

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is one aspect of English that is very important for students because mastering a lot of vocabulary will make it easier for students to write, read, listen, and speak if students can master the vocabulary first. The use of vocabulary is crucial in both oral and written communication. Neuman and Dwyer (2009:385) also state that vocabulary can be defined as words we must know to communicate effectively. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language prevents good communication. It means that vocabulary is the priority in learning English. The four language skills can be developed by students more easily the more vocabulary they have mastered. Vocabulary is also important because it is a basic part of understanding the meaning of what people say and writes. Vocabulary becomes important in communicating when we are going to convey an idea or concept in communicating, we need a collection of vocabulary that we can choose to convey and a collection of vocabulary that we master.

By mastering vocabulary, we will be able to communicate both orally and written well. Furthermore, by having a lot of vocabulary, Hatch, and Brown (2018:18) state that vocabulary is the foundation to build a language which plays a fundamental role in communication. Someone can interact with others because they know the vocabulary. The term vocabulary refers to a list or collection of words that are used by individual' speakers in communication. This is supported by Watch (2003:1) which states that vocabulary is the collection of words that you

can hear and read throughout your life. It is why vocabulary should be learned seriously.

Vocabulary can help students to make good writing, by mastering the vocabulary they master will easily make good writing. Writing skills are one of the important skills that must be mastered by students or others. Writing is a form of communication to convey thoughts or express feelings that come from written thoughts. According to Zemach and Islam (2005:4), writing is an important form of communication in daily life. Writing is a complex activity where the writer must have the ability to deliver the information and make the reader understand. By writing, the student can express their idea, opinion, and feelings that are arranged in words, sentences, and paragraphs with their hands' eyes, and brain. As one of the four skills in learning English, writing becomes more important since the student will face many kinds of written tasks during learning English. The students must know how to construct a word to the sentence, the sentence to be paragraph to be essays. When students write something, they should know how many words that have been collected to make the sentence connect to other sentences.

Writing is one of the fundamental English skills that must be mastered by students or others because it functions as a medium of communication in written form. One of the components is that the student can use many vocabularies in writing a text because vocabulary mastery gives impacts students writing ability. By writing the student can share their idea, feeling, or anything that exists in their mind. As one of the language skills, writing is very important for students because they will face some writing tasks in learning English. According to Munirah &

Hardian (2016:80), a richer vocabulary is a greater opportunity to have good writing ability. It means that when the student has many vocabularies, it will make it easier to write a text. To write good academic writing, the student needs to increase their knowledge of vocabulary. According to Anjayani & Suprpto, (2016:2), writing is the activity of writing to other people. It is supported by (Suharni, 2016:9), who states that writing is a process of expressing ideas or thoughts in words. It means that writing is a thought process that will turn a thought.

According to Hogue (2008:95), e is the word picture which means descriptive text that explains how someone, or something looks, feels, tastes, and sounds. When a student has a good vocabulary, they can imagine the object easily and connect each sentence. A good vocabulary and the ability to use words correctly and effectively can help the student feel easier and more rewarded because many tests that they take in school include vocabulary questions. It will be better if the student has a rich vocabulary because it can help them to do well on an English writing test and learning process. The English learning process in junior high school is generally about descriptive text, recount text, and narrative text. Regarding the explanation and the research finding. It seemed that vocabulary is very important in writing.

Similar research was conducted by Devi (2020) about the Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing of the tenth-grade student of SMK 1 Saraswati Denpasar in the academic year 2019/2020. It was aimed to find out whether there is a significant correlation or not between student vocabulary mastery and descriptive paragraph writing ability. The

researcher takes the sampling by cluster random sampling because the researcher takes one of eight classes. The result of the analysis data showed that the coefficient correlation (r) is 0.548 with the level of significance being 0.000. It indicated there was a positive significant correlation between vocabulary mastery and descriptive paragraph writing ability. The result of her research showed that student vocabulary mastery and descriptive paragraph writing ability have a strong correlation.

