

CHAPTER II

LITERATURE REVIEW

This chapter begins with the explanation about definition of vocabulary, the importance of vocabulary, vocabulary knowledge and skill, Receptive and productive vocabulary, the lexical richness, followed by essay writing skill which will explain about definition of writing, definition of essay writing, element of essay writing, evaluation of essay writing, structure of essay writing. In addition, the teaching of vocabulary, the teaching of writing, Type- Token Ratio, AntWord Profiler, Basic assumption, hypothesis, and previous studies are also discussed in this chapter.

2.1. Word

From the linguistics point of view, word can be divided into some terms that are token, type, lemma, and word family. Token is the simplest concept. It is usually stated as using words or total words that occur in one particular text. For example, in the statement “I had a plate of rice while my mother had a bowl of soup”, this statement has fourteen tokens.

Type is a wider term compared with token, and it concerns about the number of “unique word forms in a particular text” (Siskova, 2012, p. 27). For example, in the statement “I had a plate of rice while my mother had a bowl of soup”, it has eleven types. The verb “had”, article “a”, and preposition “of” are repeated, and they come about twice in the statement. On the other hand, as type, they are coming about only once.

“Lemma is a group containing words and their other forms which still belong to the same part of speech.” (Aziez, 2019). For example, the words “have”, “has”, “had” and “having” belong to the same lemma since they are inflected forms of the root word “have” and all of them belong to the same part of speech.

Word family, on the other hand, has the broadest scope, and it contains root words, along with their inflected and derived forms. In other words, word family consists of base words and the other forms of the words which have the same and different parts of speech. As an example, the words “administer”, “administers”, “administered”, “administering”, “administration”, “administrator”, “administrative”, and “administratively” belong to the same word family. “Words that have the same general meaning are called word families” (Aziez, 2019, p. 9.)

2.2. Vocabulary mastery

2.2.1. Definition of vocabulary

English elements that must be mastered by students are pronunciation, grammar, spelling and vocabulary. Vocabulary is believed as the most important element for the English learners. As stated by (Hatch and Brown, 1995: 368) “Vocabulary refers to list or sets of words which individual speakers of language might use, since vocabulary is a list, people may think that the only system involved is that of alphabetical order.” If the students realized about the ability of four English skills,

without the mastery of vocabulary, English learners cannot improve the other language elements both grammar and spelling.

From the above definition, it is clear that vocabulary is the basic elements of language. In this case is English.

2.2.2. The importance of vocabulary

Tarigan (1984: 2) showed the significance of vocabulary in language learning for language learner. He states that “language skill mostly depends on the mastery of vocabulary.” As a result, the more vocabulary mastered, the more skilled a person is in using the language.

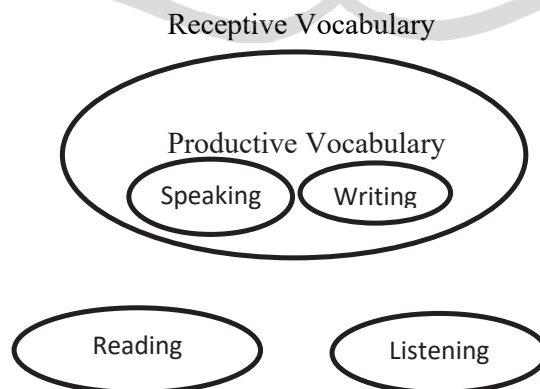
Nunan (1983: 125) states that “the acquisition of an adequate vocabulary is essential for successful language use.” It is clear, the number of vocabulary mastered by the students or language learner determine the effectiveness of understandable communication.

Vocabulary is so essential for the students. The students are prepared to be able to use English well, especially in the skills of reading, writing, speaking and listening. With Vocabulary, the students will be assisted in acquiring the substantial understanding of a large number of words.

Vocabulary is important when you are learning English because it can help you to understand what you are reading and speaking. Since vocabulary is so important in English communication, it can't be denied that it's one of the key factors in our communication.

