

Improving Students' English Vocabulary Mastery by Using Sentence Completion Technique in Descriptive text at Nahdlatul Ulama Junior High School Paluh Kurau

Improving Students' English Vocabulary Mastery by Using Sentence Completion Technique in Descriptive text at Nahdlatul Ulama Junior High School Paluh Kurau

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ABSTRACT

This study aims to determine whether the use sentence completion techniques in descriptive texts is effective or not in learning English vocabulary mastery in class VII students of SMP Nahdlatul Ulama Paluh Kurau. Researcher apply the Classroom Action Research (CAR) method. The population of class VII-A SMP Nahdlatul Ulama Paluh Kurau is 32 students. The result concluded that by increasing students' vocabulary mastery by using sentence completion techniques in descriptive text, there were 81% of students passed the KKM. Qualitative data were obtained by conducting interviews and observing English teacher. It can be concluded that descriptive text with sentence completion techniques is effective for increasing the vocabulary mastery of class VII-A SMP Nahdlatul Ulama Paluh Kurau. the results showed a significant increase. evidenced by the difference in the average score of students in the pre-test and post-test activities in cycles I and II.

Keywords: English Vocabulary Mastery, Sentence Completion Technique, Descriptive text.

ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik penyelesaian kalimat dalam teks deskriptif efektif atau tidak dalam pembelajaran penguasaan kosakata bahasa Inggris pada siswa kelas VII SMP Nahdlatul Ulama Paluh Kurau. Peneliti menerapkan metode Penelitian Tindakan Kelas (PTK). Populasi siswa kelas VII-A SMP Nahdlatul Ulama Paluh Kurau berjumlah 32 siswa. Hasil penelitian disimpulkan bahwa peningkatan penguasaan kosakata siswa dengan menggunakan teks deskriptif, terdapat 81% siswa yang lulus KKM. Data kualitatif diperoleh dengan melakukan wawancara dan observasi terhadap guru bahasa Inggris. Dapat disimpulkan bahwa teks deskriptif dengan teknik penyelesaian kalimat efektif untuk meningkatkan penguasaan kosakata siswa kelas VII-A SMP Nahdlatul Ulama Paluh Kurau. hasil menunjukkan peningkatan yang signifikan. dibuktikan dengan perbedaan nilai rata-rata siswa pada kegiatan pre-test dan post-test pada siklus I dan II.

Kata Kunci: English Vocabulary Mastery, Sentence Completion Technique, Descriptive text.

Article Info :

Submitted: 2 Juli 2023

Reviewed: 10 Agustus 2023

Accepted : 11 September 2023

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1. INTRODUCTION

The sentence completion technique was learned by completing the sentence, this technique was an innovative learning model, students learn to complete paragraphs that are not complete with sentences using the available answer keys.

A descriptive text is a type of text that describes or explains a certain thing, object, or situation. Writing descriptions can make the characters depicted more vivid in the reader's mind. In sentence completion, students are required to be able to answer incomplete sentences to increase their ability on vocabulary mastery. In teaching English vocabulary by using sentence completion, the students are required to answer

one or more blanks on the sentence. English vocabulary must be learned, especially by Indonesians because it can make it easier for them to communicate with other people of nationality. This means that communication would never happen without vocabulary. But, the problem was that they can't speak English fluently if they only have a limited vocabulary, and they also can't read and write every English word well. In their school, they only listen to what the teacher has to say and they have no chance to try to speak, read, and write more on their own. The sentence completion technique was one technique that can improve students' mastery of English vocabulary. The sentence completion technique was learned completing the sentence, this technique was an innovative learning model, students learn to complete paragraphs that are not complete with sentences using the available answer keys.

A language cannot be separated from the presence of vocabulary, vocabulary refers to the richness of words in a particular language. Related to this, many definitions of vocabulary are put forward by experts. Expert opinions of each other can be different but basically have the same intention. In arranging sentences to become effective sentences, it was very important to master vocabulary, because without mastering vocabulary person is difficult to arrange good and correct sentences. Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary was the most important component of language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary learning was central to language acquisition, whether the language was first, second, or foreign. Generically, vocabulary was the knowledge of the meanings of words.

