



Correlation of Environmental Vocabulary Mastery with News Text Writing Skills of Grade XI Students of SMA Negeri 2 Kinali

Mirna Wati^{1*}, Ayu Gustia Ningsih²

^{1,2}Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Padang, Sumatera Barat, Indonesia

*E-mail: mirnastrwbyzdx31@gmail.com

ABSTRACT

This study aims to determine the correlation of environmental vocabulary mastery with writing skills of class XI students of SMA Negeri 2 Kinali. This study was conducted at SMA Negeri 2 Kinali on class XI students which was held in January 2026. The population in this study were all class XI students of SMA Negeri 2 Kinali, totaling 169 people and the sample in this study were 34 class XI students taken using random sampling techniques. The instruments used in this study were objective and performance tests. The tool used to analyze the data was a correlational research formula assisted by Microsoft Excel. The mastery of environmental vocabulary in class XI students of SMA Negeri 2 Kinali was in more than sufficient qualifications (75.08). The skills of writing news texts of class XI students of SMA Negeri 2 Kinali were in good qualifications (76.72). Then the correlation of environmental vocabulary mastery with news text writing skills of class XI students of SMA Negeri 2 Kinali was analyzed using the product moment formula. Based on the results of the correlation calculation, the value of $r_{hitung} > r_{tabel}$ was $0.944 > 0.339$. The correlation is positive, which means the relationship between the two variables is parallel, namely the higher the mastery of environmental vocabulary in students, the higher the students' news text writing skills. The results of the hypothesis test show that the t count (16.174) is greater than the t table (2.034). Based on the results of the hypothesis test, it is concluded that H_0 is rejected and H_1 is accepted. Acceptance of H_1 can be interpreted that there is a significant relationship between environmental vocabulary mastery and news text writing skills of class XI students of SMA Negeri 2 Kinali.

Keywords: correlation, environmental, vocabulary mastery, news text, writing skills

Korelasi Penguasaan Kosakata Bidang Lingkungan Hidup dengan Keterampilan Menulis Teks Berita Siswa Kelas XI SMA Negeri 2 Kinali

ABSTRAK

Penelitian ini bertujuan untuk mengetahui korelasi dari penguasaan kosakata bidang lingkungan hidup dengan keterampilan menulis siswa kelas XI SMA Negeri 2 Kinali. Penelitian ini dilaksanakan di SMA Negeri 2 Kinali pada siswa kelas XI yang dilaksanakan pada Januari 2026. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMA Negeri 2 Kinali yang berjumlah 169 orang dan sampel dalam penelitian ini adalah 34 orang siswa kelas XI yang diambil menggunakan teknik random sampling. Instrumen yang digunakan dalam penelitian ini adalah tes objektif dan unjuk kerja. Alat yang digunakan untuk menganalisis data adalah rumus penelitian korelasional yang dibantu oleh Microsoft Excel. penguasaan kosakata bidang lingkungan hidup siswa kelas XI SMA Negeri 2 Kinali berada pada kualifikasi lebih dari cukup (75,08). Keterampilan menulis teks berita siswa kelas XI SMA Negeri 2 Kinali berada pada kualifikasi baik (76,72). Kemudian korelasi penguasaan kosakata bidang lingkungan hidup dengan keterampilan menulis teks berita siswa kelas XI SMA Negeri 2 Kinali dianalisis menggunakan rumus product moment. Berdasarkan hasil perhitungan korelasi diperoleh nilai $r_{hitung} > r_{tabel}$ yaitu $0,944 > 0,339$. Korelasi tersebut bernilai positif yang artinya hubungan anatar kedua variabel sejajar, yaitu semakin tinggi penguasaan kosakata bidang lingkungan hidup siswa, maka semakin tinggi keterampilan menulis teks berita siswa. Untuk hasil pengujian hipotesis menunjukkan nilai t_{hitung} (16,174) lebih besar dari t_{tabel} (2,034). Berdasarkan hasil uji hipotesis tersebut disimpulkan bahwa H_0 ditolak dan H_1 diterima. Diterimanya H_1 dapat diartikan bahwa terdapat hubungan yang signifikan antara penguasaan kosakata bidang lingkungan hidup dengan keterampilan menulis teks berita siswa kelas XI SMA Negeri 2 Kinali.

