

**STUDENTS' VOCABULARY MASTERY IN THEIR DESCRIPTIVE  
TEXTS AT ELEVENTH GRADE STUDENTS OF SMAN 13 MAKASSAR  
(DESCRIPTIVE QUALITATIVE RESEARCH)**



**A THESIS**

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**NURHIDAYAH**

**10535580314**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY**

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Makassar, 01 Februari 2019 M



Panitia Ujian :

- |                    |   |         |
|--------------------|---|---------|
| 1. Pengawas Umum : | Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. | (.....) |
| 2. Ketua :         | Erwin Akib, M.Pd., Ph.D.                    | (.....) |
| 3. Sekretaris :    | Dr. Baharullah, M.Pd.                       | (.....) |
| 4. Dosen Penguji : | 1. Dr. St. Asriyati, M., S.Pd., M.Hum.      | (.....) |
|                    | 2. Dra. Hasnawati Latief, M.Pd.             | (.....) |
|                    | 3. Dr. Ratna Dewi, S.S., M.Hum.             | (.....) |
|                    | 4. Dra. Radiyah Hamid, M.Pd.                | (.....) |

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.  
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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at Eleventh Grade Students of SMAN 13 Makassar  
(A Descriptive Qualitative Research)

Name : NURHIDAYAH

Reg. Number : 10535.8803.14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I


Consultant II

  
Dr. St. Asriati, AM., S.Pd., M.Hum.

  
Maharida, S.Pd., M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department

  
Erwin Akib, M.Pd., Ph.D.  
NBM: 860 934

  
Umni Khaerati Syam, S.Pd., M.Pd.  
NBM: 977 807

**MOTTO**

**why?**

**Because mistakes in childhood can be**

**We use pencil when we were small,**

**But now we use pen. Do you know erased not now**

**^^**

***I dedicated this thesis to both my parents and my sisters who are  
always support me***

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**Makassar, December 2018**

**The writer**

**Nurhidayah**

## LIST OF CONTENTS

	Page
<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>SURAT PERNYATAAN</b> .....	<b>iii</b>
<b>SURAT PERJANJIAN</b> .....	<b>iv</b>
<b>CONSELING SHEET</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>ACKNOWLEDGMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>LIST OF FIGURE</b> .....	<b>ix</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background.....	1
B. Problem statement .....	3
C. Objective of The Study.....	3
D. Significance of The Study .....	3
E. The Scope of Study .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. PREVIOUS RESEARCH FINDINGS .....	5
B. SOME PARTINENT IDEAS .....	6
1. Conspt of Vocabulary .....	6
2. Concept of Writing .....	16
3. The Definition of Descriptive Writing .....	20

C. CONCEPTUAL FRAMEWORK .....	25
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### **CHAPTER III RESEARCH METHOD**

A. Research Design .....	27
B. Variable .....	27
C. Sample and Population .....	27
D. Research Instrument .....	29
E. Procedure of Collecting Data .....	29
F. Technique and Data Analysis .....	30

### **CHAPTER IV FINDINGS AND DISCUSSION**

A. Description .....	35
B. Discussion.....	39

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	39
B. Suggestion .....	39

### **BIBLIOGRAPHY**

### **APPENDICES**

### **CURRICULUM VITAE**



## LIST OF TABLES

	Page
Table 2.1 Generic Structure of Descriptive Text.....	24
Table 3.1 The Population of The Eleventh Grade .....	28
Table 3.2 Assessing Vocabulary .....	30
Table 3.3 the classifications of Students' Vocabulary Masterscore.....	30
Table 3.4 The Classification of Descriptive Writing .....	31

**LIST OF FIGURE**

	<b>Page</b>
Figure 2.1 Conceptual Framework .....	26

### *Abstrack*

**Nurhidayah.2018. The effect of students' vocabulary mastery in writing skill at eleventh grade students of SMAN 13 Makassar. Supervised by Sitti Asriati and Maharida.**

This research was aimed as follow: to get empirical data and analyze the students' vocabulary mastery in their descriptive text at eleventh grade students of Senior High School. The research was held at SMAN 13 Makassar, the population of 267 students with a sample that was taken purposive random sampling about 29 students. Data collective done by giving test (make a descriptive text in three paragraphs based on the topic provided) analyzing students' vocabulary mastery score in the written text given to class IPA 3. The result of study identified if there was effect of students' vocabulary mastery to their writing skill.

