

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

Related to the study the writer took some theses, they are:

First, by Susi Susanti (2005) found where there is correlation between students' writing achievement and students' vocabulary achievement that was accepted and  $H_0$  stating there is no correlation between students' writing achievement and students' vocabulary achievement was rejected. There is strong or positive correlation between students' writing score and students' vocabulary score.<sup>18</sup>

Second, by Nur Hidayah (2007) found that there is positive correlation between reading and vocabulary. The value of  $r_{xy}$  0.40 so that  $H_a$  was accepted and  $H_0$  was rejected. Based on the  $df$  was found 0,273 <0,40>0,354. So, it meant that there was positive correlation between two variables. The calculation contribution of variable X and variable Y showed that value of koefisien determinan (KP) was 16% it meant contribution variables was able to contribute to variable Y. Based on the calculation of  $t_{value}$  was 9,8 and  $t_{value}$  2, 01 so it meant  $t_{value} > t_{value}$  even alternative hypothesis ( $H_2$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.<sup>19</sup>

---

<sup>18</sup> Susi Susanti, "Correlation between Students' Writing Achievement and Vocabulary Achievement at the Islamic State College of Palangka Raya". STAIN Palangka Raya. 2005.

<sup>19</sup> Nur Hidayah, "Correlation between Students' Mastery in Vocabulary and Reading Ability". STAIN Palangka Raya. 2007.

Third, by Candra Anova (2015) found that  $r$  calculated was 0,559 with level significance 0.05, and the degree of freedom ( $df = n-2$ ) was 22. It means that  $r$ - counted was higher than  $r$ -table ( $0.559 > 0.404$ ). So, there is correlation between two variables above.<sup>20</sup>

From the studies above, the topics have similarity and diversification with the writer's topic. In this case the writer focus on students' vocabulary mastery at the eight grade of SMP Muhammadiyah Palangka Raya academic year 2016/2017 and the writer's object is students' writing ability.

## **B. Vocabulary Mastery**

Vocabulary is one of the elements of developing skills, so people who want to master those language skills; they have to master the vocabulary of English first. According to Anthony if the mastery of words or vocabulary much, they can help students in increasing their speaking, listening, writing, and reading ability.<sup>21</sup> Writing was essential subject that useful for the students to develop their idea, express their emotion through 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>22</sup> So, the mastery of vocabulary must be developed by all learners if they want to mastery all skills.

### **1. The Definition of Vocabulary**

There are many definition taken from some experts about vocabulary. According to Richards, vocabulary is one of the most

---

<sup>20</sup> Candra Anova, *"The Correlation Between Students' vocabulary Mastery and Speaking Skill"*, Theory and practice in Language Studies, Pasir Pengaraian University, Vol 1, No 1, 2015.

<sup>21</sup> H.R Anthony, *Mastering Basic English*, Surabaya: Study Group, 1978, p. 5.

<sup>22</sup> Little J. *Building English Skill*, Evanston: Mc Dougales Little Company. 1985, p. 127

obvious components of language and one of the first things applied linguists turned their attention to.<sup>23</sup>

Langan states a good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener and reader. Studies have shown that students with strong vocabularies, or studies who work to improve a limited vocabulary, are more successful in school.<sup>24</sup>

Alexander, in *fluency in English*, pointed the definition of vocabulary is the ability to deduce the meaning of words and phrases from a context and the explain them by other words and phrases.<sup>25</sup> McCarthy also says that English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements. English seems to have for more words in its core vocabulary than others languages.<sup>26</sup>

## 2. Kinds of vocabulary

The characterizing of the word meaning of a word not in items of its component features, but in terms of its relationship to other word is treated as the analysis of lexical relation The types of lexical relations which are usually appealed to can be briefly defined exemplified this :

---

<sup>23</sup> Jack C Ricards, *Curriculum Development in Language Teaching*, Cambridge University Press, 2002, p. 4.

<sup>24</sup> John Langan, *College Writing Skill With Reading*, America: McGraw-Hill, Inc, 1993, p. 432.

<sup>25</sup> L. G Alexander, *Fluency in English*, Yogyakarta: Kanisius, 1975, xi.

<sup>26</sup> McCarthy, et al., *English Vocabulary in Use*, Upper-Intermediate and Advanced, England: University Press, 1994, p. 2.

