



**IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH
ENGLISH NEWSPAPER ARTICLES AT EIGHTH GRADE OF
MTS S BABUL ULUM MEDAN LABUHAN**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN SU
Medan as a Partial Fulfilment of the requirements for the Degree of
Educational Bachelor*

BY:

NIKMAH HAYATI TANJUNG
NIM: 34.14.3.096

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Skripsi yang berjudul : “**Improving The Students’ Vocabulary Through English Newspaper Articles at the Eighth Grade of MTs. S Babul Ulum Medan Labuhan in Academic Year 2018/2019**” oleh **Nikmah Hayati Tanjung**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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Assalamu'alaikum Wr. Wb

Setelah saya membaca, meneliti dan memberi saran perbaikan seperlunya terhadap skripsi mahasiswa:

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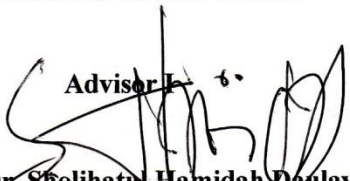
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Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

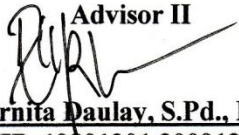
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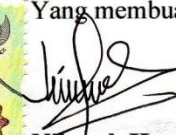
Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 24 September 2018

Yang membuat pernyataan




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ABSTRACT

NIKMAH HAYATI TANJUNG. (34143096). IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH NEWSPAPER ARTICLES AT EIGHTH GRADE OF MTS S BABUL ULUM MEDAN LABUHAN.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatra, Medan 2018.

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

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 S Babul Ulum Medan Labuhan 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. Eventhough, In the pre-test, there were not students who got point 75. In the post-test of cycle I students who got point 75 or more there were 13 students (43,33%). 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.

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Nikmah Hayati Tanjung
34.14.3.096

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CHAPTER I

INTRODUCTION

A. Background of the Study

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

¹ Thornbury, S., (2002), *How to Teach Vocabulary*, Harlow: Pearson Education Ltd. p. 13.

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.

According to Depdiknas 2006, Junior high school students are expected to master 1500-500 words to help them understand and use four language skills.³ 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 Babul Ulum Medan Labuhan, 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

² Kementrian Pendidikan dan Kebudayaan, (2017), *Sillabus Mata Pelajaran Bahasa Inggris SMP/MTS*, Jakarta, p.4

³ Ratna Zawil, (2016), *Using Make A Match Technique to Teach Vocabulary*, English Education Journal (EEJ), 7(3), p.312.

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.⁴ 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 S BABUL ULUM MEDAN LABUHAN”**.

B. Statement of the Problems

Based on the background of the problem, the identification of the problem in the following:

1. The students are not interesting in studying English, because the media that used by the teacher less attract the students in learning English.

⁴ L. Southerland, (2011), *The Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students*, Florida: UNF Digital Common, p. 1.

2. The students are lazy to memorize of vocabulary, especially in content words category.
3. Most of students do not know the meaning of the words, because they have limited vocabulary especially in content words category.

C. Research Question

Based on the background above, the researcher would like to formulate the problem of the research in the following question:

1. Do English newspaper articles improve the students' vocabulary mastery?
2. How do English newspaper articles improve the students' vocabulary mastery?

D. Purpose of the Study

Related to the formulation of the study, the purposes of the study are:

1. To know the English newspaper articles can improve the students' vocabulary mastery.
2. To describe how English newspaper articles improve the students' vocabulary mastery.

E. Significances of the Study

The result of the study is expected to be useful:

1. Information for English teacher to improve the students' vocabulary mastery by using English newspaper articles.

2. It will be useful for the students to increase their vocabularies and give motivation in learning English process.
3. To give an additional source and knowledge for the readers.

F. Limitations of the Study

In this research focus on students' vocabulary mastery through English newspaper articles especially by using *The Jakarta Post Newspaper* in teaching vocabulary in content words: noun, verb and synonym. Furthermore, this research conducted by classroom action research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the review of the related theories. In conducting a research, theories are needed to explain some concept or term applied in research concerned. Some terms are used in this study and they need to be theoretically explained.

A. Review of Literature

A.1. Definition of Vocabulary

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.⁵ 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.⁶

According to Hiebert and Kamil , vocabulary can be generically defined as knowledge of words or word meaning.⁷ 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.⁸

In addition, In Oxford Advanced Learner's Dictionary, vocabulary defines as follow: all words that a person knows or uses; all words in a particular

⁵ John J. Pikulski and Shane Templeton, (2004), *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, USA: Houghton Mifflin Company, p.1.

⁶ Hani sutrisna, (2012), *Vocabulary for Daily Conversation*, Yogyakarta: Kawah Media, p.2.

⁷ Hiebert and Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associate, p.3.

⁸ Cynthia A. Barnhart, (2008), *The facts on file student's dictionary of American English*, p.697.

language; the word that people use when they are talking about a particular subject; a list of words with their meanings, especially in a book for learning a foreign language.⁹

From the definitions above, it can be concluded that vocabulary is a list of word that have meaning and can be understood by someone that it can used to communicate with others. A better understanding of the vocabulary, it would produce a better understanding in communication and comprehend meaning of the text.

A.2. The Types of Vocabulary

Lehr & Osborn explain two kinds of vocabulary description as follows:¹⁰

1. First, a word has two forms, oral and print.
 - a. Oral vocabulary includes the words that are recognized and used in listening and speaking.
 - b. Print vocabulary includes the words that are recognized and used in reading and writing.
2. Second, word knowledge is composed of two forms, receptive and productive.
 - a. Receptive Vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.

⁹ A.S. Hornby, (2000), *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, p.1506

¹⁰ Masoumeh Rostami and Siros Izadpanah, (2017), *The Study of Vocabulary Awareness Effect on Intermediate Language Learners' Depth of Vocabulary Knowledge in Genuine Persian Text*. International Journal of English Linguistics. Vol.7. No. 1, p. 187.

b. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

In relation to kinds of vocabulary, according to Finocchiaro in Hiebert and Kamil , The kinds of vocabulary divided into two kinds:¹¹

1) Active Vocabulary

Active vocabulary consists of words which students understand, can pronounce correctly and use constructively in speaking and writing.

2) Passive Vocabulary

The passive vocabularies consists of words those students recognize and understand when they occur in a context and they never use then in communication. They understand them when they hear or read them, but they do not use them in speaking or writing.

While, based on Judy K. Montgomery's book: *The Bridge of Vocabulary* stated that there are 4 types of vocabulary:¹²

1. Listening Vocabulary

Listening vocabulary is a passive type of vocabulary. Listening vocabulary is the words we hear and understand. The listener is able to link the words being spoken their meaning. This level of understanding is aided by word context, intonation, and if there is visual contact with the speaker, by gestures and facial expressions. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words.

2. Speaking Vocabulary

¹¹ Hiebert and Kamil, Op.Cit. p.167-169.

¹² Judy K., (2007), *The Bridge of Vocabulary*. Retrieved on April 1st 2018 from (www.srsdeaf.org), 23:42 p.m.

Speaking vocabulary is the words we use when we speak. Speaking Vocabulary is one types of vocabulary that demonstrates a person's knowledge of words. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions.

3. Reading Vocabulary

Reading vocabulary is a passive type of vocabulary. Reading Vocabulary is the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. The person is able to recognize the form the letters and how they can correspond to one another, and how their sum is understood.

4. Writing Vocabulary

Writing vocabulary is the active vocabulary equivalent to reading. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly. Our writing vocabulary is strongly influenced by the words we can spell.

Words fall into two quite categories: content words and function words:¹³

1. First category is content words fall into the major part of speech, including nouns, verbs, adjectives, adverbs, and some pronouns.
2. Second category is function words fall into the minor part of speech, including preposition, conjunction, interjection, particles, auxiliary, articles, demonstratives and some adverbs and pronouns. Based on the statement

¹³ Laurel J. Brinton, (2000), *The Structure of Modern English: A Linguistic Introduction*, Volume 1, Amsterdam: John Benjamins Publishing Company, p. 118.

above we can conclude that type of vocabulary can be divided into two categories they are function words and content words.

Based on explanation above it can be conclude that vocabulary comes into oral and print forms; oral form refers to words used and recognized in speaking and listening, and print form refers to all words recognized in reading and writing. Also, knowing a word comes into two kinds: receptive (listening and reading) and productive (speaking and writing). The last, vocabulary divided into two categories s as follows; function words and content words.

A.3. The Importance of Vocabulary

Vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. It means that vocabulary is a necessary ingredient for all communication. The students realize the importance of vocabulary when learning languages, but most students passively learn vocabulary. First, they consider the teacher's explanation of understanding or definition, pronunciation, spelling and grammatical functions to be boring. Second, the students usually only get new vocabulary in their textbooks or when during English class. Then, the lack of English vocabularies owned by the students; especially the academic subject matter, so many students do not understand the oral or / and written English text in doing interaction. So, Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies.

According to David Wilkins in Thornbury stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹⁴ It shows that learning vocabulary is very important. With vocabulary everyone can say anything they want, but grammar people just say little thing because they speak with words not grammar.

One cannot learn a language without learning vocabulary. There are two reasons why we should learn vocabulary; first, we want other people to understand what we are speaking to them and we also want to know what other people want to communicate to us. Second, we do not want that there will be miss interpretation and misunderstanding in our communication.¹⁵ So, without vocabulary, the language cannot be used to maintain all information in language. People cannot communicate effectively or express his ideas in both oral and written form.

According to Coles, learning vocabulary builds literacy skills and prepares them for their academic journey. It means that a student with high vocabulary mastery will be better able to follow instructions from teacher. They also more confident in expressing themselves, and will possess the ability to communicate more effectively in a conversational setting.¹⁶

¹⁴ Scoot Thornbury, (2002), *How to Teach Vocabulary*, Harlow: Pearson Education Ltd, p. 13

¹⁵ Jonathan Sarwono and Yudhi Purwanto. (2013), *English for Academic Purposes: A Successful Way to Learn Scientific English*. Yogyakarta: Andi Offset. p. 191

¹⁶ Bobby Coles. (2010). *Writing Level Star*. Available at: <http://www.helium.com/items/1927657-vocabulary-learningvocabulary> [accessed 3rd April 2018]

Meanwhile, Bintz states that vocabulary is critically important because a word is an instrument for thinking about the meaning which it expressing.¹⁷ Then, vocabulary also is a main of the language.¹⁸ Based on statement, to support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. By learning vocabulary, we can communicate with others and convey our meaning.

Furthermore, according to Graves stated that the importance of vocabulary as following:¹⁹

(1) Vocabulary knowledge is one of the best indicators of verbal ability; (2) Vocabulary knowledge contributes to young children's phonological awareness, which in turn contributes to their word recognition; (3) Vocabulary knowledge in kindergarten and 1st grade is a significant predictor of reading comprehension in the middle and secondary grades; (4) Vocabulary difficulty strongly influences the readability of the text; (5) Teaching vocabulary can improve reading comprehension for both native English Speakers; (6) Growing up in poverty can seriously restrict the vocabulary children learn before beginning school and make attaining an adequate vocabulary a challenging task; (7) Disadvantage students are likely to have substantially smaller vocabularies than their more advantage classmates; (8) Learning English vocabulary is one of the most crucial tasks for English learners; (9) Lack of vocabulary can be a crucial underlying the school failure of disadvantage students.

From statement above, vocabulary mastery supports the mastery of the four skills which are listening, speaking, reading and writing. Vocabulary mastery also influences the students' learning process. Therefore, the students should have

¹⁷ Bintz, W.P., (2011), *Teaching Vocabulary across the Curriculum*, Middle School Journal. <http://littoolkit.pbworks.com> / [accessed 1st April 2018]

¹⁸ James Coady and Thomas Huckin, (2003), *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, New York: Cambridge University Press, p. 5.

¹⁹ Michael F. Graves, (2016), *The Vocabulary Book: Learning and Instruction Second Edition*, New York: Teachers College Press, p.2.

to obtain vocabulary mastery. Vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom.

In other words, students also need the vocabulary in the learning process, because they use it for many kinds of learning activity. For instance, the students who want to convey their opinion about synonym, so they have to express their ideas through the sentences. When they have a conversation with a foreigner, they will hear and need many vocabularies to respond what the foreigner says. They also will use many vocabularies to write or read a short paragraph. Those activities will increase their vocabularies and assist them to master English.

So, vocabulary has an important position in every language. Below, the hadith of prophet SAW. , which contains instructions of the importance of learning language, can be seen in the following hadith:

عَنْ زَيْدِ ابْنِ ثَابِتٍ رَضِيَ اللَّهُ عَنْهُ قَالَ:
 أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ
 أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ: إِنِّي
 وَاللَّهِ مَا آمَنُ يَهُودَ عَلَى كِتَابِي قَالَ: فَمَا مَرَّ
 بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ: فَلَمَّا
 تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ
 إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ .

The meaning: Sourced from Zaid bin Tsabitra. Said: Rasulullah SAW., ordered me to learn several languages from Jewish writings. He said, “ I am, by Allah, not sure of the Jews (understand) for my writing. “ Zaid said: it will not be more than half a month I have (managed) to learn it. Zaid said: when I have studied it, if the Prophet wrote to the Jews, I wrote it for them, and if they wrote to the Prophet, I am the one who reads their writings.²⁰

From the above hadith, it is known that the Prophet also studied a language, even though it was a kuffar (Jewish) language. Because, learning a foreign language is very important as long as the language is beneficial for moslems. Therefore, we must have many vocabularies, because it is important so that we have a good language. Because, by mastering the language, we can master the science.

Based on explanation above, it can be conclude learning vocabulary is the key to the students understanding what they hear and read in school and to communicate successfully with other people. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning. Without having many vocabularies, people cannot understand what other people say and there will be a gap in communication. In order to make the communication of people run well, people should understand what they speak.

A.4. Vocabulary Mastery

Mastery refers to having great skill at something or total dominance over something.²¹ According to Webster, mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority,

²⁰ Suja’I Sarifandi, (2014), *Ilmu Pengetahuan dalam Perspektif Hadits Nabi*, Journal Ushuluddin, Vol. XXI, No. 1, p. 73.

²¹*Definition of Mastery*, Retrieved on March 22th 2018, from <https://www.vocabulary.com/dictionary/mastery>.

ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment.²²

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 great skill.²³

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.²⁴ 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

²² Merriam Webster, (2018), *Definition of Mastery*, <https://www.merriam-webster.com/dictionary/mastery>, accessed on 22th March 2018.

²³ Longman, (2007), *Advance American Dictionary*, England: Pearson Education Limited, p. 984.

²⁴ J. Butterfield, (2007), *Collin English Dictionary Plus Good Writing Guide*, Great Britain: Harper Collins Publishers, p.56.

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.²⁵ 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.

Based on explanation above, vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.

Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Qur'an Surah Al-Baqarah in the 31-33th verse:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا
إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَتَّبِعُونَ الْأَسْمَاءَ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ
بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبَ السَّمٰوٰتِ وَالْأَرْضِ وَأَعْلَمُ مَا
تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

²⁵ John Read, (2000), *Assessing Vocabulary*, New York: Cambridge University Press, p. 16.

The meaning: (31) *“And He taught Adam the names - all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful. (32) They said, “Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise. (33) He said, “O Adam, inform them of their names.” And when he had informed them of their names, He said, “Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed.”*²⁶

From this verse, we know that everybody must know all the things in this world. By knowing the words of things, we can get a lot of knowledge. It can be seen from the teaching process that is given by Allah Almighty to Adam for education process firstly. Because, the first the verse shows that Allah created Adam without knowing anything. Then, Allah taught him (Adam) about the names of the thing to have knowledge. Allah SWT also has prepared man the ability to call out words from names of the things. It is fact that man can communicate well if he know the names of something. Then, a man who have a little vocabulary, they will difficult to understand the language. So students must be mastering the vocabulary in learning English as foreign language.

B. English Newspaper Articles

B.1. Definition of English Newspaper Articles

Newspaper is one of printed media besides magazines. Newspaper present current issues which are occurring at present. By reading English newspapers article, the students can gather information on varied subjects including social-political-business issues, sports, entertainment, art, culture, music, education etc. It is also are equipped by posters, diagrams, charts and

²⁶Abdullah Yusuf Ali, (2014), *English Translation of Al-Qur'an*, www.alqur'an/EnglishTranslate, accessed on April 3, 2018 14.00 p.m.

photos which could to attract students' attention, especially learning English vocabulary in newspaper articles.

