

Building Grade 10 students' Vocabulary Achievement Through Reading the News Paper at SMK 45 Lembang

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ABSTRACT

Using the newspaper as a medium of learning English is a unique way to stimulate students' interest in reading, since students at this age is a student who has dropped their interest in reading. Therefore, the researchers decided to use the newspaper as a medium to build students' vocabulary. Researcher chose participant in the study of class XB and XE in SMK 45 Lembang. The school gave these two classes as the sample, because believed that each class has the cognitive abilities and knowledge that are relatively equal. In this study, researchers randomly selected from among the two classes used as a sample for the Control and Experimental Class. As the result, researchers found class X E as Control class, and X B as an Experimental class. The study lasted for a full month, in which each class received different treatment. As a result, the Gain value of Experimental class is higher than the Control class. Moreover, based on the result of the data analysis with the Mann-Whitney U test method, it showed that that there were significant differences in Students' Vocabulary growth, between Control class and Experimental class. Based on the calculation of Non-parametric Mann-Whitney U test, the gain data between Experimental Class and Control Class show the value of Asymp Sig. (0.000), $Z\alpha$ (0.05) and the value of Z (4.847). $Z\alpha$ (1.96). Therefore, it can be concluded that the method of using newspaper as a teaching material has a positive impact in the absorption and growth in students' vocabulary.

Keywords: vocabulary achievement, reading, newspaper

INTRODUCTION

“Now a days, the mastery of English competence is needed in facing the globalizations era. That makes the government of Indonesia do some efforts. One of them is by promoting English as a local content at elementary school, to start the proficiency of English from the early age. Therefore in Indonesia, English is viewed not only as an indispensable vehicle of access to

scholarly disciplines but also as a medium for international communications as mentioned by Katemba (2013).

Today, there are many problems in education. The problems occur not only in terms of the government's limited funds to provide adequate facilities for the school and students, or the moral decline of students, which recently became widespread in media discussion because of frequent fights among school students, but also from what might be considered important by most people, that is about the students' interest in reading especially reading when the text is written or printed in English. This problem actually will have a considerable impact on the continuity of education, especially in Indonesia.

One of the consequences of the reading problem it will decrease student's interest in a literary quality. The researcher's argument is that it is impossible for someone who has not an interest in reading, will have a good insight in education. This will lead to poor quality of the paper to be produced, because a little insight will influence the content and scope of the writing itself, especially in English language education.

Furthermore, the researcher assumes that the lack of insight into a particular student in English, due to lack of vocabulary that is owned by the students. As explained above, the lack of insight due to student disinterest in reading will result in a lack of quality writing produced. Well, the poor quality of the writing is the result of lack of vocabulary owned by a student or a writer. For example, according to Time4writing.com that the researcher cited on November 18, 2012 depicts a writer as a mechanic. In addition, every good mechanic definitely has a mailbox full of tools. Some tools are more commonly used more than others are, but of course, each of those tools has a specific purpose. It has the same idea with the chef who has a lot of menus and ingredients that contained in the menu. Some ingredients are more commonly used than other ingredients, but each ingredient has a specific purpose, such as the use of chili intended to make the food spicier and people who eat it will be more excited.

In much the same way, writer or student has a "recipe". This "recipe" is continually increasing and filled with items like grammar, punctuation, and other things, especially vocabulary. Just as a good chef can choose the right groceries or ingredients to make a tasty food even more tasteful or delicious, a good writer can choose the right words to make their writing even more "tasteful". Moreover, one "recipe" that can "flavor" the writing is a strong vocabulary. Time4writing.com stated that people use either spoken or written words every single day to communicate ideas, thoughts, and emotions to those around us. In addition, the most important thing to make them successful in conveying their ideas is vocabulary.

When students face a writing assignment, a good vocabulary is an important tool. If they have several synonyms in their repertoire ("recipe"), they will be able to choose the best word for the job. For example, if students use a word like "stuff" or "things", when they write an essay, then their writing will become 'tasteless' or flat.

