

CHAPTER 1

INTRODUCTION

This chapter elaborates the research background, the research questions, the research purposes and significances, the rationale, the hypothesis, and the previous research.

A. Background

English is an essential language to be learned in the world. Most of people from various countries around the world use English to communicate each other. Furthermore, most of the information and technology are using English, for example, in education, commerce, news, computer, daily activities, and others. In education, English is a language that is very important for students to learn in the school because when someone wants to learn English well, they should know four skills. Namely, listening (understanding the spoken language), reading (understanding the written language), and productive skills (speaking and writing) (Haycraft, 1978).

In Indonesia, English as a foreign language taught from elementary to university level. Students in Indonesia have been taught four primary skills of English: speaking, listening, reading and writing. One of the problems that occurs during the process of learning English is that students have difficulty in writing because of lack of vocabulary enrichment.

Vocabulary is part of the elements of language that should be learned and taught in learning English, and it is the first step for student's if they want to achieve their goals in learning English because vocabulary is the basic thing to learn languages.

The more vocabulary owned, the easier students are to develop their four language skills. According to Lynch (2012), the students have to know three systems of language, such as grammar, vocabulary, and pronunciation. Moreover, Cameron (2001) said that vocabulary skills include pronunciation,

spelling, grammar and meaning. Vocabulary other than grammar, pronunciation, and spelling are considered as one of the important elements in language learning. Otherwise, Citravelu and Saratha (1996) stated that "the word (vocabulary) that forms a language is a vocabulary". This basic competency must be mastered by students.

Through vocabulary, students can master their four language skills, namely listening, speaking, writing, and reading. Therefore, vocabulary mastery determines the mastery of four language skills. By having good vocabulary mastery, students can communicate well and clearly with each other. There are some various ways to learn vocabulary, such as watching movies, listening to music, reading news, reading novels, and anything about that. In other words, the vocabulary of written language is far broader and diverse than oral language vocabulary (Hayes, Wolfer & Wolfe, 1996).

Writing is one of the skills in English that is learned by students at school. According to Harmer (2004) writing (as one of the four skills such as listening, speaking, reading and writing skills), always a part of the syllabus in teaching English. In this case, there are several types of texts which are learned by students at school. Based on the basic competencies of the 2013 Curriculum, seventh grade students of junior high school are expected to: "Arrange a short and simple descriptive text, both in oral and written form, about people, animals, and objects, by taking into account the purpose, structure of the text and language elements correctly and according to the context." To learn writing skills effectively may not be easy because there are some things must be considered, for example, sentence structure, governance language, choice of words used, and so on.

When the writer did Practice Field Experience (PPL) in one of junior high school in Bandung, the problem revealed some seventh-grade students still did not master vocabulary, in this case, lack of vocabulary, they often asked their teacher about the English words they wanted to write as they were making a text or sentences. Moreover, sometimes they were still confused about what

should be written to develop the topic well, including as descriptive text. To overcome this problem the teacher gave direction to students, they required bringing an English dictionary while learning English, and the teacher also gave several assignments to students regarding vocabulary with some pictures and assignments to make descriptive text. Therefore, they would better master the vocabulary and understand what was meant by descriptive text. In this matter, this research tries to connect both of them, especially in terms of writing descriptive text. This research also wants to determine the level of students' ability to learn vocabulary and writing. Then this research looking for the relationship between both of them.

Accordingly, based on the explanation above, to find out more information about the problem, i.e., vocabulary mastery and writing ability in terms of descriptive text, then this research conducts a study which entitles “The Correlation between Students’ Vocabulary Mastery and Their Writing Achievement in Descriptive Text”.

B. The Research Questions

Based on the background above, the following are the research problems:

1. What is the level of students’ vocabulary mastery achievement for the seventh grade students of SMPN 03 Ciparay?
2. What is the level of students’ writing achievement in descriptive text for the seventh grade students of SMPN 03 Ciparay?
3. How is the correlation between students’ vocabulary mastery and writing achievement in descriptive text for the seventh grade students of SMPN 03 Ciparay?

C. The Purposes of Research

Based on the specific problems formulated above, the purposes of the study are as follows:

1. To know the level of students' vocabulary mastery achievement for the seventh grade students of SMPN 03 Ciparay.
2. To know the level of students' writing achievement in descriptive text for the seventh grade students of SMPN 03 Ciparay.
3. To find out the correlation between students' vocabulary mastery and writing achievement in descriptive text for the seventh grade students of SMPN 03 Ciparay.

D. The Significances of Research

The results of this research are expected to provide some valuable advantages for teachers, students, and other researchers.

1. For the teacher

The result of this study will encourage English teacher will be able to escalate students' vocabulary mastery and their writing descriptive text achievement.

2. For the students

The results of this study will give students more understanding of descriptive text and vocabulary related to this kind of text. So, their vocabulary mastery and their writing achievement in descriptive texts increased.

3. For other researchers

Other researchers can get some references on the correlation between students' vocabulary mastery and their writing achievement in descriptive text. They also can develop further research using the result of this research as one of the references.

E. Research Framework

Vocabulary is the basis that must be learned first by students because by learning the vocabulary and mastering it will help students learn English well.

According to Webster's Ninth New Collegiate Dictionary (1984), vocabulary is:

1. "Register or collection of words or phrases usually alphabetically arranged and explained or defined."
2. "A list or collection of term or codes available for use."

