

CHAPTER II THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Writing Ability

Writing is a process to deliver someone's feelings, arguments and ideas that is felt by the writer into the paper by constructing the words. It can be used as media to communicate with others through written form. Writing plays important role to help people communicate with others in this modern era. It can be seen in human daily life activities when people need to communicate with others in written form, people usually use an application of short message like Whatsapp and Line to share their feelings or their ideas.

Writing is not only about constructing the words into the sentence, linking the sentence into the paragraph, but also requires the grammatical and lexical knowledge. As one of the four language skills, writing is very crucial to be learned by students in the school. The aims of this skill is to allows the students convey their ideas, feelings, and opinions on paper in the written form through well structure. Many experts have argued about the definition of writing. Wingersky (as cited in Hidayati, 2018, p. 23) states, "writing is a process of communicating with others in which the writers send his ideas and thoughts in written form to the readers". In this case, the writers should produce a sequence of sentences and clear statement to make the readers understand the meaning what the writer wants to say. In line with Wingersky, Mandal (as cited in Molla, 2016,

p. 11) states that through writing process the students get opportunity to share ideas and convey their feelings. It means that writing is a tool that commonly used by a writer to give information to the readers.

Furthermore, according to Richard and Schmidt (2010, p. 640—641) writing is a process to write the ideas through complex processes from planning, drafting, reviewing, and revising and also teach the students how to use those complex processes. It described the students in writing process will show many things such as the way of thinking, process from planning to revising the word into sentences form with well structure. It aims to make the readers easier to understand what the writers mean. Thus, both of them can make a communication. From the explanation above, it can be assumed that writing is a process delivering an idea, imagination and feeling which are developed by using sentences which describe the meaning of writer wants to convey through complex process.

Besides that, writing related with the ability. Hornby (2010, p. 2) states that ability is a level of skill or power that is had by people. It means that ability is performance that shows how people do something well. The relation between ability and writing is in writing process it includes the ability how to arrange the words into good sentences and used the grammar correctly. In conclusion, writing ability is the ability to write which required a writer to be able to use language patterns to express an idea which aims to make other people who read the text can understand the ideas conveyed.

2.1.2 Writing Process

As one of the productive skills, writing is not easy to be done by students because writing is not only one step action but has complex process and involve

several steps from planning to finishing. However, this process can give a chance for students to produce a good writing. Oshima and Hogue (2007, p. 16—19) explained that there are four steps in writing process, namely; prewriting, organizing, writing, and polishing, revising, editing. The details of each process it can be seen as follows:

1. Prewriting

The first steps in writing process are called as prewriting. Prewriting is a way how the students get ideas. It is very important to be done because the students have to find ideas to explain the topic. In this step the students can use listing technique. It is a prewriting technique in which the students can make a detailed list of the words or phrases related to the topic.

2. Organizing

The second steps in writing process are organizing. It is a step to organize the ideas related to the topic into a simple outline from the list that students made. In this process the students will be easier to develop the ideas related to the topic which was given by the teacher because they have main idea about the topic that will be described.

3. Writing

The third steps in writing process are writing. It started from writing a rough draft by using the students' outline as a guide. In this step, the students can make a rough draft as fast as the students can without thinking about the right grammar, structure, spelling and punctuation because it is only a rough draft, the errors in rough draft can fixed later. The students must noticed that in this process the

students as a writer must add new ideas of the topic and add the concluding sentence at the end.

4. Polishing, Revising and Editing

Polishing is also called revising and editing. In this step the students polish what the students have written. It can be done into two steps. First, the students can attack the big issues of content and organize the issues, this process called as revising process. Then, work on the smaller issues such as grammar, punctuation, and mechanics. This process can be said as editing process. It is very essential part in writing process to make the sentence or paragraph appropriate with the context and good structure. After editing the draft, the writer can make final version.

