

## **ONE WEEK ONE ARTICLE PROGRAM IN READING CLASS (A CASE STUDY AT MATHLAUL ANWAR UNIVERSITY)**

Yudi Rahmatullah  
Faculty of Education, University of Mathla'ul Anwar Banten  
yudi\_rahmatullah@yahoo.com

### **Abstract**

*The research focused on the implementation of one week one article program in improving students' reading skill and vocabulary mastery. The research was conducted by using qualitative research. The participant of the research was the first semester students of English Department in Mathla'ul Anwar University. There were 53 students taken as the subject. The collecting data Techniques were observation, interview, and questionnaire. The data were analyzed by reduction, display, and conclusion of the data. The result of the research showed that firstly, the implementation of one week one article program is able to improve students' reading skill and vocabulary mastery. Secondly, the students actively selected, discussed and presented the article in the implementation of one week one article program. Thirdly, the students used reading techniques in the implementation of one week one article program. The last, the students pronounced English words properly in the implementation of one week one article program. It can be concluded that the implementation of one week one article program is able to improve students' reading skill and vocabulary mastery; in addition the students actively prepared the article and pronounce the vocabulary correctly.*

Keywords: *reading, vocabulary mastery, extensive reading, article*

### **INTRODUCTION**

Vocabulary relates to word, phrase, and sentences. It is obviously presented in reading materials, such as textbooks, articles, journals, books, etc. Those kinds of reading materials provide important information, ideas and thoughts that must be understood by students.

Vocabulary mastery is very important when students learn English, especially in reading skill. It will help students to recognize a meaning of word, phrase and sentence. It is also needed by students to understand a reading text, know the topic of conversation, and comprehend what is being listened.

The vocabulary mastery is needed for students to grasp on what the reading text conveys. The important information from the reading text is benefit for the students to understand its content and to communicate when they discuss the text with their peers. The students who read a lot will develop positive attitudes toward reading, increased vocabulary and increased motivation to study (Day, 2003).

When the students read a reading text, of course, they do not just read it. However they need some reading techniques to ease them to understand the reading text. The reading techniques give an effective time to read the whole text. The reading techniques are also required to improve students' reading skill.

In fact, the students receive many new words, phrase and sentences that they do not know the meaning; consequently, they do not understand the content of the reading text. They find them hard to focus on its topics and to get detailed information and supporting details on the reading text. They did not apply reading techniques when they read a reading text. Moreover, they also did not get used to read and discuss about reading text regularly.

Therefore, they require being familiar with the words, phrases and sentences they see on the reading text, so they will understand what the text tell them about. The students' comprehension in reading needs to be improved and their understanding in reading must be enhanced as well in order to make them more active in reading. They also need a regular program to make them get used to read continuously.

Due to some difficulties to identify the meaning of words, phrases, and sentences, and the reading program that the students must have, the writer proposed a 'One Week One Article Program' to improve students' reading skill and vocabulary mastery. This program is to let the students read an article and understand what an article conveys. The program is an activity that demands the students to read, discuss, and present an article regularly. They must choose an article to be shared in reading class. They then read and discuss the article and present it in front of their peers in reading class.

Additionally, if the students use the reading techniques and recognize the meaning of words, phrases and sentences, they will be able to understand its content easily. Therefore, the writer will investigate the implementation of one week one article program in improving students' reading skill and vocabulary mastery. It is as a reading program in subject Reading 1 in English department of Mathla'ul Anwar University.

## **METHODOLOGY**

The method of the research is qualitative method. The writer used a case study. The case study describes about individual or groups of actors, and seeks to understand their perceptions of events said Cohen (2001).

In this research, individual and groups were the English Department students in their first semester. They will be investigated on the implementation of one week one article Program to improve students' reading skill and vocabulary mastery.

The research was conducted for about two months. It started from 25 November 2013 and ended on 20 January 2014. For the first week of observation, writer checked the students' articles that they had prepared, discussed about the topic and important information they got, and then they presented their articles completely in front of the class. The observations about those activities were conducted for two months.

When the students presented their article, the writer paid attention to the text organization of the article. How they organized it when they presented it. How they used the vocabulary to express their ideas on the article, and how they used reading techniques to understand the article.

