

---

## Seventh Graders' Vocabulary Mastery On Descriptive Texts

Resty Amelia Apriyanti Sufian, Cayandrawati Sutiono, Dini Noor Arini

*Universitas Lambung Mangkurat*

[restyamelia1255@gmail.com](mailto:restyamelia1255@gmail.com)

### Abstract

Vocabulary is one among compulsory language elements to be learned by EFL pupils. Possessing a sufficient amount of vocabulary as well as mastering the its utilization is crucial for implementing the language well. Vocabulary mastery is not learnt through specific course at school, albeit it is generally taught integrated along with other language capabilities, for instance reading comprehension in educational process. Therefore, this study emphases on discovering the students' vocabulary mastery on descriptive text, particularly for the seventh-graders of SMPN 25 Banjarmasin by employing quantitative method. There were 32 EFL students which choses as study sample by implementing cluster random sampling technique. A test which distributes by utilizing Google Form of fill in the blanks which consisted of 50 items was utilized as the study instrument. The result showcased that the subjects' vocabulary mastery on descriptive texts was "poor" which was proven by the first-test and second-test mean score which were 61,31 and 61,19 respectively. The parts of speech which thought to be the most difficult by the subjects in the first and the second tests were on adverb along with adjective. Most subjects faced difficulties with the meaning, word choice, as well as word function understanding of parts of speech which made them difficult on deciding the words' position throughout the sentences. The analyst proposed some suggestions; the teacher should provide more explanation toward their pupils regarding the correct utilization of parts of speech position and their role in the sentence, as well as the difference among noun, verb, adjective, along with adverb within the sentence by providing many examples so they can easily regulate the word within the sentence. The EFL pupils were also proposed to learn more regarding noun, verb, adjective, as well as adverb by conducting examination on the word forms and function within the sentence.

**Keywords:** Descriptive Text, Mastery, Vocabulary

## INTRODUCTION

### Study Background

English is a lingua franca. In Indonesia, English was considered a foreign language (EFL) and one among the compulsory subjects to be taught and learnt within every educational institution at formal school, initiated from junior high school, senior high school, until college level. As mentioned within the 2006 Curriculum, English is a communication device which utilized orally and written. It is employed for communicating, understanding, and conveying information, feeling, thought, along with ideas. Thus, it is correlated with the capability of producing and understanding oral and written products.

There are four language mastery which have to be mastered by students; listening, speaking, reading, and writing. However, for being able to utilize all four language capabilities, the pupils are required to possess vocabulary mastery first, and realize how to use it well.

Vocabulary is one among the significant language components. As stated by Aslan (2016, p. 1), vocabulary is the main elements among others while learning a new philological due to its learning process occurred by acquiring new words. Additionally, Mehta (2009) who stated that it is the initial and primary step in a language attainment. Based upon those definitions, it can be concluded that vocabulary is the key

---

component which must be grasped by EFL students in language learning. By possessing a boundless vocabulary mastery, the students can grasp the language well.

The vocabulary mastery is crucial for building up students' knowledge due to its function and role as the key component within target language. Possessing adequate vocabulary as well as mastering their utilization is important in implementing the language well.

According to Rivers (1981) in Nilforoushan (2012), vocabulary mastery cannot be taught. Fortunately, it could be introduced, described, explained, as well as included and integrated within all kinds of activities, such as reading comprehension. Albeit, how well it was acquired still depended on the individuals. Thus, this capability is not specifically taught in school. Based upon the syllabus (K-13) of Junior High School, the goal of English educational process within junior high school is the capability for comprehending some types of texts in the form of descriptive, procedure, recount, narrative, and report. Language learners required a great range of vocabulary for being able to comprehend an English written text, comprehend the text message as well as speak and write in English. Vocabulary said to have a strong relationship along with reading comprehension. Vocabulary knowledge is crucial in conducting reading comprehension as it is determining how the readers' performance in comprehending the text as well as how well they properly utilized the words.

Vocabulary and text are interconnected where the text itself was a group of vocabularies which constructed with words, phrases, paragraph, or sentences. Subsequently, vocabulary is the primary aspect within the text. Through text, many vocabularies called parts of speech including noun, verb, adjective, and adverb could be discovered (Hatch & Brown, 2001, p. 218). Thus, while reading, vocabulary influences readers' capability form comprehending and knowing the appropriate utilization of words within the sentence.

