

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a skill that must be mastered because writing is an active or productive skill so that students who learn to write can create ideas and put them into writing. In addition, writing is a process where people convey their ideas in communicating in written form. By writing, students can communicate the language, share ideas and information, persuade people in written form. According to Langan (2010:5), writing basically consists of making points and providing evidence to support or develop those points. Therefore, writing skills can help students to gain understanding, fluency, and creativity in writing. Lyons and Heasley (2006:9) state that writing is a complex process involving communicating in a foreign language, especially in English, and constructing texts that effectively express the author's ideas.

Writing ability is considered a basic skill in this global era. This supports writers to communicate with readers in written form. It is often used at school, at work, and in the author's personal life. Writing also requires complex understanding and is not an instant process, but it needs some steps. There are four steps in the writing process. The first step is called prewriting. It is a step to get an idea by choosing a topic and thinking about the idea to explain it. The second step is organizing. In this step, the writer organizes ideas into a simple draft. The third step is writing. It is a step where the writer writes a rough draft using the outline as a guide. A writer should write the rough draft quickly without thinking about grammar, spelling, or punctuation on paper. The last step is called polishing. A writer writes and refines the writing that has been written.

Harmer (2001:8) states that writing will be done depending on their age, level, and interest. When teachers assign assignments to junior high school students, they ensure sufficient language to complete the assignments. The questions emphasize the type of language the students master and what can be achieved with this language. Having good abilities in writing can bring someone to a better level of education. In the English curriculum in Indonesia, students are guided to write several types of texts such as recount, report, exposition, narrative, procedure, and descriptive. A descriptive paragraph is one of the genres taught to eighth-graders in junior high school.

A descriptive paragraph describes an event or something in detail and clearly to understand what the author means. Usually, the objects described can be inanimate objects, places, humans, and other living things based on general findings, clear, detailed descriptions, and appropriate conclusions. In addition, the use of words in writing descriptive paragraphs should be considered and will help readers get information from the description paragraphs made by the author. Zemach and Rumisek (2005:25) state that write descriptive paragraphs that explain how people, objects, animals, or places look or feel.

In addition, according to Oshima and Hogue (2007:61), descriptive writing appeals to the senses. It tells how something looks, feels, smells, or tastes. According to Evans (2000:11), the generic structure of descriptive paragraphs is the introduction, description, and closing. An introduction usually describes the general paragraph usually shows an overview of a topic. The description usually contains special characteristics possessed by the object, place, or person, such as describing an artist's physique, appearance, hobbies, and characteristics. The last is the conclusion which contains the conclusion of the entire paragraph. The purpose of

descriptive paragraph is to entertain readers with stories that consist of good and correct vocabulary mastery and descriptive paragraphs are very important for students because by learning descriptive paragraphs, students can manage ideas or vocabulary in their minds into a good paragraph. With study paragraph descriptive, students can increase knowledge about their vocabulary.

Vocabulary is one component of language. Thornbury (2002:1) states that all languages have words. He also said that by having sufficient vocabulary, one would communicate with others and express ideas clearly and easily. Vocabulary is an important part of the language. Language is formed by words to share ideas with others in spoken or written form. Vocabulary is one aspect of language that is very important for students because students can write, speak, and read English easily if students understand the vocabulary first. Vocabulary is a basic lesson in the teaching and learning process and communicating with others. Vocabulary plays an important role in oral communication. The more vocabulary they have, the easier it is for students to develop their four language skills. Vocabulary is also important as it is a basic part of understanding what people say and write.

Cameron (2001:72) states that vocabulary is the center of foreign language learning. Similarly, Nunan (2001:118) states that a rich vocabulary is an important element in acquiring a second language. Based on the two statements, vocabulary is an important element to learn in a foreign language, especially English. They must learn vocabulary to understand the message and be able to convey the idea. Vocabulary is an important aspect that must be considered in an effective communication. Without vocabulary, English learners cannot develop the pronunciation of other language elements, grammar or spelling.