According to research conducted by Azizah (2017) on the seventh-grade students of SMP Islam Sudirman 1 Bancak Semarang, there was a positive and significant correlation between students' vocabulary mastery and descriptive paragraph writing ability. The result of that research was a fair relationship between vocabulary mastery and descriptive text writing ability. It showed the coefficient correlation was 0,563, which indicated the students with high vocabulary had been good at writing scores. On the other hand, the students with low vocabulary mastery had low writing scores. According to the expert's theory above, when students have a higher vocabulary, it will make it easier to express their ideas in a good way by using English so that their learning can be much better. This signifies that the correlation between the research variables is important.

Besides, Azizah (2017) conducted similar research. The objective of the study was to find out the score of students' vocabulary mastery in writing ability on descriptive text. Her research was conducted for the seventh-grade students of SMP Islam Sudirman 1 Bancak Semarang district. The researcher found that there was a positive and significant correlation between student vocabulary mastery in

writing ability in a descriptive paragraph. Regarding this researcher's findings which explain that vocabulary mastery and descriptive paragraph writing ability are related to each other, so in this present study the researcher became curious to find the correlation between vocabulary mastery and descriptive paragraph writing ability of the student in SMP N 3 Ubud.

In accordance with the explanations above, the previous theories about vocabulary mastery and descriptive paragraph writing ability have convinced the researcher that vocabulary mastery is important when the student writes a descriptive paragraph. The researcher was interested in choosing vocabulary mastery and descriptive paragraph writing ability because the researcher wanted to know how vocabulary affects the students' writing ability, especially in the descriptive paragraph of the eighth-grade students of SMP N 3 Ubud in the academic year 2022/2023. Therefore, the researcher formulated research entitled "The Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing ability of the Eight-grade Students of SMP N 3 Ubud in Academic Year 2022/2023.

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing an investigation is important and useful for the researcher before doing the research. Based on what has been described in the background of the study above, the researcher held research on the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud. Many studies found that to learn how to write, students need to master vocabulary. By mastering vocabulary, the student

will have confidence in writing. In the present study, the researcher was interested in finding out the significant correlation between vocabulary mastery and descriptive paragraph writing ability in junior high school. Therefore, the research problem of this present study can be formulated in the form of the question as follows: is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud in the academic year 2022/2023?

1.3 Objective of the Study

Every research has its own objective. The research objective describes concisely what the research is trying to achieve. A particular investigation was expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the present study. Furthermore, the aims of any activities which were related to the specific investigation were always intended to find out a scientific solution to the research problem that has been previously formulated and determined. Based on the explanation above, the main objective of the study was to figure out the significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud in the academic year 2022/2023.

1.4 Limitation of the Study

The limitation of the study is important to make sure that the research problem leads the research to be a more specific discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. The present study aimed to determine

whether there was any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud in the academic year 2022/2023. The topic must be limited to investigate the problem more accurately, precisely, and correctly. Therefore, the present study was limited to students' vocabulary of verbs, adverbs, nouns, and adjectives because the student has learned about those parts of vocabulary. Besides, in writing in a descriptive paragraph, the present study was limited to describing animals, tourist attractions in Bali, and favourite artists. It focused on writing a complete descriptive paragraph that consists of identification, description, and conclusion. Those aspects that the researcher wants to score in this present study.

1.5 Significance of the Study

The significance of a study was provided according to the expectation of the finding of the present study. The significance of the study is an important part of the introduction of the research. It should determine what benefits from the study and how the specific audience will benefit from its finding. It was because the research focused on figuring out whether there was a significant correlation between students' vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud in the academic year 2022/2023. The finding is expected that the results of this research would give both theoretical and practical significance to the research area.

