

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing ability is one of the skills in English that students learn at school. In the context of writing ability, there are several types of texts that students learn at school. Based on the basic competencies of the 2013 Curriculum, seventh-grade junior high school students are expected to be able to: “Composing short and simple descriptive texts. The students are strongly expected to consider about the importance of the four language skills as the final purpose of learning to be achieved. They have to study hard in mastering the four skills by doing many exercises and practice. Schmitt (2000) states that learning vocabulary knowledge will get a lot of things for overall language success such as for reading, listening, speaking and writing, grammatical accuracy, sociolinguistic suitability, and language fluency. It can be impossible when people want to master language without vocabulary.

A teacher has an important role in the successful foreign language teaching learning. The teacher is the one who probable to establish the conditions and manipulate all factors, which can facilitate and promote the learning such as the activities, the materials, the method used, etc. The attitude of the language teacher influences the students’ success. A positive attitude on the part of the teacher is essential to success.

Raimes (1983:3) mentions that when learning a second language or a foreign language, it will be useful to communicate with other people. It is useful to understand them, talk to them, read what they write and write to them.

Therefore, the students can be said to have mastered English if they are able to use it either receptively through reading and listening or productively through speaking and writing. The students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page. There are several reasons as the bases of why writing should be mastered by the students. First, the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the writing ability is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level.

Writing ability is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning. Writing ability is a kind of writing course for all international students who have to write exams or coursework in English. This practical book thoroughly explains the writing process and covers all the key writing skills. Clearly organised into four parts, Writing allows both teachers and students to quickly find the help they need with all writing tasks. Each part is split into short sections containing explanations, diagrams and practice exercises, for use in the classroom or self-study. Newly revised and updated, this second edition contains extra exercises and material – much of which has been suggested by teachers and students. Bailey, S. (2006)

According to Natalie G. Olinghouse and Joshua Wilson (1987) stated that each composition on the correlation between vocabulary mastery and descriptive paragraph writing ability has written composition assessed for the quality of the descriptive paragraph writing and several different vocabulary constructions:

diversity, maturity, elaboration, academic words, words contents, and registers. The results showed that students varied their use of vocabulary by genre. Descriptive paragraphs have a higher diversity than informative paragraphs. So that it is necessary for students, especially students in the seventh-grade in junior high school level, to know and understand the language elements of descriptive text which at least may comprise grammatical rules and vocabulary for these will influence their ability in writing descriptive text.

The researcher found that the students difficulties when they learned writing in English. Based on the result of the interview with one of the English teachers and the researcher's observation, it can be reported as follows: (1) some of the seventh-grade students still had some matters which were particularly in vocabulary mastery, (2) they could not write what was on their mind which was due to their lack of vocabulary, (3) they frequently asked the teachers the word in English that they wanted to write as the make a composition and unable to arrange it well. It can be concluded that in SMPN 2 Kuta Utara, the English teacher often asks the students to translate an English passage into Indonesian. The passage usually is taken from student's handbook. However, some students sometimes have less motivation in doing the English tasks, which are intended to enhance their vocabulary, given by the English teacher. Consequently, some students have still lack of vocabulary and another problem is found that some students have still low understanding in learning descriptive paragraph. In this case, the students are sometimes still confused what to write to develop well a topic included as a descriptive paragraph. Some of students still do not know what a descriptive

paragraph mean and its function as well as what the generic structure of this kind of the text.

Writing skill is taught to students to make them capable of communicating by using English correctly. There are some elements of teaching writing that need to be mastered, namely grammar, vocabulary and many others. Learning vocabulary is important, if the learner understands about vocabulary, he or she will be able to write correctly and appropriately. A person will write a word if he or she recognize its meaning. It means that in learning vocabulary we have to know the meaning of words and the usage of words. Vocabulary is the fundamental part of language, which is used in any situation; it is in the form of spoken or written language. Review at the discussions above, the researcher concluded that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally.

