AN ANALYSIS OF STUDENTS' VOCABULARY MASTERY ON CONTENT WORDS IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 7 BANDAR LAMPUNG

Undergraduate Thesis

By

Fairuz Khansa Yolanda

1953042009

ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATIONFACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF LAMPUNG BANDAR LAMPUNG 2023

ABSTRACT

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The aims of this research were to analyze the students" vocabulary mastery in their descriptive text. This research is quantitative research. The population was first-grade students of SMAN 7 Bandar Lampung. The samples were 20 students of class X.12. The data was collected by using the test to analyze the content word test in writing descriptive text. The researcher used four types of content words such as noun, verb, adjective, and adverb. The result showed that noun is 456 and percentage 7.60%, verb with a total of 339 and percentage 5.65%, adjective with a total 248 and percentage 4.13%, and adverb with a total 183 and percentage 1.53%. Based on the four content words, it shows that the most used type is noun.

Keywords: *vocabulary mastery, content words, descriptive text*

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Research Title : **AN ANALYSIS OF STUDENTS' VOCABULARY MASTERY ON CONTENT WORDS IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 7 BANDAR LAMPUNG**

Student's Name : *Fairuz Khansa Yolanda*
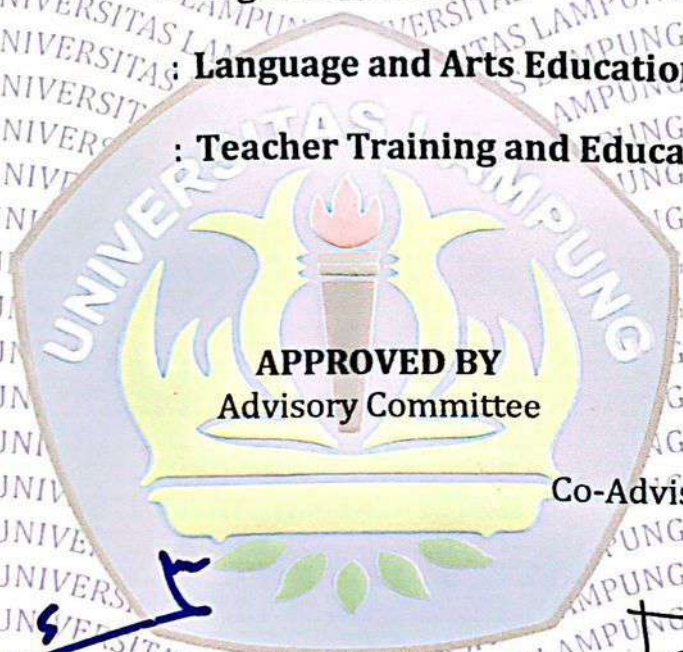
Student's Number : **1953042009**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor   Co-Advisor

Dr. Feni Munifatullah, M.Hum.   **Khairun Nisa, S.Pd., M.Pd.**
NIP 19740607 200003 2 001   NIK 231804921003201

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

   Chairperson : **Dr. Feni Munifatullah, M.Hum.**

   Examiner : **Prof. Ag. Bambang Setiyadi, Ph.D.**

   Secretary : **Khairun Nisa, S.Pd., M.Pd.**
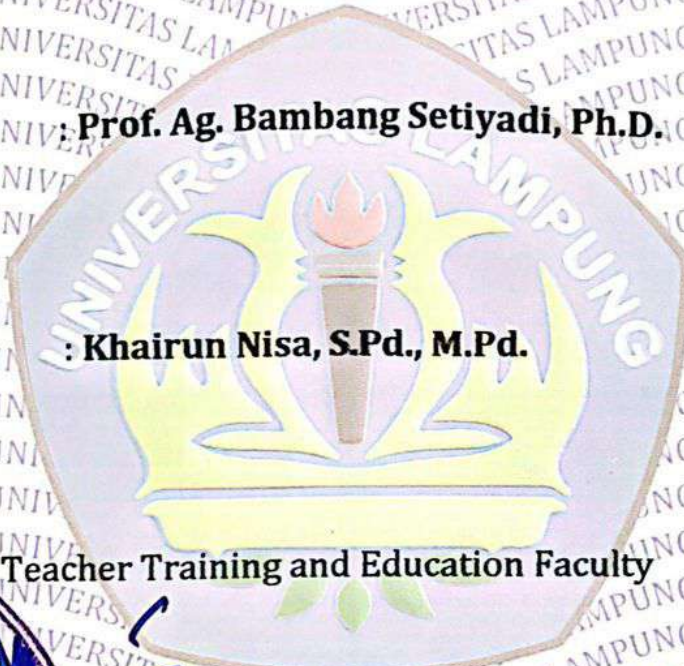
2. The Dean of Teacher Training and Education Faculty

   Prof. Dr. Sunyono, M.Si.
   NIP 19651230 199111 1 001

Graduated on : **October 16th, 2023**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Fairuz Khaansa Yolanda

NPM 1953042009

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : An Analysis of Students" Vocabulary Mastery on Content

Words in Writing Descriptive Text At the First Grade of

SMAN 7 Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 16 Oktober 2023

Yang membuat pernyataan,

Fairuz Khansa Yolanda

NPM 1953042009

CURRICULUM VITAE

Fairuz Khansa Yolanda was born on May 16th, 2001 in Jakarta. She is the first child of three siblings of Iwan and Nofitri. She has one brother and one sister, Muhammad Helmi Ilham and Jihan Athallah Azalia.

She graduated from SD Negeri Kebon Bawang, Tanjung Priok, Jakarta Utara in 2013. After that, she continued her study at SMP Negeri 65 Jakarta and graduated in 2016. She then continued her study at SMAS Perintis 1 Bandar Lampung, Lampung and graduated in 2019.

