

**THE CORRELATION BETWEEN STUDENTS'
VOCABULARY MASTERY AND THEIR ABILITY IN
WRITING ANNOUNCEMENT TEXT AT THE FIRST
SEMESTER OF THE TENTH GRADE AT SMAN 1 GUNUN
ALIP IN THE ACADEMIC YEAR OF 2022/2023**

A Thesis

**Submitted as a Partial Fulfillment of
The Requirements for S1- Degree**

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2023**

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING ANNOUNCEMENT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMAN 1 GUNUNG ALIP IN THE ACADEMIC YEAR OF 2022/2023

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The thesis entitled The Correlation Between Students' Vocabulary Mastery and their ability in writing Announcement Text. This study aimed to investigate the correlation between students' Vocabulary Mastery and their ability in writing announcement text. The Research Methodology used in this research is descriptive quantitative method. This is correlational Research. The population in this research was all students tenth grade at SMAN 1 Gunung Alip Tanggamus. There were only 35 students taken as the sample of this study which are determined by using cluster random sampling. In collecting the data, the researcher used instrument in form multiple choice question for vocabulary mastery test and writing announcement text in writing ability.

A total of 35 high school students participated in this study, and their Vocabulary Mastery and Writing Ability were measured using standardized tests. The results indicated a significant positive correlation between students' Vocabulary Mastery and their ability in writing announcement text, with a correlation coefficient of .347 ($p < .05$). This finding suggests that a strong vocabulary foundation is an essential factor in developing writing ability in announcement text. The study has implications for English language teaching and highlights the importance of vocabulary instruction in improving students' writing ability. Further research is recommended to explore the causal relationship between Vocabulary Mastery and Writing Ability and investigate the role of other factors in the writing process.

Keyword: Vocabulary Mastery, Writing Announcement text, Correlation research

DECLARATION

I hereby that thesis entitled: —The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Announcement Text at SMAN 1 Gunung Alip at tenth Grade of the First Semester of 2021/2022 is completely my work. I am fully aware that I have quoted some statements and ideas from various sources, and also those are appropriately acknowledge in the text.

Bandar Lampung, 1 Agustus 2023

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MOTTO

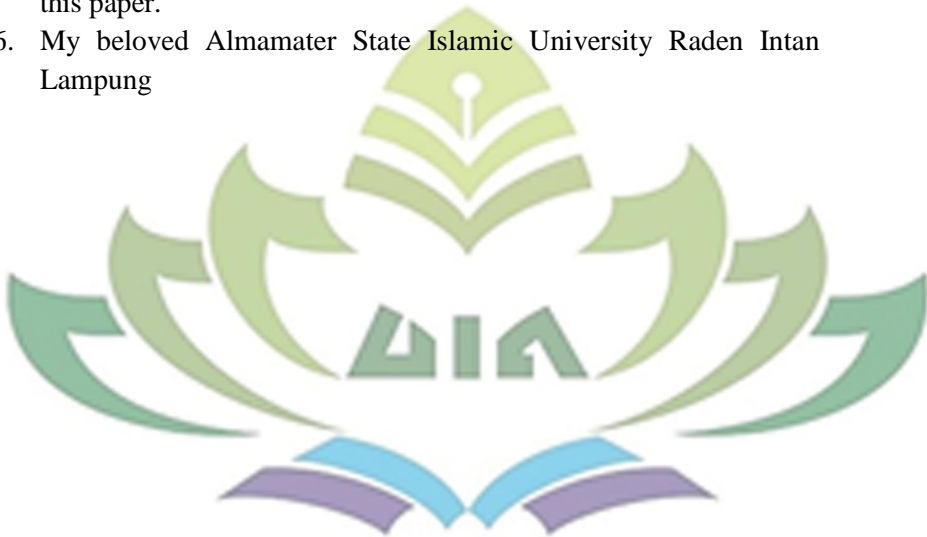
اجْهَدْ وَلَا تَكْسَلْ وَلَا تَكُنْ غَافِلًا
فَنَدَامَةَ الْعَقْبَى لِمَنْ يَتَّكِسَلْ

“Be Seriou and don’t be lazy and don’t be careless, because regret is
for the lazy person.”



