



The Correlation Among Vocabulary Mastery, Utilization Of The Environment, And Writing Ability Of Elementary School Students

Ahmad Hubaisy*, Gusti Yarmi, Aminudin Zuhairi

Elementary School Teacher Education, Universitas Terbuka

*Email: ahmadhubaisy@gmail.com

Articles Information **Abstrak**

Keywords:

Vocabulary Mastery;
Environment;
Writing ability

Submitted:

05-09-2023

Accepted:

01-11-2023

Published:

02-11-2023

Penelitian ini memiliki tujuan utama untuk menguji korelasi antara penguasaan kosakata dan pemanfaatan lingkungan dengan keterampilan menulis siswa Sekolah Dasar. Menggunakan pendekatan kuantitatif dengan metode survei dan teknik korelasi, penelitian ini menjawab tiga hipotesis kunci. Pertama, hasil penelitian mengindikasikan bahwa terdapat korelasi positif yang signifikan antara penguasaan kosakata dan keterampilan menulis karangan deskriptif, dengan nilai korelasi (rhitung) sebesar 0,823 yang jauh melebihi ambang signifikansi (rtabel) sebesar 0,195. Kedua, penelitian juga menemukan hubungan positif antara pemanfaatan lingkungan sebagai sumber belajar dan keterampilan menulis karangan deskriptif, dengan rhitung sebesar 0,632 yang signifikan melebihi rtabel. Terakhir, ketika dianalisis bersama-sama, penguasaan kosakata dan pemanfaatan lingkungan memiliki pengaruh yang kuat terhadap keterampilan menulis siswa, ditunjukkan oleh koefisien korelasi ganda sebesar 0,834 dan koefisien determinasi sebesar 0,695. Hasil ini menggambarkan bahwa sekitar 69,5% variabilitas dalam keterampilan menulis karangan deskriptif dapat dijelaskan oleh kombinasi penguasaan kosakata dan pemanfaatan lingkungan sebagai sumber belajar. Temuan-temuan ini menggarisbawahi pentingnya mempertimbangkan kedua faktor ini dalam perencanaan pendidikan untuk meningkatkan keterampilan menulis siswa di tingkat Sekolah Dasar.

Abstract

This study has the main objective to examine the correlation between vocabulary acquisition and environmental utilization with the writing skills of elementary school students. Using a quantitative approach with a survey method and correlation technique, this study answers three key hypotheses. First, the results indicated a significant positive correlation between vocabulary mastery and descriptive essay writing skills, with a correlation value (rcount) of 0.823, which far exceeded the significance threshold (rtable) of 0.195. Secondly, the study also found a positive relationship between the utilization of the environment as a learning resource and descriptive essay writing skills, with an rcount of 0.632 which significantly exceeds the rtabel. Finally, when analyzed together, vocabulary acquisition and environmental utilization strongly influence students' writing skills, indicated by a multiple correlation coefficient of 0.834 and a coefficient of determination of 0.695. This result illustrates that about 69.5% of the variability in descriptive essay writing skills can be explained by the combination of vocabulary acquisition and utilization of the environment as a learning resource. These findings underscore the importance of considering these two factors in educational planning to improve students' writing skills at the primary school level.



INTRODUCTION

Education is a planned effort, where education has been designed in advance with a mature process and various support systems prepared. Education aims to develop students' human resources by encouraging and facilitating learning activities. Elementary School (SD) is the basic level of formal education in Indonesia that provides basic skills to students to develop their potential. One of the subjects that needs to be developed is the Indonesian language. Syaf'ie (2013) states that elementary school students who master Indonesian well and correctly will greatly facilitate participating in all learning activities both in Indonesian and outside Indonesian.

Writing skills also play an important role for children as a medium for channeling emotions and self-expression, learning to have an opinion, practicing patience, honing commitment, and much more. Descriptive essay writing is one of the writing skills materials studied in elementary school. Students are expected to be able to express ideas or ideas in composing and connecting one sentence with another so that it becomes a cohesive paragraph when learning to write an essay. A series of solid or interrelated sections will create an essay. Keraf (2010: 19) states, "An essay is a written language that is composed of a series of words so that it becomes a sentence, paragraph, and finally a discourse that can be read and understood". Descriptive essay writing activities require several knowledge and skills that must be possessed. One must know what to write and how to write it in an essay.

Mastery of diction or word choice is one of the supporters and determinants of good writing, not only in choosing words, vocabulary, or word choice but also in how the word can provide meaning and information to be conveyed. Likewise, in descriptive essay writing activities, it is necessary to choose the correct vocabulary and adjust it to the language rules so that the reader easily understands it. Tarigan (2015: 2) expressed his opinion that the quality of language depends on the quantity and quality of vocabulary, so the richer the vocabulary, the greater the writing skills. So, students who master vocabulary well will make it easier for them to choose appropriate words when writing descriptive essays so that the sentence structure can be arranged coherently and integrated.

