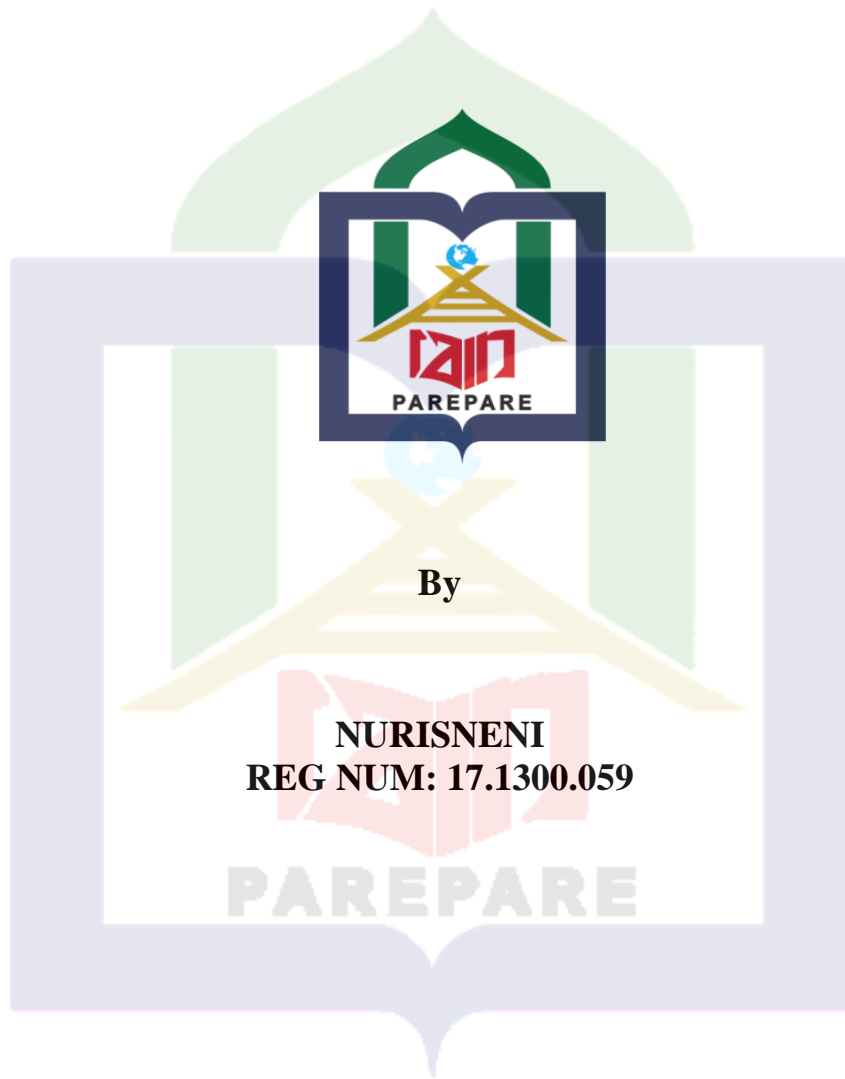


A THESIS
IDENTIFYNG STUDENTS' VOCABULARY MASTERY BY
USING NEWSPAPER ARTICLE AT SMPN 1 MAIWA
KABUPATEN ENREKANG



By

NURISNENI
REG NUM: 17.1300.059

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

**NURISNENI
Reg Num: 17.1300.059**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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2023

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In the name of Allah, The Beneficent and The Merciful

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by Using Newspaper Articles at SMPN 1
Maiwa Kabupaten Enrekang

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 10th July 2023

The writer



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ABSTRACT

Nurisneni. *Identifying Students Vocabulary Mastery by Using Newspaper Articles at SMPN 1 Maiwa Kabupaten Enrekang* (Supervised by Ismail Latif and Magdahalena Tjalla)

The traditional teaching method was utilized by the English teacher. The teacher taught the students by explaining things to them and then asking them to do some exercise. This happened several times, and the students were less interested in learning new vocabulary. The purpose of this study is to identify the students' vocabulary mastery at SMPN 1 Maiwa Kabupaten Enrekang using newspaper articles because students are lazy about learning and adding vocabulary.

This research used descriptive quantitative method and sample of research from Class VIII B which total students are 25 students' used purposive sampling. The data collecting technique by spreading test and analysis data used descriptive analysis.

The result of the data showed the students result of vocabulary test in average score categorize for Good category which referred to the KKM score determined by the school were only 1 students who did not passed the test while referred to the theory of classification score showed that 1 students in fair category, there were 8 students in good category and 16 students for very good category. It sums that students get good category in their vocabulary Mastery by Using Newspaper Articles at SMPN 1 Maiwa Kabupaten Enrekang.

Keyword: Students Vocabulary Mastery, Using Newspaper Articles

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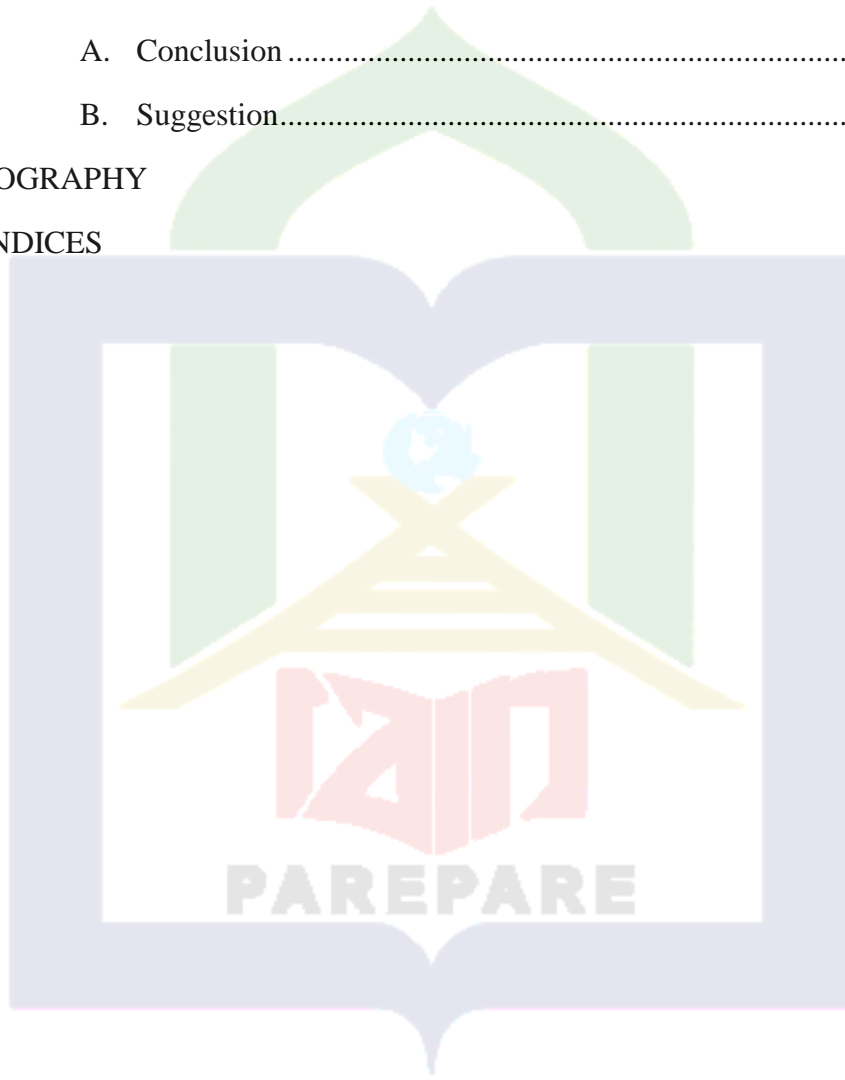
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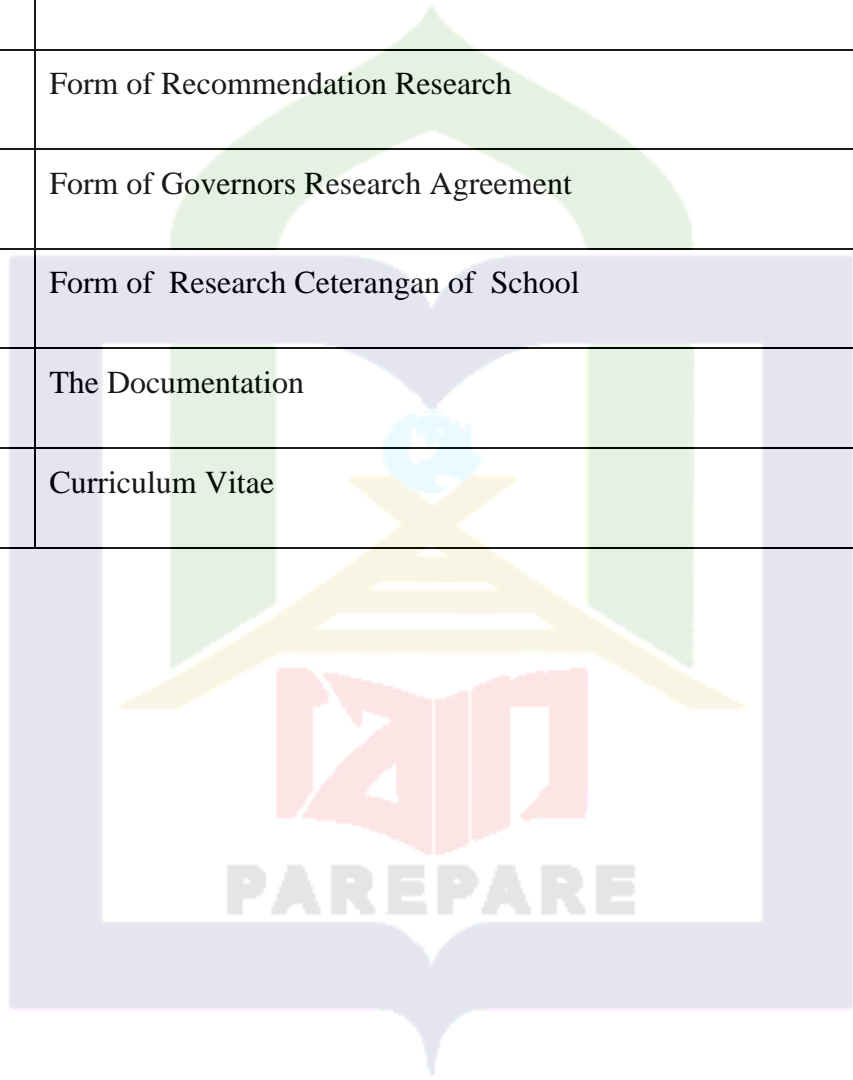
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CHAPTER I

INTRODUCTION

A. Background

A language's vocabulary is one of its components and serves as its foundation. According to Wilkins in Thornburg, nothing can be communicated without vocabulary, whereas very little can be communicated without grammar.¹ Show, based on this statement, that learning vocabulary should come first, followed by learning grammar, speaking, reading, and writing. Students perform their language skills better the more extensive their vocabulary is.