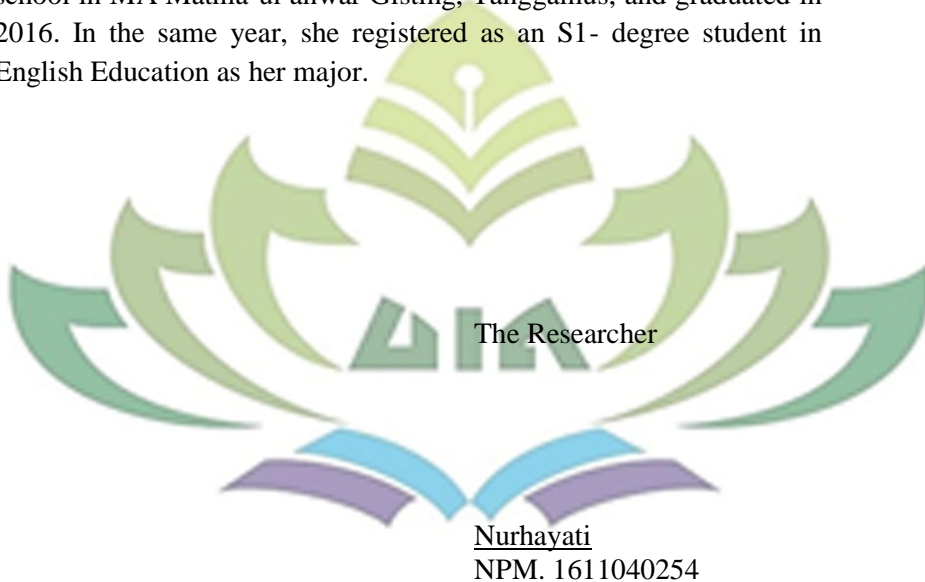
DEDICATION

1. Allah SWT who always loves and keep me everywhere and everytime
2. My Greatest heroes in my life, My beloved Parents, who always praye to me, give the support and motivation to me.
3. My beloved brother and sister thanks for your spirit.
4. My beloved husband, who always pray, give the support and motivation to me
5. My beloved friends thanks for your support and help in finishing this paper.
6. My beloved Almamater State Islamic University Raden Intan Lampung



CURRICULUM VITAE

The name of the researcher is Nurhayati. She was born in Kotabumi, Lampung Utara, On May 7th, 1997. She is the thirt child of the seventh child of Muslim couple Supendi and Saenah. She has one sister and one brother and four younger brother. She graduated from Elemantary School at MI Al – Khairiyah Talang Padang, Tanggamus, Lampung Selatan in 2010. Then, she continued her study at MTs Nurul Huda Campang Way Handak, Tanggamus, Lampung Selatan, and graduated in 2013. Next, she entered her vocational high school in MA Mathla’ul anwar Gisting, Tanggamus, and graduated in 2016. In the same year, she registered as an S1- degree student in English Education as her major.



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Firstly, I would like to express my sincerest praises to Allah Ta'ala, who has lent me His blessing and mercy to complete my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who has guided us from the darkness to the lightness. This thesis entitled —The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Announcement Text at The First Semester of The Teth Grade of SMAN 1 Gunung Alip In The Academic Year of 2022/2023. The primary aim of writing this thesis is to fulfill a part of students' tasks in partial fulfillment of the requirement to obtain an S1- degree. Furthermore, this thesis would not have been completed without the support, aid, guidance, advice, and encouragement of people. Therefore the researcher would like to express the most profound sense of gratitude to :

1. Prof. Dr. Hj. Nirva Diana M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who had given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
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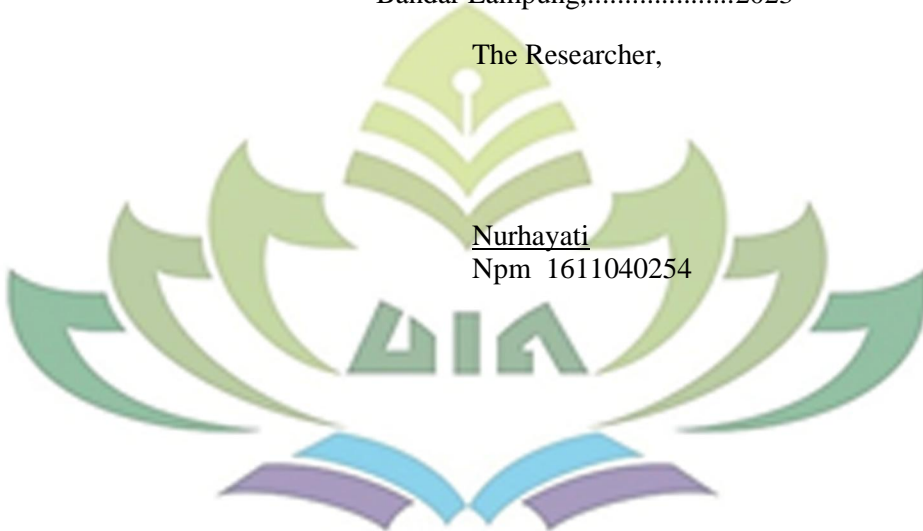


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CHAPTER I INTRODUCTION

A. Title of Confirmation

As the first to understand the title of this thesis and avoid misunderstanding, this research feel need to explain some words which become the title of this research “ The Correlation Between Students’ Vocabulary Mastery And Their Ability In Writing Announcement Text At The First Semester Of The Tenth Grade At SMAN 1 Gunung Alip In The Academic Year Of 2022/2023” the confirmation of this research described as follows :

1. The Correlation

Correlation is a measure of the strength of a relationship between two variables or more.¹ The correlation in this research refers to measure between students of idiomatic expression and their reading comprehension achievement

2. Vocabulary Mastery

Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.² It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

3. Writing Announcement

Writing announcement is the written process to make known what has happened or what will happended.³ it means that writing announcement is the process of the students in writing activity to give information.

B. Background of The Problem

Language is a set rules used by human as tool of their communication. It is used to communicate ideas, feelings, believe, loves, knowledge, culture, etc among the member of speech community to each other. English is used to communicate with other people. Communication has a very important position in

¹ Schober & Christa *Correlation Coefficients: Appropriate Use ad Interpretation* (Journal of University Medical Center. Vol.12 No 13. 2018)

² Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Researsch to Practice*. (Lawrence Erlbaum Associates, London, 2012), p.3

³ Palupi, Fiqih Nindya. *Classroom Magazine as a Project Work to Motivate Students to Improve Their Writing Skill*.(Final Project English Department FBS Unnes,2011).p.21

almost every aspect of life such as kinds of business, commerce, technology science, tourism, and the diplomatic circle.⁴ It means that language is important for human because without language, people cannot interest and cannot live perfectly as human being, therefore we must master a language. Learning language means learning to use that language to communicate both in spoken form (listening and speaking) and writing form (reading and writing).

