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THE EFFECT OF VOCABULARY MASTERY ON STUDENTS WRITING SKILLS IN DESCRIPTIVE TEXT AT SMP NEGERI 4 BAUBAU
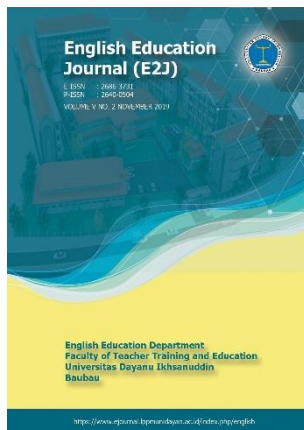
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Abstract
Problem statement of this research was whether there is a significant effect of vocabulary mastery on students writing skills in descriptive text of eight grade students at SMP Negeri 4 Baubau. Objective of this research was to find out whether there is a significant effect of vocabulary mastery on students' writing skills in descriptive text of eight grade at SMP Negeri 4 Baubau. Data collection in this study was carried out using a research instrument in the form of a test to students to determine the correlation between students' vocabulary mastery on students' writing skills in descriptive text. This research is a quantitative research. The subjects of this study were 55 grade eight students of SMP Negeri 4 Baubau. Data were analyzed using Statistical Product and Service Solution (SPSS) version 21.0. Based on the results of research and data analysis, it was concluded that there was a correlation between vocabulary mastery on students' writing skills in descriptive text of eight grade at SMP Negeri 4 Baubau. This conclusion is based on the results of statistical analysis which found a significance level of 0.939 with an r table value of 0.266. The rxy value is greater than the r table value (0.939> 0.266) and the significance value is less than (0.5) or in other words the Null hypothesis (HO) is rejected and the alternative hypothesis (H1) is accepted.

Keywords: Vocabulary Mastery, Writing Skills.

Abstrak
Rumusan masalah penelitian ini adalah apakah ada pengaruh yang signifikan penguasaan kosakata terhadap keterampilan menulis siswa dalam teks deskriptif siswa kelas delapan di SMP

Negeri 4 Baubau. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan penguasaan kosakata terhadap keterampilan menulis siswa dalam teks deskriptif kelas delapan di SMP Negeri 4 Baubau. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrumen penelitian berupa tes kepada siswa untuk mengetahui hubungan antara penguasaan kosakata siswa terhadap keterampilan menulis siswa dalam teks deskriptif. Penelitian ini merupakan penelitian kuantitatif. Subjek penelitian ini adalah 55 siswa kelas VIII SMP Negeri 4 Baubau. Data dianalisis menggunakan Statistical Product and Service Solution *(SPSS) versi 21.0. Berdasarkan hasil penelitian dan analisis data, disimpulkan bahwa ada hubungan antara penguasaan kosakata dengan keterampilan menulis siswa dalam teks deskriptif kelas delapan di SMP Negeri 4 Baubau. Kesimpulan ini didasarkan pada hasil analisis statistik yang diperoleh tingkat signifikansi sebesar 0,939 dengan nilai r tabel sebesar 0,266. Nilai rxy lebih besar dari nilai r tabel (0,939 > 0,266) dan nilai signifikansi lebih kecil dari (0,5) atau dengan kata lain hipotesis Null (HO) ditolak dan hipotesis alternatif (H1) diterima.*

Kata kunci: Penguasaan Kosa Kata, Kemampuan Menulis.

1. INTORDUCTION

In the global society, English is the language that is most frequently spoken. However, formal or casual, English is a language that is spoken in many different countries. Indonesia needs to interact with English in order to conduct social, commercial, and educational activities as a developing nation. The English is utilized by the government as the first foreign language and as one of the required subjects in junior high and high school middle schools, colleges, and other places where communication is crucial. The success of the teaching and learning process can be influenced by a number of factors when learning a foreign language, such as vocabulary mastery.

One of the most crucial aspects of learning English is developing one's vocabulary. Without vocabulary, learning a language is impossible. Language learning linguistic skills, as well as vocabulary and inventiveness, such as speaking and writing, are all related, according to psycholinguistic studies. A person with a large vocabulary will find speaking and writing to be simpler and more creative.

[1] Divides vocabulary into four categories: content words, function words, substitution words, and other words, each of which is further broken down into a number of subcategories. The word "content" is actually considered to be the closest vocabulary that primary school pupils should be able to master.

