

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a complex activity where students must have the ability to compose and integrate information, so the readers would be easy to understand the language that being used in written communication. Writing ability is a significant ability in expressing opinion, ideas, feelings through written forms. Through writing, the students can share their ideas, feelings or anything in mind. As one of the language abilities, writing is important for the students, because they will face some writing tasks in learning English.

According to Harmer (2004:3), writing in the education context means the students are testing foreign language abilities or other abilities. Teaching and assessing students' writing ability should be done in learning process. To measure the students' ability, the teacher should know how far students mastered the material. By learning writing, the students are directed to develop their ideas by writing and sharing their thought in written form. They will not only write the text in a good tenses, punctuation, or structure of the text, but they have to write the text in a good format, organization, content, and appropriate vocabulary related to the context.

In delivering the ideas and explanation, the students should compose and choose the appropriate vocabulary. Thus, vocabulary is a significant aspect to be mastered in learning writing. It is supported by Hasan (2016:160) who states that diction or the appropriate choice of vocabulary has the significant impact in writing. By having adequate vocabulary, students will be able to communicate to other

people and express the idea clearly and easily. When students have good vocabulary mastery, they will be able to have a good writing ability. Otherwise, students will experience difficulties in learning writing if they lack of vocabulary.

Vocabulary mastery is needed to be mastered especially in the twelfth-grade where students learn to write analytical exposition text. Gerot and Wignell (1994:156) state that analytical exposition is used to persuade the reader or listener about something in case. This kind of text consists of three parts: thesis, argument, and reiteration. In writing analytical exposition text, the opinion should be completed with explanation about evidences and facts to support the ideas. It means the students have to find and explain the evidence and fact to support their ideas with appropriate vocabulary. However, twelfth-grade students of SMAN 1 Gianyar find difficulties in expressing their ideas in a written form because of their limited vocabulary. Hence, it becomes one of the difficult texts to be learnt since it involves the critical thinking of the writer to share the opinion or thought with the appropriate vocabulary.

Therefore, the study is conducted to know students' vocabulary mastery in learning writing analytical exposition text and to know whether there is any correlation between vocabulary mastery and analytical exposition text writing ability of the twelfth-grade students of SMA Negeri 1 Gianyar by the title "The Correlation between Vocabulary Mastery and Analytical Exposition Text Writing Ability of the Twelfth-Grade Students of SMA Negeri 1 Gianyar in Academic Year 2021/2022".

1.2 Research Problem

According to the background of the study, the research problem can be formulated in the form of question as follows: “Is there any significant correlation between vocabulary mastery and analytical exposition text writing ability of the twelfth-grade students of SMA Negeri 1 Gianyar in academic year 2021/2022?”

1.3 Objective of the Study

The main objective of the study is to find out the solution of the research problem. Based on the research problem, the primary objective of the study is to figure out the significant correlation between vocabulary mastery and analytical exposition text writing ability of the twelfth-grade students of SMA Negeri 1 Gianyar in academic year 2021/2022.

1.4 Limitation of the Study

To avoid the study being too abroad, the researcher focused on the correlation between vocabulary mastery and analytical exposition text writing ability. The researcher chose this topic to figure out further information about the correlation between the students' vocabulary mastery and their ability in writing analytical exposition text. Vocabulary mastery in this study is limited on the use of conjunctions, verbs, and modals. Writing ability is focusing on how students can compose their opinion about online learning as the topic in writing analytical exposition text. The text consists of three paragraphs in which has 5-10 sentences of each.

1.5 Significance of the Study

The study is concerned to figure out the significant correlation between vocabulary mastery and analytical exposition text writing ability of the twelfth-

grade students of SMA Negeri 1 Gianyar in academic year 2021/2022. Therefore, the results of the study are highly expected to give beneficial significance related to the correlation between vocabulary mastery and analytical exposition text writing ability. In addition, the findings should provide both theoretical and practical significance.

