

# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

Writing ability is one of the skills that must be mastered by students. Writing is the cognitive act of generating ideas, considering how to express them in clear and concise sentences and paragraphs, and arranging ideas (Nunan, 2003). However, Writing is thought to be the most difficult and sophisticated language ability (Masitoh & Suprijadi, 2015). That means, writing is an action carried out complexly in order to manage language at the sentence level (structure, grammar, vocabulary, and spelling), in organizing and integrating information into a cohesive and coherent paragraph. Furthermore, writing ability is ability possessed by students to produce writing that is arranged from words to sentence into texts where readers can understand their meaning (Ekarista, 2018). In short, this writing ability needs special attention because writing ability is more difficult to master than listening, speaking and reading skills. This is because writing abilities require mastering various linguistic aspects and aspects outside the language itself such as motivation and the ability to master vocabulary which will create the intertwining of written content, both language elements and content elements, thus producing coherent and cohesive writing.

However, there are several difficulties experienced by students in producing a writing. For instance, poor of vocabulary, structure, and grammar. Moreover, Cole & Feng (2015) state that hard in arranging ideas, not confident in grammar, lack of

vocabulary, and no writing motivation are the difficulties that students faced in writing. Based on preliminary interview with eighth grade students of SMPN 5 Denpasar. It was found that in producing writing, students still experienced difficulties, such as students' limited knowledge in the use of spelling and language rules, as well as the lack of vocabulary so in the writing process, students tend not to use English well. This results in the sentences being made being ineffective. Apart from that, students also have difficulty expressing thoughts and ideas in their writing.

In addition, vocabulary mastery is one of the components that students faced in writing ability (Yulistiani et al., 2020). Furthermore, vocabulary as a beneficial tool for understanding other people so that mastering vocabulary is crucial to understand and also through the writing the reader can understand what the author means (Putri et al., 2020). But in fact the students feel difficult in expressing their ideas because the limited of vocabulary (Nurchurifiani, 2018). It means, the limited of vocabulary they have, the difficult in conveying their ideas and pouring them into written form they feel. Moreover, mastering a lot of vocabulary can enhance students' writing ability and give them the opportunity to get a good scores (Munirah & Hardian, 2016). From the explanation above, the students can comprehend what other people develop in their writing when they have a good vocabulary. The greater their vocabulary, the more effortless it is for them to deliver their ideas or opinions. Vice versa, the limited of vocabulary they have, it may be arduous for them to comprehend meaning of the words of what others convey to them.

In addition, in writing, some students encounter some difficulties, one factor that can contribute is motivation (Pratiwi et al., 2022). Motivation plays an important role in developing students' writing ability (Akyol & Aktaş, 2018). In addition, Motivation is the will to work toward and the desire to accomplish a set of objectives (Jodai et al., 2014). It means, the purpose of motivation is to encourage students to do something to achieve their goals. Students who highly motivated tend to get a better score in writing while students who are not motivated tend to have low motivation. Helmi (2019) low motivation is factor that make the students difficulty in writing and mastering vocabulary. Therefore, they would find it arduous to comprehend and do writing assignments, particularly writing in English.

Based on the previous researchs, Hasan and Subekti (2017) conducted research on students vocabulary mastery and writing ability. The result of their study revealed that there is positive correlation between vocabulary mastery and writing ability. Moreover, Jaidie et al. (2021), investigating the relationship between vocabulary mastery and writing ability. They used Pearson product moment to calculate the relationship between those variables. The finding explained that there is relationship between vocabulary mastery and writing ability. In line with Agustina et al. (2020), who conducted research in investigating vocabulary and writing ability of third year students of English Study Program FKIP at Riau university. They used cluster sampling technique to choose the sample of this research. Finding proved that student's vocabulary mastery has positive relationship with students writing ability.

Aryanika (2016) has conducted a research on students' motivation and their writing ability. The finding has proved that motivation and writing ability has significant relationship. Other previous research that focused on students' motivation and writing ability is Mahbubah et al. (2021). They used correlational research design in their research. The result revealed that motivation and writing ability has positive correlation. In line with Pratiwi et al. (2022), who found that there is relationship between motivation and writing at Mulawarman University's English Department sixth semester students.

Many previous studies have conducted research on investigating whether not or there is relationship between two variables. Previous studies have not explored the research in investigating the contribution of vocabulary mastery and motivation to writing ability. Hence, in present study there are three variables namely, vocabulary mastery, motivation, and writing ability and current research focused on investigating the contribution of these variables. In addition, this current research was carried out at junior high school since previously, the similar research had not been carried out a research at junior high school level. Therefore, the purpose of this study is to investigate to what extend vocabulary mastery, motivation contribute to writing ability of eighth-grade students at SMPN 5 Denpasar in academic year 2022/2023.

## **1.2 Problem Identification**

One of the four skills that students need to master is writing. Considering the research background, the limited knowledge in mastering vocabulary make it

arduous to deliver ideas especially for writing in English. In addition, the absence of encouragement to do assignments in writing, can make it difficult in delivering the ideas in writing. Unmotivated students in writing find it arduous to do the assignments and vice versa if the student highly motivate to write in English the students can get a better score in writing. Many previous studies have found that there was a correlation between vocabulary mastery and writing ability and a relationship between motivation and writing ability. However, the present study investigate further about to what extent vocabulary mastery and motivation contribute to the writing ability of eighth grade students of SMPN 5 Denpasar.

