CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a system of arbitrary vocal symbols used for human communication (Ronald Wardhaugh, 1977: 3). It means that language is a tool of communication for analyzing distinctively of human experience in every community (Andre Martinet, 1987: 32). That has function as a reflection of thoughts, feelings, values and experiences of the human speakers. It is impossible for people to communicate with one another without language, because it allows people to express feelings, ideas, and so on.

There are many languages in the world. Because of every country has its own language. English is one of them. It is the most important language because it is an international language used by people in the world. Besides that, English is often used as a medium in knowledge and science as well as news of the world. There are many books concerning that written in English.

According to Muhammad Ali Alkhuli (tt: 10), most of people especially, the students have to learn English, because:

1. English is the first language in many countries in different parts of the world such as The United States of America, Canada, Britain, Australia, and New Zealand.
2. English is the second language in many countries such as India, Pakistan and Nigeria.
3. English is the foreign language taught in many countries all over the world.

4. English is one of the languages of advanced sciences.
5. English is one of the languages needed to run a first-class business.
6. English is needed by students traveling abroad to start or continue their university learning.

In Indonesia, English is formally taught to the fourth year students of Elementary School up to Senior High School, and even to University students. And now, English has been introduced to students of Kindergarten School.

One of the objectives of teaching English to the Indonesian students is to make them have a working knowledge of English. They ought to be able to read any kinds of books, magazines, newspaper, articles and other information written in English; they must be able to use their knowledge of English for communication with other people who speak English as a second or as a native language; and they should also be able to write various kinds of letters in English.

Writing composition is composed one topic sentence and developed several topics that are closely related. According to Warriner (1958: 214), "Paragraph is a series of sentences explaining one topic sentence, whereas a composition is a series of paragraphs explaining one subject." In writing composition the students are motivated to dare writing any thing which available in their mind. The obstacles faced by them are they might have something in their mind to compose but they do not know how to compose it. This matter is because of the students' limitation of vocabulary and grammatical knowledge that are not supporting. Besides, their native language will also influence their composition.

Vocabulary is one of the language components. It supports the teaching and learning process of the four language skills (listening, speaking, reading and

writing). In learning language, vocabulary takes a very important role. How can the learners understand what he or she listens, speaks, reads and writes, if he or she does not understand any word? A learner should keep learning new vocabulary items everyday so as to make his or her understanding English much better.

Quite clearly, vocabulary has never had it separate identify as an important aspects of language teaching. This is partly perhaps because of the over whelming concern on the Grammar. Grammar is, of course, very important. However, good mastery of Grammar does not mean proficient in the target language. Wilkins (1983: 111) suggest that without Grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed. It is possible to have good knowledge of Grammar and yet not be able to communicate; whereas we know the vocabulary, it is usually possible to communicate, after a fashion.

The students of *SMK Negeri 1 Cirebon* have some problems on mastering vocabulary. Based on the problems, the writer would like to investigate how the ability of the second year students at *SMK Negeri 1 Cirebon* on mastering vocabulary and their ability in writing short compositions are. Is there any correlation between the students' mastery on vocabulary and their ability in writing short compositions? To answer this question, the writer will attempt to formulate the thesis under the title, *"The Correlation between the Students' Mastery on Vocabulary and Their Ability in Writing Short Compositions"*.

B. The Formulation of the Problem

Based on the explanation of the problem above, there are three parts in formulation of the problem, namely:

1. The Identification of the Problem

    a. The field of research

    The field of research in this thesis is writing, in particular of the correlation between vocabulary mastery and writing ability.

    b. The approach of research

    The research of this thesis is using a quantitative approach.

    c. The kind of problem

    The kind of problem in this thesis is how about the correlation between the students' mastery on vocabulary and their ability in writing short compositions.

2. The Limitation of the Problem

    The limitation of the problem in this thesis is about mastery on vocabulary at the students with the following under the problems how are the level of students' mastery on vocabulary and the development on vocabulary, how is the ability of the students in writing short compositions and the correlation between them.

