

## CHAPTER 1

### INTRODUCTION

#### A. Background Of The Study

English was one of the international languages. As an international language, english became an important subject taught at every level of education. To provide students with all language skills, english teaching had to give them an appportunity to achieve listening, speaking, reading and writing skills. “English was a world language’. With more than 60 countries where ‘English was now the dominan or official language’. The importance of English through out the world in education, business, goverment and social situations continues to grow. Depite the understandable desire of people to preserve their own ‘native’ languages.”<sup>1</sup> Thus, there was no doubt that English is a means of International communication. It played an important role in every field of work and study.

Language was defined “as a means of communication.”<sup>2</sup> It meant that when people are engaging in communication, language is used as the medium of communication between the speaker and the listener. Language enables the speaker to encode messages and it enables the listener to decode the messages back. By language, both the speaker and the listener may understand each other. Thus, when there was communication, there will be language, so language and communication are very closely related.

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<sup>1</sup> Peter Luncatoni, *Teaching And Assessing Skill In English As A Second Language*, New York: Cambridge University Press, 2006, p. 3.

<sup>2</sup> Imam D. Djauhari, *Mastery On English Grammar*, urabaya: Indah, 1996 , p 9.

Language promotes some skills. People must learn to achieve integrated language skills. In common, they were identified as receptive skills and productive skills.<sup>3</sup> Receptive skills concern with the ability to decode messages to other: speaking and writing. All of the language skills support each other.

As one kind of language skills, writing can be defined as a hard skill at which to excel for many of our learners.<sup>4</sup> It influenced by many aspects or factors.

They were punctuation, spelling, structure, or vocabulary.<sup>5</sup> From those, can be concluded that writing is can not separate from its factors.

As one aspect of writing, vocabulary or words must be given for students. It was because “word or lexicons are basic tool for writing.”<sup>6</sup> The knowledge was words or vocabulary and some idea. In other word was the vocabulary mastery. “Vocabulary acquisition, vocabulary retention, and vocabulary utilization were crucial for any writer, and are particularly important for the person writing in language other than his native tongue.”<sup>7</sup> So can be said if the student can mastery vocabulary acquisition, vocabulary retention, and vocabulary utilization, they can write well.

The standard of vocabulary that must mastery by the students of junior high school is 1,000 words. Budiharso states “... the SLTP graduate is

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<sup>3</sup> Peter Lucantoni, *Teaching And Assessing Skill In English As A Second Language*, p.4.

<sup>4</sup> Coroline Woods, *Teaching And Assessing Skill In Foreign Language*, New York: Cambridge University Press, 2005, p. 72.

<sup>5</sup> Robert Lado, *Language Testing*, London: Logmans, 1961, P. 250.

<sup>6</sup> Barli Bram, *Write Well: Improving Writing Skills*, Yogyakarta: Kanisius, 1995, p. 48.

<sup>7</sup> Marry S. Lawrence, *Writing As A Thinking Process*, America : The University Of Michigan Press, 1972.

supposed to have a total of 1,000 vocabulary items.”<sup>8</sup> That vocabulary is breakdown based on the grade of students. For the eighth grade must mastery 262 words.<sup>9</sup>

Writing was essential subject that useful for the students to develop their idea, express their emotion though writing. Besides, that has close related with paragraph. According to little paragraph was a group of sentence dealing with a single topic or idea.<sup>10</sup>

Writing was one of important skills because two students' skill can be measured by it. They were grammar and vocabularies. It will be good, if they master them. Beside that, they must have some ideas in their mind to explore that shown in their writing. Writing was a highest lever for the students' in learning English because it was difficult skill. According to Byrne why writing was commonly a difficult activity for most people, both in mother tongue and in foreign language. It can be seen by problems which are caused by writing under three headings they are: 1) psychological problems. Writing, on the other hand, was essentially a solitary activity and the fact that we were required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. 2) linguistic problems. In writing, the writers have to compensate for the absence of these features. The writers have to keep the channel of communication open through our own efforts and to ensure, both through our

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<sup>8</sup> Teguh Budi Harsono, *Prinsip Dan Strategi Pengajaran Bahasa*, Surabaya: Lutfansyah Mediatama, 2004, p. 95.

<sup>9</sup> Ibid, p. 96.

<sup>10</sup> Little J. *Building English Skill*, Evanston: Mc Dougales Little Company. 1985, p. 127

choice of sentence. Structure and by the way our sentences are linked together and sequenced, that text that produced can be interpreted on its own. 3) cognitive problems. Writing, on the other hand, was learnt through a process of instruction. The writers have to master the written form of the languages and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. The writers also have to learn how to organize their ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.<sup>11</sup> In addition, writing was not only master grammar and vocabularies, but also part of classes and kinds of text. So, they can make simple sentences to be paragraph.

There were kinds of text in writing. They were exposition, narration, description and argumentation. There were few of ways in writing. They will make the students easy to write. The ways were: 1.) Selection of theme. Before making writing, the students can choose the theme for it. 2.) Making frame of thinking. It will make the students easy to develop the text. Besides that, we must have skill in arranging the word, selection the word and combine sentence into paragraph. So, they can help the students to think more and explore their mind in themselves to show in writing. In addition, the atmospheres will influence the students in writing. They must have the comfortable class. So, the teacher must have the strategy to give motivation in order that they are interested in writing.

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<sup>11</sup> Donn Byrne, *Teaching Writing Skills*, England: Longman, 1984, p. 3-5.

