

CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is one of the elements that cannot be separated from language learning as it links the four language skills, namely: listening, speaking, reading, and writing. Vocabulary is various types of words that is used to make the writing interested. Vocabulary mastery is one of the important aspects for learning foreign languages. In order to communicate well in a foreign language, one should have enough vocabulary and knows how to use them correctly. Vocabulary is a list or a series of words that is used to express the idea or in order meaning it is used for general communication. Considering its definition, vocabulary is an important aspect when the students want to share their ideas in a written or spoken way.

According to Rivers in Alqahtani (2015:26), vocabulary mastery refers to the great skill in processing words of a language. So, vocabulary must be mastered by the students who learn English skills especially in writing a descriptive paragraph. Richard and Renandya (2002:255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in every skill. Vocabulary refers to the words that must understand to communicate effectively.

David Wilkins (in Thornbury 2002:13) state that vocabulary learning is very important. 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively,

students must know the certain amount of vocabulary, not only for communicating orally but also written. It is in line with the concept of the communicative approach in which learners have a big chance to use the language directly in classroom activities.

Moreover, Olinghouse and Wilson (2012) argue that vocabulary mastery has some effect and relationship with writing ability; the students who have higher size or mastery in vocabulary may learn and practice for writing English well. Vocabulary facilitates the process of writing; without vocabulary, such thing cannot be expressed. In another word, vocabulary mastery is the key success of improving writing skill. The extensive mastery of vocabulary enables students to creatively express their ideas in the form of written products such as paragraphs, texts, or essays.

A descriptive paragraph is a paragraph that describes thing, place, person or animal clearly based on the generic structure such as clear identification, vivid detail descriptions, and a suitable conclusion. The writer cannot just imagine a subject based on what they read or hear to make a good description. In addition, the use of words in writing descriptive paragraph must be considered and it will help the reader to get information from the descriptive paragraph made by the writer.

In descriptive paragraphs, the more details are included, the more clearly the reader will imagine what the students are describing (Oshima and Hogue, 2007: 65). They also explain that language focus uses adjectives. Next, students must describe the object in more detail so that the reader can imagine their description. On the other hand, descriptive writing also defines that description is the method

used in writing. The goal is to describe physical objects or objects, their characteristics are concrete or touchable. It must be achieved through the use of the senses of language or the five senses consisting of sight, hearing, smell, taste, and touch in the paragraphs.

Descriptive paragraphs have a generic structure such as identification, description, and conclusion. Evans (2000:7) states descriptive paragraph is about describing someone which must consist of introduction, main content, and conclusion. Introduction in which the author provides general information about a person, or it can be called identification. The main body is where the authors describe their physical appearance, personal qualities, and hobbies. It could be called a description. Conclusion is the point where the writer writes the opinion and/or feeling about the person being described. This section is a sentence at the end of the paragraph that serves to unite the information that has been presented to develop controlling ideas in the topic sentence. Next, students must make a conclusion to complete the entire descriptive paragraph.

Writing skill is one of productive skills that is crucial to be mastered by students in all grades. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focuses on the idea of each paragraph. In educational term, students should learn about academic writing, it can make students analyse, convey understanding, think critically and focus on the technique and style. Some students are assessed through the production of writing assignments. The way to implement it, the students should know varieties of vocabulary when they want to write an academic writing but, nowadays some students have less knowledge of various vocabulary.

Writing can be in the form of paragraph. According to Zemach and Islam (2005:9), a paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences well-structured and logically, so the readers can easily understand what the writer wants to tell. In English, writing is a practical ability that must be learned by students. Based on 2013 curriculum in basic competency, the eighth grade students of junior high school are expected to be able arrange a simple descriptive paragraph, in form of spoken and written about thing, animal and person.

Writing is also about how to use orthography correctly, including spelling and punctuation. It is needed when people want to write well without making mistakes in expressing their thoughts while putting the words together correct word order. Writing is about making the text coherence so that order people can follow the development of the ideas. Oshima and Houge (2007:15) state that writers have to break the process down into a series of steps such as creating ideas, organizing the ideas, writing a rough draft, and polishing the rough draft by editing it and making revision. Based on this reason, writing is very crucial for the students, so they should learn the parts that construct the skill.