The vocabulary must next be known by the students. It indicates that the kids are aware of the pronunciation, written form, and meaning. It will be extremely difficult so that instructors can teach vocabulary and develop their skills. In adequate pupils' vocabulary, which consequently affects their scores, while they are also confronted with poor students' vocabulary. In this situation, incorporating the new with the old when teaching vocabulary is necessary to account for some of the principles [2].

Based on the research preliminary observation of grade eight students at SMP N 4 Baubau, the research found out that students have low vocabulary mastery in writing, and a lack of confidence to write in English, which takes too long for them to complete the tasks given. They feel difficult to understand the proper way to write a text and being given complex tasks without detailed explanations from the teacher makes students less vocabulary mastery in writing.

Related research has also been conducted the research aimed to investigate the correlation between students writing motivation, writing anxiety, and writing ability. This research is a quantitative type of correlation research, with 46 students from grade eight of Ahmad Dahlan Junior High School, Jambi city. The result indicates that writing motivation and writing anxiety together correlate with writing ability.

1.1 Definition of Vocabulary

Vocabulary is crucial for learning English, especially in reading comprehension, according to Huyen [3]. Principal causes of this include: First, the primary instrument for understanding forms, phrases, sentences, and words themselves in texts is vocabulary. As a result, in order to effectively communicate in a foreign language, students should learn a sufficient quantity of words and be able to apply them correctly.

Understanding of a certain thing is called mastery [4]. According to [5], mastery learning is a personalized and diagnostic teaching strategy in which students study and take tests at their own pace to reach a predetermined degree of achievement. Mastery in this study refers to the pupils'.

Homby [4] The term "vocabulary" refers to the entire language. Language cannot function without words, so the more words we learn, the more ideas we should have. This will enable us to communicate our ideas more effectively. Additionally, [5] said that vocabulary is one of the most evident aspects of language and one of the first areas that applied linguistics focused on According to the definition given above, one of the language's fundamentals that pupils must master initially is vocabulary. This will aid in pupils' successfull English learning. According to [6] vocabulary knowledge is essential for understanding what is being read and assessing how well it is being understood.

In learning languages, there are four talents that we need to learn languages. Reading, listening, speaking, and writing are among them. It follows that since all four language skills are around words, children will need to learn more vocabularies in order to master all four language skills. There are six stages to acquiring words, claims Braves [7]. They are follow:
a. Reading comprehension training
b. Acquiring new knowledge of words
c. Learning new terms that represent knownconcept
d. Acquiring fresh vocabulary that expresses novel concepts
e. Classifying words and deepening their meaning
f. Regarding the expressive vocabulary, dynamic words

There are five strategies to expand one's vocabulary.
a. Understand the value of vocabulary in learning to use context.
b. Apply your existing knowledge of prefixes, suffixes, and roots to unfamiliar terms. discover more typical word bits
c. Create a method on your own in which you might collect words that you read or hear but whose meaning is unknown.

d. Make frequent use of the dictionary to aid in word pronunciation and comprehension.
e. Search for synonyms and antonyms using the the saurus.

It is clear from the aforementioned claim that vocabulary. Additionally, they will learn the terminology at their own pace.

1.2 Definition of Writing

According to [8], writing is the process of creating a pictorial sign, or better yet, a letter combination, that is related to the sounds the writer makes when speaking. In this sense, words must be ordered to form sentences, and symbols must be placed in a specific order to produce symbols.

Writing, according to [9], is the process of putting a message or a technique into written language. In order for the reader to understand the writer's message both in written and oral form, it requires an active process to organize and formulate the ideas on paper.

The writer can infer from the definition given above that writing is a language ability used to express thoughts in English. Writing will be used in the process of expanding a concept from a smaller one into a large rone. These will be connected to A from a software program, and both of them will be connected to make the larger writing unit, or composition.

