

Using Descriptive Text to Improve the Vocabulary Mastery of the Student at SMPN 242 Jakarta

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Abstract: Penelitian tindakan kelas dilakukan dengan tujuan untuk: 1) meningkatkan kosakata siswa yang belajar Bahasa Inggris dengan menggunakan teks deskriptif, 2) meningkatkan penerapan pembelajaran Bahasa Inggris menggunakan teks deskriptif, 3) mengetahui adanya peningkatan kosakata sebagai hasil pembelajaran menggunakan teks deskriptif. Hasil dalam penelitian ini adalah 1) RPP (Rencana Pelaksanaan Pembelajaran) dengan teks deskriptif disusun dengan baik, sehingga tema pembelajaran yang dipilih dapat menumbuhkan minat dan motivasi siswa dalam meningkatkan kosakata siswa. 2) dalam penerapan kosakata dengan teks deskriptif dapat melatih siswa untuk bekerja secara individu maupun kelompok dan tanggung jawab atas semua tugasnya, 3) penggunaan teks deskriptif dapat meningkatkan hasil belajar kosakata siswa dari skor rata-rata pre-test sebesar 2,265, (dengan 3 siswa mendapatkan 8,9%, 6 siswa mendapatkan 17,1%, dan 13 siswa mendapatkan 37,1%). Pada post-test I skor rata-rata adalah 3.040, (dengan 19 siswa mendapatkan 54,3% dan 16 siswa mendapatkan 45,7%). Sedangkan rata-rata post-test II adalah 265.000 (dengan 17 siswa mendapatkan 48,6% dan 18 siswa mendapatkan 51,4%). Berdasarkan teks diatas peneliti dapat menyimpulkan kosakata ditingkatkan dengan menggunakan teks deskriptif untuk meningkatkan kosakata.

INTRODUCTION

Descriptive text is a text describing about people, animal, and places. Vocabulary is a takes an important role to learning English. Noprianto explains that a descriptive text is a depiction process that is carried out through a clear sequencing of its characteristics, beginning with naming, classifying, and handling attributes, behaviors, functions, and so forth so that readers or listeners can focus on what is written by the author as if they could see it with their own eyes. Similar to Husna, I will also explain that a descriptive writing is one that explains something in such a way that the reader or listener may experience it via all six of their senses, including look, smell, taste, action, and sound.

The researcher comes to the conclusion that descriptive text is a process of description that has a precise sequence according to its qualities so that listeners or readers may feel or see it in concrete terms based on the aforementioned explanation.

According A. Adrefiza, Aodah Diamah, Dwi Nanto, Ismarita Ramayanti, and Salamah Agung Descriptive texts are defined as those that give readers detailed descriptions of a particular animal, person, or object. The smells, feels, sounds, sight, and feeling of the thing are the specific details that can be discussed in a descriptive prose. Additionally, descriptive texts discuss people's personalities, characters, and feelings in addition to a specific thing that they love in the winter.

Based on the definition above, descriptive text is describing a particular person, place, animals and object. That is to tell picture or characteristics in their own opinion about the subject. By using descriptive text students will be find it easier to understand because it tells what they see in real life.

THEORITICAL FRAME

a. Vocabulary

Vocabulary development is essential to learning a foreign language and providing kids with usable words, as Cameron explained at the basic level. Vocabulary is a grouping of words that form a phrase and are structured in accordance with certain elements of standard language. Each word in the grouping has a distinct meaning word.

According to Barnhart, a person's vocabulary is made up of a variety of words that they utilize to function and communicate. The foundation of language is vocabulary, which supports the participant's involvement in communication.

The researcher can infer from the definition given above that vocabulary is a group of words that a person knows in order to communicate about a particular subject in language effectively, as well as a combination of words that can assist students in understanding the teaching and learning process in the classroom. Students that have a large vocabulary can communicate effectively. That implies that vocabulary is crucial for increasing pupils' understanding in the classroom.

b. The Importance of Vocabulary

The development of vocabulary is crucial to learning English. Speaking, listening, reading, and writing are the four talents that are all connected by this one aspect, according to Huyen and Nga. Students must have strong language skills to learn all assignments. The ability to learn English skills quickly depends on the student's ability to acquire a sufficient number of words. If students have a strong vocabulary, it will be easy for them to express their views both orally and in writing, and understand what other people are vocabulary mastery.

