

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter informs the review of related literature that relevant to study.

The aim is to provide the theory and previous study about this study.

A. Vocabulary

1. Definition of Vocabulary

Various experts have offered distinct definitions of vocabulary, yet they consistently agree that it is among the most vital elements in language acquisition. For instance, Alqahtani (2015) underscores the critical nature of vocabulary for language learners, noting that insufficient word knowledge can impede successful communication. Hatch and Brown (1995) define vocabulary as either "a list or set of words for a particular language" or "all words known or used by a person or group" who speak that language. Moreover, Thornbury (2002) considers vocabulary to be a fundamental linguistic component indispensable for effective communication. Without a robust foundation in vocabulary, language learners will inevitably face difficulties in developing proficiency across all four skills: reading, writing, listening, and speaking.

Based on the definitions provided above, vocabulary is more than just a collection of words; it also involves knowledge of their meaning, usage, pronunciation, and word forms. Vocabulary serves as a foundation for the development and mastering of other language abilities, making it an essential component for effective communication. Good vocabulary

knowledge enables students to express themselves more clearly and comprehend others more effectively, both vocally and in writing. As a result, vocabulary mastering is a critical step for anyone seeking to gain competency in a foreign language, as vocabulary has a significant impact on language competence and general communication abilities.

2. Vocabulary Mastery

The ability to comprehend the meaning of words, identify word forms, and appropriately use them in a variety of communication settings is referred to as vocabulary mastery. According to Hiebert & Kamil (2005), vocabulary mastery entails not just knowing the meaning of words but also comprehending how they are utilized in various sentence forms and situations. Furthermore, Nunan (1999) underlined the need for vocabulary development, citing lexical resources as a critical component in promoting effective communication. In line with this, Nation (2001) noted that vocabulary mastery entails a comprehension of different elements of words, such as meaning, shape, sentence use, and collocation, or the interaction between words. Based on this reasoning, it is possible to conclude that vocabulary mastery is more than just knowing many words; it is also about using these words correctly and contextually to promote fluent conversation.

Mastery of vocabulary is essential to the English learning process. A broad command of words significantly facilitates the students' development across the four core language abilities. According to Subari

(2013), understanding vocabulary helps students grasp the implied meanings within a sentence. Students with a rich vocabulary will find it easier to comprehend and translate reading materials. If students intend to interact successfully in a language other than their native tongue, the acquisition and mastery of a large vocabulary is indispensable. As a result, they will be able to write, comprehend, listen, and speak more easily in a foreign language.

Based on the explanation provided, the various word classes specifically nouns, verbs, adjectives, and adverbs are used as key determinants of vocabulary knowledge (Raya, 2019). Nouns are words that refer to people, places, objects, or ideas. Verbs are words that alter the meaning of a sentence by expressing the subject's activities. Adjectives are words that describe nouns or pronouns, which may refer to people, places, animals, objects, or abstract ideas. Adverbs are defined as parts of speech that alter or add information to words, though they do not typically modify nouns or pronouns.

3. Types of Vocabulary

Various theorists have advanced different typologies for classifying vocabulary. Hiebert and Kamil (2005), for instance, proposed a fundamental division of vocabulary into two distinct categories: oral vocabulary and print vocabulary. Oral vocabulary is defined as the collection of words whose meanings an individual can comprehend when they are heard or spoken aloud. Print vocabulary, conversely, consists of

the words whose meanings are recognized when a person engages with them through silent reading or writing.

In addition, they propose classifying vocabulary in terms of productive versus receptive knowledge. Productive vocabulary refers to the specific set of words that a person can deploy during acts of speaking or writing. These words are typically characterized by high familiarity, frequent use, and immediate availability. This active set includes words that can be quickly accessed when formulating language. Consequently, productive or active vocabulary is measured by the number of words individuals use in their oral or written communication to ensure their meaning is conveyed to others.

Receptive vocabulary, meanwhile, consists of words that individuals can recognize and understand when listening or reading. These are often unfamiliar or less frequently used words for students. Receptive or passive vocabulary consists of words that learners can recognize and understand upon encountering them within a specific context. This category also includes words whose meanings can be recalled when prompted by another person. Students typically acquire this receptive or passive lexicon through exposure during listening and reading activities, often by deducing the meanings of unfamiliar words from the surrounding context.