1.3 Components of Writing

There are five main components of writing. They are content, organization, grammar, vocabulary, and mechanism Baker in [10].
a. Content

For the reader to understand the message being delivered and the information contained in it, writing material must be clear. The information needs to be well-written before it can be finished and put together. Due to the qualities of effective writing, these concepts are more commonly known as unity and completion.
b. Organization

Considers logical content organizations (coherence). It was really just an endeavor to link all of the collections of data and thoughts. Even in the first draft, it may still seek out

order, attempt to discern a pattern in the data, and endeavour to organize the subject's information in accordance with a still-unfinished concept.

c. Vocabulary

Vocabulary is an important component of teaching languages. The selection of words that best describe the material is referred to as vocabulary. It presumes that the author aims to communicate ideas as concisely and clearly as possible. Generally speaking, the main goal of this person should be clarity.

d. Grammar

Language's grammar serves as an explanation of how it functions. Without understanding grammar, a writer cannot make his or her language accessible to a wide range of readers in many contexts.

e. mechanic

When we talk about mechanics, we're talking about how to construct up letters, words, and paragraphs utilizing our understanding of structures and other factors that are interconnected. We must be mindful of how sentences are applied and how punctuation is used.

1.4 Definition of Descriptive Text

According A descriptive text is one that uses words to describe things like people, locations, moods, situations, and others. According to [11], the purpose of descriptive writing is to provide the reader a clear picture or impression of the people, places, or things being described. Also stating that descriptive writing is drawing with words was Fred D. White in 1986.

Descriptive text is also a text that illustrates something that interests directly to understanding such as [12] said that descriptive paragraph provides an overview of the words that attract indra directly (vision, voice, smell, touch, taste). He said descriptive paragraph was usually full of clear verbs and properties. It depends on the details, not action, to attract readers.

[13] contend that "Description" is the verbalization of our moment-by-moment sensory sensations. Visual imagery predominates in many descriptive writing pieces.

The author draws the conclusion that a descriptive text is one that portrays people, places, feelings, situations, and other things,

as well as items that engage the senses. Additionally, there are a number of aspects in descriptive writing, according to [14]. As follows:

a. Concrete details. concrete information Specific descriptions that support, mirror, or forward the author's attitude or aim are referred to as concrete details. Example: Modern math students perform quick and precise calculations by using calculators rather than sliderules.

b. Images are sensory experiences that can be known by one of the five senses and are concrete, literal (true, actual) descriptions of persons, physical objects, or sensory experiences (sight, sound, taste, touch, and smell). Example: The night sky was filled with the hissing and crackling of lightning (sound and vision) The furry tongue of the orange calico kitten is rubbing against my cheek. (Sight, touch, andspecifics)

c. Prables. A simile is a comparison of two things using the words like or as. Comparison involves contrasting two items that are only superficially similar. Example: Anger heated up in me like water about to boil. Prables. A simile is a comparison of two things using the words like or as. Comparison involves contrasting two items that are only superficially similar. Example: Anger heated up in me like water about to boil.

1.5 Guides in Writing Descriptive Text

There are several things which should be known before writing descriptive text. They are:

a. Communicative purpose: A descriptive text is a sort of writing with the specific intention of describing an object (human or non-human).

b. Rhetorical structure: Identification and description make up the rhetorical framework of a descriptive text, as was previously stated. A statement of topic or issue that seeks to be described is known as identification. The specifics of an object's identification are its description.

c. Grammatical patterns: Usually, the descriptive language use the declarative sentence. Making coherent devices also requires the use of conjunctions. The descriptive language primarily uses the

present tense since it contains facts, widely acknowledged facts, or actuality.

After understanding the rationale given above, a writer who wishes to compose descriptive text needs also be familiar with the rules for doing so. To compose a descriptive text, there are several guidelines. There are six guidelines for writing description, according to [15].

a. Take careful note of everything you see and feel.
b. Pick important details that highlight the main idea of the topic.
c. Put your description in order based on a guiding principle, like the placement of descriptions in space.
d. To illustrate an incident, decide whether it will be.
e. Make use of language connotations and figure of speech.
f. In characterizing people: Give specifics about your appearance and behavior. Use one's own words to express one's character when appropriate. Describe your emotions and mindset.