Writing was representation of language in textual medium through the use of sign of symbols.<sup>12</sup> There were ways in writing. Firstly, selection of them before making writing the students can choose them for it. Secondly, making frame of thinking will make the students' easy develop the text. Besides that, it must have a skill in arranging the word, selection the word and combine sentence into paragraph. So, these way help the students to think more and explore their mind themselves to show in writing.

To learn the writing skill efectively may not be easy because there are several things should be considered, for instancesentence structure, grammar, the words choice used, and so on. Therefore some students may encounter some problems as they are in process of learning this skill.

The writer choosed SMP Muhammadiyah Palangka Raya as site to do the research because some of the eighth grade students still have some matters which were primarily and particularly in vocabulary. And they were also still difficult in writing because less on vocabulary mastery.<sup>13</sup>

Therefore, based on the background above to find out farther information about the problem, particularly vocabulary mastery and writing ability, then the writer conducts a study entitled: **“The Correlation between English Vocabulary Mastery and Writing Students’ Ability at SMP Muhammadiyah Palangka Raya.**

There were number of the reasons to choose the topic. *First*, Vocabulary is a part of effective communication. It is the one of basic parts to

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<sup>12</sup> Htt/Robinson, 2003, p.36

<sup>13</sup> Based on pre-observation ( Thursday, 21<sup>st</sup> January, 09.00 a. m )

learn in english skills. By mastering vocabulary students can understand the english language and communication with other people. *second*, vocabulary mastery is crucial factor in assesing writing. It is not only relevant aspect in establishing quality of composition but also will provide for clear communication of your ideas, and thoughts in writing form.

#### **B. Problem of the Study**

Is there any correlation between English vocabulary mastery and writing students' ability at SMP Muhammadiyah Palangka Raya?

#### **C. Objective of the Study**

Based on the problem of the study above, objective of the study was to measure correlation between english vocabulary mastery and writing students' ability at SMP Muhammadiyah Palangka Raya.

#### **D. Significance of the Study**

1. Theoritically: it is expected that the result of the study can give contribution to support the theory on Classroom Technique. Foreign Language and English as a Second Language. Therefore, the English teacher should give a good method to develop them effectively.
2. Practically: the result of the study expected to give significant contribution to the English teacher. One of the significant is that Beside that, the result of the study expected to be significance in mastery vocabulary and writing ability giving contribution to other writers who conduct the same fields of research and giving contribution for the readers in increasing the quality of English Teaching Learning.

### **E. Scope and Limitation**

The study belongs to correlation design. The focus of the study was “The correlation between English Vocabulary Mastery and Writing Students’ Ability. The type of test were vocabulary test used multiple choice focus on verb and writing test the type of text recount text, topic was write down short paragraph about recount text, the material based on syllabus used at SMP Muhammadiyah Palangka Raya of eight grade. The sample of the study consisted of 44 students of eighth grade of SMP Muhammadiyah Palangka Raya academic year 2016/2017. They are 44 students. 22 students of VIII-3 and 22 of VIII-4

### **F. Assumption of the Study**

The assumption of this study was the mastery of English vocabulary has a significance correlation toward the improvement of the students’ writing ability.

### **G. Operational Definition**

1. Correlation was the extent to which the two variables vary directly( positive correlation) or inversely (negative correlation).<sup>14</sup>
2. Vocabulary was one of the languages used in this levelof knowledge of the students after learning English, es the knowledge on vocabulary.<sup>15</sup>
3. Vocabulary mastery having a vocabulary mastery meant memorizing amount of words and applying them in different sentences grammatically

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<sup>14</sup> Donald Ary and Friends, *Introduction to Researchin Education*, Canada, Nelson Education, 1076, p. 27.

<sup>15</sup> Gairns, Ruth and Redman Stuart, *Working with Words: A Guide to Teaching and Learning Vocabulary*, New York, Cambridge University Press, 2003.

or in other words it is about the usage of the vocabulary both in spoken or written form correctly.

4. Writing was a way to end up thinking something you couldn't have started out thinking.<sup>16</sup>
5. Writing ability Brown stated that writing is a way to end up thinking something you could not have started out thinking.<sup>17</sup>

## H. Hypothesis

There are two hypothesis, there are:

1. Alternative Hypothesis (H<sub>a</sub>)

There was correlation between English Vocabulary Mastery and Writing ability.

2. Null Hypothesis (H<sub>0</sub>)

There was no correlation between English Vocabulary Mastery and Writing ability.

## I. Frameworks of Discussion

The frameworks of discussion of the study as followed:

Chapter I : Introduction consisted of background of the study, problem of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, operational definition, and framework of the discussion.

Chapter II : Previous study, review of related literature, this chapter gave the explanation about the theories to analyze the problems of

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<sup>16</sup>H.D Brown, *Teaching by Principles*. p. 335.

<sup>17</sup> Douglas brown, 2000, *Teaching by Principles*, San Francisco: logman, p. 335.



the research. Thus theories are theoretical analysis and theoretical framework. Theoretical analyze consisted of vocabulary mastery and writing ability. Explanation about vocabulary such as the definition of vocabulary, the importance of vocabulary, the factors influence vocabulary, and the aspect of studying vocabulary. Explanation about writing ability like the definition of writing, the characteristic of writing, the stages of writing process, the aspect of writing, and the scoring of writing test. And the correlation between English vocabulary mastery and writing ability.

Chapter III : Research method which consists of research design, population and sample, data collecting technique, instrumentation of the study, instrumentation validity, instrumentation reliability, and data analysis procedures.

Chapter IV : Result of the Study and Discussion

Chapter V : Closure