The second major classification, proposed by Read (2000), divides the lexicon into active and passive vocabulary. Active vocabulary

corresponds to the productive set of words that learners are capable of both recognizing and spontaneously using. In contrast, passive vocabulary comprises those words that individuals understand when they encounter them, yet refrain from using in their regular output. These passive words are acknowledged during input activities (reading or hearing) but are not typically produced. The two types are interconnected and can, to some extent, transition between one another. While active vocabulary holds apparent significance for communication effectiveness, the broader objective of foreign language teaching is the simultaneous development of both the active and passive vocabulary reserves of students, alongside the four macro-skills of speaking, writing, reading, and listening.

Based on these definitions, the researcher identifies two types of vocabulary knowledge: knowledge for understanding meanings and knowledge for recognizing words. Oral and print vocabulary fall under knowledge for understanding meanings, while active/productive and passive/receptive vocabulary pertain to knowledge of word use. Productive or active vocabulary refers to the words individuals use when speaking or writing, while receptive or passive vocabulary includes words learned through listening and reading.

A third perspective on vocabulary categorization comes from Nation (2008), who classified the lexicon into four categories based on the relative frequency of their occurrence and their overall usage span. The

vocabulary categories are high-frequency words, academic words, technical words, and low-frequency words:

- 1) High-frequency words: These terms are frequently encountered in a wide variety of contexts, spanning both formal and informal communication, including spoken discourse like conversations, and written materials such as academic papers, novels, and newspapers.. High-frequency words account for about 80% of words in written texts and 90% in spoken texts. Most of these words come from a core list of around 2,000-word families and are considered essential in any vocabulary development program.
- 2) Academic words: Academic vocabulary refers to words that occur frequently in academic writing but are not included in the first 1,000 or 2,000 most frequent words. They are prevalent in formal conversations, children's literature, academic writings, and specialized materials.
- 3) Technical words: Technical vocabulary consists of words specific to fields or disciplines. These words are often recognized easily within their context and may appear across multiple disciplines, sometimes retaining the same meaning and sometimes varying. Some technical words may overlap with high-frequency words but serve specialized meanings in specific sectors.
- 4) Low-frequency words: Low-frequency words are those that appear infrequently in the language. Despite covering a large number of word

families, these words are rarely used in most writings. They account for only about 2% of running text, or roughly one word in every 50 words.

4. Factors Influencing the Vocabulary Learning

According to Thornbury (2007), there are seven factors influencing students' vocabulary acquisition, the first of which is the use of cognates or loan words:

a) Cognates or loan words

Learning vocabulary through cognates involves linking the target language word (in this case, English) back to its original linguistic root. For example, the English word vocabulary shares striking similarities with *vocabulaire* (French) and *vocabolario* (Italian). In contrast, mastering vocabulary via loan words requires investigating whether a word was adopted directly from another language. For instance, the Japanese word *shanpu* is borrowed from the English word *shampoo*, and *sunakku* originates from the English word *snack*.

b) Pronunciation

The difficulty of pronouncing a word will affect how difficult it is for students to learn it. For instance, because the Japanese language lacks the sound /l/, learning the words *regular* and *truck* will be challenging for learners of Japanese.

c) Spelling

The English term is distinct in this instance because there are some variations between its written and spoken forms. As a result, words might occasionally be difficult to say because of their spelling and pronunciation. For example, learning English words like "foreign," "listen," and "muscle" that include silent letters might be challenging.

d) Length and complexity

The difficulty of learning a word increases with its length. Additionally, the more complicated a word is, the harder it is to learn. For instance, the words essential, necessity, and necessarily may become challenging to learn because of their polysyllabic stress.

e) Grammar

The student will find it difficult to acquire the target language if there are any grammatical differences between it and their native tongue. For example, it is possible to suppose that the Spanish word explicar follows the same pattern as explain, which is the same as both Spanish and English tell. As a result, occasionally some Spanish students claim, "He explained the lesson to me."

f) Meaning

If two words are found to have the same meaning, it will be difficult for students to learn. For example, the sentences "They make breakfast and make an appointment, but they do the housework and do a questionnaire" use the terms "make" and "do." Additionally, words

with multiple meanings, like *since* and *still*, can be difficult for students to learn. Additionally, learners may struggle with conceptual familiarity with word meanings, such as those associated with a specific sport like cricket (a sticky wicket, an innings, and a hat trick).

