

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a form of communication to deliver thought or to express feeling through written form. This skill is one of the important skills to be mastered by everyone. Writing is a complex act where the writer must have the ability to convey information and make the readers understand. With this, students can express ideas, opinions, and feelings that are arranged in words, sentences, paragraphs with their hands, eyes, and brain. As one of the four skills in learning English, writing becomes more important because students will face various kinds of written tasks during learning English.

According to Harmer (2004:3), writing is an educational context that must be remembered whether students are testing foreign language skills or other skills. In other words, it is possible to teach and test students' writing skills during classroom learning, even if the teacher teaches other subjects, but writing is always closely related to each other. In addition to measuring students' abilities, they must also know how well they master the material. Therefore, when students learn to write, they should be able to understand the next steps in the writing process. Instruct students to develop their ideas by writing and sharing their ideas in writing. Not only do they have to write texts with good tense, punctuation, or follow-up structure, but they also have to write texts with good organization, format, and content.

One of the teaching materials that is taught in twelve grade of senior high school is arranging some kind of text, one of them is analytical exposition text. This type of text is one of the most difficult to learn because it involves the ideas or the author's point of view. Analytical exposition text is a text that is compiled from the author's point of view, equipped with an explanation of every evidence and facts to support the author's point of view. This becomes a difficult problem for students because they not only need to write their own opinion, but also need to find evidence and facts and explain them in a simple way that is easily understood by the reader.

According to Wignell (1994:197), analytical exposition is used to persuade readers or listeners about a case. This type of text consists of three parts, namely thesis, argument, and reiteration. Analytical exposition texts are based on the author's ideas about the surrounding phenomena, complemented by evidence and facts. This means that students must find and interpret evidence to support their ideas.

Students must arrange and choose suitable words to convey their ideas and explanations. Thus, vocabulary is an important aspect that must be mastered in learning English, especially writing. Coady and Huckin (1997:5), state that vocabulary is central and very important for the typical language learner. This makes vocabulary a basic element to master the four language skills, namely listening, speaking, reading, and writing. Moreover, Wilkins (1982:111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It must be realized that students' ability to read, write, listen, and speak is conditioned by their vocabulary.

It can be concluded that mastery of vocabulary is very necessary in writing, because students must be able to use each word according to its context, arrange words so that their text is not boring and convey their thoughts in the right way. Without mastery of vocabulary students will find it difficult to present what they need to explain. Vocabulary is one of the important components in language learning. All languages have words, by mastering the vocabulary communication will be more effective and efficient. When students master vocabulary well, they will be able to construct good sentences, paragraphs, or even texts. If they cannot master the vocabulary they will find it difficult to convey their ideas in written form. Especially in analytical exposition texts where they have to write down their ideas on current issues and explain evidence to support their ideas, their text composition will not be as good as those who master vocabulary.

Based on the data that the researcher obtained by interviewing the English teacher at SMAN 1 Mengwi, the researcher found that the students still had difficulties in writing and conveying their ideas. They look confused to write because they lack vocabulary. The researcher assumes that vocabulary gave a big influence in writing and this makes the researchers interested in conducting research entitled "The Relationship of Vocabulary Mastery with Analytical Exposition Text Writing Ability for Twelve grade Students of SMAN 1 Mengwi in the Academic Year 2022/2023.

1.2 Research Problem

Formulating the problem before starting the research will make the research more specific and focused on the problem. Based on the background of

the study above, the problem of this research can be formulated as follows: how significant is the correlation between students' vocabulary mastery and their ability in writing analytical exposition text of the twelve grade of SMAN 1 Mengwi in academic year 2022/2023?

1.3 Objective of the Study

Specific investigation is intended to find out a scientific solution about the research question. The objective of every study is to find the answer of the research problem that has been formulated. Based on the research problem that was mentioned above, this study intended to find out the significant correlation between student vocabulary mastery and analytical exposition text writing ability of the twelve grade students of SMAN 1 Mengwi in academic year 2022/2023.