Additionally, in line with Oshima and Hogue, Harmer (2004, p. 4—5) emphasize that there are four steps in writing process. The processes consist of planning, drafting, editing and final version. Those processes are very essential to make teaching and learning process success. The details of the process are as follows:

1. Planning

In planning process, the students as the writers must plan and think what they are going to convey in the process of writing the text. Besides that, there are three main issues in planning process which must be considered. First, the students should know the purpose of their writing. By knowing their purpose of writing, the students can use the language and information related with the text they wish to produce appropriately. Second, the students must think about how the paragraphs are structured. Third, the students have to consider about the content structure. It includes how best the sequence facts, ideas, or arguments which they

have to write. Those three main issues should be done completely by the writers to be able to produce a good writing.

2. Drafting

Drafting is the second steps in writing process. Drafting refers to the process how the students put their ideas into complete paragraphs. It is help the students to write their ideas from introduction until the conclusion as the first version of a piece of writing. After the students make a draft they will amended the text later in editing process.

3. Editing

The third steps in writing process are editing. In this process the students must read the text that they have written to see where the information is not clear or ambiguous. In this case, the students need to change the sentence, grammar, or diction which is not appropriate with the content.

4. Final Version

Final version is the last step in writing process, after the students have edited their draft, the students will produce final version to send their written text to the readers. This final version is definitely different from the first draft because it has passed from editing process.

From the explanation above, it can be concluded that writing has roughly four steps and have complex process in order to produce a good written product. If the students want to write easily and get a positive result, all steps in writing process must be followed by the students although it takes a long time because in every steps of writing process will give the students a chance how to write a text in a appropriate ways easily and encourage the students to be more creative.

Therefore, the students need to complete each steps carefully to make their writing good, having unity and coherent between one paragraph and another paragraph.

2.1.3 Teaching Writing

Writing is one of the language skills which become most essential part in teaching of English. In human daily life, writing have some important roles such as in academic purposes or in the other aspect. Teaching of writing is sharing, guiding, and giving the information about how to write well and how to produce good writing to the students. Hornby (2010, p. 1225) states that teaching is a process that show how people to do. It means in teaching process a teacher guiding the students to do something during learning process.

Teachers have important role in teaching learning process of writing. Teachers should apply a creative strategy to be able to make the students generate their ideas easier and motivating students to make as much effort in writing process. Therefore, Tompkins (2008, p. 5—6) emphasize that in teaching and learning of writing process, the teacher should gives the students a chance to explore their ideas through stage of writing such as mind mapping or clustering. By doing this stage before the students start to write the text, they will be easy to develop their ideas well because they already have a picture of what they are going to describe. In addition, Harmer (2004, p. 41) states that in teaching writing the teacher must help the students to be able generating their ideas easily. In this case, if the students get stuck and feel confuse developing their ideas, the students can get help immediately from the teacher. It means that the teacher is supposed to give a clue, support and motivate the students in teaching and learning process.

Related to the teaching writing, the teachers must give more attention in linguistic components of writing like grammar, vocabulary, structure and language use in order to help the students make a good paragraph in writing process. Furthermore the teacher also must invite the students to practice writing as often as possible in the class. To maintain the success of a teaching writing process in the classroom, the teacher must guide the students. As a consequences, teacher as the important part in teaching and learning process must develop a set of steps and strategy to help the students in writing activity.

In conclusion, writing is a productive skill that needs to be developed and practiced because writing is not easy to be done by students. Therefore, the teacher as a guide and a facilitator in the classroom must help the students to improve their writing ability by giving a lot of practice because it can make the students' writing ability improve and better than before.

2.1.4 Writing Assessment

The assessment on writing achievement is to determine how good the writing of the students is. It is to measure the degree of students' writing achievement. The teacher can provide a test to assess how the students write and organize their ideas into good writing effectively. The teacher as a guide and evaluator in teaching and learning process should have an appropriate and right concept of writing assessment to be able assessed the writing work of students. Generally, the grade of writing skill is taken from criteria of writing test. According to Brown (2004, p. 244—245) there are five categories that must be assessed in writing. The categories are organization, content, grammar, mechanics, and style quality expression. Here is the explanation of each category:

