

CHAPTER I

INTRODUCTION

1.1 Background of study

Writing is one of the language skills which need a great attention because writing is very difficult to be learned and mastered by the students. Writing also has a function as a communication media in written form. Writing does not only put some words without thinking first but also the students need to know about what they want to write. It means that in writing, the students need to explore their mind to have a good writing. Patel and Jain (2008:125) state that writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentences pattern. It means that the students need to focus on their choice of words, spelling, pronunciation, vocabulary, and grammar. On the other hand, students can find the challenge to find out their ideas whereas it is not easy to translate the ideas to the written form to make meaningful writing on piece of paper.

To implement it, students should know varieties of vocabulary when they want to write a good academic writing. Therefore, Thornbury (2002:13) argues that without vocabulary nothing can be conveyed. 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. According to Ur (1996:60), vocabulary can be defined, roughly, as the words that teach in the foreign language. It means that it is not a single word that is called vocabulary; vocabulary is more than a single word that expresses an idea. Meanwhile, Linse (2005: 121) states that vocabulary is the collection of words that an individual

knows. It means that they need more varieties of vocabulary by own self to construct their writing to be good sentences and good paragraphs.

In learning English, vocabulary is the most important aspects which have to be mastered by students, because its use in speaking, listening, writing and reading. A learner of a foreign language will speak fluently and clearly, if he or she understanding what he read or hear and they will write easily, if he or she has enough vocabulary. Vocabulary is vital part of language. Therefore the students have a lot to add vocabulary so that we also gain insight. There are various ways to learn vocabulary, such as watch movies, listen to music, read newspaper, read novels and more. On the other word the vocabulary of written language is much more extensive and diverse than the vocabulary of oral language (Hayes, Wolfer & Wolfe, 1996). As stated by Anthony (1978:5), if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening and reading skill.

In accordance with the experts' theory above, it can be concluded that when someone has higher vocabularies, it will make them easier to understand in English and they could deliver what they want to express their ideas in a good way. In fact, when the researcher interviewed the teacher at SMP N 1 Blahbatuh, she told the researcher about the students' conditions when they did writing activity. Students got a minimum score because their vocabulary mastery was low when they wrote something. She also said that if her students always asked about the vocabulary to her. In other occasion, the researcher also did an observation at the class of the eighth grade students of SMP N 1 Blahbatuh, related with the interview with the teachers, there were many students showed that they frequently

asked their teacher about the vocabulary.

The language is formed by word, so the people can share their idea to other people in speaking or written form. When students have good vocabulary they will be able to write a good composition of writing. If the students fail to master vocabulary, they will find difficulties for conveying their ideas in writing. Especially in writing paragraph, the students should be able to express their ideas, feeling, and brain to make an paragraph. There are many types of paragraph learnt by junior high school students. Descriptive paragraph is one of paragraph types that should be mastered.

Descriptive paragraph is a paragraph which describes or discusses about thing, place, or person clearly based on the generic structure such as clear identification, vivid detail descriptions, and the suitable conclusion. A writer cannot just imagine a subject based on what he reads or hears to make a good description. In addition, the use of words in writing descriptive paragraph must be considered and it will help the reader to get information from the descriptive paragraph which made by the writer. Zemachand Rumisek (2005:25) state that in writing descriptive paragraph, adjectives are needed to describe person, thing, animal or place in such vivid detail. Most of Indonesian students still struggle to figure out their problems of grammatical area in writing.

According to a research that was conducted by Azizah (2016) to the seventh grade students of SMP Islam Sudirman 1 Bancak Semarang showed there is a significant correlation between students' vocabulary mastery influenced students' achievement in writing descriptive text. It indicates that there is a fair relationship between the students' vocabulary mastery and their writing

descriptive text ability. It means that the students with high vocabulary mastery had been good at writing score. In contrast, students with low vocabulary mastery would have low writing scores.