There is class A, B, and C in the first semester of English Department in Mathla'ul Anwar University. There are about 53 students from those classes as a participant for the research. The writer implemented the one week one article program to those three classes, and gathered the data from them through interviews, observations, and questionnaire.

## **FINDINGS AND DISCUSSION**

### *Observation*

The results of observation are shown that the students from Class A, B, and C prepared the article well. They mostly prepared the article related to English language, education and teaching English. They also actively discussed about the article they bring to the class. They discussed it with their peers and teacher. They frequently asked and discussed about the meaning of the words, how to pronounce the word and how to arrange the sentence when they present the article. They also discussed about the topic of their article and shared important information from article in reading class before their presentation.

The students from Class A, B, and C presented their articles in front of the class. They explained the topic and supporting details completely. They also presented supporting details in a good organization. They used vocabulary in article for presentation properly. They preferred it based on their understanding from the text. They pointed out the important vocabulary that they used on presentation. They pronounced it correctly that they used in presentation.

### *Interview*

The interview results were the students from Class A, B, and C practiced a lot to read the article and practiced how to pronounce the vocabulary well. They used the reading techniques that the teacher had taught. They used previewing, predicting, scanning and skimming. They said that the reading techniques help them on understanding the article, and make them easier on arranging the sentences.

The students from Class A, B, and C were able to understand the article well. They were able to find topic and supporting details on the article properly. In addition, they had willing to discuss and share actively the importance information that they got from the article.

### *Questionnaire*

For the last data collecting, the writer sees that the results of the questionnaires provide so many descriptions about benefits of the implementation of the one week one article program. The result obviously support on how the implementation of the one week one article program on the students improvement in reading skill and vocabulary mastery.

## **DISCUSSION**

### *Observation*

From the results of observation obviously shows that in the one week one article program the students from Class A, B, and C prepared the article well. They selected the article from newspaper, magazine, books, journal, etc. They mostly prepared the article related to English language, education and teaching English. They prepared the article from their home. They also discussed the topic and contents of the article in class, and shared what important information they know from the article.

As the writer said before, in this program the students actively discussed about the article they bring to the class. They discussed it with their peers and teacher. They frequently asked about the meaning of the words, how to pronounce the word and how to arrange the sentence when they presented the article. They were willing to share about the topic of their article and shared important information from article in reading class before their presentation.

In this program, the writer was also able to see that the students presented their articles in front of the class well. They explained the topic and supporting details completely. They also presented supporting details in a good organization. In addition, they used vocabulary well. They preferred it based on their understanding from the text. They pointed out the important vocabulary that they used on presentation. They pronounced it correctly when they presented it.

The writer noticed that the implementation of the one week one article program can improve the students' reading skill and vocabulary mastery. The improvement of the students' could be seen from the students preparation on selecting and discussing the article well, pronounced the word and arranged the sentence well, explained and presented the articles properly, used vocabulary correctly.

### *Interview*

From the result of interview, the writer concluded that the students practiced a lot to read the article and practiced how to pronounce the vocabulary well in the one week one article program, because they wanted to give the best presentation in reading class. So, they must have been aware of their pronunciation and presentation, and understood how to arrange sentence well.

In the one week one article program, the students used the reading techniques when they prepared the article. They thought that if they translated the entire article, it would take lot of time. So, they used reading techniques, such as previewing, predicting, scanning, and skimming when they selected, stated the topic and supporting details, and arranged the sentence.

The reading techniques were applied based on their preference on the article. They sometimes previewed the title to get the general idea from the article, they also predicted the content of the article based on the title they have, and for the last activities on reading, and they usually scanned and skimmed the article to get details information. The use of the reading techniques was able to help them to understand the article, and make them easier on arranging the sentences for their presentation.

In this program, the important things were, the students discussed and shared their article actively. They discussed about the topic and important information they had from the article. They prepared together their presentation. They checked their pronunciation with their peers, and tried to arrange good sentences for their presentation.

### *Questionnaire*

The writer drew the conclusion from the result of questionnaire items that mostly the students liked to learn reading; there were about 83% of English department students who enjoyed reading the reading materials. They learned reading seriously.