Vocabulary plays a crucial role in each of the four English language skills when learning the language. Vocabulary helps students improve their listening skills by making it simpler for them to comprehend what the other person is saying. Vocabulary makes it easier for students to express themselves verbally and in writing. Vocabulary makes it easier for students to comprehend the text in reading. Anyone learning a language should pay attention to their vocabulary. This indicates that knowing the words, comprehending their meaning, and using them in a sentence are all part of vocabulary. Learning English vocabulary related to the Islamic guidance for studying in the beginning of *Read*. It mention in Qs. Al A'laq 96/1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Translated:

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

Read with (pronouncing) the name of your Lord who created!. He created humans from a clinging substance. Read! Your Lord is the Most Noble, who taught (humans) by the pen. He taught humans what they did not know.²

The verse starts with an instruction to "Read in the name of your Lord." This highlights the significance of acquiring knowledge and education. Learning vocabulary is an essential part of this process, as words are the foundation of understanding any subject matter.

Students in Junior High Schools are expected to be able to understand and communicate in English, so teaching vocabulary is intended to help them do so. Students are expected to be able to understand, communicate, and comprehend the meaning in transactional, interpersonal, and functional text or dialogue in daily life, according to the English Subject Syllabus in the curriculum for junior high school in 2013. While teaching material based on genres like; it is hoped that students will be able to access current and popular knowledge. narrative, procedure, descriptive, recount, and information report.³ This indicates that students are expected to have mastered a number of vocabularies in order to better comprehend what they hear and read and express themselves verbally and in writing.

Students in junior high school are expected to know between 1500 to 2500 words in order to understand and use four language skills.⁴ In fact, the student's vocabulary mastery at SMPN 1 Maiwa, Based on the teacher statement referred to the last evaluation of students evaluation vocabulary mastery, there were only have approximately leas 200-300 words counted since their first grade

² Al-Quran Kementerian Agama RI, *Alquran dan Terjemahannya*, (Jakarta : Lajnah. 2015)

³ *Kementrian Pendidikan dan Kebudayaan, Sillabus Mata Pelajaran Bahasa Inggris SMP/MTS*,(Jakarta, 2017), p.4

⁴ Nation. *Teaching and Learning Vocabulary*. (Wellington: New Burry House Publishers. 1990) p.76

of Junior High School.⁵ Interviews with English teachers and a student vocabulary list can support this. The students' mastery of vocabulary, on the other hand, is still restricted to everyday usage. Consequently, the researcher came to the conclusion that the students' vocabulary mastery has not yet advanced. It is evident when the researcher speaks with students. This situation demonstrates a significant vocabulary deficit in comparison to expectations for eighth-grade vocabulary mastery.

However, the fact of the matter is that, based on the researcher's observation of eighth-grade students at SMPN 1 Maiwa, there were issues with the students' vocabulary mastery. First, the students have very little interest in learning vocabulary because, according to them, it is very hard to remember, especially when it comes to verbs and nouns, where they always forget what the words mean. Second, the majority of students are unable to comprehend the teacher's language. After that, when the researcher asked the students to write down some of the vocabulary that they were already familiar with without having access to a dictionary, they only wrote down two to five words. Additionally, they lack the vocabulary necessary to comprehend the text's meaning. It is essential for researchers to be aware of the limited vocabulary of students. The students will have trouble mastering English skills because they have a limited vocabulary.

The researcher is able to draw the conclusion from this case that the findings of this research reveal a few factors. First, the students don't care as much about learning new words. Students only learn from the textbook because they are lazy and do not want to learn more vocabulary. As a result, the students' vocabularies are not expanding or developing. Second, the English teacher taught according to the standard approach. The teacher taught the students by explaining

⁵ Agus Haming, *English Teacher*, (Interview.21 January 2022)

things to them and then repeatedly asking them to do some exercise. Thirdly, the learning resources, such as the dictionary and the medium of instruction, are insufficient. In order for students to learn vocabulary, they rarely bring dictionaries with them. Unfortunately, the school does not provide students with dictionaries, which prevents students from learning at their full potential and prevents teachers from being inventive in providing the medium for teaching vocabulary.

One of the many important aspects of the teaching and learning process is media. Media can facilitate the teacher's delivery of the material to the students so that they can easily comprehend it. According to Southerland, elementary teachers frequently employ a variety of instructional strategies and engaging media in their classrooms, whereas junior high school teachers frequently limit themselves to conventional instructional strategies and ineffective media. Students in this age group are prone to becoming disinterested, so the teacher must first get their attention.⁶ The researcher selects English newspaper articles as media to pique students' interest in learning English vocabulary based on the preceding explanation.

Articles from English newspapers as a means of teaching vocabulary can also assist students in expanding their knowledge of education, culture, politics, economics, and sports. Students will not only learn about the most recent news, but they will also find a wide range of vocabulary that can add to their vocabulary list. Teachers can give students opportunities to learn about world issues, culture, and other topics by using English newspaper as teaching material.

Even though the teacher has already used this media, it must be evaluated based on how well the students know it. The researcher tried to figure out how

⁶L. Southerland, *The Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students* (Florida: UNF Digital Common, 2011), p. 8

well the students knew their vocabulary after learning it through newspaper media in English class. In light of that idea, the newspaper test should be prepared by the researcher to determine the students' vocabulary mastery.

Based on the reason above, the researcher is interested in conducting a research with the title “Identifying Students Vocabulary Mastery by Using Newspaper Article at SMPN 1 Maiwa Kabupaten Enrekang”

B. Research Question

Related to the background above, the following research questions is necessary to answer that: How is the Students Vocabulary Mastery by Using Newspaper Article at SMPN 1 Maiwa Kabupaten Enrekang?

C. Objective of the Research

Based on the question above the researcher formulates the objective of the research: To identify the Students Vocabulary Mastery by Using Newspaper Article at SMPN 1 Maiwa Kabupaten Enrekang.

D. Significance of the Research

It is anticipated that the research's findings will be of use to educators, students, and future research, as outlined below:

1. Teachers

This research is beneficial to teachers because it can provide them with information regarding students' vocabulary mastery through the use of newspaper articles.

2. Students

The significance for students is that it may inspire them to study English, particularly vocabulary mastery At SMPN 1 Maiwa Kabupaten Enrekang, a newspaper article will inform the students about either ability in their vocabulary mastery.

3. Further Researchers

Thirdly, it is anticipated that this study will serve as a reference for future researchers looking to conduct research in this area of study. Based on the findings of this study, future researchers will be able to comprehend, complete, and develop their own research in order to produce superior results.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The findings of some researchers' research on the vocabulary approach can be seen in the following:

1. Rohmatillah carried out the initial pertinent study, which investigated: *“The Effect of Using The Jakarta Post Newspaper Articles in Enhancing Reading Perform of English for University Student”*. The subject of this research is the first semester of English Education program at IAIN Raden Intan Lampung. The objective of this research are to know and to describe about students enhancing reading perform of using Jakarta Post newspaper articles in enhancing reading of English. In the end of the research, the researcher found that there is significant effect of using the Jakarta Post newspaper articles to enhance reading of English for university student for per centation of 87%.¹
2. Umam conducts a second study on the topic of *“The Students’ English Mastery with the Jakarta Post Newspaper Article.”* His research is focused on MTs' second-grade students. Jakarta, Al-Khairiyah. His research aims to determine if there is a significant correlation between the use of Jakarta Post newspaper articles and students' English proficiency in the second grade of MTs. Jakarta, Al-Khairiyah. It includes the verb, adjective, and noun proficiency of the students. The researcher concluded that teaching English using newspaper articles from the Jakarta Post has a significant

¹ Rohmatillah, “The Effect of Using the Jakarta Post Newspaper Article in Enhancing Vocabulary of English for University,” *English Education : Jurnal Tadris Bahasa Inggris*, Vol.9, (Lampung: IAIN Raden Intan Lampung, 2016)

impact and is more effective than teaching English from a textbook.²

3. Raju Ahmmed conducted the third study, which was titled “*Effectiveness of Reading English Newspaper for Improving Vocabulary and Reading Skill of Students of Dhaka University*” as his thesis in 2016. In Bangladesh, the study was carried out at Dhaka University. The research paper aims to find out how students at Dhaka University's English newspaper improves their vocabulary and reading skills. Using a questionnaire, the study was conducted on thirty students. The study found that students could learn about their country and the world through reading English newspapers. Reading English newspapers broadens students' perspectives and enhances their knowledge once more. In addition, learning new words, idioms, phrases, and sentence structures from English newspapers is extremely beneficial. Additionally, it teaches them how to extract the meaning from the sentences. In conclusion, English newspapers aid students in improving their comprehension.³

The variable used in this study is comparable to the first previous study's findings, which used an experiment rather than a descriptive design and used Jakarta Post as a media source. Another qualitatively focused research strategy that teaches the article in their research. The traditional approach to text used in this study was kartini and other texts. The effectiveness of the research, in contrast to its design, is the subject of the final preceding paragraph.

² Khoirul Umam, “Improving the Students’ Vocabulary Mastery with the Jakarta Post newspaper Articles,” Thesis, (Jakarta: UIN Syarif Hidayatullah, 2010)

³ Raju Ahmmed, *Effectiveness of Reading English Newspaper for Improving Vocabulary and Reading Skill of Students of Dhaka University* (Dhaka University, Bangladesh)

B. Some Pertinent Ideas

1. Concept of Vocabulary

a. Nature of Vocabulary

Learning a new language necessitates having a large vocabulary. The American Heritage Dictionary defines vocabulary as the total number of words that a particular person or group uses, understands, or commands. In the meantime, a student's vocabulary is defined as a large number of words they must know; not just remembering how the words look, but also understanding what they mean.⁴

The general definition of vocabulary provided by Hiebert and Kamil is "knowledge of words or the meaning of words."⁵ In addition, Barnhart defined vocabulary as a collection of words, typically arranged alphabetically, that are used by a person, group, or profession.⁶

Furthermore, the Oxford Advanced Learner's Dictionary defines vocabulary as follows: every word a person uses or knows; each and every word in a particular Also, the Oxford Advanced Learner's Dictionary defines vocabulary as follows: every word a person uses or knows; all of a particular's words.⁷

The above definitions lead us to the conclusion that vocabulary is a list of words that can be understood and used to communicate with others. A better comprehension of the vocabulary would result in improved communication and comprehension of the text's meaning.

