CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is one of the language aspects which is very important to the students. Vocabulary plays a huge role in both written and oral communication since it allows students to listen, speak, read, and write in English easily and effectively. The more vocabulary possessed the more easily will the students develop their four language skills. The large range of vocabulary knowledge also benefits for the students to express their feelings creatively. The students are able to vary the words in the sentences but still making sure that it still relates with the topic or the main idea.

According to River (1983:125) in Azizah (2017) has also argued that the acquisition of an adequate vocabulary is essential for success second language use because, without an extensive vocabulary, the students will be unable to use the structure and functions that may have learned for comprehensible communication. In learning English, vocabulary is the important aspect which has to be mastered by students, because it is used in speaking, listening, reading, and writing. A learner of a foreign language will speak fluently and clearly if the students understand what they read, listen and write easily and also they have enough vocabulary.

Therefore, the students must have many vocabularies so that they can gain insight. There are various ways to learn vocabulary such as watching movies, listening music, reading news, and so on. By having adequate knowledge about vocabulary they can master the four skills. One of the advantages of mastering

vocabulary is that they can be easier in writing because writing skill is one of four basic skills in English Language that has a very important role in language learning process. Writing is complex skill which is difficult to be mastered by the students, especially in English writing.

Learning the writing skill effectively may not be easy because there are several things should be considered, for instance sentence structure, grammar, spelling, and the words choice used. In addition, Richards and Renandya (2002:255), vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to. Vocabulary is able to help students to have a good writing, they must master vocabulary first.

Based on the interview with English teacher in SMAN 2 Abiansemal, he said that the points of students' vocabulary ability corresponded to the points of students' ability in writing descriptive text. He emphasized that when he applied the vocabulary test in the form of filling the missing word and in the other time he applied test of descriptive text of describing of someone, after evaluating the students' works, he found that the students who got good point in vocabulary test also collect good points in writing descriptive text. It also showed that the students who got less point in vocabulary test also collect less point in writing descriptive test. Based on the result from this interview, it can be reported that there might be a correlation between the students' vocabulary mastery and the students' ability in writing descriptive text. This interview gave the researcher an idea to conduct this study.

Writing as one of the four of skills has always formed part of the syllabus in the teaching of English (Harmer, 2004:31). Writing is one of the skills in the English

language that is learnt by students in the school, while the vocabulary is supporting components. Thus, the researcher trying to connect English vocabulary mastery and writing ability in descriptive text, especially in terms of writing a descriptive text. The researcher also wants to determine the level of student's ability to learn the vocabulary and writing. Then it is crucial to find out the correlation between both.

Based on the explanation above, the researcher would like to know whether or not there is significant correlation between students' vocabulary mastery and descriptive writing ability in SMAN 2 Abiansemal. Thus, the researcher is interested in conducting a research entitled "The Correlation between English Vocabulary Mastery and Writing Ability at The Tenth Grade of SMAN 2 Abiansemal in Academic Year 2021/2022".

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing investigation is important and useful for the researcher before doing the research. The research question of this study can be formulated as follow: Is there any significant correlation between English vocabulary mastery and writing ability at the tenth grade of SMAN 2 Abiansemal in Academic Year 2021/2022?

1.3 Objectives of the Study

Regarding the research problem formulated above, the main purpose of this study is to find out if there is any correlation between English vocabulary mastery and writing ability for the Tenth Grade of SMAN 2 Abiansemal in Academic

Year 2021/2022.

1.4 Limitation of the Study

In doing the research the limitation of the study is very important to make 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 limitation of the study was formulated. In this case, the writter focused on the correlation between English vocabulary mastery and writing ability. The writer chose this topic to find out further information and to know how deep the tenth grade students of SMAN 2 Abiansemal in Academic Year 2021/2022 master the vocabulary on descriptive text. On the other hand, writing ability in this study was limited to the ability of the students in constructing a descriptive text from 3 until 5 paragraphs based on the topics that were provided by the researcher. Furthermore, as the students' finished their texts, those were scored by a scoring rubric that was adapted from Oshima and Hogue (2007:196). Besides that, in other to assess vocabulary mastery of the students the present study provided cloze task vocabulary test that focused in assessing students' knowledge about adjective, adverb, noun, pronoun and verb. The scoring procedure that was applied in this test was using answer key, and the final score comes from the calculation of the obtained score divided by the maximum score times one hundred.

1.5 Significance of the Study

This research focus on the correlation between English vocabulary mastery and writing ability at the tenth grade students of SMAN 2 Abiansemal in academic year

2021/2022. The findings are expected that the result 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 ability. 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 needed to give emphasized to assists students to have a good writing in description paragraph.