According to Oxford Advanced Learner's dictionary, newspaper is a printed publication appearing daily or weekly and containing, an article on various subjects.²⁷ Meanwhile, The Australian Newspaper Plan libraries have adopted the following definition of a newspaper is a serial publication which contains news on current events of special or general interest.²⁸

From the explanations above, it can be conclude that English Newspaper Article is printed publication consist of particular topic or issue inside it, such as social-political-business issues, sports, entertainment, art, culture, music, education or recent news occur in the world which are published daily or weekly. Newspaper is one of the widely used materials to learn and teach English language. It presents the contemporary use of language. Therefore, it can be exploited in many ways to improve students' communication skills especially vocabulary.

B.2. The Procedure of Teaching Vocabulary through English Newspaper Articles

Vocabulary is more important than grammar practice, because words carry the meaning. The more words you know, the better you will be able to express yourself. By having a lot of vocabularies, we can improve our English. English newspaper articles as one of media to help the students to have a lot of

²⁷ A.S. Hornby, 2000, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, p.782

²⁸ National Library of Australia. *What is Newspaper?*, <https://www.nla.gov.au> , accessed on April 1, 2018 22:30 p.m.

knowledge about vocabulary and it helps a great deal in improvement of the four language skills of the student.

The procedures of teaching vocabulary through English newspaper articles are:

1. Teacher tells the material about noun and verb vocabulary.
2. Teacher use English newspaper article as media in teaching vocabulary.
3. Teacher divides the class into some groups and gives each group an English newspaper article with different topic, such as: education, sport, business food, disaster, flood, etc.
4. Teacher asks students to search or to find new words connected with their topic from English newspaper article and the meaning until 6-12 words in a group. Students also have to find the synonym of the words by using dictionary.
5. Each group must write the word in a paperboard with creativity of each group, so that it can attract the students to read or to memorize words.
6. Then, students also must identify the words whether verb or noun.
7. After finish, every group have to presentation the result of their work group discussion in front of the class. Then, every group also write the difficult words from other groups. It purpose in order to each student have many variation of vocabularies and can enrich their vocabulary too.
8. Teacher asks all of students to memorize 10-15 words in a day. It means that by having a lot of words or stock of vocabularies is really useful for the students or speakers while they are speaking because it will help their fluency to express their ideas, feelings, and opinions.

English newspapers are an excellent authentic material to be used in the English language teaching. Newspapers, especially the popular papers, offer plentiful sources of interesting articles which are available free of charge and the higher level of such texts represents an exciting challenge for the students. So, it can be concluded that from English newspaper articles the student learns some new words, learns some new idioms connected with the topic, such as education, sport, business, food, disaster, etc.

B.3. The Advantages of Using English Newspaper Article in Improvement Vocabulary

The newspapers are regarded one of the most reliable, easily available, less expensive and effective sources of sharing information and knowledge. A newspaper also can be used as the basis for extensive practice in the four language skills.

English news articles in the newspaper can help you to learn many new vocabularies. Editorial section is one of the most recommended posts to read because it usually contains a fairly difficult vocabulary. Moreover, English newspapers help the students in the classroom and they can also be encouraged to improve their vocabulary, grammar and thinking skills as regular reading of newspapers and can provide them an opportunity to express and exchange their ideas on a wide variety of issues.

The use of English newspapers in the classroom on a regular basis will inculcate many good ideas and habit of grasping vocabulary spontaneously. Some major uses are learning a lot of vocabulary, increase in reading speed, process of

learning becomes innovative and interesting, offers a wide variety of information in every walk of life, cost savvy, develop writing and listening skills, learning grammatical structures, learning crafty words and constructions, and use of idioms, phrases and many new innovative constructions.²⁹

According Hwang and Nation newspapers are often used in reading classes in order to develop reading skills and develop vocabulary knowledge. There are several reasons for this. Firstly, newspapers are easily and cheaply available in hard copy or online. Secondly, newspapers are authentic materials that are commonly read by all. Thirdly, they provide a wide choice of interesting topics from which teachers or learners can choose reading texts. Finally, reading newspapers is considered to be not only a good way of reviewing old vocabulary learned but also of learning new vocabulary from context.³⁰

According to Paul Sanderson, there are a number of very strong arguments or advantages in favour of using newspaper as teaching material vocabulary:³¹

a. Varieties of English

Newspapers contain a wide variety of text types and language styles not easily found in conventional language-learning materials (e.g. general course books), and students need to become familiar with such language forms. Newspapers provide a natural source of many of the varieties of written English

²⁹ Shivender Rahul, (2016), *Role Of Newspapers In Learning English Language: A Linguistic Study*, India: International Journal Of English Language, Literature And Translation Studies (IJELR), Vol. 3. Issue 1 Jagran Lakecity University Bhopal, p. 484.

³⁰ V Rajasekaran, (2015), *The Effect of Reading-Based Activities in Enhancing Vocabulary*, India: School of Social Sciences and Languages VIT University - Chennai Campus Tamilnadu p.264.

³¹ Khoirul Umam, (2010), *Improving The Students' Vocabulary Mastery with The Jakarta Newspaper Articles*, Jakarta: Department of English Education State Islamic University Syarif Hidayatullah, p.15.

that become increasingly important to students and valuable for language study as they progress.

It means that, English newspaper has an important role in improving the students' vocabulary, so that they have more productive vocabulary knowledge and also can develop their own personal vocabulary. Thus, they will not get stuck when they read, write, listen and speak.

b. Reader Interest

The enormous variety of subject-matter in newspapers, means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating for students to work with. Newspaper report real-life events and this arouses our natural curiosity about the world around us and our fellow human beings. It can be concluded that English newspaper is an interesting reading because it consists of variety of subject-matter that can increase the readers' curiosity.

c. Authentic Materials

Newspapers are an invaluable source of authentic materials, and their use in the target language classroom is very much in keeping with current thinking and practice in teaching pedagogy. Indeed, for many students, the ability to read and understand English-language newspapers for work purposes represents a very real and tangible goal to aim for. Using newspaper materials in the classroom will also be particularly helpful for those students who may go to live or work in the target-language community. It can be said that using English newspaper materials in the classroom will also be particularly helpful for those students who may go to

live or work in the target-language community because students have accustomed to speak or think as English people.

D. Teaching Materials

English language newspapers are readily available in most countries throughout world, and there is a constant, on-going supply which is replenished with new content on a daily basis. As such, they provide language teachers with a limitless supply of teaching materials which can be used to develop their students' language skills. It means that, beside textbooks, teachers can use English newspaper as teaching materials to develop their students' vocabulary skills.

B.4. The Disadvantages of Using English Newspaper Article in Improvement Vocabulary

There are some disadvantages of using newspapers as teaching material vocabulary:

1. Using authentic materials such as English newspaper article with weak learners frustrate and de-motivate them, because they lack the required skills and vocabulary to deal with the presented text successfully.
2. Words that are not necessary and unfamiliar expression tend to be avoided.
3. The material needs to be properly selected. Material will be rather difficult and above the students' level, it must be in some way prepared, simplified and that really can be time consuming.
4. News reporting language in pursuit of changing and growing vocabulary uses various techniques such as combining foreign words, new coinages and other adaptations, which might be for language learners a big barrier to cope with such texts.

5. The most difficult barrier to overcome is the style of newspaper writing, information-packed sentences, unfamiliar vocabulary and unusual idioms. It is the teacher's premier skill to use newspapers well and benefit from them.³²

E. Conceptual Framework

Vocabulary is one of important thing that must be mastered by the students. It is one of components or foundation in language learning to improve students' vocabulary mastery and it has become priority in education. In addition, students' vocabulary mastery academically is needed language learning, because it is essential to be successfully in reading, listening, speaking, and writing.

Many students still find difficulties to listen, to speak, to write, and to read because students' vocabulary are very limited. So, they will improve their vocabularies, and one of the ways to solve this problem in teaching vocabularies by using English Newspaper Articles. English newspaper is considered to be not only a good way of reviewing old vocabulary learned but also of learning new vocabulary from context.

English newspaper article is one of the media in teaching vocabulary to the students. They want vocabularies to be more interesting and more realistic. It will make the students interested in learning when they are provided with newspaper articles such as economic reports, business news, and other recent news occur in the world.

³² Erika Jirousova, (2015), *Using Newspaper to Teach English Grammar and Vocabulary*, Brno: Department of English Language and Literature of Masaryk University Brno. p.14.

The conceptual of framework of the research as follows: researcher prepares the media that will be used in teaching process. In the classroom, researcher divides students into some groups. Then, the researcher gives the material with the different themes to each group. Furthermore, researcher asks the students to find difficult word in the English newspaper article minimal ten words. After that, students write down the words and find the meaning in the dictionary. Then, the leader of each group write the difficult word in the white or black board in order to the others students have variation word from the other group. Finally, the teacher asks all of the students to memorize the words that they have found in English newspaper articles. So, all of students has many variation of vocabulary that they have never heard before so that it can enrich the students' vocabulary.

F. Related Study

There are some previous studies that are relevant to this research, they are:

1. The first relevant study was done by Khoirul Umam, titled *Improving The Students' Vocabulary Mastery with The Jakarta Post Newspaper Articles* as his thesis in 2010. The study was conducted at MTs Al-Khairiyah Jakarta. The researcher in his study used experimental method. The aim of the study was to find the empirical evidence whether there is significant influence between the used of The Jakarta Post Newspaper Articles toward the students' vocabulary mastery. The result of the study showed that teaching English vocabulary by using the Jakarta post newspaper articles has significant influence to improve students' vocabulary mastery.

2. The second study which has relevance with this research was conducted by Westi Amaliyah (2008); *Teaching vocabulary by English Newspaper Articles*. The researcher in his study used descriptive qualitative method. Based on the finding it could be concluded that English Newspaper Articles could improve vocabulary mastery of seventh grade students of SMA 87 Jakarta Selatan. Showed the extent of vocabulary mastery achievement of the subjects under study when they were taught by using English newspaper articles. In the other word, English newspaper articles could significantly improve vocabulary mastery of the students.
3. The third study was done by Raju Ahmmed, titled *Effectiveness of Reading English Newspaper for Improving Vocabulary and Reading Skill of Students of Dhaka University* as his thesis in 2016. The study was conducted at Dhaka University, Bangladesh. The aim of the research paper is to investigate how English newspaper improves vocabulary and reading skills of Students of Dhaka University. The study was conducted on thirty students by means of questionnaire. The result of the study showed that by English newspapers students can have knowledge about their country as well as about the world. Again, reading English newspapers widens students' outlook and enriches their knowledge. Besides, English newspaper is very helpful for learning new words, idioms phrases and sentence structures. It also helps them to learn how to take out the meaning of the sentences. To sum up, English newspapers help students to become better learners.
4. The fourth study which has relevance with this research was conducted by Erika Jirousova (2105); *Using newspapers to teach English grammar and*

vocabulary. The study was conducted at Brno. The aim of the study was to show that newspapers are useful when teaching English grammar and vocabulary. The result of the study showed that newspapers an excellent authentic material to be used in the English language teaching.

5. The fifth relevant study was done by Jiahui Zhu, titled *The Technical Vocabulary of Newspapers* as his thesis in 2017. This research was made up of approximately 7,600 newspaper articles posted to The New York Times website between June, 2015 and October, 2016 was created and analyzed to identify the technical vocabulary of a newspaper and determine its lexical coverage. The researcher in his study used creating an American newspaper corpus. The aim of the study was to identifying the technical vocabulary of a newspaper is valuable for language learners, because leaning these words before reading articles may help to reduce the vocabulary burden, to create a corpus that is representative of articles in The New York Times, and identify the technical vocabulary of newspaper articles in NYT. The result showed that there were 405 technical words of the newspaper as a whole that accounted for 9.76% of the running words in the NYT corpus, and an average of 748 technical words of each newspaper section with an average lexical coverage of 23.82%. It means that identified technical vocabulary might be a useful language learning tool. For learners, they can learn the technical vocabulary in advance before reading newspaper articles. It may help to lighten the vocabulary burden to some extent when reading. For teachers, they can make use of the technical vocabulary of different newspaper sections

to test students' vocabulary level, in order to help them choose the section where they know the most vocabulary.

G. Hypothesis

The hypothesis of the result study is formulated as follows: The students' vocabulary mastery can be improved through English newspaper articles.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this study was a Classroom Action Research (CAR). A Classroom Action Research was choosing because the problem comes from teaching and learning in the class. According to Prendergast in Arifin saying that Classroom Action Research is a facility for the teachers to reflect and act systematically to reform the process of teaching.³³

Suharsimi explains Class Action Research through the combined definitions of three words, Research, Action and Class. The meaning of each word as follow: 1) Research is an activity to observe an object by using method and specific to obtain data or information in solving a problem. 2) Action is intentional activity with the specific purpose, the action implement in a series cycle. 3) Class is a group of students in the class, the students study not only in limit area but also in other place such as laboratory, study tour, etc.³⁴ The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school.

Additionally, Hopkins in Wiriadmadja gives the definition that Classroom Action Research is a research that combines research procedure with substantive action, means that an action was done by using discipline inquiry or an effort to understand what is it doing and involve in the process of reparation and change.

³³ Zainal Arifin, (2011), *Penelitian Pendidikan Metode dan Paradigma Baru*, Bandung: PT Remaja Rosda Karya, p.96.

³⁴ Suharsimi Arikunto, (2007), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 2-3.

Based on the definition of Classroom Action Research served by some experts, the researcher comes at conclusion that CAR is a kind of research whose aim to solve the problem of teaching and learning encountered by a particular classroom.

B. Research Setting and Subject

This research was conducted in MTs Babul Ulum in Jl. Masjid Pajak Rambe, Kel.Martubung, Kec. Medan Labuhan, Medan. It is chosen because based upon the unstructured interview result with the English teacher, the students had the lowest achievement in English test especially in vocabulary. The students were lazy to add number and memorize the words. That is why they need some media to attract students' attention and motivate in improving their English scores by improving students' vocabulary. In addition, this media also has never been done in this school.

The subjects or participants of this research were the eighth grade students of Babul Ulum in academic year 2018/2019, which consist of 30 students. . In this research, the researcher chose VIII-1. The researcher took VIII-1 as the subject of the researcher because based on the interview with English teacher that in this class still low in English subject especially in vocabulary.

C. Data Collection

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.

1. Qualitative

The qualitative data described the situation and condition during teaching learning process. In the qualitative data, the researcher used observation sheet, interview, and diary notes.

a. Observation

Observation aimed to collected the information about the situation and condition of the learning process. In this case, Observation is the process of collecting data it is viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. There are two kinds of observation sheet, for the teacher's activity and for the student's activity.

When the observation takes place, the researcher collected the data of the teaching and learning process. It was drawn of observation sheet when the teacher joined in class. The way of filling the observation sheet is by giving the check list mark in the column of answer. There are two choices, yes and no. The observer gives sign in yes or no when suitable with observation. The form of observation sheet can be seen in the appendix 2a and 2b.

b. Interview

The researcher would be interviewed the teacher to got some information, such as: the difficulties encountered by the teacher in teaching vocabulary during the class, the strategies that offered by the teacher to solve students' difficulties to improving students' vocabulary, things that can disturb the

teaching and learning process. The result of this interview is to know the teacher and students problems that faced in teaching learning process, such as: for the teacher; what are the difficulties encountered by the teacher in teaching vocabulary during the class, the strategies that offered by the teacher to solve students' difficulties in vocabulary learning, things that can disturb the teaching and learning process, etc. For the students; what were the difficulties faced in vocabulary learning, their feel in the teacher's method and the their opinion about the implementation of English newspaper articles to improve students' vocabulary mastery, etc.

c. Diary Notes

Diary notes are the daily notes during the classroom action research process. The function of the diary notes to make easy the researcher to know development of students' vocabulary mastery. From the diary notes, it was found that the students were enjoyed, active, and enthusiasm during the teaching learning process. It could be concluded that CAR activities were well and structured.

d. Documentation

Documentation used to show the teaching and learning process by using the photograph. The researcher takes the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research

2. Quantitative

a. Test

Test is set of question or exercises or other instrument is used to measure skill, knowledge, intelligent, and aptitude of an individual or a group.³⁵ It means that test was a method of measuring a person's ability or knowledge in a given domain. Test was a tool to measure the students' achievement.

In quantitative data, it was conduct by vocabulary test. There are two kinds of test would be given by researcher to the students. The test would be divided into pre-test and post-test. The pre-test would be given to the students before implementing English newspaper article as media in learning vocabulary. It is to measure students' vocabulary mastery at first. Meanwhile, the post-test would be given after treating the students by using English newspaper article as media in learning vocabulary. The test is held on the end of every cycle.

In this research, the test consists of 20 items in form of multiple choices for each test. The test would be given to the students in the class and they have 30 minutes to finished the test, the researcher would give work sheet to the students and they will choose the best answer by give a circle or the crosswise to the options that have been available. The test would create by researcher from English newspaper articles that can be seen in appendix 5, 6, and 7. The test was conduct in order to see the improving students' vocabulary mastery related to the subject they had learned.

