

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

A lot of benefit we have got, if we are studying a language, like developing our brain, improving our memory and can make new friends. The first international language is used to interact with other people around the world is English. Language can be used as a tool for interacting, exchanging opinions, discharging the intended meanings, and most importantly for communicating with people. In order to be able understanding what people will say in different language, we have to get clearly what are they meant to say. To be able communicated and give an opinion, we must to know several vocabularies and mastering some skills in English. As described the basic language skills are listening, speaking, reading, and writing. All the four skills interrelated to one another, mastering of skills are very important for every people to make it easier to learn a language.

Therefore language skills become a solid foundation for learning a new language. The possibility that occurs is due to firstly people who wants to learn a language is because they listening to something that they never have heard before, make them curious and need to know more. Secondly they might try to say it, more precisely they learn how to speak properly and repeat it with right pronunciation. After able to speak all the words that already spoken, thirdly is reading an example on lyrics of favorite music. Then knowing from reading and spoken languages they try to describe it with symbolically in print, they start to writing try to arrange these symbols on paper and reproduce a word, that is call writing.

Writing is an important language skill. Writing is one of the language skills a person uses to communicate indirectly and not face to face with other people. Writing is a productive and expressive activity. Writing skills are not obtained directly, but through frequent and regular practice and practice (Tarigan, 2008: 3). Writing is a language skill that uses a variety of written languages. Writing requires skill because it requires continuous practice.

In writing skills, we can carefully select vocabulary and arrange them systematically, so that the sentence to be expressed in writing is easily understood by the reader. In some addition selection of word must also be carefully and adjusted to language rules, for important things to master vocabulary for students. This is in accordance with the opinion of Tarigan (2015: 2) that the quality of a person's language skills depends on the quantity and quality of his vocabulary. The richer the vocabulary you have, the more likely it is to become skilled in languages such as speaking and writing. The more vocabulary a person has must easier it will be for someone to communicate with other people, this illustrates that vocabulary is important in everyday life. Writing is a productive language skills one can express ideas, feelings, and to provide information for the reader (Richards & Renandya, 2002). In writing, our vocabulary determines how we can express our ideas to others clearly and accurately. Harmer (2007) states that writing is generally useful as an exercise for other activities, especially when students write sentences as explanations for discussion activities. Learning vocabulary is important on writing, a person or students will write down a word if they recognize its meaning, they will be able to write correctly and precisely. Sentences written using the right vocabulary will make it easier for readers to understand intent or message intended

by the author. In the process of writing, the writer not only thinks of ideas, but also uses vocabulary correctly to convey ideas.

Based on the description above, it can be concluded that vocabulary is a collection of words or phrases arranged sequentially and contains variety of information about meanings in languages, related to this vocabulary is the most important element that must be possessed by each students in mastering a languages, Thus in this research the researcher wants to investigate a relationship between vocabulary mastery and writing ability. Therefore, the researcher conducts a correlation study entitled "The Correlation Between Vocabulary Mastery and Writing Skill of The Tenth-grade Students of SMAN 1 Kuta Selatan in Academic Year 2021/2022".

### **1.2 Research Problem**

Based on the research background that has been stated above, the researcher conducted a research on the correlation between students' vocabulary mastery and their descriptive text writing skill. The research problem can be formulated as follows: is there any significant correlation between students' vocabulary mastery and descriptive text writing skill of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022 ?

### **1.3 Objective of the Study**

The purpose of research is to solve and answer research problem that is formulated for the current research. Based on the explanation above, the purpose of this study is to figure out the significant correlation between vocabulary mastery and descriptive text writing skill of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022.

#### **1.4 Limitation of the Study**

To avoid misunderstandings, it is important to clarify the problem. In this study, it is limited to vocabulary mastery test and writing test for the tenth-grade student of SMAN 1 Kuta Selatan. The writer choose this topic to find out further information and to know how deep the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022 master the vocabulary on descriptive text. On the other hand, writing skill in this study was limited to the skill of the students in constructing a descriptive text consisted 3 paragraph containing (identification, description, and concluding) based on the topics that were provided by the researcher. Furthermore, the students' completed their texts based on scoring rubric that was adopted from Oshima and Hogue. Besides that, in other to assess vocabulary mastery of the students the present study provided a cloze test that focused in assessing students' knowledge about noun, verb, adverb, adjective and preposition. The scoring procedure that was applied in this test was using answer key, and the final score comes from the calculation of the obtained score divided by the maximum score times one hundred.

#### **1.5 Significance of the Study**

This research focus on the correlation between English vocabulary mastery and descriptive text writing skill at the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022. The findings of the present research study are expected to have both theoretical and practical importance to conduct the correlation between vocabulary and writing skill.

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 skill. 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 descriptive text.