Penguasaan diksi atau pemilihan kata menjadi salah satu pendukung dan penentu tulisan yang baik. Tidak hanya dalam hal memilih kata, diksi atau pilihan kata juga mengenai bagaimana kata tersebut dapat memberikan makna serta informasi yang akan disampaikan. Begitupun dalam kegiatan menulis karangan deskriptif, diperlukan pemilihan kosakata yang tepat dan disesuaikan dengan kaidah-kaidah bahasa sehingga mudah dipahami oleh pembaca. Tarigan (2015: 2) mengungkapkan pendapatnya bahwa kualitas berbahasa tergantung kepada kuantitas dan kualitas kosakata sehingga semakin kaya kosakata maka besar pula keterampilan dalam menulisnya. Jadi, siswa yang menguasai kosakata dengan baik akan memudahkannya dalam pemilihan kata yang sesuai saat menulis karangan deskriptif agar struktur kalimat dapat tersusun dengan runtut dan terpadu.

The right learning resources make learning active, innovative, creative, and fun. The active, innovative, creative, and fun learning process is inseparable from the surrounding environment. Learning activities may

be more interesting for children because the environment provides diverse learning resources and many choices. Some so many values and benefits can be achieved from the environment as a source of learning in education almost all themes of activities can be learned from the environment.

The results of the Basic Competency Assessment (AKM) test on the literacy skills of grade V students at SDN Kalideres Village show that 40% of students have low literacy skills, 40% of students have moderate literacy skills (proficient), and 20% of students have advanced literacy skills, with these results requiring improvement in students' ability to understand, use, evaluate, reflect on various types of written texts to develop individual capacity as Indonesian citizens and citizens of the world and to be able to contribute productively to society.

Based on the results of observations in the field, obtained information that in learning activities to write descriptive essays, students still find it difficult to express their ideas or ideas. Students think that writing is a difficult and boring activity. During this time in descriptive essay writing, the teacher directly gives the title and asks students to make an essay according to the specified title without the teacher's guidance, feedback, or improvement. Another cause is that students' thinking and imagination power and pouring ideas or ideas to realize an essay is still low. Students are less trained in pouring ideas, ideas, and imagination about what to write and how to write it so that it becomes an essay. Referring to these problems, the researcher wants to learn more about the relationship between vocabulary mastery and utilization of the environment as a learning resource with descriptive essay writing skills achieved by students.

METHOD

This study uses quantitative methods to measure vocabulary mastery variables, utilization of the environment as a learning resource, and descriptive essay writing skills that are operationalized using instruments. According to Sudjana (2017), quantitative research is a research method based on the philosophy of positivism used to research specific populations or samples, data collection using research instruments, and quantitative data analysis to test the hypothesis used.

This quantitative research model uses a correlational approach to determine the relationship between two or more variables expressed by the magnitude of the correlation coefficient and statistical significance. As explained by Arikunto (2019), correlational research is research conducted by researchers to determine the level of relationship between two or more variables without making changes, additions, or manipulations to existing data.

The method used is the survey method to collect data or information on the research variables, namely X1 (vocabulary mastery), X2 (utilization of the environment as a learning resource) with Y (descriptive essay writing skills) in Class V State Elementary School students in Kalideres Village, West Jakarta. The independent variables that want to know the magnitude of their relationship with the dependent variable both separately and together include: first, the relationship of vocabulary mastery (X1) with descriptive essay writing skills (Y), second, the relationship of environmental utilization as a learning resource (X2)

with descriptive essay writing skills (Y), and third, the relationship of vocabulary mastery (X1) and environmental utilization as a learning resource (X2) with descriptive essay writing skills (Y). Based on the number of variables and the type of relationship to be known, the constellation of this research problem is as described below:

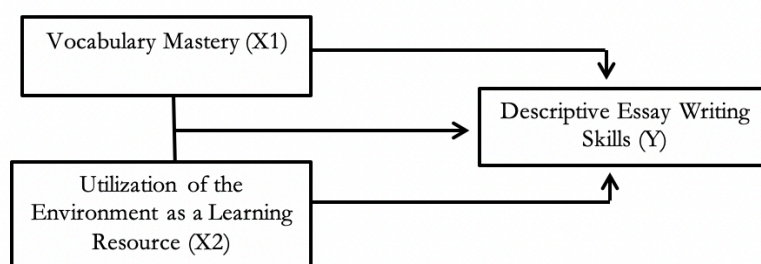


Figure 1. The Constellation of Relationships Between Research Variables

RESULT AND DISCUSSION

Data Description

In this study, the relationship between vocabulary mastery, environmental utilization as a learning resource, and students' descriptive essay writing ability is the data source to be obtained. Vocabulary mastery data is obtained from students' vocabulary mastery test scores, environmental utilization data as a learning resource is obtained from questionnaires, and descriptive essay writing ability data is obtained from descriptive essay writing written test scores. The variables are vocabulary mastery (X1), environmental utilization as a learning resource (X2), and students' descriptive essay writing skills (Y) with a total sample of 109 students.