Practically, the findings of the present study are useful for English teachers students, and other researchers. The first for the English teacher, the findings of this study give information about the correlation between English vocabulary mastery and writing ability. Therefore, in learning process, the teacher can use an effective way in teaching writing especially in descriptive text. The second is for the students, the results of this study are expected able to increase the students' motivation in learning English especially writing and they are able to know their own weakness about their writing especially in descriptive paragraph. In addition, the last is for the researchers, these findings are expected to be used for make other researchers know about the correlation between English vocabulary mastery and writing ability.

1.6 Definition of Key Term

Some terms are used in this study and the terms should be defined. Defining the key terms is important in order to give a clearer understanding to the topic. Moreover, key terms are needed in order to avoid misunderstanding and confusion

of the reader while reading this research. Additionally, beside of giving a clearer comprehending to the study, the definition of key terms is also expected to limit the terms of the study. There are two key terms which are provided study, the terms about vocabulary mastery and descriptive text writing ability. Definition of the key terms are defined as follows:

1. Vocabulary Mastery

Vocabulary mastery refers to the number of words that the tenth grade students of SMAN 2 Abiansemal have learnt and known especially about adjective, adverb, noun, pronoun and verb. Besides that, to understand the stock of words and their meaning in the context by selecting the most appropriate word toward the passage given that had been provided by the researcher.

2. Descriptive text writing ability

Descriptive text writing ability is defined as the ability of the tenth grade students of SMAN 2 Abiansemal in academic year 2021/2022 in writing a good descriptive text which tells the readers about present information and something specifically. Besides that, in this present study, descriptive text has limited to describe person in 3-5 paragraphs.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is an abstract concept that defines a term in an academic discipline. It is assumed both knowledge and acceptance of the theories that depends on. Due to the importance of related theories, the researcher wishes to support their research by providing theoretical review. In this chapter, the researcher describes some theoretical reviews that are related and necessary with the research.

2.1.1 Vocabulary Mastery

Vocabulary is important aspect to learn of student, because when they mastered the vocabulary, it can make the student easily to the next parts. Vocabulary is key to master the four language skills. It means vocabulary become the basic part to support the speakers in communication to express their ideas when doing communication. Vocabulary is important role in supporting the students in English learning achievement. The student get good learning achievement when they have good vocabulary mastery

Hornby (1989:419) in Juniati (2020:9) states vocabulary means total number of words in a language. Kamil and Hiebert (2005:3) also mentioned that Vocabulary is the knowledge of meanings of words. Vocabulary is a list of word or stock of word used by person in a language containing meaning, some easily taking and reaching meaning, especially that refer to concrete objects and activities. It is

impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understanding its meaning.

Vocabulary is one of the important parts in teaching English. People who want to master language skills; they have to master vocabulary of English first. According to Anthony (1978:5) in Suantari (2020), if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening and reading skill.

Vocabulary as the stock of words used by people or by particular class person. It implies that vocabulary is very important in language learning. Moreover, the student can communicate ideas more effectively. Vocabulary contains words. Vocabulary is also essential in communication with other. If one does not know the meaning of the words used by others in communication, he or she will be unable to respond in the communication Further (Atkinson (2002:571) in Suantari (2020).

According to Kamil and Hiebert (2005:3), there are two kinds of vocabulary; they are productive and receptive vocabulary. The productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particular 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 or the students may not use these spontaneous for they may recognize the words' meaning as they are reading and listening.

According to Kamil and Hiebert (2005:3), other kinds of vocabulary besides productive and receptive vocabulary is oral vocabulary. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading

orally, whereas the print vocabulary is considered as the words of which their meanings, known in writing or reading silently. It means that productive vocabulary is often heard and used in every day. While receptive vocabulary rarely used in every day. Productive vocabulary is almost easy to understand the meaning as the vocabulary that is widely used. While receptive vocabulary is rarely used in the manufacture of a sentence or conversation. Therefore, it is little bit difficult to understand. In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills. Whereas, the receptive vocabulary is associated with the receptive skills which consist of listening and reading.

According to Thornbury (2002:29), errors can be categorized into two major types: form-related and meaning-related. The first one is from-related errors which include mis-selection, mis-information and spelling. In this term, misselection means that an existing word's form is selected that is similar in sound to the correct form. For example student wrote "My mother was very *hungry* with me", when the correct word supposed to be *angry*. Misinformation is when word is applied in the wrong formation rules and producing non-existent words, for example "people looked *emotionated*". Spelling mistake is write a word in wrong choice of letter (shell for shall), the omission of letter (lieing for lying), or the wrong order of letter (bottel for bottle).

The second major type of vocabulary error is meaning-related which occurs when words have similar meaning are confused and the wrong choice is made. For instance, Indonesian students sometimes state "can I borrow the toilet?", which supposed to be "Can I use the toilet?". Word borrow is used when you want to lend

something that can be moved, like scissors, eraser, pencil, pen, board maker, etc. Thus, word *use* is used when you want to use someone's thing which the thing is cannot be moved. This mistakes is caused by the students just translate their mother tongue language to English without paying attention to the rules. By mastering a great number of vocabularies, people are able to feel free to state what they want to say and also to talk.

