

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

In this chapter, some literatures related to the study are reviewed as means to clarify the present study. The researcher has found two related studies as done by the previous researchers, they are : Nurkholis studied about correlation between the mastery of English vocabulary and ability in translating English text into Indonesia<sup>1</sup>. The objective of this thesis is there any correlation between the mastery of English vocabulary and ability in translating English text into Indonesia.

Based on the problem of the study so the objective of the study is to look for the correlation between the mastery of English vocabulary and the ability in translating English text into Indonesia. The research result showed that based the last calculation between variable X and variable Y was negative. It meant both variables that the weakest correlation or it was ignored. The value of  $r_{xy}$  was 0.075 so that  $H_a$  was refused and  $H_o$  was received, based on df was found  $0.361 > 0.075 < 0.449$  so, it meant it was low correlation but correlation was positive. The calculation contribution of variable X to variable Y showed that the value of KP was 0.56 % it meant contribution variables was able to contribute to

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<sup>1</sup> Nurkholis. *Correlation between the mastery of English vocabulary and ability in translating English text into Indonesia*, in Published, Palangkaraya: STAIN, 2009.

variable Y 0.56 % and the others 99.44% was influenced by other aspects. And based on the calculation of  $t_{\text{value}}$  was 0.07 and  $t_{\text{table}}$  was 1.697. so it meant  $t_{\text{value}} \leq t_{\text{table}}$  even so zero hypothesis was received and alternative hypothesis was refused. Secondly related to the study of vocabulary. The second Sariatun had conducted. The Correlation between Vocabulary Mastery and the Writing Ability. (1) The result of the study shows that: the average value of English vocabular mastery of the eight grade students of SMPIT Rahmatan Lil Alamin Seloaji Babada ponorogo in academic year 2009/2010 is enough. The result is 54-92 or 77,33 % . (2). The average value of Writing ability of the eight grade students of SMPIT Rahmatan Lil Alamin Seloaji Babada ponorogo in academic year 2009/2010 is enough. The result is 54- 92 or 72 % . (3). There is correlation between English vocabulary and writing ability of the eight grade students of SMPIT Rahmatan Lil Alamin Seloaji Babada ponorogo in academic year 2009/2010 the result is  $r_{xy} = 0.890$  while the significant standard 5% is  $r_{\text{table}} = 0.232$ , so  $r_{xy} > r_{\text{table}}$   $0.890 > 0.232$ . the significant standard 5 % is  $r_{\text{table}} = 0.302$ , so  $r_{xy} > r_{\text{table}}$   $0.890 > 0.302$ . the conclusion is  $H_a$  is accepted.<sup>2</sup> The third Yudyca Putra, The test battery was administered weekly in which the writing test was the first, followed by the productive vocabulary size test and finally the receptive vocabulary size test. The raw data were then digitalized (inputted into computer) and analyzed using statistical methods. The scores of the vocabulary tests were

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<sup>2</sup> Sariatun, *The correlation between English vocabulary mastery and writing ability*, in published: ponorogo STAIN 2010.

correlated with the scores of writing test by using either Pearson product moment or Spearman rank correlation depending on the results of the data assumption tests (relationship linearity and distribution normality). Kuder-Richardson 20 (KR20) and Cronbach's alpha were computed to estimate the internal consistency reliability of the vocabulary size instruments while Intraclass Correlation Coefficient (ICC) was administered to estimate the inter-rater reliability of the writing instrument. Despite the fairly reliable vocabulary size instruments, the inter-rater reliability of the writing test was found to be very low (almost none). In this case, the interpretation on the subjects' writing ability would be less accurate. The subjects' receptive and productive vocabulary sizes were found to be around 5,400 and 3,500 words respectively. In general, vocabulary size had low correlation with writing ability. However, in a developmental point of view, writing ability was found to have moderate correlation with the academic words.

On the other hand, it had almost no correlation with the 2,000 and 3,000 word level of receptive vocabulary size. The remaining word levels had low correlation with writing ability. From these results, it could tentatively imply that when it comes to teaching, teachers should be very selective when choosing the most appropriate vocabulary level that is the most efficient for a writing lesson. Considering the vocabulary size level of mastery and its contribution to writing,

teaching academic words productively is the most efficient for a writing lesson.<sup>3</sup>

The similarities of this study and the study above are; This study will focus on vocabulary mastery, the study above focused on vocabulary mastery, and we use product moment by Pearson to analyze the data.

