



STUDENTS' PERCEPTION OF THE USE OF DESCRIPTIVE TEXT IN INCREASING VOCABULARY AT SEVENTH GRADE OF SMP NEGERI 2 HILIDUHO

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ABSTRACT

This study investigates students' perceptions of using descriptive texts to improve English vocabulary acquisition at SMP Negeri 2 Hiliduho. Motivated by students' limited vocabulary mastery, which hinders their comprehension and writing of descriptive texts, the research employs a descriptive qualitative approach involving seventh-grade participants. Data were collected through questionnaires, interviews, and documentation. The findings reveal that descriptive texts provide meaningful context, aiding students in understanding and retaining new vocabulary. The inclusion of media such as images and videos further supports vocabulary learning by enhancing engagement and comprehension. Despite these benefits, challenges persist, including low motivation, repetitive instructional methods, and insufficient use of media, which limit students' ability to relate new vocabulary to real-life contexts. Nevertheless, students expressed generally positive perceptions, noting that descriptive texts made learning more interactive, enjoyable, and useful for vocabulary development and writing improvement. The study recommends that teachers regularly integrate descriptive texts with visual aids and interactive strategies to foster greater student motivation and participation. These findings contribute to the advancement of more effective and engaging English language teaching practices at the junior high school level.

Keywords: *Student Perception, Descriptive Text, Vocabulary, English, Learning Motivation, SMP Negeri 2 Hiliduho.*

1. INTRODUCTION

The acquisition of English language skills plays a pivotal role in the educational domain, particularly in fostering students' competencies to thrive in the era of globalization. A central challenge in this learning process lies in equipping students with essential linguistic abilities. To address this, students are expected to master the four foundational skills in English—listening, speaking, reading, and writing. Listening pertains to the comprehension of spoken language, whereas speaking involves articulating thoughts and emotions orally.

Reading encompasses the interpretation and critical analysis of written materials, and writing refers to the capacity to express information and ideas through written language. These four competencies are inherently interconnected and collectively reinforce the overall learning of English.

In the learning process, textbooks function as a crucial instructional resource. As a primary tool in both teaching and learning activities, textbooks are vital inputs within educational settings. They offer numerous benefits, encompassing a range of components designed to help attain instructional goals aligned with students'

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developmental and academic needs. As highlighted by Richards (2019) in Ayu (2020), textbooks act as the principal source of linguistic input. They encapsulate educational content, support skill development, and present diverse practical English exercises applicable within school environments.

Furthermore, research by Silaen et al. (2023) affirms that the strategic use of descriptive texts can significantly enhance students' command of English. This research underscores the value of employing an interactive and context-driven pedagogical approach, which enables learners to engage more deeply and assimilate new concepts with greater clarity. Descriptive text, in this regard, becomes an instrumental medium through which learners can broaden their lexical repertoire and refine their writing proficiency.

Descriptive texts are compositions designed to depict individuals, objects, settings, or particular circumstances in vivid detail. The aim of such texts is to convey personal experiences—those that may be observed, imagined, or emotionally felt. Typically, these texts employ both first- and third-person perspectives (Rahayu, 2020). It is thus inferred that descriptive writing entails conveying a clear and detailed account of a subject based on the author's experiential understanding.

At SMP Negeri 2 Hiliduho, however, a recurring issue has been identified in students' comprehension skills, particularly in their engagement with descriptive texts. A substantial number of students struggle with understanding and applying the new vocabulary embedded within these texts, which adversely affects their ability to communicate effectively and grasp instructional content. This situation corroborates Wijaya's (2023) assertion that the implementation of appropriate media in vocabulary instruction can significantly improve students' writing abilities. Consequently, descriptive texts are deemed

essential in assisting learners to expand their vocabulary and enhance their writing capabilities. These challenges stem from multiple causes, including diminished motivation, the lack of innovative teaching methodologies, and the use of materials that do not meet students' contextual needs. Evaluation reports from SMP Negeri 2 Hiliduho further reveal that students' vocabulary retention remains inadequate, directly impeding their ability to complete language tasks, especially those involving descriptive compositions.

Among the various writing forms in English education, descriptive writing holds particular significance. This genre provides learners with the opportunity to utilize specific vocabulary in detailing an object, setting, or event. As stated by Isnaeni (2022), engaging students in descriptive writing can simultaneously strengthen their lexical knowledge and writing skills. To achieve this, learners must go beyond mere recognition of vocabulary; they must also practice constructing sentences that effectively describe the subject. Employing descriptive texts in authentic contexts allows for more meaningful and experiential language learning.

