

## The Effect of *CICADA* English Youth Magazine on Secondary School Orphans' Vocabulary Mastery

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### Abstract

The low English vocabulary mastery has caused Baitul Hijrah Orphanage's orphans poor achievement of English. Regarding the issue, this research was conducted to find a breakthrough to help the orphans' vocabulary improvement. In term of boosting their vocabulary need, the researcher explored English youth magazine as a media to be used. Thus, this study was aimed to examine and compare between the effects of using English youth magazine and English textbook on students' vocabulary mastery. This study assigned true-experimental research design to test the hypothesized relationship between variables. The sample of this study was second grade of 28 senior high school's orphans that were divided into control and experimental group by systematic sampling method. The research data was vocabulary scores derived of 100 multiple choice questions test results. The result showed that the English youth magazine usage as media could significantly improve vocabulary mastery; thus, students who were taught vocabulary using English youth magazine obtained higher scores than those who were taught vocabulary using English textbook. In conclusion, English youth magazine is a teaching aid that can be used to help students gain vocabulary mastery.

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### Introduction

Vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. Hiebert and Kamil (2005) stated that vocabulary holds a special place among these components. The

components mean pronunciation, grammar, and vocabulary. Therefore, vocabulary is such an essential role to support the other components. Furthermore, vocabulary is a basic communicative aid that could be used to read and speak (A lqahtani, 2015); hence,

how learners can master reading, speaking, and also the other components if they lack of vocabulary mastery. Zhihong (2000) said that if the learners have insufficient vocabulary, they will not communicate, listen to, write, and read well and effectively so the learners' capability will be stuck. Thus, vocabulary is an essential part of language that can cover all the language skills; because of that, vocabulary must be mastered by every learner.

During the period of 1990s, vocabulary was neglected in teachers-preparation programs. The teachers viewed that teaching grammar was more important than just teaching vocabulary; furthermore, the teachers considered and believed that vocabulary was self-taught lesson that learners can do as long as he wanted (Yagcioglu, 2016). The other teachers also recognized like what Hiebert and Kamil (2005) mentioned that vocabulary is not developmental skill or one that can ever be seen as fully-mastered. Afterward, in teaching, the teachers focused on more English skills only—reading, writing, speaking and listening. On the other hand, vocabulary was recognized less important than the other language components. As a result, learners did not have strong vocabularies; it could influence the learners' other English skills because vocabulary is basic stuff to develop English skills (Zhang, 2008); finally, they will lack English skills as well. According to Sadiku (2015), vocabulary will determine the students' achievement in mastering four skills in English—listening, speaking, reading, and writing. It means that vocabulary is prior component that is very important to be mastered by English learners to support the other English skills.

Nowadays, almost senior high school Indonesian teachers use English textbook obtained from The Education Ministry in teaching English. They have been using the English textbook's content to develop and integrate students' English skills—listening, writing, reading, and speaking. However, the book is not enough to build up the vocabulary mastery because there is no massive vocabulary, just basic vocabulary and theory. Vocabulary is very needed to expand English Skills. Wallace (2007) stated that students must have sufficient vocabulary to enhance English skills. In this case, students should enrich their vocabulary in order that they will get sufficient vocabulary acquisition. Therefore, teachers need adjustment media to fulfill and complete students' vocabulary mastery instead of using English textbook only.

Using English textbook in teaching vocabulary does not quite help. The previous researcher referred to the use of newspaper used to improve students' vocabulary achievement. Ahmmed (2016) stated that if students want to improve their English, they can read English newspapers regularly so that they will develop their English proficiency automatically. Newspaper is a media that can inform much information to the readers. However, newspaper is not good enough for learners because newspaper usually contains of certain topics such as domestic violence, sexual crimes, dating agency, theft, and so on. By considering this reason, the researcher agreed that newspaper does not belong to be effective teaching-aid that teachers can use. It is not suitable and appropriate for the learners because the learners' ages are not enough to know that. It can damage students' mental and physique as well. In addition, the bad contents and pictures of newspaper can influence

children's growth. Hence, newspaper is not proper to be used as an instructional material. Because of that, the researcher should look for matching media in term of enhancing students' vocabulary mastery. In this case, the researcher should be aware, knowledgeable, and creative toward available and affordable media. Since the researcher analyzed the weakness of using English textbook and using English newspaper as media in enhancing students' vocabulary mastery, the researcher will look for an effective media that is more interesting and adorable than both of them. Here, the researcher decided and assigned magazine as a media in teaching vocabulary to increase students' vocabulary mastery.