Based on the data, the result of students' vocabulary mastery showed that the verb score was 47 categorized enough, noun was 61 categorized enough, adjective was 47 categorized enough, the adverb was 27 categorized poor. Thus, it meant that students' vocabulary mastery in their descriptive text was enough in the case study of the eleventh grade students of SMAN 13 Makassar in the academic year 2018/2019.

Key words: *Vocabyulary Mastery, Writing skill*

## *Abstrak*

Nurhidayah.2018. Penguasaan Kosa Kata Siswa dalam Teks Deskriptif di sekolah menengah atas di Makassar.

Penelitian ini bertujuan untuk mengetahui penguasaan kosa kata siswa dalam teks deskriptif mereka di sekolah menengah atas di Makassar.

Penelitian ini menggunakan metode deskriptif. Pengumpulan data dilakukan dengan menggunakan angket (sebuah test menulis deskriptif teks). Jumlah populasi siswa sebanyak 267. 29 siswa dikelas IPA 3 sebagai sample untuk mengikuti test.

Berdasarkan data yang diperoleh, hasil dari penguasaan kosa kata siswa menunjukkan perolehan nilai kata kerjanya adalah 47 dikategorikan cukup, kata benda memperoleh nilai 61 dikategorikan cukup, nilai kata sifatnya 47 dikategorikan cukup dan nilai kata keterangannya 27 dikategorikan rendah. Dapat disimpulkan bahwa penguasaan kosa kata siswa dalam teks deskriptifnya dianggap cukup pada kelas sebelas SMAN 13 Makassar tahun akademik 2018/2019.

**Kata kunci:** Penguasaan kosa kata, deskriptif teks.

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

English is the most widely used in world society. Nevertheless, English is an International language, formally or informally, in the parts of society in many countries. Indonesia as one of developing countries needs to communicate or interact to English to conduct social relationship, commercial, and educational activities. Realizing that English is an important tool of communication, the government has decided that English is used as the first foreign language and as one of the compulsory subjects in junior and senior high school and universities. In learning foreign language, some aspects can affect the successful of learning and teaching process for instance, vocabulary mastery.

Vocabulary is one of the most important components in learning English. Learning language without vocabulary is impossible. The psycholinguistic study showed there is relationship between the mastery of vocabulary and creativity as well as skill the language, such as speaking or writing skill. Someone who has a lot of vocabulary will be easier and more creative in speaking and writing.

However, mastering vocabulary needs some efforts to be seriously done, Fries (1974:45) classifies vocabulary into four types; content word,

function word, and substitute word which is, then, divided into some sub-types. Indeed, content word is classified as the closest vocabularies for the students at the elementary school which is expected enabling to be mastered.

Furthermore, the students must be aware of the vocabularies. It means that the students recognize its meaning, written form, and pronunciation. This will be a great challenge for the teachers to teach vocabulary and develop their students' vocabulary, while they are also faced by the students' inadequate vocabularies which are later affected in their score. In this case, teaching vocabulary must consider some principles by integrating the new one with the previous one (Schmitt, 1997: 146).

Writing is one of the skills that should be mastered. However, when teaching in senior high school several months ago the writer found that students find difficulty in writing. Ideally, the students who have practiced more in writing are able to understand the English test. It can be seen that the failure of writing in this school are caused by the less motivation of the teacher in developing the teaching of vocabulary and the less mastery of vocabulary by the students. The teacher takes the materials of vocabulary from the text book only. Consequently their vocabulary is very limited.

Based on the background explain above, the researcher is interested in conducting a research to get to know the effect of vocabulary mastery in writing skill in senior high school.

**B. Problem Statement**

Referring to the background of the study previously presented, the researcher formulated problem statement as follows: how is the students' vocabulary mastery in their descriptive text?

**C. Objective of The Study**

Based on the problem statement, this particular study aimed to find out the students' vocabulary mastery in descriptive text.