The motive why the analyst intrigued picking and conduct the study at SMPN 25 Banjarmasin was due to the experience she had during the PPL program and acquired revelation that the seventh-graders within the school faced difficulties in English vocabulary, like when, where, and how do we utilize a noun, adjective, verb, as well as adverb, along with knowing their function within sentences. Additionally, they faced difficulties in comprehending the unfamiliar words' meanings.

### **Study Objective**

The study emphases on discovering the students' vocabulary mastery on descriptive texts for the seventh graders of SMP Negeri 25 Banjarmasin.

### **Study Scope**

The study is conducted for discovering the students' vocabulary mastery on descriptive texts for the seventh graders of SMP Negeri 25 Banjarmasin. The vocabulary itself encompasses on parts of speech. According to Hatch and Brown (2001), the parts of speech are including verb, noun, adjective, along with adverb. The analyst enquired the EFL pupil for choosing the appropriate words to fill in the blanks of the missing words within the sentence.

## **STUDY METHODOLOGY**

### **Study Method**

---

The study employed quantitative method. In accordance with Arikunto (2014, p. 27), quantitative study is a study based upon numbers, ranging from data collection and result interpretation which would be based upon the students' test score.

### **Study Setting**

The analyst conducted the study at SMPN 25 Banjarmasin which located Jl. Intan sari, RT.44, No.1 Basirih. Banjarmasin Barat, Kalimantan Selatan 70245.

### **Population and Sample**

#### ***Population***

In educational study, the population are groups of individuals (Fraenkel & Wallen, 2009) who also correlated to educational field, such as students and teachers. In this study, the population was all seventh graders of SMP Negeri 25 Banjarmasin with 121 students altogether that divided into four classes.

#### ***Sample***

Sample is the small cluster taken from the population where crucial information is attained (Fraenkel and Wallen, 2009, p. 93). Hence, the analyst was required for picking a number of participants from the whole population. Furthermore, the data would be collected from the chosen study samples. In this study, the analyst utilized a cluster random sampling as a sample obtaining technique. Fraenkel and Wallen (2009, p. 96) defined that cluster random sampling is comparable to simple random sampling excluding that groups rather than individuals are randomly selected. The chosen sample candidates were class VIIA, VIIB, VIIC, and VIID. Two classes were selected by employing lottery. The class VIID was chosen for tryout test while class VIIA as the study sample.

### **Data Collection Instrument**

As stated by Fraenkel and Wallen (2009, p. 110), instrument was the whole process data collecting preparation. To carry out a study, the analyst was required to utilize instrument for obtaining the necessary and accurate data. In this study, a test was distributed to the chosen class.

Test is a process which was done for measuring the knowledge, capability, intelligence, as well as an individual or group's competency (Brown, 2003, p. 3). Since the study purpose was for discovering the EFL pupils' mastery of English vocabulary for seventh-graders at SMPN 25 Banjarmasin, the material of the distributed test was taken from English book for seventh-grade published by Intan pariwara. The test was distributed twice through Google Form and consisted of 50 items and in those tests, the subjects were required to fill in the blanks by choosing the appropriate word for completing the sentence provided in the box.

### **Data Collection Technique**

As previously stated, the analyst utilized a test as study instrument. Since the government has temporarily closed all schools to limit the spread of Covid-19; hence, all of the educational activities in the school were carried out through online means. Therefore, the data collection were also conducted through the same mean. The steps for carrying out the data collection could be seen below.

1. The analyst prepared the test instrument in the Google Form.
2. The analyst acquired permission from English teacher for joining their Whatsapp group.
3. Before conducting the test, the analyst conducted the tryout test for checking and determining the test reliability. The analyst conducted the online test by sending a link from Google Form to the students through the Whatsapp group accompanied by simple explanations along with instructions to the students on how to conduct the test. On the Google Form, the analyst set 60 minutes for time limitation for students to finish the test.
4. Then, one week later the analyst distributed the second test to the same class (VIID) which was similar with the first test's content.
5. The analyst checked and analyzed the acquired data and wrote the study finding.