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, may reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all words that a person knows or uses. In addition, Averil states that vocabulary is a central part of the language. The more words students know and can use well, the more meanings they can communicate in various circumstances. The definition of vocabulary is clear enough that are almost cases of human life, they use a set of words, the use of words itself is differentiated according to the field, person, class, or profession. It means that the beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of words when their students command. The reasearcher has an opinion that vocabulary is one aspect of language which is important in learning a language because vocabulary carries a meaning which is used in communication.

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Hart (1986:270) in Kusnandar and Fatimah (2018) tells that "Sentence completion technique had its origin in the early 1900s with efforts to determine mental abilities through an incomplete sentence and the desire to examine the relationship of word associations to personality". In sentence completion, students are required to be able to answer the incomplete sentences to increase their ability on vocabulary mastery. The problem in learning and teaching English still exist at school, because the English language is completely different from the Indonesian language in the system of structure, pronunciation, and vocabulary. For teachers creating English teaching effectively and efficiently was not an easy job, therefore, the English teacher must be able to organize teaching-learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the 2 other lessons which need suitable techniques and methods, teaching language also needs suitable techniques and methods. In reality, learning English, especially memorizing vocabulary was boring for some students.

The students had difficulty in differentiating the form of words grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and have low participation in English class. Those problems of vocabulary must be solved because it can be difficult for the students to continue to the next level or grade. Also, the students may have low motivation in learning English because they feel English was difficult. Furthermore, the students would have boredom in English class. Based on the researcher's observation at SMP Nahdlatul Ulama Paluh Kurau, it happens from the technique that was used in learning.

The technique in teaching vocabulary was monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives, and adverbs. The pretension to solve problems faced by seventh graders of junior high school was aimed at increasing students' English vocabulary by using sentence completion techniques in descriptive texts. In this study, the researcher limits the research to make the research easier.

The researcher focuses on the problems that had been planned in this study. The researcher would discuss improving students' English vocabulary mastery using sentences in descriptive texts. That was why the researcher want to conduct research with the title "Improving Students' Vocabulary Mastery in Descriptive Text at SMP Nahdlatul Ulama Paluh Kurau"

The Problem of the Study

Based on the background above, the problem formulation proposed in this study was "How does the sentence completion technique improve the students' English vocabulary mastery in descriptive text at SMP Nahdlatul Ulama Paluh Kurau?"

2. LITERATURE REVIEW

In conducting research, researchers need theories that can explain concepts that were following their research, in addition, this theory aims to clarify the research to have some perspective of implementation on the ground that was considered important for researchers to discuss.

A. Vocabulary

Learning a foreign language is not easy, it is very different if we study our mother tongue and Indonesian. It can be said that a language very important in our daily lives both in life in the community and in the environment in which we work.

The language would make it easier for humans to get along, communicate, and adapt themselves to the environment, thus it was clear that language has a very important role for humans. In learning a language, several aspects support the success of language learning, one of which was vocabulary. Learning a foreign language is not easy, it is very different if we study our mother tongue and Indonesian. Thus it can be said that a language was a tool that plays a very important role in our daily lives both in life in the community and in the environment in which we work. Humans cannot live perfectly without language.

Related to this, many definitions of vocabulary are put forward by experts. Expert opinions of each other can be different but basically have the same intention. In arranging sentences to become effective sentences, it was very important to master vocabulary, because without mastering vocabulary person is difficult to arrange good and correct sentences. Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary was the most important component of language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary learning was central to language acquisition, whether the language was first, second, or foreign. Generically, vocabulary was the knowledge of the meanings of words.

English vocabulary must be learned, especially by Indonesians because it can make it easier for them to communicate with other people of nationality. This means that communication would never happen without vocabulary. But, the problem was that they can't speak English fluently if they only have a limited vocabulary, and they also can't read and write every English word well. In their school, they only listen to what the teacher has to say and they have no chance to try to speak, read, and write more on their own.

B. Vocabulary Mastery

Collier (1971) in Fadila Lamante (2020), stated that when a student has arrived at mastering the grammatical basic patterns of language, the task of a student is to determine the vocabulary or the vocabulary that he needs. So it is very clear that vocabulary is very important in learning a language, especially English because the English vocabulary is very large and varied too. Burton (1982) stated that it is impossible to use good and clear English without having a large vocabulary. The explanations above deal with how to receive and create the language. The students should learn a very large vocabulary to understand or to give a 9 response of language, the student's vocabulary will grow as long as the students improve their vocabulary and they want to be vocabulary mastery.