Based on the phenomenon described above, the researcher became more curious about the correlation of vocabulary mastery toward descriptive paragraph writing ability whether it is true that they are correlated or not. Therefore, the researcher was interested to conduct a correlation research to know whether or not there is significant correlation between students' vocabulary mastery and descriptive paragraph writing ability. This correlation study entitled "The Correlation between Vocabulary Mastery and Writing Ability" had been conducted to the eighth grade students of SMP N 1 Blahbatuh in academic year 2021/2022.

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing the 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 writing ability of the eighth grade students of SMP Negeri 1 Blahbatuh in academic year 2021/2022. Moreover, the researcher interests in finding out the significant correlation of students vocabulary mastery and writing ability of the students in junior high school. Therefore, the research problem in this present study can be formulated in the form of a question as follows: Is there any significant correlation between vocabulary mastery and

writing ability of the eighth grade students of SMP Negeri 1 Blahbatuh in academic year 2021/2022?

1.3 Objective of the study

Every research has its objective. Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. The objective of the study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, 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 writing ability of the eighth grade students of SMP Negeri 1 Blahbatuh in academic year 2021/2022?



1.4 Limitation of the study

The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. This research is focused on investigating the significant correlation between vocabulary mastery and writing ability of the eighth grade students of SMP Negeri 1 Blahbatuh in academic year 2021/2022. Besides, vocabulary mastery in this study covered 30

items and it was limited to verb, noun, adjective, and adverb and for the writing was limited to describing place according to the pictures provided that related to famous tourism destination.

In order to focus on this research, so there must be limitation of the problem. The topic must be limited in order to investigate the problems more accurately, precisely, and correctly. Therefore, the researcher would like to limit this study according to the basic competencies of grade eighth as follows: the basic competency (3.4) is comparing social functions, text structure, and language features several oral and written descriptive texts by giving and asking information related to the description of place about tourism destination is very short and simple, according to the context and basic competency (4.4) is constructing oral and written descriptive texts, very short and simple, related to place taking into account social functions, text structure, and linguistic elements, correctly and in context.

1.5 Significant of the study

One of practical reflections which is taken into account in undertaking the present study is the significance of the expected research findings. Moreover, it is because the significant of the study is important in conducting research. In addition, this research focus on figuring out whether there is a significant correlation between students' vocabulary mastery and writing ability of the eighth grade students of SMP Negeri 1 Blahbatuh in academic year 2021/2022. The findings are expected that the results of this research would give both theoretical and practical significance which can be further discussed below.

Theoretically, this study is worth for other researchers in which hopefully it can be used as a reference and also guidance in conducting the same study of observing writing 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 needed to be emphasized to assist students to have a good writing in description paragraph. 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, this present study is expected as feedback to English language teacher, students and other researchers. Furthermore, this study is expected to be useful for teachers as an alternative way of teaching writing of the Eighth Grade Students of SMP Negeri 1 Blahbatuh to take the affective of vocabulary mastery in writing descriptive paragraph, students and the next researcher. For the teachers, it would be useful for them as it gives them information about the correlation of vocabulary mastery and their students' descriptive writing ability. Meanwhile, this research is expected to give advantages for the students about the writing problem and they become aware to practice more until they master in writing skill. Moreover, for the next researcher, this research is expected to give information for further research that decides to do the research in the different school.

1.6 Definition of Key Term

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. Furthermore, the key term which were used in the present study were clearly and concisely clarified as follows:

a. Vocabulary Mastery

Vocabulary mastery is an ability of the eighth grade students of SMP N 1 Blahbatuh to use all the words of language in conducting communication especially for describing place such as adjectives, noun, verb and adverb.

b. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is defined as skill of the eighth grade students of SMP N 1 Blahbatuh to express ideas in writing descriptive paragraph which describes a famous tourism destination with the complete generic structure; identification, description, and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of the theories that are related to the conducted study. Furthermore, it is used to support and build this study. In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literatures to this study. The present study dealt with the correlation between students' vocabulary mastery and descriptive paragraph writing ability. The present study had been conducted based on the following theoretical frameworks that were taken from the experts. There are some important points to be explained and discussed based on the relevant theoretical reviews that are taken by the researcher. The theoretical review included writing ability and vocabulary mastery.