g) Range, connotation, and idiomaticity

Students tend to learn words more easily when the word's range of usage is extensive. This is demonstrated by the relative simplicity of acquiring a high-frequency verb like *put* compared to less contextually broad terms such as *impose*, *place*, or *position*. Moreover, words with unclear or evaluative connotations present a learning difficulty. For example, the word *propaganda* carries a negative emotional weight in English, whereas a similar term might simply denote publicity. Similarly, non-literal language—including idioms such as *make up your mind* and *keep an eye on*—is inherently more difficult to grasp than words possessing clear and direct meaning, like *decide* or *watch*.

Considering Thornbury's observations, English instructors should integrate these influencing factors into their teaching methodology. Doing so is essential for conducting an English class that proceeds smoothly and effectively, thus ensuring students fully absorb the vocabulary presented.

Moving forward, Pachler & Redondo (2007) identify several key instructional points that require a teacher's careful attention during vocabulary instruction:

a) Context

Students must carefully select the vocabulary or lexical items that are relevant to the specific topic or unit they are about to study. Concurrently, educators are obligated to determine the best method for systematically breaking down these vocabulary items into discrete lesson segments. For example, a broader unit titled Around Town could be subdivided into individual lessons on topics like directions and types of shops. The teacher should then ensure the corresponding vocabulary—such as T-junction, intersection, department store, and grocery—is addressed in those specific lessons.

b) Intended learning outcomes

Students should pay close attention to what they can accomplish with the terminology once they have learned it by the conclusion of the class. Additionally, the teacher should identify and decide whether types of language are productive or receptive.

c) Prior learning

Consideration of what students already know must be a priority for English teachers. In addition, these teachers are necessary to devise certain exercises or strategies that will encourage learners to review and retain their previously learned material.

d) Complexity of lexical items or concepts

It is crucial for an English teacher to first assess the complexity of a word, particularly regarding its pronunciation and meaning, before teaching it. Moreover, the teacher needs to judiciously consider the appropriate number of vocabulary items that students are capable of absorbing effectively.

e) Pupil characteristics

A teacher of English should consider the students' motivation as well as their skill range or level (beginning, moderate, or advanced learners).

f) Time

It is necessary for English teachers to prioritize the logistical aspects of when and how long the lesson will be conducted. Beyond this, the teacher's considerations must encompass all facets of vocabulary—such as its meaning, orthography (spelling), phonology (pronunciation), and typical contexts—as well as variables related to the learners, including their inherent traits and motivation toward vocabulary growth. Additionally, teachers should address every component of the instructional process, including the time devoted to learning, the desired learning objectives, and students' prior experience. Therefore, a comprehensive evaluation of all these features is paramount when English teachers provide vocabulary training.

5. The role of vocabulary in writing skills

Vocabulary plays a vital role in the development of the four language skills: listening, speaking, reading, and writing. In writing, vocabulary mastery becomes a crucial aspect because it enables individuals to express ideas, feelings, and information accurately and effectively. According to Nation (2001), vocabulary serves as a foundational component in producing meaningful writing. Writers need a sufficient vocabulary repertoire to select appropriate words, construct accurate sentences, and create coherent texts. Without adequate vocabulary knowledge, writing tends to be simple, repetitive, and lacking in variety.

Richards & Renandya (2002) also emphasize that limited vocabulary restricts a writer's ability to develop ideas extensively in their writing. Writers with a limited lexicon often struggle to elaborate, clarify, or deepen arguments and descriptions within their texts. In addition, Harmer (2004) states that vocabulary not only enriches writing content but also influences a student's ability to adjust tone, meaning, and sentence structure according to the communicative purpose of the writing. The richer the vocabulary, the more varied and engaging the writing becomes.

Therefore, it can be concluded that vocabulary mastery significantly contributes to the quality of students' writing. Through vocabulary, students are not only able to express their ideas more precisely but also build coherent, communicative, and appealing texts for readers. In

this regard, vocabulary is not merely a supportive component of writing, but a central tool that empowers students to perform higher-level cognitive tasks such as argumentation, persuasion, and detailed description. This highlights the urgent need for focused vocabulary instruction, particularly for learners aiming to enhance their writing performance.