In addition, the interlocutor will find is easier to get the meaning of what it means rather than using gestures. People are not able to express their feelings and ideas whenever they do not have vocabulary in their mind. Gestures and body languages are not well to do in communicating with others, especially when they want to express a complex thing or an abstract idea; gives response; and even comprehends one's utterances. Without grammar very little can be conveyed, thus without vocabulary nothing can be conveyed. If most of time is spent in studying grammar, the English will not improve very much. It will show most improvement if words and expressions are more learnt. You can say very little with grammar, but you can say almost anything with words (Thornbury, 2002:13).

Based on the statement above, it can be concluded that the mastery vocabulary is knowledge about the understanding the meaning of words by individuals. Mastering vocabulary can help students in communication, especially in writing to express their ideas creatively. Frequently learning vocabulary can avoid writing errors so they are able to write appropriately. This should be learned from an early age because it will quickly master vocabulary of those who learn it from adulthood. Therefore, the correlation between vocabulary and writing is very close. It is because by mastering a great number of vocabularies, people are able to feel free to

state what they want to say or write (Thornbury, 2002:13). It means that people are easier to express their feeling when they want to write.

2.1.2 Writing Ability

Writing is one of the language skills that have by students and also have to learn by student. Every people have different skill to writing into paper. Writing skill is considered as fundamental skill in nowadays. It enables the writers to communicate to the readers in written form. It is often used in school, at work, and in writers' personal life of someone.

According to Brown (2004:218), today, the ability to write has become an indispensable skill in our global literate community. 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 literate cultures. Now we understand the uniqueness of writing as a skill with its own features and conventions. We also fully understand the difficulty of learning to write "well" in any language, even in our own native language.

In addition, Langan (2008:13), writing is a skill that although difficult, anyone can learn by practice. Writing is a skill; it is a process that students can master by hard work. Students need to realize that if they want become good writers, they must do more practice. Moreover writing is a process of theory; it is done in a series of steps. Sometimes, students would find the problem when they want to develop their writing, so they must explore their thoughts in writing. It means that the students must practice well in order to get good writing as the way they need to put

their feeling, ideas, thoughts, and open their mind when they want to create a writing product.

According to Harmer (2004:3), writing is a process when a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping list, latters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). In the process of writing there are four main elements; planning, drafting, editing, and the final version. In the planning phase, there are some parts should be focused by writers. These comprise the purpose, audience, and content structure (or the sequence of the facts, ideas, or argument include) of their writing. The drafting phase refers to the writers' first version draft in which writers have manifested what they have planned into a text, yet it may still require some revisions, (Harmer, 2004:5). Furthermore, editing phase covers the activity of reflecting and revising of what writers have written. It may be done by the writers who reflect their appropriateness of their writing in the ideas, information, and grammatical structures provided in their writing or this reflecting and editing phases may also be done by other readers who are sometimes Planning, Drafting, Editing, Final Draft. It help give some suggestions, comments, and corrections of their writing. The final draft is the last product of the writing that has followed some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience. Harmer (2004:5) also asserts that the process of the writing above may be done repeatedly by writers until the writers may find the final draft has been contented. In this case, the writers may re-plan, redraft, and re-edit recursively to arrive at the final draft.

According to Zemach and Islam (2005:3), writing process goes through several step to produce a good written product. There are some sub-activity to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process.

Based on the definition above, the researcher concludes that there are some steps in writing that can be done recursively, planning, drafting, editing, and final draft. Writing is a complex process, the teacher should considered facilitating the students with appropriate learning experience of writing so that they are encouraged to explore and experiment their ways of writing.

The researcher used written text of descriptive text writing ability of the tenth grade students of SMAN 2 Abiansemal in academic year 2020/2021.mThe researcher provided five topics for written text and asked the students or the samples of research to construct a written descriptive text which consisted of 3 until 5 paragraphs based on the topics that have been given by the researcher and they choose one of the topics. In addition, the researcher used and adapted scoring rubric from Oshima and Hogue (2007:196) to scores the descriptive text.

2.1.3 Descriptive Text

Writing is both a process and a product. While descriptive text is a text that describes a particular person, place or thing. Descriptive text is a text that forms sentences which describes kind of person or an object describe, good shape, properties and other numbers. The purpose of descriptive text is to explain or describe an individual or an object. The description presents the details of the object

being described which aims at giving a clear picture, readers can imagine the object very clearly. The skill of the writer to modify sentences with descriptive word is essential for successful descriptive writing. According to (Oshima & Hogue, 2007: 61), 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.