In 2019, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Lampung University. She did KKN at Pempen Village, Lampung Timur from June to August 2022 and conducted PLP at SMA Yadika Natar, Lampung Selatan from September to October 2022.

MOTTO

"Do not be sad, because indeed Allah SWT is with us.''

QS. At-Taubah (9:40)

"Allah does not burden a person except according to his ability.''

QS. Al-Baqarah (2:286)

DEDICATION

I dedicate this thesis to:

My beloved parents, Mr. Iwan and Mrs. Nofitri. Thank you for all the support, both morally and materially, love, and all the prayers for me.

My beloved brothers Muhammad Helmi Ilham and Jihan Athallah Azalia. Thanks for the support and prayer.

My extended family, friends, comrades in arms, and you always provide support and motivation and accompany me in joy and sorrow in achieving my success.

My beloved lecturers and my almamater, University of Lampung.

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Having completed this work, the author realized that some individuals always supported and gave her a helpfulsuggestions in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

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Bandar Lampung, October 16th, 2023
The Writer

Fairuz Khansa Yolanda

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I. INTRODUCTION

This chapter discusses the background of the problems, the research question, objectives of the research, scope of the research and the definition of terms.

1.1. Background of The Problem

Vocabulary is one of the English components that needs to be mastered by the learners. When learners are learning a new language, they should have a lot of vocabulary in order to make use of their language into four language skills that are listening, speaking, reading, and writing. In other words, if the students master vocabulary, the students will be able to produce so many sentences easily either in spoken or written in learning English. It is difficult for the learners to express their opinions, ideas, and feelings if they have limited vocabulary. They will find difficulties in arranging a sentence to express or m astering their language skills because of having too limited vocabularies.

Laufer (1997:140) states that learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible. In other words, it means that learning vocabulary cannot be separated from other language skills, such as listening, speaking, reading and writing. The more words the learners know, they will be more better to understand what they

hear or read. And, the more words they have, they will be more accurate to express their ideas in spoken or written form. According to Hatch and Brown (1995), vocabulary refers to a list or set of words for a particular language or a list of words that individual speakers of a language might use.

Vocabulary is also a collection of words that are part of a language, it is used to make a sentence in order to communicate or convey a message. Besides, vocabulary, as the information carrier, plays an indispensable role of language. When this vocabulary is combined with several words, it will form a sentence and have a meaning that is used to interact or communicate with each other. In understanding a written or spoken text will largely depend on vocabulary proficiency. If you have enough vocabulary, you will easily understand the points, whether it is delivered in a written text or messages shown in spoken. Therefore, it is important for the students to learn vocabulary as the basic competence to learn those four skills in English as Cameron (2001) states that vocabulary is a base to the learning of a language at the initial level.

Learning vocabulary is a very important part of learning a language. Thus, learning vocabulary is a central component of language learning. Vocabulary itself is a core component of language proficiency and becomes the basis for how well the learners listen, speak, read, and write. Without having vocabulary mastery, it is difficult for learners to convey the information which they want to express.

So that it can be said, the use of a person's language through vocabulary selection

can determine the increase in that person's vocabulary. Syarifudin (2014) states that Vocabulary is the first thing to learning a language and also an essential part of the language as a communication tool. It means when they want to convey our perception or opinion, we may need to use vocabulary.

In schools, the students are introduced and taught English like other important subjects as one of compulsory subjects. Vocabulary learning is central to language learning, whether the language is first, second, or foreign recent years specialists now emphasize the need for a systematic and principled approach to vocabulary by both teacher and the learner. Therefore, without mastering enough vocabulary, it would be impossible for people to reach the goal (Thornbury, 2002). One of the main problems faced by students in mastering and learning English was a lack of vocabulary. Therefore, vocabulary is one of the elements that cannot be separate from language learning since it links the four language skills: listening, speaking, reading, and writing.

Descriptive text is a text that describes people, animals, and things by correctly and accurately considering the purpose, structure, and language elements of the text. According to Gerot and Wignell (1994), descriptive text is a text type we use when we want to describe how something looks, smells, feels, acts, tastes, and sound. Basically, it provides details about characteristics of things, places, or people. Students can use their imagination and perceptual sense in descriptive texts to make the reader hear, taste, smell, see, and feel as they present a good word about the subject. Furthermore, when writing descriptive text, readers will begin to imagine or imagine the text that has been written. The purpose of

descriptive text is to describe and reveal a particular person, place, or thing.

Previous research was conducted by Nurhidayah (2018), a study about The effect of students‟ vocabulary mastery on writing skills at eleventh-grade students of SMAN 13 Makassar. The objective of this research was to get empirical data and analyze the students‟ vocabulary mastery in their descriptive text at eleventh-grade students of Senior High School. Data collection was done by giving test (make a descriptive text in three paragraphs based on the topic provided) analyzing students‟ vocabulary mastery. The result of the study identified if there was an effect of students‟ vocabulary mastery to their writing skills.

Another researcher, Pijarnsarid, et al (2017). The purpose of this study was to study the content words used in a school textbook, Team Up in English 3, used for Grade 9 students, and to study the frequency of content words used in a school textbook, Team Up in English 3, used for Grade 9 students. The study found that nouns is used with the highest frequency (79), followed by verb (58), adjective (46), and adverb (24). With the nouns analyzed, it was found that the Modifiers +N used with the highest frequency (92.40%), the compound nouns were ranked in second (7.59 %).