Here is an example: @Poor: People do a lot of things @ Better: People perform a lot of tasks

That is why the researcher argues that it is impossible for them to have a good "recipe" if they do not have an interest in reading. One cause of the lack of student interest in reading is because they spend more time to other things that they consider more attractive. One of them is to open social networking sites like Facebook and Twitter. It cannot be denied, that there are also important and actual information that these sites provide, but they usually did not read it. Based on the data that the researcher gets from Ipsos survey on October 4, 2012 it was stated that there are 64 percent's habits of internet users aged 15-29 years in Indonesia, just open the social networking site to chat with friends and update their status.

Therefore, in the researcher's opinion, one way to build vocabulary is to get them interested in reading. One good medium for students to read is the newspaper, either the printed or online newspapers on the internet or what we now call e-Paper or electronic newspapers.

The reason why the researcher chose newspapers as a medium to attract interest in reading for students, especially to build their vocabulary, is that the newspapers have many advantages over printed books or textbooks. One of the advantages of newspapers that a printed book is a material that is always updated everyday, while the printed book is to be revised every five years.

Moreover, newspapers serve us with all kinds of news. People can understand the newspaper because they have a general capability of a language. Anisha (2011) stated that it is quite possible to teach English with the help of the Newspaper.

We can use the language written by experts in the newspapers to teach and improve language, especially to build students vocabulary. According to Anisha (2011), teaching through newspapers is effective because they stimulate content learning and improve language skills. At this time, the newspaper has been used widely in many countries as one instrument in teaching the English language, as it is considered more economical than textbooks and LKS (students' worksheet), which trigger high school students to be indolent in reading. Some articles on education in Indonesia have recently argued that the LKS triggered students to be lazy in reading.

LKS is a summary of some of the lessons at the same time also contents sheets questions that should be done by the students. In the research's opinion, the reason why LKS cause students to be lazy to read a printed book is because LKS provides the instant information that the students needed in their lessons. This makes the students become accustomed to instant information and felt that was enough information for them to do the tasks given by the teachers, without the desire to underrated the lesson deeper. This is one of the factors that cause shallow understanding of the students in their lesson. Atmojo (2011), in his article said that LKS reduce the thought ability of the students. Another article on Malang-Post.com also show the same idea that LKS gives the student instant information without giving them a chance to evaluate and conclude the lesson by their own. It makes the student to just memorize the lesson but not comprehend the lesson.

Back on the newspaper again, Anisha (2011) stated that newspapers are a flexible and adaptable learning resource that can be used effectively in almost all subject and in any instructional situation.

Newspapers are much more current than course books as they make an excellent springboard for lessons, and they reargue different types of language (arrives, stories, problem-page letters, advertising, reports, weather forecasting, horoscopes, spiritual nuggets, reviews, etc.). This makes the newspaper has many advantages when compared to textbooks, because the newspaper proved many up-to-date references. Moreover, there is always a place in newspaper columns to add interesting information and replace the old columns of the newspaper with the new one in order to adjust the reader's desire.

Research Question

Based on the background that the researcher described, the researcher wishes to make a comparison between learning English by using regular methods and learning English by using the newspaper as a learning tool and material. In addition, based on this conceptual background the question can be formulated as follows:

Is there a significant improvement in student's vocabulary achievement after using newspaper as teaching material?

Obviously, the question will be examined by conducting a paired samples t-test. The researcher will also dispose of learning methods that will use the newspaper as learning material to the fullest, and not just as reading material.

Purpose of the study

In general, the purpose of this research is to search for more information on vocabulary mastery by using newspaper as a teaching material in Grade 10 students, in order to know exactly the extent of use of newspaper as a teaching material is able to provide an improvement in student's vocabulary. This study especially intended to identify the known vocabulary at grade 10 before using the newspaper as teaching material. Also, it analyzed the extent to which an increase in vocabulary of Grade 10 students through newspaper use as a teaching materials

Significance of the Study

Theoretically, this research is expected to contribute to the application of the theory of the use of newspapers as teaching materials, especially in learning English as a foreign language for Indonesia students. In this study also, it can be concluded that the use of newspapers as teaching materials, can provide benefits to the advancement of language, especially in English education.

