

Improving Students' Vocabularies Using Newspapers as an Authentic Materials

Zahwa Azwaza Kalima'aza¹⁾, I Putu Sukmaantara²⁾, Wiwiek Eko Bindarti³⁾
(*E-mail of the corresponding author: sukmaantara@gmail.com*)

^{1,2,3)} English Language Education Department
Jember University

Jln. Kalimantan 37, Jember 68121

Abstract: The use of authentic materials is expected to bring students in direct contact with reality so that students are interested in the vocabulary learning process. This research attempted to find out the use of the authentic materials; English newspapers in teaching vocabulary. The participants of this research were 31 students of the eleventh graders of Muhammadiyah 2 Genteng Senior High School. This is a classroom action research which the primary data were collected through observation, and vocabulary test, while the secondary data were collected through interview, and documentation. It was found that the students' participation was improved into 65% and it got better improved into 84% in the second meeting. Their vocabulary scores got improved from 61.29% to 87.097%. It can be concluded that the use of the authentic materials; English newspapers can improve the eleventh grade students' vocabulary achievement. The English teachers were suggested to use newspapers as one of authentic materials to improve the numbers of students' vocabularies.

Keywords: Authentic Materials, Vocabulary, Newspapers

INTRODUCTION

English is a language that is known as an international language used by many people in the world. They use English for various purposes such as doing business, trading, traveling, studying, and so on. Nowadays, learning English provides many big opportunities such as having a good position at big companies or getting a fully-funded scholarship from university. This is because English is generally used as the language of instruction for science in the world. In Indonesia, English is a foreign language. Teaching English means teaching how to use the language in communication. In Indonesia, English is a foreign language that is taught in schools from elementary to university levels. The English Language has four skills to be learned by the students, namely: listening, speaking, reading, and writing. Moreover,

the language components of English consist of pronunciation, grammar, and vocabulary. Vocabulary is one of the essential aspects of English learning. To be able to communicate in English requires vocabulary and it is important to increase variety of vocabulary. With insufficient vocabulary, it is difficult for students to communicate with their English skills to others, express their ideas or opinions, understand or comprehend simple texts, and listen to the instructions of the materials that they learned. According to Rosyidah & Giyoto (2018), vocabulary is the basic for learning English, and it is used to develop students' English skills on listening, speaking, reading, and writing.

Learning vocabulary is not easy, especially to Indonesian students, where English is considered as a foreign language, because it consists of several aspects that every student must know and master, such as acquiring a lot of words, arranging correct sentence patterns and others. According to Juhari (2016), the teacher should have experiences when teaching the English subject, especially in vocabulary mastery; students seem bored and not interested in the learning process, especially the materials from their textbooks and modules. Moreover, students have difficulty in memorizing or mastering new vocabulary so that their vocabulary is limited. Lack of student's vocabulary may come from either students or teachers. From the students' side, it includes their laziness in memorizing new words, the lack of interest and motivation in learning English. From the teachers, on the other hand, it includes the absence of fun media, materials, or methods used in English learning process. According to Mathethwa (2018), the use of a combination of texts, animations, pictures, sounds, or video to teach vocabulary is a common aspect of learning practice in learning English.

Based on the explanations above, this study focused on the use of authentic materials taken from English newspapers for the reason that newspapers contain several things in the form of facts and they are updated, and the contents and languages used are close to the students' real life. Moreover, this research focused on the students' participation in learning vocabulary process, and their vocabulary achievement.

LITERATURE REVIEWS

Vocabulary is one of the essential aspects of learning English. To be able to communicate in English requires vocabulary and it is important to increase variety of vocabulary. According to Rosyidah & Giyoto (2018), vocabulary is the basic for learning

English, and it is used to develop students' English skills, they are reading, listening, writing, and speaking. One must be able to use flexible vocabulary to achieve effective communication from a good vocabulary achievement. Vocabulary achievement is the process of learning and getting new words, and the extent to which students, teacher has attained their short or long term educational goals. Alqahtani (2015) says that vocabulary achievement is essential for successful use of foreign language because without an extensive vocabulary, language learners will not be able to use the structures and functions we might have learned for comprehensible communication for the students. Therefore, the English teacher is expected to be more creative in making and providing materials for the students, one of the ways they can apply authentic materials as a media in teaching-learning vocabulary.