Practically, the result of this study also aims to find out how much influence correlation between vocabulary mastery and writing skill. Therefore, it can be planned to develop them with the tips in next research. Hopefully, the result of this study is useful for the English teacher, students, and other researchers. The first for the English teacher, the findings of this study give information about vocabulary mastery and writing skill, in which the teachers will help their students when facing some problems in mastering both of them. English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program (especially writing goals) can be achieved. The second is for the students is by practice writing skill, the students can take some information to identify their problems in mastering both vocabulary and writing skill. Furthermore, they can also increase their ability in vocabulary and writing skill. 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 descriptive text writing skill.

### **1.6 Definition of Key Term**

In order to avoid the misunderstanding and confusion on the parts of the readers concerning the key terms used in the contact of the present study, the

researcher needs to operationally define the following terms : vocabulary mastery and writing skill. The description of these terms as follows :

### **1.6.1 Vocabulary Mastery**

Vocabulary mastery is operationally defined as the number of words that the tenth-grade students of SMAN 1 Kuta Selatan have learn and known especially about noun, verb, adverb, adjective and preposition. Besides that, to understand the vocabulary and its meaning in the context by selecting the most appropriate word toward the passage given that had been provided by the researcher.

### **1.6.2 Descriptive Text Writing Skill**

Descriptive text writing skill is operationally defined as the ability of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022 in writing a good descriptive text which tells the readers about existing information and something specifically. Besides that, in this present study, descriptive text is limited only for describing place which consists of 3 paragraphs. In addition, descriptive text has generic structure, the generic structure of descriptive text are: identification which introduces thing, place, or person to be desribed, and description which describes the parts, qualities, and characteristics of the thing, person, or place being discussed and also ask the sample end the text with conclusion.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A scientific investigation which is expected to contribute both theoretical and practical significant, should be conducted on the basis of some relevant theoretical construct and empirical evidence. The concepts and theories that is conducted to this present study included: Vocabulary Mastery, Writing Skill and Descriptive Text.

##### **2.1.1 Vocabulary Mastery**

Vocabulary is a set of words that are known to another person or entity, or are part of a particular language. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to construct new sentences. Vocabulary is one of the components of language. Vocabulary mastery is one of the most important things to make our communication be fluent. One of components that links the listening, speaking, reading is vocabulary. If the students have limited vocabulary, it means that they will find difficulties in understanding English. It is caused by the lack of vocabulary and still depends on the teacher in teaching learning process. They feel difficult to share their idea about the material that is learned. In teaching process, teacher has to choose the appropriate media with the student's condition in order to that the aim of teaching learning process can be raised.

Mastering vocabulary is not only by remembering its spoken and written form. This may be true for beginners as Thornburry (2007) also emphasizes that in

the most basic level, someone is said already knowing a word when he or she knows its form and its meanings. In fact, mastering a word means mastering the aspects of word knowledge. Thornbury (2007) summarizes that word knowledge includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea, in form of symbol of group of letter in a single or more one word (Coulson, 1998). The process of vocabulary mastery is not simple because vocabulary has some components which mean Mastery of Vocabulary that must be understood by students are Receptive and Productive. Receptive in this discussion only focus on mastery of vocabulary in other words "memorize". This is related to listening and reading skills, mastery of this material is integrated then memorized in the mind to be associated with the process of our actions in the future. Meanwhile Productive in this level we have to increase our productivity, because this is something more complicated to understand. There needs to be a challenge not only "memorizing" and getting meaning but students must actively practice to get directions to find where the error lies and the shortcomings that we made. Every sentences written or spoken includes several words, categorized by role and function in the structure of English. On this research, the researcher took vocabulary mastery focusing on Noun, Verb, Adjective, Adverb and Preposition. Which adapts to the educational curriculum given in tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022.



## 1. Noun

According to (Seely, J. 2007), nouns tell us about that refer to people, animals, places, things, ideas, events or others. Nouns cover most of the words of a language, can also be singular or plural and concrete or abstract. In a sentence, a noun can function as a subject, direct object, indirect object, subject complement, or object of a preposition.

## 2. Verb

Verb are word or combinations of words to refer a clause element as subject and object (Seely, J. 2007) that show actions, circumstances, conditions, and other factors. A verb is the part of a sentence that tells us what the subject is doing.

## 3. Adjective

Adjective help to narrow meaning of nouns by giving further information (Seely, J. 2007) have the function of describing or explaining nouns and pronouns in sentences, adjectives indicate quality, size, shape, duration, feeling, content, and more about nouns or pronouns. Adjectives usually provide relevant information about the noun/pronoun they describe.

## 4. Adverb

Adverb is an adjective phrase has an adjective as its headword and used to describe or modify a verb, or other adverb. (Seely, J. 2007) which tells when, where, and how an action is performed or indicates the quality or degree of action. Adverbs are a way of expressing how something happened by simply adding -ly (in most cases).

