

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is the process of using symbols to communicate thoughts and ideas in a readable form. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. It is used to share information, ideas and feeling of others. When a writer could write a well information or ideas, the writer may share a diverse information, which is expected to give a wider perspective to the world especially the young generation. That is why every student in this world have to be master in writing skill. Writing is categorized as a productive skill.

Harmer (2001:8) states that type of writing that students will do depend on their age, level and interests. When the teachers set tasks for elementary students, they make sure that the students have or can get enough language to complete the task. The questions are prominently emphasized on what kind of language the students have at their command and what can be achieved with this language It seems that having a good ability in writing could bring one to a better level of education.

Wagner (2002) states that writing is the way we make our thinking visible to the world without committing our ideas to paper, our thinking remains invisible, locked in our head. Writing supports everyone to show their mind to share everything, not only information but also entertainment. Moreover, writing various

ways to share, not only in a sheet of paper or a book. Today, technology has taken control of it. Hyland (2003:3) emphasizes that technology has a massive impact in L2 classroom over decades or so and writing instruction now make considerable use of computer technology. With technology, people have made it easier to arrange layout of writing and improve grammar and use of vocabulary.

In the global communication ideas are shared correctly and effectively, so the ability to write effectively becomes important in global communication. Whenever you write, you need ideas to write about (Hogue 2008:2). It means that idea plays an important role in writing. However, not all ideas can suit all writing. Writing, as what is stated by Oshima and Hogue (2007:3), can be divided into informal (i.e., creative and personal writing) and formal (academic writing) writing. Formal writing or academic writing is different from informal writing in which the use of the format, sentence structure and organization. In addition, academic writing has big impacts for the no stainable of education since all education sources come from academic writing, which is based on researcher.

According to Hyland (2003:3), one way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses and sentences, structured according to a style of rules. Moreover, he also emphasizes a four-stage process as a basis for writing teaching. The first is the recognition process which is the pursuit of grammar and certain words through texts that have been studied in elementary school. Second is controlled writing. It means the learners manipulate fixed patterns; often from substitution, tables and it usually learn in junior high school. Third, one is guided writing. It means that learners imitate text models and usually learn in senior high school. Last one is free writing learners use

the patterns they have developed to write an essay, letter and so forth and it usually learn in university.

Writing is more than just putting word together to make a sentence. It is likely putting our critical thinking to explain something or solve some phenomenon, which exist in the world. For example, a researcher who disseminates the results of his research through writing, academic writing. Furthermore, he was able to prove his thinking as a leading study. However, it is not possible if we do not know the type of vocabulary mastery. Because vocabulary mastery is very important in writing, we need to take concern in every single term to support our writing.

Cameron (2001:72) states that building up a useful vocabulary is central to the learning a foreign language at primary level. Vocabulary mastery is used in speaking, listening, writing and reading, rich in vocabulary would help our sentence looks appropriate and classy. Vocabulary can become a key of learning a foreign language, notably English. If we are able for mastering the vocabulary, we will fluent in others skills especially in writing even we obtain more mastering vocabulary ability in terms to approach the goal to transfer our information through writing. Willis (2008:80) proclaims that the students can more effectively communicate their ideas, knowledge and voice, when they build vocabulary mastery.

Linse (2005:121) states that vocabulary is the collection of word that an individual's known. It means that in writing the writer need more varieties of vocabulary by own self to construct their writing into a good sentences and paragraphs. So that, vocabulary must master by the students when they learn

English skills especially in writing. According to Azizah et al (2017), found that there is a significant correlation between students' vocabulary mastery and their writing ability in descriptive text for the seventh-grade students. In addition, Hambali (2019) in his previous research also discovered that there was a positive significant correlation between students' vocabulary mastery and writing achievement in descriptive text.

More vocabularies are effective to help most students do many things, whether it is writing or other language features. However, sometimes, students who get lower score in vocabulary mastery test may easily understand some instruction during the class and get good scores in vocabulary test and writing test; yet, also the other way round. As the researcher had conducted an observation to one of the English teachers in SMP Negeri 2 Kuta Utara especially in the eighth grade students, it had carried out a result as what the researcher had stated before, the more vocabularies could be mastered by the students did not guarantee that the more question could be answer by the students in vocabulary mastery test and get good score in writing test. However, some students who mastered more vocabularies could carry out a higher score in writing test, response teacher's question or statement directly. Thus, it makes the researcher interested in examining these variables.