Magazine is used in the classrooms as teaching device and can be found to give practice in most skills and components and in most stages of teaching especially teaching vocabulary. Magazine can motivate students to read because of so interesting and nowadays motivation is found to be an important factor in learning everything. In addition, magazine is composed based on age of readers; there are for kids, teenagers, and adults. Thus, the researcher decided choosing the magazine based on students' need. Hence, here, there would be a great need for research to investigate the use of using English youth magazine in term of increasing students' vocabulary mastery.

In term of using magazine to boost students' vocabulary mastery, the researcher assigned this media, English youth magazine, to be used in teaching vocabulary to orphans at 'BAITUL HIJRAH ORPHANAGE' especially on eleventh grade students. This decision was based on the

preliminary students' English report scores from their Schools at final test of first semester that show under expected; the average English score of the students was 70 in which the minimum criteria of mastery learning was 72. It means that the students did not reach the English achievement. After conducting interview and giving tests to the students, the researcher concluded that they were lack of vocabulary mastery. As observed regarding the students' subject matter, the researcher insisted to gain their English scores at least above the minimum criteria of mastery learning by improving their vocabulary mastery using English youth magazine in addition to increase their other English skills. Moreover, the vocabulary mastery was really needed to face text types-based as required in 2013 curriculum; as a result, the researcher presented the English youth magazine to cover all students' vocabulary need.

### **Research Question**

Will students, taught vocabulary using English youth magazine, achieve better than those taught vocabulary using English textbook?

### **Hypotheses**

There are two hypotheses as follows:

- H<sub>0</sub>: The students who are taught vocabulary using English youth magazine will not obtain higher scores than those who are taught vocabulary using English textbook.
- H<sub>a</sub>: The students who are taught vocabulary using English youth magazine will obtain higher scores than those who are taught vocabulary using English textbook.

## **Literature Review**

### **Vocabulary**

Vocabulary refers to words that we use to communicate in spoken and written language. Receptive vocabulary refers to the words that we understand through reading and listening. Productive vocabulary refers to the words that we use to communicate through writing and speaking (Hanson & Padua, 2011). To make communication effectively using oral and written language, we should be able to use words that we recognize and understand. Hanson and Padua (2011) stated that effective reading requires two types of vocabulary; those are word recognition vocabulary and word meaning. Word recognition is the readers' ability to shape pronunciation or figure out the word by using word attack strategies. Word meaning refers to words that students know or can define.

### **Teaching Vocabulary**

According to Hammer (1991), a clear perspective on vocabulary learning is useful; thus, it is clear that the teacher must help students to master vocabulary by using appropriate techniques. Different techniques are used by teachers such as identifying words through lists of particular group of words, learning words from translations, identifying synonyms, identifying antonyms, guessing words meaning from contexts, and so on. Vocabulary is an inseparable part of any language learning process (Komachali & Khodareza, 2012). It would be impossible to learn a language without vocabulary. The important role of vocabulary has been emphasized in all different methods in language teaching. Hanson and Padua (2011) stated that there are several techniques in teaching vocabulary:

1. Identify the potential list of words to be taught.

Approximately more than one word should be taught in one lesson. The essence of keeping several words to a minimum is to ensure that there are ample time for in-depth vocabulary direction yet enough time for students to read the text. Several teachers may be tempted to teach all of the unknown words, Hanson and Padua (2011) provide several reasons for focusing on only a few words at a time:

- The text should have too many words that require direct instruction.
- More time should be devoted to students' reading than to extensive direct vocabulary instruction.
- Students are generally able to understand most of the text without knowing all of the words.
- Students need independent practice using word-learning strategies.

