

students' vocabulary mastery. Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. Mastering vocabulary is the ability to get or receive a lot of words. By having and mastering vocabulary, people know the meaning of vocabulary in the context. It can also avoid in making mistakes in written or spoken text.

Vocabulary is an important part in basic competent of language which makes people able to communicate either through oral or written with others. Vocabulary can be defined as a list or collection of words of a language used by particular person or group. According to Walch (2003:1), vocabulary is the collection of word that you hear and read throughout your life. On the other hand, without good vocabulary mastery, students will have trouble for mastering the four English skills. One of the advantages of mastering vocabulary is they can be easier in writing because writing has important role in the language learning process.

Writing is a complex activity where the writer has the ability to compose and integrate information, so the readers would be easy to understand the language that being used in written communication. According to Raimes (1983:3), writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand. By writing the students can share their idea, feeling or anything that exist in our mind. As one of the language skills, writing is very important for the students because they will face some writing task in learning English.

Writing is one of productive activities that is learned by the students and it should be mastered. The purpose of teaching writing is to improve students' ability in expressing their ideas in written form. To produce a good writing, students have to follow the steps of writing. As what has been stated by Oshima and Hogue (2007:15), writing is never a one-step action; it is an ongoing creative text. When the writers start to write something, they have already been thinking about what to say and how to say it. After they finished writing, they read over and then they change and correct it. They write and revise again until they are satisfied that their writing expresses exactly what they want to say. Furthermore, by writing they can share their ideas.

Writing can be in the form of a paragraph or text. According to Zemach and Islam (2005:1), 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 writers wants to say. In academic writing, a text has a topic sentence that directly tells the readers the main idea. The other sentences in the text called supporting sentences give more information about the topic. They add specific details and explanations. In academic English, the topic sentences are usually first or last but it is not always. Moreover, students learn some genres of paragraph or text; one of them is descriptive text.

According to Zemach and Islam (2005:21), when a place is described, the writer can develop the text by adding descriptive details about how a place looks, smells, sounds feels. The description has to be mentioned vividly to make clear visualization about place and the reader can imagine the object easily. The same statement argued by Hogue (2008:95) state that descriptions are "words pictures".

It means that the writers tell how an object looks, feels, smells, tastes and sounds. When the students are writing, they can imagine the object easily and connect to other sentences when they write a descriptive text by mastering vocabulary. Thus, that will affect their writing in a descriptive text.

There have been many attempts to improve students' writing ability, such as by mastering vocabulary. The relationship between vocabulary mastery and students' writing ability are very close. Clearly, the good acquisition of vocabularies will ease and help them in writing skills. Writing has always formed part of the syllabus in the teaching of English (Harmer, 2004:31). Writing is one of the skills in the English language that is learnt by students in the school, while the vocabulary is supporting components.

Based on pre observation, the students cannot increase their writing because of the lack of vocabulary. The English teacher often asked the students to translate an English passage into Indonesian. The passage was taken from student's handbook. However, some students sometimes had less motivation in doing the English tasks, which was intended to enhance their vocabulary, given by the English teacher. Consequently, some students had lack of vocabulary and another problem was that some students had low understanding in learning descriptive text. In this case, the students were confused what to write to develop well a topic included as a descriptive text. To examine whether or not there was a correlation between vocabulary mastery and writing ability of descriptive text. The researcher chose descriptive text because in writing descriptive text, the students concern to write a description about how an object looks, feels, smells, tastes and sounds and

with the lack of vocabulary mastery and general knowledge, it will lead the students to difficulties.

In accordance with the explanation above, the previous research from Rahmawati (2018) about vocabulary mastery and students writing ability have convinced that by mastering vocabulary, the students will have no difficulties when writing especially descriptive text. The result of her research showed that students' vocabulary mastery and their writing ability have strong correlation. Moreover, based on the explanation above, the researcher would like to know whether vocabulary mastery have correlation to writing ability. Therefore, the researcher was interested to conduct a study entitled "The Correlation Between Vocabulary Mastery and Descriptive Text Writing Ability of the Tenth-Grade Students Of SMAN 8 Denpasar In Academic Year 2021/2022" to find out further findings towards those subjects.