Nonetheless, the issue of limited vocabulary acquisition remains a major barrier for students at SMP Negeri 2 Hiliduho. Based on findings by Maneba et al. (2023), inadequate mastery of vocabulary significantly hinders students' writing performance, particularly in the descriptive genre. This deficiency is frequently attributed to an absence of contextual learning. Students often find it difficult to retain and apply new words because instructional methods rely heavily on memorization, without situating vocabulary in real-life situations. The core objective of the present study is to explore students' perceptions regarding the use of descriptive texts in facilitating vocabulary development. Students' perceptions are a critical determinant of the success of any instructional approach. Purnomo and Santosa

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(2023) note that learners' perspectives on instructional strategies can substantially influence their engagement in the learning process. A positive perception of descriptive text usage is likely to boost students' motivation and active participation. Conversely, negative perceptions can result in disengagement and suboptimal learning outcomes. Hence, understanding students' perceptions becomes essential for educators seeking to identify learning obstacles and implement more responsive pedagogical practices.

To address these challenges, the current study recommends the sustained and deliberate use of descriptive texts within the English curriculum at SMP Negeri 2 Hiliduho. This approach entails not only writing practices centered on descriptive texts but also the incorporation of supportive media such as visual aids, videos, and digital tools to enhance students' conceptual understanding. Instructional methods such as guided writing activities and collaborative discussions can be leveraged to promote deeper student involvement. According to Isnaeni (2022), active learning strategies that involve critical thinking and peer interaction can greatly improve learners' motivation and vocabulary proficiency.

In addition, this research seeks to offer practical recommendations tailored for English educators at SMP Negeri 2 Hiliduho. As a junior high school, SMP Negeri 2 Hiliduho plays a vital role in shaping the educational experiences of young learners within its community. Therefore, it is a suitable setting for studies focused on educational innovation and instructional improvement. By analyzing student perceptions, teachers can gain valuable insights into the specific barriers learners encounter, and thus adapt their teaching methods to better meet those needs. The findings of this study are also anticipated to contribute to broader curriculum development efforts, particularly in refining

strategies to support vocabulary learning through the use of descriptive texts.

Ultimately, this research sets out to examine students' attitudes toward the use of descriptive texts in English language learning. The anticipated outcome is to generate actionable insights that can inform more innovative, impactful, and relevant approaches to vocabulary instruction. Additionally, the research aims to enhance the overall effectiveness of English language teaching. Accordingly, this study bears the title: "Students' Perception of the Use of Descriptive Text in Increasing Vocabulary at SMP Negeri 2 Hiliduho."

2. LITERATURE REVIEW

Definition of Perception

Etymologically, perception comes from the Latin perceptio, from percipere, which meaning to receive or take. Hasibuan & Yulizar (2023) A perception is an experience of things, occasions, or connections that is derived through message interpretation and inference. Perception is the process by which sensory stimuli acquire meaning. The process of comprehending or assigning meaning to information from a stimuli is called perception. The process of feeling things, happenings, or connections between symptoms provides stimuli, which the brain processes. The experience of an object or event is typically described using the term perception. The process that integrates and arranges our sensory information (sensing) to enable us to be conscious of our environment, including ourselves, is known as perception. When an individual's organs pick up a stimulus from the environment and send it to the brain, perception occurs. It involves a process of thought that culminates in an understanding. Bimo Walgito (2004) in Yulizar & Hasibuan (2023) states that perception is a process that is preceded by sensing, which is the process of receipt of stimulus by the individual through sensory

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organs or called the sensory process. The process does not stop just like that, but the stimulus is continued and the next process is the process of perception. Kenyon & Sen (2015) in Sunjayanto, Masykuri, & Basuki (2022) Perception is the interaction by which an individual picks, arranges, perceives, and incomprehensible data to appreciate his general climate.

Based on the explanation above, the researcher concludes that Perception is the process of understanding or insight into stimuli that are interpreted by the senses and then interpreted by the brain to produce an understanding of the object, event, or relationship in question. provides insight into stimuli that are interpreted by the senses and then the brain to produce an understanding of the object, event, or relationship in question. Perception uses the analysis and interpretation of sensory data to understand the surrounding environment, including one's own feelings. the process begins with this stimuli received through the sensory organs and continues to the brain and continues processing brain processing to produce understanding. until the result becomes understanding. Perception also enhances a person's ability to understand, appreciate, and actively use information to better understand the world around them.

