

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Everybody was born not only as an individual creature but also he is, at a time, as social on. The human cannot live as an individual they always appear them selves to form a group in life. The individual will interact with others and they will express their ideas, feelings, and another purposes to other who are at their surrounding.

To do this, they need to have a tool for communication. That is language. Language is an important thing for communication, without language human beings cannot interact each other. Hence, language cannot be separated from human life. Concerning the importance of language as a tool of communication, Wardhough clarified that language is a system of arbitrary vocal symbols used for communication (Ronald Wardhough, 1972: 3).

Accordance with the statement mentioned above, there are many languages in the world, such as Indonesian, Chinese, German, Japanese, English, and so on. English, in this case, one of the international languages. The fact is besides that it is also used as an international communication language, most scientific books, magazines, and other international affairs concerning with education, religion, culture, economic, etc, use English too. Consequently, many countries all over the world study it to fullfil the international communication

needs although their purposes are different, as a first, second, and foreign language.

English is studied as a foreign language in Indonesia. Learning a foreign language is a special accomplishment. Millions of people learnt it but very few succeed in mastering it.

English is one of the main school subjects that have to be learned by all students from elementary school up to universities in our country. As compulsory subject the matter that usually taught by the English teacher are language skills such as: listening, speaking, reading, and writing.

Even if they have learned English since they were at Elementary school but they still find difficulties in making English sentences, that is probably caused by the fact that most of them do not master vocabulary and grammar while mastering vocabulary and grammar is as important as mastering other components of language, such as pronunciation, stress, spelling, and others. In this case, Hornby in the preface of his book, *A Guide to Patterns and Usage* (1978) says that:

“A Knowledge of how to put words together is as important as, perhaps more important than, a knowledge of their meanings. The most important patterns are those for the verbs. Unless the learner becomes familiar with these he will be unable to use his vocabulary”.

Language contains words both spoken and written. Both of them are essential things to express the native of a language's willingness. Vocabulary

plays an important role in learning language. It supports the four of language skill that is listening, speaking, reading, and writing.

Vocabulary is needed very much in writing skill. It is use to recognize the words, to know the meaning of it. In writing activity the students learned how to make a sentence. To write means to make sentence and to make sentence means to arrange words. The words will give many influences to the result of sentence. The students are guided to differ, to select the words so their expression is as same as they want to express.

Vocabulary in the same manner as grammar plays an important role in the process of language mastery. Proficient in grammar will not help if we just master limited vocabulary. Due to grammar we are able to make sentences which grammatically well in fact we can clarify some sentences that correct in grammar and others is not. Yet, with limited vocabulary we had mastered amount of sentences that we have made is limited and simple. Whereas, in using of the actual language we use thousands words to communicate. As Marzuq Ahmad (2004: 2) said that :

“Disamping membatasi variasi kalimat, kurangnya kosakata juga menghambat pemahaman dalam komunikasi (Besides limit sentence variation, less of vocabulary also impede the comprehension in communication)”.

However mastery of grammar does not mean proficient in the target language. As Wilkins (1972: 111) suggest that without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed. So, it is clear that

mastery of vocabulary needed to mastery of language. This vocabulary to be hope can express almost of idea or message.

Research in writing skill has often shown the contribution of vocabulary. Therefore, is there relationship between the students' mastery on vocabulary and their ability in arranging the jumbled words into sentence ?

B. The Formulation of the Problem

The main of the problem in this thesis is divided into three parts, namely:

1. The Identification of the Problem

a. The field of research

The field of research on this thesis is vocabulary building in particular of the correlation between vocabulary mastery and the ability of arranging the jumbled words into sentence.

b. The approach of research

In this thesis the writer uses quantitative approach. Anas Sudijono (1999: 5) said that "*Data yang didapat dalam bentuk korelasi, yang disajikan dalam bentuk angka, sehingga dapat diukur dan diterjemahkan dengan menggunakan analisis statistik* (the data is obtained in a particular form of correlation, which is presented by numbers, so that it can be measured and interpreted by using statistical analysis)".

c. The kinds of problem

The kinds of problem in this research is how far the correlation between students' mastery on vocabulary and their ability in arranging the jumbled words into sentence.

2. The Limitation of the Problem

In this thesis the writer would like to limit the problem only on the students' mastery on vocabulary, the students' ability in arranging the jumbled words into sentence, and how far the correlation between them.

3. The Questions of the Problem

- a. How is the students' mastery on vocabulary?
- b. How is the students' ability in arranging the jumbled words into sentence?
- c. How far the correlation between the students' mastery on vocabulary and their ability in arranging the jumbled words into sentence?

C. The Aims of Research

The research of this thesis has three aims, namely:

1. To find out the data about the students' mastery on vocabulary
2. To find out the data about the students' ability in arranging the jumbled words into sentence.
3. To find out the data about the correlation between the students' mastery on vocabulary and their ability in arranging the jumbled words into sentence.

D. The Frame of Thinking

Language contains words both spoken and written. Both of them are essential things to express the native of a language's willingness, as a native or nonnative speaker of English we already to know how to put together most of the sentences we need to communicate to other people, and use them constantly as we talk. Writing is one of the language skills that used for communication indirectly.