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing 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 with students' writing ability. Many studies found that to learn how to write, students need to master vocabulary. By mastering vocabulary, the students will have confidence in writing. This study identified the correlation between vocabulary mastery with the students' writing ability in descriptive text. Therefore, the research problem in this present study can be formulated in the: Is there any

significant correlation between vocabulary mastery and descriptive text writing ability of the tenth-grade students of SMAN 8 Denpasar in Academic year 2021/2022?

1.3 Objective of the Study

To solve the research question, the objective of the study is defined as the goal in which the researcher plans to achieve after conducting the research to find out the conclusion about something by gathering facts or by making measurements. To achieve new insights or gain familiarity of a phenomenon of problem statements above, the objective of study is to figure out whether or not there is a significant correlation between vocabulary mastery and descriptive text writing ability of the tenth-grade students of SMAN 8 Denpasar in Academic year 2021/2022.

1.4 Limitation of the Study

The limitation of study is important to make sure that the research problem leads the research be more specific discussion. Moreover, it also can avoid the research problem does not run complexly. Considering to the specification and complexity problem, which are mention above, the limitation of study was formulated as follows: in the present of study, the researcher focused on investigating the significant correlation vocabulary mastery and descriptive text writing ability of the tenth-grade students of SMAN 8 Denpasar in academic year 2021/2022. Besides, vocabulary mastery in this study was mainly focus on five aspects by using noun, verb, adverb and adjective. Besides, in writing descriptive text the researcher had limited the topic with a particular topic about person. The students' descriptive text writing ability mainly focused on writing a complete

descriptive text which consists of generic structure, identification, descriptions and conclusion.

1.5 Significance of the Study

One of the practical reflections which is taken into account in undertaking the present study was the significance of the expected research findings. Moreover, it because the significance of the study is important in conducting research. In addition, the study was only focused on figuring out whether there was a significant correlation between vocabulary mastery and descriptive text writing ability of the tenth-grade students of SMAN 8 Denpasar in academic year 2021/2022. In conclusion, the findings of the present study were expected to give both theoretical and practical significance on the correlation between vocabulary mastery and descriptive text writing ability that will be conducted in the future.

Theoretically, the results of this research are expected to enrich theories and for future study related to the correlation between vocabulary mastery and descriptive text writing ability of the tenth-grade students of SMAN 8 Denpasar. 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 evidence that there is a significant correlation of English vocabulary mastery and the descriptive text writing ability of the tenth-grade students in SMAN 8 Denpasar in academic year 2021/2022, 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 of undertaking a similar study.

Practically, the findings in this study are useful for English teachers, students, and other researchers. For the English teachers, the result of this study can give information about correlation between students' vocabulary mastery and descriptive text writing. So that the teacher can motivate the students to improve their vocabulary and relating to its importance in their ability in writing. Beside for students, they can learn and know hows important vocabulary mastery to improve their writing writing ability especially in writing descriptive text. In addition, for the other researcher, the result of this study can be used to enrich the knowledge of English by the researchers feed back and and hopelly it can be used as a refrence for conducting a study in the same field.

1.6 Definition of the Key Terms

In order to avoid misunderstanding and confusion of the readers about this research study, there are several terms of this study was provided to make sure that the readers have clear insight about what this study is about, therefore the researches needs to give operational definition of the vocabulary mastery and descriptive text writing ability as the terms in this study. The key terms which are needed to be clarified are as follows:

1. Vocabulary Mastery

Vocabulary mastery is operationally defined as the ability of the tenth- grade students of SMAN 8 Denpasar in Academic Year 2021/2022 to identify five aspects of the vocabulary test: noun, verb, adverb and adjective.

