

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a particularly important aspect of our lives. Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995,p.662). By using language, we can communicate with each other around us. The function of language is not only as a lesson to study, but also a way to express ideas, thoughts, opinions and feelings, either orally or written.

There are many languages used for communication in the world, such as Arabic, English, Japanese, Mandarin, and so on. So, it is very important to learn the other languages in order to make the same understanding when they communicate to each other. Being communicated, it is related to what Allah said in the Holy Qur'an Surah Al-Hujurat verse 13 as follow:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ

أَكْرَمَكُمْ عِنْدَ اللَّهِ اتَّقَاهُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

The verse above explains that Allah creates humans as equal. There is no deference between them because of races, tribes, nations, and also cultures including languages in the world, except for all of them to know each other. Of course, a

language is needed in order to make understanding when communicating to each other.

For Indonesia, English is a foreign language. In this position, it does not have social function as wide as a second language. English in academic field is taught as a subject matter. By learning English, the learners are hoped to be able to communicate about anything in English.

In learning English, many aspects should be developed and mastered by the learners. One of them is vocabulary. Vocabulary is a vital aspect in language because it appears in every skill of language such as listening, speaking, reading, and writing skill. Vocabulary is the body of words that make up a language. Thornbury (2002, p. 14) said that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” thus it cannot be ignored vocabulary is an essential element which should be mastered by students in learning English language.

People have difficulties in expressing their idea when their vocabulary is limited, the acquisition of a large number of vocabularies can help the students read, speak listen and also write English. Mastering vocabulary will help us to avoid making mistakes in understanding. Furthermore, mastering vocabulary will help other aspects (four skills) in language especially in writing.

Allah the Almighty said in the Holy Qur'an: Al-Baqarah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُوا نِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ

This verse tells that Allah has given name of everything in the world. It means that “names of everything” or vocabulary is important component that has to be mastered by the students for learning.

Students have to master four basic skills such as listening, speaking, reading and writing. Vocabulary is identical by “words”. People learn words receptively first and later reach productive knowledge (Schmitt, 2000). It means that vocabulary is integrated with the four basic skills.

According to Pieter (1991, p. 6), vocabulary is one of the components of language and no language exists without words. Words are symbols of ideas, means by which people exchange their thought. The more words they learn, the more idea they should have, and so they can communicate the idea more effectively.

Vocabulary is very important to learn because it is as the basic of language skills. Teaching and learning vocabulary is a process which teacher transfers knowledge especially vocabularies to students. The students get many vocabularies in their communication.

Beside vocabulary has the big role for developing students skills in learning language, there are also four skills that have to be mastered by the students when learning a new language.

In learning English, there are four skills that should be developed and mastered by the learner. The skills are: writing, speaking, reading and listening. For the fourth skill above, writing is more difficult than others because the students need more than much vocabulary.

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. Meyres (2005:2) says that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also a process of discovering and organizing your idea, putting them on paper and reshaping and revising them, (2005:2).

“Writing is to expand the graphic symbolic if they know the language and graphic representation” (1964, p. 143). Zulkifli Musaba also said that “*menulis adalah melahirkan atau mengungkapkan pikiran dan perasaan melalui suatu lambang (tulisan). Tentu saja lambang (tulisan) yang dipakai haruslah merupakan kesepakatan para bahasa yang satu dengan lainnya saling memahami*” (1986, p. 3).

The importance of writing is coming to be more and more recognized. It is through the written mode that links with the outside world are formed (Donn, 1980: 126). When students’ progress from writing sentences in exercises to putting sentences together in paragraph, they must begin learning about a new set of relationship. As they have had to learn the relationship within the sentence, they must now learn the relationships between sentence (Donn, 1980 : 129).

In learning English especially students have problems especially writing ability, otherwise learning English writing in the university is so important. This is because in university writing is a way of life, because writing is commonly a difficult activity for most people, both in the mother tongue and in a foreign language (Donn, 1979 : 4) and some assignments the lecturer gives need the writing skill. Good writing skill allows them to communicate their message with clarity and ease to a large audience than through face-to-face/telephone communication.

The previous study was conducted to know whether there is correlation between vocabulary mastery and paragraph writing skill of the fifth semester students of English Department at Antasari State Islamic University Banjarmasin academic year 2016/2017. The study was conducted by Sariatun under the title The Correlation between English Vocabulary Mastery and Writing Ability of the Eight Grade Students of SMPIT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo in Academic Year 2009/2010. There were 84 students as the participants of the study. In collecting the data, the instruments used were test and documentation. Meanwhile, the correlation product moment was used in analyzing the data that had been collected. The result of the study revealed that there was a significant correlation between vocabulary mastery and students’ writing ability of the eighth grade students of SMPIT Rahmatan Lil ‘Alamin Babadan Ponorogo in academic year 2009/2010.