B. Descriptive Text Writing

1. Definition of Descriptive text

This writing describes the attributes of a person or an object. The objective is to identify and express a specific person, location, or entity. According to Oshima & Hogue (2007), a good description is one that can accurately describe an object, place, or person. The process of describing anything in writing is known as description. Words are employed to create visual images and sensory impressions. Reports often provide a reader with a description or author's opinion on a subject. Descriptive literature aims to demonstrate facts and allow readers to describe them. My cat, for instance, is four-legged.

Descriptive text has two main parts of generic structure (Gerot & Wignell, 1994). The first part is Identification, the opening paragraph that identifies the particular person, place, or thing to be described in order to introduce the object to the reader. The second part is Description, the subsequent paragraph(s) that provide detailed information about the parts, qualities, characteristics, or behaviors of the object that has been introduced in the identification part.

After the students understand the generic structure, students should know about language features of descriptive text. Descriptive text often use the noun such as specific participant: my house, my cat, Parangtritis beach. The description also often uses adjectives to describe the noun: beautiful girl, brilliant student, big house. Descriptive language is frequently written in the simple present tense and provides facts. For example, he got an accident, and I have 12 cats, etc. Descriptive text uses the verb; the verb shows activity in the text, such as walking, eating, cooking, etc.

2. Writing Descriptive text

Writing is a productive talent, but it can be challenging for some students learning English due to the various components to consider, including topic, grammar, vocabulary, organization, mechanics, and styles. Writing is the most sophisticated human activity. The process involves organizing ideas, creating mental representations of knowledge, and gaining expertise with the subject.

Writing is fundamentally a skill through which one's thoughts and concepts are transferred into a written format. Brown (2001) describes writing as an intricate process because it necessitates making decisions about the content, selecting the most effective method for conveying that content, and arranging the ideas into a coherent text that the reader can easily understand. Alongside reading, speaking, and listening, writing is considered one of the core language skills that learners must acquire

(Siregar, 2014). Therefore, mastery of writing is an essential English proficiency that students are required to achieve.

Siahaan (2017) defines writing as a productive language skill in which a writer communicates information to a reader or group of readers. Furthermore, Nunan (2003) explains that writing can be defined with a series of contrasts:

- a) Writing involves both a physical action and a cognitive process. The physical aspect entails the act of transcribing words or concepts onto any medium, whether that means inscribing hieroglyphics on parchment or composing an email on a computer. Conversely, the mental component of writing requires generating ideas, contemplating the most effective means of expression, and structuring these thoughts into statements and paragraphs that can be readily understood by the audience.
- b) The purpose of writing is twofold: to express oneself and to make an impression. Typically, writers cater to two simultaneous demands: their personal need to articulate a specific feeling or idea, and the needs of their readers (or audience), who require the communication of those ideas in a particular, understandable manner.
- c) Writing functions as both a process and a tangible product. The process involves a series of often cyclical and sometimes non-linear activities, where the writer engages in imagining, organizing, drafting, editing, reading, and rereading. In contrast, the end result—the

product—is what the audience (be it an instructor or a general readership) observes: a finished essay, letter, narrative, or research report.

Based on the preceding discussion, we can conclude that writing is essentially the creative articulation of one's thoughts, ideas, and emotions into a written language, always aimed at achieving a specific goal. In its most basic form, writing is the physical action of transferring words or concepts onto a medium. Simultaneously, it is the mental effort required to conceive ideas, determine the most effective expression, and structure those ideas into coherent statements and paragraphs that the reader can easily understand.

Zulaika, et all. (2018) explain that Descriptive text is a text which is intended to describe a particular person, place or thing. Kane (2000) states that description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception. Grot & Wignell (1994) define descriptive text as a type of text aimed at describing a particular person, place, or thing. Descriptive text usually contains characteristics and definitions related to the object being described.

Descriptive text is a type of writing that consists of descriptions, characteristics, and definitions of an object, place, or living thing. Descriptive writing also involves expressing feelings and describing places, things, or objects in detail. Descriptive text is different from other

types of texts because it focuses on illustrating something vividly. According to Wyrick (as cited in Husna et al., 2013), a writer of description creates a word-picture of persons, places, objects, and emotions by carefully selecting details to leave an impression on the reader.

