

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of productive skill that should be learnt and mastered by the students in language learning. Writing ability has become an important part of a students' English learning process. The purpose of teaching writing is to improve students' ability in expressing their ideas, feeling or opinion through written form. Writing is not always easy and it might become a challenge even for the best students. When students write something, they do not only put some word without thinking first but the students need to know about what they want to write. It means that the students need to explorer their mind to have a good writing.

To produce good writing students have to follow the steps of writing. According to Oshima and Hogue (2007:15), writing is never a one-step action; it is ongoing creative act. When writers start writing, they already think about what to say and how to say it. Then, after they finish writing, they read over what they have written and make changes and correction. They write and revise again until they are satisfied that their writing expresses what they want to say. By writing, they can share their ideas, feeling, and opinion.

In writing, students have a chance to produce their writing by using creative ideas in order to make the writing become interesting. Zemach and Islam (2005:4) state that writing is also one of the most difficult skills to master English language. Writing is not easy skill for students to learn because they should pay attention on writing's roles and start to express their feelings and ideas; students

then write it in sequence of meaningful and well-organized draft. According to Raimes (1983:79), writing is a skill in which we express ideas, feelings, and thought that are arranged in words, sentences, and paragraph by using eyes, brain, and hand. By writing the students can share their ideas, feelings, or anything that exist in our mind. As one of the language skills, writing is very important for students because they will face some writing tasks in learning English.

Writing does not receive serious attention because many students think that writing is difficult activity. Some students still face many problems in writing. There are some factors which influence the students' writing difficulties such as; lack of ideas, grammar, and also lack of vocabulary. Therefore, writing is not always easy and it becomes a challenge for the students. Students become passive when they were face a writing task, especially in writing descriptive paragraph, because students were asked to develop an idea into long paragraph. Therefore, it can make students difficult to start writing.

Writing can be in the form of a paragraph. According to Zemach and Islam (2005: 9), a paragraph can give information, tell opinion, explain something, or even tell short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say. Paragraph has a topic sentence that directly tells the reader the main idea, while the other sentence in the paragraph called supporting sentence that give more information about the topic. In academic English, writing is practical ability that must be learned by students at school. Based on 2013 curriculum in basic competency, the eighth grade students of junior high school are expected to be able to arrange a short and simple descriptive paragraph in written form about a person, animal, and thing

by considering the purpose, generic structures, and language features of material correctly.

According to Oshima & Hogue (2007: 61), descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, or sounds. A good description is a word picture. The reader can imagine the object, place, or person in his or her mind. Thus, the description has to be mentioned vividly to make clear visualization about place and the reader can imagine the object easily. However, in writing descriptive paragraph, students get the difficulties such as developing ideas, organizing the ideas into descriptive text, difficulties in grammar and especially students who have lack of vocabulary. Students need more varieties of vocabulary by own self to construct their writing to be good sentence and good paragraph. Therefore, students need to learn more the language components and skill.

In learning English, vocabulary is one of the language components which should be learnt. In addition, vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, they cannot communicate to others. Thornbury (2003: 13) states that without grammar little thing can be conveyed, but without vocabulary nothing can be conveyed. It means that when the someone has lower vocabularies, it will make them harder to understand in English; they cannot convey what they want to express their ideas easily and clearly. Furthermore, without vocabulary students will have trouble to the four skills. Therefore, students have to master vocabulary more, because in the fact many students lack of vocabulary often brings trouble for English learners. One of the advantages of mastering vocabulary is that they can be easier

in writing, because writing skill is one of four basic skills in English language that has a very important role in language learning process.

There are some researches who have conducted research to find out the correlation between vocabulary mastery and writing descriptive paragraph ability. The first research was conducted by Azizah (2017). It researched the correlation between the students' vocabulary mastery and writing descriptive text ability for the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017. The result showed that there was a positive and significant correlation between vocabulary mastery and their ability in writing descriptive text. The second research was from Suantari (2019). It researched the correlation between students' vocabulary mastery and descriptive writing ability of the eighth grade students of SMP N 1 Sukawati in academic year 2019/2020. The result showed that there was significant correlation between students' vocabulary mastery and descriptive writing ability.

In accordance with the explanations above, the researcher is interested in knowing whether there is a correlation between vocabulary mastery of the eighth grade students of SMP PGRI 3 Denpasar and their writing descriptive paragraph ability. It is important for students, because by mastering vocabulary can help students when students learn writing descriptive paragraph. It can give an impact on the learning process. Therefore, the researcher is interested to conduct research entitled "The Correlation between Vocabulary Mastery and Writing Descriptive Paragraph Ability of the Eighth Grade Students of SMP PGRI 3 Denpasar in academic year 2021/2022".

