

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing reflects the three key realms of their lives personal, academic, and workplace. Writing ability is used to communicate ideas by writing in various forms. Writing helps students express their ideas on paper or messages in clear and detailed form. The reader will easily understand when the writer clearly and detailed expresses their ideas through great technical writing. Technical knowledge of writing conventions, style guidelines, and formatting for different situations is also important to writing abilities. All students' grades should master the writing ability as basic to learning English at school. Writing is the way to make students thinking visible to the world without committing our ideas to paper, our thinking remains invisible, locked in our heads.

A human being cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter we must be shown how to form words, how to put shown together into sentences, and how to punctuate those sentences. However, writing in English is a very difficult process, and needs understanding and accuracy. Writing is a skill that many people crave, it combines the various elements of punctuation, and grammar, and pours the idea into also rhetorical element. It implies that to produce quality writing, pupils need to think more deeply. Writing is an activity that is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas into a paper as a text which are understandable for the readers to read.

Writing is also an activity that helps students to transfer their ideas into good writing. writing helps to express our thinking in written form so that other people understand well. Some students still face many problems in writing. Some factors influence the students' writing difficulties such as; lack of ideas, grammar, and also lack of vocabulary. Writing activities are inseparable from the

educational system, as writing allows students to develop their creativity. Writing is a productive language skill (Richards, Jack, and Renandya, 2002). By writing, someone can express their thoughts feelings, and opinions using sequences of written words. Then provide the information to the reader. When writing, our vocabulary determines how we express our thoughts clearly and accurately to others.

Writing is generally useful as training for another activity, especially if the student writes a sentence as an explanation for a discussion activity (Harmer, 2007). On the other hand, communicating in a written language requires the true skills of the writer. Harmer (2007) states that writing depends on their age, level, and interest. When teachers assign assignments to middle school students, they ensure that they have enough language to complete the assignment. The questions emphasize what kind of language the student knows and what they can achieve with that language. Good writing skills can lead someone to a better level of education. In the Indonesian English curriculum, students are taught to write different types of sentences such as recount, report, exposition, narrative, procedure, and descriptive.

A descriptive paragraph is a collection of sentences intended to convey a unique message about a person, place, or thing. It begins with a descriptive sentence that articulates the topic developed in the next sentence. A well-written descriptive paragraph engages the reader using all five senses. The use of smell, sight, touch, hearing, and taste in expressive language engages the reader on many levels. If done well, a short description can make a strong impression on the readers. A descriptive paragraph is one of the genres taught to seventh-graders in junior high school. A descriptive paragraph describes an event or something in detail and gives a clear understanding of the author's intent.

Buana (2021) stated a descriptive paragraph describes an event or something in detail and clearly understands what the author means. Generally, the objects described can be inanimate objects, places, humans, and other living things based on general findings, clear, detailed descriptions, and appropriate conclusions. In addition, the use of language should be considered when writing descriptive paragraphs, helping the reader to gain information from descriptive paragraphs

made by the author. Oshima & Hogue (2006) stated a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point. To write it is essential to understand the basic system of the language, one of those is Vocabulary.

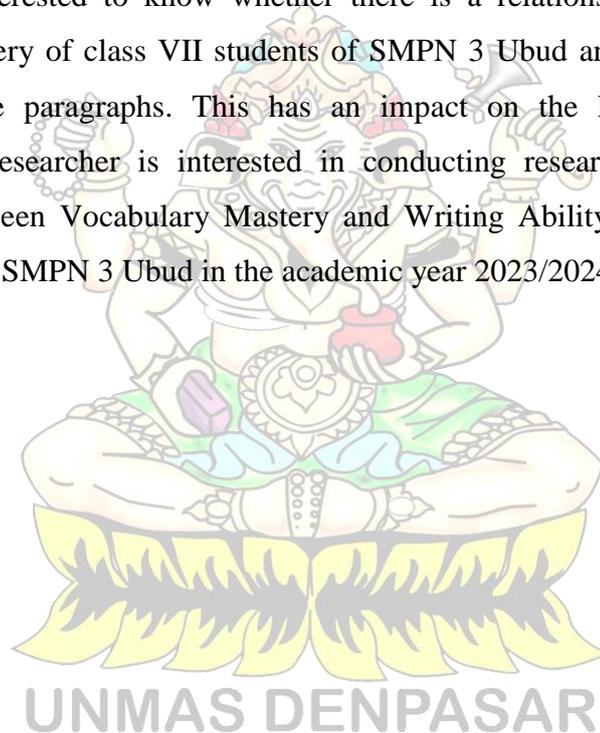
The most significant aspect of learning English is building a vocabulary. Vocabulary is one aspect of English that is crucial for students because mastering a lot of vocabulary will make it easier for students to write, read, listen, and speak if students can master the vocabulary first. A vocabulary is all the words of a language that are elements of it. When learning English, vocabulary is an important aspect that students need to master. A foreign language will speak clearly and fluently if they can easily comprehend what they read, hear, and write and have plenty of vocabulary. Vocabulary is a list of words including their meanings and it is used to express our ideas and feelings by communicating them in a language.