In language learning there are four skills, they are listening, speaking, reading and writing. Brown says the ability to write has become an indispensable skill our global literature community.⁵ The function of the language is so important for human life. It is the reason why it is a central of human's interest of science to study.

In Indonesia, English is as the foreign language is taught in every school from the elementary to the university level. The study of foreign language as the main lesson for the students who learn their first foreign language. They study of foreign language by mastering the four skills namely: listening, speaking, reading and writing. English in Indonesia is a foreign language studied in Indonesia school, which means that English is not a common language in everyday conversation. However, because English is one of the foreign language that must be learned so that it must be mastered by students at school. In learning English, of course there are some skills in English which is the basis of learning that must be mastered. Basic skills English that must be mastered by students in Indonesia is vocabulary, listening, reading, writing. One of the very basic component that need to be mastered is vocabulary. Because without mastery of vocabulary it will make it difficult for students to learn other skills and have difficulty understanding their learning or expressing their ideas.

⁴ Lies Sercu, *Foreign Language Teachers And Intercultural Competence An International Investigation*, Cromwell Press Ltd, Canada, 2005, p.1

⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2004), p.218

Based on the explanation above, the researcher assumes that human being who needs communication with each other realizes that language is very important. It has an important role in communication either in spoken or written form. Furthermore, Setiyadi said that language is a system for expressing meaning.⁶ The statement above obviously show how the important of language.

In Indonesia, English is as the foreign language is taught in every school from the elementary to the university level. The study of foreign language as the main lesson for the students who learn their first foreign language. They study of foreign language by mastering the four skills namely: listening, speaking, reading and writing. Then memorize on their mind. In other words, the students have difficulty in following the teaching of vocabulary can be bored.. Therefore, the teacher needs appropriate treatments on teaching it to motivate students to learn vocabulary. To motivate them to learn vocabulary, the teacher will be able to create English as a first subject and lose the stereotype about English as scary subject

Vocabulary is a basic component to communicate, what the students will say in speaking or writing if they do not have enough vocabulary. Without vocabulary nothing can be conveyed.⁷ It is quite reasonable because learning vocabulary means learning the meanings of word. In teaching learning process, teacher acts as a facilitator who helps the students in developing language skills. In this case, the teacher should be able to choose and to create situation of class into relax situation.

Here, the researcher focus in this research on teaching vocabulary. Because in Junior High School level, teaching English is emphasize on vocabulary before other components and skills of language, and it is hope that students are able to mention kinds of word around them which are not easy to make

The students have the ability to write a good opinion. In writing opinion the students are expressing their ideas and feeling on the paper by using language that formed from words. A word is a part of many vocabulary. It is very important in learning language especially in writing.

⁶ Ag.Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta; Graha Ilmu,2006) , p.10

⁷ Scott Thornbury, *How to Teach Vocabulary*, (Longman, 2002), p.13.

Based on Harmer, Writing is one of the four skills has always formed part of syllabus in the teaching of english.⁸ Writing is one of part the skills in the english language that learnt by students in the school, while the vocabulary is supporting components. Thus, the writer tried to connect both of them, especially in terms of writing a announcement text. the writer also wanted to determine the level of students ability to learn the vocabulary and writing. Then the writer search the relationship between the both.

Announcement is one of short functional text that students should master .Announcement is some information in spoken or written form that makes something known publicly, the action of announcing something.

Based on the preliminary research that researcher did at SMAN 1 Gunung Alip Tanggamus by interviewed english teacher Miss Ely Tulust, S.Pd. the researcher found some problems that faced by the tsudents at eighth grade of SMAN 1 Gunung Alip Tanggamus. the researcher found that students vocabulary mastery is still low. Students difficulties in memorizing vocabulary. The researcher also had inteviewed students. They said they felt bored, confused, difficulty to remember vocabulary, and the students often hear the sound of vocabulary without seeing the spelling accurately when they were taught English in the classroom. It was caused by the English teacher who may not reflect students" need. Show that, the result of preliminary the researcher knew that the media used by the teacher in teaching vocabulary is Textbook. Textbook is a basic media in teaching and learning process.

Based on preliminary research at SMAN 1 Gunung Alip Tanggamus It can be concluded that some of the students are not interested in learning english, the student's vocabulary mastery is still low. The students are difficulty to memorize, remember and tell a vocabulary and students writing is less. Some students are difficult how they can write the text announcement because

⁸ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 31

they are difficult to remember the vocabulary. The students still confused when they write announcement text although they know the topic, because it is lack of knowledge the vocabulary, so the students are difficult to writing the idea in the text announcement.

Based on the explanation above the researcher interested to conduct a research about “The correlation between students’ vocabulary mastery and their ability in writing announcement text”.

C. Identification and Limitation of the problem

Based on the background above, some problem can be identified in this research:

1. Some of the students are not interested in learning English
2. The student’s vocabulary mastery is still low.
3. The students are difficulty to memorize, remember and tell a vocabulary and students writing is less.

In this research, the researcher focus on the correlation between two variable are students’ vocabulary mastery and students ability in writing Announcement .

D. Formulation of the problem

Based on the background, the identification and limitation of the problem mention above, the research formulated the problem as follows:

“Is there any significant correlation between students’ vocabulary mastery and their ability in writing announcement text at the first semester of tenth grade at SMAN 1 Gunung Alip in the academic year of 2022/2023?”

