CHAPTER I

INTRODUCTION

This chapter will clarify about the research background, research problem, research objectives, scope and limitation, research significance, and definition of key term

1.1 Research Background

In order to achieve goals, language is a way of conveying a message. How you convey it so that others may grasp it is crucial. Students in this setting need a broad vocabulary. If they wish to learn a language, they must memorize a sizable quantity of vocabulary beforehand. According to Syahruddin E.H (2004), there are just two things that need to be learned while learning a foreign language: words, and how to put them together to make meaningful sentences. Language acquisition is impossible without knowing the missed words. Mauli et al. (2014) found that there were six problems that students had while trying to identify primary ideas: low reading interest, limited vocabulary knowledge, lengthy sentences, poor reading, and reading comprehension. The results showed that eighth-grade students found it difficult to recognize key concepts in texts since they were unfamiliar with the phrase and came across numerous difficult words. This study demonstrates that language is one of the main difficulties students experience while reading comprehension. This shows that finding a solution to the problem is essential (Yustifikasi). According to a 2019 research by the Organization for Economic Co-operation and Development (OECD) using data from the Program for International Student Assessment (PISA), In terms of poor literacy rates, Indonesia ranks 62 out of 70 nations, or in the bottom ten.

Keith S. Folse, a seasoned researcher, and teacher of second languages has examined common misconceptions concerning vocabulary. One of these fallacies is that "Vocabulary is not as crucial in learning a foreign language as Grammar or other areas," which is the first. Folse dispels this widespread myth by pointing out that his worst communication breakdowns have occurred when he lacked the necessary terminology. As English linguist David A. Wilkins has said, "Nothing can be communicated without language and grammar."

Vocabulary is important because is the foundation of all language, it is crucial. It's the fundamental elements that we may utilize to communicate our thoughts and ideas, exchange knowledge, comprehend others, and strengthen interpersonal bonds. We can communicate even if we barely understand a language and have little knowledge of grammar.

Paul Nation and Mark Davies developed the vocabulary in 2012 using "The Corpus of Contemporary American English" (COCA) and the "British National Corpus" (BNC). Paul Nation's BNC-COCA list categorizes words into several frequency bands, including K1, K2, and K3, among others.

Level K1 refers to the first 1,000 most common English words (words 1 to 1000), Level K2 to the second 1,000 most common English words (words 1 to 2000), and Level K10 to the tenth 1,000 most common English words (words 9001 to 10000).

(Cutts, 2009; Plain English Campaign, 2015; Plain Language Association International, 2015) A typical plain English guideline has 15 to 20 words on average. These are quicker to scan, clearer, and less threatening (Cutts, 2009; Vincent, 2014).

According to Wylie (2009), an American Press Institute (API) study showed that shorter sentences helped readers understand the content more completely. The study discovered that readers were able to fully comprehend stories with average sentences of 8 words or less. (Contradiction: The copy may sound as though it were pulled from a Dick and Jane novel.) 90% of the material was grasped by them at 14 words. Less than 10% of the 43 terms they comprehended. Thus, this option either keeps the word count at 15-20 or reduces it to 14.His recommendation is to either keep the word limit at 15-20 or reduce it to 14.

Based on the aforementioned supposition, the researcher looks for the best strategy to help Junior High School 13 Malang pupils improve their vocabulary. The tittle of the research is "Analysis of Students' Vocabulary Proficiency Based On Averge Word Per Sentence In Writing Of Junior High School 13 Malang". It is inteneded that this research may help particularly for Junior High School 13 Malang in enhacing student vocabulary competency.

1.2 Research Problem

Based on the background of the research and the reason for choosing the topic, the problem of this research is stated by a question :

1. " What are the students average word per sentence in 9th grade student Junior High School 13 Malang ? "

1.3 Research Objective

Based on the research set above the writer states the specific objective of this research: This research aims to determine the average words per sentence the students in ninth grade.

1.4 Scope and Limitation

This scope of the study will focus on average word per sentence students writing and writing English in Junior High School 13 Malang. The proportion of vocabulary that second-language students need to absorb in order to comprehend written texts. Words with substance, such as nouns, adjectives, verbs, and adverbs, are highlighted.

1.5 Significance of the study

Many people are anticipated to find the study's findings beneficial information, including:

1. For teachers

Theoretically, teachers or educators may later include other ideas into their pupils' learning processes for writing. Teachers may encourage their pupils to expand their vocabulary practically.

2. For students

Theoretically, pupils can comprehend the different learning techniques to quicken and advance their writing abilities. Students may practically put the idea of effective learning techniques into reality by regularly and academically writing.

3. For the next researcher

This study might be cited as proof in order to arm oneself with writing skills. It can also serve as information, in addition.

1.6 Definition of Key Terms

The particular and significant terms specified in the study challenge are explained by the keywords. To provide a suitable explanation, appropriate references, such as literary terms, psychological terms, and philosophical terms, may be employed. This section is meant to clarify any words that could be unclear.

A. Writing

Writing is an intellectual activity, according to Nunan (2003:88), which entails accumulating ideas, thinking about how to express them, and arranging them into phrases and paragraphs using terminology that is basic enough for readers to grasp.

The foundational language skill that must be mastered before mastering English skills is vocabulary. There are a few definitions of vocabulary provided by professionals. Vocabulary, as defined by Hornby (2006:1645), is the totality of words one knows or employs in a given language.

B. Average word per sentence

Nation (2001) asserts that a teacher can still carry on fundamental communication pretty successfully even if 100 words at the 2000-word level are unknown. This is because all the words may not be required. However, if a person knows more than 100 words, basic conversation becomes difficult. Therefore, the vocabulary size for the pilot teachers is comparable to what is advised by Nation at the 2000 word level (2001).

C. Voyant tools

Voyant Tools is a "web-based text reading and analysis environment" called Voyant Tools is intended to assist students who are interested in translating content for a general audience on a digital platform. Using this tool, you can research your own text or a group of texts to educate others and display the findings in a form that is more readable to an online audience.