Descriptive text is a type of text that aims to provide information. The context of this text is to describe a specific thing, animal, person, or other objects. According to Oshima and Hogue (as cited in Anggun, 2016), descriptive writing appeals to the senses, meaning it explains how something looks, feels, smells, tastes, and sounds. In addition, a good description is like a "word picture," where the reader can imagine the object, place, or person clearly in their mind.

Descriptive writing, or writing a descriptive text, involves describing a person, place, or thing in a way that allows the reader to clearly visualize it. This type of writing is characterized by the use of sensory details, precise language (for example, *tulip* instead of *flower*; *mansion* instead of *home*), comparisons (such as *under the jeweled sky*; *speaks like a queen*), strong verbs (for example, *He slammed the book down*), and hyperbole (such as *faster than a speeding bullet*; *strong as an ox*) (Schacter, n.d.).

From the explanation above, the researcher concludes that descriptive writing or called as description is writing which use to describe about something like animal, person, and things, or other physical items as

well as object whose features are concrete and touchable. In this research the material of descriptive text will focus to describe about people.

3. The Purpose of Writing Descriptive Text

A descriptive text is a writing genre characterized by the detailed portrayal, characteristics, and definitions of a subject, be it an object, a location, an individual, or any other entity. According to Schacter (n.d.), the practice of writing descriptive texts is pedagogically valuable, as it trains students to structure their thoughts, locate and convey specific details, articulate definitions of people, places, and things, and ultimately write with both clarity and a clear objective.

Based on the work of Gerot and Wignell (cited in Masitoh & Suprijadi, 2015), the descriptive text is classified as a type of text intended to impart information. The typical content, or context, of this text type involves the comprehensive description of a unique item, which may be an animal, a person, an object, or something similar. Consequently, the social function of descriptive text is specifically to portray a particular person, place, or object in detail.

From the explanation above the researcher conclude that the purpose of descriptive text is to describe about something, like place, thing, animal, and person, and to give information for the reader about the text.

4. Kinds of Descriptive Writing

According to Heffernan & Lincoln (1982), descriptive writing can be divided into three categories:

- 1) A clear and informative description that makes it easy for the reader to identify an object.
- 2) Analytical or Technical Description is utilized to enable the reader to comprehend the internal structure or components of a specific object.
- 3) Evocative description is a form of writing that strives to reproduce the feeling, impression, or atmosphere that the described object inspires in the reader.

Furthermore, Zetira (2015) explains that descriptive texts can be categorized into three types:

- 1) Description people

To describe a person, students may use the following three approaches:

- a) Identification

According to Adelstein and Pival (as cited in Zetira, 2015), identification includes specific statistical information such as height, weight, and age; visible physical characteristics such as hair color, skin tone, and eye color; as well as identifiable marks. Students can recognize and describe a person based on these visible traits.

b) Impression

Different from identification, the impression may not identify a person, but it conveys an overall idea of person. In this part, the students are giving a general feeling about the subject. Impression may be more effective in capturing the striking characteristics of a person.

c) character sketch

In character sketch, the students described people more complete. It may also be referred to as profile, literary portraits, and biographical sketches. A character sketch delineates the character of a person; it may include identification and an impression.

2) Description place.

In writing descriptive, student should make the paragraphs more interest. The students also should control the idea of writing. The student expected express an attitude or impression about the place being described. The arrangement of the detail in the description depends on the subject and purpose.

3) Description things

When describing an object, students need to use vivid imagination to bring the subject to life. To make the description more interesting and vivid, students are advised to use proper nouns and strong, effective verbs.

Additionally, Dietsch (2003) asserts that descriptive composition can manifest as either subjective or objective. The subjective approach incorporates a personal viewpoint, encompassing the writer's opinions, attitudes, and factual details. The aim here is specifically to transmit the author's feelings and internal thoughts to the reader. By contrast, the objective method delivers a factual, literal, and unbiased representation, serving to present the audience with a neutral observation devoid of any personal bias from the writer toward the topic.

In conclusion, descriptive writing encompasses a wide range of forms and approaches, whether in terms of function (informative, technical, or evocative), the object being described (people, places, or things), or the mode of presentation (subjective or objective). Understanding these various types of description is essential in helping students align their writing structure and content with communicative goals. Mastery of these concepts is expected to enable students to produce descriptive texts that are well-organized, engaging, and effective in conveying both information and impression.