In practical, the results of this study are expected to provide benefits to students, teachers and researchers who discuss the same thing. This study benefits the following:

- a. For Students: It is expected to help students learn vocabulary in a way that is good and fun through the newspaper.
- b. For Teachers: the results of this study are expected to provide a better understanding of the advantages of learning vocabulary by using newspapers as teaching materials.
- c. For the Schools: This research is expected to urge the schools to provide high quality literature in schools, and to make a requirement for students to read at least the daily newspapers and at least two books in a semester.
- d. For other Researchers: this study can be used as a reference in conducting other study to get a better in a different level of students to get a better result.

This study is expected to give inspiration for English teachers to encourage students to re-familiarize reading as a critical need, especially in improving vocabulary of the students.

Scope and Limitation

This study focuses on examining the impact of the grade 10 students in reading the newspaper, as an instrument and learning the English language, especially for the development of their vocabulary by using the newspaper as a learning tool. The researcher examined the effects of grade 10 students to read newspapers in grammar and other areas in learning English.

Hypothesis

The hypothesis of the study is constructed as follow:

Null Hypothesis (Ho): *There is no significant improvement in student's vocabulary achievement after using newspaper as teaching material*

μ Experimental class = μ Control class

Alternative Hypothesis (Ha): *There is a significant improvement in student's vocabulary achievement after using newspaper as teaching material?*

METHODS

Research Design

This study was carrying out with two groups pre-test and post-test design. In this experimental research, the implementation of using newspaper as a teaching material (independent variables) was monitor, and the impact of using Newspaper as a teaching material (dependent variables) was measure.

The vocabulary points in this research are English Academic situation. The method of this study using the pre-test and post-test, where one sample was gave a treatment. A pre-test and post-test are designed to be different. Pre-test was use to measure and equalize the two group's prior knowledge while the post-test is used for developmental differences in the two groups after the experimental group was given a treatment. The design of experiments is presented in the following table.

Table 1

Group	Pre-Test	Treatment	Post-Test
Experimnet	T1	X	T2
Control	T1	O	T2

Experimental design

Description:

X = Using Newspaper as teaching material

O = Not getting treatment (Normal class)

T = Test in the same proportion

Population and Sample

According to statistic Glossary, Population is the total of individual occupying an area or marketing up a whole. The population in this study was all students in grade 10 at SMK 45, Lembang in 2012-2013, which consists of 2 classes (84 students).

According to Statistic Glossary, Sample is limited number of observations selected from a population on a systematic or random basis, which (upon mathematical) yield generalizations about the population. This means that sample is the entities or observations randomly selected to represent the behavior and characteristic of the entire group (batch, group, population, or universe) they are associated with or from which they are drawn.

Sampling in this study has done purposively, and obtained samples of two classes, Class 10 B and 10 E. This is done so that students as sample are students who are taught by the same teacher in order to assure that both sample have the same level of knowledge and cognitive ability. Class X B used as an experimental class that receives a treatment of Newspaper, while class X E used as a control class that receives a conventional methods.

Location and Time of the Study

The researcher was conducted his study at SMK 45, Lembang during the second semester of 2012-2013 school years. The samples was selected from two classes of the grade 10 students, which is experimental class that use newspaper as teaching material and control class that use the traditional method. The experimental class was get the treatment as usual schedule i.e. on Wednesday at 16:00-17:00, and Thursday at 16:00-17:00

Variables and Research Instruments

The variable in this study, consisting of the independent variable, and dependent variable. The independent variable is the variable that affects or the cause. The independent variable in this study is a method of learning vocabulary by using the newspaper. The dependent variable is a variable that is a result of a cause. The dependent variable in this study is the result or the learning outcomes by using newspaper as teaching materials.

