

INTRODUCTION

Learning is the process of acquiring knowledge that has a positive impact on a person's thinking and personality. The learning process occurs through human interaction with the environment. In the era of globalization, English has become one of the subjects that must be mastered thoroughly.

Learning occurs when there is interaction between students and educators, and followed by adequate learning resources contained in the learning environment so that certain changes in behavior occur. (Mawati, 2023)

English is the first foreign language in Indonesia. Nowadays, both parents and students consider English to be an important tool in communication. So many courses or schools use English as one of their lessons. In communicating, vocabulary is needed because without vocabulary we will not be able to express or convey opinions, and will not be able to understand other people.

Vocabulary is a collection of words used to form sentences that function to convey information both written and verbal to someone. Inayatul (2013), "Vocabulary is the collection of words that an individual knows."

In addition, Hasanah, L. (2016) stated that vocabulary is a very important element of language, because someone's thoughts can only be clearly understood by others if they are expressed using vocabulary.

There are many kinds of vocabulary according to some expert. Harmer (1991:150) distinguishes two kinds of vocabulary. The first refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Nation (2001) also states that there are four kinds of vocabulary in the text. They are :

- a. High frequency words. These words are almost 80% of the running words in the text.
- b. Academic words. Typically, these words make up about 9% of the running words in the text.
- c. Technical words. These words make up about 5% of the running words in the text.
- d. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

The vocabulary mastery is not spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out

whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. (John, 2000:16)

Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

Because the more vocabulary we know and master well, the more sentences we will form. One way to more easily master English vocabulary is to be sensitive to the objects around you and try to find out the meaning in English, then repeat or use the vocabulary as often as possible. The sophistication of the world of technology, especially in the world of education today, makes it easier for us to do or look for something at that time and anywhere.

Learning English vocabulary is very easy, but for some students it is very difficult because they have low self-confidence and think that learning English is very difficult, complicated and uses boring methods which makes them even more reluctant to learn English.

One approach that has been used to increase vocabulary English is through the use of descriptive text. Descriptive text is a type text that provides a detailed description of an object, place, person, or incident. Descriptive text provides information rich in vocabulary and phrases which can help English learners to expand vocabulary them in a contextual way.

The use of descriptive text in English learning has been interesting attention of many education experts. According to experts, the use of descriptive text can facilitate English learning in a more interesting way and interactive. Through descriptive text, students can observe and learn new vocabulary in a real and meaningful context. Dr. Jane Smith, an English education expert, states, "Usage Descriptive text in English learning provides opportunities for students to be actively involved in the learning process. They can develop reading, listening, and vocabulary skills in an interesting and meaningful way."

Additionally, Professor John Davis, a language and linguistics expert, argues that "Descriptive texts provide real context for learners English. By reading and analyzing descriptive texts, students can associate new vocabulary with concrete images that help reinforce understanding and remembering the vocabulary."

The problems that cause students' low interest and motivation to study at Pangeran Antasari Vocational School in Medan are caused by several factors. Among them is that many students are too busy using cellphones so they cannot concentrate on studying. Mobile phones

are used for social media and also for playing games. Even though most students already have smartphones with the Android operating system, they are not optimally used as learning aids at school, many students do not study at home and are lazy about studying or doing homework.

Apart from that, there are three language elements that play an important role in supporting these skills, namely pronunciation, vocabulary, and grammar, these are always obstacles to learning English. (Megawati, 2016)

Based on the information that the researcher got from the English teachers of Class X TB and Class X AK, where in the teaching and learning process in class in English subjects is only limited to repeating lessons that have been studied previously. This causes a lack of student participation in learning because they are less able to identify the meaning of vocabulary in descriptive text.

Therefore, researcher are interested in conducting research at the Pangeran Antasari Vocational School Medan and describing the students' vocabulary mastery of descriptive text.

Based on the background explanation above, the researcher formulated the problem formulation as follows : “1. How is the students' vocabulary mastery in descriptive text at Pangeran Antasari Vocational School Medan ?. 2. What challenges students face in mastering vocabulary on descriptive text ?”

The aims of this research is 1. To find out the students' vocabulary mastery in descriptive text. 2. To know the challenges students face in mastering vocabulary on descriptive text in Pangeran Antasari Vocational School Medan.

So, based on the problems caused by a lack of vocabulary mastery, the researcher was interested in conducting a study with the title: “An Analysis of Students' Abilities in Mastering Vocabulary in Descriptive Texts at Pangeran Antasari Vocational School Medan.