1. Organization

Organization is the first categories that must be assessed in writing. It is used to evaluate the introduction, body and conclusion of the text that the students made is coherence or not. The word coherence means that the sentences in the text are interrelated to another sentence. In scoring organization, if the students are able to make a text based on the organization completely and coherent with the topic, the students will get excellent score or get 20—18 score. However if the students absence in several aspects, such as lack of supporting evidence related to the topic they will get low score or 5—1 score. The details of organization scoring are as follows:

TABLE 1
ORGANIZATION ASSESSMENT CRITERIA

20—18 Excellent to good	Appropriate title, effective introductory paragraph, topic is stated leads to the body transitional exposition used: arrangement of the material shows plan (could be outlined by the reader), supporting evidence given for generalization conclusion logical and complete.
17—15 Good to adequate	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully develop, sequence is logical but transitional expression may be absent or misused.
14—12 Adequate to fair	Mediocre or scant to introduction or conclusion, problems with the order ideas in body, the generalization may not be fully supported by the evidence given; problems of organization to interfere.
11—6 Unacceptable-not	Shaky or minimally recognizable introduction can barely be seem; severe problems with ordering of ideas: lack of supporting evidenced: conclusion weak or inadequate effort of organization.
5—1 College-level work	Absence of introduction and conclusion no apparent organization of body, severe lack of supporting evidence: writer has not made any effort to organize the composition (could be outlined by reader).

2. Content

Content are refers to the sentences that used to deliver idea and consist of understanding knowledge of the topic. The content should cover all information related to the topic which unities one into another. In scoring the content, if the students are able to deliver the ideas clearly based on the topic and explore all information of the topic which unities one into another. The students will get excellent score from 20—18. However, if the text made by students not reflects all information of the topic, the students will get low score from 5—1. The details of content scoring are as follows:

TABLE 2
CONTENT ASSESSMENT CRITERIA

20—18 Excellent to good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
17—15 Good to adequate	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
14—12 Adequate to fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
11—6 Unacceptable-not	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
5—1 College-level work	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.

3. Grammar

Grammar shows an accuracy of the use correct grammatical form and syntactic pattern that is used by the students when making a text. In arranging the sentence in order to make a good paragraph, the students should use the correct tenses based on the characteristic of the text. For example, in writing descriptive

text the students should use simple present tense when arranging the sentence. In scoring grammar, the students will get excellent score from 20—18 score if the students are able to use appropriate grammar when arranging the sentence related to the topic. However if the students are not able to use the correct grammar that causes the readers cannot understand what the students wants to say, the students will get low score from 5—1 score. Here is the detail in scoring grammar:

TABLE 3
GRAMMAR ASSESSMENT CRITERIA

20—18 Excellent to good	Native like fluency in English grammar correct use to relative clauses, prepositions, modals, articles, verb forms, and tense sequencing no fragment or run-on sentences.
17—15 Good to adequate	Advanced proficiency in English grammar, some problems do not influence of communication, although the reader is aware of them; no fragment or run-on sentences.
14—12 Adequate to fair	Ideas are getting to the reader, but grammar problems are apparent and have a negative effect of communication run-on sentence or fragment present.
11—6 Unacceptable-not	Numerous serious grammar problems interfere with communication of writers' ideas grammar review of some areas clearly needed, difficult to read sentences.
5—1 College-level work	Severe grammar problems interfere greatly with the message, readers cannot understand what the writers' was trying to say; unintelligible sentence structure.

4. Mechanics

Mechanics explains about the use of spelling, punctuation, and capitalization correctly. In writing process mechanics is an aspect that very important to be learned of the students. This is how the students will make a good paragraph through the use of correct spelling and the use of appropriate punctuation and capitalization. In scoring mechanics aspect, the students will get excellent score

from 20—18 score if the students can use the spelling, punctuation and capitalization in arranging the sentences appropriately. However if the students cannot use the spelling, punctuation and capitalization appropriately the students will get low score from 5—1 score. Here is the scoring mechanics on details:

TABLE 4
MECHANICS ASSESSMENT CRITERIA

20—18 Excellent to good	Correct use of English writing conventions; left and right margin, all needed capitals, paragraphs, indented, punctuation and spelling; very neat.
17—15 Good to adequate	Some problems with writing convention or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
14—12 Adequate to fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with the ideas.
11—6 Unacceptable-not	Serious problem with format of paper; parts of essay not legible, errors in sentence and punctuation and final punctuation; unacceptable to educated to the readers.
5—1 College-level work	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margin, severe spelling problems