### **The Validity and Reliability of the Instrument**

#### ***The Validity of Instrument***

Validity is the most crucial aspect to be considered when preparing or choosing an instrument to be utilized (Fraenkel & Wallen, 2009, p. 150). To make sure that the test instruments are possessing good validity, a check on the validity had to be carried out. In this study, the content validity was employed. The analyst used this validity due to the test was based upon the seventh graders' syllabus utilized at SMPN 25 Banjarmasin. The checked test was consisted of the material which has been taught by EFL teacher.

Before distributing it, it was compulsory to check the validity judgment. The validation was done by two EFL teachers stationed at the chosen school, namely Mrs. Roshana H, S.Pd and Mr. Syaiful Wahyudi, S.Pd. The expert validation result showcased that the test was valid. The test has fulfilled the criteria of 1) the tests were related to the syllabus for VII grade indicator. 2) The items were suitable in term of difficulty level, 3) The items have reflected the syllabus well, 4) The alternative was homogenous and logical, 5) The test items were clear and precise, 6) Encompasses details needed before answering the test (name as well as class), 7) Clear direction on how to answer the test, 8) Clear number of test items, 9) The utilized wordings were appropriate with the EFL students' current English knowledge, 10) The time allocation was sufficient for the test takers (60 minutes).

#### ***The Reliability of Instrument***

In accordance with Fraenkel and Wallen (2009, p. 154), reliability was referred from the scores consistency which acquired by how consistent they are for each individual from one instrument administration to another as well as one item set to another. Thus, the test would be presumed as dependable when it showcased a consistent outcome. Test reliability utilized for measuring an instrument tool whenever that instrument was employed. The test result was calculated by implementing Pearson's Product Moment, the formula as follow:

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{N \sum X^2 - \sum X^2} \sqrt{N \sum Y^2 - \sum Y^2}}$$

- $r_{xy}$  = correlation coefficient  
 $N$  = number of the sample  
 $X$  = the sample scores on the first test  
 $Y$  = the sample scores on the second test  
 $\sum X$  = sum of the X scores

$\sum Y$  = sum of Y scores  
 $\sum X^2$  = sum of squared X scores  
 $\sum Y^2$  = sum of squared Y scores  
 (Arikunto, 2014, p. 319)

Then, the test correlation coefficient degree can be categorized based upon the table below.

**TABLE 1. The Degree of Correlation Coefficient Category**

Interval	Category
0,800-1,00	Very High Correlation
0,600-0,800	High Correlation
0,400-0,600	Moderate Correlation
0,200-0,400	Low Correlation
0,000-0,200	Very Low Correlation

For discovering whether the utilized instrument was reliable or not, a tryout was conducted. The test was distributed twice which intended to acquire the test reliability. To achieve reliability, test and re-test method were utilized. The tryout test was administered twice on Thursday of 26<sup>th</sup> November 2020 and on Tuesday of 2nd December 2020 which was done at class VIID, that possess the same level compared to respondents. The first test's result was then correlated with the result of the second one. Next, it was calculated by Pearson's Product Moment formula. Which resulted with 0,624, it means that the coefficient correlation degree of the test was high. Furthermore, it could be settled that the utilized instruments in this study were reliable. The detail could be seen below.

**TABLE 2. Reliability Data from Tryout Class**

Students' Name	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
AAP	30	33	900	1089	990
A	25	28	625	784	700
AA	29	21	841	441	609
COR	38	35	1444	1225	1330
DR	25	35	625	1225	875
F	21	31	441	961	651
LP	24	30	576	900	720
L	30	28	900	784	840
MAS	18	25	324	625	450
M	28	20	784	400	560
MAQM	25	31	625	961	775
MR	28	30	784	900	840
MS	32	35	1024	1225	1120
MW	37	37	1369	1369	1369
N	34	36	1156	1296	1224
PL	24	32	576	1024	768
P	25	26	625	676	650

R1	28	32	784	1024	896
RHB	31	35	961	1225	1085
R2	17	15	289	225	255
RH	28	24	784	576	672
RR	22	27	484	729	594
RF	30	31	900	961	930
RA	37	32	1369	1024	1184
SA1	29	27	841	729	783
S	20	25	400	625	500
SA2	40	39	1600	1521	1560
SZ	28	25	784	625	700
ZK	27	22	729	484	594
$\Sigma$ (Total)	<b>810</b>	<b>847</b>	<b>23544</b>	<b>25633</b>	<b>24224</b>

