

# IMPROVING STUDENTS' VOCABULARY BY MAKING CLIPPING AS NEWS READER OF FIRST SCIENCE CLASS

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## Abstract

Several problems of Vocabulary are found in the first science class in SMAN 2 Pamekasan. The students' felt bored to study and difficult to memorize vocabulary are general problem. To solve the problems an action research was conducted by the researcher and the teacher by using clipping as news reader to develop students' vocabulary. Therefore, the problem of this research is about how the clipping implementation as news reader can develop students' vocabulary. And the aim was to develop students' vocabulary in English. Based on the result of test in In the preliminary study there was 21% only who passed, in cycle 1 students get achievement 42% (10 students) who passed the minimum score (KKM, 75), it was increased to the second cycle 92 % (22 Students) who passed the target score (KKM, 75) and there 2 students only who were still failed. So the researcher and teacher decided that the implementation of making clipping as news reader technique can develop students' vocabulary of first science class in SMAN 2 Pamekasan.

**Keywords:** Making Clipping, News Reader, Vocabulary, Science Class

## INTRODUCTION

Language is at the center of human life. It is one of the most important ways to express our love or hate for people. We use language for planning our life and remembering our past. We exchange ideas and experiences through language. Language forms the significant aspect of both verbal and written communication (Bhaskar & Sahana, 2019). Language is one of the abilities that every human being has to have to communicate. One of the languages that must be learned is English because English is an International language (Tambaritji & Atmawidjaja, 2020). In learning an English language many people have different ways. One of the easy way that is add the vocabulary everyday. Vocabulary states as a basic component in learning a new language. Even in English vocabulary many people still need dictionaries to help them knowing more about English. The importance of language element is vocabulary because it is the vital organ of language (La Aba, 2019) Vocabulary also states as a big problem in learning English. The most important thing in learning a language is about vocabulary. According to ((Ur, 2019) vocabulary can be defined, roughly, as word that we teach in foreign languages.

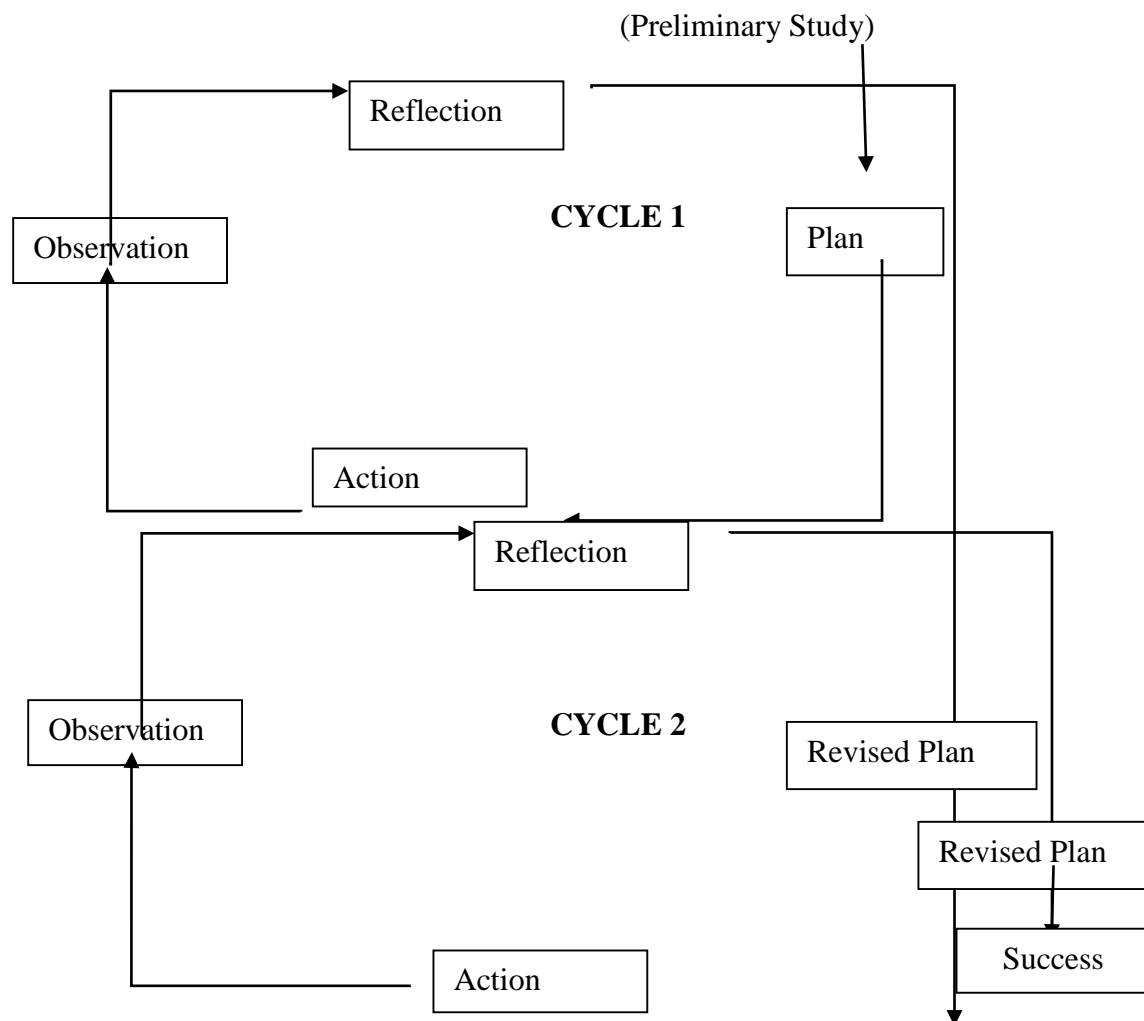
Here, the students of first science class especially the second grade as the focus of this study to be measure by using clipping as news reader in study English. The second grade of first science class has been chosen because this class has low attention in English subject. So that the technique of making clipping use in this study to help the students improve their vocabulary. Clipping is one ways that can be good technique in improving students vocabulary because they can collected and make a list of vocabulary by making clipping. According to (Harmer, 2007) There are many reasons for getting students to masrering vocabulary, both in and outside class. Firstly, clipping gives them more 'thinking time' than they get when they attempt spontaneous