In addition, Dellar H. and Hocking D. stated that apart from a person's ability to use more words and expressions when learning grammar, there is a marked improvement. With grammar, one may communicate very little, but without words, one cannot communicate at all. These examples show the importance of vocabulary in language learning. Grammar and vocabulary play the same role in this situation. Children's limited vocabulary will cause many difficulties in learning the language because they will have difficulty expressing their views.

Based on the statement above, the researcher concludes that vocabulary has an important role in learning English as well as having a close relationship with the four skills namely speaking, listening, writing and reading. lack of vocabulary will experience a lot of difficulties to communicate what they will express. compared to when students master more vocabulary it will

be easier to express their arguments effectively. Vocabulary plays an important role in mastering English as it helps students become proficient in the language.

c. The Types of Vocabulary

John Read states that there are two categories of vocabulary: active vocabulary and passive vocabulary. To learn new words, people still need a lot of practice and context connection. They should memorize the terminology so they can use it later when speaking or writing. Active and passive vocabulary are the two main categories of a person's vocabulary.

Based on the statements above, the researcher can conclude that vocabulary has two types namely, active and passive vocabulary. This active vocabulary is used for speech or writing that arises directly from a person's mind when they make sentences both orally and in writing. While passive vocabulary is not used by someone directly, it is used only when writing and reading silently. Therefore, vocabulary need to be developed by sharing ideas in speaking or writing, and must also use words that can be understood, correct, and constructive. When students' listen to words that are new to them students have to write them down and memorize so they are easier to remember

d. Vocabulary Mastery

Thornbury states that acquiring new vocabulary is seen as a matter of memorizing an extensive list of English terms in order to master the target language. All languages have words when a language first appears. However, as we understand more about the meaning of a word, we also understand more about the meaning of a word when used in speech or writing. Without a strong vocabulary, students will have difficulty understanding passages and questions because they use a wider variety of terms compared to normal conversation.

From the explanations above, it deals how to receive and create the language. The students should learn a very large vocabulary to understand or to give a respond of language, the students' vocabulary will grow as long as the students improve their vocabulary

RESEARCH METODOLOGY

a. The Method and Procedure of Research

The type of research chosen is Classroom Action Research using Quantitative Methods. Classroom Action Research is research will be carried out by researcher in the classroom by means of planning, implementing, observing, evaluating and reflecting on collaborative and participatory actions with the aim of knowing how much influence vocabulary in descriptive text has to increase students' vocabulary. Learning outcomes in order to improve the quality of learning in schools.