2.1.1 Vocabulary Mastery

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 about their responsibility to learn English by themselves. In addition, vocabulary mastery is one of the important components when students learning a foreign language. Therefore, when students learn English skills especially in writing a descriptive paragraph they must be enrich their vocabulary. According to Hogue (2008:95), descriptions are "word pictures". It means that the reader can imagine the object, place or person in his or her mind. Making a good descriptive

paragraph, we have to describe the object more details so that the reader will be able to imagine our descriptions. Thus, that will affect their writing in a descriptive paragraph.

Vocabulary is one of the elements in teaching English. People who want to master language skills, they have to master vocabulary of English first. According to Anthony (1978:5), if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening and reading skill. There are many definitions of vocabulary taken from some 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 from two forms. There are receptive that are able to be understood or recognized, and productive the vocabulary that is used when writing or speaking.

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. However, there are many claims that teaching specific vocabulary by using context is not the most effective way to teaching vocabulary. In addition, the definition of vocabulary mentioned by Richards (2002:4) that vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to. Based on definition above, vocabulary is one of components of language that must be learned first by learners. It is going to help the learner in learning English well.

There are two kinds of vocabulary. According to Haycraft (1998), they are

receptive vocabulary and productive vocabulary. The receptive vocabulary is words that the students recognize and understand when they occur. In another word, 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 as well as are considered being less to be used. Another word, the students may not use these spontaneously for they may recognize the words meaning as they are reading and listening.

When learning foreign language, basically vocabulary becomes important. It should have to develop grammar and pronunciation. All are going to be difficult if communicate without vocabulary than grammar. The other importance of vocabulary is suggested as important to students. It is more important than grammar for the communication purposes. Particularly, in the early stages when students are motivated to learn the basic words, they need to get it in 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).

In this present study, the theory that is referred Kamil and Hiebert (2005:3) state that vocabulary is the knowledge of the meanings of words. Based on that theory, the researcher can conclude that vocabulary is a knowledge of word and word meaning which plays an important role in learning foreign language. In

education field, the students who have good vocabulary knowledge will help them in understanding the language. By knowing the meaning of the words can make the students easier to understand the paragraph of the certain paragraph.

2.1.2 Writing Ability

Writing is a partial representation of units of language expression. This is essential difference between drawing and writing (Lado, 1964:143). 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, many aspects should be mastered to be competent in that skill. According to Zamel (1987), writing is a process through meaning which is created. The act of meaning generates ideas. It is why to explore someone's feelings and thoughts. Based on definition above, writing is a process of creativity of thoughts, ideas, and feelings expressed in writing language with the goal of certain.

Writing is one of the four language skills are considered as difficult skill because there are some aspects which should be fulfilled by writer such as content, organization, purpose, vocabulary, punctuation, and spelling in balanced way. Besides, writing also as a productive skill, that should be learned and mastered in language learning. Moreover, to be a good writer, the students need to know some essential or basic skill, which include punctuation, dictation, and the

use of different sentence structure. Patel and Jain (2008:125) state that writing is a kind of linguistics. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. Writing is essential features of learning a language because it provides very good means of fixing the vocabulary, spelling, and sentence pattern. These are important components of writing.

Zemach and Islam (2005:5) state that writing is a significant type of day-to-day communication, but it is particularly essential in high school and college. Writing is one of language skills in constructing paragraphs because students do not only make good sentences or text but they also can show characteristics of the writers. According to McDonald (2002:7), writing is usefully described as a process, something which shows a continuous change in time like growth in organic nature. Furthermore, in the process of placing ideas into words on the paper, different things happen at distinct phases in the process of putting thoughts into words onto paper. In arranging, words to become one unit require need more concentration to make the writing can be connected.