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{N \sum X^2 - \sum X^2} \sqrt{N \sum Y^2 - \sum Y^2}}$$

$$r_{xy} = \frac{29.24224 - 810847}{\sqrt{29.23544 - 8102} \sqrt{29.25633 - 8472}}$$

$$r_{xy} = \frac{702.496 - 686.070}{\sqrt{682.776 - 656.100} \sqrt{743.357 - 717.409}}$$

$$r_{xy} = \frac{16.426}{26.676} \times 25.948$$

$$r_{xy} = \frac{16.426}{26.309,48}$$

$$r_{xy} = \mathbf{0,624}$$

**Data Analysis**

This study employed a quantitative method for the data analysis. Hence, the data were reported quantitatively or by scores (Frankael & Wallem, 2012). In quantitative data analysis, the analyst employed the score as well as percentage procedure. It utilized to discover how many percent the students master the test material.

The acquired data from the test was then analyzed by implementing the procedures as follows:

1. Scoring the data based upon the students' correct answer. Each correct answer was then regarded as one point, if they could answer all the items correctly, they would get 100 as a maximum score. To acquire the score, the following formula was utilized:

$$Score = \frac{\text{The total correct answer}}{\text{Total number of questions}} \times 100$$

2. Data interpretation employed for giving interpretation toward data in tabulating. In this study, the analyst utilized the category as follow:

**TABLE 3. The Students' Score Category**

Score	Category
92-100	Excellent
77-91	Good
70-76	Fair
<70	Poor

(Adapted from SMP Negeri 25 Banjarmasin)

3. Discovering the mean score of the students' vocabulary mastery was carried out by using the formula below:

$$M = \frac{\sum fx}{N}$$

M : the students' mean score  
 $\sum fx$  : the students' total score  
N : number of students in the classroom

(Arikunto, 2014, p. 232)

4. For calculating the students' mastery percentage toward the vocabulary on parts of speech; noun, verb, adjective and adverb, the formula as follow was employed:

$$P = \frac{F}{N} \times 100\%$$

P : percentage of each kind of vocabulary  
F : number frequency of each kind of correct of vocabulary  
N : total items of each kind of vocabulary

(Mayasari, 2012, p. 24)

## STUDY FINDINGS AND DISCUSSIONS

### Data Description

The study aimed to discover the students' mastery over the vocabulary of descriptive texts on the seventh grade of SMP Negeri 25 Banjarmasin. The data were analyzed through quantitative method.

The study was conducted at the said school which has four seventh-grade classes; they were VIIA consisting of 32 students, VIIB consisting of 32 students, VIIC consisting of 28 students, and VIID consisting of 29 students. The total students were 121.

After the implementation of cluster random sampling technique, VIIA members were chosen as the respondents which consisted of 32 students. For obtaining the required data, the analyst conducted online method by using Google Form, which was consisted of 50 test items. The test was carried put twice and the subjects were given 60 minutes to finish each test. While conducting the test, it was required for the chosen EFL pupils to fill in the blanks by picking the appropriate answer for completing the sentence provided in the box. In the vocabulary test, the items were categorized into 4 parts of speech by Hatch and Brown (2001), they were noun, verb, adjective as well as adverb.

### Study Finding

#### *The Student's Tests Score*

The student's score on the vocabulary test was gained by calculating their total correct answer of all items. Then, the result was interpreted for determining the category of students' vocabulary mastery. The scores were categorized based upon the table 3 which. The classification of the student's result can be seen in the following table.

**Table 4. The Student's Scores of Test 1 and Test 2**

Score	Number of Students		Category
	Test 1	Test 2	
92-100	-	-	Excellent
77-91	1	1	Good
70-76	8	9	Fair
<70	23	22	Poor
<b>Total</b>	<b>32</b>	<b>32</b>	

Based upon the presented data above, in the first test no student acquired score 92-100 (excellent category), there was only 1 who achieved the score 78 (good category), 8 got the score 70-76 (fair category), whiel 23 of them acquired the score <70 (poor category). As for the second test, no one got the score 92-100%, 1 student got the score 78 (good category) which was same amount as the first test, 9 students achieved 70-76 (fair category), and 22 students got the score <70 (poor category).

