

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

English language learning has an important role in education, especially in building students' competencies to compete in the globalization era. One of the main challenges in this learning is how students can develop the necessary language skills. For this reason, students are required to learn four main skills that are key in improving their ability in English, namely listening, speaking, reading and writing. Listening is the ability to understand information conveyed orally, while speaking is the ability to express ideas and feelings orally. Reading involves understanding and analyzing written text, and writing is the ability to convey information and ideas in written form. These four skills are interrelated and support each other in the English learning process.

Textbooks are important materials used in this learning process. As a medium of teaching and learning, textbooks play an important role and serve as an essential input in education. Textbooks offer many b

enefits and contain essential components that help achieve goals and objectives aligned with students' needs. By providing structured content and resources, textbooks facilitate the development of reading and writing skills, thus enhancing the overall educational experience (Novianti & Ambarwati, 2023). Thus, textbooks not only support the acquisition of language skills, but also contribute to a more comprehensive understanding of the subject matter.

Richards (2019) in Ayu (2020), emphasizes that textbooks act as the main source of language information (language input). They summarize descriptions related to the nature of education, the development of students' abilities, and various English language practice activities in schools. This explanation aligns with the characteristics of descriptive texts, which provide detailed and clear information to facilitate the understanding of language input. Furthermore, textbooks are designed to be easily understood due to their well-organized structure. The content is methodically arranged and supplemented with examples, pictures, and illustrations, enabling students to grasp concepts more effectively.

Research by Silaen et al. (2023) shows that the effective use of descriptive text can improve students' mastery in English. This research emphasizes the importance of an interactive and contextual approach to learning, which allows students to be more engaged and understand new knowledge better. Descriptive text, in this case, serves as a tool that can help students expand their vocabulary and improve their writing skills.

Descriptive texts are texts that describe a person, object, place, and certain conditions in particular. The purpose of descriptive text is to tell the writer's experience. The experience can be what they see, read, or feel. Generally, descriptive text uses first and third person pronouns as points of view (Rahayu, 2020). The researcher concludes that descriptive text is writing that describes a person, object, place, or certain conditions, and conveys the author's experience.

However, at SMP Negeri 2 Hiliduho, there is a common problem regarding students' mastery of comprehension, particularly in the use of descriptive texts. Many students have difficulty in understanding and using the new vocabulary contained in the text, which has an impact on their ability to communicate and understand the subject matter. This is in line with Wijaya's (2023) opinion which states that the use of appropriate media in vocabulary learning can improve students' writing ability. Thus, descriptive text is important because it can help students broaden their horizons and improve their writing skills. This difficulty is caused by several factors, including lack of motivation to learn, failure to use creative teaching strategies, and inappropriateness of learning materials. Evaluation findings at SMP Negeri 2 Hiliduho show that students' vocabulary acquisition is still lacking, which has a direct impact on their ability to complete English tasks, especially those involving the creation of descriptive texts.

One kind of writing that is crucial to learning English is the descriptive text. This work gives pupils the chance to employ a variety of specialized language to describe an item, location, or event in detail. According to Isnaeni (2022), students' writing abilities and vocabulary can both be enhanced by employing descriptive texts in their education. Students must be able to use new words in sentences that clearly describe an object in addition to understanding them when reading

descriptive texts. As students get experience using terminology in authentic contexts, this method offers more meaningful learning.

Furthermore, Hidayanto (2019) asserts that the use of appropriate learning media, such as pictures or illustrations that support descriptive texts, can help students in understanding vocabulary concepts better. These learning media allow students to connect words with visualizations, so that the learned vocabulary is easier to remember and use in relevant contexts. In addition, this approach also contributes to the improvement of students' writing skills, as they are trained to develop ideas in a structured and logical manner.

However, challenges in vocabulary acquisition at SMP Negeri 2 Hiliduho remain a significant obstacle. Based on the research of Maneba et al. (2023), low vocabulary mastery has a negative impact on students' writing skills, especially in composing descriptive texts. This low vocabulary mastery can be caused by the lack of learning that involves the use of real contexts. Many students have difficulty remembering and using new words because learning tends to be rote, without providing opportunities for students to understand vocabulary in authentic situations. In addition, the lack of motivation to learn is also an influencing factor. Students who find learning monotonous and uninteresting tend to lose interest in developing their language skills. These challenges are anticipated to be addressed by the use of descriptive text as a teaching tool. Learning strategies incorporating descriptive texts, like sentence completion exercises or using words to describe an object, can greatly enhance vocabulary acquisition, according to Lestaria and Amaniarsih (2023). Students can connect terms from descriptive literature to their own experiences, making learning more engaging and meaningful.