According to Mardatillah (2020) conducted research at Assalam Islamic Senior High School on the first year students. The design of this research was descriptive research. The object in this research was An Analysis of Students‟ Writing Ability on Parts of Speech in Their Descriptive Text, and the first year students of Assalam Islamic Senior High School Naga Beralih Air Tiris Kampar Regency

became the subject of this research. The finding of the research showed the percentage from the eight items of parts of speech in terms of common noun, proper noun, transitive verb and adverbs of frequency categorized into good level.

Based on the background explain above, the researcher is interested in conducting a research to get to know the students' knowledge of vocabulary mastery in descriptive text in senior high school.

1.2. Research Question

Based on the background of the problem, the research problem can be formulated asfollows:

"What types of content words in vocabulary does emerge in writing descriptive at thefirst grade of SMAN 7 Bandar Lampung?"

1.3. Objective of The Research

In relation to the statement of the problem above, the objective of the research is : This research aims to find what type of content words in vocabulary emerges in writing descriptive text at the first grade of SMAN 7 Bandar Lampung.

1.4. Uses of the Research

The findings of this research are hopefully beneficial for as follow :

1. Theoretically

   The result of this research may support the previous theories and contribute

useful information for future research regarding the students' knowledge to improve students" vocabulary mastery.

2. Practically

    This research is also practically beneficial for English teachers to provide an understanding that can be used as consideration to choose appropriate teaching methods and techniques in the process of teaching learning vocabulary.

1.5. Scope of the Research

This research was conducted through qualitative method. The focus of this research was on seeing of students" of vocabulary mastery on content words. Furthermore, the subjects of the study were the first year students of SMAN 7 Bandar Lampung. The students were writing performance. The researcher chose this topic to focus on seeing the knowledge of the vocabulary of content words in the descriptive text they have. The text covers vocabulary which focused on content word, such as noun, adjective, adverb, and verb.

1.6. Definition of Terms

In relation to the uses of research, there are some definitions clarified in order to havea similar understanding. The terms can be described as follows:

1. Analysis

    Analysis is the study carried out to observe an object in detaila and to find out the real situation.

2. Vocabulary

   Vocabulary is a group of words known to a person or other entity, or a part ofa particular language.

3. Content Words

   Content words are words that possess semantic content and contribute to the 2meaning of the sentence in which they occur.

4. Writing Descriptive Text

   Writing Descriptive text to describe a specific place, person or object so that in order to the reader can feel the situation was described. It contains how to write descriptive text, such as generic structure and language features in descriptive text.

II.   LITERATURE REVIEW

This chapter contains the following topics: concept of vocabulary, types of vocabulary, aspect of vocabulary, content words, concept of descriptive text, theoretical assumption, and previous research.

2.1. Concept of Vocabulary

Vocabulary is a core important thing in communicating, not only through writing but also verbally. Vocabulary is considered important because it is a tool to convey ideas or thoughts. Meanwhile, vocabulary is also referred to as a collection of letters that are combined to give rise to meaning. With that, vocabulary is an important element in a language. Vocabulary is defined as the words and their meanings that are taught and known by an individual. Vocabulary is not only a series of letters thatmake up a word.

However, vocabulary is also referred to as a collection of letters that are combined to provide meaning. By using vocabulary students can communicate which others in order to deliver the information. Therefore vocabulary has an important role in language use. There are several definition of vocabulary by some experts. According to Cahyono (2011) that vocabulary is a core component of language proficiency and it provides much of the basics for how well students listen, speak, read, and write.

In addition, Hatch & Brown (1995) state that vocabulary refers to a list or set of words for a particular language or a list or group of words that individual speakers of a Language might use. It means that vocabulary is used by people as the basic knowledge of learning a language in order to make communicate and interaction in their daily life.

According to Kaharuddin (2017), vocabulary is the foundation of communication skills because it is a tool for illustrating thoughts, self-expression, translation and interpretation. Vocabulary supports students to express their opinions, ideas and feelings in communication. In addition, Hanson and Pandua (2011) stated that vocabulary refers to words we use to communicate in oral and written language. In order to communicate effectively using oral and written language, students must be able to use the words that they recognize and understand. In other words, vocabulary helps the students to use a language including English in the form of oral and written language. That's why vocabulary has an important role in language use.

Vocabulary is a core component of language proficiency and provides much of the basis for how well the students speak, listen, read, and write (Richards & Renandya, 2002). It means that the first thing we have to learn in English is that we have to master vocabulary, because with vocabulary we can learn language skills more easily. Therefore, vocabulary supports the students to express their opinions, ideas and feelings in communication. However, Read (2006) says that vocabulary is not just a set of individual language students in the form of vocabulary and the ability to access knowledge for communicative purposes. In

addition, Horny (1987) defines vocabulary as the total number of words (with rules for combining them) that make up a language. It means that vocabulary is a list of word that has meaning. On the other hand, vocabulary is the basic element of the language to be taught. By mastering vocabulary can help the students to use a language including English in the form of oral and written language.

From the definition above, the researcher can be concluded that vocabulary is the basic knowledge and useful materials in the form of words that students often use when learning a certain language. In the context of foreign language learning, vocabulary is a part of the language component. In the context of learning English as a foreign language, vocabulary is a part of language components including content words such as noun, verb, adjective, and adverb.

If the student has mastered a lot of vocabulary and can use it effectively, it will be easier for them to communicate effectively with each other. These definitions show that vocabulary is the first element that English students should learn in order to master English well besides the other English components and skills.

2.2. Types of Vocabulary

According to Finoccchiaro (1989: 21), vocabulary is divided into two types: Content word and Function word.