The Minimum Mastery Criteria (KKM) at SMPN 25 Banjarmasin on the English subject was 70. Based upon the data regarding the first test, 9 students achieved the KKM, while 23 did not. Moreover, in the second test, only 10 students achieved the KKM while 22 of them did. The mean score of students' vocabulary mastery on the first test was 61,31 while the second one was 61,19. It can be settled that the student's vocabulary mastery fell into poor category due to the achieved mean scores were below the Minimum Mastery Criteria (KKM). The detail could be seen on the following data.

**Table 5. The Student's Scores list of Test 1 and Test 2 VIIA (respondents)**

No.	Name	Class	Score	
			Test 1	Test 2
1	A	VIIA	70	72
2	AG	VIIA	58	54
3	AS	VIIA	68	66
4	AM	VIIA	72	74
5	A	VIIA	68	68
6	AP	VIIA	62	60
7	AR	VIIA	60	70
8	CA	VIIA	50	48
9	FA	VIIA	60	60
10	FAR	VIIA	68	78
11	FA	VIIA	70	68
12	GAY	VIIA	66	70

13	GZMA	VIIA	74	68
14	H	VIIA	64	68
15	IPS	VIIA	48	50
16	IAP	VIIA	72	72
17	J	VIIA	34	46
18	K	VIIA	60	62
19	MA	VIIA	62	46
20	MG	VIIA	50	62
21	MPR	VIIA	68	60
22	MF	VIIA	44	46
23	M	VIIA	70	70
24	MR	VIIA	56	52
25	MAJ	VIIA	34	34
26	MMR	VIIA	56	54
27	MWK	VIIA	78	70
28	MYP	VIIA	66	50
29	MZN	VIIA	70	74
30	MZA1	VIIA	46	50
31	MZA2	VIIA	76	74
32	SM	VIIA	62	62
<b>SUM</b>			<b>1962</b>	<b>1958</b>

### The Mean Score of Students' Mastery of Vocabulary

#### Test 1

The total score of the students was 1962, so the mean is:

$$M = 1962/32$$

$$M = 61,31$$

#### Test 2

The total score of the students was 1958, so the mean is:

$$M = 1958/32$$

$$M = 61,19$$

### *Kinds of Parts of Speech that Student's got difficulties to Understand*

In the distributed vocabulary test, the items were divided into 4 parts of speech; noun, verb, adjective and adverb. When the analyst calculated the parts of speech test result from 50 test items, it could be discovered the kinds of parts of speech which students had difficulties comprehending. For further information, it can be seen in the table below:

Table 6. The Student's Correct Answer Test 1

No.	Parts of Speech	Total of Item	Students Correct Answer	Percentage
-----	-----------------	---------------	-------------------------	------------

1.	Noun	15	291	29,66
2.	Verb	15	298	30,38
3.	Adjective	10	198	20,18
4.	Adverb	10	194	19,78
<b>Total</b>		<b>50</b>	<b>981</b>	<b>100</b>

The test result revealed that students had difficulty with vocabulary of parts of speech. Based upon the table above, it can be known that from 50 items test, there were 981 correct answers. From the percentage on the table, an adverb was the most difficult vocabulary aspect faced by the subjects, from 10 items only 194 (19,78%) answered correctly, followed by an adjective, from 10 items only 198 (20,18%) answered correctly, as for noun from 15 items only 291 (29,66%) answered correctly, and lastly, verb, from 15 items only 298 (30,38) answered correctly.

As for the second test, the detail can be seen in the following table:

**Table 7. The Student's Correct Answer Test 2**

No.	Parts of Speech	Total of Item	Students Correct Answer	Percentage
1.	Noun	13	251	25,64
2.	Verb	16	314	32,07
3.	Adjective	11	219	22,37
4.	Adverb	10	195	19,92
<b>Total</b>		<b>50</b>	<b>979</b>	<b>100</b>

Based upon table 7, it can be known that from 50 test items, there were 979 correct answers chosen by the subjects. According to the percentage, an adverb was the most difficult vocabulary aspect faced by the EFL pupils, from 10 items, only 195 (19,92%) answered correctly, followed by an adjective, from 11 items, only 219 (22,37%) correctly answered, as for noun from 13 items, only 251 (25,64%) answered correctly, and lastly, verb, from 16 items only, 314 (32,07) answered correctly.

### Discussion

In this part, the analyst discussed the study finding based upon the test results. In this study, the test was divided into some categories. The categories were based upon the word classification stated by Hatch and Brown (2001, p. 218). Word classification or also called parts of speech consisted of noun, verb, adjective, and adverb.

