

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is a communication by human behavior. Also English is an international language that is used in some countries as their international language that is used in some countries as their national language, to communicate among people from other countries. English is one of the foreign languages which have been taught in school. Since elementary school still university levels. Learning English is an obligation for the students because English is important function in Indonesia.

English is a very important role in Indonesia. As a developing country it needs to learn more new things from the developed countries, such as new advanced ideas, research findings, and an experiment. It is undeniable that these things are very important for the national development. English happens to be the native language of the develop countries whose economy, technology, and politics are very influential. The study of English continues to occupy and important place in our educational curriculum. English is regarded as the first foreign language to be taught at elementary school as local content, at secondary school as a compulsory subject, and the universities as an additional subject.<sup>1</sup>

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<sup>1</sup> Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah University Press, P.188.

Equally important based on four basic language skill, the writer conduct the study on vocabulary mastery and writing skill. They are very important ways of expressing your thought, and communicating ideas and views to others.

Vocabulary is important in learning writing because the words are the basic unit of language which writer can transmit idea to their written text. The student's vocabularies can increase if they try hard to master and memorize the vocabulary every day. The mastery of vocabulary is a difficult task to do especially English vocabulary which is complex. This complexity makes learning vocabulary difficult to students to master the vocabulary. This is probably caused by the word forms of various meanings and word choices.

There are some factors the students have in mastering vocabulary. First, the students face many difficulties to express their feeling and idea in written form if they lack of vocabulary. In this case, to read and understand of a written text, they must have good vocabulary mastery. Learning English without mastering vocabulary can make students difficult to write and they cannot answer some questions in written form. Second, the lack of vocabularies can probably be seen by methods which the teachers give in teaching learning process, perhaps the method is not suitable for the student's need and interest. Learning vocabulary also helps students master English for their purposes.<sup>2</sup>. English writing is thought to be an essential skill for success in the modern global economy. Many experts would go as far to say that without certain knowledge of

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<sup>2</sup> As Schmitt, *Vocabulary And Its Importance in Language Learning*: Lewis, 1993, p.2

english reading skill and english writing skill, a career would be somewhat limited if it involves doing business in english speaking countries at even a basic level.<sup>3</sup> It is important for students to learn writing descriptive paragraph, based on syllabus KTSP the writing descriptive text is one of many texts that must be taught by teacher, and measuring understanding is assessing students to write. In this study, the ability to write will be mastered. "Writing is language skill that used to communicate indirectly, not directly with other people. By writing and rewriting particular passages, words and sentences that make up the work, you will gradually notice and understand particular themes that are often used in English writing. Of course, we must have memorize vocabulary the best way to learn English writing is together with a good English speaking and reading programme so all three can work together to form the basis so all three can work together to form the basis of a solid knowledge of the English language.

To learn the writing skill effectively may not be easy because there are several things should be considered, for instance sentence structure, grammar, the words choice used, and so on.<sup>4</sup> Therefore, some students may encounter some problems as they are in process of learning this skill. Based on the preliminary study conducted by the writer in junior islamic high school there were some problems faced in learning. At that time, the writer interviewed one of the

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<sup>3</sup> Bloomsbury international; *Improving writing English skill*.p.2( <http://www.bloomsbury-international.com/image/ezone/ebookwriting-skill-pdf>)

<sup>4</sup> Tricia Hedge, *Resource Book for Teachers: Writing*, New York: Oxford University Press, 1990,p.5

English teachers there, students as they were learning English in the classroom. The findings revealed that some of the eighth grade students still had some matters which were primarily and particularly in vocabulary mastery, in this case due to the students' lack of vocabulary, they frequently asked their teacher the English words that they wanted to write as they were making a composition. To handle this matter, then she (the English teacher) asked each of them to bring their own dictionary as the English class taking place. Therefore, the learning media which was prominent and principal as they were learning to write was dictionary, which was in this case the dictionary that they brought was a bilingual dictionary, covered English-Indonesian and vice versa dictionary compiled in one dictionary. In addition, the English teacher there only facilitated their learning by presenting and discussing the materials as well.