Christina (2021) stated vocabulary is important in learning a language for some reasons. First, the ability to understand the target language depends on vocabulary knowledge. Second, vocabulary acquisition is an important aspect of sentence structure skills. Third, vocabulary also can develop writing skills ability. Vocabulary becomes the primary concern of language learning objectives as it plays an important role in conveying meaning, either through spoken or written English. Limited vocabulary is one of the most common problems learners face when developing language skills (Franscy & Ramli, 2022; Fitriyani & Nulanda, 2017). Vocabulary turns into the number one difficulty of language studying objectives as it plays an important role in conveying which means, both through spoken or written English.

According to the research conducted by Azizah (2017) on 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. Wiguna (2021) entitled *The Correlation Between Vocabulary Mastery and Writing Ability*. The

researcher found that there is a positive and significant correlation between student vocabulary mastery in writing ability in a descriptive paragraph. According to the experts' theory above, when students have a 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 signifies that the correlation between the research variables is important.

According to the explanation above, vocabulary mastery is crucial when students write a descriptive paragraph because mastering vocabulary can help students learn to write clearly and detail in descriptive paragraphs. The researcher is interested to know whether there is a relationship between the vocabulary mastery of class VII students of SMPN 3 Ubud and their ability to write descriptive paragraphs. This has an impact on the learning process. Therefore, the researcher is interested in conducting research entitled "The Correlation between Vocabulary Mastery and Writing Ability of the seventh-grade students at SMPN 3 Ubud in the academic year 2023/2024."



1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing an investigation is important and useful for the researcher before doing the research. Based on what has been described in the background of the study above, the researcher held research on the correlation between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade student of SMP N 3 Ubud in the academic year 2023/2024. Many studies found that to learn how to write, students need to master vocabulary, by mastering vocabulary the student will have confidence in writing. In the present study, the researcher was interested in finding out the significant correlation between vocabulary mastery and descriptive paragraph writing ability in junior high school. Therefore, the research problem of this present study can be formulated in the form of the question as follows: is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade students of SMP N 3 Ubud in the academic year 2023/2024?

1.3 Objective of the Study

Every research has its objective, the research objective describes concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. 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. Furthermore, the aims of any activities that were related to the specific investigation were always intended to find a scientific solution to the research problem that had been previously formulated and determined. 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 seventh-grade students of SMP N 3 Ubud in the academic year 2023/2024.

1.4 Limitations of the Study

Teaching is the practice implemented by a teacher aimed at transmitting skills (knowledge, know-how, and interpersonal skills) to a learner, a student, or any other audience in the context of an educational institution. There are many challenges in writing. However, many strategies can be used as the solution to carry out the problem in writing, so it is crucial to avoid complicated discussions. Based on the objectives study, the present study is focused on Vocabulary Mastery and Descriptive Paragraph Writing ability. The school applies the Merdeka curriculum so that the module and learning material are based on the curriculum and module based on the Merdeka curriculum of seventh-grade students of SMPN 3 UBUD in the academic year 2023/2024.

Based on the teacher module, this present study will focus on Chapter 1 Unit 3. Chapter 1 Unit 3 is about describing people and describing daily activities. However, the present study focuses on exploring writing in a descriptive paragraph. In the present study, the researcher focuses on writing a paragraph and emphasizes more on writing a descriptive paragraph that describes a person to identify the character, based on the correct and complete generic structure. Three generic structures are identification, description, and conclusion. Additionally, there are topics such as the media to help the students generate their ideas. The students have to describe the topics that will be provided and follow the criteria of a good paragraph based on the scoring rubric.

1.5 Significance of the Study

The significance of a study was provided according to the expectation of the findings 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 findings. 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 seventh-grade student of SMP N 3 Ubud in the academic year 2023/2024. The finding is expected that the results of this research will give both theoretical and

practical significance to the research area.