2.2.3. Receptive and productive vocabulary

According to Nation (2001), “there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognizes and understand when they read or listen to something. Productive vocabulary are words which the students understands, can pronounce correctly and use constructively in speaking and writing. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.” So, there are four types of vocabulary, they are reading, listening, speaking and writing vocabulary. . Reading vocabulary is made up of the words that people see when they are reading. Listening vocabulary is the words that people catch when they are talking to others or listening to radio and television. Speaking vocabulary is the words that people use in their daily lives and conversations. The last is writing vocabulary, which is made up of the words people use in writing. Further, the correlation between Receptive and Productive vocabulary is also described by Aziez (2007)



As Aziez (2019) also stated that “Learners are considered to have reached the intermediate to upper intermediate proficiency level if their productive vocabulary reaches 3000 to 5000 words while their receptive vocabulary reaches around 5000 to 10000 words.”

2.2.4. Lexical richness

Read (2000) and Daller, Milton and Treffers-Daller (2007), believed that “lexical richness term is used as a more general term.”

“The aspect of lexical richness are:

1. lexical diversity. It is the ratio of individual words in a text, also known as the ratio of types to tokens,
2. lexical variation. It is similar to lexical diversity, but only focused on words in the lexicon.
3. lexical sophistication. It is a text's proportion of advanced words.
4. lexical density. It is the total number of lexical words in the text.
5. lexical individuality. It is the percentage of words utilized by just one person in a group ...” (Siskova, 2012).

In describing vocabulary size that the students use, lexical richness can be applied for it. Students who can use vary vocabulary will deserve high lexical richness, and they will be able to use their vocabulary knowledge and communicate more effectively. Even more, they will be able to produce more compound complex and colorful arrangements.

Lexical richness has relation with the quality of writing. Composing an essay, there must be numerous factors to be considered, like grammar, movement of ideas, cohesion, and coherence, writing organization, and vocabulary. As Laufer and Nation (1995) state “a well-written composition, among other things, makes effective use of vocabulary. This need not be reflected in a rich vocabulary, but a well-used rich vocabulary is likely to have a positive effect on the reader”. It means that, the learners must have a number of vocabulary size, but it is more important that the learners are able to master the vocabulary knowledge as a result they will be able to produce a good and quality writing. Activating the student’s vocabulary knowledge when they use in communicating with other people is as the main achievement of vocabulary learning. In conclusion, it will be useless if the students have a number of vocabulary but they cannot use them when they are communicating.

As Engber stated in 1993 (cited in Laufer & Nation, 1995, p. 307) shows that “there is a significant correlation between lexical variation and holistic measurement towards the quality of writing.” According to the statements, it is beneficial for the learners to improve their vocabulary knowledge and lexical richness if they want to enhance the quality of their writing product. Without the varieties of vocabulary in their written product, the composition will have some repetition, monotone, and uninteresting to be enjoyed.

2.3. Essay writing skill

2.3.1. Definition of writing

“Writing is a system of recording language by means of visible or tactile mark, so that people can read, perform or use it” (Coulmas, 2004:1).

It means that for expressing the ideas and feelings, people use both spoken and written language.

As Tarigan (1994:21) says that “writing is the activity describing graphic symbols that depicts a language that can be understood by somebody, so that the others can read that graph symbols, and understand the language and the graph description.” Therefore, by writing, someone can be helped in explaining their ideas and feelings. here, the ideas will be reinforced by supporting details.

Bell and Burnaby (1984) assume that “writing is an extremely complex cognitive activity which requires the writer to demonstrate control of several variables at once.” Producing sentence, there are control of the content, format, sentence structure, vocabulary, pronunciation, spelling and letter formation. Outside the sentence production, the writer have to organize and assimilate information into cohesive and coherent to direct, not only for foreign language learners but also for native speakers.

