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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Writing

Writing is important in our life. It is one of four language skills. We cannot avoid writing in our life. It can be facilities for communication. We can transmit information to everyone by written language. In other words, writing can make short distance among writers and readers. Nunan said that writing can transfer the message from writers to readers (Nunan, 1989 p. 2). It is clear that writing is important to support our communication to other. According to Raimes, writing can help everyone in reinforce the aspects in language such as: grammatical structures, idioms, vocabulary, part of speech (Raimes, 1983). Writing is the process. In line with this idea, Hughey states that writing does not just happen. It involves our intense participation, engagement, even immersion in the process (Hughey, et al., 1983, p.6) writing cannot be produced without process because is not a spontaneous product. So writing is not the easy skills that can written without process.

Westwood says that writing is a complex skill involving multiple processes (Westwood, 2008, p. 58). A writer needs to have skills that support writing. Because in writing needs many more skills to be good writing. In writing should be mastered by everyone because if someone do

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not understand and know how to write, they will not be able to express their ideas in written language. To master writing is not an easy job because writing is supposed as an extremely complex cognitive activity. According to Bell and Burnaby in david nunan, writing is supposed as an extremely complex cognitive activity because writing requires many aspects (vocabulary, punctuation, spelling, letter formation and so forth) that should be contained in a writing (Nunan, ١٩٨٩. P. ٣٦) The other words, syafi'i said that writing also requires a writer to know the audience, tone and purpose of writing (syafi'i, ٢٠٠٧). All statement stated by expert above are different stated that writing has many aspects that is influence the process of writing. Then, the complexity of a printed writing is not only determined by components mentioned above, but it is also determined by the kinds of writing. Different kinds of writings will indicate different difficulties.

Many kinds of writing will deliver many purpose too because different kinds of writing will extend different benefit. Many things will make writers challenged. a fraction of writers does not get many difficulties in writing because they know and understand the pattern of writing. writers should practice themselves to write. According to Brown, Kritine and Susan Hood, writers need to practice much in order to get benefit, even the writing is done in short time or only for themselves (Brown, Kitrine and hood, 1989. P. 6).

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Besides, writing is not only as a process, but also as a product. In line with this idea, Wallace states that “writing is the final product of several separate acts that are hugely challenging to learn simultaneously (Wallace, et al., 2004, p. 10).” In other words, writing is the result of the activities that have been done by the writer. Nunan also states that writing as a process and as a product (Nunan, 1991, p. 86). The process of writing means an action to gather ideas which will be presented to the readers. In other side, writing as a product means that the final pieces of writing such as a book, has grown out of many steps which make up the process (Linse, 2005, p. 98). It is clear that writing cannot be separated from the terms of process and product, because the writers have to pass the process of writing itself in order to produce the product.

Furthermore, writing is also a means of reinforcing other language skills. Writer gather information by reading, observing, talking with others, evaluating data (Hughey, et al., 1983, p. 6). The writer should have information as much as possible. Most of the writer’s, reading can be made as references for supporting ideas stated in his writing. Good writers are usually good reader (William, 2003, p. 165). Writing cannot be separated from other skills and a writer should comprehend those skills, for instance, collecting and looking for information about the issue or topic that writer wants to write about. In other words, a writer needs to gather ideas which



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will be presented to the readers. Briefly, it can be stated that writing is a process.

a. The Purpose of Writing

Purpose of writing is important in all of activities. Writing activity has many purposes. Reid has stated that writing has purposes (Reid, 1988. P. 23):

- 1) To explain or educate,
- 2) To entertain or amuse, and
- 3) To persuade or convince

Regarding above statement, Raimes also mentioned that purpose of writing (Raimes, 1983)

- 1) To communicate with readers,
- 2) To express ideas without pressure of face to face communication,
- 3) To explore subjects, and
- 4) To record experiences.

