

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is one of the important aspects of language because it refers to the words that must be understood to communicate effectively. It is important in learning English because the students can learn English easily if they master vocabulary. There are various ways to master vocabulary, such as listening to music, reading books, watching movies etc. According to Richards and Renandya (2002:255), vocabulary is one of the most obvious components of language. It is one of the first things applied linguistic turned their attention to writing, listening and reading. By having and mastering vocabulary, the students know the words and the meanings and how the words sound and how the words are used in the context.

Mastering vocabulary is the key for all people who want to express their ideas and understand the messages. The students who are rich in the vocabulary will feel easier to do the four basic skills. Vocabulary is the collection of words in English language. According to Urquhart and McIver (2005:3), writing is a process of exploration that benefits students and content area teachers alike. Vocabulary knowledge is often viewed as a critical tool for the second language learner because a limited vocabulary in a second language prevents successful communication. It means that vocabulary is the priority in learning English. Based on the definition, vocabulary is one of the components of language that students must learn. It is going to help the students in learning English well, especially in writing a paragraph.

Writing is one of the basic skills that students or others must master because it functions as communication media in written form. It means writing skill is one of the important English skills which makes the students feel easier when

communicating in the world of global communication because English is an International Language. In addition, writing skill is needed in the educational term because the students should learn about academic writing. According to Oshima and Hogue (2007:3), academic writing is formal writing, and it is the kind of writing used in high school and college classes. More students are assessed through the production of writing assignments. To write good academic writing, the students need to increase their knowledge of vocabulary. By mastering vocabulary, it can also help them to improve their scores English learning.

In learning writing, using creative media will make it more interesting because the students can produce their writing. Zemach and Islam (2005:iv) state that writing is also one of the most difficult skills to master English language. Writing is not easy because the students should pay attention to writing's role and express their feelings and ideas. Then, the students write it in a sequence of meaningful and well-organized drafts. Some steps need to be followed by the students when they construct a paragraph to produce a good writing product. According to Harmer (2004:31), writing has always formed part of the syllabus in teaching English. Writing is a skill in the English language that students learn in school, while vocabulary is a supporting component.

According to Hogue (2008:95), descriptive is the word picture which means descriptive text that explains how someone or something looks, feels, tastes and sounds. When the students have a good vocabulary, they can imagine the object easily and connect each sentence. A good vocabulary and the ability to use words correctly and effectively can help the students feel easier and more rewarding because many tests that they take in school include vocabulary questions. It will be better if the students have rich vocabulary because it can help them to do well on

an English writing test and learning process. English learning process in junior high school is generally about descriptive text, report text and recount text. Regarding the explanation and the research finding, it seemed that vocabulary is very important in improving the students' vocabulary in writing descriptive paragraphs.

According to the research conducted by Azizah (2017) to the seventh-grade students of SMP Islam Sudirman 1 Bancak Semarang, there was a positive and significant correlation between students' vocabulary mastery and descriptive text writing ability. The result of that research was a fair relationship between vocabulary mastery and descriptive text writing ability. It showed the coefficient correlation was 0.563, which indicated the students with high vocabulary had been good at writing scores. On the other hand, the students with low vocabulary mastery had been low writing scores. According to the experts' theory above, when the students have higher vocabulary, it will make it easier to express their ideas in a good way by using English so that their learning can be much better. This signify that the correlation between the research variables are important.

In accordance with the explanations above, the previous theories about vocabulary mastery and descriptive paragraph writing ability have convinced the researcher that vocabulary mastery is important when the students write a descriptive paragraph. The researcher is interested in choosing vocabulary mastery and descriptive paragraph writing ability because the researcher wanted to know how vocabulary affects the students' writing ability especially in the descriptive paragraph of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022. Therefore, the researcher formulated research entitled "The Correlation between Vocabulary Mastery and Descriptive Paragraph Writing Ability of the Eighth-grade Students of SMP Nusa Dua in Academic Year 2021/2022."

1.2 Research Problem

Every scientific research starts with a problem that should be solved. It is important to formulate a research problem because it helps the researcher in doing the research to make the discussion clear and specific. Based on the background of the study which has been explained above, vocabulary mastery and writing ability are important, especially in learning English. Furthermore, the researcher was interested in finding out the significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022. Thus, the researcher can formulate the research problem in the form of a question as follows: is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022?