1.2 Research Problems

A scientific investigation begins with a problem which need to be solved by using scientific method. Moreover, formulating a research problem in doing the investigation is important and useful for the researcher before doing the research. The scientific method that has been proven by the expert and it is expected to be able to solve the problem faced by students based on what has been described in the background of the study. The research problem formulated in the form of question as follows: is there any significant correlation between vocabulary mastery and writing descriptive paragraph ability of the eighth grade students of SMP PGRI 3 Denpasar in academic year 2021/2022?

1.3 Objective of the study

Every research has its own objective. The objective of this study was aimed at solving and answering the research problem that is formulated for the study. 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. Based on the explanation above, the objective of the present study is to figure out whether there is any significant correlation between vocabulary mastery and writing descriptive paragraph ability of the eighth grade students of SMP PGRI 3 Denpasar in academic year 2021/2022.

1.4 Limitation of the study

The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. In this study, the topic limited on investigating the significant correlation between vocabulary mastery and writing descriptive paragraph ability of the eighth-grade student of SMP PGRI 3 Denpasar in the academic year 2021/2022. Besides, vocabulary mastery in this study was limited by giving the students multiple choices. The consist of five vocabulary aspects such as, verb, adjective, adverb, noun, and preposition. They had to answer 30 items by choosing one of the correct answers. Furthermore, writing ability in this study was limited to the ability of the students in constructing a descriptive paragraph based on the generic structure of the descriptive paragraph such as identification, description, and conclusion from 6 until 12 sentences based on the topics provide by the researcher.

In order to focus on this research, there must be limitation of the problem. The researcher limited this study according to the basic competencies as follow: (1) the basic competencies 3.4 which is comparing the social function, text structure, and language features several oral and written descriptive text by asking and giving information related to the description of people, animals, and things, short and simple, according to the context of their use; and (2) the basic competency (4.4) is about construction oral and written descriptive text, short and simple, related to people, animals, and things, by paying attention to social function, text structure, and linguistic elements, correctly and in contex

1.5 Significant of the Study

One of the practical reflections which is taken into account in undertaking the present study is the significance of the expected research findings. Moreover, it is because the significance of the study is important in conducting research. In addition, the study is only focused on figuring out whether there is a significant correlation between vocabulary mastery and writing descriptive paragraph ability of the eighth-grade student of SMP PGRI 3 Denpasar in the academic year 2021/2022. The result of the present study is highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with writing descriptive paragraph ability. In conclusion, the findings of the present study are expected to give both theoretical and practical significance on the correlation between vocabulary mastery and writing descriptive paragraph ability that will be conducted in the future.

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 descriptive ability. 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 future studies or to give more empirical evidence to the existing findings related to the correlation between vocabulary mastery and writing descriptive paragraph ability particularly in describing a person. 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 English teachers, students and other researchers. For the English teachers, it is expected to get information about students' ability in writing descriptive paragraph in correlation with the students' vocabulary mastery. For the students, it is expected that it can improve students' vocabulary mastery in descriptive writing ability. It also can help them overcome the issue by considering better learning strategies in the future so that they can solve their problem in writing especially when they have to write with the descriptive paragraph. In addition, the results of the present study are also expected to be sources for other researchers. Moreover, this study can be used as a reference for future researchers who want to carry research which is related to the correlation between vocabulary mastery and writing descriptive paragraph ability.

1.6 Definition of Key Term

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. Additionally, besides of giving clear in comprehending to the study and to give limitations to the terms of the research conducted. Thus, the definitions of the key terms that were used in the present study were 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 is operationally defined as the mastery of the eighth grade students of SMP PGRI 3 Denpasar in the academic year 2021/2022 in using noun, adverb, adjective, verb, and preposition for supporting the descriptive paragraph.

2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is operationally defined as the writing ability of the eighth grade students of SMP PGRI 3 Denpasar in constructing a descriptive paragraph about favourite idol and pet which consists of complete generic structure: identification, description, and conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literatures to this study. The present study dealt with the correlation between vocabulary mastery and writing descriptive paragraph ability. The present study is conduct based on the following theoretical frameworks that are taken from the experts. 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 writing ability, and descriptive paragraph.

2.1.1 Vocabulary Mastery

Vocabulary is the main important component to learn of students, because when they mastered the vocabulary, it can make the students easily to the next parts. Vocabulary is the key to master the four language skills. It means that vocabulary becomes the basic components to support the students in communication to express their ideas, feeling and opinion. As English learners, vocabulary is important role in supporting the students in English learning achievement. Therefore, the students will get good learning achievement when they have good vocabulary mastery.

