

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is one of the language skills which needs a great attention because it is very difficult to be learned and mastered by the students. Writing is also one of the productive activities that is learned and should be mastered. Writing is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write texts, write stories in paragraphs, write letters etc. They also need to know some of the writing's special conventions (punctuation, paragraph construction etc.). They need to know how to pronounce spoken English appropriately. So that the purpose of teaching writing is to improve students' ability in expressing their ideas in written form. Students have to follow the steps of writing to produce good writing.

According to Oshima and Hogue (2007), writing is never a one-step action; it is an ongoing creative act. When the writers will put their idea in a work of writing, the writers already have a plan and think about what to convey and how to deliver it. Furthermore, after they finished writing, they confirmed their writing again by re-reading what had been written and making changes. Writers take the revision stage again until their writings are really in accordance with what they want to convey. The writing process has roughly four steps. In the first step is creating ideas. The second step is organizing the ideas. The third step is writing a rough draft. The last step is polishing the rough draft by editing it and making revisions.

Writing is one of the four skills of listening, speaking, reading, and writing that has always formed part of the syllabus in the teaching of English, Harmer (2004). The importance given to writing differs from teaching situation to teaching situation. In some cases, it shares equal billing with the other skills; in other curricula it is only used, if at all, in its 'writing-for-learning' role where students write predominantly to augment their learning of the grammar and vocabulary of the language. By writing, students can express and develop not only the structure of sentences and vocabulary use, but also ideas, thoughts, and feelings about the meaning of the text.

Writing can be in the form of paragraph. Zemach (2005) states that a paragraph can give information to the readers, tell an opinion, explain something, or tell a short story. In the paragraph, the sentences are arranged logically, so make the readers easily to understand what the writer wants to say. Writing is a 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, both in the form of spoken and written about a person, animal, and thing, by considering the purpose, structure and language elements of the material correctly and contextually.

Mastering effective writing ability is not easy because there are several things that must be considered. Effective writing requires a number of things such as vocabulary choices, grammatical patterns, and careful sentence structure, etc. In order to create a writing style that is suitable for the subject matter. Some students may face some problem in the process of learning to write. Therefore, students must focus on their learning in order to be able to write effectively. While the teacher also needs to

pay attention or create creative material that is suitable for the subject so that students could focus on learning to write. Then, students enjoy learning writing activities. Therefore, one of the important things in making good writing is mastering vocabulary, because by mastering vocabulary students can express their ideas into writing.

Vocabulary is the center of teaching English because without sufficient vocabulary students cannot understand others or express their own ideas. Students often instinctively recognize the importance of vocabulary for their language learning. As what has been clearly noted by Schmitt (2010), students carry dictionaries and not grammar books. Based on the statement, students must bring a dictionary when they want to learn more about vocabulary so that they can add and get new vocabularies including the meaning of the unknown vocabulary. Increasing vocabulary mastery can help students communicate well with others in English and add insight. In other words, written language vocabulary is far more extensive and varied than spoken so that the integration of language components and skills are important. It may affect their language performances that is useful in daily life.

Vocabulary mastery has some effects and relationships with writing ability; the students who have higher size or mastery in vocabulary may learn and practice to write English well, Olinghouse and Wilson (2012). Vocabulary facilitates the process of writing; without vocabulary such things cannot be expressed. In other words, vocabulary mastery is categorized as the key success of improving writing skill. The extensive mastery of vocabulary enables students to creatively express their ideas in the form of written product such as paragraphs, texts or essays. However, students often lack the ability to write well because of the lack of vocabulary mastery. While, there

are some students who already good in their writing because they mastering vocabulary well. They could not only become creative in writing, but they also could develop their writing skill into more extensive forms of written products.

In accordance with the statement above, the researcher is interested in knowing whether there is a correlation between vocabulary mastery of the eighth grade students of SMP N 1 Kuta Utara and their descriptive paragraph writing ability. It is important for students, especially the eighth graders of junior high school, to know the use of language elements of descriptive paragraph consisting of rules for vocabulary that affect their ability to write descriptive paragraphs. Thus, the researcher decided to conduct a research entitled “The Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing Ability of the Eighth Grade Students of SMP N 1 Kuta Utara in academic year 2021/2022”.