- a. **Synonym** : is a word which has the same or nearly the same meaning as another . This synonym are two or more forms with very closely related meaning, which are often but not always, intersubstitutable in sentence. Example of synonym are the pairs : applaud-cheer, brief-short, bold-brave.
- b. **Antonym**: is a word which is opposite in meaning to other word. Two forms opposite meaning are called antonyms. Antonym are further distinguished into two type via, gradable and non gradable antonym. The pairs bad-good and dry-wet are example of the gradable and non gradable antonym respectively. A thing is not bad must be good, but the season which is not wet must be dry.
- c. **Hyponymy**: is the relationship between two words, in which the meaning of one words includes the meaning of the other. Typical examples of such as pairs are: dog-nominal, carrot-vegetable. The concept of inclusion involved here is the idea that if any object is a dog, it is necessarily an animal. So the animal is included in the meaning of dog, or dog is hyponym of animal.
- d. **Homophony** : is used to describe the relationship between two more different forms (written) which have the same pronunciation like the pairs : die-dye, curb-verb, key-quay, fore-four, gait-gate.
- e. **Homonym**: the term homonym is used when one form (written or spoken) has two or more unrelated meaning, examples of homonym

are the pairs : lead (first palce of position) lead (of water pipes).

Sow (adult famale pig) sow (plant).<sup>27</sup>

### 3. The Importance of Vocabulary

Students use vocabulary which is arranged into sentence to express their opinion, thinking and also idea in their society. They use it in social communication. The other importance of vocabulary is suggested as follows:

“Vocabulary is importat to students it is more important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in language. Also, as the lexical system is ‘open’ there’s always something new to learn when students have ‘done’ the grammar. So more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.”<sup>28</sup>

From the explanation above can be said that students should be given the vocabulary which is intimately related to the environment and the pupils early learn. So that, they to become more proficient in choosing and expressing the words.

### 4. The Factors Influence Vocabulary

According to Gower, there are seven factors influence the vocabulary items is easy or difficult to mastery. They are similarities to L1, similarity to English words already known, connotation, spelling

---

<sup>27</sup> Handout-modul6.pdf. A Short Guide to writing Effective Tes Questions, p.34

<sup>28</sup> Roger Gower, et al., *Teaching Practice Handbook*, Thailand: Macmillan, 1995, p. 142.

and pronunciation, multi-word items, collocation, and appropriate use.<sup>29</sup>

The explanation as follows:

1) Similarity to L1

The difficulty of a vocabulary item often depends on how similar the item is in form and meaning to the students' first language.

2) Similarity to English words already known

Students have some English then a word which is related to an English word they are already familiar with is easier than one which is not.

3) Connotation

Learners have to grips with is the connotation of word.

4) Spelling and Pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular systems. Particular spelling patterns can also cause confuse where the pronunciation is concerned.

5) Multi-Word Items

A lexical item may consist of more than one word, as in compound noun or a phrasal verb.

6) Collocation

The way some grammatical structures are formed depends on knowing which word go with others and which do not. Linda also

---

<sup>29</sup> Ibid, p. 143.

states that knowing syntactic behavior associated with the word and other words in language.<sup>30</sup>

#### 7) Appropriate Use

Gower points some words and expressions are restricted to use in particular contexts. Also it is important that students know wheather the word or phrase has a marked style-informal or formal. Students have to care with the use of colloquial and slang expressions.<sup>31</sup>

### 5. The Aspect of Studying Vocabulary

According to Gower, there are three aspects for studying vocabulary. They are the form, the meaning and the use words or vocabularly.<sup>32</sup>

#### 1) The Form

- a) Part of speech.
- b) Speeling.
- c) Family of words.
- d) Word collection with surrounding words.

#### 2) The Meaning

- a) The word has more than one meaning. It is according to the context of focus on.
- b) The connotation item.
- c) The vocabulary item has different meanings for different people.

---

p. 1. <sup>30</sup> Linda Taylor, *Teaching And Learning Vocabulary*, Cambridge: University Press, 1990,

<sup>31</sup> Roger Gower, el al., *Teaching Practice Handbook*, p. 144.

<sup>32</sup> Ibid.