1.3 Objective of the Study

Every research has its own objective. The objective is needed when conducting the research. It is important to make the research that is conducted could reach what is expected to reach based on the research problems which have already determined. The objective of the study is important because it describes what the research will be achieved. It also provides a scientific solution for solving and answering the research problem formulated for the study. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the present study. Based on the explanation above, the main objective of the study was to figure out the significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is very important to make the discussion about the research problem more specific and avoid a broad discussion. The present study aimed to determine whether there was any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022. The topic must be limited to investigate the problems more accurately, precisely and correctly. Therefore, the present study was limited on students' vocabulary mastery of verbs, adverbs, nouns and adjectives because the students have learnt about those parts of vocabulary. Besides, in writing a descriptive paragraph, the present study was limited in describing person and animal. It focused on writing a complete descriptive paragraph that consists of identification, description and conclusion.

1.5 Significance of the Study

Significances of a study are provided according to the expectation of the finding of the present study. The significance of the study is an important part of the introduction of the research. It should determine what benefits from the study and how the specific audience will benefit from its finding. It was because the research focused on figuring out whether there was a significant correlation between students' vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022. The findings are expected that the results of this research would give both theoretical and practical significance to the research area. The findings can be discussed below.

Theoretically, the findings of the research are expected to be able to provide treatment of writing ability by mastering vocabulary mastery, and they will be able

to improve their writing ability, especially in writing descriptive paragraphs. The findings can give more empirical evidence of the curiosity in the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022 that is expected for enriching their knowledge. It can be used as references and guidance for future learning by other researchers with similar studies. Some information and theories provided in this study can be taken to enrich the available references. In addition, it is expected to give information to the teacher about the importance of vocabulary mastery that is needed to assist students in having a good writing ability.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. For English teachers, it is very important because it is expected to give information that can be used as a consideration to get better results on an alternative way of teaching in writing descriptive paragraphs of the eighth-grade students of SMP Nusa Dua. For students, it could help them to overcome the issue by considering better learning strategies in writing ability. For other researchers, it is expected to become a reference that can help the future researcher that decides to do similar research to improve and develop their research which is related to the correlation between vocabulary mastery and descriptive paragraph writing ability. The finding of this research may have some weaknesses that the other researcher can refine to make it much better.

1.6 Definition of the Key Term

Every research has key terms to be discussed. The key terms are several words that are used in the research. The key terms are important points to be defined in order to avoid misunderstanding of the topic. It is needed to give an operational

definition of the terms which are used in the research. The definition of the key terms is intended to make it clear in comprehending this study, and it gives limitations to the terms of the research that is conducted. In this research, two key terms are provided. The key terms are vocabulary mastery and descriptive paragraph writing ability. Those key terms should be explained clearly and briefly to provide clear insight into what is study is concerned with. The definition of the key terms can be defined as the following statement:

1. Vocabulary Mastery

Vocabulary mastery is defined as the ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022 to identify and master a number of words, especially about verbs, adverbs, nouns, and adjectives.

2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is defined as the ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022 to express their ideas in writing a descriptive paragraph about describing person or animal with complete generic structure: identification, description and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories related to the present study. It is used to support and build the present study to become stronger and based on the fact. In this chapter, the researcher describes the prominent points, including theoretical reviews that relate to the experts' theory. This research also needs support from some theories already given by experts to strengthen this research statement. A scientific study is designed to provide practical significance, and it should be conducted based on some important theoretical frameworks and empirical evidence. It can be a strong reason the researcher adds some theories in this research. There are some viewpoints to be explained based on theoretical reviews. It includes vocabulary mastery, writing ability and descriptive paragraph.

2.1.1 Vocabulary Mastery

Vocabulary is important because it is one of the basic elements to master the four language skills: listening, speaking, reading, and writing. It plays an important role in understanding the language holistically. It is also very important for foreign language learners because it is the first thing to be mastered when learning a foreign language, especially English. English is an international language, and it means many people use English when communicating with other people. Vocabulary is also important in communication. By mastering vocabulary, communication can run smoothly because it can help them share what they want to express and understand what other people convey. They will get difficulties when learning English because they are lack of vocabulary.

