

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language has places in human life where the people can communicate one to another as a tool of communication. Clearly, communicate cannot take place without language. Language is potent instrument to relate somebody with other realm, outside of the body, to connect someone with his environment, to merger human with his nature, moreover with his God (Allah Almighty).

According to Alwasilah (1992:9), the function of language function is not only as a tool of communication, but also as tool to express the ideas, thought and feelings. Without language there will not be social, politic, economic, military organizations. Beside that will not be social ethics, norms, law, literature, and sciences.

Wardhaugh (1977:3) in his book *"Introduction to Linguistic"* says that language is a system of arbitrary vocal symbols used for human communication.

Language is a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (Finocchiaro, 1964:8).

In reality, there are many languages that used by human being. It depends on the differences arise from a variety of causes, such as locality and social surrounding. Consequently, the languages used in one country will be different to

other country. Therefore, they try to determine an international language to be used as media of international communication.

English as one of languages in the world is the most widespread medium of communication, most frequently used in international contacts. It is used in international trades, tourism, and other important international affairs. In line with the development of science and technology, most knowledge and scientific books are written in English.

Considering the importance of English, the Indonesian government positions English as the first foreign language. It is a compulsory subject to be taught starting from the level of elementary up to the university.

In a constitution of National Education System (UUSPN), English is the first language taught in Indonesia from elementary school up to university level. In elementary school, English is taught from the fourth grade, whereas at the university, it is taught up to the second semester except for the English department.

The main objective of teaching English to the students of Junior high school is mentioned in the Outlines of English Teaching Programs (*GBPP*) as follows: “*Siswa memiliki minat dan kemampuan berbahasa Inggris terutama membaca, dan disamping itu siswa juga diharapkan dapat menyimak, berbicara dan menulis karangan sederhana dalam bahasa Inggris yang menggunakan pola kalimat dasar bahasa Inggris dengan kosa kata dalam tingkatan 1500 kata*”. (The students have interest and ability in using English, especially in reading, besides

they are also expected to be able to listen, speak and write simple composition in English by using basic structural patterns of English within a limited vocabulary at the stage of 1500 words).

From the above objective of teaching English, we conclude that there are four language skills of English that the students should possess after they have completed their study at junior high school; those are reading, listening, speaking, and writing. In order to master these skills, the students should know much about vocabulary, grammar and pronunciation because without knowing much about these three language components, they will find difficulties in reading, listening, speaking and writing.

From the statement above, learners are expected to master English for acquiring the sciences, knowledge and culture arts. Besides that, they are also expected to be skillful at reading, speaking, listening, and writing English. Those four skills must be learned seriously, if one wants to master those skills. It means if they master language, they will be easy to express their idea and their thinking. It is clear that mastering English is an important language to describe idea, thinking, and feelings.

During the research at *MTs Bahrul Ulum Awipari Tasikmalaya*, the writer found there is a significant correlation between the mastery of vocabulary with the students' writing ability. By knowing and increasing vocabulary well, the students will be able to express the idea and thinking in writing well. The higher the students well in knowing and increasing vocabulary, instead of they will be

able to write in English. Based on description above, the writer intended to do investigation about “The Correlation Between the Students’ Mastery of English Vocabulary and Their ability In Writing Short Conversation” (A Case Study at the Second Year Students of *MTs Bahrul Ulum – Tasikmalaya*).

B. The Formulation of the Problem

In accordance with the background, the writer will be able to formulate the main problem on the way to compose this thesis.

1. Identification of the Research

a. The field of the research

The field of the research is Vocabulary.

b. The Approach of the Research

The writer uses quantitative approach. It enables the writer to make the research systematically.

c. Kinds of the Problem

The kind of the problem in this thesis is unclear how is the correlation between the students’ mastery of English vocabulary toward their ability in writing short conversation.

According to Harris (1996:51), the mastery of vocabulary is indicated below:

1. Definition: type of vocabulary item consists of a test word followed by several possible definition or synonyms.
2. Completion: places the problem words in the context.
3. Paraphrase: to underline a word in context and provide several meanings.

There is a relationship between the mastery of vocabulary and students' writing skill. The basic tools of communication are still the words we speak and write. It means, if the students have a wide vocabulary and mastering it, they should explain their ideas or understand what their opposite number is saying.

It is really important to be skilful in write English, because writing skill is the most complex system of language skill. Therefore, the students should practice this skill. According to Harris (1969:68), that the writing skill is indicated by:

1. To express idea and substance of writing (content).
2. To organize the content (form).
3. To employ grammatical form and syntactic pattern (grammar).
4. To choose structure and vocabulary items to give a particular tone or flavor to the writing (style).
5. To use the graphic conventions of the language (mechanics).

2. Limitation of the Problem

The writer limits the limitation of the problem become:

- a. The students' mastery of English vocabulary is score of the students' test result as the independent variable.
- b. The students' ability achievement in writing short conversation is score of the students' test result as the dependent variable.
- c. The correlation between the students' score test result about the result of the students' mastery of English vocabulary and the students' score test result in writing short conversation.