In accordance of statement above, the researcher is interested in knowing whether there is significant correlation between vocabulary mastery of the eighth grade students of SMPN 4 Mengwi and their descriptive paragraph writing ability. It is important for students, especially for the 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 paragraph. Thus, the researcher decided to conduct a research entitled “The Correlation between Vocabulary Mastery and

Writing Ability of the Eighth Grade Students of SMPN 4 Mengwi in academic year 2021/2022”.

1.2 Research Problem

The research problem is the most important aspect in doing research scientific investigation begins with a problem. Moreover, formulating a research problem in doing the 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 students of SMPN 4 Mengwi in academic year 2021/2022. Based on the background of the study above, the researcher formulated the research problem, as follows: Is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022?

1.3 Objective of The Study

Every research has its objective. Research objectives describe concisely what the research is trying to achieve. A particular investigation is 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 study. Furthermore, the aims of any activities which were related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out whether there is any significant

of the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022.

1.4 Limitation of Study

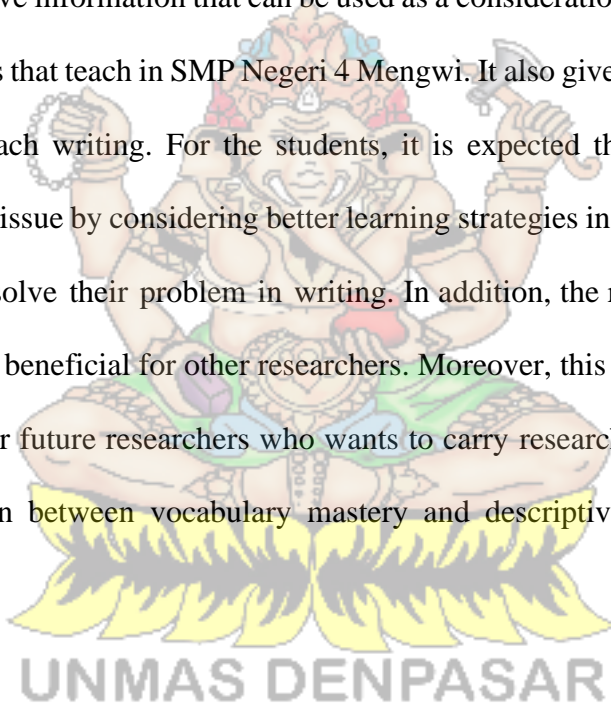
The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the discussion is only restricted on investigating the significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth grade student of SMPN 4 Mengwi in the academic year 2021/2022. As declared previously that the process of learning vocabulary is never completed. Besides that, vocabulary in this study is limited to the ability of the students in understanding function of each vocabulary such as noun, verb, adjective, and adverb. Furthermore, writing ability that is focused in the present study is constructing descriptive paragraph writing based on the generic structure of the descriptive paragraph, such as identification, description, and conclusion. Those aspects that the researcher wants to score in the present study.

1.5 Significance of the study

Theoretically, the results of the study are expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about vocabulary mastery and writing ability. Furthermore, the results of the present study are also intended to strengthen the theory that has been existed. Moreover, the additional empirical evidence is expected to be used in future studies or to give

more empirical evidence to the existing findings related to the correlation between vocabulary mastery and descriptive paragraph writing ability particularly in describing a person. In addition, the findings of the present study can disclose further areas of research so that they can be used by other researchers as bases of undertaking a similar study.

Practically, the results of the present study are expected to be beneficial for English teachers, students and other researchers. For the English teachers, it is expected to give information that can be used as a consideration to get better results of the students that teach in SMP Negeri 4 Mengwi. It also gives the teachers results on how to teach writing. For the students, it is expected that it can help them overcome the issue by considering better learning strategies in the future so that the students can solve their problem in writing. In addition, the results of the present study are also beneficial for other researchers. Moreover, this study can be used as a reference for future researchers who wants to carry research which is related to the correlation between vocabulary mastery and descriptive paragraph writing ability.