Theoretically, the result of this research is expected to enrich theories and become the reference for future studies related to the correlation between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade student of SMP N 3 Ubud in the academic year 2023/2024. Furthermore, the procedures for conducting the research can be good guidance to be used to conduct a related study. Moreover, the findings are expected to be used as evidence that there is a significant correlation between English vocabulary mastery and descriptive paragraph writing ability of the seventh-grade student of SMP N 3 Ubud in the academic year 2023/2024. In addition, the findings of the present study can disclose further areas of research so that they could be used by other researchers as bases for undertaking a similar study.

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 seventh-grade student of SMP N 3 Ubud in the academic year 2023/2024. For students, they can learn and know how important vocabulary mastery is to improve their writing ability, especially in writing descriptive paragraphs. In addition, the researcher, the result of this study can be used to enrich the knowledge of English through the researcher's feedback and it can be used as a reference for conducting a study in the same field

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1.6 Definition of Key Term

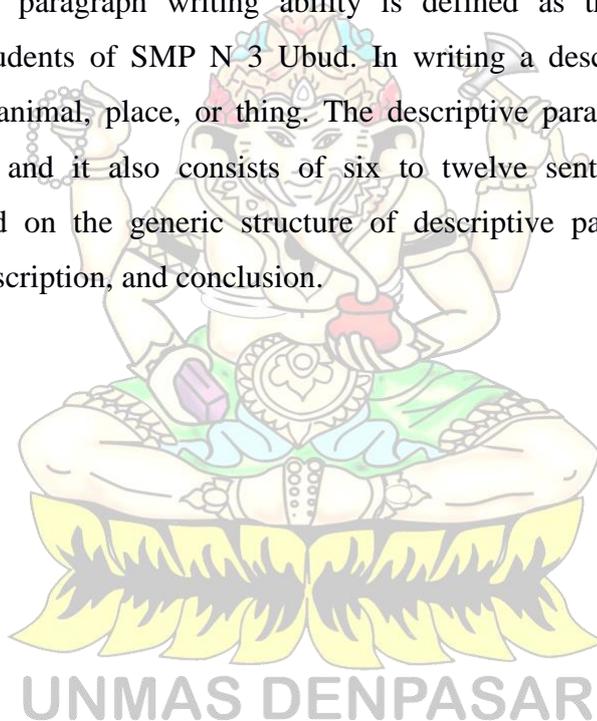
To avoid misunderstandings and reader confusion regarding this study, some terms of this study are provided so that the reader can gain a clear insight into the content of this study. Researchers should therefore provide an operational definition of vocabulary mastery and descriptive paragraph writing ability as the terms in this study. 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 key terms can be defined as the following statement:

1.6.1 Vocabulary Mastery

Vocabulary mastery is defined as the ability of the seventh-grade student of SMP N 3 Ubud to master the vocabulary and be able to utilize it in the context of the descriptive paragraph, which consists of a noun, verb, adverb, and adjectives, is operationally defined as vocabulary mastery.

1.6.2 Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is defined as the ability of the seventh-grade students of SMP N 3 Ubud. In writing a descriptive paragraph about a person, animal, place, or thing. The descriptive paragraph describes a person or thing and it also consists of six to twelve sentences in detailed description based on the generic structure of descriptive paragraphs such as identification, description, and conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review of the theories related to the conducted study. It is used to support and build the present study to become stronger and based on the facts. This chapter describes the prominent points, including a theoretical review that relates to the expert's theory. This research also needs support from some theories already given by experts to strengthen this research statement. The theoretical review is needed as the main idea of this research which is a strong reason why the researcher added some theories to this research. The present study dealt with the correlation between vocabulary mastery and descriptive paragraph writing ability. The present study was conducted based on the following theoretical frameworks that were taken from the expert. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical review such as (1) Vocabulary mastery, (2) Writing ability, and (3) Descriptive paragraph.

2.1.1 Vocabulary Mastery

Vocabulary is one of the important aspects that influence writing. Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition. Vocabulary mastery is not only knowing the words and their meanings but also knowing how the words sound and how the words are used in the context. What a student needs to have the first time when he wants to write is vocabulary. Limited vocabulary will block them from conveying the meaning. A lack of vocabulary also makes students confused and sometimes makes them misinterpret the meaning. Vocabulary is the main tool possessed by the students who will learn a language because vocabulary functions to form sentences and express thoughts and feelings perfectly, both orally and in writing.