Kata kunci : korelasi, penguasaan kosakata ,lingkungan hidup, keterampilan menulis, teks berita

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INTRODUCTION

Writing is one of the six essential language skills that must be mastered. Writing is a linguistic communication activity that uses written language as its medium (Bukhari in Rinawati 2020; Ahsin, 2016; . This aligns with Mirnawati's opinion that writing is the activity of expressing feelings in written language to entertain, convey, explain, or tell someone something (Mirnawati, 2019; Sugerman et al., 2022). Through writing, students can express ideas, thoughts, feelings, and thoughts to others through written media (Sutrisno & Puspitasari, 2021). Writing is a crucial skill in language learning in schools, particularly Indonesian (Oktaviani, 2023; Tyas et al., 2022). Writing is a productive activity that demands a high level of thinking to produce a work. Through writing, students can express their ideas, opinions, thoughts, and feelings. Furthermore, writing can also develop students' thinking and creativity. During writing activities, students must think about how to express their thoughts in writing based on their knowledge and experience. Therefore, writing is more challenging than other language skills because writing is more difficult to acquire.

Writing news texts is a learning process that requires special skills because it is related to journalism (Sabaria et al., 2018; Rusdianto et al. 2023; Laili et al, 2025). Pratiwi (2018) states that news texts are a type of composition or writing that contains an exposition of events or opinions according to the context and objectives to be discussed. These skills include the ability to gather information, conduct interviews, and compile and present news in a clear and objective manner. Maurilla et al., (2024) state that news is defined as a complete or interpretative report deemed important by media editors. In line with Ermanto (2002:6), news from a journalistic and mass media perspective is an event, incident, or aspect of human life that is perceived as new, considered important, has appeal, and arouses the curiosity of readers or the public. In addition, a journalist must also understand journalistic ethics, including the principles of accuracy, balance, and fairness in reporting.

Thus, learning to write news texts involves not only writing techniques but also a deep understanding of context and responsibility.

However, the reality in the field shows that many students still experience difficulties in writing news texts. The difficulties students face are generally related to limitations in selecting and using appropriate vocabulary. As a result, their writing tends to be stiff, uncommunicative, and does not conform to the structure, elements, and rules of news writing. Vocabulary mastery plays a crucial role in supporting writing skills. The more extensive and appropriate vocabulary students master, the better their ability to convey ideas and information in writing (Depdiknas, 2008). Vocabulary is a language component that functions as a tool for constructing sentences and paragraphs. Low vocabulary mastery can make it difficult for students to develop ideas logically and coherently (Tarigan, 2008; Laili et al., 2025; Elmustian et al. (2024).

The environment is everything that surrounds humans as individuals or in the process of social interaction and the relationships between the various organisms where they live. For intellectuals, especially students, this is a primary need that occurs consciously or unconsciously in living their lives. There is a reciprocal relationship between humans and their environment (Ingga, 2021). The environment is an alternative choice to be implemented by students so they can develop patterns of thought and action, and behave healthily physically and mentally in everyday life (Tulalessy, 2016). Humans influence their environment, and conversely, humans are influenced by their environment and are inseparable from each other. To foster concern for the environment, intellectuals, especially students, must be skilled at writing news texts about the environment. Mastery of environmental vocabulary can be defined as a person's knowledge and ability to understand, interpret, and use vocabulary or terms that specifically relate to everything regarding objects and conditions that exist within a certain scope and affect human life.



This vocabulary includes nouns, verbs, adjectives, adverbs, and other types of words used in everyday life (Isnaini, 2022; Zuashfiyailina, 2025; Fadhilah & Jauhari, 2025; Al-Farisi (2023).

The research questions are as follows: (1) What is the level of environmental vocabulary mastery of 11th-grade students at SMA Negeri 2 Kinali? (2) What is the level of news writing skills of 11th-grade students at SMA Negeri 2 Kinali? (3) What is the correlation between environmental vocabulary mastery and news writing skills of 11th-grade students at SMA Negeri 2 Kinali?

