

**THE RELATIONSHIP BETWEEN THE EIGHT-GRADE STUDENTS'  
VOCABULARY MASTERY AND THEIR WRITING ACHIEVEMENT AT  
SMP PGRI PEDAMARAN**

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**Abstract:** In the world of language development and academic achievement, the relationship between vocabulary mastery and writing power is critical. Recognizing the tremendous impact of students' lexical command on their ability to compose descriptive texts is critical for educators seeking to improve language teaching. As a result, the purpose of this study is to investigate the possible relationship between students' English vocabulary mastery and their ability to write descriptive texts at SMP PGRI Pedamaran. This inquiry provides useful insights into the underlying aspects that support excellent English writing. Utilizing a purposive sampling strategy, three classes comprising 72 students were chosen as the sample group. Data collecting included delivering multiple-choice vocabulary exams as well as essay-based writing tests. The Pearson Product Moment correlation approach was utilized to conduct further study. The findings show a substantial relationship between students' English vocabulary ability and their ability for descriptive writing at SMP PGRI Pedamaran. The estimated correlation coefficient ( $r$ ) of 0.26 was more than the crucial value ( $r$ -table) of 0.23 at a significance level ( $p$ ) of less than 0.05, indicating a weak correlation. This emphasizes the importance of vocabulary in generating descriptive texts, as well as its significance in language proficiency. As a result, vocabulary mastery emerges as a critical determinant in students' ability to successfully explain descriptive narratives, emphasizing its intrinsic value in the writing process.

**Keywords:** correlation, descriptive text, vocabulary mastery, writing achievement

## **INTRODUCTION**

Increasing one's vocabulary is critical for developing language abilities such as reading, writing, speaking, and listening. Limited

vocabulary makes it difficult to express and interpret emotions effectively in both verbal and written forms. Increasing language proficiency allows people to

converse more freely in all linguistic areas (Susanto, 2021). Therefore, to have better communication in English, vocabulary, as one of the components of the English language is needed.

Furthermore, vocabulary is a set of phrases that are utilized by, comprehended by, or under the authority of a single person or group (Hasan & Subekti, 2017). Additionally, vocabulary pieces were words that could be ordered and grouped to create communication or interaction in the form of phrases, sentences, or utterances that expressed feelings or thoughts (Asmara, 2016). To summarize, vocabulary refers to the lexicon available to an individual or a community, which serves as the language foundation for efficient expression and communication.

A strong vocabulary improves writing by giving a vast choice of words to explain topics clearly and engagingly, as well as allowing writers to adjust their style and tone for a wider readership. Regardless of whether a student understands syntax and sentence organization, a shortage of lexicon makes effective communication impossible (Viera, 2017). Further, students must have sufficient word knowledge in need to learn English, whether through comprehension or composition (Barclay & Schmitt, 2019). Vocabulary mastery is the proficiency in vocabulary as the capacity to comprehend and apply phrases. Before they may use a word in one of their language skills, students must first know it and understand its meaning (Al Qahtani, 2015). In conclusion, having an

extensive vocabulary is essential for clear and engaging writing since it enables writers to effectively explain ideas and adjust their approach to attract a wider audience.

Mastering vocabulary is essential for establishing good communication skills, with writing serving as an important instrument for expression and understanding. Writing as a means of communication serves as one of the skills in English learners must acquire because it needs to combine vocabulary knowledge to generate useful written works. This symbiotic relationship between vocabulary learning and writing competency is underlined by Hebert et al. (2018), who show how writing reports on informational texts improves critical thinking and literacy. Furthermore, the importance

of writing is a necessary ability for students to achieve academic success in the future (Amelia et al., 2023). In essence, vocabulary mastery not only improves writing skills but also provides the framework for effective communication and academic success.

