INFLUENCE OF READING ABILITY AND VOCABULARY MASTERY ON WRITING SKILLS DESCRIPTIVE TEXT

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Abstract

This research aims to determine: 1)Influence of reading ability and vocabulary mastery together on writing skills descriptive text. 2)Influence of reading ability towards writing skills descriptive text. 3)Influence of vocabulary mastery on writing skills descriptive text. The populations are X-grade students of Private High School as many as 50 respondents were sampled in this research. The research is conducted by survey method, with multiple linear regression research. The results of hypothesis testing obtained the following conclusions: 1)There is a significant impact on the reading ability and vocabulary mastery together on writing skills descriptive text at Private high school students in West Jakarta. This is evidenced by the acquisition of Sig.= 0.020 <0.05 and Fcount = 4.235. 2)There is no significant effect of reading ability towards writing skills descriptive text at private high school students in West Jakarta. This is evidenced by the acquisition of Sig.=0.900>0.05 and tcount=0.126. 3)There is a significant influence on the vocabulary mastery on writing skills descriptive text at private high school students in West Jakarta. This is evidenced by the acquisition of Sig =0.029 <0.05 and tcount = 2.249.
Keywords : *Reading Ability, Vocabulary Mastery, Writing Skills Descriptive Text.*

INTRODUCTION

Everyone has learned to write since childhood, but not all people have writing skills properly and correctly. Writing is defined as the ability to write essay, paper, or work to express, convey thoughts, ideas and feelings through words arranged into a sentence. Learning English written has been done since students are in elementary school to high school but lack of viewpoint on students writing thus it needs to be given special attention in order to the expected goals in writing can be achieved. Most students capable in communication which is fluent in both official and informal situations, but when they are asked to write an English essay about a particular theme, suddenly students feel confused and even difficulty expressing it through writing. There are a number of students who still feel unable to write or compose word for word in English.

This relates to reading ability and vocabulary mastery should have owned by students. Students who lack literacy and vocabulary mastery tend to avoid and less interested in

practicing English written. They tend to lack confidence and dislike expressing ideas through writing, while students who are well-versed in reading ability and vocabulary mastery will be easier and more fluent in writing texts, and have a high level of confidence. Language teaching that is carried out also affects student acceptance of the material delivered and makes students able to capture the subject matter that is in line with the learning expectations. The position of writing skills is the highest level in the process of language acquisition. This is due to the writing skills is a productive ability which can only be obtained after reading, listening and speaking.

Based on the writer's observations in the field, especially students of Class X IPA 1 from IP Yakin Private High School Jakarta, Al-Huda Private High School Jakarta and Harapan Jaya Private High School Jakarta in learning English especially in writing descriptive English text material, there are still difficulties. When the researchers conducted an unstructured interview activity to the guardian of class X IPA 1 came to the conclusion that there were approximately 70% of students still having difficulties in writing descriptive English texts. According to these problems, the efforts made by researchers to conduct research focus on the variables reading ability, vocabulary mastery and writing skills on English descriptive text.

Writing Skills Descriptive Text

Writing skills do not come automatically, but must go through a process and regular practice. (Masito & Suprijadi, 2015) the writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. (Suriamiharja & Nurjanah, 1996) also defines writing is the activity of share or communicate on express thoughts and feelings in writing. By writing students can express ideas, thoughts, and ideas to achieve the goals and objectives of the writing. (Harmer, 2004) Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work.

Descriptive text is desciption an object with supporting details in order to make the reader able to see the object clearly. (Zulaikah, Agustina, & Muklas, 2018) Descriptive text is the text about the way of things, people, or places. In descriptive texts, the students can use

imagination and percept-kive sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject. (Husna, 2013) Descriptive text is very much different from the other kinds of text which describe something.

Reading Ability

Reading can be interpreted as a unity of words that form a script then it can be understood by readers. It can be seen that reading is related to the experiences readers have and trying to find meaning or information from a reading. Urquhart & Weir, 1998 quoted in (Liu, 2010) a reading skill can be described as "a cognitive ability which a person is able to use when interacting with text. Readers should read, analyze and understand about the text in order to consider about the topic, meaning of the ideas, and kinds of information. (Amumpuni, 2017) Through reading process, students can identifying topic, controlling idea, main idea, generic structure, language feature and grammatical structure beside understanding the meaning all content. Reading is really needed for students to increase their literacy. (Sugiyono, 2013) Reading literacy still can not excepted in society. It can be concluded that reading activities in society are indeed quite difficult, lack of interest themselves that thought reading is quite boring.

Vocabulary Mastery

(Cameron, 2001) Vocabulary is one of the aspect roomates language should be learned. Learning vocabulary is important because we are able to speak, write and listen nicely vocabulary we have to know first. A person said to know a word if they can recognize its meaning when they see it. (Linse, 2005) the other definions vocabulary is the collection of words that an individual knows. Vocabulary mastery is an activity that being master and understand about a word which everyone will learn, memorize, and easier in communication on daily activities then it is also the basis of a language. (Davies & Eric, 2000) the aspect of new vocabulary items that you may need to know and learners may need to learn are similar to those of other new language items such as grammatical patterns or functional expressions. Essentially, these aspects are meaning, use in communication, pronunciation and spelling and grammar.