2.3.2. Definition of essay writing

“Essay is a short of writing about particular subject, especially one written by a student and writing itself is the skill or activity of producing words on a surface.” (Cambridge Learner’s Dictionary : 2007). It shows that

writing an essay is the activity of producing short of written text that can be understood by the readers. So, it is not an easy way for making the audience understand the idea conveyed in the text.

Zemach (2005) states “ an essay is a group of paragraph written about single topic and central main idea. It must have at least three paragraph, but a five paragraph essay is a common length for academic writing.” Therefore, making an essay, it may include three supporting paragraphs begin with a topic sentence.

The challenge in writing an essay is different. Students have the ability on recalling, organizing, integrating ideas, and expressing their style. They are also asked to have the skill of planning, time-managing, researching, summarizing and developing cohesive and well-adjusted arguments before reaching effective and efficient conclusions.

2.3.3. Element of essay writing

Good writing requires knowledge of grammar and the organization of concepts such as words phrases sentences and paragraphs in a way that captures the readers’ attention. Nunan (1991: 6) give some tips how to succeed in writing as followed :

- a. mastering the mechanics of letter formation and obeying conventions of spelling and punctuation.
- b. using the grammatical system to convey one’s intended meaning.

- c. organising content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures.
- d. polishing and revising one's initial efforts.
- e. selecting an appropriate style for one's audience.

As the result, it is obvious that the writing is a process. It must be done step by step. More exercises are needed because writing is a long process.

2.3.4. Evaluation of essay writing

Assessment in written language is more complex than others. Some aspects of critical performance are difficult to consider in an essay exam. According to Nurgiyantoro (2001), there are five assessment aspects of error in writing composition that are usually made by the the students, they are as follows :

- a. Content (the idea that expressed).
- b. Organization.
- c. Vocabulary.
- d. Language mastery (grammar)
- e. Mechanics (spelling).

2.3.5. Structure of essay writing

There are many different types of essay writing and they can have many purposes, but the structure is the same. "An essay writing should be

arranged well” Langan, (2001: 11) gives example structure for essay writing. Here is an example essay structure that would be appropriate for most other subjects.

Title	As the key part of an essay. The content of the text can be shown here.
Introduction	State the writers’ position, General Statements, Thesis statement, outline of main points.
Main Parts of Essay	State topic sentence and supporting details, includes the evidence, facts.
Conclusion	Restate thesis, summary the main points, and give the final comment.

The introduction present the writer’s position and the thesis clearly, where the writer says what they are going to say, all start here. This is where the writer introduce the topic discussed. In the main part of the essay, supporting details provide relevant examples, facts and neatly ties their supporting arguments together in a way that makes their position evident. The conclusion restates the thesis of the topic discussed. It can be more direct and convinced than the one in the first paragraph.

2.4. The Teaching of Vocabulary

Vocabulary teaching approach are categorized into explicit and implicit. Implicit vocabulary teaching is a procedure of teaching in which language learners automatically, indirectly, and contextually learn the vocabularies. The learners of vocabulary who are applying it is always learn naturally. This is according to Ellis (1994) and Choo, Ai Lin, and Pandian (2012) in

Dakhi (2019) assumed that “the implicit learning is viewed as the process of learning through a natural and simple procedure without any conscious operation.” Since there is disadvantage, the implicit vocabulary teaching is time-consuming.

The teaching and learning process will be attractive if the English teacher do the preparation before teaching. There will be confusion in the classroom if only the teacher is unprepared and the interaction is not good. But, the implicit learning also has many advantages. As Chu-Min and Hsiu-Tin (2003) in Dakhi (2019) stated that “the implicit learning showed a positive association with a number of domains, such as artificial grammar learning, sequence learning, control of computer-simulate dynamic systems, and probability learning.”