2. Determine which of these words to teach.

As we know earlier, some texts may be difficult to understand. It is important for teachers to preview the prior text in teaching. The following are criteria to help teachers make decisions in teaching vocabulary about which words to teach explicitly (Hanson & Padua, 2011):

- The word is too difficult to understand without any background knowledge.
- The word is critical to comprehending the text.
- The word is a content and/or process word that explains a concept or topic.
- The contexts clues do not help with comprehend the meaning of the word.
- The word is likely to be found in future reading.

3. Plan how to teach the words using specific strategies.

Once the words to teach vocabulary have been identified; teachers should carefully plan to teach them using these four key strategies (Hanson & Padua, 2011):

- Provide a student-friendly definition.
- Use the word in context and give contextual information.
- Provide multiple exposures.
- Provide opportunities for active involvement.

### ***Vocabulary Tests***

Vocabulary tests should be given to students to measure their vocabulary mastery. In compliance with this issue, there are various vocabulary tests from some scholars and books. These vocabulary tests can be used to diagnose students' vocabulary mastery so that the researcher will get validity of students' ability (Pavlů, and Vojtková, 2009); they suggested the vocabulary tests such as multiple choices, cloze test, dictation, true/false, questions and answers (open questions), gap-filling, transformation, matching, error correction, essay, translation, rearranging words, and information transfer.

### **English Youth Magazines**

#### ***Magazine as a Media***

Many devices can be used in teaching vocabulary. Youth magazine contains of many topic and rich of vocabulary. It also can attract students' desire because it contains of knowledge that the students need, such as sport, education, and culture. It will increase students' desire to read the magazine and finally they want to try to understand about the content of the magazine. According to Brown (2001), newspaper, magazine, comic strip, and cartoon can be used as media in teaching English. So, magazine is one of device technique that can be used in teaching and learning vocabulary because it is very

effective to be used and it has rich vocabularies.

#### ***Magazine as an Authentic Material***

Authentic material can be defined in several ways related to the context. According to education context, De Vera (2015) said that authentic material is "as materials that are intended for L1 speakers and not created or developed for the purpose of language teaching, and which we use in classroom activities whether in written, spoken, audio, or visual form. I would like to think of them as objects or artifacts associated with daily life that convey linguistic and/or cultural information and may be part of a communicative discourse". It means that authentic material is original material that is not created in use of language teaching and learning. Besides, there is not specific purpose related to English grammar or others skills in English competency. However, magazine contains of many kinds of information such as culture, social, education, sport, and story, so it will help a reader in enhancing their vocabulary and knowledge besides it will interest students in reading because of magazine's contents and colors.

The following are examples of authentic materials according to Oura (2001: 67-68) that she has adapted from examples written by Gebhard:

- Listening/viewing materials such as movies, movie trailers, videos (e.g. YouTube), TV programs, TV commercials, radio ads, news clips, talks/lectures/discussions (including TED talks), websites, Internet and smartphone applications, documentaries, cartoons, and songs.

- Visual materials such as slides, photos, street signs, paintings, drawings, and picture books.

- Printed materials such as newspapers, magazines, advertisements, novels, short stories, song lyrics, scripts, recipes, brochures, catalogs, comic books, maps, and TV guides.

### ***Benefit of Using Magazine as an Authentic Material***

Magazine as an authentic material has valuable benefit in teaching English especially for EFL students. Gilmore (2007) stated that “one major advantage of authentic materials is that they provide the opportunity for students to learn real English as opposed to English textbook that has been regarded as simplified, contrived, and unnatural and does not always show how the language is used in actual situation contexts involving English speakers”. It is also mentioned that using authentic material, magazine, can give occasion to students to learn real English which is usually used in real situation; thus, the students will be quick enough to learn and use English in real context.

Other benefits that are mentioned by some scholars concerning teaching English by using authentic material—including magazines—in classroom activities include:

- They offer different types of stimulating and informative discourse that encourage interactive learning using “realistic (and) ready-to-use language” (Hwang, 2005:93).

- They could be used for learning and understanding culture (Kilickaya, 2004).

- They allow students to see the “immediate relevance” or to easily make a connection between their lessons and what they encounter outside the classroom (Oura, 2001:70).