### 3) The Use

Study the words in context; apply what you learn by writing sentences with your words.<sup>33</sup>

## C. Writing Ability

Writing is one of skills that distribute all people ideas. They can imagine their brain and knowledge through written form. In the formal education, students must be able to write English material. "Curriculum changes worldwide are putting increased emphasis on the acquisition of skills as well as subject knowledge, so that students will have the ability to respond flexibly to the swiftly changing modern environment."<sup>34</sup> In this study, the ability to write will be mastered. "writing is language skill that used to communicate indirectly, not facedly with other people."<sup>35</sup>

### 1. The Definition of Writing

There are many definitions taken from some experts about writing. Heaton says that the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.<sup>36</sup> On the other hand, Langan states that writing is hard work for almost

---

<sup>33</sup> <http://donnayoung.org/forms/help/vocabulary.htm>.

<sup>34</sup> Tony Parkinson, *Teaching And Assessing Skills In First Language English*, Cambridge: University Press, 2002, iv.

<sup>35</sup> Henry Guntur Taringan, *Menulis Sebagai Suatu Ketrampilan Berbahasa*, Bandung: Angkasa, 1982, p. 3.

<sup>36</sup> J.B. Heaton, *Writing English Language Tests*, New York: Logman Inc, 1989, p. 135.

everyone. Writing is a skill like driving, typing, or preparing a good meal.<sup>37</sup>

According to Oshima, Writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a 'product'.<sup>38</sup>

Trimmer states that writing is also opportunity. It allows you to express something about yourself. To explore and explain ideas, and to assess the claims of other people. By formulating, organizing, and finding the right words to present them, you gain power.<sup>39</sup>

Alexander also points that writing skill can be best being developed through carefully controlled and graded comprehension or precis exercise. Precis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop a students' writing ability.<sup>40</sup>

The writer can write their experiences, because their experience can help them in writing. They can imagine and explore their ideas and opinions. "You can gain the confidence by writing and learning from your own work and that of others. Experienced writers are one source of lessons that you may find helpful."<sup>41</sup>

---

<sup>37</sup> John Langan, *College Writing Skills with Reading*, p. 12.

<sup>38</sup> Alice Oshima, et al., *Writing Academic English*, Addison Wesley Logman, 1998, 3

<sup>39</sup> Joseph F. Trimmer, *Writing With a Purpose*, New York: Houghton Mifflin Company, 1995, p. 2.

<sup>40</sup> L. G. Alexander, *Practice and Progress*, Yogyakarta: Kanisius, 1975, ix.

<sup>41</sup> Joseph F. Trimmer, *Writing With a Purpose*, p. 2.

In learning English, there are four skills that must be mastered by students Junior High School. They are reading, listening, speaking, and writing. From those, writing is considered as the most difficult one to master because it uses special skills in the production. The special skills are the choice of word, the use of structure, the mechanic and writing. To be able to choose the right word means that you must have a large number of vocabularies and know the words' meaning and how they should be used. Therefore a person may master the ability to write only he or she successfully masters listening, speaking, and reading skills.

The students learn writing means the students learn their native language and students learn the second language or foreign language.

## **2. The Characteristic of Writing**

Langan states that there are four characteristic of writing. They are unity, support, coherence, and sentence skills.<sup>42</sup> The clearly explanation as follow:

### **a. Unity**

The first essay is more effective because it is unified. All the details in the essay are on target. Bram pointed (1995:20); the word 'unity' is synonymous with 'oneness'. All sentences in a paragraph should focus on the one thing expressed in the topic sentence.<sup>43</sup>

---

<sup>42</sup> John Langan, *Collage Writing Skills with Reading*, p. 90.

<sup>43</sup> Barli Bram, *Write Well: Improving Writing Skills*, p. 20.

b. Support

The writer tells us repeatedly that sulking, blaming others, and trying to understand the reasons behind the disappointment are the reactions people have to a letdown.<sup>44</sup>

c. Coherence

Coherence plays a crucial role in making paragraph read well. Every coherent paragraph contains smoothly-connected ideas. Each sentence moves on naturally.<sup>45</sup>

d. Sentence Skills

If you can find and explain briefly the twenty sentence-skills mistakes made in the first essay. Use the space provided.<sup>46</sup>

### 3. The Stages of Writing Process

The processes of writing are not simple. There some steps that must be notice by the writer. According to Calderonello, there are five common components of writing process. They are inventing, planning, drafting, revising, and editing.<sup>47</sup>

- a. Inventing is any activity that involves the writer in discovering and generating what he wants to say. It can take place at any time, even during drafting, reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method to examine a topic are some examples of inventing activities.

