

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY  
MASTERY AND THEIR WRITING ABILITY OF DESCRIPTIVE TEXT  
AT THE TENTH GRADE OF SMA NEGERI 10 PALEMBANG**

**A Thesis by**

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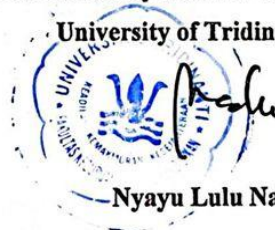


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## PERNYATAAN

Saya menyatakan dengan sebenar-benar nya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, August 2025  
Mahasiswa,



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## ABSTARCT

The aim of this research was to find out whether or not there was correlation between students' vocabulary mastery and their writing ability of descriptive text for tenth grade students at SMA Negeri 10 Palembang and to find out whether or not there was contribution from students' vocabulary mastery and their writing ability of descriptive text of tenth grade students at SMA Negeri 10 Palembang. The research methode used quantitative research and the population was the tenth-grade students with the total 450 students from 14 classes at SMA N 10 Palembang. To the sample of this research, intake sampling technique was implemented. There were 72 students as a sample from class X.7 and X.8. Correlation, regression, and normality tests were used to analyze the data, which were taken from students' writing ability and vocabulary mastery tests. The results showed that the mean score in the writing ability test was 77.15, with a minimum score of 70, a maximum score of 91, and a standard deviation of 4.902, while the mean score in the vocabulary mastery test was 76.87, with a minimum score of 29, a maximum score of 97, and a standard deviation of 17.898. The significant coefficient between writing ability and vocabulary mastery was .802 higher than the alpha value of 0.05. it means that vocabulary mastery and writing ability was not correlated. At that point, the correlation coefficient was .030, which placed it in the poor group. Subsequently, regression analysis revealed that the output data's correlation value (R) was .066 and its coefficient of determination (R Square) was .004. One could conclude that the contribution of language mastery on writing skill was only 0.04%. It indicates that writing ability and vocabulary mastery both contributed to and interacted with one another. In conclusion, the findings indicate that students who have high vocabulary mastery does mean that they would be also have good in writing ability.

**Keyword:** *Correlation, Vocabulary Mastery, Writing Ability*

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents: (1) background of the Research, (2) problem of the Research, (3) objective of the research, and (4) significance of the research

#### **1. 1 Background of the research**

Education is a fundamental human need that must be fulfilled, serving a higher purpose beyond mere survival; it enables individuals to attain dignity and a more esteemed position compared to those without education. Education continually undergoes change, development, and improvement in line with advancements in all areas of life. The implementation of education in the field (including teacher competency and staff quality), the quality of education, curriculum tools, educational facilities and infrastructure, and the quality of education management are some of the components that make up the education sector's transformations. These modifications also include more creative teaching techniques and approaches. The goal of these adjustments and enhancements is to raise the standard of education in Indonesia. (Adler., 2017)

Education is inseparable from learning activities. According to Firman et al. (2020), learning involves observing, reading, imitating, experimenting, listening, and following specific instructions. Thus, learning can be understood as an active process of behavioural change, a process of responding to the surrounding environment, a goal-directed activity, and an

engagement in diverse experiences. It encompasses observing, understanding, and internalizing the subject matter being learned.

There are four components of language skills that an individual should master: (1) listening, (2) speaking, (3) reading, and (4) writing. Writing is typically the final skill to be acquired, and relatively few people are able to master it; however, it is widely utilized in various contexts. To develop strong writing skills, consistent and extensive practice is essential. As noted by Budiyo et al. (2019), writing is a skill that can be learned.

Writing is the activity of expressing ideas, thoughts, information, knowledge and expressing one's feelings in written form, where the article is addressed to readers. Writing activities are commonly found in the teaching and learning process in schools, especially in English language learning. In learning English there are a lot of materials related to writing activities, one of them is writing descriptive text. Therefore, writing skills must also be trained intensively. Writing will make students more creative in expressing themselves so that students activities become more positive. Otherwise, wrote can also were a means of entertainment for students Pradana et al., (2020).

Meyers in Indah., (2020) The ability to convey a message to a reader with a purpose is a specified writing skill. It indicates that the goal of writing is to produce a literary work, inform the reader, and persuade them. The ability to write correctly is the definition of the term "skill." Writing skill is the ability to communicate indirectly by transferring ideas,



messages, and information while using proper grammar and vocabulary in coherent sentences.

This is in line with the opinion of Bean et al., (2021) which claimed that writing exercises helped children develop their ability to think, communicate, and solve problems. Students will be able to think critically and write out their thoughts as a result. The goal of teaching writing skills in schools is to enable learners to compose and produce written works.. Writing skills have various types, they are: descriptive writing, narrative writing, recount writing, procedure writing, report writing.