## 5. Preposition

Preposition are important elements in English a small(ish) class of words, refer to position in space and time (Seely, J. 2007) as their name provide information on the place, time, and date of an event in describing something or someone used in sentence structures.

Based on the statement above, it can be concluded that the mastery vocabulary is knowledge about the understanding the meaning of words by individuals. Mastering vocabulary can help students in communication, especially in writing to express their ideas creatively. Frequently leaning vocabulary can avoid writing errors so they are able to write appropriately. This should be learned from an early age because it will quickly master vocabulary of those who learn it from adulthood. Therefore, the correlation between vocabulary and writing is very close. It is because by mastering a great number of vocabularies, people are able to feel free to state what they want to say or write (Thornbury, 2002:13). It means people are easier to express their feeling when they want to write.

### **2.1.2 Writing Skill**

Writing is written communication by means of communicating thoughts, feelings, and desires in writing so that it can be understood by the reader. A writing can be fun to read if it is arranged in such a way, so that it will be a series of words and sentences that are both cohesive and coherent by using connecting words and pronouns to make simple sentences or complex sentences. Someone who can organize his ideas well requires writing skills. In writing activities, a person should master visual symbols or rules of writing, especially those concerning spelling problems.

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of the language. In line with this statement, according to Brown (2001) writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will increase language development because the students resolve problems what writing puts in students' minds. Based on the definitions above, we can conclude that writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

According to Rumisek and Zemach (2005), writing process goes through several step to proceduce a good written product. There are some sub-activity to be taken in producing the text. It is more than just putting words together to make sentences. Writing is a creative process that is carried out through stages that must be done by mobilizing skills, arts, and tips so that everything runs effectively. Writing activity is likened to an architect who will build a building. A creative work system requires steps that are systematically arranged. The writer should undergo several steps to make sure that what has been written follows the right development of writing process. There are some steps in writing that can be done recursively,

planning, drafting, and editing, final draft. Writing is a complex process, the teacher should consider facilitating the students with appropriate learning experience of writing.

a. Planning

In planning process, there are three main issues that have to be thought by writers. It means the writers have to decide the purpose of writing. It is important that students have to know about the purpose of writing. By knowing the purpose of our writing, the writers can decide the most appropriate style of the language. Therefore, the result will be effective to reach the purpose. Then, writers have to think about the audience. The reader will be the audience, because most of the language styles, diction, and paragraph structure will be influenced by the readers. Next, writers have to consider the content structure that is how best to sequence that facts, ideas, or arguments which they have to decide it includes (Harmer, 2004: 4).

b. Drafting

Drafting is the first version of a piece of writing. A lot of time should be given for the first draft, and the students should be reminded that at this point students need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling (Harmer, 2004: 5).

c. Editing

Editing means the students read again what they write as a draft. By doing this, the mistakes can be minimized by writers and it makes writing be effective. In editing, the students find something bad it can be change to

make writing well. For example, the information is not clear, the grammar is not wrong, the sentences have ambiguous meaning, the diction is not appropriate, and writers write in bad sequence. If the students face these conditions, the students should change or correct it (Harmer, 2004: 5).

d. Final version

The last stage is the final version. After all process have been done, the writers make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many changes in editing process. Any unimportant information stated in the draft can be deleted and inappropriate diction is change (Harmer, 2004: 5-6). After running those processes, the result of our writing is ready to be sent out to the reader. It must be completely different if students write spontaneously. Therefore, the result of writing will be better, if the students follow these processes.

The researcher used written text of descriptive text writing skill of the tenth-grade students of SMAN 1 Kuta Selatan in academic year 2021/2022. The researcher provided three topics for written text and asked the students or the samples of research to construct a written descriptive text which consisted of 3 paragraphs based on the topics that have been given by the researcher and they choose one of the topics. In addition, the researcher used and adopted scoring rubric from Oshima and Hougue (2007:196) to scores the descriptive text.

### 2.1.3 Descriptive Text

Writing is both a process and a product. While descriptive text is a text that describes a particular person, place or thing. Descriptive text is a text that forms

sentences which describes kind of person or an object describe, good shape, properties and other numbers. The purpose of descriptive text is to explain or describe an individual or an object. The description presents the details of the object being described which aims at giving a clear picture, readers can imagine the object very clearly. The skill of of the writer to modify sentences with descriptive word is essential for successful descriptive writing. According to (Oshima & Hogue, 2007: 61), descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, or sounds. A good description is a word picture. The reader can imagine the object, place, or person in his or her mind.