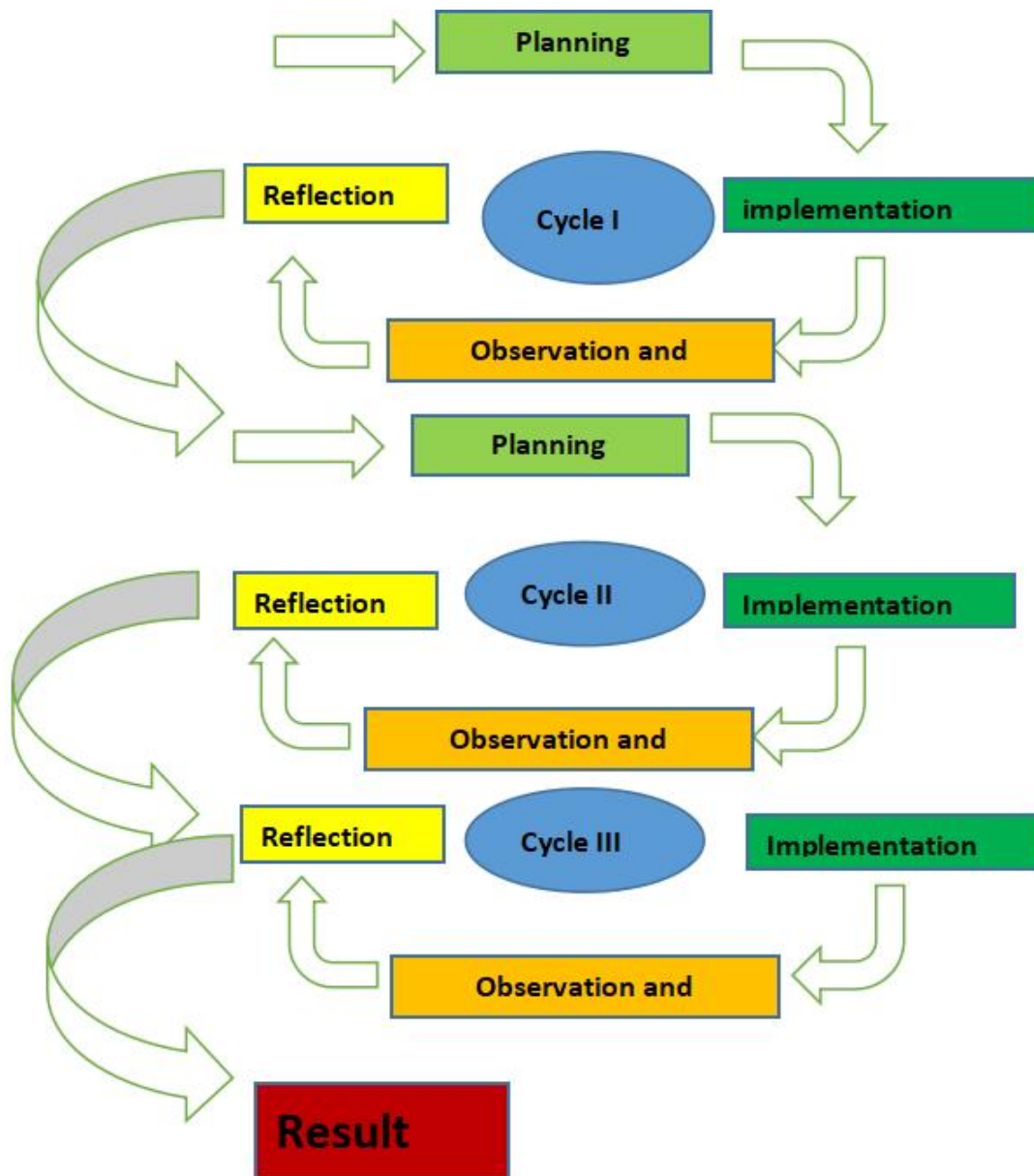


Figure 1. Classroom Action research

This Classroom Action Research is expected to improve the learning process that has been carried out by the teacher. In this researcher various activities will be carried out to improve the quality of learning in the classroom environment. This classroom action research is directly related to students such as teachers' assignments in the field. In this researcher there were two cycles with two meetings. Each meeting has four stages, namely (1) planning; (2) implementation; (3) observation and evaluation; (4) reflection.

Tabel 1. Treatment pre-test and post-test

Pre-test	Treatment	Post-test
T1 →	X →	T2

The mean score of the pre-test was compared to the mean score of the post-test while assessing the data. The following formula was used to get the mean score:

Hatch and Farhady (1982) stated that:

$$\text{mean score} = \frac{\text{All score the sample}}{\text{Total number of student}}$$

X= mean score

ΣX = All score the sample

N= Total number of the student

Based on Jacobs, Tabulated and Classify the score into the following clarification the score of the test were classified into seven as follows:

Center 1 Classify the students' score

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

This research conducted at SMP Negeri 242 Jakarta. One class will be selected as the subject of the experiment that was grade 8th students at SMP Negeri 242 Jakarta. Pre-test and post-test vocabulary items were used in the data collection instruments. A test was used to acquire the information. The items exam in this research consists of 20 multiple-choice items. The test was set up using the materials provided. A total of 20 numbers were used in the pre-test and post-test. In each number had score 5 for every correct answer, therefore students who can fill up all of the answers correctly would get 100 scores as the highest scores. The lowest score was 0 for the students who could not fill up all of the answers.

RESULT AND DISCUSSION

This research aims to determine the effect of learning descriptive text on increasing students' vocabulary in Class VIII G SMP Negeri 242 Jakarta. Data from pre-test, post-test 1 and post-test 2 use the formula in chapter III to find out percentage, classification scores, and students vocabulary test scores.

