

USING THE JAKARTA POST ARTICLE AS MEDIA TO INCREASE STUDENTS' VOCABULARY IN SPEAKING CLASSROOM

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Abstract

The research focused on increasing students' vocabulary in the speaking classroom by using the Jakarta post article as media. Besides, the research was conducted for finding out how the Jakarta post article contributes the development of students' vocabulary in the speaking classroom. It is an action research on the students' second semester of English Language Education of Universitas Islam Syekh Yusuf in academic years 2017-2018. As we know that speaking is one of ways to communicate, it is used to interact in social community. However, it is very hard for the students to speak English. It was because the students did not have many vocabularies to compose the sentence. Therefore, writer tried to use the Jakarta post article as media to increase the students' vocabularies in the speaking classroom. This research is quantitative research. The writer used SPSS version 24 to calculate the data to know the significantly result. The research findings showed that students' vocabulary in the speaking classroom increased after using the Jakarta post article as media. Based on the result of output test statistic in Mann-Whitney that showed the result score Asymp. Sig (2-tailed) 0.029 was smaller than probability score 0.05. It was concluded that using the Jakarta post article as media has given contribution to increase the students' vocabulary in the speaking classroom.

Keywords: Vocabulary, Speaking, Jakarta Post Article

INTRODUCTION

Speaking is a human needed for communication with other people. Hornby (2005:1467) states that "Speaking is used to show that what you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something". It can be inferred, speaking is used to interact with others, by speaking people can describe things, communicate each other, and also can entertain people with jokes. In another word, speaking is a key for communication. Unfortunately, Most of the students still found difficult to speak English. They sometimes find the difficulty to clarify what they want to say, they are missing the

vocabularies when they are speaking with their friend. While Richards (2008) claims that "there are some typical learner's problems in speaking. Those problems are lack of vocabulary needed to talk, poor in grammar, and poor in pronunciation." Based on the Richard's theory vocabulary is also one of the problems in speaking. In the view of Adam (2016) "lack of vocabulary knowledge hinders the real communication of EFL learners to a great extent. Hence, it is predictable that undergraduate EFL learners should have the appropriate vocabulary knowledge." Therefore, vocabulary is one of the main problem for students. Schmitt (2008) explained that "vocabulary is essential

as it is a vital indication of language proficiency.” Learning vocabulary is one of main purposes before learning four skills; those are speaking, listening, reading and writing. The students would get easy to learn other skills if they mastered in vocabularies. Agustina (2015:52-57) concluded that in learning foreign language mastering vocabularies becomes one of the important keys to understand English in order we can comprehend the four skills, they are speaking, writing, reading, and listening. Without having many vocabularies, it will be very impossible for the learners can understand the foreign language.”

Some the theories have explained above that vocabulary is how important to learn all the skills, especially for speaking skill. It plays important role in language learning. Therefore, we as teachers should be creative and have to be wise using media for teaching English vocabulary in speaking classroom.

As we know that there are many medium that have appeared in field of teaching structurally, but media that enrich vocabularies for students is still the conventional one. Therefore, the writer tried to use the Jakarta post article as media to increase the students’ vocabulary. The Jakarta post is an English news article. James (2008) on his journal said that news article can be used as resource or media to high level such as for advance and intermediate levels. It was because news article is the real issue in the world. It is one tool or media that can be used in teaching English. There are two kinds of the Jakarta post; they are printed and online. The writer used the Jakarta post article online as media. It make easy to get

by students. The students just download the Jakarta post’s application in the play store. The Jakarta post is also as authentic materials. Tomlinson (2008) puts “authenticity as one of requirements for good instructional materials. He states that with authentic materials, students get more opportunities to know the target language because authentic materials provide original expression and vocabulary used in the countries where English is used as a daily language”. It means that it is a readily available way of introducing students to real world issue, culture and other things in the classroom. There are some useful of using newspaper in the language classroom. They are:

1. Newspaper has many varieties of text type. It provides a natural source of varieties of written English which become interestingly for learning language.
2. It has many subject matters; such as about food, health, entertain, sport, culture, business, and politic. It make students have many knowledge about the issue. The newspaper also report the real-life events in the world.
3. It is used for the target language classroom. By using newspaper, the classroom would be particularly helpful for the students to understand English-language; such as grammatical, vocabulary, the content of the paragraph. It was because the source of newspaper is authentic materials.
4. It is used in most countries, so the students will get new content on a daily basis. It make the teachers easy to supply of teaching materials to develop the students’ language skills.