Factors Influencing Perception

The factors that influence student perceptions in learning include 2 factors, internal factors and external factors:

a. Internal Factors

Internal factors that can affect student perceptions include:

- 1) Interest and motivation to learn
- 2) Cognitive ability
- 3) Previous learning experience
- 4) Personality and individual characteristics of students

b. External Factors

External factors that can affect student perceptions include:

- 1) Teaching methods used by the teacher
- 2) Learning environment
- 3) Interaction with teachers and classmates
- 4) Availability of learning resources and learning media

Process of Perception

The process by which a message or piece of information enters the human brain is called perception. Through perception, humans are always connected to their environment. The five senses are used to do this. This supported by Walgito (2001), Kusumariana (2022) claimed that the following steps illustrate the perception process:

1. Stimulus
2. Registration
3. Interpretation

Definition of Descriptive Text

A descriptive text is one that explains a certain person, location, or object. The simple present tense is typically employed by the researcher in descriptive texts. Describe something, someone, or a location in a descriptive text. The purpose of a descriptive text is to describe something such that the reader or listener can experience it through the writer's six senses: sight, smell, touch, taste, and sound, Vanesa and Setiawati (2021).

Rinastuty (2014) in Rahayu (2020) 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.

Based on the explanation above, the researcher concludes that Descriptive text is a type of text that aims to describe a person, object, place, or certain conditions with details that allow readers or listeners to

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experience the experience through their senses, namely sight, smell, touch, taste, and hearing. This text is usually written in present tense and can use first or third person point of view. Descriptive text serves to convey the writer's experiences, whether they see, read, or feel, so that readers can imagine and feel what is described.

The Purpose of Descriptive Text

The main goal of descriptive text is to provide a clear and vivid depiction of a specific subject, whether it be a person, place, or object. By using detailed observations and sensory language, this type of writing helps readers visualize and understand the topic more deeply.

Generic Structure of Descriptive Text

In descriptive text, there are two general structural components, namely:

1. Identification
2. Description

The Language Feature of Descriptive Text

Rinastuty (2014, p.23) in Rahayu (2020), said that some important characteristics of descriptive text are as follows:

1. Concentrates on particular participants
2. Frequently using classifiers and adjectives in nominal groups
3. Present tense usage
4. Adverb usage

Types of Descriptive Text

Pardede (2023) stated that there are several types of descriptive text namely:

1. Describing People.
2. Description of Places
3. Description of Animals
4. Description of Objects/Things

Definition of Vocabulary

Vocabulary serves as the building blocks of language acquisition. As Haryadi (2022) points out, words are the essential tools

learners need to grasp a new language. Without vocabulary, forming sentences or clearly expressing ideas—whether spoken or written—would be impossible. This is especially true for English learners, where vocabulary knowledge directly impacts overall language proficiency.

Wulanjani (2016) supports this view, emphasizing that vocabulary is just as crucial as pronunciation, grammar, and cultural context in language learning. To truly master English, students must develop a strong command of words alongside these other elements. In fact, effective vocabulary instruction is key to learning a language well, since knowing the right words helps students improve all four core skills: speaking, listening, writing, and reading.

Furthermore, Richards and Renandya (2002) in Derakhshan and Khatir (2015) claimed that a key element of linguistic competency is vocabulary. Students' vocabulary serves as a crucial foundation for their speaking, listening, reading, and writing skills. They further explained that if students can practice new speaking habits as children learn their mother tongue, then the obstacles in vocabulary fluency in a foreign language will be reduced.

In addition, Sari (2022) emphasized that One of the key components of learning English as a second language is mastering vocabulary. This mastery is very influential in understanding, using, and interpreting words, which ultimately supports students' ability to develop overall language skills.

Based on the above, researcher concluded that vocabulary is a core component in language learning that plays an important role as the foundation of communication skills. Vocabulary not only enables sentence formation and perfect expression of thoughts, but also supports the mastery of the four main language skills: speaking, listening, reading and writing.

Vol 8, No 2 (2025): ESTEEM**Types of Vocabulary**

Nation (2001) states in Akhmedova (2022) that there are two types of vocabulary. They are attentive and productive vocabulary. Words that are recognized and understood by both native speakers and foreign learners but are rarely used are referred to as receptive vocabulary. They are utilized passively when reading or listening. Productive vocabulary is utilized actively either in speaking or writing". In general, his reading vocabulary is more than his writing vocabulary, while his listening vocabulary is greater than his speaking vocabulary.

Consequently, it can be said that vocabulary can be taught in four different units: reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary is the vocabulary that people find when they read; listening vocabulary is the vocabulary that people hear and comprehend when they talk to others or watch television; speaking vocabulary is the vocabulary that people use in their everyday conversations; and writing vocabulary is the vocabulary that people use when they write essays, reports, letters, and other types of writing.

Regarding the types of vocabulary, Nation (2001) in Akhmedova (2022), states that there are four types of vocabulary in the text:

1. High frequency words, which account for nearly 80% of the text's running words.
2. Academic words, which typically comprise 9% of the text's running words
3. Technical words, which comprise 5% of the text's running words.
4. Low frequency words, which comprise over 5% of the words in an academic text and are moderately frequent words that did not make the high frequency list.