Theoretically, the result of this research is expected to enrich theories and become the reference for future studies related to the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud. Furthermore, the procedures for conducting the

research can be good guidance to be used to conduct a related study. Moreover, the findings are expected to be used as evidence that there is a significant correlation between English vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud in the academic year 2022/2023. 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 for undertaking a similar study.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. For English teachers, it is very important because it is expected to give information that can be used as a consideration to get better results on an alternative way of teaching in writing descriptive paragraphs of the eighth-grade student of SMP N 3 Ubud. Students can learn and know how important vocabulary mastery is to improve their writing ability especially in writing descriptive paragraphs. In addition, for the researcher, the result of this study can be used to enrich the knowledge of English through the researcher feedback and it can be used as a reference for conducting a study in the same field.

1.6 Definition of Key Term

To avoid misunderstanding and confusion of the readers about this research study, there were several terms of this study were provided to make sure that the readers have a clear insight about what this study about, therefore the researchers need to give an operational definition of vocabulary mastery and descriptive paragraph writing ability as the terms in this study. The key terms are vocabulary mastery and descriptive paragraph writing ability. Those key terms should be

explained clearly and briefly to provide clear insight into what the study is concerned with. The definition of key terms can be defined as the following statement:

1. Vocabulary Mastery

Vocabulary mastery is defined as the ability of the eighth-grade student of SMP N 3 Ubud in the academic year 2022/2023 to identify four aspects of the vocabulary test: verb, adverb, nouns, and adjective

2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is defined as the ability of the eighth-grade student of SMP N 3 Ubud to express their ideas in writing a descriptive paragraph about animals', tourist attractions in Bali, and favourite artists.: Identification, description, and conclusion

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review of the theories related to the conducted study. It is used to support and build the present study to become stronger and based on the fact. This chapter describes the prominent points, including a theoretical review that relates to the expert's theory. This research also needs support from some theories already given by experts to strengthen this research statement. The theoretical review is needed as the main idea of this research which is a strong reason why the researcher added some theories to this research. The present study dealt with the correlation between vocabulary mastery and descriptive paragraph writing ability. The present study was conducted based on the following theoretical frameworks that were taken from the expert. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical review such as (1) vocabulary mastery, (2) writing ability, and (3) descriptive paragraphs.

2.1.1. Vocabulary Mastery

Vocabulary is very important because it is one of the basic elements to master the four language skills: writing, reading, speaking, and listening. It plays an important role in understanding the language holistically. It is also very important for foreign language learners because it is the first thing to be mastered when learning a foreign language, especially English. English is an international language, and it means many people use English when communicating with other people. Vocabulary is also important in order for communication to run smoothly

because it can help them share what they want to express and understand what other people convey. They will get difficulties when learning English because they lack vocabulary.

Vocabulary means the words that someone knows and then uses the words to communicate with others in a particular language. People can find these words in the dictionary of a particular language. Faraj (2015:10) says that vocabulary is an essential building block of language and as such, it makes sense to be able to measure learners' knowledge of it. Therefore, vocabulary is one of the most pivotal components of language learning and teaching of a foreign language since it affords learners of the language access to all forms of oral and written communication of words. Richard and Renandya (2005:255) argue that vocabulary is a core component of language proficiency and provides much of the basis for how well a learner speaks, listens, reads, and writes. According to Richards and Schmidt (2002:580), Vocabulary is a set of lexemes, including single words, compound words, and idioms. Therefore, vocabulary can be stated as a list or a series of words used to express an idea or in other meanings used for general communication. Based on that definition, vocabulary serves as an important aspect when the students want to share their ideas in a written or spoken way.

Hatch and Brown (2018: 282) state that vocabulary is the foundation to build a language that plays a fundamental role in communication. Someone can interact with others because they know the vocabulary. The term vocabulary refers to a list or collection of words that are used by individual speakers in communication. This is supported by Watch (2003:1) which states that vocabulary

is the collection of the word that you hear and read throughout your life. Vocabulary will never stop growing. It is why vocabulary should be learned seriously.