5. Style and Quality of Expression

Style and quality of expression refers to the vocabulary, idiomatic, words form and diction that commonly used in writing process. It is a process of selection words which suitable with the content and topic. In scoring style and quality of expression, if the students are able to mastery the use of the vocabulary, idiomatic and diction which suitable with the context, the students will get excellent score from 20—18 score. In contrast, if the students are not able use the appropriate vocabulary which is suitable with the context, the students will get low score from 5—1 score. Here is the scoring of style and quality of expression:

TABLE 5
STYLE AND QUALITY OF EXPRESSION ASSESSMENT CRITERIA

20—18 Excellent to good	Precise vocabulary usage: use of parallel structures; concise; register good.
17—15 Good to adequate	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
14—12 Adequate to fair	Some vocabulary misused; lacks awareness of register; may be too wordy.
11—6 Unacceptable-not	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
5—1 College-level work	Inappropriate use of vocabulary; no concept of register or sentence variety

From the explanation above, it is known that there are five categories that will be assessed in writing. The categories consist of organization, content, grammar, mechanics, and style and quality of expression. In every categories, commonly the students will get 20 score as the highest score and 1 score as the lowest score. However, among the five categories of the assessment above, each category has different assessment criteria. Therefore, in assessing the result of students' writing the teacher or rater must consider those categories carefully.

2.1.5 Concept of Achievement

The terms of achievement have several meaning. Hornby (2010, p. 11) explain that achievement is a thing which is done successfully by someone using her or his own effort and skill. In addition, According to Longman (2001, p. 11) achievement is a success thing that is got by someone in doing something by his or her own efforts. From the definition above, it shows that achievement is a result of what someone has learned about the knowledge of certain skills. In teaching and learning process, achievement related to the students. Levpuscek (as cited in Riswanto and Aryani, 2017, p. 43) explain that students' achievement can be

described as a level of the students to achieve the learning goals in terms of knowledge and skills. It means that students' achievement reflects the quality of education and learning process and shows how well the students achieve the learning goals.

From the theories above, it can be concluded that achievement concerned with the result of learning activities that has been done and obtained by efforts. Meanwhile, talking about the achievement in writing, it can be defined as the students' mastery in constructing the words into the sentences with well structures and make a good text that suitable with the topic. In this case, the students are not only can write a text but also get high score in writing test. The teacher can see the ability of students in mastering the writing skill that has been taught by looking at the result of students' score in writing test. From the result of writing test, the teacher will know which students have successfully achieved the learning goals and which ones do not achieved the learning goals. Additionally, the achievement in writing can be reached if the students work hard to achieve the learning goals.

2.1.6 Concept of Descriptive Text

Descriptive text is one of the kind text that should be learned by students in junior high school. It is a text which describe about something. Descriptive text explains how person, thing and object looks like objectively. The purpose in writing descriptive text is basically to give information and make the people who reads the text see, feel, and hear what the writers have seen, felt, and heard about something. Descriptive text is not only describe about appearance of thing, place and person but also describe about someone's emotion or it can be about sense of impression, such as feel, taste, sound and smell.

Siahaan (2008, p. 119) said that descriptive text is describe or illustrate an abstract object, place or person becomes concrete in order to have visual appearance of the object. It means that descriptive text give a picture to the readers how something looks like clearly. Another opinion about descriptive text is given by Wyrick (as cited in Husna et.al, 2013, p. 2) who explained that in writing descriptive text the writer creates a detail picture of person, place, object and emotion to make an impression to the reader. It can be concluded that descriptive text is a piece of writing and one of the kind text which describes the qualities, part and characteristics of an object. It is used to picture out how an object looks like.

