

CHAPTER IV

RESULT AND DISCUSSION

4.1 RESULT

4.1.1 Questionnaire Results

This research was conducted on 20 students in the class to collect data on their understanding and perception towards learning and using Descriptive Text. The researcher distributed questionnaires to the students to collect their responses. The questionnaire used in this study was designed based on field observations to ensure its relevance and accuracy.

This research to explore how students perceive the use of Descriptive Texts in improving their vocabulary. This research was conducted over a period of one month, starting on February 10 and ending on March 10. The research was conducted at SMP Negeri 2 Hiliduho, located in Dima Village, Hiliduho Sub-District, Nias Regency.

The questionnaire sheet used by the researcher was based on the results of observations in the field. The following were the results of the questionnaire conducted by the researcher to students regarding how their perception in using descriptive text in increasing vocabulary.

Table 4.1 Questionnaire for Students'

No	Statements	Respond		Reasons	
		Yes	No	Yes	No
1.	I liked reading descriptive texts in English learning.	19	1	Because descriptive text is easy to understand and interesting to read.	Because I prefer other types of texts like narratives.
2.	Descriptive text helps me find new words in English.	20	-	Because descriptive text contains many new words that enrich vocabulary	-

3.	I find it easier to understand the meaning of new words when reading descriptive texts.	20	-	Because the context helps to understand words.	-
4.	I often remember new words that I have just learned from descriptive texts.	20	-	Because repeated exposure to words in context makes them easier to remember.	-
5.	I find descriptive text more interesting than other types of text.	18	2	Because descriptive texts use vivid language that creates clear mental images.	Because I prefer argumentative or narrative texts.
6.	I feel more confident using words learned from descriptive texts in speaking or writing.	20	-	Because learning words in context helps in using them accurately.	-
7.	Descriptive texts are often used by teachers in English vocabulary learning.	20	-	Because they are commonly used for vocabulary enrichment.	-
8.	I find it helpful if the teacher explains difficult words in descriptive text.	20	-	Because teacher explanations enhance comprehension.	-
9.	I use a dictionary or Google Translate to understand words in descriptive texts.	20	-	Because they help in understanding difficult word	-
10.	I think writing descriptive text is a good way to improve English vocabulary.	18	2	Because it encourages the practical use of new words.	Because I find writing difficult and prefer other methods.

Table 4.1 contains the results of a student survey discussing how students view the use of descriptive texts in improving their English vocabulary. Data was collected through a survey given to 20 respondents. The survey results are presented in tabular form and analyzed descriptively. The following is a descriptive analysis:

1. Interest in Reading Descriptive Texts

A total of 19 students (95%) stated that they enjoyed reading descriptive texts in English lessons. This shows that most students are interested in this type of text because it is considered easy to understand and interesting. Only 1 student (5%) did not like it because they preferred other types of texts, such as narrative texts.

2. Descriptive Texts Help Students Discover New Vocabulary

All students (100%) stated that they discovered new vocabulary while reading descriptive texts. This shows that descriptive texts greatly contribute to enriching students' vocabulary.

3. Understanding the Meaning of Vocabulary Through Context

A total of 20 students (100%) also stated that they found it easier to understand the meaning of new words because the context in the text helped explain the meaning of the words. This confirms that descriptive texts provide a good contextual environment for understanding vocabulary.

4. Memory Retention of New Vocabulary

All students (100%) admitted that they often remember new vocabulary they learned from descriptive texts. Repetition and use of words in real contexts seem to strengthen students' memory retention of such vocabulary.

5. Interest Compared to Other Types of Texts

A total of 18 students (90%) felt that descriptive texts were more interesting than other types of texts, while 2 students (10%) stated the opposite because they preferred narrative or argumentative texts. This shows that although the majority liked descriptive texts, there were also preferences for other types of texts.

6. Confidence in Using Vocabulary

All students (100%) stated that they felt more confident using the vocabulary they learned from descriptive texts in both speaking and writing skills. This shows that descriptive texts not only help in word recognition but also in their application.

7. Use of Descriptive Texts by Teachers

All students (100%) stated that their teachers often use descriptive texts in vocabulary teaching. This shows that teachers are aware of the benefits of descriptive texts in English language learning.

8. Teacher Assistance in Explaining Difficult Words

Twenty students (100%) felt helped when teachers explained difficult vocabulary in texts. The role of teachers is very important in bridging students' understanding of unfamiliar vocabulary.