The research instrument is a data collection tool that was used to get the data in the study. The instrument used in this study is a test of student learning outcomes in the form of *Multiple-Choice*, and *Matching-Point*. Ten questions are included in Multiple-Choice and fifteen questions for Matching-Point test. One point was given in Multiple-Choice section for each question and two points was given in Matching-Point section, so the maximum score for the test is 40 points, and both the Pre-Test and Post-Test have same number of questions, which is 25 numbers.

Each correct answer was being given 1 score and incorrect answer was been given 0 score. The data was collect at the beginning (pre-test) before giving a treatment and at the end of the study (post-test), after giving the treatment.

Data gathering procedures

Data collected in the study was done by:
Observation

Observation was done to retrieve the data of students from the school in connection with the determination of the sample and the population. The observations in the form of the number of populations and samples, a list of students, duration of student learning, teachers who teach in schools, and the availability of facilities to support this research. The results of the observations is as the researcher expected, where there are adequate facilities such as LCD Projector and other learning tools that helps student to learn and absorb lessons maximally.

Testing procedures

The test is a series of questions or exercises and other tools used to measure skill, knowledge, intelligence, ability, or talent possessed by individuals groups (Arikunto, 2006). Test methods used to obtain data on student learning outcomes in the experimental group and the control group, which carried out the pre-test and posttest. In giving the test to the sample, the researcher used Two ways, namely *multiple choice, and matching*.

Pre-Test

In Pre-test step, the researcher has given 25 questions that consisting of 10 Multiple-choice questions and 15 Matching questions. Questions were taken from *PTK Guru SMK*, which have been standardized. As mentioned previously, the purpose of the Pre-Test is to know and measures the capabilities of both samples, and ensure that both groups have the same ability. The ascertainment of their capabilities and knowledge was intends to make sure that these two classes have value homogeneity.

Treatment

In giving the treatment, the researcher was use six methods gradually in each meeting for one month. Therefore, each method that was use was apply intensively and in accordance with the curriculum in order to assure that both samples get the same materials but with different methods. Below are six methods that was use as treatment to increase student's vocabulary that has discussed in the previous chapter.

- | | |
|----------------------|----------------------------|
| a. Identify the noun | d. Words and advertisement |
| b. Sports glossary | e. Daily puzzle |
| c. Look a say | f. Comic, and caricature |

Methods **a, b, c, d,** and **e**, was gave in class hour in 60 minutes and was matched with the applicable curriculum or has been used this time, while methods **f** was given as homework.

Post-Test

At the end of research, the research gave the students the Post-Test, that also Consisting 10 *Multiple-Choice* questions and 15 *Matching-Point*. The questions of Post-Test retrieved from *Bank Soal SMK Grade 10* that has been standardize. The Post-Test was given in order to measure how well the students engross the lessons during the treatment. Therefore, the questions that has given to both samples, is the questions that have the same amount and level of difficulty with the pre-test.

Data analysis

In this study, the data was obtained from the experimental class and the control class after class of the data is obtained, then the steps taken are as follows:

- a. Tabulating the data obtained
- b. Finding the mean value of each class

Normality Test

In testing the normality of the data that has been collect, the researcher has used the method of Shapiro-Wilk. Shapiro-Wilk method using a database that has not been processed in a frequency distribution table. The data has been sorted, and then divided into two groups to be converted in the Shapiro-Wilk. Transformation can also be continued in the Z value can be calculated for an area of the normal curve. Here is the formula:

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Description:

- D = According to the formula below
 = Coefficient of Shapiro Test
 X 1 = The First number on the data

$$D = \sum_{i=1}^n (X_i - X)^2$$

Description:

- X_i = The i number on the data, where,
 X = Data Average

$$G = b_n + c_n + \ln \left(\frac{T_3 - d_n}{1 - T_3} \right)$$

Description:

