An analysis of students' vocabulary mastery on content words in writing descriptive text at the first grade of SMAN 7 Bandar Lampung

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ABSTRACT

The aims of this research were to analyze the students' vocabulary mastery in their descriptive text. This research is quantitative research. The population was first-grade students of SMAN 7 Bandar Lampung. The samples were 20 students of class X.12. The data was collected by using the test to analyze the content word test in writing descriptive text. The researcher used four types of content words such as noun, verb, adjective, and adverb. The result showed that noun is 456 and percentage 7.60%, verb with a total of 339 and percentage 5.65%, adjective with a total 248 and percentage 4.13%, and adverb with a total 183 and percentage 1.53%. Based on the four content words, it shows that the most used type is noun.

Keywords: *vocabulary mastery, content words, descriptive text*

I. INTRODUCTION

Vocabulary is one of the English components that needs to be mastered by the learners. Laufer (1997:140) states that learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible. In other words, it means that learning vocabulary cannot be separated from other language skills, such as listening, speaking, reading and writing. Learning vocabulary is a very important part of learning a language. Thus, learning vocabulary is a central component of language learning. Vocabulary itself is a core component of language proficiency and becomes the basis for how well the learners listen, speak, read, and write. Without having vocabulary mastery, it is difficult for learners to convey the information which they want to express.

In schools, the students are introduced and taught English like other important subjects as one of compulsory subjects. Vocabulary learning is central to language learning, whether the language is first, second, or foreign recent years specialists now emphasize the need for a systematic and principled approach to vocabulary byboth teacher and the learner. Therefore, without mastering enough vocabulary, it would be impossible for people to reach the goal (Thornbury, 2002). One of the main problems faced by students in mastering and learning English was a lack of vocabulary. Therefore, vocabulary is one of the elements that cannot be separate from language learning since it links the four language skills: listening, speaking, reading, and writing. Descriptive text is a text that describes people, animals, and things by correctly and accurately considering the purpose, structure, and language elements of the text. According to Gerot and Wignell (1994), descriptive text is a text type we use when we want to describe how something looks, smells, feels, acts, tastes, and sound. Basically, it provides details about characteristics of things, places, or people. Students can use their imagination and perceptual sense in descriptive texts to make the reader hear, taste, smell, see, and feel as they present a good word about the subject. Furthermore, when writing descriptive text, readers will begin to imagine or imagine the text that has been written. The purpose of descriptive text is to describe and reveal a particular person, place, or thing.

II.   METHODS

This research was conducted through qualitative method. The focus of this research was on seeing of students' of vocabulary mastery on content words. Furthermore, the subjects of the study were the first year students of SMAN 7 Bandar Lampung. The students were writing performance. The researcher chose this topic to focus on seeing the knowledge of the vocabulary of content words in the descriptive text they have. The text covers vocabulary which focused on content word, such as noun, adjective, adverb, and verb. The research design used descriptive design. The instruments used in this research were writing test in the essay form. The population of this research was high school students at SMA Negeri 7 Bandar Lampung in the 2022/2023 academic year. The sample was tenth-grade students from X MIPA 5.The researcher used Paired Sample T-test with significance level of 0.05 in analyzing the data.

III.   RESULTS AND DISCUSSION
Results of Student's Writing Descriptive Text

To find out the result of this research, the researcher has done in giving a Vocabulary test to the students at the tenth grade of SMAN 7 Lampung which consist of 20 students. After the data collecting, the researcher reads and learns the descriptive text one by one then the writer analyzes the text based on Content words (such as; nouns, verb, adjective, and adverb) of Vocabulary mastery in the descriptive text and then gives a score on the student's result. The stages analysis could be this table below:

Table 1 the distribution of Vocabulary in Writing Descriptive
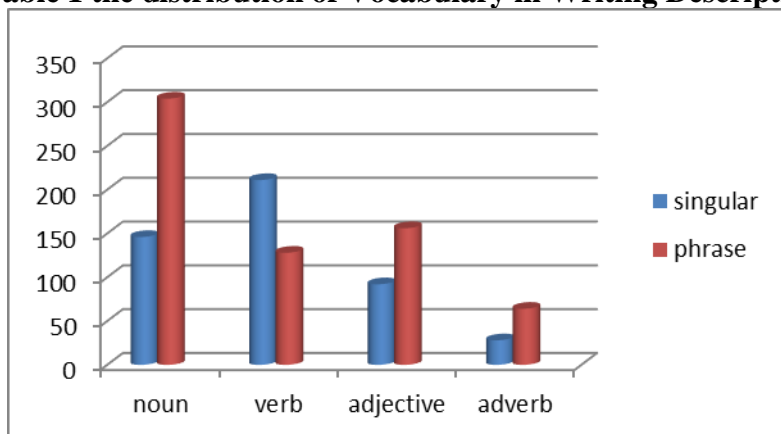
Based on the data that has been displayed from each category of consist nouns were 456 categories (phrases with a total of 304, singulars a total of 146), verbs were 339 categories (phrases with a total of 128, singular a total of 221), adjectives were 248 categories (phrases with total 156, singular total 92),and adverbs were 183 categories (phrase total 106, singular total 177)

Table 2 the total vocabulary used by students' in writing descriptive

Content Words	Total	Percentage
Noun	456	7.60 %

Verb	339	5.65 %
Adjective	248	4.13 %
Adverb	183	1.53 %
Total	**1226**	**18,91%**

In addition, the percentage of each content word also needs to be provided to identify students' vocabulary abilities. From the table above it can be seen that the total content words used is 1226. The total of nouns is 456 and percentage 7.60%, verb with a total of 339 and percentage 5.65%, adjective with a total 248 and percentage 4.13%, and adverb with a total 183 and percentage 1.53%. Noun became the most used type because the total is 456 and percentage 7.60%. So, it can be concluded that of the four content words, the most used type is noun.

