

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Writing is an activity to deliver a message in the written form. It is one of the productive skills that should be learned by students besides the other skills such as speaking, reading and listening. Among the four skills, each skill has different difficulty. Therefore, those skills are taught gradually at the school. In English language learning, the students should be able to write their ideas to deliver their knowledge, idea, opinion and feeling about something in good sentences. However, writing is not easy to be mastered by students because it requires a creative thinking and more knowledge about how to arrange an idea in the written form in good sentences and well structure. Besides that, the students also need to pay attention in several language aspects such as vocabulary, grammar, diction, punctuation, spelling and structures to make good sentences which are appropriate with the context that caused this activity is not easy to be done by the students.

In junior high school, there are many kinds of text that should be learned by the students. One of them is descriptive text. In this case, the students are hoped to be able to write descriptive text in order to describe something clearly. However, in fact most of the students in English classes cannot write a descriptive text effectively and have difficulty choosing the vocabulary appropriately. Whereas, the main point in writing descriptive text is about how the students can convey

their ideas in written well. Therefore, the students need more practice to make their writing ability better than before.

Talking about the difficulty in writing process, there are a lot of problems that makes this activity is not easy to be mastered by the students. Ganschow and Javorsky (as cited in Susanti, 2019, p. 15—16) stated that the affective and cognitive factors contributes to the achievement of students' in learning the foreign language. In addition, Hidayati (2018, p.25) found some factors that make students had difficulties in writing process that causes this activity are very challenging. The factors include: less of motivation and difficulties in linguistic competence such as lack of grammar and vocabulary mastery. Regarding to the research finding above, those problems also happened in SMP Negeri 3 Kotabumi. Based on the interview done with the English teacher of the eighth grade in SMP Negeri 3 Kotabumi on Friday, January 10^h 2020. It was known that the students of the eighth grade in SMP Negeri 3 Kotabumi faced some problems during the learning process of writing. The teacher stated that those problems make the students hard to finish the writing task given.

Regarding to the result of the interviewed with the English teacher, the first problem that makes the students have difficulty to finish the writing task given is caused by the students have difficulties to arrange the sentence correctly in writing a certain type of text in English. Meanwhile, in writing process the students need to be aware to arrange the sentence correctly which is appropriate with the context of the text because it is a key to make the readers understand what the text about. Thus, it is needed for students to be able arranging the sentence correctly.

The second problem is caused by the students lack of vocabulary. Consequently, they had difficulty to convey their ideas in English. Whereas, in writing process the students need to have good vocabulary mastery to be able to describe something clearly. It is impossible to make an English text if the students do not have enough vocabulary in their memory. Having a lot of memory and knowledge about the vocabulary of English will help the students in comprehending all English skill.

The third problem is the students are not be able to choose vocabulary appropriately in writing process. In this case, if the students cannot choose the vocabulary appropriately with the context in his or her writing, it will cause ambiguous meaning and misunderstanding with the readers. This problem showed that the students' vocabulary mastery was still low because the students still confused to use the vocabulary which is appropriate with the context. Therefore, vocabulary mastery plays important role in writing process.

The fourth problem is the students have less motivation to practice. While, in writing process motivation to practice is a key to make the students become a good writer because it can influence students' achievement. The students who have high motivation to practice will achieve the learning goals easily compared with the students who do not have high motivation to practice.

From the explanation of the problems above, it is clear that most of the students in SMP Negeri 3 Kotabumi still have difficulties in writing process in which one of them was caused by their lack of vocabulary mastery. It is needed for students to know and understand the language element that is vocabulary which may influence their writing ability, especially in writing descriptive text

because in writing descriptive text the students should use varieties vocabulary to be able to describe the object clearly. Additionally, without having a lot of vocabulary the students cannot write anything. The students will get difficulties to explore their ideas in writing process if they cannot take control the vocabulary well because in this case vocabulary is the most basic thing that should be mastered by the students. Therefore, learning and mastering the vocabulary is very crucial in writing process to make the students easy to write the descriptive text correctly.

