The Correlation between Students' Achievement in Using Adjectives and Their Ability in Writing Descriptive Text

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	ABSTRACT
Keywords: *Achievement in Using Adjective* *Ability in Writing* *Correlation*	This study was a correlational study. The objectives of this study were: to find out the students' achievement in using adjective, their ability in writing descriptive text, and whether there was any significant correlation between those two variables. The total number of sample was 24 students. The findings of this study showed that the students' achievement in using adjective was categorized into good criteria. It could be seen from the result of the mean score of students' achievement in using adjective, it was 76.96. For the students' ability in writing descriptive text, the findings of the study showed that the result of the mean score was 76.75. Then, the findings for the correlation between students' achievement in using adjective and students' ability in writing descriptive text was 0.860 and the p-value (Sig. (2- tailed)) was 0.000. Meanwhile, the critical value in the table at significant (2- tailed) level 5% was 0.404. It meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, there was a positive correlation between students' achievement in using adjective and students' ability in writing descriptive text.

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Introduction

Writing is a complex activity in which the writer must have the ability to compile and integrate information, so the readers would be easy to understand the language that being used in written communication. Writing is one of the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge and experience with subject. Leo et.al stated that, writing as a process of expressing ideas or thought in words should be done at our leisure (Susanto & et.al, 2007). In this case, writing as the process to express the ideas in written form that should be done at leisure time.

According to Richards et al, writing is the most difficult skill to be mastered and found more difficult than the others because it is hard to be achieved by the students (Richards & et.al, 2002). Writing involves many aspects of language, including grammar and vocabulary. In addition, discovering ideas, drafting, revising and proof reading take considerable time and energy (Dietsch, 2003).

Writing is a procedure for obtaining ideas and compiling them into a literary work worthy of publication. The order of writing is the most problematic in learning English because the writer has to change the conception of designing various clauses and selecting appropriate sentences for the written text, and in writing, we are repeatedly acquainted with complex grammar and therefore become proficient in it. (Ma'mun, 2017) It means that mastering writing skills in English is very important and essential for students. Then, giving them lots of writing practice from the early stages of learning will help students to write easily later.

The writer believed that in learning English, especially in learning writing skill there are types of text that must be learned, and one of them is descriptive text. Descriptive text it is one of the types of texts that students can study and comprehend. This text is used to describe a human, an animal, or any other object by elaborating on its physical characteristics. A writer or speaker often uses adjectives in giving explanations

since adjectives are often used to explain the state of nouns such as people, objects, or things. Descriptive text and adjectives should be familiar to students. To put it another way, adjective and descriptive text are strongly connected since adjectives are used to describe nouns.

According to Mukarto, descriptive text is a type of text to describe something, someone, or place. Descriptive text has two most important parts, they are identification and description. The structure of a text is known as the typical structure. Descriptive text is like describe white house, animals, fruit, and etc. (Mukarto & et.al, 2007) It can be concluded that descriptive text is a textual content to describe something, any person or location and descriptive text has a two most important parts such as identification and description that's called generic structure.

Furthermore, in learning, the writer believes that adjective is very essential in writing English, mainly in writing descriptive text because by getting to know adjective, the English students could combine some words or phrases into sentences, or some sentences into a proper paragraph. According to Woods that, adjective is a descriptive word that changes the meaning of a noun or a pronoun. (Woods, 2010) It can be concluded that, adjective is important used for describe word order to make it clear and easy to understand and also adjective is one part of grammar that has an important position especially in using to arrange good sentences which has complete meaning especially in writing descriptive text, to describe about someone, something, or place we need to know about adjective well.

There have been studies related to this research such as: first, by Ali and Mustofa. This study seeks to discover the interaction between students' vocabulary breadth and depth when writing descriptive text. A quantitative approach and a correlation study with multiple regression calculations the findings of this study confirmed the significance of vocabulary breadth in general, and knowledge of vocabulary in the lower word-frequency band, particularly in assessing L2 descriptive writing (Dabbagh & Enayat, 2017). Second, a study by Efrini (2020) et al suggested that there is a significant correlation between students' adjective mastery and writing skills for descriptive text. This has been demonstrated by the analytical students' coefficient of correlation with the skill of writing text is 0.78. It is classified as a strong and significant correlation compared to the degree of correlation. This is why the study's hypothesis is accepted (Panjaitan & Elga, 2020).

