

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there are four crucial aspects listening, speaking, reading, and writing. One of the basic language skills that must be mastered by the students is writing. By writing, students can communicate the languages, share ideas and convince people in written form. Writing can also allow students to use correct writing components such as spelling, punctuation and sentence structure. Those components are needed to make meaningful writing. 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.

Type of writing that students will do depend on their age, level, and interest Harmer (2001). When the teachers set tasks for elementary students, they make sure that the students have or can get enough language to complete the task. The questions are prominently emphasized on what kind of language the students have at their command and what can achieve with this language it seems that having a good skill in writing could bring one to better education level. However, if people

cannot write appropriately, the readers may interpret the message wrongly which may cause neither misunderstanding nor destroying something. Thus, using appropriate words and sentence structure to deliver the message to the intended person is important because that person cannot see our gesture properly. Sometimes, English spelling words are exactly different with its pronunciation. Thus, writing then becomes very important not only for one person but also for the world.

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 Hogue (2007) 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 learning writing, students have a chance to produce their writing by using creative ideas in order to make the writing becomes more interesting. Zemach and Islam (2005) state that writing is also one of the most difficult skills to master English language. Writing is not an easy skill for students to learn because they should pay attention on writing's roles and start to express their feelings and ideas; students then write it in sequence of meaningful and well- organized draft. Based on Harmer (2004) writing has always formed part of the syllabus in the teaching of English. Writing is one of the skills in the English language that is learnt by students in the school, while the vocabulary is the supporting components.

Oshima and Hogue (2007) states that writing is never a one-step action, it is an ongoing process creative act. The writing process is divided into four steps. Writers might first come up with concepts. Writers choose a topic and generate explanation ideas during this stage. Step two is organized. In this stage, the writers condense their thoughts into a brief outline. Starting to write is the third stage. In this stage, the writers use their plan as a guide to write a rough draft. Polishing is the final stage. By polishing, the writers improve what they have written. The best results from polishing are achieved in two stages. To make their work into a well-developed written paragraph, they must edit and improve it.

Vocabulary is the most important aspects which have to be mastered by students, because it is used in speaking, listening, writing and reading. Nunan et al., (2003) argue that a rich vocabulary is an important element in the acquisition of a second language. It means that, vocabulary is the main important element that has been learned in a foreign language or second language especially English. Therefore, Thornbury (2002) argues that without vocabulary nothing can be conveyed. It means that, when someone has lower vocabularies, it will make them harder to understand in English, they cannot deliver what they want to express their ideas. Vocabulary is an essential element for mastering any language skills. It is the first step for the students to achieve their goal in learning a foreign language. One of the advantages of mastering vocabulary is that students can write more easily because writing is considered the most difficult skills in English that has a very important role in a language learning process. Vocabulary is various types of words that is used to make the writing interesting.

Students who have good vocabulary mastery will be able to write. According to Tunchalearnpanih (2012), limited knowledge of vocabulary will be the main problem in learning foreign language. It means that it will cause a big problem if students have limited vocabulary. If students fail to master the vocabulary, they will find difficulty in expressing their ideas in writing. It can be concluded that vocabulary mastery is really needed in writing since the students must be able to use each word based on their context, arrange the words so their text would not be boring and deliver their thought in a proper way. It makes the researcher curious about the correlation of vocabulary mastery toward writing skill whether it is true they are correlated or not.

Based on the background of the study, the researcher wants to see whether there is significant correlation between students' vocabulary mastery influenced students writing skill in English learning for class VIII students at SMP Negeri 1 Ubud. The researcher chose vocabulary mastery and writing skill in this research because the researcher needed to know how vocabulary mastery affects the students' writing skill, especially in the eighth-grade students of SMP Negeri 1 Ubud in academic year 2024/2025.

1.2 Research Problem

The research problem is the most important aspect of doing research. A research 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 the background of the study above, the research question of the study can be formulated as follows: Is there any significant

correlation between vocabulary mastery and writing skill of the eighth-grade students of SMP Negeri 1 Ubud in academic year 2024/2025?

1.3 Objective of the study

Every research has its objective. The research objective describes 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 that are related to the scientific investigation are always intended to find out a scientific solution to 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 or not there is any the significant correlation between vocabulary mastery and writing skill of the eighth-grade students of SMP Negeri 1 Ubud in academic year 2024/2025.