Besides, Raimes mentioned the purposes of writing above, coffin also states that writing has several purposes:

- 1) As assessment
- 2) As a facility to critical thinking, understanding and memory
- 3) To extend students' learning beyond lectures and other formal meetings

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- ε) To increase students' communication skill
- ο) To train students as future professionalism particular disciplines

Based on the ideas above, it can be concluded that there are various aims in writing. The purpose of writing between a writer to the other writer will be different, it depends on what writer wants to write.

b. Components of Writing

Writing is an activity necessitate many components. In accomplish writing activity, writers should know and comprehend the components of writing. When a writing has full contains of components of writing, it will be better. According to Raimes classifies the aspects of writing. Those are (Raimes, 1983, p. 6):

a. Syntax

A writer should know about how to construct sentence structure.

b. Content

A writer has to pay attention to the relevance, clarity, originality, and logic of writing.

c. Grammar

James stated that grammar is about how words fit together in pattern to communicate meaning (Williams, 2003, p. 171).

It is very important for a writer because grammar is the tool

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to organize words becomes a meaningful sentence. In grammar, a writer has to know rules of verbs, article, pronoun, etc.

d. Mechanics

It contains about handwriting, spelling, punctuation, etc.

e. Organization

In this part, a writer is required to know about cohesion and unity.

f. Word choice

A writer should know the way to apply vocabulary, idiom, and tone in writing.

g. Purpose

Purpose is used to determine the aim of the writing in the future.

h. Audience

Knowing the audience is important because it will make a writer know more about what has to be written

i. The writers' process

A writer should be aware of how to get ideas, writes drafts, and revises.

Based on the components above, it is clear that there are a lot of components which have to be provided by a writer in process of writing.



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a writer need to notice all of components in order that the readers can get the message clearly and easily. and then, to make smoother and more sophisticated in writing, there are some kinds aspects that writer should know, they are:

1) *Coherence devices* can be achieved by using one or more of the following:

- 1) The use of pronouns,
- 2) The repetition of key words and phrases, and
- 3) Transitional words and phrases.

2) *Transitions* or sometimes called *connectors*. There are some functions, they are:

- 1) To signal relationship in time, using chronological transitions.
- 2) To signal relationship in space, using spatial transitions.
- 3) To signal that what follows is similar to what precedes, using comparison transitions.
- 4) To signal a contradiction or contrast, using contrast transitions.
- 5) To signal that what follows is an illustration or example, using middle paragraph transitions.
- 6) To signal that what follows is a result, using cause-effect transitions.



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ʋ) To signal that what follows is additional, using middle paragraph transitions.

ʌ) For concession, using counterargument transitions, and

ʎ) To signal that what follows is a summary, using conclusion transitions.

c. Types of Writing

A writer should know the types of writing helps a writer to reach the purpose of writing conveyed. According to Horn, different types of writing required different purposes (Horn, 1977. P. 6). It is clear statement that different types of writing will need different action because different types of writing will have different purposes. Related to the types of writing, Kane stated the various effects a writer may wish to have on his or her readers to inform, to persuade to entertain- result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description or narration (Kane, 2000, p. 6).

Furthermore, Kane states that there are some kinds of writing, they are:

ʎ) Exposition

It is a kind of writing which reveals what a particular mind thinks or knows or believes, and it is constructed logically.

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Exposition is used to argue a case for or against a particular position or point of view (Anon., 1998, p. 77).

٢) Description

Description is a kind of writing that describe the way something looks. It deals with perception-most commonly visual perceptions (Kane, 2000, p. 7).

٣) Narration

Narration is a story; it is a series related story. It constructs a pattern of event with a problematic and unexpected outcome that entertains and instructs the reader or listeners. According to Knapp and Watkins it is one of the most commonly read (Knapp & Watkins, 2005, p. 220).

٤) Persuasion

It is a kind of writing which asks the readers to change their belief or thought. It is usually about controversial topics and often appeals to reason in form of argument, offering evidence or logical proof.

d. Process of Writing

Talking about writing is a processing and producing a written form. It is sure that producing a product (written form) will require process. According to arlov, writing consist of five processes that

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conducting a product, The writing processes that Arlov stated are (Arlov, 2004, p. 4):

1) Prewriting

It is the process to get ideas, in this stage, a writer makes an illustration on his/her mind about what the writer wants to write.

2) Planning

It is the process to find the main idea which will lead the writer in the further process of writing.

3) Drafting

Drafting is the main process of writing. In this stage, a writer arranges the sentences and makes them into a paragraph draft.

4) Revising

In this step a writer does some correction of paragraph that has been arranged in the previous step.