9. Use of Tools (Dictionary/Google Translate)

All students (100%) stated that they use a dictionary or Google Translate to understand words in descriptive texts. This shows that although they are helped by context, there are still words that require additional explanation through tools.

10. Writing Descriptive Texts to Improve Vocabulary

Eighteen students (90%) believe that writing descriptive texts is a good way to improve vocabulary. However, two students (10%) find writing challenging and prefer other learning methods. This indicates differences in learning styles among students.

From the above analysis, it could be concluded that most students in Seventh Grade at SMP Negeri 2 Hiliduho had a positive perception of the use of descriptive text in English vocabulary learning. They found descriptive texts interesting, helpful in understanding and remembering new vocabulary, and beneficial in boosting their confidence in using English. However, some students faced challenges such as difficulty in writing and still relied on tools to understand difficult words.

This analysis also provided an initial relevant overview of the two research questions:

1. Challenges Faced

Students still faced difficulties in understanding difficult vocabulary independently, and a small number found it challenging to write descriptive texts.

2. Perceptions of Effectiveness

The majority of students had positive perceptions because descriptive texts helped them acquire, understand, and use new vocabulary more effectively.

4.1.1 Interview Result

The next stage for data collection is interviews. At this stage the researcher conducted interviews directly at school with the Students' Of SMP Negeri 2 Hiliduho. Data collection for this interview was carried out on 19 and 26 February 2025. To find out more about the results of the interview, pay attention to the following table.

Table 4.2 Interview for Students'

No	Questions	Answers
1	What do you know about descriptive texts in English language learning?	Most students understand that descriptive texts provide a detailed description of an object, place, or person.
2	How often do you use descriptive texts in your English lessons?	The majority of students stated that they often use descriptive texts in English lessons, both in reading and writing.
3	In your opinion, does reading descriptive texts help you expand your English vocabulary?	All students agreed that reading descriptive texts helps them discover and understand new vocabulary.

4	Can you give an example of new vocabulary you have learned after reading a descriptive text?	Some examples of new words learned by students include 'Scaly', 'beautiful', 'amazing', 'Clawed', and 'Bark'.
5	How do descriptive texts help you remember new words in English?	Students stated that descriptive texts help them remember new words because the context is clear and supported by descriptions that aid comprehension.
6	Is there any part of the descriptive text that you find difficult to understand? If so, what makes it difficult?	Some students struggle to understand words that are rarely used or have multiple meanings.
7	What other benefits have you experienced from using descriptive texts in your English learning?	Students feel that reading descriptive texts not only improves their vocabulary but also enhances their reading comprehension and writing skills.
8	Are there any challenges or difficulties you face when using descriptive texts in learning?	The main challenges students face include finding the meanings of difficult words and structuring descriptions properly.
9	In your opinion, is using descriptive texts effective for improving speaking skills in English?	Most students agree that descriptive texts help them speak more confidently because they have a richer vocabulary to use.
10	What suggestions do you have to make learning with descriptive texts more effective?	Students suggested using images or videos to support text comprehension, as well as practicing writing through description-based activities.

Table 4.2 showed the results of interviews with 20 students using 10 questions, which were described in the form of analysis as follows:

1. Knowledge of Descriptive Text in English Language Learning

Most students understand that descriptive text serves to provide a detailed description of an object, place, or person. They mention that this

type of text usually contains physical characteristics, traits, and a clear atmosphere, making it easier for them to imagine the object in their minds.

2. Frequency of Using Descriptive Text in Learning

Most students stated that they often use descriptive text in English lessons, both in reading and writing activities. In classroom practice, teachers often ask students to read examples of descriptive texts, then assign them to write a short description of an object or animal.

3. Effectiveness of Reading Descriptive Text to Expand Vocabulary

All students agree that reading descriptive text helps them discover and understand new vocabulary. They feel that texts rich in detail—such as descriptions of color, shape, size, or characteristics—encourage the emergence of many new terms they have never encountered before.

4. Examples of New Vocabulary from Descriptive Text

Some examples of vocabulary mentioned by students include:

“Scaly”, “Beautiful”, “Amazing”, “Clawed”, “Bark”

The diversity of these examples shows that students learned words related to physical characteristics (e.g., “scaly,” “clawed”), traits (e.g., “amazing,” “beautiful”), and specific terms (e.g., “bark”).

5. How Descriptive Text Helps with Vocabulary Retention

Students stated that the context in descriptive texts greatly aids the memory process. With complete descriptions—for example, “The lizard’s scaly skin glistened under the sun”—they can associate new words (“scaly”) with visual images, making them easier to remember.