1.6 Definition of Key Term

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needs to give a clear operational definition of the key terms used in the present study. Additionally, the definitions of key terms are also intended to make them clear in comprehending this study and to give limitations to the terms of the research conducted. Thus, the

definitions of the key terms that are used in the present study are vocabulary mastery and descriptive paragraph writing ability. Furthermore, the key terms which are used in the present study were clearly and concisely clarified as follows:

1. Vocabulary Mastery

Vocabulary mastery in this study is operationally defined as the ability of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022 in understanding the meaning of the content words such as; nouns, verbs, adverbs, and adjectives.

2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is operationally defined as the ability of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022 in writing a good descriptive paragraph which is usually used to describe and express a particular person, place, things, animal and it consist of 6-12 sentences in each paragraph. The paragraph that is created by the students must be in accordance with the general structure of descriptive paragraph which consists of an identification, description, and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of the related theories that shape the study. The scientific study is a very formal work in which all of the basic ought to be essentially extracted from theories of the related study. In this present research, a scientific study should be undertaken based on some relevant theoretical reviews because a review of related literature is very important. The 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 literature to this study. The present study dealt with the correlation between vocabulary mastery and descriptive paragraph writing ability. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included vocabulary mastery, writing ability, and descriptive paragraph writing ability.

2.1.1 Vocabulary Mastery

Vocabulary mastery is one of the important aspects of learning foreign languages. In order to communicate well in a foreign language, one should have enough vocabulary and know how to use them correctly. Vocabulary is one of the elements that cannot be separated from language learning. It links the four language skills, namely: listening, speaking, reading, and writing.

According to Rivers in Alqahtani (2015), vocabulary mastery refers to the great skill in processing words of a language. So, vocabulary must be mastered by the students who learn English skill especially in writing a descriptive paragraph. Richard and Renandya (2002:255) state that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write. From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in every skill. Vocabulary refers to the words we must understand to communicate effectively.

Willis (2008:80) states that rich vocabulary reflects success in almost every area of the brain, from memorization memory to working and relational memory, categorization, connections, patterns, storages, and executive functions. Individual processes that enter into the learning and use of words show that vocabulary processing requires students to organize their thoughts through a neural network that connects brain regions in several lobes. If students have studied a foreign language, they might remember some of the basic initial sentences and their limitations in texture and depth. With the increased vocabulary, students grow in verbal writing and comprehension.

Meanwhile, Nation in Schmitt (2000: 5) proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word. Attending students' vocabulary is an important part of developing their ability to read, write, speak, listen, and think. It is because word knowledge influences students' ability to help

them expand their knowledge base, which in turn facilitates their vocabulary growth. There are four different vocabularies; listening, speaking, reading and writing vocabulary. In writing vocabulary, students can express their ideas into written form.

David Wilkins (in Thornbury 2002:13) states that vocabulary learning is very important. ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.’ Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know a certain amount of vocabulary, not only for communicating, but also written. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities. According to Cameron (2001: 72), vocabulary is central to the learning of a foreign language. It means that vocabulary has been learned at young ages when they learned a foreign language because vocabulary is the main important element that has to learn in a foreign language especially English.

2.1.2 Descriptive Paragraph

The descriptive paragraph describes how something looks or feels. It gives an impression of something to use words that appeal to some or all of the five senses; sight, taste, touch, hearing, and smell to help describe a topic. Mostly it is about visual experience, but the description also deals with other kinds of perception (Kane, 2000:351).

According to Zemach and Islam (2005:9), a paragraph is defined as a group of about six to twelve sentences that has one topic. In addition, a good text has some

sentences that refer to the topic. All of the sentences explain the writer's main idea related to the topic. Moreover, to make a new text, the writer should have a new idea. Furthermore, a text can give information, tell an opinion, explain something, or even tell a short story. Therefore, when the writers arrange sentences appropriately, the readers can easily understand what the paragraph explanations will tell about and the paragraph is easy to understand.