Vocabulary becomes the basic element to mastering the four language skills namely writing, reading, speaking, and listening. without mastering vocabulary, the student will not be able to master the language skill. In this case, vocabulary mastery has an important role in communication. According to Linse (2005:121), vocabulary is defined as the collection of words that individuals know. From the explanation, the writer assumed that vocabulary is any kind of word that is used for communication. Like the explanation of the expert above, according to Cameron (2001:95), vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learned from participating in discourse and is essential to participating in it. Based on the statement above vocabulary is a basic part of language, vocabulary is very needed to learn so we must increase vocabulary to facilitate the use of language.

2.1.2. Writing Ability

Writing is one of the language skills that should be mastered by the students besides other language skills. Writing is one of the productive skills which are the way how humans communicate through the written form using a sign and symbols. Writing ability is considered a fundamental skill in this global era. It enables the writers to communicate to the readers in written form. It is often used in school, at work, and in the writer's personal life. writing skill at least at rudimentary levels is a necessary condition for achieving employment in many walks of life and is simply taken for granted in the literate culture. Therefore,

writing is crucial to be learned by students and teachers should give attention to students writing ability in teaching English. Moreover, writing can make the subject's idea show the development of their ability to bring out ideas to the readers as clearly as well and make it easy to memorize ideas permanently. The present study is supported by some theories of expert views from different sides about writing.

According to Hamer (2004:31), when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or references to help them. Writing may be important for one group of students but much less important for others. Writing is an essential future of learning a language because it provides good meanings for fixing vocabulary, spelling, and sentence patterns. These are important components of writing and the writer needs to consider those components. According to Oshima and Hogue (2007:15), writing is not instant, but it needs some steps. Following the steps, it will make the writing process easier.

There is a similar view from Nation (2009:114) which states that one way of focusing on a different aspect of writing is to look at writing as a process. It means that the writing process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing. According to McDonald (2002:7), writing is useful, described as a process, something which shows a continued change in time like growth in organic nature. Furthermore, in the process of placing ideas into words on paper, different things happen at distinct phases in the process of putting thoughts into paper. Arranging,

words, to become one unit requires more concentration to make the writing can be connected.

In this study, the researcher used the written text of descriptive paragraph writing ability of the eighth-grade students of SMP N 3 Ubud in the academic year 2022/2023. The researcher provided one topic that is animal written text and asks the samples to write a descriptive paragraph which consists of 6-12 sentences. In addition, in this study, the researcher scored the descriptive paragraph by using a scoring rubric adapted from Oshima and Hogue (2007:196).

2.1.3. Descriptive Paragraph

Knap and Watkins (2005:13) state that a text can be any meaning-producing event, a book, a film, an advertisement, a phone conversation, and so on. A text can be seen from two key perspectives: a thing that can be recorded analyzed and discussed and a process that is the outcome of a socially produced occasion. In addition, Hyland (2003:4) says that texts are often regarded as a series of appropriate grammatical structures, and instruction may employ “slot and filter” frameworks in which sentences with different meanings can be generated by varying the words in the slots. A good text should have integrated structural parts based on the type of text which is created.

Moreover, Folse et al (2010:135) state that a descriptive paragraph is a paragraph that describes how something, or someone looks or feels. In the descriptive paragraph, the writer uses words that create an image and help the reader see, touch, feel, smell, or taste the topic that he or she is describing. A similar statement comes from Savage and Mayer (2005:37) who state that sight, smell, and taste are used in words to build an image for the readers in descriptive

paragraph writing with something that as described can be felt by the reader clearer. A descriptive paragraph is a paragraph that describes something in detail. A descriptive paragraph describing something using a certain sequence to facilitate the reader's understanding of what the author wants to tell the reader.

Oshima and Hogue (2007:61) define a descriptive text as a genre of writing that appeals to the senses. It tells how something looks, feels, smells, tastes, and sounds. A descriptive paragraph is considered good when the readers can imagine the thing, place, or person in their minds. In addition, Savage and Mayer (2005:33) state that the description should make the readers feel like responding to what they are reading, in addition, to creating a more vivid description.