Based on what the researcher had already explained on the background above, the researcher believed that vocabulary mastery and writing were related each other. However, it made the researcher was interested to find out the significant correlation or no between vocabulary mastery and writing ability of the eighth grade students of SMP Negeri 2 Kuta Utara. In addition, it became the reason of the

researcher to carry out this research, entitled “The Correlation between Vocabulary Mastery and Writing Ability of The Eighth Grade Students of SMP Negeri 2 Kuta Utara in Academic Year of 2022/2023”.

1.2 Research Problem

Every scientific investigation commonly had a problem. Besides, before doing the investigation, it was important for the researcher to formulate their research problem. Based on the background of the study that described above, the researcher held research on the correlation between vocabulary mastery and writing ability of the eighth grade student of SMP Negeri 2 Kuta Utara in academic year 2022/2023. Besides, the researcher interested in finding out the significant correlation between those two variables. Hence, the researcher's problem might be identified in the form of question as follow: is there any significant correlation between vocabulary mastery and writing ability of the eighth grade students of SMP Negeri 2 Kuta Utara in academic year of 2022/2023?

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1.3 Objective of the Study

Writing must be mastered by students because by writing we can share our thoughts without approaching them directly face to face. A good writer must also be able to share information clearly and effectively. Regarding to the researcher problem, every investigation certainly has a goal of why it should be done. A specific investigation is expected to provide a scientific solution toward the research problem. Furthermore, to determine the objective, it is supposed to be in line with the background and research problem which has been framed for the study. Thus,

in line with the background and research problem above, the objectives of the study were to figure out whether there was a significant correlation between vocabulary mastery and writing ability of the eighth grade students of SMP Negeri 2 Kuta Utara in academic year 2022/2023.

1.4 Limitation of the Study

Limitation of the study is important to make sure that the research problem leads the research to be a more specific discussion. Moreover, it also can avoid the research problem does not run complexly. Considering to the specification and complexity of the problem that has been mentioned above, the limitation of the study was formulated. In the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and writing ability of the eighth grade students of SMP Negeri 2 Kuta Utara in academic year 2022/2023. Besides, students' vocabulary mastery in this study was limited to the ability of the students to pass the test that will be given by the researcher with their maximum effort. The test given is material that students have learned in the 2013 curriculum, namely descriptive text about describing people, places, animals and objects.

The students completed Cloze Task which were contained blank paragraph with random vocabulary that had prepared by the researcher. The vocabulary aspect that is the focus in this present study were vocabulary mastery of the students about verb, noun, adjective, and adverb. Besides, writing ability were mainly focused on writing descriptive paragraph about animal that consists of identification, description and conclusion which were taught previously in seventh grade to review the previous subject that already given.

1.5 Significant of the Study

The main practical consideration, which was taken into explanation in the present study was the significance of the research findings. It is because the study focused on figuring out whether or not there was a significance correlation between vocabulary mastery and writing ability of the eighth grade students of SMP Negeri 2 Kuta Utara in academic year 2022/2023. In addition, the result of the present study is highly expected and recommended to provide significance research finding related to vocabulary mastery with writing ability. In conclusion, the present study is expected to give both theoretical and practical significance on the correlation between vocabulary mastery and their writing ability.

Theoretically, the researcher hopes that the finding of the present study is expected to enrich and support the theoretical and empirical outcomes of exiting correlation theories: in this case vocabulary mastery and writing ability. Furthermore, the result of this study is also intended to strengthen the theory that has been exited. Besides, the finding is expected to be used in the future study or to give more empirical evidence and to enlarge our knowledge about vocabulary mastery and writing ability. In addition, this finding is highly intended to be useful for the others researchers in advance especially in the similar study.

Practically, the result of the study is very useful and had many benefits for the teachers, students and other researchers. For the teacher, it is expected to help the teacher in giving information that can be used as a better consideration for a better result of the students' being taught in SMP Negeri 2 Kuta Utara. For the students, it is expected to help them to be outcome the issued by considering a better learning in a future, so that they can solve their problem in writing. In addition, the

result on this study is also expected useful for other researchers to conduct better research in a future.