Theoretically, the findings of present study can be beneficial as empirical evidence about the implementation of theory related to correlation between vocabulary mastery and analytical exposition text writing ability. Furthermore, the findings can be used for other researcher as reference and guidance in conducting the similar study of observing the correlation between vocabulary mastery and analytical exposition text writing ability. In addition, the research findings are expected to provide information about the importance of vocabulary mastery in order to lead students in having a good analytical exposition text writing ability.

Practically, the findings have significance for English teachers, students, and other researchers. The findings are beneficial for English teacher to know the correlation between the students' vocabulary mastery and their exposition text writing ability in order to use an effective way in teaching. The findings are expected to be beneficial for students in increasing their motivation in learning English, especially writing analytical exposition text. Moreover, the results can be used for other researchers as references to conduct a similar study.

1.6 Definition of the Key Term

The present study is concerned in finding out the correlation between vocabulary mastery and analytical exposition text writing ability. The researcher needs to operationally define the key terms used in this study in order to avoid

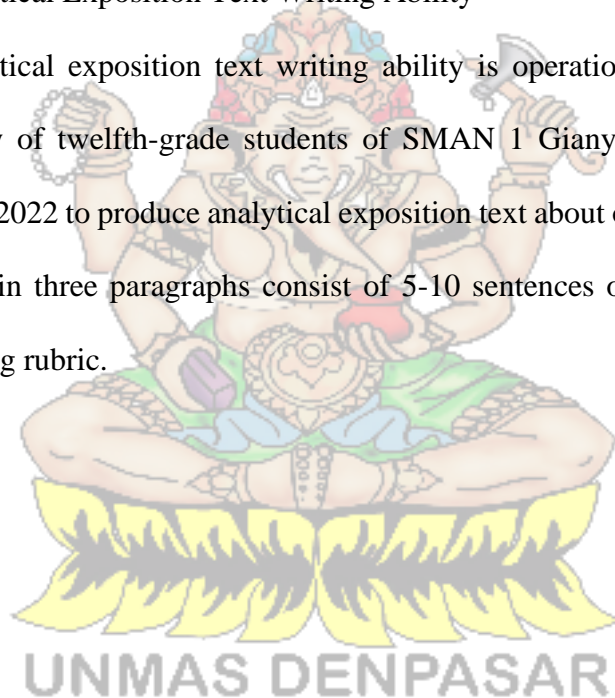
misunderstanding. There are two key terms provided to make sure the readers have clear insight about the study. The key terms are vocabulary mastery and analytical exposition text writing ability.

1.6.1 Vocabulary Mastery

Vocabulary mastery is operationally defined as the knowledge of twelfth-grade students of SMAN 1 Gianyar in academic year 2021/2022 to understand and use conjunctions, verbs, and modals.

1.6.2 Analytical Exposition Text Writing Ability

Analytical exposition text writing ability is operationally defined as the ability of twelfth-grade students of SMAN 1 Gianyar in academic year 2021/2022 to produce analytical exposition text about online learning as the topic in three paragraphs consist of 5-10 sentences of each based on the scoring rubric.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. Furthermore, the researcher described some theoretical reviews related to the research, such as vocabulary master, analytical exposition text, writing ability, and assessing writing ability.

2.1.1 Vocabulary Mastery

According to Hatch and Brown (1995:1), vocabulary is lists or sets of words which individual speakers of language must use. It means vocabulary is all the words which exist as a basic element in a language. Without having vocabulary mastery, students are unable to develop the other elements either pronunciation, grammar or spelling. Therefore, vocabulary becomes a crucial element to be mastered in learning English. Through vocabulary, students acquire the considerable understanding of a large number of words. Mastering vocabulary means students have the ability in understanding and using the words and its meaning.

According to Hiebert and Kamil (2005:3), vocabulary is the knowledge in the form of receptive and productive. Productive vocabulary means the familiar words that students are able to understand, pronounce and use constructively in writing and speaking. Meanwhile, receptive vocabulary is less familiar to students since they can understand and recognize while reading and listening. Vocabulary

can be presented in reading, listening, speaking and writing vocabulary. Reading vocabulary consists of the words that students found when they read something. Listening vocabulary is the words that students hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words that students use in their daily life and conversation. Writing vocabulary consists of the words that students use in writing reports, essays, letter, etc.