Relationship between Descriptive Text and Vocabulary Improvement

Vocabulary mastery is an important component of English language teaching.

One of the most effective ways to improve students' vocabulary is through the use of descriptive texts. Descriptive texts, which aim to clearly illustrate an object, time, or student, provide a suitable context for students to learn and understand new words.

The Role of Descriptive Text in Vocabulary Learning

Research published in Journal of Community Empowerment and Innovation by Silaen (2023), Students' vocabulary can grow when descriptive texts are used in English language instruction. Students can learn and comprehend new terms in a clear and succinct context through descriptive texts, which will facilitate their understanding of the words.

In addition, research by Rahman et.al (2019) in the Locana Journal shows that the understanding of Indonesian vocabulary in descriptive text in class IX-D students is in the good category with an average score of 70. This shows that descriptive text can be an effective medium in improving students' vocabulary understanding.

Thus, the researcher concludes that the role of descriptive text in vocabulary learning is an effective medium in learning vocabulary. By presenting words in a meaningful context, these texts help students to understand, remember and use new vocabulary efficiently. This approach also supports the development of other language skills, such as reading and writing, while fostering students' creativity.

3. METHODS**Approach and Type of The Research**

The plan or technique a researcher uses to collect data or research evidence is known as a research method. Following analysis of this data or evidence, new and improved knowledge or information on the issue under study is produced. Adil et al. (2023) say that Scientific approaches to gathering data for certain goals and purposes are known as research methods. The scientific method, data,

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purpose, and specific uses are the four essential terms that must be taken into account. The scientific method denotes that research endeavors are grounded on scientific attributes, including rationality, empiricalness (the techniques employed are perceptible to the human senses), and systematicity (the stages are logical).

This research aims to find out how students' perceptions of the use of descriptive text when learning English in increasing vocabulary at SMP Negeri 2 Hiliduho. The researcher used a qualitative research method that uses descriptive research as a framework. Adnan & Latief (2020) Qualitative approach is a research process, empirical data collection, data analysis and data conclusions until the final result of writing using non-numerical calculations, descriptive, observation, in-depth interviews, content analysis, stories (narratives), journals and open-ended questionnaires. As a result, the researcher can only report on what has occurred or is occurring in qualitative research. In other words, the researcher collects, examines, and draws conclusions from the data for the descriptive qualitative study.

Variable of the Research

Variables in research can be divided into two categories: "dependent" variables, which are impacted by the independent variable, and "independent" variables, which are those that can be altered or modified.

There are two variables found in this research: "Descriptive Text Usage" as the independent variable and 'Students' Perception of Vocabulary Improvement' as the dependent variable. The independent variable, Descriptive Text Usage, is expected to influence the dependent variable, which is students' perception of vocabulary improvement.

Source of Data

Research data sources were sources that provide information or data used in the research process. In this research, researchers will collect data methodically at the research site by conducting interviews, surveys, and documentation.

Instrument of the Research

According to Hardani et al., (2020: 116) Research instruments are tools or facilities used by researchers so that the process of activities, data collection is easier and the results are better.

To collect data for this research, researchers will use research instruments in the form of Questionnaire, interviews and documentation.

Data Collecting Technique

Techniques for collecting and analyzing data are known as data collection techniques. Several data collection methods were used in this study, namely:

- a) Questionnaire
- b) Interview
- c) Documentation

Data Analysis Technique

In this research, data analysis refers to the methodical process of gathering, organizing, and evaluating interview data in order to make it comprehensible and shareable. The following is the analysis method that was employed Hardi (2022) includes :

1. Data Reduction
2. Data Display
3. Conclusion or verification

Vol 8, No 2 (2025): ESTEEM**4. RESULTS AND DISCUSSION****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.

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.

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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.

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.

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

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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.

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.

DISCUSSION

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.

Vol 8, No 2 (2025): ESTEEM**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.

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:

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- 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.

5. CONCLUSION

Based on the research conducted on Students' Perceptions on the Use of Descriptive Texts in Increasing Vocabulary at SMP Negeri 2 Hiliduho, it was found that most students have a positive perception of the use of descriptive texts in learning English vocabulary. Students felt that descriptive texts helped them understand and remember new words more easily due to the presentation of words in a clear and structured context. In addition, students also revealed that descriptive texts increase their interest in learning English, especially since this material is closer to their daily lives and allows them to relate learning to personal experiences. However, some of the challenges faced in using descriptive texts are the limited understanding of sentence structure as well as the lack of variety in the learning resources used.

Overall, this research shows that the use of descriptive text as a learning strategy has a positive impact on students' vocabulary acquisition, although additional support is still needed such as the utilization of technology and a more interactive approach to optimize learning outcomes.

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