

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning a language, vocabulary is the main thing that must be mastered. To master vocabulary, of course is not easy, especially English language because there are many factors which influence the students' vocabulary and writing difficulties such as the culture, background of knowledge of the students, background of the English teacher, low motivation in learning English, the English learning materials, and the other supported facilities. When students mastered vocabulary, of course it was good at writing too, such as write a descriptive text, they are expected to be able to write sentences in descriptive text correctly. On this research, the writers found out that many of students in Senior High School of the tenth grade of SMA Negeri 7 Denpasar still had limited vocabulary. As a result, they were difficult to communicate using English, whether orally or in written form (writing activity). They claimed they had difficulty to speak in English as well and to write texts. Based on the problems, the writer intended to reveal whether there is a correlation between students' vocabulary mastery and their writing ability.

Vocabulary is a language aspect which should be mastered by the students to get and understand whole English skills, reading, speaking, listening, and writing. All of the learners must master much of vocabulary if they want to master all skills. An understanding and mastery of vocabulary was aid the

students in understanding the meaning of the words in their reading. Similar in speaking, they cannot speak fluently if they have only few vocabulary words. By good vocabulary mastery they can communicate their ideas more fluently with other people. Furthermore, in listening the students can understand what the speaker says if they know lots of words. When people are listening to English words they can absolutely understand about the words said by someone if they have adequate vocabulary mastery. In addition, vocabulary is essential in writing. A good writer needs a wide range of vocabulary to strengthen the clarity and accuracy of their writing.

Teaching writing is very important to do in order to train the students to know and understand writing. In teaching learning process, the teacher does not only teach the material, but also the teacher should know how far the students understand about writing by assessing students writing achievement. In addition, assessment refers to the wide variety of methods or tools that the teacher used to evaluate, measure the learning process, skill acquisition, and students' achievement. The process of assessing the students' achievement in writing is by test. The test is the simple term to know the students' achievement. In this research, the researcher use writing test to assess the vocabulary mastery and writing ability of tenth grade students of SMA Negeri 7 Denpasar. However, from the results of the students 'writing, the researcher was asses and compare the students' vocabulary mastery and their writing ability.

On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In writing, vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important, if the

learner understands about vocabulary, they were able to write correctly and appropriately. A person was write a word if they recognize the meaning. Vocabulary has great role in producing a good writing. The sentence written by using the appropriate vocabulary was made the readers easy to understand the meaning or the messages intended by the writer. In writing process, the writer not only thinks about the ideas, but also use the vocabulary correctly to convey the ideas. Some studies have revealed that vocabulary mastery have some effects and relationship with writing skill.

Harmer (2007: 323) states that writing is commonly useful as training for another activity, specifically when students write sentence as an explanation to discussion activities. In addition, there was a study conducted by Natalie G (2012:45) on —The Relationship between Vocabulary and Writing Quality in Three Genresl. The research was conducted to find out the role of vocabulary in writing based on three genres which comprise story, persuasive, and informative. There were 45 participants of the tenth grades. Each participant of the study was assigned to create a composition under restricted topic, namely outer space. The composition was assessed by the scoring criteria that encompass diversity, elaboration, maturity, register, academic words, and content words. The result of the research revealed that the vocabulary usage of the writing was varied among three genres. Also, it indicated that the vocabulary constructs had some relation to writing quality, and they were different among the three genres.

Based on the statement above, can conclude that vocabulary and writing is main part of four basic English skills that is very important to be mastered by students. To

write English well, students need a lot of vocabulary to be able to express their ideas through writing. By mastering a lot of vocabulary it was contributed to writing skills and the best way to acquire a large vocabulary and a good writer is to read and write extensively.

1.2 Research Problem

Based on the background of the study above, the researcher is interested in finding out of the significant students' mastery of vocabulary and their writing ability. The research problem of this present study can be identified as follows; is there any significant correlation between vocabulary mastery and writing ability of the tenth grade of SMA Negeri 7 Denpasar in academic year 2021/2022.

1.3 Objective of the Study

The purpose of this research was to solve and answer the researcher's curiosity about vocabulary mastery and writing skills of students at SMA Negeri 7 Denpasar. The main objective of this research was to determine the significant correlation between vocabulary mastery and students' writing skills at SMA Negeri 7 Denpasar for the academic year 2021/2022.

1.4 Limitation of the Study

In this case, the writer focused on the screen between the students' vocabulary and their writing skills. The writer chose this topic to see more information and to see further whether the eighth grade students of SMA Negeri 7 Denpasar mastered vocabulary and also their writing ability.

1.5 Significance of the Study

This research focus on the correlation between English vocabulary mastery and writing ability at the tenth grade students of SMA Negeri 7 Denpasar in academic year 2021/2022. The result of this research hopefully can give useful contribution for the Faculty of Education and Teacher Training Program, particularly the practice of foreign language teaching in Department of English Language Education. The findings are expected that the result of this research could give both theoretical and practical significance which can be further discussed below.