In contrast, someone who has a rich vocabulary will feel at ease when learning English. According to Hiebert and Kamil (2005:3), vocabulary is the knowledge of the meaning of the words. It can be classified into oral and print forms. When someone speaks or reads orally belongs to the oral condition. Conversely, when someone reads silently or writes something, vocabulary will be seen in print form. In addition, Hiebert and Kamil (2005:3) also state that vocabulary can be classified into two types; productive and receptive vocabulary. Productive vocabulary means when someone shares their ideas when they speak or write. At the same time, receptive skill means that set of words for which an individual can assign meanings when listening or reading. It means that to increase their knowledge of words, the students have to realize their responsibility.

According to Linse and Nunan (2005:121), vocabulary is the collection of the words that individual know. It means that the students have to learn about vocabularies more than before until they know a lot of vocabulary varieties. They need to pay attention to the correct words or vocabulary when communicating, especially in written form. It can make them easier to write their written assignment or only convey their ideas on the paper and know the correct vocabulary to make their writing coherent and united. When the students have mastered vocabulary, they will easily communicate because they do not get difficulties when they share or receive messages when they are in the middle of communication.

Vocabulary means the words that someone knows then use the words to communicate with others in a particular language. People can find these words in the dictionary of a particular language. Richards and Renandya (2005:255) argue that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. According to Richards

and Schmidt (2002:580), vocabulary is a set of lexemes, including single words, compound words and idioms. Therefore, vocabulary can be stated as a list or a series of words used to express the idea or in order meaning used for general communication. Based on that definition, vocabulary serves an important aspect when the students want to share their ideas in a written or spoken way.

According to Cameron (2001:95), vocabulary is fundamental to use the foreign language as discourse since it is both learned from participating in discourse and is essential to participate in it. It means that vocabulary is a basic part of the language, it is very needed to learn, so we have to increase the vocabulary to facilitate the use of language. By mastering vocabulary, we can do good participation in the usage of language, whether we use vocabulary to make a good sentence to be spoken orally or written. Having a piece of good knowledge in the vocabulary will help the speakers or writers convey their ideas. In the education field, having rich vocabulary is important because it helps students convey their ideas or comprehend something in written or spoken form. Therefore, the students will get an obstacle to practicing their English if they have less vocabulary.

Vocabulary is a list or series of words used to express the idea, or in other meaning, it is used for general communication. It is the basis of communication. To express or convey an idea or ask some information, writers must produce lexical items to convey their meanings. Cameron (2001:72) believes that a useful vocabulary is central to learning a foreign language at the primary level. Vocabulary is very needed in writing because it is important to think about the number of words used. Without enlarging vocabulary, the students cannot write successfully because they will feel difficult to share what they want to share. They need more time to think the appropriate words because they do not know the meaning of the words.

Therefore, anyone who wants to succeed in writing needs to enrich their vocabulary because it is supporting component in language learning.

According to Harmer (2001:19), vocabulary is one of the most obvious components of language, and it is the first thing applied linguistics turned their attention. Vocabulary is the stock of words used by people or particular uses or persons, or a list of collections of words of a language, book, author, and branch of science. Vocabulary resources based on word classes or part of speech and other word forms. According to Harmer (2001:65), there are eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction. The part of speech is necessary because it indicates how the word functions in meaning and grammatical features within the sentences that are written.

First, noun refers to words used to identify a person, things, animals, ideas and places, such as teacher, pen, dog, cat and London. Second, the pronoun refers to words that are used as a replacement for a noun, such as I, you, they, we, she, he, it, me, us, her, him, them, mine, ours, yours, hers, theirs, my, our, your, its, myself, yourself, herself, himself, itself, ourselves, and themselves. Third, adjective refers to words used to describe noun and pronouns, such as hot, beautiful, friendly, perfect, fast, kind, better, and best. Fourth, the verb refers to words used to describe an action, experience or state, such as write, speak, listen, read, sleep, sit, and drive. Fifth, adverb refers to words used to describe or add to the meaning of the verb, adjective or adverb, such as quickly, silently, very and really.