³⁵ Ibid, p. 150

D. Data Analysis

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. Those can be explained as follows:³⁶

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during and after collecting the data as well as analysis the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step in analysis the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyse what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion drawing and verification

The last step of analysis is draw conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, patterns, explanation, possible configuration, casual

³⁶ Matthew B. Miles and A. Michael Huberman, (1994), *Qualitative Data Analysis*, USA:Sage Publications, p, 10.

flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

Based on the three components above, the researcher uses conclusion drawing and verification as component to analyse the qualitative data in this research.

While, the quantitative data is used to analyse the score of the students; the researcher observes their activities by using English newspaper article that will be given to the student. Quantitative data is broadly used to describe what can be measure or count and researcher also would know there is improvement or not on the students' vocabulary mastery through English newspaper articles.

To evaluate the students' improvement in vocabulary, the researcher will give 20 items in the form of multiple choices, and the students will answer by choose which the correct answer.

In scoring vocabulary test, it is determined that the ranging from 0-100 by accounting the correct answer. The correct answer is given 5 while the wrong answer is given 0 and by applying this formula

$$S = \frac{R}{N} \times 100$$

Where:

S: Score

R: The number of correct answer

N: The number of question

Then, to know the mean of the students' score of assessment given in each treatment or students' score of vocabulary in each cycle, the researcher applied the following formula:³⁷

$$\bar{x} = \frac{\sum x}{n} \times 100$$

Where:

\bar{x} : The mean of the student' score

$\sum x$: The total score

n : The number of students

To categorize the number of the students who are competent in vocabulary, the researcher applied the following formula:³⁸

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students' improvement

R = the number of students' point

T = the total number of the students

Thus, by applying of the data, it is expected that the implementation of using English newspaper articles in improving students' vocabulary mastery is achieved by using percentage.

³⁷ Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p. 81

³⁸ *Ibid*, p.43.

E. Research Procedure

The researcher uses a Classroom Action Research (CAR) designed by Kurt Levin's design. It consist of two cycle contains four phases; planning, acting, observing, and reflecting and it also can be seen in figure 1.

A cycle in action research generally has four phases as follow:

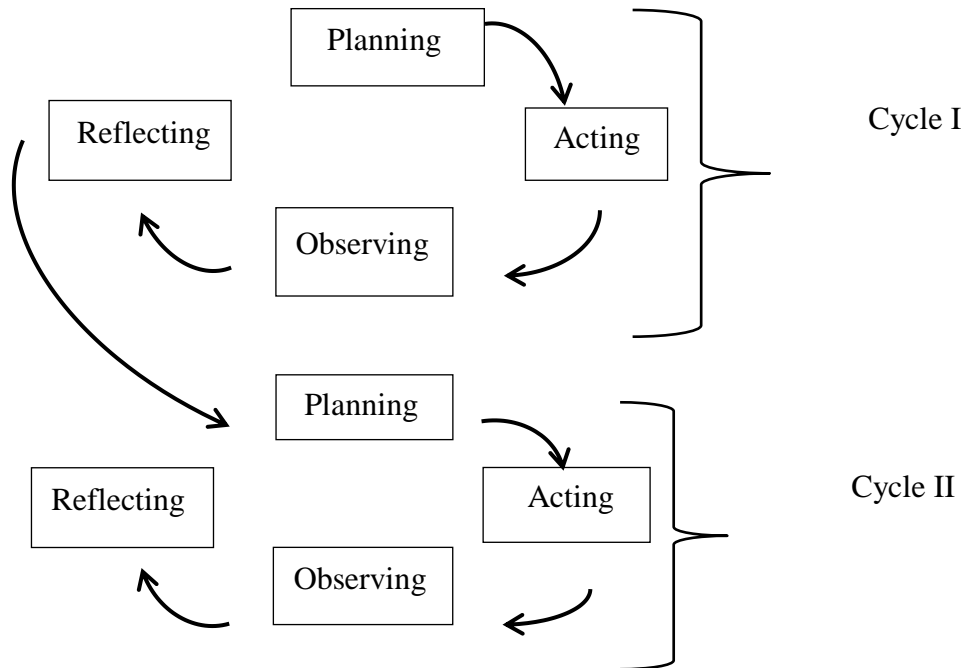


Figure 3.1.: Action Research Design

Before the cycle I begun, the researcher applying pre-test or orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery. The steps of action procedure in this classroom action research in detail as follows:

1. Cycle I

a. Planning

In this phase, it is considered everything that is related to the action that will be done and it was also prepared everything that would be need in teaching

and learning process. There were many activities that were done in planning, they were:

- 1) Making lesson plan that related in teaching vocabulary. (See appendix 1a and 1b).
- 2) Prepared the teaching facilities or material.
- 3) Prepared the media needed in teaching learning process.
- 4) Prepared and making strategy that needed when doing the scenario of teaching.
- 5) Prepared the test of measure the result of the study.
- 6) Prepared observation sheet and interview for students. (appendix 2a and 4)

b. Acting

The second phase is acting. Action means the process of activity that will be done. Action is the implementation of planning. So, in this phase everything that had been planned in planning. They were many activities in action:

- 1) Teacher explained about noun and verb vocabulary. Teacher also gave the examples about it.
- 2) The teacher set the class rules during teaching-learning process.
- 3) The students are thought about noun and verb vocabulary through English Newspaper Articles to improve students' vocabulary mastery.
- 4) The teacher asked the students to found out new vocabulary and the meaning. Then, the students also categorize the word into verb or noun.

c. Observing

The observation is done during the action by the English teacher who is the observer in the classroom. Observation is aimed at finding out the information

that will be used to the evaluation and will be the basic reflection. In observation, feeling and certain behaviour during learning vocabulary will be recorded:

- 1) The attitude of the students while doing their work active or passive, the contribution of every student.
- 2) Their attitudes in learning vocabulary through English Newspaper Articles.
- 3) Observer collects the data of the teaching and learning process that included the researcher activity, student activities, and the whole facts which occur in teaching and learning process in the classroom.

d. Reflecting

Reflection is the feedback process from the action that has been done. In this phase, the researchers reflected and analyse whether the teaching learning process is done successfully or not to reach the objectives of the lesson plan in the first cycle. The researcher founds out more problems and weakness of the first cycle, it will be reflected and revised. The result of the reflection is taken into consideration as the feedback to enhance to implementation of the strategy in the next cycle. Then, the researcher would be used all information gathered to re-planning the next cycle. After that, the researcher decided to take some new steps in the cycle in order to overcome the problem.

2. Cycle II

The second cycle is done by the researcher in order to get the better improvement of students' result in mastery vocabulary. Their similar step to the first cycle, researcher conducts to the second cycle with the same steps. As follow:

a. Planning.

In this cycle, the teaching learning process is more prepare to emphasized students' vocabulary mastery.

- 1) Making improvement in lesson plan which involved more creations of students' activities.
- 2) Prepared the teaching facilities or material.
- 3) Prepared the media needed in teaching learning process.
- 4) Prepared and making strategy that needed when doing the scenario of teaching.
- 5) Prepared the test of measure the result of the study to see the improvement students' vocabulary mastery whether or not.
- 6) Prepared the observation sheet that are used to know students' reaction and class condition as a whole, and also to see the development that exist since the apply media in teaching learning process. (see appendix 2a and 4)

b. Acting

- 1) The teacher explains more deeply about the material in supposed the students can improve and know well about the meaning of the words
- 2) The teacher set the class rules during teaching-learning process.
- 3) The teacher asks the students to find out new vocabulary and the meaning again to enrich their vocabulary. Then, the students also categorize the word, whether verb or noun.
- 4) The teacher controls the students to make sure that all the students were active in involving themselves in their task.

- 5) The teacher asks student which part they don't understand yet.

c. Observing

In this phase, the observation is done how the students' behaviour and what the students' problem during teaching learning process on pre whilst and post vocabulary activities through observation. The teacher activity and the students' activity during teaching learning process that observed are:

- 1) Where of the students are not confuse about the procedure of learning vocabulary process.
- 2) The students are more pay attention to the teachers' explanation.
- 3) The students are more energetic in doing teachers' instruction.
- 4) The students are interest in learning vocabulary by using English newspaper articles.
- 5) Some of students are controlled to not make a noise.
- 6) The student asks the teacher if about their difficulties.

d. Reflecting

In this phase, the reflection is able to be determined after implementing the action and observation outcomes. And the last of the cycle researcher interviews to know what the student's responses toward teaching learning process. The result of this evaluation can give the reflection for researcher to considering and helps the researcher to make decision. If there still might have found some problems, it needs to move to the next cycle until to solve.

F. Trustworthiness

In research, the factor in the data validity is also very considered because the research result is not has a sense if it doesn't get the admission or trustworthiness. To get the admission in this research result, site on the validity of research data that have collected. Orientated on the opinion of Lincoln and Guba, to get the trustworthiness is required the technique of credibility, transferability, dependability, and confirmability which is related to the process of collecting and analyzing the data.³⁹

1. Credibility

As for the effort to make it more trusted (credible process), interpretation and findings in this research is by: prolonged engagement, persistent observation, triangulation, colleague discussion, reference adequacy and negative case analysis.

2. Transferability

Transferability is pay attention to suitable meaning of the meaning of the function of the elements contained in the study of phenomena and other phenomena outside the scope of the study. The way to reach the transferability is by a detailed breakdown of data to theory, or from a case to other case, so the reader can apply it in the similar context.

3. Dependability

In trustworthiness concept, dependability is identical with reliability. In this study the dependability was built since from data collection and field data analysis as well as presentations of research report data. In the design

³⁹ Salim and Syahrums, (2015), *Metodologi Penelitian*, Bandung: Citapustaka Media, p. 165.

development of data validity is built, start from the selection of cases and focus, perform field orientation and development of the conceptual framework.

4. Confirmability

Confirmability is identical with research objectivity or validity of the descriptive and interpretative. The validity of data and research reports is compared with using techniques, they are: consult every step of activity to the promoter or consultant since the development of the design, rearrange the focus, determination of context and sources, determination of data collection techniques, and data analysis and presentation of research data.⁴⁰

In this research, the technique of getting the trustworthiness that used by the researcher is the credibility. In credibility, there are some techniques, one of them is triangulation. Triangulation is really important to improve the aspect of authenticity and credibility from the data that has collected by the other method. Many researcher opine that there is no a tool to collect the data that can measure the phenomena of the subject perfectly. The tool of collecting data is only able to measure the phenomena of human from one perspective. Therefore, the use of triangulation is the effort in action research to give a description that more holistic about learning process.⁴¹

⁴⁰ Ibid, p. 165-169.

⁴¹ Bambang Setiadi, (2014), *Penelitian Tindakan untuk Guru dan Mahasiswa*, Yogyakarta: Graha Ilmu, p. 33.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this phase, the researcher would be described some findings in the field, either, before and after using English newspaper articles on students' vocabulary mastery.

A.1.Data Description

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. In the last meeting of each cycle, the students got the post test.

A.1.1. The Qualitative Data

a. Observation

The researcher observed the students, situation, condition and what problems was found during the teaching-learning process in every meeting. Observation was used to measure the level of students' activities during teaching learning process. The researcher filled the observation sheet in order to know the

students' activities during teaching learning process which English newspaper Articles was applied to improve the students' vocabulary mastery. It also was done to know the interaction between teacher and the students.

Based on the result of the students' participation during the teaching and learning process of English vocabulary class, the researcher noted that the students felt enjoy, active, and motivated to memorize and learning English. It seen from their enthusiastic and interested in the lesson whiles the teaching learning process and the increase of their understanding and memorizing from their score.

b. Interview

There were two interview sessions was conducted. The first interview was done before conducting research and the second one was done in the end of second cycle. The researcher interviewed the teacher and the students. In the first session, the English teachers' answer interview showed that the students' vocabulary was poor because the students were lazy in memorizing the new words. Besides, the students' participation in English vocabulary class was not too active. While, based on the students' answer interview showed that they felt lazy to brought dictionary and memorizing the new word. The students also did not enjoy in learning English vocabulary. Therefore, it needed to found the suitable media to attract students' interest in teaching vocabulary.

After conducting the action in second cycle, the English teacher gave positive responses about the action and she felt the learning process was more active. The English teacher also felt satisfied with the improvement made by the students focus on vocabulary score. The students also showed that they felt

pleasure and enjoy learned vocabulary by using English newspaper articles. (See the appendix 3 and 4).

c. Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the research. From the diary note, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of students were lazy to learned vocabulary, but when the researcher applied the English newspaper articles, they felt interested and enjoy in study vocabulary. So, in this research, students showed the improvement in learning vocabulary. (See the appendix 11)

d. Documentation

Photography is one source as documentation or responding observation for researcher to catch every moment. It was taken when the students did the vocabulary test and during the teaching-learning process in the classroom. From the picture will be found the response of the students that the students were active, enjoy, and enthusiastic during the teaching-learning process. (See the appendix 14)

A.1.2. The Quantitative Data

The quantitative data was taken from the result of the test that gave to the students. The test that gave still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research and the test was given in the end of each cycles. The test was given in the form multiple choices. The result of the test score of students were shown in the table below.

Table 4.1. The score of students in Pre-Test, Post-Test I, and Post-Test II

No	Initial of Students	Score		
		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, post-test of cycle I, and post-test of cycle II that improve.

1) Pre-Test

In the Pre-Test, the students' score include the low result. Because in pre-test the students did not know the meaning of the words and the students are not familiar with the words in the test. So, it gave influence in students' achievement. From the table it showed in the pre-test there were not students who able to pass the passing grade 75.

2) Post-Test I

In the Post-Test I, the students' score got improving. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material or vocabulary they did not know. The reaction of the students gave influence in students' achievement to improve. From the table it showed in the post-test I there are 14 students who able to pass the passing grade 75.

3) Post Test II

In the Post-Test II, the students' score got improving. In the post-test II students gave the positive reaction and more motivated in doing the test. By English newspaper articles made the students had many kinds of vocabularies and it created the supportive condition of students in got the high score. The students' reaction and motivation improved the students' achievement. From the table it showed in the post-test II there were 30 students passed the passing grade 75. It means all of the students could improve their vocabulary mastery through English newspaper articles.

A.2. Data Analysis

The data analysis was analyzed from the qualitative data and quantitative data. Where the qualitative data was analyzed by using conclusion drawing/verification technique and the quantitative data was analyzed by using the formula as mention in chapter III.

A.2.1. Qualitative

The researcher analyzed qualitative data to support the research finding beside the quantitative data. Conclusion drawing/verification is used to as a technique in analyze the qualitative data in this research. The qualitative data were organized from the observation sheet, interview sheet, diary notes, and documentation. All of these was data indicated that the students given their attitude and responses during teaching-learning process. Those are gained within two cycles.

Observation sheet for students, it could be concluded that the students was be active during the teaching-learning process, although at the first meeting they did not interest and confused about the meaning of the words. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they did less of mistakes.

From the interview sheet showed that the students felt more enjoy and active during the learning process and they said that English newspaper articles could help them to get much the new vocabulary and memorize vocabulary easily. Then, the English teacher also said that the English newspaper articles not only helped students to enrich their vocabularies but can increase students' insight that related to the recent news whether education, sport, music, health, etc.

Diary notes are daily notes when does CAR. It could be concluded that CAR activities were well and structured. From the dairy notes, it was found that the students were enjoyed, active, and enthusiasm during the teaching learning process. (See appendix 11)

Documentation described the students and the teachers' activities in learning process. From documentation showed that it was found that students were active and enthusiastic during teaching learning process through English newspaper articles. (See appendix 14)

1. Cycle I

In this cycle, there were two meetings were conducted to the students. The first meeting was used as the pre-test. The researcher gave a pre-test in the form multiple choices, there were 20 questions in order to identify the students' real competence, the students' problem in English vocabulary and students understanding about content of words, such as noun, verb, and adjective. Before give the test, the researcher gave a brief explanation about vocabulary, especially noun, and verb first. The interview sheet also gave the students in the first meeting to know their problem in vocabulary and their attitude in the first meeting. The steps of this action research were:

a. Planning

In this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary. In this case, the researcher determined selected material (vocabulary) and exercises into lesson plan.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process. The interview sheet also gave the students in the first meeting to know their problem in vocabulary and their attitude in the first meeting. Then, the researcher also prepared the post-test I to collect the data; to know there are some students' improvement scores from pre-test to post-test. The researcher also prepared the instruments for the research such as: post-test I, observation sheet, and camera to take a picture of the action. Here are the summary of the researcher steps in planning phase:

1. Making lesson plan (see the appendix 1a, 1b)
2. Prepared materials (taken from English newspaper articles) and media (paperboard, marker colours). (See appendix 13)
3. Prepared student worksheet.
4. Prepared the instrument (post-test 1, observational, interview sheet).(See the appendix 6, 2a, 4)

b. Acting

In this phase, the researcher implemented the teaching learning process based on the lesson plan had been made. Here are the steps in acting phase:

1. Implemented the teaching learning process based on the lesson plan.
2. Teacher explained about noun and verb vocabulary. Teacher also gave the examples about it.
3. The students are thought about noun and verb vocabulary through English newspaper articles to improve students' vocabulary mastery.