**D. Significance of Study**

The results of this study had several advantages for other researchers, teachers, and other researchers. Here some benefits:

a. Other researchers

This research could be a reference for other researchers who conduct for the research with the same topic.

b. The teachers

This study was expected to provide information to students about vocabulary mastery and writing skill, where teachers would help their students when they faced some problems in mastering all of it. Teacher could use the results of the research as feedback in teaching writing so that the goal of English teaching program could be achieved.

**E. The Scope of the study**

The scope of this study was limited on students' vocabulary mastery verb, noun, adjective adverb (effective choice of words and word forms) and students' descriptive text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There are some previous findings have relations to this research. Some of them also investigate the students' vocabulary mastery and writing skill.

Wilson, Agus.2014.*The effect of vocabulary mastery and students' perception on teaching materials towards writing skills*. The result of this study is vocabulary mastery has a positive and significant effect towards students' writing skill..

Nur Fahmi, Royal. (2017). *The influence of vocabulary mastery and reading comprehension of argumentation writing skills*. The result is there is effect of vocabulary mastery and reading comprehension towards writing argumentation writing skill.

Muslikh. (2004). *Relationship between students' vocabulary mastery and their writing descriptive text ability*. The result of this research is 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.

Based on the findings above, the similarities with this research is to investigate the effect of students' vocabulary mastery in writing. The difference is the previous research focused on the influence of vocabulary mastery and reading comprehension of argumentation writing skills. While in this research more focus on students vocabulary mastery in writing descriptive text.

## **B. Some Pertinent Ideas**

### **1. Concept of Vocabulary**

#### **a. Vocabulary definition**

Vocabulary is a core component in studying a language and it is very necessary to be known. Some experts proposed various definition of vocabulary. Horny (1987:959) defines that vocabulary is the total number of words (with rules for combining them) that make up a language. It means that vocabulary is a list of word that has meaning. In addition, Lado (1964:74) stated that vocabulary is the lexicon of written language that is called words. Moreover, Stahl (2005) stated that "vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies how that word fits into the context". Vocabulary knowledge is not something that can be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired accidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word-learning strategies.

In addition, Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms. Share reading , defined by Hatch and Brown (1995) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use

According to Ur (1996:60) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word , for example, *father in law* and *police office*, which are made up from two or more words but express a single definition or idea. Furthermore, Hornby (1995:1331) mentions that vocabulary is the total number of words in a language known to a person or used in particular book, subject, etcetera.

#### **b. Kinds of vocabulary**

There are many kinds of vocabulary according to some experts. Harmer (1991:150) distinguishes two kinds of vocabulary. The first refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

According to Nation (2001: 24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use it. It is used passively in either listening or

reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

### **c. The Importance vocabulary**

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of

the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2. Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3. Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

4. Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

#### **d. Vocabulary Mastery**

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In

learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

#### 1. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that

attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

## 2. Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

## 2. Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

## 3. Denotation



Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

#### 4. Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

##### a. Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

##### b. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

c. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning).

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation.

It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

## **2. Concept of Writing**

### **a. Definition of Writing**

Some definition of writing according to some experts:

Byrne (1993 ) states that writing is the act of forming graphic symbols, that is better or combination of letters in which related to the sounds when the writers make in speaking. In this sense the symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentence.

Brain (2003:7) states to writing means procedure or reprocedure messages into written language. It involves an active process to organize and formulate the ideas on the paper so that the reader can follow the writer's messages as well in oral form.

Based on definition above the writer can conclude that writing as one of language skills in English is used to express ideas. In writing, the writing will be involved in the process of building the larger units of ideas from the larger ones. These will be linked to a from a piece of program which will be also linked together to form a larger unit of writing that is a piece of composition.

**b. The component of writing**

There are five main component of writing. They are content, organization, grammar, vocabulary and mechanism Baker in Yakkop:(2006: 16).

1. Content

The content of writing should be clear for the readers so the readers can understand the message convey and again information from it. In order to have a good content of writing, its contet should be will unified and completed. This term is usully known as unity and completeness, which because characteristic of good writing.

2. Unity

The writing regard to have good unity, if it has some mind ideas and these sentences contained in it develop that idea. The main is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer ones his writing is unified her or she should not include the sentences that do not suppor the main idea of the topic sentences.

### 3. Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop through be these of particular information. Is is relative to know how complex or general the topic sentences by haning a complete writing It is expected that the content of writing will be clear and understand able for readers.