Theoretically, this study is worth for other researchers in which hopefully it can be used as reference and also guidance in conducting the same study of observing writing ability. Some information and theories provided in this study can be taken to enrich the available references. In addition, the findings of the present study are expected to give information to the teacher about the importance of vocabulary mastery that needed to give emphasized to assists students to have a good writing in description paragraph.

Practically, the findings of the present study are useful for English teacher, students, and other researchers. The first for the English teacher, the findings of this study give information about the correlation between English vocabulary mastery and writing ability. Therefore, in learning process, the teacher can use an effective way in teaching writing especially in descriptive text. The second is for the students, the results of this study are expected able to increase the students' motivation in learning English especially writing and they are able to know their own weakness about their writing

especially in descriptive paragraph. In addition, the last is for the researchers, these findings are expected to be used for make other researchers know about the correlation between English vocabulary mastery and writing ability.

1.6 Definition of Key Term

On this research there are some key term should be defined. They are correlation study, the student mastery in vocabulary and students writing ability.

1.6.1 Vocabulary Mastery

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone was also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Mastering vocabulary is very important for the students who learn English as a foreign language. That is why student who learns English should know the words The mastery of vocabulary can support them in writing when they are communicating with others can write and translate the meaning of words when they definite English.

Based on the explanation above, vocabulary mastery was important aspect that should be mastered by the student. By mastering vocabulary, the students can upgrade their communication especially in writing. It can be assumed those students who have lot vocabularies were not worry about the meaning of any task that has given by the teacher even though the task is difficult. Therefore, vocabulary is a basic or main aspect

of English skills that must be learned by students or other people. Build up their vocabulary mastery to help them express their idea or understand spoken message in communication. Therefore, in order to know whether students mastered the subject or not, students were assessed by using cloze task, which were focused in aspect such as noun, verb, adjective and adverb. In addition, writing was an individual achievement that made the students possessed their own words. That's why vocabulary mastery was really important in writing.

1.6.2 Writing Ability

Writing ability is a communication system that uses graphic signs and symbols visible on paper. In other words, writing is the skill to create and organize ideas, to support those ideas with examples or evidence, and to write in standard written English in response to assigned topics. Therefore, it can be said that writing is one of the skills that must be possessed by everyone, especially students. Writing ability in the present study is defined operationally as the achievement or process of achieving of tenth grade students of SMA Negeri 7 Denpasar especially in writing descriptive text.

According to Brown (2007:218) the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures. In the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features

of language. Now we understand the uniqueness of writing as a skill with its own features and conventions.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the research discussed deeply the theoretical review of the research. Theoretical review is a review that related theories, which are 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 the ground of theoretical bases. In this chapter, researcher described some theoretical reviews that are related and necessary with this research, those are: (1) vocabulary mastery, (2) writing ability. and (3) descriptive paragraph.

2.1.1 Vocabulary Mastery

vocabulary tend to be deeper thinkers, express themselves better and read more. Improving language and literacy skills early in life was help them be more successful academically and communicatively. Using the right words when talking, makes you a more effective communicator. Having a good vocabulary to draw from can help you write more effectively. Students need to use a more formal tone when writing – not conversational language – and to do that, they need a richer vocabulary to tap into those words we don't use when we speak.

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone was get trouble in speaking, reading, listening especially in writing. Vocabulary is one language component which must be mastered by the learner in learning foreign language. Nunan (2001:42) states that a rich vocabulary is an important element in the acquisition of a second language. Vocabulary is one language component which must be mastered by the learner in learning foreign language. According to Cameron (2001:72), vocabulary is central to the learning of a foreign language. Vocabulary becomes the basic components to support the students in communication to express their ideas.

Vocabulary becomes something that has to be known in order 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 with. According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of meaning of words. It means that vocabulary is the key to master the four language skills. In mastering vocabulary, we can understand what the meaning of word in the context and transfer the information in written form. If students have mastered vocabulary, they were able to communicate with others without worried about misinterpreting the meaning. Therefore, we have to be mastered in vocabulary.

In addition, when students are able to mastery of vocabulary they were easily communicate with other, both orally or in writing. As Thornbury (2002: 16) states that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. Because vocabulary is an important aspect in language, it appears in every

skill of language listening, speaking, reading and writing skill. So mastering vocabulary is very important for the students who learn English as a foreign language. That is why student who learns English should know the words. Well mastery of vocabulary can support them in writing when they are communicating with others can write and translate the meaning of words when they definite English.

Students need to learn about vocabulary in order to express opinions, thought or ideas through a sentence in social communication. Thornbury (2007:27) states that there are seven factors which influence the difficulties of students in learning vocabulary such as cognate, pronunciation, spelling, grammar, meaning, and range. It means mastering vocabulary does not only about knowing many words but also the spelling, cognate, pronunciation, grammar, range, and meaning related to the context. Moreover, having a good vocabulary mastery means students have the ability in understanding and using the word and its meaning related to the context. According to Nation (2001:24), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognizes and understand when they read or listen to something. Productive vocabulary is words which 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.