4. Teacher divided the class into 5 groups. Every group consist of 5-6 students.
5. Teacher asked the students to find out new vocabulary from English newspaper articles.
6. Teacher asked the students also categorize the word into verb or noun. Then, the students found the synonym the words.
7. Teacher asked students to write the words in paperboard with use mark colours with their creativity.
8. Teacher asked the students to memorize 10-15 words in a day.

c. Observing

In this phase, the researcher observed the students' participation in the process. This observation did by use an observation sheet that has been prepared before. In this section, the observer (researcher) watched the students were interested to follow the teacher instruction to found the words from English newspaper articles. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. But, there are still had a problem because the students could not concentrate on the explanation given by the teacher about noun and verb, because there were some students who forgot to bring dictionary then disturbed the other students to do the activity given the teacher and make a lot of noise in the class. Then, they also could not understand well about noun and adjective it is known from their scores on the worksheet given.

d. Reflecting

In this phase is a feedback process from the action that has been done before. The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The students need more explanation the differences on noun and verb.

Based on the result of the test in the post-test I, it needs to revise the acting and planning. Then, the students' problems were found and it gave information about the students' vocabulary mastery in mastering the words. Therefore, researcher had a good motivation to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than the first cycle. So, researcher decided to continue to the second cycle in order to get the best result.

2. Cycle II

Based on the first cycle, the researcher was expected that in second cycle the result of the students' score was better than first cycle. In this cycle, the researcher felt better than first cycle because the researcher had already got the reflection on the first cycle to be used as information on the students' problem in class. The researcher conducted this cycle with the same step in first cycle:

a. Planning

In this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary. In this case, the researcher determined selected material (vocabulary) and exercises into lesson plan.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process. The interview sheet also gave the students in the first meeting to know their problem in vocabulary and their attitude in the first meeting. Then, the researcher also prepared the post-test I to collect the data; to know there are some students' improvement scores from pre-test to post-test. The researcher also prepared the instruments for the research such as: post-test I, observation sheet, and camera to take a picture of the action. Here are the summary of the researcher steps in planning phase:

1. Making lesson plan (See the appendix 1a, 1b)
2. Prepared materials (taken from English newspaper articles) and media (paperboard, marker colours). (see the appendix 13)
3. Prepared student worksheet.
4. Prepared the instrument (post-test II, observational, interview sheet).

(See the appendix 7, 2a, 4)

b. Acting

In this phase, researcher repeatedly implemented the teaching learning process based on the lesson plan had been made. Before start the lesson, researcher gave motivation and asked the students to become enthusiasm when learning. Teacher gave brief explanation about noun and verb as the first. Here are the steps in acting phase:

1. Teacher Implemented the teaching learning process based on the lesson plan.
2. Brain storming by asked the students the last lesson (noun and verb).

3. Teacher brief explained about noun and verb vocabulary. Teacher also gave the examples about it.
4. The students are thought about noun and verb vocabulary through English Newspaper Articles to improve students' vocabulary mastery.
5. Teacher divided the class into 5 groups. Every group consist of 5-6 students.
6. Teacher asked the students to find out new vocabulary from English newspaper articles.
7. Teacher asked the students also categorize the word into verb or noun. Then, the students found the synonym the words.
8. Asked students to write the words in paperboard with use mark colours with their creativity. Teacher asked each group to presentation the result of their work group discussion in front of the class. Then, every group also write the difficult word from other group.
9. Teacher asked the students to memorize 10-15 words in a day.

c. Observing

As in the first cycle, the researcher observed the students' participation in the process. This observation did by use an observation sheet that has been prepared before. In this section, the condition of the class was very well. All of the students become actively to the activity given by the teacher, so the atmosphere of the class make the students interested, enjoyable to follow the lesson. The students were become more enthusiasm and motivated in learning new vocabulary and the students were more understood

about the material. Their vocabulary test scores which were getting better from cycle I to cycle II.

d. Reflecting

In this phase, the researcher could improve the students' vocabulary mastery through English newspaper articles. It was based on the observation sheet that showed the improvement in every meeting. All of the students were enjoyable, actively, and enthusiastic. The students were more understood about material. The interview sheet showed that they felt enjoy, happy, during the learning process and English newspaper articles had been successfully worked in helping students in adding students' vocabulary.

Based on the reflection in this cycle, it was not needed to conduct the third cycle. The researcher also could hold the class better than at the cycle I. Although there were the students who made noises and disturbed their friends, it was not a great matter. The researcher also guided the students in doing their task well. The cycle of this research, the students' vocabulary mastery had been improved.

A.2.2. Quantitative

The quantitative data was taken from the result of the test that gave to the students. There were two cycles consisted of four meetings in this research and the test was given in the last of each cycle.

Based on the result of every meeting and the tests in every cycle which have been conducted, it was found that the students' score kept improve since the first until the last meeting. It can be seen from the students' score increased from the

pre-test, post-test in cycle I until the post-test in cycle II. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II was higher than the post-test of cycle I.

Table 4.2. The Students' Score and Achievement in Pre-Test

No	Initial of Students	The Total of Score	Passing Grade of Students
		100	(≥ 75)
1	AAA	40	Failed
2	AS	40	Failed
3	AR	50	Failed
4	AN	40	Failed
5	AUH	20	Failed
6	AT	35	Failed
7	BL	25	Failed
8	EF	50	Failed
9	GP	60	Failed
10	IS	65	Failed
11	IA	50	Failed
12	LP	30	Failed
13	MD	45	Failed
14	MH	45	Failed
15	MA	45	Failed
16	MSK	40	Failed
17	MZ	20	Failed
18	MU	30	Failed
19	M	40	Failed
20	MN	50	Failed
21	NM	65	Failed
22	RAJ	45	Failed
23	R	50	Failed
24	RS	45	Failed
25	RA	30	Failed
26	SR	60	Failed
27	SRP	45	Failed
28	TAP	60	Failed
29	TB	40	Failed
30	F	20	Failed
TOTAL		$\Sigma x = 1280$ $\bar{x} = 42,66$	

From the table of pre-test, the total score of students was 1280 and the number of students who took the test was 30 students, so the students' mean was:

Formula:

$$\bar{x} = \frac{\sum x}{n} \times 100$$

Where:

\bar{x} : The mean of the student' score

$\sum x$: The total score

n : The number of students

$$\text{So the mean of the students was: } \bar{x} = \frac{1280}{30} = 42,66$$

From the analysis above, students' mastery in vocabulary was low. The mean of students was 42,66 and students categories still in poor level. The number of the students who were competent in vocabulary was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students who get the point (≥ 75)

R = the number of students who get the point up (≥ 75)

T = the total number of the students

$$P_1 = \frac{0}{30} \times 100\% = 0\%$$

$$P_2 = \frac{30}{30} \times 100\% = 100\%$$

Table 4.3. The Percentage of Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Passed	0	0%
P₂	Failed	37	100%
The Total		37	100%

Based on the table above, students' vocabulary mastery was still very low. It can be seen from the percentage of the student's score in pre-test. The percentage of the student's score was 0 students got passed, score it was 0%. On the other hand 30 students got failed, score it was 0%. It can classified the students' vocabulary mastery was still low when doing action research in pre-test. So, post-test I continued in the first cycle.

In the post test I, the data analysis can be followed below:

Table 4.4. The Students' Score and Achievement in Post Test I

No	Initial of Students	The Total of Score	Passing Grade of Students
		100	(≥75)
1	AAA	60	Failed
2	AS	65	Failed
3	AR	65	Failed
4	AN	70	Failed
5	AUH	65	Failed
6	AT	60	Failed
7	BL	70	Failed
8	EF	80	Passed
9	GP	85	Passed
10	IS	85	Passed
11	IA	80	Passed
12	LP	70	Failed
13	MD	75	Passed
14	MH	80	Passed
15	MA	60	Failed
16	MSK	60	Failed
17	MZ	55	Failed

18	MU	60	Failed
19	M	75	Passed
20	MN	80	Passed
21	NM	90	Passed
22	RAJ	55	Failed
23	R	75	Passed
24	RS	70	Failed
25	RA	50	Failed
26	SR	85	Passed
27	SRP	80	Passed
28	TAP	85	Passed
29	TB	60	Failed
30	F	65	Failed
TOTAL		$\Sigma x = 2115$ $\bar{x} = 70,50$	

From the table of post-test of cycle I, the total score of students was 2115 and the number of students completed took the test from pre-test, post-test in cycle I and the post-test in the cycle II was 30 of students, to see the mean of the students in this test the researcher applied the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where: \bar{x} : The mean of the student' score

$\sum x$: The total score

n : The number of students

So the mean of the students was: $\bar{x} = \frac{2115}{30} = 70,50$

From the analysis, knew that the students' vocabulary mastery through English newspaper articles got improving. The mean of students was 70,50 and include fair level. And the number of the students who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students who get the point (≥ 75)

R = the number of students who get the point up under (≥ 75)

T = the total number of the students

$$P_1 = \frac{13}{30} \times 100\% = 43,33\%$$

$$P_2 = \frac{17}{30} \times 100\% = 56,66\%$$

Table 4.5. The Percentage of Students' Score in Post Test I

	Criteria	Total of Students	Percentage
P₁	Passed	13	43,33%
P₂	Failed	17	56,66%
The Total		30	100%

From the analysis, knew that the students' vocabulary mastery through English newspaper article got improving. The mean of the students was 70,50. From the score who got ≥ 75 were 13 students or it was 43,33% and 17 students got the score under ≥ 75 or it was 56,66%. It could be concluded that the students' vocabulary mastery through English newspaper articles in got higher in post-test in cycle I than pre-test. But, the students' achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 43,33%, the researcher wanted the percentage of the students who pass the passing grade was minimum 75%. Therefore, the next action continued on the cycle II.

Table 4.6. The Students' Score and Achievement in Post Test II

No	Initial of Students	The Total of Score	Passing Grade of Students
		100	(≥ 75)
1	AAA	75	Passed
2	AS	85	Passed
3	AR	85	Passed
4	AN	90	Passed
5	AUH	100	Passed
6	AT	75	Passed
7	BL	85	Passed
8	EF	85	Passed
9	GP	90	Passed
10	IS	100	Passed
11	IA	95	Passed
12	LP	90	Passed
13	MD	85	Passed
14	MH	90	Passed
15	MA	85	Passed
16	MSK	85	Passed
17	MZ	80	Passed
18	MU	75	Passed
19	M	90	Passed
20	MN	95	Passed
21	NM	100	Passed
22	RAJ	75	Passed
23	R	80	Passed
24	RS	90	Passed
25	RA	75	Passed
26	SR	100	Passed
27	SRP	90	Passed
28	TAP	90	Passed
29	TB	75	Passed
30	F	75	Passed
TOTAL		$\Sigma x = 2590$ $\bar{x} = 86,33$	

From the table of score in post-test of cycle II, the total score of the students was 2590, and the number of the students completed took the rest from pre-test, post-test in cycle I, and the post-test in cycle II was 30, to the see the mean of the students in this test, the researcher applied the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where: \bar{x} : The mean of the students' score

$\sum x$: The total score

n : The number of students

So the mean of the students was: $\bar{x} = \frac{2590}{30} = 86,33$

From the analysis, knew that the students' achievement on vocabulary mastery through English newspaper article increased. The mean of the students was 86,83, and the number of the students who were competent in vocabulary mastery through English newspaper articles was calculated by applied the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of students who get the point (≥ 75)

R = the number of students who get the point under (≤ 75)

T = the total number of the students

$$P_1 = \frac{30}{30} \times 100\% = 100\%$$

$$P_2 = \frac{0}{30} \times 100\% = 0\%$$

Table 4.7. The Percentage of Students' Score in Post Test II

	Criteria	Total of Students	Percentage
P₁	Passed	30	100%
P₂	Failed	0	0%
The Total		30	100%

From the analysis, knew that the students' vocabulary mastery through English newspaper articles got increasing. The mean of the students was 86,83.

The percentage of students' score was 30 students got passed score or it was 100%. In other hand, there is no students got failed, the percentage score or was 0%. It can be concluded that the students' vocabulary mastery through English newspaper articles was improving. So, the post-test II of the second cycle was categorized passed or **successful**.

Table 4.8. The Improvement of Students' Score in Pre-Test, Post-Test I, and Post-Test II

No	Initial Names of Students	PRE-TEST		POST-TEST I		POST-TEST II	
		Score	Passing Grade of Students (≥ 70)	Score	Passing Grade of Students (≥ 70)	Score	Passing Grade of Students (≥ 70)
1	AAA	40	Failed	60	Failed	75	Passed
2	AS	40	Failed	65	Failed	85	Passed
3	AR	50	Failed	65	Failed	85	Passed
4	AN	40	Failed	70	Failed	90	Passed
5	AUH	20	Failed	65	Failed	100	Passed
6	AT	35	Failed	60	Failed	75	Passed
7	BL	25	Failed	70	Failed	85	Passed
8	EF	50	Failed	80	Passed	85	Passed
9	GP	60	Failed	85	Passed	90	Passed
10	IS	65	Failed	85	Passed	100	Passed
11	IA	50	Failed	80	Passed	95	Passed
12	LP	30	Failed	70	Failed	90	Passed
13	MD	45	Failed	75	Passed	85	Passed
14	MH	45	Failed	80	Passed	90	Passed
15	MA	45	Failed	60	Failed	85	Passed
16	MSK	40	Failed	60	Failed	85	Passed
17	MZ	20	Failed	55	Failed	80	Passed
18	MU	30	Failed	60	Failed	75	Passed
19	M	40	Failed	75	Passed	90	Passed
20	MN	50	Failed	80	Passed	95	Passed
21	NM	65	Failed	90	Passed	100	Passed
22	RAJ	45	Failed	55	Failed	75	Passed
23	R	50	Failed	75	Passed	80	Passed
24	RS	45	Failed	70	Failed	90	Passed
25	RA	30	Failed	50	Failed	75	Passed

26	SR	60	Failed	85	Passed	100	Passed
27	SRP	45	Failed	80	Passed	90	Passed
28	TAP	60	Failed	85	Passed	90	Passed
29	TB	40	Failed	60	Failed	75	Passed
30	F	20	Failed	65	Failed	75	Passed
TOTAL		$\Sigma x=1280$ $\bar{x}=42,66$		$\Sigma x=2115$ $\bar{x}=70,50$		$\Sigma x=2590$ $\bar{x}=86,33$	

As the result of analysis showed that there was development on the students' vocabulary mastery through English newspaper articles. It showed from the mean of pre-test was 42,66, the mean of post-test I in the first cycle was 70,50 and the mean of post-test II in the second cycle was 86,33.

Table 4.9. The Mean Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

\bar{x}	Pre-Test	Post-Test I	Post-Test II
Mean	42,66	70,50	86,33

The mean of the students' score in post-test of cycle II was highest. So, it could be said that the students' vocabulary mastery through English newspaper articles improved from mean 42,66 to 86,33.

