

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is an essential element for mastering any language skills. It is the first step for the students to achieve their goal in learning a foreign language. Through vocabulary, the students will be able to master the four language skills, namely listening, speaking, writing, and reading. One of the advantages of mastering vocabulary is that students can write more easily because writing is considered the most difficult skills in English that has a very important role in a language learning process. Vocabulary is various types of words that is used to make the writing interesting. On the other hand, the writing skill must be mastered by students in all grades because it is used every day in classrooms, from practicing fine motor skills early on to eventually writing full essays to display critical thinking skills or persuasive skills. They have to focus on one of the purposes of their writing because it will affect the vocabulary they choose and how they use it. The students can be said having a good writing skill if they have adequate knowledge of vocabulary use and arrange each word based on their context, so that they will be able to deliver their thought, idea, opinion, and feelings properly. However, many students experience difficulties in the writing process since they have limited knowledge of vocabulary.

According to Gunning, as cited in Pisut (2012), limited knowledge of vocabulary will be the main problem in learning foreign language. It means that it will cause a big problem if someone has limited vocabulary. Moreover, Pariati

(2018:108) states that vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still a baby. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability or English skills, because both of them are very important in the English teaching and learning process.

The language is formed by words so the people can share their idea to the other people in speaking or written form. Thornbury (2007:13) states that without grammar little thing can be conveyed but without vocabulary, nothing can be conveyed, so the vocabulary is an important component because it clarifies the information that you want to convey both by speaking and writing so that those who listen and those who read are able to understand the information easily.

Erlangga et al., (2020:294) stated that vocabulary mastery has a positive and significant effects on writing skill. The better vocabulary mastery students possess, the better the students' writing skill is. The students who have higher size or mastery in vocabulary may learn and practice in writing English well. On the contrary, students with lack of vocabulary mastery will have difficulty when they want to express what they are thinking of in writing.

Moreover, Geoff Dean (2004:108) states that the selection of vocabulary is one of the features that should be considered and it is required to create an effective writing. The students should equip themselves with vocabulary knowledge, as one of the conditions in order that they can convey their message effectively. In other words, when the students have good vocabulary, they will be able to write a good

composition of writing. The extensive mastery of vocabulary enables students to creatively express their ideas in the form of written products such as paragraphs, texts, and essays.

Georgio and Pavlou (2003:4) state that writing is considered the most difficult language skill, since it includes so many other elements such as handwriting, spelling, syntax, grammar, paragraphing, ideas, etc. Writing skill usually start from childhood to make it easier for us to take lessons in school. If the ability has been mastered before school, it will help us to learn writing in school. According to Kriszner and Mandell (2011:3), writing is a process, a life skill, and a series of steps to express personal ideas. Writing can be a single paragraph, an essay, a short paper, a journal, a proposal, and a report. When the students learn to write, they must be able to understand the next step during the process of writing. They do not only have to write the text in good tenses, punctuation, or structure of the text but also have to write the text in a good organization, format, and content.

There are four processes of writing. According to Houge (2008:29), the first step is prewriting to get ideas. In prewriting, the writers discover their ideas or feelings that they want to express. In this stage, the writer chooses a topic and then writes everything which comes into the writer's mind. The second step is writing the first draft. In this step, the writer starts to develop the ideas. The third is editing the first draft. In this process, the writer can make changes and corrections. Editing is usually a two-step process: check the paragraph as a whole (is the meaning clear?) and check the paragraph for good form, organization, grammar, punctuation, spelling, and so on. The last is writing the final copy. Write a neat final copy of the paragraph. The writer can give the writing product to others who can correct the

product.

In senior high school, students recognize several types of writing text. The texts are narrative, recount, report, explanation, analytical exposition, hortatory exposition, procedure, anecdote, news item, etc. The social function, the generic structure, and language features are taught for them so that they can distinguish and know the differences among the texts.