Explicit vocabulary learning is the process of dynamically obtaining vocabulary knowledge. Vocabulary learning must have direct and systematic procedure and awareness toward the objectives. The learners need to understand the process it has, guess answers of the problem, evaluate and reflect a result. “The process will be done by cognitive strategies, note-taking, dictionary, and some other associational learning methods, such as semantic approach and mnemonic method.” (Dakun, 2000) in Dakhi (2019).

Based on the original thing of language, the explicit vocabulary teaching, as the functional in learning are form, meaning, and use contains three

additional techniques. There are three based, form-based explicit teaching, meaning-based explicit teaching, and rule-based explicit teaching.

The form-based explicit teaching is the process of the vocabulary formation, such free morphemes, bound morphemes, and spelling are taught to the students directly. A method known as meaning-based explicit teaching teaches students the meaning of a vocabulary that is intended. Last but not least, the instruction of vocabulary based on the rules of the vocabulary being taught is connected to rule-based explicit teaching. Wang's (2014) work in Dakhi (2019) showed that "the meaning-based implicit teaching is more beneficial for meaning-based language features, and the rule-based explicit teaching is more beneficial for form-based language features." The statement shows that the vocabulary teaching through the implicit teaching lets the language learners to learn better about vocabulary meaning. It also identifies that the teaching of the use and rules of vocabulary explicitly can improve the learners' ability to handle ways how to spell and to master parts of the vocabulary.

2.5. The Teaching of Writing

Skill of writing as one of the language skills which is given to the students to be mastered. Today, understanding for some theories that focus on some writing aspects, such as structures, text functions, themes or topic, creative expressions, composing processes, content genre and context of writing is helpful for English teacher. As a support for teachers in teaching writing.

Harmer (2001:9) states the reason why teaching writing should be provided. They are:

a. Reinforcement,

in the first part, students believe that writing is more beneficial to learning. When students learn a new language, they do so in more than just verbal ways. As a result, students absolutely require written language. Additionally, students require a visual demonstration of language constructions in order to properly write new sentences.

b. Language development,

Students are able to study as they go along to the actual writing process. It is all a part of the learning experience for students to go through the mental activity of organizing perfect written texts.

c. Learning style,

it is invaluable for many learners to produce language more slowly. Writing, as opposed to interpersonal face-to-face communication, is an appropriate activity for students to learn as a quite reflective activity.

d. Writing as a skill,

In order to assist students in writing, it is necessary for them to comprehend the common structure of each type of text. In addition, students ought to be able to write the text in everyday situations. They must be able to write about their experience, tell a story, and write a manual on how to use electronic media like the internet and mobile phones.

There are a number of methods for teaching writing skill objectives. As Harmer (2001:25) states “they are focusing on the product of writing process and focusing on the writing process itself.” It is obvious that the writing process approach are applied to get the objective of the study in writing skill. They help students communicate their thoughts and comprehension of the materials in English. The product and the writing process are both the focus of this process approach. The process approach can be developed through writing practice regularly with effective activities.

As here are some stages in writing process:

- 1) Planning, on the planning stage the students plans what are they going to write.
- 2) Drafting, drafting is a series of strategies designed to write a piece of writing that it is not yet finished.
- 3) Revising, on the revising stage the students re-write their text on the basis of the feedback given in a responding stage.
- 4) Editing, editing is a series of strategies designing to correct and improve the text.

Harmer (2004: 41-42) declares that in the writing process, there are some tasks for teachers.:

- a. Demonstrating

The teacher needs to be able to use whatever means necessary to make the students aware of the language or other aspects of the writing function.

b. Motivating and Provoking

The teacher must inspire and excite the students to begin writing and assist them in determining their motivation. The students occasionally lost their creativity, drive, and self-assurance. In their role as material presenters, the teacher must assist them in regaining their motivation.

c. Supporting

When a student has a problem and needs assistance from the teacher, the teacher must support the student.

d. Responding

The teacher has to give response or advices to the student's writing draft.

e. Evaluating

The teacher has to check the student's task in order to know the student's understanding.

