# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

There are many languages that are used in international communication. One of them is English. Arikunto (2003), states that it has been a lingua franca that is language used as a means of communication among speakers of other languages. In general, there are two types of communication, verbal and written. Writing is one of the English skills that students learn in school. This is in line with Ary, D. (2010), states that writing is the most important single skill in study. Writing equips us with communication and thinking skills because writing fosters our ability to explain and refine our ideas to others and to ourselves. In addition to this statement Bachman (2003), states that the curriculum stated that out of the four skills, listening, speaking, reading, and writing the emphasis is on writing skill because acquisition of writing a second or foreign language is a main priority.

Writing is one of the language skills which needs a great understanding because it is very difficult to be learned and mastered by the student. Learning to write effectively may not be easy, because there are several things that need to be considered, such as sentence patterns, grammar, and the words used. As a result, some students may have problems learning this skill. Writing does not just compose words without thinking first but also requires creative ideas. It means that in writing, the students need to search their mind to have a good writing. Writing skill provides the students with the ability to produce creative ideas, they have the opportunity to think or rethink the ideas to make it more interesting and easier to comprehend.

Boardman, A. (2007). States that writing consists of two related processes, such as recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to the spoken language. In addition, comprehension is the process of making sense of words, sentences and connected text. By mean of the writing, someone can have good writing if they can collect more vocabulary. To implement it, students should know varieties of vocabulary when they want to write a good writing. It means that when someone has lower

vocabularies, it will make them harder to understand in English; they cannot deliver what they want to express their ideas.

Meanwhile, Linse (2005) states that vocabulary is the collection of words that an individual knows. It means that they need more varieties of vocabulary to construct their writing to be good sentences and paragraphs. In addition, vocabulary mastery is one of the important components when students are learning a foreign language. So that, vocabulary must be mastered by students when they learn English skills especially in writing a descriptive paragraph. In this research, the writer focuses on writing descriptive paragraphs. Descriptive text is a text that describes a person, place, thing, and another. Additionally, descriptive text is a paragraph that may be defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what the person looks like, what the place looks like, and what an object looks like.

C.R.Kothari (2004). States that writing descriptive is a complex process in which the reader uses their ability to find the information. It means that the reader must be able to comprehend the meaning of a written text because the ability to write is not only to write what is written but to understand what the reader writes. So, to comprehend the meaning of writing text, the reader needs to understand a certain number of words. Without sufficient vocabulary, it is difficult to understand a written text. The descriptive paragraph writing ability and vocabulary mastery have a strong relationship. It is in line with Cohen,et al. (2005). Who states that vocabulary knowledge is crucial in the writing descriptive text ability and determines how well students are in comprehending the text.

According to research that was conducted by Wulandari (2018) to the seventh-grade students of SMPN 21 Malang, it showed that there is a significant correlation between students' vocabulary mastery and their writing descriptive text. The researcher found that there is a significant correlation between students' vocabulary mastery and students' writing skill in descriptive text because the more students master the vocabulary, the more able they are in writing, especially in descriptive text. It is shown by the high correlation between two aspects that are vocabulary test' score and writing scores that were obtained from the seventh grade students in SMPN 21 Malang. Beside that according to Dawson (2002), if people

have poor vocabulary, it will make them have slow writing speed and limit their comprehension.

In relation to this study the writer would like to conduct or research to analyze and to know the correlation of vocabulary mastery toward descriptive paragraph writing ability whether it is true that they are correlation or not. Therefore, the researcher was interested to conduct correlational research to know whether or not there is significant correlation between students' vocabulary mastery and descriptive paragraph writing ability in the eighth-grade of SMPN 1 Blahbatuh. This correlational study entitled "The Correlation between Vocabulary Mastery and Descriptive Paragraph Writing Ability of The Eighth-grade SMPN 1 Blahbatuh in Academic Year 2021/2022."

## 1.2 Research Problem

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 and descriptive paragraph writing ability of the eighth-grade student of SMPN 1 Blahbatuh in academic year 2021/2022. Moreover, the researcher is interested in finding out the significant correlation of vocabulary mastery and descriptive paragraph writing ability of the students. Therefore, this study about the correlation between vocabulary mastery and writing descriptive text ability achievement in learning writing to the eighth year student of SMPN 1 Blahbatuh. It is formulated as follows: is there any significant correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade student of SMPN 1 Blahbatuh in academic year 2021/2022?

