

The Effect of Vocabulary Mastering And Reading Habits on The Ability of Writing Description Texts

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Abstrak - The research aims to determine the effect of vocabulary mastery on students' English descriptive writing skills and the impact of reading habits on students' English descriptive writing skills, as well as the effect of vocabulary mastery and reading habits together on students' English descriptive writing skills. The population in this study was students of class X State Senior High School in Cibinong and the sample was 120 students. The sampling technique was processed using a simple random sampling method. Descriptive statistical methods were used in this research. The research instrument used was a questionnaire on students' vocabulary mastery, reading habits, and a descriptive text writing skill test. Data analysis used SPSS version 25, the significant level of = 0.05. The requirement analysis use normality test, homogeneity test, two-way ANOVA. The result of this research is vocabulary mastery by the value of sig. = 0.77 < 0.05 does not have a significant effect on students' descriptive text writing skills, reading habits have a significant influence on students' descriptive text writing skills by the value of sig. = 0.01 < 0.05 and there is no significant effect of vocabulary mastery and reading habits on students' writing skills by the value of sig. = 0.01 < 0.265.

Keywords: vocabulary mastering; reading; writing

Abstraksi - Penelitian ini bertujuan untuk mengetahui pengaruh penguasaan kosakata terhadap keterampilan menulis deskriptif bahasa Inggris siswa dan dampak kebiasaan membaca terhadap keterampilan menulis deskriptif bahasa Inggris siswa, serta pengaruh penguasaan kosakata dan kebiasaan membaca bersama terhadap keterampilan menulis deskriptif bahasa Inggris siswa. . Populasi dalam penelitian ini adalah siswa kelas X SMA Negeri Cibinong dengan sampel 120 siswa. Teknik pengambilan sampel dilakukan dengan menggunakan metode simple random sampling. Metode statistik deskriptif digunakan dalam penelitian ini. Instrumen penelitian yang digunakan adalah angket penguasaan kosakata siswa, kebiasaan membaca, dan tes keterampilan menulis teks deskriptif. Analisis data menggunakan SPSS versi 25, taraf signifikan = 0,05. Analisis persyaratan menggunakan uji normalitas, uji homogenitas, two-way ANOVA. Hasil dari penelitian ini adalah penguasaan kosakata dengan nilai sig. = 0,77 < 0,05 tidak berpengaruh signifikan terhadap keterampilan menulis teks deskriptif siswa, kebiasaan membaca berpengaruh signifikan terhadap keterampilan menulis teks deskriptif siswa dengan nilai sig. = 0,01 < 0,05 dan tidak terdapat pengaruh yang signifikan penguasaan kosakata dan kebiasaan membaca terhadap keterampilan menulis siswa dengan nilai sig. = 0,01 < 0,265.

Kata Kunci: penguasaan kosakata, ,membaca, menulis

INTRODUCTION

One of the most important aspects of acquiring English as a second or additional language is vocabulary (Fitriani et al., 2019). (Zhi-liang, 2010) stated that without vocabulary, skills of language learning cannot be successfully achieved. As stated in the finding of Dzur Rif'ah Mahmudah's research, there is a significant correlation between students' writing ability (in terms of rewriting of the story in film) and their vocabulary mastery. (Mahmudah, 2014)

Writing means a creative process of transferring ideas into written symbols. Writing is a

creative process of ideas into written symbols. Writing has three main aspects:

1. Specific goals or purposes to be achieved.
2. The idea of something you want to communicate.
3. The system of transferring ideas in the form of a language system. (Semi, 2007)

One form of essay that is taught in school learning is a descriptive essay. Descriptive essays are writings whose purpose is to provide details or details about objects to affect the sensitivity and imagination of readers or listeners as if they saw, heard, felt, or experienced the thing directly. (Semi, 2007). Kane defined that the description is

something related to sensory experience, how something looks, sounds feel. Description Mostly related to the visual experience; however, sometimes descriptions also relate to other types of perception.(Kane, 2000). As social beings, people desire to share their experiences with many people by putting them in writing. Usually, people will write about vacations, childhood homes, and the people they met. This writing is called descriptive text. In addition to describing people's feelings or ideas, descriptive text can also function as information about something. Writing descriptive essays is a person's ability to express ideas, knowledge, and feelings rationally by using written language. The author describes or presents an object in such detail to the reader or listener, so the listener or reader seems to see, feel, hear, taste, and kiss the object directly described by the author through his writing. So it takes broad knowledge and insight to explain and describe the idea.

