

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing skill is one of the important competencies that must be mastered by students because we know that language is not only in spoken form but also in written form. This skill does not merely focus on words, phrases, sentence patterns and grammar, but also focuses on the idea of each paragraph. Writing is a system of graphic symbols that can be used to convey meaning and also as an act of composing a text. As stated by Brown (2004:218), writing is a method used for recording speech and reinforcing grammatical and lexical features of the language. There are no similar features like this in reading, speaking, or listening skills. Writing also should be well-organized to be understandable for the readers.

There are several types of writing, namely academic writing, personal writing, and creative writing. According to Oshima and Hogue (2007: 3), Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slang or contractions.

In this case, you should take care to write complete sentences and to organize them in a certain way. Hedge (2005: 7) states that effective writing

requires a number of things: a careful choice of vocabulary, grammatical pattern, and sentence structure to create a style that is appropriate to the subject matter and the eventual readers. From this case, it may be considered that the writing is effectively influenced by several things. The writers should pay attention to vocabulary or words that they use while they are writing as well as by the grammatical rules and sentence structure that are suitable with the subject of the writing.

Vocabulary becomes an important and a fundamental aspect in writing because vocabulary is used as the main tool to understand forms, phrases, sentences, and words in texts. Therefore, in order to communicate well a foreign language, students should acquire an adequate number of words and should know how to use them accurately (Neuman and Dawyer, 2009: 380). It means that good vocabulary mastery is needed in writing because the students must have a good ability in organizing the vocabulary to convey their ideas in their writing to avoid misunderstanding the messages.

According to Viera (2016: 89) states that vocabulary knowledge of foreign language in production of written text is necessary. It provides learners a broader ability to produce well-structured written texts and contributes to the comprehension of utterance as well. Similar to Viera, Rohmah and Isharyadi (2018: 90) found that the learning attitude and students' vocabulary mastery simultaneously contribute significantly to students' short story writing skill. From those explanations, it means that vocabulary knowledge influences in written production. From the explanation before, it can be said that mastering vocabulary in writing is important for students, especially for those who want to improve

their writing skill.

According to Kinanti (2019: 5), the analysis indicated there was a significant correlation between vocabulary mastery and descriptive text writing ability. Students are introduced to several types of text through the model of writing text. They are clearly taught about the social function, the generic structure and language features. In writing, the students are expected to be able to produce a product in written form and they can express their ideas and feeling. In this case, the product that is mentioned is a paragraph. There are many types of text learnt by senior high school students. Descriptive text is one of text types that should be mastered.

According to Oshima and Hogue (2007: 61), Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. In a descriptive paragraph, the more details you include, the more clearly your reader will imagine what you are describing. Your details should appeal to the five senses. They should tell your reader how something looks, smells, sounds, feels, and tastes. Write about colors, sizes, shapes, odors, noises, and textures. In writing descriptive paragraphs and based on the definition of descriptive paragraphs, it is describing objects, animals, people, places and others. Therefore, vocabulary mastery is very important for students who are starting to create descriptive paragraphs.

Several studies of vocabulary mastery and writing were done by several researcher (Kinanti: 2019 and Widiastuti: 2020) the first researcher from Kinanti (2019), the result showed that there is a highly positive correlation between

vocabulary mastery and writing ability in descriptive text of the eighth grade students of SMP Shalahuddin Malang. Thus, the higher the positive level of the students' vocabulary, the higher their score in writing descriptive paragraph and vice versa. Since the previous researcher Kinanti (2019) suggested the next researcher to conduct the research using another instrument to collect the data in order to know whether the result of the study will be the same or not. Therefore, the researcher decided to use different instrument since there is no previous study conducted the same thing.

The second researcher from Widiastuti (2020), she found that the students' writing ability and their vocabulary mastery in descriptive paragraph of the eighth grade students have a positive and significant correlation with their writing skill. Thus, when students have the ability to recognize a lot of vocabulary when they will write descriptive paragraph it will be easier. The higher the level of students' ability to recognize vocabulary, the higher their ability in writing descriptive paragraphs, and vice versa, the less students know the vocabulary, the more difficult it is when students write descriptive paragraphs, as stated by the researcher.