1.6 Purpose of Descriptive Text

According to the definition of description provided above, the aim of a description is to provide the reader a mental picture of a person, a subject, or a situation.[11], who asserts that the goal of descriptive writing is to convey a distinct sense of a person, place, or thing. Meanwhile, according to [16], there are a number of objectives for descriptive text.

a. To assist the reader perceive things, people, and feelings is what it means to "see." As you may anticipate, your prize is a crucial description for all rhetorical purposes, not simple expression.
b. To explain is to convey information about a subject to the reader. For instance, science writers might describe the design of an airplane's wing to assist the reader understand how mechanical flight is feasible.
c. To persuade is to describe something in such a way as to pique the reader's interest. To demonstrate forcible entrance and persuade the jury that the defendant committed the theft, for instance, a lawyer would describe the harm done to a bedroom window.

d. Making readers create something is re-creating. For instance, the descriptions let readers imagine reliving memories, particularly sensory pleasures from the experience, which increases their interest in the topic at hand.
e. Emonstrating implies that the writer intends to show the reader something. In order to demonstrate the animation character of nature and how the process is more intricate and beautiful than non-observers can realize, the author explains the melting of the Waldeng Pond after a lengthy period of winter.

2. METHOD OF THE RESEARCH
2.1 Design of the Research

This study used a quantitative approach using ex post facto research design. Ex post research is one of many kinds of research, good research in the field of science natural and social sciences. The purpose of this study is whether there is a significant effect of vocabulary mastery on students writing skills in descriptive text of eight grade students at SMP Negeri 4 Baubau.

2.2 Variable of the Research

The variables in this research consisted of two variables, there is the independent variable (X) and the dependent variable (Y).

The design between the independent variable and the dependent variable is present as follows:
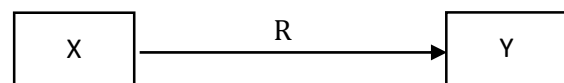
Figure. 1 Design of Variable

Remarks:
X: Independent Variable (Vocabulary Mastery)
R: The Relationship between X and Y
Y: Dependent Variable (Writing Skills)
([17])

2.3 Population and Sample of the Research
2.3.1 Popuation

The population of this research was the grade eight students of SMP Negeri 4 Baubau in the school year of 2021/2022 which consist of a total population is 333 students based on the data obtained.

2.3.2 Sample

The sample of this research was 55 samples. The technique of sample used in this research is cluster random sampling. This sampling technique is a sampling technique is the process of selecting a sample in such a way that the group, not the individual subject, is randomly assigned (Azwar,2010).
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2.4 Instrument and Technique of Data Collection

2.4.1 Instrument

For the instrument, this research used two kinds of test. The first test is to find out the vocabulary mastery. The form of this test is adapted from Brown (2006). For more information on text instruction, the test blueprint can be seen:

Table 1. The Blueprint of Vocabulary Mastery Test

No	Indicators	Number
1.	The student are able to master the content word a. Noun b. Verb c. Adjective d. Adverb	1-5
2.	The student are able to master the function word a. Preposition b. Article c. pronoun	6-10
3.	The student are able to use appropriate choice of word	11-15
4.	The student are able to find the synonym and antonym of words	16-20

The second test to find out the skills of writing the student description is by spresding the test writing text description by choosing one of the five themes given.

2.4.2 Techniques Data Collection

Test to collect data are important in thisstudy, namely: can determine the results of the study. The steps can be seen as follows:

a. The researcher asked permission from the administrative staff to who he wants to do research.
b. The researcher will meat the English teacher.
c. The researcher enters the classroom and gives a brief explanation of why they are there. Students are given a succinct explanation of descriptive text by researchers. After that, the researcher collected data by handing each pupil a sheet of paper. Students must then

describe it in the description text and answer multiple-choice questions relating to vocabulary mastery. The second test to find out the skills of writing the student description is by spresding the test writing text description by choosing one of the five themes given.

2.5 Technique of Analysis Data

2.5.1 Descriptive Statistic

[18] stated that descriptive statistics is required to indicate general tendency (mean, mode, and median), the spread of scores (variance, 44 standard deviations, and range). Besides that, descriptive statistics are also used to display the minimum and maximum scores. To determine the vocabulary mastery and writing skill in descriptive, the test administered. The score of students calculates by using the SPSS program 21.0

a. Vocabulary Mastery Test

The vocabulary test used in this research is the test in the form of multiple choice test which consist 20 items.

Table 2. Classifications of Students Vocabulary Mastery Score

No	Interval	Criteria
1.	86-100	Excellent
2.	66-85	Good
3.	46-65	Enough
4.	26-45	Poor
5.	Under 25	failed

Final score = $\frac{students\ correct\ answer}{Total\ number\ of\ items}$ x 100

b. Writing Test

The test results were evaluated, followed by a score, utilizing a scoring component made up of content, organization, vocabulary, grammar, and mechanics. [19] stated that five factors, including content, organization, vocabulary, grammar, and mechanics, should be taken into consideration when evaluating written work. The table lists

the five factors that were used in evaluating.