⁴John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, (USA: Houghton Mifflin Company, (2004)

⁵Hani sutrisna, , *Vocabulary for Daily Conversation*, (Yogyakarta: Kawah Media, 2012)

⁶Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associate, 2005)

⁷Cynthia A. Barnhart, *The facts on file student's dictionary of American English*,(2008)

b. Definition of Vocabulary Mastery

Mastery means to be completely in charge of something or to be very skilled at it.⁸ Webster defines mastery as (1) a. the authority of a master: dominion, b. having the upper hand in a contest; superiority, ascendancy, and (2) a. possession, display, or exceptional skill or technique; b. knowledge or skill that makes one a subject-matter expert.⁹

Longman claims that the word "master" comes from the verb "master," which means "to become skilled or proficient in using." Complete power or control over someone or something is mastery; through comprehension or exceptional skill.¹⁰

Bromley defines mastery as the skills or knowledge necessary to effectively master a subject. In addition, the educational research and development community is currently experiencing controversy regarding mastery learning, a philosophical approach to classroom environment design.¹¹ Therefore, one's capacity for understanding and proficiency are all related to mastery.

One definition of vocabulary mastery is a set of vocabulary (words) in a language that contain information about their meaning, form, and communication context. Before learning English, students should master the fundamentals first. Knowing the meanings of a word is known as "vocabulary knowledge," and the word should be similar to a synonym, dictionary, or equivalent word in the language of the student. Therefore, mastery of vocabulary includes not only

⁸Nation. *Teaching and Learning Vocabulary*. (Wellington: New Burry House Publishers. 1990).

⁹Fries, Charles C. *Teaching and Learning Vocabulary as a Foreign Language*. (New York: The University of Michigan Press. 1974).

¹⁰Richard, J. C. and Schmidt, R. *Longman Dictionary of language teaching and applied linguistic (3th Ed.)*.(London: Pearson Education Limited. 2002).

¹¹Bromley, K. *Rethinking Vocabulary Instruction*. (The Learning and Literacy. 2004).

knowing the words and their meanings, but also understanding how the words sound and are used in context.

According to the previous explanation, vocabulary mastery is the ability to comprehend the meaning of words. It is hoped that the students will not only comprehend the words but also their meaning. To make it easier for students to learn, it is the teacher's responsibility to choose which words should be taught.

c. Types of Vocabulary

Phrases and words are small parts of language that can be used to express ideas. Knowing the various types of vocabulary is essential. Harmer distinguished two categories of vocabulary:

1. Active vocabulary

Students' newly acquired vocabulary is referred to as active vocabulary. The students are expected to be able to use them. According to Martin Manser, "the words that [people] use frequently and confidently" constitute an active vocabulary. They have an active vocabulary if someone asks them to come up with a sentence that uses such and such a word and they are able to do so.

2. Passive Vocabulary

The term "passive vocabulary" refers to words that students will likely not be able to produce but will recognize when they come across them.¹² The words that a student understands but does not yet use are the passive vocabulary of that student. This is comparable to active vocabularies, which consist of words that students comprehend and use in writing or speaking. A learner's active and passive vocabulary fluctuate frequently.

Words that students will probably be unable to produce but will recognize when they encounter them are referred to as passive vocabulary. The words that a

¹²Jeremy Harmer, *The Principle of English Language Teaching* (New Work: Longman 1991), p. 159.

student understands but does not yet use are the passive vocabulary of that student. This is comparable to active vocabularies, which are words that students comprehend and employ in writing and speech. A learner's active and passive vocabulary fluctuate frequently.¹³

Words and phrases, as previously stated, are insignificant components that can form a language in order to convey an idea. The researcher must therefore be familiar with active and passive vocabulary types. It is preferable to acknowledge both of them.

d. Kinds of Vocabulary

Good in Ni'matul Wafaa divided four kinds of vocabulary:

1. Words that are frequently used in speech and are easily understood during a single conversation make up oral vocabulary. When vocabulary is discussed, the term "speaking someone" is used. The majority of adults communicate using between 5000 and 10,000 words. Due to the level of familiarity with usage, the number of words used in this instance is significantly lower than the listening vocabulary. This indicates that a person's spoken vocabulary includes all communication-related words.

Example: Students speak automatically to greet someone by stated; How are you?

2. Writing vocabulary is a collection of words that are easy to remember. Writing frequently makes use of it. This category of vocabulary is representative of the words we regain while struggling to communicate our thoughts. It is simple for someone to express what they want to show others by using their own words; however, using the same words to convey the same idea or concept in writing is difficult because writing vocabulary is

¹³Schmitt, Nobert and McCarthy. *Vocabulary: Description, acquisition and pedagogy*. (Cambridge: Cambridge University Press.1997)

influenced by vocabulary. This indicates the significance of vocabulary in writing.¹⁴

Example: Students tried to write down the processed of boiled a noodle in writing form.

3. A person's stock of words that they can understand when they hear is called their listening vocabulary. The words that people can hear and understand are included in this category of vocabulary. Starting in the content, babies can hear sounds when they are 16 weeks old. In addition, people grow up listening to a variety of words because babies continue to listen to different words while awake. The majority of people can recognize and comprehend nearly 50,000 words. As they learn sign language, deaf children are exposed to visual listening. However, the number of words learned here is significantly lower than a typical child's secondary listening vocabulary.

Example: Students ability after listening to the teacher or others friend they talked, this term like small conversation. The vocabulary automatically be in students mind after listening to the teacher.

4. A person's reading vocabulary is the words in written material that they can identify.¹⁵ Because reading is the process of perceiving, analyzing, and interpreting a piece of writing in order to determine the messages intended to be conveyed by the author, this vocabulary includes the words that readers recognize when they read it. Many words can be read and understood by people. However, they are not used in spoken language. The second largest vocabulary is here. Naturally, reading increases vocabulary.

¹⁴Nation. *Teaching and Learning Vocabulary*. (Wellington: New Burry House Publishers. 1990).

¹⁵Good in Ni'matul Wafaa, "Teaching Students Vocabulary by Using Spelling Bee Game" (Unpublished skripsi UIN Alauddin Makassar, 2017) p. 11.

Example: Students vocabulary ability when they have achieve some reading text, they get new vocabulary which explain something in their reading activities.

Therefore, the text above explains the types of vocabulary that the researcher must know the most. The researcher can use these types of vocabulary to easily stimulate students' vocabulary. However, advanced classes require all types of vocabulary because it is difficult to perform these types without understanding them, such as reading, writing, listening, and speaking. Before processing the vocabulary for speaking and listening, reading vocabulary may become the first stage.

e. Indicator of Vocabulary Mastery for Junior High School

The process of mastering vocabulary does not come naturally or quickly. When a person is still a baby, the process of mastering their vocabulary begins. In essence, the mother tongue is the baby's first language. By listening to other people speak, they will learn simple words that expand their vocabulary. Because both English ability and English skills are so crucial to the process of teaching and learning English, it is common knowledge that learning English vocabulary cannot be accomplished successfully.

The passages and questions contain a much broader vocabulary than that of everyday conversation, so the students must have a large vocabulary in order to succeed in comprehension.

Harmer's perspective can be added to clarify the discussion. within his book. Vocabulary needs to be discussed in some ways, including: word meaning (synonym, antonym, connotation, and denotation), idioms, word combination or collocation, and the grammar of words, which includes noun, verb, adjective, and adverb, are all examples of word meaning.

1) Meaning

The form to which they are attached can be used to classify the meaning. It can be broken down into three categories: morphological, syntactic, and lexical significance. The meaning that is attached to words as words is called lexical meaning. Lexical meaning, for instance, refers to a building used for human habitation and is associated with the word "house." The meaning that a morpheme carries is morphological. Morpheme is the smallest unit that conveys meaning or function information. The syntactic meaning is the meaning that is attached to the word arrangement in a sentence. A word's relationship to other words can also be used to define its meaning. In order to determine whether a word has a negative or positive connotation, one needs to be familiar with its denotation and connotation.

2) Synonym

Greek is where the word synonymy comes from: syn- plus -my. The two sections imply "same and name". The concept of synonymy refers to the idea that multiple words can convey the same meaning—or, alternatively, that multiple words can convey the same meaning. In other words, synonyms are words that have the same denotation but a different connotation.

3) Antonym

The opposite of meaning is an antonym. It comes from the Greek word "antand -nymy," where the two parts stand for "opposite + name." The oppositeness of meaning is the subject of anonym. There is no distinction made between antonyms based on formality, dialect, or technicality; The same style, dialect, or register can contain antonyms.

4) Denotation

Denotation meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, and proportional meaning are all synonyms for

denotative meaning. Because the meaning refers to a specific referent, concept, or idea from reference, this is referred to as denotational, referential, conceptual, or ideational. Because the meaning relates to consciousness or knowledge, denotative meaning is also known as cognitive meaning.

5) Connotation

Denotation is simpler than connotation. A word's connotation is the feeling and emotion it conveys. Therefore, connotation is a denotative meaning that has been stretched. To put it another way, the feeling and emotion that goes along with a meaning is called connotation.

By quickly demonstrating the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), one can draw attention to the use of words. mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and providing a few synonyms for the term and describing the group or lexical set it belongs to using a well-known opposite or word.

Additionally, spelling is the process of writing a word or words with all of the necessary letters and diacritics arranged in accordance with a recognized standard, as well as the arrangement of the letters that make up a word or part of a word; the process of joining letters to create words. When teaching form vocabulary (pronunciation and spelling), Ur says there are some important things to keep in mind. The students must be aware of how a word sounds (its pronunciation) and looks (its spelling).

A language's pronunciation is the main parts of speech that come together. Pronunciation can be defined as the act of uttering with articulation; these components range from the individual sounds that make up speech to the manner in which pitch (the rise and fall of the voice used to convey meaning) is used. the

process of using the right voice and accent; utterance; as an example, how words' syllables are pronounced; whether the pronunciation is distinct or not.¹⁶

Because language is made up of words, it can be deduced from the definitions above that students should master the language's words. It is necessary for approximate use of the language. They will be able to roughly express their thoughts in the language once they have mastered a large number of words.

f. The Importance of vocabulary

Humans use vocabulary to communicate with one another on a daily basis. Ideas, love, ambition, gratitude, happiness, sorrow, and frustration are all expressed by people. by communicating with vocabulary; People must comprehend what others mean.

The essential vocabulary is unavoidable when it comes to learning and teaching English. Numerous linguists have asserted this. According to Michael Lessad Clouston, vocabulary is an essential component of English language instruction because, without it, students are unable to comprehend others or express their own thoughts.¹⁷ Your English will not significantly improve if you study grammar at a snail's pace the majority of the time. If you learn more words and expressions, you will see the most improvement. You can say almost anything with words, but you can only use very little grammar.¹⁸

According to the preceding explanation, this does not necessarily mean that grammar is less important. That simply demonstrates that learning grammar is just as important as learning vocabulary. It will be simple for the students to study all aspects of English if they have mastered the vocabulary.

¹⁶Ur, penny. *A Course in Language Teaching: Prcatice and Theory*. (Cambridge: Cambridge University Press. 1997).

¹⁷ Michael Lessad- Clouston, *Teaching Vocabulary*, (2019).