To produce good writing, one must pay attention to spelling, punctuation and use of appropriate vocabulary. So that the information that the author will convey well and can be easily understood by the readers themselves. Budiyo et al., (2019) claimed that good writing is not only simple to understand but also entertaining to read through to the end. A piece of writing needs to use or utilize diction or word choice effectively in order to produce anything like that. Many people have solid ideas, but when they try to express them in writing, they become imprecise, confused, and confusing to the reader. Wardani et al., (2018) stated that many people had good ideas in their minds as a result of observed, research, discussed, or read. However, once the idea is reported in writing, the report felt very dry, lacked bite, and is boring. The focus of the writing is unclear, the language style used is monotonous, the choice of words (diction) is inaccurate and does not hit the target, and the variety of words and sentences is dry. This is related to one's

vocabulary mastery.

According to Gerot, et al., (2019), Writing that describes how something looks, smells, feels, acts, tastes, or sounds is known as descriptive text. It provides details about the characteristics of objects, people, and locations. These details help the reader imagine what is being described in their mind. Moreover, Abisamra in Jayanti., (2019) has a similar view on descriptive writing. He says, “Descriptive text is a way to show a person, place, or thing with clear details so readers can picture it in their mind.” So, when writers create descriptive texts, they form a clear image in their own mind and help readers understand and imagine the object being described as if it were real. Also, using description helps readers understand the object more easily, allowing them to visualize it clearly just like they would see it in real life. Also, Ulfa et al. (2023) a descriptive text that provides the reader with a detailed account of the thing, place, or occasion that is the focus of the writing, making them feel as though they are actually experiencing what is being said, is referred to as a descriptive text. the view according to Sa’adah., (2020) said that a descriptive text is a description of an object that is specific to its physical characteristics; it must be tailored to the characteristics of the object's existence.

Therefore, previous research “The Correlation Between Students Vocabulary Mastery and Writing Skill at SMK Negeri 2 Ponorogo” by Laili, E. N. (2022), After checking the research results, A positive value of 0.661 is the correlation coefficient. This demonstrates that the two variables are

directly related. We use the product moment table to interpret the correlation coefficient. Accordingly, throughout the 2021–2022 school year, there is a relationship between the writing abilities and vocabulary mastery of tenth grade students at SMKN 2 Ponorogo. Therefore, the research findings are accepted.

According to Schmitt et al, (2020) Vocabulary plays a very important part in language skills. Having a good vocabulary helps a person learn more about language and makes their knowledge wider. Vocabulary refers to the words that a person knows and can use well. This includes individual words, words with added parts, and words made by putting together other words, each of which has its own meaning. Previous studies showed a correlation coefficient of 0.661. Based on this, the researcher decided to do a study at SMA Negeri 10 Palembang. The researcher found that students at SMA N 10 Palembang are afraid of learning English, and the lack of vocabulary makes it hard for them to express their ideas. confuse to do writing about grammar, therefore students have low understanding in vocabulary and writing. This research found out the correlation between vocabulary mastery and writing ability the researcher is motivated to propose a research title "The Correlation Between Stundents` vocabulary Mastery and Their Writing Ability of Descriptive Text at the Tenth Grade of SMA Negeri 10 Palembang".

#### 1. 2 Problem of the research

Based on the limitations of the problem, the formulation of the

problem in this research is as follows:

1. was there any correlation between student vocabulary mastery and their writing ability of descriptive text at the tenth grade of SMA Negeri 10 Palembang?
2. was there any contribution from students vocabulary mastery and their writing ability of descriptive text at the tenth grade of SMA Negeri 10 Palembang?

1. 3 Objective of the research

Based on the problem research above, the objectives of this research as follow:

1. To find out whether or not there was correlation between students vocabulary mastery and their writing ability of descriptive text for tenth grade students at SMA Negeri 10 Palembang.
2. To find out whether or not there was contribution from students vocabulary mastery and their writing ability of descriptive text of tenth grade students at SMA Negeri 10 Palembang.

1. 4 Significance of the research

Based on the research objectives given, this research was meant to offer advantages both in theory and in real-life situations. Theoretically, it was hoped that this research would be useful for

increasing insight and knowledge in the field of writing, especially writing descriptive text. Practically, this research could be useful for teachers, students, and for researchers themselves and other researchers.

1. For teachers working in English education, this serves as input when creating lessons and activities aimed at helping students better understand vocabulary and improve their ability to write descriptive texts.
2. Students are expected to improve their vocabulary and learn how to write descriptive texts.
3. For the researchers, as academic research material and as a provision for knowledge in the field later.
4. For other researchers, it can serve as a reference for future studies that involve different research subjects and variables.

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