5. Generic Structure of Writing Descriptive Text

The generic structure of a descriptive text consists of identification and description:

1) Identification

Purnamasari et al. (2021) state that identifying includes describing the topic's general description as well as the unique qualities

of the people, locations, or objects being discussed. The subject can be recognized by the students.

2) Description

The description includes an example of the physical characteristics, a purpose statement, an explanation of the persons involved, an explanation of the features and how they are used, an explanation of some interesting facts, and a description of the properties.

6. Language Features of Writing Descriptive Text

Descriptive text is a type of writing that aims to provide a detailed and vivid description of a person, place, object, or situation. To achieve this purpose, descriptive texts use a number of specific language features that distinguish them from other types of text. These features help readers to visualize and understand the object being described. According to Gerot & Wignell (1994), Jaya et al. (2008), and other linguistic sources, the language features of descriptive texts include the following:

1. Simple Present Tense

The use of the simple present tense is one of the most common characteristics of descriptive texts. This tense is used to express facts, habitual actions, and permanent states. According to Azar (2003, p. 4), habitual tasks or everyday habits are described in the simple present tense. In a similar vein, Swan (2005, p. 448) notes that this tense is

usually employed when discussing long-term circumstances or frequent occurrences.

2. Specific Nouns

Descriptive texts use specific nouns that refer to particular people, places, or objects. These nouns are the main focus of each paragraph and are typically mentioned repeatedly to maintain consistency and focus. According to Jaya et al. (2008, p. 14), a noun is usually the central topic in a descriptive text, often introduced with determiners such as "a" or "an".

3. Adjectives

Adjectives are used to provide detailed information about the qualities of the noun being described, such as size, color, shape, or other physical attributes. Merriam-Webster in Jaya et al. (2008) defines adjectives as words that describe or modify nouns by expressing their quality or quantity.

4. Relating Verbs / Linking Verbs

These verbs are used to connect the subject with further information without indicating action. Linking verbs such as *is*, *are*, *seems*, and *becomes* serve to describe the condition or identity of the subject. Jaya et al. (2008) emphasize that linking verbs help provide essential information about the subject in a non-action context.

5. Action Verbs

In addition to linking verbs, descriptive texts may also include action verbs that show what the subject does. These verbs are useful in dynamic descriptions and help complete the meaning of a sentence by showing activities or movements.

6. Adverbs

Adverbs are used to provide more detailed information about actions, conditions, or qualities. They can describe how, where, or when something happens, thereby enriching the description and giving the reader a clearer understanding of the context (Gerot & Wignell, 1994).

7. Noun Phrases

Noun phrases consist of a noun or pronoun as the head word and function as subjects, objects, or complements in a sentence. They allow writers to provide more complex and detailed information about the object being described (Jaya et al., 2008).

8. Thinking Verbs

Thinking verbs are sometimes used in descriptive texts to express the writer's personal opinions or judgments about the subject. These verbs, such as *believe*, *know*, *think*, or *feel*, serve to convey internal thoughts or attitudes toward the topic (Macmillan Dictionary in Jaya et al., 2008).

In summary, the use of simple present tense, specific nouns, adjectives, linking and action verbs, adverbs, noun phrases, and thinking verbs are key language features that contribute to the clarity, vividness, and effectiveness of descriptive texts. These features help writers present accurate and engaging descriptions, enabling readers to form a clear mental image of the subject being described.

C. Previous Studies

A significant amount of research has been conducted with the aim of evaluating the influence and correlation between vocabulary competence and the skill of translating texts. Because these earlier studies are pertinent to the current issues being investigated, the researcher has carefully selected specific literature for review.

First, the study was conducted by Yulistiani. et. all. (2020) examined the correlation between vocabulary mastery and writing ability, the relationship between reading habits and writing ability, and the combined influence of vocabulary mastery and reading habits on students' writing ability. The study involved a population of seventh-grade students at SMP Wiyatama, consisting of 36 students divided into two classes in the 2019/2020 Academic Year. The findings indicated a positive and significant correlation between vocabulary mastery and students' writing ability. Additionally, reading habits were also positively and significantly related to students' writing ability. Overall, vocabulary mastery and reading habits contributed significantly to improving students' writing ability.

