

The Correlation Between Vocabulary Mastery and Writing Ability of Third Semester Students of English Study Program of Nusa Cendana University in The Academic Year 2024/2025

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KEYWORDS	ABSTRACT
Vocabulry mastery, Writing ability.	The purpose of this research is to find out the correlation between vocabulary mastery and writing ability. This study applies random sampling technique where the population is all of the third semester students of English Study Program of Nusa Cendana University and the sample are 30 students. The data are collected by administering vocabulary mastery test and writing ability test. The data are analyzed by using Pearson Product Moment to investigate the correlation between both variables. The result shows that the coefficient between variable X and variable Y is $r_{xy} = 0.604$. The criteria of correlation between two variables among 0.600 – 0.800 shows a highly correlation. The significant level at 5% is $r_{table} = 0.361$, $r_{xy} > r_{table}$ ($0.604 > 0.361$). The significant level at 1 % is $r_{table} = 0.463$, $r_{xy} > r_{table}$ ($0.604 > 0.463$). The result of the analyses shows that there is a significant correlation between vocabulary mastery and writing ability of third semester students of English Study Program of Nusa Cendana University. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, the students who have high score in vocabulary tests tend to have good writing ability.

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INTRODUCTION

Language is a tool of communication used to express feelings or ideas directly or indirectly through words. Language can help us to connect with other people. One of languages that we often use is English. English is an international language that is used globally, which means most of countries in the world use it as a second language. This is why English is studied around the world.

In learning English, we must learn several skills, such as listening, reading, speaking and writing skills. Beside the four skills, English also has sub-skill, such as vocabulary, grammar and pronunciation. Someone is able to read, listen, speak, and write well, when they have sufficient knowledge of grammar and vocabulary. One of crucial sub-skills is vocabulary.

According to Jackson & Amvela (2000), vocabulary is the total stock of words in a language. Having rich stock of vocabulary can help learners to speak the language, write the language and also able to translate.

Vocabulary is an important aspect of language and it also plays an important role, that it is used to make sentences. By mastering the vocabulary of a language, we will be easier to express our opinion, ideas, or feelings both in written and spoken forms. One way to express our ideas, opinions and thoughts is through writing. Writing skill is an important part of communication. A good writing should consist of appropriate and various range of vocabulary used along with proper grammar and various range of sentence structure. Writing is ongoing of process considering alternatives and making choice. The better writers understand the writing process, the better he/she will write and the more he/she can enjoy writing. Therefore, when writing is view as a process, it can be broken down into many stages. They are planning, drafting, editing, and final draft (Harmer, 2004).

In learning English, there are many factors which influence the students' vocabulary mastery in writing, such as the lack of vocabulary, the lack of writing ability, and the lack of motivation in learning English that makes it difficult for them to write a good writing in English and as the result, they are difficult to communicate in English either orally or in written form. Based on the background above, the researcher intends to conduct

a study entitled: 'The Correlation between Vocabulary Mastery and Writing Ability of Third Semester Students of English Study Program of Nusa Cendana University in the Academic Year 2024/2025'.

METHOD

This research uses a descriptive quantitative method and employed correlative method to identify and describe the correlation between vocabulary and writing ability of Nusa Cendana University especially third semester students in academic year 2024/2025.

FINDINGS AND DISCUSSION

Research Findings

The study used two tests administered to collect the data, namely vocabulary mastery test and writing ability test. After the result of each test was identified, Pearson Product Moment Correlation was used to investigate the correlation between students' vocabulary mastery and writing skill. The result is elaborated below:

Result of Tests

The result of vocabulary mastery test of the third semester students of English Study Program of Nusa Cendana University can be seen in Table 1 and Table 2 below:

Table 1. The Score of Vocabulary Mastery (X)

NO	PARTICIPANTS	X
1	ARDS	75
2	AA	75
3	ABS	77
4	AGK	75
5	ANB	74
6	ATMH	72
7	AJPN	71
8	AL	75
9	AJCD	72
10	BS	66
11	CSDL	71
12	CHK	78
13	DNF	72
14	EWPF	74
15	EB	75
16	EMML	75
17	EKM	75
18	FAR	70
19	FJT	71
20	JHB	75
21	JNK	74
22	KRJ	70
23	LWK	80
24	MJ	75
25	MLDB	72
26	MNEK	74
27	MTD	75
28	MYB	81
29	MYM	74
30	MJ	75
31	MA	75
32	NM	74
33	OON	81
34	PV	77
35	PS	74
36	PC	74
37	PSB	75
38	SD	70
39	TRP	81
40	TM	74
41	TN	74
	TOTAL (Σ)	3047

The result of writing ability test of the third semester students of English Study Program of Nusa Cendana University can be seen in the following table.