## **1.2 Research Problem**

The research problem is the most important aspect in doing a research. Scientific investigation begins with a problem, which needs to be solved by using a scientific method. Furthermore, the scientific method is expected to solve the problem faced by the learners based on what has been described in the background of the study. The research problem in the present study is carefully constructed in the form of a question as follows: is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students in SMP N 1 Kuta Utara in the academic year 2021/2022?

### **1.3 Objective of the Study**

Every research must have a research goal to be achieved. The objective of the study was aimed at answering the research problem that is formulated for the study. Moreover, the objective of the study should be in line with the problem which has been formulated above, the objective of this study is to find whether or not there is any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students in SMP N 1 Kuta Utara in academic year 2021/2022.

### **1.4 Limitation of the Study**

The limitation of the study is really important to know whether the main topics are outside of the main topic. So the researcher presents the study deeper and more specific. Therefore, in this study the topic is to discuss the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students in SMP N 1 Kuta Utara in academic year 2021/2022. Besides in this study, the researcher limited the problem of the discussion on the vocabulary mastery of the students about verb, noun, adjective and adverb. Besides, in writing descriptive paragraph, the researcher limited the topic with a particular topic about describing person with the topic choice are my family, my favorite artist/actor, my best friend, my favorite teacher and my classmate. The students' descriptive paragraph writing ability mainly focused on writing complete descriptive paragraph that consist of identification, description and conclusion.



### 1.5 Significance of the Study

This research focuses on the correlation between students' vocabulary mastery and descriptive writing ability of the eighth grade students of SMP N 1 Kuta Utara in the academic year 2020/2021. The findings are expected that the results of this research could give both theoretical and practical significance which can be further discussed below.

Theoretically, this study is worth for other researchers in which hopefully it can be used as reference and also guidance in conducting the same study of observing writing abilities. Some information and theories provided in this study can be taken to enrich the available references. In addition, the findings of the present study are expected to give information to the teacher about the importance of vocabulary mastery that is needed to give emphasis to assists students to have a good writing in description paragraph.

Practically, the findings of the present study are useful for English teacher students, and other researchers. The first for the English teacher, the findings of this study give information about the correlation between students' vocabulary mastery and descriptive writing ability. Therefore, in the learning process, the teacher can use an effective way in teaching writing descriptive paragraphs that to be able to increase and improve students' vocabulary mastery and their writing descriptive paragraph ability. The second is for the students, the results of this study are expected to be able to increase the students' motivation in learning English especially writing because they know how important to mastering the vocabulary that will influence their writing ability and they are able to know their own weakness about their writing especially in

descriptive paragraph. Meanwhile, the result of this study provides a reference and a reflection for the students so that their vocabulary mastery as well as writing descriptive paragraph ability improved. In addition, the last is for other researchers, these findings are expected to be used to make other researchers know about the correlation between students' vocabulary mastery and descriptive writing ability.

### **1.6 Definition of the Key Terms**

This research there are some key term should be defined. They are correlation student mastery in vocabulary and the student writing ability in descriptive paragraph. The description of these terms as bellow:

#### **1. Vocabulary Mastery**

Vocabulary mastery is an ability of the eighth grade students of SMP N 1 Kuta Utara to use all the words of language in conducting communication especially for describing person such as adjectives, noun, verb, and adverb.

#### **2. Descriptive Paragraph Writing Ability**

Descriptive paragraph writing ability is defined as a skill of the eighth grade students of SMP N 1 Kuta Utara to express ideas in writing descriptive paragraphs, which describes a person with complete generic structure, identification, description, and conclusion.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of the theories that are related to the conducted study. Furthermore, it is used to support and build this study. 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 students' vocabulary mastery and descriptive paragraph writing ability. The present study had been conducted based on the following theoretical framework that were taken from the experts. There are some important points to be explained and discussed based on the relevant theoretical reviews that are taken by the researcher. The theoretical reviews included writing ability, vocabulary mastery and descriptive paragraph.