conversation. Clipping contributes many unfamiliar words from language source to the target language. Making clipping also can give the opportunity to get some knowledge and information that is useful for us, beside that they, clipping also can communicate with others without face to face directly but they just use words that they write on a piece of paper, because from the clipping paper the reader and the vocabulary collector will get the idea, opinion, and information from the writer's article in the media (News paper, magazine, book, etc). In addition, according to (Pardede, 2012) give the reason that the idea of clipping is the most suitable literary genre to use in English teaching due to its shortness is supported. It is also stated that clipping can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter. Short story as a model occurs when students writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. there is any significant effect of interaction among teaching method and learning styles on students' learning English achievement (Munir et al., 2019).

## METHOD

This research was conducted at first science class at SMAN 2 Pamekasan. The subjects were second grade students consist of 24 students. Classroom action research (CAR) with a collaborative action approach was collected for this study for two reasons: first, classroom action research is effective in bridging the gap between theories and practices; and second, it is useful for analyzing problems in their practical or situational context, providing a real insight into a decisive action to solve them ((Kurniawan, 2019). The action would be done in this research emphasize on clipping material because it was very advantageous for the students in increasing the students' vocabulary mastery, where vocabulary need percentage model in giving deeply understanding to the students about English learning. Based on the approach of this research namely qualitative descriptive with the kind was classroom action research, so that the attendance of the researcher in the research field was emphasized because the researcher as observer, evaluator and the report maker (Arikunto, 2002).

In this research, the researcher was helped by the English teacher. The researcher observed the activity between the students and the teacher. And the teacher made lesson plan and the researcher as the instructor, the data collector, analyzed the data, and make the report to be presented. The data gotten from this research was the data from the daily test of the students from each cycle, the source of the data in this research was the students of SMAN 2 Pamekasan as the subject of the research. To collect the data in classroom action research, the researcher used instruments of the research, the instruments used in this research are daily test, and observation sheets. The design of the research referred to (Kemmis, Stephen, McTaggart, 1988) by having four components namely; *plan*, *action*, *observation*, and *reflection*. The four components can be shown in form of spiral below:



**Figure 3.1: The Research Design**

## RESULTS AND DISCUSSION

### Results

The researcher found that the students lack in mastering new vocabularies, the researcher observed the instructional activities which were done by the teacher. Based on the findings observation, the researcher concluded that the students faced difficulties in mastering vocabularies. Therefore, the researcher and collaborator (the real teacher) tried to find a good solution to solve the problems. To prove the result of the interview that the students' low in mastering vocabulary skill, the researcher gave pre-test to the students', in pre-test the researcher gave the students a topic and got the students to find new vocabularies with their friends. The pre-test was conducted on 23<sup>rd</sup> June 2021.