1.6 Definition of Key Term

Key terms are very important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and misinterpretation among the reader in comprehending this study, the researcher needed to give operationally provides; a clear definition about the terms of the present study. These definitions can be used as reference in confining a broad discussion. Thus, the definition of key terms was used in this present study were vocabulary mastery and writing ability. The researcher defines the following terms of the present study as follows.

1. Vocabulary Mastery

Vocabulary mastery is very important aspect to build understanding of meaningful writing. It is operationally defined as the complete ability of students of the eighth grade of SMP Negeri 2 Kuta Utara in the academic year 2022/2023 in n mastering vocabulary, especially in written form. In this study, students completed the blank paragraphs that had been prepared by the researcher the name of the test was cloze task and focused on aspect of vocabulary mastery that was about noun, verb, adjective and adverb

2. Writing Ability

Writing ability is the ability of student in writing descriptive paragraph to express the ideas of feelings, or something in minds to others by using written language. In this study, writing ability was concerned with the ability of eighth

grade students of SMP Negeri 2 Kuta Utara in constructing picture description paragraph about animal with the generic structure such as: identification, description and conclusion. Moreover, it should be consisted of 6-12 sentences to make descriptive paragraph.

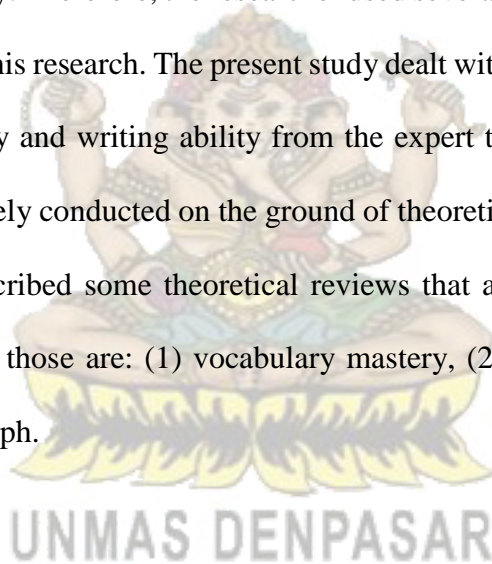


CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the research discussed deeply the theoretical review of the research. Theoretical review is a review that related theories, which are related to the conducted study. Therefore, the researcher used several relevant theories to give more evidence in this research. The present study dealt with the correlation between vocabulary mastery and writing ability from the expert to support the underlying theories are concisely conducted on the ground of theoretical bases. In this chapter, the researcher described some theoretical reviews that are related and necessary with this research, those are: (1) vocabulary mastery, (2) writing ability, and (3) descriptive paragraph.



2.1.1 Vocabulary Mastery

One of the important aspects in learning a foreign language is vocabulary. A proportional amount of vocabulary will affect speaking, reading, listening, especially in writing. Vocabulary is one of the components of language that must be mastered by learners in learning a foreign language. Nunan (2001) states that a rich vocabulary is an important element in the acquisition of a second language. Vocabulary is one language component which must be mastered by the learner in learning foreign language. According to Cameron (2001:72), vocabulary is central

to the learning of a foreign language. Vocabulary becomes the basic components to support the students in communication to express their ideas.

To convey the message vocabulary becomes something that must be known. Some words may seem simple. According to Kamil and Hebert (2005:3), vocabulary is the knowledge of meaning of words. It means that vocabulary is the key to master the four language skills. In mastering vocabulary, we can understand what the meaning of word in the context and transfer the information in written form. If students have mastered vocabulary, they were able to communicate with others without worried about misinterpreting the meaning. Therefore, we have to be mastered in vocabulary mastery. Students need to learn repeatedly about vocabulary until they have many variations of vocabulary to make it easier to communicate, especially in written form. By having a lot of vocabulary variations, students will find it easier to write down ideas and if they know the right vocabulary, their writing will be coherent with each other.

In addition, when students are able to mastery of vocabulary they will easily communicate with other, both orally or in writing. As Thornbury (2002: 16) states that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. Because vocabulary is an important aspect in language, it appears in every skill of language listening, speaking, reading and writing skill. Mastering vocabulary is very important for the students who learn English as a foreign language. That is why student who learns English should know the words. The mastery of vocabulary can support them in writing when they are communicating with others can write and translate the meaning of words when they definite English.