Based on the arguments above, it is reasonably assumed that the Jakarta post article is good contribution to increase the students' vocabulary in the speaking classroom. It is expected that after reading the Jakarta post article, students are able to increase their vocabulary to improve their speaking skill.

METHODOLOGY

The research was conducted at the second semester of Universitas Islam-Syekh Yusuf Tangerang. The population of this study is the second semester of students in English language education major in academic year 2017/2018. There are 81 students which divided into 3 classes; A, B and C. The writer took two classes as samples of this study, Class B as the experimental group and class A as the control group. Both of the groups were given the different treatment in learning process. In the experimental class the writer used the Jakarta post news article as media while in control class used a book "Basic Speaking Skills" as the media, the outhor of book is Otong Setiawan Dj.

The method of collecting data that the writer used in this study was test. It should be applied in conducting the research in order to get the appropriate result of the research. The method of collecting data in this research was pre-test and post-test. Pre-test was given to identify the students' vocabulary achievement before giving the treatment. In this test, the students were asked to do speaking in front of the class, while post-test was conducted to know the improvement the students' vocabulary achievement after the treatment done. The students were asked to retell the information from the Jakarta posts article which they had read before. The result

of the test would be processed by using statistical calculation IBM SPSS version 24.

The method of the research is quantitative research, and the writer used classroom action research. Bell, (2005:4) defined action research is inquiry or research which focused on the efforts to improve the quality of organization and its performance. This action research was conducted especially to solve the students' vocabulary in the speaking classroom. After learning vocabulary using the Jakarta post article as media, the students were expected to be able to speak English well.

In implementing the Jakarta post article in a speaking classroom as media is to increase their vocabulary size. To achieve the goal, the title of Jakarta post that suits students' life style is selected. For the technique, the teacher designed a set of activity to be done in the classroom. First, the teacher selected some the title of the Jakarta post, they are consist of five topics differences to be read by the students per week outside the class. Such as; food, entertainment, health, education, and technology. Second, in every meeting, students were put in small groups to have a discussion some vocabularies related to assigned issue they had read in the Jakarta post news article. Third, the teacher asked students to write some vocabularies that they got from their reading the Jakarta post news article. Fourth, the teacher asked students to do the dialogue with their partner about some the issues, it was done to know whether their vocabularies increased after reading the Jakarta post news article. Fifth, the teacher created an activity to help students more understand the news in the Jakarta post article so that they could relate it to their own

real life. After that the teacher asked students to retell the information which they have read before.

FINDING AND DISCUSSION

Result of Pre-Test in experimental and control group

Pre-test was conducted at both experimental and control group. This test was done to know the students' vocabulary achievement. Moreover, the result of pre-test in also used

as a guidance for students to use the Jakarta post article as media at experimental group.

In analyzing the data, the writer used the real score of the students. It was obtained to look for the difference between the pre-test and post-test score of each group. The result of the descriptive statistics analysis of the pre-test's score were seen in the following table:

Table 1 Result of Pre-test in experimental and control group

	N	Min	Max	Sum	Mean
Experimental	31	62	75	2146	69.23
Control	26	60	80	1764	67.85
Valid N	26				

The table above showed that both the experimental and control group had difference minimum and maximum score. From the table 1, the total pre-test scores of the students in experimental group were 2146 and the mean was 69.23; with the minimum sore was 62 and maximum score was 75. While the total pre-test scores of the students in control group were 1764 and the mean was 67.85; with the minimum score was 60 and

maximum score was 80. In order to find out the result of the data analysis, the descriptive statistics analysis of post-test score was also important.

Result of post – test in experimental and control group

After conducting the descriptive analysis of the post-test score, the result could be seen in the following table:

Table 2 Result of Post-test in experimental and control groups

	N	Min	Max	Sum	Mean
Experimental	31	70	90	2420	78.06
Control	26	65	85	1935	74.42
Valid N	26				

The result was different from the previous result, in this table all aspects show different result. The minimum, maximum and the mean of the data were different. The experimental group had higher result in every aspects than the control group. From the calculation of the test result, the total post-test scores of the students in experimental

group were 2420 and the mean was 78.06; with the minimum score was 70 and the maximum score was 90. While the total post-test scores of students in control group were 1935 and the mean 74.42; with the minimum score was 65 and the maximum score was 85. The difference means between experimental and control group were 364 which indicated

the significant difference between experimental and control group. Thus, based on the significant difference from both groups, it can be concluded that after the treatment, the enhancement for each group were quite different.