Vocabulary is also crucial things because it is one of the basic elements to master the four language skills: writing, reading, speaking, and listening. 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 an important element in learning English it is the first step for the students if they want to achieve their goal of learning English skills.

Vocabulary is an essential part of language and always be first thing to learn a language. It is considered basic, either written or spoken. In schools, the students are introduced to and taught English like other important subjects as one of the compulsory subjects. Vocabulary is a maintaining element in learning English without mastering vocabulary, it is impossible for English well. Vocabulary is the basic language aspect that must be mastered before mastering English skills, without enlarging their vocabulary, students cannot write successfully. Vocabulary is also important in communication can smoothly because it can help them share what they want to express and understand what other people convey.

A vocabulary is a list or set of words for a particular language or a list of words that individual speakers of a language use. Vocabulary is one of the most important components of language learning and teaching of a foreign language since it affords learners of the language access to all forms of oral and written communication of words. Vocabulary becomes important in communicating when students are going to convey an idea or concept in communicating, students need a collection of vocabulary that students can choose to convey and a collection of vocabulary that students master. The collection of vocabulary that students remember and that students master will make students more fluent in a language. Vocabulary is a basic part of language. Vocabulary is very needed to learn so we must increase vocabulary to facilitate the use of language.

Vocabulary is also a basic lesson to facilitate the teaching-learning process and communication with other students. Vocabulary is any kind of word that is used for communication. Vocabulary serves as an important aspect when the students want to share their ideas in a written or spoken way. Vocabulary can be

stated as a list or a series of words used to express an idea or in other meanings used for general communication. Vocabulary is the foundation to build a language that plays a fundamental role in communication. Students can interact with others because they know the vocabulary.

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized. Vocabulary means the words that students know and then use the words to communicate with others in a particular language. Students can find these words in the dictionary of a particular language. Vocabulary is the collection of the word that you hear and read throughout your life. Vocabulary will never stop growing. That is why vocabulary should be learned seriously.

A large vocabulary helps develop other language skills. When you have a wider vocabulary in your target language also helps support all four language skills. Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Building a useful vocabulary is central to the learning of a foreign language at the primary level. It means that vocabulary has been learned at a young age when they learn a foreign language.

Vocabulary is one component of language. Good vocabulary mastery is one of the main elements for better communication. Students who know a numerous of words will be better listeners, writers, speakers, and readers. Students need to improve their vocabulary skills to help achieve success in school. Vocabulary is the basis of a language, and it is very important to master it first. By mastering vocabulary, students can improve their communication and we cannot speak well and understand written material if we do not master it.

Vocabulary is a crucial part of learning English, vocabulary is needed in the second language to the development of a vocabulary, vocabulary can help the students read, speak, listen, and write. Vocabulary is one important aspect of learning a foreign language, including a limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is

impossible to learn a language without mastering the vocabulary, students who are lacking in vocabulary have problems when they practice English. Vocabulary is intimately linked to the acquisition of a language. Vocabulary acquisition is necessary to convey our ideas and evaluate what others say. The details of an entity's vocabulary awareness depend on the person and their inspirational needs.

Vocabulary is an integral part of four language skills, and vocabulary championships must be understood as one of the essential voice components. When measuring vocabulary championships, there are two types of tests used to test world vocabulary level and vocabulary testing. Vocabulary acquisition can be built up as the ability to combine the skills or knowledge of words used to express meaning in the form of symbols or groups of letters of a single or multiple word in the case of physical objects or ideas. Understanding vocabulary helps students understand the meaning of the words students are reading. Similarly, if the students have a small vocabulary, the students will not be able to speak fluently.

Good vocabulary can help students communicate their thoughts more fluently with others. Also, when listening, if the students know a lot of words, they students be able to understand what the speaker is saying. When listening to an English word, knowledge of the vocabulary will allow students to fully understand the word someone said. In addition, vocabulary is essential when writing. Vocabulary is the key to successful people learning the language. Without a sufficient vocabulary, the language learning process will be faced with difficulty. It will make students unable to use the structure and functions they have learned for communication.

Vocabulary mastery holds a great contribution to communication. The most important thing in communication is that the meaning of the message can be conveyed clearly. If the meaning of the message cannot be understood, it can be said that there is no communication. A good writer needs a wide range of vocabulary to enhance the clarity and accuracy of their writing. Vocabulary is a collection of words in a language and it has a function to create information, meaning, form, and usage in the context of communication.