Kamil and Hiebert (2005:3) also state the kinds of vocabulary as oral and print vocabularies. Oral vocabulary refers to words that the meanings are known in speaking or reading orally. In contrast, print vocabulary consists of the words that are known in writing or reading silently. Nation (2000:11) states that there are four kinds of vocabulary in the text as high-frequency words, academic words, technical words and low-frequency words. High frequency words are almost 80% of the running words in the text. Academic words which words make up about 9% of the running words in the text. Technical words make up about 5% of the running words in the text. While, low-frequency words are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

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 pronunciation, spelling, cognate, grammar, meaning, and range related to the context. Pronunciation will influence the difficulty to learn the words.

Spelling the English words has some differences in spoken or written form, it causes any confusion to pronounce the words to its spelling and pronunciation. Learning vocabulary through cognate or loan word means to learn vocabulary by associating the target language word with its origin. It will be problematic in learning vocabulary if there is any difference grammar in target language and the learner's first language. Besides, it will cause problem if there are two words found have the overlap in meaning. Words that are able to be used in a while range of contexts are generally going to be perceived as easier than their synonyms with a narrower range. Therefore, having a good vocabulary mastery means students have the ability in understanding and using the word and its meaning related to the context.

2.1.2 Analytical Exposition Text

Analytical exposition text is a type of text in which twelfth-grade students require a higher writing skill since they need to analyze a topic despite explain or give example of it. According to Gerot and Wignell (1994:156), analytical exposition text is used to persuade the readers or listeners about something in the case. It means that analytical exposition is a text which gives the information that completed with the shreds of evidence, facts, and statistics to support the idea about the phenomenon surrounding it in order to convince the readers or listeners that the topic is crucial to be discussed.

In analytical exposition text, students analyze a topic based on real events using arguments as evidence. It analyzes a certain topic with only one perspective presented about the topic. The topic taken in this text is only in one condition, it should be in a pro or a contra condition. Furthermore, the purpose of analytical exposition text is to argue something by giving the arguments as a point of view.

Therefore, these arguments argue the topic in one condition. If it is in a pro side, so it agrees and supports the topic given. Although, if it is contra arguments, means that the arguments disagree with the topic. Besides, the purpose of the text is to persuade the reader with ideas or arguments based on real events in order to be a point of view of the issue.

Analytical exposition text has generic structure which consists of three components as mentioned by Gerot and Wignell (1994:156). They are thesis, argument, and reiteration. Thesis statement is presented on the first paragraph to introduce the topic or main idea that will be discussed. Argument presents arguments or opinions to support the main idea. The more arguments presented, the more belief from the reader that the discussion of topic needs to be concerned. Reiteration or conclusion of the whole text which contains brief resume of arguments to strengthen the thesis. In other words, the generic structures are thesis that contains the statement, arguments as the facts of topic, and reiteration as the conclusion.

Analytical exposition text has several characteristic or language features that are commonly used. These language feature as known as lexico-grammatical features. According to Gerot and Wignell (1994:198), lexico-grammatical features focus on generic human and non-human participants, use simple present tense, use of rational processes, use of internal conjunction to stage arguments, and reasoning through causal conjunction or nominalization. These points should be concerned in writing analytical exposition text.

According to Knapp and Watkins (2005:189), language features used in writing an analytical exposition text are modality, emotive words, and linking

verbs. In writing analytical exposition text, modality is used in showing arguments that present the author's point. There are three types of modality expressions, they are modal auxiliaries, mental verbs, and temporal auxiliaries. Modal auxiliaries facilitate the main verb for suggesting potential, expectation, permission, ability, possibility, and obligation. Mental verbs provide meanings that are connected with sensory capabilities, deciding, understanding, and planning. Temporal auxiliaries are auxiliaries that place the action in time. Emotive words in analytical exposition text present the author's feeling or emotion. The use of linking verbs in analytical exposition text is connecting the cause and effects.