Second, the study was conducted by Maryamah (2021) investigated the influence of vocabulary mastery and grammar on writing ability in narrative texts, both simultaneously and partially. The study used a survey method with correlation and regression analysis. The findings revealed that (1) vocabulary mastery and grammar together had a significant influence on writing ability in narrative texts, (2) vocabulary mastery significantly influenced writing ability in narrative texts, and (3) grammar also had a significant impact on writing ability in English narrative texts.

A third study, by Sumaliyo et al. (2019), entitled "The Correlation of Vocabulary Mastery and Effective Sentences with Exposition Writing Ability in Middle School Students," revealed a strong statistical relationship between students' exposition writing performance and both their vocabulary mastery and effective sentence usage. Utilizing quantitative correlation, the findings showed that vocabulary mastery ($r = 0.630$) and effective sentences ($r = 0.693$) each had a significant individual influence, which grew to a higher combined correlation ($r = 0.733$). The authors concluded that mastering these core language elements is fundamentally important for improving students' overall writing abilities.

While the relationship between lexical knowledge and writing skill has been addressed in previous research, key research lacunae provide the rationale for this current study. Notably, the studies by Yulistiani et al. (2020) and Maryamah (2021) failed to specifically investigate the ability to write descriptive texts, opting instead for narrative texts and incorporating external

variables like reading habits and grammatical knowledge. Similarly, the research conducted by Sumaliyo et al. (2019) focused on exposition writing and included the additional element of effective sentence mastery, highlighting the need for a targeted study. This indicates that there are still few studies that specifically investigate the correlation between vocabulary mastery and the ability to write descriptive texts. Moreover, previous studies were conducted in different schools with student characteristics that may not be the same as those at SMPN 5 Kota Kediri. Since vocabulary is a key component in expressing ideas clearly and vividly in descriptive writing, investigating this relationship can help teachers better understand how vocabulary mastery supports students' writing development. Therefore, this study addresses the research gap by focusing on the relationship between vocabulary mastery and the ability to write descriptive texts among seventh grade students at SMPN 5 Kota Kediri, providing more specific insights into the connection between these two variables in a more targeted context.

D. Framework of Thinking

Vocabulary is an important aspect of language learning, consisting of a collection of English terms. To master four language skills: listening, speaking, reading, and writing, we must first study the vocabulary. Vocabulary refers to a language's words, including phrases and pieces of words that convey specific meanings.

Vocabulary is fundamental to English language education, as insufficient word knowledge is a major impediment to both understanding

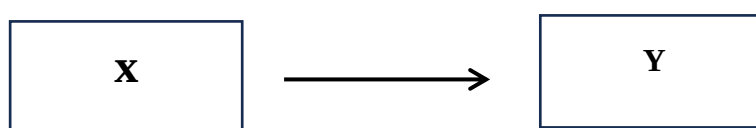
others and conveying personal ideas. This critical importance of vocabulary for their language development is something that students frequently grasp instinctively.

The genre known as descriptive writing involves using text to illustrate any entity that is physical and can be experienced, for example, an animal, a person, or a specific object. Crucially, descriptive text conveys the characteristics of these tangible items by actively engaging the five senses: sight, hearing, smell, taste, and touch.

Vocabulary is crucial for writing descriptive texts; without an adequate lexicon, students are hindered from composing, as they lack the words needed to formulate their ideas. Proficiency in vocabulary not only supports students in generating descriptive texts but also improves their ability to comprehend such texts.

The framework of thinking in this study can be illustrated as follows:

Figure 1: framework of Thinking



X = Vocabulary Mastery

Y = Writing Descriptive Text

This framework shows that vocabulary mastery is assumed to influence the students' ability to write descriptive texts. If students have a wide range of vocabulary and can use words appropriately, they are more likely to write descriptive texts that are clear, detailed, and well-structured.

E. Theoretical Hypotheses

Based on theories described above, the following theoretical hypothesis can be proposed. If students' vocabulary mastery is still low, they tend to experience difficulties in writing descriptive texts effectively due to their limited ability to choose accurate and varied words. Conversely, if students have good vocabulary mastery, they are more capable of producing descriptive text that are rich, clear, and aligned with the characteristics of the genre. Therefore, there is a positive relationship between the level of students' vocabulary mastery and their ability to write descriptive texts.