Savage and Mayer (2005:33) state that the description should make the readers feel like responding to what they are reading. Descriptive text has its own rules regarding its structure. The gist of the text begins with the preamble; This section is located in the first paragraph, the purpose is to identify an object that you want to describe. Identification serves to introduce the reader to the object that we will explain, before we tell about the object in more detail in the next paragraph. then description; This section is located in the second paragraph which contains the characteristics inherent in something that is known to the reader in the first paragraph, providing clear details to make writing more descriptive, familiar and expressive. The last is a summary taken from an analysis, discussion of a story, or the results of a conversation. Conclusion becomes the most important part in a work. This is because the entire content of the discussion is brief, concise, and clear which creates a good impression for the reader.

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hears (Gerot & Wignel, 1994, Knap & Watkins, 2005) as cited on Noprianto (2017:67). Description is the method that used in writing. The aim is to describe physical items or objects. The features are concrete or touchable. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes. Like other genres, descriptive text also has its structure or stages. The elements or schematics structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal and or an event.

Description, on the other side, is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities (Butt, Fahey, Feez, Spinks, & Yallop, 2000; Derewianka, 1990; Gerot & Wignel, 1994; Knapp & Watkins, 2005). Regarding its linguistics features, Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) as cited on Noprianto (2017:67) state that descriptive text employs some linguistics features as summarized below: a. Focus on specific participants as the main character; b. Use present tense as dominant tenses; c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant); d. use action verbs or material process and behavioral process in giving additional

description regarding action and behavior done by the participants in text; e. Use mental verb or mental process when describing feelings; f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic; g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

In addition, in general the generic structure of descriptive text consists of three elements as follow; 1. Introduction: an introduction to the object /things described which includes who or what, when, where. 2. Description; a description of an object. For example the color, the size, the smell, the taste, what makes it special, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something; how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special and 3. Conclusion; is summary points.

According to Mukarto (2007: 140-141) as cited on Andriyani (2007:25), descriptive text is used to describe a particular person, place, or thing. The generic structure of descriptive text are: Identification: introduction of the parts, qualities, and characteristics of the thing, person, or place being discussed. The purpose of a description is to create the picture using word. The important part of writing in description is using clear and effective word that creates exactly from the picture that the writer wants (Blanchard & Root, 1994:57).

## **2.2 Empirical Review**

Empirical review is a way to get information and theory about previous research that is still available. Furthermore, to elaborate an in-depth understanding



of the theories in this research, the advantages or disadvantages of previous research can be seen in how these techniques can be applied. To support the research findings, it is important to review some empirical evidence from previous studies. In conducting this research, the researcher wanted to know whether there was a significant relationship between vocabulary mastery and writing ability. These studies are empirically described as follows :

The first research conducted by Yuyun Azizah in 2017 entitled “The Correlation between Students’ Vocabulary Mastery and Their Writing Ability n Descriptive Text (A Study for the Seventh Grade Students of Islamic High School Sudirman 1 Bancak Semarang District in the Academic Year 2016/2017)” states the findings and discussion above reinforce that this paper investigates the relationship between whether there is a relationship between vocabulary and writing descriptive text. It can be concluded that there is a significant relationship between students’ vocabulary (X) and their writing ability in descriptive text (Y) for seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang Regency in the 2016/2017 academic year. The multiplication results were obtained using the product moment correlation pattern. The correlation score is 0.563. This can be shown in the correlation indeks. The index is 0.600 – 0.800. It can be concluded that the level of writing ability is correlated with high and low mastery of English vocabulary.

The second research conducted by Umairah Rahmawati in 2018 entitled “The Correlation Between Vocabulary Mastery And Students’ Writing Skill” states the findings and discussion above reinforce that this paper investigates the relationship between whether there is a correlation between vocabulary and writing skill. It can

be concluded that based on the findings of the data analysis it has been identified that the score of  $r_{xy}$  is 0.607 and the score of  $df$  is 28. Then, the score  $r_{xy}$  is compared with the degree of significance 5% which shows that with the  $df = 28$ , the  $r$  table score which is obtained is 0.361, therefore,  $r_{xy} > r$  table. Meanwhile, when the score  $r_{xy}$  is compared with the degree of significance 1% it shows that with the  $df = 28$ , the obtained  $r$  table score is 0.463, therefore,  $r_{xy} > r$  table. Therefore, the score of coefficient correlation of both degree of significance are higher in comparison with the score of  $r$  table, it shows that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing skill. It means that the more vocabulary they master, the better writing skill they have.

The two researchers above obtained the same results where the findings showed that there was a significant relationship between vocabulary mastery and writing ability. The researcher explains clearly about the theory and is equipped with procedural steps. It is hoped by one of the researchers that teachers will use interesting and creative techniques to encourage students' vocabulary learning. Not only choosing techniques that motivate students, teachers must also consider the benefits students will get and also hope the research results can be used as an additional reference for further research in different contexts.

### **2.3 Hypothesis**

$H_a$ : Alternative hypothesis: there is any significant correlation between students' vocabulary mastery and their writing skill.

$H_0$ : Null hypothesis: there is no any significant correlation between students' vocabulary mastery and their writing skill.