The objectives of this research are: First, to describe the level of environmental vocabulary mastery of 11th-grade students at SMA Negeri 2 Kinali. Second, to describe the level of news writing skills of 11th-grade students at SMA Negeri 2 Kinali. Third, to describe the correlation between environmental vocabulary mastery and news writing skills of 11th-grade students at SMA Negeri 2 Kinali.

This research has two benefits: theoretical and practical. Theoretically, this research is expected to be useful for increasing knowledge and insight in the field of writing news texts. Practically, the results of this study are expected to benefit the following parties. First, for teachers, particularly Indonesian language teachers at SMA Negeri 2 Kinali, it can serve as input for improving learning outcomes in news texts. Second, for students at SMA Negeri 2 Kinali, it can provide additional references for writing correct news texts. Third, for readers, the results of this study are expected to enhance their theoretical understanding of news texts.

Research relevant to this research is First, research conducted by Frecelya & Gani, 2019 with the title "Correlation of Vocabulary Mastery with Expository Text Writing Skills of Class X Students of SMK Negeri 2 Padang". In this study, three conclusions were obtained. First, vocabulary mastery of class X students of SMK Negeri 2 Padang is at a more than sufficient qualification (72.36). Second, students' expository text writing skills are at a good qualification (78.68). When

compared with the Minimum Completion Criteria (KKM), the value of students' news text writing skills is still considered incomplete. Third, vocabulary mastery has a correlation with expository text writing skills of class X students of SMK Negeri 2 Padang with n-1 degrees of freedom at a 95% confidence level. The t-count value (5.05) is greater than the t-table (0.266), thus H_0 is rejected and H_1 is accepted because the test results prove that t-count is greater than the t-table. The similarity between the studies conducted by Frecelya & Gani (2019) is that they both examined the relationship between vocabulary mastery and writing skills. However, there is also a difference: Frecelya & Gani's study examined the relationship between vocabulary mastery and expository writing skills. The present study examines the relationship between vocabulary mastery and news writing skills. Furthermore, the study population was grade 10 students of SMK Negeri 2 Padang, while the study population is grade 11 students of SMA Negeri 2 Kinali.

Second, the study conducted by Weni Aulia Sari (2019) entitled "Correlation of Vocabulary Mastery with Expository Writing Skills of Grade 11 Students of SMA N 03 Bengkulu." This study yielded three conclusions. First, the vocabulary mastery of grade 11 students of SMA N 03 Bengkulu City was at almost sufficient (54.96). Second, the expository writing ability of grade 11 students of SMA N 03 Bengkulu City was at almost sufficient (54.88).

Third, there is a significant relationship between vocabulary mastery and expository writing skills of grade XI students of SMA N 03 Kota Bengkulu. The similarity between this study conducted by Weni, 2019 is that both examine the relationship between vocabulary mastery and writing skills. However, there is also a difference, namely the study conducted by Weni looks at the relationship between vocabulary mastery and expository text writing skills. While the research that the researcher will conduct looks at the relationship between vocabulary mastery and news text writing skills. In addition, the research

population is grade X students of SMK Negeri 2 Padang, while the population in the research that the researcher will conduct is grade X students of SMA Negeri 2 Kinali.

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METHOD

The type of research used in this study is quantitative. Atmazaki et al. (2023), Razak (2017), Creswell (2008) and Balaka (2012) stated that quantitative research involves numerical data, specifically vocabulary knowledge scores and student news writing skills test scores. The data is then analyzed and processed using statistical formulas. The method used in this study is correlational, which reveals the relationship between variables.

Gay (in Atmazaki et al. 2023) states that correlation is a type or method of quantitative research that investigates the relationship between variables without influencing the variables themselves, and the relationship is expressed in the form of a correlation coefficient. This aligns with Arikunto's (2010), Alfansyur & Mariyani (2020), Yuliani (2018) view that a correlation design aims to determine whether or not there is a relationship between variables, and if so, the extent and extent of the relationship.

A population is an object targeted by research, while a sample is a portion of the population taken for study. The population in this study was 11th-grade students at SMA Negeri 2 Kinali. There were 169 11th-grade students spread across five classes.