According to the previous research, from Hasan & Subekti (2017) with title is “The Correlation between Students Vocabulary Mastery and Writing Descriptive Text Ability among the seventh-grade students in SMPN 3 Bantul Yogyakarta in academic year 2016/2017.” with multiple choice and essay test. And the other research was conducted by Yuliani (2016) with the title “The Correlation between Vocabulary Mastery and Writing Ability of The Eight Grade Students of SMP Islam Nurul Ihsan Palangkaraya” with multiple choice and paragraph construction. Thus, the researcher trying to connect vocabulary mastery and writing ability, especially in terms of writing a descriptive paragraph. The

researcher also wants to determine the level of student's ability to learn the vocabulary and writing.

Olinghouse and Wilson (2012) have found that vocabulary mastery has several effects and correlations with students' writing ability. So, students who have a higher size or mastery of vocabulary can learn and practice writing English well. Vocabulary facilitates process of writing, without vocabulary such things cannot be expressed. According to Rahmawati (2018) realized that there is a significant relationship between vocabulary mastery and the ability to write descriptive paragraphs. She revealed that in writing well, students need a lot of vocabulary to be able to express their ideas. Regarding the above statement, vocabulary mastery will determine writing skills, mastering a lot of vocabulary will contribute to writing skills.

Based on the statement above, the researcher chose to find out whether there was a correlation between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade student at SMPN 2 Kuta Utara. It is important for students, especially seventh-grade students, to know and understand the language elements of descriptive paragraphs consisting of vocabulary rules that affect their ability to write descriptive paragraphs. Therefore, the researcher decided to conduct a research on "The Correlation between Vocabulary Mastery and the Descriptive Paragraphs Writing Ability of Seventh-Grade Students of SMPN 2 Kuta Utara in Academic Year 2021/2022".

1.2 Research Problem

This investigation was based on the problem. By formulating the research subject when conducting a survey, it is important and useful for the researcher

before conducting the research. Based on what has been described in the background of the research above, the researcher conducted a research on the correlation between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade students at SMPN 2 Kuta Utara in the academic year 2021/2022. Therefore, the research problem in this study can be formulated in the form of the following questions: is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade students of SMPN 2 Kuta Utara in academic year 2021/2022?

1.3 Objective of the Study

The research objectives are briefly described what the research is trying to achieve. Certain investigations are expected to provide scientific solutions to research problems. In addition, the research objectives must be in accordance with the background and research problems that have been formulated for the research. Furthermore, the purpose of any activity related to scientific investigation is always intended to find scientific solutions to research problems that have been formulated and determined in advance. Thus, in line with the background and research problems above, the main objective of this research is to find out whether there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade students of SMPN 2 Kuta Utara in academic year 2021/2022.

1.4 Limitation of the Study

In making the discussion of the research problem to be more specific and can also avoid a broad discussion. So in this study, researchers will focus on investigating the significant correlation between vocabulary mastery and

descriptive paragraph writing ability of seventh-grade at SMPN 2 Kuta Utara in the academic year 2021/2022. In this research, in the vocabulary mastery the students will focus on verbs, nouns, adjectives, and adverbs on constructing descriptive paragraph about favourite things, things to do, and favourite animal because this type of vocabulary has been taught in the seventh-grade. Moreover, In the writing ability will focus on constructing descriptive paragraph about favourite things, things to do, and favourite animal. Based on the generic structure of the descriptive paragraph such as identification, description, and conclusion. Those aspects that the researcher wants to score in the present study.

1.5 Significance of the Study

A more practical reflection taken into account in conducting this research is the importance of the expected research findings. In addition, this research is only focused on knowing whether there is a significant relationship between vocabulary mastery and the writing ability of seventh grade students of SMPN 2 Kuta Utara in the academic year 2021/2022. The results of this study aim to provide significant research findings related to the relationship between the conclusions, the findings of this study are expected to provide theoretical and practical significance about the relationship between vocabulary mastery and students' writing skills that will be carried out in the future.