## 1.3 Objective of the Study

Every research has its own objective. The objective of the study should be in line with the background and the research problem that has already been formulated for the study. Moreover, the aims of any activities which were related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out whether there is any significant

correlation between vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 1 Blahbatuh in academic year 2021/2022.

## 1.4 Limitation of the Study

The limitation of study is very important to make discussion about the research problem more specific and avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. In this present study, the researcher focused on investigating the significant correlation between vocabulary mastery and descriptive paragraph writing ability of eighth-grade students at SMPN 1 Blahbatuh in academic year 2021/2022. Besides, testing vocabulary mastery in this study with 30 cloze task questions and limited to verbs, nouns, adjectives, and adverbs. The researcher only uses four parts of speech because the eighth-grade English teacher at SMPN 1 Blahbatuh only teaches that. Meanwhile, the writing task is only limited to describing people according to the topic given by the researcher. The topic given by the researcher is about the famous actor or actress in Indonesia known by the students.

## 1.5 Significance of the Study

One of the practical reflections which is taken into account in undertaking the present study is the significance of the expected research findings. Moreover, the significance of the study is important in conducting research. This research focuses on figuring out whether there is significant correlation between students' vocabulary mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 1 Blahbatuh. In addition, the researcher hopes the result can be useful for English teachers to have some benefits in the study of English in teaching writing ability. There are two kinds of benefits in this research as follows: Theoretical and practical.

In theoretical significance, to contribute more to the theory of the relationship between vocabulary mastery and writing descriptive text ability. Some information and theories provided in this study can be taken to enrich the available references. In addition, the findings of the present study are expected to give information to the teacher about the importance of vocabulary mastery that needs to be emphasized to assist students to have a good writing in descriptive text.

Moreover, the writer hopes the results of this study are expected to enrich the evidence on the correlation between vocabulary mastery and writing descriptive text ability.

Furthermore, in practical significance encompass for the students, teachers, and other researchers. The first, significance is for the students to know that by learning writing ability, the students can take some information to identify their problems in mastering both vocabulary and writing descriptive text ability. The second, significance is for the teachers, it is expected to be useful for them as it gives them information about the correlation of vocabulary mastery and their students' descriptive writing ability. And the last, significance is for the other researchers the result of this study is hoped to be useful as a recommendation for other researchers who will conduct any further studies in the same field.

**1.6 Definition of the Key Terms**

Key terms are important to be defined in order to give a clear understanding of the topic. Additionally, the definitions of key terms were also intended to make them clear in comprehending this study and to give limitations to the terms of the research conducted. Thus, the definitions of the key terms that were used in the present study were simple present tense mastery and descriptive paragraph writing ability. To avoid misunderstanding about this study and to provide a clear sight about what this study is concerned, there are some operational key terms used in this as follow:

a)     Vocabulary Mastery

In this study, vocabulary mastery can be defined as one of the factors to master English as foreign language. And it is operationally defined as the ability of the eighth-grade students of SMPN 1 Blahbatuh in academic year 2021/2022 in identifying word classes especially for describing persons such as verbs, nouns, adjectives and adverbs.

b)     Descriptive Paragraph Writing Ability

Descriptive Paragraph writing ability is operationally defined as the writing ability of the eighth-grade students of SMPN 1 Blahbatuh in constructing descriptive paragraph about a person which consists of the generic structure namely identification, description, and conclusion.

# CHAPTER II

# THEORETICAL AND EMPIRICAL REVIEW

## 2.1 Theoretical Review

Theoretical review is an abstract concept that defines a term in an academic discipline. The purpose of this form is to concretely examine the corpus of theory that has accumulated in regard to an issue and concept. Contributing practical significance is intended in every scientific investigation. Therefore, to emphasize and avoid misunderstanding the practical must be conducted on the basis of theoretical, it is also in concern to the concepts which will be used as the standard in every research. In consequence, to substantiate the theoretical framework of this research study, the researcher should criticize some relevant theories from some experts which are related to the study. This study focuses and concerns with discussing the theories of writing descriptive text ability. The theoretical reviews are as follows: (1) Vocabulary Mastery, (2) Writing Ability, (3) Descriptive text. This chapter focuses on giving a theoretical framework. The aim of this chapter is giving description theories that are going to be the basis for this research.