6. Difficult Parts of Understanding Descriptive Texts

Some students struggle with words that are rarely used or have multiple meanings. For example, the word “bark” can mean “tree bark” or “dog bark” depending on the context, as well as technical terms that rarely appear in everyday conversation.

7. Other Benefits of Using Descriptive Text

In addition to vocabulary, students feel that reading descriptive texts also improves their reading comprehension and writing skills. They mention that practicing reading descriptive details makes them more skilled at

recognizing text structure and the appropriate language style for describing something.

8. Challenges When Using Descriptive Text in Learning

Finding the meaning of difficult words Students still rely on dictionaries or online translators because some terms in the text are rarely encountered.

Composing descriptions correctly When asked to write descriptions, some students struggle to organize their sentences so that their descriptions are coherent, for example, starting with physical characteristics, then traits, and adding visual details systematically.

9. The Effectiveness of Descriptive Text in Improving Speaking Skills

Most students agree that descriptive texts help them speak with more confidence, as the vocabulary they gain from the texts allows them to choose richer words when explaining something verbally. With a variety of terms (e.g., “scaly,” “clawed,” “bark”), they feel their presentations or discussions become more lively.

10. Suggestions for Making Learning with Descriptive Texts More Effective

Some student suggestions include:

a. Using supporting images or videos

To help them visualize the described object more easily, thereby enabling them to grasp the meaning of new words more quickly.

b. Gradual descriptive writing exercises

For example, starting with short descriptive sentences and progressing to paragraphs with proper structure—the goal being to overcome difficulties in constructing descriptions.

Based on the interview results, it can be concluded that students have a strong understanding and positive attitude toward the use of descriptive text in English language learning. They consider this text to be highly effective in helping to develop vocabulary, improve reading comprehension, writing, and even speaking skills. However, challenges such as understanding difficult vocabulary and the ability to construct descriptive paragraphs remain the main obstacles. With a more varied approach and the use of supporting media, the teaching of descriptive text

has the potential to be more optimal and beneficial in the context of vocabulary learning at the junior high school level.

This analysis also provided an initial relevant overview of the two research questions:

1. Challenges Faced

- a. Difficulty understanding rarely used vocabulary or words with multiple meanings.
- b. Reliance on dictionaries/Google Translate for difficult words.
- c. Difficulty structuring descriptive texts.
- d. Diverse learning preferences, meaning that not all students are enthusiastic about writing descriptions.

1. Perception of Effectiveness

- a. Students feel that descriptive texts are very helpful in finding and understanding new vocabulary due to the clear context.
- b. Using detailed descriptions facilitates vocabulary retention.
- c. Vocabulary from descriptive texts boosts confidence in oral communication.
- d. There are dual benefits in the form of improved reading and writing skills.
- e. The roles of teachers and media (images/videos) are crucial for optimizing effectiveness.

4.2 DISCUSSION

4.2.1 The Description and Intepretation of the Research Result

Based on the research results that have been presented above, the researcher will then provide a discussion of the research results to answer the formulation of the problem of knowing the challenges and obstacles faced by students in learning vocabulary through descriptive text at Seventh Grade of SMP Negeri 2 Hiliduho and knowing students' perceptions of the effectiveness of using descriptive text in learning English vocabulary at Seventh Grade of SMP Negeri 2 Hiliduho.

4.2.1.1 Discussion Based on Questionnaire Results

Based on the results of a questionnaire completed by 20 respondents, the majority of students showed a positive response to the use of descriptive texts in vocabulary learning. As many as 95% of students enjoyed reading descriptive texts because they were considered easy to understand and interesting. All respondents (100%) stated that descriptive texts helped them find and understand new vocabulary. This indicates that descriptive texts provide a supportive context for understanding the meaning of words naturally.

Most students also found it easier to remember new vocabulary read through descriptive texts due to the clear illustrations and the use of words in sentences. All students used aids such as dictionaries or Google Translate, and they felt assisted by the teacher's explanations of difficult words. These results support the idea that learning through context greatly aids the vocabulary acquisition process.

However, 5-10% of students were less interested in descriptive texts and preferred other types of texts, such as narratives. This may indicate that student interests can vary depending on text preferences, but overall, descriptive texts remain the dominant preference in the context of vocabulary learning.

