THE RELATIONSHIP BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR WRITING DESCRIPTIVE TEXT ABILITY
(A Correlational Study of the Seventh Grade Students in MTs Soebono Mantofani Jombang, Tangerang Selatan Academic Year 2013/2014)

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AND THEIR WRITING ABILITY OF DESCRIPTIVE TEXT
(A Correlational Study of the First Grade Students
in MTs Socbono Mantofani Jombang, Tangerang Selatan)

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers' Training certifies that the "Skripsi" (Scientific Paper) entitled The Relationship between Students' Vocabulary Mastery and Their Writing Ability of Descriptive Text (A Correlational Study of the First Grade Students in MTs Soebono Mantofani Jombang, Tangerang Selatan), written by Muslikh, student's registration number 109014000192 was examined by the Committee on August 27, 2014. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd." (Bachelor of Arts) in English language Education at Department of English Education.

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ABSTRACT

Muslikh (NIM: 109014000192). The Relationship between Students’ Vocabulary Mastery and Their Writing Descriptive Text Ability; A Correlational Study of the Seventh Grade Students in MTs Soebono Mantofani Jombang, Tangerang Selatan, Academic Year 2013/2014. A Skripsi of Department of English Education at Faculty of Tarbiyah and Teachers’ Training of Syarif Hidayatullah State Islamic University Jakarta, 2014.

Advisor I: Dr. Alek, M.Pd.
Advisor II: Zaharil Anasyi, M.Hum.

Keywords: Vocabulary Mastery, Writing Ability, Descriptive Text.

Skripsi which entitles The Relationship between Students’ Vocabulary Mastery and Their Writing Descriptive Text Ability is aimed to get empirical evidence of the students’ vocabulary mastery in relation to their writing descriptive text ability. The population of this study is all the seventh grade students in MTs Soebono Mantofani Jombang Tangerang Selatan of which total is 180 students. There were only 27 students taken as the sample of this study which are determined by using a purposive sampling technique. The collected data was analyzed by using Pearson Product Moment correlation. The instruments used were tests. The findings of this study reveal that there is a significant relationship between students’ vocabulary mastery and their writing descriptive text ability of the seventh grade students in MTs Soebono Mantofani Jombang, Tangerang Selatan academic year 2013/2014. The result of this study is shown by the coefficient correlation ($r_{xy}$) is 0.66. It indicates that there is a high relationship between the students’ vocabulary mastery and their writing descriptive text ability since it is included in the scale of $r$ interpretation score between 0.600-0.800. With degree of significance 5%, the score of $r$ table ($r_t$) obtained is 0.396, therefore, $r_{xy} > r_t$ (0.66 > 0.396); meanwhile, with degree of significance 1%, the score of $r_t$ gained is 0.505, therefore, $r_{xy} > r_t$ (0.66 > 0.505); consequently, the conclusion reached is Ha is accepted.
ABSTRAK

Muslikh (NIM: 109014000192). The Relationship between Students’ Vocabulary Mastery and Their Writing Descriptive Text Ability; A Correlational Study of the Seventh Grade Students in MTs Soebono Mantofani Jombang, Tangerang Selatan, Academic Year 2013/2014. A Skripsi of Department of English Education at Faculty of Tarbiyah and Teachers’ Training of Syarif Hidayatullah State Islamic University Jakarta, 2014.

Advisor I: Dr. Alek, M.Pd.
Advisor II: Zaharil Anasyi, M.Hum.

Keywords: Vocabulary Mastery, Writing Ability, Descriptive Text.

Skripsi yang berjudul The Relationship between Students’ Vocabulary Mastery and Their Writing Descriptive Text Ability dimaksudkan untuk mendapatkan bukti empiris mengenai penguasaan kosakata para siswa yang dikaitkan dengan kemampuan mereka dalam menulis teks deskriptif. Populasi dari penelitian ini adalah seluruh siswa di kelas tujuh di MTs Soebono Mantofani Jombang Tangerang Selatan yang berjumlah 180 siswa. Hanya 27 siswa yang diambil sebagai sampel dari penelitian ini yang ditentukan dengan teknik purposif sampling. Data yang dikumpulkan dianalisis dengan menggunakan Pearson Product Moment Correlation. Instrumen yang digunakan adalah tes. Temuan dari penelitian ini mengungkap bahwa ada hubungan yang signifikan antara penguasaan kosakata para siswa di MTs Soebono Mantofani Jombang, Tangerang Selatan tahun ajaran 2013/2014 dengan kemampuan mereka dalam menulis teks deskriptif. Hasil penelitian ini ditunjukkan dengan nilai koefisien korelasi sebesar 0.66. Nilai tersebut menunjukkan bahwa ada hubungan yang tinggi antara penguasaan kosakata siswa dengan kemampuan menulisnya dikarenakan nilai tersebut menurut skala nilai tafsir r terletak antara nilai 0.600-0.800. Dengan taraf signifikan sebesar 5%, nilai r tabel (rt) yang didapatkan sebesar 0.396, sehingga r_{xy} > rt (0.66 > 0.396); sementara itu, dengan taraf signifikan sebesar 1%, nilai rt yang diperoleh sebesar 0.505, sehingga r_{xy} > rt (0.66 > 0.505); oleh karena itu, kesimpulan yang diperoleh adalah Ha diterima.
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At last, the writer realizes that this skripsi is far from being perfect; therefore, he will be pleased to receive any constructive criticisms and suggestions from whoever reading this skripsi.

Jakarta, May 22, 2014

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is one of the skills in the English language that is learnt by the students in the school. In this case, there are some types of texts which are learnt by students in the school. Based on basic competence of Curriculum 2013, the seventh grade students of junior high school are expected to be able to: “Arrange a short and simple descriptive text, both in the form of spoken and written, about people, animals, and things, by considering the purpose, structure of the text and its language elements correctly and appropriate with the context.”\(^1\)

To learn the writing skill effectively may not be easy because there are several things should be considered, for instance sentence structure, grammar, the words choice used, and so on. Therefore, some students may encounter some problems as they are in process of learning this skill. Based on the preliminary study conducted by the writer in MTs Soebono Mantofani, there were some problems faced in learning this kind of text. At that time, the writer interviewed one of the English teachers there, and observed the students as they were learning English in the classroom. The findings revealed that some of the seventh grade students still had some matters which were primarily and particularly in vocabulary mastery, in this case due to the students’ lack of vocabulary, they frequently asked their teacher the English words that they wanted to write as they were making a composition. To handle this matter, then she (the English teacher) asked each of them to bring their own dictionary as the English class taking place. Therefore, the learning media which was prominent and principal as they were learning to write was dictionary, which was in this case the dictionary that they brought was a bilingual dictionary (i.e. it covered English-Indonesian and vice versa dictionary compiled in one dictionary). In addition, the English teacher there only facilitated their learning by presenting and discussing the materials as well as

\(^1\)Kementrian Pendidikan dan Kebudayaan, Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs), 2013, p. 68.
providing the tasks or assignments which are commonly taken from students’ worksheet; also, the English teacher often asked them to translate an English passage into Indonesian language. The passage usually is taken from students’ handbook. From the findings, it may be considered that the students there should be active in learning English since the teacher there was just a facilitator, and the English teacher just provided some materials and assignments that would make them encounter some vocabularies through their own discovery while they are trying to translate some English sentences or passages; thus, it depends upon their own endeavors to enhance their vocabulary mastery. However, some students sometimes had less motivation in doing the tasks, which are intended to enhance their vocabulary, given by the English teacher; consequently, some students had still lack of vocabulary. Furthermore, another problem was found that some of the students had still low understanding in learning descriptive text; in this case, they were sometimes still confused what to write to develop well a topic included as a descriptive text. Also, some of them still did not know what a descriptive paragraph mean and its function as well as what the generic structure of this kind of text is.

In addition, some studies had revealed that vocabulary mastery have some effects and relationships with writing ability, the students who have higher size or mastery in vocabulary may learn and practice to write English well (Siok H. Lee and James Muncie, 2006; Ann Hill Duin and Michael F. Graves, 1987; Natalie G. Olinghouse and Joshua Wilson, 2012; Lars Stenius Stæhr, 2008; Sariatun, 2010; see its overview on the related previous studies in Chapter II).

Moreover, Hedge asserts, “Effective writing requires a number of things: … a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.”

From this, it may be considered that the way writers present their writing effectively may be influenced by several things, i.e. it may be by the way they present and pay attention to vocabulary or words that they use while they are

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writing as well as by the grammatical rules and sentence structures which are suitable with the subject of the writing.

Due to such conditions above, then it is necessary for students, particularly students in the seventh grade in junior high school level, to know and understand the language elements of descriptive text which at least may comprise grammatical rules and vocabulary for these will influence their ability in writing descriptive text.

Therefore, based on the explanations above, to find out further information about the problem, i.e. particularly vocabulary mastery and writing ability especially in terms of a descriptive text, then the writer conducts a study which entitles *The Relationship between Students’ Vocabulary Mastery and Their Writing Descriptive Text Ability*.