The sample is part of the population to be studied. Because the research population is more than one hundred students, a sampling technique is necessary. The sample selection for this study was carried out using proportional random sampling (a random percentage technique). For research purposes, if the number of subjects is less than one hundred, all subjects should be taken, but if the number of subjects is more than one hundred, 10-15% or 20-25% or more can be taken (Arikunto, 2010).

Therefore, in this study, the researcher took a sample of 20% of the population, or 33.8. This is rounded up to 34 students per class. In this study, the instruments used to obtain research data were objective texts and performance tests. The objective test was used to measure vocabulary mastery, and the performance test was used to measure the news text writing skills of 11th-grade students at SMA Negeri 2 Kinali.

The data collection technique in this study was carried out in two stages: the objective test and the performance test. First, the objective test was used to assess vocabulary mastery. Students were asked to complete objective tests related to vocabulary mastery. According to the instructions provided, students were asked to cross out options A, B, C, and D on the answer sheet. After completion, the questions and answer sheets were collected back to be further processed based on data analysis techniques. Second, a performance test was used to determine the level of news text writing skills of class XI students of SMA Negeri

2 Kinali. In this performance test, students were asked to write news texts according to the specified topic. Before testing the hypothesis, a data analysis requirement test was first carried out consisting of normality and homogeneity tests for each variable, namely (X) and (Y).

In accordance with the instrument used, the scoring procedure for both variables was carried out as follows.

First, the scoring of variable X (environmental vocabulary mastery) was obtained through an objective test consisting of 34 questions. Each correct answer was given a score of 1 and an incorrect answer a score of 0. The assessment was also based on four main indicators: indicating words according to instructions, choosing words according to their meaning, choosing synonyms, and choosing antonyms. The total score was then converted to a value on a scale of 0-100 using a percentage formula.

Second, the scoring of variable Y (news text writing skills) was obtained through a performance test of writing three paragraphs of news texts in context. Scoring was carried out using an assessment rubric covering three indicators, as shown in Table 1, the assessment rubric for variable Y (news text writing skills of grade XI students at SMA Negeri 2 Kinali).

Each indicator provides a score based on the criteria for the quality of student writing up to a maximum score of 46. The minimum score is 10. In other words, this rubric has a score range of 10-46.

Table 1
 News Text Writing Skills Assessment Rubric
 Grade XI Students at SMA Negeri 2 Kinali

No.	Indicators	Criteria	Score
1	Completeness of 4W+H Elements	contains all elements of the news text clearly	10
		contains contains 4 elements only	8
		contains contains 3 elements only	6
		contains contains 2 elements only	4
		contains contains 1 elements only	2

2	Objectivity of the 4W+H Elements	all news elements are presented objectively based on facts	10
		four elements of news are presented objectively based on facts only	8
		three elements of news are presented objectively based on facts only	6
		two elements of news are presented objectively based on facts only	4
		one elements of news are presented objectively based on facts only	2
3	Paragraph Coherence and Sequence	very cohesive paragraph	8
		cohesive paragraph	6
		disjointed paragraph	4
		very disjointed paragraph	2
4	News Text Size	the length of the news item matches the question instructions.	6
		the length of the news item exceeds the requirements.	4
		the length of the news item is less than the requirements.	2
5	Text Tittle	the title is very appropriate and represents the content.	5
		the title is partially appropriate to the content.	3
		the title does not match the content.	1
6	Spelling Error	relatively incorrect: very few.	7
		relatively few.	5
		relatively many.	3
		relatively very many.	1
	Minimum score		10
	Maximum score		46

RESULT

1. Environmental Vocabulary Mastery of Eleventh-grade Students at SMA Negeri 2 Kinali

Data on environmental vocabulary mastery of eleventh-grade students at SMA Negeri 2 Kinali were obtained through an objective test consisting of 34 questions with four answer alternatives (A, B, C, and D). The questions were administered

to 34 students. The environmental vocabulary mastery of eleventh-grade students at SMA Negeri 2 Kinali was determined based on predetermined indicators.

The detailed environmental vocabulary mastery scores for eleventh-grade students at SMA Negeri 2 Kinali can be seen in Table 2 below.