Based on the preliminary study, it was found that the students have difficulties to develop their ideas to make a good descriptive text. In addition, the students' ability in writing is still low, because they were lack of grammatical skill and vocabulary mastery. Furthermore, they also often do the identical mistakes in writing descriptive text, and they had been unable to do it properly.

On the different side, the writer additionally interviewed some students of the eighth grade. From the result of the interview, it used to be discovered that most of the students obtained problem with their vocabulary and grammar, so they acquired difficulties to express their thoughts in writing descriptive text.

The results of preliminary test given to the students explained in the table below:

Table 1 <Students' Adjective Score of Preliminary Test>

No.	Score	Class		Total	Percentage
		VIII A Putra	VIII B Putri		
1.	≥ 75	17	7	24	51,1%
2.	< 75	10	13	23	48,9%
	Total	27	20	47	100%

Source: SMP IT Ibnu Sabil Cambai

From the table above, 24 students scored ≥ 75, and 23 students scored < 75. It can be seen that more than 50 percent of students have the sufficient category for adjective achievement because the minimum completeness criteria (KKM) of this school is 75.

Based on the preliminary test results above the researcher would like to determine whether or not the students' adjective achievement influenced their ability in writing descriptive text based on preliminary test before.

Method

In this study, a correlational study was employed. The purpose of correlational research is to identify predictive relationship between variables and use statistical techniques sophisticated (Schuyler & Huck, 2012). The sample of this study were 24 students that had English score of adjectives above the school score standard (KKM) based on the preliminary study.

In analyzing the data, the researcher used the procedure as follows:

1. The researcher gave the test to obtain the data about the students' achievement in using adjective and for the test used the multiple-choice with four options: a, b, c and d.

2. The researcher gave the test also to obtain the data about students' ability in writing descriptive text and for the test, the researcher ask the students to write descriptive text with the topics (My Family and School) which a simple paragraph from 70 words until 100 words length.

3. The researcher used the formula of Pearson Product-Moment in SPSS 22.0 for analyzing the data about whether or not there was a correlation between students' achievement in using adjective and their ability in writing descriptive text.

Results

1. The Result of Students' Achievement in Using Adjectives

In this part, the researcher would like to explain the result of students' achievement in using adjective. The researcher used a test namely multiple choice questions to obtain the data of students' achievement in using adjective. The multiple choice questions was distributed to two classes that consist of 24 students. There were 30 items of multiple choice questions. The descriptive statistics of the data was divided into a sample group and the data was analyzed by SPSS 22.0 program.

a. Descriptive Statistics of Students' Achievement in Using Adjectives

The instrument was used to obtain the data of adjective achievement was a grammar test, focusing on adjective. The test consisted of 30 items. Therefore, the possible maximum score for a student if she or he can give the right answer to all the test items 100 and the possible minimum score is 0. The descriptive statistics of Students' achievement in using adjective could be presented in the following table:

Table 2 <Descriptive Statistics of Students' Achievement in Using Adjective>

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Students' Achievement in Using Adjective	24	18	70	88	76.96	.820	4.016	16.129
Valid N (listwise)	24							

Based on the descriptive statistics in the table, the value of mean was 76.96, the maximum score gained by the students was 88 and the minimum score was 70. Then, the standard deviation was 4.016.

Furthermore, to know the description of students' achievement in using adjective, the researcher used the central tendency (mean) which described each of students' achievement in using adjective. The result of mean was compared to the following table below.

Table 3. The Criteria of Score Students' Achievement in Using Adjective

Score Interval	Criteria	Frequency	Percentage
0-20	Very Low	0	0%
21-40	Low	0	0%
41-60	Enough	0	0%
61-80	Good	23	96%
81-100	Very Good	1	4%
Total		**24**	**100%**

The result test of students' achievement in using adjective showed that there is no students in very low, low, and enough criteria. Then, there was 23 students in good criteria or 96% students in 61-80 of score interval. Whereas, there were 1 student in very good criteria or 4% students in 81-100 of score interval. Thus, it means that the students' achievement in using adjective was good.

