

CHAPTER I INTRODUCTION

In this chapter, the researcher discusses the background of the study, formulation research problem, the purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key terms.

A. Background of The Study

Vocabulary is a language aspect that should be mastered by the students to get and understand whole English skills, reading, speaking, listening, and writing. Anthony (1978) said that all learners must master much vocabulary if they want to master all skills. In reading, the students will get difficulties comprehending a text if they do not know the meaning of words in the text. An understanding of vocabulary will aid the students in understanding the meaning of the words in their reading. Similarly in speaking, they cannot speak fluently if they have only a few vocabulary words. With good vocabulary mastery, they can communicate their ideas more fluently with other people. Furthermore, in listening the students can understand what the speaker says if they know lots of words. When people are listening to English words, they can understand the words said by someone if they have adequate vocabulary mastery. In addition, vocabulary is essential in writing. A good writer needs a wide range of vocabulary to strengthen the clarity and accuracy of their writing.

Writing is a productive language skill (Richards & Renandya, 2002). By writing, someone can express his or her ideas, and feelings. Then, it provides the information for the readers. In writing, our vocabulary determines how we can express our ideas to others clearly and accurately. Harmer (2007) states that writing is commonly useful as training for another activity, specifically when students write a sentence as an explanation for discussion activities. On the other hand, communication through the written word needs real proficiency from the writer to be effective.

The English curriculum in Indonesia requires students to be able to write some kind of text like recount, report, discussion, explanation, exposition, new item, anecdote, narrative, procedure, and descriptive. Descriptive text is one of the genres taught for students in Junior High School.

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to talk about subject by describing its feature without including personal opinions. In addition, according to Pardiyono (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) added that description gives a significant point of view because it transforms our feeling and extends our experiences. It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

Some researchers like Muslikah (2017) and Muslim (2012) have conducted a study related to students' vocabulary mastery and their competence in writing. The findings of the current study showed that there is a significant correlation between students' vocabulary mastery and their writing ability. On the other side, their studies are almost the same in the sense both of them have a positive correlation. Muslikah focused on the ability in writing analytical exposition text, while Muslim focused on writing ability in narrative text. Those previous studies become the reference for the researcher in comparing those previous studies with the researcher study conducted at this time. In this research, the researcher wants to make new something and not the same as other previous studies. Therefore, the researcher focused on the ability in writing descriptive text. However, the similarity found in the objective of the research is that the researcher intended to know the significant correlation between students' vocabulary mastery and their writing ability.

From the description above, the researcher assumes that in writing, vocabulary is one of the language aspects which should be learned. Learning vocabulary is important, if learner understands vocabulary, they will be able to write correctly and appropriately. A person will write a word if they recognize the meaning. Vocabulary has a great role in producing good writing. The sentence written by using the appropriate vocabulary will make the readers easy to understand the meaning of the messages intended by the writer. In the writing process, the writer not only thinks about the ideas but also uses the vocabulary correctly to convey the ideas.

Based on the explanation above, the researcher is interested in carrying out research entitled: "THE CORRELATION BETWEEN STUDENTS'

VOCABULARY MASTERY AND THEIR COMPETENCE IN WRITING DESCRIPTIVE TEXT OF THE EIGHTH GRADE AT MTSN 6 TULUNGAGUNG”.

B. Formulation Research Problem

Based on the background of the study above, the research questions can be formulated as follows: “Is there any correlation between students’ vocabulary mastery and their competence in writing descriptive text at the eighth grade MTsN 6 Tulungagung?”

C. Purpose of The Study

The purpose of this research is to find out whether there is correlation between students’ vocabulary mastery and their competence in writing descriptive text at the eighth grade MTsN 6 Tulungagung.

D. Formulation of Hypothesis

A hypothesis is a statement concerning the relationship between two or more variables for research. Based on the research problem and the research objective, there are two hypotheses in the research as follows:

1. H_1 (alternative hypothesis)

$$H_1: \rho \neq 0$$

There is a significant correlation between students’ vocabulary mastery and their competence in writing descriptive text at the eighth grade MTsN 6 Tulungagung.

2. H_0 (null hypothesis)

$$H_0: \rho = 0$$

There is no significant correlation between students' vocabulary mastery and their competence in writing descriptive text at the eighth grade MTsN 6 Tulungagung.

E. Significance of The Study

The significance of the study is addressed for:

1. English Teachers

The result of the study can be used by the teacher in developing or increasing vocabulary mastery and writing ability of his/her student.

2. Student

The result of the study can help student to increase their vocabulary mastery. Thus, student can easily communicate their ideas especially in writing descriptive text.

3. Future Researchers

This study can give a contribution to the next researcher and help them to study related to this topic by more interesting strategies and results.

F. Scope and Limitation

1. Scope of the research

In this research, what is involved in the discussion is related to students' vocabulary mastery and its relation with students' competence in writing descriptive text. This research area focuses on using vocabulary to write descriptive text which is suitable with the instructional syllabus design for the first semester of eighth-grade students.

2. Limitation of the research

This research is only conducted for eighth-grade students at MTsN 6 Tulungagung who registered in the academic year 2022/2023 and it consists of 29 students.

G. Definition of Key Terms

1. Correlation

Correlation is a connection between two or more variables. In this research, the object or something that correlated is students' vocabulary mastery and their competence in writing descriptive text. The number shows the strength and the direction of the correlation. It is from -1 to + 1. If getting closer to 1, means a stronger correlation, and getting closer to 0, means a weaker correlation. So, the positive or negative score of their mastery in vocabulary will give a result significant correlation or no

correlation to their writing descriptive text is finding out after the data, as well as the result, are obtained. The SPSS program will be used to determine the correlation.

2. Vocabulary Mastery

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.

3. Descriptive Text

Descriptive text describes the characteristic of someone or the object. The purpose of descriptive text is to describe people, places, and things. Gerot and Wignell (1995:208) defined descriptive text as written to describe a specific person, location, or object. From the statements above, the researcher concludes that descriptive text is a text that is used to describe someone, place, or thing through visual experience.