When the students are learning a language, vocabulary is the most important thing to learn first. Worth mastery of vocabulary is significant for anyone who learns the language employed in listening, speaking, writing, and reading beyond grammar. A learner of a foreign language will speak easily and accurately, write simply, or understand what he or she reads or hears if he or she has adequate vocabulary and the ability to use it accurately. Collier (1971) in Fadila Lamante (2020), stated that when a student has arrived at mastering the grammatical basic patterns of language, the task of a student is to determine the vocabulary or the vocabulary that he needs. So it is very clear that vocabulary is very important in learning a language, especially English because the English vocabulary is very large and varied too. Burton (1982) stated that it is impossible to use good and clear English without having a large vocabulary. While Coulson et al (1987) in Fadila Lamante (2020), stated that mastery is the ability to use knowledge. In another sense, mastery is a skill, use, or intelligence. Hornby (1995) Stated that mastery is to have great skills and completed mastery. Consequently, the English teacher must play a role in helping students improve their vocabulary. The explanations above deal with how to receive and create the language. The students should learn a very large vocabulary to understand or to give a 9 response of language, the student's vocabulary will grow as long as the students improve their vocabulary and they want to be vocabulary mastery.

Vocabulary learning can be divided into 2, namely learning that is receptive (receptive learning) and learning that is productive (productive learning). Receptive learning vocabulary is the ability to recognize a word and remember the meaning of the word, while vocabulary that is productive learning is the ability to recognize a word and remember the meaning of the word, and is also used in the ability to speak or write in a timely manner. Based on the discussion of English vocabulary and English skills, vocabulary is very important in English skills, namely listening, reading, speaking, and writing. Vocabulary makes it easy to understand spoken text or ideas conveyed by the interlocutor or audio/visual audio. Vocabulary makes it easy to understand the written text so that the information or content in the written text is easy to understand. Vocabulary makes it easy to convey ideas or interact verbally either by individuals or in the community. Vocabulary makes it easy to convey ideas in writing, both in the form of writing, such as narrative, description, exposition, and so on, but also in the form of correspondence. Therefore, English vocabulary needs to be improved for the preening of English skills.

C. The Definition of Sentence Completion Technique

English teaching has four language competencies that must be mastered by students, namely listening, speaking, reading, and writing. In addition, students are also expected to master vocabulary in English, because to be able to realize all four English language competencies students must have the adequate vocabulary. The use of innovative and creative learning techniques is needed to further activate students, especially to improve student's vocabulary mastery skills. One of the learning technique that developed the principle is the type of cooperative learning is the sentence completion technique. Sentence completion learning technique are easy and simple where students learn to complete incomplete paragraph by using the right vocabulary in accordance with the information and experience in the material, so this technique is very appropriate in improving students' vocabulary mastery and making them more active in English learning. This technique is a innovative learning, students learn completely the incomplete paragraph sentence using key available answers.

The Sentence completion technique are easy and simple where students learn to complete incomplete paragraph by using the right vocabulary in accordance with the information and experience in the material, so this technique is very appropriate in improving students' vocabulary mastery and making them more active in English learning. Agustini, et al (2017:3) define cooperative learning techniques of type sentence

completion as follows: "Cooperative learning technique sentence completion is a learning technique that can be used to increase students' attention in the learning process.

Andayani, (2014) in Cucu Wartini, (2017) said sentence completion technique is a series of processes learning that starts with delivering teaching materials with the teacher, or by analyzing the module that has been ready, the division of groups of no more than three people with the ability heterogeneous, giving worksheets which contains paragraphs that have not complete, then given the opportunity for students to discuss and ends with taking a conclusion. According to Joice & Weil in Usman (2018:7) "Learning techniques are a plan or pattern that can be used to form a curriculum or long-term learning plan, design learning materials, and guide learning in class or others".

Understanding learning techniques Cooperative type sentence completion is proposed by several experts. Shoimin (2014:35) in Misnawaty, et al (2019) "Sentence completion technique learning is a learning technique that directs students to learn to complete rudimentary paragraphs by using the available answer keys". This is in line with Matsum's opinion (2017: 121) writing the understanding of sentence completion technique techniques as follows: "Sentence completion technique is a series of learning processes that begin with delivering teaching materials by teachers, or by analyzing the modules that have been prepared, the division of groups of no more than three people with heterogeneous abilities, the provision of worksheets containing incomplete paragraphs, then given the opportunity to students to discuss and end with conclusions".