### **1.3 Research Scope**

To get to the purpose data, it was essential to limit this research. Thus, present study concentrated on investigating the contribution of vocabulary mastery, motivation and writing ability of eighth-grade students at SMP N 5 Denpasar. Moreover, writing ability focused on writing a recount text by considering criteria such as, mechanic, grammar, content, vocabulary and organization. Meanwhile, content word, function word, appropriate choice of words, synonym and antonym were for vocabulary mastery. The material to be used for the test was adjusted to the material studied by students and the syllabus. Meanwhile, motivation focused on both intrinsic and extrinsic motivation.

#### **1.4 Research Questions**

1. How much does vocabulary mastery contribute to writing ability of eighth-grade students at SMPN 5 Denpasar in academic year 2022/2023?
2. How much does motivation contribute to writing ability of eighth-grade students at SMPN 5 Denpasar in academic year 2022/2023?
3. How much do vocabulary mastery and motivation contribute simultaneously to writing ability of eighth-grade students at SMPN 5 Denpasar in academic year 2022/2023?

#### **1.5 Research Objectives**

1. To investigate how much vocabulary mastery contributes to writing ability of eighth-grade students of SMPN 5 Denpasar in academic year 2022/2023.
2. To investigate how much motivation contributes to writing ability of eighth-grade students of SMPN 5 Denpasar in academic year 2022/2023.
3. To investigate how much vocabulary mastery and motivation simultaneously contribute to writing ability of eighth-grade students of SMPN 5 Denpasar in academic year 2022/2023.

#### **1.6 Research Significance**

##### **1.6.1 Theoretical Significance**

Theoretically, this research can contribute to thinking about students' vocabulary mastery and motivation to writing ability. Apart from that, it was hoped that the finding of current study could become reference in educational

development, and or add scientific references in the area of teaching, particularly with regard to writing instruction.

#### 1.6.1 Practical Significance

##### a. For Teacher

Current research could assist teachers enhance the quality of learning writing ability in the class. Moreover, it was expected to be beneficial and valuable for teacher to help the student develop their writing ability.

##### b. For Other Researcher

The finding of present research was expected to assist the future researchers to enrich their knowledge and utilized as a guide when conducting research in the same field as this study.

### 1.7 Definition of Key Terms

#### 1.7.1 Conceptual Definition of the Variables

##### 1.7.1.1 Writing Ability

Writing is the cognitive act of generating ideas, considering how to express them in clear and concise sentences and paragraphs, and arranging ideas (Nunan, 2003). In writing, the students have to understand a number of things such as mechanic, grammar, vocabulary, organization and content. According to Brown (2004), there were five criteria for writing ability included grammar, vocabulary, content, mechanics and organization. First is content, content of writing must be understandable. Second is organization, organization concerns the structure of writing, namely how various information is presented in a coherent and interesting

manner. Third is vocabulary, vocabulary means list of words and word choices. Fourth is grammar, grammar is about how to use correct grammar, word forms, numbers and word order. The last is mechanic, mechanics involve technical areas such as capitalization, spelling and punctuation.

#### 1.7.1.2 Vocabulary Mastery

According to Taslim et al. (2019), vocabulary mastery means the skill to comprehend and use the word contained in the language, in spoken and written. In order to master vocabulary, the students must consider the aspects of vocabulary such as content word, function word, appropriate choice of words, synonym and antonym (Fromkin et al., 2003; Harmer, 2001; Thornbury, 2002).

#### 1.7.1.3 Motivation

Motivation is defines as what “move” students to action to achieve the goals (Ryan & Deci, 2017). In general, intrinsic motivation and extrinsic motivation are the types of motivation. According to Ryan & Deci (2017), intrinsic motivation is someone's encouragement in doing something for pleasure or interest in doing it so as to get satisfaction inside. It means, students who are intrinsically motivated do not expect rewards. Meanwhile, extrinsic motivation is students do something not because they are interested in doing it but they do something because of external stimulation such as prize or reward.

### 1.7.2 Operational Definition of the Variables

#### 1.7.2.1 Writing Ability

Dependent variable was writing ability in the recent research. Writing ability refers to students' ability to write recount texts in the current research. The

students were assessed by considering the criteria of writing such as mechanics, vocabulary, content, organization, and grammar. (See appendix. 3)

#### 1.7.2.2 Vocabulary Mastery

Independent variable was vocabulary mastery for this research. In the present study, vocabulary mastery means a knowledge possessed by students regarding the meanings and the use of a set of words which are used by students to deliver their ideas. Language use, content word, function word, the meaning of words such as antonym, synonym, and homonym are the aspects that were assessed in the present study by using a test. (See appendix. 1).

#### 1.7.2.3 Motivation

Second independent variable in the current research was motivation. Motivation refers to the students' motivation in writing. There were two categories of motivation in the current research namely, intrinsic and extrinsic motivation. Intrinsic motivation is the students do writing assignment for pleasure or interest in doing it so as to get satisfaction inside. Meanwhile, extrinsic motivation means students do writing assignment because of reward, prizes, and or opportunities that will be obtained afterwards. These are the aspects that were used to assess student's motivation in the present study. (See appendix. 2).