4.2.1.2 Discussion Based on Interview Results

The results of the in-depth interviews reinforced the findings from the questionnaire. Students understand that descriptive texts serve to describe objects, places, or people in detail. They say they often use descriptive texts in reading and writing activities in class. New vocabulary they encountered included words such as scaly, bark, beautiful, and clawed—indicating a diversity of word types (physical, descriptive, and technical). The main challenges encountered by students include:

- a. Difficulty understanding difficult or ambiguous words, such as the word “bark.”
- b. Difficulty organizing descriptions in a coherent manner, especially when writing descriptive texts

Students stated that descriptive texts help them feel more confident when speaking, as they have more word choices to use in conversations or presentations. They also feel that their reading and writing skills have improved.

As a suggestion, students hope for visual support such as images or videos, as well as writing exercises conducted in a step-by-step manner. This highlights the importance of a multimodal approach and gradual learning to help students understand and use vocabulary effectively.

Based on the above discussion, researchers were able to answer research questions that included :

1. What were the challenges and constraints faced by students in vocabulary learning through descriptive text at Sevnth Grade of SMP Negeri 2 Hiliduho?

Based on the results of the questionnaire and interviews, the main challenges faced by students are:

- a. Difficulty understanding uncommon or ambiguous words.
- b. Difficulty in composing descriptive paragraphs systematically and logically.
- c. Students still need help from teachers or supporting media to understand the meaning of words and text structure.

2. How did students perceive the effectiveness of using descriptive texts in English vocabulary learning at Seventh Grade of SMP Negeri 2 Hiliduho?

Overall, students showed a very positive perception of the use of descriptive texts. They felt that these texts:

- a. Helped them increase their vocabulary naturally and contextually.
- b. Improved their reading, writing, and speaking skills.
- c. Were more interesting than other texts because they provided clear descriptions.

However, they also suggested improvements such as the use of visual media and gradual exercises to improve comprehension and writing skills.

From the above discussion, it can be concluded that the use of descriptive texts is effective in helping students develop their English vocabulary, although there are still obstacles that need to be overcome through a more varied and contextual learning approach.

4.2.2 The Research Findings Versus to the Latest Related Research

The first research was conducted by Silaen (2023), in the Journal of Community Empowerment and Innovation, conducted a study titled Improving English Vocabulary Through Descriptive Text. The research revealed that reading and analyzing descriptive texts enabled students to associate new vocabulary with concrete images. This approach strengthened their understanding and memory of the vocabulary, making descriptive texts an effective tool for vocabulary development. A comparison between the similarities and differences is as follows. The Similarities is Both studies emphasize the role of descriptive texts in enhancing vocabulary through contextual learning. They agree that descriptive texts provide clear and relatable contexts, which help students understand and remember new vocabulary more effectively.

Apart from the similarities, there are also differences between Silaen's research which focuses on the general effectiveness of descriptive texts in vocabulary development, while in my research specifically highlights students' perceptions of descriptive texts as something that is easy to understand and interesting, and adds a layer of student engagement to the findings.

The second previous research is Purwanto (2024) explored students' perceptions of using learning media, particularly animated films, in teaching descriptive texts. The study found that animated films increased students' interest and understanding in learning descriptive texts. This highlights the potential of integrating multimedia tools into teaching practices to enhance vocabulary acquisition through descriptive texts. . A comparison between the similarities and differences is as follows. The Similarities is both studies underscore the importance of integrating multimedia tools into teaching practices. They agree that visual aids, whether in the form of pictures, videos, or animated films, can significantly enhance the effectiveness of descriptive text-based learning. While the the differences is my research specifically noted that students felt more confident in using new vocabulary in speaking and writing after practicing descriptive texts.

Third, the research conducted by Kurnia and Kareviati (2021), in their journal article *Students' Perception in Writing Descriptive Text*, examined students' perceptions of learning to write descriptive texts. The study demonstrated that writing descriptive texts not only helped students practice their writing skills but also expanded their vocabulary mastery. Through writing practice, students actively searched for and applied new words, enhancing their overall language proficiency. A comparison between the similarities and differences is as follows. The commonality is that all researchers agree that while descriptive texts are effective, challenges such as understanding complex words and constructing descriptions remain. They also share a common recommendation to use multimedia tools and practical exercises to address these challenges.

The difference is that my research specifically highlights students' reliance on tools such as dictionaries or Google Translate, which is not explicitly mentioned in other studies. In addition, my research emphasizes the importance of teacher support in explaining difficult vocabulary, adding a unique perspective on the role of educators in addressing learning challenges.