**B. Identification of the Problem**

Based on the background of the study above, the problems of this study may be identified as follows:

1. The seventh grade students in MTs Soebono Mantofani still have poor vocabulary mastery which becomes the barrier as they want to make a composition in English;
2. The English teacher in MTs Soebobono Mantofani is less creative as well as lacks to give the seventh grade students exercises in terms of learning descriptive text; in this case, the student worksheet and translation are the dominant source and method in the teaching and learning process of descriptive text.
3. The seventh grade students in MTs Soebono Mantofani still have low understanding in terms of learning descriptive text; in this case, some of them still did not know how to develop a topic well into paragraph as well as still have low understanding of what the meaning, the function, and the generic structure of descriptive text are.
C. Limitation of the Problem

Considering the problems that have been identified above, this study is limited or focused on students’ vocabulary mastery and their writing descriptive text ability.

D. Formulation of Research Problem

Regarding the limitation of the problem above, the problem of this study is formulated as follows: Is there any relationship between students’ vocabulary mastery and their writing descriptive text ability?

E. Objective of the Study

In line with the problem formulation above, the objective of this study is to get empirical evidence whether or not there is any relationship between students’ vocabulary mastery and their writing descriptive text ability.

F. Significance of the Study

The result of this study is expected to give some significance not only theoretically but also practically. Both significances go to:

- Students
  theoretically, the result of this study will provide students, particularly the students in the seventh grade of the school in which the writer conducted this study, more understanding about learning descriptive text and the vocabulary related to this kind of text; meanwhile, practically, the result of this study will provide a reference and a reflection for the students so that their vocabulary mastery as well as writing descriptive text ability improved;

- English teachers
  theoretically, the result of this study will provide English teachers, especially the English teachers of the school where the writer carried out this study, a reflection of their achievement of the teaching and learning process of descriptive text; in addition, practically, the result of this study will prompt the English teachers the alternative instruction that will be able to increase and
improve students’ the vocabulary mastery and their writing descriptive text ability;

- Other researchers
  the result of this study will be useful as a recommendation for other researchers who will conduct any further studies in the same field.
CHAPTER II
THEORETICAL FRAMEWORK

A. The Concept of Vocabulary Mastery

1. Definition of Vocabulary

Ur defines vocabulary as the words which are taught in the context of foreign language.¹

Meanwhile, Linse points out that vocabulary is the collection of words which are known by an individual.²

Moreover, Field states that vocabulary is defined as the single words which are easily translated from one language to another language.³

Based on the definitions and explanations above, 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 translated from one language to another language.

2. Kinds of Vocabulary

According to Gairns and Redman, there are two kinds of vocabulary. They are receptive and productive vocabularies. The receptive vocabulary or sometimes called as the passive vocabulary, according to them, is defined as the vocabulary associated with reading and listening materials, whereas the productive vocabulary refers to the vocabulary used as learners are learning the writing or speaking skills.⁴

In addition to the kinds of vocabulary mentioned by Gairns and Redman above, Kamil and Hiebert states that the productive vocabulary is the words that are familiar or easy to recognize and 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 or the students may not use these spontaneously for they may recognize the words’ meaning as they are reading and listening.5

Moreover, Kamil and Hiebert also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading silently.6

In contrast, Fromkin, Rodman, and Hyams classify 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 noun, verb, adjective, and adverb. 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 preposition (such as in, on), article (such as a, an, the), and pronoun (such as he, she, it).7

Meanwhile, Radford et al. 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 object 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 refers to activities (for example, eat, drink). Next, adjective is the word that typically refers to the

6Ibid.
properties which belong to people or things and its function is to modify a noun
(for example, *good toy, naughty boy*). Then, 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*).
Meanwhile, the functional categories consist of the same division as Fromkin,
Rodman, and Hyams’, covering function words.8

To sum up, 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. Besides, other categories of vocabularies, oral and print
vocabularies, refers to the forms of vocabulary of which meaning may be obtained
in speaking or reading loudly or orally (in the case of the oral vocabulary) as well
as may be obtained in reading writing or reading silently (in the case of the print
vocabulary). Besides, it may be categorized or classified based on its parts of
speech or word classes.

3. Factors Influencing the Vocabulary Learning

Thornbury asserts that there are seven factors which influence students to
learn vocabulary as follows:

a. Cognate or loan word

Learning vocabulary through cognate or loan word means that to learn
vocabulary by associating the target word (in this case English) with its origin.
For instance, the cognate word: *vocabulary* have almost similarity to
*vocabulaire* (coming from French language), *vocabulairo* (coming from
Italian language). Besides, loan word is learning vocabulary through searching
the words with its origin, more specifically by finding out whether it is the

8Andrew Radford et al., *Linguistics: An Introduction Second Edition*, (Cambridge:
word borrowed from other languages or not. For instance, the Japanese words: shanpu (is borrowed from the English word Sampoo) and sunakku (is borrowed from the English word snack);

b. Pronunciation
The difficulty of word pronunciation will influence the difficulty of learners to learn the word. For example, Japanese learners will get some difficulty to learn the word regular and lorry because there are no consonant /l/ in Japanese language;

c. Spelling
The English word is unique since in this case it has some differences between the way it is written and the way it is pronounced/spoken. Therefore, sometimes there are any confusion to pronounce a word due to its spelling and pronunciation. For instance, the English words which contain silent letters, such as foreign, listen, muscle tend to be problematic to learn;

d. Length and complexity
The longer word that is learnt, the more difficult it is to learn. Moreover, the more complex a word is, the more difficult the word to learn, for example the word necessary, necessity, and necessarily may become difficult to learn due to their variables stress polysyllabic;

e. Grammar
If there is any difference between grammar of the target language and the grammar of the learner’s first language, it will become the problematic thing for the learner to learn. For instance, explicar (the Spanish word) may be assumed to have the same pattern as explain of which pattern the same as both the Spanish and English tell. Therefore, some Spanish students sometimes say he explain me the lesson;

f. Meaning
If there are two words found have the overlap meaning, these will be a problem for students to learn. For instance, the words make and do in the sentences: They make breakfast and make an appointment, but They do the housework and do a questionnaire. Moreover, the words of which meaning
are multiple can be the problem for learners to learn, for example the word *since* and *still*; In addition, concept familiarity of the word meaning can become a problem for the learners, for example the words and expressions related to a particular sport, i.e. *cricket* (*a sticky wicket, an innings, and a hat trick*);

g. Range, connotation, and idiomaticity

The wider the context range of a word is, the easier for the learners to learn the word. For example, the English word *put* may be easier to learn for learners instead of the words *impose, place, position*; Moreover, the connotation of a word which is uncertain tend to be difficult to learn, for example the word *propaganda* of which connotation is negative in English, yet its other similar word may simply mean *publicity*; Furthermore, the idiomatic words or expressions such as *make up your mind, keep an eye on* tend to be more difficult to learn instead of the words of which meaning is transparent such as *decide, watch*.⁹

Considering Thornbury’s views above, an English teacher should consider those factors influencing the vocabulary learning so that the English teaching and learning process can well and effectively take place, and the student can well learn and absorb the vocabulary.

Furthermore, Pachler and Redondo reveal that there are several other consideration needed to pay attention by teacher as they are teaching vocabulary to students as follows:

a. Context

The students should cautiously consider the vocabulary or lexical items which are in accordance with some particular topic/unit that will be learnt by the students. Besides, the teachers are required to deem how to break down the vocabulary or lexical items into individual lessons. For instance, the unit *Around Town* can be broken down to some individual lessons like *direction* and *type of shops*, and the teacher should consider vocabulary or lexical item

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related to it such as *T-junction, intersection, department store, grocery* and so on;

b. Intended learning outcomes
A consideration about the things that can be done with the vocabulary after they have learnt it by the end of the lesson should be paid attention well by the students. Besides, the kinds of vocabulary whether receptive or productive vocabularies should be identified and determined by the teacher;

c. Prior learning
A consideration of what have been already learnt by the students should be deemed by an English teacher. Besides, the English teachers are required to consider some activities that will help the learners to recall what they have already learnt;

d. Complexity of lexical items or concepts
A consideration of whether the word is hard or not to understand and pronounce should become a notice for an English teacher to pronounce. Besides, the English teacher should consider the total number of vocabulary that is expected to be able to learn by the students;

e. Pupil characteristics
An English teacher should deem both the ability range or level (i.e. beginner, intermediate, or advanced learners) and motivation of the students;

f. Time
An English teacher should deem for when and how long the lesson will take place.  

In conclusion, all factors or aspects such as the word meanings, spellings, pronunciations, contexts and so on, and any aspects related to students themselves like their characteristics, motivation related to vocabulary learning should be well considered by English teachers. Moreover, any consideration such as any aspects of vocabulary teaching and learning process like the allocated time of vocabulary learning, intended learning outcomes, prior learning, and so on should be notice

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by the English teachers. The English teachers should consider all factors or aspects wisely as they are providing some vocabulary instructions to students.