In the process of writing descriptive text there are several things which must be considered. Pardiyono (2006, p. 166) emphasize that descriptive text have two generic structures, they are identification and description Identification explains the introduction of the object that will be described briefly and description explains clearly the object that will be described. In addition, According to Knapp and Watkins (2010, p. 98—100) descriptive text has five characteristic. The first characteristics, the text are employs present tense. The second, the text employs relational verb when describing appearance, qualities, part and function of the object. The third, the text use adjective to add extra information about the object for detail description. The fourth, the text employs adverbial phrases which are used in description to add more information about the manner, place or time. For the last characteristic, the text are employs literacy description.

Referring to the theories above, it can be concluded that descriptive text is a kind of text which describe about specific object, thing and place in detail and contains several things that must be considered in the process of writing the text. The goal in making a descriptive text is to provide information about the thing, object or a person which is described.

2.1.7 Concept of Vocabulary Mastery

The term of vocabulary has wide meaning. In short, vocabulary can be defined as a set of words that have meaning. It is one of the language aspects that plays crucial role in English language acquisition and mastering four English skills. The students need to learn about a lot varieties of vocabulary to be able speak fluently, write easily, and understand the meaning of the words when the students listen and read the English text. Vocabulary is important to be learned by students because it is very impossible to learn foreign language without knowing the vocabulary of that language. Hornby (as cited in Huliani, 2019, p. 32) states that vocabulary is the total number of words in a language that has a meaning. In addition, according to Ur (2009, p. 60) vocabulary is the words which are taught in the foreign language, it can be a single words or more than single words. In other words, from the explanation above, it can be defined that vocabulary as the total number of words in a particular language that has been taught by teacher in the school in order to make the students knows the meaning of that foreign language and easily translated one language into another language.

In learning and teaching a foreign language process especially in writing a text in English. Having a lot of vocabularies in English which is one of the foreign languages learned by students in Indonesia, will make the learning process runs

effectively. Richards and Renandya (2002, p. 255) states that vocabulary is a core component of language and offers the opportunity for learners how well they can speak, read, listen and write. It can be concluded that, vocabulary is an essential part of language. Knowing many vocabularies in English, the students will be able to write effectively and easily. In this case, the students is not only can master just one skill but also can master three others English language skills and understand the meaning of the context.

Related to the vocabulary mastery, the term of mastery can be defined as a skill in understanding and knowing a knowledge about something obtained through practice. Porter (2001, p. 953) states that mastery is understanding something completely and do not have difficulty in using it. Meanwhile, Bloom (as cited in Winanti, 2006, p. 15) said that mastery is one of the students' ability to set out the essence of the learning lesson given in whole. It means that, mastery is a skill, ability, and technique owned by someone in conducting some activity. However, in mastering about something especially for students who wants to master English language aspects such as writing and speaking, the students need to practice a lot because it is a key to achieving the goal. It is the same if students want to master the vocabulary well, the students need to learn, remember, and practice continuously because in mastering vocabulary it cannot be done spontaneously but step by step.

From the explanation above, it can be concluded that vocabulary mastery can be defined as students' ability in understanding all English words that they have learned in certain situation, obtained through long process and a lot practice. In conclusion, by mastering vocabulary of English well, the students is not only

can understand some meaning of words when someone's saying and writing about something, but also can speak and write fluently, and able to define words and translating the language into another language easily and appropriately. Thus, the students writing difficulties can be overcome if they master the a lot of vocabulary well.

2.1.8 Types of Vocabulary

Vocabulary is divided into several types. Some experts divide vocabulary into two types, namely active and passive vocabulary. Similarly, Harmer (as cited in Alqahtani, 2015, p. 25) distinguishes the vocabulary into active and passive vocabulary. Active vocabulary is the first types of vocabulary which refers to the one that students have been taught and the students are expected to use it. Meanwhile, for the second types which is passive vocabulary it refers to the words which the students will know when they see and hear these words but will probably not be able to pronounce the words. In addition, Kamil and Hiebert (2005, p. 3) mentioned that there are two types of vocabulary. The first is productive vocabulary. It refers to the words that are familiar and easy to recognize and commonly used by someone especially in speaking and writing. The second category of vocabulary is receptive vocabulary. In contrast with productive vocabulary, receptive vocabulary refers to the words that are less familiar to the students. It can be said that the students may not use the vocabulary spontaneously, usually they will recognize the words' meaning as they are reading and listening. From the explanation above, it can be concluded that active and productive vocabulary is commonly used by someone in everyday life because the words' meaning is usually easy to understand. However, it is different with

passive and receptive vocabulary. The vocabulary is rarely used in everyday life because people usually feel unfamiliar with the meaning of the words.