Richards and Renandya (2002: 255) state that proposes that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that vocabulary is a language element of human communication; vocabulary is also a tool to plan and solve the problem especially in communication. Webster (2002) states that vocabularies were word or phrases arranged according to rules in alphabetical order and identified in dictionaries. It means that vocabulary even has its own rule to be followed in order to give a meaning in writing or utterance. Thornbury (2002: 3) said that English words are divided into eight different word classes such as: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. In this study, the researcher focused on noun, verb, adjective and adverb. However, in this research the researcher only used noun, verb, adverb and adjective in the test of vocabulary.

Based on the explanation above, vocabulary mastery was important aspect that should be mastered by the student. Students can improve written communication by mastering vocabulary. Vocabulary is a basic aspect of English language skills that must be learned by students and anyone. Build up their vocabulary mastery to help them express their idea or understand spoken message in communication. Therefore, in order to know whether students mastered the subject or not, students were assessed by using cloze task, which were focused in aspect such as noun, verb, adjective and adverb. In addition, writing was an individual achievement that made the students possessed their own words. That is why vocabulary mastery was really important in writing.

2.1.2 Writing Ability

Writing is one of the important skills that should be learned by the students. Through writing, everyone can share their knowledge or information. Writing consists of levels of structures. It is started from words to phrase, phrase to clause, clause to sentences and the sentences to paragraph or essay. According to Yeon (2009), writing ability is the ability to initiate and evolve ideas, the use certain revising and editing practice to develop them to maturity in given context. Initiation is needed by the students in order to gain their willingness to develop an idea to be a written form. Moreover, the other way that the students may do to result writing is that revising or editing.

With the learning process and the learning process writing skills can be improved by fostering interest, motivation and enjoyment, through technology (Graham and Perin, 2007). In line with this idea, Brown (2003) states that students learn to write if they are literate members of the society and usually only if someone teach us. From those statements, it can be assumed that writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed. Writing ability is obtained through learning. According to Nunan (2003:88), writing is the process of thinking to invent ideas. The writers think about how to express ideas into good writing and arrange the ideas into statement and paragraph clearly.

According to Harmer (2004:4), the process of writing has four main elements, such as: planning, drafting, editing (reflecting and revising), and final version. In planning, the writers have to think about three main issues. Firstly, the writers have to consider the "purpose" of their writing. Secondly, experienced

writers think of the audience" the writers writing for, since this will influence not only on how it is laid out, how the paragraphs are structured, but also the choice of language. Thirdly, writers have to consider the "content structure" sequence the facts, ideas, or arguments. In drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand about the meaning of these ideas. In editing (reflecting and revising), the writers often helped by other readers or editors who comment and make suggestions or appropriate revision. In final version, the writers have edited their draft, making the changes they consider to be necessary; they produce their final version.

Regarding on those theories, in this present study, the focus is on the theory from Harmer. It is about the process of writing which has four main elements. The elements are planning, drafting, editing (reflecting and revising), and final version. All those elements are required to make a good writing and it is relevant for the present study since it was concerning in improving writing skill.



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2.1.3 Descriptive Paragraph

Paragraphs are sentences that are related to each other developed by the author. The first sentence states the specific point, or idea of the topic and the rest of the sentences in the paragraph support that point (Oshima and Hogue, 2007:3). In constructing a descriptive paragraph, the writer should write the organization of the descriptive paragraph. The organization of the descriptive paragraph such as: identification, description and also conclusion. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are

arranged logically, so the readers can easily understand what the writers want to say. According to Savage and Shafiei (2007:30), in descriptive paragraph, the writer uses words that create an image and help the reader sees, touches, feels, and smells or tastes the topic that the she or he is describing. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61). It is a descriptive paragraph where the writer use words that create an image that can help the readers feel what they have read. According to Kane (2000:351), description is about sensory experience, how thing, place, or person looks, sounds or tastes. It means that when we describe a person, thing or place we describe how it looks sounds and taste. Most of descriptive paragraph's words are adjective words which are very helpful to explain something in vivid details. Based on Zemach and Rumisek (2003:25), a descriptive paragraph explains how thing, place, or person looks or feels by using adjective. In addition, adjectives are words, which tell how thing, place, or person looks, feels, tastes, sounds, smell and also describes how person feels.