In addition, vocabulary is all the words in a language that are its elements. In learning English, vocabulary is an important aspect that students must master because it is used in speaking, listening, reading and writing. A foreign language learner will speak fluently and clearly if students understand what they read, hear and write easily and have sufficient vocabulary. Therefore, students must have a lot of vocabulary to gain insight. When students have vocabulary mastery skills, they will be able to write good written compositions. If students fail to master vocabulary, they will have difficulty conveying their ideas in writing, one of which is in writing descriptive paragraphs.

According to research conducted Mahmudah (2014) found a significant relationship between students' writing skills and the vocabulary mastery of class VIII students of SMP Handayani. In addition, according to research conducted by Azizah (2017) in seventh-grade students of SMP Islam Sudirman 1 Bancak Semarang, it showed that there was a significant relationship between students' vocabulary mastery and learning achievement in writing descriptive texts. The results showed a correlation coefficient of 0.563. This showed a fair relationship between students' vocabulary mastery and their descriptive text writing ability. This meant that students with high vocabulary mastery had good writing scores. On the other hand, students with low vocabulary mastery would have low writing scores. According to the theory of the experts above, it meant when someone had a higher vocabulary, it would make them easier to understand in English.

Based on the explanation above, previous theories about vocabulary mastery and descriptive paragraph writing skills, the researcher argues that vocabulary mastery can affect students' descriptive paragraph writing ability and impact the learning process. In addition, based on the background above, the

researcher wants to know and is interested in finding a significant correlation between vocabulary mastery and descriptive paragraph writing ability. Therefore, the researcher is interested in conducting research entitled “The Correlation Between Vocabulary Mastery and Descriptive Paragraphs Writing Ability of the Eighth-grade Students of SMPN 5 Sukawati in Academic Year 2021/2022”.

1.2 Research Problem

Regarding the above description, vocabulary mastery and descriptive paragraph writing ability is important, especially in English. Therefore, it is important to formulate research questions. The research problem is important to make the discussion clear and specific. Furthermore, the researcher was interested in knowing the significant correlation between vocabulary mastery and descriptive paragraph writing ability for junior high school students. Thus, the research questions from this study can be formulated as follows: is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022?

1.3 Objective of the Study

The research objective is the goal that the researcher will do or achieve after the research is carried out. Knowing the purpose of the study will help researchers pay attention to the process of collecting data in this study. The implementation of any scientific investigation is to answer research questions and find scientific solutions to research problems. This research is intended to answer research problems that have been determined previously. Based on the background research problems, the purpose of this research is to find out whether there is any significant

correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 5 Sukawati in academic year 2021/2022.

1.4 Limitation of the Study

In this study, because of the limitations of the study, it is very important for discussion material about more specific research. This research only focuses on the correlation between two variables, namely vocabulary mastery and descriptive paragraph writing ability for class VIII SMPN 5 Sukawati in academic year 2021/2022. This study limits the problem of discussing students' vocabulary mastery, which focuses on nouns, verbs, adjectives, and adverbs because these four aspects are taught at SMPN 5 Sukawati for the eighth-graders. In addition, descriptive paragraph writing ability, limit the topic to certain topics about famous people or artists. Writing descriptive paragraphs was limited in writing descriptive paragraphs consisting of identification, description and conclusion.

1.5 Significance of the Study

The main practical consideration, which is explained in this study, is the importance of research findings. This is because this research is to determine whether or not there is a significant relationship between vocabulary mastery and descriptive paragraph writing ability of the eighth-graders of SMPN 5 Sukawati in the academic year 2021/2022. In addition, the results of this study are highly expected and recommended to provide significant research findings related to vocabulary mastery and descriptive paragraph writing ability. In conclusion, this study is expected to provide theoretical and practical significance to the correlation between vocabulary mastery and descriptive paragraph writing ability.