### ***How to Use Magazine in EFL Students***

The use of magazine in teaching learning English in EFL students can be done

by some ways. The following ways are the effective use of magazine stated by Lancouchová. Lancouchová (2006:12) stated that “the effective use of newspapers and magazines in EFL classrooms should include the following:

- warm-up or discussion activity to introduce the topic;

- work on selection of the techniques covered by the text, which will generate vocabulary development, guided or free writing activities, oral practice, exercises performed in pairs or small groups;

- a follow-up activity , such as discussion, a role-play or project work”.

Magazines and newspapers, as well as similar media, are a fundamental component of all Current English Reading (from hereon, CE-R) classes and both the printed copies and the online versions are being used although there are instructors who opt to use only the print version.

### ***CICADA***

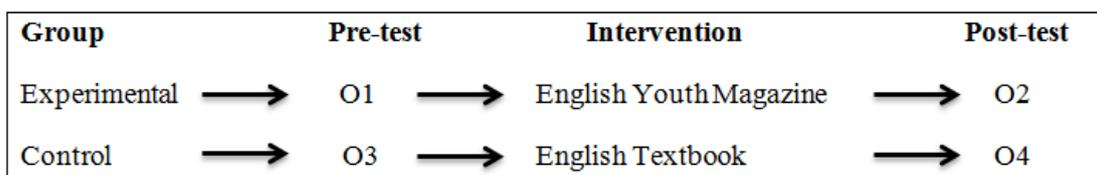
*CICADA* is a literary magazine for teenagers and young adults who are passionate about the written word. Each issue offers high-quality fiction and thought provoking poetry dealing with the issues of growing up, and the ups and downs of being a teen. *CICADA* Magazine provides an inclusive community and a place for teens to speak their truth. Publishing poetry, prose, comics, and art by both professional authors and artists and teens, *CICADA* is a quirky, thought-provoking publication that celebrates diversity. Featuring detailed interviews with authors and illustrators, behind the scenes blogs, group polls, contests, and humor, this unique magazine is the perfect fit for creative young people. *CICADA* is an international magazine published in Virginia, USA.

**Methods**

**Research Design**

The study used a true-experimental research design to test the hypothesized relationship between the two variables: students’ vocabulary mastery as dependent variable and English youth magazine as independent variable. In this true-experimental research design, the pretest-posttest control group design was applied; there were two groups, i.e. the control and the

experimental group—selected and assigned by using systematic sampling method. The experimental group was taught vocabulary using English Youth magazine. On the other hand, the control group was taught vocabulary using English textbook. After eight weeks, both groups were given the Post Pest to measure their achievements. In sum, the framework of this research was drawn as below.



**Population**

In this true-experimental research design, the population was 98 orphans of “Baitul Hijrah Orphanage Surabaya”; the researcher decided and assigned it because the researcher has been advisor at the orphanage since 10 years ago. The orphans came from different families’ backgrounds and various schools’ backgrounds, private and state school at Surabaya. As additional information, they were kindergarten students to university students, aged 7 to 21. They all have been living in the orphanage all days. In accordance with the orphans’ activities, they leave the orphanage every morning to study at their school and come back to the orphanage after school to get extra-study—mathematics, English, Arabic, Indonesian language—from several tutors provided by the orphanage, including the researcher as advisor and counseling guidance tutor. As an advisor and counseling guidance tutor, the researcher always meets them; because of that, the researcher easily set them as research population.

**Sample**

The samples in this true-experimental research were 28 orphans at eleventh grade from several schools, private and state school. The researcher divided the 28 orphans into two groups, control and experimental groups, containing 14 orphans every group. The researcher selected the two groups by using systematic sampling method. Using an orphanage list of 28 orphans, each orphan had a number (1 to 28), individuals with odd number belonged to experiment group; those with even number belonged to the control group.

**Instruments**

The instruments in this research were vocabulary tests compiled by the researcher, and tried out to another school. Using *spearman/r11* calculation, the try out result had a high reliability. In Pre-Test, both experimental and control group accomplished the same test contained of 100 multiple choice questions modified and adapted from English textbooks and magazine as reading sources—short story, short conversation, reading passages, text types, and etc.— and addition to English test

books. In addition, in the Post-Test, the vocabulary tests for both groups were of the same features with the previous Pre-Test, using multiple choice questions. The composition in the test was be various; there was short story, short conversation, cloze-test, identifying adjective, identifying adverb, identifying verb, synonym, antonym, English daily vocabulary, and text types developed by researcher and taken from several reading sources and other examination books to detect whether English youth magazine could give beneficial and positive contribution consistently when the examinees would have examination from differential examinations or differential places related to vocabulary test achievement.