## 2.1.1 Vocabulary

Vocabulary Mastery is one of the elements in teaching English. Penny Ur. (2009:60). defines vocabulary as the words which are taught in the context of foreign language. Moreover, Field (2006:13) states that vocabulary is defined as the single words which are easily translated from one language to another language. There are many definitions of vocabulary taken from experts. According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of the meanings of words. What complicates this definition is the fact that words come in at least from two forms: oral and print. Knowledge of words also comes in at least two forms. They are receptive, that is to be understood or recognized, and productive, that is the ability to use multiple aspects of word knowledge in writing and speaking.

When learning foreign language, vocabulary becomes important. It is going to be more difficult to communicate without vocabulary than grammar. The other importance of vocabulary is suggested as important to students. It is more important than grammar for communication purposes. Particularly, in the early stages when

students are motivated to learn the basic words, they need to get used to the language. Therefore, more advanced students are motivated to add their vocabulary stock, to understand nuances of meaning, and to become more proficient in their own choice of words and expression (Gower, 1995:142). Anthony (1978:5), states that if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening, and reading skills.

According to Rivers in Alqahtani (2015), vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. It means that for increasing their knowledge of words, students have to realize their responsibility to learn English by themselves. In addition, vocabulary mastery is one of the important components when students are learning a foreign language. Therefore, when students learn English skills in reading, speaking and listening, and especially in writing they must enrich their vocabulary.

According to Haycraft (1978), there are two kinds of vocabulary. They are receptive vocabulary and productive vocabulary. The receptive vocabulary is words that the students recognize and understand when they occur. In other words, this vocabulary depends on the context. The productive vocabulary is the words which the students understand, pronounce correctly, and use constructively in speaking and writing ability. Moreover, Kamil and Hiebert (2005:3) state that the productive vocabulary is the words that are familiar or easy to recognize. These are often used by an individual, particularly in writing and speaking. In contrast, the receptive vocabulary is the words that are less familiar to students who may not use these spontaneously for they may recognize the words meaning as they are reading and listening.

In contrast, Fromkin, et al. (2003:73) classifies words in a language into two terms, i.e. content and function words. The content word is the word used to express or describe things such as actions, objects, attributes, and ideas. It consists of nouns, verbs, adjectives, and adverbs. Meanwhile, the function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of prepositions (such as *in*, *on*), article (such as *a*/*an*, *the*), and pronouns (such as *he*, *she*, *it*). Radford, et al. (2009) state that divide words into two categories, i.e. lexical categories and functional categories. In terms

of lexical categories, word is divided into five word classes comprising noun, verb, adjective, adverb, and preposition. A noun is the word referring to objects that may be in the forms of concrete objects (for example, *toy*, *boy*) and abstract objects (for example *love*, *happiness*).

Meanwhile, verb is the word commonly referring to activities (for example, *eat*, *drink*). Next, an adjective is the word that typically refers to the properties which belong to people or things and its function is to modify a noun (for example, *good* toy, *naughty* boy). Then, an adverb is a word commonly used to modify a verb, adjective or another adverb. It indicates the way (how), the time (when), or the reason (why) something happened (for example, *the naughty boy plays the good toy happily*). Finally, the word commonly used to connect objects, people or events in space or time is called preposition (for example, *before, on*). Vocabulary may be categorized based on the division of the language skills. In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills which consist of listening and reading.

Nagy et al. (1985) in Sutarsyah (2015:21) state that vocabulary is learning from context which is called incidental learning. It has traditionally been assumed to be one cause if there is no major cause of vocabulary growth. In addition, based on the definition of vocabulary mentioned by Richards (2002:4), vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to. Based on the definition above, vocabulary is one of the components of language that must be learned first by learners. It is going to help the learner in learning English well.

