

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English writing as a communication tool has been ubiquitous in Indonesia. It is used to share information, ideas, and feeling of others. When a writer could write well information or ideas, the writer may share diverse information, which is expected to give a wider perspective to the world, especially the young generation. Writing is categorized as a productive skill. Teaching writing as productive skills requires teachers to direct students to produce their expressions in written form. It needs more skills such as using appropriate words, proper sentences, and correct spelling that is different from speaking. When students speak, they can gesture, use facial expressions, ask questions or fumble their way through it, but when they write, they have to communicate with actual visual words.

Writing is an important role in transferring information in written form. The questions prominently emphasize what kind of language the students have at their command and what can be achieved with this language. It seems that having a good ability in writing could bring one to a better education level. However, if people cannot write appropriately, the readers may misinterpret the message, which may cause misunderstanding or destruction. Thus, using appropriate words and sentence structure to deliver the message to the intended person is important because that person cannot see our gestures correctly. Sometimes, English spelling words are exactly different in their pronunciation. Thus, writing becomes very important not only for one person but also for the world.

Wagner (2002) states that writing makes our thinking visible to the world without committing our ideas to paper. Our thinking remains invisible, locked in

our heads. Writing allows everybody to show their thoughts to the world to share everything, information, and entertainment. Moreover, writing has various ways to be shared, not merely in a piece of paper or books. Nowadays, technology has controlled it. Hyland (2003:3) emphasizes that technology has had a massive impact on the classroom over decades and that writing instruction now makes considerable use of computer technology. The use of technology has eased everyone to structure the layout of the writing and correct grammar and vocabulary. Moreover, technology also eases the user to increase their critical thinking. Thus, this technology helps us in many ways, especially in gaining writing ability.

Writing effectively is becoming important in global communication as it is assumed that ideas should be shared correctly and effectively. Whenever you register, you need ideas to write about it (Hogue 2008:2). It means that idea plays an important role in writing. However, not all ideas can suit all writing. Writing, as what is stated by Oshima and Hogue (2007:3), can be divided into informal (i.e., creative and personal writing) and formal (academic writing) writing. Formal writing or academic writing is different from informal writing in the format, sentence structure, and organization. In addition, academic writing has a big impact on the sustainability of education since all education sources come from academic writing based on research.

According to Hyland (2003:3), one way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a style of rules. Moreover, he also emphasizes the four-stage process as a basis for writing teaching. The first is familiarization, which means learners are taught certain grammar and vocabulary, usually through text and what we learn in elementary school. The second is controlled writing. It

means the learners manipulate fixed patterns: often from substitution, tables, and usually learned in junior high school. The third one is guided writing. It means that learners imitate text models and usually learn in senior high school. The last one is free writing learners use the patterns they have developed to write an essay, letter, and so forth, and it is usually learned in university.

Writing is more than just putting words together to make a sentence. It is likely putting our critical thinking to explain something or solve some phenomenon in the world. For instance, we would never know how the apple could fall without the research of the genius Isaac Newton which spreads by writing, academic writing. He begins this research by being curious about the phenomenon around him, which is developed by his critical thinking; furthermore, he proved his thought as a prominent study. Nevertheless, it could not happen if we do not know the kind of vocabulary mastery. Because vocabulary mastery is essential in writing, we need to consider every term to support our writing.

Cameron (2001:72) states that building a useful vocabulary is central to learning a foreign language at the primary level. In English, vocabulary mastery is important to be skillful in a particular way to combine sentences into a paragraph. We need to make our sentences out of context and quite understandable. Therefore, vocabulary mastery is used in speaking, listening, writing, and reading. Rich in vocabulary would help our sentence looks appropriate and classy. Vocabulary can become a key to learning a foreign language, notably English. None can speak, write and understand something without vocabulary. Suppose we can master vocabulary. In that case, we will be fluent in other skills, especially writing, even if we obtain more vocabulary mastery to approach the goal of transferring information through writing.

Linse and Nunan (2005:121) state that vocabulary is the collection of a word that an individual's known. In writing, the writer needs more vocabulary to construct their writing into good sentences and paragraphs. Being rich in vocabulary is also important to communicate since without upgrading the vocabulary that could have some trouble sharing the information in the future. Further, Wilkins in Thornbury (2002:13) says that we cannot save our feelings, and without enough vocabulary in our mind, it means useless in making sentences. Besides, Alqahtani (2015) states that vocabulary mastery refers to the great skill in processing words of a language. Thus, vocabulary must master by the students when they learn English skills, especially in writing.