## **B. Correlation**

### **1. The Definition of Correlation**

Correlation is cause and effect relationship. According to Sudijino correlation is relationship between two or more variables.<sup>4</sup> Correlation studies are used to look for relationship between variables. There are three possible results of a correlation:

- a. Positive correlation: Both variables increase or decrease at same time. A correlation coefficient close to + 1.00 indicate a strong positive correlation.
- b. Negative correlation: indicates that as the amount of one variable increases, the other decrease (and vice versa). A correlation coefficient close to -1.00 indicates a strong negative correlation.
- c. No correlation: indicate any relationship between the two variables. A correlation coefficient of indicates no correlation.

It can be concluded that correlation is to look for about the causal

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<sup>3</sup> Yudyca Putra, *The Correlation between vocabulary size and writing ability* of English Language Laboratory Students at English Department Faculty of Education University Pelita Harapan Karawaci, 2009, p. v

<sup>4</sup> Anas Sujiono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 2007, p.15.

relationship between two or more aspect that be related. This relationship could be in different supporting variables or not.

## **2. Types of Correlational Research Designs**

The first type of correlation design, *explanatory design*, is conducted when writers want to explore “the extents to which two or more variables co-vary, that is, where changes in one variable are reflected in changes in the other”. When conducting an explanatory correlation study, writers typically collect data at one time as their focus is not based on future or past performance of participants. Thus, when analyzing the findings of explanatory correlation research, writers analyze participants as a single group rather than creating subcategories of participants. Finally, in this type of study writers collect two scores from each participant as each score represents each variable being studied.

The second type of correlation design, *prediction design*, is used by writers when the purpose of the study is to predict certain outcomes in one variable from another variable that serves as the predictor. Prediction designs involve two types of variables: a *predictor variable* and a *criterion variable*. While the predictor variable is utilized to make a forecast or prediction, the criterion variable is the anticipated outcome that is being predicted. Prediction studies can usually be identified rather easily by research consumers simply by taking note of the title of a published study as most published prediction studies include the word “prediction” in the article’s title. The time at which variables

are measured also differs in prediction studies as the predictor variable is typically measured at one time while the criterion variable is usually measured at a later date. Prediction studies also include a forecast of anticipated future performance, as well as advanced statistical procedures including *multiple regression*. For further information about multiple regressions see (link to statistics portion of site).<sup>5</sup>

### **3. Characteristics of Correlation Research**

Any time a writer has at least two scores, a graph called a *scatter plot* can be used to provide a visual representation of the data that has been collected. Each point on a scatter plot represents two scores provided by one person. Writers must select the scores for one variable to be plotted on the x-axis (the horizontal axis of the graph) while scores for the second variable are plotted on the y-axis (the vertical axis of the graph). Scatterplots are vitally important to correlation research as they allow writers, as well as research consumers, to determine the following by looking at patterns within the entire group of data points

- The form of the relationship
- The type of association
- The existence of extreme scores
- The direction of the relationship

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<sup>5</sup> J. Cresswell, *Educational Research: Plannin, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Merrill Prentice Hall, 2008, p. 358.

- The degree of the relationship

Linear relationships can be further subcategorized as either a *positive linear relationship* or a *negative linear relationship*. Positive linear relationships occur when high scores in one variable relate to high scores for the second variable or low scores in one variable relate to low scores for the second variable being studied. Negative linear relationships occur when high scores of one variable relate to low scores in the second variable.

Nonlinear relationships, or *curvilinear relationships*, are characterized by a U-shape relationship between variables. This means that the direction of the relationship between the variables differs according to different levels of the variable. A curvilinear relationship might occur if a writer were to study the relationship between the amounts of extracurricular activities in which students participate and student's grades because, while it is important for a student to be involved in activities, being involved in too many activities as well as being involved in too few extra-curricular activities might be detrimental to a student's grades.