2.2.1 Content Words

Macfayden (2007) states that content words divided into some categories: verb, noun, adjective, and adverb. Therefore, this research particularly focuses on

noun, verb, adverb, and adjective in the test of vocabulary. There are the further explanation of kinds ofcontent words::

1. Noun

Noun is a word that use to name a person, place, or thing. According to Macfadyen (2007) states that a noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are sometimes defined according to the grammatical category to which they belong. Therefore, this definition is often language-specific because nouns do not have the same class in all languages. According to Thomson et al (1986), there are four kinds of nouns in English: Common nouns, Proper nouns, Abstract nouns, and Collective nouns.

(1) Common Nouns

Common noun is nouns that identify general people, places, or things.

Example: He sat on the **chair**

I live in a **city**

(2) Proper noun is nouns that used to identify a unique person, place, or thing.

A proper noun always uses a capital letter, no matter where it appears in asentence. There are four kind of proper noun:

a. Names

The maximum common proper nouns are names, as of people, places,or events.

Example: Go find **Jef** and inform him dinner is ready

I lived in **Cincinnati** before I moved to New York

b. Brands

Proper nouns are also used for commercial brands.

Example: Pass me the **Hellmann's** mayonnaise

I"ll have a **Pepsi**, please

c. Appellations

When someone has additional phrases to intoduced to his or her name (called as an appellation), this will becomes component of the proper noun and is likewise capitalized. (Some linguists distinguish those as proper names, in place of proper nouns).

Example: **Prince William** is adored by many

Italy was invaded by **Attila the Hun** in 452

d. Job Titles and Familial Roles

Many times, someone can be stated according to expert identify orfamilial function rather than through name.

Example: How are you doing, **Coach**?

Pleased to meet you, **Doctor**

Sanford (1997) states that a noun is a word or group of words used to name someone or something, whereas a phrase is by merging two words together. Noun phrase is either a pronoun or any group of words that can be replaced by a pronoun. Prahi (2006) defines that a noun phrase is a group of words that does the work of a noun. A noun phrase can be defined as a phrase that may occur within one single word or phrase with a noun as a head.

Therefore, a noun phrase is a quintessential part of every sentence, it is potentially infinite in length, and it can include any number of other phrases (e.g. noun, adjective, and adverb) within its structure. For example, 'they', 'cars', and 'the cars' are noun phrases, but 'car' is just a noun, as we can see in these sentences. It can conclude that noun phrase is a group of words that has a noun as a main part.

2. Verb

A verb is a word that describes an action or activity. Verb is also the most important part of the sentence. Verb asserts the most important part of the sentence and expresses actions, events, or states of being. Macfadyen (2007) states that verbs express actions or activities that are the subject of a sentence. Verbs describe actions, events, and states and place them in a time frame.

They tell us whether actions or events have been completed or are ongoing. This point out whether a state is current or resultative and performs a number of other functions. Therefore, a verb is a partly

important part of a sentence. According to Herring (2016) verb is divided into two major categories there are: transitive and intransitive verbs.

1) Transitive

A transitive verb describes an motion this is going on to something orsomeone, that"s called the verb"s direct object.

Example: The people **watched the game** from the

bleachers I was **eating a delicious**

steak for dinner last night

2) Intransitive

An intransitive verb describes an action that does not happen to something orsomeone.

Example: I can"t believe our dog **ran away**

Don"t be too loud while the baby **sleeps**

Verbs are a partly important part of a sentence. Therefore, verbs can help to express actions and make statements. A verb also asserts the subject of a sentence and represents an event, action, or state of existence. Moreover, verb phrase is used quiet a lot because the function of the verb phrase in a sentence as predicate which is an obligatory element. That means a sentence cannot beconstructed without a verb phrase.

According to Jacobs (1995), every verb phrase contains at least one

constituent, a verbal and therefore considers the verbal to be primary constituent of a verb phrase. The main verb phrase consists of a verb and any auxiliaries attached to it, at least one of which must be in the present or past tense. For example, have been eaten, eaten is past participle form as head while have and been are auxiliary that attached to it.

3. Adjective

Adjective describes or provide more information about the specific noun or pronoun that acts as the subject to provide more information. Adjectives also describe nouns by providing information about the size, shape, age, and color of an object. According to Harmer (2004) defines adjectives as words that provide more information about nouns or pronouns. An adjective is a word that indicates a quality of the person or thing referred to by a noun. An adjective modifies a noun or pronoun by describing, limiting, or in some other way making meaning more nearly exact. While the adjective phrase is one of the phrases in grammar.

Moreover, Knapp and Watkins (2005) stated that an adjective phrase is a group of words introduced by a preposition that gives additional information about a noun. An adjective phrase may be clarified as a group of words or phrase with an adjective as a head which functions as a pre modifier or post modifier in other phrases or as a subject of object complement in a clause or sentence. According to Khamying (2007) there

are eleven types of adjectives:

1. Descriptive adjectives are used to attribute or qualify people, animals, things, or places in order to describe its features. For example: "*The rich man lives in the big house*".

2. Proper adjectives are used to modify nouns in terms of the nationality, this type originates from proper nouns. For example: "*He employs a Chinese book*".

3. Quantitative adjectives are used to modify nouns for particular details in quantifying. For example: "*He ate a lot of rice at school yesterday*".

4. Numeral adjectives are used to modify nouns for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number).

    a. Cardinal number, as in: "*My hand has five fingers*".
    b. Ordinal number, as in: "*I am the seventh son of my family*".
    c. Multiplicative number, as in: *"Some roses are double"*.

5. Demonstrative adjectives are used to point out or indicate a particular nounor pronoun using the adjectives, such as *this, that, these, and those*. For examples: (1) "*That book belongs to Dini*",

    (1) "I really like those shoes."

6. Interrogative adjectives are used to ask questions about nouns or in relationto nouns such as *who, which, what, whose, and where*. For examples: (1) "*Whose book is this?*" (2) "*What is your favorite*

color?"