1.4 Limitation of the Study

It is very important to make research boundaries, in order to avoid broad topics and focus on a specific point. Therefore, the research only focuses on finding and publishing the relationship between students' vocabulary and the ability to write analytical exposition texts for the twelve graders of SMAN 1 Mengwi in the 2022/2023 academic year. The analysis of the exposition text in this study focuses on how students can formulate their opinions on current issues related to The Negative Effect of Fast Food and vocabulary. This study only focuses on the use of noun, verb, adverb, and adjective.

1.5 Significance of the Study

The significance of the study is given according to the expectations of the findings of this investigation. The researcher hopes that the findings are in line

with the research problem and research objectives. Theoretically, this study expected to strengthen the similar previous study with bringing out the evidence in finding the correlation between student vocabulary mastery and analytical exposition text writing ability of the twelve students of SMAN 1 Mengwi academic year 2022/2023. In addition, this finding can be used as empirical review for other researchers.

Practically, the result of this study is expected to be useful for the English teacher and students. For the English teacher, this study can give more information related with the correlation between students' vocabulary mastery and their ability writing analytical exposition. For the students, this study can show them how significant the correlation of their vocabulary mastery and their ability in writing analytical exposition is. It will increase their motivation in learning English.

1.6 Definition of Key Term

These two key terms, in this line with the title are vocabulary mastery and analytical exposition text writing ability. The key terms used in this study; the researcher defined two key terms which needed to be clarified, as follows:

1. Analytical Exposition Writing Ability Analytical exposition text writing ability is the ability of the twelve grade students of SMAN 1 Mengwi in academic year 2022/2023 in writing a good analytical exposition text which intended their ability in composing their opinion on current issues related with The Negative Effect of Fast Food.

2. Vocabulary Mastery in this study is operationally defined as the twelve grade students of SMAN 1 Mengwi in academic year 2022/2023 ability in mastering vocabulary in English especially the use on four words classes they are noun, verb, adverb and adjective.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is taken from several literatures related to scientific studies. There are three related theories discussed in this study, the three theories are as follows: writing skills, analytical exposition texts and vocabulary mastery. To fulfil the research objectives, there are several theoretical points which are explained as follow:

2.1.1 Writing Skill

Writing is one of the skills that must be learned by students. Learning this skill is not just about writing down what students want to write, writing requires accuracy in grammar, vocabulary, punctuation and other mechanical aspects. There are several conceptions presented by researchers about writing skills according to experts. According to the Ontario Ministry of Education (2005:12) that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. In addition, writing is a complex process in which the process of determining ideas, editing paragraphs, using correct punctuation and grammar on a piece of paper to arrange correct sentences in a text or paragraph. While students continue to develop an understanding of writing; writing elements; genre form, and paragraph format; and technology, they can express themselves more effectively and confidently.

Branan (2010:3), states that people write primarily to entertain, inform, or persuade readers, but there is a reason; to explore ideas, remember, release

frustrations, and more. In the learning process, writing will help students learn to be good writers. Because when students are writing: (a) writing strengthens their grammatical structure, idioms, and vocabulary: (b) writing also gives them the opportunity to adventure with language, go beyond what they can say, and take risks: (c) when students write the effort to express ideas and constant use of the hands, eyes and brain is a unique way to reinforce learning.

Brown (2001:15) suggests six main aspects of writing that must be possessed by a writer in producing a written text, namely content, organization, discourse, syntax, vocabulary and mechanics. Content deals with thesis statement, related ideas, development ideas and the use of description. Organization covers the effectiveness of introduction, logical sequences of idea, conclusion, and appropriate length. Discourses include topic sentence paragraph unit, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy and variation. Mechanics include the use of spelling, punctuation, citation of reference and appearance.

Brown (2004:218) states that people are having difficulties to produce a good piece of writing in the English language. Despite the above statements, students learning English as a foreign language are expected to be able to write a unified and coherent piece of writings. According to Langan (2008:1), writing is a skill and it can be learned. It means that writing skill is not a nature talent that everyone have since they are born. It needs a hard work and practice in order to improve and master writing skill. The students need to know that writing is not only about how to write, but they also need to make sure everything they write should be understandable by the readers.