The obtained data from pre-test and post-test was collected using multiple choose test which consisted of 35 students'. Finally, the data were presented into the table below:

Center 1 The scores of students in pre-test (X), post-test I (Y), and Gain

Student number	Student Name	Pre-test (X)	Post-test(Y)	N-Gain
1	Abdee Putra Aldiansyah	80	90	50

2	Afif Ilham Ramadhan	70	85	50
3	Alif Rajendra Kafi	55	85	67
4	Anda Agung Luhur Pambudy	65	80	43
5	Annisa Itsnaini Darma Putri	60	80	50
6	Aura Ardina Putri Wibowo	70	85	50
7	Danuh Galuh Pradana	55	80	56
8	Devan Trihadi	85	90	33
9	Erick Ardiansyah	55	80	56
10	Fairuuz Ihsan	70	85	50
11	Fakhri Akmal Maulana	80	90	50
12	Feyza Rafeyfa Balqis Rusialdi	80	95	75
13	Griselda Filia Nadira	75	80	20
14	Jabal Rahman Arifa Sangadji	60	85	63
15	Junior Pratama Nunaki	70	90	67
16	Karin Salsabilla	75	85	50
17	Karin Aryanti	80	80	20
18	Khinaya Nur Fadilah	65	90	50
19	Kirana Alodia Wisaputri	80	80	43
20	Muhammad Fahmi Hendriana	85	90	50
21	Muhammad Fazril Nur Priyanto	75	95	67
22	Muhammad Rivai Althoriq	85	80	20
23	Nadia Ramadhani	75	95	67
24	Nia Widiarti	80	90	60
25	Nur Elvis Farisa	75	90	50
26	Nuril Mustofa Kamil	75	85	40
27	Radika Putra Ramadhan	70	90	60
28	Rafa Galih Wicaksana	65	85	50
29	Rifdatunnisa Ramadhan	65	85	57
30	Senja Tirtamaya Jaelani	85	85	57
31	Shakila Bunga Rafandi	75	95	67
32	Silfia Maitania	85	80	20
33	Syahrul Ramadhan	75	90	33
34	Yustina Adelia Putri	85	95	67
35	Zahra Putri Kusherawati	85	95	67

The table showed that the scores of the post-test were higher than those of the pre-test. Out of 35 students, there was 1 student who had the highest score among others, which was student number 12 with an increase of 75 points. This indicated a significant achievement in the post-test. There were 7 students who had an increase of 67 points, 1 student with an increase of 63 points, 2 students with an increase of 60 points, 2 students with an increase of 57 points, 2 students with an increase of 56 points, 7 students with an increase of 50 points, 2 students with an increase of 43 points, 1 student with an increase of 40 points, 2 students with an increase of 33 points, and 4 students with an increase of 20 points.

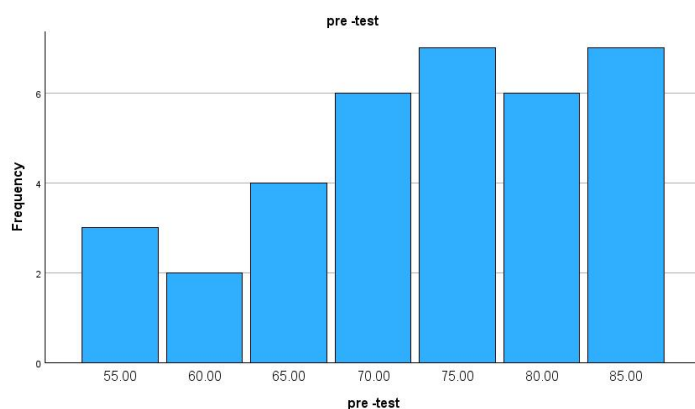


Figure 1 Frequency distribution of pre-test.
Center 2 Frequency distribution of pre-test (X)

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
85	IIIIII	7	20%	35	100%
80	IIIII	6	17%	28	80%
75	IIIIII	7	20%	22	62%
70	IIIII	6	17%	15	42%
65	IIII	4	11%	9	25%
60	II	2	5%	5	14%
55	III	3	8%	3	8%

Note:

Feq = Frequency

Cum-freq = Cumulative Frequency

Cum-% =Cumulative Percentage

As seen in table 2, the highest score was 85, and the lowest 55. Of 35 subject who took the pre-test, 7 (or 20%) got 85, 6 (or 17%) got 80, 7 (or 20%) got 75, 6 (or 17%) got 70, 4 (or 11%) got 65, 2 (or 5%) got 60, and 3 (or 8%) got 55.