1.4 Limitation of the Study

Limitation of the study is important to make sure that the research problem leads the research to be a more specific discussion. Moreover, it also can avoid the research problem does not run complexly. Considering to the specification and complexity of the problem that has been mentioned above, the limitation of the study was formulated. In the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and writing skill of the eighth-grade students of SMP Negeri 1 Ubud in academic year 2024/2025. Besides, students' vocabulary mastery in this study was limited to the skill of the students to pass the test that had been given by the researcher with their maximum effort. The

students were completed Cloze Task which were contained blank text with random vocabulary that had prepared by the researcher. The vocabulary aspect that had been focused in this present study were vocabulary mastery of the students about verb, noun, adjective, and adverb. Besides, writing skill were mainly focused on writing recount text about personal experience that consists of orientation, series of event, and reorientation.

1.5 Significance of the Study

The present study figures out whether there is a significant correlation between vocabulary mastery and writing skill of the eighth-grade students of SMP Negeri 1 Ubud in academic year 2024/2025. The result of the present study is highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with writing skill. In conclusion, the findings of the present study are expected to give both theoretical and practical significance on the correlation between vocabulary mastery and writing skill that will be conducted in the future.

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 skill. 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 the future studies or to give more empirical evidence to the existing findings related to the correlation between students' vocabulary mastery and writing skill.

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 being taught in SMP Negeri 1 Ubud. For the students, it is expected that the finding can help them overcome the issue by considering better learning strategies in the future so that they can solve their problems in writing especially when they do not know the vocabulary in writing text. Moreover, this study can be used as a reference for the future researchers who want to carry research which is related to the correlation between vocabulary mastery and writing skill.

1.6 Definition of Key Term

Key terms are very important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and misinterpretation among the reader in comprehending this study, the researcher needed to give operationally provides; a clear definition about the terms of the present study. Thus, the definition of key terms was used in this present study were vocabulary mastery and writing skill. The researcher defines the following terms of the present study as follows.

1.6.1 Vocabulary Mastery

Vocabulary mastery is very important aspect to build understanding of meaningful writing. It is operationally defined as the complete skill of students of the eighth-grade of SMP Negeri 1 Ubud in the academic year 2024/2025 in complete the blank text that had been prepared by the researcher the name of the test was cloze task and focused on aspect of vocabulary mastery that was about noun, verb, adjective and adverb.

1.6.2 Writing Skill

Writing skill is the skill of student in writing recount text to express the ideas of feelings, or something in minds to others by using written language. In this study, writing skill was concerned with the skill of eighth-grade students of SMP Negeri 1 Ubud in constructing recount text about personal experience with the generic structure such as: orientation, series of event, and reorientation. Those are format, punctuation and mechanic, content, organization, grammar and sentence structure.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review analyses many hypotheses related to the present research. As a result, it serves as a reference, supports this research, and helps to resolve the study's current issue. The theoretical review also guides the researcher in conducting and determining this research. There are two areas which are described and discussed in this chapter as follows: (1) writing skill, and (2) vocabulary mastery.

2.1.1 Writing Skill

Writing is one of the language skills which needs a great attention because writing is very difficult to be learned and mastered by the students. Writing is not only putting some words without thinking first but also the students need to know about what they want to write. Writing is also a form of communication that allows students to put their ideas on paper to organize their knowledge and beliefs into convincing arguments, and also to convey meaning through well-constructed text. According to Langan (2010), writing consists basically of making a point and then providing evidence to support or develop those points. Writing skill helps the learner get comprehensibility, fluency, and creativity in writing.

Writing is a skill that is an exclusive domain of scribes and scholars in educational or religious institutions (Brown 2004). As the basic of learning those skills, the role structure, and vocabulary are very crucial. The skill to write has become an indispensable skill in the global literate community. In addition,

according to Zemach & Islam (2005) writing is one of the most difficult skills to be mastered in both first language and second language. Writing is not as easy as we think because when the students want to write, they need to consider some aspects such as, sentence structure, spelling, punctuation, vocabulary, and also organizing the text. In the process of writing, the students need to put their attention on ideas, imagination, information, creativity, and feeling in order to create good writing.

Writing is one of the foundational skills of an educated person. It is a very important skill to be conducted in the teaching-learning process. According to Hyland (2003), writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. It means that by writing, the students can express everything about what they want to show in written form. Since writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas. Furthermore, Pollard (2008) states that writing is a productive skill and the way the teacher treats it in the classroom has some similarities with the teaching and learning of speaking.

Oshima & Hogue (2007) stated that writing is never a one-step action, it is an ongoing process creative act. The writing process is divided into four steps. Writers might first come up with concepts. Writers may choose a topic and generate explanation ideas during this stage. Step two is organized. In this stage, the writers condense their thoughts into a brief outline. Starting to write is the third stage. In this stage, the writers use their plan as a guide to write a rough draft. Polishing is the final stage. By polishing, the writers improve what they have written. The best

results from polishing are achieved in two stages. To make their work into a well-developed written paragraph, they must edit and improve it.