5) Proofreading

In this step a writer ends up his/her writing. A writer will know the result of his/her writing. Stephen Bailey says that proofreading can prevent confusion and misunderstanding of a writer work (Bailey, 2004, p. 48). All of the aspects in writing can be seen by the writer in this step. In other words,

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spelling, grammar, word choice, content, etc. are clearly observed.

In the other word, Lane also said that the process of writing in the other stages. The writing process consist of seven stages. They are choosing a writing topic, gathering information, prewriting, writing the draft, sharing the draft, revising the writing, and proofreading the final draft (Lane, Janet, and Ellen Lange, 1993, p.23-24)

After we presented about the process above, it is true that a writer needs long time to finish their writing. there are many stages that need to know in writing process, such as prewriting, planning, drafting, revising, proofreading to produce a good writing product. A writer cannot write at once. Briefly, to make a writing successful, a writer needs to take a process because the essential writing is process.

e. Assessing of Writing

In assessing writing, there are some aspects that should be considered by the teacher. Hughes says that there are five aspects that include in assessing writing. They are:

1) Grammar

Grammar has important role in writing. It is very important for the students to master the grammar in order to produce the correct sentences in writing a paragraph.

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٢) Vocabulary

A good writer can express the idea with appropriate words.

So, mastering vocabulary is necessary to prevent for misunderstanding.

٣) Mechanics

Capitalization, spelling, and punctuation are included in mechanics. Spelling is very important in order to make a meaningful writing. Both capitalization and punctuation are signal that help readers understand what the writer means.

٤) Form/Organization

A well-organized paragraph must be supported by ideas clearly, fluent expression, logical sequencing, and cohesive (Hughes, 2003, pp. 101-103).

٢. The Concept of Descriptive Paragraph

Descriptive paragraph is one of the kind in writing. descriptive is to describe a person, place, or thing. Description is a kind of writing that describe the way something looks. It deals with perception-most commonly visual perceptions (Kane, 2000, p. 7). Descriptive paragraph is used to tell how something looks, sounds, feels, tastes, or smells. In describing something, the writer should arrange their sentences in order to provide details in which can reflect the objects being described.

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١. Describe place

In describing place the writer must make it clear. The location of objects must be clear. And then, the details must be arranged logically in order to be easy for reader to visualize the description in reader's mind. A controlling idea must be there, because it gives a focus in the paragraph.

٢. Describe a person

The writer can describe person in many ways, such as his/her clothes, his/her looks like, manner of speaking, style and color of hair, facial appearance and expression.

٣. Describe a thing

The writer can describe thing in many ways, usually to describe things that use five senses, such as touch, sight, smell, taste, and hearing. For example: in describing a laptop. It has a metallic touch, cold until it warms up.

In writing descriptive paragraph, writer/s should know the generic structure and language feature of descriptive paragraph itself. There are two generic structure of descriptive paragraph need to know writer, the first is identification that identifies the phenomena and the second is description that describe the parts, the quality, and the characteristic of the phenomenon (Mulyono, 2009, p.22). identification same as introduction thing that will be described by the writer/s. after the writer identify or introduce something,

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the writer has provide some description so that the reader will be able to picture the idea and the writer may make the conclusion if it is necessary.

Besides, Knapp and Watkins point out the grammatical features of descriptive paragraph. First, when describing things, from a technical or factual point of view is using present tense. Second, descriptive paragraph uses relational verbs when classifying and describing appearance/qualities and parts/functions of phenomena. Third, it uses action verbs when describing behaviors/uses. Fourth, adjectives are used to add extra information to nouns. Fifth, adverbs are used to add extra information to verbs to provide more detailed description. Sixth, adverbial phrases are used in descriptions to add more information about the manner, place or time (Knapp & Watkins, 2005, p. 67). It is the aspects in descriptive paragraph needed in writing descriptive paragraph.

3. The Concept of Word Class

Word Class or (part of speech) is very important in English language. Making good sentences and good writing, we should know about word class to ignore miscomprehension in English language. Word class is usually used to agglomerate the class of word. Word classes or part of speech in English are listed below: verb, noun, adjective, adverb. According to Richards et.al said that the most common word classes are the parts of speech: Noun, Verb, Adjective and Adverb (Richards et.al 1992 p. 407). Simon and Masini inform that Among these, a standout amongst the most

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unmistakable is the issue of word classes (likewise called 'parts of discourse', 'lexical classifications' or 'syntactic classes'), (Raffaele Simone and Francesca Masini, 2014).