In contrast with the explanation above, Lehr and Osborn (as cited in Mahmudah, 2014, p. 197) classified the vocabulary into four types. The types are listening vocabulary, speaking vocabulary, writing vocabulary and reading vocabulary. For the first type that is listening vocabulary it refers to all the words that the students can recognize when listening a speech. The second type of vocabulary is speaking vocabulary. It refers to the vocabulary that students is use spontaneously when speech. The third type of vocabulary is writing vocabulary. It can be defined as all the words that students can employ in writing. The fourth type of vocabulary is reading vocabulary it refers to all the words that students can recognize when reading a certain types of text.

In conclusion, based on the explanation above, vocabulary is divided into some types and each type has different definition. Meanwhile, if the students are not mastering all these vocabulary types they will difficulty in learning a foreign language. However, if the students are able to master all these vocabulary types above, they will be easy in learning and mastering a foreign language.

2.1.9 Assessing Vocabulary

To know how much students know about vocabulary, the teacher can make a test to assess the students' vocabulary mastery. It is used to measure the ability of students in understanding and knowing English words. According to Read (2000, p. 2) there are three types of vocabulary assessment, the types are multiple choice form, matching form and completion form. The details of the assessment types it can be seen below:

3. Matching Form

The third type of vocabulary assessment is matching form. Matching test form measure the ability of the students to connect words or pair words with their definition. In this test the students will match each word with its meaning. The format of the test consist of two columns, including one with a definition of the word and the another is a word or a symbol. Matching test form can evaluate the students' ability to understand the similarities between items. Here is the example of the test:

• Accurate (d)	a. not friendly
• Hostile (a)	b. related to seeing things
• Visual (b)	c. careful and exact
	d. not changing
	e. in the city

Referring to the explanation above, in this research the researcher use multiple choice test form that consist of verb, noun, adjective, adverb, synonym and antonym, to measure the students' vocabulary mastery. Then, the researcher analyzed the result of vocabulary test by scoring the test of each student. The students who answers correctly get one (1) point and get zero (0) point if the answers is incorrect. Then, the number of correct answer were divided by the total number of question and multiplied by one hundred (100).

2.1.10 Role of Vocabulary in Writing Process

In some ways, the ability to write well and effectively is obtained by having a lot of vocabularies. During writing process vocabulary becomes the most important aspect that should be mastered by students. According to Cameron (as cited in Susilowati, 2018, p. 38) vocabulary plays a great role for learners in acquiring a language. Considering with the statement above, it can be concluded

that in understanding a foreign language it will be hard without mastering a number of vocabularies of that language. This is why the students will get difficulties to convey their ideas in writing process without mastering vocabulary well because building a great vocabulary is one of the easiest ways to improve the ability to write effectively easy. If the students have strong memories about many varieties of vocabulary, they will create more variety in paragraphs and sentences with vocabulary words in writing a certain types of text which make the readers interested to read the text.

Tarigan (1990, p. 135) states that the more vocabulary that people's have, the more skillful they will use the language. It means that the quality of language skills produced by a person depends on how far they master the vocabulary well. It can be said that the more students' vocabulary improved can enhance students' writing skill. In addition, Thornburry (as cited in Setiani, 2018, p. 34) states, "without mastery the grammar in writing process very little can be conveyed. However, without vocabulary nothing can be conveyed."

In conclusion, vocabulary is the most important aspect that will be mastered first before the students wants to write something. They cannot produce a good writing text if they do not know the vocabulary that they want to use in arranging their ideas in the written form because in writing process the students have to possess huge word power to be able produce a good writing.