Based on the previous research that has been described above, the researcher is interested in conducting this research at SMA Negeri 1 Selemadeg by implementing the curriculum that has been set in the school. The researcher is interested in conducting this research because students are still in the early stages of learning, besides the problems that are often encountered among young students by using different instruments from previous research. The problem of the students, namely, first: they have difficulty expressing their ideas freely

because of the limited vocabulary they know. The second, researcher found the problem was that many students scored well in writing but some students scored the opposite.

By studying this case, the researcher would like to find out whether there is a significant correlation between students' writing skill on descriptive text and vocabulary mastery or not. By conducting a research entitled "The Correlation Between Vocabulary Mastery and Writing Skill of the Tenth Grade of Student's of SMA Negeri 1 Selemadeg".

1.2 Research Problem

A scientific investigation begins with a problem. Moreover formulating a research problem in doing investigation is important and useful for the researcher before doing the research. Based on what has been described in the background of the study above, the researcher held research on the correlation between vocabulary mastery and writing skill of the tenth grade students of SMA Negeri 1 Selemadeg in academic year 2021/2022. Moreover, the researcher interests in finding out the significant correlation of vocabulary mastery and writing skill of the students in senior high school. Therefore, the research problem in this present study can be formulated of the form of question as follows: "is there any significant correlation between vocabulary mastery and writing skill of the tenth grade students of SMA Negeri 1 Selemadeg in academic year 2021/2022?"

1.3 Objective of the Study

Every research has its own objective. Research objective describe

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 about 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 the significant correlation between vocabulary mastery and writing skill of tenth grade students of SMA Negeri 1 Selemadeg in academic year 2021/2022.

1.4 Limitation of the Study

Considering the problems that have been indentified above, this study is limited or focused on students vocabulary mastery and their skill on writing descriptive text. The researcher only investigates the students in tenth grade students of SMA Negeri 1 Selemadeg in academic year 2021/2022. The researcher chose this topic to find out further information and to know how deep the tenth grade of SMA Negeri 1 Selemadeg in academic year of 2021/2022 master the vocabulary on descriptive text writing. The researcher focuses this research to find out how much students understand and know vocabulary such as verbs, adjectives and adverbs so that when students write descriptive texts they have no difficulty. As for the things that are focused on when writing descriptive texts are descriptive structure and vocabulary use. Therefore, the result of this study cannot be used in defining and describing the vocabulary mastery and

writing skill on write descriptive text of EFL context. It can be used only in SMA Negeri 1 Selemadeg. The limitation is essential for the researcher to make this study accurate, valid and to avoid both misunderstanding and misinterpretation.

1.5 Significance of the Study

This research does not only look at whether it is significant correlation between vocabulary mastery and writing skill of tenth grade students of SMA Negeri 1 Selemadeg in academic year 2021/2022 or not but also theoretical and practical.

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 skill. Furthermore, 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 vocabulary mastery and writing skill in descriptive text particularly in describing a hero, favorite place and actor/actress. In addition, the findings of the present study can disclose further areas of research so that they could be used by other researchers as bases of undertaking a similar study.

Practically, the results of the present study are expected to be beneficial for students, English teacher and the other researchers:

1. Students

Theoretically, the result of this study will provide students, particularly the students in the tenth grade of the school in which written conducted

this study, more understanding about learning descriptive text and the vocabulary related to descriptive text. Meanwhile, practically, the result of this study will provide a reference and a reflection for the students so that their vocabulary mastery as well as writing descriptive text ability improved.

2. English teachers

Theoretically, the result of this study will provide English teachers, especially the English teachers of the school where the researcher conducted the study, a reflection of their achievement of the teaching and learning process of descriptive text. In addition, practically, the result of this study will prompt the English teacher to choose the alternative instruction that will be able to increase and improve students vocabulary mastery and their writing descriptive text ability.

3. Other researchers

The result of this study will be useful as a reference for other researcher who will conduct any further studies in the same field. However, the result of this study also can be a reference for their study about correlation between students writing skill and vocabulary mastery, but with another instrument.

1.6 Definition of Key Term

Definition of key term is very important in a study, because the definition of key term can solve the reader's misunderstanding and confusion in the research.

The definition of key term is also used to clarify research so that it can be

understood. Thus, the definitions of the key terms that were used in the present study were vocabulary mastery and writing skill especially on descriptive text . Furthermore, the key terms which were used in the present study were clearly and concisely clarified as follows:

1. Vocabulary mastery

Vocabulary mastery conceptually defined as the knowledge and skill that allows people to do, use or understand vocabulary and it operationally defined as the ability of the tenth grade students of SMA Negeri 1 Selemadeg in academic year 2021/2022 in mastering vocabulary on verb, adverb, noun and adjective.

