

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Concept of Vocabulary

It is impossible to learn a new language without learning its vocabulary. Therefore, vocabulary becomes one of the language components that students must learn when they want to learn a new language. We cannot speak, write, and understand what we read and listen, or hear without understanding by knowing its vocabulary first. This is following Richards in Rohmatillah (2014), who states that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary can be thought of as a list or collection of words used in communication to represent an idea or in order of meaning. It strengthened by Linse (2005), as cited in Andriani (2020) who defines vocabulary as a collection of words that a person learns and understands, to communicate successfully because the quantity and quality of one's vocabulary influence the level of one's linguistic competence. Furthermore, Hornby defines vocabulary in Alqahtani (2015) as "all words that have significance and are known or utilized by humans when talking about particular issues using certain languages".

From the those definitions, we can say that vocabulary is the smallest linguistic unit with a free nature, that can be spoken, that has an understanding, and that is a wealth of words that someone must understand. The presence of vocabulary is vital in communicating because the vocabulary that is chosen or utilized shows a person's abilities.

2. Types of Vocabulary

Afzal (2019) divides the types of vocabulary into two, namely:

a. Active/productive vocabulary

Active vocabulary is a set of words taught to students. These words used frequently in speaking or writing. Therefore, this vocabulary knowledge requires expressing meaning through speaking or writing and producing the proper spoken or written word form.

b. Passive/receptive vocabulary

Receptive vocabulary is a collection of words that used infrequently and for which the learner provides meaning when listening or reading. Thus, we need to understand the forms of words and then give the meanings when listening or reading.

Furthermore, supporting this understanding, Harmer (1991) also argues that passive vocabulary refers to words that students will recognize when they encounter them in context but may be unable to

produce because they do not understand the real meaning of these words.

3. Part of Speech

Belongs to vocabulary, part of speech or word class is the designation for elements to form sentences. It divided into two categories, namely open and closed classes. The open class consisting of noun, pronoun, verb, and adverb is the largest class because its word list always grows over time. While the closed class consists of pronoun, conjunction, preposition, and interjection. Apriyanti (2020) defines of each element as follows:

a. Noun

Noun is a term for a collection of words used as identifiers of people, places, or things.

b. A pronoun

Pronoun is a word that functions as a replacement for a noun or that refers to it.

c. Verbs

Words that describe an action (to perform), event (to happen), or state of being (appear).

d. Adjectives

A term of words that describe nouns or pronouns. Words belonging to adjectives provide more detailed-information about the noun.

e. An adverb

A type of word that can modify (gives explanation to) a verb, an adjective, an adverb, or an entire sentence.

f. Prepositions

Words that convey the link between one word and another. It usually related to time, place, or direction.

g. Conjunctions

Words that act the connector of words, phrases, and clauses that reflect a logical relationship between the connected elements.

h. An interjection

A word or expression that connotes strong emotion. It characterized by the use of an exclamation mark (!).

The importance of learning parts of speech is so that we can better understand about how to arrange words to form sentences. Additionally, by understanding the function of each element, we will be able to write more easily and readers will be able to more readily-comprehend.

4. Stages in Learning Vocabulary

Grauberg (1997), as cited in Afzal (2019) explains that there are four stages in learning vocabulary:

a. Discrimination

This step involves the learner being able to distinguish sounds, letters, and sounds and letters of similar words when listening and reading.

b. Understanding the meaning

Comprehending meaning entails comprehending the concept of words by linking them to their referents.

c. Remembering

The remembering stage includes the ability to keep meanings.

d. Consolidation and extension of meaning

The stage of consolidation and extension relates to the acquisition of new vocabulary and its incorporation into the vocabulary system of the learners.

B. Writing

1. Concept of Writing

Writing is a kind of communication, yet in written form. Writing skill requires practice. Thus, this ability not developed naturally (Elhabiri, 2013). Experts variously state the writing definitions.

According to Wagiyo and Chana (2018), writing is one of the productive language skills that deals with conveying messages using symbols. Based on the definition, it means that writing is the way we use symbols, signs, or letters to communicate what is on our minds in written

text. Writing can be the proper way for writer to deliver the message to the reader.

Another definition states that writing is a two-step process. The first process is figuring out the meaning and the second is putting the meaning into language. Written products are frequently the outcome of procedures that demand specific abilities (thinking, drafting, and revising) that not every speaker obtains naturally (Brown & Lee, 2015).

By this meaning, writing is the way we interpret something before we rewrite it using our language. This process is what confuses people when they have to write about something. Because writing is a reflection of our thoughts. Therefore, if we are not accustomed to communicating what is on our minds, we will find it difficult in writing.

2. The Purpose of Writing

Writing serves some purposes according to Politton & Hardiyanti (2019). Primarily, writing is to learn and to communicate. In addition, writing is a kind of entertainment. It is a piece of literature that may arouse the readers' emotions through its plot or the emotion offered in the writing.

Furthermore, writing meant to enlighten readers about something. Third, write to convince others. It indicates that the purpose of the writing is to persuade the readers of something by offering proof.

3. Stages of Writing

The classic definition of writing is simply expressing what we think and feel on paper using a pen. However, the writing media has developed more along with the times. Many people have used software on electronic devices such as laptops, tablets, or smartphones to express their thoughts or ideas (Wau, 2022). Therefore, the modern way of writing known as 'typing'. Nevertheless, it does not affect the meaning of writing.