In conclusion, a lot of help is needed during the writing process to get the writer's message across to the reader effectively.

2.6. Type- Token Ratio (TTR)

“Measuring lexical richness is generally concerned with how many different words are used in a text (spoken or written)” (Siskova 2012). It is clear that type token ratio can help the researcher finds the number of

lexical richness and the number of different words. Even though, it is also depend on to the content of the text. There are many ways in measuring lexical richness. The most popular and frequently used type in measuring the lexical richness is Type Token Ratio (TTR) created by Templin (1957).

The Type-Token Ratio (TTR) is calculated by counting the total number of words in a text as well as the number of different words in the text (tokens). The total number of words in a text is then divided by the number of individual words. “The closer the result to one, the higher the lexical richness in the text is” (Tarone & Swierzbis, 2009, p. 85).

The formula of Type-Token Ratio cited in Siskova (2012) is as follows:

$$TTR(N) = \frac{V(N)}{N}$$

N = number of tokens

V = number of types

2.7. Ant Word Profiler

AntWordProfiler is a corpus linguistics research software. It is developed by Laurence Anthony. It is free. The profiling program is similar to Paul Nation’s RANGE program. The program can be downloaded in www.laurenceanthony.net. “There are two types of tools in AntWordProfiler; the first one is general vocabulary profiling tool and the second one is the file viewer and editor tool.” (Anthony, 2012).

The vocabulary profile tool helps the users to get information about statistics and regularity of a text. AntWordProfiler has three built-in base word list. Namely General Service List 1st one-thousand words and General Service List 2nd one-thousand words by Michael West and Academic Word List by Averil Coxhead. File viewer and editor tool helps the user to see the details of vocabulary profiler.

2.8. Basic assumption

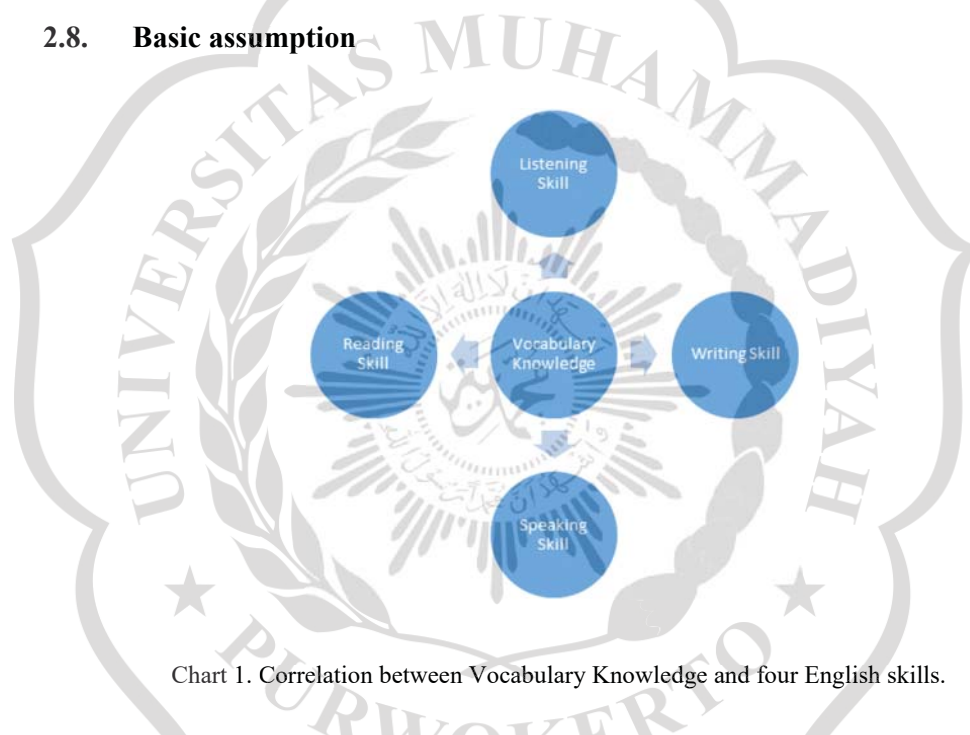


Chart 1. Correlation between Vocabulary Knowledge and four English skills.