Authentic material is the material that the contents and the language used is close to the students' real life. According to Nunan (1989), authentic material is any material which has not been specifically produced for the purpose of language teaching and this easily differentiates it from textbook materials. Authentic materials can be printed, audio, video materials that students encounter in their daily lives. According to Sally (2007), there are two categories of authentic materials; they are (1) printed, and (2) auditory. Moreover, this research focused on the of authentic materials taken from English newspapers. Newspapers are printed or online publications consisting of folded sheets and containing news, feature articles, advertisements, and correspondence that published daily or weekly. According to Library of Congress (2002), newspaper is serial publication that contains news about current events of special or general interest. Each section is listed chronologically or numerically and appears frequently. Moreover, Emmanuel (2002) states that newspapers are textbooks that provide up-to-date information on local, national and world affairs containing the latest analysis and criticism of decision-making, and these are among the most accessible texts available to students, workers, elites in the community.

According to Nuriyya. et. al. (2018), authentic materials were excellent way on the students' vocabulary acquisition and it played an important role in teaching a second language meaning that the authentic materials can make students' more interested in the learning vocabulary. In addition, she found that the term of authentic materials have been defined in different ways through the literature, the common definitions is the exposure to real language and it is usage in it is own community. Moreover, according to Rohmatillah. et. al. (2016), an English newspaper could affect the students' vocabulary achievement due to

that the students could be more interested and motivated in the teaching-learning vocabulary process.

RESEARCH METHOD

This research used a Classroom Action Research as research design to improve the students' participation and their vocabulary achievement by using the authentic materials taken from English newspapers. According to Philips & Carr (2010), the classroom action research is the systematic action taken by teachers to collect the information about classroom experiences, issues, or challenges, and then enhance the method, their specific educational setting, their teaching, their students' learning process. This research focused on the use of authentic materials from English newspapers for the reason that newspapers contain several things in the form of facts, they are updated, and the contents and languages used are close to the students' real life.

This research conducted at SMA Muhammadiyah 2 Genteng, East Java, Indonesia. The participants of this research were the eleventh grade students in the 2021/2022 academic year, and the English teacher. There were two kinds of data collected by the researcher; primary and secondary data. The primary data were collected from the students' observation, and vocabulary test, while the secondary data were collected from the result of interview, and documentation. According to Dessler (2005), an interview is a structurally designed procedure to obtain information from person to be interviewed through oral responses to oral questions. The interview was conducted to get the data about the students' problems in learning vocabulary and the materials used by the English teacher in the vocabulary teaching-learning process. The implementation of the action in the first and the second meetings were used to teach vocabulary by using authentic materials taken from English newspapers based on the lesson plans constructed. The third meeting was used to conduct the vocabulary test. This research was conducted collaboratively with the English teacher to observe the students' participation while joining the teaching and learning vocabulary process. The data collected were analyzed by using the following formula adopted by Cohen (2007:312).

$$\Sigma = \frac{A}{N} \times 100\%$$

Σ = the percentage of the students' participation

A = the total number of the students who are active

N = the total number of the students

This action research was successful if the number of the students who were active and got a passing grade reached $\geq 70\%$.

FINDINGS AND DISCUSSION

The Implementation of the Action

This research was done in one cycle with three meetings. The first and the second meetings were teaching by using the authentic materials taken from English newspapers, while the third meeting was conducting the vocabulary test. The first meeting was done on Monday, 7th of June 2021. The implementation of the action was done by the researcher while the English teacher acted as an observer. The researcher taught news item text by using English newspaper in an offline class. The topic given to the students for the first meeting was about actual issue entitled **“Chinese Navy to Help Salvage Sunken KRI Nanggala 402 Submarine”**, taken from The Jakarta Post on May, 4th 2021. In the core activities, the researcher discussed with the students about the information from the English newspaper showed, and asked the students about the language features, the social functions, and the generic structures. After the students mentioned the components of news item text in the English newspaper showed, the researcher asked the students to write the unfamiliar words that they got by classifying the words based on parts of speech, and the end the researcher gave the students’ worksheet to the students.

The second meeting was done on Tuesday, 8th of June 2021. The activity in the second meeting was similar to the first meeting recalled about the news item text by using authentic material taken from an English newspaper. The topic in the second meeting was about actual issue entitled **“Police in Medan Arrest Four for Stealing Vaccine Meant for Prisoners”**, taken from The Jakarta Post on May, 25th 2021. The second meeting was different from the first meeting. In the second meeting, the researcher and the students started to get chemistries. Thus, it was easier for researcher to motivate the students during learning process to improve their participation better than the first meeting. Most of the students had difficulties in comprehending the text because they had more unfamiliar words than the text in the first meeting. Moreover, the situation in the second meeting had the same problem as the first meeting. The third meeting was done on Wednesday, 9th of June 2021. In the third meeting, the researcher conducted the vocabulary test. The researcher gave the vocabulary test instruction directly, and gave the test in sheet form, and the researcher gave the students one hour to take the vocabulary test.