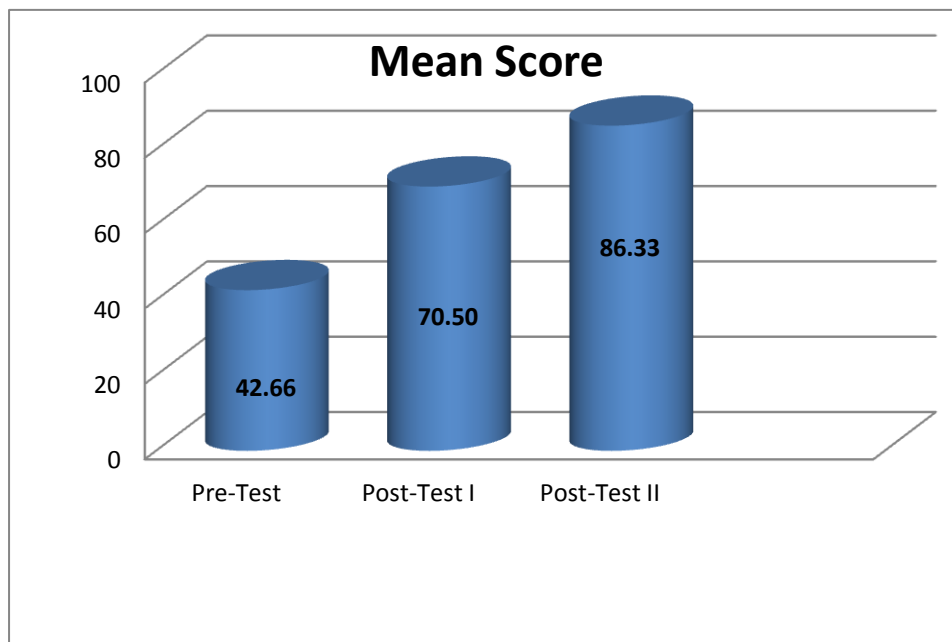


Figure. 4.2 The mean Score of Cycle I (Pre-Test and Post Test) and Cycle II (Post-Test II)

The number of competent students was calculated by applied the formula:

$$P = \frac{R}{T} \times 100\%$$

In which,

P = the percentage of students who get ≥ 75

R = the percentage of students who get under ≥ 75

T = total number of students who did the test

The percentage of the improving of students' vocabulary mastery through English newspaper article could be seen as follows:

a. The percentage of competent students in the pre-test was:

$$P_1 = \frac{0}{30} \times 100\% = 0\%$$

b. The percentage of the competent students in the post-test I was:

$$P_1 = \frac{13}{30} \times 100\% = 43,33\%$$

c. The percentage of the competent students in the post-test II was:

$$P_1 = \frac{30}{30} \times 100\% = 100\%$$

Table 4.10. The Percentage of Students' Vocabulary Mastery through English Newspaper Articles in the First Cycle and Second Cycle

Cycle		The Competent Students	Percent age
Cycle I	Pre-Test	0	0
	Post-Test I	13	43,33%
Cycle II	Post-Test II	30	100%

From the table above, the result showed the improving of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score ≥ 75 were 0 students of 30 students (0%). In the second test (post-test cycle I) the students who got the score ≥ 75 were 13 students of 30 students (43,33%). In the third test (post-test cycle II) the students who got the score ≥ 75 were 30 students of 30 students (100%). The improving of the pre-test to the post-test of cycle I was about 43,33% and the improving of post-test of cycle I to the post-test of cycle II was about 56,67%.

To clear the percentage of the result of students' mastery in vocabulary as follow:

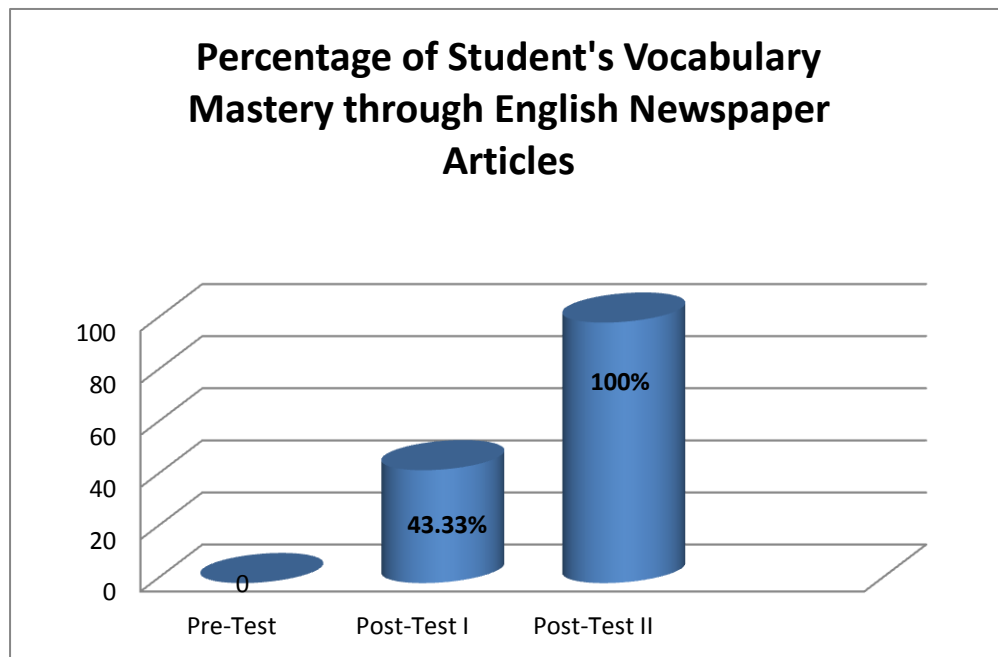


Figure 4.3. The Percentage of Students' Vocabulary Mastery through English Newspaper Articles in the First Cycle and Second Cycle

B.2. 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.

Therefore, 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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting CAR at eight grade of MTs S Babul Ulum school academic year 2018/2019, 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. The researcher draws some conclusion as follow:

1. 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.

2. 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.

B. Suggestions

This research showed that English newspaper articles could improve the students' vocabulary mastery at MTs S Babul Ulum, Medan Labuhan. Here the researcher gives some suggestions for teacher, students, and the other researcher.

1. To the English Teacher

As the English teacher, should be creative in teaching vocabulary because more learners master the vocabularies the better their performances in all aspects of English language. So, English newspaper articles as one of media that can be useful for teacher in teaching and in improving students'

vocabulary mastery, because the students can get many vocabularies or new words with various topic.

2. To the Students

The students should study English through practice and always add number your vocabulary. Vocabulary is very important for our communication skills. So, from English newspaper articles the students can find wide variety of words or vocabulary. It does not only help students to find wide variety of vocabulary that can enrich the vocabulary list of students, but, they also know the recent news and get much knowledge inside it.

3. To the Other Researcher

To the other researcher, the result of this study can be used an additional reference of further research with different discussion. It is very useful in collecting the Information about the depth research which is related to this research.

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Appendix 1a: Lesson Plan

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(cycle I)

School	: MTS Swasta Babul Ulum
Subject	: English
Grade/Semester	: VIII/ I
Subject Material	: Vocabulary
Topic	: Verb and Noun
Time Allocation	: 2 x 40 Minutes

A. Standard of Competence:

Reading

- 1.1** Understand the meaning of functional written text and simple short essay in the form of recount that related with environment.

Writing

- 1.2** Expressing the meanings of written functional texts and short simple essays in the form of recount texts to interact with the surrounding environment.

B. Basic Competence

- 1.1.1** Responding the meaning of functional written text and simple short essay in the form of recount that related with environment.
- 1.1.2** Expressing the meaning in the simple short functional text by express the written style, fluent and acceptable to interact with the environment.

C. Indicators

1. To find the difficult words in the article based on topic.
2. To identify the difficult words, whether its verb or noun.
3. To understand the using of the words in daily activity.

D. The Purpose of Learning

At the end of the teaching learning process:

1. The students are able to find the difficult words in the article based on topic.
2. The students are able to identify the difficult words, whether its verb or noun.
3. The students are able to understand the using of the words in daily activity.

- ❖ The students' character building from this activity: Respect, diligent, team work, sportive.

E. Learning Material

- The topic of recount text: education, business food, disaster, flood, and sport.
- Verb and noun

F. Method of Study

- Group Investigation

G. Teaching Learning Activity

No	Activities	Time
1	<p>Pre-Activities (opening)</p> <ol style="list-style-type: none"> 1. Teacher enters the room and asks the students to pray together 2. Teacher greets the students' condition 3. Teacher checks the students' attendance list. 4. Teacher gives question related to the topic. <p>Motivation</p> <p>Teacher tells the students about how important to learning objectives that should be master by students.</p>	<p>10 minute</p>
2	<p>Core Activities (Main Activities)</p> <p><i>a. Exploration</i></p> <ol style="list-style-type: none"> 1. Teacher explains the definition of verb and noun. 2. Teacher asks the students about their prior knowledge that related the topic. <p><i>b. Elaboration</i></p> <ol style="list-style-type: none"> 1. Teacher divides the class into five groups. Each group consist 5-6 students. 2. Teacher shares or distributes the English Newspaper Articles for every group. 3. Teacher asks each group to find new words and the meaning 6-12 words from the article that relate with their topic. They also have to search the synonym of the words by using dictionary. 4. Teacher asks every group to identify the words whether its verb or noun. 5. Teacher asks each group to do the task in cardboard (paper 	<p>60 minute</p>

	<p>board) with their creativity.</p> <p>6. Teacher asks each group to presentation the result of their work group discussion in front of the class. Then, every group also write the difficult word from other group.</p> <p>7. Teacher asks all of students to memorize 10-15 words in a day.</p> <p>c. Confirmation</p> <p>1. Teachers gives positive feedback to the students as praise, spoken, or present to the winner</p> <p>2. Teacher facilities the students for doing reflection to get meaningful experience of the activity.</p>	
3	<p>Post Activities</p> <p>1. Teacher asks students the difficulty during the teaching and learning process.</p> <p>2. Teacher gives evaluation consistently for giving feedback and conclusion about the lesson.</p> <p>3. Teacher gives motivation for students to add their number vocabulary so that can speak well with others.</p> <p>4. Closing the lesson by praying and giving closing- greeting.</p>	10 minute

H. Source

The Jakarta Post Newspaper

I. Media

- The Jakarta Post Newspaper Article
- Cardboard (paperboard)
- Colour Pencils
- Chalk
- Board marker
- Dictionary

J. Evaluation

- Kind of instrument : Written test
- Form of instrument : multiple choice

K. The Scoring

- For each number, correct answer scores 5

- Total score a maximum of $20 \times 5 = 100$

The maximum score: 100

Students' score: $\frac{\textit{Getting score}}{\textit{maximum score}} \times 100$

Medan, August 2018

Known By:

Headmaster

English Teacher

Researcher

(Drs. Waluyo)

(Amiruddin, S. Pd)

(Nikmah Hayati Tanjung)

Appendix 1b:

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(cycle II)

School	: MTS Swasta Babul Ulum
Subject	: English
Grade/Semester	: VIII/ I
Subject Material	: Vocabulary
Topic	: Verb and Noun
Time Allocation	: 2 x 40 Minutes

A. Standard of Competence:

Reading

- 2.1 Understand the meaning of functional written text and simple short essay in the form of recount that related with environment.

Writing

- 2.2 Expressing the meanings of written functional texts and short simple essays in the form of recount texts to interact with the surrounding environment.

B. Basic Competence

- 2.1.1 Responding the meaning of functional written text and simple short essay in the form of recount that related with environment.
- 2.1.2 Expressing the meaning in the simple short functional text by express the written style, fluent and acceptable to interact with the environment.

C. Indicators

1. To find the difficult words in the article based on topic.
2. To identify the difficult words, whether its verb or noun.
3. To understand the using of the words in daily activity.

D. The Purpose of Learning

At the end of the teaching learning process:

1. The students are able to find the difficult words in the article based on topic.
2. The students are able to identify the difficult words, whether its verb or noun.
3. The students are able to understand the using of the words in daily activity.

- ❖ The students' character building from this activity: Respect, diligent, team work, sportive.

E. Learning Material

- The topic of recount text consist : education, business food, disaster, flood, and sport.
- Verb and noun

F. Method of Study

- Group Investigation

G. Teaching Learning Activity

No	Activities	Time
1	<p>Pre-Activities (opening)</p> <ol style="list-style-type: none"> 1. Teacher enters the room and asks the students to pray together 2. Teacher greets the students' condition 3. Teacher checks the students' attendance list. 4. Teacher gives question related to the topic. <p>Motivation</p> <p>Teacher tells the students about how important to learning objectives that should be master by students.</p>	<p>10 minute</p>
2	<p>Core Activities (Main Activities)</p> <p><i>d. Exploration</i></p> <ol style="list-style-type: none"> 1. Teacher explains the definition of verb and noun. 2. Teacher asks the students about their prior knowledge that related the topic. <p><i>e. Elaboration</i></p> <ol style="list-style-type: none"> 1. Teacher divides the class into five groups. Each group consist 5-6 students. 2. Teacher shares or distributes the English Newspaper Articles for every group. 3. Teacher asks each group to find new words and the meaning 6-12 words from the article that relate with their topic. They also have to search the synonym of the words by using dictionary. 4. Teacher asks every group to identify the words whether its verb or noun. 5. Teacher asks each group to do the task in cardboard (paper 	<p>60 minute</p>

	<p>board) with their creativity.</p> <p>6. Teacher asks each group to presentation the result of their work group discussion in front of the class. Then, every group also write the difficult word from other group.</p> <p>7. Teacher asks all of students to memorize 10-15 words in a day.</p> <p>f. Confirmation</p> <p>1. Teachers gives positive feedback to the students as praise, spoken, or present to the winner</p> <p>2. Teacher facilities the students for doing reflection to get meaningful experience of the activity.</p>	
3	<p>Post Activities</p> <p>1. Teacher asks students the difficulty during the teaching and learning process.</p> <p>2. Teacher gives evaluation consistently for giving feedback and conclusion about the lesson.</p> <p>3. Teacher gives motivation for students to add their number vocabulary so that can speak well with others.</p> <p>4. Closing the lesson by praying and giving closing- greeting.</p>	10 minute

H. Source

The Jakarta Post Newspaper

I. Media

- The Jakarta Post Newspaper Article
- Cardboard (paperboard)
- Colour Pencils
- Chalk
- Board marker
- Dictionary

J. Evaluation

- Kind of instrument : Written test
- Form of instrument : multiple choice

K. The Scoring

- For each number, correct answer scores 5
- Total score a maximum of $20 \times 5 = 100$

The maximum score: 100

Students' score: $\frac{\textit{Getting score}}{\textit{maximum score}} \times 100$

Medan, August 2018

Known By:

Headmaster

English Teacher

Researcher

(Drs. Waluyo)

(Amiruddin, S.Pd)

(Nikmah Hayati Tanjung)

Appendix 2 a: OBSERVATION SHEET

The Observation Sheet of Students' Activity

Date : 3rd August 2018

Class : VIII-1

Read the following statements accurately and put check (√) whether it has done and cross (X) whether it has done yet.

No	Indicator	Answer	
		Yes	No
1	All of students come on time		
2	The students pays attention to the teacher's explanation		
3	The students are active in joining the learning process		
4	The students ask question to the teacher if there is something unclear		
5	The students can answer thequestion from the teacher		
6	The students can follow the rule of English newspaper article as media in vocabulary teaching		
7	The students participate in group discussion		
8	The students can memorize the words		
9	The students do the test seriously		

Medan, August 2018

Observer

Nikmah HayatiTanjung

Appendix 2 a: OBSERVATION SHEET

The Observation Sheet of Students' Activity

Date : 20th August 2018

Class : VIII-1

Read the following statements accurately and put check (√) whether it has done and cross (X) whether it has done yet.

No	Indicator	Answer	
		Yes	No
1	All of students come on time		
2	The students pays attention to the teacher's explanation		
3	The students are active in joining the learning process		
4	The students ask question to the teacher if there is something unclear		
5	The students can answer the question from the teacher		
6	The students can follow the rule of English newspaper article as media in vocabulary teaching		
7	The students participate in group discussion		
8	The students can memorize the words		
9	The students do the test seriously		

Medan, August 2018

Observer

Nikmah HayatiTanjung

Appendix 2 b:

OBSERVATION SHEET

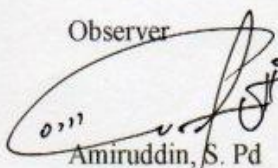
The Observation Sheet of Teacher's Activity

Date :

No	Indicator	Answer	
		Yes	No
1	The teacher comes on time	✓	
2	The teacher greets the students	✓	
3	The teacher introduced herself	✓	
4	The teacher motivates the students	✓	
5	The students explains the material clearly	✓	
6	The teacher used media to present the material	✓	
7	The teacher divided the students some groups	✓	
8	The teacher explained about the procedure in vocabulary learning by using English Newspaper Articles	✓	
9	The teacher asks the students to find difficult word in newspaper article provided	✓	

Medan, August 2018

Observer



Amiruddin, S. Pd

Appendix 2 b:

OBSERVATION SHEET
The Observation Sheet of Teacher's Activity

Date : 3rd August 2018

Read the following statements accurately and put check (√) whether it has done and cross (X) whether it has done yet.

No	Indicator	Answer	
		Yes	No
1	The teacher comes on time		
2	The teacher greets the students		
3	The teacher introduced herself		
4	The teacher motivates the students		
5	The students explains the material clearly		
6	The teacher used media to present the material		
7	The teacher divided the students some groups		
8	The teacher explained about the procedure in vocabulary learning by using English Newspaper Articles		
9	The teacher asks the students to find difficult word in newspaper article provided		

Medan, August 2018

Observer

Amiruddin, S. Pd

Appendix 2 b:

OBSERVATION SHEET
The Observation Sheet of Teacher's Activity

Date : 20th August 2018

Read the following statements accurately and put check (√) whether it has done and cross (X) whether it has done yet.