Table 2. The Score of Writing Ability (Y)

NO	PARTICIPANTS	Y
1	ARDS	71
2	AA	71
3	ABS	73
4	AGK	73
5	ANB	74
6	ATMH	75
7	AJPN	75
8	AL	71
9	AJCD	74
10	BS	74
11	CSDL	75
12	CHK	72
13	DNF	74
14	EWPF	74
15	EB	75
16	EMML	75
17	EKM	80
18	FAR	75
19	FJT	74
20	JHB	74
21	JNK	73
22	KRJ	74
23	LWK	74
24	MJ	75
25	MLDB	73
26	MNEK	73
27	MTD	73
28	MYB	74
29	MYM	72
30	MJ	73
31	MA	72
32	NM	73
33	OON	72
34	PV	72
35	PS	73
36	PC	71
37	PSB	71
38	SD	71
39	TRP	74
40	TM	74
41	TN	72
	TOTAL (Σ)	3007

Pearson Product Moment Correlation (r_{xy})

Pearson Product moment is used to investigate the correlation between both of the variables. The statistical calculations used to get the score of r_{xy} are presented in the following table.

Table 3 The Calculation of Pearson Product Moment Correlation (r_{xy})

NO	PARTICIPANTS	X	Y		x^2	y^2
1	ARDS	75	71	5325	5625	5041
2	AA	75	71	5356	5625	5041
3	ABS	77	73	5621	5929	5329
4	AGK	75	73	5475	5625	5329
5	ANB	74	74	5476	5476	5476
6	ATMH	72	75	5400	5184	5625
7	AJPN	71	75	5325	5041	5625
8	AL	75	71	5325	5625	5041
9	AJCD	72	74	5328	5184	5476
10	BS	66	74	4884	4356	5476
11	CSDL	71	75	5325	5041	5625
12	CHK	78	72	5616	6084	5184

13	DNF	72	74	5328	5184	5476
14	EWPF	74	74	5476	5476	5476
15	EB	75	75	5625	5625	5625
16	EMML	75	75	5625	5625	5625
17	EKM	75	80	6000	5625	6400
18	FAR	70	75	5250	4900	5625
19	FJT	71	74	5254	5041	5476
20	JHB	75	74	5550	5625	5476
21	JNK	74	73	5402	5476	5329
22	KRJ	70	74	5180	4900	5476
23	LWK	80	74	5920	6400	5476
24	MJ	75	75	5625	5625	5625
25	MLDB	72	73	5256	5184	5329
26	MNEK	74	73	5402	5476	5329
27	MTD	75	73	5475	5625	5329
28	MYB	81	74	5994	6561	5476
29	MYM	74	72	5328	5476	5184
30	MJ	75	73	5475	5625	5329
31	MA	75	72	5400	5625	5184
32	NM	74	73	5402	5476	5329
33	OON	81	72	5832	6561	5184
34	PV	77	72	5544	5929	5184
35	PS	74	73	5402	5476	5329
36	PC	74	71	5254	5476	5041
37	PSB	75	71	5325	5625	5041
38	SD	70	71	4970	4900	5041
39	TRP	81	74	5994	6561	5476
40	TM	74	74	5476	5476	5476
41	TN	74	72	5382	5476	5184
	TOTAL (Σ)	3047	3007	223602	226825	226423

Next, the scores of r_{xy} are calculated by the Pearson Product moment correlation formula as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \\
 &= \frac{41(223576) - (3047)(3007)}{\sqrt{(41(226928) - (3047)^2)(41(226423) - (3007)^2)}} \\
 &= \frac{9162000 - 9188000}{\sqrt{(9308020 - 9282209)(9290140 - 9042049)}} \\
 &= \frac{3970}{\sqrt{(20841)(248091)}} \\
 &= \frac{3970}{\sqrt{5161928659}} \\
 &= \frac{3970}{70848.66} \\
 &= 0.056
 \end{aligned}$$

After the score r_{xy} has been calculated, it is compared with the score of r table (r_t) with degrees of significance 5% and 1% as follows:

Df= N-r

Df = 41 - 2

Df = 39

Notes:

Df= Degree of freedom

N= Number of cases

Nr= number of research variable

Table 4 Value of 0.05 and 0.01 Levels of Significance

Df(N-2)	0.05	0.06
1	0.997	0.999
2	0.951	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.875
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.532	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.561
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.396	0.505
24	0.388	0.496
25	0.381	0.487
26	0.374	0.479
27	0.367	0.471
28	0.361	0.463
29	0.355	0.456
30	0.361	0.463
31	0.355	0.456
32	0.349	0.449
33	0.343	0.442
34	0.337	0.435
35	0.331	0.428
36	0.325	0.421
37	0.319	0.414
38	0.313	0.407
39	0.307	0.400
40	0.301	0.393
41	0.295	0.386

rt at the degree of significance 5% = 0.307

rt at the degree of
significance 1% =

0.400 rxy: (5%) =

0.056 : 0.307; < rt

(5%)

rx: (1%) = 0.056 : 0.400 ; <rt (1%)

Hypothesis Testing

This study is aimed to answer the following hypotheses:

(H0) null hypothesis: there is no any significant correlation between students' vocabulary mastery and their writing ability.