Writing is called as a productive skill because in this section, the students need to be active in order to make them have good writing. Hogue (2008) states that good writing is more than just sitting down and "talking" on a piece of paper. Good writing involves thinking, planning, writing, and revising. It means that the students should think first what will they write about, then the students should have a plan about what they want to write based on the writing product, after that the students start to write based on their plan, and the last one is the student should check again their writing and revise if any errors are found.

2.1.2 Vocabulary Mastery

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening especially in writing. Vocabulary is one language component which must be mastered by the learner in learning foreign language. Nunan (2003) states that a rich vocabulary is an important element in the acquisition of a second language. Vocabulary is one language component which must be mastered by the learner in learning foreign language. Vocabulary becomes the basic components to support the students in communication to express their ideas.

Pollard (2008) assumes that vocabulary is a basic building block of language learning. It will help the learners in learning the English language well. They need to know words, their meanings, spellings, and pronunciations. When teaching vocabulary, teachers are required to make sure that they have explained the meaning as well as spelling and pronunciation. Vocabulary is a fundamental component of

language proficiency, one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in a foreign language interaction.

Mastering vocabulary will help students to learn the language skills. Willis (2008) adds that with strengths in vocabulary building, memorizing, and learning foreign languages, these students appear to have greater development in auditory processing that facilitates their auditory learning skills. Simultaneously, word vocabulary is increasing and strategies are available to facilitate vocabulary building skills. The primary thing in learning a language is the acquisition of vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence but the inadequacy of vocabulary will obstruct their chances to succeed in learning English.

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognize and understand when they read or listen to something. Productive vocabulary is words that the students understand, can pronounce correctly, and use constructively in speaking and writing. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are reading, listening, speaking, and writing vocabulary. Reading vocabulary consist of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and

conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Vocabulary is knowledge of words and word meanings. Actually, vocabulary is more complex, vocabulary mastery is not only knowing the words and the meanings, but also knowing about how the words sound and how the words are used in the context. The vocabulary of language always changes and grows. Blachowicz & Ogle (2008) state that vocabulary is a reflection of our knowledge and experience and of our social interactions. It means that vocabulary has an important role in understanding the language for the learner especially the students who learn English in school. Students will be easier in learning language because of the role vocabulary. Thornbury (2002) stated that English words are divided into eight different word classes such as: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. Those word classes should be mastered by everybody to be able to speak or write. Moreover, in this study, the researcher focused on noun, verb, adverb and adjective to test students' vocabulary mastery because they are foreign learner.

Based on the statement above, it can be concluded that vocabulary knowledge is very important for students knowing the words, the meanings, and also knowing about how the words sound and how the words are used in the context. The students can communicate more effectively and efficiently in speaking and especially in writing, the students can express their ideas creatively. They will be able to compose a good sentence, paragraph, or even a text. If they cannot master the vocabulary, they will find it hard to convey their ideas.

2.2 Empirical Review

The empirical review is the review of the previous studies that have been conducted in which it reviews the previous relevant researches to the present study. The first similar research was conducted by Dewi (2022), entitled “The Correlation between Vocabulary Mastery and Analytical Exposition Text Writing Ability of the Twelfth-Grade Students of SMA Negeri 1 Gianyar in Academic Year 2021/2022”. The strength of this study is the study conduct well-structured and follows a clear research methodology, including details on the population, sample, research instruments, and data analysis. However, the study does not address potential confounding factors that may influence the relationship between vocabulary mastery and writing ability, such as other language skills, motivation, or instructional approaches.

The second similar research was conducted by Erlangga et al. (2020) entitled “The Relationship between Students’ Vocabulary Mastery and Recount Writing Skill” the strength of this study is the study is relevant and significant, as it investigates the relationship between an important language component (vocabulary) and a specific writing skill (recount writing) among Indonesian students. However, the study does not provide detailed information about the design and administration of the vocabulary and writing tests, which could affect the reliability and validity of the measurements.

2.3 Hypothesis

A hypothesis is a statement about the correlation between two variables. Hypothesis is what the researcher predicts in the correlation between two or more

variables. Based on the research question formulated previously, the hypotheses of study are:

a. Alternative Hypothesis Ha:

There is a significant correlation between vocabulary mastery and writing skill at eighth- grade students of SMP Negeri 1 Ubud in academic year 2024/2025.

b. Null Hypothesis Ho:

There is no significant correlation between vocabulary mastery and writing skill at eighth- grade students of SMP Negeri 1 Ubud in academic year 2024/2025.