Solving sentence completion questions it is helpful to have an intelligent approach for reasoning out answers. There are six steps in Sentence Completion according to the Robinson brothers (2009:148) in Kusnandar and Fatimah (2018:52), those are: First, read the sentence carefully. Second, guess the answer. Third, scan the answer choices for the word you guessed. If it's there, mark it and go on. If it's not, go on to step 4. Forth, examine the sentence for clues to the missing word. Fifth, eliminate any answer choices that are ruled out by the clues. And the last is to try the ones that are left and pick whichever is best. Based on the step above, students was know how to answer the missing words in the sentence completion test. And they also can use sentence completion to increase their English vocabulary.

D. The Teaching English Vocabulary using Sentence Completion

Hart (1986:270) in Kusnandar and Fatimah (2018:53) tells that "Sentence completion technique had its origin in the early 1900s with efforts to determine mental abilities through the incomplete sentence and the desire to examine the relationship of word associations to personality". In sentence completion, students are required to be able to answer the incomplete sentence to increase their ability on vocabulary mastery. The researcher believes that teaching English vocabulary mastery by using sentence completion is a suitable technique to transfer the knowledge on understanding vocabulary. In teaching English vocabulary by using sentence completion, the students are required to answer one or more blanks on the sentence.

Teaching vocabulary is the process of transferring knowledge especially in understanding the vocabulary. In teaching vocabulary, students are required to be able to use the vocabulary in their language process. So, the teacher should teach vocabulary by using the easiest way to make the students easier too in master vocabulary, especially English vocabulary. Hart (1986:270) in Kusnandar and Fatimah (2018:53) tells that "Sentence completion technique had its origin in the early 1900s with efforts to determine mental abilities through the incomplete sentence and the desire to examine the relationship of word associations to personality". In sentence completion, students are required to be able to answer the incomplete sentence to increase their ability on vocabulary mastery. The researcher believes that teaching English vocabulary mastery by using sentence completion is a suitable technique to transfer the knowledge on understanding vocabulary. In teaching English vocabulary by using sentence completion, the students are required to answer one or more blanks on the sentence.

A. METHOD

The research was to find out the effectiveness of sentence completion technique in vocabulary mastery. CAR is one of the methods to find something that is effective or successful in research. According to Mettetal, (2002) in Haristiani and Oktarina (2021:129). That CAR help researchers get the right decisions in research practice based on a systematic investigation of what happens in certain situations in class.

It could also be said that Classroom Action Research (CAR) is a form of study that is reflective by the doer of the action what is being done to improve the rational ability of the actions does, and to improve the real conditions in where is the implementation practice the learning is carried out in class. Classroom action research (CAR) is reflective, meaning that in the research process teacher and researchers always think about and why the impact of actions that occur in class. According Suharsimi Arikunto (2010) in Juliani et al (2021:51), said briefly that Classroom Action Research is a learning activity that consists of actions that are raised and carried out simultaneously in the classroom. This research design used classroom action research (CAR) it had stages that were planning, action, observation, and reflection. Arikunto, (2010: 137) in Juliani et al (2021:51), this Classroom Action Research is divided into 2 cycles and each cycle consists of 2 meetings. The steps of conducting this research are through four stages, namely: planning, action, observation, and reflection.

A. Research Design

This research design used classroom action research (CAR) it had stages that were planning, action, observation, and reflection. Arikunto, (2010: 137) in Juliani et al (2021:51), this Classroom Action Research is divided into 2 cycles and each cycle consists of 2 meetings. The steps of conducting this research are through four stages, namely: planning, action, observation, and reflection.

B. Research Subject

The subject in this study was the seventh grade of SMP Nahdlatul Ulama Paluh Kurau, there has 96 students grade seventh which would divide into 3 classes, each of them contain 32 students, Researcher would perform treatment in class VII-A as the main object of the research that would be carried out later. Based on the opinion of the English subject teacher at the school, all students were very difficult in learning English, one of them for vocabulary mastery in descriptive text material. Based on this experience, researcher would take the initiative to do the research at this class