Theoretically, the findings of this research are expected to provide contributions and materials for future researchers to examine the correlation between vocabulary mastery and descriptive paragraph writing ability. The results of this study are also expected to provide a new list of several studies on correlational studies that other people or readers have previously carried out to obtain new information about them. Thus, this study is expected to be a reference for further research, especially correlational studies, to determine the correlation between vocabulary mastery and descriptive paragraph writing ability.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. English teachers are expected to provide information that can be used to get better results for students at SMPN 5 Sukawati. It also gives teachers results on how to teach writing well. For students, it is hoped that it can help them overcome this problem by considering better strategies in the future to improve their vocabulary mastery and descriptive paragraph writing ability. Finally, for other researchers, this research is expected to be a reference that can help further improve and develop the correlation between vocabulary mastery and descriptive paragraph writing ability. The findings of this study may have some weaknesses that other researchers can correct in future studies to make it better.

1.6 Definition of Key Term

It is important to define key terms to give a clear understanding of the topic. In this study, the researcher has several key terms related to research. Key terms based on research variables in this study. In addition, the focus of this study was to determine the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-graders of SMPN 5 Sukawati in academic year

2021/2022. Thus, the key terms in this study are vocabulary mastery and descriptive paragraph writing ability. To avoid misunderstanding and confusion on the part of the readers regarding key terms that are significant in the context of this study, it is necessary to define the following terms operationally:

1. Vocabulary Mastery

Operationally, it is defined as the complete ability of class VIII SMPN 5 Sukawati in the academic year 2021/2022 in completing the blank paragraphs that have been prepared by researchers whose name is a matching cloze procedure test and focuses on aspects of vocabulary mastery, namely nouns, verbs, adjectives, and adverbs.

2. Descriptive Paragraph Writing Ability

In this study, descriptive paragraph writing ability is related to the ability of the eighth-grade students of SMPN 5 Sukawati in writing a descriptive paragraph about famous people or artists with a complete generic structure such as an identification, descriptions, and a conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of several theories related to research. This is used to support and build this research to be more assertive and based on facts. Therefore, a theoretical review was used to support and build on this research. This research needs to be supported by theories that experts have given. There are several sources from several related pieces of literature that support this research. Several important points will be explained and discussed based on relevant theoretical studies taken by researchers. This research is based on discussing the following theoretical framework: vocabulary mastery and descriptive paragraph writing ability. For this study, several new theoretical points, as well as empirical evidence, are reviewed. Some of these points of view are as follows:

2.1.1 Vocabulary Mastery

Knowing many words in a foreign language is very important. The more students know the vocabulary, the easier it is for them to understand the foreign language. The smallest part of a sentence is a word, and a word is part of many vocabularies and vocabulary is the key to mastering the four language skills. This is because vocabulary is a basic component to support students in communicating to express their ideas both orally and in writing. A person's vocabulary is the collection of all the words that the person understands or all the words that the person is likely to use to construct new sentences. The richness of a person's vocabulary is generally considered a reflection of his level of education. It would help them learn a lot in a language learning.

According to Kamil and Heibert (2005:5), vocabulary is about knowledge about interpreting words. The first thing we must learn in English is that we must learn vocabulary. With vocabulary, we can learn language skills more easily and will be useful for teaching goals. According to Cameron (2001:75), vocabulary is the basis for using a foreign language because vocabulary is learned from participating in discourse. It is important to participate in it, and he also states that word learning is a process of meeting new words and the start of learning, followed by a meeting of words, again and again, each time knowledge of what the words mean and how they are used. Vocabulary is very important for students. It is expected to master a lot of vocabulary because students can state what they want to say both orally and in writing with a large amount of vocabulary.

According to Ur (2009:60), vocabulary can be roughly interpreted as words taught in a foreign language. That is, one or more vocabularies can express an idea. In addition, according to Pollard (2008:13), vocabulary is an essential point of language learning. Students really need to know the meaning of words, how they are spelt, and how to pronounce them. When students learn English, they must learn vocabulary to understand the message and convey their ideas both orally and in writing. Linse and Nunan (2005:121) points out that vocabulary is a collection of words that an individual knows. It means that an individual has a total of words differently. Moreover, an individual has to know vocabulary.