The purpose of this research is to investigate how students view the usage of descriptive texts as a means of enhancing vocabulary acquisition. The success of the learning process is significantly influenced by the perceptions of the students. Purnomo and Santosa (2023) assert that students' opinions on the applied learning strategies can influence how involved they are in the process of learning. Students are more likely to be motivated and engaged in the learning process if they have a favorable opinion of the usage of descriptive language. On the other hand, unfavorable opinions might impede the process of learning and result in poor

learning outcomes. In order to determine students' requirements and create more efficient teaching methods, teachers must first understand how students perceive the world.

As a solution, this research recommends the consistent application of descriptive texts in the English learning curriculum at SMP Negeri 2 Hiliduho. This approach involves not only the use of descriptive texts in writing, but also integration with other learning media, such as images, videos, or digital technology, which can help students understand the concepts better.. Learning techniques such as guided writing and group discussions can also be applied to encourage student engagement. Isnaeni (2022) revealed that the use of active learning methods, which involve students in critical thinking and collaboration, can increase their motivation to learn as well as their vocabulary mastery.

Furthermore, this research is expected to provide practical recommendations for teachers at SMP Negeri 2 Hiliduho. As an educational institution at the junior secondary level, SMP Negeri 2 Hiliduho has an important role in providing education to the younger generation in its area, making it an appropriate location for research related to educational development and learning strategies. By understanding students' perceptions, teachers can identify the barriers students face in learning and adjust learning methods according to their needs. In addition, the results of this study are also expected to contribute to the development of English language learning curriculum, particularly in improving students' vocabulary acquisition through descriptive texts.

This research aims to find out how students perceive the use of descriptive text when learning English. It is hoped that the results of this study provide valuable insights for educators on the use of descriptive text as one of the innovative, useful and relevant approaches to improve students' vocabulary acquisition. In addition, the results of this study can help make English language learning more effective. Therefore, the study was titled “Students' Perception of the Use of Descriptive Text in Increasing Vocabulary at SMP Negeri 2 Hiliduho.”

## **1.2 Identification of the Problem**

Students at SMP Negeri 2 Hiliduho struggle to master English vocabulary, particularly in using descriptive texts. This issue is caused by low motivation, lack of creative teaching strategies, and minimal use of supporting media, making it difficult for students to connect new vocabulary to meaningful contexts.

## **1.3 Limitation of the Problem**

This research focuses on students' perceptions of using descriptive texts to enhance vocabulary acquisition among 7th-grade students at SMP Negeri 2 Hiliduho, with an emphasis on vocabulary mastery and its impact on descriptive writing skills.

## **1.4 Formulation of the Problem**

1. What were the challenges and constraints faced by students in vocabulary learning through descriptive text at SMP Negeri 2 Hiliduho?
2. How did students perceive the effectiveness of using descriptive text in English vocabulary at SMP Negeri 2 Hiliduho ?

## **1.5 Objectives of the Research**

The objectives of this research are :.

1. To describe and analyze the challenges and constraints faced by students in vocabulary learning through descriptive text at SMP Negeri 2 Hiliduho.
2. To identify and analyze students' perceptions of the effectiveness of using descriptive text in learning English vocabulary at SMP Negeri 2 Hiliduho

## **1.6 Significance of the Research**

The Significance of the Research are :

### **1. Theoretically**

This research can be useful as reference to develop English language teaching and support their writing skills in learning processes.

### **2. Practically**

1. For teachers: Provides insights into students' perceptions, enabling them to design and implement more engaging and effective teaching strategies using descriptive texts.
2. For students: Enhances learning experiences by incorporating innovative techniques that make vocabulary learning more meaningful and enjoyable.
3. For schools: Supports the development of a curriculum that integrates descriptive texts and multimedia tools to improve vocabulary acquisition.