No	Indicator	Answer	
		Yes	No
1	The teacher comes on time		
2	The teacher greets the students		
3	The teacher introduced herself		
4	The teacher motivates the students		
5	The students explains the material clearly		
6	The teacher used media to present the material		
7	The teacher divided the students some groups		
8	The teacher explained about the procedure in vocabulary learning by using English Newspaper Articles		
9	The teacher asks the students to find difficult word in newspaper article provided		

Medan, 20 August 2018

Observer

Amiruddin, S. Pd

Appendix 4: The result Interview Sheet with the Students

1. Interview with students before applying English newspaper articles in learning vocabulary

Question : Apa pendapatmu tentang pelajaran bahasa Inggris?

Answer : baik, pelajarannya bagus.

Question : Apa yang kamu rasakan saat belajar bahasa Inggris?

Answer : yang saya rasakan pelajarannya sulit

Question :Apakah guru bahasa Inggris kamu mengajar dengan cara yang menyenangkan?

Answer : ya, mengajar dengan menyenangkan

Question : Apa kesulitan yang kamu hadapi saat belajar bahasa Inggris?

Answer : bahasa nya susah dan artinya.

Question :Apakah kamu merasa kosakata (vocabulary) bahasa Inggris sudah banyak?

Answer : belum banyak

Question : Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (vocabulary)?

Answer : sering

Question : Apa saja media yang sering digunakan guru untuk mengajar bahasa Inggris terutama mengembangkan vocabulary kamu?

Answer : sering menggunakan buku pelajaran bahasa inggris, atau dari internet.

Question :Apakah guru pernah memberikan latihan untuk mengembangkan kemampuan kosakata (vocabulary)? Jika pernah latihan seperti apa yang diajarkan?

Answer : sering. Latihan yang di ajarkan menulis kosakata sebanyak-banyak nya

Question : Apakah kamu sering mengulang atau menghapalkan kosakata baru?

Answer : tidak sering

Appendix 4: Interview Sheet with the Students

2. Interview with students after applying English newspaper articles in learning vocabulary

Question : Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?

Answer : Ya, karena gurunya mengajar dengan menyenangkan

Question : Apakah menyenangkan belajar menggunakan media seperti *English newspaper* atau tanpa menggunakan media?

Answer : Menggunakan *English newspaper* lebih menyenangkan, banyak hal baru yang di dapat.

Question` : Apakah dengan menggunakan *English newspaper* dapat memotivasi kamu untuk tetap belajar kosakata bahasa Inggris lebih banyak?

Answer : ya,,sangat termotivasi. Karena banyak kosakata yang ditemui di dalam *English newspaper*, dan banyak kata-kata yang sebelum nya kita tidak tahu menjadi mengetahuinya.

Question : Apakah belajar kosakata menggunakan *English newspaper* dapat membantumu mengembangkan kosakata bahasa Inggris mu?

Answer :iya. kosakata saya menjadi banyak dari sebelumnya

Question : Apakah dengan menggunakan media *English newspaper articles* ini dapat mengurangi kesulitan yang kamu hadapi ketika belajar bahasa Inggris, terutama belajar kosakata bahasa Inggris?

Answer : Iya dengan media ini banyak membantu saya untuk belajar bahasa Inggris. Saya juga termotivasi menghafal kosakata lebih banyak. Karna saya menyadari bahasa Inggris itu ternyata luas dan sangat bermanfaat, terutama ketika saya banyak menemukan kosakata baru di dalam *English newspaper* tersebut.

Appendix 4: The result Interview Sheet with the Students

1. Interview with students before applying English newspaper articles in learning vocabulary

Question : Apa pendapatmu tentang pelajaran bahasa Inggris?

Answer : bahasa Inggris itu sangat sulit

Question : Apa yang kamu rasakan saat belajar bahasa Inggris?

Answer : senang

Question :Apakah guru bahasa Inggris kamu mengajar dengan cara yang menyenangkan?

Answer : iya

Question : Apa kesulitan yang kamu hadapi saat belajar bahasa Inggris?

Answer : bahasa nya sulit

Question :Apakah kamu merasa kosakata (vocabulary) bahasa Inggris sudah banyak?

Answer : belum

Question : Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (vocabulary)?

Answer :Tidak pernah

Question : Apa saja media yang sering digunakan guru untuk mengajar bahasa Inggris terutama mengembangkan vocabulary kamu?

Answer : biasa guru menyuruh kami membuat media sendiri seperti membawa benda lalu mencari tau bahasa Inggris benda tersebut.

Question :Apakah guru pernah memberikan latihan untuk mengembangkan kemampuan kosakata (vocabulary)? Jika pernah latihan seperti apa yang diajarkan?

Answer : Pernah. Latihan nya menulis kosakata yang belum diketahui

Question : Apakah kamu sering mengulang atau menghapalkan kosakata baru?

Answer : jarang sekali.

Appendix 4: Interview Sheet with the Students

2. Interview with students after applying English newspaper articles in learning vocabulary

Question :Apakah ada hal yang membuatmu menyukai pelajaran bahasa Inggris?

Answer : ada

Question : Apakah menyenangkan belajar menggunakan media seperti *English newspaper* atau tanpa menggunakan media?

Answer : Menggunakan English newspaper sangat menyenangkan dan baru pertama kali

Question` : Apakah dengan menggunakan English newspaper dapat memotivasi kamu untuk tetap belajar kosakata bahasa Inggris lebih banyak?

Answer : ya,,sangat memotivasi saya. Karena banyak kosakata yang baru dan jarang ditemukan

Question :Apakah belajar kosakata menggunakan English newspaper dapat membantumu mengembangkan kosakata bahasaInggris mu?

Answer :ya, vocabulary saya menjadi bertambah

Question :Apakah dengan menggunakan media English newspaper articles ini dapat mengurangi kesulitan yang kamu hadapi ketika belajar bahasa Inggris, terutama belajar kosakata bahasaInggris?

Answer : ya, karena dapat membantu saya untuk banyak mempelajari kosakata baru.

Appendix 4: The result Interview Sheet for Teacher

The result interview with English teacher

Question : How long have you been teaching here?

Answer : five years

Question : How are the students' responses in study English?

Answer : the students' responses are good. They feel enjoy.

Question : What do you think about the students of this class?

Answer : I think they are very active students.

Question : What are the obstacles that you are facing in learning English vocabulary in classroom?

Answer : The students are lazy to remind their vocabulary that they have before.

Question : What is your opinion about students' vocabulary in learning English?

Answer : their vocabulary is still limited and s till low

Question : Are there any difficulties that you face when teaching English, especially vocabulary?

Answer : they difficult and lazy to remind vocabulary. So, sometimes they do not understand the lesson, because they do not know the meaning.

Question : How do you teach English to the students in the classroom?

Answer : I always teach them with fun learning method. Sometimes, I use media to support in learning process.

Question : What do you think about English newspaper articles media that I have applied vocabulary to the students?

Answer : I think it is good media. The students not only have much variation vocabulary, but they also can develop their knowledge.

Question : What do you think your students' ability in mastering vocabulary after the researcher is use English newspaper articles?

Answer : I think the students get more the new words. It is very useful for them to increasing their vocabulary mastery.

Appendix 5:

PRE-TEST

Name : Day/Date :
Class : Time :

Choose the correct answer with crossing (x) a, b, c, or d !

Teks dibawah ini untuk pertanyaan soal nomor 1-6.

Education

Preparing students for their technological future

New technologies, for instance, have been found to boost students' interests. Students show more fondness for learning when materials are presented through new devices than through printed books. Moreover, technologies actively engage students through fun learning by doing through, for instance, games and songs.

It has also been reported that the use of digital devices makes learning a meaningful experience, and because of this students feel motivated to learn more and more, and succeed academically. A sense of teamwork is also reported to develop as students are willing to engage with their peers in problem-solving tasks assigned to them. The willingness to participate has been seen as an indication of students' increased social sensitivity.

Source: The Jakarta Post, Thursday, April 26, 2018, p.16

1. Arti dari kata "**fondness**" pada teks diatas adalah
a. Kegemaran
b. Keinginan
c. Kesukaan
d. kesedihan
2. Kata "**fondness**" memiliki synonym dengan kata
a. Favorite
b. Fun
c. Fire
d. Flavor
3. Arti dari kata "**boost**" pada teks diatas adalah
a. Dorongan
b. Tarikan
c. Gangguan
d. Tekanan
4. Kata "**task**" memiliki makna
a. Kewajiban
b. Tugas
c. Jawaban
d. Keseriusan
5. Kata task "**task**" termasuk jenis kata
a. Adverb
b. Verb
c. Adjective
d. Noun
6. Arti dari kata "**willingness**" adalah
a. Kesenangan
b. Kerelaan
c. Kesukaan
d. kejenuhan

Teks dibawah ini untuk pertanyaan soal nomor 7-9

Floods inundate Cacao Plantation

Palu: Thousands of hectares of cacao plantation were flooded over the weekend after the La'a River burst its bank in Petasia district, Morowali regency, Central Sulawesi, an official says.

Morowali Disaster Mitigation and Control Task Force secretary Darmansyah told *The Jakarta Post* on Monday that besides the Cacao plantations, floodwaters also inundated 526 hectares of rice paddies, 161 hectares of fish farms and 163 hectares of farmland.

"The flooding has engulfed 13 villages in the district. Some 4,682 people from 1,313 families were evacuated," he said.

He added the local administration was still counting total losses caused by the flooding, estimated at billions rupiahs.

He said the floods had also forced the closure of the three schools in the district. "Hundreds of elementary school students could not study because their schools were inundated by the flooding."

Adopted from The Jakarta Post, Tuesday, March 24, 2009, p.18

7. "Hundreds of elementary school students could not study because their schools were inundated by the flooding." Dibawah ini kata yang memiliki sinonim dengan "**inundate**" adalah
- | | |
|-------------|---------------|
| a. Overeat | c. Overweight |
| b. Overhelm | d. Oversleep |
8. Arti dari kata "**flooded**" adalah
- | | |
|---------------|--------------|
| a. Kebanjiran | c. Kebakaran |
| b. Kedinginan | d. Gempabumi |
9. kata "**flooded**" termasuk jenis kata
- | | |
|--------------|-----------|
| a. Verb | c. Adverb |
| b. Adjective | d. Noun |

Teks dibawah ini untuk pertanyaan soal nomor 10-15.

RI aces progress, women's singles defeated at Asian Championship

Mixed double pair and also the favourite Tontowi Ahmad dan Liliyana Natsir as well as Anthony Sinisuka Ginting in the men's singles were among the shuttlers who made it to the second round of the tournament, classified as a Badminton World Federation's World Tour to Super 500 event.

Tontowi and Liliyana, who failed to win a title in the 2018 All England last month, were too strong for Japanese pair Koharu Yonemoto and Yuki Kaneko.

Playing for 35 minutes, the first-seeded duo secured the second round ticket after beating the Japanese pair 21-18 and 21-12. "We played quite well in the beginning (of the match), but we seemed to lose focus by end of the first game. This should be a reminder for us to not easily give chances to our opponents," said Liliyana as quoted by *badmintonindonesia.org*, the official website of the Indonesian Badminton Association.

Adopted from The Jakarta Post, Thursday, April 26, 2018, p.8

10. Kata **“tournament”** pada teks diatas bermakna
 - a. Pertandingan
 - b. Babak
 - c. Unggul
 - d. Lawan
11. Kata **“win”** termasuk jenis kata . . .
 - a. Adverb
 - b. Adjective
 - c. Noun
 - d. Verb
12. Arti dari kata **“title”** berdasarkan teks diatas adalah
 - a. Permainan
 - b. Menang
 - c. Kejuaraan atau gelar
 - d. Pertandingan
13. Kata **“execute”** berdasarkan teks diatas bermakna
 - a. Mencoba
 - b. Melaksanakan atau melakukan
 - c. Menyelamatkan
 - d. Mengalahkan
14. Kata **“execute”** memiliki synonym dengan kata
 - a. Perform
 - b. Work
 - c. Match
 - d. Win
15. Arti dari kata **“opponents”** berdasarkan teks diatas adalah
 - a. Lawan
 - b. Pasangan
 - c. Teman
 - d. Permainan
16. Arti dari kata **“attack”** adalah
 - a. Menghasilkan
 - b. Menyerang
 - c. Mengirim
 - d. Memanggang
17. Kata **“attack”** termasuk kedalam jenis kata
 - a. Verb
 - b. Adjective
 - c. Noun
 - d. Adverb

Teks dibawah ini untuk pertanyaan soal nomor 18-20

Disaster

18 Die in Illegal oil Well explosion in Aceh

The fire spread rapidly and destroyed at least five houses, according to the East Aceh Disaster and Evacuation Agency (BPBD). All the victims were residents of RantoPeureulak. A local search and rescue team is containing to search for other possible victims.

Source: The Jakarta Post, Thursday, April 26, 2018, p.2

18. All victims were residents of Ranto Peureulak. Kata **“victims”** dalam kalimat tersebut bermakna . . .
 - a. Bencana
 - b. Korban
 - c. Penduduk
 - d. Penyakit
19. Arti dari kata **“rescue”** adalah
 - a. Menyerbu
 - b. Menyerang
 - c. Menyelamatkan
 - d. Mencoba
20. kata **“disaster”** termasuk jenis kata . . .
 - a. Adverb
 - b. Verb
 - c. Adjective
 - d. Noun

Appendix 6:

POST TEST I

Name : Day/Date :
Class : Time :

Choose the correct answer with crossing (x) a, b, c, or d !

Teks dibawah ini untuk pertanyaan soal nomor 1-3

Floods inundate Cacao Plantation

Palu: Thousands of hectares of cacao plantation were flooded over the weekend after the La'a River burst its bank in Petasia district, Morowali regency, Central Sulawesi, an official says.

Morowali Disaster Mitigation and Control Task Force secretary Darmansyah told *The Jakarta Post* on Monday that besides the Cacao plantations, floodwaters also inundated 526 hectares of rice paddies, 161 hectares of fish farms and 163 hectares of farmland.

"The flooding has engulfed 13 villages in the district. Some 4,682 people from 1,313 families were evacuated," he said.

He added the local administration was still counting total losses caused by the flooding, estimated at billions of rupiah.

He said the floods had also forced the closure of the three schools in the district. "Hundreds of elementary school students could not study because their schools were inundated by the flooding."

Source: The Jakarta Post, Tuesday, March 24, 2009, p.18

1. "Hundreds of elementary school students could not study because their schools were inundated by the flooding." Dikawat ini kata yang memiliki sinonim dengan "*inundate*" adalah
 - a. Overeat
 - b. Overwhelm
 - c. Overweight
 - d. Oversleep
2. Arti dari kata "*flooded*" adalah
 - a. Kebanjiran
 - b. Kedinginan
 - c. Kebakaran
 - d. Gempa bumi
3. kata "*flooded*" termasuk jenis kata
 - a. Verb
 - b. Adjective
 - c. Adverb
 - d. Noun

Teks dibawah ini untuk pertanyaan soal nomor 4-6

Disaster

18 Die in Illegal oil Well explosion in Aceh

The fire spread rapidly and destroyed at least five houses, according to the East Aceh Disaster and Evacuation Agency (BPBD). All the victims were residents of RantoPeureulak. A local search and rescue team is continuing to search for other possible victims.

Source: The Jakarta Post, Thursday, April 26, 2018, p.2

4. All victims were residents of Ranto Peureulak. Kata **“victims”** dalam kalimat tersebut bermakna . . .
 - a. Korban
 - b. Bencana
 - c. Penduduk
 - d. Penyakit
5. Arti dari kata **“rescue”** adalah
 - a. Menyerbu
 - b. Menyerang
 - c. Menyelamatkan
 - d. Mencoba
6. kata **“disaster”** termasuk jenis kata . . .
 - a. Adverb
 - b. Noun
 - c. Adjective
 - d. Verb

Teks dibawah ini untuk pertanyaan soal nomor 7-12

Sports

RI aces progress, women’s singles defeated at Asian Championship

Mixed double pair and also the favourite Tontowi Ahmad danLiliyanaNatsir as well as Anthony SinisukaGinting in the men’s singles were among the shuttlers who made it to the second round of the tournament, classified as a Badminton World Federetion’s World Tour to Super 500 event.