Based on the 2013 curriculum, one of the teaching materials that is taught in the eleventh graders is expected to be able to write an analytical exposition text. This kind of text becomes one of the difficult texts to be learnt since it will involve the writer's ideas or opinion. Analytical exposition text is kind of a text that consists of writer's opinion completed with the explanation about each evidence and facts to support the writer's ideas. Analytical Exposition text makes the writer should work hard to provide the concrete data and more knowledge to convince the reader that the idea is important. According to Kartini and Farikah (2015), analytical exposition presents information, ideas or issues to inform and to persuade the reader and listener. The students have to compose and choose suitable words to deliver their ideas and explanation.

People who have good vocabulary mastery will be able to write, Zhihong (2000:18) states that word is the basic unit of language; without a sufficient vocabulary, one cannot communicate effectively or express their idea. If people fail to master the vocabulary, they will find difficulty in expressing their ideas in writing because they have limited vocabulary. It can be concluded that vocabulary mastery is really needed in writing since the student must be able to use each word based on their context, arrange the words so their text would not be boring and deliver their

thought in a proper way. It makes the researcher curious about the correlation of vocabulary mastery toward writing skill whether it is true they are correlated or not.

Thus, in accordance with the explanation above, the previous theories about vocabulary mastery and writing ability have convinced the researcher that vocabulary mastery can influence the writing skill of the student and it can give an impact on the learning process. Moreover, based on the background above, the researcher is curious and highly motivated to measure the significant correlation between vocabulary mastery and writing skill, especially in analytical exposition text writing. Therefore, the researcher is interested to conduct research entitled “The Correlation between Vocabulary Mastery and Writing Skill of the Eleventh Grade Students of SMA Pariwisata Saraswati Klungkung in Academic Year 2021/2022.”

1.2 Research Problem

The research problem is the most important aspect of doing research. A research investigation begins with a problem. Moreover, formulating a research problem in doing the investigation is important and useful for the researcher before doing the research. Based on the background of the study above, the research question of the study can be formulated as follows: Is there any significant correlation between vocabulary mastery and writing skill of the eleventh grade students of SMA Pariwisata Saraswati Klungkung in academic year 2021/2022?

1.3 Objective of the Study

Every research has its objective. Research objective describes concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the

study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, the aims of any activities which are related to the scientific investigation are always intended to find out a scientific solution to the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out whether or not there is any the significant correlation between vocabulary mastery and writing skill of the eleventh-grade students of SMA Pariwisata Saraswati Klungkung in academic year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is the characteristics of design or methodology which influence the interpretation of the findings from the research. The present study focuses on finding out the correlation between vocabulary mastery and writing skill of the eleventh-grade student of SMA Pariwisata Saraswati Klungkung in academic year 2021/2022. The discussion is restricted to the correlation between two variables; vocabulary mastery and writing skill. Matching close procedure text is used as the vocabulary test. The scope of vocabulary is only focused on content words, including nouns, verbs, adverbs, and adjectives used in analytical exposition text. Moreover, writing skill in this study was limited to construct an analytical exposition text based on the generic structure which consists of thesis, arguments, and reiteration and how the students can compose their opinion about current issues related to Health.

1.5 Significance of the Study

The present study figures out whether there is a significant correlation between vocabulary mastery and writing skill of the eleventh grade student of SMA Pariwisata Saraswati Klungkung in academic year 2021/2022. The result of the present study is highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with writing skill. In conclusion, the findings of the present study are expected to give both theoretical and practical significance on the correlation between vocabulary mastery and writing skill that will be conducted in the future.

Theoretically, the results of the study are expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about vocabulary mastery and writing analytical exposition text. The results of the present study are also intended to strengthen the theory that has been existed. Moreover, the additional empirical evidence is expected to be used in the future studies or to give more empirical evidence to the existing findings related to the correlation between students' vocabulary mastery and writing skill especially in analytical exposition text.