One genre that students must grasp at the start of their writing and vocabulary development is descriptive text, which is required by the eighth-grade Junior High School curriculum and English syllabus. Descriptive writing is used to explain someone or something, such as a person, location, or item, allowing listeners to build vivid mental images (Sartika & Arriyani, 2020). In essence, this genre delves deeply into issues and is essential to the junior high school curriculum. Proficiency in writing descriptive texts is

essential for eighth-grade students because it meets curriculum standards and allows for vivid depictions of people, places, or objects. Mastering this genre necessitates a large vocabulary to effectively explain facts and generate pictures, underscoring the importance of vocabulary development in writing proficiency. Thus, strengthening skills in descriptive text creation not only improves students' writing abilities but also emphasizes the need for vocabulary mastering in gaining competency in English language skills.

Concerning vocabulary mastery and writing ability, some studies have found a link between vocabulary competence and writing abilities. Wiguna et al. (2021) reported that there is a substantial

association between vocabulary mastery and writing skills among eighth-grade students at SMP N 2 Ubud. Besides, vocabulary knowledge has a considerable impact on foreign language reading, writing, and competency. Given that a certain amount of vocabulary is required to acquire the target language and that writing is a kind of production, it may be concluded that vocabulary plays a significant part in writing by allowing for the active use of the language (Karakoc & Kose, 2017). Huliani (2019) reported that there was a substantial association between eighth-grade students' vocabulary knowledge, creativity, and descriptive text writing at SMP Islam Al Badriyah.

In the past, studies looked at the connection between vocabulary acquisition and writing abilities

among eighth-grade students from various schools. However, at SMP PGRI Pedamaran, there is a lack of awareness of how students' English vocabulary mastery connects to their writing achievements, particularly in descriptive works. While several studies investigated similar links, they may not have directly addressed this situation and type of writing. Consequently, this present study tried to close this gap by investigating how eighth-grade students' English vocabulary mastery corresponds with their descriptive writing achievements at SMP PGRI Pedamaran. This study aims to shed light on the association between vocabulary skills and writing competency in this specific school setting and genre.

## **METHODOLOGY**

A quantitative approach was applied to conduct the research. The quantitative approach is intended to assess students' vocabulary mastery and writing abilities in descriptive writing. This study employed a correlational design as its research methodology. A correlation is a statistical test that determines the propensity or pattern of two or more variables or sets of data to fluctuate consistently (Creswell, 2012). In the present research, two variables were linked: students' vocabulary competence and students' descriptive writing.

Purposive sampling was used to pick the sample because the population consisted of five groups. The samples were based on students who received instruction in English from a similar teacher and had an

equivalent mean English score (75). Consequently, out of four classes, three classes were taken as the sample because the classes fulfilled the criteria.

The data were collected by written tests, namely vocabulary tests and writing tests. The vocabulary test was a written multiple-choice questions test with 50 questions. This test was designed to assess the student's vocabulary abilities. The writing test took the shape of an essay with a descriptive text. This test assessed student's capacity to create descriptive writing. In this test, students were instructed to read five topics, select one, and write a descriptive writing based on that topic, which included identification and description(s).

To know whether the data were valid or not, content validity was

applied. The vocabulary and writing tests were checked by matching them to the English syllabus and table of specification tests. To check the desirable questions of the vocabulary test, the Index of Difficulty (IDIF) was used. After the vocabulary test was tried out, it was found that out of 50 questions, 28 questions were considered desirable questions and valid. The desirable questions were assigned to the samples. After having tried out the writing test, it was found that out of five topics, four topics were considered valid and given to the samples.

To check the reliability of the vocabulary test, internal consistency reliability; Kuder Richardson 21 (KR21) was used. The reliability of the vocabulary test was determined with Kuder Richardson 21 (KR21), and the result was higher

(0.867) than 0.70, the vocabulary test was considered reliable. To check the reliability of the writing descriptive text, inter-rater reliability was used. As stated by Creswell (2012), inter-rater reliability is a process used when two or more people observe an individual's conduct. Therefore, two raters who had some qualifications scored on students' writing tests. The qualifications of raters were the teachers of English of the degree of Sarjana in English Language Education and teaching English for six years. Next, the vocabulary test was tried out to nonsample students, that was class VIII.5 at SMP PGRI Pedamaran. The reliability of the writing exam (0.978) was greater than 0.70, hence it was declared reliable.