Based upon the finding on the first and the second tests, adverb became the most difficult vocabulary aspect that students had, followed by an adjective, noun, and verb.

On adverb, the analyst discovered that the students were still confused on picking the appropriate word for completing the sentence. It was shown on item number 8, fifteen students (47%) chose the wrong answer. In the sentences, “*All students in my school very like her because she treats us (8) \_\_\_\_\_.*” Some students pick the word ‘discipline’ and the word ‘helps’. Both of the words were wrong due to their category, which was a kind of adjective, whereas, the word ‘kindly’ was the correct answer for completing the sentence. Then, on item number 24, sixteen students (50%) picked the wrong answer. In the sentences “*When I opened the first page of the book, I was (24) \_\_\_\_\_ surprised*”. They tended picking the ‘start’ for completing the sentence due to the familiarity they had with the word compared to an adverb ‘very’, whereas, the word ‘very’ was the correct answer. Furthermore, on item number 27, twenty students (37%) picked the wrong answer. In the sentences, “*I can (27) \_\_\_\_\_ understand the content of the book by only focusing on the pop-up pictures*”. Some students chose the word ‘are’ for completing the sentence. To be ‘are’ was a part of verb, not an adverb, the word ‘easily’ was the appropriate answer for completing the sentence. Another item was on item number 42, thirteen students (41%) picked the wrong answer. In the sentences “*Their feet are (42) \_\_\_\_\_ strong because those feet are used to jump.*”, some study subjects answered the with ‘cleans’ and some chose the word ‘active’ for completing the said sentence. Those words were inappropriate due to both of them were adjectives, not an adverb, whereas the word ‘very’ was the correct answer. It showcased that they could not did comprehend the text as well as the word function well. Then on adjective, the analyst discovered that the study subjects faced difficulties in picking the correct answer due to the lacking of comprehension regarding the meaning and the function of the adjective within the sentence. It was shown on item number 1, twelve students (37%) picked the wrong answer. In the sentences, “*My house is not big, but for me and my family, it is very pretty and (1) \_\_\_\_\_ to live in*”. The analyst discovered that they mostly tended picking the word ‘verandah’, moreover, they just guessed picking the appropriate answer for completing the sentence. The word ‘verandah’ was a noun, whereas, the word ‘cozy’ was the right answer since it was an adjective which explained the place where you were stayed (house). Moreover, on item number 7, eleven students (34%) picked the wrong answer. In the sentences, “*There is a (7) \_\_\_\_\_ area at the back of my house*”. Mostly chose the word ‘environment’. The word ‘environment’ was a noun too, therefore, the word ‘spacious’ was the appropriate answer since the word ‘spacious’ was an adjective that described the noun ‘area’ which gave the information about the area by indicating large. Then on item number 40, eighteen students (56%) picked the wrong answer. In the sentence, “*My family and I have (40) \_\_\_\_\_ chats or small talk together there*”. Some study subjects picked the word ‘sell’ as well as ‘garden’. Those words were not appropriate since the right answer was ‘casual’. Not only on the vocabulary aspect of adverb and adjective, the analyst also discovered that y had difficulties on noun and verb as well.

On the noun aspect, the analyst discovered that students also did not know the word function well, therefore they only guessed and then picked the answer for completing the sentence. It was shown on item number 3, eighteen students (56%) chose the wrong answer. In the sentences, “*The front part of my house building there is a (3) \_\_\_\_\_ . There are two chairs and one table*”. They tend picking the word ‘garage’. As a kind of parts of speech, the word ‘garage’ was correct as a kind of noun, but the meaning was wrong, whereas, the word ‘verandah’ was the most appropriate for completing the sentence. Moreover, on item number 11, thirteen students (41%) picked the wrong answer. In the sentences, “*She wants to be an (11) \_\_\_\_\_ when she grows up. Her favorite artists are Taylor Swift, Sherina Munaf and s Maudy Ayunda.*” The analyst discovered that most study subjects chose the word ‘stylishly’ for completing the sentence. The word ‘stylishly’ was not appropriate because it was an adverb. The previous sentence encompassed a singular

noun where a common noun in the singular number requires an article before it so the correct word was 'artist' which was a noun.