¹⁸ Scoot Thornbury, *How to Teach Vocabulary* (Longman: Malaysia, 2002), p. 13.

g. Function of vocabulary

Gains and Redman came to the conclusion that by learning vocabulary, students are able to recognize and comprehend the context of reading, listening, and material. Later on, as productive students, they will be able to recall these concepts and use them appropriately in writing and speech. In this instance, Legget's statement stated that learners' vocabulary enables them to recognize all words in written and oral contexts and ultimately allows them to use them daily in writing and speaking. The researcher is able to draw the conclusion that the function of vocabulary is to enable students to recognize all written words, comprehend the context of reading and be able to recall and apply these skills in writing and speaking.

A person's vocabulary is a set of common words in their first language. A vocabulary is a useful and fundamental tool for communication and knowledge acquisition that typically develops with age. One of the most difficult aspects of learning a new language is expanding one's vocabulary.¹⁹

h. How to teach vocabulary

Although there is agreement regarding the grammatical structures that should be taught and the levels at which they should be taught, the teaching of vocabulary is not explicitly specified in the curriculum. This creates a problem when teaching vocabulary. Teaching vocabulary is just as important as teaching structure. Harmer says that some activities are meant to teach and practice using words in a variety of contexts. That's us:

1. Presentation

It is not possible to learn all vocabulary through interaction and discovery methods. In many cases, the best way to introduce new words to the classroom is

¹⁹Wikipedeia, *The Free Encyclopedia* 2019, <https://en.wikipedia.org/wiki/Vocabulary>, assessed on November 11th 2020.

through a presentation or explanation. For instance, Realia (where the instructor points to the object, says the word, and then asks the students to repeat it); pictures (which can be used to explain the meaning of words in the vocabulary); *mime, action and gesture, contrast, enumeration, explanation, and translation.*

2. Discovery

From a straightforward matching task to more in-depth understandings of connotation and context, a variety of discovery methods are available.

3. Practice

The activities in this section are meant to get students to use words in interesting ways, like by doing things and saying things; bring, acquire, and take.²⁰

4. Repetition

Repeated rehearsal of the material while it is still in working memory, i.e. letting the articulators loop just run and run, is the time-honored method of memorizing new material. However, unless some effort is made to simultaneously organize the material, simply repeating an item appears to have little long-term impact.

5. Retrieval

The retrieval practice influence, which simply means that the act of retrieving a word from memory makes it more likely to require retrieval, such as when using the new word in written sentences, is another important type of repetition.

6. Motivation

There is no guarantee that new words will be remembered just because you want to learn them. The learner will likely devote more time to rehearsal and

²⁰Harmer, J. *The Practice Of English Language Teaching*, (London: Longman, 1991), p.161-170

practice as a result of a strong motivation, which will ultimately result in improved memory.

7. Imaging

The subjects who were asked to silently imagine a mental image to accompany a new word performed the best. Other tests have shown that words that are easy to picture are more likely to be remembered than words that don't immediately make a picture.

8. Attention/arousal

Listening to a tape won't help you improve your vocabulary while you sleep, contrary to popular belief. It is necessary to pay some conscious attention.²¹

2. Concept of Newspaper Article

a. English Newspaper Articles

1) Definition of English Newspaper Articles

Along with magazines, newspapers are examples of printed media. The issues that are currently taking place are reported on in the news. Students can learn about a variety of topics, such as social-political and business issues, sports, entertainment, art, culture, music, education, and so on, by reading articles in English newspapers. Posters, diagrams, charts, and photographs are also included, all of which have the potential to grab students' attention and help them learn English vocabulary from newspaper articles.

Newspaper, according to the Oxford Advanced Learner's Dictionary, is a printed publication that contains articles on a variety of topics and is published either daily or weekly. In the meantime, libraries that are participating in The Australian Newspaper Plan have adopted the following definition of a newspaper: "a serial publication that contains news on current events that are of special or

²¹Scott Thornburg, *How To Teach Vocabulary*, (New York, Longman Pearson, 1976),p..24

general interest."

As can be seen from the preceding explanations, an English newspaper article is a printed publication that covers a specific topic or issue, such as current events in the world, sports, entertainment, art, culture, music, education, or social-political and business issues. Newspaper is one of the most common learning and teaching tools for English. It demonstrates how language is used today. As a result, it can be used in a variety of ways to enhance students' vocabulary and communication abilities.²²

2) The procedures of teaching vocabulary through English newspaper articles:

Because words carry meaning, vocabulary is more important than grammar practice. You will be better able to express yourself if you know more words. We can improve our English with a large vocabulary. English newspaper articles are one form of media that students can use to learn a lot about vocabulary and improve their four language skills significantly.

- a) The instructor covers vocabulary for nouns and verbs.
- b) Teachers teach vocabulary using English newspaper articles.
- c) The instructor divides the class into several groups and presents each group with a different English newspaper article, such as: sports, business, education, food, disaster, flood, etc.
- d) In groups of six to twelve words, the instructor asks students to search for or discover new words related to their topic from an English newspaper article. Students must also use dictionaries to find the words' synonyms.
- e) In order to encourage students to read or memorize words, each group must write the word on a paperboard using their own original ideas.
- f) Next, students must determine whether the words are verbs or nouns.

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

- g) At the conclusion of the lesson, each group must present to the class the outcomes of their work group discussion. The difficult words from the other groups are then written down by each group. Its goal is to give each student a wide range of vocabulary options so that they can also improve their vocabulary.
- h) Every student is expected to memorize 10 to 15 words each day. This means that having a lot of words or a stock of vocabulary is really helpful for students or speakers when they speak because it helps them express their thoughts, feelings, and opinions more fluently.²³

Newspapers in English are excellent authentic resources for English language instruction. The higher level of these texts presents an exciting challenge for students, and newspapers, particularly popular papers, offer numerous free sources of interesting articles. Therefore, it is possible to draw the conclusion that the English newspaper article provided the student with new vocabulary and idioms related to the subject matter—education, sports, business, food, disaster, etc.

3) The Advantages of Using English Newspaper Article

Newspapers are regarded as one of the most dependable, cost-effective, and easily accessible means of imparting knowledge. Additionally, extensive practice in the four language skills can be based on a newspaper.

A newspaper article in English can help you learn a lot of new vocabulary. Because it typically contains vocabulary that is fairly challenging, the editorial section is one of the posts that receives the most recommendations for reading. Additionally, students can be encouraged to improve their vocabulary, grammar,

²³Shivender Rahul, *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, (2016), p. 484.

and thinking skills through regular reading of English newspapers, which can also provide them with the opportunity to express and discuss a wide range of topics.

Regular use of English newspapers in the classroom will instill a habit of spontaneously grasping vocabulary and many good ideas. Learning a lot of vocabulary, speeding up reading, making the process of learning new and interesting, providing a wide range of information relevant to all walks of life, saving money, improving writing and listening skills, mastering grammatical structures, mastering clever words and constructions, and making use of idioms, phrases, and numerous new innovative constructions are some of the primary uses.²⁴

Newspapers, according to Hwang and Nation, are frequently used in reading classes to improve students' reading comprehension and vocabulary. This is due to a number of factors. First, newspapers can be purchased in hard copy or online for a reasonable price. Second, newspapers are authentic sources that everyone reads on a regular basis. Thirdly, they give teachers and students a wide range of interesting topics from which to choose reading texts. Lastly, it is thought that reading newspapers is a good way to review previously learned vocabulary and learn new vocabulary from context.²⁵

In Rahul, Paul Sanderson says that using newspaper as a vocabulary teaching resource has a lot of strong arguments and benefits.²⁶

²⁴Khoirul Umam, *Improving The Students' Vocabulary Mastery with The Jakarta Newspaper Articles*, (Jakarta: Department of English Education State Islamic University Syarif Hidayatullah, 2010), p.15

²⁵V Rajasekaran, *The Effect of Reading-Based Activities in Enhancing Vocabulary, India: School of Social Sciences and Languages VIT University – (Chennai Campus Tamilnadu 2015)* p.264

²⁶Shivender Rahul, "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, 2016), p. 484.

a) Varieties of English

Newspapers contain a wide range of text types and language styles that are difficult to find in conventional language-learning materials (such as general course books), so students should become familiar with these forms of language. Newspapers are a natural source for many of the written English varieties that students find increasingly useful for language study as they progress.

This indicates that reading English newspapers has a significant impact on students' vocabulary development, allowing them to develop their own personal vocabulary and acquire more useful vocabulary knowledge. As a result, when they read, write, listen, and speak, they won't get stuck.

b) Reader Interest

Newspapers cover a wide range of topics, which means that every reader will find something of interest or value in every issue. Students find them engaging and motivating to work with as a result. Newspaper reports on actual events, which naturally piques our interest in the world and other people. It is possible to draw the conclusion that reading an English newspaper is interesting because it covers a wide range of topics that can pique the interest of readers.

c) Authentic Materials

Newspapers are an invaluable source of authentic materials, and their application in the classroom of target languages is very much in line with current teaching pedagogy thinking and practice. Indeed, a very real and attainable objective for many students is the capacity to read and comprehend English-language newspapers for work. Students who may move to the target-language community to live or work will benefit especially from using newspaper materials in the classroom. Because students are accustomed to speaking and thinking in English, using English newspaper materials in the classroom will also be

particularly helpful for students who may move to the target-language community to live or work.

d) Teaching Materials

Newspapers in the English language are readily available in the majority of nations on the planet, and there is a consistent supply that is constantly replenished with fresh content on a daily basis. As a result, they give teachers of languages access to an endless supply of materials that can be used to improve students' language skills. This indicates that teachers can use English newspaper as teaching materials to improve their students' vocabulary skills in addition to textbooks.²⁷