Word classes are useful to have the capacity to recognize lexical and linguistic morphemes, in light of the fact that by doing as such we can comprehend that words are developed utilizing particular components. Understanding those components implies that we see all the more unmistakably how we utilize words today, as well as how new words are framed. Words are divided into various classes (parts of speech), each of which has a specific function to creating meaning within sentences. The first and easiest distinction is that between open-class words (or lexical words) and closed-class words (or grammatical words). According to DeCapua, classes of words is divided into two categories, they are lexical and grammatical categories (DeCapua 2008. P, 21). It is clear word classes consist of various classes that should know in English language.

a. Lexical words

Lexical words are usually called open class words. New words can be added to the class as the need arises. Kuhn and Siegler said that The languages of the world seem to all share a fundamental distinction between open-class (lexical words, such as nouns, verbs, adjectives, etc.) (Kuhn and Siegler. 2006 p. 79). According to Andrea

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DeCapua in his book *Grammar for Teachers (2008)* define these classes as:

1) **Noun**

The conventional or standard meaning of a thing is a word that alludes to a person, place, or thing. At first glance, this definition has merit. We can undoubtedly concoct words that fit this meaning of a thing:

Person	Place	Thing
Boy	City	Car
Teacher	School	Lesson
Pilot	Airport	Wheel
Nurse	Hospital	Bed

2) **Adjectives**

Adjective are normally portrayed as expressive or altering words as a result of their capacity in a sentence. Words, for example, wonderful, hard, upbeat, and tall come promptly to mind. These are the substance words that capacity to make engaging pictures or include shading and flavor.

3) **Verbs**

The main affiliation numerous individuals make with the expression "verb" is that of activity, as in run, drive, tune in, or distinguish. Verbs likewise allude to the condition of something, as in be (am, is, are), or feel. English verbs may likewise show time.

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ε) Adverbs

The normal meaning of a qualifier is a word that portrays or alters a verb, a modifier, or another intensifier. adverbs are difficult to portray in light of the fact that the mark verb modifier alludes to a wide range of sorts of words that play out an assortment of capacities. Basically, verb modifiers can change anything in a sentence. Verb modifiers are for the most part assembled into subcategories, as per their capacity, with respect to illustration we find in the accompanying table.

Manner	Frequency	Time and Place
Quickly	Often	Now
Happily	Always	Here
Silently	Sometimes	Later

b. Grammatical words

Different with lexical words or open words that tend to change frequently, grammatical words or they are also called closed-class words tend not to change very often. Akmajian, et.al said **Closed-class** words are those belonging to the grammatical, or [function](#), classes. Function words in English include [conjunctions](#) (*and, or*), [articles](#) (*the, a*), [demonstratives](#) (*this, that*), and [prepositions](#) (*to, from, at, with*) (Akmajian, et al 2001). According to Kuhn and Siegler, closed-class

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(grammatical words, such as determiners, prepositions, etc.) (Kuhn and Siegler. 2006 p. 79). File

Closed-class or grammatical (in some cases alluded to as capacity words) have less significance than open-class or lexical words, however do valuable employments in dialect. They are the 'little words' that go about as the paste, or connectors, inside a sentence. Without them, lexical words may even now convey meaning yet they don't bode well. Besides, Weissenborn and Höhle also said, closed class words, or “function” words, which incorporate prepositions, conjunctions, and articles, don't ordinarily procure new individuals, and are alluded to as "close"

1) Articles

A word which is used with a noun, and which shows whether the noun refers to something definite or something indefinite. English has two articles: the definite article *the*, and the indefinite article *a* or *an* (Richards et.al. 1992. P. 21)

2) Conjunction

The capacity of conjunctions is to interface together components of sentences and expressions. They come in two structures. Co-ordinating conjunctions are words that join two provisions in a sentence, where every proviso is of equivalent importance (i.e., 'and', 'yet', 'either', 'or', 'not one or the other', 'nor'). Subordinating



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conjunctions are words that connection sentences where one half is an outcome of the other ('in spite of the fact that', 'as', 'on the grounds that', 'if', 'since', 'that', 'however', 'until', 'where', 'when', 'while', and so forth.).