Oshima and Hogue (2007:15) state that writing is not instant process but it needs some steps. There are four steps in the writing process. The first step is called prewriting. It is a step to get an idea by choosing a topic and think the idea in order to explain the topic. The second step is organizing. In this step, the writer organizes ideas into a simple draft. The third step is writing. It is a step where a writer writes a rough draft using the outline as a guide. Besides, a writer should write the rough draft as quickly as they can without thinking about grammar, spelling or punctuation just write the ideas down on paper. The last step is called

polishing. A writer writes and refines the writing that has been written. This activity will be successful if the writer makes revisions and edits in their writing.

Writing is never a one-step action. It is an ongoing creative act. When beginning to write something, it 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. You write and 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 make expression of ideas and to convey the message to the reader. Thus, the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer also needs paying some attention in 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).

Brown (2004:220) states that writing has four categories that capture the range of written production that should be considered. Each category resembles the categories defined for the other three skills, but these categories as always reflect the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. In intensive, the learners focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the learners learn how to connect sentences into paragraph and create a logical connected sequence of two or three paragraphs. In extensive, the writers focus on

achieving a purpose, organizing, and developing ideas logically, as a result, the final product is engaging in the process of multiple drafts.

According to Grenville (2001:1), writing has some purposes. There are writing to entertain, to inform and to persuade. Writing to entertain is a writing that may engage the readers feeling through its plot or the emotion provided in the writing. Some examples of the writing in which purpose are to entertain are novels, poems, song lyrics, plays, and screenplays. Meanwhile, writing to inform is intended to tell readers about something, for example: newspaper, articles, scientific or business reports, instructions or procedures, and essay for school and university. In addition, writing to persuade means the writing that aims to convince the readers of something through providing evidence, for example: advertisements, articles, newspaper, and magazine.

To sum up, writing is a skill that concern in both product and process. It is also about express and impress. As a skill, writing must be practiced many times regularly, so that the writers can have more experience in writing everything. Writing is an important part of higher state as a proven of literacy ability. Writing in the class by the students is called academic writing which is the teacher and the classmates are the reader of the writing work. Writing has process that must be followed such as pre-writing, drafting, revising, and editing.

2.1.3 Descriptive Paragraph

Descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, or sounds. 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 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.

Zemach and Islam (2005:9) state 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. The sentences are arranged logically, so the readers can easily understand what the writers want to say. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

Savage and Shafiei (2007:34) state that descriptive paragraph should be in descriptive organization based on the following paragraph structures: a) topic sentences: introduces the item that the writer will describe, it may include the writer's general feeling or opinion about them; b) 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 c) 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.

The purpose of a description is to create the picture using word. The important part of writing in description is using clear and effective word that creates exactly from the picture that the writer wants (Blanchard and Root, 1994: 57). From the statement above, the writer concluded that descriptive writing is a type of writing that given 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.

Heffernan and Lincoln (1986:83) divide descriptive writing into three forms. The first form is an informative description that makes the readers easy identifying an object. The second form is an analytical or technical description which makes the readers understanding the structure of an object. The last form is an evocative description which is a writing which recreates the impression made

by an object. In addition, according to Knapp and Watkins (2005:98), there are some grammatical features of descriptive writing. The grammatical features described as follows:

Descriptive text has generic structures such as identification, description, and conclusion. Evans (2000:4) defines a descriptive text is about describing place that should consist of introduction, main body, and conclusion. The generic structures of descriptive text are explained as follows: the first one is introduction, the writer gives general information about place, and it can be called identification. Second, main body in which the writer describes their location, condition, architecture or interior, history or interesting facts about the place it can be called as description. Last, conclusion is the point in which writer writes the opinion about the place described. In this part, the students should conclude the text connected each other; apart from the fact that every sentence in descriptive text.