---

<sup>44</sup> John Langan, *college Writing Skills with Reading*, p. 93.

<sup>45</sup> Barli Bram, *Write Well: Improving Writing Skills*, p. 21.

<sup>46</sup> John Langan, *College Writing Skills with Reading*, p. 99.

<sup>47</sup> Alice Heim Calderonello, et al., *Roughdrafts: The Process Of Writing*, New York: Houghton Mifflin Company, 1976, p. 5.

- b. Planning is a series of strategies designed to find and formulate information in writing. To create and shape your text, need to consider all the ideas, however mundane or unsettling, that come to you.
- c. Drafting is a series of strategies designed to organize and defelop a sustained piece of writing.
- d. Trimmer points that revising is a series of strategies designed to reexamine and reevaluate the choice that have created a piece of writing.<sup>48</sup>
- e. Editing means polishing a piece of writing by making word-level changes: in spelling, mechanic, usage, word choice, and so on.<sup>49</sup>

#### 4. The Aspect of Writing

Lado states the process of writing test is deal with integrated or with separate factors such as punctuational, spelling, structure, and vocabulary.<sup>50</sup> They are as follow:

##### a. Punctuation

Gower points that the conventions of English capital letters and punctuation are not universal and might have to be taught.<sup>51</sup>

Bram also states using correct punctuation is indispensable to careful writing.<sup>52</sup>

---

<sup>48</sup> Joseph F. Trimmer, *Writing With a Purpose*, p. 5.

<sup>49</sup> Alice Heim Calderonello, et al., *Roughdrafts: The Process Of Writing*, p. 15.

<sup>50</sup> Robert Lado, *Language Testing*, p. 249-250.

<sup>51</sup> Roger Gower, et al., *Teaching Practice Handbook*, p. 113.

<sup>52</sup> Barli Bram, *Write Well: Improving Writing Skills*, p. 92.

b. Spelling

Parkinson also states, as students learn new words, they should also learn to spell them.<sup>53</sup> Many of us who are learners of English might agree that most English words are spelled ‘strangely’. We find the spellings difficult to remember. To spell well. However, is something that cannot be ignored.<sup>54</sup>

c. Structure

The head of phrase has the same structural function as the total phrase in a particular structure.<sup>55</sup>

## 5. The Scoring of Writing Test

The following rating scale in the result of considerable and careful research conducted in the scoring of compositions in United States. Only a summary of the scale is shown here an according to Heaton, there are scale orders in rating scale.<sup>56</sup> The rating scale is as follows:

**Table 2.1 The Scoring of Writing Test**

Component	Score	Level	Criteria
Content	30-27	Excellent to very good	Very good in mastering he problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.
	26-22	Good to	Mastering the problem; the content is adequate; almost complete and

<sup>53</sup> Toni Parkinson. *Teaching And Assessing Skills In First Language English*, p. 53.

<sup>54</sup> Barli Bram, *Write Well: Improving Writing Skills*, p. 83.

<sup>55</sup> Robert Lado, *Language Testing*, p. 7.

<sup>56</sup> J. B Heaton, *Writing English Language Tests*, p. 146.

	21-17	Average Fair to poor	comprehensive; appropriate with the problem and title, but it is less detail.  The problem mastery is limited; the content is not adequate enough; less complete.
	16-13	Very poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	20-18	Excellent to very good	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive)
	17-14	Good to average	Less harmonious; the main ideas are not organized well, less developed; logical order but less comprehensive.
	13-10	Fair to poor	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
Language Use	25-22	Excellent to very good	Very effective in using simple and complex sentence; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	21-18	Good to Average	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	17-11	Fair to poor	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	10-5	Very poor	Almost not mastering the grammar full errors in grammar, cannot be

			understood; not enough material to evaluate.
Vocabulary	20-18	Excellent to very good	Repertory of word is wide; the chosen and use of exact and effective word; mastery in word form and formation.
	17-14	Good to average	Repertory of word is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	13-10	Fair to poor	Repertory of words is limited; most errors in choosing words; the meaning is hazy and obscured.
	9-7	Very poor	Repertory of words are very limited until cannot communicate the meaning; less informative to evaluate.
Mechanics	5	Excellent to very good	Demonstrate mastery of convesions, few errors of spelling, punctuations, capitalizations, paragraphing.
	4	Good to average	Occasional erors of spelling, capitalization, paragraphing and not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, pargraphing, poor hand writing, meaning confused or obscured.
	5	Very poor	No mastery or convetions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