Vocabulary can be illustrated as the words that someone known and used to communicate with others in particular language. It is a key to make communication with people runs effectively. In other words, vocabulary is needed to be mastered by students especially in learning a foreign language. The students who have limited vocabulary when learning a foreign language, they will have difficulties to explore their ideas during writing process. It might be impossible to learn about foreign language without mastering the vocabulary of that language. Otherwise, it is different with someone who has a lot of knowledge about vocabularies because they will be able to convey the meaningful utterances in written form well. As explained above, it can be assumed that the more vocabularies the students know the better their opportunity to do well and write easily.

Renandaya (as cited in Hasan and Subekti, 2017, p. 56) states that vocabulary is a fundamental component of language. In addition, Nunan (as cited in Mahmudah, 2014, p. 192) states, "One of important parts in the acquisition of the second language is the development of rich vocabulary." In

other words, vocabulary played important role in writing process. It may be considered that the way the students produce their writing effectively it may be influenced by several things. One of the things are the students use a lot vocabulary and the way the students pay attention to the vocabulary that they had used when they are writing, as well as the grammatical rules and sentence structures which are suitable with the context.

Referring to the explanation about the importance of mastering vocabulary in the process of writing a descriptive text, the researcher was interested in conducting a correlational research in order to investigate whether there is significant correlation between vocabulary mastery and students' writing achievement in terms of descriptive text and proved the theory related the importance of vocabulary mastery in writing process. Therefore, the researcher was conducted a research with the title "The Correlation between Vocabulary Mastery and Students' Achievement in Writing Descriptive Text at the Eighth Graders of SMP Negeri 3 Kotabumi in Academic Year 2020/2021."

1.2 Identification of the Problem

In relation to the background of the problem above, the problems of this research will be identified as follows;

1. the eighth grade students of SMP Negeri 3 Kotabumi have difficulties to arrange the sentence correctly;
2. the eighth grade students of SMP Negeri 3 Kotabumi lack of vocabulary;
3. the eighth grade students of SMP Negeri 3 Kotabumi are not able to choose vocabulary appropriately in writing process;

4. the eighth grade students of SMP Negeri 3 Kotabumi have less motivation to practice.

1.3 Limitation of the Problem

Based on the identification of the problems above, the researcher focuses the problems on the correlation between vocabulary mastery and students' achievement in writing descriptive text at the eighth graders of SMP Negeri 3 Kotabumi in academic year 2020/2021.

1.4 Formulation of the Problem

From the limitation of the problem above, the formulation of the problem in this research can be taken as follows "is there significant correlation between vocabulary mastery and students' achievement in writing descriptive text at the eighth graders of SMP Negeri 3 Kotabumi in academic year 2020/2021?."

1.5 The Objective of the Research

In reference to the formulation of the problem, the objectives of the research is to investigate whether there is correlation between vocabulary mastery and students' achievement in writing descriptive text at the eighth graders of SMP Negeri 3 Kotabumi in academic year 2020/2021.

1.6 Uses of the Research

The researcher expected that the result of the research to be useful both theoretically and practically.

1. Theoretically

Theoretically, the result of the research can give information to the English teacher about the role of vocabulary mastery in writing process.

2. Practically

Practically, the result of the research will be beneficial for some parties as follows:

a. English Teacher

The result of the research can be used as information for English teacher about the correlation between vocabulary mastery and students' achievement in writing descriptive text.

b. The Students

Through this result of the research, the students can get the information about the important and role of vocabulary in the process of writing descriptive text.

c. Researcher

As a candidate of teacher in the future, the result of the research hopefully useful as a reference in the teaching and learning process in the future.

d. Other Researcher

The result of the research is expected to be used as the references material for those who wants to conduct a further research dealing with the correlation between vocabulary mastery and students' achievement in writing descriptive text in the future.