Kamil and Hiebert (2005:3) also mention other types of vocabulary, productive and receptive side vocabulary, namely spoken and printed vocabulary. In this case, spoken vocabulary is a collection of words whose meaning is known when spoken or read orally. In contrast, the printed vocabulary consists of words whose meaning is known when writing or reading silently. This means that

productive vocabulary is vocabulary that is often heard and used every day. In comparison, receptive vocabulary is vocabulary that is rarely used in everyday life. Productive vocabulary is usually easy to understand because it is a widely used vocabulary. At the same time, receptive vocabulary is rarely used in making sentences or conversations. Therefore, it is difficult to understand. In this case, productive vocabulary is associated with productive language skills, which consist of speaking and writing skills. In contrast, receptive vocabulary is related to receptive skills consisting of listening and reading.

Thornbury (2002:3) says that English words are divided into eight different word classes: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners. Everyone must master this word-class to be able to speak or write. In addition, in this study, the researcher focused on nouns, verbs, adjectives, and adverbs because these four aspects are taught at SMP N 5 Sukawati for the eighth grade. According to Thornbury (2002:3-12), word classes can be classified as follows:

1. Nouns

Nouns are words used to name or refer to people, things, places, and ideas.

In other words, it refers to both physical objects and abstract concepts.

Physical objects such as tables, houses, floors and others and abstract concepts such as age, time, love and others.

2. Verbs

Verbs are words that show action. Verbs have two classes. First, lexical verbs have meanings such as run, jump, sit and stand. Second, auxiliary verbs are generally used for grammatical purposes rather than meanings like could, might and would.

3. Adjectives

Adjectives are words used to highlight qualities or attributes. Adjectives are usually used to describe certain nouns. For example, light, dark and dull is used with color names.

4. Adverbs

Adverbs are words that change or qualify the meaning of a verb, adjective, other adverbs, clause, sentence or any other word or phrase, except that they do not include the adjectives and determine that directly modify nouns.

5. Pronouns

Pronouns are one of the elements in the part of speech that functions as a pronoun. For example, the pronoun for 'mother' is 'he' in Indonesian. But, in English, 'mother' becomes she.

6. Prepositions

Prepositions are words commonly used to relate objects, people, or events in space or time (for example, before).

7. Conjunctions

Conjunctions are used to connect grammatically similar parts of a sentence (coordinative conjunctions, for example, and, but, for, or, however). They are also used as the first word in a dependent clause (subordinating conjunctions such as after, before, as).

Based on the explanation above, vocabulary mastery is an important aspect that students must master. By mastering vocabulary, students can improve their communication, especially in writing. Therefore, vocabulary is the basic or main aspect of English language skills that students or others must learn. To find out whether students master these subjects or not, students are assessed using a

matching cloze procedure test, which focuses on aspects such as nouns, verbs, adjectives and adverbs because taught at SMP N 5 Sukawati for the eighth grade is these four aspects. In addition, writing is an individual achievement that makes students have their own words. That is why, vocabulary mastery is very important.

2.1.2 Descriptive Paragraph Writing Ability

Writing is categorized as a productive skill that must receive special attention because writing is very difficult for students to learn and master. Writing is not only stringing words without thinking first, but students also need to know what they want to write, and some aspects must be considered in writing, such as content, grammar, vocabulary and language style. According to Harmer (2004:31), when writing, students frequently have more time to think than they do in oral activities. They can even consult dictionaries, grammar books, or references to help them through what they know in their minds. Writing encourages students to focus on accurate language use. In addition, writing has always been used to reinforce the language that has been taught. However, Graham (2008:6) states that many skills developing writers need to learn to the point where they can be executed with little effort or thought. This includes handwriting (or typing), spelling, punctuation and capitalization skills.

According to Hyland (2003:9), writing is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct their own views on a topic. By writing, the students can express everything about what they want to show in written form. Writing is also a complex skill that requires language learners' effort to master every detail of the writing component. Thus, mastering writing skills means that the learners can also deliver their feeling and

thought in the correct spelling, punctuation, grammar, etc. Moreover, by learning writing, they are expected to carry out another essential writing process like planning, evaluating, revising and so forth.