Besides, Mahmudah (2014) found a significant correlation between student writing ability and vocabulary mastery of the eighth-grade students' SMP Handayani. In addition, Hambali (2019), in his previous research, also discovered a significant positive correlation between students' vocabulary mastery and writing achievement in descriptive text. More vocabulary is effective in helping most students do many things, whether it is writing or other language features. However, sometimes, students who get lower scores in vocabulary mastery tests may easily understand some instruction during the class and get good scores in vocabulary tests and writing tests; yet, the other way round.

Based on what the researcher had already explained in the background above, the researcher believed that vocabulary mastery and writing had related to each other. However, it made the researcher interested in finding out the significant correlation between English vocabulary mastery and writing skills of the eighth-grade students of SMPN 2 Denpasar. In addition, it became the reason of the researcher to carry out this research, entitled "The Correlation between English

Vocabulary Mastery and Writing Skill of The Eighth-grade Students of SMPN 2 Denpasar in the Academic Year of 2021/2022”.

1.2 Research Problem

Every scientific investigation commonly had a problem. Besides, before doing the research, the researcher needs to formulate their research problem. Based on the background of the study described above, the researcher researched the correlation between English vocabulary mastery and writing skills of the eighth-grade student of SMPN 2 Denpasar in academic year 2021/2022. Besides, the researcher was interested in finding out the significant correlation between those two variables. Hence, the researcher’s problem might be identified in the following question: is there any significant correlation between English vocabulary mastery and writing skill of the eighth-grade students of SMPN 2 Denpasar in the academic year of 2021/2022?

1.3 Objective of the Study

The students have to master writing because it is the appropriate way to share our thoughts without approaching them directly face-to-face. Moreover, a good writer should share the information clearly and effectively. Regarding the researcher problem, every investigation has a goal of why it should be done. A specific investigation is expected to provide a scientific solution to the research problem. Furthermore, to determine the objective, it is supposed to be in line with the background and research problem. Thus, in line with the background and research problem above, the objective of the study was to figure out whether there was a significant correlation between English vocabulary mastery and writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2021/2022.

1.4 Limitation of the Study

Limitation of the study is important to ensure that the research problem leads the research to be a more specific discussion. Considering the specification complexity of the problem mentioned above, the limitation of the study was formulated. In the present study, the researcher focused on investigating the significant correlation between English vocabulary mastery and writing skill of the eighth-grade students of SMPN 2 Denpasar in academic years 2021/2022. Besides, students' English vocabulary mastery in this study was limited to the ability of the students to pass the test that the researcher had given with the maximum effort. The students completed the cloze task, which contained blank paragraphs with random English vocabulary prepared by the researcher, and they had to send it via WhatsApp. The vocabulary aspect focused on the present study was vocabulary mastery of the student about verb, noun, adjective, and adverb. Besides, writing ability was mainly focused on writing a descriptive paragraph about an animal that consisted of identification, description, and conclusion, which were taught previously in seventh grade to review the previous subject that was already given.

1.5 Significance of the Study

The main practical consideration, which was explained in the present study, was the significance of the research findings. The study focused on figuring out whether or not there was a significant correlation between English vocabulary mastery and writing skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2021/2022. In addition, the result of the present study is highly expected and recommended to provide significant research findings related to vocabulary mastery with writing skills. In conclusion, the present study is expected

to give theoretical and practical significance to the correlation between English vocabulary mastery and writing skill.

Theoretically, the researcher hopes that the present research finding is expected to enrich and support the theoretical and empirical outcomes of exiting correlation theories. This study is also intended to strengthen the theory that has been exited. Besides, the finding is expected to be used in future studies or give more empirical evidence and enlarge our knowledge about vocabulary mastery and writing skills. In addition, this finding is highly intended to be helpful for the other researchers in advance, especially in a similar study.

Practically, the result of the study is beneficial and has many benefits for the teachers, students, and other researchers. For the teacher, it is expected to help the teacher give information that can be used as a better consideration for the students being taught in SMPN 2 Denpasar. It also gave the teacher results on how to teach writing. For the students, it is expected to help them be the outcome the issued by considering better learning in the future so that they can solve their problem in writing. In addition, the result of this study is also expected to be useful for other researchers to conduct better research in the future.