2. The Result of Students' Ability in Writing Descriptive Text

The The instrument used to obtain the data of students' writing ability was a writing test. The tests consisted of descriptive text and were 2 texts.

a. Descriptive Statistics of Students' Ability in Writing Descriptive Text

In this research, a writing test was used to collect data. Therefore, possible maximum score that students got right answer 100 and the minimum score 25. The descriptive statistics of Students' ability in writing descriptive text could be presented in the following table:

Table 4 <Descriptive Statistic of Students' Ability in Writing Descriptive Text>

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Students' Ability in Writing Descriptive Text	24	25	68	93	76.75	1.130	5.534	30.630
Valid N (listwise)	24							

The descriptive analysis of data in the table above showed that the maximum gained by the students was 93 and the minimum score was 68. Then, the range was 25, the mean was 76.75 and the standard deviation was 5.534.

Furthermore, to know description of the result students' ability in writing descriptive text, the researcher used central tendency (mean) which described each of students' ability in writing descriptive text. The score were divided into five categories: very good, good, enough, low, and very low as shown in the table below:

Table 5 <The Criteria of Score Students' Writing Ability in Descriptive Text>

Score Interval	Criteria	Frequency	Percentage
0-20	Very Low	0	0%
21-40	Low	0	0%
41-60	Enough	0	0%
61-80	Good	19	79%
81-100	Very Good	5	21%
Total		24	100%

As shown in the table above, it was found that there was 0 student (0%) in very low, low category and enough category, 19 students (79%) in good category and 5 students (21%) in very good category.

3. **The Result of the Correlation between Students' Achievement in Using Adjectives and Their Ability in Writing Descriptive Text**

   a. **The Normality Test**
   Before calculating the correlation between students' achievement in using adjective and their writing ability using Pearson Product Moment formula, the researcher tried to conduct the testing requirement analysis, namely normality test.
   1) A normal distribution of data if Xo^2 is lower than $X1^2$
   2) An abnormal distribution of data if Xo^2 is higher than $X1^2$
   The data of this research was analyzed by used the Kolmogorov- Smirnov test in SPSS 22.0 program. The result of normality test can be seen in the following table below:

Table 6 <One-Sample Kolmogorov-Smirnov Test>

		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.82228240
Most Extreme Differences	Absolute	.143
	Positive	.143
	Negative	-.137
Test Statistic		.143
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the result of normality test above, it showed that the mean of the data was 0.000, the *standard deviation* was 2.82, the *absolute* was 0.143, the *positive* was 0.143, the *negative* was -0.137, and the *test statistic* was 0.143. Then, the *Asymp.Sig* (2-tailed) or *significant output* was 0.200. The *significant output* was higher than 0.05 (>0.05), which was 0.200, it means that the test distribution was normal.

b. **The Correlation between Students' Achievement in Using Adjective and their Ability in Writing Descriptive Text**
   The researcher used the formula of Pearson Product Moment in SPSS 22.0 to know the correlation between students' achievement in using adjective and their ability in writing descriptive text. Correlation was analyzed by applying the formula of correlation (r_{xy}) between students' achievement in using adjective as independent variable (X) and students' ability in writing descriptive text as dependent variable (Y). The result of calculation was compared with the critical value in a table of significant (2-tailed) level 5% (0.05). If r_{xy} is higher than r_{table}, it means there is correlation between both variables and if r_{xy} is lower than r_{table}, it means there is no correlation between both variables. The result of correlation coefficient was presented in the following table:

Table 7 <Correlations Analysis between Students' Achievement in Using Adjective as Independent Variable (X) and Students' Ability in Writing Descriptive Text as Dependent Variable (Y)>

	Students' Achievement in Using Adjective	Students' Ability in Writing Descriptive Text
Pearson Correlation	1	.860**
Sig. (2-tailed)		.000

Students' Achievement in Using Adjective	N	24	24
Students' Ability in Writing Descriptive Text	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

The table above showed the information about the result of correlation coefficient computation was 0.860 and the p-value (Sig. (2- tailed) was 0.000. Meanwhile, the critical value in the table at significant (2-tailed) level 5% was 0.404. So, r_{xy} was higher than r_{table} and the critical value was lower than 0.05. It can be said that there was a significant positive correlation between students' achievement in using adjective and students' writing ability in descriptive text.