The third form of association that a scatter plot can display is an uncorrelated relationship. This distribution occurs when two variables are not related to one another and are instead independent of each other. Thus, an

individual's score on one variable does not tell anything about what the other variable's score might be.<sup>6</sup>

If a relationship is linear, a *correlation coefficient* is useful as it describes and measures the degree and strength of a relationship between two variables. Correlation coefficients can range from -1.00 to +1.00 with positive numbers used to identify a positive relationship and negative numbers being used to identify a negative relationship. No linear association is indicated with a correlation coefficient of 0.00. Thus, the closer a correlation coefficient is to 0.00, the weaker is the relationship between variables. The following table can be used to determine the strength of a relationship when a correlation coefficient is provided.

**Table 2.1**  
**Strength of Relationship**

<b>Correlation Coefficient</b>	<b>Strength of Relationship</b>
±.70-1.00	Strong
±.30-.69	Moderate
±.00-.29	None (.00) to weak

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<sup>6</sup> *Ibid*, p. 340.

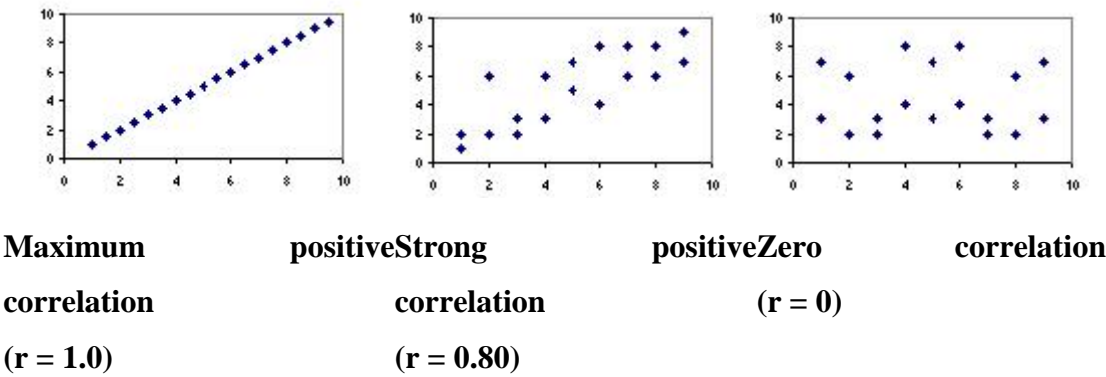


For further information regarding correlation coefficients see (the Statistics portion of site). If correlation coefficients are not provided for some reason, an individual can typically get an idea of the strength of a linear relationship by looking at the spread of data points in the scatter plot. For instance, a stronger relationship typically exist when data points are grouped along in a more narrow pattern; whereas, a scatter plot in which data points are scattered inconsistently in the graph is indicative of a weaker relationship.<sup>7</sup>

**Tabel 2.2. The Scatterplot**

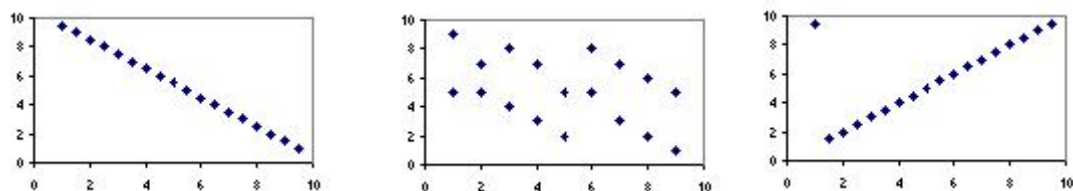
**The Scatter-Plot Diagram of Some Possible Relationships**

The scatterplot below show how different patterns of data produce different degrees correlation.<sup>8</sup>



<sup>7</sup>*Ibid*, p. 342

<sup>8</sup>CorrelationCoefficient,(Takenfrom)<http://stattrek.com/Satistics/correlation.aspec>,(oline on may 5, 2015)



<b>Maximum</b>	<b>negativeModerate</b>	<b>negativeStrong</b>	<b>correlation &amp;</b>
<b>correlation</b>	<b>correlation</b>	<b>outlier</b>	
<b>(r = -1.0)</b>	<b>(r = -0.43)</b>	<b>(r = 0.71)</b>	

### C. Vocabulary

Vocabulary is one of the elements of developing skill, so people who want to master those language skill; they have to master the vocabulary of English first. According to Anthony if the mastery of wordsor vocabulary much, they can help students in increasing their speaking, listening, writing and reading ability.<sup>9</sup> So the mastery of vocabulary must be developed by all learners if they want to mastery all skill.