The data obtained from vocabulary tests and writing descriptive text were analyzed using percentage analysis. Next, the scores were classified into some categories based on the following score interval. See the following Table 1.

**Table 1**  
**Score Interval Category**

<b>Score Interval</b>	<b>Category</b>
86–100	Excellent
66 –85	Very Good
46 –65	Enough
26–45	Poor
0–25	Failed

*Source: SMP PGRI Pedamaran*

Finally, a Pearson Product Moment correlation was utilized to determine the relationship between students' vocabulary mastery and descriptive writing ability. The calculation was run using SPSS version 20. Then the interpretation of the result of the correlation was based on Table 2.

**Table 2**  
**The Scale of Pearson's Correlation Coefficient**

The Scale of Correlation Coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

Source: Selvanathan et al. (2020)

## RESULTS AND DISCUSSION

The descriptive statistics of the vocabulary exam revealed that the maximum score was 96 and the lowest score was 39. The average score was 62.29, with a standard deviation of 11.36. See Table 3.

**Table 3**  
**Descriptive Statistics of Vocabulary Mastery**

	N	Min	Max	Mean	SD
Vocab	72	39.0	96.0	62.29	11.36

Based on the distribution of students on a vocabulary test, it was discovered that 1 student (1%) was in the excellent category, 23 students (32%) were in the good category, 45

students (63%) were in the adequate category, 3 students (4%) were in the poor category, and no students were failed. The distribution of students taking vocabulary examinations can be shown in Table 4.

**Table 4**  
**Distribution of Students of Vocabulary Test**

No.	Score Interval	Category	Number of Students	Percentage
1	86 – 100	Excellent	1	1%
2	66 – 85	Good	23	32%
3	46 – 65	Enough	45	63%
4	26 – 45	Poor	3	4%
5	0 – 25	Failed	0	0%
Total			72	100%

The descriptive statistics of students' abilities to write descriptive text revealed that the maximum score was 98, the lowest score was 58, and the mean was 76.07 with a standard deviation of 6.88. See Table 5.

**Table 5**  
**Descriptive Statistics of Writing Descriptive Text**

	N	Min	Max	Mean	SD
Writing	72	58	98	76.07	6.88



Based on the distribution of student's ability to write descriptive writing, it was discovered that 5 (7%) students were in the excellent group, 65 (90%) were in the good category, 2 (3%) were in the sufficient category, and no students were in the poor or failed categories. Table 6 shows the distribution of writing descriptive text.

**Table 6**  
**Distribution of Students' Writing Achievement**

No.	Score Interval	Category	Number of Students	Percentage
1	86 – 100	Excellent	5	7%
2	66 – 85	Good	65	90%
3	46 – 65	Enough	2	3%
4	26 – 45	Poor	0	0%
5	0 – 25	Failed	0	0%
<b>Total</b>			<b>72</b>	<b>100%</b>

Following computing the total scores of the variables in the current research, vocabulary mastery (X) and writing descriptive text ability (Y), the data revealed that the correlation coefficient between the two variables was investigated further. This was

examined using Pearson Product Moments and generated using SPSS version 20. The results showed that the correlation coefficient, or  $r$ -obtained (0.262), was higher than the  $r$ -table (0.01) at the level of probability ( $p$ ), and significance (Sig. 2-tailed) was less than 0.05. It signified that the null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) was accepted. In simple terms, there was a strong

relationship between students' English vocabulary mastery and their capacity to create descriptive prose at SMP PGRI Pedamaran. See Table 7.

