

# CHAPTER I

## INTRODUCTION

This chapter informs about background of the study, research problem, research objective, hypothesis, scope and limitation, significance of the study, and definition of the key terms.

### **A. Background of The Study**

Writing ability is the way to express our ideas, thought, and feelings to others indirectly. According to Brown (2000), writing is a form of communication that is defined as a process of thinking and producing. In addition, according to Ekarista (2018), writing ability is the way to produce written messages from words into sentences, sentences into text, and into a coherent whole so that readers can understand the meaning. From the definition above, it can be concluded that writing ability is the way to communicate from collect of words and sentences into coherent text to others in written form that involves thinking and producing.

Writing is one of skill that pretty difficult to master. According to Harmer (2007), writing is probably the most complex and challenging skill in language learning. It requires some aspects that are complex grammatical pattern, choice of vocabulary, sentence structure, accuracy, and organization (Hedge, 2005). In writing activities, students often struggle with what they will write. They also still have difficulty to develop their writing into a coherent text.

Limited vocabulary is one large factor that causes the students difficult to writing. According to Hartono & Maharani (2020), vocabulary difficulties interrupt students' writing process. Moreover, Seyabi & Tuzlukova (2014) also

prove that vocabulary has become a second large problem that is often faced by students. Students may have many ideas to express but they fear about their mistakes in choice of vocabulary that can be misunderstanding for the reader. It can be concluded that have limited vocabulary impact to students' writing process.

Vocabulary is one important element in language learning. According to Alqahtani (2015), students must have an adequate vocabulary in order to use a foreign language well. Learners will not be able to use the structures and functions they have learnt for effective communication if their vocabulary is inadequate. In addition, Mahmudah (2014) stated that the learners will have limited understanding in term of language skill if they have limited vocabulary. It will might be difficult to learn a language without mastering vocabulary.

To overcome that problem, students can control their learning strategies. Oxford (1990) states that learning strategies are the steps students take to improve the ease, adaptability, enjoyment, self-direction, and transferability of their learning to new situations. Schmitt (2000) explains that vocabulary learning strategies can help learners in integrating and focusing on language learning, resulting in better vocabulary development. Therefore, vocabulary learning strategies may be characterized as behavior or actions that learners adopt to improve the effectiveness of their own vocabulary acquisition.

Based on previous studies about vocabulary learning strategies and writing ability, there are several relevant studies. The first research was conducted by Afifah (2021), which her study aims to identify the students' vocabulary learning strategies usage and their knowledge of affixes. This study

also investigates the correlation between students' vocabulary learning strategies and their knowledge of affixes. The second study was conducted by Permatasari (2021). This study aims to investigate the students' vocabulary learning strategies usage by nine-grade at SMP 1 Rambah Hilir. The third research was conducted by Maulana (2021). This study aims to analyzed the students' ability in writing recount text at State Islamic Senior High School 2 Kampar. The researcher used quantitative approach with a descriptive design.

There are some similarities and differences between the researcher and previous studies. The similarities with those previous study are both researchs discuss about vocabulary learning strategies and writing ability in recount text. The researcher also uses quantitative method with a correlational design. The differences are Afifah (2021) correlates vocabulary learning strategies with students' affix knowledge, Permatasari (2021) investigates about vocabulary learning strategies usage and uses quantitative method with a descriptive design and Maulana (2021) analyzed the students' ability in writing recount text. The researcher used quantitative approach with a descriptive design.

From the description above, the researcher finds the gap that the correlation between students' vocabulary learning strategies and their writing ability has not been investigated. Thus, it is needed to find out whether there is a significant correlation between the two variables that have a positive or negative. So, the research was carried out with the title **"The Correlation Between Students' Vocabulary Learning Strategies and Their Writing Ability"**.

## **B. Research Problem**

Based on the background of the study above, the problem of the study is as follow: Is there any significant correlation between students' vocabulary learning strategies and their writing ability?

## **C. Research Objective**

The objective of this research is: To investigate whether or not there is correlation between students' vocabulary learning strategies and their writing ability.

## **D. Hypothesis**

The researcher considers hypothesis to make purposes of the study clear. The researcher has two hypotheses, these are:

- H<sub>a</sub>: There is a significant correlation between students' vocabulary learning strategies and their writing ability.
- H<sub>0</sub>: There is no significant correlation between students' vocabulary learning strategies and their writing ability.

## **E. Scope and Limitation**

In this study, to answer the limitation of the problem that will be developed, the researcher only focuses on students' vocabulary learning strategies and their writing ability in second grade at MTsN 1 Kota Kediri. The researcher limits students' writing ability in recount text.

## **F. Significance of The Study**

- a. For the teacher

This research would give the teacher an explanation about how to know the student's strategies to learn vocabulary especially in writing ability about

recount text in order to aware the students about their learning strategies.

b. For the students

The research's result provides information about students' vocabulary learning strategies and their writing ability. Their vocabulary learning strategies should be introduced in order to aware them to be maximize their learning vocabulary, especially in writing ability in recount text.

c. For further researcher

It is expected that future research can conduct the research on the correlation between students' vocabulary learning strategies and other skills or factors.

The future researcher can use the results of this study as a reference.

## **G. Definition of The Key Terms**

a. Vocabulary

Vocabulary is a list or collection of words for a particular language that used by any speaker of a language. There are eight parts of speech of vocabulary, namely noun, verb, pronoun, adjective, adverb, preposition, conjunction, and interjection.

b. Learning Strategies

Learning strategies is the way to manage and develop the way student learning in order to study effectively.

c. Vocabulary Learning Strategies

Vocabulary learning strategies is the way students learn new vocabulary by adapting Schmitt's taxonomy such as: determination, social, memory, cognitive, and metacognitive.

d. Writing Ability

Writing ability is the capacity to express the writer's ideas, thoughts, and feelings to others indirectly.

e. Recount Text

Recount text is to retell experiences that happened in the past. Recount text consist three structures; orientation, event, and reorientation. The language features of recount text such as using simple past tense, use specific participants, use personal participants, use action verb, use conjunction, and use adverb.