### **Procedure**

This research was conducted in a period of eight weeks. During the period, there was a pre-test, some interventions, and a post-test; the first week was pre-test; the eighth week was post-test in which the second to seventh week were interventions for experimental group—teaching vocabulary by using English youth magazine. On the other hand, the control group was taught ordinarily by using English textbook.

### **Week I, the Pre-Test**

The first week, the researcher took data from vocabulary test result, pre-test, in which the test contained of in the amount of 100 multiple choice vocabulary tests and it was accomplished by the two groups in 135 minutes in 'Baitul Hijrah Orphanage's classroom. There were two rooms used in the examination, one for experimental group and another room for control group; the two groups did the test at the same time in different classes.

### **Week II to VII the Intervention**

The second to seventh week were intervention weeks for experimental group; on the other hand, there was no particular and special intervention to the control group. In term of interventions, experimental group was taught vocabulary by using English youth magazine; all materials were based on and adopted from English youth magazine, *CICADA*. In these weeks, students found new various vocabularies and topics never find before in English textbooks. Besides, using English youth magazine, students also learned in term of semantic so that they could deduce the unknown meaning of vocabularies; thus, at least, from the magazine students acquired and understood the meaning of various vocabularies in addition to the meaning of particular terminologies in language learning. It was hoped students could minimalize and reduce the unknown meaning of vocabularies while facing examination so that their English scores rose up. In these interventions, regarding experimental group's materials, the materials were such as word formation, recognizing adjective vs. adverb, recognizing verb, developing vocabulary through synonym and antonym, developing vocabulary from short conversation, and developing vocabulary from reading passages or text-types. On the other hand, the control group's materials were based on and adapted from English textbook's topics and instructions; however, the essential subject matters were the same to experimental group's materials such as word formation, recognizing adjective vs. adverb, recognizing verb, developing vocabulary through synonym and antonym, and so on. Thus, the two groups got the same subject matters but different materials—magazine and textbook— so it was truly fair. The treatment lasted for 90 minutes every Monday and Wednesdays for experimental group; the time for the control group was on every Tuesdays and Thursday. During the treatments, there were mini-tests on every last meeting in every one week. Thus, the

researcher could control and measure the students' vocabulary mastery.

**Week VIII, the Post Test**

The last week, eighth week, was the final test, post-test. In this section, the researcher took data from the post-test scores of the two groups, experimental and control group. The test consisted of multiple choice vocabulary tests, in the amount of 100 questions, that contained of various vocabulary test types—short story, short conversation, cloze—test, identifying adjective, identifying adverb, identifying verb, synonym, antonym, English daily vocabulary, and text types. The test was conducted in 135 minutes and took place in the same place but different room between two groups as pre-test.

**Data Analysis Technique**

In term of data analysis in this research, all students' scores were entered and

analyzed into statistical test to compare the effects of the teaching media usage between two groups, the effect of using English youth magazine and the effect of using English textbook usage. The researcher used independent sample t-test to determine whether there would be a statistically significant difference between the means in two unrelated groups. In sum, the steps of the data analysis process were as follows:

1. Find out the mean ( $\bar{X}$ ) of each group.
2. Find out variance values of each group.
3. Find out homogeneity of population data
4. Find out t-test.

In this research, the researcher had checked the distributed data that the samples came from homogeneous populations (equal variances).

**Findings and Discussion**

**Findings**

Before showing whole findings regarding this research, the researcher displayed the orphans' scores of the final semester test, the first semester of grade 2, derived from their original school as shown in the table below. The following table was English scores data to point out the first and original ability of each student. From the table below, after

looking at the minimum criteria of mastery learning, 72, it could be concluded that only 5 orphans passed the final semester exam; the rest failed because of achieving under the minimum criteria of mastery learning. From the data above, it could also be concluded that the orphans' English mastery were very weak.