According to Langan (2010:5), writing consists of making points and providing evidence to support or develop those points because writing skills can help students to gain understanding, fluency, and creativity in writing. As a basis for learning these skills, role structure and vocabulary are important, where writing skills are needed today. Writing is a complex activity that involves many skills. This includes deciding on what to write, putting together the right words, and putting ideas on paper that others can understand (the reader), and there was no need to rush into the writing process. Brown (2004:225) states that a good deal of writing is displaying writing instead of real writing: the student produces language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for the authentic purpose.

Oshima and Hogue (2007:15) state that writing is not an instant process, but needs some steps. There are four steps in the writing process. The first step is called prewriting. It is a step to get an idea by choosing a topic and thinking about the idea to explain it. The second step is organizing. In this step, the writer organizes ideas into a simple draft. The third step is writing. It is a step where the writer writes a rough draft using the outline as a guide. Besides, a writer should write the rough draft quickly without thinking about grammar, spelling or punctuation. Just write the ideas down on paper. The last step is called polishing.

In addition, writing is one of the most difficult skills to master in first and second languages. Writing is not as easy as it seems because when students want to write on paper, students also need to consider several aspects such as sentence

structure, spelling, punctuation, vocabulary, and arranging text. One of them is making a paragraph that requires the above aspects to make according to Oshima and Hogue (2007:3) states that a paragraph is a group of related statements that the author develops about an object. The sentences made must truly describe a topic in detail. In addition, Zemach and Islam (2005:9) also state that a paragraph is a collection of 6-12 sentences about a topic. The paragraph must be properly structured both in terms of spelling, punctuation, vocabulary and It is also clear so that readers can understand the content or topic of a paragraph, one of which is writing a descriptive paragraph where each sentence must be structured so that readers can understand the contents of the descriptive paragraph.

Writing a descriptive paragraph is writing used to describe something, such as animals, people, and objects, or other physical objects and objects that are concrete and can be touched. According to Zemach and Rumisek (2005:25), writing descriptive paragraphs explains how a person, thing, animal, or place looks or feels. In writing paragraphs, adjectives are needed to describe people, things, animals or places that are in such away. Furthermore, words describe a writer's feelings about something that becomes a paragraph and allow the reader to imagine an object, place, or another thing. According to Kane (2000:35), description is a sensory experience, how an object, place, or person looks, sounds, or feels. Mostly about visual experiences. Therefore, the use of the types of senses is important in describing something. Readers can also get clearer information from description.

The benefit of a descriptive paragraph is to explain the contents of the paragraph to the reader in detail so that the reader feels like hearing, feeling, and seeing as experienced by the author, while the benefit for students who study descriptive paragraphs is that students can develop their ability to organize their

ideas into a paragraph. Either in the form of describing people, objects, animals or places. In descriptive paragraphs, there are aspects in the form of generic structures that help students make good and correct paragraphs.

According to Evans (2000:11), the generic structure of descriptive paragraphs is the introduction, description, and closing. An introduction that usually describes in general usually shows an overview of a topic. The description usually contains special characteristics possessed by the object, place, or person, such as describing an artist's physique, appearance, hobbies, and characteristics. The last is the conclusion which contains the conclusion of the whole paragraph. These characteristics should become important parts that should be considered in writing good descriptive paragraphs.

Based on the above, the researcher concludes that writing is very useful because it is a way that can be used as a communication tool written by the author to communicate information and certain goals, one of which is writing descriptive paragraphs. Which is where students can write or describe things, such as animals, people, and objects. In this study, the researcher focused on writing descriptive paragraphs about famous people or artists because at SMPN 5 Sukawati had discussed making descriptive paragraphs about famous people. To measure students' descriptive paragraph writing ability, the study used a paragraph construction test, where the researcher made the assessment using an assessment rubric from Oshima and Hogue (2007:196).