Table 2

Environmental Vocabulary Mastery Scores for Eleventh-grade Students at SMA Negeri 2 Kinali

No.	Scores	Frequency	Percentage
1	18	4	11,76
2	19	1	2,94
3	22	4	11,76
4	23	4	11,76
5	24	2	5,88
6	25	1	2,94
7	26	3	8,82
8	27	1	2,94
9	28	1	2,94
10	29	5	14,71
11	30	3	8,82
12	31	4	11,76
13	32	1	2,94
Σ	334	34	100

Based on Table 2, it can be seen that the lowest score of environmental vocabulary mastery of class XI students of SMA Negeri 2 Kinali is 18, while the highest score is 32. The complete score of environmental vocabulary mastery of class XI students of SMA Negeri 2 Kinali is as follows. First, a score of 18 was obtained by 4 students (11.76%). Second, a score of 19 was obtained by 1 person (2.94%). Third, a score of 22 was obtained by 4 people (11.76%). Fourth, a score of 23 was obtained by 4 people (11.76%). Fifth, a score of 24 was obtained by 2 people (5.88%). Sixth, a score of 25 was obtained by 1 person (2.94%). Seventh, a score of 26 was obtained by 3 people (8.82%). Eighth, a score of 27 was obtained by 1 person (2.94%). Ninth, a score of 28 was obtained by 1 person (2.94%). Tenth, a score of 29 was obtained by 5 students (14.71%). Eleventh, a score of 30 was obtained by 3 students (8.82%). Twelfth, a score of 31 was obtained by 4 students (11.76%). Thirteenth, a score of 32 was obtained by 1 student (2.94%).

Table 3

Overall Scores, Frequency, and Percentage of Environmental Vocabulary Mastery of Eleventh-grade Students at SMA Negeri 2 Kinali

No.	X	f	fX
1	52,94	4	211,76
2	55,88	1	55,88
3	64,7	4	258,8
4	67,64	4	270,56
5	70,58	2	141,12
6	73,52	1	73,52
7	76,47	3	229,41
8	79,41	1	79,41
9	82,35	1	82,35
10	85,29	5	426,45
11	88,23	3	264,69
12	91,17	4	364,68
13	94,11	1	94,11
Σ	926,41	34	2552,74

After converting the environmental vocabulary mastery test scores of grade XI students at SMA Negeri 2 Kinali into grades, the next step was to interpret the arithmetic mean (M). Based on Table 3, the arithmetic mean (M) was 75.08. Referring to the arithmetic mean obtained, it is concluded that the environmental vocabulary mastery of eleventh-grade students at SMA Negeri 2 Kinali is generally more than adequate, with an average mastery of environmental vocabulary ranging from 66% to 75% on a 10-point scale. This can be seen in Table 4 below.

Table 4

Frequency Distribution of Environmental Vocabulary Mastery of Grade XI Students at SMA Negeri 2 Kinali

No.	Mastery Level	Classification	f	%
1	96%-100%	perfect	0	0
2	86%-95%	very good	8	23,53
3	76%-85%	good	10	29,41

4	66%-75%	more than enough	7	20,59
5	56%-65%	enough	4	11,76
6	46%-55%	almost enough	5	14,7
7	36%-45%	not enough	0	0
8	26%-35%	very little	0	0
9	16%-25%	bad	0	0
10	0%-15%	very bad	0	0
			34	100

Based on table 5, the vocabulary mastery of the environmental field of grade XI students of SMA Negeri 2 Kinali is qualified into the following 7 groups. First, Very Good consists of 8 people (23.52%). Second, Good consists of 10 people (29.41%). Third, more than enough consists of 7 people (20.59%). Fourth, enough consists of 4 people (11.76%). Fifth, almost enough consists of 5 people (14.70%).

2. News Text Writing Skills of Eleventh-grade Students at SMA Negeri 2 Kinali

To determine the news writing skills of eleventh-grade students at SMA Negeri 2 Kinali, the scores obtained were converted into percentages. The scores for the eleventh-grade students' news writing skills are shown in Table 7 below. The highest score obtained by students was 100, and the lowest was 54.34.