C. Research Procedure

The research design in this research consists of four steps. steps of action research were planning, acting, observing, and reflecting. In the planning stage researcher prepared the learning process of vocabulary mastery in descriptive text by using the sentence completion technique with the following steps: (a) the teacher prepares student worksheets and modules; (b) the teacher conveyed the competence to be achieved; (c) the teacher delivered sufficient material or the student was told to read the book or module with sufficient time, the action to be taken must be in accordance with the planning. At this stage, the researcher performed actions in the learning process. The actions performed in this stage consist of the introduction, the core, and the closing, Observations would made while the teaching and learning process was on going. The researcher would follow learning activities in class until the end of learning. The aspect that would be observed was the positive and negative behavior of students. Positive aspects consist of: (a) paying attention to the subject matter; (b) the seriousness of the student with vocabulary mastery in the descriptive text; (c) the activeness of students in the classroom; (d) students are passionate about the test; while the negative aspect consists of; (a) students underestimate vocabulary mastery activities; the student speaks alone or with his or her friend while the teaching and learning process is taking place; (b) Students disturb friends; (c) Students are disturbed by the environment; (d) Students are not eager to do the test, After the implementation of the action, the researcher would analyze the test results, observation results, and the results of interviews that had been conducted.

3. RESULT AND DISCUSSION

Researcher conducted research by giving descriptive texts to students related to the research problem of researchers to identify students' difficulties in mastering English vocabulary in English. The analysis of quantitative test results were calculated as a percentage with the following steps: a) applying the scores obtained by students, b) calculating the values of each aspect, c) calculating the average value, and d) calculating the percentage of grades. The value was calculated by using the percent or percentage correction

with the formula. $Students'scores = \frac{Students'scores}{maximal scores} \times 100.$

A. Pre Cycle Activity

In the pre-cycle activity, it showed that only 8 students (25%) were in the excellent category in mastering vocabulary in English. These 8 students from 32 students showed that they had very good vocabulary mastery without using the method. However, there were 2 students (6%) who were in the good category and there were 3 students (9%) who were in enough category. And finally, the researcher got 7 students (22%) who were included in the poor category and 12 students (38%) who were included in the failed category.

B. First Cycle Activity

After knowing their problem, the researcher began to apply the method that the researcher brought to the students. The results showed that there were 19 students (59%) who were excellent and 3 students (9%) were good and 4 students (13%) were in enough category. Meanwhile, there were 2 students (6%) and 4 students (13%) who were poor and failed in mastering vocabulary. For the cycle, the researcher found that the student's mastery ability increased slightly from 9% in pre-cycle activities to 59% in First Cycle activities.

C. Second Cycle

In the cycle, students feel better in learning vocabulary by using the sentence completion technique. The shows that 26 students (81%) were excellent, 2 students (6%) were in a good category and 2 students (6%) were in enough category. Thus, there was still 1 student (3%) in the poor category and 1 student (3%) in the failed category. In the second cycle, it was seen that students improve their vocabulary mastery by using the sentence completion technique. It can be agreed that there was a good improvement in students' vocabulary mastery in the second cycle after applying the sentence completion technique in the classroom.

D. Figures and

Tables

Table 1. The analysis of Pre cycle

No	Result			
	Interval	Category	Frequency	%
1	86 – 100	Excellent	8	25
2	66 – 85	Good	2	6
3	46 – 65	Enough	3	9
	26 – 45	Poor	7	22
5	Under – 25	Failed	12	38
Total			32	100

Table 2. The analysis of First cycle

No	Result			
	Interval	Category	Frequency	%
1	86 – 100	Excellent	19	59
2	66 – 85	Good	3	9
3	46 – 65	Enough	4	13
	26 – 45	Poor	2	6
5	Under – 25	Failed	4	13
Total			32	100

Table 3. The analysis of Secnd cycle

No	Result			
	Interval	Category	Frequency	%
1	86 – 100	Excellent	26	81
2	66 – 85	Good	2	6
3	46 – 65	Enough	2	6
5	26 – 45	Poor	1	3
6	Under – 25	Failed	1	3
Total			32	100

Table 4. The Final Result of Pre Cycle, First Cycle, and Second Cycle

No	Research			
	Step	Category	Frequency	%
1	Pre Test	Complete	8	25
		Incomplete	24	75
2	Cycle I	Complete	19	59
		Incomplete	13	41
3	Cycle II	Complete	26	81
		Incomplete	6	19