Sixth, preposition refers to words that are used to link noun, pronoun or other phrases to other words within a sentence, such as in, on at, between, under, above, with, by, of, about, to, towards, after, along, below, next to, in front of, before, among, about, until, into, and behind. Seventh, determiner refers to words

that are used to specify noun or pronoun or quantity, such as the, a, an, this, that, these, those, my, your, his, their, few, some, two, no, first and much. Last, conjunction refers to words used to connect sentences, phrases or clauses, such as for, and, nor, but, or, yet and so. In the present study, the researcher examined the students' vocabulary mastery about verbs, adverbs, nouns and adjectives because the students already have learned about the learning material.

Based on the previous explanation about vocabulary above, the researcher can conclude that vocabulary is the number of words and the meaning of words that had been learnt and known. It has an important role in learning English. In the present study, the researcher used the theory from Hiebert and Kamil (2005:3), who state that vocabulary is the knowledge of the meaning of words. Based on that theory, the researcher concluded that vocabulary is a knowledge of word and word meaning that plays an important role in learning foreign languages, especially English. In the educational field, the students who have good vocabulary knowledge will help them to understand the language. Knowing the meaning of the words can make it easier to connect the paragraph of a certain paragraph.

2.1.2 Writing Ability

Writing is one of the language skills that students or others must learn. It is one of the productive skills besides speaking skills. It requires its result in a written product, such as letters, reports, messages, etc. It is an important part of the higher state as proof of literacy ability. People use it for a lot of purposes. There are many functions of writing skills according to the readers. The better writing skill they have, the better opportunities they get and the more valuable they become. For students, it is a powerful instrument to express their thought, feelings, and

judgements about what they have read, heard, seen or happened. In this global era, writing is considered a fundamental skill that must be mastered. It means that writing is crucial to be learnt. In teaching and learning English, the teachers should give attention to the students in academic writing ability.

Academic writing is the kind of writing skill done in the classroom. It is a formal style of writing which has specific conventions in terms of content, structure and style. It requires certain skills, including sentence structure, organization, grammar, and punctuation. The sentence structures are related to how the writer arranges the words, and organizations are related to how the writer arranges their ideas. There is supporting statements from Murray (2005:10), who argues that academic writing is a set of conventions that can be seen in published papers in our disciplines, definitions that become more precise when scrutinizing examples of published writing in the target journals and trusted written sources.

According to Harmer (2004:31), when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or the reference help them. Writing may be very important for one group of students but much less important for others. Writing is an essential feature of learning a language because it provides very good meanings for foxing the vocabulary, spelling, and sentence patterns. These are important components of writing, and the writer needs to consider those components. According to Oshima and Hogue (2007:15), writing is not instant, but it needs some steps. By following the steps, it will make the writer easier in the writing process. These are four steps in the writing process.

The first step is pre-writing. It is a step to get an idea by choosing a topic and thinking about the idea to explain it. The second step is organizing. In this step, the

writer organizes the idea into a simple draft. The writer can write a simple draft on a piece of paper. The draft will be very useful for the writer in the writing process. The third step is writing. In this step, the writer can start to write their descriptive paragraph. Besides, the writer should consider the organization of the descriptive paragraph: identification, description, and conclusion. In addition, grammar, spelling or punctuation is the important points that should be considered. The last step is called polishing. In this step, the writer writes and refines the writing that has been written. This activity will be successful if the writer follows the steps correctly, makes revisions, and then edits their writing.

Brown (2004:220) states that writing has four categories that capture the range of written production, and it should be considered as imitative, intensive, responsive and extensive. Each category resembles the categories defined for the other three skills, but these categories always reflect the skill area's uniqueness. In imitative, the learners have to attain the fundamental, basic task of writing letters, words, punctuations, and very brief sentences. In intensive, they focus on the meaning and context, which are the point to create the correct appropriate paragraph. In responsive, the learners learn to connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs. In extensive, they focus on achieving a purpose, organizing, and developing ideas logically. As a result, the final product engages in the process of multiple drafts.

Harmer (2004:87) states that even the most fluent writers in their own language need time to generate ideas and plan what the writers will write. It means that the time given to generate ideas is the most important part that affects the process and the final work for the beginner students. Hyland (2003:7) states that writing is detached from the writer's practical purposes and personal experiences.

Writing is almost always improved with practice. All the skills which are wanted to master are need practice. There is an idiom that says practice makes perfect. It means more writers do the same thing regularly, and it can be easier to be mastered as long as time goes by during teaching and learning.

