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IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH ENGLISH NEWSPAPER ARTICLE AT EIGHTH GRADE OF MTS AL MUNAWWARAH MEDANG DERAS

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Abstract

This research was aimed to know and to describe how the English newspaper articles can improve the students' vocabulary mastery by using English newspaper articles at eighth grade of MTs S Babul Ulum Medan Labuhan in 2018/2019 academic year. The method used in this study was Classroom Action Research (CAR). The subject of this research consisted of 30 students of VIII-1. In this case the teacher of MTS AL MUNAWWARAH as an observer and collaborator. The research conducted in two cycles, cycle I consist of two meetings and cycle II was one meeting. The research was conducted as follow; planning, acting, observing, and reflecting. The data used in this research such as: Pre-test and Post-test, observation sheet, interview sheet, diary notes, and documentation. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analysing the interview, observation result, diary notes and documentation. Then, quantitative data were obtained from the students' vocabulary score of pre-test, post-test I, and post-test II. The result of this research showed that there was improving of students' vocabulary mastery through English newspaper articles. Most of the students achieved a good score at the end of every cycle. The passing grade of English lesson was 75 (seventy five). The mean of the pre-test was 42,66. The mean of the first cycle was 70,50. The mean of second cycle was 86,33. It was indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 75 or more also grew up. It means that there was an improving about 43,33%. The post-test of cycle II, students who got point 75 or more there were 30 students (100%) and the improving was about 56,67%. For the total improving of the students' score from pre-test to post-test of cycle II was 100%. In other words, the students' vocabulary mastery improved and became very well in the first meeting to the next meeting. Related to observation result and the

interview, showed that got positive responses from the students. The students were more active, enthusiasm, motivated in teaching learning process. In addition, from English newspaper articles, the students could develop their own personal vocabulary and get much variation of vocabularies. Thus, it was found that through English newspaper articles can improve the students' vocabulary mastery.

Keywords: *Improving, English Newspaper Articles, Vocabulary Mastery.*

INTRODUCTION

Vocabulary is one of the language components and as based of a language. Wilkins in Thonbury stated that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹ Based on this statement show that vocabulary should be learn first rather than the other aspects of the language such as, grammar, speaking, reading, and writing. The larger vocabulary the students master, the better they perform their language.

In English learning, vocabulary plays an importance role in the four English language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives ease for the learners to expand their ideas. In reading, vocabulary gives easiness for the learners comprehend the text. Vocabulary must not be neglected by anyone who learns a language. It means that vocabulary is one step to know the words, understanding the meaning and used them in sentence.

The objective of teaching vocabulary for Junior High School is the students are expected to be able to understand and communicate with others in English. According to English Subject Syllabus in the curriculum 2013 for standard competence of English for junior high school stated that the students are expected to be able to understand, to communicate, and comprehend the meaning in transactional, interpersonal, and functional text or dialogue in daily life. Students are hoped to be able to access current and popular knowledge while teaching material based on genres, such as; descriptive, recount, narrative, procedure, and information report.² It means that the students are expected to be able to mastering a number of vocabularies, so the students will be able conceive what they hear and read, and the better they will be able to say what they want to speak or write.

In fact, the student's vocabulary mastery at eighth grades of MTS Babul Ulum, only have approximately 200-300 words counted since their first grade of Junior High School. It can be proven with interviews with English teacher and vocabulary list of students. Then, the vocabulary that master by students is still limited to the vocabulary that is often used every day. So, the researcher concluded that the students' vocabulary has not developed yet. It is known when researcher doing conversation with students. This situation reveals a big problem on students vocabulary compared with expectation of the eighth students' vocabulary mastery.

However, in the reality, based on researcher's observation at the Eighth grade students of MTs Al Munawwarh, the researcher found out some problems in the students' vocabulary mastery. First, the students' interest in learning vocabulary is very low because according to them it is very difficult to memorize it, especially in verbs and nouns the students always forget the meaning of the words. Second, most of students do not know the meaning of words that is said by the teacher. Then, when the researcher asked students to write down some of vocabulary that they've already known without seeing dictionary, they written only two until five words. They also have limited vocabulary to comprehend the meaning of the text. The important thing that researcher know that the knowledge of students' vocabulary is limited. By having a limited vocabulary, the students will find difficulties in mastering English skill.

From this case, the researcher can conclude that there are some factors appear of this research. First, the students are less interested in learning new vocabulary. Students are lazy to learn and add the number of vocabulary, and they only learn from the text book. So the students' vocabularies are not increasing and not develop. Second, the English teacher used the conventional method in teaching. Teacher taught students by giving the explanation and then asked the students to do some exercise and it happened repeatedly. Third, the learning facilities are inadequate, such as the dictionary and the medium of learning. Students are seldom to bring dictionary to learn vocabulary, unfortunately the school not provide the dictionary for students, so they can't learn optimally and teacher is not creative in giving the medium for teaching vocabulary.