Technical Results of Data Analysis

Data description analysis of vocabulary mastery (X1)

Based on calculations with the help of SPSS 20.0, the data processing results are as follows:

Table 2. Description of Vocabulary Mastery Data

N	Valid	109
	Missing	0
Mean		72.76
Median		73.00
Mode		60 ^a
Std. Deviation		15.625
Skewness		-.316
Std. Error of Skewness		.231
Kurtosis		-.250
Std. Error of Kurtosis		.459
Range		67
Minimum		33
Maximum		100

From the results of the above calculations, it can be said that the vocabulary mastery of fifth-grade students in Kalideres Village, West Jakarta, is classified as sufficient. This can be seen by acquiring an average value (mean) of 72.76.

Analysis of data description of utilization of learning resource environment (X2)

Data on the utilization of the environment as a learning resource from a questionnaire answered by 109 students as respondents, the lowest score is 20, the highest score is 75, the mean score is 40.19, the median is 40, the mode is 20, and the standard deviation is 14.768. Based on calculations with the help of SPSS 20.0, the data processing results are as follows:

Table 3. Description of Data on Utilization of the Environment as a Learning Source

N	Valid	109
	Missing	0
Mean		40.19
Median		40.00
Mode		20a
Std. Deviation		14.768
Skewness		.366
Std. Error of Skewness		.231
Kurtosis		-.684
Std. Error of Kurtosis		.459
Range		55
Minimum		20
Maximum		75

From the above calculations, it can be said that using the environment as a learning resource for fifth-grade students of public elementary schools in Kalideres Village, West Jakarta, is sufficient. This can be seen from the average score (mean), close to the median score.

Data description analysis of descriptive essay writing skills (Y)

Descriptive essay writing skill data are scores obtained from written tests of 109 students as samples. This data has the lowest score of 60, the highest score of 90, the average (mean) of 77.74, a median of 79, a mode of 90, and a standard deviation of 9.105. Based on calculations with the help of SPSS version 20, the data processing results are as follows:

Table 4. Data Description of Students' Descriptive Writing Skills

N	Valid	109
	Missing	0
Mean		77.74
Median		79.00
Mode		90
Std. Deviation		9.105
Skewness		-.461
Std. Error of Skewness		.231
Kurtosis		-.891
Std. Error of Kurtosis		.459
Range		30

Minimum	60
Maximum	90

From the results of the above calculations, it can be said that the descriptive essay writing skills of public elementary schools in Kalideres Village, West Jakarta, are quite good. This can be seen by obtaining an average score of 77.74.

Hypothesis Result

The relationship between vocabulary mastery (X1) and descriptive essay writing skills (Y)

Table 5. Relationship Test Results of X1 Variables with Y

		Descriptive Essay Writing Skills (Y)	Vocabulary Mastery (X1)
Pearson Correlation	Descriptive Writing Skills (Y)	1.000	.823
	Vocabulary Mastery (X1)	.823	1.000
Sig. (1-tailed)	Descriptive Writing Skills (Y)	.	.000
	Vocabulary Mastery (X1)	.000	.
N	Descriptive Writing Skills (Y)	109	109
	Vocabulary Mastery (X1)	109	109

Based on the results of the data analysis of SPSS version 20.0, it can be seen that vocabulary mastery has a relationship with descriptive essay writing skills as indicated by the acquisition of hypothesis testing results from sig value = 0.000 and r count = 0.823 while r table 0.195, because sig value <0.05 and r count> from r table, then H0 cannot be accepted and H1 is accepted. There is a significant relationship between vocabulary mastery (X1) and descriptive essay writing skills (Y).

So it can be said that if descriptive essay writing skills are improved optimally, it is necessary to increase high vocabulary mastery. Good vocabulary mastery will improve descriptive essay writing skills. As Malcolm (2015) stated, "Vocabulary mastery will provide an opportunity for someone to know and understand what is written and what is spoken," meaning that vocabulary mastery will provide an opportunity for someone to know and understand what is written and what is spoken. Tarigan (2015) also said that the quality of a person's language skills depends on the quantity and quality of their vocabulary.