4. The Techniques and Approaches in Teaching and Learning Vocabulary

Gairns and Redman make a division of the techniques and approaches to present a new vocabulary items presented as follows:

a. In terms of traditional techniques and approaches, the techniques consist of:
   1. *Visual techniques* of which the main tool is visual aids are used such as flashcards, photograph, blackboard drawing, wall-charts, realia, mime, and gesture;
   2. *Verbal techniques* encompass the activities of using illustrative situation in the spoken or written form, using synonymy and definition, contrasts and opposites, scales, and example of the types;
   3. *Translation*;

b. In terms of student centered learning, the techniques consist of:
   1. *Asking others* (teacher or other students);
   2. *Using dictionary*;
   3. *Contextual guesswork* (in this case the students try to guess the meaning of a word that they found which is appropriate with the context the word appears).11

In addition, Thornbury points out that according to some research findings, there are some ways to learn vocabulary as follows:

a. *Repetition* which is organized by using a diagram;

b. *Retrieval* (or retrieval practice effect). In this case, the learner repeat some words that make them easy to recall vocabulary item, such as using the word in written sentences;

c. *Spacing* (or distributed practice). In this case, the vocabulary item is learned steps by steps and in a certain interval to be then tested, for instance the learner study some vocabulary items to be tested before learning other items;

11Ruth Gairns and Stuart Redman, *op. cit.*, pp. 73—83.
d. **Pacing** which is in this case the learners try to review or organize the vocabulary item in accordance with their learning styles during the vocabulary learning;

e. **Use** which is in this case the learners are provided an occasion to use the vocabulary item they have learnt;

f. **Cognitive depth** which is in this case the words are learnt through using the cognitive decision. For instance, matching the parts of speech of certain word of which rhyme is similar such as *tango/mango*;

g. **Personal organizing** which is in this case the learners learn the vocabulary item systematically and in an organized way in accordance with their ability or personal thought which is better for themselves;

h. **Imaging** or the learners create a visualization of the words they learn;

i. **Mnemonics** is learning vocabulary by using visual aids such as a picture;

j. **Motivation** of the learner should be strong in order that they may learn the vocabulary successfully;

k. **Attention/arousal** should attend as the learners try to learn vocabulary;

l. **Affective depth** which associates with the emotional information of the vocabulary that goes hand in hand with cognitive information.\(^\text{12}\)

To sum up, the English teachers should well consider the whole techniques and approaches of vocabulary learning and teaching above. In this case, the techniques and approaches should be known and deemed as well as decided by regarding which techniques and approaches that will bring some significance to their students to learn the English language effectively. Furthermore, the approaches and techniques used should help the learners employ their own efforts and motivation in learning vocabulary in autonomy or independently or what is called by students centered learning, such as through looking up the meaning of word they do not know in dictionary, using contextual guesswork or guessing the word they encounter as they are learning vocabulary by considering the context in which the word found in a text, and so on.

B. The Concept of Writing Ability of Descriptive Text

1. Nature of Writing

Browne points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas onto paper as a text which are understandable for the readers to read. Thus, it requires time to become a skillful writer.\(^{13}\)

Besides, Harmer mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning.\(^{14}\)

Moreover, Broughton et al state that writing is considered both private and public activities. In one hand, writing is considered as a private activity since it is done by the writers alone by its nature; on the other hand, writing is regarded as a public activity because the intention of writing refers to the audience. Moreover, writing is different from talking or speaking; in this case, comparing with speaking, writing is considered as an activity which is less spontaneous and more permanent as well as there is a limited or fewer resources to support the communication because the writers and the audience cannot meet directly so that the resources may not be adapted as the writing activity is on-going process, hence these conditions lead to the conventions of writing less flexible and the language used tends to be standardized.\(^{15}\)

Based on the explanations above, writing may be considered as the language skill which is complex due to many skills involving into it, and its exclusiveness or differences from other skills, particularly speaking skill which is in this case writing requires people to have some instructions in order that they may be able to write, as well as it is the skill.

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2. Stages of Writing

According Harmer, the stages of writing include the following steps that are summarized into Figure 2.1 below:

![Figure 2.1: The Stages of Writing](image)

| Planning | Drafting | Editing | Final Draft |

a. Planning
in the planning phase, there are some things should be considered by writers. These comprise the purpose, audience, and content structure (or the sequence of the facts, ideas, or arguments included) of their writing;

b. Drafting
the drafting phase refers to the writers’ first version draft in which writers have manifested what they have planned into a text, yet it may still require some revisions;

c. Editing
the editing phase covers the activity of reflecting and revising of what writers have written. It may be done by the writers themselves who read or reflect their appropriateness of their writing in terms of the ideas, information, grammatical structures provided in their writing; or this reflecting and editing phases may also be done by other readers who are sometimes called by editors to help give some suggestions, comments, and corrections of their writing;

d. Final version (draft)
the final version is the last product of the writing that have followed some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience.\(^\text{17}\)

Harmer also asserts that the stages of the writing above may be done repeatedly by writers until they may find their final draft has been contented. In

\(^{16}\)Jeremy Harmer, *op. cit.*, p. 5.
\(^{17}\)Ibid., pp. 4—5.
this case, the writers may re-plan, re-draft, and re-edit recursively to arrive at the final version.\textsuperscript{18}

Similarly, Brown and Hood asserts that although the stages of writing in theory covers respectively the activity of preparing to write, drafting, and revising, but in practice the processes frequently go flexibly as well as relate between one stage to other stages like Figure 2.2 below.

\begin{figure}[h]
\centering
\includegraphics[width=0.8\textwidth]{figure2_2}
\caption{The Process of Writing (in practice)\textsuperscript{19}}
\end{figure}

Based on Figure 2.2 above, the process of writing forms some cycles which indicates that among one stage to other stages may relate one another, for instance the stage of drafting may be preceded and followed by the stages of preparing and revising, and so other stages; these may occur because writing is the activity which may not only stop in a process (starting from preparing to revising), yet to make a good writing, it may require the writers to do some recursive processes of preparing, drafting, and revising until they may find their writing meets the purpose, reader, content, and situation of the writing.

\textsuperscript{18}Ibid., pp. 5—6.
3. Purposes of Writing

According to Grenville, writing has some purposes as follows:

a. Writing to entertain

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 of which purpose is to entertain are novels, stories, poems, song lyrics, plays, and screenplays;

b. Writing to inform

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;

c. Writing to persuade

writing to persuade means the writing is aimed to convince the readers of something through providing evidence, for example advertisements, articles, newspaper, magazine.20

Additionally, Browne mentions other uses or purposes of writing beside what have been mentioned by Grenville above. These comprise writing to express feeling, to request, to instruct, to record, and to express opinions and ideas.21

In conclusion, each purpose of writing will tell the readers about the reason why the writers write the text or composition and show it to them; besides, each purpose will lead to different product or form of the writing.

4. Features of Good Writing

Hairston divides features of good writing into six characteristics as follows:

a. Significant

a writing may be considered significant if the writing may make the readers enjoy it, they may learn something from it as well, and it may fill their needs as they read it;

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21Ann Browne, op. cit., pp. 81—82.
b. Clear
a clear writing makes the readers do not have to read the writing again several times to find the meaning of the writing which they are reading since they can get the point or the idea clearly;

c. Unified and well organized
a writing which is regarded unified and well organized is developed coherently, namely each sentence in a paragraph develops or supports the main idea of the paragraph and connects to sentences preceding and following it. In other words, it develops with a logical sequence;

d. Economical
a writing which is considered as economical means the writing is not developed in wordiness; in other words, the writer conveys and expresses their ideas directly to the point;

e. Adequately developed
a writing, which is adequately developed, is supported with key points which causes the readers to read the writing with ease;

f. Grammatically acceptable
it means there are no mistakes in usage and mechanics of the writing. The writing uses the standard or formal language as well as is true in punctuation, spelling and so forth.\(^{22}\)

Meanwhile, White mentions a good writing is a product of careful thinking and incorporates the following four pillars as follows:

a. *The appeal to target audience* which means that the writer has understood the audiences’ or readers’ needs well that make them interested to read the writing;

b. *A coherent structure* which means that the writing has some organizational patterns or schemes (i.e. introduction, body, and conclusion) which connect one another well;

c. A smooth, detailed development which means that the writing has expanded the idea through raising the general points and discussing them in detail;

d. An appropriate style which means the writing has a combination of word choices which are meaningful in conveying the intended ideas.²³

From the explanations above, then it may be synthesized that features of good writing at least cover the following criteria:

a. It contains something beneficial or knowledge that will lead to the readers’ interests to read it;

b. It is developed with a good sequence that means the ideas flowing between the sentences or paragraphs make sense;

c. The ideas of the writing are conveyed clearly and straightly to the point;

d. It is appropriately written and developed with the appropriate word choice or diction and it is grammatically correct.