2. Descriptive Text Writing Ability

Descriptive text writing ability is operationally defined as the ability the of the tenth-grade students of SMAN 8 Denpasar in Academic Year 2021/2022 to express their ideas descriptive text about person with the complete generic structure : identification, description, and conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of the theories related to the conducted study. Furthermore, it is used to support and built this study. In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literatures to this study. A scientific study is designed to provide practical significance and should be conducted on the basis of some important theoretical frameworks and empirical evidences. The theoretical review is needed as the main idea to do this research which is strong reason why the researcher added some theories in this research. The present study dealt with the correlation between vocabulary mastery and descriptive text writing ability. The present study was conducted based on the following theoretical frameworks that were taken from the expert. There are some important points to be explained and discussed based on the relevant theories which are related on this research, such as: (1) vocabulary mastery, (2) writing ability, and (3) descriptive text. They are elaborated as follows:

2.1.1 Vocabulary Mastery

In learning English, vocabulary cannot be separated as a part of understanding the language. It plays an important role in understanding the language holistically. When someone learn foreign language, vocabulary will be the first thing that he or she know. Vocabulary is really important for foreign language learners because without mastering the vocabulary, the foreign language

learner will face some difficulties when they learn English. There are many definitions proposed by some experts.

Vocabulary plays an important role in oral communication. The more vocabulary possessed the more easily will the students develop their four language skills. According to River (1983:125), the acquisition of an adequate vocabulary is essential for success second language use because, without an extensive vocabulary, the students will be unable to use the structure and functions that may have learned for comprehensible communication. Vocabulary is a language aspect which should be mastered by the students to get and understand whole English skills, such as reading, speaking, listening, and writing. Anthony (1978) says that all of learners must master much of vocabulary if they want to master all skills. In addition, vocabulary is essential in writing. A good writer needs a wide range of vocabulary to strengthen the clarity and accuracy of their writing.

Hatch and Brown (2018:282) cite that "vocabulary is the foundation to build language which plays a fundamental role in communication". Someone can interact with others because they know the vocabulary. The term of vocabulary refers to a list or collection of words that used by individuals' speakers in communication. This is supported by Walch (2003:1) which states that vocabulary is the collection of word that you hear and read throughout of your life. Vocabulary will never stop to grow. It is why the vocabulary should be learned seriously.

It is important to realize that vocabulary owned by the learners must be developed. The learner uses vocabulary in every conversation to communicate, express their idea, but it's also helping people to understand what other think, fell,

and mean. Vocabulary mastery has contribution in learning language. This statement was supported by Coady and Huckin (1997:11), which state that "the most important thing in learning a language is accumulating new words as equivalents for concept which they can already express in their native language".

Georgeta (2010:190) explains that vocabulary comes in two forms which are oral form and print form. Oral vocabulary is used in listening and speaking, while print form is used in writing. Vocabulary takes in two form which are receptive form and productive form. Receptive vocabulary included that one recognizes when one hears or sees them. Productive vocabulary includes word that one speaks or writes. Vocabulary is an important aspect that should be learn. Learning vocabulary does not mean only memorizing the form of word but we should know the meaning of it and understand, so we can use it in sentence context. Without having enough knowledge of the vocabulary, it will be impossible for student to be able in communicate or produce a text.

Vocabulary becomes the basic element to master the four language skills namely listening, speaking, reading and writing. Without mastering vocabulary. the students will not able to master the language skill. In this case, vocabulary mastery has important roles in communication. According to Linse (2005:121), vocabulary is as defined as the collection of words that individuals know. From the explanations, the writer assumed that vocabulary is any kinds of words that is used for communication. Similar to the explanation of the expert above, according to Cameron (2001:95), vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned from participating in discourse and is essential to participating in it. Based on statement above vocabulary is a basic part

in language, vocabulary is very needed to learn so we have to increase the vocabulary to facilitate the use of language.

Through vocabulary learning, we can do good participation in the usage of language, whether we use vocabulary to make a good sentence to be spoken orally or to be written. Having a good knowledge in vocabulary will help the speakers to convey their ideas. In education field, having a good mastery in vocabulary will help the students when they want to convey their ideas or comprehend something in written or spoken form. Because learning vocabulary is an important thing to learn foreign language. Based on the definitions above, it can be concluded that vocabulary is all the words which exist in a language that is basic elements, in this case English. Vocabulary is very important because without vocabulary, it is hard to understand the message of the sentences and hard to get its meaning. In this present study, by learning foreign language, it will help a lot of foreign language learner increasing their vocabulary.