The Test of the Analysis Assumptions

Before the writer conducted the testing and analyzing the data, needed to know whether the data was normal and homogeneity.

a. Test of Normality

To know the data was normally distributed or not, the writer should count the normality test. The data processed in the calculation of normality test using Liliefors in SPSS version 24. The complete result of testing can be seen in a table as follows:

Table 3 Result of Test Normality

Groups	Kolmogrov-Smirnov ^a			Shapiro-Wilk		
	Statistic	D	Sig.	Statistic	d	Sig.
Experimental	.261	3	.00	.871	3	.00
Control	.259	2	.00	.788	2	.00
		6	0		6	0

Liliefors Significance Correction

The table above showed that significant value of experimental group was .001, while the significant of value of control group was .000.

Based on testing criteria, if the significant score is more than 0.05. it means that the data is normal distribution, and if the significant score was less than 0.05. It means that the data is not normal distribution. It can be concluded that the data of both groups were not normally distributed. Because the

significant value of experimental and control groups were less than 0.05.

b. Test of Homogeneity

To test of data homogeneity, the writer also used SPSS version 24. The complete result can be seen as follow:

Table 4 Result Test of Homogeneity

Levene Statistic	df1	df2	Sig.
5.548	1	55	.022

The data above showed that the significant score was .022. Based on the testing criteria if significant score < 0.05 it means the data is not same variant group, and if significant score > 0.05. It means the data is the same variant group. The result of the test shows that the population variant is not homogenous.

c. Testing of Hypothesis

Because the data was not normally distribution, so test of the data hypothesis used non parametric test. It was Mann Whitney test. The result testing of hypothesis showed the following table:

Table 5 Result Test of Statistic Mann-Whitney

	Result
Mann-Whitney U	273.000
Wilcoxon W	624.000
Z	-2.186
Asymp. Sig. (2-tailed)	.029

Grouping variable: Class

Based on the result of output test statistic in Mann-Whitney that showed the result score Asymp. Sig (2-tailed) 0.029 was smaller than probability score 0.05. It was concluded that Ha was accepted. In other words there was a significant positive effect of using the Jakarta

post article as media to improve students' vocabulary in speaking classroom.

CONCLUSION

Vocabulary is a skill which should be owned by the students who intend to understand and comprehend English especially for speaking. When the students talk with the other person they didn't need preparation, they must speak directly. So if they didn't have enough vocabularies, communication won't be run on. Maybe the student will be listener only. Many medium which can be used to increase students' vocabulary. One of them is Jakarta post article. It is one of the authentic material. By authentic materials, the students get more opportunities to know the target language because authentic materials provide original expression and vocabulary used in the countries where English is used as a daily language. The Jakarta post article also is easy to access, the teacher and students just access by their smartphone.

Purpose of the research is to measure the effectiveness of the implementation of the Jakarta post article as media to improve students' vocabulary in speaking classroom at the second semester students' English language education major Universitas Islam Syekh Yusuf in the academic year 2017/2018, and to know the significant achievement difference of the students who were taught using media the Jakarta post article and those who were taught using a book "Basic Speaking Skill".

This study shows that there are some conclusion that can be drawn. First, the students in the experimental group increased their vocabulary better than before treatment.

It can be seen from the score of the pre-test and the post test. The score of pre-test 69.23, and post-test 78.06, it shows that the score of post-test is higher than pre-test. Second, the students in the control group also increased their vocabulary better than before treatment. It can be seen from the score pre-test 67.85, and post-test 74.42, it shows that the score of post-test is higher than pre-test. When the writer compared the post-test of experimental group and control group. They have difference score, the experimental group has higher score than the control group. It shows the score of experimental group is 78.06, while the score of control groups is 74.42. It could be concluded that experimental group has higher increase than the control group. Therefore, the implementation of the Jakarta post article as media was effective for learning vocabulary in speaking classroom. Finally, it was proved by the result of output test statistic in Mann-Whitney also showed that there was a significant positive effect of using the Jakarta post article as media to improve students' vocabulary in speaking classroom. It was proved by the result score Asymp significant value (2-tailed) 0.029 was smaller than probability score 0.05.

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