5. Descriptive Writing

a. Definition of Descriptive Writing

Heffernan and Lincoln reveal descriptive writing or description as writing about the appearance of persons, animals, or things.²⁴

Similarly, Ploeger also defines descriptive writing or description as the method used in writing whose aim is to describe physical items or objects of which features are concrete or touchable, and it may be attained through using the sensory language or five senses consisting of sight, hearing, smell, taste, and touch.²⁵

In line with Ploeger’s explanation above, Oshima and Hogue assert, “Descriptive writing appeals to the senses, so 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.”26

Based on the explanations above, descriptive writing or sometimes called as description may be considered as a writing of which use is to describe or depict the appearance of persons, animals, things, or other physical items as well as object whose features are concrete or touchable. It usually may engage its readers’ mind or the readers may imagine what have been depicted for it is described by using sensory language involving five senses, such as sight, hearing, smell, taste, and touch.

b. Kinds of Descriptive Writing

Heffernan and Lincoln divide descriptive writing into three forms as follows:
1. Informative description
   an informative description makes the readers with ease identifying an object.
2. Analytical or technical description;
   an analytical or technical description makes the readers to understand the structure of an object;
3. Evocative description
   an evocative description is a writing which recreates the impression made by an object.27

Moreover, Dietsch states that a descriptive writing or description may take the form of subjective or objective. A subjective description associates to a personal view covering attitude, opinion, and fact. Its aim is to share what the writers are thinking and feeling to their readers. Meanwhile, an objective description refers to the literal, factual, and fair description of the writing which is impartial and impersonal. The purpose of the objective description is to provide

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27 James A. W. Heffernan and John E. Lincoln, op. cit., pp. 83—84.
the readers with the observation that the writers have conducted with the absence of reference to the writers’ feeling about the subject of the writing.28

c. Grammatical Features of Descriptive Writing

According to Knapp and Watkins, there are some grammatical features of descriptive writing as follows:
1. The descriptive writing uses the present tense in terms of describing things from a technical or factual point of view.
   For instance: eats, drinks, swim, and so on;
2. In terms of literary description, the past tense may be used.
   For instance: had, enjoyed, seemed, sparkled, and so on;
3. To classify or describe appearance/qualities and parts/functions of phenomena, relational verbs (to be: is, are, has, have) are used.
   For instance:
   - My favorite drink is Cendol ice because it is tasty and good for my health.
   - Leeches do not have teeth, but they have a sucker at each end of their body.
4. Descriptive writing uses action verbs in terms of describing behaviors/uses.
   For instance:
   - A swan glides by the river.
5. The descriptive writing uses the actions verbs metaphorically to create effect, particularly in literary and commonsense descriptions.
   For instance:
   - Dawn broke over Jakarta city.
6. The descriptive writing uses mental verbs in terms of describing feelings in literary description.
   For instance:
   - She felt sad as she heard the news.
7. To modify or give extra information to nouns and technical, everyday or literary, depending on the text, adjectives are used.

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For instance:
- **Technical**: Most bats are *nocturnal* animals.
- **Everyday**: It is *blue* and *red*.
- **Literary**: The panorama of *Dieng* Mountain is *majestic*.

8. To modify or add information to verbs to give more detailed description, adverbs are used.
For instance:
- She dances *beautifully*.

9. Adverbial phrases are used in descriptive writing which intends to modify or give more information about manner, place or time.
For instance:
- **Place**: My brother lives *in the old farmhouse*.
- **Time**: The students only study hard *just before exams*.

10. Sentences and paragraphs are thematically related to the topic of description.
For instance:
- The *sea* is the salty water covering a large part of the surface of the earth.

11. Personal and literary descriptions commonly cope with and associate with individual things.
For instance:
- *my big bag, my favorite doll*.

12. Technical descriptions commonly cope with and associate with classes of things, instead of individual things.
For instance:
- *snails, turtles, volcanoes*.

### d. Structure of Descriptive Writing

Ploeger mentions that the structure of descriptive writing consists of some parts (in this case, it is presented in terms of the structure of a paragraph) that are presented in Table 2.1 below:

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Table 2.1
Structure of Descriptive Paragraph

<table>
<thead>
<tr>
<th>No.</th>
<th>Parts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Topic Sentence</td>
<td>it is the topic and approach containing the summary of the content of the writing which is described in physical terms.</td>
</tr>
<tr>
<td>2.</td>
<td>Generalization</td>
<td>it is the brief description of one physical aspect of the topic which is describes in a logical sequence.</td>
</tr>
<tr>
<td>3.</td>
<td>Detail</td>
<td>it is the full information which supports the generalization of which forms may be in examples, facts, statistics, events, behaviors, description, etc. Its aim is to create a vivid picture in the reader’s mind.</td>
</tr>
<tr>
<td>4.</td>
<td>Concluding sentence</td>
<td>it is the end of the paragraph, which may link to the subsequent paragraph.</td>
</tr>
</tbody>
</table>

The Table 2.1 above reveals the structure of the descriptive paragraph which is respectively started from topic sentence which tells about the summary of the content of the descriptive paragraph, and then it goes on to generalization or the short description of the content of the descriptive paragraph, which then it is supported with details or the information either in the form of examples, statistics, events, behaviors that may provide a picture to the reader’s mind, and the last part is concluding sentence which close the paragraph that may link to the other following paragraphs.

Moreover, Knapp and Watkins states that the structure of descriptive writing include some processes. First, naming the things that will be described, next classifying them, and then supporting them with attributes, behaviors, functions, and so on.³¹

Meanwhile, Artono Wardiman et al. mentions that the structure of descriptive writing or text into two as follows:

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³⁰Katherine Ploeger, op. cit., p. 247.
³¹Peter Knapp and Megan Watkins, op. cit., p. 100.
1. **Identification** which identifies the phenomenon to be described of things, persons, animals, and so on;

2. **Description** which describes the parts, qualities, and characteristics of the things, persons, animals, and so on.\(^\text{32}\)

For instance:

**Identification** :
I have a pet. It is a cat. Its name is Sweety.

**Description** :
She is a German breed. She is small, fluffy, and cute. She has got thick white fur. When I cuddle her, the fur feels soft. She likes bones. Every morning, I give her milk and bread. When I am at school, she plays with other cats. They get along well and never fight, maybe it is because she is not wild. She is really a sweet and friendly animal.

**C. Related Previous Studies**

The followings are the overviews of the previous studies related to the present study.

First, a study of which title is *From Receptive to Productive: Improving the ESL Learners’ Use of Vocabulary through Postreading Composition Task*. The study which was conducted by Siok H. Lee and James Muncie in Great Vancouver explored the use in post reading composition, which is in this case they were prompted to conduct the study because there were no investigation earlier discussing the relationship between learners’ vocabulary encountered in reading and its use in writing which would affect the learners’ lexical frequency profile (LFP). The study proposed to answer three problems of the study: first, the learners’ use of target vocabulary encountered in reading under three conditions, i.e. in initial writing after a reading lesson which is included explicit explanation of vocabulary by the teacher (which is called by them as version 1), in writing immediately after elicitation of target vocabulary and multimode exposure (i.e. see the words, hear the words, say the words, learn the meanings in context, and

\(^{32}\)Artono Wardiman et al., *English Fokus1: For Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, Depdiknas, 2008), p. 100.
write in writing frame and composition) (called as version 2), and in delayed writing 14 days after receiving feedback (called as version 3); second, to find out whether the participants’ LFP in writing improve immediately after the teacher fronted elicitation of target vocabulary and multimode exposure to target vocabulary and in delayed writing; third, to find out whether the use of higher level vocabulary improves the quality of ESL (English as a Second Language) writing. The method used was a classroom project of which participants of the study are 48 students of mixed first languages and mixed grade levels of which age is 13 to 16. The result of the study concluded that first, the learners’ productive use of higher level target vocabulary improved in post-reading composition and is largely maintained in delayed writing (version 3); second, their LFP improved through version 2 and version 3; at last, the study reveals that the LFP in writing is improved through the strategies—i.e. teacher elicitation, explicit explanation, discussion, negotiation, and multimode exposure to target vocabulary—increase the learners’ use of vocabulary.\footnote{Siok H. Lee and James Muncie, “From Receptive to Productive: Improving the ESL Learners’ use of Vocabulary in a Postreading Composition Task,” \textit{TESOL Quarterly}, Vol. 40, 2006, pp. 295—320.}

Next, a study which entitles \textit{Intensive Vocabulary Instruction as a Prewriting Technique} is conducted by Ann Hill Duin and Michael F. Graves. They were prompted to conduct the study since they saw that many researchers, theorists, and practitioners have long conducted the studies relating to the effects of vocabulary knowledge and reading ability whereas there were few investigators have studied the effects of vocabulary knowledge on one’s writing ability. The study was conducted in three language arts classes in a junior high school located in a middle class suburb of Minneapolis. There were 80 participants of which grade are seventh. The experimental method was used in the study. The participants are divided into three groups. Those three groups were given three different treatments, i.e. the first group was given the treatment: intensive vocabulary that went along with writing activities taking place for six days to learn thirteen words relating to space; the second group was given the treatment: intensive vocabulary without involving any writing activities like in the first
group; while the third group was given the treatment: traditional vocabulary which was in this case this group learnt vocabulary by looking up the meaning of the words in the dictionary. The result of the study concluded that the students’ knowledge of the words, the quality of their writing, and their enthusiasm for learning and using new words were different due to their different treatments. The students who got the intensive instruction had any better quality of their writing instead of the ones who did not, thus, the intensive instruction positively affected their writing outcome.\(^3\)

In addition, there is a study, conducted by Natalie G. Olinghouse and Joshua Wilson of which title is The Relationship between Vocabulary and Writing Quality in Three Genres. The study was conducted to find out the role of vocabulary in writing based on three genres which comprise story, persuasive, and informative. There were 105 participants of the fifth grades. Each participants of the study were assigned to create a composition under restricted topic, namely outer space. The scoring criteria of the writing composition used a holistic quality and its construct encompasses diversity, elaboration, maturity, register, academic words, and content words. The result of the study revealed that the vocabulary usage of the writing were various among three genres. Also, it indicated that the vocabulary constructs had any relation to writing quality which was different in terms of three genres, i.e. there were several unique predictors which comprise the diversity constructs for story text, register and content words constructs were the unique predictors for persuasive text, while the informative text had content words and maturity constructs as the unique predictors.\(^3\)