Kamil and Hiebert (2005:3) state that vocabulary is the knowledge of the meanings of words. Based on the definitions and explanations above, the researcher can conclude that vocabulary is a knowledge of word and word meaning which plays an important role in learning foreign language. Vocabulary may be considered as the word and its meaning which are taught as well as known by an individual, and it may be used to make the learning of foreign language is facilitated due to the fact that it may easily be translated from one language to another language. In the education field, the students who have good vocabulary knowledge will help them

in understanding the language. Knowing the meaning of the words can make the students easier to understand the paragraph of the certain paragraph and also create a paragraph easier.

## 2.1.2 Writing Ability

Writing is one of the language skills which needs a great understanding because it is very difficult to be learned and mastered by the student. Writing skill is one of the productive skills which require a product as the result in the form of a written product such as report, letter, story, diary, massage. Writing is a partial representation of units of language expression. This is the essential difference between drawing and writing. It means that writing is kind of linguistic behavior; picture is not. It presents the sounds of language through visual symbols. Writing is a skill which must be taught and practiced. On the other hand, Harmer (2004:3) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them and requires some learning. It means that writing is more complex, and many aspects should be mastered to be competent in that skill.

Writing comprehension is strategies that require the reader to use their life experience to connect with the text we write. As we share our thinking in the circle, they need to stay focused as each writing increases throughout the year. Our learning as community depends on our finding ways to respect each other and different world we come from as well as the ways we each express meaning. The real writing is when the reader able to process the text, understanding the meaning, integrate it with everything that the reader already knows. When the reader express their meaning after writing of something, the reader will be easily answer comprehend something because reader will relate their comprehension and understanding.

According to Nunan (2003:88) state that, writing is the process of thinking to invent ideas, thinking about how to express them into good writing, and arranging into statements and paragraphs clearly. This means that while writing a text or a paragraph, students must follow two processes: thinking and arranging. Students must think about the ideas in their minds, and then they must try to arrange their ideas into good sentences and paragraphs. Cunningham and Shagoury (2005) add

that writing ability is a strategy that requires the reader to use their life experiences to connect with the text we read. As we share our thinking in the circle, the need to stay focused and listen deeply to each speaker increases throughout the year. Snow (2002:13) also states that writing ability is the process of simultaneously extracting and constructing the meaning itself through instruction and involvement with written language. It will involve the identification and recognition of printed or written symbols which serve as exciting for the recall of meaning built up through the readers' manipulation of relevant concepts already in their possession. It means that their prior knowledge is critical to their understanding of what they have written. The reader' background will bring personal meaning to the printed page; in other hand not all the readers comprehend and understand about the text material in exactly the same way. Importantly it can make good sense that to comprehend a story or text, readers will need a threshold knowledge about the topic.

Meanwhile, Pang et al. (2001:19) state that writing ability is about relating prior knowledge to now knowledge contained in written texts. Prior knowledge, in turn, depends on lived experiences. Topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect on understanding and appreciation of written text. For instance, jokes and humor depend on shared cultural knowledge between the writer and reader.

According to Harmer (2007:99) writing ability is useful for language acquisition. To comprehend a text, the readers have to focus on what they write because writing is not only writing itself but also how to comprehend the text systematically. He also states that writing is an incredibly active occupation. If the readers want to do it successfully, they have to understand what words are painting, understand the arguments and work out if they agree with them. This statement clearly shows that without understanding the words, the readers will not know what the text means. As we know writing is a process of constructing meaning from text. The aim of writing is ultimately targeting at helping a reader comprehend the text,

writing ability at last can involve the reader and the writer. The process involves an approximate understanding of the writer's message.

When beginning to write something, the writer has already been thinking about what to say and how to say it. After finishing the writing, it should be read over what the writer has written. Then, he makes changes for some corrections. Write, revise, and write and revise again until you are satisfied that your writing expresses exactly what you want to say (Oshima and Hogue, 2007:15). In principle, the purpose of writing is to express ideas and to convey the message to the reader. Thus, the ideas themselves should arguably be seen as the most important aspect of writing. On the other hand, the writer also needs to pay some attention to formal aspects. There are neat handwriting and correcting spelling and punctuation. The correction should be acceptable in grammar and be careful in selection of vocabulary (Ur, 2009:70).