1.6 Definition of Key Term

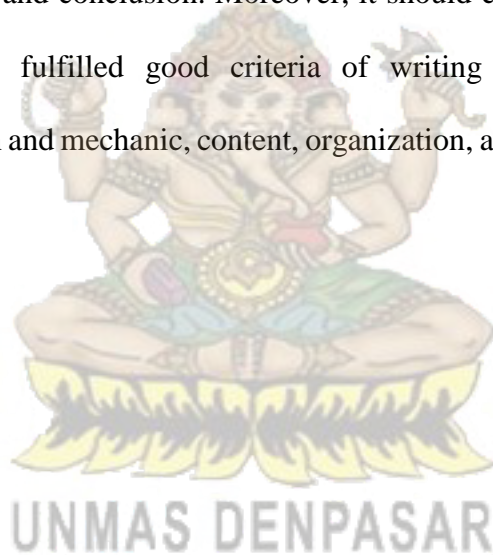
Every research has key terms to be focused. The key terms are several words that are used in the research. The key terms are essential to be defined to clearly understand the topic to avoid misunderstanding. The researcher needs to give operational definitions of the terms used in the present study. Thus, the definition of key terms that is used in the present study are vocabulary mastery and descriptive writing ability as follows:

1. Vocabulary Mastery

Vocabulary mastery is defined as the ability of students of the eighth grade of SMPN 2 Denpasar in academic year 2021/2022 to identify and master a number words, especially about verbs, adverbs, nouns, and adjective.

2. Writing skill

In this study, writing ability was concerned with the ability of the eighth-grade students of SMPN 2 Denpasar in writing a description paragraph about an animal with a complete generic structure such as: identification, description and conclusion. Moreover, it should consist of 6-12 sentences, and it has fulfilled good criteria of writing the paragraph: format, punctuation and mechanic, content, organization, and grammar and sentence structure.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the research discussed the theoretical review of the research deeply. Theoretical review is a review that relates theories related to the conducted study. Therefore, the researcher used several relevant theories to give more evidence in this research. The present study dealt with the correlation between vocabulary mastery and writing ability from the expert to support the underlying theories are concisely conducted on theoretical bases. In this chapter, the researcher described some theoretical reviews that are related and necessary to this research: vocabulary mastery, writing ability, and descriptive paragraph.

2.1.1 Vocabulary Mastery

Vocabulary is one important aspect of learning a foreign language. Without a proportional amount of vocabulary, anyone will get trouble speaking, reading, and listening, especially writing. Vocabulary is one language component that the learner must master in learning a foreign language. Nunan (2001) states that a rich vocabulary is an important element in acquiring a second language. Vocabulary is one language component that the learner must master in learning a foreign language. According to Cameron (2001:72), vocabulary is central to learning a foreign language. Vocabulary becomes the basic component to support the students in expressing their ideas.

Vocabulary becomes something that has to be known to communicate. Some words may appear to be simply stated. However, some words may also be difficult to state because their meaning may change depending on the word they are

attached to. According to Hiebert and Kamil (2005:3), vocabulary is the knowledge of the meaning of words. It means that vocabulary is the key to mastering the four language skills. In mastering vocabulary, we can understand the meaning of a word in the context and transfer the information in written form. If students have mastered vocabulary, they can communicate with others without worrying about misinterpreting the meaning. Thus, we have been mastered vocabulary.

Linse and Nunan (2005:121) points out that vocabulary is a collection of words that an individual knows. It means that an individual has a total of words differently. Moreover, an individual has to know the vocabulary to communicate with another individual. Therefore, the students have to learn repeatedly about vocabulary until they have a lot of varieties of vocabulary. Especially in written form, the students should pay attention to the correct words or vocabulary so that they can make a good and classy written especially in English. It can also make them easier to write down their ideas on the paper and know the correct vocabulary to make their writing coherent and unified. English vocabulary is very important part in the teaching and learning process.

In addition, when students can mastery of vocabulary, they will easily communicate with others, both orally and in writing. Thornbury (2002:16) states that very little can be conveyed without grammar. Without vocabulary, nothing can be shared. Because vocabulary is an essential aspect of language, it appears in listening, speaking, reading, and writing skills. Mastering vocabulary is necessary for the students who learn English as a foreign language. That is why a student who understands English should know the words. The mastery of vocabulary can support them in writing when they communicate with others can write and translate the meaning of words when they definite English.

Vocabulary is a list or series of words used to express the idea or, in other words, used for general communication. Richards and Renandya (2002: 255) states that proposes that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that vocabulary is a language element of human communication; vocabulary is also a tool to plan and solve problems, especially communication. It means that vocabulary even has its own rule to be followed to give meaning in writing or utterance. Thornbury (2002:3) said that English words are divided into eight different word classes: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. Everybody should master those word classes to be able to speak or write. Moreover, the researcher focused on nouns, verbs, adjectives, and adverbs.