Providing the tasks or assignments which are commonly taken from students' worksheet; also, the English teacher often asked them to translate an English passage into Indonesian language. The passage usually is taken from students' handbook. From the findings, it may be considered that the students there should be active in learning English since the teacher there was just a facilitator, and the English teacher just provided some materials and assignments that would make them encounter some vocabularies through their own discovery while they are trying to translate some English sentences or passages; thus, it

depends upon their own endeavors to enhance their vocabulary mastery.<sup>5</sup> The writer will conduct the study at Smp Islam Nurul Ihsan Palangka Raya, because based on observation during the writer had teaching practice at Smp Islam Nurul Ihsan Palangka Raya, there are some problem in teaching and learning vocabulary mastery and descriptive text especially how to write as well as possible when student trying describe completely the features. Even though the students have memorize of the vocabulary, they are ever heard and see what the picture, things, animal, but they have not many vocabulary mastery and also they are still confused what they write. Sometime they write just as they can do not pay attention in detail. In the other reason, some students they are think that in learning english is very difficult and then they are have low motivation in learning english.

By knowing about the writing ability of students of junior Islamic high school Nurul Ihsan , it is needed for teacher to make students able to write well. The teacher must teach writing clearly. So the can mastery all aspects of writing. As one aspect of writing vocabulary or words must be given for student. It is because “word or lexicon are basic tool for writing. The knowledge is word or vocabulary and some idea. In other word is the vocabulary mastery.”<sup>6</sup>

The writer will conduct the study at Smp Islam Nurul Ihsan Palangka Raya is also because that school has enough facilities such as, LCD, well

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<sup>5</sup> Ibid 4

<sup>6</sup> Teaching practice II, 20 september 2014 , and observation may 2015

classroom, library, laboratoriu. The writer is interested in this study because the students still have low vocabulary mastery and still confused how write english well, especially to write english descriptive text.

Based on statement above the writer conducted the study entitled: “ **THE CORRELATION BETWEEN VOCABULARY MASTERY AND WRITING ABILITY OF THE EIGHTH GRADE STUDENTS SMP ISLAM NURUL IHSAN PALANGKA RAYA.**”

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

Based on the background of the study, the writer would like to present and formulate the main problems of the study as follows:

Is there any correlation between English vocabulary mastery and writing ability of the eighth grade students of junior islamic high school Nurul Ihsan Palangka Raya?

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

To know the correlation between English vocabulary mastery and writing ability of the eighth grade students junior islamic high shcool Nurul Ihsan 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. Hypotheses**

1. Alternative Hypotheses ( $H_a$ )

There is correlation between English vocabulary mastery and writing ability.

2. Null Hypotheses ( $H_o$ )

There is no correlation between English vocabulary and ability.

#### **F. Delimitation of study**

The study belongs correlation design. This study is conducted the correlation between vocabulary mastery and writing ability type of text is descriptive text based on syllabus for the eight grade students of junior islamic high shcool Nurul Ihsan Palangka Raya.

#### **G. Assumption of study**

The assumption of this study is the vocabulary mastery has significance correlation toward of students' writing ability.

#### **H. Variable of The Study**

According to Adnan Latief, in correlation research can be used continuous variable. In continuous variable cannot be use in causal designs to measure, for example to effect of students reading skill to their writing skill but, these continuous variable can be explained such as very, and more like very high, very fast, very tall, very big. And to measure prediction.<sup>7</sup>

Variable X Vocabulary mastery.

Variable Y Writing ability.

## **I. Operational of Key Terms**

In this study, the writer needs to clarify some terms that are used in the tittle. They are as follows :

- a. Correlation is connection between two things in which one thing changes as the other does.<sup>8</sup> Correlation here means relationship between two variables.
- b. Mastery : Mastery is a great skillfulness and knowledge of some subject or an activity.<sup>9</sup> Vocabulary mastery full comand or understanding of a subject outstanding skill, expertise.
- c. vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

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<sup>7</sup> M. Adnan Latief, *Research Methods on Language Learning An Introduction*, second edication, Malang:UM Press,2014, p.11

<sup>8</sup> As Hornby, *Oxford learner's pocked dictionary*, Oxford :oxford University press, p.95

<sup>9</sup> <http://www.masteryworks.com> (online on September 5,2015)



d. Writing Ability :is one of skill that distribute all people ideas. They can imagine their brain and knowledge trough written form. In the formal education, students must able to write English material.

## **J. Frame of Discussion**

The framework of the discussion of this study as follow:

- Chapter I : Introduction consisted of Background of the Study, Previous Study, Problems of the Study, Hyphotheses of the Study, Delimitation of the Study, Assumption, Objective of the Study, Significances of the Study, Operational Definition, and Frame of Discussion.
- Chapter II : Review of related literature, Theoretical of Correlation, vocabulary, and writing.
- Chapter III : Research Method consists of Research type, Research Design, Variables of the Study, Population and sample, Research Instrument, Data Collection, Data Analysis.
- Chapter IV : Result of the study consists of Description of the Data and Result of Data Analysis.
- Chapter V : Discussion consists of explanation of the result of the study.