Practically, the results of the present study are expected to be beneficial for English teachers, students and other researchers. For the English teachers, it is expected to give information that can be used as a consideration to get better results of the students being taught in SMA Pariwisata Klungkung. It also gives the teachers results on how to teach writing analytical exposition text. For the students, it is expected that the finding can help them overcome the issue by considering better learning strategies in the future so that they can solve their problems in

writing analytical exposition text especially when they do not know the vocabulary in writing text. Moreover, this study can be used as a reference for the future researchers who want to carry a research which is related to the correlation between vocabulary mastery and writing skill.

1.6 Definition of Key Term

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. Additionally, the definitions of key terms are also intended to make them clear in comprehending this study and to give limitation to the terms of the research conducted. Thus, the definitions of the key terms which are used in the present study are vocabulary mastery and writing skill. Furthermore, the key terms which are used in the present study were clearly and concisely clarified as follows:

1. Vocabulary Mastery

In this study, vocabulary mastery is operationally defined as the ability of the eleventh-grade students of SMA Pariwisata Saraswati Klungkung in the academic year 2021/2022 in mastering English vocabulary, including; nouns, verbs, adverbs, and adjectives.

2. Analytical exposition text writing skill

Analytical exposition text writing skill in the present study is operationally defined as the writing skill of the eleventh-grade students of SMA Pariwisata Saraswati Klungkung in the academic year 2021/2022 in constructing analytical exposition text. The students have to compose their

opinion on current issues related to health. The text consists of 15-20 sentences according to the generic structure of analytical exposition text.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a scientific explanation of the variables discussed in this present study based on the point of view of the experts. Its function is to give the meaning of a word in relation to specific theories that need to be clearly discussed. Therefore, scientific research should be carried out based on relevant theories. The theoretical frameworks discussed in this study are vocabulary mastery and writing skill.

2.1.1 Vocabulary Mastery

Vocabulary is a vital aspect of language and it appears in every skill of the English language. Mastering vocabulary is very important for the students who learn English as a foreign language. Students who can master vocabulary well will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

Pollard (2008:13) assumes that vocabulary is a basic building block of language learning. It will help the learners in learning the English language well. They need to know words, their meanings, spellings, and pronunciations. When teaching vocabulary, teachers are required to make sure that they have explained the meaning as well as spelling and pronunciation. Vocabulary is a fundamental component of language proficiency, one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in a foreign language interaction.

Mastering vocabulary will help students to learn the language skills. Willis (2008: 5) adds that with strengths in vocabulary building, memorizing, and learning foreign languages, these students appear to have greater development in auditory processing that facilitates their auditory learning skills. Simultaneously, word vocabulary is increasing and strategies are available to facilitate vocabulary building skills. The primary thing in learning a language is the acquisition of vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence but the inadequacy of vocabulary will obstruct their chances to succeed in learning English.

Stahl (2005:95) states that vocabulary knowledge is knowledge; the knowledge of a word does not only imply a definition but also imply how that word fits into the world. What we learn about a word goes far beyond its form. Making connections between form and meaning is only one side of the coin. The other side is to be able to produce language using the correct form of a word in the appropriate context and for the meaning intended. In other words, knowing a word means knowing its form, its meaning, its connotations, how it collocates with other words, and how it fits within a whole network of meanings.

According to Nation (2001:27), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognize and understand when they read or listen to something. Productive vocabulary is words that the students understand, can pronounce correctly, and use constructively in speaking and writing. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that

vocabulary can be presented in four units. They are reading, listening, speaking, and writing vocabulary. Reading vocabulary consist of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Vocabulary is knowledge of words and word meanings. Actually, vocabulary is more complex, vocabulary mastery is not only knowing the words and the meanings, but also knowing about how the words sound and how the words are used in the context. The vocabulary of language always changes and grows. Blachowicz and Ogle (2008:178) state that vocabulary is a reflection of our knowledge and experience and of our social interactions. It means that vocabulary has an important role in understanding the language for the learner especially the students who learn English in school. Students will be easier in learning language because of the role vocabulary.

Based on the statement above, it can be concluded that vocabulary knowledge is very important for students knowing the words, the meanings, and also knowing about how the words sound and how the words are used in the context. The students can communicate more effectively and efficiently in speaking and especially in writing, the students can express their ideas creatively. They will be able to compose a good sentence, paragraph, or even a text. If they cannot master the vocabulary they will find it hard to convey their ideas.