Based on the stated theory, it can be concluded that writing skill is the ability of students to express their thoughts into more meaningful words. This skill also includes students' ability to express their ideas by using the right words, forming a coherent and cohesive text with accurate spelling and punctuation.

2.1.2 Analytical Exposition Text

Analytical exposition text is a type of text that tells or presents the author's opinion about problems that occur at this time. According to Mulya (2019: 95), analytical exposition text is a text that convinces the reader or listener that something in a case, provides the author's point of view with supporting facts to confirm the author's claim.

According to Djuharie (2009:161), analytical exposition text is a text that describes the author's ideas about the surrounding phenomena. This means that the authors show the ideas they have from their point of view. In addition, Gerot, et al. (1994) state that the main social function of analytical exposition texts is to convince the reader or test listener that something is happening. This not only reveals the author's point of view but also invites the reader to think about a case or problem, this will bring changes to the reader about their own case and point of view.

According to Anderson (1997:2-3), analytical exposition text is a type that is intended to persuade readers that something should be in the case. Another statement from Priyana (2018:58), analytical exposition text is a text that analyses a topic based on real events using arguments as the pieces of evidence. The topic that is taken in this text is only in one condition, which is only in a pro or in a

contra condition. It cannot be in both conditions because analytical exposition text analyzes a certain topic with just one perspective presented about the topic. It is supported by Priyana, et al. (2018:58), who state that the topic suggested in analytical exposition text may only be in pro or contra, not both.

Based on difficulties in writing. Januarti (2018:20), stated that analytical exposition text is difficult because in this text the students are intended to write their arguments to persuade the reader. Besides that, Hanson et al. (2018:21), also stated that analytical text is more difficult than other types of texts because it usually has content that is more complex and higher-level vocabulary and it is written using different types of text structures, such as description, compare and contrast, cause and effect, and problem and solution. From those statements, it can be concluded that analytical exposition text is difficult to be mastered by students because analytical exposition text contains complex structures of text. The text aims to provide arguments that get the reader carried away in the content of the text, besides students must try to relate capable arguments that make the reader confident of the arguments contained in the text's analytical exposition.

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. Anderson (1997:124), states analytical exposition text has three components. They are constructing an exposition text; the language feature and generic structure of an exposition text can be explained as follow.

1. Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow - in some texts, the opening statements may be attention grabbing. The second step is constructing a series of arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

2. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we usually call it as modality. The second one is the use of words to express feeling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

3. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration. The first part is called as thesis. Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is

reiteration. It is usually used for restating the writer's position and to conclude the whole argument.

According to Siahaan (2008:51), notes that this structure can be observed by readers, and writers will use this knowledge to structure the generic structure of analytical exposition are:

1. Thesis

The author introduces the topic or main idea that will be discussed. The thesis is always presented in the first paragraph in an analytical exposition text.

2. Arguments

The arguments presented by the author to support the main idea of the author. In an analytical exposition text there are usually more than two arguments. the more arguments put forward, the greater the reader's belief that the discussion of the topic is very important and deserves attention.

3. Reiteration

Reiteration contains a restatement of the main idea in the first paragraph.

This can also be said as the conclusion of the whole text.

Based on the structure above, the researcher can conclude that the thesis is the first paragraph of the text to tell the main topic or idea; the argument is the author's opinion; and the reiteration is the last part that contains a restatement of the main idea.

2.1.3 Vocabulary Mastery

Vocabulary is an important aspect that must be mastered by students to advance their speaking, listening and writing skills. According to Cameron (2001:75), a person is said to “know” a word if they recognize its meaning when they see it. It means that vocabulary mastery is not only about knowing a lot of words, the indicator for measuring vocabulary mastery is understanding the meaning of words and their use in different contexts. Jordan in Anggriani (2012) states that teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it is of concern to all four language skills. Based on the explanation above, in language learning vocabulary becomes important, in each language skill students must master vocabulary in order to improve their ability. Vocabulary should not be neglected by those who learn a language. It even needs to be mastered if someone wants to master the four language skills. Inadequate vocabulary obstructs students' development in learning English. Heibert et al. (2005:2) state that vocabulary mastery is not a skill that can be developed or something that can be seen entirely as knowledge of the meanings that are mastered.