The findings of the research “Students’ Perceptions on the Use of Descriptive Texts in Increasing Vocabulary at Seventh Grade of SMP Negeri 2 Hiliduho” are consistent with recent related research. This research reaffirms the effectiveness of descriptive texts in vocabulary development, the importance of integrating multimedia devices, the benefits of writing practice, and the need for supporting strategies to overcome learning challenges. By aligning and building on existing research, this research provides valuable insights into the use of descriptive texts as an effective method for enhancing English vocabulary at the secondary school level.

4.2.3 The Finding Versus Theory

Based on the results of research that researcher have conducted with the title “Students’ Perceptions on the Use of Descriptive Texts increasing Vocabulary at SMP Negeri 2 Hiliduho”, the research will be compared with the theory by Silaen et al. (2023) shows that the effective use of descriptive text can improve students’ mastery in English. This research highlights the importance of interactive and contextualized learning approaches, which allow students to be more involved in the learning process as well as understand new knowledge better.

In this case, descriptive texts serve as tools that not only help students enrich their vocabulary but also improve writing skills. Through exposure to various types of descriptive texts that are interesting and relevant to everyday life, students more easily understand the structure and proper use of language. In addition, the use of interactive strategies, such as group discussions and creative writing exercises, can strengthen students' understanding of the material studied.

Furthermore, this research confirms that the effective application of descriptive text in English learning not only contributes to the improvement of students' linguistic skills, but also encourages them to think more

critically and expressively in conveying their ideas. Thus, this approach can be one of the strategies that educators can adopt in an effort to improve students' overall English competence.

Meanwhile, the study entitled “Students' Perceptions on the Use of Descriptive Texts in Increasing Vocabulary at SMP Negeri 2 Hiliduho ” is in line with various recent studies that discuss the effectiveness of descriptive texts in vocabulary development. This study reinforces previous findings that the use of descriptive texts in a systematic and structured way can help students understand and remember new vocabulary better.

In addition, this research emphasizes the importance of integrating multimedia tools in descriptive text learning. The use of media such as images, videos and audio in English language learning can increase the attractiveness and effectiveness of the material presented, so that students can more easily understand the concepts and meanings of words in a broader context.

Furthermore, this research underscores the benefits of writing practice as part of vocabulary enhancement strategies. By encouraging students to write using descriptive texts, they not only enrich their vocabulary but also practice critical thinking skills and language expression in writing. In addition, this study identified the need for supporting strategies, such as intensive teacher guidance, experiential learning methods, as well as communicative approaches, to overcome various challenges in the teaching-learning process.

By linking and developing findings from previous research, this study provides valuable insights into the effectiveness of descriptive text as a learning method that can improve English vocabulary acquisition at the junior secondary school level. The implications are not only limited to improving students' linguistic abilities, but also contribute to the development of more innovative and adaptive learning methods according to learners' needs.

4.2.4 The Research Finding Implications

The findings of this research provide valuable insights for educators in designing more effective learning strategies. By integrating descriptive text, multimedia, as well as interactive strategies in English learning, it is expected that students can be more motivated to enrich their vocabulary and improve their writing skills. This research also contributes to the development of more innovative learning methods, which can be adapted to the needs of students in today's digital era.

Practically, the results of this research imply that teachers need to develop more creative and interesting learning methods so that descriptive texts can be used optimally in the classroom. The use of digital media, collaborative exercises, and project-based approaches can be alternatives that help students better understand and master new vocabulary effectively.

In terms of educational policy, this research shows that the English language learning curriculum at the secondary school level needs to pay more attention to the use of descriptive texts as a means of vocabulary development. Providing more varied and technology-based teaching materials can enrich students' learning experience and improve the effectiveness of the learning process.

Thus, the results of this research not only confirm the effectiveness of descriptive texts in vocabulary acquisition, but also provide a foundation for the application of more adaptive and interactive learning methods in English language learning at the junior high school level.

4.2.5 The Research Finding Limitations

The researcher discovered numerous flaws in the research procedure while doing this investigation. Since this was the researcher's first research, there was no prior experience, which resulted in a number of difficulties arising from a lack of understanding and misunderstandings of specific terms and concepts. These problems draw attention to crucial factors that future researchers should take into account when honing their work. The following are some of the limitations noted:

- a) The researcher acknowledges that there are still numerous flaws in the way the research, writing, and data analysis were carried out. The researcher's inexperience has prevented them from doing the research flawlessly.
- b) The Researcher have limited knowledge in processing qualitative data analysis and difficulties in finding appropriate reference materials related to how students' perception of the use of descriptive text in increasing vocabulary.