### 4. Organization

In organization of the writing concern with the wise through writer arranges and organization the ideas in order message in the words. There are many wise used by writer to organize or arrange the writing organization is mainly recognized as order. There are two parts of organization in this case they are below:

#### a. Coherence

Coherence means that sticking together coherence assay, all the idea sticks together a coherence paragraph is each idea in supporting sentences related to hhe topic sentences of the idea. One in which the idea are put in

the writer order and never confused. This makes the writer through essay to follow sentences paragraph.

b. Spatial order

If it purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene. According to Virginia, 2008 she said that content was one of idea, and the sentences structure correct.

**c. Process of Writing**

a. Prewriting

Graham and Perin (2007:18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves the quality of their writing. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

In this section, the students are required to cluster or list what they know for each topic before deciding on one topic as the subject of their

report of information essay. Some students list subtopics for two or three choices and then select the topic that yield the greatest number of subtopics.

You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or specific topic. These following are brainstorming steps:

1. Write down your general subject or specific topic
2. Make a list everything that comes to your mind about it.
3. Use words, phrase, and/or sentence. Don't worry about the order of ideas, mechanics, grammar, or spelling.
4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

b. Writing

Graham and Perin (2007:20) the process of writing approach stress activities that emphasize extended opportunities for writing.

c. Rewriting

At this stage of the process you will need to work more carefully. Read what you have written and repair it as you can. Finally, when are satisfied that your writing is clear and correct, write it out its final form. Write carefully. Make your work as neat as possible.

### **3. The Definition of descriptive writing**

Descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, or sounds. A good description is a word picture. The reader can imagine the object, place, or person in his or her mind, (Oshima & Hogue, 2007: 61).

Similarly, Ploeger (2000: 241) also defines that descriptive writing or description is the method that used in writing. The aim is to describe physical items or objects. The features are concrete or touchable. It should be attained through using the sensory of language or five senses that consist of sight, hearing, smell, taste, and touch.

Jordan (1999:21) has different definitions about descriptive writing. he said, —physical description may occur in a number of disciplines or subjects. A description of people, family, relationship, occupations and institution may occur in social or physical anthropology or sociology\

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

From the statement above, the writer concluded that descriptive writing is a type of writing that given clear and concise description of a place, people, object or an event. The primary objective of descriptive writing is to frame an image of the place, people or thing in the minds of



readers through sufficient details and allow them to feel that thing through their five senses.

Grammatical Feature of Descriptive Writing According to Knapp and Watkins (2005:98), 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 is able to be used. For instance: had, enjoyed, seemed, sparkled, and so on.
3. To classify or describe appearance/qualities and parts/functions of phenomena. The relational verbs (to be: is, are, has, have) are used. For instance:
  - a). My favorite drink is apple juice because it is tasty and good for my health.
  - b).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. In literary and commonsense descriptions, action verbs are used metaphorically to create effect. For instance: Dawn broke over Jakarta city.

6. Mental verbs are used when describing feelings in literary descriptions.  
For instance: She felt sad as she heard the news.
7. Adjectives are used to add extra information about nouns and technical, every day or literary, depending on the text. For instance:
  - a). Technical: Most bats are nocturnal animals.
  - b). Everyday: It is blue and red.
  - c). Literary: The panorama of Dieng Mountain is majestic.
8. Adverbs are used to add extra information about verbs to provide more detailed description For instance: She dances beautifully.
9. Adverbial phrases are used in descriptions to add more information about the manner, place or time. For instance:
  - a). Place: My brother lives in the old farmhouse.
  - b). Time: The students only study hard just before exams.
10. Sentences and paragraphs are thematically linked 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 generally deal with individual things.  
For instance: My big bag, my favorite doll.
12. Technical descriptions generally deal with classes of things, rather than individual things. For instance: snails, turtles, volcanoes.