7. Possessive adjectives are used to show who owns or possesses something such as *my, your, our, his, her, your, and their*. For examples: (1) "*That is my bag*", (2) "*That is your pen*".

8. Distributive adjectives are used to modify nouns by dividing or separating into different parts. For example: *"Every soldier is punctually in his place."*

9. Emphasizing adjectives are used to modify nouns by highlighting or emphasizing the texts. For example: *"Ani is my own girl-friend"*.

10. Exclamatory adjectives are used to modify nouns by using interjection words. For example: *"What a man he is!"*.

11. Relative adjectives are used to modify nouns and combine sentences whichare related between the first and first sentences. For example: "*Give me what money you have*".

4. Adverb

According to Harmer (2004), adverb is a group of words that describes themeaning of a verb, an adjective, another adverb, or a complete sentence

Adverbs give the important information required for understanding and telling such as ; how, when, or where something is done. Adverbs may be unmarried words. Meanwhile, an adverbial phrase is a group of words that refines the meaning of a verb, adjective, or adverb.

It provides more information about the verb, adjective, or adverb that it modifies can be used to describe how (e.g., "with sadness"), where (e.g., "behind the bookshelf"), when (e.g., "in the morning"), and why (e.g., "to buy groceries"). According to Macfadyen (2007) there are many categories of adverbs and some of them are:

1) Adverbs of Time : describe when or for how long something happens or isthe case.

   Example: now, tomorrow, yesterday, still, yet, later Example in sentence:We are eating **now**

2) Adverbs of Frequency : describe how frequently something happens or isthe case. A subset of Adverbs of Time.

   Example: always, usually, sometimes, often, rarely, daily, weekly, monthly

   Example in sentence: I **rarely** eat breakfast in bed

3) Adverbs of Place : describe the direction, distance, movement, or positioninvolved in the action of a verb.

   Example: north, everywhere, here, there, forward, downward, up, uphill,behind

   Ample in sentence: I absolutely hate running **uphill**

4) Adverbs of Manner : describe how something happens or how someone

   does something. Usually formed from adjectives.

   Example: beautifully, wonderfully, slowly, deliberately, happily

   Examplein sentence: He walked **slowly** toward the bar.

5. Adverbs of degree : tell us the level or extent that something is done or happens such asfairly, rather, too and very. For example: "She was **almost**finished".

Based on the explanation above, a sentence will not be complete without content words such as nouns, verbs, adjectives and adverbs. Therefore, understanding the content words will make it easier for us to arrange words in forming sentences.

2.2.2 Function words

In English grammar, a function word is a word that expresses a grammatical or structural relationship with other words in a sentence" (Nordquist, 2019). In contrast to a content word, a function word has little or no meaningful content. Nonetheless, Shea (2014) stated that "the fact that a word does not have a readily identifiable meaning does not mean that it serves no purpose." It means that eventhough function words have no meaningful content, but they have roles in constructing words and sentences. Function words are used to stitch content words together and to connect important information. Function words are important for understanding, but they add little in meaning beyond defining the relationship between two words. Function words include: auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

a. *Auxiliary verbs* are used to establish the tense.

For example: *is, am are, was, were, have, has, do, will*

b. *Prepositions* show relationships in time and space.

For example: *in, at, between, under, over*

c. *Articles* show something specific or one of many.

For example: *a, an, the*

d. *Conjunctions* are words used as joiners.

For example: *and, but, as, since, for, so*

e. *Pronouns* refer to other nouns.

For example: *I, you, us, ours, she*

In regard to kinds of vocabulary, the researcher focused on content words that consist of nouns, verbs, adjectives, and adverbs. Those four kinds of content words are crucial words in the part of speech or word order.

2.3 The Aspect of Vocabulary

Vocabulary is very important in learning a foreign language when we are going to speak, write, read, or listen in this case of course it consists various kinds of vocabulary. Harmer (2007) states that there are several aspects in the vocabulary,suchas meaning, word use, spelling, pronounciation:

1.   Meaning

Meaning is an important aspect that students should learn because it

refers to how a word conveys related the meaning to understand what we will speak and write.

2. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur (1996), there are some important points that should be considered when teaching vocabulary that is forming (pronunciation and spelling). The learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

3. Pronunciation

According to Hewings (2004), Pronunciation of a language is the main component of speech that combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey, meaning). Pronunciation can be said to be the act of uttering with articulation; the act of giving the proper sound and accent; utterance; the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental features, vowels, and intonation patterns. The listeners are supposed to apply them well and correctly. The main components of pronunciation are sounds, syllables and words.

4. Word Classes

Word classes is categories of word that have characteristic in each of them. It can be divided into several categories, including nouns, verbs, adverbs, adjectives, and prepositions. The classification of the words of a language in this way depends on their function of communication.

5. Use

Word use is a way of placing words in a sentence so that the sentence is preciselyand effectively. Word use also can involve grammar and thus be the subject of profound analysis to determine patterns of regional or social usage in addition to meaning.

2.4 Concept of Descriptive Text

Descriptive text is a text which describe a particular person or a thing is like. The purpose of descriptive text to inform the readers about how something or someone looks like. Another purpose of descriptive text is to represent or reveal a person or an object and some with the purpose to both inform and entertain the readers. The point is that descriptive text gives a description of something in particular in order to help the reader perceive it through words**.** According to Anderson (2003), a descriptive text is one that describes a specific person, place, or thing. It means that descriptive text is written about a specific person, place, or thing.

He also stated descriptive text to describe the subject's features without including personal opinions. Descriptive text is also referred to as descriptive paragraphs.