- G = Identical with Z value that normally distributed
 T₃ = According to the above formula
 B_n, c_n, d_n = Conversion of Shapiro-Wilk that close to normally distributed

Gain Test (Improved learning outcomes)

According to Savinainen & Scott (in Subbagyo, 2006), a score of pre-test and post-test that shows mastery of concepts can be analyzed to determine the gain or improvement by using the formula:

$$\text{Normalized gain (g)} = \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest scores}}$$

As has been describe earlier, the maximum score of the test is 40 points, so the formulation of the Gain is as follow:

$$\text{Normalized gain (g)} = \frac{\text{posttest score} - \text{pretest score}}{40 - \text{pretest scores}}$$

Savinainen & Scott classifies gain as follows:

$$g = \text{high: } g > 0.7; \quad \rightarrow \quad g = \text{Medium } 0.7 > g > 0.3 \quad \rightarrow \quad g = \text{low: } g < 0.3;$$

Hypothesis testing

The hypothesis to be tested is: $H_0 = \mu_1 = \mu_2$ & $H_a = \mu_1 \neq \mu_2$

Whereby:

μ_1 : average normalized gain experimental class student learning outcomes

μ_2 : average normalized gain control of a class of student learning outcomes

The statistic technique that was used to test this hypothesis is the analysis of the two-tailed test. The purpose of this test is to examine differences in the mean values of two independent samples that represent the two populations. Mann-Whitney U test was used on ordinal data (data in the form of rank). If the data is in interval/ratio form, it needs to be changed first into the ordinal data form (rank). Actually, if the data is in the form of ratio/interval and normally distributed, the researcher can use the independent sample t test, but in this case, the assumption of the t test was not met, because the data are not normally distributed, therefore, the researcher uses Mann-Whitney U test.

In general, the unpaired test is using unpaired Wilcoxon test, if the data to be processed are not eligible for the t test or Wilcoxon unpaired test. The unpaired Wilcoxon test can also be approximated by Z test (normal approach), this has been done by Mann and Whitney in 1947, Dodge (2013). This test method known as the Mann-Whitney unpaired test, which seeks to approach the mean and standard deviation of the normal distribution ($n_1 < n_2$) by the following formulas:

$$\mu = \frac{n_1(n_1+n_2+1)}{2} \quad \alpha = \sqrt{\frac{n_1n_2(n_1+n_2+1)}{12}} \quad Z_H = \frac{T - \mu}{\alpha}$$

Whereby T is the number of the ranking of the first treatment (T1) or second treatment (T2). In between T1 and T2 there is a relationship of equality, namely:

$$T_1 = n_1(n_1+n_2+1) - T_2$$

If $Z < Z_{\alpha=0.05}$, then H_0 is accepted ($P > 0.05$)

If $Z > Z_{\alpha=0.05}$, then H_0 is rejected ($P < 0.05$)

Ho (2006) stated that the Mann-Whitney U test is a nonparametric test that is used to find the significance difference between two samples when the data does not meet the assumptions for using the t test. It is often used in place of the t test for independent groups when there is an extreme violation of the normality assumption or when the data are scaled at a level that is not appropriate for the t test.

RESULT AND ANALYSIS OF DATA

Data obtained from the research is the value of Pre-Test of experimental class (Appendix 1), the value of Pre-Test of the control class (Appendix 1), the value of Post-Test of experimental class (Appendix 1), and the value of Post-Test of control class (Appendix 1). The results of tabulation of the four data can be seen in the table. Based on the calculation of the average and standard deviation of student learning outcomes has gained an average of the results of an experimental study of a class of student, for the Pre-Test the result is 25.44, and for the Post-Test the result is 27.79. While the average outcomes Control class student for Pre-Test is 24.60 aimed for Post-Test is 26.90. After that, the researcher has done the normality test on each of these data.