Theoretically, by doing this research, it is hoped that it can help researchers for other research in the future and become a good guideline. It is hoped that this research can provide a deeper understanding of how to master vocabulary and the ability to write descriptive paragraphs. Some of the information and theories provided in this study can be taken to enrich the

available references. The results of this study are also intended to strengthen existing theories. In addition, the additional empirical evidence is expected to be used in further research or to provide more empirical evidence for existing findings related to the correlation between mastery of the simple present tense and the ability to write descriptive paragraphs. In addition, the findings of this study may reveal further research areas so that they can be used by other researchers as a basis for conducting similar research.

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 as consideration for getting better results for students taught at SMPN 2 Kuta Utara. It also provides teacher results on how to teach Writing descriptive paragraphs. For students, it is hoped that it can help them to overcome these problems by considering better learning strategies in the future so that they can increase their motivation and solve their problems in writing descriptive paragraphs. Finally, for other researchers, this research is expected to be a reference that can help further researchers to improve and develop their research related to the relationship between vocabulary mastery and writing ability, especially in descriptive paragraphs. The findings of this study may have several weaknesses that other researchers can improve on in future studies to make it even better.

1.6 Definition of the Key Terms

Key terms are important words/concepts found in your research question or thesis. Using key terms to search will always fetch more results than phrases or sentences. In this present study untitled The Correlation Between Vocabulary

Mastery and Descriptive Paragraph Writing Ability of Seventh-grade students at SMPN 2 Kuta Utara in academic year 2021/2022 will be defined operationally to avoid misunderstanding in reading this research, there are several terms used in this research. Defined to ensure that the reader has a clear insight into what the research is about. The definition of key terms used in this research is vocabulary mastery and descriptive paragraph writing ability. Furthermore, the key terms which were used in the present study were clearly and concisely clarified as follows:

1. Vocabulary Mastery

Vocabulary mastery operationally means defined as the ability of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 in mastering the vocabulary and be able to use it in the context of the descriptive paragraph, which consists of noun, verb, adverb, and adjectives.

2. Descriptive Paragraph Writing Ability

Descriptive Paragraph writing ability is operationally defined as the writing ability of the seventh-grade students of SMPN 2 Kuta Utara in constructing descriptive paragraph about their favourite things, things to do, and favourite animal. Which consists of the generic structure those are identification, description, and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

An explicit statement of theoretical assumptions permits the reader to evaluate them critically. The theoretical framework connects the researcher to existing knowledge. Theoretical review also a review of some theories relate to the study. Therefore, theoretical review was used to support and build this study. For the purpose of the present study, some theoretical new points as well as empirical evidences were review. The present study dealt with the correlation between vocabulary mastery and descriptive paragraph writing ability. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included vocabulary mastery and descriptive paragraph writing ability.

2.1.1 Vocabulary Mastery

In the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. A large vocabulary helps develop other language skills. When you have a wider vocabulary in your target language it also helps support all four language skills: reading, writing, listening and speaking. Also it is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an

extensive vocabulary is one of the largest challenges in learning a second language.

According to Harmer (2001), there are eight kinds of word in English, they are called word classes or parts of speech, which are noun, adjective, adverb, preposition, determiner, pronoun, and verb. In this present study the researcher only focus of four word classes to be tested there are, noun, adverb, verb, and adjective. The first is Nouns, nouns are used to name people, things, animals, places, and ideas or concepts. The second is Verb, used to indicate an action or state. Verbs can be divided into several types, such as action verbs and linking verbs. The third is a pronoun is a word that is used to replace a noun.

The fourth is adjective, that is used to describe a noun or pronoun. The fifth is an adverb, the function of an adverb is to provide additional information on the verb, adjective, or adverb itself. Adverbs can also be grouped into several types, such as manner, degree, frequency, place, and time. The Sixth is Prepositions tell you the relationship between the other words in a sentence. The seventh is Conjunctions make it possible to build complex sentences that express multiple ideas. The eighth is Determiners come at the beginning of a noun phrase, before adjectives. Determiners limit or "determine" a noun phrase in some way.