Moreover, Oshima and Hogue (2007:3) state that a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point. That meant descriptive paragraph has a topic to be discussed and tell the main idea. Moreover, the other sentences in the descriptive paragraph called supporting sentence. It gives more information about topic, specific details and explanation. Then the last sentence is conclusion sentence to close the paragraph. The writers put some descriptive sentences to make the readers easy to understand. Therefore, it can be concluded that the well-written paragraph is a group of sentences that consists of specific points or ideas that are structure into the topic sentence, supporting sentences, and a conclusion sentence.

Furthermore, Savage and Mayer (2005:33) state that there are three basic parts of the descriptive paragraph such as introduction, body, and conclusion. The first is an introduction which introduces the object or event of description or the general structure of a descriptive paragraph. In body, the writers give detail information about the object, physical appearance, and characteristics using adjectives and adverbs in order to help the readers imagine and relate to the object that being described. In addition, scenes are often depicted with prepositions and

prepositional phrases that define the location. Apart from that, the last one is a conclusion. In this section, the authors give their final opinion on the description.

In descriptive paragraphs, the more details are included, the more clearly the reader will imagine what the students are describing (Oshima and Hogue, 2007: 65). They also explain that language focus uses adjectives. Next, students must describe the object in more detail so that the reader can imagine their description. On the other hand, descriptive writing also defines that description is the method used in writing. The goal is to describe physical objects or objects, their characteristics are concrete or touchable. It must be achieved through the use of the senses of language or the five senses consisting of sight, hearing, smell, taste, and touch in the paragraphs.

Descriptive paragraphs have a generic structure such as identification, description, and conclusion. Evans (2000:7) states descriptive paragraph is about describing someone which must consist of introduction, main content, and conclusion. Introduction in which the author provides general information about a person, or it can be called identification. The main body is where the authors describe their physical appearance, personal qualities, and hobbies. It could be called a description. Conclusion is the point where the writer writes the opinion and/or feeling about the person being described. This section is a sentence at the end of the paragraph that serves to unite the information that has been presented to develop controlling ideas in the topic sentence. Next, students must make a conclusion to complete the entire descriptive paragraph.

2.1.3 Writing Ability

Writing is one of the language skills that learned by students at schools. Writing is also a form of communication that allows students to put their feelings and ideas on piece of paper. In addition, writing is a productive skill that is used as a communication and speaking tool. Students use their writing skills when they want to write letters, stories, and so on. However, writing ability has been recognized as a difficult subject by students. The students need time when they start putting their ideas, making sentences and arranging sentences into paragraphs. Students need to develop their writing ability because it is essential for their academic, business, and personal relationship. As what has been mentioned above, writing in English is not easy language skill for students, including those who study English as their foreign language. They must pay attention on some writing criteria so their writing products are easily understood by the readers.

Pollard (2008:50) states that there are two terms that must be applied to writing skills. The first is coherence which is the way writing is arranged. This includes logical development of ideas and careful organization within and between paragraphs. The second is cohesion which refers to how one idea is connected to another. This is generally achieved by using reference words and links. The language items mentioned are mostly, not only applied in writing but also as a guide for readers through writing. According to Langan (2010:5), writing consists basically of making a point and then providing evidence to support or develop that points. Writing skills help the learner get comprehensibility, fluency, and creativity in writing. According to Brown (2004:218) state that writing is a skill that is an exclusive domain of scribes and scholars in educational or religious institutions. As

the basic of learning those skills, the role structure and vocabulary are very crucial. The ability to write has become an indispensable skill in the global literate community.

Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms. Oshima and Hogue (2007:3) state that a paragraph is a group of related statements that a writer develops about a subject. The first sentences state the specific point or idea of the topic. The sentences should describe the topic logically in specific detail and explanations so that the readers can capture the meaning of the paragraph easily. Writing any type of paragraph always requires some process, so does writing a descriptive paragraph. Furthermore, Hogue (2008:2) states that every kind of writing has a particular purpose and particular audience. According to Harmer (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 consults dictionaries, grammar book, or the reference that help them.