4) The Disadvantages of Using English Newspaper Article

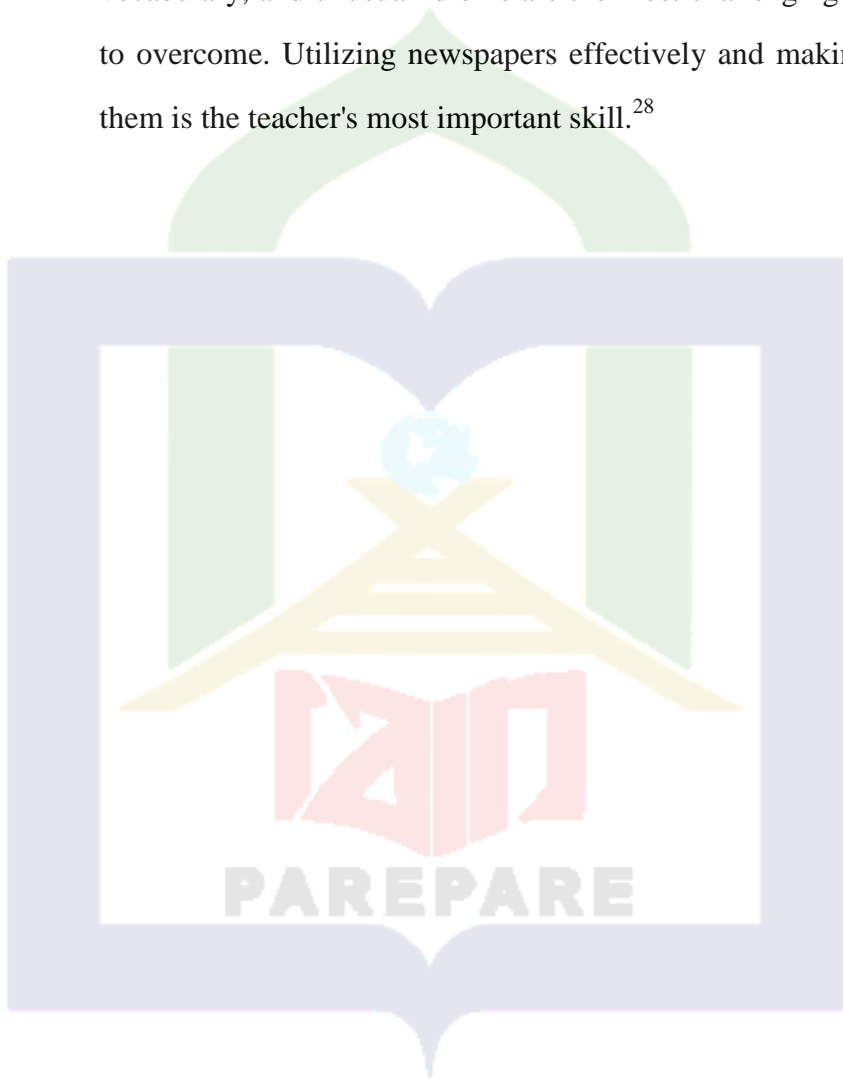
Newspapers can have some drawbacks when it comes to teaching vocabulary:

- a) When weak students use authentic materials like English newspaper articles, it frustrates and demotivates them because they lack the skills and vocabulary necessary to successfully deal with the text.
- b) Avoid using unnecessary words and expressions that are unfamiliar.
- c) Proper material selection is essential. The material will be quite challenging and above the students' level; it must be prepared or simplified in some way, which can take a lot of time.
- d) News reporting language employs a variety of strategies, including the combination of foreign words, new coinages, and other

²⁷Erika Jirousova, "Using Newspaper to Teach English Grammar and Vocabulary" (Brno: Department of English Language and Literature of Masaryk University Brno). p.14.

adaptations, in an effort to expand vocabulary. This may present a significant challenge for language learners to deal with such texts.

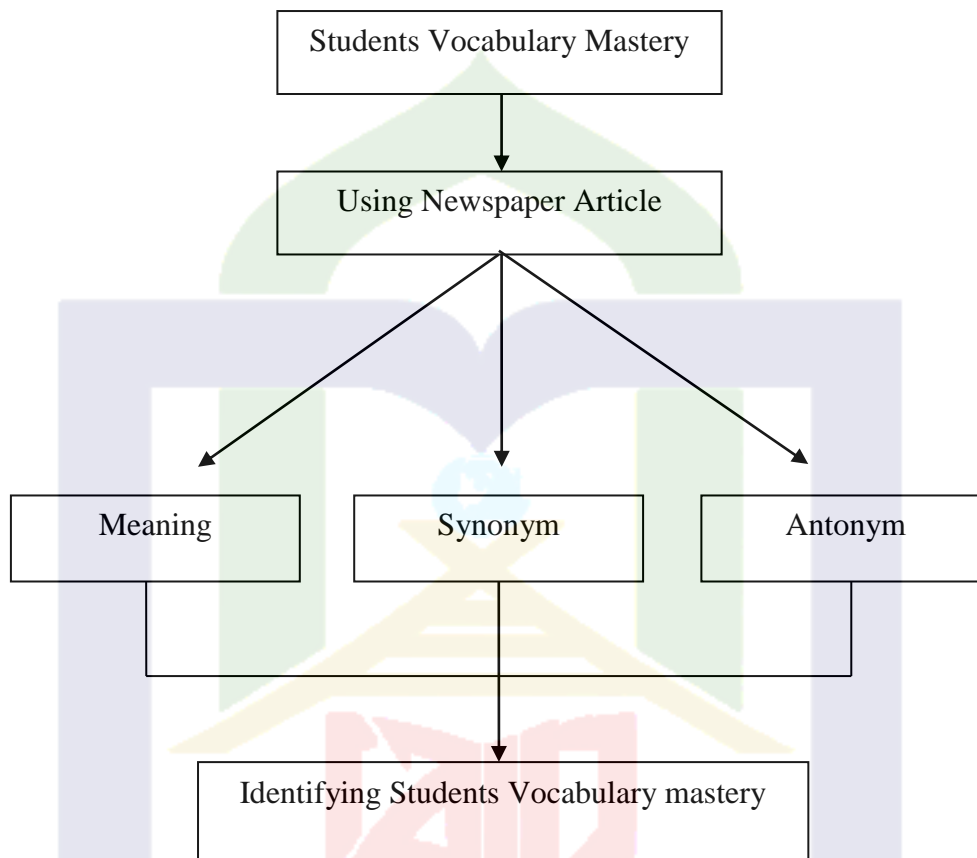
- e) Newspaper writing style, information-packed sentences, unfamiliar vocabulary, and unusual idioms are the most challenging obstacles to overcome. Utilizing newspapers effectively and making use of them is the teacher's most important skill.²⁸



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

D. Conceptual Framework

The following diagram depicts the researcher's conceptual framework for this study:



In this research, students will use a newspaper article to explain and identify their vocabulary mastery, which will be studied in relation to this concept. the metric that indicated meaning, synonym, and antonym.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The descriptive quantitative method used in this study. In order to provide an answer to the research question, this method identified extensive information. This technique used to identify numbers and graphs in research data to analyze the phenomenon. This study used newspaper articles at SMPN 1 Maiwa to determine students' vocabulary mastery, as described above.

B. Location and Time

This research was held at SMPN 1 Maiwa which located in Jln. Jenderal Sudirman No 47. Kode Pos, : 91761. Desa/Kelurahan Bangkala Enrekang and this research spend 45 days research including of analysis data.

C. Population and Sample

1. Population

The population was the entire subject of the study. The population of this study is the second Grade of SMPN 1 Maiwa. There were 80 students in it.

Table 3.1 Research Population

No.	Class	Total Students
1	VIII A	27 Students
2	VIII B	25 Students
3	VIII C	28 Students
Total		80 Students

2. Sample

The entire class of second-grade students at SMPN 1 Maiwa was chosen by the researchers as the study population. The researcher selected the method of purposive sampling for the sample in order to obtain flawless

data. The sample for the research consisted of 25 students from class VIII B. The reason for selecting the sample was the recommendation of a teacher following did observation at the school.

D. Research Instrument

The instrument in this study was a test. The test is multiple choice correct score given five point and wrong score give nol point. It is a useful strategy for attaining subject proficiency, comprehension, and quality, even or action, on a very personal and specific level. The research question was answered through the use of this instrument's tests. There are a lot of options on the test. the procedure for evaluating the students' scores on the multiple-choice test;

Table 3.2 Multiple Choice assessment

No	Description	Point
1	Students Chosen Correct	+5
2	Students Chosen Incorrect	+0

E. Technique of Data Analysis

The researcher utilized the Excel application for the purpose of data analysis in this study, which made use of descriptive statistical methods and inferential statistics to make the process of analyzing the research data simpler. The author calculates the mean, score accumulation, and validity score from the prerequisite testing requirement analysis. The research's data analysis technique is as follows:

1. Descriptive Statistics

Descriptive statistics are used in data analysis to get facts from respondents, making them easier to understand. The collection,

compilation, presentation, and analysis of all variables' data in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation comprised the descriptive statistic analysis.

The following steps were taken by the researcher during data analysis:

- 1) Scoring the students' responses based on the research variable; in this instance, the researcher used the test result to note each student's score.

The formula used to determine the mean score was as follows:

$$\text{Score}(x) = \frac{\sum xi}{N}$$

Where:

X : Mean

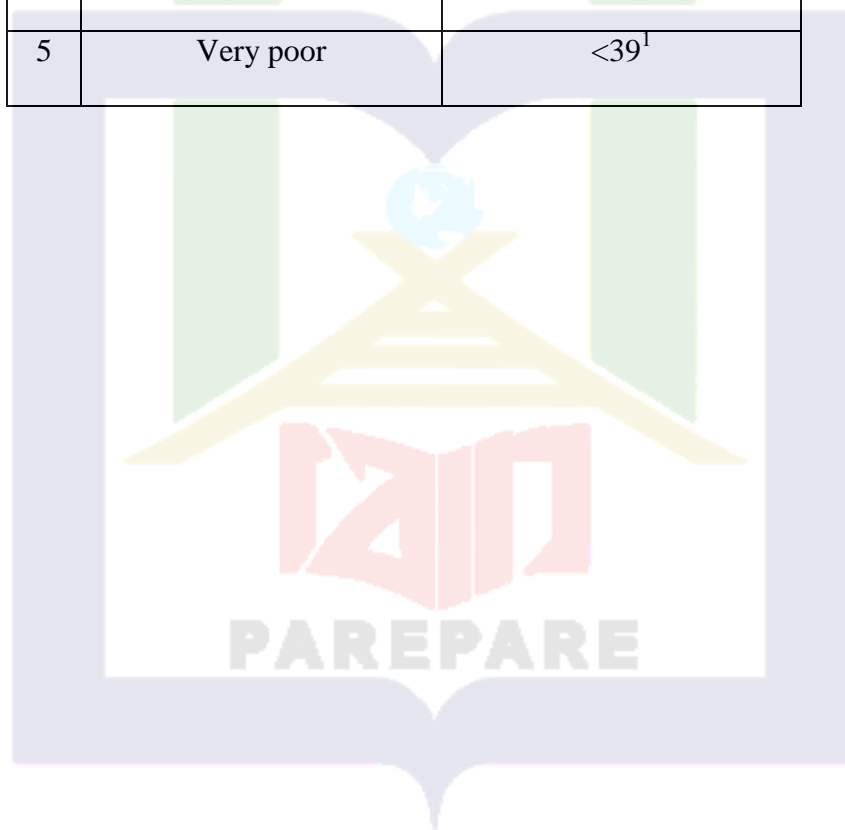
$\sum xi$: Total Score

N : Total Number of Sample

1) Classifying the students' score into five levels

Table 3.4 Classification of the Students' Score

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	<39 ¹



¹Ary. Donaki. *Introduction to Research in Education Eight Edition.*(Canada: Nelson Education. Ltd. 2010)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Students Vocabulary Mastery by Using Newspaper Article

This study's data refer to the research question that inquired about the students' vocabulary proficiency. Using a newspaper article, the researcher would like to determine the student's vocabulary mastery based on the description of the introduction in this study. The data gathered using the instrument spread by the researcher in response to the research question posed in the first chapter are the basis for the findings. The data processing of the student's vocabulary mastery using a newspaper article is also presented in this result.

