

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives of the study, hypothesis of the study, significance of the study, scope and limitation of the study and definition of the key Term.

A. Background of The Study

People from many countries study English in order to communicate with one another. It will be easier for people to interact, share, and obtain information with individuals all over the world if they are able to speak in English.

English is a second language in Indonesia. However, Indonesians rarely use it in normal conversation. Because English is an international language, they will still need to learn it as a foreign language. Moreover, in Indonesia, English is taught in regular schools, and it has become the first foreign language for many people, It is a compulsory class for students to take. Currently, Students in junior high and senior high school must take an English language course and be included in the teaching learning process.

Vocabulary is one of the facets of language that the students can learn to comprehend an entire English skill; reading, hearing, writing, and listening. It means that, if the students wanted to master English skills, they have to master vocabulary in deeply. As we know, reading needs a lot of vocabulary to comprehend the text and if the students do not have vocabulary knowledge very well then it might be made them difficult to comprehend the text.

Similarly, in speaking skill, they cannot speak fluently without mastering the vocabulary. Furthermore, in listening, they also cannot understand what the speakers say if they do not have a few of vocabulary knowledge. Besides, vocabulary is necessary for writing skill because it builds the text as a whole. A successful writer requires a wide variety of words to promote the development of comprehension and precision in writing.

Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. According to Scoot Thornbury (2002) without grammar very little can be conveyed, without vocabulary nothing can be conveyed as cited Asidiqi (2018) Vocabulary is the simple thing in learning English, yet student is less aware in their vocabulary achievement. Without vocabulary, we cannot learn anything. Although vocabulary is a basic aspect of learning English, students are often unaware of their vocabulary achievement. As cited of We can't study anything if we don't have a good vocabulary.

According to Palmer (1996) vocabulary has long been regarded as a vital component and basics of communicative language ability. As cited Asidiqi (2018) Vocabulary is the most important thing that we should be mastered for it has been learning since in elementary school. Vocabulary is the most important skill to learn, as it has been studied since elementary school.

So, vocabulary is the important aspect in learning foreign language because with limited vocabulary, anyone will also have limited understanding

in term of speaking, listening, reading and also writing. In addition, vocabulary is one of the essential and fundamental components of communication. According to Grambs (1984) Vocabulary is a list of words usually in alphabetical order and with explanation of their meaning, less complete than a dictionary.

Not only about mastering vocabulary, the students could be master of writing. There is some factor of socio-psychological aspect that can influence the student's ability in writing the source language into the target language. The most important thing that some factor can influence students is motivation of the students. It is because students' motivation is key factor that influence the rate and success of second of foreign language learning. Therefore, motivation has basic role for students acquiring language. Students will easily learn something when they have high motivation. According of Santrock (2006) "motivation is a crucial aspect in learning".

According to Schmitt (2008) teaching material that raised learners' interest and motivation led to better word learning and demonstrated that both integrative motivation and instrumental motivation can facilitate vocabulary learning. Indeed, given the significant role that motivation plays in language learning, further research needs to be undertaken to systematically examine its effect on the vocabulary learning process.

Hulstijn (2001) stated that hence, it is logical to assume that motivation also facilitates vocabulary learning; however, it has been noted that neither the theoretical nor the empirical literature of motivation has so far shed enough

light on the field of L2 vocabulary learning. Gardner and Malntyre demonstrated that both integrative motivation and instrumental motivation can facilitate vocabulary. indeed, give the significant role that motivation plays in language learning; further research needs to be undertaken to systematically examine its effect on the vocabulary learning process.

In addition, motivation also plays an important role in process of writing. Motivation also helps the students build their confidence. Students with high motivation feel confidence with their own ability to perform well in writing. Furthermore, they will increase their competence in writing. Students may face many problems when writing. Motivation plays a major role in students' academic work and their achievement. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning task, in their coping with the obstacles they encounter in the learning process.

