

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Proficiency in English involves speaking, reading, listening, and writing. Each of these skills plays a crucial role in effective communication and language development. Etfita (2019) states that, learning English requires skills, which are speaking, reading, listening, and writing to obtain integrated language competence. In addition to the four main skills, proficiency in English also entails a deep understanding of grammar and vocabulary. Mastering these aspects contributes to a well-rounded command of the language and fosters clearer and more effective communication.

Writing as one of the skills is important to be master. Writing is an expressive activity meaning that the learners can express their ideas and knowledge by putting them into written form (Purnamasari et., al 2021). Thus, writing is particularly important as it allows people to convey their thoughts and ideas in an organized way. The process of expressing ideas in written form requires skills since writing is a productive skill where the ideas expressed must be clear and easy for readers to understand. Furthermore, according to Melati (2022) “in writing process, the students also have to consider some aspects for example content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics”. These aspects are essential in developing writing skills and producing good writing.

Vocabulary is considered the most important aspect of writing that must be mastered. Maskor and Baharudin (2016) define vocabulary as an understanding of words and their meanings in written and oral communication, including productive and receptive forms used for listening, speaking, reading, and writing. It is difficult to acquire a language without mastering vocabulary (Nurchurifiani et al., 2021). The choice and application of words reflect a student's understanding and ability to convey ideas effectively. Therefore, students will be able to communicate both verbally and in writing well and clearly when they have sufficient vocabulary mastery.

Descriptive text is one type of writing that aims to create a vivid picture of a subject or scene. According to Fitri et al., (2022), “descriptive text is the text that describes the characteristics of someone, something, or a particular place”. Furthermore, they say that it provides details about the characteristics of things, places, animals, or people. Students can use their creativity and senses in descriptive text to help the reader experience the subject. When writing this kind of text, the readers will start to picture or imagine what's being described. Achieving this goal in descriptive text involves using different and interesting words to convey detailed descriptions. As states by Burhanuddin (2015), “when writing descriptive texts, students must complete five components of writing, namely content, organization, grammar, vocabulary, and mechanics”. Vocabulary as one of those components plays an important role in expressing and developing ideas clearly in each paragraph. Assessing students' use of words in descriptive text provides insights into their language expression skills.

In the learning and teaching process for English students at Artha Wacana Christian University, there are mandatory courses that students must take to develop their skills in mastering English. Those courses include speaking classes, reading classes, writing classes, listening classes, grammar, and so on. The vocabulary skill implied in the teaching. In fact, vocabulary is an important aspect in improving the four basic skills in English, especially writing skills. Afiani, (2022) says that “students must also have a lot of English vocabulary so that they can describe the object well”. Therefore, by analyzing vocabulary mastery in writing descriptive texts, it can contribute insight for language educators to adjust learning approaches and improve students' language skills, especially in the important aspect of using vocabulary in writing. This research will be conducted at sixth-semester English students at Artha Wacana Christian University. Sixth-semester students are students who have passed the first to the last stage of the writing class. This means that they already have basic knowledge about types of text and how to produce good writing based on the type of text to be written.

Based on the explanation describe above, the researcher is interest in conducting research entitled “**An Analysis of Students’ Vocabulary Mastery in Writing Descriptive Text at Sixth Semester Students of English Education Study Program**”.

## **1.2 Research Problem**

Based on the background above the research question is formulated as follows: To what extent students master the vocabulary in writing descriptive text

at sixth-semester students of Artha Wacana Christian University in the academic year 2024/2025?

### **1.3 Aim of Study**

Based on the research problem the researcher formulated the aim of this study as follows:

To find out the extent of students master the vocabulary in writing descriptive text in the sixth semester students of Artha Wacana Christian University in the academic year 2024/2025.

### **1.4 Significance of Study**

Understanding the significance of vocabulary mastery in writing, particularly in descriptive texts, is crucial for both students and educators. By examining this relationship, the study supports theoretical frameworks and offers practical applications for students, teachers, and other researchers to enhance learning outcomes. The significance of this study is as follows:

#### **1.4.1 Implication**

The result of the study is expected to support and enrich the theory about the student's vocabulary mastery in their descriptive text by Johannes (2021) says that having a lot of vocabulary is very important when writing descriptive text to avoid words being used repeatedly.

### **1.4.2 Application**

#### **1. For Students**

The study helps students improve their vocabulary and writing skills. It shows them where they need to get better and motivates them to study smarter.

#### **2. For Teachers**

Teachers can use the research to teach better. It gives them ideas on how to help students who struggle and improves the way they teach writing.

#### **3. For Other Researchers**

The research gives more information for other researchers. They can use it to do more studies or make better ways to understand how students learn to write.