Mastery of vocabulary also means that students can recognize, understand and produce a vocabulary and its meaning. In addition, vocabulary also means that students have the ability to understand and use words and their meanings. 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.

According to Radford et al. (2009:132), nouns, verbs, adjectives, adverbs are the major word classes of English, and they are the sorts of words find in dictionaries with meanings attached to them.

1. Nouns, according to Lyons as cited in Brown (1995: 219), are all parts of speech having a semantic core that is language-independent. The most core, like nouns (which he calls first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time. Thus, these would include nouns of states (example: sleep), process (example: weaving), and events (example: a crash). So, a noun refers to a person, place, or thing.
2. Verb is a word that donate action. Vendler as cited in Hatch and Brown (1995: 223) placed verb into four classes: activities, accomplishments, achievements, and states. In activities classes the examples are run, walk, write, drive, seek, and listen. For accomplishments classes the examples are paint, draw, run, write, build, kill and put. Furthermore, in achievements classes for examples are recognize, find, lose, understand, and hear. Last, states classes the examples are know, love, have, and desire.
3. Adjective are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark,

bright, and dull are used with colour names. From all of the definition given by the experts, can be concluded that the researcher chooses nouns, verb, pronouns, and adjective as the object of research instrument.

4. Adverb are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

In conclusion, vocabulary mastery is basic element. Furthermore, the students need to master vocabulary well to increase their skill. In this present study, the researcher focused Radford et al. (2009:132) nouns, verbs, adjectives, adverbs are the major word classes of English. Thus, vocabulary to be assessed through cloze task.

2.2 Empirical Review

Empirical review is needed to provide empirical evidence that can be used in this study, in the sense that research must be presented. These are the two previous studies that were used as empirical evidence in this study and are relevant to this study.

The first study was conducted by Muslikah (2017) entitled " The Correlation Between Students ' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text of The Eleventh Grade of SMA Karya Mataram South Lampung in Academic Year 2017/2018 ". The objective of this research was to find out the correlation between students' vocabulary mastery and their ability in writing analytical exposition text of the eleventh grade students of SMA Karya Mataram in academic year 2017/2018. The researcher obtained the data by using

vocabulary test and test on writing ability where the students are given 80 minutes to write an analytical exposition text which consists of 100 words at least.

The second study was done by Yuanita, Tavriyanti, Hasna, and Lailatul (2014) entitled " The Correlation of Students ' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text of the Second Year Students at SMA Lubuk Alung ". They gained the data by using vocabulary test where the students are given 46 questions (16 items for synonym, 15 items for antonym, and 15 items for meaning context) with 46 minutes for the time allocation. The researcher also use test on writing ability where the students are asked to choose one of the topics and they should write an analytical exposition text based on their chosen topic in 60 minutes.

In the present study the research used for the writing ability test the researcher will only give one topic in order to be fair, the students must write an analytical exposition text consists of three paragraphs with at least 6 - 12 sentences in 60 minutes. In this research, the researcher used analytic scoring scale adapted from Oshima and Hogue (2007:196). For vocabulary mastery, there are noun, verb, adverb, adjective as aspects. Meanwhile, for vocabulary mastery in this present study the researcher uses the theory of Radford et al. (2009:132) who stated that nouns, verbs, adjectives, adverbs are the major word classes of English.

2.3 Hypothesis

Based on the explanation above, the researcher proposed the hypothesis as below:

- a. Null hypothesis (H_0): There is no significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the first semester of the twelve grade students at SMAN 1 Mengwi in academic year 2022/2023.
- b. Alternative hypothesis (H_a): There is a significant correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the first semester of the twelve grade students at SMAN 1 Mengwi in academic year 2022/2023.