According to Hornby, (2001) Mastery is defined as a comprehensive knowledge or skill in a particular subject or activity. Vocabulary mastery is defined as the power to control, command, decide, and rule the vocabulary as an useful and fundamental tool for communication and acquiring knowledge. 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) summarize that word knowledge include, 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.

According to Ur (1996: 60), vocabulary can be roughly defined as words taught by teachers in a foreign language. The term "word" here means that the new vocabulary can be one or more words. Vocabulary may be kind of described as phrases taught with the aid of using instructors in a overseas language. The term "word" right here method that the brand new vocabulary may be one or greater phrases. For example, father-in-law and police station are two or more words, but they represent a single definition or idea. In addition, Hornby (1995: 1331) states that vocabulary is the total number of words in a language that one is familiar with or uses, such as in a particular book or topic. Vocabulary is the entire quantity of phrases in a language that one is acquainted with or uses, including in a selected ee-e book or topic. In addition, Harmer (1991: 150) distinguishes between two types of vocabulary. The first is a list of words taught by the teacher or learned by the students that you expect to be able to use. Distinguishes among sorts of vocabulary. The second term refers to words that students recognize when they meet, but are likely to be unable to pronounce them.

To learn a foreign language in primary education, it is important to increase useful vocabulary (Cameron, 2001). Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since

vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) Who says vocabulary is one of the most important parts of a language because when you speak a language the speaker needs some words to convey an idea. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

The open class included as follow; noun, verb, adjective, and adverb otherwise the close class include as follow; preposition, conjunction, pronoun, and determiner. Similarly, Thornbury (2002: 3) states that English words fall into eight different word classes. They are nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and determiners. However, the researcher limits his explanation only in open classes which are divided into four groups, namely: nouns, verbs, adjective, and adverb, even though this research only limits in using noun and verb.

2.1.2 Descriptive Paragraph Writing Ability

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. According to Langan (2010:5) states that writing consists basically of making a point and then providing evidence to support develop that points. Therefore, deepening writing skills will make students easier

in understanding and fluency in learning. Writing skill help the learner get comprehensibility, fluency, and creativity in writing.

Zemach and Rumisek (2005:25) state that descriptive paragraphs explain how someone or something looks or feels. By reading descriptive text, readers feel that they see the description as they see the picture. Learning how to write brief paragraphs and essays is one of the terrible experiences for students in school, but it is also one of the essential skills. If kids do not attempt to learn the skill of writing at a young age, they will face difficulties in mastering the skill in their later life. 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.

A descriptive paragraph provides a vibrant experience for the reader through vivid language and descriptions of something. Unlike narrative paragraphs, which must include personal thoughts, feelings, and growth, descriptive paragraphs do not need to be personal in nature. Instead, descriptive paragraphs must focus on vividly and objectively describing something to the reader. In order to provide this vivid detail, the writer must use language that appeals to the reader's five senses: sight, smell, sound, taste, and touch. To appeal to these senses, the writer must use descriptive language, usually in the form of adjectives, that describes the sensations felt by the senses.

However, it is true that a student should be proficient enough to write a sentence together accurately. Writing also facilitates a person to think better. When student learn how to write, he or she becomes more capable of analyzing

what they read, interpret and think. Also it is great way to teach, inform, entertain one's behavior and educate oneself. In addition, Oshima and Hogue (2007:61) state that descriptive text can refer to the senses, so that it will tell how something can look, taste, smell, taste, and sound. A good description is a word picture; readers can imagine objects, places, or people in their minds. Description is writing about how something or someone uses the layout. By describing something, readers can imagine the object with their critical thinking and they can guess what the writer meant.

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 get the information or clear descriptions about how the object looks like and 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.

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 for 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. According to Langan (2010:10), a realistic attitude about writing must build on the idea that writing is a skill. In fact, writing is a process. It is done not in one easy step but in a series of steps, and seldom at one

sitting. Writing is a skill, like driving or typing, that the students can master with hard work.