The broad insight can be obtained from our reading habits. The more often we read, the richer the vocabulary or information we know. Reading various sources should be done continuously because it is a basic requirement to start writing. Reading is essential for everyone because reading gives us information and knowledge. Reading is a complex process and involves many factors influence each other. Reading is a complex process of thinking about the meaning of printed material that engages the reader in intellectual activities such as pronunciation to receive ideas or information extended by text. Reading sees words in the form of graphic symbols and the process of obtaining the meaning of words to understand what we read.(Chettri & Rout, 2013). Reading sources can be books, magazines, newspapers, scientific articles, the internet, etc.(Khoirunnisa & Safitri, 2018). A study conducted by Khoirunnisa & Safitri found that Reading habits are considered to be able to build inspiration/ideas, improve critical analysis of readers, increase reader's knowledge, increase vocabulary, obtain detailed information, strengthen theory, and improve writing quality, and so on. Reading habits are considered to have a fairly close relationship with vocabulary. The reason is that the more a person reads, the more vocabulary he knows.

Based on the description above, Vocabulary mastery and reading habits have an influence on students' writing skills. Students who have good vocabulary mastery and high reading habits are believed to be able to easily follow writing subjects in class. Because of this, the writer wants to and examine whether there is a relationship between reading habits and vocabulary mastery with descriptive text writing skills of 10th-grade students of SMAN Cibinong. There is a significant influence on the reading ability and vocabulary mastery together on writing skills descriptive text at

private high school students in West Jakarta. proved by the value of Sig. = 0.020 <0.05 and Fcount = 4.235 (Hastuti, 2020). The writers want to know the effect of reading habits on students' ability in writing descriptive texts, the effect of vocabulary mastery on students' ability to write descriptive texts and the effect of reading habits and vocabulary mastery together on students' abilities in writing descriptive texts. The writers also want to carry out this research, to be able to foster and improve students' reading habits, then find out how big the reading habits of 10th graders at SMAN Cibinong are.

RESEARCH METHOD

This research is conducted on students at public high school students in Cibinong. The method used in this research is an explanatory survey method with a quantitative approach through the correlational method. A qualitative research is a process of scientific research that is intended to understand human problems in a social context by creating a comprehensive and complex picture presented, reporting detailed views of sources of information, and carried out in natural settings without any intervention from researchers (Nurussadiah et al., 2021). In this correlational method, the influence between variables will be investigated and explained, which will test the magnitude of the effect shown by the correlation coefficient between vocabulary mastery variables (X1), reading habits (X2) on Descriptive Text Writing Skills (Y). The target population was all State Senior High School students in Cibinong. At the same time, the Affordable Population in this study were students of class X State Senior High School in Cibinong. The sampling technique was processed using a simple random sampling method; namely, the sampling of population members was carried out randomly without regard to the existing strata in the population. The sample of this research is 120 students. Data collection is carried out based on research variables, in this case, three research variables are distinguished, including:

1. Variable of Descriptive Text Writing Skill, namely Descriptive Text Writing Skill, is the achievement of students' abilities in English descriptive text writing skills.
2. Variable Mastery of Vocabulary is variable data on students' perceptions of vocabulary mastery from the results of tests conducted on students to determine students' level of knowledge of English vocabulary.
3. Variable Reading Habits is reading habit variable data was obtained from the results of a questionnaire about students' reading habits.

Vocabulary mastery instrument is a score of ability to understand foreign language words that someone has to explain or describe to someone else, and the others can understand what is presented. The writers develop a vocabulary test as an instrument to get the students' data in vocabulary. The type of test is in multiple-choice questions, consisting of 20 items with four options. The writer will give one point for the true answer and zero for the false answer. In this instrument, the writers select some of the word lists stated in the textbook usually used to teach in the class, which consists of active and passive vocabulary to measure students' vocabulary mastery. The questions that are being tested trial in this research are 20 questions to 120 students. Then the writers will measure the questions' validity, difficulties, and reliability. For reading habit, the instrument or tool used in this research data collection effort is a questionnaire, which is arranged according to the Likert scale model. The instrument was made with four choices, namely SS (strongly agree), S (agree), TS (disagree), and STS (strongly disagree). The stages of making this instrument start from determining variables, variable indicators, creating grids, and finally changing them into statements. After the questionnaires have been collected, then scoring is done by giving a score of 4 for answers strongly agree and 1 for answers strongly disagrees. The data needed in this study were collected utilizing a survey in the field, namely visiting the object of research directly by distributing questionnaires or questionnaires to students as respondents as many as 120 people. After the questionnaires have been collected, then scoring is done by giving a score of 4 for answers strongly agree and 1 for answers strongly disagrees. The instrument to test students' writing skills are students' essay assessed based on the assessment rubric that has been provided.