Table 5

Overall Scores, Frequency, and Percentage of News Writing Skills of Eleventh-grade Students at SMA Negeri 2 Kinali

No.	X	Frequency	Percentage
1	25	2	5,88
2	28	4	11,76
3	32	2	5,88
4	34	12	35,29
5	36	1	2,94
6	38	5	14,71

7	40	2	5,88
8	42	4	11,76
9	46	2	5,88
		34	100

Based on Table 3, it can be seen that the lowest score for news text writing skills of class XI students of SMA Negeri 2 Kinali is 25, while the highest score is 46 (out of a maximum score of 46). The scores for news text writing skills for all indicators of 34 students are as follows. First, a score of 25 was obtained by two students (5.88%). Second, a score of 28 was obtained by 4 students (11.76%). Third, a score of 32 was obtained by 2 students (5.88%). Fourth, a score of 34 was obtained by 12 students (35.29%). Fifth, a score of 36 was obtained by 1 person (2.94%). Sixth, a score of 38 was obtained by 5 students (14.71%). Seventh, a score of 40 was obtained by 2 students (5.88%). Eighth, a score of 42 was obtained by 4 students (11.76%). Ninth, a score of 46 was obtained by 2 students (5.88%).

Table 6

Classification of News Writing Skills Scores for Grade XI Students at SMA Negeri 2 Kinali

No	X	f	fX
1	50,00	1	50,00
2	58,33	1	58,33
3	66,66	7	466,62
5	75,00	11	825,00
7	83,33	7	583,31
9	91,66	5	458,30
10	100	2	200,00
Σ		34	2641,56

Furthermore, the news text writing skills of class XI SMA Negeri 2 Kinali are generally classified based on the level of mastery.



Table 7

Frequency Distribution of News Writing Skills of Grade XI Students at SMA Negeri 2 Kinali

No	Mastery Level	Classification	f	%
1	96%-100%	perfect	2	5,88
2	86%-95%	very good	5	14,71
3	76%-85%	good	7	20,59
4	66%-75%	more than enough	18	52,94
5	56%-65%	enough	1	2,94
6	46%-55%	almost enough	1	2,94
7	36%-45%	little	0	0
8	26%-35%	very little	0	0
9	16%-25%	bad	0	0
10	0%-15%	very bad	0	0
Σ			34	100

Based on Table 7, the news writing skills of eleventh-grade students at SMA Negeri 2 Kinali are classified into the following six groups. First, perfect consisted of two students (5.88%). Second, very good consisted of five students (14.71%). Third, good consisted of seven students (20.59%). Fourth, more than adequate consisted of 18 students (52.94%). Fifth, enough consisted of one student (2.94%). Sixth, almost enough consisted of one student (2.94%).

3. Correlation of Environmental Vocabulary Mastery with News Writing Skills of Eleventh-grade Students at SMA Negeri 2 Kinali

This section will discuss the correlation between environmental vocabulary mastery and news writing skills of eleventh-grade students at SMA Negeri 2 Kinali. Before the correlation level is tested and determined, the data analysis requirements, namely the normality test, must first be tested. The normality test aims to determine whether the data is normally distributed.

Normality Test

The analysis requirements test conducted in this study was the normality test. According to Sudjana (2005:466-468), data normality can be tested using the Lilifors test. The Lilifors test was performed using Microsoft Excel. The L_o and L_t results were obtained at a significance level of 0.05 for $n=34$, as shown in Table 8 below.

Table 8

Conclusion of the Lilifors Normality Test

Variabel	N	Sig.	L_o	L_t	Note
X	34	0,05	0,0995	0,1519	normally distributed
Y	34	0,05	0,1015	0,1519	normally distributed

Based on Table 8, it can be concluded that the data on environmental vocabulary mastery are normally distributed at the 95% significance level for $n = 34$ because $L_t > L_o$ ($0.1519 > 0.0995$). Similarly, the news text writing skills of 11th-grade students at SMA Negeri 2 Kinali are also normally distributed at the 95% significance level for $n = 34$ because $L_t > L_o$ ($0.1519 > 0.1015$).

Based on the results of the Lilifors test above, it can be concluded that the data on environmental vocabulary mastery and news text writing skills of 11th-grade students at SMA Negeri 2 Kinali are normally distributed.

Homogeneity Test

The homogeneity of the research data was determined by comparing the largest variance and the smallest variance between the two variables tested at a significance level (α) = 0.05. The homogeneity of variance test conducted was a test of the homogeneity of the results for news text writing skills (Y) and environmental vocabulary mastery (X). The results of the homogeneity test are presented in Table 9.