E. The Objective of The Research

It is hoped that the result of the research can be used as:

1. To encourage the students to increase their skill to master vocabulary in making writing text.
2. To be considered for English teacher as information the importance of component especially to master vocabulary in writing.
3. To give information about the correlation between students’ vocabulary mastery and their ability in writing announcement text.

F. Significance of the Research

In the research, the researcher included some kinds of information as the scope of the research. They are as follows:

1. Subject of the Research

The subject of the research is the students of Tenth grade of SMAN 1 Gunung Alip Tanggamus

2. Object of the Research

The object of the research is students' vocabulary mastery and their ability in writing announcement text.

3. Place of the Research

The place of research was be conducted at SMAN 1 Gunung Alip Tanggamus

4. Time of the Research

The time of the research was be conducted at the first semester of 2022/2023 academic year.

G. Relevant Research

1. The first one is by Yuyun Azizah the title is *the correlation between students' vocabulary mastery and their writing ability in descriptive text (a study for the seventh grade students of smp islam sudirman 1 bancak semarang district in the academic year 2016/2017)*. The result of this research there is a significance correlation between the students' vocabulary mastery and their writing ability in descriptive text for the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang District in the academic year 2016/2017. That the high and the low writing ability correlate with the high and the low of English vocabulary mastery.
2. The second previous research is by Muslikah the title is *The Correlation Between Students Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the eEven Grade at SMA karya Mataram South Lampung in the Academic Year of 2016/2017..* The researcher assumed that the data vocabulary mastery and analytical exposition have positive correlation, because after the researcher gave the test of vocabulary to the students and the students who have adequate vocabulary most of them have produce a good writing analytical exposition text. From the result of the test, the ability of the students to write analytical exposition text was good, when their score of vocabulary was

high. It means the vocabulary mastery and the ability of writing analytical exposition text was related to each other.

3. The Third previous research by Muslim the title is *The Correlation between Vocabulary Mastery and Students Writing Ability in Narrative Text of Second Year Students of SMPAL- ISLAH Pekanbaru*. The result of this research is there are significant correlation between vocabulary

Based on the relevant research above there are some differences between this research with relevant research as the first relevant research that focuses to know the correlation between vocabulary mastery and their writing descriptive text, but this research will focus to measure students' writing announcement text. On the second relevant research was focus to know the correlation students' vocabulary mastery with students' writing exposition text, it was different with this research that will be used dependent variable writing announcement text.

H. Systematic of the Research

In this proposal entitled the correlation between students' vocabulary mastery and their ability in writing announcement text at the first semester of tenth grade at SMAN 1 Gunung Alip in the academic year of 2022/2023., this research describes several systematic of the research arranged in 5 chapters, namely introduction, frame of theory and hypothesis and research methodology, finding and discussion, conclusion and recommendation.

CHAPTER I, entitled Introduction the researcher explains the title affirmation, background of the problem in this session explains about problems faced by students in English lesson, identification and limitation of the problem, formulation of the problem, objective of the research, significance of this proposal for the readers in the future, relevancy of the research, and systematic of the research.

CHAPTER II, literature review and hypothesis, the researcher explained the literature or theory.

CHAPTER III, this research method will be described to know about the research design, research subject, population and sample, instrument, and data analysis.

CHAPTER IV, the result of the research is presented in this chapter. Which consists of result of vocabulary mastery, result of hypothesis and discussion.

CHAPTER V, the conclusion of this research and recommendation



CHAPTER II LITERATURE OF THEORY

A. Concept of vocabulary

1. Definition of Vocabulary

Vocabulary could be very crucial in learning language. According to Wallace states that vocabulary is the vital aspect of the language.⁹ It means that vocabulary is a essential thing of the language, so, vocabulary is the bottom of language communication. Without vocabulary is impossible to learn a language. By learning vocabulary the students can explicit their thoughts what they want in making a text.

There are many definition of vocabulary based on some expert. According to Cameron, Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse and essential to participating in it.¹⁰ It way that vocabulary is one element language that very important. It might be impossible to learn a language without vocabulary.

Considering the meaning of vocabulary in language learning, students need to master adequate vocabulary in other that they are capable to communicate in English both in spoken or written form. The teacher of English may help students to grasp English vocabulary by providing as many opportunities as possible so that they can increase their vocabulary. The teacher may also ask the students to read as many English book as possible to rich their vocabulary mastery because by reading many books, they will see serious meaning of the words in the context.

Based on the definitions and causes above, vocabulary can be taken into consideration because the phrase and its thats mean that are taught in addition to acknowledged with the aid of using an individual, and it can be used to make the learning of foreign language is facilitated due to the fact that it may easily translated from one language to another language. Especially in writing, because vocabulary can help the students to express their ideas and then write them on the paper. In learning vocabulary,

⁹ Michael Wallace, *Teaching Vocabulary*, (New York: Henemen Education Book, 1998), p.123

¹⁰ Lyne Cameron, *Teaching Language to Young Learners*, (New York :Cambridge University Press, 2001), p.75

we are able to recognize what some which means of word in the context and switch the information in written form.

2. Kinds of Vocabulary

Vocabulary is central to language and critical importance to the typical language learning. There are two kinds of vocabulary according Nation in relation to the language skills of reading, listening, speaking and writing. They are receptive and productive vocabulary.¹¹ Receptive vocabulary that native speakers and averseas beginners understand and recognize but rarely use, it is used passively in both listening or reading. Productive vocabulary is applied actively both in speaking or writing.