Savage and Mayer (2005:33) state that the description should make the readers feel like responding to what they are reading. The point of descriptive text begin with identification; in which it introduces the object of description. Then description, in which gives vivid details to make the writing more descriptive, familiar and expressive. The final is conclusion, in which is states the opinion of the description.

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers (Gerot & Wignel, 1994; Knapp & Watkins, 2005) in Noprianto (2017:67). The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes. Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event.

Regarding its linguistics features, Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) in Noprianto (2017:67) state that descriptive text employs some linguistics features such as: a). Focus on specific participants as the main character; b). Use present tense as dominant tenses; c). Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant); d). Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text; e). Use mental verb or mental process when describing feelings; f). Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic; and g). Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

According to Mukarto (2007: 140-141), descriptive text is used to describe a particular person, place, or thing. The generic structure of descriptive text are: Identification: introduction of thing, place, or person to be described, and description: descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed.

2.1.4 Correlation between English Vocabulary Mastery and Descriptive Writing Ability

All students who have entered senior high school can certainly write and have their own differences when writing, but not all students can master vocabulary. The

ability to write descriptive texts is very influential in mastery of vocabulary. Mastery of good vocabulary will make it easier for students to choose the correct words in text composing and make it easier for readers to understand the contents of the text that is made. Therefore, students' abilities will be better when choosing vocabulary if they are also good at vocabulary.

According to Richards and Renandya (2002:255), vocabulary is core component of language proficiency. It provides much of basis for how well learners speak, listen, read and write. Thus, it is able to be said that there is a necessary correlation between students' vocabulary mastery and writing ability in descriptive text. The writing ability is able to be developed through vocabulary mastery. Vocabulary mastery is able to help the student to explore the ideas towards written form.

2.2 Empirical Review

Empirical review is about reviewing studies that had been conducted by other researchers which are related with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. Therefore, it can be used to support the present study by considering the result and as consideration whether or not the present study may be as successful as the relevant studies as this empirical review.

Moreover, empirical review purposes at providing the review of theories relate to the present study. However, use to be references in doing the study since it will give a look on the result of the study that is fairly the same as what is going to be conducted. There are some studies that have been done about the correlations

between vocabulary mastery and writing ability in writing descriptive text. In this research, the researcher summarized the relevant previous researches as text bellow.

The first, similar study was conducted by Dewi (2016) on her research entitled "The Correlation of Vocabulary Mastery and Writing Skill of Tenth Grade Student of SMA KutaPura Kuta in Academic Year 2015/2016)". This study was aimed at finding the correlation of writing skill and vocabulary mastery of the tenth grade students at SMA Kutapura Kuta in Academic Year 2015/2016. In general, the research found out the result of the correlation between students' vocabulary mastery and their writing skill of tenth grade students at SMA Kutapura Kuta in Academic Year 2015/2016 was significant.

The second study was conducted by Suantari (2020) on his research entitled "The Correlation Between Students' Vocabulary Mastery And Descriptive Writing Ability of The Eighth Grade Students of SMP N 1 Sukawati In Academic Year 2019/2020". The objective of this research was to find out the correlation between students' vocabulary mastery and descriptive writing ability of the eighth grade students of SMP N 1 Sukawati. In general, the research found out the result of the correlation between students' vocabulary mastery and descriptive writing ability of the eighth grade students of SMP N 1 Sukawati was significant. Considering the result data, those two studies were already good in presenting the data finding the correlation between students' vocabulary mastery and descriptive writing ability. The sources of the material that researchers used was good.

For those two empirical reviews, the present study has two points of differences. First, the first empirical review especially on her instruments in choosing the right theme. On the previous research the study supposed about descriptive text.

Whereas, the previous researcher assigned the sample to construct a text with "my embarrassing experience" as one of the theme. However that theme would be better and appropriate for recount text instead of descriptive text as the grammar focus would be in the form of past tense. In this present study, the researcher managed it well and the research instruments already coherent with the research.

Moreover, the second empirical review also on instrument, the instrument was about multiple choice, it means before the instrument already to use, the researcher have to test the instrument, it offer bigger chance for the sample to cheat. As the answer would be just in a form of a letter, it is easier for them to share it with each other. Furthermore, the researcher used Cloze task, cloze task are usually a minimum of two paragraphs in length in order to account for discourse expectancies. They can be constructed relatively easily as long as the specifications for choosing deletions and for scoring are clearly defined. (Brown 2004:202). Considering those advantages is the main reason the researcher uses this type of test in the present study. Moreover, with those benefits this test is still easy to administer with a simple scoring procedure which is answer key.

2.3 Hypothesis

In this present study, the researcher is use directional hypothesis. Directional hypothesis is a prediction 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) in Suantari (2020). The hypothesis can be stated as follow, there is a positive and significant correlation between English vocabulary mastery and writing ability in descriptive text of the tenth grade students at SMAN 2 Abiansemal academic year 2021/2022