Media is one of many important things in teaching learning process. Media can help the teacher in delivering the materials to the students in order that they can understand the material easily. Southerland says that Elementary teachers often use multiple strategies and interesting media in their classrooms, whereas junior high school teachers often limit themselves to traditional instructional methods and limited media. The teacher should gain their attention and then it is a must to get their interest because the students in this age are easily bored. Based on explanation above, the researcher chooses that English newspaper articles as media to attract students' attention in learning English vocabulary.

English newspaper articles as one of media in teaching vocabulary. It can also help the students to increase students' knowledge, whether in education, economics, culture, sports, and politics. It does not only help the students to know the recent news but students will find a wide variety of vocabulary that can enrich the vocabulary list of students. By using English newspaper for teaching material, teacher can provide students with opportunities to learn something about world issues, culture, and other things.

So, based on the reason above, the researcher is interested in conducting a research with the title, "IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH NEWSPAPER ARTICLES AT EIGHTH GRADE OF MTs AL MUNAWWARAH MEDANG DERAS".

LITERATURE REVIEW

Building a broad vocabulary is an important part of language learning. According to the American Heritage Dictionary defines vocabulary as the sum of words used by, understood by, or at the command of a particular person or group. Meanwhile, vocabulary is defined as a large numbers of words that the students have to know; not only memorizing the form of the words but also understand the meaning.

According to Hiebert and Kamil , vocabulary can be generically defined as knowledge of words or word meaning. Furthermore, Barnhart also stated vocabulary as a stock of words used by person, class of people, profession, and a collection of list of words, usually in alphabetical order and defined. Mastery refers to having great skill at something or total dominance over something. According to Webster, mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. According to Longman, the word 'mastering' is derived from the word 'master', which means that to become skilled or proficient in the use of. Mastery is complete control or power over someone or something; through understanding or grea skill

Vocabulary mastery is not only knowing the words and its meaning, but also knowing about how the words sound and how the words are used in the context. Mastering vocabulary means having complete knowledge of a set of words that are used by a person. By mastering a large number of words, the students' were able to make the simple sentences correctly and make noun phrase or simple vocabulary construction.

According to Butterfield, mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community.¹¹ So, mastery is related one's ability, skill, knowledge, proficiency, understanding capacity.

Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. According to Read, the term of vocabulary knowledge refers to knowing the word meanings then the word should be similar to synonym, dictionary, or an equivalent word in learners' language. So, Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

RESEARCH METHOD

This research was conducted in MTS AL MUNAWWARAH MEDANG DERAS The subjects or participants of this research were the eighth grade students of Mts Al Munawwarah Medang Deras year 2018/2019, which consist of 30 students.

The researcher uses the qualitative and quantitative data as the technique of analysis data. The qualitative data will used to describe the situation during the teaching and learning process. According to Miles and Huberman, the qualitative data analysis consist of three components, such as; data reduction, data display, and conclusion drawing. Data collection method was written document viewing the specific procedure to be used to gather the evaluation information or data. To get a complete data and possible valid, the researcher used some instruments to help her. In this research, the data is collect by using qualitative and quantitative data.

FINDING AND DISCUSSION

The data of research divided into qualitative and quantitative data. The qualitative data was taken from observation, interview, diary note, and documentation. The quantitative data was taken the mean of the students' score in taking vocabulary test. This research was conducted in one class of MTS Babul Ulum Medan Labuhan that consist of 30 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle was conducted in two meetings included pre- test. The second cycle was conducted in two meetings.

Test II

No	Initial of Students	Scor		
		Pre-Test	Post Test I	Post Test II
1	AAA	40	60	75
2	AS	40	65	85
3	AR	50	65	85
4	AN	40	70	90
5	AUH	20	65	100
6	AT	35	60	75
7	BL	25	70	85
8	EF	50	80	85
9	GP	60	85	90
10	IS	65	85	100
11	IA	50	80	95
12	LP	30	70	90
13	MD	45	75	85
14	MH	45	80	90
15	MA	45	60	85
16	MSK	40	60	85

17	MZ	20	55	80
18	MU	30	60	75
19	M	40	75	90
20	MN	50	80	95
21	NM	65	90	100
22	RAJ	45	55	75
23	R	50	75	80
24	RS	45	70	90
25	RA	30	50	75
26	SR	60	85	100
27	SRP	45	80	90
28	TAP	60	85	90
29	TB	40	60	75
30	F	20	65	75
TOTAL		$\Sigma x=1280$ $\bar{x}=42,66$	$\Sigma x=2115$ $\bar{x}=70,50$	$\Sigma x=2590$ $\bar{x}=86,33$

From the data above, the researcher found there is the increasing of the students' mastery. It could be seen from the mean of the value from pre-test, posttest of cycle I, and post- test of cycle II that improve.