Next, there is a study conducted by Lars Stenius Stæhr, of which title is Vocabulary Size and the Skills of Listening, Reading, and Writing. The study proposed to examine the relationship between vocabulary size and the skills of listening, reading, and writing in English as a Foreign Language (EFL). The participants of the study covered 88 EFL learners from a lower secondary school


in Denmark. The participants’ language skills, listening, reading, and writing were investigated through the result of the national leaving school examination. The result of the study concluded that the learners’ receptive vocabulary had any strong relation to reading and writing skills, while it had a moderate correlation with the listening skill.\(^{36}\)

The next study was conducted by Sariatun under the title *The Correlation between English Vocabulary Mastery and Writing Ability of the Eight Grade Students of SMPIT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo in Academic Year 2009/2010*. There were 84 students as the participants of the study. In collecting the data, the instruments used were test and documentation. Meanwhile, the correlation product moment was used in analyzing the data that had been collected. The result of the study revealed that there was a significant correlation between vocabulary mastery and students’ writing ability of the eighth grade students of SMPIT Rahmatan Lil ‘Alamin Babadan Ponorogo in academic year 2009/2010.\(^{37}\)

D. Thinking Framework

Vocabulary may be defined as the word that somebody knows or learns. In terms of second or foreign language learning, it is essential because it may facilitate someone to learn second or foreign language. Also, there are several things that should be considered as the teacher taught as well as the students learn vocabulary, for instance spelling, pronunciation, and so on.

Moreover, the ability to write is important for students since it may reveal how they use words to convey their idea or message effectively. There are some kinds of text that students may learn as they are learning writing, for instance descriptive text. Writing descriptive text involves their ability to portray some things which commonly involve the words that may appeal the readers’ interest.


through using description of five senses of human beings, such as hearing, sight, touch, smell, and taste. Writing descriptive text

Students may be able to write effectively as they adequately know English words. In other words, if the students have mastered English vocabulary mastery, their writing activity may be well facilitated. Therefore, their writing ability, especially in descriptive text, should be enclosed with their vocabulary mastery.

**E. Theoretical Hypotheses**

Based on the theories discussed above, it can be proposed theoretical hypotheses that if the students have poor vocabulary mastery, they may not be able to write descriptive text well, and if the students have good vocabulary mastery, they may be able to write descriptive text well.
CHAPTER III
RESEARCH METHODOLOGY

A. Time and Place of the Study

This study was carried out from April to May 2014, in the seventh grade of MTs Soebono Mantofani Jombang, Tangerang Selatan which was also the place where the writer conducted a teaching training (PPKT/Praktik Profesi Keguruan Terpadu).

B. Research Design

The correlational design was used in this study which is included into quantitative research. It was conducted to find out and get empirical evidence of the relationship between two variables covering an independent variable and a dependent variable. The independent variable of this study was students’ vocabulary mastery, and the dependent variable of this study was students’ writing descriptive text ability.

C. Population and Sample

The population of this study was all the seventh grade of MTs Soebono Mantofani. There were six classes in the seventh grade of MTs Soebono Mantofani (consisting of class VII 1, class VII 2, class VII 3, class VII 4, class VII 5, and class VII 6) in which there were thirty students in each class. Therefore, the total population was 180 students. However, based on the preliminary study conducted by the writer, the problems related to students’ vocabulary mastery and writing descriptive text ability mostly found in class VII 5 and class VII 6 (for the further overview related to these problems, see Background of the Study in Chapter I). Thus, a purposive sampling technique was used to determine the number of the sample of this study. In this case, class VII 5 was taken as the sample of this study because class VII 6 had been used to measure the validity and reliability of the instrument used.
D. Instrument of the Study

The instrument of this study comprises:

1. A vocabulary mastery test
   the vocabulary mastery test covers 30 test items included in this test of which
   form are multiple choices having four alternatives which had been evaluated
   their validity and reliability;

2. A written test of descriptive text
   the written test of descriptive text was intended to find out students’ writing
   ability of descriptive text. There were three topics provided, and the
   participants were freely chosen one of them to be developed into a short
   descriptive text composition.

E. Technique of Data Collection

The data of this study were collected through some steps which are
chronologically explained as follows:

1. In terms of the administration of vocabulary test
   a. First, before conducting the test, the seventh grade students in MTs
      Soebono Mantofani who became the participants of this study were taken
      their identities (including name, class, and signature) through the
      attendance list provided;
   b. Next, in order to give a testing atmosphere, some instructions were told to
      the participants that this test would be included in their academic report,
      therefore they were forbidden to cheat. Besides, they were also forbidden
      to use their cellular phone while they were doing this test;
   c. Then, as all the conditions above had been fulfilled, the participants of this
      study were able to do the vocabulary test conducted for 30 minutes in a
      piece of paper which had been provided to them;
   d. After the vocabulary test was finished, the students’ answer sheets of
      vocabulary test were rated;
e. Finally, as the vocabulary had been already rated, the process of collecting data was continued to the process of tabulating and analyzing with statistical calculating method;

2. In terms of the administration of written test of descriptive text
a. This written test of descriptive text was conducted after the vocabulary test was already finished by the participants, so it was conducted simultaneously in one occasion with vocabulary test;
b. The participants were given three topics related to descriptive text, and they were able to freely choose one of the topics. They were asked to make a short composition about the topic they chose with the length of words at least 150 words in 30 minutes;
a. After the written test had been conducted, the compositions were rated. there were two raters involved to evaluate the written test. The two raters were given the copies of those compositions to be rated;
b. Finally, after the students’ compositions were rated, the process of collecting data was continued to the process of tabulating and analyzing with statistical calculating method.

F. Technique of Data Analysis

In analyzing the data of this study, the Pearson product moment correlation was used of which formula as follows:

\[ r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}} \]

Notes:

- \( r_{xy} \): correlation coefficient
- \( N \): the total of sample participating in this study
- \( \sum x \): the total score of students’ vocabulary mastery
- \( \sum y \): the total score of students’ writing descriptive text ability
- \( \sum xy \): the total of multiple score of students’ vocabulary mastery and their writing descriptive text ability
- \( \sum x^2 \): the total of square score of students’ vocabulary mastery
\[ \Sigma y^2 \]: the total of square score of students’ writing descriptive text ability

The data was analyzed through some steps as follows:

1. Determining the scores of \( N, \Sigma x, \Sigma y, \Sigma xy, \Sigma x^2 \), and \( \Sigma y^2 \);
2. Determining and calculating the scores of \( r_{xy} \) using Product moment correlation formula;
3. Interpreting the scores of \( r_{xy} \) using the Table 3.1 below:

<table>
<thead>
<tr>
<th>The ( r ) score scales</th>
<th>Interpretation of ( r ) correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.800—1.00</td>
<td>very high</td>
</tr>
<tr>
<td>0.600—0.800</td>
<td>high</td>
</tr>
<tr>
<td>0.400—0.600</td>
<td>moderate</td>
</tr>
<tr>
<td>0.200—0.400</td>
<td>low</td>
</tr>
<tr>
<td>0.000—0.200</td>
<td>very low</td>
</tr>
</tbody>
</table>

4. interpreting and comparing the scores of \( r_{xy} \) based on the significant standard 5% and 1%;
5. drawing conclusion based on the interpretation of \( r_{xy} \).

G. Statistical Hypotheses

The statistical hypotheses of this study are symbolized into:

\[ H_1: \rho \neq 0 \text{ or if } r_{xy}>rt, H_1 \text{ is accepted, and } H_0 \text{ is rejected; } \]
\[ H_0: \rho = 0 \text{ or if } r_{xy}<rt, H_0 \text{ is accepted, and } H_1 \text{ is rejected. } \]

The statistical hypotheses above may be explained as follows:

- Alternative hypothesis (H1): there is any significant relationship between students’ vocabulary mastery and their writing descriptive text ability;
- Null hypothesis (H0): there is no any significant relationship between students’ vocabulary mastery and their writing descriptive text ability.