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Source: The Jakarta Post, Thursday, April 26, 2018, p.8

7. Kata **“tournament”** pada teks diatas bermakna
 - a. Pertandingan
 - b. Babak
 - c. Unggul
 - d. Lawan
8. Kata **“win”** termasuk jenis kata . . .
 - a. Adverb
 - b. Adjective
 - c. Noun
 - d. Verb
9. Arti dari kata **“title”** berdasarkan teks diatas adalah
 - a. Permainan
 - b. Kejuaraan atau gelar
 - c. Menang
 - d. Pertandingan
10. Kata **“execute”** berdasarkan teks diatas bermakna
 - a. Melaksanakan atau melakukan
 - b. Mencoba
 - c. Menyelamatkan
 - d. mengalahkan
11. Kata **“execute”** memiliki synonym dengan kata
 - a. Perform
 - b. Work
 - c. Match
 - d. Win
12. Arti dari kata **“opponents”** berdasarkan teks diatas adalah
 - a. Lawan
 - b. Pasangan
 - c. Teman
 - d. Permainan

13. Arti dari kata **“fondness”** pada teks diatas adalah
- | | |
|--------------|--------------|
| a. Kegunaan | c. Kesukaan |
| b. Keinginan | d. kesedihan |
14. Kata **“fondness”** memiliki synonym dengan kata
- | | |
|-------------|-----------|
| a. Favorite | c. Fire |
| b. Fun | d. Flavor |
15. Arti dari kata **“boost”** pada teks diatas adalah
- | | |
|-------------|-------------|
| a. Dorongan | c. Gangguan |
| b. Tarikan | d. Tekanan |
16. Kata **“task”** memiliki makna
- | | |
|----------------|---------------|
| a. Kesungguhan | c. Jawaban |
| b. Tugas | d. Keseriusan |
17. Kata task **“task”** termasuk jenis kata
- | | |
|-----------|--------------|
| a. Adverb | c. Adjective |
| b. Verb | d. Noun |
18. Arti dari kata **“willingness”** adalah
- | | |
|---------------|--------------|
| a. Kesenangan | c. Kesukaan |
| b. Kerelaan | d. kejenuhan |

Teks dibawah ini untuk pertanyaan soal nomor 12-18

Education

Preparing students for their technological future

New technologies, for instance, have been found to boosts students’ interests. Students show more fondness for learning when materials are presented through new devices than through printed books. Moreover, technologies actively engage students through fun learning by doing through, for instance, games and songs.

It has also been reported that the use of digital devices makes learning a meaningful experience, and because of this students feel motivated to learn more and more, and succeed academically. A sense of teamwork is also reported to develop as students are willing to engage with their peers in problem-solving tasks assigned to them. The willingness to participate has been seen as an indication of students’ increased social sensitivity.

Source: The Jakarta Post, Thursday, April 26, 2018, p.16

19. Arti dari kata **“attack”** adalah
- | | |
|-----------------|---------------|
| a. Menghasilkan | c. Mengirim |
| b. Menyerang | d. Memanggang |
20. Kata **“attack”** termasuk kedalam jenis kata
- | | |
|--------------|-----------|
| a. Adjective | c. Noun |
| b. Verb | d. Adverb |

Appendix 7:

POST TEST II

Name : **Day/Date** :
Class : **Time** :

1. An employee works with liquid chocolate. (Source: *The Jakarta Post, Thursday, April 26, 2018, Business Food, p.23*).
Arti dari kata “**employee**” pada kalimat tersebut adalah
 - a. Siswa
 - b. Pengusaha
 - c. Karyawan
 - d. Guru
2. Indonesia produces around 350, 000 tons of Cocoa beans. (Source: *The Jakarta Post, Thursday, April 26, 2018, Business Food, p.23*).
Arti dari kata “**produces**” pada kalimat tersebut adalah
 - a. Menimbun
 - b. Menjual
 - c. Menghasilkan
 - d. Mengirimkan
3. Kata “**produces**” termasuk kedalam jenis kata
 - a. Adverb
 - b. Noun
 - c. Adjective
 - d. Verb
4. This testing helps farmers to get a better price for their product. (Source: *The Jakarta Post, Thursday, April 26, 2018, Business Food, p.23*).
Kata “**price**” pada kalimat tersebut bermakna
 - a. Harga
 - b. Penjual
 - c. Murah
 - d. Mentah
5. Kata “**price**” memiliki synonym dengan kata
 - a. Cost
 - b. Cheap
 - c. Low
 - d. Bitter

Kalimat dibawah ini untuk soal nomor 6 dan 7.

Business Food

The local farms had low yields and the crops were often attacked by pests.

(Source: *The Jakarta Post, Thursday, April 26, 2018, p.23*).

6. Kata “**pest**” pada kalimat diatas tersebut bermakna
 - a. Tanah
 - b. Hama
 - c. Biji
 - d. Tanaman
7. Arti dari kata “**crop**” pada kalimat diatas adalah
 - a. Tahu
 - b. Hewan
 - c. Coklat
 - d. Tanaman

Teks dibawah ini untuk soal 8 dan 9.

Sports

LiliyanaNatsir returns the shuttle while her partnerTontowi Ahmad looks on as the Indonesian mixed double pair plays against Yuki Kaneko and KoharuYonemot of Japan in the first round of the 2018 Badminton Asia Championships tournament at Wuhan Sports Center in Wuhan China, on Wednesday. The Indonesian advanced to the next round after winning 21-18, 21-12.

(Source: *The Jakarta Post*, Thursday, April 26, 2018, p.8).

8. Arti dari kata “**partner**” pada teks diatas adalah
 - a. Musuh
 - b. Pasangan
 - c. Lawan
 - d. Pertandingan
9. Kata dibawah ini yang memiliki synonym dengan kata “**partner**” adalah
 - a. Match
 - b. Pair
 - c. Champion
 - d. Competition
10. Indonesia’s aces successfully dominated the first round of the 2018 Badminton Asia Championship in Wuhan, on Wednesday. (Source: *The Jakarta Post*, Thursday, April 26, 2018, p.8).

Kata “**aces**” pada kalimat diatas bermakna

 - a. Pasangan
 - b. Jagoan
 - c. Latihan
 - d. Penonton
11. Dibawah ini yang merupakan arti dari kata “**round**” berdasarkan kalimat diatas adalah
 - a. Bermain
 - b. Kejuaraan
 - c. Babak
 - d. Pertandingan
12. kata “**round**” termasuk jenis kata
 - a. Adverb
 - b. Noun
 - c. Verb
 - d. Adjective

Teks dibawah ini untuk soal 13-16.

Education

In highly digitalized schools today, it is considered anachronistic if teachers rely heavily on the transfer of knowledge teaching technique. Students no longer learn and acquire knowledge through human-to-human interaction only, as was the case in a traditional classroom, because the virtual world allows for self-learning.

(Source: *The Jakarta Post*, Thursday, April 26, 2018, p.16).

13. Arti dari kata “**knowledge**” pada teks diatas adalah
 - a. Pengertian
 - b. Pengajaran
 - c. Pengetahuan
 - d. Pengelompokan
14. Kata “**classroom**” bermakna
 - a. Ruang guru
 - b. Ruangkelas
 - c. Ruangbaca
 - d. Ruangtidur

15. kata **“teacher”** termasuk kedalam jenis kata
- a. Noun
 - b. Adverb
 - c. Verb
 - d. Adjective
16. Kata **“school”** termasuk kedalam jenis kata
- a. Adverb
 - b. Noun
 - c. Adjective
 - d. Verb
17. Dibawah ini yang merupakan arti dari kata **“disaster”** adalah
- a. Bantuan
 - b. Banjir
 - c. Benturan
 - d. Bencana
18. Dibawah ini yang merupakan arti dari kata **“explosion”** adalah
- a. Ledakan
 - b. Liar
 - c. Hembusan
 - d. Hambatan
19. Arti dari kata **“extinguish”** adalah
- a. Memadamkan
 - b. Menyalakan
 - c. Merobohkan
 - d. Menyelamatkan
20. Kata **“extinguish”** termasuk jenis kata
- a. Verb
 - b. Adjective
 - c. Noun
 - d. Adverb

Appendix 8:

ANSWER KEY

PRE-TEST

- | | |
|-------|-------|
| 1. C | 11. D |
| 2. A | 12. C |
| 3. A | 13. B |
| 4. B | 14. A |
| 5. D | 15. A |
| 6. B | 16. B |
| 7. B | 17. A |
| 8. A | 18. B |
| 9. D | 19. C |
| 10. A | 20. D |

Appendix 9:

ANSWER KEY

POST TEST I

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. A | 12. A |
| 3. D | 13. C |
| 4. A | 14. A |
| 5. C | 15. A |
| 6. B | 16. B |
| 7. A | 17. D |
| 8. D | 18. B |
| 9. B | 19. B |
| 10. A | 20. B |

Appendix 10:

ANSWER KEY

POST TEST II

- | | |
|-------|-------|
| 1. C | 11. C |
| 2. C | 12. B |
| 3. D | 13. C |
| 4. A | 14. B |
| 5. A | 15. A |
| 6. B | 16. B |
| 7. D | 17. D |
| 8. B | 18. A |
| 9. B | 19. A |
| 10. B | 20. A |

Appendix 11: Diary Notes

DIARY NOTES

Place : MTs S Babul Ulum Medan Labuhan}

Day/Date : Tuesday, July 31st, 2018

Activity : Delivering an Observation Letter

The researcher arrived at school at 08.30 a.m. and she directly came to office room to meet the school principle. But, one of the officers told that the school principle was not at school because, he had a meeting outside from the school. So, the researcher gave the permission letter to the officer.

Then, the researcher met the English teacher for conducting her intention to conduct a classroom observation and a research in MTs S Babul Ulum Medan Labuhan. The English teacher welcomed the researcher's intention and he was willing to help the researcher. Next, they discussed the schedule for conducting the classroom observation. After having the schedule, the researcher asked permission to leave the school.

Place : MTs S Babul Ulum Medan Labuhan

Day/Date : Thursday, August 2nd, 2018

Activity : Interview with English Teacher and VIII-1 Students
Lesson Plan Consultation

The researcher arrived at the school at 08.00 a.m. for conducting an interview with the English Teacher and the students. Then researcher directly came to VIII-1 class to conduct the interview with the students. She randomly selected the interviewers. After finish doing the interview, the researcher came to the teacher office to meet the English teacher. However, at the same time, the teacher was on entered to other class. So, she decided to wait for the class ended. Soon, after the class finished, the researcher met the English teacher and she did the interview. Then, the researcher also consulted her lesson plan, and the schedule for conducting the research. The result was that the pre-test would be held on Friday, August 3rd, 2018 and for the research would be started on Monday, August, 13th, 2018.

Place : MTs S Babul Ulum Medan Labuhan

Day/Date : Friday, August 3rd, 2018

Activity : Pre-Test and Meeting I

After the bell rang, the researcher came to the VIII-1 class. Firstly, the researcher introduced herself to the students and the researcher's purpose being front of them. The researcher as English teacher opened the class by greeting and checking students' attendance list. The, the researcher start explained to the students what they were going to do while distributing the worksheet. After direction was clear, the researcher asked the students to do the task.

The pre-test was about an hour long. The classroom condition was conducive even though some students made noises they tended ask to the other students some the meaning of the words. Some students also seemed to have difficulty and confused in do the vocabulary test.

After the students had finished their works, they submitted it. The researcher continued the lesson. The researcher explained the material about vocabulary, content words (verb and noun), and the synonym of the words. The researcher asked the students to give an

example of the word. However, there were no students who wanted to voluntarily answer that question. So, the researcher gave some examples and short explanation on the black board.

Then, the researcher divided the class into five groups. Each group consist six students. The researcher distributed the English newspaper article with different topic for every group. The teacher gave instruction about the task. The researcher as the teacher asked the students to found the word that related with the topic. Each group must found 6-12 words and their synonym. The words that they had been found must categorize to noun or verb. The students do the task in a paperboard. To encourage the students' vocabulary, every student also memorized that word. The researcher and the students discussed unfamiliar words that the students found in the text from English newspaper articles. Because the time was almost end, the teacher summarized the lesson and reminded the students memorized the words as their homework. Then, the researcher discussed with the students about the agenda for next meeting. After that, the researcher asked each student to bring their dictionary. The bell rang and the researcher closed the class by leading a prayer. Then, task continued next meeting. The last, the researcher ended the class by saying "Alhamdulillah rabbil'alamin". After the class was over, she met the English teacher for consulting the next agenda.

Place : MTs S Babul Ulum Medan Labuhan

Day/Date : Friday, August 10th, 2018

Activity : Meeting II

In this meeting, the class was started 08.35. As usual the researcher opened the class by greeting, leading a prayer, and checking students' attendance list. But, some of students seemed busy with their own business. Then, the teacher started the lesson by reviewing the previous meeting. While explaining the lesson, the teacher sometimes asked question to the students about the material before. And the teacher asked the students continued the task the previous meeting. To check the students' understanding about the explanation, the teacher asked the students some of vocabulary that they found. The students actively took in that part and they seemed to enjoy the material. Then, she called the students to come in front of the class and memorized the vocabulary that they found from English newspaper articles.

Before the class was ended, the researcher gave post-test I. It was supposed to see the students' vocabulary improvement after the implementation of Cycle I. Before doing the test, the researcher reminded the students about the material. Then, researcher distributed the worksheet and students began to do the test. While doing the test, most of students directly did the test. The classroom condition was conducive even though some students made a little noise because they asked the answer from other friends. After the test was finished, she ended the class by leading prayer.

Place : MTs S Babul Ulum Medan Labuhan

Day/Date : Monday, August 13th, 2018

Activity : Meeting III

The class started at 09.10 a.m. As usual, the researcher opened the class by greeting, leading a prayer, and checking students' attendance list. In this meeting, the researcher taught again the students with the same material with previous meeting, such as English newspaper articles in learning English vocabulary with the synonym. So, the researcher explained again about the material. While the teacher was explained the material, all of students seemed pay attention and they were focus to listened the lesson.

Then, the researcher divided the class again into some small groups. In a group consist of 6 students. The researcher distributed a set material for the group work, likes English newspaper articles with different topic from last meeting, paperboard, marker colours. The teacher gave instruction about the task. The researcher as the teacher asked the students to found the word that related with the topic. Each group must found 6-12 words and their synonym. The students do the task in a paperboard. To encourage the students' vocabulary, every student also memorized that word. While doing the task, the researcher moved around the class and monitored the students' works. Sometimes, the students asked questions to the researcher when they had difficulties in doing the task. The researcher and the students also discussed unfamiliar words that the students found in the text from English newspaper articles. The students actively took part in this work and they seemed enthusiasm, and enjoy the work.

When the time for doing the task was over, the researcher asked each group to submit their works. She also asked each group, in turns, to come in front of the class to present the group's result. All of the member of each group must memorize the word that they found from the English newspaper articles. And the others group was checked the words whether true or false. The students enthusiastically did the works even though the class was so noisy. Because the time was almost end, the teacher summarized the lesson and reminded the students memorized the words as their homework. The last, the researcher ended the class by saying "Alhamdulillahirabbil'alamin".

Place : MTs S Babul Ulum Medan Labuhan
Day/Date : Monday, August 20th, 2018
Activity : Meeting IV

In this meeting, the class was started 09.10 a.m. As usual the researcher opened the class by greeting, leading a prayer, and checking students' attendance list. Before the researcher started the lesson, the researcher began the lesson by reviewing the last meeting. The teacher reminded the students about the vocabulary that they had from the article and memorize the words. When it was clear, the students continued to do the post-test II. Then, researcher distributed the worksheet and students began to do the test. While doing the test, the students looked seriously to do the task. So far, the classroom condition was conducive.

When the time was almost up, the researcher asked the students submit their works. When it was all submitted, the researcher reminded the students always memorize the words every day. Minimal five until ten words a day. Don't boring and don't be lazy students. Then, the researcher ended the class by saying " Alhamdulillahirabbil'alamin".

Appendix 12: Students' name

No	Name	Initial
1	Adjie Al Fahri Akbar	AAA
2	Andy Saputra	AS
3	Alfina Rizal	AR
4	Afifah Navira	AN
5	Arina Ulfah Hasanah	AUH
6	Ariyo Trisno	AT
7	Bayu Lesmana	BL
8	Eka Frasetya	EF
9	Gibran Pahlevi	GP
10	Indah Syahfitri	IS
11	Imam Arifin	IA
12	Leonard Panjaitan	LP
13	M. Dimas	MD
14	Maulana Hakim	MH
15	M. Andre	MA
16	M. Sandy Kurniawan S	MSK
17	M. Zailani	MZ
18	M.Umar	MU
19	Maulida	M
20	M. Naufal	MN
21	Najwa Maulidiya	NM
22	Riski Alfahwadi Jaya	RAJ
23	Renaldi	R
24	Radid Saputra	RS
25	Riski Al-Fanza	RA
26	Surya Ramadhan	SR
27	Siti Rahma Putri	SRP
28	Tengku Aulia Putri	TAP
29	Tegar Bajawiranto	TB
30	Farhan	F

Appendix 13: Material (English Newspaper Articles)

EDUCATION

16 | FOCUS ISSUE

The Jakarta Post

THURSDAY April 26, 2018

EDUCATION

Preparing students for their technological future

Setiono Sugiharto
CONTRIBUTOR-JAKARTA

Rapidly-changing information technology not only encourages new possibilities, but also easily disrupts emerging possibilities and ideas in a split second. As one of the industry sectors affected by this phenomenon, education like it or not must be poised to prepare students to survive for their digital future.