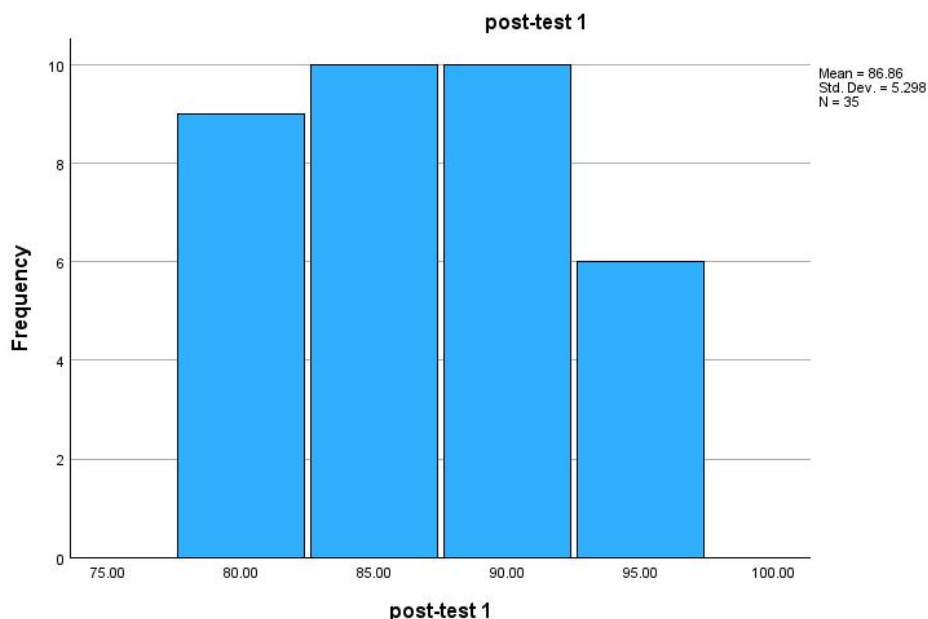


Figure 2. Frequency distribution of post-test 1.
Center 3 Frequency distribution of post-test 1 (Y)

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
95	IIII	6	17%	35	100%
90	IIIIIIII	10	28%	29	82%
85	IIIIIIII	10	28%	19	54%
80	IIIIIIII	9	25%	9	25%

As seen in table 3, the highest score was 95, and the lowest was 80. Of the subjects that took the post-test 1, 6 (or 17%) got 95, 10 (or 28%) got 90, 10 (or 28%) got 85, and 9 (or 25%) got 80.

Center 4 The scores of students in post-test I, post-test II, and Gain

Student number	Initial	Post-test I	Post-test II	N-Gain
1	Abdee Putra Aldiansyah	90	95	50
2	Afif Ilham Ramadhan	85	92	47
3	Alif Rajendra Kafi	85	92	47
4	Anda Agung Luhur Pambudy	80	90	50
5	Annisa Itsnaini Darma Putri	80	93	65
6	Aura Ardina Putri Wibowo	85	100	1.00
7	Danuh Galuh Pradana	80	90	50
8	Devan Trihadi	90	100	1.00
9	Erick Ardiansyah	80	90	50
10	Fairuuz Ihsan	85	90	33
11	Fakhri Akmal Maulana	90	93	30
12	Feyza Rafeyfa Balqis Rusialdi	95	100	1.00
13	Griselda Filia Nadira	80	90	50
14	Jabal Rahman Arifa Sangadji	85	95	67

15	Junior Pratama Nunaki	90	97	70
16	Karin Salsabilla	85	100	1.00
17	Karin Aryanti	80	97	85
18	Khinaya Nur Fadilah	90	100	1.00
19	Kirana Alodia Wisaputri	80	97	85
20	Muhammad Fahmi Hendriana	90	100	1.00
21	Muhammad Fazril Nur Priyanto	95	100	1.00
22	Muhammad Rivai Althoriq	80	90	50
23	Nadia Ramadhani	95	100	1.00
24	Nia Widiarti	90	97	70
25	Nur Elvis Farisa	90	95	50
26	Nuril Mustofa Kamil	85	100	1.00
27	Radika Putra Ramadhan	90	92	20
28	Rafa Galih Wicaksana	85	90	33
29	Rifdatunnisa Ramadhan	85	100	1.00
30	Senja Tirtamaya Jaelani	85	97	80
31	Shakila Bunga Rafandi	95	100	1.00
32	Silfia Maitania	80	90	50
33	Syahrul Ramadhan	90	92	20
34	Yustina Adelia Putri	95	100	1.00
35	Zahra Putri Kusherawati	95	100	1.00