METHODOLOGY

This research uses a survey method with a quantitative approach. (Sugiyono, 2013) states understanding survey methods are: Research conducted using a questionnaire as a research tool carried out in large and small populations, but the data studied is data from samples taken from these populations, so that relative events, distribution, and relationships between variables, sociological and even variables are found. psychological. Then, (Sugiyono, 2013) defines quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine populations or specific samples, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative / statistical data analysis in order to test the hypothesis that has been set.

Population in this research were all X-grade student of IP Yakin High School, Al-Huda High School and Harapan Jaya High School in the 2018/2019 academic year, amounting to 503. The samples in the research were 50 students. (Arikunto, 2006) Sample is a portion or representative of the population in the research. He also add if the subjects are less than 100 taken all, so that the research is population research, and if the number of large subjects can be taken between 10-15% or 20-25% or more. The questions test is used multiple choice and it consists 30 statements for reading ability (X1) and 30 statements for vocabulary mastery (X2) then 1 essay for writing skills descriptive text in English.

The variables of this research are reading ability (X1) as an independent variable, vocabulary mastery (X2) as an independent variable, and the ability to write descriptive English text (Y) as the dependent variable. Data sources; first primary data, namely data obtained by conducting research directly to the research site through tests of the variables research. Secondary secondary data, namely data obtained indirectly through intermediary media (obtained and recorded by other parties, libraries and the internet).

The following forms the framework of the relationship model in this research:
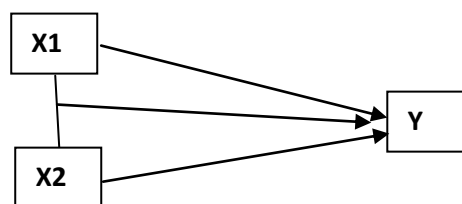
Figure 1. Research Design

Note :

X1   : Reading Ability

X2   : Vocabulary Mastery

Y   :Writing Skills of English Descriptive Text

The survey in this research uses multiple linear regression analysis, which is to find:

1. Influence of reading ability and vocabulary mastery together on writing skills of English descriptive texts.

2. Influence of reading ability on writing skills of English descriptive text.

3. Influence of vocabulary mastery on writing skills of English descriptive texts.

FINDING AND DISCUSSION

Linierity Test

Table 1. Regression Linearity Influence of Variable X1 on Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Writing Skills of Descriptive Text * Reading Ability	Between Groups	(Combined)	80.687	9	8.965	1.727	.115
		Linearity	17.737	1	17.737	3.417	.072
		Deviation from Linearity	62.949	8	7.869	1.516	.182
	Within Groups		207.633	40	5.191		
	Total		288.320	49			

Based on the above calculation results obtained by the calculation of Deviation from Linearity with Fo = 1.516 and Sig = 0.182 > 0.05. It has the understanding that the variable reading ability with writing skills descriptive text has a linear relation.

Table 2. Regression Linearity Influence of Variable X2 on Y

			Sum of Squares	df	Mean Square	F	Sig.
		ANOVA Table					
Writing Skills of Descriptive Text * Vocabulary Mastery	Between Groups	(Combined)	63.783	8	7.973	1,456	,203
		Linearity	43.939	1	43.938	8.023	.007
		Deviation from Linearity	19.845	7	2.835	.518	.816
	Within Groups		224.537	41	5.477		
	Total		288.320	49			

Based on the above calculation results obtained by the calculation of Deviation from Linearity with Fo = 0.518 and Sig = 0.816 > 0.05. It has the understanding that the variable vocabulary mastery with writing skills descriptive text has a linear relation.

Hypothesis Test Research

Testing the relation between research variables using multiple linear regression analysis.

Table 3. Calculation Results for Testing Multiple Correlation Coefficient Variables X1 and X2 to Y

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,391[a]	,153	,117	2,280

a. Predictors: (Constant), Reading Ability, Vocabulary Mastery
b. Dependent Variable: Writing Skills Descriptive Text

Table 4. Calculation Results the Significance of the Regression Coefficient Variables X1 and X2 on Y

Model	Sum of Squares	Df	Mean Square	F	Sig.
		ANOVA[a]			
Regression	44.021	2	22.011	4.235	,020[b]
Residual	244.299	47	5.198		
Total	288.320	49			

a. Dependent Variable: Writing Skills Descriptive Text
b. Predictors: (Constant), Reading Ability, Vocabulary Mastery

Table 5. Calculation Results Multiple Regression Equations X1 and X2 for Y

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	66.316	3.635		18.243	,000
1 Reading Ability	,008	,059	,021	.126	,90
Vocabulary Mastery	,150	,067	,378	2.249	,029
a. Dependent Variable: Writing Skills Descriptive Text					

There is an influence of reading ability (X1) and vocabulary mastery (X2) together on writing skills descriptive text (Y)

Hypothesis tested:

H0 : $\beta y1 = \beta y2 = 0$ H1 : $\beta y1 \neq 0$ dan $\beta y2 \neq 0$

Means:

H0   : There is no reading ability and the influence of vocabulary mastery together on the skills of writing descriptive texts.