In addition, there is a study, conducted by Natalie G. Olinghouse and Joshua Wilson of which title is The Relationship between Vocabulary and Writing Quality in

Three Genres. The study was conducted to find out the role of vocabulary in writing based on three genres which comprise story, persuasive, and informative. There were 105 participants of the fifth grades. Each participants of the assigned to create a composition under restricted topic, namely outer space. The scoring criteria of the writing composition used a holistic quality and its construct encompasses diversity, elaboration, maturity, register, academic words, and content words. The result of the study that the vocabulary constructs had any relation to writing quality which was different in terms of three genres, i.e. there were several unique predictors which comprise the diversity constructs for story text, register and content words constructs were the unique predictors for persuasive text, while the informative text had content words and maturity constructs as the unique predictors.

Based on the background above, the writer assumes that the more vocabulary students know, the better their writing skill. According to the result of the writer's pre interview with some of the fifth semester students of English Department at UIN Antasari about their English subject problem, especially about their writing skill, the writer got information that they have big problem in writing because they do not have enough vocabulary. Some of them said if they have enough vocabulary, writing skill would be easy for them. Other students said if the students master vocabulary, they would write easily and to make a sentence that they wrote.

Based on the background above, the writer is interested in getting a systematic research with the title "THE CORRELATION BETWEEN VOCABULARY

MASTERY AND PARAGRAPH WRITING SKILL OF THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UIN ANTASARI BANJARMASIN ACADEMIC YEAR 2016/2017”.

B. Statements of Problem

Based on the background above, the problems that will be investigated by the writer are:

1. How is the vocabulary mastery of the fifth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017?
2. How is the paragraph writing skill of the fifth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017?
3. Is there any significant correlation between vocabulary mastery and paragraph writing skill of the fifth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017?

C. Objectives of Study

Based on the reasons above, the purposes of this research are:

1. To know the vocabulary mastery of the fifth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.
2. To know the paragraph writing skill of the fifth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.

3. To know the correlation between students mastery of vocabulary and paragraph writing skill of the fifth semester of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.

D. Assumption

The assumptions for the research are:

1. Each student has different vocabulary mastery and paragraph writing skill.
2. The students' vocabulary mastery influences their paragraph writing skill.

E. Hypothesis

It is necessary for the writer to formulate the hypothesis of the study as follows:

1. Alternative hypothesis (H_a): there is a significant relation between students' vocabulary mastery and paragraph writing skill of the fifth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.
2. Null Hypothesis (H_0): there is no significant relation between vocabulary mastery and paragraph writing skill of the fifth semester students of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.

F. Significance of Study

The results which are going to be achieved in this research are expected to contribute to:

1. Enrich the writer's knowledge and experience in this specific research.
2. Give information to the English lecturers about their students' knowledge.

3. Give information for English lecturers, especially English lecturers at English Department of UIN Antasari Banjarmasin. Provide information about correlation between vocabulary mastery and paragraph writing skill of the fifth semester students' of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.
4. Enrich literary source of UIN Antasary library.

G. Definition of Key Terms

There are some terms are used in this research.

1. Correlation is another measure of relationship between two variables (sudijono, 2005). According to Advance American Dictionary (Longman, 2007) Correlation means relationship between two ideas, facts, etc, and the process of correlating two or more things especially when one may be the cause of the other. Arikunto also said that correlation research attempts to determine whether there is any relationship or not and to what extent a relationship between two or more variable exist. In this research, the correlation means the variables of vocabualry mastery and paragraph writing skill.
2. Moreover, "mastery" means having great skill or knowledge (Oxford, 2008 p.271) it means great knowledge about or understanding of particular thing. So, vocabulary mastery in this research is comprehensive knowledge to recognize, to understand, and to produce the stock of words.

3. Hogue (1996: 3) states, “A paragraph is a group of related sentences about a single topic”. A paragraph usually has more than three sentences. Some paragraphs are quite short and others are very long (Arnaudet and Barrett, 1981:2).
4. Writing skill is a way to communicate with other which it is an action a process of discovering and organizing the idea, putting, them on paper and reshaping and revising them. In this research the writer will be focus on descriptive paragraph.