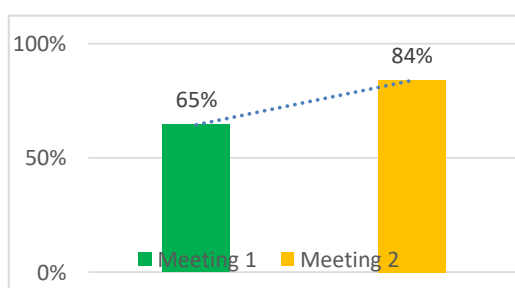
The Result of Observation

The result of observation was done to get the data of the students' participation. The observation sheet contained four indicators as follows: (1) asking the questions to the teacher about the English newspapers, and unfamiliar words, (2) answering the teachers' oral questions, (3) involving in the discussion of the English newspaper, and (4) doing the tasks given by the teacher. The students were categorized as the active participants if they could fulfill at least three of four indicators, and the research was considered to be successful if 70% or more of the total number of the students were active.

The result from the first meeting, there were 31 students who joined the offline class. From 31 students, 20 students were categorized as active participants, and 11 students were categorized as passive participants in the teaching and learning vocabulary process by using authentic materials taken from English newspapers. The percentage showed that 65% or 20 out of 31 students were considered as the active participants, and 35% or 11 of 31 students were the passive participants in the teaching and learning vocabulary process. This result showed that the students' participation was less than 70% of the total number of the students.

In the second meeting, there were 31 students who joined the offline class. Out of these 31 students, 26 students were categorized as active participants, and 5 students were categorized as passive participants in the teaching and learning vocabulary process by using authentic materials taken from English newspapers. The percentage showed that 84% or 26 of 31 students were categorized as active participants, and 16% or 5 of 31 students were categorize as passive participants in the teaching and learning vocabulary process. This result showed that the students' active participation in the second meeting was higher than the first meeting.

The Improvement of Students' Participation in the 1st and 2nd Meetings



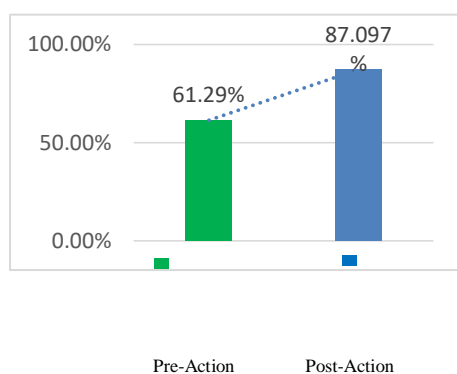
The Result of the Vocabulary Test

The result of the third meeting showed that there were 27 students who passed, and there were 4 students who failed the vocabulary test. The number of the students who got scores ≥ 70 were 87.097%. It showed that 87.097% or 27 of 31 students met the standard of success which 70 as the minimum score. From the rest of data analysis above, it could be concluded that the use of the authentic materials in the vocabulary teaching and learning process was successful to improve the number of students' vocabularies.

Reflection

The reflection was done after obtaining the result of the observation, and the vocabulary test. From the result of the first meeting, the students' participation showed that 20 of 31 students (65%) were active participants, while the second meeting showed that 26 of 31 students (84%) were active participants. The researcher targeted at least 70% of the students actively participated in the vocabulary class using the authentic materials. Meanwhile,, it was identified that their scores were 85 as the highest and 40 as the lowest that only 61.29% of them passed the targeted score of 70. It happened when their English teacher taught vocabulary using textbooks. After the class was taught using authentic materials with English newspapers as the material source, their scores got. They got 90 as the highest and 50 as the lowest scores with 87.1% of them extended the targeted grade.

The Improvement of the Students' Vocabulary Achievement



DISCUSSION

The result of this research showed that the use of newspapers as an authentic material resulted in the improvement of students' activeness and vocabularies. It is supported by Mishan (2005) who stated that the authentic materials were created by native speakers and used in contexts designed specifically for the consumption of native speakers, without considering non-native accessibility, but it can be used in the students' learning process to be more imaginative, interesting, and motivating the students. A previous research showed similar research finding. In his CAR entitled "Improving Students' Vocabulary by Using Booklet", Agustawan (2018) found that using booklets as media could improve the students' vocabulary, and the students could learn vocabulary easier than before.

CONCLUSION AND SUGGESTION

Based on the result of the students' observation and the data analysis of the students' vocabulary test, it can be concluded that the use of the authentic materials taken from English newspapers could improve the eleventh grade students' participation in the teaching and learning vocabulary process at SMA Muhammadiyah 2 Genteng.

Since the use of English newspapers as the authentic materials could improve the students' participation and their vocabularies in the teaching and learning process, it is suggested that the English teacher should use newspapers as one of authentic materials whenever they want to improve the numbers of students' vocabularies.

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