Moreover, Pardiyono (2007) states that descriptive paragraph is a type of written text paragraph that is used to describe an object, is living or not. Its goal is to give the reader a clear description of the object. From the explanation above, it can be concluded that descriptive text is telling about something or someone in a way that changes the way the reader thinks about it and gives the reader a lot of knowledge.

2.5 Generic Structure of Descriptive Text

According to Hammond (1992), descriptive text has the generic structure that is identification and description. The first of the generic structure is identification. Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the reader. It can gives the audience brief details about the when, where, who, or what of the subject.

The second is the description. Description can be the explanation of a physical appearance of the subject, the qualities of the subject like the degree of beauty, excellence or the special aspects that the subject has. All theparagraphs in this part build the detailed description of subject.

An example of descriptive text:

My School

Identification : My school is a green and beautiful school. There are so many large trees that make the air around my school very fresh and clean. It is

very large with an area of around 1000 meter square and surrounded by high
fences.

(Description) : In my school there are 30 buildings which consist of 21
classrooms, 2 teacher rooms, science laboratory, a language laboratory,
toilets, multimedia room

and a hall. In the school entrance there's this security post where all the
securities are staying. There is also a fountain and a small garden with
colorful flowers.

2.6 Language Features of Descriptive Text

According to Gerot and Wignell (1994), there are four part d the grammatical
featuresof descriptive text such as follow:

1. Focus on specific participants

   It means that descriptive text should be focused in describing a current
   participant, such as "*My English Teacher*", "*My Cat", "My favorite
   place*" and so on. It is suggested to make the text easy to conclude. It
   also helps the reader tofocus in one subject liberally.

2. Simple present tense

   Simple present tense is one of tenses that is usually used in writing
   descriptive text. This tense describes the habitual activities. It is also
   used to explain general statements of fact action.

3. The use of noun phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently, such as "*My sister has beautiful hair*". From an example before, it shows that beautiful indicates as an adjective whereas hair indicates as noun than a noun word is followed with an adjective can be called adjective phrase.

4. The use of auxiliary verb

   It contains the use of the ownership like has or have. Each subject uses the differential ownership, has is belong to she, he, it while have is belong to I, you, they, we. For the example: "*John has a big house*"

5. The use of linking verb

   It includes the use of to be (is, am, are) in writing nominal sentence. It is used to connect between the subject and the complement. For the example: "*She is my best friend*".

2.7 Previous Research

To strengthen this research, the researcher provides some previous studies that are related to this research. Mardatillah (2020) conducted research at Assalam Islamic Senior High School on the first year students. In this research there are eight parts of speech that is discuss; they are noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. The design of this research was descriptive research. The data was collected by using test in writing descriptive text.

The researcher used four types of parts of speech such as noun (common noun and proper noun), verb (transitive and intransitive verb), adjective (compound adjective and collective adjective) and adverb (adverb of frequency and adverb of manner). In this research, the researcher used parts of speech based on correct and incorrect percentage. The finding of the research showed the percentage from the eight items of parts of speech in terms of common noun, proper noun, transitive verb and adverb of frequency categorized into good level.

Meanwhile, in intransitive verb, collective adjective, compound adjective and adverb of manner were categorized into poor level. Based on the percentage from eight items of parts of speech the most difficult parts of speech as adverb of manner with correct percentage was 0% and incorrect percentage was 100%.

In another research, Pijarnsarid, et al (2017) conducted research with the title "An Analysis of The Content Words Used in a School Textbook, Team Up English 3, Used For Grade 9 Students". The purpose of this study was to study the content words used in a school textbook. The study found that nouns is used with the highest frequency (79), followed by verb (58), adjective (46), and adverb (24).With the nouns analyzed, it was found that the Modifiers + N used with the highest frequency (92.40%), the compound nouns were ranked in second (7.59 %).

Considering the verbs used in the text, it was found that transitive verbs were most commonly used (77.58%), followed by intransitive verbs (12.06%), linking verbs (10.34%). As regards the adjectives used in the text, there were 46 adjectives in total, 30 adjectives were used as attributive (65.21 %) and 16 adjectives were used as predicative (34.78%). As for the adverbs, it was found that adverbs of times were used with the highest frequency (37.5 %), followed by the adverbs of purpose and degree (33.33%), the adverbs of frequency (12.5 %) , the adverbs of place (8.33%) and the adverbs of manner (8.33 %).

Nurhidayah (2018) conducted research entitled "The effect of students" vocabulary mastery in writing skill at eleventh-grade students of SMAN 13 Makassar". This research investigated to get empirical data and analyze the students" vocabulary mastery in their descriptive text at eleventh grade students of Senior High School. The research was held at SMAN 13 Makassar, the population of 267 students. The result of study identified if there was effect of students" vocabulary mastery to their writing skill. Based on the data, the result of students" vocabulary mastery showed that the verb score was 47 categorized enough, noun was 61 categorized enough, adjective was 47 categorized enough, the adverb was 27 categorized poor. Thus, it meant that students" vocabulary mastery in their descriptive text was enough in the case study of the eleventh-grade students of SMAN 13 Makassar in the academic year 2018/2019.

Afria et al. (2021) conducted research entitled "Analysis of Word Classes in Short

Story "Maaf" by Putu Wijaya: Morphological Studies". This research aims to describe word classes contained in the „Maaf‟ by Putu Wijaya‟s short story. The method used in this study is a qualitative descriptive method. Data collection techniques in this study were carried out using documentation techniques. The result of this research has been obtained, then explained based on word class, compared, and combined to form systematic and whole study results.