Based on the explanation above, vocabulary mastery is an important aspect that the student should master. The students can upgrade their communication by mastering vocabulary, especially in writing. It can be assumed that students who have a lot of vocabulary will not worry about the meaning of any task given by the teacher even though it is difficult. Therefore, vocabulary is a basic or main aspect of English skills that students or other people must learn. Build up their vocabulary mastery to help them express their idea or understand spoken message in communication. Therefore, to know whether students mastered the subject or not. Students were assessed by using the cloze task, which focused on nouns, verbs, adjectives, and adverbs. In addition, writing was an individual achievement that made the students possess their own words. That is why vocabulary mastery was really important in writing. This should be carefully taught to the students so that they could improve their language skills.

2.1.2 Writing Skill

Writing is one of the important skills that students should learn. Through writing, everyone can share their knowledge or information. Writing consists of levels of structures. It is started from words to phrases, phrases to clauses, clauses to sentences, and sentences to a paragraph or essay. Patel and Jain (2008:125) argue that writing is an essential feature of learning a language because it provides a very good means of fixing vocabulary, spelling, and sentence patterns. According to Yeon (2009), writing ability is the ability to initiate and evolve ideas the use certain revising and editing practices to develop them to maturity in the given context. The students need initiation to gain their willingness to develop an idea to be a written form. Moreover, the other way that the students may do to result writing is revising or editing. Editing or revising some writing may give students the chance to explore one idea from a wider perspective.

Moreover, writing ability is the ability obtained through the teaching and learning process. Students' may be improved by fostering their interest, motivation, and enjoyment for writing through technology (Graham and Perin, 2007). In line with this idea, Brown (2004) states that students learn to write if they are literate members of society and usually only if someone teaches them. From those statements, it can be assumed that writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. Writing ability is obtained through learning. According to Nunan (2003:88), writing is the process of thinking to invent ideas. The writers think about how to express ideas into good writing and arrange the ideas into statements and paragraphs clearly. It indicates that the learners are expected to explore the ideas and make them a good paragraph.

According to Harmer (2004:4), writing has four main elements: planning, drafting, editing (reflecting and revising), and final version. In planning, the writers have to think about three main issues. Firstly, the writers have to consider the “purpose” of their writing. Secondly, experienced writers think of the “audience” the writers are writing for since this will influence not only how it is laid out, how the paragraphs are structured, but also the choice of language. Thirdly, writers must consider the “content structure” and sequence the facts, ideas, or arguments. In drafting, the writers write down the plans or ideas into a sequence and provide the readers with understanding about the meaning of these ideas. In editing (reflecting and revising), the writers are often helped by other readers or editors who comment and make suggestions or appropriate revisions. In the final version, the writers have edited their draft, making the changes they consider to be necessary; they produce their final version.

The key to mastering writing is hard work in learning and practicing this skill to get a good product in written form. Furthermore, the quality of writing, which is a product through writing, could be maximized because there is a change to improve writing skills from one stage. Oshima and Hogue (2007:15) defines writing as a never one-step action; it is an ongoing creative act. Writing will never end up with a masterpiece made by someone or an expert. There will always be a new revision to issue the previous idea. According to Zemach and Islam (2005:15), the process of writing can also be defined as a never one-step action as it takes four roughly steps, such as creating ideas, organizing ideas, writing a rough draft and polishing the rough draft by editing it and making revisions.

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in

both second and foreign language education (Anderson, 2002:1). It may not deny that most of the instructions, roles, and descriptions of someone are made in written form to be easily spread out to the community. It may cause a huge misunderstanding to them, which results in a huge mistake in the end. Thus, writing and effective writing seems to become important skill being mastered. In addition, describing someone seems hard when the writer cannot master writing skills well. It may confuse the reader as the picture given by words is messed up.

Regarding those theories, in the present study, the focus is on the theory from Harmer. It is about writing, which has four main elements: planning, drafting, editing (reflecting and revising), and final version. All those elements are required to make good writing, and it is relevant for the present study since it was concerned with improving writing skills.

2.1.3 Descriptive Paragraph

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point or idea of the topic, and the rest of the sentences in the paragraph support that point (Oshima and Hogue, 2007:3). In constructing a descriptive paragraph, the writer should write the organization of the descriptive paragraph. The organization of the descriptive paragraph includes identification, description, and conclusion.

A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say. According to Savage and Shafiei (2007:30), in a descriptive paragraph, the writer uses words that create an image and help the readers see, touch, feel, smell or taste the topic that they are describing.

A good description is a word picture; the reader can imagine the object, place, or person in their mind (Oshima and Hogue, 2007:61). It is a descriptive paragraph where the writer uses words that create an image that can help the readers feel what they have read.