Based on the explanation above, the researcher concluded that writing is useful to communicate with other people. Writing has a function as a communication tool in written form. By writing, the writer can share or convey their idea to the readers. Writing in this era is very useful for all people, especially for students, because writing is one of the basic skills students must master. In the present study, the researcher used the theory from Oshima and Hogue (2007:15). They explained that academic writing is not an easy process, but it requires several steps. There are four steps, namely: pre-writing, organizing, writing and polishing. It means the writer should follow those steps to have a good writing ability. By applying the steps, the writer will feel easier in writing.

2.1.3 Descriptive Paragraph

A descriptive paragraph is a paragraph that describes a thing, place, person or animal. Writing the descriptive paragraph aims to make the readers feel or sense what the writer describes. To make it better, the writers can provide pictures of something that is described. When writing a descriptive paragraph, the writers have to consider the generic structure. There are three generic structures of the descriptive paragraph, namely: identification, description and conclusion. In identification, the writers identify the recognition. In addition, it can be a general statement about something that you explained. In the descriptions, the writers describe something that they describe so the readers can easily imagine or feel or

sense that they are involved in the experience. In conclusion, the writers conclude the paragraph or restate the general statement.

Writing a descriptive paragraph, the writers need to consider the social function and the language features used in the descriptive paragraph. According to Knapp and Watkins (2005:898), the language features of a descriptive paragraph are using the simple present tense when describing things from a technical or factual point of view, using relational verbs when describing appearance/qualities and parts/functions of phenomena, using action verbs when describing behaviors /uses, using adjectives to add extra information to nouns, using adverbs to add extra information and using adverbial phrases to add more information about the manner, place and time. It is necessary to know about language features that will be used in writing a descriptive paragraph that is interesting to read.

According to Oshima and Hogue (2007:61), descriptive writing appeals to the senses, so it tells how an object looks, feels, smells, tastes, and sounds. A good description is a word picture. The reader can imagine the object, place and person in his/her mind. Zemach and Islam (2005:9) state a paragraph is a group of about six to twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All sentences explain the writer's main idea (the most important idea) about the topic. When the writer wants to write about a new main idea, it should begin a new paragraph. A paragraph can give information, tell an opinion, explain something or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writer wants to say. In addition, a good paragraph must be coherent and unified to make it much better.

Savage and Mayer (2005:33) state that the description should make the readers respond to what they are reading. In addition, to create a more vivid

description. In writing a descriptive paragraph, it should consist of a generic structure. The generic structure of a descriptive text is explained as follows: the first is an introduction, the writer gives general information about a person, and it can be called identification. The second is the main body in which the writer describes their physical appearances, personal qualities, and hobbies to be called as description. The last is the conclusion that is the point in which the writer concludes the paragraph by restating the identification or giving an opinion about the person described. In this part, the writer should conclude the paragraph connected, apart from the fact that every sentence is a descriptive paragraph.

A good descriptive paragraph is a paragraph that consists of a generic structure. Writing a good and interesting descriptive paragraph is preceded by writing the identification, descriptions and conclusion. In identification, the writers identify or write a general statement of the place, person, or thing they want to describe. In descriptions, the writers describe the place, person, or thing in such vivid detail to give a verbal painting in which the writers should paint the description using sentences. It should appeal to five senses, and the writers should tell the readers how something looks, smells, sounds, feels, and tastes. In conclusion, the writers need to paraphrase or restate the paragraph. A conclusion is not absolutely necessary, but it is often very helpful to the readers because it usually signals the end of the paragraph and reminds the important points in the text. This part may be included or not.

A descriptive paragraph describes something in detail, which is used a certain sequence to facilitate the reader understand what the writer wants to tell the readers. According to Kane (2000:351), description is about sensory experience, how a thing, place, or person look, sound, and tastes. Mostly, it is about visual

experience; however, the description also deals with other kinds of perception. Description can give imagination and feel about something to the readers. Therefore, using kinds of sensory are important in describing something. In addition, the readers can get more vivid information based on the descriptions. The readers also try to save and imagine the descriptions that have been read. Thus, they can easily imagine how the things, places, animals or person look in their mind.