Vocabulary supports students in gaining knowledge about a text. The students cannot interpret the paragraph without understanding the translation or

meaning of words in the paragraph. The students have lack vocabulary will be unable to use the structure in making good sentences and it will influence their writing skills. The student's vocabulary knowledge is associated with academic success because students with many vocabularies can understand new ideas and concepts faster than students with a limited vocabulary. The students should enlarge their vocabularies. Vocabulary can be defined as a list of words in a language which understood and memorized.

Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary. Distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce. Indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. Meanwhile, productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process because the learners can produce the words to express their thoughts to others.

Yuan (2022) stated vocabulary ability directly affects a person's ability to listen, speak, read, write, and translate. Only by mastering sufficient vocabulary can we understand and read other people's words and articles, express our thoughts freely, and be at ease in communication. Wardana (2022) stated vocabulary becomes the primary concern of language learning objectives as it plays an important role in conveying meaning, either through spoken or written English. Vocabulary is an important part of the language. Language is formed by words to share ideas with others in spoken or written form. Vocabulary mastery is

very important for students because students can write, speak, and read English easily if students understand the vocabulary first. Vocabulary is a basic lesson in the teaching and learning process and communicating with others. Harmer (2007) Stated vocabulary is very important for efficient language learning. Building the paragraph in writing requires student's vocabulary mastery. Vocabulary also has components, since vocabulary is related to a word or word knowledge, the components of word knowledge are also the components of vocabulary. Component vocabulary is the most complex words that are explained using words that students will be able to understand. Harmer (2007) stated there are 8 (seventh) types of parts of speech namely as below:

1. Nouns are words that are used to name people, places, animals, ideas, and things. Nouns can be classified into two main categories: Common nouns and Proper nouns.
2. Pronouns stand in for nouns in a sentence. They are more generic versions of nouns that refer only to people.
3. Verbs are words that denote an action that is being performed by the noun or the subject in a sentence. They are also called action words.
4. Adverbs are words that are used to provide more information about verbs, adjectives, and other adverbs used in a sentence. There are five main types of adverbs namely, adverbs of manner, adverbs of degree, adverbs of frequency, adverbs of time, and adverbs of place.
5. Adjectives are words that are used to describe or provide more information about the noun or the subject in a sentence.
6. Prepositions are words that are used to link one part of the sentence to another. Prepositions show the position of the object or subject in a sentence.
7. Conjunctions are a part of speech that is used to connect two different parts of a sentence, phrases, and clauses.
8. Interjections are words that are used to convey strong emotions or feelings.

In this study, the researcher only used four types of word class namely: verbs, adverbs, and nouns, adjectives because these four types have been taught in the school.

2.1.2 Writing Ability

Writing can be regarded as a mental process that forms an idea to express. This idea can be a personal view of description to begin writing. Writing skill is not acquired automatically, but it is a kind of learning behavior. Writing is the language skill that should be mastered by the students besides other language skills. Writing is one of the communication skills as means of communication that we must consciously learn. Writing is the skill of developing thinking. Thinking is characterized by the ability to record the factors involved, classify then put them in order, or write as a way of communicating a message to a reader for a purpose. The purpose of writing, through varied can be categorized into four major groups: to express yourself, to provide information for your reader, to persuade your reader, and to create a literary work.

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs. Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just for relaxation. Through writing, the students can enlarge their point of view of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

Writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized logically so that they make a coherent text that is easy for the reader to follow. Writing is a system of graphic symbols that can be used to convey meaning. Writing is one of the most important skills that a student should have to succeed in school. Writing is the way how human communication is done through the written form using signs and symbols. Nowadays writing ability is considered a basic skill. This supports writers in communicating with readers in written form. It is often used at school.

Writing is an important form of communication in daily life. Writing is one of the most difficult skills to master by the students both in a second language and their language. Writing is used to explain and express ideas, emotions, passages,

meanings, feelings, and opinions on their thoughts for communicating with others because people have to learn, choose, and manage their ideas to become disciplined thinkers to communicate their ideas as clearly. Writing is also the process of organizing ideas, opinions, and feelings into written form. It is a complex activity with the control language at both the sentence level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraphs or text). What we want to write should have something meaning to convey. If we are to write well, we need to know (as well as we can) what we are talking about. To find out what, precisely, we are talking about we need to write.