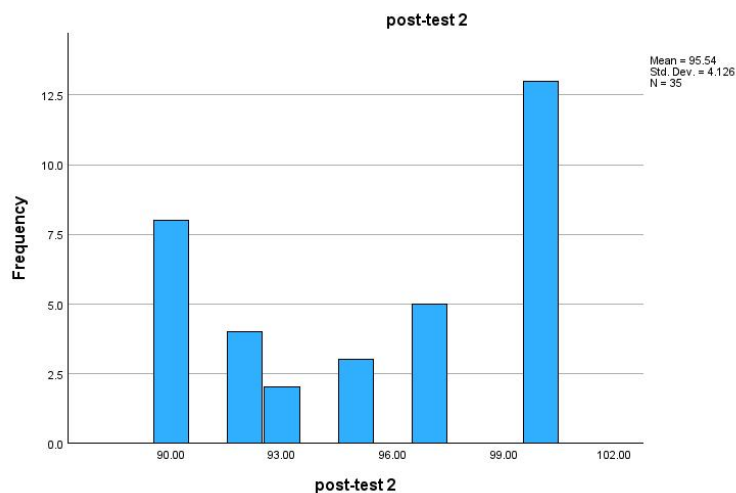


Figure 4. Frequency distribution of post-test II
Center 5 Frequency distribution of post-test II

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
100	IIIIIIIIII	13	37%	35	100%
97	IIII	5	14%	22	62%
95	III	3	8%	17	48%

93	II	2	5%	14	40%
92	III	4	11%	12	34%
90	IIIIII	8	22%	8	22%

As seen in the table 4, the highest score was 100, and the lowest was 90, of 35 subject that took the post-test 2, 13 (or 37%), got 100, 5 (or 14%) got 97, 3 (or 8%) got 95, 2 (or 5%) got 93, 4 (or 11%) got 92, and 8 (or 22%) got 90.

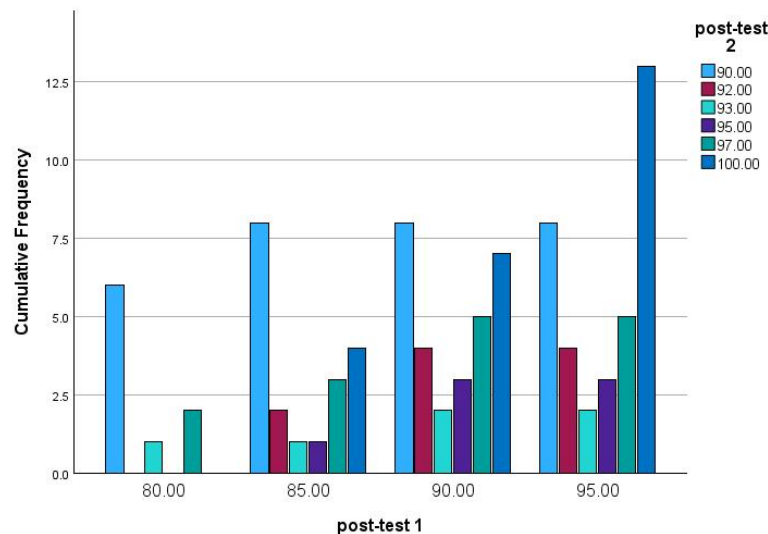


Figure 5 Cumulative Frequency of post-test I and post-test II

To calculate the mean of the pre-test and post-test scores, firstly calculated the sums and sum square of both pre-test and post-test scores as seen in table 4

Center 6 Computation of mean

Student Number	pre -test	X ²	post-test I	Y1 ²	post-test II	Y2 ²
1	80	6400	90	8100	95	9025
2	70	4900	85	7225	92	8464
3	55	3025	85	7225	92	8464
4	65	4225	80	6400	90	8100
5	60	3600	80	6400	93	8649
6	70	4900	85	7225	100	10000
7	55	3025	80	6400	90	8100
8	85	7225	90	8100	100	10000
9	55	3025	80	6400	90	8100
10	70	4900	85	7225	90	8100
11	80	6400	90	8100	93	8649
12	80	6400	95	9025	100	10000
13	75	5625	80	6400	90	8100
14	60	3600	85	7225	95	9025
15	70	4900	90	8100	97	9409
16	70	4900	85	7225	100	10000