DISCUSSION

This research was conducted to describe how English newspaper articles improve the students' vocabulary mastery. The English newspaper article was one of media that could be used by teacher in teaching English to improve the students' vocabulary mastery.

The finding of the research that the researcher gave the real proved that English newspaper articles effective or could improve students' vocabulary mastery. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle I, and post-test of cycle II. The increasing because the teacher knew how to control the class and created the active class. Besides that, English newspaper article could help them to get much the new vocabulary and motivated the students to study English vocabulary easily.

Based on qualitative data that has been got, it showed that the increasing of teacher's and students' activity during teaching learning process. The data can be seen from observation sheet, interview sheet, diary notes, and documentation that indicated the students were active, become more enthusiasm, motivated in learning new vocabulary, and they were more understood about the material. The students also could develop their own personal vocabulary and get much variation of vocabularies. Thus, they

will not get stuck when they read, write, listen and speak. And based on the result quantitative data showed that the students' mastery in vocabulary improved. It could be seen there is increasing of the students' score. The score was higher and higher for each meeting. It was proven by the fact that the mean of the score for each meeting increased. The mean of pre-test was 42,66, the mean of the first cycle was 70,50, and the mean of second cycle was 86,33. It was indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 75 or more also grew up. Even though in pre-test there were not students who got point 75 or more, in the post-test of cycle I students who got point 75 or more there were 13 students (43,33%). It means that there is an increasing about 43,33%. The post-test of cycle II, students who got point 75 or more there were 30 students (100%) and the improving was about 56,67%. For the total increasing of the students' score from pre-test to post-test cycle II was 100%. In other words, the students' vocabulary mastery improved and became very well in the first meeting to the next meeting.

The refore, in this phase researcher described some findings in the field, before and after using English newspaper articles in students' vocabulary mastery. It can be concluded that the result of the research showed that the English newspaper articles improve the students' vocabulary mastery. It could be seen from the quantitative data by prove the students' score got better in the post-test of first cycle than pre-test, and the post-test of the second cycle got better than the first cycle. Another could be seen from the qualitative data that showed got positive responses from the students. The students' was active, enthusiasm, motivated in teaching- learning process. The students also could improve their own personal vocabularies and get much variation of vocabularies.

CONCLUSION

After conducting CAR at eight grade of Mts Al Munawwarah school academic year 2019/2020, which aims to describe how English newspaper articles improve the students' vocabulary mastery, the researcher made conclusion related to the research question which are stated in chapter I. The conclusions were obtaining through real phenomenon as the researcher did during the research.

After analyzing the data it was found out the students' mastery in vocabulary by using English newspaper articles was improve. This statement can be proved by the mean result of the test. The mean of pre-test was 42,66, the mean of the first cycle was 70,50, and the mean of second cycle was 86,33. It was indicated that the mean in second cycle were better than the first cycle. The percentage of students who got point 75 or more also grew up. Even though in pre-test there were not students who got point 75 or more, in the post-test of cycle I students who got point 75 or more there were 13 students (43,33%). It means that there is an increasing about 43,33%. The post-test of cycle II, students who got point 75 or more there were 30 students (100%) and the improving was about 56,67%. For the total increasing of the students' score from pre-test to post-test cycle II was 100%. In other words, the students' vocabulary mastery improved and became very well in the first meeting to the next meeting. The improvement students' vocabulary mastery through English newspaper articles was divided into two cycles. Based on the result of the research

showed that the English newspaper articles improve the students' vocabulary mastery. Based on the result of quantitative data showed that the students' mastery in vocabulary improved. It could be seen there is increasing of the students' score. In the pre-test, the lowest score is 20 and the highest score is 65, in the cycle I, the lowest score is 50 and the highest score is 90, in the cycle II, the lowest score is 75 and the highest score is 100. So, it be concluded that the score was higher and higher for each meeting. Then, the researcher also analyzed qualitative data to support the research finding beside the quantitative data. It could be seen from the qualitative data that showed got positive responses from the students. The students' were more active, enthusiasm, motivated in teaching-learning English process. In addition, from English newspaper articles, the students could improve their own personal vocabularies.

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