Based on the data, the result of the word class analysis that has been carried out on the short story, it can be concluded that (1) Nouns are 613 words, (2) Verb word classes are 436 words, (3) Particles or Assignment words are 424 words, (4) Adverbs are 303 words, (5) Pronouns are 274 words, (6) Adjectives are 223 words, (7) Numeralia are only 46 words.

Najmi (2021) with the tittle Lexical Item Analysis in Speech by UNICEF Executive Director Anthony Lake. This study aimed to find out the types of lexical item that focus on content word, function word and clause found in the Speech by Anthony Lake, to identify that often occurs on Speech by Anthony Lake, and to elaborate the reason for occurrence of dominant type in Speech by UNICEF Executive Director Anthony Lake at the Harvard Conference on Adolescent Rights. Descriptive qualitative research was applied in this study. The data were analyzed by identifying the speech into three types of lexical item in classifying the content word. It was found that 76 noun (23.52%), for pronoun was 36 word (11.14%), for verb was 68 (21.06%), for adjective was 48 (14.86%),

for preposition was 69 (21.36%) for adverb was 26 (8.06%).

The most dominant types of content word used on Speech by UNICEF Executive Director Anthony Lake at the Harvard Conference on Adolescent Rights was noun 76 (23.52). It was found that 63 (29.44%) for determiners, 11 (5.14%) for degree words, 45 (21.03%) for auxilary verbs, 84 (39.25%) for conjunction and 11 (5.14%) for quantifier. The most dominant types of function word used on Speech by UNICEF Executive Director Anthony Lakeat the Harvard Conference on Adolescent Rights was conjunction 84 (39.25%). The reason for occurrence of dominant types because function word and cluase are frequently chosen in speech, they present the statements of reality from the point of onlookers.

It can be concluded that there are still many students who do not know the diversity of vocabulary. Therefore, these deficiencies affect students' ability to write descriptive texts.

2.8 Theoretical Assumption

In line with the theories above, the researcher assumes that vocabulary is crucial in language learning especially foreign language. Vocabulary is a basic of one learns a foreign language. Most students avoid learning English as they do not have sufficient vocabulary and do not know how to enhance their vocabulary mastery. Vocabulary is defined as the words that a person knows or learns. It is important in terms of second or foreign language learning since it can help someone learn a second or foreign language. Vocabulary is important in writing

English descriptive text. It can be said as necessary to be known the students in Junior high school.

A writer can make readers explore more deeply what is telling to express their ideas in writing about the information. Furthermore, the ability to write is significant for students since it reveals how they use words to successfully convey their thought or message. Some types of text, such as descriptive text, may be learned by students while they learn to write. Writing descriptive writing requires the capacity to depict some things, which typically involve phrases that may pique the readers' attention through the use of human beings' five senses.

From the explanation above, it is believed that students' mastery of vocabulary with students' writing skills complement each other because looking at the level of students' vocabulary mastery will make it easier for students to put their ideas into make in descriptive text. In other words, if students have understood English vocabulary, their writing activity may be much aided. Moreover, students who knowenough English vocabulary may be able to write successfully.

III.   RESEARCH METHODOLOGY

This chapter discuss about research design, population and sample, techinique data collection, validity, procedures of conducting the research, selecting category, and data analysis.

3.1. Research Design

This research was descriptive design which emphasized the students' vocabulary mastery in their descriptive text. It was categorized as a quantitative method because the result of this research is interpreted into words. According to Kothari (2004), the main purpose of descriptive research is a description of the state of affairs as it exists at present, it describes exactly what the research has observed. In order to collect the data, the researcher gave a test to the students. After collecting the data, it was analyzed. Based on several explanation above can be concluded that descriptive research is a research method that describes the current phenomena.

3.2. Population and Sample

The population of this research was high school students at SMA Negeri 7 Bandar Lampung in the 2022/2023 academic year. The sample was tenth-grade students fromX MIPA 5. The researcher take one class from the tenth grade in the school as the sample that will be given the test. There were 20 students in the class and the chosen class the sample of this research.

3.3. Technique for Data Collection

According to Singh (2006), the types are descriptive research are survey testing, questionnaire, and Interview. In order to get the data of this research, the researcher used test to collect the data, which was document of writing perfomence. Brown (2003) also mentioned that test a method of measuring a person's ability, knowledge, or performance in a given domain. In academic terms, teachers usually use tests to understand students' skills or knowledge in understanding the classroom.

The type of test was a vocabulary test. The topic of the test was about a person. The test purpose was to measure how far the student''s ability in vocabulary mastery especially on noun, verb, adjective and adverb in descriptive text.

3.4. Validity

Setiyadi (2006) stated that validity is a measuring instrument indicating the extent to which the measuring instrument measures what should be measured. There are two basic types of validity content validity and construct validity as follows:

1. Content Validity

   Content validity means whether the statement items placed in the questionnaire or test cover all the material to be measured (Budiastuti et al, 2018). According to Cohen et al (2017), content validity indicates that the instrument is made in accordance with the curriculum, teaching materials, and expected learning outcomes (in Novikasari 2016). The test must be in accordance with the content validity. Therefore, the researcher made a test

based on the basic competence in the syllabus of the first grade of Senior High School based on the syllabus and curriculum for Sunior High School. In this research, the researcher used descriptive text which corresponds to Basic Competence 3.7 and 4.7.2 in the syllabus of the 2013 curriculum for the 2017 revision. Which contains comparing social functions, text structures, and language features of descriptive text and composing written descriptive text related to describing a person.

2. Construct Validity

    Construct validity is the validity that processes the test object that you want to measure according to a certain concept that had been determined in the form of an instrument. Because this research required data on vocabulary scores, the instrument should really test students' ability to write descriptive text. The tests in essay form and each test conducted within80 minutes. Related to this research, the test items must involve content words of vocabulary such as noun, verb, adjective, and adverb in order to fit the construct validity.o

    .