(Ha) alternative hypothesis: there is a significant correlation between students' vocabulary mastery and their writing ability.

And the statistical hypotheses are as follows:

H0: $p = 0$ or if $rx < rt$, H0 is accepted,

and Ha is rejected. Ha: $p \neq 0$ or if $rx > rt$,

Ha is accepted, and H0 is rejected.

Based on the findings of this study, the calculation of rxy is 0.056 and the score of df is 39. Then, the score rxy is compared with the degree of significance 5% which shows that with the df = 39, the rt score which is obtained

is 0.307, therefore, $r_{xy} < r_t$. Meanwhile, when the score r_{xy} is compared with the degree of significance 1% it shows that with the $df = 39$, the obtained r_t score is 0.400, therefore $r_{xy} < r_t$.

Discussions

The data analysis has generated some findings that are important in providing the answer to the research problems proposed in this study,—Is there any correlation between vocabulary mastery and writing ability of third semester students of English Study Program of Nusa Cendana University in academic year 2024/2025. Based on the finding of data analysis above, the coefficient of correlation (r_{xy}) is lower than r table (r_t) score; $0.056 < 0.307$ with the degree of significance 5%. Moreover, the coefficient of correlation (r_{xy}) is lower than r table (r_t) score; $0.056 < 0.400$ with the degree of significance 1%, the coefficient correlation which is obtained is 0.056. Therefore, the score of coefficient correlation of both degree of significance are lower in comparison with the score of r table, it shows that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing ability.

Besides, the coefficient correlation (r_{xy}) is 0.056. It can be interpreted with Table of r Score Interpretation (see Table 3.2 in Chapter III) which reveals that the r_{xy} score is included in the scale between 0.600 - 0.800. The scale indicates that there is a strong correlation between variable X (students' vocabulary mastery) and variable Y (students' writing ability). Therefore, it can be said that there is a considerable correlation between the third semester English Department students' writing ability and their vocabulary mastery at Nusa Cendana University. This finding is consistent with the finding of previous researcher that found a significant correlation between vocabulary mastery and students' writing skill (Zaleka, 2010; Yuliani, 2016; Hasan & Subekti, 2017).

From the research findings, it can be considerable that a rich vocabulary allows writer to get a richness of thought onto paper. However, the writer's real pleasure comes from using the right word. In Scott (2004), study research shows that having a large and classy vocabulary helps a writer produce quality text by limiting the cognitive demands during a writing task. Though research connecting effective vocabulary instruction and writing is limited, some studies suggest that rich vocabulary instruction and developing word consciousness can positively influence writing.

Rationale for Focusing on Third-Semester Students: Transitional Phase: Third-semester students are likely in a crucial transitional phase in their academic development. They have had some time to adjust to university-level study, but they are still developing their writing skills and expanding their vocabulary. This makes them an interesting group to study. **Developing Writing Skills:** Third semester is often a time when students are expected to write more complex academic essays and research papers. Their vocabulary mastery is crucial for producing effective written work at this level. **Potential for Intervention:** If a correlation is found, it could suggest areas for intervention or improvement in the curriculum or teaching methods to enhance writing abilities. **Additional Considerations: Specific Writing Tasks:** It would be helpful to specify the types of writing tasks the research focuses on (e.g., essays, research papers, reports).

Vocabulary Assessment: The research should clearly define how vocabulary mastery is measured (e.g., a standardized test, a specific vocabulary list). **Overall:** This research problem is well-suited for investigating the relationship between vocabulary and writing ability in a specific context. Focusing on third-semester students allows for an examination of this relationship during a critical point in their academic journey.

CONCLUSION

Based on the findings of the data analysis it has been identified that the score of r_{xy} is 0.056 and the score of df is 39. Then, the score r_{xy} is compared with the degree of significance 5% which shows that with the $df = 39$, the r_t score which is obtained is 0.307, therefore, $r_{xy} < r_t$. Meanwhile, when the score r_{xy} is compared with the degree of significance 1% it shows that with the $df = 39$, the obtained r_t score is 0.400, therefore, $r_{xy} < r_t$. Therefore, the score of coefficient correlation of both degree of significance are lower in comparison with the score of r table, it shows that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing skill. It means that the more vocabulary they master, the better writing skill they have.

Vocabulary and writing are significant for several reasons, accuracy, and clarity a strong vocabulary allows students to express ideas accurately and clearly, varying vocabulary can make writing more interesting and enjoyable to read. A good vocabulary enables students to create more varied and interesting sentences. A better vocabulary contributes to their unique writing ability. It can be concluded; vocabulary and writing are significant because they are essential for effective communication, academic success, professional writing, and overall writing quality.

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