- 1) Receptive Vocabulary It is the word that the students understand when they listen to speech and when they read. The term receptive vocabulary is used to refer to listening and reading vocabulary.
- 2) Expressive vocabulary It is the words that the students use when they speak and write. The term expressive vocabulary they use to express them selves.
- 3) Oral vocabulary Is the words that the students understand when they hear them and they can use in their speech. The term oral vocabulary refers to the combination of listening and speaking vocabularies.

Written vocabulary Is the word that the students understand when they read and they can use in their writing. The term written vocabulary refers to the combination of reading and writing vocabularies.

3. Kinds of Word Formation

According to Thornburry, in learning vocabulary there are classification of word. They are noun, verb, adjective, adverb, conjunctions, determiner, pronoun, and preposition.¹² These will explain clearly as follows :

¹¹ Nation, *Learning Vocabulary in Another Language*, (Cambridge:Cambridge University Press, 2001), p. 24

¹² Scott Thornburry, Op.Cit, p.3

1) Noun

Noun is one important part of speech. Its arrangement with the verb helps to inform the sentence core which is essential to every complete sentence.¹³ Noun can be divided into some classes:

- a) Proper noun, usually capitalized in English, are names for a particular person or things.
- b) Countable noun is a noun that indicates something you could actually count.
- c) Uncountable noun is a noun that indicates something you cannot count.
- d) Concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell, the object.
- e) Abstract noun is a word for a concept, it is an idea that exist in our minds only.

From the statement above, it can be concluded that noun is one of the most important parts of speech that can use to name people, place, object, animal, quality, and abstract concept.

2) Verb

Verb usually denote processes, actions or states.¹⁴ In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find) and states (know, love, have).

The kinds of verbs are :

- a) Intransitive Verbs ,ntransitive verbs are verb that do not take an object or subject attribute in the sentence.¹⁵
- b) Transitive Verbs Transitive verbs are verbs that take a direct object in the sentence.
- c) Distransive Verbs ,Distransitive verbs are verbs that take two objects in the sentence : a direct object telling —what| or —whom| and indirect object telling —to| or —for whom— the direct object is sent, give, buy, and so on.¹⁶

¹³ Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey Prentice Hall, Inc, 11972), p.6

¹⁴ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory* : Course (Amsterdam : John Benjamins Publishing Company, 2000), p.91

¹⁵ Ibid, P.65

¹⁶ Ibid, p.67

From the statement above, it can be concluded that verbs is a word that the most complex part of speech and show measure and condition of a thing. Verbs has the grammatical properties of person and number, properties which require agreement with the subject.

3) Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.¹⁷ The types of adjective are :

- a) Determiners , They are aticles (the, an, a), demonstrative adjective (this, that, these, those), possive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third), and adjectives of indefinite quantity (some, few, all).
- b) Descriptive adjectives, they usually indicates an inherent quality (old, young, new) or a physical state (blue, red, yellow), size or age.

From the definitions above, it can be concluded that adjectives is a word tht describe noun and has the grammatical property of comparison. For example : beautiful, good,small, and others.

c) Adverb

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event. There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.¹⁸

In relation to kinds of vocabulary, Nation said that there are four kinds of vocabulary in the text:¹⁹ High frequency word. These words are almost 80% of the running words in the text, Academic words. Typically, this word make upabout 5% of the running word in the text, Technical words. This word make up about 5% of the running word in the text, Low- frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in academic text

¹⁷ Andrew Radford, et.al, *Linguistics : An introduction (2nd Ed)*, (New York : Cambridge University Press, 2009), p.130

¹⁸ Mark Lester, *English Grammar Drills*, (New York: The Mc-Graw Hill Companies, 2009), p.206-207

¹⁹ *Ibid.*, p. 11

4) **Conjunction**

Conjunctions are the word —joins. A conjunctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunctions : they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

5) **Preposition**

Preposition belong to small group or class of word which express relations of place, direction, time, or possession. Words belonging to this include : *in, on, of, at, to, from, till, with, for, beside, against, by, towards, and so on.*

6) **Determiners**

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

1. Definite and indefinite articles: a, an, the.
2. Demonstratives : this, that, those, these.
3. Quantifiers : a few, a little, much, many, a lot of, most, some, any and enough.
4. Possessive : my, your, his, her, its, our, their.
5. Numbers : cardinal, ordinal number.

7) **Pronouns**

A pronoun is a word that takes the place of a noun.²⁰

1. **Subjective pronoun**
A subjective pronoun acts as the subjects of a sentence. The subjective pronoun are she, he, I, you
2. **Objective pronouns**
An objective pronouns acts as the object of the sentence. It receives the action of the verb. The objective pronouns are, her, him, it, me, them, us, and you.
3. **Reflexive pronouns**
A reflexive pronouns refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, themselves, and yourself.
4. **Possessive pronouns**
A possessive pronoun tells you who own something. The possessive are her, his, its, mine, our theirs, and yours.
5. **Demonstrative pronouns**

²⁰ Ibid, p.67

Demonstrative pronouns point out a noun. The demonstrative pronoun are that, these, this, those.

6. Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in —ever, such as whatever, whichever, whoever, whomever.

7. Indefinite pronouns An indefinite pronouns refers to an indefinte, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, and somebody.

Based on the long explanation above, it can be concluded that vocabulary mastery is people's ability to use or to understand basic form of words of language that they have learned in certain situation. In the form of noun, verb, adjective, adverb, conjunction, preposition, determiner and pronoun. In this research, it focused on teaching students' vocabulary mastery including nouns, verbs, adjective, and adverbs that all based on curriculum.