2. Writing Skill

Descriptive text writing skill is operationally defined as the writing skill of the tenth grade students of SMA Negeri 1 Selemadeg in constructing descriptive text about student's favorite thing, place and a hero in Indonesia which consists of the generic structure those are identification, description, and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

This theoretical review will explain several concepts and theories about what the researcher will study. Theoretical review is expected to assist researchers in conducting research based on practical significant and empirical evidence. The relevant theories help in supporting this research. There are several theories that will be explained briefly and clearly, in this chapter as follows : vocabulary mastery and writing skill especially on descriptive text.

2.1.1 Vocabulary Mastery

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classroom. It is also central to language teaching and it is paramount importance to a language learner. The research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and times do not know where to begin to form an instructional emphasis on word learning (Linse and Nunan, 2005: 119). Furthermore, vocabulary mastery is very important in developing the students' language skills as the vocabulary is the bulk of the language that should be mastered.

Neuman and Dwyer (2009: 385) state that vocabulary refers to the words we must know to communicate effectively: words in speaking and words in

listening. In addition, learners' vocabulary development is an important aspect of their language development. It means that vocabulary is one of the language aspects that should be learned by students or language learners, it helps students in reading, speaking, listening and writing. In learning vocabulary, automatically learners have to know the meaning of the words itself It also makes the students communicate effectively for a particular situational context.

According to Willis (2008: 80), rich vocabulary reflects success in almost every area of the brain, from memorization memory to working and relational memory, categorization, connections, patterns, storages, and executive functions. Individual processes that enter into the learning and use of words shows that vocabulary processing requires students to organize their thoughts through a neural network that connects brain region in several lobes. If students have studied a foreign language they might remember some of the basic initial sentence and their imitations in texture and depth. With the increased vocabulary, students grow in verbal writing comprehension.

Meanwhile, Johnson (2008: 93) mentions that vocabulary instruction is used to help students learn new words and to help them acquire a deeper understanding of the words they know. Attending student's vocabulary is an important part of developing their ability to read, write, speak, listen, and think. It is because word knowledge influences students' ability to help them expand their knowledge base, which in turn facilitates their vocabulary growth. There are four difference vocabulary; listening, speaking, reading and writing vocabulary. In writing vocabulary students can express their ideas into written form.

Schmitt (2010 : 4) states that learners carry around dictionaries and not

grammar books. It means that students need the dictionary to increase their vocabulary knowledge than grammar books. In a dictionary, students learn about many words with meaning. Meanwhile, in the grammar books students learn about the pattern of sentences. Teaching vocabulary helps students understand and communicate with others in English. In the writing process, the writers do not only think about ideas but they also must pay attention to the use of appropriate vocabulary to convey the ideas. Learning vocabulary is important if the learners understand it, they will be able to write correctly and appropriately.

The students make mistakes in doing vocabulary exercises. Most of their mistakes that they make are about lexical mistakes, for example, they are wrong in word spelling, using suffix, etc. Thornbury (2002: 29) state that categorizes mistakes into two main types related to forms and meanings. The first is form-related errors include mis-selections, misformations, and spelling and pronunciation errors. A mis-selection is when an existing word form is selected that is similar in sound or spelling to the correct form. For example: “my girlfriend was very hungry with me” (for angry), or “he persuaded me to have a noise operation” (for nose). Misinformation errors is when words are applied in the wrong formation rules and produce wrong words. This gives rise to misinformation and confuses the reader.

Furthermore, Richards and Renandya (2002: 255) state that vocabulary is a core component of language proficiency and it has a significant role in language, as the basic of how well learners speak, listen, read and write. Students often achieve less than their potential without extensive vocabulary and strategies for acquiring new vocabulary and maybe discouraged from making use of language

learning opportunities around them. In addition, Richards and Schmidt (2002: 580) state that vocabulary is a set of lexemes, including single words, compound words and idioms. Therefore, a well-developed vocabulary is essential for success on more than just standardized test. The students' vocabulary mastery will bring them into much more proficient English language learners.