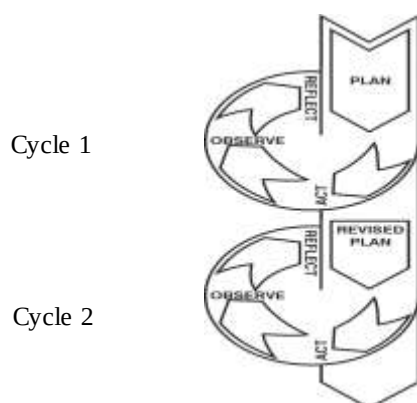
Figure 1. CAR model spiral Kemmis & Taggart
(Source: Arikunto, 2010 in Juliani et al, 2021)



Figure 2. The Planning



Figure 3. The Action



Figure 4. The Observation



Figure 5. The Reflection

4. CONCLUSION

Based on the research that the researcher has done previously, it can be concluded that the researcher obtained qualitative data and quantitative data, the results showed an increase in students' vocabulary mastery by using descriptive texts, there were 81% of those who passed the KKM. (70). These results come from the data in the pre-cycle, first cycle, and second cycle. In the pre-cycle of the pre-test, 8 students succeeded with a percentage of 25% and 12 students did not succeed with a percentage of 38%, and in the first cycle, 19 students succeeded with a percentage of 59% and 4 students did not succeed with a percentage of 13% then in cycle II 26 students succeeded with a percentage of 81% and 1 student who did not succeed with a percentage of 3% in post-test II. Qualitative data were also obtained by conducting interviews and observations of English teacher. The class becomes more interesting and students are very active in learning English, especially to improve students vocabulary mastery by using descriptive text.

It can be concluded that descriptive text with sentence completion technique was effective for improving vocabulary mastery of class VII-A students of SMP Nahdlatul Ulama Paluh Kurau. the results showed a significant increase. evidenced by the difference between the students' average scores in the pre-test and post-test activities in the first and second cycles.

No matter how good the results shown in this study are, there will still be deficiencies, in this case, the researcher will describe any deficiencies that were obtained during the research: a). Researchers often find students who just write down the missing words, b). learning is fun but the sound students produced in the application of these techniques is not controlled, c). because the form of the test chosen is in groups and in the form of descriptive text which makes reading boring, d). almost all students' answers are the same alias students copy each other.

For future researchers, suggestions that can be given related to this: Research expected future researchers to add more insight into vocabulary using Sentence Completion Technique in the descriptive text as a research subject, Future research is also expected to use more sources to find ways to apply these techniques in the classroom, The object of this research is expected to be expanded and not limited to junior high schools but is expected to be applied to all levels.

ACKNOWLEDGEMENT

Include sponsor's acknowledgments in this section as appropriate. In the name of God, the Most Gracious and the Merciful. All praise is to God who has given guidance and blessings so that the researcher can write her thesis proposal about "Improving Students' English Vocabulary Mastery Using Sentence Completion Technique In Descriptive Text At SMP Swasta Nahdlatul Ulama Paluh Kurau".

The researcher realized that she couldn't complete this thesis without any support, cooperation, assistance, and motivation from many people. The researcher also thanks some of the people who helped, They are :

1. Ms. Dwi Suci Amaniarsih, M.Hum as Thesis Advisor.
2. Mrs. Hj. Nuriandy, B.A as The Founder University of Potensi Utama.
3. Mr. H. Bob. Subhan Riza, S.T.,M.Kom The Chairman University of Potensi Utama Univesity.
4. Ms. Dr. Rika Rosnelly, S.Kom.,M.Kom as a Rector of the University of Potensi Utama.
5. Ms. Lili Tanti, M.kom. as The Deputy Rector I (WR-1) University of Potensi Utama.
6. Mr. Ashari P Swondo, S.Pd., M.Hum as Dean of Faculty Social Sciences and Education, University of Potensi Utama.
7. Ms. Enni Maisaroh, S.Pd., M.Hum as a head of English Education Program of Faculty Social Sciences and Education, University of Potensi Utama.
8. All the Lecturers of the English Education Study Program of University Potensi Utama.
9. Papa and Mama always support and motivate to do this thesis.

10. Mr. Noisy, the cat always accompanies the making of this thesis.
11. She dearest boyfriend always argues with me during the making of this thesis and provides costs and transportation in carrying out guidance.
12. And to the most special of herself, thank you for staying this far, thanks for always being strong against everything, thank you for never complaining about it. The best, strong, and great at being blessed herself.

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