Good writers constantly consider the readers as what they write. The students would consider a lot of things in writing such as adjectives, adverbs, verbs, and nouns. Folse et al. (2010:143) state that using adjectives that the writers know will help their audience imagine and relate to the person or thing that they are describing. An adjective is a part speech that describes a noun. Adjective is important powerful kind of word that students can use in writing a descriptive paragraph. It is like spices - they add flavor to written work in order to make their writing more interesting. Then, it can make the readers get the feel of what the author meant in writing.

Therefore, the readers interested and not bored reading because the writer is able to bring the readers into the atmosphere being written.

Based on the statement above, the researcher concludes that writing descriptive paragraphs is a type of writing that provides descriptions about a place, person, animal, or things. The primary objective of descriptive writing is to frame an image of the place, person, animal or thing in the mind of the readers through sufficient details and allow them to feel that thing through their five senses. Based on the definition above, writing is a process of creation of thoughts, ideas, and feelings expressed in writing language with the certain goal. The writer gives a final opinion about the description which is clearly presented.

2.2 Empirical Review

The empirical review is the review of relevant researches that has been conducted in which it reviews the previous researcher that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between vocabulary mastery and descriptive paragraph writing ability. Other researchers showed the correlation between vocabulary mastery and descriptive paragraph writing ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first study was conducted by Azizah (2017) in her correlation research entitled “The Correlation Between the Students’ Vocabulary Mastery and Their Writing Ability in Descriptive Text”. Furthermore, the objective of this study was

to investigate the correlation between vocabulary mastery and writing ability. Moreover, based on the research results using the instruments of vocabulary and constructing a descriptive paragraph, the result showed that there was a correlation between vocabulary and writing ability. Additionally, students with high vocabulary mastery would have good descriptive paragraph writing scores. In contrast, students with low vocabulary would have low descriptive paragraph writing scores.

In addition, the strength of the previous study was in its research findings. The findings of the previous research showed that there is a significant correlation between two variables; those are vocabulary mastery and writing ability. However, the instructions of the research instrument did not provide clear criteria on the scoring rubric of writing ability. Additionally, there was no specification of the scoring rubric used by the previous researcher. In the present study, the researcher would like to provide a clear aspect and indicator in a scoring rubric based on the statement stated by Oshima and Hogue (2007:196) that the aspects were focused on format, punctuation, and mechanics, content, organization, and grammar and sentence structure. The researcher also provided a clear scoring rubric that made the readers easy to identify each item being valued.

The second research was conducted by Dwiwati (2016) in her correlation research entitled “The Correlation Between Students’ Vocabulary Mastery and Their Ability on Writing Descriptive Text”. Furthermore, the objective of this study was to investigate the correlation between vocabulary mastery and descriptive text writing ability. Moreover, based on the research results using the instruments of vocabulary tests and constructing the descriptive text, the result showed that there

was a correlation between vocabulary mastery and writing ability, especially about their apprehension and achievement to students.

In addition, the strength of the previous study was there was a scoring rubric of writing ability. The researcher also explained the criteria in detail. However, there was no clear instructions for the descriptive paragraph construction test. The researcher not clearly mentioned the name of the test, especially for its topic that should be developed as a paragraph. The researcher wasn't explained the topic that should be developed as a paragraph. In the present study, the researcher would like to provide clear instruction for the descriptive paragraph writing, especially for the name of the test and its topic based on the statement stated by McCarthy (1998:59) states that topic sentence states the main idea that will be developed by the students and topic sentence that summarizes the students' feelings about or reactions to the first incident.

2.3 Hypothesis

A hypothesis is a prediction of what was found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there is correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows:

Alternative Hypothesis (Ha): There is a significant correlation between vocabulary mastery and writing ability of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022.

Null Hypothesis (Ho): There is no significant correlation between vocabulary mastery and writing ability of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022.