2.1.2 Writing Ability

Writing is the process of organizing ideas into written statement for communicating with readers. Flynn and Stainthorp (2006:55) state that, writing has a communicative function. Moreover, it is necessary to make the writing clear and effective to avoid misunderstanding when writers convey their ideas to the readers. The writer should consider the objective for which are writing and to whom are addressing the writing in order to able to choose the most appropriate word to express the ideas.

Moreover, writing ability is the ability obtained through teaching and learning process, students may be improved by fostering their interest, motivation and enjoyment for writing, through technology (Graham and Perin, (2007:446). In line with this idea, Brown (2003:218) states that students learn to write if they are literate members of the society and usually only if someone teach us. From those statements, it can be assumed that writing ability is the skill to express ideas. thoughts, and feeling to other people in written symbol 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 statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into a good paragraph.

Writing is one of four basic English skills that is very important to be mastered by students. Writing also can encourages students to focus on accurate language use. Because they think as they write, it may provoke language development as they resolve

problems which the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. Harmer (2007:265) defines that, writing is productive skills. The product of writing that the writer create eventually were be read by other people. Therefore, writer needs to be able to organized thoughts and ideas into readable text that were be understandable to the audience.

According to Brown (2001:336), writing is the very process of putting ideas down on paper to transform thoughts into word, to sharpen your main ideas and to give them structure and coherent organization. In addition, Richards and Renandya (2002:303) state that writing is the most complex skill to master because the learners should be able to organize the ideas and turn it into a readable text.

According to Oshima (2007:15) defines writing as a never one-step action, it is an ongoing creative act. Writing was never ended up by a masterpiece made by someone /expert There were always be a new revised to issue the previous idea According to Zemach (2005:15), the process of writing can be also 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 in thus assuming an increasing role in both second and foreign language education (Anderson, 2002 1). It may not deny that most of instructions, roles and description of someone are made in written form to be easily spread out to the community. It may cause a huge misunderstanding to them, which ended up by a huge mistake at the end. Thus, being able to write and effective writing

seems become an important skill being mastered. In addition, describing someone seems hard when the writer could not master writing skill well.

David Nunan (2003:88) states that writing can be defined as a series contrast. First, writing is both a physical and mental act. Writing is physical act of committing words or ideas into some medium. Furthermore, writing is a metal act of inventing ideas, express and organize them into paragraph that were be clear to the reader. Second, its purpose is both to express and to impress. Third, writing is both a process and a product. Writers go through some process in writing such as imagine, organize, draft, edit, read and reread. Then the reader gets to see the product from writing activity such as letter, essay and story.

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

2.1.3 Descriptive Paragraph

A paragraph is a group of related sentences 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 such as: identification, description and also conclusion. A paragraph can give an 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.

Zemach and Islam (2005:9) state a paragraph is a group of about six until twelve sentences about one topic. Therefore, every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about the topic. When the writers want to 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 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 taste.

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, which are 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. Description is the explanation the topic in vivid detail. The description can be physical appearance, personality of the subject, or other characteristics of the subject, which is like the unique of the special aspects that the subject has. Conclusion is the last part of descriptive paragraph in which the writer concludes or restates the identification. A conclusion is not necessary; however, it is often very helpful to the readers because it is usually the end signal. The point of

descriptive text begins with identification; here the writer introduces the object of description

Based on several experts who explain about descriptive paragraph, descriptive paragraph explains how thing, place, or person looks or feel by using adjectives words. A paragraph is a group of about six until 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, which are 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. Description is the explanation the topic in vivid detail.

2.2 Empirical Review

The empirical review is a review of relevant researches, which has been conducted as it reviews the previous researches that are relevant to the present study. By knowing the result of the previous study as the empirical evidences may lead the researcher to avoid an unwitting replication; besides, it was also helped the researcher clarify as well as define the concept of the study. As the present study, the researcher wanted to know about the correlation between vocabulary mastery and writing ability. There were some relevant researches 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 that there is a correlation between two variables, those are student's vocabulary mastery and writing skill. This study had also supported by many relevant theories by the experts.

The second study was conducted by (Azizah (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 Bancak Semarang Distric in the Academic Year 2016/2017)". The objective of the study was to find weather 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 Distric in the Academic Year 2016/2017) or no. This study talked about the levels of students' vocabulary, the levels of students writing ability.

The two researchers above obtained the same results where the findings show that there is a significant correlation between students' vocabulary and writing in descriptive texts and is supported by many theories from experts. However, there are also weaknesses in this previous study. Both researchers provided an assessment rubric without detailed specifications in the content criteria. Muslikah (2017) uses the assessment rubric by Tribble (1996) which has five aspects of writing assessment. So that makes students confused about how to write a good paragraph. The scoring rubric used by Azizah is confusing, because it doesn't measure how to score. While, in this present study the researcher adapted the scoring rubric from Oshima and Hogue (2007:196). So that, the students knew the criteria used to score their writing and the

students made the text in accordance with the criteria that have been previously determined.

2.3 Hypothesis

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

- a. Alternative hypothesis (H_a): There is a positive and significant correlation between vocabulary mastery and their writing ability.
- b. Null hypothesis (H_0): there is a negative correlation between vocabulary mastery and their writing ability.