Table 3. The Table Presntes the Five Aspect Evaluate in Writing

No	Aspect of Writing	Criteria	Score
1.	Content	The subtance of the writing, the idea express	20
2.	Organization	The form of content (coherence)	20
3.	Vocabulary	The selection of word that suitable with the content	
4.	Grammar	The employment of grammatical form and sintactic patterns	20
5.	Mechanic	Mastery writing focus on spelling and punctuation	20

1) Content

Clasification	Score	Criteria
Excelent	20	Information is very clear, the problem's idea is developed very precisely, and the idea's evolution is excellent. It is also totally applicable to the topic.
Very good	15-19	Clear, detailed information that has been thoroughly developed and is pertinent to the issue at hand.
Good	11-14	Although there is some ambiguity, the information is understandable, and a comprehensive, pertinent, and thorough idea has been developed.
Fair	6-10	The amount of information is nearly sufficient, but the theories' development is relatively limited and less directly related to the issue at hand
Poor	<5	There is very little information, no depth, no growth of ideas, and no issues.

2) Organization

Clasification	Score	Criteria
Excelent	20	Expression is very fluid, with concepts expressed in a way that is very clear, well-organized, logical, and coherent.
Very good	15-19	Expression is quite fluid, and ideas are expressed clearly and coherently.
Good	11-14	Smooth expression, less clear expression, almost good, logical arrangement.
Fair	6-10	The expression is ordinary, poorly organized, lacks a clear core concept, and follows an almost logical order.
Poor	<5	Ideas, sequences, and problems that lack communication and are irrational.

3) Vocabulary

Clasification	Score	Criteria
Excelent	20	Utilization of word potential is very precise, word choice and expression very precise, mastering word formation
Very good	15-19	Utilization of word potential is very precise, choice of words and phrases appropriate, very controlling the formation.
Good	11-14	Utilization of word potential rather preciesely, word choice and expression almost right, almost mastering the formation of words..
Fair	6-10	Utilization of the word good, choice of words and phrases are less precise.
Poor	<5	Utilization of word potwntial is very limit, vocabulary is low.

4) Grammar

Clasification	Score	Criteria
Excelent	20	The employment of grammatical form and syntatic patterns.
Very good	15-19	Complex and effective construction has only a few grammar and syntatic patterns of mastery.
Good	11-14	Constructin is simple and effective grammar error but not disturbing.
Fair	6-10	There is a grammar error but not annoyimg.
Poor	<5	Slightly control syntatic rules, confusing meanings.

5) Mechanic

Clasification	Score	Criteria
Excelent	20	Mastering the entire writing.
Very good	15-19	Mastering the entire writing, there are only a few spelling errors.
Good	11-14	Sometimes spelling errors occur but they do not obdcure meaning..
Fair	6-10	Often spelling errors, confusing meaning.
Poor	<5	Not mastering the rules of writing,there are many spelling errors, unreadable and unworthy of value..

Table 4. The Classification of Score

No	Classification	Score
1.	Very good	91-100
2.	Good	76-90
3.	Fair	61-75
4.	Poor	51-60
5.	Very poor	Less then 50

2.5.2 Inferential Statistic

To know baout is there a significant betwen vocabulary mastery on students writing skill or not, the data analyze statistically formula. To analyze the data, the researcher useed person product-moment correlation coefficent (r) calculated by using SPSS 21 version.

The criteria for the t statistical test [20]:

a. If the significantvalue of t test <0.05 the H0 is a accepted. This means that there is a correlation between the independent variable on the dependent variable.

b. If the significance value of t test >0.05 then Ha is rejected. This means that there is no correlation between the independent variable.

Table 5. The Indexes of Correlation Coefficient

No	Coeficient Interval	Level of Correlation
1.	0.800-1.000	High correlation
2.	0.600-0.800	Sufficient correlation
3.	0.400-0.600	Fair correlation
4.	0.200-0.400	Low correlation
5.	0.000-0.200	Very low correlation

3. FINDINGS AND DISCUSSION
3.1 Findings

In the findings of this research, there are two kinds of data analysis that were presented. These are descriptive statistics and inferential statistics. It descriptive statistics displaying mean, median, mode, range, standard deviation, variance,minimum, and maximum scores of students vocabulary mastery and students writing skill. While inferential statistics present the testing of hypothesis.