Based on the preliminary study, researcher decided that students really had difficulties in mastering new vocabularies; it is caused by the lack of vocabulary method in the classroom. That is the cause so that make the students felt difficult when they want to memorize new vocabularies.

The percentage of the criteria of success the researcher used formula:

$$M = \frac{\sum x}{N}$$

M = Mean

$\sum x$  = Individual Score

N = Number of Students

The researcher gets score from the cycles conducted in the research. The mean of score from first cycle will be compared with mean of second cycle. It's to know how far the progress of students in this research.

The percentage of the criteria of success the researcher used formula:

$$P = \frac{n}{N} \times 100\%$$

P = Percentage mastery of student learning

n = number of students who complete learning

N = Total number of students

## Cycle 1

### Planning

The action planning which was done in the first cycle namely:

1. Make the lesson plan (RPP) and the research instrument like observation sheet and clipping material as the media would be used, the students' task and the score sheet
2. Make a deviation between the researcher and the observer in this case the English teacher. The researcher as the action implementer and the observer was the English teacher which had duty to fill the observation sheet.
3. Prepare the students in order that they could feel comfort to have teaching and learning process.

### Acting

1. The researcher asked the students,
2. The English teacher tried to build the students' knowledge by having some question to the English teacher
3. The English teacher teaches the students
4. The English teacher clipping as the technique in this time  
And the students have activity as the following
  - a. The students tried to listen to the material given by the English teacher
  - b. The students try to comprehend the clipping used in the class
  - c. The students tried to make clipping based on the instruction given by the English teacher
  - d. The students discussed with the teacher (researcher) who would be the first.

- e. After that the students presents the reading news material by using clipping of the students.
- f. The students identify the unfamiliar and vocabulary collection.

### Observing

During teaching and learning process, it conducted observation and the evaluation toward the teacher and the students. Observation and evaluation toward the teacher conducted by the English teacher in this case observer. The observer filled the observation sheet “using clipping material technique in teaching vocabulary mastery. The overall activity in teaching and learning process running well as enclosed , in teaching activity conducted, the teacher as the researcher and perform as well conform to the teaching and learning by using clipping material.

The observation and evaluation to the students conducted by observer in the first cycle but not all of the students understand the teaching and learning process and the used of clipping material in teaching reading. The result of the students score was not satisfied, so that it need to be conducted the next cycle.

The score list is as below:

No	Name	Score of Each Criteria				Final Total
		Making Clipping	News Reader Presentation	Influence	Vocabulary and Material Mastery	
1	A F.	40	5	5	10	60
2	D E P.	50	10	10	10	80*
3	E L N.	50	3	5	10	68
4	L D W.	50	10	10	10	90*
5	Z M	40	10	10	20	80*
6	D A P.	50	5	10	8	68
7	R E	50	10	5	10	75*
8	S M	50	5	10	10	75*
9	M R T	40	10	10	15	75*
10	S N L.	40	5	10	10	65
11	M H.	40	10	10	15	75*
12	T D S.	50	5	10	10	75*
13	V B S.	30	10	5	10	55
14	N W. A.	40	5	5	10	60
15	I Z. W.	40	5	5	5	55
16	I A M.	30	10	5	10	55
17	N E A. N.	40	5	10	5	60

18	S M	40	5	10	10	65
19	D A P.	40	5	5	10	60
20	L H	40	10	5	10	65
21	Y Y H.	40	5	5	10	60
22	G D FH.	30	5	5	5	45
23	S A P.	50	5	10	10	75*
24	M R. C	50	10	10	10	80*
<b>Total</b>						<b>1.621</b>
<b>Mean</b>						<b>67,5</b>

**Table 4.2: The Students' Score of Each Criteria In Cycle 1**

The first step is to get the mean score of the class in cycle I. It is calculated as following:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1621}{24}$$

$$M = 67,5$$

Based on the result of the cycle I, the data showed that the mean score of the test of cycle I was 67,5.