3) Preposition

A preposition describes a relationship between different words in a sentence. In itself, a word like "in" or "after" is somewhat insignificant and difficult to characterize in simple words. For example, when you do attempt to characterize a relational word like "in" or "between" or "on," you perpetually utilize your hands to show how something is arranged in relationship to something else. According to Richards et.al, preposition may express such meanings as possession (e.g. *the leg of the table*), direction (e.g. *to the bank*), place (e.g. *at the corner*), time (e.g. *before now*) (Richards et.al. 1992. P. 21). Relational words are almost constantly joined with different words in structures called prepositional expressions. Prepositional expressions can be comprised of a million distinctive words, however they have a tendency to be assembled the same: a relational word took after by a determiner and a modifier or two, trailed by a pronoun or thing (called the object of the relational word). This entire expression, thus, tackles an adjusting part, going about as a descriptive word or a qualifier, finding something in time and

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space, changing a thing, or telling when or where or under what conditions something happened.

4. Competence and Performance

Competence is a person's underlying (subconscious) linguistic ability to create and understand sentences, including sentences they have never heard before. According to Chomsky, competence refers to a speaker's knowledge of his language (Chomsky, 1965 p. 4). Word class is the competence in this research because word class is ability to create good sentences. And they know the correct and incorrect sentences. According to Bialystock, 1986; Gombert, 1992 in Rolland's book *handbook of Reading Intervention* said that, children's capacity to segregate linguistically redress sentences from verbal strings that are syntactically mistaken and not appropriate sentences in the language (Rolland, 2011 p. 103).

Performance is the real world linguistic output. It may accurately reflect competence, but it also may include speech errors. Performance contains slips of the tongue and false begins, and speaks to just a little specimen of conceivable articulations: *I possess two-thirds of an emu* is a decent English sentence, yet is unrealistic to happen in any gathered example. Performance refers to the specific utterances, including grammatical mistakes and non-linguistic features like hesitations, accompanying the use of language. Chomsky said that performance is applying knowledge of the actual language (Chomsky, 1965 p. 4).

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Therefore, a theory of language ought to be a theory of competence. Once a full theory of competence is developed, it can be coordinated into a theory of performance, which will also consider other cognitive abilities.

B. Relevant Research

There are so many relevant researches which have relevancies to the research about word classes comprehension and writing area. Relevant research is required to observe some previous writers conducted by other writers in which they are relevant to our research itself. writers are various, either in general or in specific one. Dealing with this research, there are several relevant researches taken that have been investigated by previous writer concerning about word classes and writing.

First, the research is conducted by Novrin Kartika Tumbade, Jamiluddin, Nadrin entitled “*The Use of Substitution Drill In Teaching Derivational Suffixes In Forming New Word Classes*”. This research aimed at proving that the use of substitution drill in teaching derivational suffixes can increase the students’ ability of the eleventh year students of SMA Negeri 1 Witaponda in forming new word classes. This research applied experimental research design. The sample of this research was the eleventh year students of SMA Negeri 1 Witaponda. The sample was taken through simple random sampling technique. The data were collected by using two kinds of instruments: observation and test. The data from the observation were analysed descriptively, while the data from the test were analysed



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statistically. The results of the test showed that the t -counted (11.1) was higher than t -table (2.002). It means that the hypothesis is accepted. In short, the use of substitution drill in teaching derivational suffixes can increase the ability of the eleventh year science major students of SMA Negeri 1 Witaponda.

Second, the research is conducted by Rina Puspitasari entitled “*The Correlation Between Understanding Parts of Speech And Comprehending Reading Ability*”. The aim of this research is to find out whether or not there is a positive and significant correlation between their understanding parts of speech and comprehending reading ability in the second grade students of SMP N 36 Purworejo in academic year of 2012/2013. The study type of this research is correlation study. Correlation study is one part of ex-post facto study because the writer does not manipulate the data. The writer took 48 students among the population of 190 students. The instrument of this research is test, writer got the data using understanding parts of speech test and reading comprehension test. The main results of this research are (1) the mean of students’ understanding parts of speech test was 66.67, (2) the mean of students’ ability in comprehending reading was 68.54, (3) the value of $r_{obtained}$ was higher than r_{table} ($0.294 > 0.284$). Thus, the hypothesis showed that there is a positive and significant correlation between their understanding parts of speech and comprehending reading ability, the test



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score was 0.294. It means that there is a low correlation between students' understanding parts of speech and students' ability in comprehending reading.