Normality test

Normality test is done by using the Shapiro-Wilk method with significance level $\alpha=0.005$ (Table 3-8). The results of calculations of data normality test Pre-test and Post-Test control and experimental classes can be seen in the table below.

Table 2

Kolmogorov – Smirnov^a		Shapiro-Wilk				
Pre-test	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.091	43	.200*	.981	43	.689

Normality Test of Pre-Test of Experimental Class

Data from Pre-test Experimental normally is distributed, because the Shapiro-Wilk table show the significance value $(0.689) > \alpha (0.05)$.

Table 3

Pre-test	Kolmogorov – Smirnov^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.098	43	.200*	.981	43	.687

Normality Test of Post-Test of Experimental Class

Data from Post-test Experimental normally distributed, because the data in the table show the value of the Shapiro-Wilk significance is (0.687) $> \alpha$ (0.05)

Table 4

Pre-test	Kolmogorov – Smirnov^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.175	43	.002	.924	43	.008

Normality Test of Gain of Experimental Class

Data of the Gain from the experimental class shows that it is not normally distributed, because the table above on Shapiro-Wilk show the significance is (0.008) $< \alpha$ (0.05)

Table 5

Pre-test	Kolmogorov – Smirnov^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig
Experimental Class	.175	43	.002	.175	43	.008

Normality Test of Post-Test of Control Class

Data of the Control Class's Pre-Test is not normally distributed, because on the Shapiro-Wilk table the value of significance is (0.008) $< \alpha$ (0.05).

Table 6

Kolmogorov – Smirnov^a	Shapiro-Wilk			Statistic	Df	Sig.
	Statistic	Df	Sig.			
Pre-test						
Experimental Class	.171	41	.004	.921	41	.007

 Normality Test of Post-Test of Control Class

Post-test data of the Control Class is not normally distributed, because the Shapiro-Wilk table show the value of the Significance is (0.007) $< \alpha$ (0.05).

Table 7

Kolmogorov – Smirnov^a	Shapiro-Wilk			Statistic	Df	Sig.
	Statistic	Df	Sig.			
Pre-test						
Experimental Class	.124	41	.113	.873	41	.000

 Normality Test of Post-Test of Control Class

The Gain data of the Control Class is not normally distributed, because the Shapiro-Wilk Table show that the value of the Significance is (0.000) $< \alpha$ (0.05).

Gain Test (Improved Learning Outcomes)

Gain test has been conducted on the experimental class and the control class based on the Value of Pre-test and Pro-test that was obtained on each class. Based on the results of the calculation of Gain Test student (Table 9 & 10), the researcher has obtained an average score gain for the experimental class is 0.176, while the average gain for the control class is 0.137.

Gain value on each class proved as not normally distributed based on the results of Normality Test from Experimental and Control Class (Table 6 & 8), so the researcher must use the Mann-Whitney U test to test the hypothesis that had been developed previously. Below are the brief results of the Gain Test between each class:

Table 8

Pre-Test	Post-Test	Gain
24.6098	26.902439	0.137073905

 Control Class

Table 9

Pre-Test	Post-Test	Gain
25.44186047	27.79069767	0.176145279

 Experimental Class

Hypothesis Testing

Because it proved that the value of the gain of the students do not normally distributed, The researcher had to perform hypothesis testing by using non-parametric Mann-Whitney U test Two-tailed test method. The result calculation Mann-Whitney U Test table can be seen below.

Table 10

Testing Methods	Gain
Mann-Whitney U	340.000
Wilcoxon W	1201.000
Z	-4.847
Asymp. Sig. (2-tailed)	Value p.000

Based on the calculation of Non-Parametric Mann-Whitney U test, the gain data between Experimental Class and Control Class show the value of Asymp Sig. (0.000) $< Z\alpha$ (0.05) and the Value of Z (4.847) $> Z\alpha$ (1.96). It means that there is a significant difference in vocabulary Improvement between Experimental Class and Control Class.