## D. Correlation

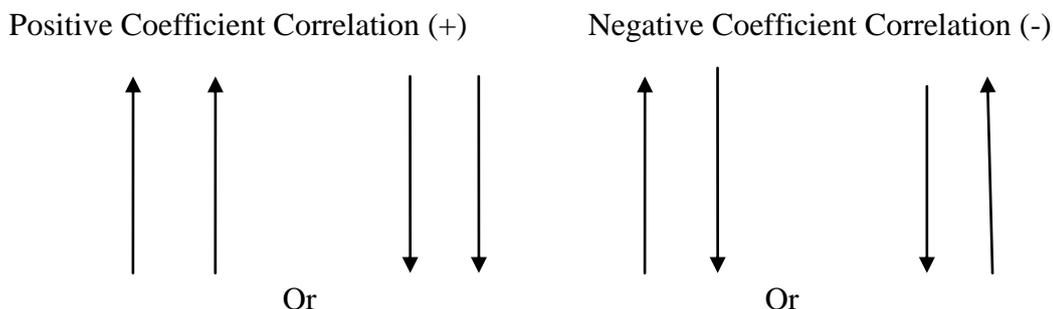
Correlation studies are used to measure of a relationship between two or more variables, gives an indication of how one variable may predict another. Donal Ary state that correlation is a technique for determining the covariation between sets of scores; paired scores may vary directly (increase or decrease together) or vary inversely (as one increases, the other decreases, correlational research is research that attempts to determine the extent and the direction of the relationship between two or more variables.<sup>57</sup>

The purposes of correlational studies is to discover relationship between two or more variables. Relationship means that an individual's status on one variable tends to reflect his or her status on the other. In this study the writer will use Pearson Product-Moment Correlation. It's used when both the criterion and predictor variable contain continuous interval data such as test scores. There are three possible results of a correlation study:

- a. Positive correlation: both variables increase or decrease at same time. A correlation coefficient close to + 1.00 indicate a strong positive correlation.
- b. Negative correlation: indicates that as the amount of one variables increases, the other decreases (and vice versa). A correlation coefficient close to - 1.00 indicates a strong negative correlation.
- c. No correlation: indicate any relationship between two variables. A correlation coefficient of indicates no correlation.

---

<sup>57</sup>Donal Ary, Lucy Chesar Jacob, Chris Sorensen, Asghar Razavieh. *Introduction to Research in Education, (Eighth Edition)*, Canada: Wadsworth Cengage Learning, 2010.p.639.



It can be concluded that correlation is to look for about the causal relationship between two aspect that be related. This relationship could be in different supporting variables or not. DonalAry state that the sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this mean that as one variable increases, the other also increases. For example, the correlation between height and weight is positive because tall people tend to be heavier and short people lighter. A negative coefficient indicates that as one variables increases, the other decreases. The correlation between outdoor air temperature during the winter months and heating bills is negative; as temperature decreases, heating bills rise. The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship). A perfect positive relationship means that for every 2-score unit increases in one variable there is an identical 2-score unite increases in the other. A perfect negative relationship indicates that for every unit increase in one variable there is an identical unit

decrease in the other. Few variables ever show perfect correlation, especially in relating human characteristics.<sup>58</sup>

Then, scatter plot illustrates the direction of the relationship between the variable. A scatter plot with dots going from lower left to upper right indicated a positive correlation ( as variable x goes up, variable y also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable x goes up variable y goes down).<sup>59</sup> A scatterplot of score also reveals the strength of the relationship between variables. If the dots in the scatterplot form a narrow band so that when a straight line is drawn through the band the dots will be near the line, there is a strong relationship between the variable. However, if the dots in the z score scatter plot scatter widely, the relationship between variable is relatively weak.<sup>60</sup> The scatter plots below show how different patterns of data produce degrees of correlation.<sup>61</sup>