In this present study, the researcher uses the theory from Oshima and Hogue (2007:3), academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mail to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal and we should not use slang or contractions. In addition, we should take care to write complete sentences and organize them in a certain way.

**2.1.3 Descriptive Paragraph**

In writing, the students are expected to produce a product in such written form. In this section, the writer focuses on writing descriptive paragraphs. Descriptive paragraph is a paragraph that describes a person, place, thing, and another. Descriptive writing appeals to the senses. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61). Similarly, Ploeger (2000:241) also defines that descriptive writing or description is the method that is used in writing, 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.

Descriptive text has generic structures such as identification, description, and conclusion. Evans (2000:4) defines a descriptive text as describing a person that should consist of introduction, main body, and conclusion. The generic structures of descriptive text are explained as follows: (1) Introduction, the writer gives general information about person, and it can be called identification; (2) Main body in which the writer describes their physical, appearance, personal qualities and hobbies, it can be called as description; (3) Conclusion, is the point in which writer writes the opinion about the person described.

Additionally, description is also about sensory experience like how something looks, how something sounds, and how something tastes (Kane, 2000:351). It means the descriptions in descriptive paragraphs should be expressed in detail and vivid descriptions even to have good descriptions, using sensory experience is important to create clear descriptions. Besides, clear description can make the reader understand what must be made and written based on detailed description. In addition, a descriptive paragraph is written with the senses since the paragraph will make the readers picture the object by using their senses too. The sentences should describe the topic logically in specific detail and explanations so that the readers can capture the meaning of the paragraph easily. Writing any type of paragraph always requires some process, so does writing a descriptive paragraph.

Zemach and Islam (2005:9) state that a paragraph is a group of about six until twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about the topic. When the writers want to write about a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. Furthermore, Pardiyono (2007:34) states that, descriptive text is a type of written text paragraph, in which has the specific function to describe an object (living-or no living things) and it has the aim of giving description of the object to the reader clearly. In order to create good descriptive text the student should master types of descriptive.

Savage and Shafiei (2007:34) state that descriptive paragraph should be in descriptive organization based on the following paragraph structures: (1) topic sentences: introduces the item that the writer will describe, it may include the writer's general feeling or opinion about them; (2) supporting sentences: give more background information about the item, also give descriptive details about the item, describe how the item looks, smells, feels, or tastes, may also describe in more detail how the writer's feel about them; and (3) concluding sentence: the paragraph end with a concluding sentence that restates the idea in the topic sentence using different words to show the writer's opinion.

In order to make a clear descriptive paragraph, the writers need to develop their skill. Branan (2010:310) states that in order to develop skill in describing things, there are five things that can help them create more vivid descriptions; (1) using specific language: word could be either relatively general or relatively specific; (2) using five senses: when the writers describe, they could create vivid images by using specific words; (3) creating a dominant impression: the writers bring the specific words, sensory details, thoughts, and feelings together to form a dominant impression; (4) organizing details spatially: an effective way to arrange the detail of descriptive paragraph is spatially or from one point in space to another and (5) using space and time transitions: linking sentences with connectors, such as repeated word, synonyms and transitions is essential.

According to Blanchard and Root (1994:57) the important part of writing in description is using clear and effective words that create exactly from the picture that the writer wants. From the statement above, the writer concluded that descriptive writing is a type of writing that gives a clear and concise description of a place, people, object or an event. The primary objective of descriptive writing is to frame an image of the place, people or thing in the minds of readers through sufficient details and allow them to feel that thing through their five senses. In addition, Heffernan and Lincoln (1998:83) divide descriptive writing into three forms. The first is an informative description that makes it easy for the readers to identify an object. The second form is an analytical description which makes the readers understand the structure. The last form is an evocative description which is a writing which recreates the impression made by an object.

In this present study, the researcher uses the theory 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 paragraph ability begins with identification, in which it introduces the object of description. Then description, which gives vivid details to make the writing more descriptive text ability, familiar, and expensive. The final is the conclusion, in which it states the opinion of the description. It is relevant for the present study since it was concerned in improving writing skill about descriptive paragraphs.