#### 1. Nature of Vocabulary

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggest. First, words come in two forms: oral and print. Oral vocabuary includes those words that we rocognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing, in wikipedia.<sup>10</sup>

<sup>9</sup> H.R. Anthony. *Mastering Basic English*. Surabaya: Study Group. 1978. P. 5

<sup>10</sup> [http://www.prel.org/prducts/re\\_/ES0419.htm](http://www.prel.org/prducts/re_/ES0419.htm)(online may 1, 2015)

According to Davis “vocabulary knowledge is related to and affects comprehension. The relationship between word knowledge and comprehension is unequivocal.”<sup>11</sup> According to Manser, vocabulary is the total number of words in a language. While Morakes stated that vocabulary is a listing of the words used in some enterprise. Furthermore, Hidayati states that vocabularies are the words that are taught in the foreign language. From the opinion above, we conclude that vocabulary is a listing of all words that are taught in the foreign language.

Vocabulary refers to the words we should know to communicate effectively. Pieter stated that vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.

## **2. The definition of vocabulary**

There are many definitions taken from some aspects about vocabulary.

According to Richard, vocabulary is one of the most components of language and one of the first things applied linguists turned their attention to.<sup>12</sup> In

Oxford Advanced Learners Dictionary of Current English, the definition of

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<sup>11</sup> Janet Allen, *Words, words, words: Teaching vocabulary in Grades 4-12*, Stenhouse Publisher, p.5

<sup>12</sup> Jack Richards. *Curriculum Development in Language Teaching*, (United Kingdom: Cambridge University Press. 2002). 4

vocabulary are total number of words in language, words known by a person, list of words with their meaning. Langan states a good vocabulary is a vital part of effective communication. A command of many words will make you better writer, speaker, listener and reader. Studies have shown that students with strong vocabulary, or students who work to improve a limited vocabulary, are more successful in school.<sup>13</sup> Alexander, in *Fluence in English*, pointed the definition of vocabulary is the ability to deduce the meaning of words and phrases from a context and to explain them by other words and phrases. McCarthy also say that English vocabulary has a remarkable range, flexibility and adaptability. English seems to have for more words in its core vocabulary than other languages.<sup>14</sup>

### **3. The Important of Vocabulary in Writing**

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary in writing is very important. Without vocabulary nothing can be conveyed, vocabulary helps student understand and communicate with others in English. So vocabulary can be defined as the words of

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<sup>13</sup> Jhon Langan. *College Writing Skill With Reading*, USA: McGRAW-Hill. Inc 1993.p. 432

<sup>14</sup> Michael McCarthy, *Fluency in English*, Yogyakarta: Kanisius, 1975.p.xi

language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.<sup>15</sup>

“Vocabulary is important to students it is more important than grammar for communication purpose, particularly in the early stages when students are motivated to learn the basic words they need to get by in language. Also as the lexical system is ‘open’ there is always something new to learn when students have done the grammar. So more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.<sup>16</sup>

from the explanation above can be said that students should be given the vocabulary which is intimately related to the environment and the pupils learn. So that, they to become more proficient in choosing and expressing the words.

#### **4. The Aspect of Vocabulary**

According to Gower, there are three aspects for studying vocabulary.

They are the form, the meaning and the use words or vocabulary

a. The Form

1). Part of speech.

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<sup>15</sup> Wilkins, Vocabulary and its importance in Learning Language, handbook, 1972, p. 2

<sup>16</sup> Roger Gower, Teaching vocabulary, *Handbook*, 144

- 2). Spelling.
- 3). Family of words
- 4). Word collocation with surrounding words.

b. The Meaning

- 1). The words has more than one meaning. It is according to the context of focus on.
- 2). The connotation item.
- 3). The vocabulary items has different meanings for different people.

c. The use

Studying the word in context apply what you learn by writing sentence with your words.<sup>17</sup>