The data analysis techniques used are descriptive data analysis techniques, data requirements analysis techniques, and research hypothesis testing techniques. Data presentation will be carried out in frequency distribution tables, polygon graphs, and histograms for each research variable in the descriptive analysis. Each group of data will be processed and analyzed the mean, median, and mode and the deviation such as range, variance, and standard deviation. Before testing the hypothesis, based on the data collected from the results of this study, the writers will do the normality test. This normality test was carried out using the SPSS version 25 for Windows program, namely Kolmogorov Smirnov and the significant level of = 0.05 with a total of 120 respondents. After performing the normality test, indicating that the research data is normally distributed, the homogeneity test of the research sample will then be carried out using the SPSS version 25 for Windows program. Analysis of research hypothesis testing

uses two-way ANOVA. Two-way Analysis of Variance (ANOVA) is a research data analysis technique using SPSS version 25 for Windows. The test criteria use the probability value (Sig). H0: If the value of Sig > 0.05, which means there is an effect or H1: If the value of Sig < 0.05, which means there is no effect.

RESULTS AND DISCUSSIONS

The results of this research are Vocabulary mastery does not have a significant effect on students' descriptive text writing skills, reading habit has a significant effect on student's writing skill, and there is no significant effect of vocabulary mastery and reading habits on students' writing skills. A statistical description of the results of calculations and testing through a computer with the SPSS 25 application program, then analyzed and interpreted.

Table 1. The Data Description Result

Statistics				
	VocabularyMastery	ReadingHabit	WritingSkill	
N	Valid	120	120	120
	Missing	0	0	0
Mean	82.3333	80.5417	87.5556	
Std. Error of Mean	1.04341	1.06806	.67765	
Median	85.0000	80.0000	90.0000	
Mode	80.00 ^a	80.00	90.00	
Std. Deviation	11.42997	11.69996	7.42326	
Variance	130.644	136.889	55.105	
Range	45.00	50.00	30.00	
Minimum	55.00	50.00	70.00	
Maximum	100.00	100.00	100.00	
Sum	9880.00	9665.00	10506.67	

a. Multiple modes exist. The smallest value is shown

3.1. Variable Data Analysis

The score of Vocabulary Mastery acquired from the respondents average is 82,33 within the standard deviation of 11,43. The median is 85,00 with the minimum score of 55,00 and the maximum score of 100,00. There are 20 questions brought up as the instrument for the vocabulary mastery test. Based on the above data, the average score is in a good category. The data score of vocabulary mastery from this research is quite representative. The upper score of the average is more than the lower score of the average. It shows that students with high vocabulary mastery are more than those who have low vocabulary mastery. From the description, we can see that the average score and median are almost the same, they are 82,33 and 85,00. It can be seen that the data score of vocabulary mastery from this research is quite representative. The upper score of the average is more than the lower score of the average it shows that the students who have high

vocabulary mastery are more than the students who have low vocabulary mastery.

The average score of reading habit acquired from the respondents is 80,54 within a standard deviation of 11,70. The median score of reading habit is 80,00 with a minimum score of 50,00 and a maximum score of 100,00. There are 20 questions brought up as the instrument for the reading habit test. Based on the above data, the average score is in a suitable category. From table 1, it can be seen that the average and median scores are almost the same, namely 80.54 and 80.00. This shows that the reading habit score data from this study is quite representative. The upper average score is more than the lower average score indicates that students who have high reading habits are more than students who have low reading habits.

The average score of writing skills acquired from the respondents is 87,56 within the standard deviation of 7,423. The median writing skill score is 90,00. The minimum score of writing skills score is 70,00, and the maximum score of 100,00. Based on the above data, the average score is in a suitable category. The score for standard deviation shows that the answer differentiation between respondents is at a low level. It also shows that the writing skills of the respondents are not entirely various. Table 1 show that the mean and median scores are almost the same, namely 87.55 and 90.00. It can be seen that the writing skill score data from this study is quite representative. The upper average score is more than the lower average score indicates that students who have high descriptive writing skills are more than students who have low writing skills.