According to Linse (2005:121), vocabulary is as defined as the collection of words that individuals know. It means that, the students have to learn about vocabularies more than before over and over until they know a lot of varieties of vocabularies. They need more varieties of vocabulary by own self to construct

their ability writing English. They have to pay attention to the correct one of the words or vocabulary when they want to communicate especially in written form. It can make them easier to write their written assignment or only to express their ideas on the paper and knowing the correct vocabulary to make their writing coherence and unity each other. When the students had been mastered in vocabulary, they able to communicate with other easily. The students who have good vocabulary master as well as possible have good communication.

Mastering vocabulary will help students to learn the language skills. Willis (2008: 5) adds that with strengths in vocabulary building, memorizing, and learning foreign languages, these students appear to have greater development in auditory processing that facilitates their auditory learning skills. Simultaneously, word vocabulary is increasing and strategies are available to facilitate vocabulary building skills. The primary thing in learning a language is the acquisition of vocabulary. Therefore, the success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence but inadequacy of vocabulary will obstruct their chances to succeed in learning English.

Lehr et al. (2004 5) state that knowledge word and word meaning are defined as a vocabulary. Vocabulary can be defined as knowledge about the word and word meaning Vocabulary is used as the first step to recognize the language deeper. Someone who has good vocabulary mastery can understand more in communication. In contrast, someone who is still weak in vocabulary mastery will get difficulty in communicating. Vocabulary is a central part of learning a language. It means that the vocabulary has an important role in understanding

the language for the students who learn English at schools. They will be easier in learning language because of the roles of vocabulary that they have mastered.

According to Kamil and Hiebert (2005:3), there are some kinds of vocabulary. They are productive, receptive vocabulary, oral vocabulary, and print vocabulary. The productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking. In contrast, the receptive vocabulary is the words that are less familiar to students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening.

Furthermore, the oral vocabulary is the set of words which is known the meanings when speaking or reading orally, while the print vocabulary is considered as the words which the meaning is known when writing or reading silently. It means that productive vocabulary is vocabulary that is used in every day, because it is easy to understand and the meaning as this is vocabulary is widely used. Meanwhile, receptive vocabulary is rarely used in every day, because it is difficult to understand.

In conclusion, vocabulary mastery is an ability to combine skill and knowledge of words to express meaning, one of the language aspects should be learnt by students or language learners. The teacher must have a good, effective and efficient method for teaching successful vocabulary teaching and a teacher must be a guide, therefore if a person can master vocabulary well, he will be able to increase fluency, increase understanding, increase achievement, and improve thinking and communication.

2.1.2 Writing Ability

Writing is one of language skill that should be learn by students. According to Hyland (2003:9), writing is a way of sharing personal meanings 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.

Writing is a complex activity where the writer has the ability to compose and integrate information, so the readers would be easy to understand the language that being used in written form. According to Raimes (1983:79), writing is a skill in which we express ideas, feeling and thought that are arranged in words, sentences, and paragraph by using eyes, brain and hand. By writing, the students can share their ideas, feeling or anything that exist in our mind. As one of the language skills, writing is very important for students because they would face some writing tasks in learning English.

Writing is also called as a productive skill because the students need to be active in order to make them have 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 product, after that the students start to write based on their plan, and the last one is the student should check again their writing and revise if any errors are found.

In addition, according to Zemach and Islam (2005:5), writing is one of the most difficult skills to be mastered in both first language and second language. Writing is not as easy as thinking. Because when the students want to write, they need to consider 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, creativity, and feeling in order to create good writing.

According to Langan (2008:13) writing is a skill that although difficult, anyone can learn by practice. Writing skill is a process that students can master by hard work. Students need to realize that if they want to become good writers, they have to do more practice. Sometimes, students would find a problem when they want to develop their writing, so they have to explore their thought, feelings, or ideas in writing. In the other words, the students have to practice well in order to get good writing or the students can create a writing product.

According to Oshima and Hogue (2007:15), writing is not easy process. It takes study and practice to develop this skill. There are four steps in the writing process. The first step is prewriting. Prewriting is a way to get some ideas. In this step, you choose a topic and collect ideas to explain the topic. The second steps are organizing. In this step, the writer organizes the ideas into a simple draft. The third steps are draft. In this step, the writer should use the outline as a guidance. Then, they rough draft as quickly as they can without stopping to think about grammar, spelling, or punctuation, it is just getting the more ideas down on the paper. The last step is revising and editing. Revising and editing, there are two steps in editing, revision is revising the own written piece is easy to understand

and fun to read. It is able to cut words, sentences, or even paragraphs. While polishing is the writer should check the style, spelling, and punctuation that has been written. It is able to change any little thing that feel smooth out the writing.

Based on the definition above, the researcher concludes that writing is very important for students, because writing can be defined as process to get the ideas, express their feelings and thought. Besides, it can be used as communication tool in daily life and the students can be understand the meaning of written form that they make. Therefore, students cannot describe something without study about writing previous.

