

Chapter One

Introduction

In this chapter the writer includes several sub-chapters in this chapter, starting with the Background of the problem, problem identification, delimitation problems, research objectives, research benefits, and writing systematics as the final step.

Background of the Study

Vocabulary is one of the critical components in language learning. Students who still need to gain vocabulary mastery struggle to communicate their feelings and thoughts to others (Ismail, Samad, & Mansur, 2019). It implies that mastering language is crucial, particularly for students. To communicate with people who are proficient in English well, they must first master English vocabulary and grammar rules. As Alqahtani (2020) stated, in developing vocabulary can also help someone in learning the meaning of new terms as is usually emphasized in learning a foreign language. Students can learn vocabulary in various ways, including listening to music, reading books, watching movies, etc. Vocabulary mastery can train skills in four aspects, namely making students fluent in speaking, reading, writing, and listening.

Vocabulary mastery is essential for students to use words effectively in language skills. According to Ghoorchaei (2016), vocabulary is critical in language teaching and learning because it allows students to develop other skills. With a good understanding of vocabulary mastery, students will understand conversation better, which can find in the listening aspect. In addition, students can also understand reading well, which can be found in the reading part. In the element of speaking, with good vocabulary mastery, students can communicate with good word meanings so that what students talk about can be understood and also understood by listeners. Similar to the previous aspect, in the part of writing, when students can understand

vocabulary mastery well, students can write essays with exciting word choices that are also easy for readers to understand. When learning a language and experiencing problems or deficiencies in knowing vocabulary mastery, students will experience difficulties in these four aspects. In this way, we can understand that the first skill that must be mastered by language learners when learning a language, especially English, is vocabulary mastery.

Vocabulary mastery influences how students learn the four language skills, especially writing. Students' proficiency in English includes writing material that students must learn. Meanwhile, vocabulary is a supporting component that contains a person's ability to understand words in a foreign language. Several studies reveal the fact that vocabulary mastery is still correlated with writing ability. According to Novitri, et al (2020), Writing is one of the important English learning skills for students in learning a foreign language, while vocabulary is a supporting component that is also important in learning English. These two components are mutually sustainable, where the better someone's vocabulary mastery, the more proficient they are in writing.

Vocabulary mastery has a positive effect on writing ability. Most of the research investigating writing ability as a general skill shows that different writing requires different skills, not just vocabulary mastery. According to Mahmudah (2014) said that by using their vocabulary mastery skills in phrases, students can convey their ideas, opinions, and thoughts. Creative writing is a type of writing that requires students to create beautifully written works where students must also be able to play with their imagination and also play with the words. According to Rahmawati (2018), A skilled writer requires mastery of vocabulary to increase the accuracy and clarity of his work. It can be inferred that, with a good understanding of students' vocabulary mastery, they can make their writing better.

There is still little research that focuses on creative writing, because most researchers examine the correlation of vocabulary and academic writing. Hastuti (2020) states that there is a significant influence in vocabulary mastery on writing descriptive text skills. Whereas in creative writing, students also have to use figures of speech and be able to develop a sentence so that vocabulary mastery is also needed. Huliani (2019) stated that in doing writing, creativity and vocabulary mastery are really needed because without sufficient vocabulary students cannot develop their writing. This statement supports that assumption needs to be tested through scientific studies. That's why, this research needs to be done.

Identification of the problem

The researcher conducted interviews with the English teacher and found that the students had a low ability to write short stories, they needed some treatment to improve students' vocabulary and writing ability. The teacher further stated that students still often make, such as using grammar where students must use the past tense, but many students need to use it correctly. In addition, the plots they make in their short stories still need to be more organized and easier to understand. Where students still find it difficult to unite from one paragraph to another. In addition, the arrangement of sentences made by students is still challenging to understand, and students' sentence structure needs to be more apparent. The teacher thought this phenomenon might correlate with students' vocabulary mastery, which was also low. From the statement above, students' ability to write short stories may be correlated with their vocabulary mastery. Researcher is interested in investigating whether there is a significant relationship between creative writing skills and vocabulary mastery. This aims to determine the relationship between vocabulary mastery.

Delimitation of the problem

This study focuses on students' vocabulary mastery, creative writing ability, and the correlation between students' vocabulary mastery and their creative writing ability. In this research, the researcher focuses on the correlation between students' vocabulary mastery and their short story performance, not cause and effect relationship.

Research Questions

According to the research background described above, the researcher formulates three research questions:

1. What is the level of vocabulary mastery of Junior High School students'?
2. How is the ability of Junior High School students' in creative writing?
3. Is there any significant correlation between students' vocabulary mastery and their creative writing ability?

Research Objectives

Based on the following research questions above, the objectives of this investigation are:

1. To investigate the vocabulary mastery level of students.
2. To find out students' abilities in creative writing skills, especially in writing short stories.
3. To find out whether there is a correlation between vocabulary mastery and the ability to write creative short stories in English.

The Significance

This research aims to provide positive benefits for several parties, such as students, teachers, and other researchers.

For students. From this study, English students will find the correlation between the frequency of vocabulary mastery and creative writing skills in English. In addition, students will know that by improving the quality of vocabulary mastery, students will be more proficient in writing English.

For teachers. This study provides information to help teachers improve their knowledge of the relationship between vocabulary mastery frequency and creative writing skills in English. By knowing this research, English teachers can develop teaching strategies that are suitable for students and support students in improving vocabulary mastery and improving students ability in creative writing in English. So by increasing students' vocabulary mastery, students will also be more proficient in writing English.

For other researchers. The results of this study provide information about the correlation between the frequency of vocabulary mastery and creative writing a in English. Other researchers can use the results of this study as a theoretical description of further research on the same topic. Therefore, conducting this research can also encourage other researchers to conduct research related to the same field as this research.

The Organization of Chapters

Chapter One contains the background of the research, problem identification, problem description, problem formulation, research objectives, and writing organization, are all described in this chapter. Authors must already know the scientific basis of the variables in the title of their research. In this chapter, the researchers explain, in general, the variables in their study.

Chapter Two review of the literature: This chapter discusses hypotheses that are very similar to the research problems. The literature review chosen is based on several factors, including the fact that the information sought or contained in the review must be able to provide

context for the problem being studied as well as material for analyzing the findings in Chapter Four.

Chapter Three research methodology: At the undergraduate level, Quantitative and qualitative research are the most popular research methodologies used by students. The first is quantitative chapter contains information on research methods, research location and time, population and samples, data collection techniques, and data analysis techniques. This study took a quantitative approach by using an experimental design to compare two classes: the experimental class, which received a therapy, and the control class, which received no treatment.

Chapter Four consists of finding and discussion. This chapter talks about the result of the study; the students' intrinsic motivation and students' academic writing. This study also provides some theory related to the topic.

Chapter Five discusses about conclusion and suggestion. In the conclusion talks about the summary of the result. Then, this research also include suggestion for some parties.