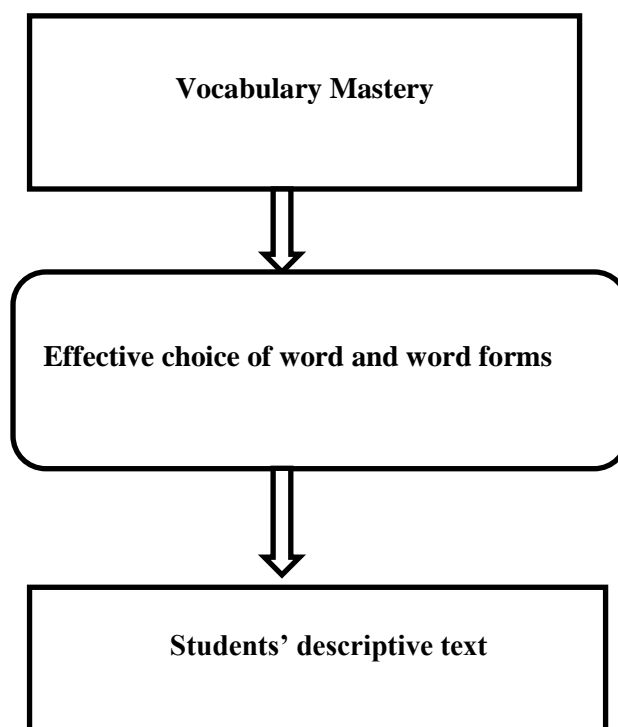
### **b. Structure of descriptive writing**

Ploeger (2000: 247) mentions that there are some parts of structure of descriptive text. That are presented in table below:

**Table 2.1**  
**Generic structure of descriptive text**

<b>Elements text</b>	<b>Content</b>
Identification	An introduction to the objects/things described which includes who or what, when, and where.
Description	<p>A description of an object. For example the color, the size, the smell, the taste, what makes it special, etc.</p> <p>For persons : what they look like, what they do, how they act and so on.</p> <p>For something : how it looks, sounds, feels, smells or taste, where it is seen or found, what does, how it is used, what makes it special.</p>

### **C. Conceptual Framework**



**Figure 2.1 conceptual framework**

Figure 1 describes the students' vocabulary mastery which consists of the use of verb, noun, adjective and adverb in sentence in the correct context. The following figure, the vocabulary mastery of students is analyzed in order to see if the students have already use the effective choice of words and word forms in the correct way by using descriptive text test. In result, the researcher will find out the students' vocabulary mastery in their descriptive texts by classifying their average score into excellent, good, enough, poor or failed.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter outlined the methodology of this research. The researcher began by outlining the method that researcher was used for this study. It was followed by sample and population, instrument data and data collection then researcher explain method of analyzing the data.

#### **A. Research Design**

The research used a descriptive design which emphasized the students' vocabulary mastery in their descriptive text .It was categorized as a descriptive design method because the result of this research is interpreted into words.

#### **B. Variable**

The variables of the research were students' vocabulary mastery and their descriptive text.

#### **C. Sample and Population**

##### **1. Population**

The population of this research was the students of SMAN 13 Makassar in the academy year at 2018/2019. The total classes for eleventh grade were eight classes. The total population was 267. The numbers of students in each class were as follows:

**Table 3.1****The population of the eleventh grade of SMAN 13 Makassar**

No.	Class Name	Population
1.	Class XI IPA 1	32
2.	Class XI IPA 2	33
3.	Class IPA 3	34
4.	Class IPA 4	34
5.	Class IPS 1	35
6.	Class IPS 2	32
7.	Class IPS 3	33
8	Class IPS 4	34
<b>TOTAL</b>		<b>267</b>

## 2. Sample

The researcher used purposive sampling method. The sample was 29 students XI IPA 3. The reason researcher used this purposive sampling method than other methods, researcher believed by using this purposive sampling method the purpose of this study achieved. In accordance with Sugiyono (2011:300), purposive sampling was a technique of taking sample data sources based on consideration or focus of a particular sample. The respondent were selected by the total samples namely 29 students who would do the test.

#### **D. Research Instruments**

In collecting data, the researcher used writing test as the instrument of the research. The writing test was supposed to measure students' vocabulary mastery. In the writing test, it was composed of five topics and the students had to choose one of the topics provided. Then, the topic they chose would be described into two until three paragraphs in a piece of paper. This test was supposed to measure students' vocabulary.