In writing skill we can learn to make sentences that hang together, cohering part with part, achieving unity in the service of clarity. In this skill a writer must exploit the competency, such as grammar and vocabulary. It is clear that writing skill needed both of them very much.

In writing skill there are some kinds of exercise. One of them is word jumbles, that is the exercise to arrange the jumbled words into a sentence. As Mackey W.F says that "word jumbles exercise is used mainly for dotting sentence structures. Words are mixed in random order, and the learner is required to make a sentence out of them" (Mackey W.F, 1965 : 287). Before arranging the jumbled words into a good sentence it would be better if the learner knows any words. The words will give many influences to the result of sentence. That is why vocabulary needed in writing skill. And vocabulary is one of the language components that should be mastered.

The arrangement of words in a sentence will have a meaning if we choose the right words and place them in their position accordingly to the sentence pattern. As Sir Ernest Gowers (1960: 3) states that "The golden rule is not a rule of grammar or syntax. It concerns less the arrangement of words than the choice of them". Other states given by Maxine Hairston (1986: 5), he said that "Now you just need to organized your idea carefully and to think deliberately about you can use the right word and the right examples to make your points".

Learning English writing is necessary for the students, because they are hoped to be able to write English well. In writing activity the students get some efforts to choose and use such suitable words. To use good or suitable words is a requirement to afford qualified writing, and this is not an easy work. Process and several efforts are need to reach it.

If the teacher can introduce the words well, the students are able to avoid some errors in use of words. That is why to understand words are something important to do first before to teach making sentences. The common words are given in teaching it, then followed by specific words. It is hoped the students can take more their vocabulary so that they can learn and make as well to vary sentences. As Sunarto (1986: 453) states :

"Keterbatasan kosa kata akan menghambat kemajuan seseorang. Dia tidak akan menarik manfaat dari bacaannya dan mengalami kesulitan dalam menangkap sesuatu secara lisan atau tulisan (The limitation of vocabulary will hamper someone's progress. He cannot take an advantage from his reading and finds difficulty to catch something on spoken or written)".

E. The Steps of Research

In this research, the writer uses field research. And the steps of research are as follows:

1. Kinds of data

- a. Noeng Muhadjir (1996 : 29) said that "*Data kualitatif disajikan dalam bentuk kata verbal, bukan dalam bentuk angka. Data kata verbal yang beragam tersebut perlu diolah agar menjadi ringkas dan sistematis (Qualitative data is data that is served in verbal word form not in amount from. It means that this data need served to be briefly and systematically)*".
- b. Quantitative data according to Noeng Muhadjir (1996 : 30) is "*....pada data kuantitatif dilakukan pembakuan instrumen, sehingga pemisahan subjek peneliti dan subjek responden merupakan keharusan (In quantitative data there is standardization of instrument, so the separation of reseach subject and respondent subject which constitute of necessity)*"

2. Population and sample

Walter R. Borg & Meredith D.Gall (1963 : 115) said that population is all members of a real or hypothetical set of person, events, or subject. And about sample, Robert Johnson (1980 : 6) said that sample is a sample consists of the individuals, object, or measurement selected by the sample collector from the population. The population of this research is the first year students of SMPN 1 Plumbon academic year 2004/2005, that is 434 students. On this research,

the writer has taken the sample refers to Suharsimi Arikunto's (1996 : 120) opinion that is "*Apabila subyeknya kurang dari 100, lebih baik diambil semua dan jika jumlah subyeknya lebih dari 100, dapat diambil antara 10 - 15% atau 20 - 25% atau lebih* (if the subject is less than 100, it is better to take it all, and if it is more than 100 it can be taken 10 - 15% or 20 - 25% or more)". The writer will take 10% from the population that is 44 students as a sample.

3. The Techniques of data collection

a. Observation

Observation is part of scientific techniques to find the data directly in the field. The writer goes to SMPN I Plumbon to know the reality of the field especially the process of teaching and learning in the classroom, the condition of the students, the teachers and the facilities possessed by the school.

b. Interview

The writer would like to interview the teachers, headmaster, and staffs about the process of teaching and learning, especially in English subject.

c. Test

Test technique used in order to the students active involved and they can feel the use of this exercises. 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 test in the form jumbled words to make an English sentence.

4. Data Analysis Technique

To know the correlation between the students' mastery on vocabulary and their ability in making English sentences, the writer choose the formulation of product moment correlation as follows:

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

(Anas Sudijono, 1990 : 178)

Notes :

r_{xy} : Correlation between variable x and y

x : Variable x (students' mastery on vocabulary)

y : Variable y (their ability in arranging the jumbled words into sentences)

N : Respondent

For interpreting the correlation, the writer takes the standard of correlation from Anas Sudijono's book (1990: 178), as follows:

Less than 0,20 = Slight, almost negligible relationship

0,20 – 0,40 = Low correlation, define but small correlation

0,40 – 0,70 = Moderate correlation, substantive correlation

0,70 – 0,90 = High correlation, marked relationship

0,90 – 1,00 = Very high correlation, very dependable relationship

To measure the students' English vocabulary achievement, the writer uses the following standard measurement :

No	Interval	Category
1	80 – 100	Very Good
2	66 – 79	Good
3	56 – 65	Enough
4	40 – 55	Less
5	30 – 39	Fail

(Suharsimi, 2003:244-255)