Table 9
 Homogeneity Test Results for News Text Writing Skills (Y) and Environmental Vocabulary Mastery (X)

Variabel	N	S ²	Fh	Ft	Note
X	34	137,94	0,822	1,79	homogeneous
Y	34	167,87			

Based on the data in Table 11, the largest variance is in the environmental vocabulary mastery variable (X), which is 167.87, while the smallest variance is in the news writing skills variable (Y), which is 137.94. The calculation results of both data obtained F count of 0.82, while F table at the $\alpha = 0.05$ level is 1.79. The criterion for data homogeneity is if F count < F table, then the data is homogeneous. Thus, it can be concluded that the results of the writing skills test (Y) and environmental vocabulary mastery (X) have homogenous variance because F count < F table or $0.82 < 1.79$.

To determine the relationship between environmental vocabulary mastery (variable X) and news writing skills (variable Y) of grade XI students of SMA Negeri 2 Kinali, the correlation between the two variables was first found using the product moment formula in Microsoft Excel. The existing data from both variables were entered into a correlation preparation table. Based on the results of these calculations, it is known that there is a strong correlation between the independent variables and the dependent variables in this study because the calculated r value is greater than the r table (calculated r 0.944 > r table 0.339).

Table 10
 Interpretation of R Values

No.	r Values	Interpretation
1	0,00-0,199	very low
2	0,20-0,399	low
3	0,40-0,599	middle
4	0,60-0,799	high
5	0,80-1,00	very high

Based on the results of the correlation test and the interpretation table above, it can be concluded that there is a very strong relationship between environmental vocabulary mastery and the news writing skills of eleventh-grade students at SMA Negeri 2 Kinali.

Based on the obtained r value, the correlation between the two variables in this study is 0.928. To interpret the significance of the relationship between the two variables, after the correlation coefficient value is obtained, a hypothesis significance test is conducted.

Based on the t-test conducted using Microsoft Excel, using n-2 degrees of freedom ($34-2 = 32$) and a significance level of 0.05, the t-distribution table for the hypothesis test shows that the significance limit (t-table) is 2.037. In this study, the calculated t-value was 14.079. Based on the results of these calculations, it can be concluded that H0 is rejected and H1 is accepted because the test results prove that t is greater than t ($t \ 14.079 > t \ 2.037$).

DISCUSSION

The results of the data description and analysis in this study provide a clear picture of the abilities of eleventh-grade students at SMA Negeri 2 Kinali in terms of environmental vocabulary mastery and news writing skills. Specifically, eleventh-grade students' environmental vocabulary mastery at SMA Negeri 2 Kinali was more than adequate, with an average score of 75.08. This level of mastery, which ranged from 66% to 75% on a 10-point scale, indicates that most students possess sufficient vocabulary to understand environmental issues. This achievement is an important foundation, as vocabulary mastery is the primary asset for students to express ideas accurately and specifically in the context of environmental-themed writing. In line with vocabulary skills, eleventh-grade students' news writing skills at SMA Negeri 2 Kinali were also positive, ranking good with an average score of 76.72. Achievements ranging from 76% to 85% on a 10-point scale demonstrate that students not only understand vocabulary but are also



able to apply it and organize information factually and up-to-date, indicating that the writing learning process for eleventh-grade students at SMA Negeri 2 Kinali has been effective in developing their chronological logical thinking.

Further analysis of the relationship between the two variables was conducted using the product-moment correlation formula. Based on the calculation results, the calculated r value was 0.944, significantly higher than the r table value of 0.339. This very high correlation value indicates a significant positive relationship between environmental vocabulary mastery and the news writing skills of eleventh-grade students at SMA Negeri 2 Kinali. This means there is a parallel relationship; the richer the environmental vocabulary a student possesses, the higher the quality of the news text they produce. In line with Plandra's statement (2020), the quality of a person's language skills depends on the quantity and quality of their vocabulary. The more vocabulary they master, the greater the likelihood of developing language skills. This proves that limited diction is often a major obstacle to fluent writing.