---

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

Based on the test given, the total score of the seventh grade students (VII 5) in MTs Soebono Mantofani in terms of vocabulary mastery is 1782.6. The result can be seen in Table 4.1 as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rahmawati F.</td>
<td>63.3</td>
</tr>
<tr>
<td>2.</td>
<td>Bella</td>
<td>83.3</td>
</tr>
<tr>
<td>3.</td>
<td>Mufit Indar R.</td>
<td>76.6</td>
</tr>
<tr>
<td>4.</td>
<td>A. Hilmi</td>
<td>60</td>
</tr>
<tr>
<td>5.</td>
<td>Fabio Fajriandi</td>
<td>53.3</td>
</tr>
<tr>
<td>6.</td>
<td>M. Rafiqi Ihsan</td>
<td>60</td>
</tr>
<tr>
<td>7.</td>
<td>Widiawati</td>
<td>70</td>
</tr>
<tr>
<td>8.</td>
<td>Alingga B.S.</td>
<td>66.6</td>
</tr>
<tr>
<td>9.</td>
<td>Akbar Farhan S.</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>Syahrul F.</td>
<td>60</td>
</tr>
<tr>
<td>11.</td>
<td>Sadiyah R.</td>
<td>66.6</td>
</tr>
<tr>
<td>12.</td>
<td>Ilham Ardiansyah</td>
<td>60</td>
</tr>
<tr>
<td>13.</td>
<td>M. Aditya</td>
<td>70</td>
</tr>
<tr>
<td>14.</td>
<td>Rahmad W. Bazari</td>
<td>60</td>
</tr>
<tr>
<td>15.</td>
<td>Iqbal A. N.</td>
<td>56.6</td>
</tr>
<tr>
<td>16.</td>
<td>Zulfan F.</td>
<td>56.6</td>
</tr>
<tr>
<td>17.</td>
<td>Dendi Pratama</td>
<td>66.6</td>
</tr>
<tr>
<td>18.</td>
<td>Safitri Natalia R.</td>
<td>66.6</td>
</tr>
<tr>
<td>19.</td>
<td>Erni Puspa Sari</td>
<td>76.6</td>
</tr>
<tr>
<td>20.</td>
<td>Sepira Adelia Putri</td>
<td>60</td>
</tr>
<tr>
<td>21.</td>
<td>Annisa Fauziatul M.</td>
<td>63.3</td>
</tr>
<tr>
<td>22.</td>
<td>Elvira Nurjannah P.</td>
<td>73.3</td>
</tr>
<tr>
<td>23.</td>
<td>Kurnia F.</td>
<td>70</td>
</tr>
<tr>
<td>24.</td>
<td>Merliana</td>
<td>60</td>
</tr>
<tr>
<td>25.</td>
<td>Fatimah Azzahra</td>
<td>70</td>
</tr>
</tbody>
</table>
Furthermore, the total score of the seventh grade students (VII 5) in MTs Soebono Mantofani in terms of writing descriptive text ability is 1742. The result can be seen in Table 4.2 as follows.

Table 4.2
The Score of Writing Descriptive Text Ability (Y) of the Seventh Grade Students of MTs Soebono Mantofani

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rahmawati F.</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>Bella</td>
<td>77</td>
</tr>
<tr>
<td>3.</td>
<td>Mufit Indar R.</td>
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</tr>
<tr>
<td>4.</td>
<td>A. Hilmi</td>
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</tr>
<tr>
<td>5.</td>
<td>Fabio Fajriandi</td>
<td>45</td>
</tr>
<tr>
<td>6.</td>
<td>M. Rafiqi Ihsan</td>
<td>69</td>
</tr>
<tr>
<td>7.</td>
<td>Widiawati</td>
<td>76</td>
</tr>
<tr>
<td>8.</td>
<td>Alingga B.S.</td>
<td>77</td>
</tr>
<tr>
<td>9.</td>
<td>Akbar Farhan S.</td>
<td>74</td>
</tr>
<tr>
<td>10.</td>
<td>Syahrul F.</td>
<td>77</td>
</tr>
<tr>
<td>11.</td>
<td>Sadiyah R.</td>
<td>68</td>
</tr>
<tr>
<td>12.</td>
<td>Ilham Ardiansyah</td>
<td>64</td>
</tr>
<tr>
<td>13.</td>
<td>M. Aditya</td>
<td>65</td>
</tr>
<tr>
<td>14.</td>
<td>Rahmad W. Bazari</td>
<td>43</td>
</tr>
<tr>
<td>15.</td>
<td>Iqbal A. N.</td>
<td>44</td>
</tr>
<tr>
<td>16.</td>
<td>Zulfan F.</td>
<td>38</td>
</tr>
<tr>
<td>17.</td>
<td>Dendi Pratama</td>
<td>70</td>
</tr>
<tr>
<td>18.</td>
<td>Safitri Natalia R.</td>
<td>65</td>
</tr>
<tr>
<td>19.</td>
<td>Erni Puspa Sari</td>
<td>76</td>
</tr>
<tr>
<td>20.</td>
<td>Sepira Adelia Putri</td>
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</tr>
<tr>
<td>21.</td>
<td>Annisa Fauziatul M.</td>
<td>65</td>
</tr>
<tr>
<td>22.</td>
<td>Elvira Nurjannah P.</td>
<td>68</td>
</tr>
<tr>
<td>23.</td>
<td>Kurnia F.</td>
<td>72</td>
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<tr>
<td>24.</td>
<td>Merliana</td>
<td>58</td>
</tr>
<tr>
<td>25.</td>
<td>Fatimah Azzahra</td>
<td>68</td>
</tr>
</tbody>
</table>
2. Data Analysis

After calculating the total scores of the variables of this study, vocabulary mastery (X) and writing descriptive text ability (Y), the data analysis of this study is carried on to investigate the relationship between both of the variables. This was analyzed by using Pearson Product moment. The Pearson Product Moment correlation is symbolized with \( r_{xy} \). To get the score of \( r_{xy} \), firstly the scores of \( \Sigma xy \), \( \Sigma x^2 \), and \( \Sigma y^2 \) are looked for, and these are presented in Table 4.3 as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants</th>
<th>X</th>
<th>Y</th>
<th>XY</th>
<th>( \Sigma x^2 )</th>
<th>( \Sigma y^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rahmawati F.</td>
<td>63.3</td>
<td>75</td>
<td>4747.5</td>
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<td>5625</td>
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<td>Bella</td>
<td>83.3</td>
<td>77</td>
<td>6414.1</td>
<td>6938.89</td>
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<td>3.</td>
<td>Mufit Indar R.</td>
<td>76.6</td>
<td>66</td>
<td>5055.6</td>
<td>5867.56</td>
<td>4356</td>
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<td>45</td>
<td>2700</td>
<td>3600</td>
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<tr>
<td>5.</td>
<td>Fabio Fajriandi</td>
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<td>2398.5</td>
<td>2840.89</td>
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<td>7.</td>
<td>Widiawati</td>
<td>70</td>
<td>76</td>
<td>5320</td>
<td>4900</td>
<td>5776</td>
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<td>8.</td>
<td>Alingga B.S.</td>
<td>66.6</td>
<td>77</td>
<td>5128.2</td>
<td>4435.56</td>
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<td>9.</td>
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<td>70</td>
<td>74</td>
<td>5180</td>
<td>4900</td>
<td>5476</td>
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<td>10.</td>
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<td>4620</td>
<td>3600</td>
<td>5929</td>
</tr>
<tr>
<td>11.</td>
<td>Sadiyah R.</td>
<td>66.6</td>
<td>68</td>
<td>4528.8</td>
<td>4435.56</td>
<td>4624</td>
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<tr>
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<td>13.</td>
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<td>65</td>
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<td>4900</td>
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<tr>
<td>14.</td>
<td>Rahmad W. Bazari</td>
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<td>15.</td>
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<td>56.6</td>
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<td>2490.4</td>
<td>3203.56</td>
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<tr>
<td>16.</td>
<td>Zulfan F.</td>
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<td>2150.8</td>
<td>3203.56</td>
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<td>17.</td>
<td>Dendi Pratama</td>
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<td>4662</td>
<td>4435.56</td>
<td>4900</td>
</tr>
<tr>
<td>18.</td>
<td>Safitri Natalia R.</td>
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<td>4329</td>
<td>4435.56</td>
<td>4225</td>
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<tr>
<td>19.</td>
<td>Erni Puspa Sari</td>
<td>76.6</td>
<td>76</td>
<td>5821.6</td>
<td>5867.56</td>
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<td>20.</td>
<td>Sepira Adelia Putri</td>
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<td>3720</td>
<td>3600</td>
<td>3844</td>
</tr>
<tr>
<td>21.</td>
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<td>63.3</td>
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<td>4114.5</td>
<td>4006.89</td>
<td>4225</td>
</tr>
<tr>
<td>22.</td>
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<td>73.3</td>
<td>68</td>
<td>4984.4</td>
<td>5372.89</td>
<td>4624</td>
</tr>
</tbody>
</table>

Total (\( \Sigma \)) 1742
Next, the scores of $r_{xy}$ is calculated by the Pearson Product moment correlation formula as follows.

\[
r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}
\]

\[
= \frac{27(116436.4) - (1782.6)(1742)}{\sqrt{(27(116436.4) - (1782.6)^2)(27(115023.82) - (1742)^2)}}
\]

\[
= \frac{3143782.8 - 3105289.2}{\sqrt{38493.6}}
\]

\[
= \frac{38493.6}{\sqrt{38493.6}}
\]

\[
= 0.659
\]

\[\approx 0.66\]

After the score $r_{xy}$ is obtained, it is compared with the score of $r$ table ($r_t$) with degrees of significance 5% and 1% as follows:

\[
df = N - nr
\]

\[
= 27 - 2
\]

\[= 25\]

Notes:

df = Degree of freedom

N = Number of cases

nr = number of research variable
rt at the degree of significance 5%=0.396
rt at the degree of significance 1%=0.505
\[ r_{xy} : rt(5\%) = 0.705 : 0.396; \therefore r_{xy} > rt(5\%) \]
\[ r_{xy} : rt(1\%) = 0.705 : 0.505; \therefore r_{xy} > rt(1\%) \]

3. Testing Hypothesis

This study is to answer the following hypotheses:
- null hypothesis (H0): there is no any significant relationship between students’ vocabulary mastery and their writing descriptive text ability;
- alternative hypothesis (H1): there is any significant relationship between students’ vocabulary mastery and their writing descriptive text ability.

And the statistical hypotheses as follows:
- H0 : \( \rho = 0 \) or if \( r_{xy} < rt \), H0 is accepted, and H1 is rejected;
- H1 : \( \rho \neq 0 \) or if \( r_{xy} > rt \), H1 is accepted, and H0 is rejected.