The second step to know the percentage of student's score who passed KKM (75) post-test in cycle I. It is calculated by using:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{24} \times 100\%$$

$$P = 42\%$$

From that calculation, the class percentage which passed the KKM is 10 students of 24 students. And there are 7 students are under the KKM. From that analyzing, it could be seen that almost of the first Grade students vocabulary mastery was still low.

### Reflecting

After the English teacher conducted evaluation in the first cycle, the result of the students task is not satisfactory so that the next step is conducting the second cycle, it is done to get accurate

data either the students get better skill in reading after using clipping material or clipping material does not give any effect on the students skill. If based on the result of observation which was done by the researcher, the English teacher need to mend some things about the teaching and learning especially in vocabulary mastery which has been conducted by the English teacher, some things that should be mended by the English teacher namely:

- 1). The researcher needed to develop the clipping material more carefully in order that the students can be easy in understanding the text
- 2). The researcher should give a chance to the students to ask and make an clipping material
- 3). The researcher should give motivation and homework to the students in order that the students can get deeply understanding about the material given by the English teacher of SMAN 2 Pamekasan
- 4). If Some of the students were lack of attention to the researcher explanation when the English teacher explain about vocabulary mastery and the average score is still low so that it does not achieve the minimal standard of the evaluation so that the next cycle is needed.

To solve the problems the researcher and the English teacher discussed to get the properest solution in the next teaching and learning in order that problem can not be repeated in the next cycle. And the English teacher tried to conduct the next cycle namely; the second cycle.

## **Cycle 2**

### **Planning**

The action planning would be done in using clipping material to increase the students skill in vocabulary mastery to the second grade of SMAN 2 Pamekasan in order that the students could make vocabulary mastery easily and the students could understand the generic structure automatically., the steps are:

- 1) The researcher and the English teacher developed the syllabus to be lesson plan which form some components namely; the school, the subject, (the subject, class, semester, competence standard, the basic competences, indicator, and time allocated), the goal of learning, the material, learning method, the steps of learning, learning source and evaluation and the guide of evaluation..
- 2) The researcher carried out the action conform to the lesson plan which had been arranged. In this case the researcher involve the collaborator to the implementation action.
- 3) The teacher analyzed the result of the students' skills in making vocabulary mastery.
- 4) The result of analyzing compared with the first result of the students task to know the effectiveness of using clipping material to increase the students vocabulary mastery before. The next steps were conducting reflection based on the result of observation conducted. If using clipping material evaluated doesn't give significance result, the collaborator give suggestion and the English teacher make a mend steps to be done in the next cycle.
- 5) The researcher did preplanning to plan the action will be conducted in the next cycle based on the reflection with collaborator..
- 6) The researcher carried out the second cycle to action planning which has been arranged.
- 7) The researcher analyzed the result of the students skill in vocabulary mastery by using clipping material either they have used the right generic structure and make good vocabulary mastery or not
- 8) The result of data analyzed to the first test in the first cycle to know the effectiveness of using clipping material. The next step is making reflection based on the result observation conducted by collaborator. If the used of clipping material evaluated has



given significance influence conform to the mastery indicator, the research can be called over just make reflection to the students as subject of the research. But if the result doesn't show significance influence the English teacher make an reflection with collaborator to make re-planning which will be conducted in the next cycle

### Acting

In the step of action preparation, the researcher prepared the syllabus, lesson plan, instrument, learning source, learning media which used to support the effectiveness of the implementation action. In the implementation action, the researcher carried out the action based on the lesson plan. Mostly, the action conducted in every cycle conform to the lesson plan arranged before among other are:

#### The action step

- The students looked the text given by the English teacher
- The student develop the text by making clipping material
- The students answer the question available below the text
- The students analyze the generic structure of vocabulary mastery and the English teacher explanation to make vocabulary mastery.
- The English teacher asked the students about text especially vocabulary mastery.
- The researcher motivated the students to be persistence in comprehending the text.

### Closing

- The students and the researcher concluded how to answer the question by using clipping material.
- And the students and the researcher do reflection to know the students impression when the English teacher use clipping material to answer text.