2.1.2 Writing Ability

Writing is one of the four skills that should be learnt and mastered by the students since the curriculum says that the objective of teaching English is to enable students to develop their communicative competence. In writing, they can communicate their feeling, messages, thought and ideas. Most of communication in their life is the medium of printed words, known as writing. In addition, writing is a powerful instrument for students to express their thought, feelings and judgements about what they have read, seen, or experienced. As students continue to develop an understanding of the writing process; the elements of writing; text

forms, genres, and formats; and technology, they are able to express themselves more confidently and effectively.

Hogue (2008:2) states that the kind of writing which is done in the classroom is called academic writing because it is done in college classes. The purpose of the academic writing is to explain and give information about something with teacher and classmates as the audiences. The academic writing requires certain skill including sentence structure, organization, grammar, and punctuation. Sentence structure in academic writing is related to how to arrange words in a sentence while organization related to arrange ideas in paragraph.

The key of mastering writing is hard work in learning and practicing this skill in order to get good product in written form. Harmer (2004:257) states that in writing the writers should focus on the product of the writing process itself. The writer also writes the process of writing is an interrelated set of recursive stages which is include drafting, structuring, reviewing, focusing, generating ideas, and evaluation. When concentrating on the product, a writer is only interested in the aim of a task and in the result of the product. Besides, a writer should pay attention to the various stages of piece of writing goes through.

Furthermore, the quality of writing which is product through the process of writing could be maximized because there is chance to improve writing skill from one stage. However, Polard (2008:51) describes that process of writing focuses on the process writing rather than on the final product. In the other words, teaching the students about the process of writing help students see each stage is being important and to dedicate time to each of them. The teacher's role is guide students through

the stages one uses when writing. The stages are (1) brainstorming and noting down any ideas connected to the topic, (2) deciding from brainstorming list which ideas are the most relevant to the topic, task or title, and (3) deciding which order to put those ideas.

According to Weigle (2002:4), in comparison to speaking, listening, and reading, writing can be seen as a more standardized system which must be acquired through special instruction. Instead of attempting compassing definition, then, it may be more useful to begin by delineating the situations in which people learn due second language subgenera and second-language writing in particular, and the types of writing that are like to be relevant for second language writers. Academic writing requires skill, such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, so it requires producing form of written product. The process in writing will not only develop the students' paragraph writing skill but also their creativity. Lastly writing can be mastered through practice continuously; thus, the students can improve their communicative ability in written form and assist them to share their communicative ability in written form and assist them to share their ideas, knowledge, feelings and opinions to other people well.

2.1.3 Descriptive Text

Knap and Watkins (2005:13) state that a text can be any meaning producing event, a book, a film, an advertisement, a phone conversation and so on. A text can be seen from two key perspectives: a thing in itself that can be recorded, analyzed and discussed; and also, a process that is the outcome of a socially produced

occasion. In addition, Hyland (2003:4) says that texts are often regarded as a series of appropriate grammatical structures, and instruction may employ "slot and filler" frameworks in which sentences with different meanings can be generated by varying the words in the slots. A good text should have integrated structural parts based on the types of the text which will be created.

Knap and Watkins (2005:37) state that genre is the social context and relations in which text are produced. There are some kinds of text genres which are commonly knowns they are narrative text, report, descriptive, procedure and others. Descriptive text is a text that forms sentences which describes kind of person or an object described, good shape, properties and other numbers. The purpose of descriptive text is to explain or describe an individual or an object. The description presents the details of the object being described which aims at giving a clear picture, readers can imagine the object very clearly. In addition, the aim is to describe physical items or objects. The features are concrete or touchable. It should be attained through using the sensory of language or five senses that consist of sight, hearing, smell, taste, and touch. The skill of the writer to modify sentences with descriptive words is essential for successful descriptive writing.

Oshima and Hogue (2007:61) define descriptive text as a genre of writing that appeals to the senses. It tells how something looks, feels, smells, tastes and sounds. A descriptive text is considered good when the readers can imagine the thing, place or person in their mind. In addition, Savage and Mayer (2005:33) state that the description should make the readers feel like responding to what they are reading. In addition, in order to create more vivid description, Branan (2010:309) states that there are five things that can help, which are: (1) using specific language:

words could be either relatively general or specific, belonging to a larger or a smaller group; (2) using the five senses: when we describe we could create vivid image by using details that appeals to our five senses; (3) creating dominant impression: bring the specific words, sensory details, thoughts and feeling together to form a dominant impression; (4) organize the details spatially: arrange the details of descriptive text from one point in space to another; and (5) using space and time transitions linking sentences with connector, such as synonyms and transitions is essential for the readers to follow the flow of your ideas.