In addition, the aim is to describe physical items or objects. It should be attained by using the sensory of language of five senses: sight, hearing, smell, taste, and touch. Zemach and Islam (2005:9) state a paragraph is a group of about six to twelve sentences about one topic. Therefore, every sentence in a paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about the topic. When writers write about a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say. According to Kane (2000:351), description is about sensory experience, how a thing, place, or person looks, sounds or tastes. It means that when we describe a person, thing, or place, we describe how it looks, sounds and tastes.

Most of the descriptive paragraph's words are adjective words which are very helpful to explain something in vivid detail. Zemach and Rumisek (2003:25) state that a descriptive paragraph explains how a thing, place, or person looks or feels by using adjectives. In addition, adjectives are words that tell how thing, place, or person looks, feels, tastes, sounds, smells, and describe how a person feels. Besides, Folse et al. (2010:135) state that a descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. For example, you only wanted to explain what a samovar is, you could write a definition paragraph because a definition paragraph does not include how the writer feels.

In addition, Savage and Mayer (2005:28) state that descriptive writing uses words to build images for the readers. Writing a descriptive paragraph should consist of generic structures: identification, description, and conclusion. Identification is the general information or statement about the topic. It can give the reader brief details about what is described. The description is the explanation of the topic in vivid detail. The description can be physical appearance, the subject's personality, or other characteristics, which is like the uniqueness of the special aspects that the subject has. The conclusion is the last part of the descriptive paragraph in which the writer concludes or restates the identification. A conclusion is unnecessary; however, it is often very helpful to the readers because it is usually the end signal. The point of descriptive text begins with identification; the writer introduces the object of description.

Based on several experts who explain descriptive paragraph, descriptive paragraph explains how a thing, place, or person looks or feels using adjective words. A paragraph is a group of about six to twelve sentences about one topic. Besides, descriptive writing uses words to build images for the readers. Writing a descriptive paragraph should consist of generic structures: identification, description, and conclusion. Identification is the general information or statement about the topic. It can give the reader brief details about what is described. The description is the explanation of the topic in vivid detail.

2.2 Empirical Review

The empirical review is a review of relevant research, which has been conducted as it reviews the previous research that is relevant to the present study. Knowing the result of the previous study as the empirical evidence may lead the

researcher to avoid an unwitting replication; besides, it also helped the researcher clarify and define the concept of the study. As the present study, the researcher wanted to know about the correlation between vocabulary mastery and writing ability. Some relevant research was found as it had been used as guidelines and basic considerations of overtaking the present study. The empirical reviews are presented as follows.

The first study was conducted by Muslikah (2017) entitled *The Correlation between Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017*. The findings of the previous research showed a correlation between two variables: students' vocabulary mastery and writing skills. This study had also supported by many relevant theories by the experts.

Azizah conducted the second study (2017) entitled "The Correlation between Vocabulary Mastery and Their Writing Ability in Descriptive Text (A Study for the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year 2016/2017)". The research objective was to find whether there is a significant correlation between vocabulary mastery and their writing ability in descriptive text (a study for the seventh-grade students of SMP Islam Sudirman 1 Bancak Semarang District in the academic year 2016/2017) or not. This study talked about students' vocabulary and their writing ability levels.

The researcher above gained the same result. The findings showed a significant correlation between students' vocabulary and writing in descriptive text and many theories from the expert supported it. However, there was also a weakness in this previous study. Both researchers provided a scoring rubric without any

detailed specification in content criteria. Muslikah (2017) used a scoring rubric by Tribble (1996), which has five aspects of writing assessment. Thus, it confused the students on how to write a good paragraph. The scoring rubric used by Azizah made the researchers because she did not measure how to give the score. After all, its scoring rubric used a scale of numbers for scoring the writing. While in the present study, the researcher adapted the scoring rubric from Oshima and Hogue (2007:196). Thus, the students knew the criteria used to score their writing, and the students made the text following the criteria that had been previously determined.

2.3 Hypothesis

Hypothesis approves reporting conclusions in this research. In the present study, the researcher used a directional hypothesis. The directional hypothesis is a prediction made by a researcher regarding a positive or negative change, relationship, or differences between two variables of a population. This prediction is typically based on past research, accepted theory, extensive experience, or literature on the topic. Keywords that distinguish a directional hypothesis are: higher, lower, more, less, increase, decrease, positive, and negative. A researcher typically develops a directional hypothesis from the research question and uses statistical methods to check the validity of the hypothesis (Salkind, 2010). The hypothesis can be stated as follows:

- a. Alternative hypothesis (H_a): there is a significant correlation between English vocabulary mastery and writing skills.
- b. Null hypothesis (H_o): there is no significant correlation between English vocabulary mastery and writing skills.