Next, the research was conducted by Evi Kasyulita *entitled "Improving the Writing Ability of the Second Year Students of MTs Al Hayatul Islamiyah Malang through What Is It? Game"*. This research was an action research with two cycles. In this research, What Is It? game used in improving students' ability in writing descriptive text. The findings of study showed that What Is It? game could improve the students' writing ability. The improvement could be seen from the increase of the students' average writing score and the number of the students who could pass the minimum standard score for writing. The average score in Cycle 1 was 5.83, and the number of the students who got higher than the target score was 10 students (43.4%). In Cycle 2 the average score was 7.07 and the number of the students who got higher than the target score was 11 students (45.8%). Therefore, What Is It? game could increase the students' participation and motivation during the writing tasks.

The last, the research is from Nurriza. The research was conducted a research entitled *"The Effect of Using What Is It? Technique toward the Ability in Writing Descriptive Paragraph of the Second Year Students at SMPN 17 Pekanbaru."* in 2013. The design of the research was quasi experimental research type non equivalent control group design. This



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research tried to find out the students' ability in writing descriptive paragraph taught by using What Is It? technique and without What Is It? technique and to find out the significant effect of using What Is It? technique toward the ability in writing descriptive paragraph of the second year students at SMPN 17 Pekanbaru. In this research, it found that $t_{\text{obtained}} = 4.987$. It was higher than t_{table} either at significance level of 5% (2.00) or significance level of 1% (2.60). It can be stated that $t_{\text{obtained}} > t_{\text{table}}$. It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. In other words, there is a significant effect of using What Is It? technique toward the students' ability in writing descriptive paragraph.

C. Operational Concept

To clarify the theories used in this research, thus, the writer would like to explain briefly about variables of this research. This research is a correlational research in which it focuses on gaining the significant relationships between word classes comprehension and students' writing descriptive paragraphs of the second year students at SMPN 4 Tambang. Therefore, in analyzing the problem in this research, there are two variables used in this research, namely independent variable refers to word class comprehension and dependent variable refers to students' writing descriptive paragraphs ability at the second year students of SMPN 4 Tambang. To operate the investigation on the variable, the writer will work based on the following indicators:

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Independent (x) variable (word classes comprehension) is measured by true the following indicators:

Students are able to use both lexical and grammatical words

- a. Lexical word
 1. The students can identify “nouns”
 2. The students can identify “adjectives”
 3. The students can identify “verbs”
 4. The students can identify “adverbs”
- b. Grammatical word
 - 1) The students can identify “articles”
 - 2) The students can identify “conjunctions”
 - 3) The students can identify “prepositions”

Dependent (y) variable (descriptive paragraphs ability) is measured by true the following indicators:

- c. Lexical word
 1. The students can apply “nouns” in descriptive paragraphs
 2. The students can apply “adjectives” in descriptive paragraphs
 3. The students can apply “verbs” in descriptive paragraphs
 4. The students can apply “adverbs” in descriptive paragraphs
- d. Grammatical word
 1. The students can apply “articles” in descriptive paragraphs

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٢. The students can apply “conjunctions” in descriptive paragraphs
٣. The students can apply “prepositions” in descriptive paragraphs

D. Assumption and the Hypothesis**A. Assumption**

Before formulating the hypothesis as temporary answers of problems, the writer would like to present the writer's assumption as follow:

- a. The better the students can comprehend word classes, the better the students can write descriptive paragraph.

B. Hypothesis

Ha : There is a significant correlation between word classes comprehension and writing descriptive paragraph ability of the second year Students at SMPN 4 Tambang

Ho : There is no significant correlation between word classes comprehension and writing descriptive paragraph ability of the second year Students at SMPN 4 Tambang