Moreover, Folse et al. (2010:135) argue that a descriptive text is a text which describes how something or someone looks or feels. In the descriptive text, the writer should use words that create an image and help the reader see, touch, feel, smell, or taste the topic described. A good descriptive text usually follows a pattern of an organization called spatial order. Spatial order is the arrangement of things in space. When someone describes something, they should imagine the object that makes them easily tell how the objects look with its characteristics. This is appropriate with the students' achievement of the present study, which can consistently show their writing ability in a descriptive text. A good text makes a clear point that supports the idea and focuses on one topic.

Based on the explanations above, the researcher concluded that a descriptive paragraph describes something. In writing a descriptive paragraph, the writer needs to consider about the generic structure and language features. In the present study, the researcher used Zemach and Rumisek's (2005:25) theory, which states that descriptive explains how a thing, place or person looks or feels by using adjective words. Furthermore, writing a descriptive paragraph is mainly intended to provide the readers with a vivid description so that the text appears as a picture. It is relevant for the present study since it concerns the correlation between the student's vocabulary mastery and their writing ability in descriptive paragraph.

2.2 Empirical Review

Empirical review is the review of relevant and related researches that other researchers have already been conducted. These studies have similar variables to the present study. Empirical evidence can help the researcher avoid unintentional replication of the previous studies of the results. In addition, it helps to clarify as well as define the concepts of the study. Besides, the researcher can declare the significance of the results in the present study. Furthermore, the researcher can compare the present study with the previous studies. The previous studies used ex post facto design in which the researcher elaborated about the correlation between vocabulary mastery and descriptive paragraph writing ability.

The first research was conducted by Azizah (2017) entitled "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 Academic Year 2016/2017)". This research is aimed to investigate the correlation between English vocabulary mastery and their writing ability in descriptive text. It had concluded that there was a significant correlation between students' vocabulary mastery and their writing ability in descriptive text. The result of the study showed a good study because there was a correlation between students' vocabulary mastery and their writing ability in descriptive text. Meanwhile, there are the strengths and weaknesses of this study.

The strength of the study was the researcher used many theories from the experts to support her statements and make it stronger. While, the weakness of the study was the researcher did not mention the organization of descriptive paragraphs (identification, description and conclusion). It would be better if the researcher mentioned it in detail on the instruction and scoring rubric of the writing test as

scoring criteria because the organization of descriptive paragraphs was an important point that should be done. In the present study, the researcher asked the students to write a descriptive paragraph of identification, description and conclusion. The researcher also mentioned the organization of descriptive paragraphs in detail on the instruction and scoring rubric adapted from the expert. Thus, the students would recognize the necessary organization in writing a descriptive paragraph.

The second research was conducted by Siregar (2021) entitled “The Correlation between Vocabulary Mastery and Writing Descriptive Text Mastery at the Grade VIII Students of MTs Al-ansor Padangsidimpuan. The main objective of this study was to investigate the significant correlation between vocabulary mastery and writing descriptive text mastery at the Grade VIII Students of MTs Al-ansor Padangsidimpuan. The final result of this study showed a significant correlation between vocabulary mastery and students’ descriptive text writing ability of the eighth-grade students of MTs Al-ansor Padangsidimpuan in 2021. Meanwhile, there are the strengths and the weakness of the study.

The strength of this research was he mentioned the step to choose the sample of his research. In addition, he has limited the topic of descriptive text. He provided some topics that students could choose, such as my parent, my sister, and my friend. The students were not confused about choosing the topic because the researcher had already provided it well by giving the topic. While the weakness of this research was, he did not add many theories from the experts. It made the statements on that research were not strong and clear. In the present ex-post facto research, the researcher used many related theories from the experts. It can help the researcher to support the statements and make the statements stronger. It could make the present research much better so that it could yield worth research findings.

2.3 Hypothesis

A hypothesis is a tentative statement about the relationship between two variables. The hypothesis is like a guiding material to arrive at a certain conclusion. The purpose of the hypothesis is to provide a tentative proposition suggested to any study's research problem. It will serve as the pathway to follow without wasting time or effort in looking for answers without any directions. In the present study, the researcher used a hypothesis to predict the correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022. Based on the theoretical review and empirical review before, the hypothesis is proposed in the present study. The hypothesis that was formulated by the researcher was as follows:

- a. Alternative Hypothesis (H_a): there is a significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022.
- b. Null Hypothesis (H_0): there is no significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Nusa Dua in academic year 2021/2022.