The validity of this relationship was strengthened through hypothesis testing, which showed a calculated t -value of 16.174 exceeding the t -table value of 2.034. Based on the results of this hypothesis test, it can be concluded that (H_0) is rejected and (H_1) is accepted. Acceptance of H_1 provides empirical evidence that there is a statistically significant relationship between environmental vocabulary mastery and the news writing skills of eleventh-grade students at SMA Negeri 2 Kinali. Overall, these findings demonstrate that vocabulary mastery, particularly regarding environmental issues, is crucial for improving students' literacy skills. Students' success in writing high-quality news texts depends heavily on their vocabulary mastery. Therefore, teachers are advised to enrich students' vocabulary before asking them to write. With a strong vocabulary, students will more easily produce informative writing.

Similar results were found by several other studies. First, Zulli (2025) entitled *Korelasi*

Penguasaan Kosa Kata dengan Keterampilan Menulis Teks Laporan Hasil Observasi Siswa Kelas VIII SMP NEGERI 24 Padang. The results of the her research are three. First, the vocabulary mastery of students in grade VIII of SMP Negeri 24 Padang is in good qualification with an average score (85.26). Second, the students' writing skills of the observation report text of grade VIII SMP Negeri 24 Padang were in good qualification with an average score of (75.60). Third, there is a significant correlation between vocabulary mastery and the writing skill of observation report text of grade VIII SMP Negeri 24 Padang students at the degree of freedom $n-1$ (52-1) and 95% significant level, the value of t_{count} (5.27) > t_{table} (1.67). H_0 is rejected and H_1 is accepted. Based on this, it can be concluded that vocabulary mastery is positively correlated with the skill of writing observation report text.

Second, Pasaribu, & Putri (2025) entitled *Kontribusi Penguasaan Kosakata Bidang Linguistik terhadap Keterampilan Menulis Teks Berita Siswa Kelas VII SMP Negeri 1 Rantau Selatan Kabupaten Labuhan Batu Sumatera Utara*. The results showed that the application of the contextual teaching and learning model had a positive impact on students' news text writing skills. This study concludes that the use of the right model can significantly improve students' writing skills, as well as encourage their creativity and interest in learning.

Third, Syopyanti & Ristiani (2025) entitled *Utilizing Children's Songs to Develop Vocabulary in Indonesian Language Learning Using Special Teaching Modules*. This study aims to describe the use of children's songs as a learning medium in developing vocabulary in Indonesian language learning. This study used a quasi-experimental method. The study took place in the odd semester of the 2025/2026 academic year in grade III of Sindangraja 1 State Elementary School, Sukaluyu Cianjur. Indonesian vocabulary data were collected using a test instrument that was compiled objectively and systematically. Vocabulary data were analyzed using descriptive statistical procedures.

The results showed that children's songs were able to improve students' vocabulary mastery through repetition of lyrics, pronunciation, and understanding of word meanings. Thus, children's songs are effectively used as a medium for Indonesian language learning in grade III of elementary school.

This article uses more objective sub-indicators for the variable indicator of news writing skills. Razak (2020) states that indicators for news writing include: 1) completeness of the 5W+H elements; 2) objectivity of the 5W+H elements; 3) size of the news text; 4) unity and coherence of paragraphs; 5) captivating titles; 6) spelling.

Instrumen tes dikatakan andal jika menggunakan indikator objektif. Pernyataan ini selaras dengan pernyataan dalam berbagai artikel yakni (Subhaktiyasa, 2024; Harahap et al., 2022; Smith, 2022).

CONCLUSION

Based on the data description, data analysis, and discussion regarding the correlation between environmental vocabulary mastery and news writing skills of eleventh-grade students at SMA Negeri 2 Kinali, the following three conclusions were obtained. First, the environmental vocabulary mastery of eleventh-grade students at SMA Negeri 2 Kinali was more than adequate with an average score of 75.08. Second, the news writing skills of eleventh-grade students at SMA Negeri 2 Kinali were good with an average score of 76.72. Third, there was a significant correlation between environmental vocabulary mastery and news writing skills of eleventh-grade students at SMA Negeri 2 Kinali with $n-1$ degrees of freedom and a 95% significance level, with t -test greater than t -table, namely $16.174 > 2.034$.

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