CHAPTER I

INTRODUCTION

This chapter provides an overview of the background of this research, such as an explanation of why this research is important to be studied in the research field and some useful data or information related to the research topic. The chapter also elaborates several theories revealed by experts aimed to understand the study of this research and strengthen existing statements. It consists of research background, research questions, research purposes, research significances, rationale, research method, and data analysis.

A. Research Background

What is the correlation between vocabulary and writing a text? Writing skills are considered as one of the most difficult skills. According to Anh (2019), to be a good writer the learners have to study writing extensively and make sure the readers understand the message they want to convey. The difficulty is not only in generating and organizing ideas, but also in translating ideas into readable text (Iskandar, 2018). Therefore, to convey our ideas of mind, students need to choose the correct vocabulary. Pratiwi (2015) also stated that in writing the writers have to choose the right words and phrases, then must follow the proper structures.

Vocabulary plays an important role in determining the quality of an English text. Writing has five essential components: vocabulary, content, grammar, organization and mechanic (Brown, 1980; Fitri et al, 2017). Besides, according to Alqahtani (2015), vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. These prove that vocabulary is one important element to have writing skills. A writer cannot convey any message without vocabulary. According to Wilkin (1976, as cited in Cayati, 2019) said that without grammar very little could be conveyed but without vocabulary, nothing can be obtained. Therefore, vocabulary is a basic thing that needs to be aware of for learning language and it is one of the important aspects of learning some languages.

Regarding to the 2013 curriculum, the goal of learning English is to

develop the students communicative competence in interpersonal, transactional, and functional text by using kind of English text in spoken and written (Irvani, 2019). In the context of the present study, some types of writing are recount text, descriptive text, etcetera. Here, the researcher focuses only on one text genre, recount text. Recount is a kind of text in writing which retells events or experiences in the past (Natsir, 2017). By mastering this genre of the text, someone can tell a story that happened in the past or just to entertain readers. Each text genre has certain vocabulary requirements that are used to arrange each paragraph of a text. Then for recount text, the writer should use past tense sentences, action verbs, adverbs, and adverbial phrases to express time, place and method, conjunction and time connectives to sort events.

The researcher found that by switching the learning system to an online, the students of SMPN 1 Pangalengan Bandung had difficulties in learning English, especially in writing skills. Meanwhile in learning English, interaction is important because it needs time to learn new language (Tyas & Widhiyanto, 2020). Writing recount text is one of the materials that must be mastered by junior high school students as included in the 2013 curriculum. The English teacher said that students were still confused about using the simple past tense such as when they used V1 or V2 and connecting sentences using conjunctions in writing a recount text. These are quite important because past tense and conjunctions are the main language features used in recount text (Yulianawati, 2019). Based on Nation"s theory (2001, as cited in Lessard-Clouston, 2013) these two problems are one of the mistakes in vocabulary knowing, especially in the aspect of using grammatical functions.

Based on that explanation above, the researcher took a research under the title "ANALYSIS OF STUDENTS VOCABULARY IN WRITING RECOUNT TEXT (A Case Study at the 8th Grade Students of SMPN 1 Pangalengan Bandung)".

Previous research related to this research with the title "Analysis of Students' Ability in Writing Recount Texts" aims to describe students' abilities in writing recount texts. By using descriptive quantitative research method, the

researcher found that 42% of all students were categorized as poor due to problems in writing, including vocabulary (Andayani & Andayani, 2013).

Second, the research was done entitled "An Error Analysis in The Use of Vocabulary Found in Recount Text Written by the tenth Grade Students Of SMA 4 Kediri in Academic Year 2016/2017." The study has 2 purposes, namely: 1) to know the kinds of vocabulary error made by the students in writing recount text and 2) to find out the frequency of vocabulary error made by the students in writing recount text. This research used qualitative research with content analysis design as research approach. The result showed there was 214 errors in three types of vocabulary that made by the students in recount text (spelling, verb and diction). The most frequent vocabulary error is error in verb with the total error 125 and the percentage is 58, 41% (Purwatiningsih, 2017).