Branan (2010:309) states that are five things that can help, which are (1) using specific language: words could be either relatively general or specific, belonging to a larger or smaller group, (2) using five senses: when we describe we could create a vivid image by using details that appeal to our creating dominant impression: bring the specific words, sensory details, thoughts and feeling together to form a dominant impression; (4) organize that details spatially: arrange the details of a descriptive paragraph from one point in space to another: and (5) using space and time transition linking sentence with connector, such as synonyms and transitions in essential for the readers to follow the flow of your idea.

In the present study, the theory that is used is from Oshima and Hogue (2007:61) who states that descriptive writing appeals to the senses, so it tells how something looks, feels, smells tastes, and sounds. A good description is a word picture where the reader can imagine the object, place, or person in his or her

mind. Its means to make the reader imagine the object, place, or person in his or her mind. It needs the right choices of vocabulary in all sentences. The right choices of vocabulary can help the reader can imagine and the writers can successfully deliver their ideas or information to the reader.

2.2 Empirical Review

An empirical review is a review of relevant and related research that other researchers have already conducted. These studies have similar variables to the present study. Empirical evidence can help the researcher avoid unintentional replication of the previous studies of the results. In addition, it helps to clarify as well as define the concepts of the study. Besides, the researcher can declare the significance of the results in the present study. Furthermore, the researcher can compare the present study with the previous studies. The previous studies used ex post facto design in which the researcher elaborated on the correlation between vocabulary mastery and descriptive paragraph writing ability.

The first research was conducted by Devi (2020) about the Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing of the tenth-grade student of SMK 1 Saraswati Denpasar in the academic year 2019/2020. It was aimed to find out whether there is a significant correlation or not between student vocabulary mastery and descriptive paragraph writing ability. The researcher takes the sampling by cluster sampling because the researcher takes one of five classes. The result of the analysis data showed that the coefficient correlation (r) is 0.548 with the level of significance being 0.000. It indicated there was a positive significant correlation between vocabulary mastery and descriptive paragraph writing ability. The result of her research showed that

student vocabulary mastery and descriptive paragraph writing ability have a strong correlation.

The second research was conducted by Azizah (2017) entitled "The Correlation between student's vocabulary Mastery and Their Writing Ability in Descriptive Text. This research is aimed to investigate the correlation between English vocabulary mastery and writing ability in descriptive text. It concluded that there was a significant correlation between student vocabulary mastery and their writing ability in descriptive paragraph text. The result of the study showed a good study because there was a correlation between students' vocabulary mastery and their writing ability in descriptive paragraph text. Meanwhile, there are the strengths and weaknesses of this study.

The strength of the study was the research used many theories from the experts to support her statement and make it stronger. While, the weakness of the study was the research did not mention the organization of descriptive paragraphs (identification, description, and conclusion). It would be better if the researcher mentions it in the detail on the instruction and scoring rubric of the writing test as scoring criteria because the organization of descriptive paragraphs was an important point that should be done. In the present study, the researcher asked the student to write descriptive paragraph identification, description, and conclusion. The researcher also mentioned the organization of descriptive paragraphs in detail on the instruction and scoring rubric adapted from the expert. Thus, the statement would recognize the necessary organization in writing a descriptive paragraph.

2.3 Hypothesis

A hypothesis is a tentative statement about the relationship between two variables. Is a specific, testable prediction about what expectation of the study. The hypothesis is that the researcher predicts the relationship between two or more variables, but it involves more than a guest. The present study uses a hypothesis to find a prediction about the relationship between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMP N 3 Ubud in the academic year 2022/2023. Based on the theoretical review and empirical review before, the hypothesis is proposed in this study. The hypothesis conducted by the researcher is constructed in the following statement.

1. Alternative hypothesis (H_a): there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability.
2. Null Hypothesis (H_o): there is no significant correlation between vocabulary mastery and descriptive paragraph writing ability.