3.2. Requirement Analysis

The requirement analysis data done in this research are normality tests and partial linearity regression lines between the independent and dependent variables.

a. Normality Test

The normality test is to determine whether the data obtained are normally distributed or not. The normality test for each data group is carried out using the following hypotheses:

H0 : Data comes from a normally distributed population

H1 : Data that comes from a population that is not normally distributed

In this study, the normality of the data was tested using SPSS 25. Normality test is done through the hypotheses: if the value of sig > 0.5, then the standard residual value is normal or if the value of sig < 0.5, then the standard residual value is not

normal. The results of the normality data test can be seen in Figure 1.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Writing Skill	.100	120	.005	.992	120	.691

a. Lilliefors Significance Correction

Based on the table of Normality Test, research data shows sig = 0.691 > 0.05, it means that the standard residual value is normal. The result of standard residual value is normal, which means that the first requirement to perform a two-way ANOVA test has been fulfilled.

b. Homogeneity Test

One of the requirements needed in analyzing data with ANOVA is a homogeneity test. The purpose of the homogeneity test is to determine whether the population variance is homogeneous or not. The homogeneity test on the sample group data was conducted with Levene's at a significance level of = 5%.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
WritingSkill	Based on Mean	.102	2	117	.903
	Based on Median	.188	2	117	.828
	Based on Median and with adjusted df	.188	2	115.821	.828
	Based on trimmed mean	.095	2	117	.910

Figure 2. The Result of Homogeneity Test

The result of calculating the data above with SPSS 25 obtained the value of sig > 0.05. It means that the variable variance of students' writing skills is homogeneous. From the normality and homogeneity testing results, it can be concluded that the requirements that must be met in this study have been met so that it can be continued with the research hypothesis test or two-way ANOVA test.

3.3. Research Hypothesis Testing

Research hypothesis testing was analyzed using two-way ANOVA to determine the effect and interaction between groups. Test of between-subjects effects is the output for hypothesis testing in this study.

Tests of Between-Subjects Effects

Dependent Variable: WritingSkill

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4677.566 ^a	40	116.939	4.914	.000
Intercept	448822.612	1	448822.612	18861.078	.000
VocabularyMastery	390.799	9	43.422	1.825	.077
ReadingHabit	855.757	10	85.576	3.596	.001
VocabularyMastery * ReadingHabit	605.545	21	28.835	1.212	.265
Error	1879.902	79	23.796		
Total	926475.089	120			
Corrected Total	6557.468	119			

a. R Squared = .713 (Adjusted R Squared = .568)

Figure 3. The Result of Research Hypothesis Testing

Based on the table regarding the summary of ANOVA results above, it can be seen that $\text{sig.} = 0.77 < 0.05$, it can be concluded that there is no significant effect of vocabulary mastery on students' English descriptive writing skills. The table regarding the summary of ANOVA results above shows that for reading habits, the value of $\text{sig.} = 0.01 < 0.05$, it can be concluded that there is an effect of reading habits on students' writing descriptive text skills. It means that the better students' reading habit, the better students' writing skill. The last, ANOVA results above shows that for interaction of vocabulary mastery and reading habits, the value of $\text{sig.} = 0.01 < 0.265$, proving that the interaction of vocabulary mastery and reading habits on students' English descriptive text writing skills is not significant.

From the results of research and data processing, it can be seen that reading habits affect students' skills in writing descriptive texts, this is also in line with previous research conducted by Khoirunnisa & Safitri, where reading habits are considered to be able to build inspiration/ideas, improve reader's critical analysis, increase reader's knowledge, increase vocabulary, obtain detailed information, strengthen theory, and improve the quality of writing, and so on. It can also be concluded that having a high reading habit can increase knowledge and build inspiration making it easier for students to write descriptive texts. This is also in line with Thanuskodi's theory that it is very important for students who study English as a foreign language to form good English reading habits because by reading, students will get used to using English. On the other hand, this study also shows that students with low vocabulary can still write descriptive essays well. The research indicated the absence of influence between vocabulary mastery on students' writing skills, as seen from the results of sig data processing. $= 0.77 < 0.05$. The research shows that students with high vocabulary have the potential to experience problems when writing descriptive essays because they lose concentration or motivation in writing or even ideas when writing.

CONCLUSION

Vocabulary mastery does not have a significant effect on students' descriptive text writing skills. Based on the results of the study, it is also seen that reading habits have a significant influence on students' descriptive text writing skills. From this, it can be concluded that the better the reading habits, the better the writing skills. Lastly, there is no significant effect of vocabulary mastery and reading habits on students' writing skills. It turns out that in this research, vocabulary mastery does not affect students' skills in writing descriptive texts. On the other hand, reading habits have a significant influence on the descriptive text writing skills of class X students at SMA Negeri in Cibinong. Reading habits must be improved among students and it is our collective responsibility so that reading habits become a new habit today. All parties can make their respective contributions to create conditions that can improve reading habits. This research has only been carried out within the scope of the targeted is still limited, which is related to the relationship between vocabulary mastery and reading habits on writing descriptive text skills. The coverage area is still limited to grade 10 students in the city of Cibinong. It is also advisable to research the ability to write other text types. For further researchers, it is recommended to conduct a study that more in-depth research related to staying fit needs and characteristics of respondents, materials, or indicators of success to be achieved.

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