### Observation

When the English teacher conducted the action, the English teacher observed the situation happened during teaching and learning process, the cases that should be observed by the observer among other are: 1) the students' response, 2) the change during teaching and learning process, 3) the teacher skills in teaching reading (vocabulary mastery) by using clipping material either in the first action or the last action in teaching and learning process, 4) the similarity between the lesson plan and the implementation, 5) the students' comprehension about vocabulary mastery and clipping material. It is shown that most of the students could develop their speaking skill. The students studied vocabulary more serious and more enthusiastic in learning vocabulary mastery in the class. Based on the result of cycle II above, it was concluded that the students' vocabulary mastery has been developed as the figure bellow:

Score of Each Criteria						
No	Name	Making Clipping	News Reader Presentation	Influence	Vocabulary and Material Mastery	Final Total
1	A F.	40	10	15	20	85*
2	D E P.	50	10	10	10	80*
3	E L N.	50	10	10	20	90*
4	L D W.	50	10	10	10	90*
5	Z M	40	10	10	20	80*
6	D A P.	50	10	10	15	85*



7	R E	50	10	10	10	75*
8	S M	50	5	10	10	75*
9	M R T	40	10	10	15	75*
10	S N L.	40	10	10	20	80*
11	M H.	40	10	10	15	75*
12	T D S.	50	5	10	10	75*
13	V B S.	50	10	10	10	80*
14	N W. A.	40	10	10	10	70
15	I Z. W.	40	10	10	20	80*
16	I A M.	50	10	5	10	75*
17	N E A. N.	40	10	10	10	70
18	S M	40	10	10	20	80*
19	D A P.	50	10	10	10	80*
20	L H	40	10	10	20	80*
21	Y Y H.	50	10	10	10	80*
22	G D F H.	50	10	10	10	80*
23	S A P.	50	5	10	10	75*
24	M R. C	50	10	10	10	80*
<b>Total</b>						<b>1.895</b>
<b>Mean</b>						<b>78,9</b>

**Table 4.3: Students' Score of Each Criteria**

The first step is to get the mean score of the class in cycle II. It is calculated as following:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.895}{24}$$

$$M = 78,9$$

Based on the result of the cycle II, the data showed that the mean score of the test of cycle II was 78,9.

The second step to know the percentage of student's score who passed KKM (75) post-test in cycle II. It is calculate by using:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{22}{24} \times 100\%$$

$$P = 90\%$$

From that calculation, the class percentage which pass the Criteria Minimum Score (KKM) are 22 students of 24 students. And there are 2 students are under the Criteria Minimum Score (KKM). It mean that 90% students passed from Criteria Minimum Score (KKM). It is shown that most of the students could develop their speaking skill. The students studied vocabulary more serious and more enthusiastic in learning vocabulary mastery in the class.

### Reflecting

In the second cycle, the result of students' target was done. The teacher and the researcher had discussed in order to get the reflection. Based on the result from cycle 2 the method of making clipping as news reader to develop Students' Vocabulary Mastery had got the target score, students had made reached the final score till 90% who passed the minimum criteria score which is 75.

### Discussion

The purpose of making clipping is to improve vocabulary mmastery, it is an important part of education. Students tend to learn many words from reading the clipping, spoken around it, and learn further words from the headline of the clipping. Therefor the researher wants the students to improve their vocabulary through being a news reader in front of the class to implement the clipping aannd vocabulary they have learned and collected. These are the process of Improving students' vocabulary mastery by making clipping as news reader, the researcher explained the material clearly by giving a text as an material, then researcher gave the item to be presented. Researcher asked the students each meaning of the vocabularies and the function of them. The researcher also gave some suggestions to the students in order to gain their particular knowledge. After giving a text the researcher gave the meaning into Indonesian language and the students write down in their books. The teacher divides each word on the text to type of word function and the meaning into the list of table and then the researcher gave conclusion.

### CONCLUSION

Improving students' vocabulary by making clipping as news reader can be unforgettable method and experience for both teacher and student. In fact, students can develop their vocabulary mastery after being taught by using this method. It can be seen by students' achievement in speaking test in each cycle. In the cycle I the average of the students' achievement was 67,5, in the cycle II the average of the students' achievement was 78,9. Students' vocabulary mastery increased as well as their motivation in mastering and they were interested in vocabulary collecting through this method. The result of the research shows that the students increase their vocabulary efficiently and effectively.

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