Based on the research findings of this study, the calculation of \( r_{xy} \) is 0.66 and the score of \( df \) is 25. Then, the score \( r_{xy} \) is compared with the degree of significance 5% which shows that with the \( df=25 \), the \( rt \) score which is obtained is 0.396, therefore, \( r_{xy} > rt \). Meanwhile, the score \( r_{xy} \) is compared with the degree of significance 1% which shows that with the \( df=25 \), the \( rt \) score which is obtained is 0.505, therefore, \( r_{xy} > rt \). (The \( rt \) score can be seen in Appendix 12).

B. Discussions

Based on the calculation and data analysis above, due to the fact that the score of coefficient correlation (\( r_{xy} \)) is higher than the score of \( rt \) table, in this case, the coefficient correlation which is obtained is 0.66, and this score is compared with the \( rt \) table with degree of significance 5% and 1% respectively, shows that the \( rt \) table which are obtained respectively are 0.396 and 0.505. Therefore, the score of coefficient correlation is higher in comparison with the score of \( rt \) table, which means alternative hypothesis (H1) is accepted and null hypothesis (H0) is rejected. In other words, there is any significant relationship between students’ vocabulary mastery and their writing descriptive text ability.
Besides, the coefficient correlation ($r_{xy}$) which is obtained is 0.66. It can be interpreted with Table of $r$ Score Interpretation (see Table 3.1 in Chapter III) which reveals that the $rx$ score is included in the scale between 0.600-0.800. The scale indicates that there is a high relationship between variable X (students’ vocabulary mastery) and variable Y (students’ writing descriptive text ability). Thus, it can be considered that between students’ vocabulary mastery and their writing descriptive text ability of the seventh grade students of MTs Soebono Mantofani Jombang, Tangerang Selatan in academic year 2013/2014 has a significant relationship.

From the research findings, it can be considered that good writers may effectively create a composition in case they may use words; therefore, to have the adequate vocabulary knowledge is insisted for them. It is in line with Dean’s statement who reveals that one of the characteristics of good writers are prompted to consider the selection of words used which is in this case it is one of the features that may make the effective writing.\textsuperscript{1} Besides, Hedge also mentions the same thing as Dean’s view above that a careful choice of vocabulary is one of the features that should be considered and it is required to create an effective writing.\textsuperscript{2} Consequently, the writers should equip themselves with this feature, i.e. vocabulary knowledge, as one of the conditions in order that they can convey their message effectively to their readers; hence, there is a positive relationship between writers’ vocabulary mastery and their ability to write effectively.

C. Limitations

In conducting this study, there were some challenges and barriers found by the writer which made this study lead to some limitations. At first, this study was planned to have some classes (or more than one classes) in the seventh grade of the school in which this study was conducted as the sample of this study because the population of this study covered all the classes in the seventh grade, but due to the fact that there were only two classes that might be relevant to the problems

\textsuperscript{2}Tricia Hedge, *op. cit.*, p. 5.
found, class VII 5 and class VII 6, therefore, the sample of this study took only the two classes, and it became one class since another class was used to try out the instrument of this study. This limitation might be considered that the result of this study may not be used as generalization of the population of this study (or another class of the school, i.e. class VII 1, VII 2, VII 3, and VII 4).

Another limitation was found as the writer wanted to find some previous studies related to this study which was done in Indonesia; even though he thought that there were some researchers who had conducted some researches related to this study, yet it was difficult to look for as well as access them.
A. Conclusion

Based on the data described previously, this study reaches at a conclusion that there is a significant relationship between the students’ vocabulary mastery and their writing descriptive text ability of the seventh grade students of MTs Soebono Mantofani Jombang, Tangerang Selatan, academic year 2013/2014. It means that the better the students have vocabulary mastery, the higher their writing descriptive text ability will have.

B. Suggestion

Based on the conclusions above, it can be delivered some suggestions related to teaching and learning of writing descriptive text as well as vocabulary that go to:

- English teachers
  English teachers should be creative as they are teaching and learning descriptive text. They should vary their technique as they are teaching, so their students can be more motivated to learn English.

- Students
  Students of the seventh grade of MTs Soebono Mantofani Jombang, Tangerang Selatan academic year 2013/2014 are expected to read many English passages in order that their vocabulary mastery and knowledge increase. Moreover, they also should try to make a note to the new English word they find;

- School
  The school, MTs Soebono Mantofani Jombang, Tangerang Selatan is expected and suggested to always increase the quality of the educators’ works that they may provide the students with knowledge and guide well and maximally.
REFERENCES


Appendix 1

PROFIL MADRASAH

1. Sejarah Singkat Madrasah


Dalam awal pendirianannya, lembaga pendidikan ini belum memiliki gedung sekolah. Mereka belajar di masjid dan aula masjid Soebono Mantofani. Suatu hal yang kurang menguntungkan bagi 42 siswa yang menjadi angkatan pertama di MTs Soebono Mantofani ini.


Dengan semangat dan idealisme yang kuat dari seluruh dewan guru, pimpinan lembaga dan Pengurus Yayasan untuk meningkatkan kualitas para siswanya, alhamdulillah pada kegiatan Evaluasi Belajar Tahap Akhir Nasional (EBTANAS) yang diikuti pertama kali para siswa tahun pelajaran 1997/1998, MTs Soebono Mantofani mendapat peringkat pertama untuk nilai rata-rata hasil kegiatan EBTANAS se-Kabupaten
Tangerang. Suatu prestasi yang dapat dibanggakan dalam awal merangkaknya menuju masa depan yang lebih baik.

Dengan beberapa prestasi yang diraih oleh MTs Soebono Mantofani baik dalam bidang kreatifitas maupun akademis para siswanya serta didukung kegiatan belajar-mengajar yang kondusif, MTs Soebono Mantofani diakreditasi oleh Depertemen Agama dengan nomor statistik madrasah; 21.2.32.19.06.109 dan mendapat status Disamakan. Lalu beberapa tahun kemudian pada tahun 2006 MTs Soebono Mantofani mendapat akreditasi “A” (Unggul) dengan nomor statistik madrasah; 212.28.04.06.044.


2. Visi, Misi dan Tujuan
Visi:
Terwujudnya generasi yang berakhlak mulia, berjiwa Islami, berprestasi dan menguasai ilmu pengetahuan dan teknologi.
Misi:
2. Membudayakan akhlak mulia di lingkungan madrasah dan masyarakat.
3. Memupuk dan membina prestasi siswa dalam bidang akademik, dan non-akademik.
4. Menggali dan mengembangkan potensi yang dimiliki siswa.
5. Membiasakan berkorban dengan ikhlas.
Appendix 2
A. Tes Penguasaan Kosakata/Vocabulary Mastery Test
Waktu: 30 Menit

Petunjuk Umum
1. Tulislah dengan jelas pada lembar jawaban: Nama, Hari/Tanggal tes!
2. Berilah tanda silang (X) pada huruf (A, B, C, atau D) yang dianggap jawaban paling benar!
   Contoh:
   \[
   \begin{array}{cccc}
   A & B & C & D \\
   \hline
   \times & & & \\
   \end{array}
   \]
3. Bacalah setiap soal secara seksama sebelum Anda menjawabnya.
4. Periksa kembali lembar jawaban Anda sebelum mengumpulkannya.
5. Tes ini tidak memengaruhi nilai UTS dan UAS.
Choose A, B, C, or D for the correct answer

1. Look at the pictures. These are …
   A. pillows and a wheel  C. pillows and a hat
   B. lamps and a dress  D. mirrors and a watch

2. A bedroom is a room to …
   A. play in  C. read in
   B. sleep in  D. study in

3. There is a garage on the left side of the house. A garage is a shed where…
   A. a driver sleeps  C. cars are washed
   B. cars are stored  D. a driver buys a car

4. A bathroom is a room where a person …
   A. cleans shirts  C. takes a rest
   B. reads books  D. takes a bath

5. We *join* in extracurricular. The word *join* means…
   A. study  C. learn
   B. work  D. take part

6. I … the book from the library.
   A. steal  C. borrow
   B. thieve  D. lend

7. A bakery is a place …
   A. where bread and cakes are made  C. where clothes are washed and ironed
   B. where fish are kept  D. for shopping centre
8. A … is someone who buys something.
   A. teller  C. seller
   B. cashier  D. buyer

9. A person who receives and pays out money in a shop is …
   A. thief  C. waiter
   B. cashier  D. buyer

Questions for no. 10-14

Look at the following picture

10. Who is Sukma? She is Beni’s …
    A. sister  C. cousin
    B. mother  D. niece

11. Who are Siska and Danu? They are Beni and Sukma’s …
    A. mother  C. parents
12. Who is Sam? He is Sukma’s …
   A. aunt  
   B. niece  
   C. uncle  
   D. nephew

13. Who are Neni and Andi? They are Bagas’…
   A. grandfather  
   B. grandmother  
   C. parents  
   D. grandparents

14. Who is Dewi? She is Sam’s…
   A. wife  
   B. husband  
   C. mother  
   D. daughter

15. He is …
   A. smiling  
   B. laughing  
   C. crying  
   D. walking

16. He … at 5 o’clock every morning.
   A. sleeps  
   B. belches  
   C. wakes up  
   D. takes a rest

17. He ... at 6 o’clock every morning before going to work.
   A. wakes up  
   B. takes a rest  
   C. has breakfast  
   D. wears his clothes