In relation to kinds of vocabulary, Nation said that there are four kinds of vocabulary in the text:²¹ High frequency word. These words are almost 80% of the running words in the text, Academic words. Typically, this word make upabout 5% of the running word in the text, Technical words. This word make up about 5% of the running word in the text, Low- frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in academic text.

4. Aspect of Vocabulary

Harmer states there are some aspects of vocabulary, namely; word meaning (synonym, antonym, connotation, and denotation), extending word such as idioms, word combination or collocation, and the grammar of word such which comprises noun verb, adjective, and adverb.²²

²¹ *Ibid.*, p. 11

²² Jeremy harmer, *The Practic of English Language Teaching*, (London:Longman, 2001), p. 16

1) Word Meaning

A word meaning can be defined by its relationship to other words. For example, we explain the meaning of *full* by saying that it is the opposite of *empty* we understand that *cheap* is the opposite of *expensive*. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative positive meanings that occur the word.

a) Synonym

The term synonymy derives from Greek: Syn +Nym. The two parts mean "same and name" "synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

b) Antonym

Antonym is the opposite of meaning. It derives from Greek: An: nymy. The two parts mean "opposite+ name" antonymy deals with opposites of meaning. Anyonyms are not differentiated formality or dialect or regionalism: antonyms occur within the same style, dialect, or register.

c) Denotation

Denotation is conceptual meaning and dictionary meaning. Denotation meaning is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or propositional meaning.

2) Word Use

Words do not just have different meaning, however. They can also be stretched and twisted to fit different contexts and different uses. Since word meaning can be changed, stretched or limited by how a word is used, it is important for the students to know about this. Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word 'hiss' for example, describes the noise that the snakes make. But sometimes it stretched its meaning to

describes the way of people talk to each other (Don't move or you're dead,'he hissed), this is metaphorical use.

3) **Word Formation**

Word formation it means knowin how words are written and spoken and knowing how they can change their form.

4) **Word grammar**

Just a words change to their grammatical meaning, the use of certain words can trigger the use of certain grammatical pattern such as noun, verb, adjective, adverb. For example, My sister went to Berlin las Week.

5. **Vocabulary mastery**

In learning language activity, especially in writing the students can try to use the language by using vocabulary into certain text. Thornburry states, —Without grammar little thing can be conveyed. Without vocabulary nothing can be conveyed.²³ It means everyone can still understand language even we nothing about grammar, but the language will advise us nothing if we do not know anything about vocabulary. Thus, Vocabulary is an essential part of language, which makes language meaningful.

Vocabulary should be mastered in language learning especially in teaching and learning English as foreign language, because vocabulary can be presents or explained in all kinds of activities. According to Kridalaksana in Ulfa Marwan vocabulary represent: (1) language component claiming all information about meaning and word usage (2) vocabulary mastery of the speaker or writer of language.²⁴ By mastering a great number of vocabularies, the students can learn foreign language easier. In other hand vocabulary is the word which has a meaning, and also taught as well as known by an individual that used to make the learning of foreign language is facilitated and make easy to transfer the information to the other people in written or spoken form.

Students may be able to write effectively as they adequately know English words. In other words, if the students have mastered English vocabulary, their writing activity may be well facilitated. Vocabulary mastery deals with words and

²³ Scott Thornbury, *How to Teach Vocabulary*, (Longman: Person Education Limited, 2002), p.13

²⁴ Ulfa Marwan, *The Correlation between Students' Vocabulary Mastery and their Sentence Writing Ability*, (IAIN RadenIntan Lampung: Unpublish,2013)

meaning, but in learning vocabulary automatically we do not only have to know the meaning of words, but also can use them into sentences.

B. Concept of Writing

1. Definition of Writing

When we write, we use *graphic symbols* that is, letters or combinations of letters which relate to the sounds we make when we speak. Writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind.²⁵ But writing is clearly much more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences.

Writing skill is one of the productive skill that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. According to Harmer writing is a form of communication to deliver thought or to express feeling through written form.

Gillett say “writing is one of the main ways that human beings communicate: it is social practice.” It is that writing is used in human’s life for daily social purposes, such as writing letters, e-mail, announcement, sending invitation. The people are able to communicate with other people through written text. Based on the definition, can be conclude that writing is a form of symbols or sentences in the form of written text we use to communicate with others, for example such as sending Email, announcements, invitation and etc.

2. Process of writing

According to Harmer writing process that us stages a writer goes through in order to produce something in its final written form. This manner may, of course, be affected by the content (subject matter) of the writing, the form of writing (shopping, lists, letters, essays, reports, or novel) and the medium it is written

²⁵ Donn Byrne, *Teaching Writing Skills*, (New Edition), (New York: Longman Handbooks, 1988) p. 1

in (pen and paper, computer word files, live chat).²⁶ But in all of these cases it is suggested that the process has four main elements:

1) Planning

Experienced writers plan what they are going to write. Before beginning to write or type, they are attempting and determine what it is far they are going to say. For a few writers this can contain making target notes. When planning, writers have to think about three main issues. In the first have to consider the purpose of their writing. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or argument which they have decided to include.

2) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at the text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once a writer has produced a draft they then, usually read through what they have written to see where it works and where it doesn't. They may then move paragraphs around or write a new introduction. And then they use different forms of words for a particular sentence.

4) Final version

Once a writer has edited their draft, making the changes they consider to be necessary, they produce their final version.