2.1.2 Writing Skill

Writing is one of the language skills which needs a great attention because writing is very difficult to be learned and mastered by the students. Writing is not only putting some words without thinking first but also the students need to know about what they want to write. Writing is also a form of communication that allows students to put their ideas on paper to organize their knowledge and beliefs into convincing arguments, and also to convey meaning through well-constructed text. According to Langan (2010:5), writing consists basically of making a point and then providing evidence to support or develop that points. Writing skill helps the learner get comprehensibility, fluency, and creativity in writing.

According to Brown (2004:218), writing is a skill that is an exclusive domain of scribes and scholars in educational or religious institutions. As the basic of learning those skills, the role structure, and vocabulary are very crucial. The ability to write has become an indispensable skill in the global literate community. In addition, according to Zemach and Islam (2005:5), writing is one of the most difficult skills to be mastered in both first language and second language. Writing is not as easy as we think because when the students want to write, they need to consider some aspects such as, sentence structure, spelling, punctuation, vocabulary, and also organizing the text. In the process of writing, the students need to put their attention on ideas, imagination, information, creativity, and feeling in order to create good writing.

Writing is one of the foundational skills of an educated person. It is a very important ability to be conducted in the teaching-learning process. According to Hyland (2003:9), writing is a way of sharing personal meanings and writing courses

emphasize the power of the individual to construct his or her own views on a topic. It means that by writing, the students can express everything about what they want to show in written form. Since writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas. Furthermore, Pollard (2008:49) states that writing is a productive skill and the way the teacher treats it in the classroom has some similarities with the teaching and learning of speaking.

Writing is called as a productive skill because in this section, the students need to be active in order to make them have good writing. Hogue (2008:28) states that good writing is more than just sitting down and "talking" on a piece of paper. Good writing involves thinking, planning, writing, and revising. It means that the students should think first what will they write about, then the students should have a plan about what they want to write based on the writing product, after that the students start to write based on their plan, and the last one is the student should check again their writing and revise if any errors are found.

According to Siahaan (2008:1), text is meaningful linguistic unit in a context; it is both spoken text and written text. Moreover, Hayland (2003:11) states that text can be seen as composed of structural entities such as introduction, body, conclusion, and particular organizational patterns such as, narration, description, and exposition are described and taught. In the present study, analytical exposition text is used to measure writing ability of the eleventh grade students of SMA Pariwisata Saraswati Klungkung in academic year 2020/2021.

Based on the definition above, the researcher concludes that writing skill is an ability of student to put their thoughts in a meaningful form of words. This skill

also includes student ability in expressing their idea, using the rules of grammar, using appropriate words, producing coherent and cohesive text with accurate punctuation and spelling.

2.1.3 Analytical Exposition Text

Exposition text is a text that discussed an issue or a problem. Based on the 2013 curriculum, the eleventh graders are taught some types of exposition text namely, analytical exposition text and hortatory exposition text. The difference between the two texts lies in the end of the text. At the end of the Analytical exposition text contains a reiteration or conclusion from the thesis statement, while in the hortatory exposition, the final part is in the form of recommendations or suggestion about an issue or something that should or not to be done. According to Knapp and Watkins (2005:191), exposition is a text type which clearly focuses students on the purpose of arguments that is putting forward, viewpoint, and providing evidence to support it. In exposition text, students learn about how to express their arguments about something happened by including the fact of supporting the arguments. An argument that is written based on the facts as a support makes the reader believe with what is written.

Dahler and Toruan (2017:53) state that the purpose of analytical exposition text is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case. Moreover, Priyana, et al., (2008:58) states that analytical exposition proposes or suggests a certain topic which may only be pro or contra, or both. The topic that will be discussed should be an event that happens recently. So, analytical exposition text is a text which gives the information that is completed with the evidences, facts, and statistics to support

the idea about the phenomenon surrounding.