2.1.3 Writing Ability

Writing is a significant ability to be mastered by students since it needs the complex knowledge in expressing ideas through written form into good sentences. Raimes (1983:2) as cited in Muslikah (2017:2) states that writing is an ability to express ideas, feelings and thought that are arranged in words, sentences and paragraphs by using eyes, brain and hand. It means students should be able to develop the ideas into coherence sentences, well organization, and cohesively. Having a great writing ability means students can construct words into phrase, clause, and complete sentence that contains certain idea in logical order to be easily understood by the readers. Therefore, writing ability should be mastered to express ideas into meaningful written form.

Flynn and Stainthorp (2006:54) state that writing is a complex activity included arrangement of different activities that put a high-minded of demand on cognitive system. Therefore, it requires critical thinking ability in carrying out ideas into a good written form. In composing a good writing, it needs a process. Writing

process is the stages a writer goes through in order to produce something in its final written form. This process might be affected by the content (subject matter), the type of writing (letter, essay, report, or novel), and the medium it is written in (pen and paper, computer word files, live chat).

Harmer (2004:4) states that there are four main stages in the process of writing. They are planning, drafting, editing and producing. Planning means the preparation where students make a simple note of the ideas about the topic. In planning, students should consider the purpose of writing, determine the audience of writing, and determine the content structure of the writing. Drafting is a process where the first draft is made that will be revised later on. Editing means reflecting and revising process included modification in sentence structure, information, or paragraph of the writing. At the last stage, the final version of draft has been revised and edited into a good writing version that is ready to be published.

Jacobs et al. (1981:2) state that there are five components of writing which are content, organization, vocabulary, language use, and mechanics. Content is crucial in having the ability to think creatively and develop thought, excluding all irrelevant information. Organization in written form should be full of fluent expression, clearly stated ideas, well organized, logically, sequenced, and cohesive. Vocabulary consists of sophisticated range, the effective in using word idiom, the suitable of word choice, and the appropriate of its usage. Language use is the ability to write correct and appropriate sentence. Mechanics includes spelling, punctuation, and capitalization. Spelling is important in order to make a meaningful writing. Punctuation is needed to classify meaning and highlight structure and punctuation is a command for the reader to raise voice or drop the speed and stop reading.

2.2 Empirical Review

The empirical review is needed to provide empirical evidence that can be used in the present study. The empirical review should be relevant with the present study. The first study was conducted by Dewi (2020) 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 objective of the study is to find out the significant correlation between students’ vocabulary mastery and analytical exposition text writing ability. In collecting the data, the researcher used 2 kind of instruments which were 30 questions in form of multiple-choice questions for vocabulary mastery test and writing analytical exposition with 'Social Media Usage' as the topic for writing ability test. The findings showed that there is a positive correlation between students’ 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 second research is from Muslikah (2017) entitled “The Correlation between Students' 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”. It is aimed to find out the significant correlation between the students’ vocabulary mastery and their ability in writing analytical exposition text. The finding of this study shows that there is a significant correlation between students’ vocabulary mastery and ability in writing analytical exposition text at the second semester of the eleventh-grade at SMA Karya Mataram South Lampung.

The strength of each study was the researchers has provided theories about vocabulary mastery and analytical exposition text writing ability from experts, used vocabulary test and writing test as clear instrument to collect the data. However, the previous researchers provided the scoring rubric without any detail specification in scoring criteria. It might confuse students on how to write a good analytical exposition text in order to fulfill the assignment which affect their scores. Thus, in this present study used a scoring rubric adopted from Oshima and Houge (2007:197) with clear description of scoring criteria. Therefore, the students will know the criteria to fulfill the assignment. In addition, the previous study from Muslikah (2017) conducted the study based on the older version of curriculum of KTSP. The present study was conducted based on 2013 curriculum.

2.3 Hypothesis

Hypothesis is a tentative statement about the outcome of the research. The researcher assumed there were two hypotheses as follows:

H₀: there is no significant correlation between vocabulary mastery and analytical exposition text writing ability of the twelfth-grade students of SMA Negeri 1 Gianyar in academic year 2021/2022.

H_a: there is a significant correlation between vocabulary mastery and analytical exposition text writing ability of the twelfth-grade students of SMA Negeri 1 Gianyar in academic year 2021/2022.