Writing is a continuous process of weighing options and making decisions. The more we understand the writing process, the better our work will be, and the more we will be able to enjoy writing. Therefore, when writing seen as a process, it may divided into several stages namely planning, writing, editing, and final draft are the stages (Harmer, 2004).

Supporting, Bulqiyah, et al. (2021) state that the writing process consists of planning, translating, and reviewing activities.

4. Writing Implementation in Grade 10th

Referring to the latest revised edition of the English printed book for grades 10th, the implementation of writing can be found in all materials, especially those related to text types and structures namely transactional text, narrative text, descriptive text, and recount text. The text will be discussed further is transactional text.

5. Writing Friendly Email

Email classified as transactional text. This type of text used to exchange information with other people. As a form of electronic mail, an internet connection is required to send emails.

In this research, the type of email used for testing is informal email. The structure of an email is slightly different from a letter. In a letter, information such as sender, date, address must be included before going into the salutation and body of the letter. However, these details often omitted in email writing.

When comparing formal emails to informal ones, the most noticeable difference is the use of language. Formal emails follow a short and direct writing style, characterized by the use of formal language. Conversely, informal emails often adopt a more relaxed and friendly tone.

C. Vocabulary Knowledge and Writing Skill

We can re-emphasize that vocabulary is a group of words that helps us to communicate. This includes nouns, verbs, adjective, pronouns, adverbs of place and time, idioms, slang words, interrogative words, and more. In the context of EFL, understanding the meaning of words is indispensable when learning vocabulary. In addition, Zahiroh (2021) states that one person's vocabulary knowledge may differ from another. It reflects the extent to which the person knows and understands certain words and knows how to use them in a given context.

A writer has the freedom to develop and incorporate their ideas into writing, so they can use any kind of vocabulary to create writing that become clearer and more accurate. Through this description, it can be said that a writer must have extensive knowledge of vocabulary. In other words, the successful use of a foreign language requires sufficient knowledge of vocabulary, because without a rich vocabulary we cannot use the learned structures and functions for better communication.

D. Review of Previous Research

Numerous researchers have conducted correlational studies dealing with the correlation of vocabulary knowledge and writing skills. First, a research by Hasan and Subekti in 2017 that examined the correlation between students' vocabulary mastery and students' writing descriptive text ability. The result showed that there was a significant correlation between the two variables.

Differences found in some sections. Although the topic and research variables are the same, Hasan and Subekti's research investigated to find out if there is a correlation between two variables. While the author's research also aimed to find out how significant, the correlation is between the examined variables. Then, the respondents recruited from different grade. Moreover, the version of SPSS and the assessment rubric to assess students' writing are different.

Second, Wiliana, A and Djajanegara (2019), whose research aimed to analyze the effect of mastery of vocabulary and grammar in writing English

narrative texts. The result shows that: (1) there was a significant influence of mastery of vocabulary and grammar of the ability to write English narrative texts. (2) There was a significant influence of mastery of the vocabulary of the ability to write English narrative texts. (3) There was a significant influence of mastery of the grammar of the ability to write English narrative texts.

Through the study, it can be seen that there are a few things that differ from the author's research. First, there were three variables were involved. In addition, Slovin formula used due to the large number of population.

The third objective of the study conducted by Dhuli, et al. (2023) is to examine the relationship between vocabulary knowledge and writing ability based on prior research data. According to the result, there was a definite correlation between these studies. Specifically, having sufficient vocabulary knowledge can enhance one's writing skills. From the analysis of the journal article, it is evident that the research method employed was qualitative and evidence-based.

Furthermore, Zahiroh (2021) conducted a study with similar objectives.

The study's findings prove that there is no correlation between vocabulary knowledge and the quality of student writing since the value of vocabulary knowledge is not associated with writing proficiency.

The analysis of the article revealed several differences. The primary difference is in the kind of research instrument utilized for testing vocabulary knowledge, as it was done using VST. Compared to the positively correlated results of the author's research, this study showed a negative correlation on the variables tested, as indicated by the sig. (2-tailed) > .05 with a ρ -value of more than .05.

Last, Barus and Panjaitan (2022) conducted meta-analysis research by involving total 993 samples from 28 comparable studies that focused on the correlation between vocabulary mastery and writing skills. The aim answered because there was no publication bias found.

The steps to collect data were collecting research or meta-evaluation materials; calculating the impact length of every look; estimating the precis affect or suggest impact length; moderator variable evaluation; and publication bias evaluation.

After having reviewed, differences were found. The type of scientific app-roach used is qualitative description. The research objectives are also different even though their research investigated the correlation between the same variables. In addition, the researchers were used secondary data. To analyze the data, they used a software named JASP. For additional information, it is a statistical tool similar to SPSS, but it has different key points.

D. Hypothesis

The research hypothesis defined as the possibilities generated before collecting data. Crosswell (2012) provides a definition of a hypothesis as a prediction that researchers create regarding the expected relationship between variables in the research. Based on the explanation in the previous chapters, the author proposed hypotheses as follows:

1. H_a : There is a significant and positive correlation between students' vocabulary knowledge and their writing skills.
2. H_0 : There is no significant and positive correlation between students' vocabulary knowledge and their writing skills.

Therefore, if H_0 rejected, it simply means that there is a significant correlation between students' vocabulary knowledge and their writing skills, positively. The form of statistical hypotheses written as follows:

H_a : $\rho \neq 0$ or if $r_{count} > r_{table}$, H_a is accepted, and H_0 is rejected.

H_0 : $\rho = 0$ or if $r_{count} < r_{table}$, H_0 is accepted, and H_a is rejected.