Beside that, Linse and Nunan (2005: 121) note that vocabulary is the collection of words that an individual knows. It means that the students have to learn about vocabulary more than before until they know various of vocabulary. A six-year-old speaker who has a highly developed vocabulary for their age in their native language might know words that are abstract and dynamic. Otherwise, they can say that a six-year-old child who does not know rectangular words and home has a very limited vocabulary. Therefore, it means that people who learn more vocabulary from their early ages or since they are children will master more vocabulary that children who do not learn vocabulary from their early age.

Vocabulary is the knowledge of the meanings of words. There are also kinds of vocabulary which are divided into four categories: productive, receptive vocabulary, oral and print vocabulary. The productive vocabulary is set of words that can be used when writing or speaking. These are often used and heard by an individual, particularly in writing and speaking. In contrast, receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used. In other words, the students may not use these spontaneously, for they may recognize the words' meaning in reading and listening. In addition, oral vocabulary is the set of words which is used in speaking or reading orally. While print vocabulary consists of those words in which the meaning is known when

writing or reading silently.

Vocabulary is one of the language components that must be learned first. It is going to help them in learning English well. Some students show if they are lack of vocabulary mastery, they cannot make good writing. Furthermore, vocabulary is one of the most obvious component of language and one of the first things applied linguistic turned their attention. Learners often achieve less than their potential without an extensive vocabulary and strategies for acquiring new vocabulary. It may be discouraged from the use of language learning opportunities around them.

A lot of students in writing ask their teachers to know the right vocabulary if they want to write. This wastes time and cannot calm students because the class is less conducive to noisy students. Some students who have poor writing skills often miss sentence. Scoring the relationship between the mastery of vocabulary and the ability to write is very important to create much better teaching and learning process. However, most students have a minimum understanding of vocabulary, so they cannot express their ideas well. Therefore, the students' vocabulary skills must be improved. This can be done through the teaching and learning process learning dictionary and often practicing with other friends so that their vocabulary develops more.

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 learning 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. “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words” (Thornbury, 2002: 13). It means people are easier to express their feeling when they want to write.

2.1 2 Writing Skill

Writing is one of the language skills which need a great attention because writing is very difficult to be learned and mastered by the students. Writing is not only put 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 feelings and ideas on paper to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Writing skill help the learner get comprehensibility, fluency and creativity in writing.

According to Brown (2004: 218), writing is a skill that is exclusive domain of scribes and scholars in educational or religious institutions. As the basic of learning writing skill, the role structure and vocabulary are very crucial. The ability to write has become an indispensable skill in global literate community. In addition, writing is one of the most difficult skills to be mastered in both first language and second language. Writing is not easy as think, because when the students want to write, they need to consider about 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, creatively and feeling in order to create good writing.

Writing is one of foundational skills of educated person. It is very important ability to be conducted in teaching learning process. According to Hyland (2003: 9), writing is a way of sharing personal meaning 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. Because 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 called as a productive skill because in this section, the students need to be active in order to make them have a 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 paragraph that they thought before, after that the students start to write based on their plan, and the last one is the students should check again their writing and revise if there any errors are found.

Brown (2004: 225) states that a good deal of writing is displaying writing as opposed to real writing: the student produce language to display their

competence in grammar, vocabulary or sentence formation and not necessarily to convey meaning of the authentic purpose. Furthermore, the teacher has to facilitate the students in learning process, thus the students have more chances to write down all of their ideas. Writing is a skill, like driving or typing, that the students can master with hard work.

According to Shaik (2013: 10), writing is divided into two types, those are academic writing and general writing. Academic writing measures the ability to write in clear, formal English, as is generally demanded in academic context. General writing measures the ability to communicate about common, practical issues and expand on topics of personal interest. Descriptive text is one of genres in academic writing because the writing activity is carried out to fulfill assignment at school. Writing ability means the students are able to use the rules of grammar, punctuation and to some extent use acceptable composition ways.

In this study the students are expected to be able produce a product in written form and they can express their ideas and feelings. In this case, the product that is mentioned is a text. Oshima and Hogue (2007: 3) state that a paragraph is a group of related statements that a writer develops about a subject. The sentences should describe the topic logically in specific detail and explanations so that the readers can capture the meaning of the paragraph easily. Writing any type of paragraph always requires some process, so does writing descriptive paragraph.

According to Zemach and Islam (2005: 9), a paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. A paragraph has a topic sentence that directly tells the reader the main

idea. The other sentences in the paragraph, called supporting sentence. The sentence should describe the topic logically in specific detail and explanations then it will make the readers can capture the meaning of the paragraph easily. The explanation also should be logically an clearly. The choice of words chosen is also able to determine the quality of a sentence to support the explanation based on the topic that will be describe.