##### **2.1.1 Vocabulary Mastery**

Vocabulary is one of the elements in teaching English. People who want to master language skills, they have to master vocabulary of English first. According to Rivers in Alqahtani (2015), vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. It means that to improve their knowledge in mastering vocabulary students must be aware of their responsibility to learn English so that students can have great skills in word processing. In addition, vocabulary mastery is one of the important components when students are learning a foreign language. Therefore, when students learn English skills especially in writing a descriptive paragraph they must enrich their vocabulary. According to Hogue



(2008), descriptions are “word pictures”. It means that the reader can imagine the object, place or person in his or her mind. In making a good descriptive paragraph, it has to describe the object more details so that the reader will be able to imagine the descriptions.

Anthony (1978) states that if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening, and reading skill. If students have mastered vocabulary, they can easily convey or express something orally or in writing. There are many definitions of vocabulary taken from some experts. According to Hiebert and Kamil (2005), vocabulary is the knowledge of the meaning of words. What complicates this definition is the fact that words come in at least from two forms. There are receptive that are able to be understood or recognized, and productive the vocabulary that is used when writing or speaking.

There are two kinds of vocabulary. According to Haycraft (1978), they are receptive vocabulary and productive vocabulary. The receptive vocabulary is words that the students recognize and understand when they occur. In another word, this vocabulary depends on the context. The productive vocabulary is the words which the students understand, pronounce correctly, and use constructively in speaking and writing ability. Moreover, Hiebert and Kamil (2005) state that the productive vocabulary is the words that are familiar or easy to recognize. These are often use by an individual, particularly in writing and speaking. In contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used. Another word, the students may not use these spontaneously for they may recognize the words meaning as they are reading and listening.

In this present study, the researcher used the theory from Alqahtani (2015), states that the word classification is based on their functional categories which called part of speech. There are parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. But in this present study, the researcher will be focused on part of speech such as adjective, adverb, verb and noun. The parts can be explained as follows: According to Lyons as cited in Schmitz (1997), 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. These would include nouns of states (e.g., sleep), process (e.g., weaving), and events (e.g., a crash). Therefore, a noun refers to a person, place, or thing.

From the previous explanation about vocabulary above, the researcher can conclude that vocabulary mastery is an important aspect that must be mastered by the students. By mastering vocabulary, the students can increase their communication especially in writing. It also makes the students easily in writing if they have mastered vocabularies, because, vocabulary is a basic or main aspect of English skills that must be learned by students or other people. In addition, writing is an individual achievement that make the students have to processing their own words. Therefore, vocabulary mastery is really important in writing.

### 2.1.2 Writing Ability

Writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them and requires some learning, Harmer (2004). It means that writing is more complex, many aspects should be mastered to be competent in that skill. According to Zamel (1982), writing is process through meaning which is created. The act of meaning generates ideas. Therefore, to explore someone's feelings and thoughts. Based on definition above, writing is a process of creativity of thoughts, ideas, and feelings expressed in writing language with the goal of certain.

Oshima And Hogue et al (2007) state that writing is not instant process but it needs some steps. There are four steps in the writing process. The first step is called prewriting. It is a step to get an idea by choosing a topic and think the idea in order to explain the topic. The second step is organizing. In this step, the writer organizes ideas into a simple draft. The third step is writing. It is a step where a writer writes a rough draft using the outline as a guide. Besides, a writer should write the rough draft as quickly as they can without thinking about grammar, spelling or punctuation just write the ideas down on paper. The last step is called polishing. A writer writes and refines the writing that has been written. This activity will be successful if the writer makes revisions and edits in their writing.

Writing is never a one-step action. It is an ongoing creative act which has steps that need to be done in the writing process. When beginning to write something, it has already been thinking about what to say and how to say it. After finishing the writing, it should be read over what the writer has written. Then, the writers make changes for some corrections. The writers write and revise and write and revise again until they are

satisfied and their writing expresses exactly what they want to say, Oshima Ann Hogue et al (2007). In principle, the purpose of writing is to make expression of ideas and to convey the message to the reader. Thus, the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer also need paying some attention in formal aspect. There are neat handwriting and correcting spelling and punctuation. The correction should be acceptable in grammar and be careful in selection of vocabulary, Ur (1996).