It is thought that vocabulary is the most important factor in the development of four English skills.. If the students have more vocabulary knowledge, the student's mastery of English skills will be better.

A unique challenge can be found in essay writing skill. The student require a good vocabulary mastery in order to get an idea to construct the text well. Therefore, the students' knowledge seems to have strong correlation to their writing skill. If the students' writing products do not yield high result as

expected, the researcher hopes that this research can be considered as basis for the improvement of teaching and learning English vocabulary knowledge and writing skill. If the research yields satisfying result, the researcher hopes that the achievement can be maintained, better or improved advance.

2.9. Hypothesis

H0 : $r = 0$ (X and Y are independent, there is no any significant correlation between students' vocabulary knowledge and writing skill.)

H1 : $r \neq 0$ (there is a correlation between X and Y, there is any significant correlation between students' vocabulary knowledge and writing skill.)

2.10. Previous Studies

There are several numbers of researches that examine the occurrences vocabulary knowledge and writing skill in the English learners' writing products.

Laufer and Nation (1995) conducted a study on the lexical richness in L2 writing. The lexical richness is measured by the Lexical Frequency Profile (LFP). The value of LFP is acquired by investigating the number of general words and the number of academic words that are used in a text. The aim of the research is for analysing the reliability and validity of the LFP and at justifying why LFP is more useful and beneficial in measuring the lexical richness. The similarity between the study and the researcher was on the purpose of the study. The researcher also measured the lexical richness of the students, but the ant word profiler was used to analyse it.

Fara Wahyu Astridya (2018). This study examined the lexical richness of senior high school students. The similarity between the study and the researcher was on the main purpose for examining the students' vocabulary knowledge. Another similarity is the data was taken from the students' essay writing, especially on exposition text.

Halim (2018) studied on lexical richness in English Language and culture department students' undergraduate theses. The similarity between Halim and the researcher, both, studied about lexical richness or vocabulary knowledge based on the students' writing composition. The second similarity is the researcher also used computer software called AntWordProfiler for profiling text.

Zaleka (2010) conducted a study entitled the correlation between vocabulary mastery and ability in writing hortatory exposition text of the second year students of MAN Selatpanjan. There are similarities between both the research, this research is mentioned by quantitative research. The writer used two tests to collect data: a writing hortatory exposition text test to learn about students' ability to write hortatory exposition texts and a vocabulary test to learn about students' vocabulary knowledge at MAN Selatpanjang. Then, the differences of the studies are in analyzing the data, the writer used SPSS for windows, but the researcher used Ant word profiler and Pearson product moment correlation. The result shows that there is significant correlation between vocabulary mastery and writing skill

Yuliani (2016) studied about the correlation between vocabulary mastery and writing ability of the eight grade students of SMP Islam Nurul Ihsan Palangka Raya. To get the data of the study, the writer use multiple choices questions for vocabulary test but the researcher used Vocabulary level test from Nation 2001. In writing skill test, there are three topics which students can choose one of them but the researcher prepared 5 topics to be chosen. Then, the writer has the same activities with the researcher, that is analyzed the result of both tests. After checking the result of the test, the data were analyzed by using Pearson Product Moment Correlation. From the result there is correlation between vocabulary mastery and writing ability.

In conclusion, the similarity of this research with the research above is correlating the students' vocabulary knowledge and writing skill. Most the previous researchers find that there is a significant correlation between vocabulary knowledge and writing skill (Zaleka, 2010; Yuliani, 2016; Hasan & Subekti, 2017). For that reason, the following hypothesis is recommended for this study:

Ha: There is a significant correlation between vocabulary knowledge and students' writing skill.