The last, the research was undertaken by Ida Yulianawati in 2019. Under the title "An Analysis of Students' Difficulties in Writing Recount Text (A Case Study at a Senior High School in Indramayu)." This study investigates causes of students" difficulties, kinds of difficulties, and the most dominant problem in writing recount text by using a qualitative approach. The results of data analysis showed that some students found difficulties in terms of the use of tenses, the use of vocabulary, and the use of specific participants.

Thus in this study, the researcher was interested to analyze vocabulary analysis using a rubric adapted from Nation (2001) with a focus on more detailed aspects, namely word use, word form and word meaning and how effective is the teacher's way of teaching these aspects in recount text vocabulary.

B. Research Questions

Following with the information in the background, the following questions arise:

1. How good is students'' vocabulary knowledge in writing a recount texts?
2. How effective does the teacher teaches vocabulary during recount text learning?

C. Reserach Objectives

Based on the research questions, the purposes of this study are:

1. To analyze how good the students'' vocabulary knowledge in writing a recount text is.
2. To recognize how the teacher effectively teaches vocabulary during recount text learning.

D. Limition of The Study

The author makes limitations in this study so that the discussion content is more focused and does not get out of the line of research. The research focused on analyzing the vocabulary abilities of SMPN 1 Pangalengan Bandung students in writing English text. The analysis was carried out based on a rubric which was adapted from Nation''s theory (2001).

E. Research Significances

The results of the research were expected to provide some valuable advantages for teachers, students, and also readers.

1. Theoretically

The researcher expected this research can be useful to figure out the quality (strengths and weaknesses) of SMPN 1 Pangalengan students in writing English text in term vocabulary.

2   Practically

i.   For students

It was expected that after knowing the weaknesses of students" writing skill in terms of vocabulary, the students could improve their vocabulary mastery in writing a text.

ii. For Teachers

It was expected that after getting the information about students" vocabulary development in writing an English text, the teacher can improve the teaching of vocabulary in writing skills. The result of this research could help the teacher improve the quality of teaching vocabulary in writing skills.

iii. Next Researchers

This research should make next researchers find out about new experiences in the teaching and learning process of writing text, especially in terms of vocabulary in pandemic situation. Other than that, Researchers should find out how the quality of vocabulary knowledge in writing a text by students during the pandemic Covid 19.

F. Rationale

As has been said before, writing is an ability that is not easily mastered, even though writing is an ordinary activity that already attached to human daily life as well as in academics. Talking about the academic, from what has been determined by the Ministry of Education and culture, there are at least five kinds of main texts that Junior High School students in Indonesia must study: descriptive, expository, narrative, recount, and report (Sundari & Sri, 2017). Therefore, writing is an activity that must be practiced frequently because after all it must be mastered by students to support their academics.

In this study, the researcher limited the focuses only on vocabulary of one text namely recount text. This text is a type of text that students must master in class. Anderson in Irfany (2019) states a recount is a piece of main text that retells past events, usually in the order in which they happened. It has a purpose to retell

what occurred and when it occurred. The functions of this text are: 1) To retell past events or something happened; 2) To inform something happened to the readers; 3) To entertain the readers (Ganti, 2018). In conclusion recount text is a text which explains about phenomenon that have already occurred. Therefore, there are several language elements that generally exist in recount text, namely using past tense sentences, action verbs and conjunctions (Syaiful, 2015).

In the book entitled Teaching Vocabulary, Clouston (2013) stated that there are many concepts of word definitions, but three prominent aspects teachers need to be aware of and focus on are form, meaning, and use. He cites a Nation‟s theory which states the form of a word involves its spoken form, written form and any word parts that make up this specific item (such as a prefix, root, and suffix). As previously explained, one of the characteristics of recount text is the use of the past tense. These tenses certainly have different spellings and affixes from other tenses which Nation categorizes as word forms based on the teory. Therefore, meaning involves the way that form and meaning work together, the concepts, and the associations that come to mind when people think about a particular word or expression. Incorrect spelling and form can affect the meaning of a word. For example, the past tense which has the meaning "already happened", will be different from other tenses. In addition, the conjunction that will be used is misspelled, it will affect the meaning of the word as well. For example, if you misspelling "in" becomes "on", then the meaning will be different. And the last is use, use of words includes grammatical patterns that match the word, giving a few similar collocations, mentioning any restriction on the use of the word and giving the correct opposite or well-known word or matching lexical set. In recount text, one of the characteristics is connecting words, past verbs and adverbs. This of course has a different class of words and must contain a suitable grammatical. An example is when using the past tense, certainly, it has to use an adverb that shows that it happened in the past too.