**5. The basic of vocabulary**

a). Receptive Vocabulary

It is the word that the students understand when they listen to speech and when they read. The term receptive vocabulary is used to refer to listening and reading vocabulary.

b). Expressive vocabulary

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<sup>17</sup> <http://donnayoung.org/forms/help/vocabulary.htm>

It is the words that the students use when they speak and write. The term expressive vocabulary they use to express themselves.

c). Oral vocabulary

Is the words that the students understand when they hear them and they can use in their speech. The term oral vocabulary refers to the combination of listening and speaking vocabularies.

d). Written vocabulary

Is the words that the students understand when they read and they can use in their writing. The term written vocabulary refers to the combination of reading and writing vocabularies. According to Chall(1987) to develop their vocabulary the students need to learn two aspect about words, namely: recognition and meaning vocabulary.

## **6. Kinds of vocabulary**

The characterizing of the word meaning of a word not in terms of its component features, but in terms of its relationship to other word is treated as the analysis of lexical relation. The types of lexical relations which are usually appealed to can be briefly defined exemplified this :

- a. Synonym : is a word which has the same or nearly the same meaning as another . This synonym are two or more forms with very closely related meaning, which are often but not always, intersubstitutable in sentence. Example of synonym are the pairs : applaud-cheer, brief-short, bold-brave.

- b. Antonym: is a word which is opposite in meaning to other word. Two forms opposite meaning are called antonyms. Antonym are further distinguished into two type via, gradable and non gradable antonym. The pairs bad-good and dry-wet are example of the gradable and non gradable antonym respectively. A think is not bad must be good, but the season which is not wet must be dry.
- c. Hyponymy: is the relationship between two words, in which the meaning of one words includes the meaning of the other. Typical examples of such as pairs are: dog-nominal, carrot-vegetable. The concept of inclusion involved here is the idea that if any object is a dog, it is necessarily an animal. So the animal is included in the meaning of dog, or dog is hyponym of animal.
- d. Homophony : is used to describe the relationship between two more different forms(written) which have the same pronunciation like the pairs : die-dye, curb-verb, key-quay, fore-four, gait-gate.
- e. Homonym: the term homonym is used when one form (written or spoken) has two or more unrelated meaning, examples of homonym are the pairs : lead(first palce of position)-lead (of water pipes). Sow (adult famale pig)-sow (plant).<sup>18</sup>

#### **D. Writing Ability**

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<sup>18</sup> Handout-modul6.pdf. A Short Guide to writing Effective Tes Questions, p.34



## 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.<sup>19</sup> 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.<sup>20</sup>

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

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<sup>19</sup> Ann Browne, *Teaching and Learning Communication, Language and Literacy*, London: Paul Chapman Publishing, 2007, p. 81.

<sup>20</sup> Jeremy Harmer, *How to Teach Writing*, Essex: Pearson Education Limited, 2004, p. 3.

process, hence these conditions lead to the conventions of writing less flexible and the language used tends to be standardized.<sup>21</sup>

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.

## **2. The characteristic of Writing**

Langan states that there are four characteristic of writing. They are unity, support, coherence, and sentence skill.<sup>22</sup> The clearly explanation as follow :

- a. Unity. The first essay is more effective because it is unified. All the details in the essay are on target. The 'unity' is synonymous with 'oneness'. All of sentence in a paragraph should focus on the one thing expressed in the topic sentence.<sup>23</sup>
- b. Support. The writer tells us repeatedly that sulking. Blaming others, and trying to understand the reasons behind the disappointment are the reaction people have to a letdown.<sup>24</sup>

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<sup>21</sup> Geoffrey Broughton et al., *Teaching English as a Foreign Language Second Edition*, New York: Routledge, 2003, p. 116

<sup>22</sup> Jhon Langan, *College Writing Skill with Reading*, 90

<sup>23</sup> Barli Bram, *Write Well: Improving Writing Skill*, Yogyakarta: Kansius, 1995, p. 20