Based on the explanation above, the researcher can conclude there are four stages to make a good writing, they are: planning, drafting, editing and final version. Planning is a plan what they are going to write or prepare about the material that they will make. Drafting, is a make first version of writing as a draft. Editing or revising, a writer has produced a draft they then, usually read through what they have written to see where it works

²⁶ Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman, 2007), p. 4

and where it doesn't. And the last final version, final version is last after doing planning, drafting and editing.

3. Purpose of writing

According to Grenville writing have some purpose as follows: Writing to entertain, writing to inform, writing to persuade.²⁷

1) Writing to entertain

Writing to entertain is a writing that may engage the readers feeling through it is plot or emotion provided in the writing. Some examples of the writing in which purpose is to entertain are novels, stories, poems, song lyrics and screenplays.

2) Writing to inform

Writing to inform intended to tell readers about something . for example newspaper, articles, scientific or business reports, instruction or procedures, and essay for school and university.

3) Writing to persuade

Writing to persuade means the writing that aims to convince the readers of something through providing evidence. For example, advertisement, articles, newspaper and magazine.

4. Aspect of writing

According to Gower writing involves many different aspects.

1) Handwriting

Is the writing done with a writing instrument, such as a pen or pencil in the hand. Handwriting includes both printing and cursive style and is separate from formal calligraphy or typeface.

2) Spelling

Spelling is one of the difficult for students of english is that correspondence between a sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings many have different sounds.²⁸

²⁷ Kate Grenville, *Writing From Start to Finish*, (Sydney:Griffin Press, 2001), p.1

²⁸ Harmer, *The Practice of English Language Teaching* ,Fourth Edition. UK:Cambridge, 2007, p. 324

- 3) Punctuation
The convention of English capital letters and punctuation are not universal and might have to be taught.
- 4) Sentence constructions
The construction of sentences are grammatically correct using the correct word order.
- 5) Organizing text and paragraphing
It is dividing the information into paragraphs when starting a new paragraph.
- 6) Text Cohesion
It is an appropriate use of linking words and phrases. It makes the organization of the text clear for the reader.
- 7) Register/style
Using language (structure and vocabulary) is appropriate for formality and style. We will notice that with many skills it emphasizes controlled accuracy.

5. Concept of Writing Ability

Writing is one of the activities in communication that is expressed in the use of a language. According to Nunan writing is a complex process. It includes a physical and intellectual act. Physical is associated with shaping the word or thoughts to a unique medium including letters, handwriting, or others. Mental work is the manner of expressing the ideas, and thinking in delivering the message into written language. It means that the students can share their ideas or opinions through writing. For example, when the student wants to make an announcement, they can apply it in writing.

Writing may be stated as a language skill used to communicate indirectly, whether or not human beings can't face to face each other. Expressing notions in writing is not easy for most people, and it plays an important role in the learning process because writers are able to find out their own knowledge and what they are thinking about to others. The close relationship between writing and thinking makes writing a valuable part of any language course. Through writing we can express our ideas and thoughts in our attempt to make meanings. The writing itself means the complex skill because there are several aspects to be considered like the content, the form, grammar, style and coherence. It means the writer should use good grammar and adequate vocabulary in making good writing. If someone has the ability to express their ideas into a sentence grammatically and effectively, the writing can be enjoyable for them. Of course, it is

not enjoy for them only, but also for the readers because they can comprehend it easily.

Related to definitions of writing above, some of people are interested to a good piece of writing. Of course it makes them easy to get ideas while reading it. Kevin state there are ten main criteria of a good writing. A good writing has some criteria; a clear point, length, there is information to back up your point, time, logical, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains.

C. Concept of Text

1. Definition of the Text

Texts are pieces of written or spoken language created for a particular purpose. When we speak or write, we create texts. When we listen, read or view texts, we interpret them for meaning. A good piece of text requires the creator them for language system;coices about words, sentences, processes an feature. This coices will reflect our purpose and context. The purpose of text is to be persuade or inform or a combination of both. The context is influenced by our (culture beliefs, attitudes, values) and situation (what is happening who is involved and whether we are speaking or writing).

According to Karatay text is a meaningful, logical and related structure composed of all structures based on language.²⁹ Text is interpreted by listener or readers. Communication occurs when the message create by speaker is succesfully interpreted by listener or when a writers words are understood by the reader.

There are two main categories of text according Anderson and Kathy: Lyterary text and Faktual text.³⁰ Literary text such as aboriginal dreaming stories, movie scripts, novels, song lyrics and soap operas. Factual texts, such as advertisments , announcements, recipes, reports and internet web site, present information and ideas in order to show, tell or persuade us.

²⁹ Karatay, *A research about reading comprehension skill of primary school preservice teacher of Turkish* (Unpublished Doctoral Dissertation), Gazi University, Ankara, 2007, P. 17

³⁰ Anderson and Kathy, *Text Type in English 2*, (Australia: Macmillan Education Australia PTYLD, 1997), p. 1

Based on the explanation above, text is a words and sentences form a meaningful and coherent text. There are two type of text, the first is Literary text it is include: narrative, poetic and dramatic. The second is factually text include: recount, explanation, discussion, information, report, exposition, procedure,response.According to Garot, text in English can be classified into several genre, they are:

- 1) Spoof
Spoof is a text to retell an event with a humorous twist
- 2) Recount
Recount is a text to retell events for the purpose of informing or entertaining.
- 3) Report
Report is a text to describe the way things are with reference to arrange of atural, man-made and social phenomena in our environment.
- 4) Analytical Exposition
Analytical Exposition is a text to persuade the reader or listener that something in the case.
- 5) News Item
News Item is a text to inform readers, listeners or viewers about events of the day which ore considered news worthy or important.
- 6) Anecdote
Anecdote is a text to share with others an account of an unusual or amusing incident.
- 7) Narrative
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways
- 8) Procedure
Procedure is a text to describe how something is accomplished through a sequence of actions or steps.
- 9) Description
Description text is a text to describe a particular person, place or thing.
- 10) Hortatory Explanation
Hortatory Explanation text is a text to persuade the reader or listener that something should or should not be the case.
- 11) Explanation
Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13) Reviews

Reviews text is a text to critique an art work or event for a public audience.