The multiple-choice test that was distributed to the students was a multiple-choice test, which was a reference to the story of Kartini. The students were given multiple-choice questions to answer. Descriptive research is a research method that aims to provide a systematic and careful with the actual facts and the nature of a certain population in order to solve the actual problems that are currently faced and collect data or information to be arranged, described, and analyzed. According to the theory, this study used descriptive quantitative research, which is the process of answering the research question.

The table below shows the characteristics of the sample:

Table 4.1 Characteristic Sample

No	Total Class	Total Sampel
1	VIII A	0
2	VIII B	25

Sources : Sample of Research (2022)

The newspaper test, which was given to the students face-to-face on August 3, 2022, provided an answer to the research question. The purpose of the study is to determine the vocabulary proficiency of students using newspaper articles.

The research question was answered through the use of this instrument's tests. There are a lot of options on the test. the procedure for evaluating the students' scores on the multiple-choice test;

Table 4.2 Multiple Choice assessment

No	Description	Point	Total Question	Maximum Score	Minimum Score
1	Students Chosen Correct	+5	20	100	0
2	Students Chosen Incorrect	+0			

Sources : Arikunto (2013)

The table below provides a description of the students' vocabulary mastery:

No	Initial of students	Final Score	Kategori >KKM (70)	Kategori Classification
1	AS	75.00	Lulus	Good
2	LU	80.00	Lulus	Very good
3	AR	70.00	Lulus	Good
4	FA	70.00	Lulus	Good
5	MU	80.00	Lulus	Very good
6	AN	75.00	Lulus	Good
7	AS	75.00	Lulus	Good
8	HA	70.00	Lulus	Good
9	RI	80.00	Lulus	Very good

10	JU	85.00	Lulus	Very good
11	HA	95.00	Lulus	Very good
12	DA	85.00	Lulus	Very good
13	FI	85.00	Lulus	Very good
14	RE	75.00	Lulus	Good
15	SA	70.00	Lulus	Good
16	KE	80.00	Lulus	Very good
17	RE	85.00	Lulus	Very good
18	NA	75.00	Lulus	Good
19	FE	85.00	Lulus	Very good
20	NU	80.00	Lulus	Very good
21	RA	90.00	Lulus	Very good
22	NU	85.00	Lulus	Very good
23	NU	95.00	Lulus	Very good
24	BA	65.00	Remedial	Fair
25	RI	85.00	Lulus	Very good
Maximum		65.00		Fair
Minimum		95.00		Very good
Average		79,08		Good

Sources : Result of Students Score (2022)

The researcher calculated the score based on the students' performance on the instrument of the research, which was based on the students' vocabulary mastery score above. There were 25 students who took the test for the research. There were only one student rated as fair or remedial, nine students rated as good, and twelve students rated as very good. The students' perceptions were 45 percent

for "good," 36 percent for "good," and 48 percent for "very good."

The instrument concerned valid data, which can also be seen in proper data in the appendix, and it referred to the aspect of vocabulary mastery. The researcher then showed the test to the students, and it demonstrated that the students felt comfortable answering the test based on their vocabulary mastery.

The following displays the cumulative score classification:

Table 4.3 Accumulation of the Score

Class	<39 Very Poor		40-55 Poor		56-65 Fair		66-79 Good		80-100 Very Good	
	f	%	f	%	f	%	f	%	F	%
VIII B	0	0%	0	0%	1	4%	8	32%	16	64%
Data (N)	25 Students / 100%									

Sources : Result of Students Score (2022)

After conducting the multiple-choice test, the above accumulation of scores, which were based on the theory of students' vocabulary mastery category, demonstrated the following:

1. The score of <39 were 0 student which presentation of 0%
2. The score of 40-55 were 0 student which presentation of 0%
3. The score of 56-65 were 1 student which presentation of 4%
4. The score of 66-79 were 8 student which presentation of 32%
5. The score of 80-100 were 16 student which presentation of 64%

The preceding data can be explained in terms of the category of the data obtained from the students' test results. It can be inferred from this that most students have excellent vocabulary mastery. The students are categorized as follows:

Table 4.5 Category of Score

No	Class	Students Result			Category
		Mean	Maximum	Minimum	
1	Class VIII B	79,08	95.00	65.00	<i>Good</i> (66-79)

Sources : *Result of Students Score (2022)*

The students' vocabulary mastery can be seen in the category of their results, as shown by the data above, with an average score of 79,08, which is in the Good category. Before the study's conclusion, this result might emerge as a reliable indicator.

The interpretation of the result, Identifying Students' Vocabulary Mastery at SMP 1 Maiwa Kabupaten Enrekang Using Newspaper Articles, which demonstrated students' vocabulary mastery in Good Mastery

B. Discussion

Based on the findings and the researcher's argumentation after analyzing the data in the findings, this term presents the data discussion that refers to the findings above. The research question posed in the first chapter about students' vocabulary mastery is answered in this section.

One of the English skills that students must acquire is vocabulary mastery, which the researchers first discuss. The students need to have sufficient vocabulary mastery in order to acquire it. These activities are meant to help students improve their vocabulary mastery and their ability to express their thoughts in terms of the meaning of words. Effective vocabulary mastery is impossible to achieve without extensive reading and memorizing. This study's indicator focused on the following factors: namely meaning, synonym, and antonym. Because vocabulary plays a crucial role in all

language skills, it has become one of the English sub-skills that students at SMP 1 Maiwa Kabupaten Enrekang must learn. The students struggle to communicate their thoughts and feelings because they lack sufficient vocabulary. Even reading or conversing with others is beyond their comprehension. Because of this, students have a lot of trouble learning English, especially vocabulary. Because of this, the way vocabulary is taught is very important because a good method will result in good results.

Given that many students scored well on the test, only one student needed remediation or had a score below 70.00. In conclusion, students learn to easily comprehend the meanings of synonym and antonym.

A person's vocabulary can be defined as the set of all the words they understand or as the set of all the words they are likely to use to compare two new sentences. Newspaper can make a big difference in how students learn English by teaching vocabulary mastery. Newspapers can lower students' levels of motivation, especially when teachers encourage them to try new things. When teaching students how to read a newspaper, this section focuses on the newspaper that the teacher provides. Students with varying learning styles and strengths can benefit from the activities in this section to gain a deeper comprehension of the newspaper and its role in developing vocabulary mastery.

Newspaper search has emerged as a method for teaching English vocabulary. Through group work, students practice simple vocabulary instructions. The game of using newspaper can be played with a lot of students or just a few. The students' learning is made more interesting and challenging by the competition in this class. Students can also practice and follow the straightforward instructions through this paper.

Reading and writing skills are bolstered by vocabulary mastery, which, when combined with students' vocabulary mastery, is the best source of providing good text ability because it makes readers active learners. Reading the newspaper is beneficial for everyone, but it's especially beneficial for students. Students gain complete command of reading and vocabulary over time, which also significantly improves their vocabulary mastery. Reading the newspaper every day as a routine increases your chances of reading well and using your vocabulary. This indicates that people who read a lot will also know a lot of words.

Newspapers provide students with information about a variety of topics and concepts. They learn to speak well, which makes it easier for them to participate actively in speeches, debates, and discussions. A student can speak confidently in front of others when they are knowledgeable about a variety of subjects. Because they know what they are discussing in the debate and are able to easily express their opinions, this ultimately improves the student's vocabulary mastery and ultimately boosts their level of confidence.

Using authentic materials like English newspaper articles with weak students frustrates and demotivates them because they lack the necessary skills and vocabulary to successfully deal with the text presented, while words that are not necessary and unfamiliar expression are typically avoided are explained in another discussion.

Additionally, it explains that appropriate material selection is required. The material will be quite challenging and above the students' level; it must be prepared or simplified in some way, which can take a lot of time. News reporting language employs a variety of strategies, including the combination of foreign words, new coinages, and other adaptations, in an effort to expand

vocabulary. This may present a significant challenge for language learners to deal with such texts. Newspaper writing style, information-packed sentences, unfamiliar vocabulary, and unusual idioms are the most challenging obstacles to overcome. Utilizing newspapers effectively and making use of them is the teacher's most important skill.

4. Based on the example above, it concludes that students demonstrated good category vocabulary mastery. This result is supported by previous research, which demonstrated that Westi Amaliyah carried out the second study that is pertinent to this one (2008); *Teaching vocabulary by English Newspaper Articles*. The researcher in his study used descriptive qualitative method.

The finding suggests that seventh-grade students at SMA 87 Jakarta Selatan's vocabulary could be improved by reading English newspaper articles. exhibited the extent to which the subjects being taught had achieved vocabulary mastery through the use of English newspaper articles. In other words, students' vocabulary mastery could be significantly enhanced by reading English newspaper articles. In 2016, another author submitted a thesis entitled Effectiveness of Reading English Newspaper for Improving Vocabulary and Reading Skill of Students at Dhaka University. In Bangladesh, the study was carried out at Dhaka University. The research paper aims to find out how students at Dhaka University's English newspaper improves their vocabulary and reading skills. Using a questionnaire, the study was conducted on thirty students. The study found that students could learn about their country and the world through reading English newspapers. Reading English newspapers broadens students' perspectives and enhances their knowledge

once more. In addition, learning new words, idioms, phrases, and sentence structures from English newspapers is extremely beneficial. Additionally, it teaches them how to extract the meaning from the sentences. In conclusion, English newspapers aid students in improving their comprehension.¹

The research title "Identifying Students Vocabulary Mastery by Using Newspaper Articles at SMPN 1 Maiwa Kabupaten Enrekang" have novelty in several aspects. First, the use of reading materials from newspapers as a measure of students' vocabulary mastery. This method is different from the traditional method of teaching vocabulary which more often relies on text books or reading material from textbooks.

Second, this research focuses on junior high school students at SMPN 1 Maiwa Kabupaten Enrekang. Thus, this research can provide specific information about how students in junior high schools in the region acquire vocabulary mastery.

Third, the use of newspaper media in this study also provides a different learning experience for students. Newspapers generally have diverse content, so that students can broaden their knowledge through interesting and relevant reading materials.

Thus, this study has a novelty in the method of measuring students' vocabulary mastery, specific research areas, and the use of media reading materials that are different from traditional methods.

¹ Raju Ahmmed, *Effectiveness of Reading English Newspaper for Improving Vocabulary and Reading Skill of Students of Dhaka University* (Dhaka University, Bangladesh)

CHAPTER V

CLOSING

This chapter consists of the summary of the research based on the finding and the discussion of this research.

A. Conclusion

The conclusion, which was based on the findings and the results of the data analysis from the previous chapter, showed that the average vocabulary test score of the students placed them in the Good category. This was based on the school's KKM score, and only one student did not pass the test. However, the theory of classification score showed that 1 student was in the fair category, 8 students were in the good category, and 16 students were in the very good category. It concludes that SMPN 1 Maiwa Kabupaten Enrekang students improve their vocabulary mastery by using newspaper articles.