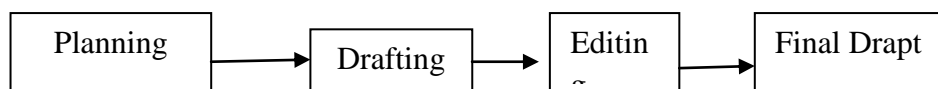
<sup>24</sup> Jhon Langan, *College Writing Skill with Reading*, USA: McGraw, 1993

c. Coherence. The coherence plays a crucial role in making paragraph read well every coherence paragraph contains smoothly-connected ideas. Each sentence moves on naturally.<sup>25</sup>

d. Sentence Skill. If you can find and explain briefly the twenty sentence-skill mistake made in the first essay. Use the space provided.<sup>26</sup>

### 3. The Stages of Writing Process

According Harmer, the stages of writing include the following steps that are summarized into Figure 2.3 below:



#### 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

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<sup>25</sup> Ibid 20 p. 21

<sup>26</sup> Jeremy Harmer, *op. cit.*, p. 5.

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. 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

#### **4. The Aspect of Writing**

Lado states the process of writing test is deal with integrated or with separate factors such as punctuation, spelling, structure, and vocabulary.<sup>27</sup> They are as follow:

a.Punctuation

Gower points that the conventions of English capital letters and punctuation are not universal and might have to be taught.<sup>28</sup> Bram also states using correct punctuations is indispensable to careful writing.<sup>29</sup>

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<sup>27</sup> Robert Lado, *Language Testing Handbook*, p. 249-250

b. Spelling

Parkinson also states, as students learn new words, they should also learn to spell them. Many of us who are learners of English might agree that most English words are spelled 'strangely.' We find the spellings difficult to remember. To spell well, however, is something that cannot be ignored.<sup>30</sup>

c. Structure

The head of a phrase has the same structural function as the total phrase in a particular structure.<sup>31</sup>

## 5. 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

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<sup>28</sup> Roger Gowel, *Teaching Practice Handbook*, Thailand: Macmillan, 1998, p. 113

<sup>29</sup> Barli Bram, *Write well: Improving Writing Skill*, Yogyakarta: Kansius 1995, p. 92.

<sup>30</sup> Tony Parkinson, *Teaching and Assesing Skill In first Language English*, 53.

<sup>31</sup> Ibid 22 p, 83

an evocative description is a writing which recreates the impression made by an object.<sup>32</sup> 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 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.<sup>33</sup>

## 6. 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 2.4 below:

No	Parts	Description
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<sup>32</sup> James A. W. Heffernan and John E. Lincoln, *op. cit.*, pp. 83—84.

<sup>33</sup> Betty Mattix Dietsch, *Reasoning & Writing Well: A Rhetoric, Research Guide, Reader, and Handbook Third Edition*, (New York: The McGraw-Hill Companies, Inc., 2003), pp. 139—140.

1.	Topic Sentence	it is the topic and approach containing the summary of the content of the writing which is described in physical terms.
2.	Generalization	it is the brief description of one physical aspect of the topic which is describes in a logical sequence.
3.	Detail	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.
4.	Concluding sentence	it is the end of the paragraph, which may link to the  subsequent paragraph

The Table 2.4 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

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

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.<sup>34</sup>

For instance *identification* :

I have a pet. It is a cat. Its name is Sweetie. 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.

## 7. Writing Assessment

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<sup>34</sup> Artono Wardiman et al., *English Fokus1: For Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, Depdiknas, 2008), p. 100.



Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity. It has an important rule to know the students progress in learning activity. By definition, assessment is a systematic approach for collecting information on students various sources of evidence.<sup>35</sup>

a. Primary trait

Primary trait scoring is most closely associated with the work of Lloyd-Jones for the National Assessment of Educational progress (NAEP), a large-scale testing program for school. Primary trait scoring is that it is important to understand how well students can write within a narrowly defined range of source (e.g. persuasion or explanation). In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment by focusing on the specific feature or characteristics

b. Holistic

Is a procedure in scoring student's writing on the basis of the general impression of the composition as a whole. Holistic or the assigning of a single score to a script based on the overall impression of the script. In a typical

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<sup>35</sup> Sabarun, The Effectiveness of Using Outline in Writing Expository Essay, STAIN: Palangka Raya, 2010, p. 32

holistic session, each script is read quickly and the judged against a rating scale, or scoring rubric distinguishes holistic scoring from its earlier, less reliable predecessor, general impression marking, in which criteria are never explicitly stated. Holistic scoring has become widely used in writing assessment. Holistic scoring is intended to focus the reader's attention on the strength of the writing, not on its deficiencies, so that writers are rewarded for what they do well.

c. Analytic

In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, script might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialists.