Some children are natural in writing, while others learn 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. One requires a good sort of knowledge & appropriate experience about the topic which he/ she writing for descriptive paragraph. According to White (1985:10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. In Addition, Alice Oshima and Ann Hogue (2006) stated that the basic structure of descriptive writing consists of some parts. There are topic sentences that state the main idea of paragraph, supporting sentence develop and explain the topic sentence by giving reasons and examples, concluding sentence that gives signals the end of paragraph and leaves the reader with important point to remember.

Futhermore, Evans (2000:11) states that the generic structure of descriptive paragraph is introduction, main body, and conclusion. Introduction and identification are telling about the 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 of 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

In conducting this research, the researcher wanted to know about the correlation between vocabulary mastery and Descriptive Paragraph Writing Ability. There are other researchers who show a correlation between vocabulary mastery and reading comprehension. In the empirical review, a review of the relevant studies that have been carried out is carried out, the review reviews previous studies that are relevant to this research. Empiric voids can help research avoid unintentional replication of previous research.

The first research was conducted by Hasan & Subekti (2017) the title is “The Correlation Between Students Vocabulary Mastery and Writing Descriptive Text Ability among the seventh-grade students in SMPN 3 Bantul Yogyakarta in academic year 2016/2017.” The writer uses two tests in collecting the data, multiple choices test to find out the students’ score of vocabulary mastery and essay test to find out the score of students’ ability in writing descriptive text and also to find out the correlation between students’ vocabulary mastery and writing descriptive text ability among the seventh-grade students in SMP N 3 Bantul Yogyakarta in the academic year 2016/2017.

In addition, the strength of previous research lies in its research findings. The results of previous studies indicate that there is a significant correlation between the two variables; namely the vocabulary mastery and the ability to write descriptive paragraphs. However, The researcher was not explained about the topic that should be developed as a paragraph. In the present study, the researcher would like to provide a clear instruction for the descriptive paragraph writing, especially for the name of the test and its topic based on the statement stated by McCarthy (1998:59) states that topic sentence state the main idea that will be

developed by the students and topic sentence that summarizes the students' feelings about or reactions to the first incident.

The second research was conducted by Yuliani (2016) with the title “The Correlation Between Vocabulary Mastery and Writing Ability of The Eight Grade Students of SMP Islam Nurul Ihsan Palangkaraya” The population of this study consisted of eighth grade students of SMP Islam Nurul Ihsan Palangka Raya in academic year 2015/2016 with the total number are 48 students. To get the data of the study, the writer used multiple choices questions for vocabulary test. And for written test, there were three topics which students could choose one of them. Then, the writer analyzed the result of both tests.

In addition, the strength of previous research lies in its research findings. The results of previous studies indicate that there is a significant correlation between the two variables; namely the vocabulary mastery and writing ability. However, the research instrument manual does not provide clear criteria for the rubric for assessing writing ability. In addition, there is no specification of the scoring rubric used by previous researchers. In this study, the researcher wants to provide clear aspects and indicators in the assessment rubric based on the statement put forward by Oshima and Hogue (2007: 196) that these aspects will focus on format, punctuation and mechanics, content, organization, grammar and sentence structure. The researcher also provides a clear scoring rubric that makes it easier for readers to identify each item being assessed.

2.3 Hypothesis

The hypothesis serves as a framework for researchers, provides work direction, and facilitates the preparation of research reports. On the basis of the above definition, it can be interpreted that the hypothesis is a temporary answer or conjecture that must be tested again for its truth. Hypothesis comes from the Greek: hypo = under; thesis = establishment, upheld opinion, certainty. A hypothesis is also a prediction of what will be found as a result of a research project and is usually focused on the correlation between two different variables studied in research. Usually based on theoretical expectations about how things work and existing scientific evidence. To answer the research problem in this study, the researcher assumes that there is a correlational study, namely the directed hypothesis. It defines as a hypothesis that there is a correlation between the two variables being studied. In this study, the hypothesis proposed is as follows: there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability of seventh-grade students of SMPN 2 Kuta Utara in the academic year 2021/2022