The data indicates that the Z value is in the area where H_0 is rejected, where Z (4.847) $> Z\alpha$ (1.96). It means that the learning outcomes of the Experimental class are higher than Control Class. From this data, the researcher can conclude that The Method of Buildings Student's Vocabulary achievement through reading the Newspaper has a positive impact on the learning outcomes of the students.

Answering the research question and hypotheses

Researcher has made the following statement to answer the research question that has Been formulate in chapter 1:

Is there a significant improvement in student's vocabulary achievement after Using newspaper as teaching material?

Based on the result of the hypothesis testing analysis, the researcher can briefly answer that there is significant improvement in the Experimental student's vocabulary achievement after using the newspaper as their teaching material than using conventional methods in control class.

The researcher also has made the following statement as a proof in answering the three-

Paired hypotheses in chapter 1:

1. Null hypothesis (H0): $\mu_{\text{experimental class}} = \mu_{\text{control class}}$

Based on the result of the data analysis in table 11, the researcher can conclude that the Null Hypothesis is rejected, and the Alternative Hypothesis is accepted, because there is a significant difference in student's vocabulary growth after using newspaper as a teaching material among class 10 student's of experimental class and controlled class in SMK 45, Lembang.

2. Null Hypothesis Null Hypothesis (H0): $\mu_{\text{experimental class post-test}} = \mu_{\text{control class post-test}}$

Based on the data analysis result (Appendix 1 & table 8, 9), the researcher can state that there is significant difference is in the post-test between the experimental group and control group after using the newspaper as a teaching material.

3. Null Hypothesis (H0): $\mu_{\text{Gain of pre-test}} = \mu_{\text{Gain of post-test}}$

Based on the data analysis in Gain test, the researcher can conclude that there is a significant difference between the averages of pre-test and post-test of the two classes.

FINDINGS

After processing the data, and objectively observe the experimental class sample, the Researcher found several points, namely:

1. Results in learn English, especially in the Vocabulary of the students who were learning Through reading newspaper in class X B Business Management, SMK 45 Lembang 2012/2013 before being given treatment, has a Pre-Test value of 25.441, and after a given Treatment, the average Post-Test of the students is 27.790, with a gain average (improved Learning outcomes) at 0.17 (Height Category)
2. Results of the Control class on learning English, especially in the Vocabulary development of the students who were given conventional learning in the class X E businnes Management SMK 45 Lembang 2012/2013 before being given treatment has an average score of Pre-Test 24.609, and after treated the average Post-Test of the Control Class is 26.902; with the gain average 0.13 (height category)
3. Learning outcomes in building Vocabulary trough Newspaper as a medium has positive Effect.
4. Student of SMK 45 Lembang have a fairly extensive vocabulary, and meet the demands of applicable curriculum.

CONCLUSION

The results of the data analysis based on the data that researcher get from Pre-Test and Post-Test shown that there is an increase of the student's vocabulary achievement on Experimental class from Pre-Test value 25.441 to 27.790 in Post-Test value, with a gain average (improved learning outcome) at 0.17 (Height Category). Whereas, the results of the Control class on learning English, especially in the Vocabulary development of students who were given conventional learning before get treatment has an average score of Pre-Test 24.609, and after treated as usual, the average Post-Test of the Control Class is 26.902; with the gain average 0.137 (height category). However, based on the Mann-Whitney U test, in comparing the gain of the two classes shown that there is a significant difference between the improvement of using a conventional or traditional method and using newspaper as their teaching material.

Therefore, based on the results of the data analysis and interpretation in table 10, in Answering the researcher questions that stated: **“Is there a significant improvement in student's Vocabulary achievement after using newspaper as teaching material?”**

The researcher can certainly conclude that the Methods in Building Student's Vocabulary Achievement through Newspaper have a positive impact on the class 10 SMK 45 Lembang in Academy year of 2012/2013, and fit for use as a method to build vocabulary students in grade 10

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