In writing, any idea that you advance must be supported with specific reasons or details. Therefore, writing is crucial to be learned by students and teachers should give attention to students writing ability in teaching English. Moreover, writing can make the subject's idea show the development of their ability to bring out ideas to the readers as clearly as well and easy to memorize ideas permanently. Writing is defined as a visual representation of spoken language. The writer must be able to present those sounds of language through visual symbols that convey messages to the reader. To communicate ideas clearly, the writer must pass a process of thinking to invent ideas, express them in good writing, and arrange those ideas into statements and paragraphs. The present study is supported by some theories of expert views from different sides of writing.

Writing is a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. The students need to become thinkers to communicate their ideas clearly and effectively. They need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing. As we know writing is a specific ability that helps writers put their thoughts into words in a meaningful form and mentally interact with the message.

Writing is a process of formulating and organizing ideas in the right words to deliver the aim and present them on a piece of paper. Writing is also a powerful

instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Writing in a foreign language (English) is the most complex and difficult language skill to master. It means students should acquire some writing components in other languages which differ from students' first language. In writing, students should apply what they have learned such as grammatical structure, idioms, and vocabulary to accomplish their writing. The students also should be involved in the process.

The students should generate their ideas for finding the right words and the right sentence. The students should be adventurous with the language they students have learned and take risks to make good writing. To write well, the students must have good capabilities in writing. Moreover, the students who want to write an essay or story must know the steps in the writing process and aspects of writing. The students must be able to organize the ideas to construct the sentences and to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and text.

To write an excellent piece of writing, a student must go through several processes and employ various techniques. To register, a student must have specialized abilities, such as the ability to form and organize thoughts about what they want to write about, as well as the ability to put those ideas into sentences. Oshima & Hogue (2006) stated the process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions. The following steps as below:

Listing or prewriting is the first step, listing is a prewriting technique in which students write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into the student's mind. Do not stop to wonder if an idea is good or not. Write it down. Keep on writing until the flow of ideas stops. Organizing is the second step, the next step in the writing process is to organize the ideas into a simple outline. The writer of the student's models wrote a sentence that named the topic and told the main idea. Below the first sentence, the students listed the two main ideas and any other words and phrases from the list that gave more information about the topic. The third step is writing, the next

step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable after all. This is just a rough draft. You will fix the errors later. Notice that the writer added some ideas that were not in his outline. The last step is polishing, in this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

The writing process means by which students learn how to approach and carry out a writing task. The writing process emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task. The numerous incarnations of this perspective are consistent in recognizing basic cognitive processes as central to a writing activity and in stressing the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions. Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Alkaaf and Al-Bulushi (2017) stated writing is considered to be one of the most important means of communication through which people can express their thoughts and discover the thoughts of others.

It is considered to be the pride of people's minds, as it is the greatest production of people's thinking. Writing is producing or reproducing a written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what to write should have something meaningful to convey. Writing is particularly crucial for humans to learn about the thoughts and feelings of others.

Zemach & Rumisek (2005) the students will learn how important the reader is to the writer, and how to express clearly and directly what you mean to communicate. Writing means to inform, entertain, and persuade the reader or audience. When students want to write something, they need to decide what

achievement they want to achieve and what achievement they want to communicate. Expressing emotions and sharing experiences can be a more specific purpose.

In this study, the researcher uses the written text of descriptive paragraph writing ability of the seventh-grade students of SMP N 3 Ubud in the academic year 2023/2024. The researcher provides several topics in the written text and asks the samples to write a descriptive paragraph which consists of 6-12 sentences and there are topics as the media to help the students generate their ideas. The students have to describe the topics that will be provided. The topics are about people, things, animals, and places. Additionally, in this study, the researcher scores the descriptive paragraph by using a scoring rubric.

2.1.3 Descriptive Paragraph

A paragraph is a group of sentences that contain relevant information about one central idea that is expressed in the topic sentence. Writes that the body of the paragraph consists of additional sentences that will support, explain, strengthen, or prove the main idea that was presented in the topic sentence. A paragraph is a group of sentences that contain specific information about one central idea that is usually stated in a topic sentence to support and explain the main idea of a topic. Hence, a paragraph can stand on its own and tell what the writers want to tell as a whole. The paragraph above has a topic sentence that contains one main idea and several supporting details or additional sentences. The topic sentence is usually in the first sentence of a paragraph, but it can be in the middle or the end of the paragraph. A topic sentence is more general than the other sentences, that is, it talks about something as a whole. Supporting details are usually more specific than the topic sentence. Thus, supporting details or additional sentences support and provide more information about the topic.

