

**THE CORRELATION BETWEEN STUDENTS' MASTERY IN  
VOCABULARY AND STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE TEXT**

**SARJANA'S THESIS**

**NOOR ALLIKA MARSHA  
REG. NUMBER: 2010117220027**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
LAMBUNG MANGKURAT UNIVERSITY  
BANJARMASIN  
2025**

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**Presented to Faculty of Teachers' Training and Education as a  
Partial Fulfillment of the Requirement for Completing the *Sarjana  
Pendidikan* Degree in English Language Education Study Program**

**NOOR ALLIKA MARSHA**

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FACULTY OF TEACHERS TRAINING AND EDUCATION  
LAMBUNG MANGKURAT UNIVERISTY  
BANJARMASIN**

**2025**

## LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis Proposal of Noor Allika Marsha Reg. Number 2010117220027 entitled "**The Correlation Between Students' Vocabulary and Students Writing Ability in Descriptive Text**" has been approved by the advisor for oral examination.

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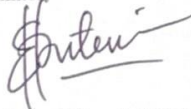
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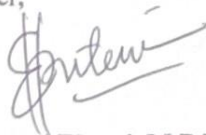
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## ABSTRACT

Marsha, Allika Noor, (2025) *The Correlation Between Students' Mastery In Vocabulary And Students' Ability In Writing Descriptive Text*. Sarjana's Thesis, English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. Advisor: (I) Dr. Moh. Yamin, S.Pd., M.Pd, Advisor: (II) Prof. Dr. Abdul Muth'im, M.Pd.

Keyword: *Correlation, Vocabulary, Writing, Descriptive Text*

Vocabulary mastery is crucial in enhancing students' writing ability, particularly in composing descriptive texts. Writing requires a sufficient vocabulary range to express ideas effectively and coherently. However, many students struggle with writing due to their limited vocabulary knowledge. This study investigates the correlation between students' vocabulary mastery and ability to write descriptive texts among seventh-grade students at SMP Negeri 26 Banjarmasin in the academic year 2023/2024. Understanding this correlation is essential for improving students' writing performance and for developing more effective teaching strategies in English language learning.

This research employs a quantitative correlational method to examine the relationship between the two variables. The study involved 32 students selected through purposive sampling. Data were collected using a vocabulary test and a descriptive writing test. The results were analyzed using Pearson Product-Moment correlation to determine the strength and significance of the correlation. The findings indicated that the mean score for students' vocabulary mastery was 91, categorized as an excellent level. Meanwhile, the mean score for their writing ability was 77, which is a good level. The analysis yielded a correlation coefficient of 0.968. At a 5% significance level, the critical value ( $r_{table}$ ) was 0.361, resulting in  $r > r_{table}$  ( $0.968 > 0.361$ ). The findings revealed a positive and significant correlation between vocabulary mastery and descriptive writing ability, indicating that students with higher vocabulary knowledge tend to perform better in writing tasks.

Based on these results, it can be concluded that vocabulary mastery significantly influences students' writing skills. The better the students' vocabulary knowledge, the more effectively they can express their ideas in writing. These findings suggest that teachers should implement vocabulary-enriching activities to improve students' writing performance. Additionally, further research is recommended to explore other factors affecting students' writing abilities, such as grammar proficiency and reading comprehension skills.

## ABSTRAK

Marsha, Allika Noor, (2025) *Hubungan Antara Penguasaan Kosakata Siswa dan Kemampuan Menulis Teks Deskriptif*. Skripsi Sarjana, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat, Banjarmasin. Pembimbing: (I) Dr. Moh. Yamin, S.Pd., M.Pd, Pembimbing: (II) Prof. Dr. Abdul Muth'im, M.Pd.

**Kata Kunci:** Hubungan, Kosakata, Menulis, Teks Deskriptif

Penguasaan kosakata sangat penting dalam meningkatkan kemampuan menulis siswa, khususnya dalam menyusun teks deskriptif. Menulis membutuhkan rentang kosakata yang memadai untuk menyampaikan ide secara efektif dan koheren. Namun, banyak siswa mengalami kesulitan dalam menulis karena terbatasnya pengetahuan kosakata mereka. Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata siswa dan kemampuan mereka dalam menulis teks deskriptif pada siswa kelas VII SMP Negeri 26 Banjarmasin tahun ajaran 2023/2024. Memahami hubungan ini penting untuk meningkatkan kemampuan menulis siswa dan mengembangkan strategi pengajaran Bahasa Inggris yang lebih efektif.

Penelitian ini menggunakan metode kuantitatif korelasional untuk menganalisis hubungan antara kedua variabel. Sebanyak 32 siswa dipilih melalui teknik purposive sampling. Data dikumpulkan melalui tes kosakata dan tes menulis teks deskriptif. Hasil penelitian dianalisis menggunakan korelasi Pearson Product-Moment untuk menentukan kekuatan dan signifikansi hubungan. Hasil penelitian menunjukkan bahwa nilai rata-rata penguasaan kosakata siswa adalah 91, yang termasuk dalam kategori sangat baik. Sementara itu, nilai rata-rata kemampuan menulis mereka adalah 77, yang tergolong baik. Analisis menunjukkan koefisien korelasi sebesar 0,968. Pada taraf signifikansi 5%, nilai kritis ( $r_{tabel}$ ) adalah 0,361, sehingga  $r > r_{tabel}$  ( $0,968 > 0,361$ ). Hasil ini menunjukkan bahwa terdapat hubungan positif dan signifikan antara penguasaan kosakata dan kemampuan menulis teks deskriptif, yang berarti siswa dengan penguasaan kosakata yang lebih tinggi cenderung memiliki kemampuan menulis yang lebih baik.

Berdasarkan hasil tersebut, dapat disimpulkan bahwa penguasaan kosakata memiliki pengaruh yang signifikan terhadap kemampuan menulis siswa. Semakin baik pengetahuan kosakata siswa, semakin efektif mereka dalam mengekspresikan ide melalui tulisan. Temuan ini menyarankan agar guru mengimplementasikan kegiatan yang memperkaya kosakata untuk meningkatkan kemampuan menulis siswa. Selain itu, disarankan dilakukan penelitian lanjutan untuk mengeksplorasi faktor-faktor lain yang mempengaruhi kemampuan menulis siswa, seperti penguasaan tata bahasa dan kemampuan memahami bacaan.

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Furthermore, the researcher realized that this thesis still has weaknesses and is far from being perfect. Thus, opinions, critiques, and suggestions are needed for the thesis to be better.

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