2.1.3 Descriptive Paragraph

Descriptive paragraph is a paragraph that describes about how something looks, feels, smells, tastes and sounds. A good description is a word picture. The reader, people, places and thing. According to Oshima and Hogue (2007:61), the reader can imagine the object, place, or person in his or her mind. A good description usually follows a pattern of organization that called spatial order. Spatial order is the arrangement of things in space. When someone describes something, they should imagine the object that can make them easy to tell how the object looks like with its characteristic. This appropriate with students' achievement of this present study which can show students' writing ability consistently in descriptive paragraph.

The statement above also supported by Folse et. al. (2010: 135), descriptive paragraph is paragraph which describes how something or someone looks or feels. In descriptive paragraph, the writer uses words that create an imagine and help the reader to see, touch, feel, smell or taste the topic that he or she is

describing. In writing descriptive paragraph, the writer has to make sure that their writing is interesting for the readers and they also can feel what they have read. The point of descriptive text begins identification. It is part that identifies the phenomenon (person, place, or thing) to be introduced. The second generic structure is description. It is someone described phenomenon based on qualities and characteristics.

According to Savage and Mayer (2005:28), 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 a descriptive paragraph, the reader can get the information or clear descriptions about how the object looks like and the reader can imagine the object that has been described. In describing something in order, from right to left or from large items to smaller ones in order to get accurate imagination for the readers.

2.2 Empirical Review

The empirical review is used to show the review of studies that have been conducted by other researchers that are relevant to the present study. Similar previous researches were used to show the relevant studies that have similarities with the present study. Therefore, it can support the present study by considering the result and help the researcher avoid unintentional replication of the previous study results. In conducting this study, the researcher wanted to know about the correlation between vocabulary and writing descriptive paragraph. There are

some studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

This first research was conducted by Azizah (2017) in her correlation research entitled “The Correlation Between The Students’ Vocabulary Mastery and Writing Descriptive Text Ability for The Seventh Grade Students of SMP Islam Sudirman 1 Bancak, Semarang district in the academic year of 2016/2017”. The objective of the study was to investigate the correlation between students’ vocabulary mastery and writing descriptive text ability of the seventh grade students in SMP Islam Sudirman 1 Bancak. Moreover, the research had been already arranged in accordance with the title and the research objectives. In collecting data, the researcher used an objective test and constructing a descriptive paragraph as her instruments, the result showed that there was a positive and significant correlation between vocabulary mastery and their ability in writing descriptive text, especially about their apprehension and achievement to students.

The strength of the study was the researcher has already provided the theories about vocabulary mastery, writing ability, and descriptive text from the expert to support her statements and can give clear instruction to get the data collection. However, the instructions of the research instrument did not provide clear criteria on the scoring rubric of writing ability. There was no specification of the scoring rubric used by the previous researcher. In the present study, the researcher would like to provide a clear aspect and indicator in a scoring rubric based on the statement stated by Oshima and Hogue (2007:196) that the aspects were focused on format, punctuation, and mechanics, content, organization, and

grammar and sentence structure. The researcher also provided a clear scoring rubric that made the readers easy to identify each item being valued.

The second research was conducted by Suantari (2019) in her correlation research entitled “The Correlation Between Students’ Vocabulary Mastery and Descriptive Writing Ability of the Eighth Grade Students of SMP N 1 Sukawati in Academic Year 2019/2020”. The objective of the study was to find out whether or not the correlation students’ vocabulary mastery and descriptive writing ability of eighth grade students in SMP N 1 Sukawati. Moreover, based on the research result the researcher used vocabulary mastery test and writing test from the instruments. The result showed that there was significant correlation between students’ vocabulary mastery and descriptive writing ability.

The strength of the study was the researcher provided the theories about grammar mastery, writing skills and descriptive text from the expert to support her statements. However, In the previous research, the researcher did not explain in detail what type of assessment that she used to assess students’ vocabulary mastery. In the previous research, the researcher should explain in detail what type of assessment that she used to assess the students’ vocabulary mastery. In addition, to avoid the same issue the researcher in this present study explained the clear assessments to assess the students, especially in vocabulary mastery and descriptive writing ability.

2.3 Hypothesis

In this present study, the researcher is use directional hypothesis. Directional hypothesis is a prediction made by a researcher regarding a positive or negative change, relationship, or difference between two variables of a population. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. The hypothesis which is formulated in this study as follow:

Null hypothesis (H_0): There is negative correlation between vocabulary mastery and writing descriptive paragraph ability of the eighth grade students of SMP PGRI 3 Denpasar in academic year 2021/2022.

Alternative hypothesis (H_a): There is positive correlation between vocabulary mastery and writing descriptive paragraph ability of the eighth grade students of SMP PGRI 3 Denpasar in academic year 2021/2022.