#### **E. Technique of Collecting Data**

The test for collecting data is important thing in this research that could determine the result of the research. The steps can be seen as follows:

1. The researcher asked for permission to the administration staff that she wanted to conduct a research.
2. The researcher met the English teacher.
3. The researcher came into the class and explained the purpose of the researcher coming. Researcher gave brief explanations about descriptive text to the students. After that, the researcher collected data by handing in every student a piece of paper. Then, the students had to write descriptive text to be assessed their vocabulary mastery.

## F. Technique of Data Analysis

In this research the researcher used one kind test namely descriptive text to measure students' vocabulary mastery. The researcher tried to find out the score of the students by using the rubric as follows:

**Table 3.2**

### **Assessing vocabulary**

Vocabulary (V)	4	Effective choice of words and word forms
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understandable

Adapted from Brown 2007



**Table 3.3****The classifications of students' vocabulary mastery score**

<b>No</b>	<b>Interval</b>	<b>Criteria</b>
1.	86-100	Excellent
2.	66-85	Good
3.	46-65	Enough
4.	26-45	Poor
5	Under 25	Failed

(Depdikbud, 2004:10)

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings and discussion of the research. The research findings show the data which obtained from the result in order to see *Students' Vocabulary Mastery in Their Descriptive Texts at Elevanth Grade Students of SMAN 13 Makassar (Descriptive Qualitative Research)*. The discussion contains the description and interpretation of the research findings.

#### A. Findings

1. The research was held at SMAN 13 Makassar. To get the data, the researcher used writing test in order to measure students' vocabulary mastery. The researcher took the score of 29 students as the participants. From the data, the result of students' verb score was 47 categorized enough, noun was 61 categorized enough, adjective was 47 categorized enough, or the adverb was 27 categorized poor. Thus, it could be inferred that their vocabulary score was enough. Data of students' vocabulary mastery score that being sample can be seen as follows:

**Table 4.1**  
**Score of students' vocabulary Mastery (X)**

Vocabulary mastery	Mean score	Criteria
Verb	46	Enough
Noun	61	Enough
Adjective	47	Enough

Adverb	27	Poor
<b>Total</b>	$\Sigma = 182$	

## B. Discussion

From the research findings, it is able to be considered that good writers may affectively create a composition. In case, they may use words; therefore, to have the adequate vocabulary knowledge is insisted for them. Vocabulary mastery is important part of foreign language teaching. Teacher must help students to increase their vocabulary, for instance, through writing activity. Richard et al (2002:225) claim that vocabulary is a core component of language proficiency. It provides much of basis for how well learners speak, listen, read and write. Thus, it can be inferred that there is a necessary connection between students' vocabulary mastery and their writing ability. The writing ability is able to be developed through vocabulary mastery. Vocabulary mastery is dealing with the measurement of productive skills that is the vocabulary knowledge required for writing (Nation, 2012:1).

The first impression of researcher before conducting research the researcher believed that vocabulary mastery really affects students' writing ability. In fact, it was proved when the researcher observed the students, some students had difficulty did the writing test when they were lacking knowledge of vocabulary while those who had a lot of vocabulary knowledge did better on the test.

## **CHAPTER V**

### **Conclusion and Suggestion**

#### **A. Conclusion**

Based on the previous discussion and the result of the research, the writer concluded that: The vocabulary mastery has effects on writing descriptive text. It can be seen from the average score of English vocabulary mastery for the eleventh grade students of SMAN 13 Makassar in the academic year 2018/2019. Vocabulary mastery is poor and their writing ability is enough. It shows the result of students' verb score was 47 categorized enough, noun was 61 categorized enough, adjective was 47 categorized enough, or the adverb was 27 categorized poor. It concluded that if the students have little vocabulary, the descriptive text is low. On the other hand, if the students have much vocabulary, the descriptive text is high.

#### **B. Suggestion**

Based on the conclusions above, it was able to be delivered some suggestions related to teaching and learning of writing descriptive text as well as vocabulary at going to:

##### **a. English teacher**

English teacher should be creative when they are teaching of descriptive text. The way they teach determines the way the students

comprehend the aspect of writing. Automatically, the students' understanding of English words may increase.

b. Students

Students for the eleventh grade of SMAN 13 Makassar in the academic year 2018/2019 are expected to be more enthusiast in learning English.