    To make the readers understand this study entitled *"The Correlation between the Students' Mastery on Vocabulary and Their Ability in Writing*

Short Compositions" clearly, the writer thinks that it is necessary to give explanation of term used.

a. Correlation

Correlation means a mutual relationship (Hornby, 1995: 261).

b. Student

Student is a person who observes or has a particular interest in something. (Hornby, 1995: 1187)

c. Mastery

Mastery means complete knowledge; great skill. (Hornby, 1995: 721).

d. Vocabulary

Vocabulary is the particular selection or types of words chosen in speech or writing. (http://www.mantex.co.uk/samples/eng.htm).

e. Writing

According to James A. W. Heffernan (1986: 3) writing is a means of communication you must consciously learn.

f. Short Composition

The word *composition* means putting together words, sentences, and paragraphs that are combined into the whole. It is also as a form of writing done by students. The word *short*, of course, is relative. *Short composition* here means a composition of about four to eight paragraphs or two to five pages in length. (Kathleen E. Sullivan, 1984: 119).

From the explanation above, the writer concludes that there is possibility of the influence on mastering vocabulary in writing short compositions.

3. The Questions of the Problem

The problem will be formulated by asking questions as follows:

a. How is the students' mastery on vocabulary?

b. How is the students' ability in writing short compositions?

c. How is the correlation between the students' mastery on vocabulary and their ability in writing short compositions?

C. The Purpose of the Research

The purposes of the research that will be obtained are as follows:

a. To find out the data of the students' mastery on vocabulary.

b. To find out the data of the students' ability in writing short compositions.

c. To find out the data of the correlation between the students' mastery on vocabulary and their ability in writing short compositions.

D. The Framework of Thinking

As the writer knows that writing is one of language skill that used for communication simply, not face to face with other people. James C. Raymond (1985: 4) states: "Writing is the range of its vocabulary. Before the invention of writing, there was a limit to the numbers of words that could be remembered and used by any society." The vocabulary of writing, then, is broader than the vocabulary of speech.

According to Elizabeth McMahan and Susan Day opinion (1984: 41), states: "A weak vocabulary stunts your growth in several directions. You miss the point of whole paragraphs, or sometimes even of lectures, because the topic sentence has a key word whose meaning you do not know or misunderstand. There are nuances (shades) of meaning that you fail to express in your speech or writing you does not have the necessary words". So, you need to improve your vocabulary.

A word is the basic component of communication. Victoria Fromkin (1999: 60) states: "Words are an important part of linguistic knowledge and constitute a component of our mental grammars". According to Hornby (1995: 1331), the totality of words, called vocabulary, makes up a language. Thus it is a reasonable if vocabulary is regarded as one of the basic components of the language.

Vocabulary is one of the language components that should be mastered. According to Burton and Humphries (1992: 65), in composition, large vocabulary helps you to express your ideas precisely, vividly, and without repeating yourself, because your vocabulary is the range of words that you can use. Maxine Hairston (1986: 5) states: "Now you just need to organize your ideas more carefully and to think deliberately about how you can use the right words and the right examples to make your points."

It is actually due to the fact that vocabulary is one of the language components; and no language exists without words.

In modern life, it is clear that composition is needed very much. According to Fowler (1965: 130), who quotes the opinion of Joseph Mersand, "We accustomed to regard the ability to write clear, coherent prose as a hallmark of the literate, educated man. Today we are finding that the command of the written word is in increasing demand in the business world, both as a key to a job and to success in it".

From the explanation above, the writer thinks that there is a correlation between the students' mastery on vocabulary and their ability in writing short compositions.

E. The Steps of the Research

The steps of this research are as follows:

1. The Data Resources

    a. The theoretical data resource

    To find out these data, the writer read several books and other scientific books that are in accordance to the topic of this research.

    b. The empirical data resource

    The empirical data is obtained from the location of research uses observation, documentation study, interview and tests.

2. Population and Sample

    a. Population

    Hadari Nawawi (1995: 141) states that:

"Populasi adalah keseluruhan obyek penelitian yang dapat terdiri dari manusia, benda-benda, hewan, gejala-gejala, nilai tes atau peristiwa-peristiwa sebagai sumber data yang memiliki karakteristik tertentu di dalam suatu penelitian."

The above quotation is translated into English as follows:

"Population is all research objects consist of men, things, animals, phenomena, test score, or events as the source of data that has certain characteristic in a research."