## 2.2 Empirical Review

An empirical review is a review, which is the information and theories currently available concerning the topic, and the historical background of the topic is reviewed. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between students' vocabulary mastery and writing ability. Several researchers have been done related to this present study which discussed the correlation between students' vocabulary mastery and writing ability. The empirical reviews are presented as follows:

The first study is conducted by Fitria (2016) entitled "The Correlation Between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text At The First Semester of Seventh Grade of SMPN 1 Karya Penggawa Pesisir Barat". Furthermore, the objective of this study was to determine the relationship between the mastery of the simple present tense and students' writing skills on descriptive texts. Moreover, based on the research results using the instruments of simple present tense tests and constructing descriptive text, the result showed that there was a correlation between simple present tense mastery and writing ability, especially about their apprehension and achievement to students. Additionally, students with high simple present tense mastery would have good descriptive paragraph writing scores. In contrast, students with low simple present tense mastery would have low descriptive paragraph writing scores.

In addition, the strength of the previous study was that there was a scoring rubric of writing ability. The researcher also explained the criteria in detail.

Furthermore, the weakness of this study is there are no clear instructions for the descriptive paragraph construction test. The researcher did not clearly mention the name of the test, especially for its topic that should be developed as a paragraph. The researcher did not explain about the topic that should be developed as a paragraph. In the present study, the researcher would like to provide a clear instruction for the descriptive paragraph writing, especially for the name of the test and its topic sentence based on the statement stated by McCarthy (1998:59) that topic sentence is state the main idea that will be developed by the students and topic sentence that summarizes the students' feelings about or reactions to the first incident.

The second study is conducted by Dewi (2020) entitled "The Correlation between Vocabulary Mastery and Writing Descriptive Text Ability of The Seventh Grade Students of SMPN 3 Sukawati in Academic Year". This research is aimed to find out the correlation between English vocabulary mastery and writing descriptive text ability of the seventh grade students of SMPN 3 Sukawati. The population of this study was the seventh grade students SMPN 3 Sukawati. Moreover, based on the research results using the instruments of simple present tense tests and constructing descriptive text, the result showed that there was a correlation between English vocabulary mastery and writing descriptive text ability of the seventh-grade students of SMPN 3 Sukawati.

In addition, the strength of the previous study was in terms of the paragraph scoring rubric used. To conduct this study, cloze tasks and paragraph construction tasks are used. The researcher explained about the topic that should be developed as a descriptive text. The paragraph scoring rubric was adapted from Oshima and Hogue (2007) which has five elements, such as: format, punctuation and mechanics, content, organization, grammar and sentence structures. Clear paragraph scoring rubrics made it easier for the researchers to assess the descriptive paragraphs that were made by the students. The researcher also relied on expert theories that support the statements, and steps in administering the test were mentioned completely. Furthermore, the weakness of this study was on the instrument used. The researcher did not clearly mention the name of the test, especially for its topic that should be developed as a paragraph. The researcher would like to provide a clear instruction

for the descriptive text writing. Additionally, the students' vocabulary mastery and the students' competency in writing descriptive text ability was a good category. It means that the students who get a high score in vocabulary mastery also get a high score in writing descriptive text ability, and the students who get low score in writing descriptive ability also get low score in vocabulary mastery.

## 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 is a correlation research namely the directional hypothesis. It is defined 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:

In this present study, the researcher used a directional hypothesis. Directional hypothesis is a prediction made by a researcher regarding a positive or negative change, relationship, or differences between two variables of a population. This prediction is typically based on past research, accepted theory, extensive experience, or literature on the topic. A researcher typically develops a directional hypothesis from a research question and uses statistical methods to check validity of the hypothesis (Salkind, 2010). Stated the hypothesis as follows:

a) Alternative hypothesis ($H_A$): there is a significant correlation between students' vocabulary mastery and writing descriptive text ability of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022.

b) Null hypothesis ($H_O$): there is no correlation between students' vocabulary mastery and writing descriptive text ability of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022.