**Table 7**  
**Correlation between Students' Vocabulary Mastery and their Writing**

		Vocab.	Writing
Vocab.	Pearson Correlation	1	.26*
	Sig. (2-tailed)		.026
	N	72	72
Writing	Pearson Correlation	.26*	1
	Sig. (2-tailed)	.026	
	N	72	72

The data collected in this study were interpreted based on the result of the student's vocabulary test and students' writing a descriptive text at SMP PGRI Pedamaran. Based on the distribution of students on the vocabulary test, it was found that 23 students (32%) were in the good category and 45 students (63%) were in the enough category. It indicated that most students had good scores in terms of vocabulary tests. It meant that the eighth-grade students of SMP PGRI Pedamaran were dominated by the students who got good scores. It was occurred due to some reasons such as having good knowledge of vocabulary, usually reading English books, and taught by their teacher repeatedly especially about vocabulary when studying reading and writing. Based on the student's score in terms of writing a

descriptive text, it was found that 65 (90%) students were in the good category. It showed that many learners could write descriptive language effectively.

The reason why they got good scores was that they knew vocabulary, were accustomed to practicing writing, had good knowledge of grammar especially simple present tense, and were able to distinguish identification and description in writing descriptive text.

Based on the Pearson Product-Moment correlation, it was discovered that  $r$ -obtained (0.26) was greater than  $r$ -table (0.23) at the probability level ( $p$ ) of less than 0.05. In terms of interpretation of correlation, it showed that  $r$ -obtained (0.26) which meant low correlation. However, the findings of this study

revealed a substantial relationship between students' mastery of English vocabulary and their capacity to create descriptive texts at SMP PGRI Pedamaran. It stated that the null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted. Many students who got good scores on vocabulary tests also got good scores in writing descriptive text. It inferred that students' vocabulary mastery had a relation to their ability to write descriptive text.

This study, done at SMP PGRI Pedamaran, provides important insights into the relationship between students' vocabulary mastery and their capacity to produce descriptive texts. The results show that a sizable proportion of students succeeded in both categories, implying a link

between vocabulary knowledge, and writing abilities.

The distribution of students' vocabulary test scores revealed a plurality of good scores, which can be attributed to variables such as a strong vocabulary foundation, regular English reading habits, and effective teaching methods that emphasize vocabulary during reading and writing sessions. Similarly, many students demonstrated proficiency in writing descriptive texts, which can be attributed to practices such as vocabulary familiarity, regular writing exercises, strong grammar knowledge (especially in the simple present tense), and the ability to distinguish between identification and description in writing.

The correlation analysis revealed a strong link between

students' language skills and their ability to compose descriptive prose. Despite a modest correlation coefficient, the data support both the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ), implying that students who performed well in vocabulary exams also performed well in descriptive writing.

These findings are consistent with prior studies by Wiguna et al. (2021), who discovered a substantial relationship between vocabulary mastery and writing skills among eighth-grade students at SMP N 2 Ubud. Furthermore, studies by scholars (Karakoc & Kose, 2017; Huliani 2019) highlight the importance of vocabulary in improving writing skills, notably in permitting active language use and boosting originality in descriptive writing assignments. The outcomes

of this study are consistent with prior research efforts, lending credence to the premise that vocabulary mastery has a major impact on students' writing ability, as proven across various educational settings and circumstances.

## **CONCLUSION**

The outcomes of this study show a substantial relationship between students' English vocabulary mastery and their capacity to create descriptive prose at SMP PGRI Pedamaran. Many students performed well on both vocabulary exams and descriptive writing, indicating a substantial correlation between the two skills. These findings highlight the relevance of vocabulary mastery in improving students' writing abilities, which is consistent with previous

studies emphasizing the critical function of language in effective composition. Educators should focus on vocabulary training alongside writing activities to nurture students' linguistic ability and improve their writing skills, resulting in richer and more cohesive descriptive works.

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