B. Suggestion

Researchers offer two ideas for the teacher and researchers based on the research and discussion. The following is a description of these points:

1. In order to achieve positive outcomes for the students, it is recommended that English teachers provide students with more in-depth and precise explanations of the meanings of the terms synonym and antonym.
2. Teachers of English should use an interesting strategy that is related to the students' ability to develop their ideas to give their students more opportunities to practice memorizing vocabulary, especially when they are studying English descriptive texts.
3. It is suggested that English teachers encourage students to develop topic-related concepts. As a result, students will be able to develop those concepts in light of their vocabulary proficiency.

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	<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : NURISNENI
 NIM : 17.1300.059
 JURUSAN : TARBIYAH
 FAKULTAS : PENDIDIKAN BAHASA INGGRIS
 JUDUL : IDENTIFYING STUDENTS VOCABULARY MASTERY BY USING NEWSPAPER ARTICLE AT SMPN 1 MAIWA KAB. ENREKANG

No Aspect Indikator Item Number



Kartini's Day

Every April 21 people in Indonesia commemorate the Kartini day. It is beautiful day for the woman because we celebrate the birth of great lady R.A. Kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea. Kartini was born in 1879 April 21 in Mayong Jepara. Her father was Rama Sosroningrat Wedana (assistant of head of regency) in Mayong. Her mother, Ma Ngasirah was a girl from Teluk Awur village in Jepara as the daughter of a noble family, she felt luck because she got more than ordinary people got. She got better education than other children in november 12, 1903. She married Adipati Djoyodiningrat, the head of Rembang regency. According to Javanese tradition Kartini had to follow her husband. Then she moved to Rembang. In September 13, 1904 she gave a birth to her son. His name was Singgih, but after giving birth to a son, her condition was getting worse and she finally passed away on September 17, 1904 on her 25 years old. Now Kartini has gone, but her spirit and dream will always be in our heart. Nowadays Indonesian women progress is influenced by Kartini's spirit stated on collection of letter Habis Gelap Terbitlah Terang – from the dusk to the dawn.

Adopted from www.thejakartapost.com (Newspaper)

1. What is the synonym of **bright ideas** ?

- a. Intelligent
- b. Stupid
- c. Woman
- d. Ideas

2. What is the antonym of **lucky**?

- a. Unlucky
- b. Perform
- c. Great
- d. Bad

3. The word **girl** has a similar with?

- a. Boy
- b. Man
- c. Woman
- d. Young woman

4. What does the word **gone** mean in line 16 ?

- a. Passed away
- b. Alive
- c. Present
- d. Living

5. What is the meaning of **getting worse**?

- a. Feeling nice
- b. Feeling good
- c. Feeling bad

- d. Feeling great
6. What does the word **it** mean in line 2?
- a. Day
 - b. Kartini day
 - c. People
 - d. Woman
7. What is the synonym of **condition**?
- a. Situation
 - b. Incident
 - c. History
 - d. Atmosphere
8. What is the antonym of **spirit**?
- a. Courage
 - b. Weakness
 - c. Animation
 - d. Piquancy
9. What is the antonym of **great**?
- a. Little
 - b. Considerable
 - c. Special
 - d. Serious
10. What is the meaning of **worse**?
- a. Good
 - b. Bad
 - c. Great

d. Nice

11. What is the synonym of **commemorate**?

- a. Celebrate
- b. Disregard
- c. Forget
- d. Ignore

12. The word **His** in line 13 refers to.....

- a. Her son
- b. Her husband
- c. Her brother
- d. Her father

13. What is the synonym of **got**?

- a. Take
- b. Drop
- c. Fail
- d. Free

14. What is antonym of **give**?

- a. Present
- b. Volunteer
- c. Donate
- d. Hold back

15. What is the synonym of **progress**?

- a. Advance
- b. Decline
- c. Failure

d. Halt

16. What is the word of *teluk awur* means?

- a. Named of Location
- b. Named of Island
- c. Named of Home
- d. Named of people

17. The word of “*she*” in the line 8 from down is imply to?

- a. RA Kartini
- b. Rama
- c. Ngasirah
- d. Adipati

18. Based on the text, Kartini should follow her?

- a. Husband
- b. Herselves
- c. Children
- d. Alone

19. What does “noble” word mean?

- a. King
- b. Temple
- c. Rich
- d. Respectable

20. The letter of “Habis Gelap Terbitlah Terang” was adopted from?

- e. Kartini spirit
- f. Kartini motto

- g. Kartini dreams
- h. Kartini statement



After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

Parepare, 24 January 2023

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

Drs. Ismail Latif, M.M.

Dr. Magdahalena Tjalla, M.Hum

NIP. 1967123113003121011

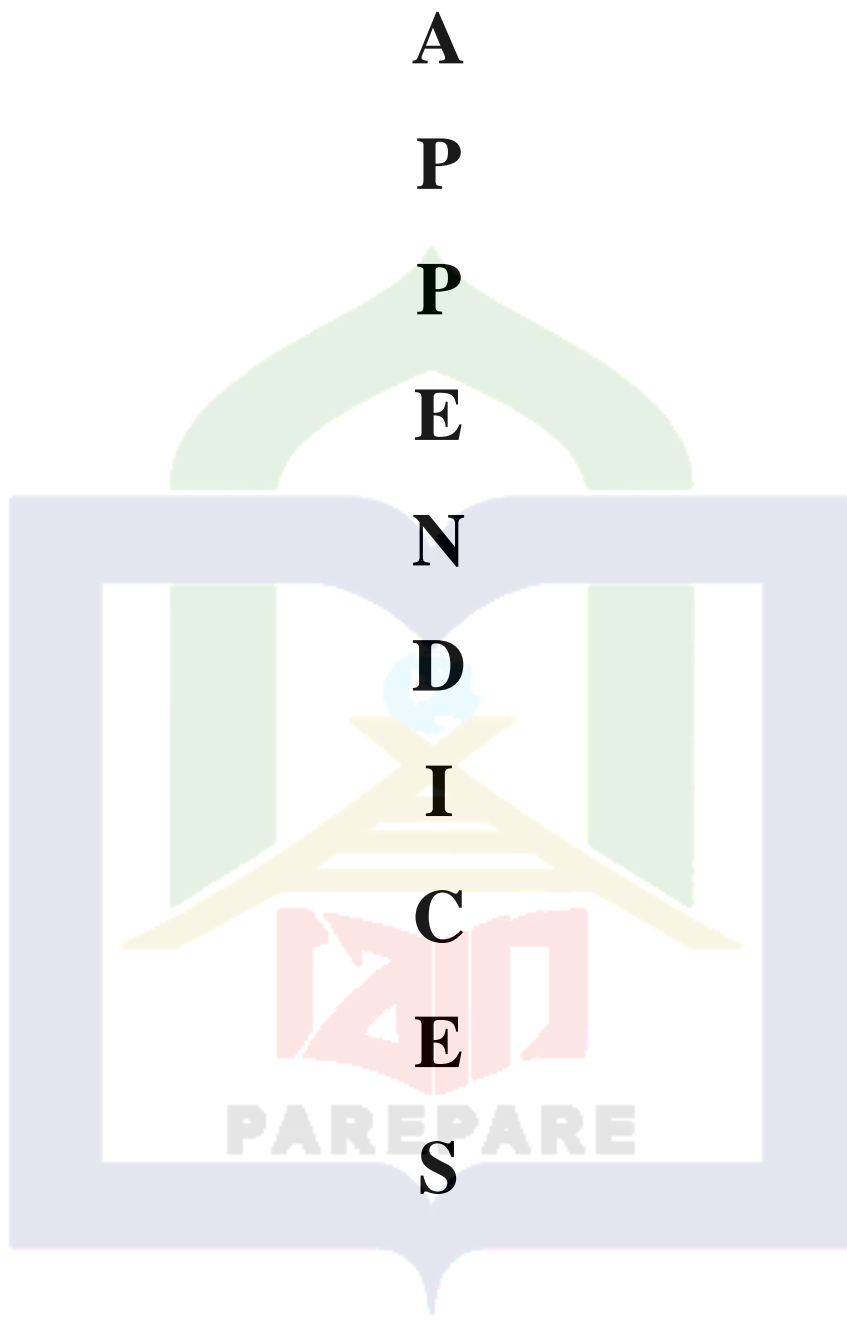
NIP. 1970032020050120006



No	Initial of students	Final Score	Kategori >KKM (70)
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2	Luthfhi asbani	80.00	Lulus
3	Arlan	70.00	Lulus
4	Faisal	70.00	Lulus
5	Muh wais	80.00	Lulus
6	Anisa	75.00	Lulus
7	Asisah	75.00	Lulus
8	Haris	70.00	Lulus
9	Risma	80.00	Lulus
10	Jumriahti	85.00	Lulus
11	Hamdan	95.00	Lulus
12	Darmiati	85.00	Lulus
13	Fizka susriati	85.00	Lulus
14	Reni	75.00	Lulus
15	Salma nadia	70.00	Lulus
16	Kettrin famela	80.00	Lulus
17	Rezky aulia	85.00	Lulus
18	Navia putri sanrai	75.00	Lulus
19	Febi aulia	85.00	Lulus
20	Nurul azizah	80.00	Lulus
21	Ratu nabila	90.00	Lulus
22	Nur zira	85.00	Lulus
23	Nurul mutmainna	95.00	Lulus
24	Bastian	65.00	Remedial

25	Riswan	85.00	Lulus
Maximum		65.00	
Minimum		95.00	
Average		79,08	





Name : hamdan

NIS :

Please Read the following comics below and answer the question based on your reading performing.

Please Checklist the best answer below.

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- a. Intelligent
- b. Stupid
- c. Woman
- d. Ideas

2. What is the antonym of **lucky** ?

- a. Unlucky
- b. Perform
- c. Great
- d. Bad

3. The word **girl** has a similar with ?

- a. Boy
- b. Man
- c. Woman
- d. Young woman

4. What does the word **gone** mean in line 16 ?

- a. Passed away
- b. Alive
- c. Present
- d. Living

5. What is the meaning of **getting worse** ?


- a. Feeling nice
- b. Feeling good
- c. Feeling bad

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No	Aspect	Indikator	Item Number
1	Vocabulary Mastery	1. Meaning 2. Synonym 3. Antonym	1. 4, 5, 6, 10, 12 2. 1, 3, 7, 13, 15 3. 2, 8, 9, 11, 14

Kartini's Day



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Adapted from www.thejakartapost.com (Newspaper)

- d. Feeling great
6. What does the word it mean in line 22 ?
- a. Day
 - b. Kartini day
 - c. People
 - d. Woman
7. What is the synonym of *condition* ?
- a. Situation
 - b. Incident
 - c. History
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- b. Her husband
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13. What is the synonym of got ?

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16. What is the of teluk awur means ?

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17. The word of "she" in the line 8 from down is imply to ?

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- b. Rama
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19. What does “noble” word mean?