3.1.1 Descriptive Statistic
a. The Students Vocabulary Mastery

Multiple choice tests were distributed to 55 students to determine perception of vocabulary mastery. The test consists of 20 multiple choice test. The explanation of the statistical analysis of students vocabulary mastery is as follows:

Table 6. Descriptive Statistic of the Students Vocabulary Mastery

No	Items	Score
1.	Mean	55.6364
2.	Median	60
3.	Mode	30
4.	Range	60
5.	Variance	365.791
6.	Std. Deviation	19.12567
7.	Minium	30
8.	Maximum	90

Of the above, it could be explained that mean score was 55.6364, median was 60, mode was 30, range was 60, the variance was 365.791, standard devition was 19,12567, minimum score was 30, and maximum score was 90. Based on scoring category guidelinies presented in previous chapter, the mean score implies thet the students vocabulary test was 55, it can be concluded that the mean for their vocabulary mastery is in the enought category.

The score distribution of the students vocabulary mastery was then presented in the category based on the criteria provided in previous chapter. The frequency of each category of thes tudents vocabulary mastery was displayed on the following table :

Table 7. Distribution Criteria of the Students Vocabulary Mastery

No	Interval	Criteria	Frequency	Percentage
1.	86-100	Excellent	2	3.6 %
2.	66-85	Good	20	36.36 %
3.	46-65	Enough	19	34.54%
4.	26-45	Poor	14	25.45%
5.	Under 25	failed	-	-
	Total		55	100 %

Based on the table above, it can be illustrated that there are two students or 3.6% was in the excellent criteria, 20 students or 36.36% was in the good criteria, 19 students or 34.54 % was in the enough criteria, 14 students or 25.45 % was in the poor criteria and 0 % was in the failed criteria. Based on the table above, it could be concluded that the students vocabulary mastery was good criteria.

b. Writing Skill

The descriptive writig test was distributed to 55 students to find out their perception of students writing skills. by the way the researcher provides five themes of students choice, then students choos one of these topics to describe it. It the explanation of the statistical analysis of students writing skills is as follow:

Table 8. Description Statistic of the Students Writing Skills

No	Items	Score
1.	Mean	55.18
2.	Median	57.00
3.	Mode	39
4.	Range	58
5.	Variance	297.633
6.	Std. Deviation	17.252
7.	Minium	27
8.	Maximum	85

Of the above, it could be explained that mean score was 55.18, median was 57.00, mode was 39, range was 58, the variance was 297.633, standard devition was 17.252, minimum score was 27, and

maximum score was 85. Based on scoring category guidelinies presented in previous chapter, the mean score implies thet the students vocabulary test was 55, it can be concluded that the mean for their writing skills is in the poor category.

The score distribution of the students writing skills was then presented in the category based on the criteria provided in previous chapter. The frequency of each category of thes tudents writing skills was displayed on the following table :

Table 9. Criteria of the Students Vocabulary Mastery

No	Interval	Criteria	Frequency	Percentage
1.	86-100	Excellent	-	0%
2.	66-85	Good	15	27.27%
3.	46-65	Enough	21	38.18%
4.	26-45	Poor	19	34.54%
5.	Under 25	failed	-	-
	Total		55	100 %

Based on the table above, it can be illustrated that there are no students or 0 % was in the excelent criteria, 15 students or 27.27% was in the good criteria, 21 students or 38.18% was in the enough criteria, 19 students or 34.54% was in the poor criteria and 0 % was in the failed criteria. Based on the table above, it could be concluded that the students writing skills was fair criteria.