A paragraph is the essence of the pouring of the fruit thoughts in an essay. A paragraph contains a unit of thought that is supported by all the sentences in the paragraph, starting from the introductory sentence, main sentence or topic sentence, sentence explanatory until the closing sentences. Mantra (2021) cited Awalludin (2018). The sentences set are deeply related to each other a series to form an idea. Paragraphs are part of the essay or part of speech. Where paragraphs

are marked by unity ideas that are higher or broader than a sentence. Hence, paragraphs generally consist of several sentences. Sentences each other related to express a certain idea.

Oshima and Hogue (2006) stated paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point. A paragraph usually consists of main thoughts, ideas, or ideas supported by supporting sentences. A paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence.

1. The topic sentence tells what topic the paragraph is going to discuss.
2. The supporting sentences give details about the topic.
3. The concluding sentence summarizes the main points or restates the topic sentence in different words.

A paragraph begins with a topic sentence that names the topic and tells the reader to look for a process or procedure. Use words such as steps, procedure, directions, suggestions, and instructions. In a process paragraph, the students explain how to make or do something, so process paragraphs are also called how-to paragraphs. One way to write the topic sentence of a definition paragraph is to give three pieces of information. To explain how to do something clearly, break the process down into a series of steps and explain each step. In the supporting sentences, add details that explain the topic more completely. The supporting sentences may give additional facts telling who, what, where, when, how, or why, an explanation of a process, examples, or a description. In the concluding sentence, you may tell why the topic is important, interesting, or unique. The function of a paragraph is to express written ideas by providing forms of thought and feelings into a series of sentences that are arranged logically in one unit to form a good paragraph.

A descriptive paragraph is an engaging and extensively detailed record of a particular subject. It can be a person, an event, a place, or an object. Paragraphs create in this style cover descriptions, opinions, comparisons, and sensory as well as personal perceptions about the chosen subject. Descriptive paragraphs explain how someone or something looks or feels. By reading descriptive text, readers

feel that they see the picture. Descriptive is writing about how something or someone uses the layout, by describing something, readers can imagine the object with their critical thinking and they can guess what the writer meant.

A descriptive paragraph is crucial for students because by learning it, students can manage ideas or vocabulary in their minds into a good paragraph. A good descriptive paragraph is like a window into another world. Through the use of careful examples or details, an author can focus on a scene that clearly describes a person, place, or thing. A descriptive paragraph is a paragraph that describes a person, place, or thing so that the reader can picture it in his or her mind. The best descriptive writing appeals to multiple senses at once smell, sight, taste, touch, and hearing—and is found in both fiction and nonfiction. A paragraph is a short paper of 150 to 200 words. It usually consists of an opening point called a topic sentence followed by a series of sentences that support that point. A descriptive paragraph is a part of the factual genre. Its social function is to describe a particular person, place, or thing.

A descriptive paragraph is a kind of paragraph with a social function to describe the characteristics of a particular object such as a person, place, or thing. Descriptive is used to describe a person, a place, or an object so precisely that the reader 'sees' the item clearly in the student's imagination. The purpose of the descriptive paragraph is to give some detailed information to the readers. Through descriptive paragraphs, the writer tries to give a sense of thought about what the students have to smell, see, taste, hear, felt about the person, place, or thing. Description presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. Thus, descriptive writing has the function of showing the readers what something looks like in detail.

A descriptive paragraph is one of the skills students need to learn how to write. Oshima and Hogue (2006) stated a descriptive paragraph describes, gives an impression, and creates a sensory image in the mind of the reader. The word that appeals to at least one or all of the five senses, sight, taste, touch, hearing, and smell is used by writers to express a subject. In a descriptive paragraph, the more details you include, the more your reader will imagine what you are describing.

The student's details should appeal to the five senses. They should tell your reader how something looks, smells, sounds, feels, and tastes.

The generic structure of a descriptive paragraph is an introduction, main body, and conclusion. Introduction or identification is telling about the general of the paragraph. The students write some statements that show about description of the object in the whole paragraph. The main body or description explains the object, for instance, the physical appearance, hobby, and characteristic it can be called description. The last is the conclusion of the paragraph. It can be a summary of the paragraph or the writers about the object described. The conclusion of the paragraph usually repeats the idea from the identification.