## **8. The scoring of Writing Test**

The following rating scale is the result of considerable and careful research conducted in the scoring of compositions in the United States. Only a summary of the scale is shown here and according to Heaton, there are scale orders in rating scale.<sup>36</sup> The rating scale is as follows:

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<sup>36</sup>Sara Cushing Weigle, *Assessing Writing*, New York: Cambridge University, 2002. P.110-

**Table. 2.5**  
**The Scoring Rubric of Writing Test**

Components	Score	Level	Criteria
Content	30-27	Very good to excellen	Knowledge substantive thought development of thesis relevan to assigned topic
	26-22	Good to avarage	Some knowledge of subject adequate range limited development of thesis mostly relevan to topic, but lack detail.
	21- 17	Fair to poor	Limited knowledge of subject, little substance inadequate development of topic.

	16- 13	Very poor	Does not show knowledge of subject non substantive not pertinent, or not enough to evaluate.
Organization	20- 18	Excellent to very good	Fluen expression idea clearly stated/supported succient well organized logical sequencing cohesive.
	17- 14	Good to avarage	Somewhat copy loosly organized but main ideas stand out limited support logical but incomplete sequencing.
	13- 10	Fair to poor	Non fluent ideas confused or

			disconnected lacks logical sequencing and development.
	9- 7	Very poor	Does not communicate not organization or not enough to evaluate.
Vocabulary	20- 18	Excellent to very good	Sophisticated range effective word/idiom choice and usage word form mastery appropriate register.
	17- 14	Good to average	Adequate range occasional error of words/idiom form choice, usage but meaning confused or obscured.
	13-10	Fair to poor	Limited range prequent error of

			words/idiom form choice, usage meaning confused.
	9- 7	Very poor	Essentially translation little knowledge of english vocabulary, idiom word form or not enough to evaluate.
Language Use	25- 22	Excellent to very good	Effective complex construction few error of agreement, tense, number word order/function, article, nouns.
	21- 18	Good to average	Effective but smple construction minor problem in complex construction several error of agreement.

	17- 11	Fair to poor	Major problem in complex simple construction frequent error of negation, agreement, tense, number word order/function, article pronouns.
	10- 5	Very poor	Virtually no mastery of sentence construction rules.
	5	Excellent to very good	Demonstrates of mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing
	4	Good to average	Ocasional error of spelling,

Mechanic			punctuation, paragraphing, but meaning not obscured.
	3	Fair to poor	Frequent error of spelling, punctuation, paragraphing, meaning confused or obscured.
	2	Very poor	No mastery of conventions dominated by errors of spelling.

#### **E. The correlation between English Vocabulary Mastery and Writing Ability**

The vocabulary of person is defined as the set of all words that are understood by that person. It also may be defined as the set of all words use by that person when



constructing new sentence. The vocabulary mastery of a person is different from another. The most common cause is intelligence or level of education.

Increasing the vocabulary mastery, also called building, is generally considered to be an important part of foreign language teaching. Therefore, the teacher must help students to increase their vocabulary, for instance through writing activity. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>37</sup> Thus, the vocabulary mastery is important to be mastered for students, the writer may write his or her ideas well if he or she knows much more words. The understanding of words may be achieved through writing ability. To conduct a writing activity, the writer needs to know many words and their meanings. The writer also must be careful to choose the suitable words if he or she wants to write something. "Choose your words carefully when you write."<sup>38</sup> The simple assumption is if the writer just masters a little words or vocabularies, he or she will face the obstacle to choose words and explore his or her ideas towards written form. Thus can be said that there is a necessary connection between English vocabulary mastery and students' writing ability. The writing ability can be developed through vocabulary mastery. On the contrary, the mastery of vocabulary can help the writer to explore the ideas towards written form.

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<sup>37</sup> Jack Ricard, *methodology in language Teaching: An Anthology of Current Practice*, United Kingdom: Cambridge University Press, 2002, p 255

<sup>38</sup> John Langan, *College Writing Skill with Reading*, USA: McGraw, 1993, p. 447.