Last was regarding verb. The analyst discovered that students faced difficulties in differentiating between 'subject' and 'to be' which commonly utilized in the sentence. They paired verb 'to be' (am, is, and are) with the wrong subject. It was shown on item number 23, nine students (28%) picked the wrong answer. In the sentences, "*My favorite books (23) \_\_\_\_\_ about history, fiction, technology and rumor*". Most students tend picking the word 'is'. However, based upon the sentence, the word 'books' was plural or more than one noun, therefore the appropriate (to be) for completing the sentence was 'are'. additionally, on item number 18, fourteen study subjects (44%) picked the wrong answer. In the sentences, "*Her voice (18) \_\_\_\_\_ beautiful and unique and so charismatic*". Most students picked the word 'talented'. The word 'talented' was categorized as an adjective, not verb. Whereas, the appropriate word for completing the sentence was 'sounds' which correlated to the subject 'her voice' for stating the voice being beautiful.

## CONCLUSION AND SUGGESTION

### Conclusion

Based upon the study finding conducted in this study, it can be settled that the EFL pupils' mastery over vocabulary of descriptive texts for the seventh graders of SMPN 25 Banjarmasin was poor. It was proven by the mean score of the students where the mean score of the first test and the second one were 61,31 and 61,19 respectively which both fell into poor category according to the Minimum Mastery Criteria (KKM) implemented at SMPN 25 Banjarmasin. From the total of 32 students, 23 students did not achieve the KKM in the first test, and 22 of them did not achieve KKM in the second test.

Additionally, the most difficult parts of speech which was shown by the study subjects both in the first and the second tests were in the aspect of adverb and adjective. An adverb of the first test, from a total of 981 correct answers, only 194 (19,78%) answered correctly, then, in the second test, from a total of 979 correct answers, only 195 (19,92%) answered correctly. Then, an adjective in the first test, from 10 items, only 198 (20,18%) answered correctly, and in the second test, from 11 items, only 219 (22,37%) answered correctly. Most students faced difficulty over the meaning, word choice, and word function, as well as comprehending parts of speech. It made them difficult in deciding a word's position within the sentences, such as where should they put a noun, after or before an adjective or whether an adjective put before the verb or after the verb, as well as which 'to be should be utilized based upon the subject.

### Suggestions

Considering the study outcome, the analyst was willing to provide some suggestions for both the English teachers and the students.

#### 1. For the Teacher

- a. The teacher should provide extra explanations for the students regarding the correct utilization of parts of speech as well as their function within the sentence.
- b. The teacher should explain and emphasizes more on the difference among noun, verb, adjective, as well as adverb in the sentence by providing many examples to the students, therefore they can determine the word in the sentence with ease.

#### 2. For the Students

---

The students should conduct extra study on vocabulary, especially on noun, verb, adjective, and adverb by examining the word forms, functions, and positions within the sentence.

#### REFERENCE

- Arikunto, S. (2014). *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Aslan, E. (2016). A Study on the Use of Mobile Dictionaries in Vocabulary Teaching Marmara University. *Journal of Language and Linguistic Studies*, 12(1), 1-8.
- Brown, H. D. (2003). *Language Assessment: Principle and Classroom Practice*. New York: Longman Cambridge University Press. Non-Finite Verb. In *Cambridge Dictionary*. Retrieved February, 18, 2020, from <https://dictionary.cambridge.org/dictionary/english/non-finite>
- Fraenkel, J. R. & Wallen, N. E. (2009). *How to Design and Evaluate Study in Education*. New York: McGraw-Hill
- Hatch, E. & C. Brown. (2001). *Vocabulary, Semantic and Language Education*. Foreign Language Teaching and Study Press.
- Mayasari, I. (2012). *The Correlation between Vocabulary Mastery and Reading Comprehension of the Eight Year Students of SMP Negeri 16 Palembang*. Palembang: Muhammadiyah University Palembang.
- Mehta, K. M. 2009. Vocabulary Teaching: Effective Methodologies. *The Internet TESL Journal*, Vol. XV, No. 3, 2009. Available at <http://iteslj.org/Techniques/Mehta-Vocabulary.html> (accessed on Tuesday, July 16<sup>th</sup> 2019. 16.42).
- Nilfroushan, S. (2012). The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' of the Affective Dimensions of Deep Vocabulary Knowledge. *Canadian Center of Science and Education*, 5(10), 164-172.