Brown (2004) states that writing has four categories that capture the range of written production that should be considered. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. In intensive, the learners focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the learners learn how to connect sentences into paragraph and create a logical connected sequence of two or three paragraphs. In extensive, the writers focus on achieving a purpose, organizing, and developing ideas logically, as a result, the final product is engaging in the process of multiple drafts.

Grenville (2001) states that writing has some purposes. There are writing to entertain, to inform and to persuade. Writing to entertain is a writing that may engage the readers feeling through its plot or the emotion provided in the writing. Some examples of the writing in which purpose are to entertain are novels, poems, song lyrics, plays, and screenplays. Meanwhile, writing to inform is intended to tell readers about something, for example: newspaper, articles, scientific or business reports,

instructions or procedures, and essay for school and university. In addition, writing to persuade means the writing that aims to convince the readers of something through providing evidence, for example: advertisements, articles, newspaper, and magazine.

To sum up, writing is a skill that concern in both product and process. It is also about expressing and impressing. As a skill, writing must be practiced many times regularly in order to create good writing results and the writers can have more experience in writing everything. Writing is an important part of higher state as a proven of literacy ability. Writing in the class by the students is called academic writing which is the teacher and the classmates are the reader of the writing work. Writing has process that must be followed such as pre-writing, drafting, revising, and editing.

In this present study, the researcher used the theory from Oshima and Hogue (2007), academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing when write the stories. It is also different from personal writing, which is the kind of writing that do when write letters or e-mail to friends and family. Creative writing and personal writing are informal, so that may use slang, abbreviations, and incomplete sentences. However, academic writing is formal that should not use slang or contractions. In addition, when write complete sentences and organize them in a certain way should be take care.



### 2.1.3 Descriptive Paragraph

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, Oshima and Hogue et al (2007). It can conclude that descriptive paragraph is a skill in writing that give detail information about the subject through sensory detail that makes the reader catch the picture of information easily.

Zemach (2005) states a paragraph is a group of about six until twelve sentences about one topic. In every strong paragraph covers a topic on the same topic. All of the sentences explain the writer's most important idea about the topic. Therefore, when the writers want to write about a new main idea, they begin a new paragraph. 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. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

Shafiei (2007) states that descriptive paragraph should be in descriptive organization based on the following paragraph structures: (1) topic sentences: introduces the item that the writer will describe, it may include the writer's general feeling or opinion about them; (2) supporting sentences: give more background information about the item, also give descriptive details about the item, describe how the item looks, smells, feels, or tastes, may also describe in more detail how the writer's feel about them; and (3) concluding sentence: the paragraph end with a concluding



sentence that restates the idea in the topic sentence using different words to show the writer's opinion.

The purpose of a description is to create the picture using word. The important part of writing in description is using clear and effective word that creates exactly from the picture that the writer wants, Root (1994). From the statement above, the writer concluded that descriptive writing is a type of writing that given clear description of the inherent properties of something about the object described to the reader. The primary objective of descriptive writing is to frame an image of the place, people or thing in the minds of readers through sufficient details and allow them to feel that thing through their five senses.

Descriptive text has generic structures such as identification, description, and conclusion. Evans (2000) defines a descriptive text is about describing person that should consist of introduction, main body, and conclusion. The generic structures or descriptive text are explained as follows: the first one is introduction, the writer gives general information about person, and it can be called identification. Second, main body in which the writer describes their physical, appearance, personal qualities and hobbies, it can be called as description. Last, conclusion is the point in which writer writes the opinion about the person described. In this part, the students should conclude the text connected each other: apart from the fact that every sentence in descriptive text.

In this present study, the researcher used the theory from Rumisek (2003) which states about the definition of descriptive paragraph which explains how thing, place, or person looks or feels by using adjectives words. Meanwhile, Evan's theory states about

the generic structure of descriptive paragraph which lead the writers make a well-organized paragraph. There are three main points that should be considered in making descriptive paragraph, such as: introduction or usually called identification, main body or usually called description, and conclusion. It is relevant for the present study since it was concerning in improving writing skill about descriptive paragraph. Especially, in this research, students can describe person more detail into a descriptive paragraph with that all three main points and make it well organized.