18. He ... TV
   A. sits  
   B. listens to  
   C. turn off  
   D. watches

B. father  
D. grandparents
19. The girl ... the plants every morning
   A. waters       C. sees
   B. takes        D. cuts

20. When you have a headache, you go to see a ...
   A. doctor       C. policeman
   B. teacher      D. cook

21. You go to a ... to check your teeth.
   A. teacher      C. chef
   B. dentist      D. postman

22. ... helps a doctor to examine a patient.
   A. a tailor      C. a nurse
   B. a carpenter   D. a chef

23. A ... makes a shirt for you.
   A. tailor       C. nurse
   B. carpenter    D. chef

24. Every restaurant has ...
   A. a tailor      C. a nurse
   B. a carpenter   D. a chef

25. The girl on the left is ...
   A. tall         C. fat
   B. short        D. big

26. The dog on the right is ...
   A. fat          C. small
   B. high         D. big
27. The monkey has a … tail.
   A. small
   B. high
   C. long
   D. big

28. The man is …
   A. sad
   B. happy
   C. cold
   D. hot

29. The girl has … hair
   A. curly
   B. straight
   C. bunch
   D. wavy

30. The man is …
   A. great
   B. strong
   C. young
   D. old
Appendix 3

B. Tes Mengarang Bahasa Inggris (Teks Deskriptif)

Waktu: 30 Menit

Petunjuk Umum

1. Ada 3 topik yang tersedia, Anda bebas memilih satu dari tiga topik tersebut.
2. Anda diberikan waktu 30 menit untuk menulis, mengedit, dan merevisi karangan/tulisan Anda.
3. Panjang karangan/tulisan Anda minimal 150 kata.
4. Topik:
   - My school
   - My pet
   - My idol
5. Ceritakan dan deskripsikan dengan jelas mengenai topik yang Anda pilih.
6. Kriteria penilaian:

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<tr>
<th>No</th>
<th>Aspek Penilaian</th>
<th>Penjelasan</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Isi/ content (30%)</td>
<td>relevan dengan topik yang dipilih serta mengembangkan isi karangan dengan baik dan menarik.</td>
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<tr>
<td>2</td>
<td>Organisasi karangan (20%)</td>
<td>disusun secara baik dan kohesif/terpadu.</td>
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<td>3</td>
<td>Diksi atau pilihan kata/ Word Choice (20%)</td>
<td>menggunakan kosakata yang tepat dan efektif.</td>
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<tr>
<td>4</td>
<td>Penggunaan bahasa/ Usage (25%)</td>
<td>menggunakan tata bahasa (grammar) dan struktur kalimat dengan baik dan tepat.</td>
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<tr>
<td>5</td>
<td>Ejaan dan Tanda Baca/ Mechanics (5%)</td>
<td>menggunakan ejaan (spelling) dan tanda baca (punctuation) dengan benar, serta karangan ditulis tangan dengan jelas dan dapat terbaca (readable handwriting).</td>
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Appendix 4

Answer Sheet

Name : 
Day/Date of Test : 

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Appendix 5

Student’s Writing Response

Name : 

Day/Date of the Test:

Topic :

………..

………………………………………………………………………………………………

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………………………………………………………………………………………………
Appendix 6

Answer Key of Vocabulary Mastery Test

## Writing Assessment Rubric

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<th>Level</th>
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<td><strong>Content</strong></td>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>knowledgeable • substantive • thorough development of thesis • relevant to assign topic</td>
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<td>26-22</td>
<td>GOOD TO AVERAGE</td>
<td>some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail</td>
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<td>21-17</td>
<td>FAIR TO POOR</td>
<td>limited knowledge of subject • little substance • inadequate development of topic</td>
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<td>15-13</td>
<td>POOR</td>
<td>does not show knowledge of subject • non substantive • non pertinent • OR not enough to evaluate</td>
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<tr>
<td><strong>Organization</strong></td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive</td>
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</tr>
<tr>
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<td>GOOD TO AVERAGE</td>
<td>somewhat choppy • loosely organized but main ideas stand out, limited support • logical but incomplete sequencing</td>
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<td>13-10</td>
<td>FAIR TO POOR</td>
<td>non-fluent • ideas confused or disconnected • lacks logical sequencing and development</td>
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<tr>
<td>9-7</td>
<td>POOR</td>
<td>does not communicate • no organization • OR not enough to evaluate</td>
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<tr>
<td><strong>Diction</strong></td>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>sophisticated range • effective word/idiom choice and usage, word form mastery, appropriate register</td>
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<tr>
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<td>GOOD TO AVERAGE</td>
<td>adequate range • occasional errors of word/idiom form, word choice, usage, but meaning not obscured</td>
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</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR</td>
<td>limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured</td>
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<td></td>
</tr>
<tr>
<td>9-7</td>
<td>POOR</td>
<td>essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate</td>
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<td></td>
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<tr>
<td><strong>Usage</strong></td>
<td>25-22</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>effective complex construction • few errors of agreement, tense, number, word order/function, articles, pronouns, preposition</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td>GOOD TO AVERAGE</td>
<td>Effective but simple constructions • minor problems in complex construction • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
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<td>17-11</td>
<td>FAIR TO POOR</td>
<td>major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured</td>
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<td>10-5</td>
<td>POOR</td>
<td>virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>5</td>
<td>EXCELLENT TO VERY GOOD</td>
<td>demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</td>
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<td>GOOD TO AVERAGE</td>
<td>occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
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<tr>
<td>3</td>
<td>FAIR TO POOR</td>
<td>frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured</td>
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<tr>
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<td>POOR</td>
<td>no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate</td>
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</tbody>
</table>

**Total Score**

Comment

---

## Appendix 11

### Instrument Reliability of Vocabulary Mastery Test (Using KR-20 Equation)

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<thead>
<tr>
<th>No.</th>
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<td>M. Abi Farhan</td>
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<td>Linda Okti V. A.</td>
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<td>Cipta Hirta A.</td>
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<td>Fad Payucuwar W.</td>
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<td>Adi Syah Putri</td>
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#### Notes:
- **p**: the proportion of participants who choose the right answer
- **q**: the proportion of participants who choose the wrong answer (q=1-p)
- **Dev^2**: deviation score from mean score
- **Dev**: deviation score from mean score
- **k**: the total of items
- **r1**: the instrument reliability using KR-20 (r1=1-k/k(S^2-Dev^2))
- **M**: the mean score of the right answer
- **S^2**: variance score

#### Formula:

- **\( \sum pq \)**: the total of multiplication between p and q
- **M**: the mean score of the right answer
- **k**: the total of items
- **r1**: the instrument reliability using KR-20 (r1=1-k/k(S^2-Dev^2))
- **p**: the proportion of participants who choose the right answer
- **q**: the proportion of participants who choose the wrong answer (q=1-p)
- **Dev^2**: deviation score from mean score
- **Dev**: deviation score from mean score
### Notes:

- **NS**: not significant (should be revised)
- **P lower group**: the difficulty level gained from the lower group
- **P upper group**: the difficulty level gained from the upper group
- **D lower group**: the total participants in the lower group
- **D upper group**: the total participants in the upper group
- **N lower group**: the total participants who can choose the right answer from the lower group
- **N upper group**: the total participants who can choose the right answer from the upper group
- **DI**: discrimination index
- **S**: significant

### Alternatives

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<th>Alternatives</th>
<th>Response</th>
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### Interpretation

1. **NS** indicates that the alternative should be revised.
2. **DI** represents the discrimination index, which measures the extent to which each alternative discriminates between the upper and lower groups.

### Validity of Certain Alternatives of Vocabulary Mastery Test (Particularly for the Items that are Needed a Revision)

This table presents the analysis of alternatives with a focus on those that may require revision. The data includes the performance of participants in the upper and lower groups, as well as the discrimination index (DI) for each item. The table highlights the items where the alternatives may not be equally effective for both groups, indicating a need for revision to ensure test validity.
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## Item Analysis of Vocabulary Mastery Test

### Appendix 8

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### Notes:
- **P**: the difficulty level
- **DI**: discrimination index
- **Ʃ upper group**: the total participants in the upper group
- **Ʃ lower group**: the total participants in the lower group
- **Ʃx upper group**: the total participants who can choose the right answer from the upper group
- **Ʃx lower group**: the total participants who can choose the right answer from the lower group

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## Appendix 9

### Instrument Validity of Vocabulary Mastery Test

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**Notes:**

**Category of difficulty level (P)**

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**Interpretation of Discrimination Index (DI)**

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Appendix 12

Table of the Scores of $r$ Table of Product Moment

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Notes:

N=Number of cases

*only some certain number cases presented here

---

SURAT KETERANGAN

Nomor : MTs.52.04.07/02.08/KP.01.2/044/2014

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Soebono Mantofani.
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Telah melakukan penelitian atau pengumpulan data pada MTs Soebono Mantofani, untuk keperluan tugas penyelesaian skripsi dengan judul:
“The Relationship Between Student’s Vocabulary Mastery and Their Writing Descriptive Text Ability”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ciputat, 20 Mei 2014

KEPALA MTs
Soebono Mantofani,

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