Table 1.1 Scoring Rubric of Vocabulary (adapted from Nation, 2001)

Aspects of Vocabulary	Score	Score description	Indicators
Form	4	Excellent	No errors. Entire text uses proper word formation consisting of spelling and affixes.
	3	Good	Few errors. Almost the entire text uses proper word formation consisting of spelling and affixes.
	2	Average	Fair number of word formation errors consisting of spelling and affixes
	1	Poor	Many errors. Almost the entire text does not use proper word formation consisting of spelling and affixes.
	0	Very Poor	Dominated by errors. Entire text does not use proper word formation consisting of spelling and affixes.
Meaning	4	Excellent	No errors. All concepts and word associations between meaning, form and use are appropriate.
	3	Good	Few errors. Almost all concepts and word associations between meaning, form and use are appropriate.
	2	Average	Fair number of concepts and word associations between meaning, form and use errors.
	1	Poor	Many errors. Almost all concepts and word associations between meaning, form and use are not appropriate.
	0	Very Poor	Dominated by errors. All concepts and word associations between meaning, form and use

			are not appropriate.
Use	4	Excellent	No errors. All aspects of words" use consisting of verb (simple past tense), conjunction, adverb, noun and pronoun are appropriate.
	3	Good	Few errors. Almost all aspects of words" use consisting of verb (simple past tense), conjunction, adverb, noun and pronoun are appropriate.
	2	Average	Fair number of words" use errors consisting verb (simple past tense), conjunction, adverb, noun and pronoun.
	1	Poor	Many errors . Almost all aspects of words" use consisting of verb (simple past tense), conjunction, adverb, noun and pronoun are not appropriate.
	0	Very Poor	Dominated by errors . All aspects of word"s use consisting of word classes verb (simple past tense), conjunction, adverb, noun and pronoun are not appropriate.

The rubric above should be combined and limited by the characteristics of the vocabulary that generally exist in the linguistic elements of recount text. Therefore, the researcher should use the rubric to explore the quality of students' vocabulary knowledge in writing recount text. Meanwhile for the scoring, the researcher should analyze the students' vocabulary based on the indicators above, categorize it in accordance with the description of the score and sum up all the scores for each vocabulary aspect and calculate the average number as the final score.

G. Previous Studies

There are several studies that have similarities so as to relate to this research;

A research by Nunung Sri Andayani and Made Adi Andayani (2013) under the title "The Analysis of The Students" Ability in Writing Recount Text". The research results show that in Senior High School at SMAN Arjasa Jember, many problems arose in writing especially in vocabulary. This study only focuses on how students' ability to write recount text.

Moreover, research by Ririn Purwatiningsih (2017) under the title "An Error Analysis in The Use of Vocabulary Found in Recount Text Written by the Tenth Grade Students Of SMA 4 Kediri in Academic Year 2016/2017". The research results show the finding of three types of error that made by the tenth grade students of SMA 4 Kediri in recount text: error in spelling, error in verb and error in diction. The most frequent vocabulary error is error in verb with the total error 125 and the percentage is 58.41%.

Additionally, Ida Yulianawati (2019) did her research under the title "An Analysis of Students' Difficulties in Writing Recount Text (A Case Study at a Senior High School in Indramayu)". The results of data analysis showed that some students found difficulties in terms of the use of tenses, the use of vocabulary, and the use of specific participants.

However, this research is different to the previous research above. It focused on vocabulary analysis using a rubric adapted from Nation (2001) with a more detailed aspect such as word form, word use and word meaning.