17	75	5625	80	6400	97	9409
18	80	6400	90	8100	100	10000
19	65	4225	80	6400	97	9409
20	80	6400	90	8100	100	10000
21	85	7225	95	9025	100	10000
22	75	5625	80	6400	90	8100
23	85	7225	95	9025	100	10000
24	75	5625	90	8100	97	9409
25	80	6400	90	8100	95	9025
26	75	5625	85	7225	100	10000
27	75	5625	90	8100	92	8464
28	70	4900	85	7225	90	8100
29	65	4225	85	7225	100	10000
30	65	4225	85	7225	97	9409
31	85	7225	95	9025	100	10000
32	75	5625	80	6400	90	8100
33	85	7225	90	8100	92	8464
34	85	7225	95	9025	100	10000
35	85	7225	95	9025	100	10000
N=35	ΣX=2565	ΣX²=190925	ΣXY=3040	ΣY1²=265000	ΣY2=95.5428571	ΣY2²=9144.971429

It is mention in table 4, N=35, ΣX=2.565, ΣX²=190.925, ΣY1=3.040, ΣY1²=265.000, ΣY2=95.5428571, and ΣY2²=9144.971429=Based on these result mean of pre-test and post-test scores were computed

The mean of pre-test (X)

$$X = \frac{\sum X}{N} = \frac{2.565}{35} = 73$$

The mean of post-test II (Y1)

$$Y1 = \frac{\sum X}{N} = \frac{3.040}{35} = 87$$

The mean of post-test II (Y2)

$$Y2 = \frac{\sum X}{N} = \frac{265.000}{35} = 757$$

The pre-test mean was 73 while post-test 1 mean was 87 and post-test 2 mean 757. It may be concluded that the post-test means higher than the pre-test mean.

Center 7 The rate of students' vocabulary in pre-test, post-test 1 and post-test 2 scores

No.	Classification	Scores	Pre-test		Post-test I		Post-test II	
			F	%	F	%	F	%
1	Excellent	96-100	-	-	-	-	18	51,4%
2	Very Good	86-95	-	-	16	45,7%	17	48,6%
3	Good	76-85	13	37,1%	19	54,3%	-	-

4	Fairly Good	67-75	13	37,1%	-	-	-	-
5	Fair	56-65	6	17,1%	-	-	-	-
6	Poor	36-55	3	8,6%	-	-	-	-
7	Very poor	0-35	-	-	-	-	-	-
			35	100%	35	100%	35	100%

Table above showed in pre-test, which was done before treatment, that 13 students (37,1%) into the “good” category, 13 students (37,1%) who belonged to the “fairly good” category, 6 students (17,1%) who belonged to “fair” category, and 3 students (8,6%) who belonged to “poor” category.

In the post-test I was done after the treatment from 35 students, particularly the 8G grade in SMP Negeri 242 Jakarta. There were 16 students (45,7%) who belonged to the “very good” category, and 19 students (54,3%) who belonged to the “good” category.

In the post-test II was done after the treatment from 35 students, particularly the 8G grade in SMP Negeri 242 Jakarta. There were 18 students (51,4%) who belonged to the “Excellent” category, and 17 students (48,6%) who belonged to the “Very good” category.

Based on the result above it can be concluded that the rate percentage of the post-test II, post-test I was significantly higher than the rate percentage of a pre-test.

CONCLUSION

Based on the result of the pre-test, post-test I and post-test II that there was an increase between the mean scores pre-test average post-test average score of students, where the average pre-test score is 2.565, while the average score of post-test I was 3.040 and post-test II was 265.000 this shows that using descriptive text can increase the vocabulary of students at SMP Negeri 242 Jakarta especially in grade VIII G.

Teaching vocabulary using descriptive text is one of the important things that must be applied during teaching student can see what is in the media used, and write down the characteristics of the picture, and that is used as vocabulary to be memorized. Teaching and learning English using descriptive text is fun because there are many characteristics of animals or human image that will we learn.

Based on the importance of vocabulary mastery in learning language, especially English, the researcher wants to provide some advice for those involved in teaching English and learning process:

1) For students

The student must to change their perception that learning vocabulary is not complicated. Because students think learning English vocabulary is difficult, student should enjoy the learning process and pay more attention in learning by using descriptive text and image

2) For English teacher

Teachers can use descriptive text and using media picture to support descriptive text that will be thought, so that they can also develop various materials for teaching English especially in vocabulary mastery.

3) For other researchers

Researchers expect other researchers to conduct research using descriptive text to improve students' English vocabulary mastery. In addition, researcher also hope this research can be conducted in different schools.

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