3.1.2 Inferential Statistic

The inferential statistics is presented the data as the result of hypothesis testing using SPSS version 21 by using the analysis of simple linear regression. It is used to prove whether the hypothesis is rejected or accepted. The result of the statistics analysis contains Model Summary and ANOVA table as presented as follows:

Table 10. The Analysis Person Product Moment Correlations

		vocabulary	Writing
vocabulary	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
	N	55	55
Writing	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	
	N	55	55

Based on the table above, the correlation value between vocabulary mastery and the writing skills in descriptive text (r) is shown by Pearson correlation the results were 0.939. The correlation value indicates a high correlation between vocabulary mastery and writing skills. The results of very high correlation between the two variables are aimed at the correlation coefficient is 0.939 which interval 0.800-1000. Interval refers to the interpretation table of the correlation coefficient. The correlation was included in the positive correlation or unidirectional correlation because the Pearson correlation value was in a positive number. That is, if the variable X increases, the variable Y also increases.

The level of significance obtained in this investigation was 0.939, and the number of subjects 55 on r table was 0.266. this means that there is a correlation between the students' vocabulary mastery and students writing skills in descriptive text because of rxy > r table (0.939 > 0.266) or in other words, the hypothesis was zero (HO) which explains that there is no correlation between the students' vocabulary mastery and students writing skills in descriptive text or was rejected. While alternative hypothesis or work hypothesis (H1) that explain that there is a correlation between the student's vocabulary mastery and their students writing skills in descriptive text or was accepted.

3.2 Discussion

After conducting research, researcher found there was a correlation between the two variables, which are the vocabulary mastery and students writing skills. Because the results of the data analysis showed that the correlation coefficient between the two variables was 0.939, this value was categorized into a very high correlation, and the number subject 55 on the r table was 0.266. This means that there is a positive correlation between the two variables (the student's vocabulary mastery and students writing skills).

The calculating results indicate that correlation value was 0.902 which was automatically considered a very high correlation. So, it affects hypothesis testing that receives alternative hypothesis (H1). This facto implies that the activity and frequency of students in vocabulary mastery contributes useful to increase their students writing skils in descriptive text. This means that if student's increase of their vocabulary mastery, their students writing skills will increase too. This clearly means that the students vocabulary mastery from class 8 students at SMP Negeri 4 Baubau positively with their students writing skills in descriptive text. Conversely, when students had badly in vocabulary mastery so they are also had badly in writing skills. Therefore, the correlation between the student's vocabulary mastery and students writing skills in descriptive text of class 8 students at SMP Negeri 4 Baubau is a very high correlation rate.

In this case, the teachers must help their students increase their vocabulary lessons are not explicitly determined in the curriculum and in the process of teaching and learning. It aims to help students increase vocabulary masterly and will also help students to improve their writing skills.

The researcher came to the conclusion that vocabulary mastering was crucial to learning English and improving our language abilities based on the previous reasoning (especially in writing skills). Similar to other languages, learning English requires the learner to be able to comprehend not only the words from the target language but also their translations from the source language. Learning a large vocabulary is essential for language learners. These will aid students in comprehending the text, section, or book content. Additionally, vocabulary mastery can help pupils comprehend English texts more fully and improve their writing.

Without having good vocabulary mastery competence, we cannot recognize whether the words stand alone or had affixes. A word may also have more than one meaning in English depending on the language.

It will be simpler for pupils to recognize or discern the most appropriate meaning of a word in a phrase or in the text as a whole if they have a strong command of their vocabulary.

In conclusion, by strengthening their command of vocabulary, the students will have a deeper understanding of word meaning, word usage, and word creation. The quality of the translation will be improved if the students comprehend the meaning of the terms as well as how they are used. It implies that students' writing abilities will improve in direct proportion to their language proficiency.

The results of previous studies also found there is Correlation Between the Effect of Vocabulary Mastery and Students Writing Skills in Descriptive Text. The previous is [21] about "the effect of learning motivation and vocabulary mastery towards students writing skill in argumentative text". The result of the studies indicates that:

a. There is a significant influence of vocabulary mastery and learning motivation together on writing skill English argumentation.
b. There is a significant influence of vocabulary mastery on writing skills in English argumentation.
c. There is a significant influence on motivation learning on writing skills English argumentation.

4. CONCLUSION

Based on the findings of the research and the data analysis, this research concludes that there was a correlation between the student's vocabulary mastery and students writing skills in descriptive text from class 8 students at SMP Negeri 4 Buabau. This conclusion is based on the results of statistical analysis which finds significance level of 0.939 with an r table value of 0.266. The rxy value is greater than the r table value (0.939>0.266) and the significance value is less than (0.5) or in other words the Null hypothesis (HO) is rejected and alternative hypothesis (H1) is accepted.

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