Writing is one of the four skill English learners will be mastering. In thorough writing, someone can easily express her or his ideas and feeling. In writing the students can determine how their vocabulary easily expressed so clearly and accurately. Hamer notes that writing is widely required to prepare for another activity, particularly when the students make a statement as an argument in a discussion activity. in writing mastery, students have to acquire through writing practice because the more the students practice in writing English, the more they can good communicate in English through written text.

Philips (2008) stated writing is much more than the simple mechanics of getting the words down; it also involves being creative, spelling, grammar, punctuation, choice of appropriate word, sentence linking, and text construction and for older children, having idea about content and the ability to be self-critical and to edit their own work. Thus, with writing we can reveal and develop not only the structure of the sentence and vocabulary in use, but also the ideas, thinking, and our feeling about a meaning. On the other word writing is considered the most difficult to learn than others, because in writing involves many components that must be understood. When students write something, they should pay attention to grammar, word or phrase that is in use. Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements by (Heaton, 1988:135).

Based on Harmer (2004:31) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing is one of the skills in the English language that is learnt by students in the school, while the vocabulary is supporting components. Thus, the writer tried to connect both of them, especially in terms of writing a descriptive text. The writer also wanted to determine the level of students' ability to learn the vocabulary and writing. Then the writer searched the relationship between the both. Although, they master simple grammar, they still cannot communicate their ideas without mastering the comprehension of words and meanings themselves.

MA. Fatahillah Tarempa is the one of school that have good in every aspect. For example, in their quality of the students, the quality of teacher and the quality of the curriculum. Exactly, in their study of English, they have own standard to increase skill of their students. The teacher asked the students to memorize more vocabularies, in every week the teacher asked one by one to the students about how many vocabularies that they were memorize, if the students was memorize more of 100 vocabularies in a week, the teacher will give the high score and if the students just memorize less of 100 vocabularies the teacher will give bad score.

The teachers in MA. Fatahillah Tarempa has their own ways to motivate their students. For example, the teacher will show some videos that videos have moral value that they must keep spirit to catch their dream, and the teacher wants to heard the student's problem. The student's problem exactly of study English is they usually feel so hard to write or understand the material. When the students get problem of writing or understanding text the teacher will ask the students which part that they feel so hard, and the teacher will be solving their problem with give more explanation and the teacher will give more motivation to the students to make the students not feel so hard.

There are many researchers conducted to find out correlation among vocabulary mastery, motivation and writing skill. Some of them are as follows:

Some researchers have conducted any relevant research. The first study was published by Helmasena, Sutarsyah, and Supriyadi with the title "The correlation between the students' motivation and their writing ability.". The

study goal is to find out the correlation between the students' vocabulary mastery and their writing ability. Nanang Bagus Subekti Hasan the second research study was published with the title "The Correlation Vocabulary Mastery and Writing Skill of Secondary School Students". The purpose was to determine a score for student vocabulary mastery and descriptive text skills, as well as the relationship between vocabulary mastery and descriptive text ability. Muslikah the third study should be published with the title "The Correlation between Students' Vocabulary Mastery and their Ability in Writing Analytical Expository Text" this purpose is to obtain empirical evidence of students' vocabulary mastery in relation to their ability to write analytic expository text. Muslikh the fourth research should be published with the title "The Relationship between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability". Its goal is to obtain scientific confirmation of pupils' vocabulary proficiency and their ability to compose descriptive writing. Yuyun Azizah the fifth study should be published under title "The Correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive Text". The goal of this study is to see there is a connection between English vocabulary proficiency and descriptive text writing skills. Rizki Putri the sixth research should be published under title "Correlation study of students' motivation and students' vocabulary mastery toward reading comprehension". This goal is to know whether there is positive or negative correlation between motivation and vocabulary mastery toward reading comprehension.