Pardiyono (2007:222) states that the rhetorical structure of analytical exposition text are thesis contains a writer's statement of his or her position about certain a topic or problem, argument contains description of facts to support his or her statement in the thesis, reiteration contains a brief conclusion or resume related to his or her description to convince that what is stated in the thesis is acceptable, or correct reasonably. Refnaldi (2010:217) supports this statement, he states that the generic structure of analytical exposition text it consists of thesis, arguments, and writer's reiteration. Thesis is a statement of the write's position about a topic that will be discussed and tells what the writer is focusing on. This can be found in the first paragraph. Then, the following paragraph is the supporting points that support the thesis statement. The writer supports the thesis statement by putting the arguments about the topic. Then, the last part is writer's reiteration which reinforces the thesis statement in the first paragraph.

Every type of the text in English has its own language features. In this case, analytical exposition text also has its own language features. Besides understanding the generic structures, the students must comprehend the language features used in writing this text. There are some language features required in writing this text. According to Priyana et al., (2008:58), the language features of analytical exposition text consist of several parts include general nouns, abstract nouns, technical words, relating verbs, action verbs, thinking verbs, modal verbs, connectives, and evaluate language.

2.2 Empirical Review

The empirical review is the review of the previous researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between vocabulary mastery and writing skills. Other researchers showed the correlation between vocabulary mastery and analytical exposition writing ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews are presented as follows.

The first study was conducted by Dewi, KK (2019) in her correlation research entitled “. The Correlation between Vocabulary Mastery and Analytical Exposition Text Writing Ability of the Eleventh Grade Students of SMK Saraswati 1 Denpasar in Academic Year 2019/2020.” The objectives of this study were to find out the correlation between student’s vocabulary mastery and their ability in writing analytical exposition text of the eleventh grade students of SMK Saraswati 1 Denpasar in academic year 2019/2020. The samples of this research was 30 students of the eleventh grade. The finding of this study reveals that there is a significant correlation between students’ vocabulary mastery and ability in writing analytical exposition text at of the eleventh grade students of SMK Saraswati 1 Denpasar.

In addition, the strength of this research was already good in presenting the data finding the correlation between two variables. Besides, the words that used by the researcher were simple and easy to understand. However, the researcher did not explain how to score the students’ writing skills and calculate Pearson’s product moment manually and analyzed the result of the correlation test using r-table.

The second research was conducted by Muslikah (2016) in her correlation research entitled “The correlation between student’s 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” Furthermore, the objectives of this study were to investigate the correlation between vocabulary mastery and analytical exposition text writing ability. There were 26 students taken as the sample of this study which were determined by using cluster random sampling. The finding of this study reveals that there is a significant correlation between students’ vocabulary mastery and ability in writing analytical exposition text in the second semester of the eleventh grade at SMA Karya Mataram South Lampung.

In addition, the strength of this research was in data instruments. It was because the previous researcher provided a clear explanation about how to find out the correlation between two variables. Besides, the words that used by the researcher were simple and easy to understand. However, there was no the explanation about pearson product moment correlation and T-testing in research findings.

Both of the empirical reviews have their own weaknesses. Considering those empirical reviews, the researcher was motivated to conduct a research in finding the correlation between vocabulary mastery and analytical exposition text writing skill. The differences between this present study and the previous studies are the amount of the samples, the content of vocabulary that will be assessed, the use of pearson product moment to analyze the data, and the use of matching cloze procedure as an instrument to measure vocabulary mastery of the students.

2.3 Hypothesis

A Hypothesis in the research is a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Moreover, in formulating a hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypothesis, such as:

- a. Alternative Hypothesis (H_a): There is a significant correlation between vocabulary mastery and writing skill of the eleventh grade students of SMA Pariwisata Saraswati Klungkung in the academic year 2021/2022.
- b. Null Hypothesis (H_0): There is no significant correlation between vocabulary mastery and writing skill of the eleventh grade students of SMA Pariwisata Saraswati Klungkung in the academic year 2021/2022.