The population that will be taken as the source of this research is all of the second year students at *SMK Negeri 1 Cirebon*. The number of the second year students at *SMK Negeri 1 Cirebon* in the school year 2005/2006 is 461 students. The detail data of population as follows:

Table 1
The number of the second year students at *SMK Negeri 1 Cirebon*

No	Class	Male	Female	Total
1	2 TKB	28	0	28
2	2 TGB	31	3	34
3	2 TEL 1	31	3	34
4	2 TEL 2	31	3	34
5	2 TI	29	3	32
6	2 TL 1	25	4	29
7	2 TL 2	32	2	34
8	2 TL 3	31	4	35
9	2 TMP 1	35	0	35
10	2 TMP 2	28	1	29
11	2 TMP 3	34	0	34
12	2 MO 1	34	1	35
13	2 MO 2	34	0	34
14	2 MO 3	34	0	34
Total		**437**	**24**	**461**

Resource: The Monograph of SMK Negeri 1 Cirebon in the school year 2005/2006.

b. Sample

Margono (1997: 121) states that sample is a part of population as a

sample taken by using certain ways. Here, the writer will take sample

based on Suharsimi Arikunto's opinion (1996: 120) that:

"Untuk sekedar ancang-ancang, maka apabila subyeknya kurang dari
100, lebih baik diambil semua, sehingga penelitiannya merupakan
penelitian populasi. Selanjutnya jika jumlah subyeknya besar, dapat
diambil antara 10-15 % dan 20-25 % atau lebih."

The above quotation is translated into English as follows:

"For estimating only, if the subjects of the population are less than
100, it would be better to take them all, so its research seems a population
research. Furthermore, if the number of subjects is big, it can be taken
between 10-15 % and 20-25 % or more."

In this research the writer will takes 10 % from 461 students that are

46 students of the second year students at *SMK Negeri 1 Cirebon.*

3. The Technique of Data Collection

The technique for collecting the data the writer has used four techniques,

namely:

a. Observation

That is the writer goes to *SMK Negeri 1 Cirebon* to know the real

condition of the field especially about the school, students, teachers, the

process of learning and teaching in the classroom and the facilities posses

by the school.

b. Interview

That is the writer would like to interview the headmaster, the English teachers and staffs about the process of teaching and learning English, the books and the methods used by the English teachers for teaching English.

c. Documentation Study

That is the writer studies the data that are collection in form of reports and comments from the teachers and staffs.

d. Test

The test that given to the students divided into two forms, that is objective test to know the level of students' mastery on vocabulary and writing short compositions test in the form of developing a topic of subjects.

4. The Technique of Data Analysis

To know the correlation between students' mastery on vocabulary and their ability in writing short compositions, the writer carries on the counting of statistic correlation. The correlative calculation will need numbers. To analyze the data found from two variables x and y, the writer calculates the correlation with formulation below:

$$r\,xy = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

rxy : correlation between variable x and y.

x : variable x (the students' mastery on vocabulary)

y : variable y (the students' ability in writing short compositions).

N   : respondent.

(Anas Sudijono, 2003: 193).

The result of correlative calculation, then, will be compared with the product moment interpretation this following table:

Table 2
The interpretation of "r" value

Value of "r" Product Moment	Interpretation
0.0 – 0.20	Antara variable X dan Y terdapat korelasi yang sangat rendah sehingga sering diabaikan (very weak).
0.20 – 0.40	Antara variabel X dan Y terdapat korelasi yang lemah atau rendah (weak).
0.40 – 0.70	Antara variabel X dan Y terdapat korelasi yang sedang atau cukup (enough).
0.70 – 0.90	Antara variabel X dan Y terdapat korelasi yang kuat atau tinggi (strong/high).
0.90 – 1.00	Antara variabel X dan Y terdapat korelasi yang sangat kuat atau sangat tinggi (very strong/very high).

(Anas Sudijono, 2003: 180).

After that, it will be interpreted by referring to the hypothesis below:

Ho : There is no significant correlation between the students' mastery on vocabulary and their ability in writing short compositions.

Ha : There is significant correlation between the students' mastery on vocabulary and their ability in writing short compositions.

To examine the significant of the r value used the formulation below:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

(Margono, 1997: 207)

The significant of correlation between x and y standardized by the formulation below:

$$K = \sqrt{1-r^2}$$

To find the conclusion from the correlation of variables in this research, the writer carries on the calculation to know the percentage (%). This calculation will use the formulation as follow:

$$E = 100\,(1-K)$$

Where:

E   = prediction efficiency index

100 = percentage (%)

K   = standard of correlation