In the owe week one article program there were about 75% of students who liked to practice English by conversation. Based on the questionnaire, the writer considered that the discussion done by the students was a practice of speaking or conversation as well. Moreover, they also liked to study pronunciation; they liked to produce it correctly. There were about 77% of students who liked to practice it. So the presentation technique was important to study their pronunciation. The Presentation technique helped other students to practice words by hearing and conversation. They would practice English words by listening to their peers' presentation.

Additionally, the students also liked to learn English at their home. There were 64% of students who said that. They were fond of watching English program, reading newspaper, books, etc. so, they must have prepared their article to be discussed and presented well in this program. There were 51% of students who liked to study

The questionnaire item also showed that showed that the students liked to study grammar and new words. This result showed that they liked to learn vocabulary and writing, because they thought grammar was important to make sentences. There were 51% of students who liked to study it.

From the discussion above, writer saw that the results of the questionnaire items

described so many descriptions about benefits of the implementation of the one week one article program. The result obviously support on how the implementation of the one week one article program on the students improvement in reading skill and vocabulary mastery.

## CONCLUSION

Based on the research questions, whether the implementation of one week one article program able to improve students' reading skill and vocabulary mastery, so writer concludes that the one week one article program can improve students reading skill and vocabulary mastery.

The program showed that the students actively selected, discussed and presented the article. The students prepared the text seriously to be presented in class. They did not just read the text, however they tried to understand it. They also liked to share what they knew about the article to their peers.

The program showed that the students used reading techniques properly, such as previewing, predicting, scanning, and skimming. They applied those techniques to make them understand the meaning of words and article as a whole.

In this program the student also practiced sounds and pronunciation. They pronounced vocabulary correctly. They practiced to pronounce it by presenting the article to the class. In addition, by implementing the one week one article program, the writer introduced a new program which enables to improve students' reading skill and vocabulary mastery.

## REFERENCES

- Ahmad' Syarifuddin. 2013. *Developing English Vocabulary Mastery through Meaningful Learning Approach*. *International Journal of Linguistics*. ISSN 1948-5425 2013, Vol. 5, No. 5
- Alyousef, H. S. 2006. *Teaching Reading Comprehension to EFL/ESL Learners*. *Journal of Language and Learning*. Volume 5 (1) February 14, 2006.
- Blacowicz, Camille, and Donna Ogle.2008.*Reading Comprehension*. New York: The Guildford Press.
- Broughton, Geoffrey. et. al. 2003.*Teaching English as a Foreign Language*. London & New York: Routledge.
- Brown, James Dean.2000.*Teaching by Principle an Interactive Approach to language Pedagogy Second Edition*. Boston: Heinle & Heinle Publisher
- Day, R. Richard. 2003. *Extensive Reading and the EFL Curriculum*. Cambridge: Cambridge University Press.
- Hancock, Dawson R. and Bob Algozzine.2006.*Doing Case Study Research*. New York: Teacher

College Press.

Harmer, Jeremy. 1998. *How to Teach English*. London: Longman.

Harmer, Jeremy. 2007. *The Practice of English Language Teaching Fourth Edition*. New York: Pearson Education Limited.

Hatch, J. Amos. 2002. *Doing Qualitative Research in Education Settings*. New York: State University of New York.

Manurung Sartika and I wayan dirgayasa tangkas. 2014. *Improving students' vocabulary achievement by Applying anagram plus flashcards*.

Moser, Gary P., and Timothy G. Morrison. (1998, August). Reading Horizon. *Increasing Students' Achievement and Interest in Reading*. p. 244-245.

Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

Setiawan, Budi. 2010. *Improving the Students' Vocabulary Mastery through Direct Instruction*. English Department. Universitas Negeri Surakarta.

Sugiono. 2013. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Sukrina, Vina. *Improving Students' Vocabulary Mastery by Using Realia*. English Department, Faculty of Languages and Art. State University of Medan.

Tuminah. 2009. *Improving Students' Vocabulary Mastery Using Beyond Centers and Circle Time Method*. English Education Department. Graduate School, UNS, Surakarta

Ueta, Tae. 2005. *Teaching reading: English for international students unit*. University of Birmingham.

Wade, Suzanne. 1990. *How Interest Affects Learning from Text*. University of Illinois. Champaign, Illinois. p. 16-17.