Description is also about sensory experience like how something looks, how something sounds and how something tastes (Kane, 2000: 351). It means the descriptive paragraph should be expressed in detail and vivid descriptions even to have good descriptions, using sensory experience is important to create clear descriptions. Besides, clear description can make the reader understand what must be made and written based on detailed instructions. In addition, descriptive paragraph is written with the sense since the paragraph will make the readers picture the object by using their sense too.

Zemach and Rumisek (2005: 25) write that descriptive paragraph explains how someone or something looks or feels. In writing descriptive paragraph, adjectives are needed to describe person, thing, animal or place in such a vivid detail. Furthermore, adjectives describe how the writers' feel about something. According to Hogue (2008: 95), descriptions are "word picture". They are telling how person, thing, animal or place looks, feels, smells, tastes and sounds. Being sharps observed and noticing many small details are needed in order to write a good word visualization picture for the readers.

According to Savage and Mayer (2005:28) state that descriptive writing uses words to build images for the reader. These images may come from sights,

sounds, smells, tastes or even feelings. Good descriptive writing makes the reader feel as if he or she is present in the scene. It can be assumed that in descriptive paragraph, the reader can imagine about the object that has been described. Descriptive paragraph also explains or expresses about what the writer's feeling so that the reader can easily catch the meaning.

Evans (2000:11) states that the generic structure of descriptive text is introduction, main body and conclusion. Introduction and identification are telling about general of paragraph. The writers write some statements that show about describing of the object in the whole paragraph. The main body of descriptions is explained about the object, for instance, the physical appearance, hobby and characteristic it can be called description. The last one is conclusion which is concluded about the paragraph. It can be summary of the paragraph or the writers' comment about the object described.

2.2 Empirical Review

The empirical review is the review of relevant researches that has been conducted in which it reviews 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 descriptive paragraph writing ability. There were other researchers that showed the correlation between vocabulary mastery and descriptive paragraph writing ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical

reviews were presented as follows:

The first study was conducted by Kinanti (2019) in her correlation research entitled “The Correlation Between Vocabulary Mastery and Descriptive Text Writing Ability of the Eighth Grades of SMP Shalahuddin Malang”. Furthermore, the objective of this study was to investigate the correlation between vocabulary mastery and descriptive text writing ability. Moreover, based on the research results using the instruments of vocabulary tests and constructing descriptive text, the result showed that there was a correlation between vocabulary mastery and descriptive text writing ability, especially about their apprehension and achievement to students. Additionally, students with high vocabulary mastery would have good descriptive text writing scores. In contrast, students with low vocabulary mastery would have low descriptive text writing scores.

Another research was conducted by Widiastuti (2020) entitled “The Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing Ability of the Eighth Grade Students of SMPN 5 Denpasar in Academic Year 2019/2020”. The previous research was intended to find out is there any significant correlation between students vocabulary mastery and their descriptive paragraph writing ability at the eighth grade students of SMPN 5 Denpasar in academic year 2019/2020.

In addition, of the both previous researchers have done the research well. They gave focused on the test given. The test were given appropriately. The instruments they used to test the vocabulary were easy, understandable and have been tested before applied for students. Furthermore, both previous researchers had the same weakness. They put difference scoring rubric in the theory and in the

real assessment of students' worksheet. In the theory, they stated rating scale of the scoring rubric to score the descriptive paragraph. However, in the real assessment, they used percentages in the scoring rubric. Furthermore, the scoring rubric they used was not based on a grand theory as a definitive guide. It can make the readers confused; raise many questions and debate able about the result obtained.

In the present study, the researcher decided to use a scoring rubric which was proposed by Oshima and Hogue (2007:196). This was expected to make the readers understand the scoring rubric clearly. The scoring rubric consisted of 5 criteria such as format, punctuation and mechanics, content, organization, grammar and sentence structure. Moreover, the scoring rubric has already given clear points in each criterion. It made easier to give the students worksheet score.

2.3 Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there was a correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to change and that they were significant in terms of supporting the theory being investigated. In this present study, the directional hypothesis is stated as follows : there is a significant correlation between

vocabulary mastery and writing skill of tenth grade students of SMA Negeri 1
Selemadeg in academic year 2021/2022.