Mayer (2011:5) states that descriptive text has generic structure which are identification, description and conclusion. In the identification, writer introduce the thing or place or person that they want to describe. While in description, the writer describes the thing or place or person by explaining the features or shapes or characteristics. In conclusion, the writer writes the opinion of the descriptions. Besides generic structure, writer also have to consider the language feature that are used in descriptive text.

According to Knapp and Watkins (2005:98), the languages features of descriptive text are as follows: (1) using simple present tense when describing things from a technical or factual point of view, (2) using relational verbs when describing appearance/qualities and parts/functions of phenomena, (3) using action verbs when describing behaviors/uses; (4) using adjectives to add extra information to nouns; (5) using adverbs to add extra information and (6) using adverbial phrases to add more information about the manner, place or time. As a result, it is necessary for the students to know about the language features which will be useful in writing a descriptive text.

In the present study, the theory that is used is from Savage and Mayer (2005:33), which state that the description should make the readers feel like responding to what they are reading. The point of descriptive text begins with identification which introduces the object of description. Then, description gives vivid details to make the writing more descriptive, familiar, and expressive. The final is conclusion states the opinion of the description.

2.2 Empirical Review

The empirical review is the way to get the information about the previous researches. It purposes at providing the review of theories that is related to the present study and as the references for this study. The focus of the present study is to know there is any significant correlation between vocabulary mastery and descriptive text writing ability. The researcher used two previous researches which have been carried out, as a reference in the writing of the current bachelor thesis. Furthermore, the researcher provided similar studies that have been conducted by other researchers in the past as the empirical evidence.

The first study 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 The Academic Year 2016/2017)". The previous research was intended to find out is there any significant correlation between students vocabulary mastery and their ability on writing descriptive text and also the levels of students' vocabulary mastery and writing ability at the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang in academic year of 2016/2017. In addition, the

objective of this study was to analyze how significance is the correlation between the students' mastery of vocabulary of the seventh grade students of SMP Islam 1 Bancak in academic year 2016/2017 affect their writing ability in writing descriptive paragraph. Furthermore, the results of the study showed that was a significant correlation between vocabulary mastery and descriptive text writing ability of the seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang in academic year 2016/2017.

The second research was conducted by Devi (2020) entitled "The Correlation Between Vocabulary Mastery and Descriptive Paragraph Wring Ability of the Tenth Grade Students of SMK Saraswati 1 Denpasar". The objective of this study was to investigate the correlation between vocabulary mastery and the descriptive writing ability of the students. The research findings showed there is a high and significant correlation between the vocabulary mastery and students writing ability in descriptive text. It is proven by the Pearson Product Moment correlation coefficient result. In addition, to assess the descriptive text that was made by the students, she used scoring rubne that was adapted from Oshima and Hogue (2007) which has five elements, such as: format. punctuation and mechanics, content, organization, grammar and sente structies.

Both of the previous researchers have done the research well. They gave focused on the test given. The tests were given appropriately. The instruments they used to test the vocabulary were easy, understandable and have been tested before applied for students. Furthermore, both previous researchers had the same weaknesses. They put different scoring rubric in the theory and in the real assessment of students' worksheet. In the theory, they stated rating scale of the

scoring rubric to score the descriptive paragraph. However, in the real assessment, they used percentages in the scoring rubric. Furthermore, the scoring rubric they used was not based on a grand theory as a definitive guide. It can make the readers confused; raise many questions and debate about the result obtained in the present study, the researcher decided to use a scoring rubric which was proposed by Oshima and Hogue (2007:196). This was expected to make the readers understand the scoring rubric clearly. The scoring rubric consisted of 5 criteria such as format, punctuation and mechanics, content, organization, and grammar and sentences structure. Moreover, the scoring rubric has already given clear points in each criterion. It made easier to give the students worksheet score.

2.3 Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there was a correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows : there is a significant correlation between vocabulary mastery and descriptive text writing ability of the tenth-grade students of SMAN 8 Denpasar in Academic year 2021/2022.