Based on the explanation above, it can be concluded that, types of writing according to Gerot and Wignell, there are 13 types of text in English. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews.

D. Concept of Announcement Text

1. Definition of announcement

Announcement is one of short functional text that students have mastered. Based on the Oxford dictionary, announcement is a statement in a spoken or written form that make something know publicly. According to commonly used definition an announcement is an annunciation of any event (concert, exhibition, film, book or software release). An announcement can be represented as an even poster, media article or TV/radio announcement.

Lashchuk states an announcement is a preventive message of upcoming events that take place in different areas of public life: briefings, meeting and official visits, performances, concerts. The purpose of announcement is to give objective information on time and the content of the event, on the most important preconditions and phases of the event. Lavryk states that the announcement is a brief of extended message about an event that should happen soon.

Based on the definition an announcement is a small format text, the intention of which of concise, semantically compressed, objective notification of an event or phenomenon or personal presentation with thw purpose to inform, to form an evaluation and attract potential recipient to the interaction by a special selection of speech patterns and text organisation.

2. Generic structure and Language feature of Announcement Text

The purpose, function and goal of announcement is giving certain people some information of what has happened or what will happen.³¹ The generic structure of announcement in english text can be seen below:

- 1) Opening : Stating purpose, the text that contains what event will be held
- 2) Content : Stating day and date and time day and date realization. The text that contains when the event will be held. Stating place : the text that contains where the event will be held
- 3) Closing : Informing sender, the text that contains name of the person who will be contacted.

Language feature of announcement:

- 1) Using simple present tense and simple future tense
- 2) Using exact noun

3. Example of announcement text

ANNOUNCEMENT

Free conversational English classes will start at Language room,

Central Library, Fulton Street on every Saturday at 3 p.m.

Until 4.30 p.m. starting from Saturday, 16 August 2020

People from all language levels are welcome.

Please call Jenifer 51-734-3036 for

Further information.

E. Relationship between vocabulary mastery and their writing ability in announcement text

Writing is a productive skills that allows students to express their opinion, ideas in the form of writing. Writing are one way for use to communicate. Vocabulary is one of the components that should be known as a person or students. In english language vocabulary is very important, because it can make easy for a learning english. In teaching

³¹ <https://englishadmin.com/2015/08/generic-structure-and-example-of-announcement-in-english.html> (Access on 9 February 2021, 09.30)

the vocabulary taught and learned by students is spelling of pronunciation and so on.

Writing ability is also important for students because they can reveal how they use words to deliver a effective message or information. Many types of text are students learning when they are writing, one of them is the text of the announcement. In writing the announcement text involves their ability to convey an information of a phenomenon, activities involving words that make the person understand the contents of the text. In writing announcement text the students may be effectively writing because they can understand the vocabulary. If the students have mastered the english vocabulary their writing activity may be better . Therefore the ability of writing them mainly in the text of the announcement must be with the mastery of their vocabulary.

Based on the statement above, the researcher assumes if the students have many vocabularies they will be easier to write a text especially announcement text. If they do not master the vocabulary they will have a problem in writing ability. Because the vocabulary will support their writing ability.

F. Frame of Thinking

Vocabulary is needed in mastering for language skills, especially writing and speaking. A lot of vocabulary will make it easier for us to express what we want. Vocabulary deals with the ability in making in use the words employed in the composition as rich as possible. The greater vocabularies used for the text, the higher opportunities for a better result will be produced. Writing as an activity to express ideas, feelings, and opinions to communicate messages from the mind into written form.³² Writing has a two-step process, namely showing the meaning of the idea and conveying it in the form of written language. Through writing we can share ideas, express feelings, and convince others.

There are several aspects that must be mastered to create a proper writing. These aspects include: content, form, vocabulary, grammar or language use, and mechanics. While students eleventh grade at SMAN 1 Gunung Alip still have not mastered these

³² Fikri Asih Wigati, “Kesulitan Pada Aspek-Aspek Writing Mahasiswa dengan English Proficiency Levels yang Berbeda”, Jurnal Ilmiah Solusi Vol. 1 No. 3, 2014.

aspects, especially vocab. Many of them still lack knowledge of vocab, thus preventing them from expressing their ideas in writing.

Based on the explanation and description about the material of this research focus to know the correlation between students' vocabulary mastery and their ability in writing announcement text at the first semester of the tenth grade at SMAN 1 Gunung Alip in the academic year of 2022/2023. As the frame of thinking of this research as follows:



Picture 1 Frame of Thinking

G. Hypothesis

Based on the theories and explanation above, the research makes the hypothesis as follows:

H_a : There is significant correlation between students' vocabulary mastery and their ability in writing announcement text at the first semester of the tenth grade at SMAN 1 Gunung Alip in the academic year of 2022/2023.

H_0 : There is no correlation between students' vocabulary mastery and their ability in writing announcement text at the first semester of the tenth grade at SMAN 1 Gunung Alip in the academic year of 2022/2023.

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