Meanwhile, Lado (1977) said that vocabulary is words as units that are part of a pattern of grammar. In that sense, a word can be a stand-alone element as a speech; it cannot be divided into two or more similarities that are characterized. Through vocabulary, students can master their four language skills, namely listening, speaking, writing, and reading.

Mastery is defined as comprehensive knowledge or skills in a particular subject or activity (Hornby, 2001). Mastery of English vocabulary is closely related to the ability of students to obtain vocabulary. Henry and Pongrantz (2006), show that "mastering language means being able to understand the phonological vocabulary and system both in speech and writing". It means that students who learn English as a second language must understand the meaning of words and be able to apply them in sentences.

Writing is one of the most important English skills that must be learned. Writing is an important tool for communication, learning how to write in a good way, and self-expression. According to Oshima (1998), writing is not easy. Study and practice are needed to develop these skills. For native speakers and new English language learners, it is important to note that writing is a process, not a product.

Writing is one of the skills in English that is learned by students at school, Based on Harmer (2004) writing (as one of the four skills such as listening, speaking, reading and writing skills), always a part of the syllabus in teaching

English. There are several types of texts which are learned by students at school, such as narrative text, recount text, descriptive text, report text, explanation text, procedure text, etcetera. Based on the basic competencies of the 2013 Curriculum, seventh grade students of junior high school are expected to: "Arrange a short and simple descriptive text, both in oral and written form, about people, animals, and objects, by taking into account the purpose, structure of the text and language elements correctly and according to the context."

Descriptive text is a type of text that describes or shows something. Descriptive text can describe people, animals, feelings, sounds, places, processes, qualities, or procedures in detail (Dadi, 2015).

F. Hypothesis

According to Creswell (2012), the hypothesis is a statement in quantitative research in which the researcher predicts the outcome of the relationship among characteristics. It means that in the hypothesis, it predicts whether the research influences the result or not. Based on that explanation, the hypothesis of this research are as follow:

Alternative hypothesis (Ha): There is a correlation between students' vocabulary mastery and their writing achievement in descriptive text.

Null hypothesis (Ho): There is no correlation between students' vocabulary mastery and their writing achievement in descriptive text.

G. Previous Researches

There are some the previous researches dealing with English vocabulary mastery and writing ability. First, a researcher by Muslim (2012) has discussed the correlation between vocabulary mastery and students' writing ability in narrative text of second year students of SMP Al-Ishlah Pekanbaru. A quantitative method was used in his research. In collecting data, he used test. It was conducted in order to find out the vocabulary mastery and the students' writing ability in narrative text. It consisted of 5 multiple choice questions, 5 items for synonym questions, 5 items for antonym questions, and 5 items for

classifying the material of vocabulary. In his research, the final results proved that there is significant correlation between vocabulary mastery and students' writing ability in narrative text.

Second, Muslikah (2017) conducted a research dealing with the correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade at SMA Karya Mataram South Lampung. The research methodology used in this research is descriptive quantitative method. The population of this research was all eleventh grade students at SMA Karya Mataram South Lampung amounting 98 students. There were only 26 students taken as the sample of this study which are determined by using cluster random sampling. In collecting the data, he use instruments in form of multiple choice question for vocabulary mastery test and writing analytical exposition text in writing ability. The final result provide that there is significant correlation between students' vocabulary mastery and ability in writing analytical exposition text.

Third, a researcher named Rahmi (2015) investigated the correlation between students' vocabulary mastery and their interest in writing. This research use quantitative method and the correlation design. In collecting data, she used three kinds of instruments; they were vocabulary test, writing test, and questionnaire. the population of this research was the third grade students' of English Education Program of STKIP Garut. She used proportional random sampling, so there were 30 students as the sample (15%) of the population: 6 men and 24 women. The result of this research provide that there was moderate relationship between students' vocabulary mastery and students' interest in writing.

Fourth, a researcher named Umairah Rahmawati (2018) investigated the correlation between vocabulary mastery and students' writing skill a study at English department of UIN Ar-Raniry. This research use quantitative method and applies random sampling technique. The population of this research was all of the fifth semester students of English department of UIN Ar-Raniry. There

were only 30 students taken as the sample. The data are collected by administering vocabulary mastery test and writing skill test. The data are analyzed by using Pearson Product Moment to investigate the correlation between both variables. The result shows that the coefficient between variable X and variable Y is $r_{xy} = 0.607$. The criteria of correlation between two variables among 0.600 – 0.800 shows a highly correlation. The significant level at 5% is $r_{table} = 0.361$, $r_{xy} > r_{table}$ ($0.607 > 0.361$). The significant level at 1 % is $r_{table} = 0.463$, $r_{xy} > r_{table}$ ($0.607 > 0.463$). The result of the analyses shows that there is a significant correlation between vocabulary mastery and students' writing skill of English department students of UIN Ar-Raniry. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Fifth, Zaleka (2010) conducted a research dealing with the correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjang. The research methodology used in this research is quantitative method. The population of this research is three classes consisting 86 students. There were only 43 students taken as the sample of this study which are determined by using random sampling technique. In collecting the data, she use instruments in form of vocabulary mastery test and writing hortatory exposition text in writing ability. The final result provide that there is significant correlation between students' vocabulary mastery and ability in writing hortatory exposition text.

This research was inspired by the previous researches above, but in different way. This research investigated the correlation between the students' vocabulary mastery and their writing achievement in descriptive text.