In this present study, the theory that is referred are Zemach and Rumisek's (2003:25) theory which states about the definition of descriptive paragraph which explains how thing, place, or person looks or feels by using adjectives words. Meanwhile, Evan's theory states about the generic structure of descriptive paragraph which lead the writers make a well-organized paragraph. There are three main points that should be considered in making descriptive paragraph, such as: introduction or usually called identification, main body or usually called description, and conclusion. It is relevant for the present study since it was concerning in improving writing skill about descriptive paragraph.

2.2 Empirical Review

Empirical review is the review of relevant researches that have been conducted in which it reviews the previous researches that are relevant to the present research. 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 about correlation between students' vocabulary mastery and writing ability. The empirical reviews are presented as follows:

The first research was conducted by Devi (2020) entitled "The Correlation between Vocabulary Mastery and Descriptive Paragraph Writing Ability of The Tenth Grade Students of SMK Saraswati 1 Denpasar in academic year 2019/2020". Furthermore, the objective of this study was to get empirical evidence whether or not there was any relationship between students' vocabulary mastery and their writing ability. Moreover, based on the research result, it showed that there was a correlation between vocabulary mastery and students writing ability. Additionally, students with high vocabulary mastery had been good at writing score. In contrast, students with low vocabulary mastery had low writing scores.

In addition, the strength of the previous study was in terms of the paragraph scoring rubric that was used. 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 the researchers easier to assess the descriptive paragraphs that were made by the students. The researcher also relied on expert theories that support the statements, and the steps in administering the test were mentioned completely. However, the research instrument that was used in this research did not state the time allotment of doing the test which causes students to not use their time effectively and the researcher also did not mention aspect for vocabulary test. In the present study, the researcher provided time allotment of doing the test so that the students could use their time effectively and the data obtained from the research instrument will be accurate.

The second research was conducted by Azizah (2017) entitled "The Correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive Text of the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang". The objective of this study was to find out whether or not there is any relationship between students' vocabulary mastery and their writing ability. Moreover, based on the research result, it showed that there was a correlation between vocabulary mastery and students writing ability. The result found that there a positive significant correlation between vocabulary mastery and writing ability. Therefore, the statement explains that both of variable affect each other.

Additionally, the strength of this study was the researcher already provided good related theories from experts to support the statements. The researcher also mentioned completely the steps were conducted in that study. In addition, the strength of this research was in terms of the paragraph scoring rubric that was used. The paragraph scoring rubric was adapted from Heaton (1988:146)

which has five elements, such as: format, punctuation and mechanics, content, organization, grammar and sentence structures. Clear paragraph scoring rubrics made the researchers easier to assess the descriptive paragraphs that were made by the students.

Furthermore, the weakness of this study was on the instrument used. The researcher used multiple choices test to assess the students' vocabulary mastery. The instruction used on the test were not clear enough which were stated in Indonesian, and the time allotment in doing the test was not stated. This instrument invited high guessing possibility. Thus, in the present study the researcher used cloze test to assess students' vocabulary mastery completed with the instruction that stated clearly in English, and it is also clarifies the time allotment for the students to finish the test. According to Harjasujana (1998:141), The advantage of using a cloze test is that it is considered more effective in measuring the level of readability of a text because it involves the reader directly so that they can see the extent of their understanding of the text. The researcher used rational deletion procedure to avoid deleting words that would be difficult to predict from the context. There will be 15 blank gaps and focus to the adjective, noun, verb and adverb to describe person.

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. According to Singh (2006:54), hypothesis is defined as a tentative solution of the problem. The purpose of

hypothesis is to provide a tentative proposition suggested to any research problem of a study. The hypothesis is like a guiding material to arrive at a certain conclusion. This will serve as the pathway to follow without wasting time or effort in looking for answers without any directions. This is a single aspect of thinking that will inform if something is true or not. In order to prove it, the researcher needs to run tests of researching.

The hypothesis of the research is formulated in the following statement :

The researcher assumes that there is a positive and significant correlation between vocabulary mastery and writing ability in the eighth grade students of SMP N 1 Blahbatuh in academic year 2021/2022.