2.1.11 Previous of Related Research

There are some previous researches which revealed that vocabulary mastery and writing skill had correlation. The first research was conducted by Rahmati (2018) from State Islamic University of Ar-raniry Banda Aceh, with the

title “The Correlation between Vocabulary Mastery and Students’ Writing Skill.” Based on the result of the research, it was found that there was a correlation between vocabulary mastery and students’ writing skill. It can be seen from the result of the hypothesis test by using Pearson Product Moment that shows r_{xy} is higher than r_{table} with the score $0.607 \geq 0.361$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected that shows there was correlation of vocabulary mastery and students’ writing skill. In other words, the students who had good vocabulary mastery tend to had good writing skill. Referring to the previous research, this research had similarities and differences. The similarities was investigated the same variables and used quantitative approach as research method. Besides that, the differences between the previous research and this research, this research was conducted in different setting, place, population and sample.

Another research was conducted by Azizah (2017) from State Institute for Islamic Studies of Salatiga, with the title “The Correlation between Students’ Vocabulary Mastery and Their Writing Ability in Descriptive Text”. The result of her research showed that there is significant correlation of vocabulary mastery and students’ writing skill. It was proved from the result of the hypothesis test by Pearson Product Moment that shows r_{xy} is higher than r_{table} with the score $0.563 \geq 0.404$. It can be concluded that the alternative hypothesis (H_a) is accepted while null hypothesis (H_o) is rejected. In other words, there is correlation of vocabulary mastery and students’ writing skill. From the explanation above, this research have similarities and differences. The similarities was investigated the same variables that is vocabulary mastery as X variable and writing skill as Y variable

and choosing quantitative approach as research method. The differences were place of the research, population and sample.

In conclusion, based on those previous researches above, it showed that vocabulary mastery had correlation with writing skill and describe how vocabulary had important role in writing process. Therefore the researcher was interested to prove the theory related the importance of vocabulary mastery in writing process and try to investigate the correlation between vocabulary mastery and students' achievement in writing descriptive text at the eighth graders of SMP Negeri 3 Kotabumi in academic year 2020/2021.

2.2 Frame of Thinking

In writing activity the students often faced some problems. Generally the students had difficulty to explore their ideas in the writing process because they lack of vocabulary. Therefore, the ability to master the vocabulary can be measured as the success in writing process. It is important for students to learn about a lot of vocabularies to be able delivered their ideas in the writing process easily. In other words, the more vocabularies the students know the better their opportunity to do well and write easily when writing a certain text.

The writing process can run well if the students mastering a lot of vocabulary. Having a lot of memories about vocabulary can help students to improve their writing skills. Therefore, the researcher assumed that there is correlation among vocabulary mastery and students' achievement in writing descriptive text. There are two variables in this research. The first variable is vocabulary mastery as independent variable or (X) variable and the second variable is students' achievement in writing descriptive text as dependent variable

or (Y) variable. Based on the statement above the researcher drawn the scheme of frame of thinking in this research as follows:

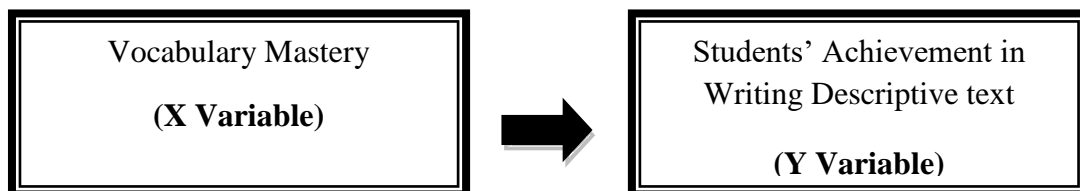


FIGURE 1
FRAME OF THINKING OF THE RESEARCH

2.3 Hypothesis

The hypothesis of this research are as follows:

- (H₀)** : There is no significant correlation between vocabulary mastery and students' achievement in writing Descriptive text at the eighth graders of SMP Negeri 3 Kotabumi in academic year 2020/2021.
- (H_a)** : There is significant correlation between vocabulary mastery and students' achievement in writing Descriptive text at the eighth graders of SMP Negeri 3 Kotabumi in academic year 2020/2021.