3. Questions of the Research

The writer explores the questions of the research become three questions, such as:

- a. How is the result of the students' mastery of English vocabulary?
- b. How is the result of the students' achievement in writing short conversation?
- c. How is the correlation between the result of the students' mastery of English vocabulary and the students' achievement in writing short conversation?

C. The Aims of the Research

1. To find out the data about the result of the students' mastery of English vocabulary.
2. To find out the data about the students' ability achievement in writing short conversation.
3. To find out the data about the correlation between the students' mastery of English vocabulary and the students' ability achievement in writing short conversation.

D. Frame of Thinking

Talking about vocabulary, of course, it is very important in language because vocabulary is total number of word that makes up a language. More vocabulary somebody has more possibility to master language skills. (Tarigan, 1986:2). Knowing how important the vocabulary is, it is safe to say that the mastery of language skills, more or less depend on what to extent the mastery of vocabulary is. But vocabulary is not the system of language. Its grammar or structure is also important. Nevertheless, it is possible to know how the system of a language works and able to communicate and write in English. If the students have mastery of vocabulary it is usually possible to communicate and write English. Accordingly, the mastery of vocabulary should determine the students' achievement in English, especially in writing skill.

E. The Steps of Research

The steps of this research are as follows:

1. The Data Resources

a. Theoretical data

To describe the data, the writer reads English vocabulary books, English scientific books of teaching and learning, and any references relating to the topic of the research.

b. Empirical data

The writer gets the empirical data from the location of the research uses observation, interview, and test.

2. Population and Sample

a. Population

Pamela L. Allreck and Robert B. Settle (1985:416), states that “The definition of all those people or elements of interest to the information seekers and from among whom the sample will be selected”.

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

The population of this research is determined from one class of 29 students of the second year students of *MTs Bahrul Ulum – Tasikmalaya* year 2004/2005.

b. Sample

Pamela L. Allreck and Robert B. Settle (1985:419), sample is “The number and/or identification of respondents in the population who will be or have been included in the survey”.

The writer takes the sample based on Arikunto’s statement (1997:112) below:

Penelitian boleh dilakukan apabila populasi benar-benar homogen. Untuk sekedar acang-acang, maka apabila subyeknya kurang dari 100, lebih baik diambil semua, sehingga penelitiannya merupakan penelitian populasi totalitas. Selanjutnya jika subyeknya lebih besar, dapat diambil antara 10 – 15 % dan 20 – 25 % atau lebih tergantung kemampuan peneliti.

The research may be carried out if the population is really homogeneous. If the subjects of the population are less than 100 it would be better for the researcher to take all the number of them it necessary, so that the research becomes a total population research. And if the subjects of population are more than 100, the researcher may take 10 – 15 % and 20 – 25 % or more from the population, it depends on the researcher’s ability.

The writer takes 29 students as the sample of the population in the second year students of *MTs Bahrul Ulum – Tasikmalaya* year 2004/2005.

3. The Techniques of Data Collection

a. Observation

In this way, the writer carried out an observation to know the objective condition of the school such as; the teachers, the students, and the facilities of the school.

b. Interview

The writer interviews the teachers, staffs, and headmasters in order to know the process of teaching and learning English at that school.

c. Test

According to Finocchiaro (1984:278), "Test (oral, written, short answer, essay, etc.), and other measurement such as observations and or questionnaire is a means to ascertain results being achieved and progress being made towards objectives of language learning.

4. The Technique of Analyzing Data

The writer makes the analysis of data that have been collected by using the formula:

- a. To analyze the data found to variable X and variable Y, the writer calculated the correlation with the formulation below:

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\} \{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Arikunto Suharsimi (2002:72)

xy = Correlation between variable x and y

x = Variable x (the students' mastery of English vocabulary)

y = Variable y (the students' ability achievement in writing short conversation)

N = Respondent

- b. To determine the level of correlation value, the writer orients to the limitation below

**Product Moment
The Interpretation of “r” Value**

Value of	Interpretation
Less than – 0.20	There is a very low correlation between variable X and variable Y, so it is often neglectful
0.20 – 0.40	There is a low or weak correlation between variable X and variable Y
0.40 – 0.70	There is enough or sufficient correlation between variable X and variable Y
0.70 – 0.90	There is a strong or high correlation between variable X and variable Y
0.90 – 1.00	There is a strong and very high correlation between variable X and variable Y

For interpreting the correlation the writer takes the standard of correlation from Arikunto Suharsimi (2002:75)

0.800 – 1.000	= very high
0.600 – 0.799	= high
0.400 – 0.599	= sufficient
0.200 – 0.399	= low

5. The Research Hypothesis

There is positive and significant correlation between the students' mastery of English vocabulary and the students' achievement in writing short conversation at the second year students of *MTs Bahrul Ulum – Tasikmalaya* year 2004/2005.