---

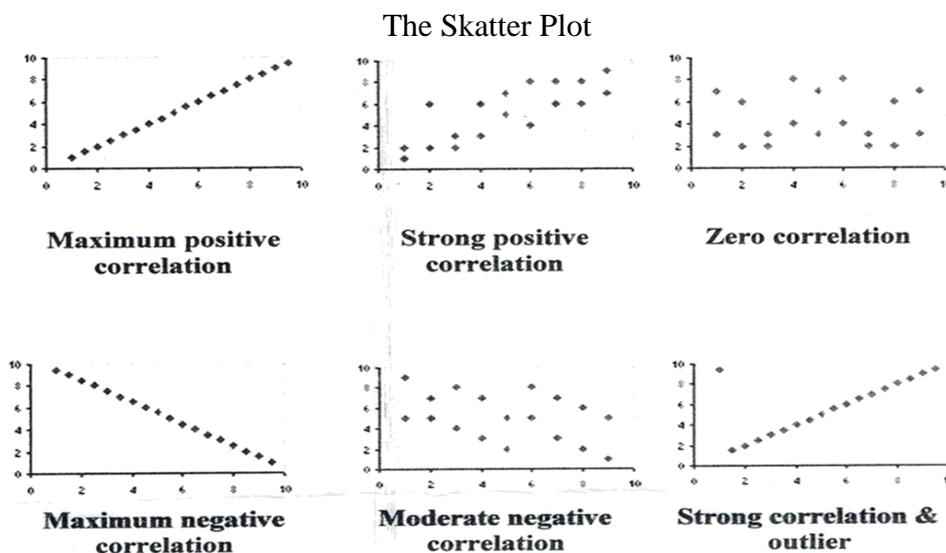
<sup>58</sup>DonalAry, Lucy Chesar Jacob, Chris Sorensen, AsgharRazavieh.*Introduction to Research in Education, (Eighth Edition)*. (Canada:Wadsworth, Cengage Learning.2010).p.350.

<sup>59</sup>DonalAry, Lucy Chesar Jacob, Chris Sorensen, AsgharRazavieh.*Introduction to Research in Education, (Eighth Edition)*. (Canada:Wadsworth, Cengage Learning.2010).p 132.

<sup>60</sup> *Ibid.*

<sup>61</sup> Linear Correlation Coefficient, ( taken from )<http://stattek.com/correlation.aspx>, (online on october 25, 2015).

Figure 2.1



As Arikunto stated, if the plots draw a straight line from an angel, it showed positive correlation variable. If the plots draw a straight line from the right bottom side to the left corner up, showed negative correlation between variable. Meanwhile, if the data spread irregularly, its mean the data did not have correlation.<sup>62</sup>

### E. The Correlation between English Vocabulary Mastery and Writing Ability

The vocabulary of a person is defined as the set of all words that are understood by that person. It also defined as Zthe set of all words used by that person when constructing new sentences. The vocabulary mastery of a person is different from another. The most common cause is intellegencia or level of education.

<sup>62</sup>SuharsimiArikunto, *ProsedurPenelitian Suatu Pendekatan Praktik, (Edid VI)*, Jakarta: PT. AsdiMahastya, p.277-728.

Increasing the vocabulary mastery, also called vocabulary building, is generally considered to be an important part of foreign language teaching. Therefore, the teacher must help students to increase their vocabulary. For instance, through writing activities. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>63</sup> Thus, the vocabulary mastery is important to be mastered for students. The writer may write his or her ideas well if he or she knows much more words.

When conducting a writing activity, the writer needs to know many words and their meanings. The writer also must be careful to choose the suitable words if he or she wants to write something. "Choose your words carefully when you write."<sup>64</sup> The simple assumption is if the writer just masters a few words or vocabularies, he or she will face the obstacle to choose words and explore his or her ideas towards written form.

Thus, it can be said that there is a necessary correlation between English vocabulary mastery and writing students' ability. The writing ability can be developed through vocabulary mastery. On the contrary, the mastery of vocabulary can help the writer to explore the ideas towards written form.

---

<sup>63</sup> Jack C. Ricard, et al., *Methodology In Language Teaching: An Anthology Of Current Practice*, New York: Cambridge University Press, 2002, p. 255.

<sup>64</sup> John Langan, *College Writing Skills With Reading*, p. 447.