The relationship between the utilization of the environment as a learning resource (X2) and descriptive essay writing skills (Y)

Table 6. Results of the X2 Variable Relationship Test with Y

		Descriptive Essay Writing Skills (Y)	Utilization of the Environment as a Learning Resource (X2)
Pearson Correlation	Descriptive Writing Skills (Y)	1.000	.634
	Utilization of the Environment as a Learning Source (X2)	.634	1.000
Sig. (1-tailed)	Descriptive Writing Skills (Y)	.	.000
	Utilization of the Environment as a Learning Source (X2)	.000	.
N	Descriptive Writing Skills (Y)	109	109
	Utilization of the Environment as a Learning Source (X2)	109	109

The results showed a relationship between using the environment as a learning resource and students' descriptive essay-writing skills. This indicates that the hypothesis is accepted. Using the environment as a learning resource improves students' descriptive essay writing skills with a correlation coefficient of 0.632. Using the environment as a strong learning resource owned by students, more imagination is obtained so that it helps to grow ideas or ideas in writing descriptive essays. So, it can be said the results of utilizing the environment by students will impact the results of their writing. This is reinforced by Fahrurrozi's opinion (2020) that writing expresses thoughts, feelings, and reading outcomes in written form.

The Relationship between Vocabulary Mastery (X1) and Utilization of the Environment as a Learning Source (X2), Together with Descriptive Writing Skills (Y)

To see the coefficient of determination regarding vocabulary mastery (X1) and utilization of the environment as a learning resource (X2), together with the ability to write descriptive essays, can be seen in the table below:

Table 7. Multiple Correlation Test Results of Variables X1, X2 with Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.834 ^a	.695	.689	5.078	.695	120.621	2	106	.000

a. Predictors: (Constant), Utilization of Environment as Learning Resource (X2), Vocabulary Mastery (X1)

b. Dependent Variable: Descriptive Writing Skills (Y)

The relationship between the independent variables of vocabulary mastery (X1) and utilization of the environment as a learning resource (X2), together with descriptive essay writing skills, is 0.834. From the calculation, it is obtained that the correlation coefficient is significant, in other words, there is a relationship between vocabulary mastery and utilization of the environment as a learning resource together with descriptive essay writing skills.

The quality and quantity of a person's vocabulary is linked to the quality of language skills. The richer the vocabulary, the more skillful the language. Besides vocabulary mastery, using the environment as a learning resource is also related to one's descriptive essay writing skills. Using the environment through learning outside the classroom makes students get closer and get to know the natural environment so that students can experience or feel directly without guessing. As stated by Hendarwati (2013), learning to improve students' abilities, teachers can utilize the environment to increase students' understanding and knowledge of the surrounding world. With high utilization of the environment as a learning resource, more knowledge will be obtained so that it helps to foster ideas, imagination, and ideas in writing description essays.

CONCLUSION

Several important things can be concluded in Kalideres Village, West Jakarta, involving 109 students as samples. First, a significant relationship exists between vocabulary mastery and students' descriptive essay writing skills. This indicates that students with better vocabulary mastery tend to have better descriptive essay writing skills. They can more easily choose and use the right words to express ideas in written language. Second, the utilization of the environment as a learning resource also has a positive impact on students' writing skills. The higher the utilization of the environment as a learning resource, the more knowledge and insights students have. This knowledge helps them to express their ideas and thoughts in writing better. Finally, when vocabulary mastery and environmental utilization are combined, there is a strong positive relationship with students' descriptive essay writing skills. In other words, students with both factors at good levels will have superior writing skills. Conversely, if one or both factors are lacking, students' writing skills may be negatively affected. The results of this study confirm the importance of developing vocabulary and encouraging students to utilize the environment as a practical learning resource to improve students' writing skills at the primary school level.

REFERENCES

- Arikunto, S. (2019). *Prosedur Penelitian*. Jakarta: Rineka cipta
- Fahrurrozi., Dewi, R. F., Hasanah, U. dan Wahyudi, A. (2020). *The Influence of Reading Interests, vocabulary mastery, and critical thinking on reading comprehension in elementary school student*. Diunduh 23 Oktober 2022, dari situs World Wide Web:
<http://repository.uinjkt.ac.id/dspace/handle/123456789/50884>
- Hendarwati, E. (2013). *Pengaruh pemanfaatan lingkungan sebagai sumber belajar melalui metode inkuiri terhadap hasil belajar siswa SDN I Sribit Delanggu pada pelajaran IPS*. PEDAGOGIA, 2(1), hlm.59-70. Diunduh 3 April 2023, dari situs World Wide Web: <https://doi.org/10.21070/pedagogia.v2i1.47>
- Keraf, G. (2010). *Eksposisi dan Deskripsi*. Jakarta: Gramedia
- Malcolm. (2015). *Grammar and Vocabulary*. Jerman: Hueber
- Tarigan, H. G. (2015). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Sudjana, N. (2017). *Penilaian Hasil Proses Belajar Mengajar*. Bandung; PT Remaja Rosdakarya
- Syafie, I. K. (2013). *Ilmu Pemerintahan*, Jakarta: Bumi Aksara