## **2.2 Empirical Review**

Empirical review is the review of relevant researches that have been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help to avoid unintentional replication of the previous studies results by the researcher, and to clarify as well as define the concepts of the study. Several researchers have been done related to this present study which discussed about correlation between students' vocabulary mastery and writing ability. The empirical reviews are presented as follows:

The first research was conducted by Devi (2020) entitled "The Correlation between Vocabulary Mastery and Descriptive Paragraph Writing Ability of the Tenth Grade Students of SMK Saraswati 1 Denpasar in academic year 2019/2020". Furthermore, the objective of this study was to get empirical evidence whether or not there was any relationship between students' vocabulary mastery and their writing ability. Moreover, based on the research result, it showed that there was a correlational between vocabulary mastery and students writing ability. Additionally, students with

high vocabulary mastery had good writing score. In contrast, students with low vocabulary mastery had low writing scores.

In addition, the strength of the previous study was in terms of the paragraph scoring rubric used. The paragraph scoring rubric was adapted from Oshima and Hogue (2007) which has five elements, such as: format, punctuation and mechanics, content, organization, grammar and sentence structures. Clear paragraph scoring rubrics made the researchers were easier to assess the descriptive paragraphs that were made by the students. The researcher also relied on expert theories that support the statements, and the steps in administering the test were mentioned completely. However, the research instrument that was used in this research did not state the time allotment of doing the test. This weakness can cause the students do not use their time effectively and the researcher also did not mention aspect for vocabulary test.

The second research was conducted by Azizah (2017) entitled "The Correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive Text of the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang". The objective of this study was to find out whether or not there is any relationship between students' vocabulary mastery and their writing ability. Moreover, based on the research result, it showed that there was a correlational between vocabulary mastery and students writing ability. The result found that there a positive significant correlation between vocabulary mastery and writing ability. Therefore, the statement explains that both of variable affect each other.

Additionally, the strength of this study was that the researcher already provided good related theories from experts to support the statements. The researcher also

mentioned completely the steps were conducted in that study. In addition, the strength of this research was in terms of the paragraph scoring rubric that was used. The five paragraph scoring rubric was adapted from Heaton (1988) which have elements, such as: format, punctuation and mechanics, content, organization, grammar and sentence structures. Clear paragraph scoring rubric made the researchers easier to assess the students' descriptive paragraphs. Furthermore, the weakness of this study was on the instrument used. The researcher used multiple choices to assess the students' vocabulary mastery. The instruction used on the test which were stated in Indonesian, and the time allotment in doing the test was not stated. This instrument invited high guessing possibility and make the students confused in answer the question or test.

Thus, in the present study, based on the two empirical reviews above this research makes a difference that make the instrument better. The researcher uses cloze task to assess students' vocabulary mastery completed with the instructions that stated clearly in English. It is also clarifying the time allotment for the students to finish the test so that the students use their time effectively and the data obtained from the research instrument is accurate. The researcher uses rational deletion procedure to avoid deleting words that would be difficult to predict from the context. There are 30 blank gaps and focused to the adjective, noun, verb and adverb to describe person. Therefore, the students could finish their test easily.

### 2.3 Hypothesis

Hypothesis is a temporary answer on the research problem, it takes a proofing by collecting data, Arikunto (2010). The purpose of hypothesis is to provide a tentative proposition suggested to any research problem of a study. The hypothesis is like a guiding material to arrive at a certain conclusion. This will serve as the pathway to follow without wasting time or effort in looking for answers without any directions. This is a single aspect of thinking that will inform if something is true or not. In order to prove it, the researcher needs to run tests of researching.

In this present study, the researcher uses directional hypothesis. Directional hypothesis is a predication made by a researcher regarding a positive or negative change, relationship, or differences between two variable of a population. This prediction is typically based on past research, accepted theory, extensive experience, or literature on the topic. Key word 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: there is a positive and significant correlation between students' vocabulary mastery and descriptive paragraph writing ability of the eighth grade students of SMP N 1 Kuta Utara in academic year 2021/2022.