The students have to practice a lot in order to acquire the English skills.

c. School

The school, SMAN 13 Makassar is expected and suggested to increase the quality of the educators' work. They can provide the students with knowledge and guide them well and maximally.

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**APPENDIX I**  
**LIST OF PARTICIPANTS AND POPULATION**

**Table 3.1**

**The population of the eleventh grade of SMAN 13 Makassar**

<b>No.</b>	<b>Class Name</b>	<b>Population</b>
1.	Class XI IPA 1	32
2.	Class XI IPA 2	33
3.	Class IPA 3	34
4.	Class IPA 4	34
5.	Class IPS 1	35
6.	Class IPS 2	32
7.	Class IPS 3	33
8	Class IPS 4	34
<b>TOTAL</b>		<b>267</b>

<b>No.</b>	<b>Participants</b>	<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>	<b>Adverb</b>
1	Devy Maharani	50	100	25	25
2	Krisna Surya Bagus	50	100	50	25
3	Sultan Ardiansyah	25	50	25	25
4	Zainul Fahri	25	50	25	25
5	Tasbih Rahman	50	75	50	25

6	Nabila Raisati	50	75	25	25
7	Devlin Vinda Aprilia	100	100	75	25
8	Putri Aulia	75	100	75	25
9	Sarah Maulida	25	25	25	25
10	Irma Maemuna	50	75	50	25
11	Nurmasita	50	50	75	25
12	Syahrani Rizki	50	75	25	25
13	Ridwan Saleh	25	75	50	25
14	Munawarah	50	50	25	25
15	Desi	50	50	100	25
16	Dwi Wahyuni	50	50	50	25
17	Nur Azizah	50	50	25	25
18	Nurmi Ismi Zakaria	25	25	25	25
19	Nur Hikma Yani	25	25	25	25
20	Ayu Amalia	25	50	25	25
21	Krist Saija	50	50	25	25
22	Alif Azhari Zainuddin	25	25	25	25
23	Iin Febrianti	50	50	25	25
24	Musliani	100	100	75	75
25	Musdalifah	75	100	50	25
26	Muhammad RifaiArief	25	50	25	25
27	Nursalsabila	25	50	25	25
28	Adrian	50	50	50	25
29	Muhammad Iqbal Arif	50	50	50	25
		1350	1775	1200	775

1. Mean of verb ( $\bar{x}$ )  $= \sum \frac{x}{N}$

$$\begin{aligned} &= \frac{1350}{29} \\ &= 46 \end{aligned}$$

2. Mean of noun ( $\bar{x}$ )

$$\begin{aligned} &= \sum \frac{x}{N} \\ &= \frac{1775}{29} \\ &= 61 \end{aligned}$$

3. Mean of adjective ( $\bar{x}$ )

$$\begin{aligned} &= \sum \frac{x}{N} \\ &= \frac{1200}{29} \\ &= 47 \end{aligned}$$

4. Mean of adverb ( $\bar{x}$ )

$$\begin{aligned} &= \sum \frac{x}{N} \\ &= \frac{775}{29} \\ &= 27 \end{aligned}$$

## APPENDIX II

### DOCUMENTATION



### **APPENDIX III**

### **INSTRUMENT**

**Instrument of Writing Descriptive Text**

Name

Write down descriptive texts which consists of 3 paragraph by using key words as follows:

Home

Class

My Mother

School

Best Friend

My Family

**Answer :**

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## **APPENDIX IV**

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**SCURRICULUM VITAE**



Nurhidayah, was born in Soppeng regency South Sulawesi on Agustus, 8<sup>th</sup> 1995. She has four sisters and she is the youngest. She is studying at Muhammadiyah University of Makassar.

She studied at SD DDI Tolai in central Sulawesi. She came back to south Sulawesi to study at Junior High School 2 liliriaja. She went to Senior High School 1 liliriaja and joined PMR. Then, she is accepted as a student of English department in Muhammadiyah University of Makassar in 2004.

During the study in muhammadiyah university of Makassar she used to work and teach. She taught at BEC( Buckingham English Course). She also worked as an assistant English teacher at Kumon Pengayoman. She teaches English grammar for high school who wants to study grammar on private. Now she joins LBU as an English tutor. All those give her lots of experiences in her life.