Afterward, the correlation between students' achievement in using adjective and students' ability in writing descriptive text was also classified into interpretation coefficient correlation r value. It could be seen in the following table:

Table 8 <Interpretation of Coefficient Correlation r-Value>

Interval Coefficient	Correlation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Strong Enough
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

So, as stated in the table 4, from the result of r_{xy} 0.860 was in the interval 0.80 – 1.000. It means that the correlation between students' achievement in using adjective and their ability in writing descriptive text was in very strong criteria.

Discussions

1. **Students' Achievement in Using Adjectives**

Based on the result of analysis on the answer of the multiple choice questions, the researcher found that the students' achievement in using adjective mostly was in *good* criteria. The questions used in testing the students' understanding were multiple choice questions with 30 items. It could be seen from the total of mean scores from the multiple choice questions that were answered by the students. There were some factors that probably influenced the result of students' achievement in using adjective, those are: (a) the Teacher used the various teaching and learning technique and used the modern technique at the laboratory and (b) the Students, based on the preliminary study, the students has a good skill and most of the students often listened an English song from some applications.

2. **Students' Ability in Writing Descriptive Text**

Based on the result of analysis on the students' ability in writing descriptive text, it was concluded that their writing ability was in *good* criteria. Based on the result of percentage from the students' writing test, 79% or 19 of the students got the result in *good* criteria. Meanwhile, 21% or 5 of students got the result in *very good* criteria. Therefore, most of students of the school has a good writing criteria.

The statements above are supported by some studies by Efrini & Elga and Rahmadanita. The results suggested that there was a strong and significant correlation between students' mastery in using adjective and their writing ability.

3. **The Correlation between Students' Achievement in Using Adjective and Their Ability in Writing Descriptive Text**

In this section of the discussion, the researcher explained the correlations or relationships between students' achievement in using adjective and students' ability in writing based on statistical analysis. In this study, the data in the table above showed the information about the result of correlation coefficient

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computation was 0.860 and the critical value in a table at significant level was 5% was 0.000. So, r_{xy} was higher than r_{table} and the critical value was lower than 0.05. It can be said that there was a significant positive correlation between students' achievement in using adjective and students' ability in writing descriptive text.

Several studies have also shown that there were a very strong correlation between the use of adjective and the writing ability of students. From the table of the correlation criteria between understanding and using adjective with writing ability, especially in the descriptive text. It was known that the value was 0.860 in the interval 0.80 – 1.000. It means that, the correlation between students' achievement in using adjective and their ability in writing descriptive text of the eighth grade was in very strong criteria. It can be seen by looking at the value of students' achievement in using adjective and the value of students' writing ability which in this research data do not contradict each other and are even interrelated and show a very strong correlation between them. Therefore, the result of the problem formulation, that there was a very strong and close relationship between students' achievement in using adjective and their writing ability, especially in descriptive text.

Conclusions

The first, the result of students' achievement in using adjective was in *good* criteria. It shows that, from 24 students there were 0 students in *very low, low* and *enough* criteria, 23 students in good criteria or 96% and there was one student in *very good* criteria or 4%. Thus, it means that the students' achievement in using adjectives was *good*. There were some factors that probably influenced the result of students' achievement in using adjectives, those are: (a) the Teacher used the various teaching and learning technique and used the modern technique at the laboratory and (b) the Students, based on the preliminary study, the students has a good skill and most of the students often listened an English song from some applications.

Second, the result of students' ability in writing descriptive text was good. Based on the data of students' writing test in descriptive text shown that, 79% or 19 of the students got the result in good criteria. Meanwhile, 21% or 5 of students got the result in very good criteria. Therefore, most students were in *good* criteria.

The last, the result of the correlation between the students' achievement in using adjective and their ability in writing descriptive text had positive correlation with coefficient correlation between two variables (r_{xy}) was 0.860. It was in interval 0.80 – 1.000 was categorized very strong criteria. So, it means that, achievement in using adjective are correlated with writing ability in descriptive text.

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