DISCUSSION

Besides, this finding is in line with the findings by Pijarnsarid et al (2017), which stated that the result of the test finding of this research showed the percentage from the four categories of content words found that nouns is used with the highest frequency (79), followed by verb (58), adjective (46), and adverb (24).With the nouns analyzed, it was found that the Modifiers + N used with the highest frequency (92.40%), the compound nouns were ranked in second (7.59 %). Moreover, the second research was done Nurhidayah (2018), she reported that the finding showed that nouns was 61 categorized enough, verb score was 47 categorized enough, adjective was 47 categorized enough, adverb was 27 categorized. The last, the third research was done Rahmawati et al (2022) Najmi (2021), it was found that 76 noun (23.52%), for pronoun was 36 word (11.14%), for verb was 68 (21.06%), for adjective was 48 (14.86%), for preposition was 69 (21.36%) for adverb was 26 (8.06%).

When using descriptive text, students used noun word with the highest frequency more than other kind of words. The reason why is because when learning any language, humans usually start with nouns in order to refer to things, persons, and objects around them. This is the most common and natural method of learning a language. Students tend to use nouns when describing people because noun usually refers to names, the title of a person, profession, or their initials. For example : 'Soekarno is first president of Indonesian'. It can be seen that "Soekarno" is singular noun, "first president" is a noun phrase, "Indonesian" is a singular noun. The reason why adverbs are used with the lowest frequency. This is because in writing descriptive text, students rarely use adverbs in describing people. Adverb is used to modify verbs. Meanwhile, not all verbs need an adverb after them. In addition, students' knowledge about adverbs is not as good as it is about nouns. Adverb is difficult to remember because of the spelling, especially adverbs on the contents of words. For instance; some students spell adverbs incorrectly such as, greedly, speedly, prettyly, easyly, etc. Also, most of them didn't use adverb as much as they used nouns, e.g. only one adverb was found in a sentence or none at all. Furthermore, the researcher analyzed that the students' use of content words focused on nouns categories. There are two categories of nouns, singular nouns and noun phrase. The researcher found there are 146 singular nouns used in the test. Singular nouns are used to describe personal or specific noun in the first point. For example, "Prilly Latuconsina is an **actress..**" or "she plays the **role** as ….". There are 304 noun phrases used in the test. Noun phrases are used to describe specific nouns which are preceded by

modifiers or determiners. For example, "she is **a former member** of …", or "Jerome Polin is **my favorite youtuber**." It was found that students tended to use noun phrases in their writing work when describing their idol because by using noun phrase, it is easy to understand the context of the noun by paying attention to the modifiers of determiners.

IV. CONCLUSIONS AND SUGGESTIONS
Conclusions

After analyzing the student's vocabulary test in the chapter IV, this research had analyzed the student's vocabulary mastery on content words in their descriptive text. Based on the findings of the research, the researcher the writer concluded that that vocabulary mastery has effects on writing descriptive text. It can be seen from the average score of English vocabulary mastery for the tenth grade students of SMAN 7 Bandar Lampung in the academic year 2022/2023.

It shows that nouns got a score of 456 and percentage 7.6%, verbs got a score of 339 and percentage 5.65%, adjectives got a score of 248 and percentage 4.13%, and adverbs got a score of 183 and percentage 3.05%. It can be said that the most used type is a noun of the content words. Because students tend to use nouns when describing people because nouns refer to characteristics of the people. Nouns are the most common words that are easy to memorize for the students. Therefore, the student's knowledge about content words is more dominant in using nouns. Based on the research from which we got conclusion, there were several difficulties found by researchers in analyzing the results of student sheets. It prove that many students still do not know the diversity of vocabulary, especially in using adverbs and adjectives to describe someone. There are some suggestions that can be brought up from this point addressed to English teachers and further researches.

Suggestions

Based on the finding and discussion, the researcher recommends some following suggestions:
1.   Suggestions for English Teachers
    Teachers are suggested to be more creative in integrating teaching methods that can help students in improving their vocabulary mastery, especially in writing descriptive text. To use visual or non visual media that are appropriately interested in students' needs and should be contextual; therefore, the students can gain various knowledge of vocabulary related to content word, especially adverb and adjective.
2.   Suggestion for further researcher
    This study only analyzed the types of content words without analyzing deeply and specifically into the types of each content word. Therefore, it would be more preferred for future researchers to identify each of the content word that is used. For instance, in nouns there are common nouns, proper nouns, etc.

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