2.2 Empirical Review

Empirical review is a review of relevant studies that have been carried out in which it reviews previous studies that are relevant to this research. Empirical

evidence can help research avoid unintentional repetition of previous results and clarify and define research concepts. In conducting this research, this study wanted to establish a correlation between vocabulary mastery and writing descriptive paragraphs. Several studies have been conducted with research that discusses the relationship between vocabulary and writing descriptive paragraphs. The empirical review will be presented as follows:

The first research was conducted by Mahmudah (2014) on the correlation between Students' Writing Ability and Vocabulary Mastery. This study aimed to determine the correlation between students' writing ability and vocabulary mastery of class VIII students of SMP Handayani Sungguminasa Gowa. The research problem was whether there was a correlation between students' writing skills and their vocabulary mastery. This research used namely the paraphrase test (rewriting the story after watching a movie with subtitles). The research instrument was a test, namely a writing ability test (rewriting stories in films) and a vocabulary mastery test. The research instrument was a test, namely a writing ability test (rewriting stories in films) and a vocabulary mastery test. This finding reveals that there is a significant correlation between students' writing ability and vocabulary mastery of class VIII students of SMP Handayani Sungguminasa Gowa.2013/2014. The results clearly showed a significant correlation between students' vocabulary mastery and students' writing skills.

The strength of this research was that the researcher provided theories on mastery of grammar, writing skills and descriptive texts from experts to support his statement. However, in the previous study, the researcher did not explain what type of assessment he used to assess students' vocabulary mastery. In addition, this study only has one instrument to assess vocabulary mastery and writing ability, namely

the paraphrase test (rewriting the story after watching a movie with subtitles). Still, in this study, the researcher used two different instruments: the matching cloze procedure test as a test to determine students' vocabulary mastery and the paragraph construction task to assess students' descriptive paragraph writing ability. The researcher used the answer key for the vocabulary mastery test and the writing assessment rubric for the descriptive paragraph writing ability test.

The second research by Azizah (2017) entitled *The Correlation of Students' Vocabulary Mastery with Their Writing Ability in Descriptive Texts (Study of VII Grade Students of SMP Islam Sudirman 1, Bancak Semarang Regency in the 2016/2017 Academic Year)*. This study aimed at determining the relationship between mastery of English vocabulary and their writing ability in descriptive texts. The researcher decided to use 26 seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang Regency. The test used consisted of an objective test and a subjective test. The findings of this study reveal that there was a significant relationship between students' vocabulary mastery and their writing skills in descriptive texts for seventh-grade students of SMP Islam Sudirman 1 Bancak, Semarang Regency in the 2016/2017 academic year.

The strength of this research was that the researcher has provided theories on vocabulary mastery, writing skills, and descriptive texts from experts to support the statements given and provide clear instructions or steps to obtain data collection, both from sample selection, providing instruments. Furthermore, the weakness of this research was the instruments used. Researchers used multiple-choice tests to master students' vocabulary mastery. However, the researcher did not try to check the validity of the items in the test and the scoring rubric used by Azizah confused the researcher because it did not measure how to score. Thus, in this study, the

researcher used a matching cloze procedure test to assess students' vocabulary mastery focusing on nouns, verbs, adverbs, and adjectives used key answers to assess the matching cloze procedure test. In contrast, to descriptive paragraph writing ability, the researcher used a paragraph construction task for descriptive paragraph writing ability. The researcher used a scoring rubric from Oshima and Hogue (2007:96) to assess the students' descriptive paragraph writing ability. Thus, students know the criteria used to assess their writing.

2.3 Hypothesis

The hypothesis approves to report the conclusions in this study. Based on the theory and empirical above, the writer formulates the hypothesis of this research: there is a relationship between vocabulary mastery and paragraph writing ability. The statistical hypothesis is formulated as follows:

1. Alternative Hypothesis (H_a): there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade at SMPN 5 Sukawati in academic year 2021/2022.
2. Hypothesis Zero (H_0): there is no significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade at SMPN 5 Sukawati in academic year 2021/2022.