In addition, Oshima and Hogue (2006), descriptive writing appeals to the senses. It tells how something looks, feels, smells, or tastes. The generic structure of descriptive paragraphs is the introduction, description, and closing. An introduction usually describes the general paragraph and usually shows an overview of a topic. The description usually contains special characteristics possessed by the object, place, or person, such as describing an artist's physique, appearance, hobbies, and characteristics. In the present study, the theory that is used is from Oshima and Hogue (2006) who state descriptive writing appeals to the senses, so it tells how something looks, feels, smells tastes, and sounds. A good description is a word picture the reader can imagine the object, place, or person in his or her mind. It means to make the reader imagine the object, place, or person in his or her mind it needs the right choices of vocabulary in all sentences. The right choices of vocabulary can help the reader imagine and the writers can successfully deliver their ideas or information to the readers.

A descriptive paragraph is a group of sentences that contain specific information about one central idea that is usually stated in a topic sentence to support and explain the main idea of a topic. Descriptive writing appeals to the senses. It tells how something looks, feels, smells, or tastes. The topic sentence is usually in the first sentence of a paragraph, but it can be in the middle or the end of the paragraph. A paragraph contains a unit of thought that is supported by all the sentences in the paragraph, starting from the introductory sentence, main sentence or topic sentence, sentence explanatory until the closing sentences.



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2.2 Empirical Review

The Empirical review is the review of relevant research that has been conducted in which it reviews the previous research that is relevant to the present research. The empirical review is one of the requirements that must provide the empirical evidence to support this research study. These empirical data were gathered from various academic institutions. Empirical evidence can help the researcher avoid unintentional replication of the previous student's result and clarify as well as define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between vocabulary mastery and descriptive paragraph writing ability. Several researches have been done related to this present study which discussed about correlation between vocabulary mastery and descriptive paragraph writing ability. The chronological presentation of the empirical reviews is as follows:

The first study, "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 the Academic Year 2017)" was carried out by Azizah (2017). The writer uses two tests to gather the data: a multiple-choice test to determine the students' vocabulary mastery score and a written test of descriptive text to determine the student's ability to write a descriptive text. The writer also looks for a relationship between the two scores among the seventh-grade students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year 2017. Previous research shows the correlation between vocabulary mastery and the ability to write descriptive text. The researcher has not provided a specific topic to write about, she was given a free choice of three topics it takes time to measure the test. In the present study, the researcher would like to provide clear instructions on how to write a descriptive paragraph and provide specific topics.

The second study, Sevrika, (2020). "Correlation Between Students' Writing Ability in Descriptive Text and Their Vocabulary Mastery". This study was a correlation research which was categorized as quantitative research. In getting the data, the writer used to document students' writing and tests. In documenting students' writing, the writer used a rubric to measure students' writing, especially descriptive text. The rubric consists of 5 indicators of 20 items,

they were: content, organization, language use, vocabulary, and mechanics. The result showed that there was a positive correlation between students' writing ability in descriptive text and their vocabulary mastery at STKIP PGRI Sumatera Barat.

Both researchers have not provided a specific topic to write about, but both were given a free choice of three topics it takes time to measure the test. In the present study, the researcher would like to provide clear instructions on how to write a descriptive paragraph and provide a specific topic to measure the test. Additionally, the present study will give the cloze task for exercise in assessment in which a portion of text is masked and the students are asked to fill in the masked portion of text and to identify the correct language or part of speech that belongs in the deleted passages, cloze task will use the test to avoid random chosen meanwhile in the multiple-choice test.

2.3 Hypothesis

A hypothesis is a tentative statement about the relationship between two variables. Is a specific, testable prediction about what expectation of the study. The hypothesis is that the researcher predicts the relationship between two or more variables, but it involves more than a guest. The present study uses a hypothesis to find a prediction about the relationship between vocabulary mastery and descriptive paragraph writing ability of the seventh-grade student of SMP N 3 Ubud. Based on the theoretical review and empirical review before, the hypothesis is proposed in this study. The hypothesis conducted by the researcher is constructed in the following statement.

1. Alternative hypothesis (Ha): there is a significant correlation between vocabulary mastery and writing ability of the seventh-grade students of SMPN 3 UBUD in the academic year 2023/2024.
2. Null Hypothesis (Ho): there is no significant correlation between vocabulary mastery and writing ability of the seventh-grade students of SMPN 3 UBUD in the academic year 2023/2024.