In addition, Savage and Mayer (2005:28) state that descriptive writing uses words to build images for the readers. Writing a descriptive paragraph should consist of generic structures, which are identification, description, and conclusion. Identification is the general information or statement about the topic. It can give the reader brief details about what is described. Description is the explanation the topic in vivid detail. The description can be physical appearance, personality of the subject, or other characteristics of the subject, which is like the unique of the special aspects that the subject has. Conclusion is the last part of descriptive paragraph in which the writer concludes or restates the identification. A conclusion is not

necessary; however, it is often very helpful to the readers because it is usually the end signal. The point of descriptive text begins with identification; here the writer introduces the object of description.

Based on explanations from several experts, descriptive paragraphs are paragraphs that use adjectives word to describe how something, place, person or feeling is. A paragraph is a group of about 6-12 sentences about one topic. Writing a descriptive paragraph should consist of generic structures, which are identification, description, and conclusion. Identification is the general information or statement about the topic. It can give the reader brief details about what is described. Description is the explanation the topic in vivid detail.

2.2 Empirical Review

The empirical review is a review of relevant researches, which has been conducted as it reviews the previous researches that are relevant to the present study. By knowing the result of the previous study as the empirical evidences may lead the researcher to avoid an unwitting replication; besides, it was also helped the researcher clarify as well as define the concept of the study. As the present study, the researcher wanted to know about the correlation between vocabulary mastery and writing ability. There were some relevant researches found as it had been used as guidelines and basic considerations of overtaking the present study. The empirical reviews are presented as follows.

The first study was conducted by Muslikah (2017) entitled “The Correlation between Vocabulary Mastery and Their Ability in Writing Analytical Exposition

Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017". The findings of the previous research showed that there is a correlation between two variables: those are student's vocabulary mastery and writing skill. This study had also supported by many relevant theories by the experts.

The second study was conducted by Azizah (2017) entitled "The Correlation between Vocabulary Mastery and Their Writing Ability in Descriptive Text (A Study for the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year 2016/2017)". The objective of the study was to find whether there is a significant Correlation between Vocabulary Mastery and Their Writing Ability in Descriptive Text (A Study for the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year 2016/2017) or no. This study talked about the levels of students' vocabulary, the levels of students' writing ability.

The researcher above gained the same result in which the findings showed that there was a significant correlation between students' vocabulary and writing in descriptive text and it was supported by many theories from the expert. However, there was also the weakness in this previous study. Both of the researchers provided a scoring rubric without any detail specification in content criteria. Muslikah (2017) used scoring rubric by Tribble (1996) which has five aspects of writing assessment. Thus, it made the students confused on how to write a good paragraph and the rubrics list specific characteristics for each level, the teacher gives only one score, without breaking it down into separate qualities. But the rubrics used by Muslikah (2017) provide a single score to summarize a student's performance on a given task

and less choices for assessor to make. The scoring rubric used by Azizah (2017) made the researchers confuse, because she did not measure how to give the score because its scoring rubric used a scale of number for scoring the writing and the rubric is that it doesn't provide targeted feedback to students, which means they're unlikely to learn much from the assignment. However, the rubric used by Azizah it's easy on the teacher — in the short run, anyway. Creating a holistic rubric takes less time than the others, and grading with one is faster, too. While, in this present study the researcher adapted the scoring rubric from Oshima and Hogue (2007:196). So that, the students knew the criteria used to score their writing and the students made the text in accordance with the criteria that have been previously determined.

2.3 Hypothesis

Hypothesis give approval for reporting conclusions in this research, in this present study, the researcher used directional hypothesis. Directional hypothesis is a predication made by a researcher regarding a positive or negative change, relationship, or differences between two variables of a population. This prediction is typically based on past research, accepted theory, extensive experience, or literature on the topic. Key words that distinguish a directional hypothesis are: higher, lower, more, less, increase, decrease, positive, and negative. A researcher typically develops a directional hypothesis from research question and uses statistical methods to check validity of the hypothesis (Salkind, 2010). The hypothesis can be stated as follows:

- a. Alternative hypothesis (H_a): there is a positive and significant correlation between vocabulary mastery and writing ability of the eighth grade student of SMP Negeri 2 Kuta Utara in academic year 2022/2023.
- b. Null hypothesis (H_0): there is a negative correlation between vocabulary mastery and writing ability of the eighth grade student of SMP N 2 Kuta Utara in academic year 2022/2023.