H1   : There is an influence of the ability to read and vocabulary mastery together on the skills of writing descriptive texts.

From table 4. it can be stated that there is a significant influence in vocabulary mastery on writing skills descriptive text. This is evidenced by the acquisition of Sig. 0.020 <0.05 and Fcount = 4.235. It shows that Ho is not acceptable, meaning H1 is accepted. This means that there is a significant influence of reading ability (X1) and vocabulary mastery (X2) together on writing skills descriptive English texts. From the calculation above, the results of the double regression line equation can be stated by:

$$\hat{Y} = 66,316 + 0,008 \, X1 + 0,150 \, X2.$$

It has the understanding that an increase in one variable of reading ability and vocabulary mastery will increase writing skills descriptive text by 0,008 for variables X1 and

0,150 for X2. From table 5, it can also be explained that together the reading ability and vocabulary mastery variables contributed 15.26% to the variable skills in writing descriptive English texts. Reading skills and vocabulary mastery have an important role in English descriptive text writing skills.

There is an influence of reading ability (X1) on writing skills descriptive text (Y)

Hypothesis tested :

$$H0 : \beta y1 = 0 \qquad\qquad H1 : \beta y1 \neq 0$$

Means:

H0   : There is no influence of reading ability on writing skills descriptive text

H1   : There is an influence of reading ability on writing skills descriptive text

From table 5. it can be stated that there is no significant influence of reading ability on writing skills descriptive texts. This is evidenced by the acquisition of Sig. $0.90 > 0.05$ and tH 0.126. It shows that Ho can be accepted, meaning H1 is not accepted. The contribution of the reading ability variable to writing skills descriptive text can be stated with the formula Coefficient of Determination (KD) as follows:

KD = Beta$_1$ Score x koef. Correlation product moment Y.$_{X1}$ X 100 %

KD = 0, 021 x 0,248 x 100 % = 0,52%

From the results of the above calculation it can be stated that the contribution of reading ability in improving writing skills descriptive text is 0.52%. As in language proficiency, language learning especially reading is an important element that must be mastered. This statement is in accordance (Sugiyono, 2013) Reading literacy still can not excepted in society. It means reading ability are less and it should be change step by step. When someone has good reading skills, then he can understand the message to be conveyed well so that he can change one's behavior to be more interested in reading. Related to this statement, Urquhart & Weir, 1998 quoted in (Liu, 2010) a reading skill can be described as "a cognitive ability which a person is able to use when interacting with text. Reading as a visual activity in which the process of translating text into spoken words and also the thought process includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding.

There is an influence of vocabulary mastery (X2) on writing skills descriptive text (Y)

Hypothesis tested:

$$H0 : \beta y2 = 0$$
$$H1 : \beta y2 \neq 0$$

Means :

H0: There is no influence on vocabulary mastery on writing skills descriptive text

H1: There is an influence of vocabulary mastery on writing skills descriptive text

From table 5. it can be stated that there is a significant influence in vocabulary mastery on writing skills descriptive text. This is evidenced by the acquisition of Sig. 0.029 <0.05 and tH - 2.249. This shows that Ho is not acceptable, meaning H1 is accepted. The contribution of vocabulary mastery variables to writing skills descriptive text can be stated by the formula:

KD = Beta$_1$ Score x koef. correlation product moment $Y._{X2}$ X 100 %

KD = 0,378 x 0,390 x 100 % = 14,74%

From the results of the above calculation it can be stated that the contribution of mastery of vocabulary in improving the skills of writing descriptive English texts is 14.74%. Vocabulary mastery is basically the ability to understand a word in sentence structure. This statement is in accordance with what was stated by (Linse, 2005) the other definions vocabulary is the collection of words that an individual knows. Therefore, vocabulary mastery is an ability that is in a person to be able to master and understand about a word. Through these words everyone will learn, memorize, understand and say in their daily communication activities. Vocabulary is the basis of a language.

CONCLUSION

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. This is evidenced by the value of Sig. = 0.020 <0.05 and Fcount = 4.235. There is no significant influence of reading ability on writing skills descriptive text at private high school students in West Jakarta. This is evidenced by the value of Sig. = 0.900> 0.05 and t = 0.126. There is a significant influence in vocabulary mastery on writing skills descriptive text at private high

school students in West Jakarta. This is evidenced by the value of Sig. = 0.029 <0.05 and tcount = 2.249.

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