From those explanations above, the writer believes that motivation and vocabulary mastery become crucial aspect in writing. The writer wants to find out whether there is a correlation among vocabulary mastery motivation and writing ability. The writer interests in investigate the correlation of students' vocabulary mastery motivation and writing ability in MA. Fatahillah Tarempa. Therefore, the writer formulates the title: **“The Correlation Among Vocabulary Mastery, Motivation and Writing Ability of The Ten Grade Students of MA. Fatahillah Tarempa Anambas Island”**.

B. Research Problem.

Based on the statement of the background of the study above, the problem of this study is formulated as follows:

1. Is there any correlation between vocabulary mastery and motivation of the tenth-grade students of MA. Fatahillah Tarempa?
2. Is there any correlation between students' motivation and writing ability of the tenth - grade students of MA. Fatahillah Tarempa?
3. Is there any correlation between students' vocabulary mastery and writing ability of the tenth-grade students of MA. Fatahillah Tarempa?
4. Is there any correlation among students' vocabulary mastery and motivation simultaneously and writing ability of the tenth grade students of MA. Fatahillah Tarempa?

C. Objective of The Study

Based on the research problem, the general purpose of this study are aimed at:

1. To find out of correlation between students' vocabulary mastery and students' motivation of the tenth-grade students of MA. Fatahillah Tarempa.
2. To find out of correlation between students' vocabulary mastery and writing ability of the tenth-grade students of MA. Fatahillah Tarempa.
3. To find out of correlation between students' motivation and writing ability of the tenth-grade students of MA. Fatahillah Tarempa.
4. To find out of correlation among students' vocabulary mastery and motivation simultaneously and writing ability of the tenth-grade students of MA. Fatahillah Tarempa?

D. Hypothesis of The Study

Based on the research problem and objective, the hypothesis can be formulated as follows:

HA (Alternative Hypothesis)

1. There is significant correlation between students' vocabulary mastery with Motivation of the tenth-grade students of MA. Fatahillah Tarempa.
2. There is significant correlation between vocabulary mastery with writing ability of the tenth – grade of MA. Fatahillah Tarempa.
3. There is significant correlation between students' motivation with writing ability of the tenth – grade of MA. Fatahillah Tarempa.
4. There is significant simultaneous correlation among students' vocabulary mastery, motivation and writing ability.

H₀ (Null Hypothesis)

1. There is no significant correlation between students' vocabulary mastery with Motivation of the tenth-grade students of MA. Fatahillah Tarempa.
2. There is no significant correlation between vocabulary mastery with writing ability of the tenth – grade of MA. Fatahillah Tarempa.
3. There is no significant correlation between students' motivation with writing ability of the tenth – grade of MA. Fatahillah Tarempa.
4. There is no significant simultaneous correlation among students' vocabulary mastery, motivation and writing ability.

E. Scope and Limitation of The Study

The scope of this study is to find and explain the effect of students' vocabulary mastery motivation and writing ability. In order to limit the problem of this study, the researcher focuses in tenth grade of MA. Fatahillah Tarempa who study of English as their course.

This study also has some limitations; the limitation are this study only do research from tenth grade of MA. Fatahillah Tarempa who study of English as their course. Therefore, this study did not to know the relationship and effect of students' vocabulary mastery, motivation and writing ability of students who do not include as sample. The next limitation is about this study only relate the effect of students' vocabulary mastery, motivation and writing ability of all object in general term. In other word, this study has no explaining the effect of each student in detail.

F. Definition of Key Terms

The purpose of the definition of key term is to make clear and avoid misunderstanding of this research. The key term are defined as follows:

1. Correlation is a relationship or connection that happens between two or more things. Here, the researcher takes the correlation among students' vocabulary mastery motivation and writing ability.
2. Motivation is an internal state that makes us to do something, pushes us in particular direction and keeps us involved in particular activities.
3. Vocabulary mastery is not only the knowing the words and its meaning, but also knowing about how the words sound and how the words are used in the context.
4. Writing ability is a process of creativity of thought, ideas, and feelings expressed in writing language with the goal of certain.