The internet of things (IoT), artificial intelligence and robotics are predicted to characterize most future jobs in parallel with the ongoing fourth industrial revolution. While this can be a threat for humans' future survival, it can also offer ample opportunities that need to be taken seriously. Technology can be said to open new paths for education.

Needless to say, the vital ramification of the digital world for education is that technology compels us to redefine the very context for learning and teaching, as it radically shapes how classroom interaction and communication be conducted, and as a result how educational policy, curriculum, and teaching materials are redesigned in order to meet the current needs of the technological and digital era.

In highly digitalized schools today, it is considered anachronistic if teachers rely heavily on the transfer of knowledge teaching technique. Students no longer learn and acquire knowledge through human-to-human interaction only, as was the case in a traditional classroom, because the virtual world allows for self-learning.

Without a doubt, facilitated by the ubiquity of modern technological tools, students can exceptionally exhibit computer literacy prowess and the mastery of in-

ternet know-how, which means that they are able by themselves to search and acquire knowledge prior to formal classroom instruction. Traditional spoon-feeding instruction even at the elementary school level is felt no longer congenial, as students have already been flooded with information.

With innovation and creation being today's education goals prompted primarily by the disruptive digital era, it is essential that schools redesign their curriculum so as to reflect the expanding possibilities created through technology.

The IT model curriculum, as it is often dubbed, is what schools now need to adopt in order to prepare students to face the reality of the digital future world. The design of this model curriculum, depending on the education level of the students, should reflect the relationship of IT to other computing disciplines and incorporate features of today's advanced technologies such as digital communication, software, system designs, human-computer interaction and web system-design, among other things.

Through such a curriculum model, students are often required to accomplish the following objectives: apply knowledge of computing and mathematics, identify, analyze and solve problems, as well as implement and evaluate a computer-based system.

For young learners (preschoolers or kindergartners), for instance, the use of the digital format, or e-books can be combined with computing software, assisting the child with learning basic counting. Curriculum design for older students can include identifying and analyzing math problems contextualized and formulated in passages within the text.

The inclusion of these cognitive activities is not meant to repudiate the importance of social responsibility technology holds. A balance between cognitive and social maturity of students must become the priority in the IT model curriculum.

Studies have found that incorporating technology in the curriculum brings about immense benefits not only in terms of students' academic achievement, but also in terms of their improved learning motivation and socialization skills.

Fun learning

New technologies, for instance, have been found to boost students' interest. Students show more fondness for learning when materials are presented through



new devices than through printed books. Moreover, technologies actively engage students through fun learning by doing through, for instance, games and songs.

It has also been reported that the use of digital devices makes learning a meaningful experience, and because of this students feel motivated to learn more and more, and succeed academically. A sense of teamwork is also reported to develop as students are willing to engage with their peers in problem-solving tasks assigned to them. The willingness to participate has been seen as an indication of students' increased social sensitivity.

As learning is a social activity, whatever educational paradigms are adopted, the IT model curriculum needs also to include learning goals which emphasize the social, legal and ethical responsibility of the use of technology.

The reasoning is that the use of technology does not take place in a vacuum and is value-free. There are always social implications for its use both in schools, homes and other public areas. Technology users are held accountable for what they do using the tools. It is therefore the responsibility of schools and other related stakeholders to make students conscious of the ethical and legal consequences of the use of the IT model curriculum.

It is also important to keep in mind that the design of IT-based curricula should not dismiss the consideration of psychological factors of the learners. Technologies used in schools are only

means, not an end in itself. They are the means to achieve the goals. What matters is how students can use and manipulate them judiciously and responsibly.

Curriculum contents loaded with cognitive activities simply for the sake of satisfying the requirements of features of modern IT will be psychologically devastating for their growth as humans. The challenge thus lies not simply in how to include and systematize the IT-based materials in the curriculum, but in how these materials can be used to support the psychological aspects of learners.

This suggests several things. To begin with, the IT-based curriculum needs to be designed to cater to the skills required by the 21st century learner by ensuring that learning experiences are meaningful, engaging, motivating and compelling. Second, students' active engagement with both material and immaterial factors must be aimed at developing and demonstrating creativity and innovation. Third, the curriculum should be designed by taking into account students' prior knowledge and achievement. Lastly, the curriculum should respond to students' individual needs and support particular learning aptitudes and potentials.

A curriculum designed by incorporating technology can be fundamental in directing students' academic and life careers in the technological future. Yet, this endeavor must be contextualized from the social, cultural and political aspects of the students, if they are to reap success in future life.

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RI aces progress, women's singles defeated at Asian c'ships

Business as usual: Liliyana Natsir (left) returns the shuttle while her partner Tontowi Ahmad looks on as the Indonesian mixed double pair plays against Yuki Kaneko and Koharu Yonemoto of Japan in the first round of the 2018 Badminton Asia Championships tournament at Wuhan Sports Center in Wuhan, China, on Wednesday. The Indonesians advanced to the next round after winning 21-18, 21-12.

The Jakarta Post
JAKARTA

Indonesia's aces successfully dominated the first round of the 2018 Badminton Asia Championship in Wuhan, China, on Wednesday.

Mixed doubles pair and also the favorites Tontowi Ahmad and Liliyana Natsir as well as Anthony Sinisuka Ginting in the men's singles were among the shuttlers who made it to the second round of the tournament, classified as a Badminton World Federation's World Tour Super 500 event.

Tontowi and Liliyana, who failed to win a title in the 2018 All England last month, were too strong for Japanese pair Koharu Yonemoto and Yuki Kaneko.

Playing for 35 minutes, the first-seeded duo secured the second round ticket after beating the Japanese pair 21-18 and 21-12.

"We played quite well in the beginning [of the match], but we seemed to lose focus by end of the first game. This should be a reminder for us to not easily give chances to our opponents," said Liliyana as quoted by *badmintonindonesia.org*, the official website of the Indonesian Badminton Association.

The world number three duo's step was followed by compatriots Debby Susanto and Ricky Karanda Suwardi, who have not showed significant progress ever since they were paired earlier this year.

Debby and Ricky must work harder to continue their journey to the second round after being forced to play a rubber match against Sachin Dias and Thilini Pramodika Hendahewa of Sri Lanka. Debby and Ricky won 21-14, 17-21 and 21-10.

Debby and Ricky are set to

face Malaysia's Goh Soon Huat and Shevon Jemie Lai in the next round. The Malaysian pair have displayed consistency in several tournaments this year so — including winning the 2018 German Open.

In the women's doubles, Indonesia's world number six pair Greysia Polli and Apriani Rahayu as well as Della Destiara Haris and Rizki Amelia Pradipta were also triumphant in their openers.

In the men's singles category, Anthony also kept the country's hopes alive for a title as he beat Niluka Karunaratne of Sri Lanka 22-20 and 21-12 to secure the second round spot.

It will be a tough round for Anthony as he is set to fight against three-time Olympic silver medalist Lee Chong Wei of Malaysia. Lee earned the second round seat after beating Qiao Bin of China.

Another hopeful in the men's

singles, Jonathan Christie, was also in good form to push for the title after beating Kazumasa Sakai of Japan in the first round on Wednesday.

On the downside, the Indonesian shuttlers in the women's singles failed to progress. Hanna Ramadini, Dinar Dyah Ayustine and Lyanni Alessandra Mainaky were defeated in the openers.

"I was leading in the third and final game, but I couldn't execute well. I didn't play well during critical moments," said Hanna after losing to Lee Jang-mi of South Korea 21-17, 17-21, 25-23.

Praveen Jordan and Melati Daeva Oktaviani in the mixed doubles also failed to advance as they surrendered to Tang Chun Mang and Tse Ying Suet of Hong Kong — the third-seeded pair in the tournament. Praveen and Melati lost 21-16 and 21-12 in 32 minutes.

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Handwritten note: 21-18, 21-12

Courtesy of PPSI

DISASTER

DISASTER

18 die in illegal oil well explosion in Aceh

Gemma Holliani Cahya,
Stefanno Reinard Sulaiman,
and Apriadi Gunawan

THE JAKARTA POST/JAKARTA/MEDAN

At least 18 people were killed and 42 others injured in an explosion at an illegal oil well in Pasir Putih village, Ranto Peureulak subdistrict, East Aceh, in the early hours of Wednesday morning.

The fire spread rapidly and destroyed at least five houses, according to the East Aceh Disaster and Evacuation Agency (BPBD). All of the victims were residents of Ranto Peureulak. A local search and rescue team is continuing to search for other possible victims.

Of the injured 20 were taken to Zubir Mahmud Hospital, 16 to Abdul Azis Hospital, while six others are being treated at Graha Bunda Hospital, all in East Aceh.

"The police are still investigating the cause of the explosion," Ranto Peureulak subdistrict head Saiful said.

Meanwhile, the government said that it would take legal action against parties responsible for the incident.

"This is an illegal [well]. So, we, along with the local administration, will take legal action," Energy and Mineral Resources Ministry spokesman, Agung Pribadi, told reporters in Jakarta.

Agung said the illegal oil well was drilled on state-owned oil and gas company Pertamina's operational territory in East Aceh. He said a joint team involving the ministry's oil and gas directorate and Pertamina had been sent to Pasir Putih to investigate the incident.

As of Wednesday afternoon, firefighters and the BPBD team were still working to extinguish the blaze that was rooted in the 250-meter well.

While the cause of the blaze remains under investigation, eyewitnesses claim the fire



Ready for action: Firefighters prepare to battle a fire at an illegal oil well in Peureulak, Aceh, on Wednesday. At least 18 people were killed and dozens more injured in the accident, authorities said.

AFP/Ilyas Ismail

and oil storage.

National Disaster Mitigation Agency (BNPB) spokesperson, Sutopo Purwo Nugroho, said the victims were extracting crude oil from the well prior to the fire, moving the oil into containers.

"We have reason to believe that the blaze was triggered by welding sparks," Sutopo said, adding that ownership of the well had yet to be confirmed.

"There are several crude oil wells around the location, but only one caught fire," East Aceh BPBD head Syahrizal said, adding that the BPBD and Pertamina were still trying to bring the fire under control.

Yuyun Ismawati, cofounder of

extinguish it.

"There is a mixture of toxic chemicals being burned and released into the air. It should be controlled and put out immediately," she said, pointing out that these materials might include oil, heavy metals, arsenic, chromium, mercury and naturally occurring radioactivity.

"The government should impose strict controls to monitor and seal old oil wells. Most of the illegal mining and oil-drilling activities are backed up by corrupt police and military or influential politicians," she said.

Yuyun further said that although Law no 4/2009 on mineral and coal mining regulated

scale mining include the lack of standard safety procedures. Workers were exposed to various operational risks without protection or safety plans, she said.

"Lastly, the government should prohibit the re-opening of old oil and mining sites especially those that have already been rehabilitated. We still don't have that in our law," she said.

The Aceh oil well fire is the second crude oil-related environmental disaster to have occurred this month, after around 40,000 barrels of crude oil leaked from an underwater Pertamina pipeline in Balikpapan Bay, East Kalimantan, on March 10.

Chocolate without the guilt

Produced using an ethos of sustainability and locally sourced ingredients, this chocolate will not leave you feeling guilty about eating it.

Allison Hore

THE JAKARTA POST/JAKARTA

Originally from Australia, Toby Garrit moved to Bali 17 years ago. He was inspired to start chocolate manufacturing company Pod Bali in 2010 after seeing cocoa growing all around him in his village and noticing that no one was using it to make chocolate.

"I started what turned out to be a very long process of learning how to make chocolate," he said.

This distance between cocoa farmers and the chocolate-making process is not uncommon.

Indonesia produces around 350,000 tons of cocoa beans, making it the third-largest cocoa producer in the world after the Ivory Coast and Ghana.

Most of these beans are exported raw to Malaysia, the United States, or Singapore where they are processed.

In 2010 the government imposed an export tax on raw cocoa to try and keep the processing and fermentation in Indonesia but most of these fermented beans are sent overseas to be produced into chocolate.

Garrit's dream was to see the whole process — from cocoa pod to box — taking place on a local level.

There were several challenges when Garrit started producing chocolate using the local cocoa pods. The local farms had low yields and the crops were often attacked by pests. The low price that cocoa pods were sold for also meant that many farmers cut down their cocoa crops to make room for crops that produced a larger profit.

Part of the Pod Bali model is working directly with these farmers to overcome these issues.

Because of the increased quality of the raw product, Pod Bali pays the farmers better — sometimes more than double what dealers were paying them.

Exploitation of farmers is rife within the cocoa-growing industry, but Garrit hopes by working more closely with farmers he can avoid this. He says at Pod Bali the farmer is an "integral part" of the chocolate-making process. He says this does not just benefit the farmer but also improves the overall quality of the product.

"It was one of the first lessons we learned very early on that if the farmers weren't happy, we weren't supporting the farmers, we would never be able to produce a good chocolate," he



Colorful delights: Pod Bali chocolate packaging comes in interesting designs and graphics.

chocolate is very complex. Some farmers had never tried chocolate made from their produce.

This testing helps farmers to get a better price for their product.

"Even though we're not buying their beans at the moment, it gives them the ability to go to buyers and say hey, these are good quality cocoa beans," Garrit explains.

Garrit recently spoke to chocolate and coffee enthusiasts during a presentation event at the Italian Consulate in Jakarta. The event was part of



Sweet tooth: A creative take on chocolate.

Courtesy of Pod Bali



Hands on: An employee works with liquid chocolate.



Man and machine: A worker processes chocolate beans.

Courtesy of Pod Bali

ingredients and because of the higher amount of cocoa in the bar," he explains.

Pod Bali's chocolate is currently available in a few supermarkets in Jakarta, but Garrit hopes to increase distribution.

"We have only been in Jakarta for about three

From pod to pack: Pod Bali hopes to show that Indonesia can produce high-quality chocolate.



Appendix 14 : Documentation (Photography Evidence)

Photographs of Classroom Action Research Activities



Interview with English Teacher



The students do Pre-Test



The teacher (researcher) explains the material in teaching vocabulary process with use English newspaper articles

The teacher divides the class into five group discussion



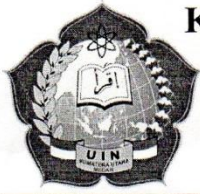
The students find out the new vocabulary or words from English newspaper articles based on the topic (education, business, health, disaster, and flood)



The students do Post-Test I



The students do Post-Test II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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Nomor : B-8796/ITK/ITK.V.3/PP.00.9/06/2018
Lampiran : -
Hal : **Izin Riset**

Medan, 30 Juli 2018

Yth. Ka. MTs Babul Ulum Medan Labuhan

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : NIKMAH HAYATI TANJUNG
Tempat/Tanggal Lahir : Padangsidempuan, 16 April 1996
NIM : 34143096
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Babul Ulum Medan Labuhan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH NEWSPAPER ARTICLES AT EIGHT GRADE OF MTS BABUL ULUM MEDAN LABUHAN.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

A.n. Dekan

Ketua Jurusan PBI



Kolihatul Hamidah Dly, M.Hum

NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN PENDIDIKAN ISLAM BABUL 'ULUM
MADRASAH TSANAWIYAH

Alamat : Jl. Mesjid Pajak Rambe Kel. Martubung Medan Labuhan Hp : 0812 6491 1292 / 0852 9673 1988

Medan, 21 Agustus 2018

Nomor : 127 /MTs.S / B.U / P-ML / 2018
Lamp : -
Prihal : Izin Riset

Kepada Yth.

UNIVERSITAS ISLAM NEGRI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Di -

Tempat.

Assalamualaikum Wr.Wb.

Dengan hormat, Sesuai dengan permohonan mahasiswa saudara pada tanggal 30 juli 2018 untuk mohon izin Riset, maka dengan ini kami terangkan bahwa mahasiswa saudara tersebut :

Nama : **NIKMAH HAYATI TANJUNG**
NPM : 34143096
Semester : VIII / Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian guna mendapatkan informasi / keterangan data-data yang berhubungan dengan penyusunan skripsi yang disusun oleh bersangkutan pada Madrasah MTs.S BABUL 'ULUM Pajak Rambe Medan Labuhan dengan judul skripsi :

" IMPROVING THE STUDENT'S VOCABULARY MASTERY THROUGH ENGLISH NEWSPAPER ARTICLES AT EIGHT GRADE OF MTS BABUL ULUM MEDAN LABUHAN"

Demikian surat ini kami perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya.

Ka. MTs.S BABUL 'ULUM

Pajak Rambe Medan Labuhan