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NIS :

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Name : Bastian

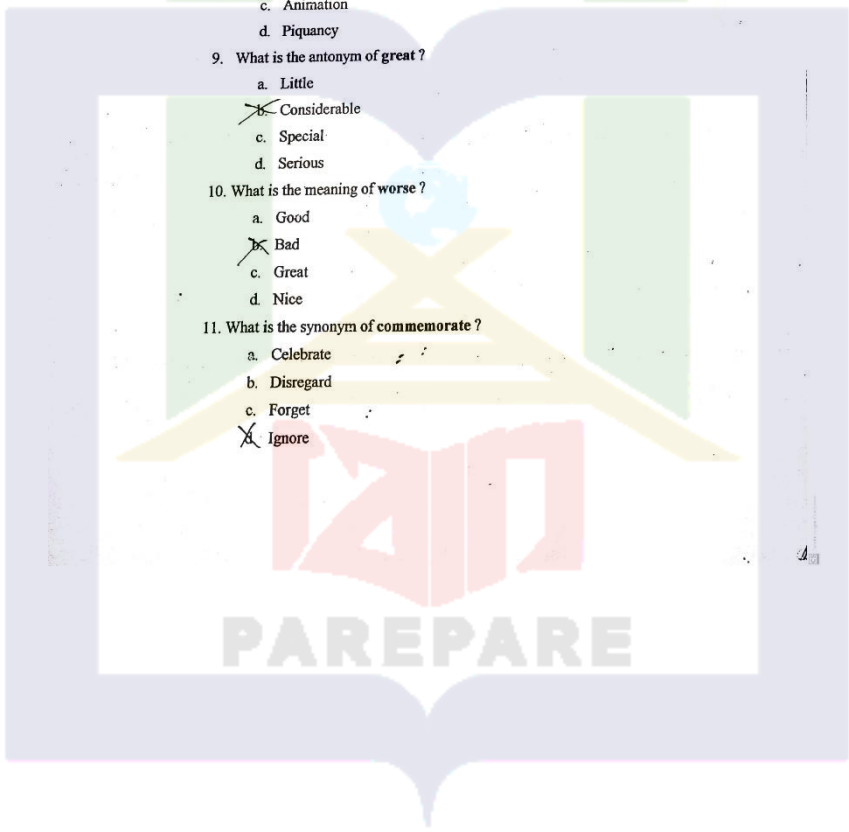
NIS :

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5. What is the meaning of getting worse ?
 - a. Feeling nice
 - b. Feeling good
 - c. Feeling bad

- d. Feeling great
- 6. What does the word it mean in line 22 ?
 - a. Day
 - b. Kartini day
 - c. People
 - d. Woman
- 7. What is the synonym of **condition** ?
 - a. Situation
 - b. Incident
 - c. History
 - d. Atmosphere
- 8. What is the antonym of **spirit** ?
 - a. Courage
 - b. Weakness
 - c. Animation
 - d. Piquancy
- 9. What is the antonym of **great** ?
 - a. Little
 - b. Considerable
 - c. Special
 - d. Serious
- 10. What is the meaning of **worse** ?
 - a. Good
 - b. Bad
 - c. Great
 - d. Nice
- 11. What is the synonym of **commemorate** ?
 - a. Celebrate
 - b. Disregard
 - c. Forget
 - d. Ignore



12. The word his in line 13 refers to...?
- Her son
 - Her husband
 - Her brother
 - Her father
13. What is the synonym of got ?
- Take
 - Drop
 - Fail
 - Free
14. What is antonym of give ?
- Present
 - Volunteer
 - Donate
 - Hold back
15. What is the synonym of progress ?
- Advance
 - Decline
 - Failure
 - Halt
16. What is the of teluk awur means ?
- Named of location
 - Named of island
 - Named of home
 - Named of people
17. The word of "she" in the line 8 from down is imply to ?
- RA kartini
 - Rama
 - Ngasirah
 - Adipati

PAREPARE

18. Based on the text, Kartini should follow her ?

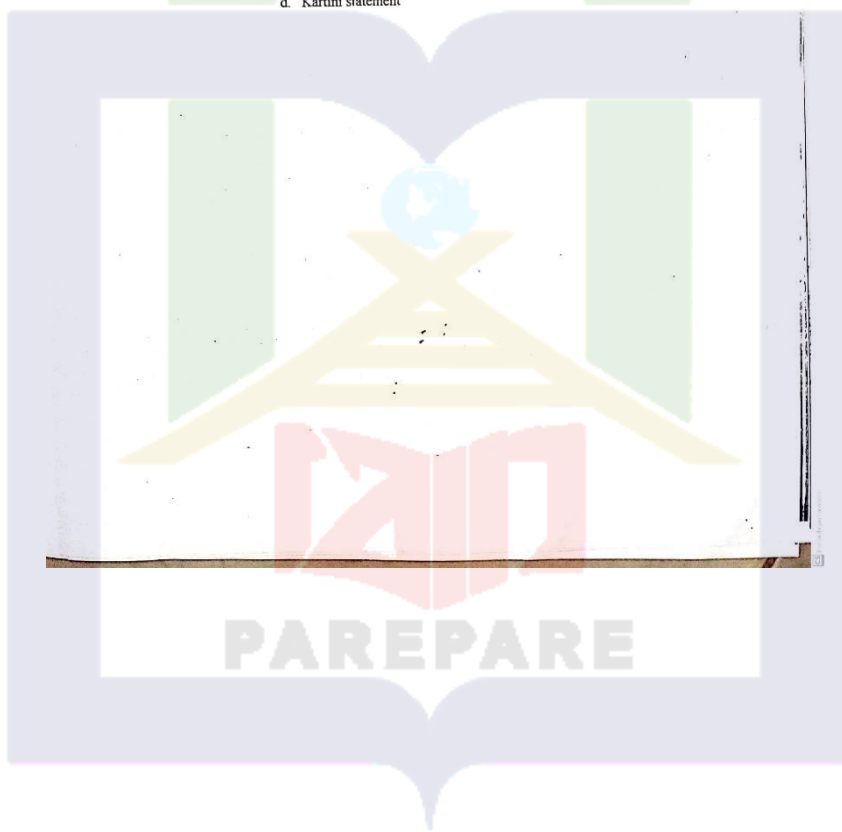
- a. Husband
- b. Herselves
- c. Children
- d. Alone

19. What does "noble" word mean?

- a. King
- b. Temple
- c. Rich
- d. Respectable

20. The letter of "Habis Gelap Terbitlah Terang" was adopted from ?

- a. Kartini spirit
- b. Kartini motto
- c. Kartini dreams
- d. Kartini statement



Documentation

Class VIII.B







Teaching Procces



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 981 TAHUN 2021
TENTANG

PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025 04 2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
- MEMUTUSKAN
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
- Kesatu : Menunjuk saudara; 1. Drs. Ismail Latif, M.M
2. Dr. Magdhalena Tjalla, M.Hum
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Nunsneni
NIM : 17.1300.059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Increasing Vocabulary Mastery by Using Articles at SMPN 1 Malwa
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi,
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 26 Maret 2021

Dekan,


H. Saepudin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iaainpare.ac.id, email: mail@iaainpare.ac.id

Nomor : B.2425/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Enrekang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kab. Enrekang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurisneni
Tempat/Tgl. Lahir : Buttu, 12 Desember 1998
NIM : 17.1300.059
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Buttu, Desa Rajang, Kec. Lembang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul **"Indetifyng Students Vocabulary Mastery By Using Newspaper Article At SMPN 1 Maiwa Kabupaten Enrekang"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 13 Juli 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079
ENREKANG

Enrekang, 18 Juli 2022

Kepada

Yth. Kepala SMPN 1 Maiwa

Di

Kec. Maiwa

Nomor : 433/DPMTSP/IP/VII/2022

Lampiran : -

Perihal : Izin Penelitian

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Parepare, Nomor: B.2425/In.39.5.1/PP.00.9/07/2022 tanggal 13 Juli 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : **Nuriseni**
Tempat Tanggal Lahir : Buttu, 12 Desember 1998
Instansi/Pekerjaan : Mahasiswi
Alamat : Buttu Desa Rajang Kec. Lembang Pinrang

Bermaksud akan mengadakan penelitian di daerah/kantor saudara dalam rangka penyusunan skripsi dengan judul: **"Indetifyng Students Vocabulary Mastery By Using Newspaper Article At SMPN 1 Maiwa Kabupaten Enrekang"**.

Dilaksanakan mulai, Tanggal 19 Juli 2022 s/d 19 Agustus 2022

Pengikut/Anggota : -

Pada Prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) berkas fotocopy hasil skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian

A.n. BUPATI ENREKANG

Kepala DPM PTSP Kab. Enrekang



Dr. J. CHAIDAR BUTU, ST.,MT

Pangkat: Pembina Tk. I

NIP. 19750528 200212 1 005

Tembusan Yth :

01. Bupati Enrekang (Sebagai Laporan).
02. Kepala BAKESBANG POL Kab. Enrekang.
03. Kepala DISDIKBUD Kab. Enrekang.
04. Camat Malwa.
05. Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Parepare.
06. Yang Bersangkutan (**Nuriseni**).
07. Perteinggal.



**PEMERINTAH KABUPATEN ENREKANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 MAIWA**

AKREDITASI : B

NSS : 201191620303

NPSN : 40305800

Jl. Jend. Sudirman No. 47 Maroangin Telp. (0421) 3681053 Kode Pos 91761

SURAT KETERANGAN
NO. 302/088/SMP.1.MW/IX/2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Maiwa, Kab. Enrekang menerangkan bahwa :

Nama : NURISNENI
NIM : 17.1300.059
Tempat Tanggal Lahir : Buttu, 12 Desember 1998
Program Studi : Pendidikan Bahasa Inggris (S1)

Benar telah melakukan penelitian dalam rangka penyelesaian studi (skripsi) mahasiswa Program Sarjana (S1) pada SMP Negeri 1 Maiwa dengan judul :

“Indetifyng Student Vocabulary Master By Using Newspaper Article At SMPN 1 MAIWA Kabupaten Enrekang”.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Maroangin, 7 September 2022



Almas Muhammad Nur, S.Pd., M.Pd.
NIP. 197105061995121002

CURRICULUM VITAE



The author's full name is NURISNENI, born in Buttu on December 12, 1998, born as the second of 3 children and a father named Anwar and a mother named Nursiah. The author started her education from kindergarten (kindergarten) in the Lembang subdistrict, Pinrang district, South Sulawesi province in 2004 and graduated in 2005, in the same year the author continued her education at the 272 State Elementary School in the district. Pinrang and graduated in 2011, then in the same year the writer continued her education at SMPN 3 Lembang and graduated in 2014. Then continued her education at SMAN 8 Pinrang and graduated in 2017. After graduating the writer continued her education at IAIN Parepare through the Test and accepted as a student of IAIN Parepare, Faculty of Tarbiyah, English Education Study Program and completed her study with the title " Identifying Studens Vocabulary Mastery by Using Newspaper Articles at SMPN 1 Maiwa Kabupaten Enrekang.