3.5. Reliability

Sugiyono (2017:) states that the reliability test measures how closely measurement results are obtained from the same object and would yield same data. If the test yields consistent results, it can be deemed dependable. When two or more raters independently calculated the test score, the term "inter-rater reliability" was employed. The English teacher served as the second rater (R2) in this study, with the researcher serving as the first rater (R1).

To measure the reliability of the instrument used in this research, the writer used

an inter-rater expert judgement for the test to see the consistency of the test. Therefore, the writer collaborated with the English teacher to analyse the students'' writing piece. Then, the analysis from both raters were used to compare and determine the reliability of this research. To see the correlation between the two raters, the writer used *Rank Spearman Correlation* (ρ), a technique developed by Charles Spearman. The statistical formula is shown as follows:

$$\rho = 1 - \frac{6.\sum d^2}{N(N^2 - 1)}$$

Note:

ρ: coefficient of rank order

d: difference of rank correlation

N: number of students

1-6: constant number

(Hatch & Farhady, 1982: 206)

After determining the coefficient amongst raters, the writer used the reliability criteria below to examine the reliability coefficient:

Table 3. 1 Reliability of Coefficient Criteria

Very low reliability	0 – 0.19
Low reliability	0.20 – 0.39
Average reliability	0.40 – 0.59
High reliability	0.60 – 0.79
Very high reliability	0.80 – 0.100

(Arikunto, 1998:260)

Correlations

			Rater 1	RATER2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.895**
		Sig. (2–tailed)	.	.000
		N	20	20
	RATER2	Correlation Coefficient	.895**	1.000
		Sig. (2–tailed)	.000	.
		N	20	20

**. Correlation is significant at the 0.01 level (2–tailed).

It could be seen from the table above that the correlation of the test from each rater is above 0.89. Therefore, it could be concluded that the test of this research is regarded to have very high reliability.

3.6 Procedures of Conducting the Research

1. Collect data

   The students were given the writing test on a piece of paper. The students had to write descriptive text about their idol. The test will asses their vocabulary mastery. The test was administered for about 45 minutes. The researcher focused on content words such as nouns, verbs, adjectives, and adverbs.

2. Examiner

   The researcher analyzed the data to know how far the student"s ability in vocabulary mastery through a descriptive qualitative approach. The researcher categorize the four content words into two categorizes ; singular and phrase with descriptions to explain the data by interpreting statements.

3. Organize

   After getting the results of the calculation, the researcher then presented the results in the form of table in order to be easier to determine the content words that are mostly produced by the students in content words of vocabulary. The researcher made descriptions to explain the data by interpreting statements.

4. Analyze

   The last step was the researcher drew the conclusion from the results of the data analysis that was presented in tables and description which was followed by proper and accurate reason. The researcher analyze the result of the students works

3.6. Data Analysis

In analyzing the data, the researcher used descriptive qualitative data analysis to answer the research questions. In this research, the researcher used one kind of test namely descriptive text. It aimed to measure how far the student"s ability of vocabulary mastery in descriptive text. To find out the results of the formulations of the problem, the researcher used the following formula:

To know students" vocabulary mastery on content words such as noun, verb, adjective and adverb in descriptive text. The data were analyzed by using Rater and the researcher used the formula of a mean of the test result on students of vocabulary mastery in descriptive text. The mean was calculated by applying the formula below:

Notes:

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

P = percentage of each content word

F = frequency of each type

N = number of each content word

After the real score of the first year of SMAN 7 Bandar Lampung, the average vocabulary of students in writing descriptive texts and classifying their abilities, it can be concluded from the results of these 4 aspects content words of vocabulary which are the most dominant related to word content such as nouns, verbs, adjectives, and adverbs in descriptive texts.

V.   CONCLUSION AND SUGGESTIONS

5.1.   Conclusions

After analyzing the student"s vocabulary test in the chapter IV, this research had analyzed the student"s vocabulary mastery on content words in their descriptive text. Based on the findings of the research, the researcher the writer concluded that that vocabulary mastery has effects on writing descriptive text. It can be seen from the average score of English vocabulary mastery for the tenth grade students of SMAN 7 Bandar Lampung in the academic year 2022/2023.

It shows that nouns got a score of 456 and percentage 7.6%, verbs got a score of 339 and percentage 5.65%, adjectives got a score of 248 and percentage 4.13%, and adverbs got a score of 183 and percentage 3.05%. It can be said that the most used type is a noun of the content words. Because students tend to use nouns when describing people because nouns refer to characteristics of the people. Nouns are the most common words that are easy to memorize for the students. Therefore, the student's knowledge about content words is more dominant in using nouns. Based on the research from which we got conclusion, there were several difficulties found by researchers in analyzing the results of student sheets. It prove that many students still do not know the diversity of vocabulary, especially in

using adverbs and adjectives to describe someone. There are some suggestions that can be brought up from this point addressed to English teachers and further researches.

5.2. Suggestions

Based on the finding and discussion, the researcher recommends some following suggestions:

1. Suggestions for English Teachers

   Teachers are suggested to be more creative in integrating teaching methods that can help students in improving their vocabulary mastery, especially in writing descriptive text. To use visual or non-visual media that are appropriately interesting in students and should be contextual; therefore, the students can gain various knowledge of vocabulary related to content word, especially adverb and adjective.

2. Suggestion for further researcher

   This study only analyzed the types of content words without analyzing deeply and specifically into the types of each content word. Therefore, it would be more preferred for future researchers to identify each of the content word that is used. For instance, in nouns there are common nouns, proper nouns, etc.

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