

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language has played an important role in several human activities, and English has become one of the most influential languages in the world. (Sevinch Abdukarim kizi & Anastasiya Vladimirovna, 2025) said that English has transformed from a language spoken in a small region to a dominant global language used by more than 1.5 billion people worldwide. English is a language that plays an important role in various aspects of life today, including education. Currently, Indonesia has made English a foreign language subject that students must learn from elementary school to college. But according to (Jeni & Megawati, 2024) English learning at the junior high school level in Indonesia continues to face struggles in improving students' vocabulary mastery.

English has four main skills, namely listening, speaking, reading, and writing. According (Karlana et al., 2023) writing plays a crucial role in academic success and civic engagement, but it is also considered one of the most cognitively challenging language skills. Many students consider writing to be the most difficult skill to master. (Isgiarno et al., 2020) stated that improving writing skills in the classroom setting is more challenging than other language skills. This may be because writing not only requires the ability to express ideas and creativity, but also requires mastery of language components such as grammar, spelling, and, most importantly, vocabulary.

(Soleha, 2025) suggested that vocabulary is a vital element in language learning and significantly contributes to the development of the four language skills: listening, speaking, reading, and writing. (Dorifa, 2022) states that in writing, vocabulary mastery is one of the many aspects of English that must be understood, because vocabulary has a big impact on writing. With good vocabulary mastery, students have the basic ability to understand and use English effectively. English has several skills that must be mastered. One of the English language competencies that students need to master is writing, for example, the ability to write narrative texts. According (Hidayatullah, 2022) narrative text is English text type designed to tell a story through a sequence of chronologically connected events. This genre includes various forms such as fairy tales, mysteries, science fiction, romance, horror, adventure stories,

fables, myths and legends, historical narratives, ballads, slice of life, personal experiences, and others.

(Ismayanti & Susilowati, 2021) emphasize that writing skills cannot be separated from vocabulary mastery because the use of appropriate vocabulary can help students express their ideas clearly and effectively in written form. Vocabulary is the most basic component of language that students must master in language learning. In the current dynamics of learning development, vocabulary mastery is a crucial aspect that supports student success in writing.

Vocabulary plays a vital role in learning a language because vocabulary is needed to learn reading, speaking, writing, and listening. Rohmatilah, 2014, as cited (Fajri Nugraheni et al., 2024). Students' lack of vocabulary mastery is often the main obstacle they face in expressing their ideas and stories orally or in writing.' (Dewi, 2021) explained that in order to communicate effectively with others, language learners need to master English vocabulary along with its grammatical rules. Vocabulary is essential for developing the four language skills listening, speaking, reading, and writing. It is noted that while grammar alone allows very limited expression, without vocabulary nothing can be conveyed, meaning that learning grammar without vocabulary prevents learners from expressing their ideas.

One type of text taught in schools, especially in ninth grade, is narrative text. Narrative text is a story or tale and is intended to entertain, inspire, or inform the reader Hastuti, 2010, as cited in (Fadilah et al., 2024)

(Rofi'i, 2022)states that writing narrative texts is a learning activity that requires feeling, ideas, imagination, and emotion in the writing process. Even to write narrative texts, students need to practice expressing themselves through writing. Narrative text is text that aims to entertain readers by telling stories or events chronologically. The ability of vocabulary mastery and reading skill are the factors that influence students' success in learning to write narrative text (Maryamah, 2021). To write good narrative text, students need to have a wide vocabulary so that they can describe characters, settings, and events clearly.

This study will be conducted to examine whether there is a significant correlation between vocabulary mastery and student achievement in writing narrative texts, and whether it is true that vocabulary and writing are closely related. Thus, this study was

conducted to determine the correlation between the two. Therefore, this study is expected to provide a clearer picture of the importance of vocabulary mastery in writing skills and serve as a basis for developing more effective and efficient learning strategies.

1.2 The Problem of Study

Based on the background, the research questions in this study are:

1. How do ninth grade students' achievement in writing narrative texts?
2. To what extent does vocabulary mastery affect students' performance in writing ninth-grade narrative texts?
3. Is there a significant relationship between vocabulary mastery and student achievement in writing ninth-grade narrative texts?

1.3 The Objective of Study

1. This study aims to determine the level of vocabulary mastery of ninth-grade students and to describe their achievement in writing narrative texts.
2. This study is intended to examine the extent to which vocabulary mastery affects students' writing skills, in terms of idea development, clarity of plot, and word choice.
3. This study also analyzes whether there is a significant relationship between vocabulary mastery and student achievement in writing narrative texts.

Thus, this study is expected to provide a comprehensive picture of the role of vocabulary mastery in students' writing skills, particularly in producing good and structured narrative texts. This study is expected to provide a clear picture of the important role of vocabulary in writing skills and serve as a reference for teachers in designing more effective learning strategies to improve students' writing competence, especially when writing narrative texts.

1.4 The Scope of Study

This study focuses on a smaller and more specific scope so that the results obtained are more focused and targeted. The sample will be used in this study is ninth grade students at SMP PGRI 1 Medan in the 2025/2026 academic year. The study focused

on two main variables, the first being the independent variable, which included vocabulary mastery, and the second being the dependent variable, which focused on student achievement in writing narrative texts. Vocabulary mastery is measured through a vocabulary test that covers aspects of meaning comprehension, word usage in context, and word form mastery. Meanwhile, the ability to write narrative texts is measured through a writing test that assesses aspects of content, composition, grammar, vocabulary, and writing style.

The scope of this study does not cover other language skills such as listening, speaking, or reading, but only focuses on the skill of writing narrative texts. In addition, this study does not examine other factors that may influence writing skills, learning strategies, learning motivation, or student background. Thus, this study only aims to obtain a clear picture of the extent of the relationship between vocabulary mastery and students' ability to write narrative texts of the ninth grade students at PGRI 1 Medan.

1.5 The Significance of the Study

This study is conducted with the hope of providing various benefits, both theoretical and practical, to all parties.

1. Theoretically, it is hoped that this study will enrich research in the field of English Education, especially regarding the relationship between vocabulary mastery and narrative writing skills.
2. Practically, this study is expected to benefit teachers as a consideration and aid in designing more effective learning strategies to improve students' writing skills through vocabulary mastery.
3. This study is also expected to provide clear benefits for students to increase students' awareness of the importance of expanding their vocabulary to support their writing skills.
4. This study can also be a reference for future researchers who are interested in examining the relationship between other aspects of language and writing skills.