

2. Alternative Hypothesis (H_a)

There is significant correlation between receptive vocabulary and grade ten students' descriptive written skill at MA Al- Hamid.

Research Design

This research is used Ex-Post Facto Method. The main characteristic of this method is that the researcher has no control over the Variable; she can only report what has happened or what is happening. Then Ex-Post Facto research is the process beginning with a phenomenon and going backward in time to identify casual factors. It means this research only take the data and then give the students test. The writer will take the data with an objective test for the dependent variable. To get the score, students have to answer the test. Students Receptive Vocabulary as the independent variable is gained through distributing questioner.

Participants

The population of this research was grade ten students consisting of 118 students occupying 3 classes. The number of sample was 40 students seating in

class C taken from the population using cluster random technique. The results obtained from samples were used to analyze the data using statistical formulas of Pearson's product moment, preceded by normality and linearity test as the prerequisite requirements for data analysis.

Variables and Measures

In this research, independent variable is Receptive Vocabulary. Dependent variable in this research is Writing Skill. To measure students' writing skill in descriptive text, the writer took score from indicators of writing skill, as follows:

1. The students are able to develop their idea and write good content.
2. The students are able to identify main idea of each paragraph.
3. The students are able to choose appropriate diction or vocabulary.
4. The students are able to find the meaning of words from text.

Validity and Reliability

The indicators of reading comprehension ability were developed to be instrument. The instrument was objective test with 60 items. Those items were analyzed its validity using Pearson Product Moment Correlation Coefficient, reliability using Alpha Cronbach formula, difficulty index and discrimination power to obtain good instrument using Microsoft Excel 2007. After the items have been analyzed, the good items that valid, reliable, satisfactory and medium were chosen to obtain good data. The question items were left 37 numbers. But it was only used 30 good question items to simplify the data analysis.

Procedure

Procedures of the research are:

- 1. Planning.** Planning phase of this research is preparing and arranging the research design to get the research data. Before conducting the research, the writer formulates the hypothesis based on some related theories and correlation receptive vocabulary and writing skill.
- 2. Collecting Data.** Collecting the data by giving test to the samples using instrument in the form of objective test time and location of Pearson correlation was conducted to examine the relationship between the Students' receptive vocabulary and writing skill.
- 3. Data Analysis.** The data collected from the sample classes were analyzed by using ANOVA after the pre-requisite analyses of normality and homogeneity have been fulfilled.
- 4. Reporting.** The research finding is reported and written based on the formal frame of writing.

Result

The research data were analyzed descriptively and inferentially. The descriptive statistic can be seen on the following table.

Table 1 : Descriptive Statistics

Statistics

		X	Y
N	Valid	25	25
	Missing	0	0
Mean		102.32	16.16
Std. Error of Mean		3.306	.782
Median		104.00	17.00
Mode		93 ^a	19
Std. Deviation		16.530	3.912
Variance		273.227	15.307
Skewness		-.082	-.616
Std. Error of Skewness		.464	.464
Kurtosis		.015	-.601
Std. Error of Kurtosis		.902	.902
Range		71	14
Minimum		65	8
Maximum		136	22
Sum		2558	404

a. Multiple modes exist. The smallest value is shown

From the table above, it can be seen that the mean (the average score) of receptive vocabulary and writing skill are 102.32 and 16.16, respectively, while the variances are 273.227 and 15.307, and the ranges of the two groups of scores are 71 and 14. The data were analyzed inferentially using One-Way ANOVA. The data were tested for normality (Kolmogorov Smirnov) and its homogeneity (Levene) as pre-requisite data analysis. The result of data analysis is presented as follows:

Correlations

		X	Y
X	Pearson Correlation	1	.774**
	Sig. (2-tailed)		.000
	N	25	25
Y	Pearson Correlation	.774**	1
	Sig. (2-tailed)	.000	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table above indicates that the significance value (Sig). 0.000 is lower than ($<$) 0.05, and Correlation Coefficient = 0.774 is higher than ($>$) $r_{table} = N-2 = 25-2 = 23 = 0.413$, therefore H_0 is rejected and H_A is accepted, meaning there is significant correlation between Receptive Vocabulary (X) and Writing skill(Y).

After the result of Pearson is gained, to investigate whether the correlation between Receptive Vocabulary and Writing Skill is weak or strong, the t-test can be applied.

Discussion

This correlational research involving 25 samples adopting two variables, namely Receptive Vocabulary(X) and Writing skill (Y), have proved empirically the theories advanced by In O'malley, Chamot, Stewner-Manjanares, Kupper, and Russo's(1985)

The proof that such correlation exists has been proven by the testing of hypothesis this research produced, namely the acceptance of HA, which says that there is significant and strong correlation between the two variables (sig. < 0.005 and rxy (correlation coefficient) 0.774 > r-tabel 0.413, and tobserved 31.387 > ttabel 2.80). This research findings have thus verified its previous researches in this area conducted by Dr. Iman Abdul-Reheem Amin, Dr. Mahsoub Abdul-Sadeq Aly, and Dr. Magdi Mohammad Amin. Ma Pilar agustin Llach, Melania Terrazas Gallego (june 2009)(20 December 2011). Who also proved that there was significant correlation between Receptive Vocabulary and Writing skill.

There were individual cases occurring as shown by the results of the tests: a few samples performed well on the test of Receptive Vocabulary but the scored low in the test of Writing skill. On the other hand, there were also a few cases in which the samples performed well in the test writing skill yet they scored low in the test of receptive vocabulary. However, such cases did not cause the effect to the general correlation that exists between Receptive Vocabulary and Writing skill

as having been proven by this study and which have been shown by the previous relevant researches.

Therefore, it suggested the cross-linguistic transfer of writing skill and most writing sub-skill, which supports the theoretical foundation of LIH, is congruent with LTH, and corroborates the result of similar studies. In our view, these findings suggest that the testing of the receptive vocabulary size of EFL young learners using the 1000 word level test and the 2000 frequency band of the vocabulary levels test is fairly sensitive indicator of their language growth, which correlates relatively highly with their written skill.

Conclusion

The research findings revealed that there is significant correlation between receptive vocabulary and grade ten student's descriptive writing skill at MA AL-HAMID. Students get benefit when applying the strategy because they can get the idea easily. Both of students, teachers and school must apply this strategy because it is very effective in enhancing students' writing skill. It is suggested that schools have to motivate their teacher to apply the strategy and teach it correctly to the students. To get the better result, next researcher result of data is based on the result of statistical analysis using SPSS 15.0 based on the result of correlation, it has value of person correlation coefficient is 0.527 and significant 0.002. significant $0.002 < 0.05$ H_0 is rejected and H_a accepted.

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