**Table 1**

*The Orphans' Final Test Semester English Scores (1<sup>st</sup> Semester at 2<sup>nd</sup> Grade) Derived from the School*

1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score	70	70	70	69	72	71	80	71	69	70	70	80	71	70
No.	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Score	71	72	68	67	70	69	71	70	71	68	72	71	74	70
<i>Note:</i>														
<ul style="list-style-type: none"> <li>• the minimum criteria of mastery learning was 72</li> <li>• Only 6 orphans passed from the final test semester</li> </ul>														

**Students' Pre-Test Scores**

Before doing the pre-test, the researcher divided the class into 2 groups, the experimental and the control group. From the orphanage children's attendance list of eleventh grade, the orphan with an odd

number became the experimental group and the orphan with an even number became the control group. From the attendance list, distribution data was obtained as shown in the table below.

**Table 2**

**The Orphans' Distribution Data of Experimental and Control Group**

Group	Students' Attendance Number													
Experiment	1	3	5	7	9	11	13	15	17	19	21	23	25	27
Control	2	4	6	8	10	12	14	16	18	20	22	24	26	28

From the distribution data above, the researcher gave a pre-test to the two groups

with the results as shown in the table below:

**Table 3**

**The Experimental and Control Group's Pre-Test Scores**

Experimental Group	68	66	74	64	66	74	70	60	62	60	66	72	72	80
Control Group	66	70	66	72	68	80	68	60	66	70	74	66	64	70
Mean of experimental group's pre-test scores ( $\bar{X}$ )													68.14	
Mean of control group's pre-test scores ( $\bar{X}$ )													68.57	

Based on the table of pre-test scores above, it was known that the average scores ( $\bar{X}$ ) between the two groups above is not a significant difference, 68.14 for experimental group and 68.57 for control group. The differential mean score between both of them were 0.43 points. In this case, 0.43 points were small enough; it could be mentioned that there was no significant difference of English ability between the two groups. In other words, the experimental and the control group had the same

capability in English mastery so this research was fair to be conducted.

**Students' Post-Test Scores**

After intervention, the researcher gave a post-test to compare the result scores of the usage of the two vocabulary teaching aids, using English youth magazine to experimental group and using English textbook to control group; in this case, the researcher got the post-test scores as shown in the table below.

**Table 4**

**The Experimental and Control Group's Post-Test Scores**

Expe-Group	68	66	74	64	66	74	70	60	62	60	66	72	72	80
Cont-Group	66	70	66	72	68	80	68	60	66	70	74	66	64	70
Mean of experimental group's post-test scores ( $\bar{X}$ )													75.36	
Mean of control group's post-test scores ( $\bar{X}$ )													72.57	

The table above showed that the average value of the experimental group is higher than the average value in the experimental group, namely 75.36: 72.57. Based on the average score between the experimental and the control group, it could be concluded that almost all experimental groups scored above the minimum criteria of mastery learning with an average score of 75.36; it meant that almost all experimental group who were taught vocabulary using magazine passed all of them; only one student got failed. In contrast, not all control group who were taught vocabulary using textbook could score above the minimum criteria of mastery learning, with an average score of 72.57; six students failed and the rest achieved with unsatisfactory scores because of the same and near with the minimum criteria of mastery learning, 72. It meant that there was a difference between

the effect of teaching vocabulary using a magazine and the effect of teaching vocabulary using a textbook. The difference would be discussed and shown in the section below.

**T-Test**

To prove the effect of the use of magazines on the improvement of students' vocabulary, by using independent t-test, the researcher presented several real calculations and statistical tables. After finding the results of the variance value and finding that the sample came from homogeneous populations (equal variances), the researcher could find the results of the t-test calculation using the formula "*the pooled variance model t-test*". The following table was the computation results using "*the pooled variance model t-test*".

**Table 5**

***Independent t-Test, Two-Sample, The pooled variance model***

	Teaching Vocabulary Using Magazine	Teaching Vocabulary Using Textbook
Mean	76.93	72.57
Variance	6.289	4.734
Observations	14	14
Pooled variance t-test ( $t_{count}$ )	2.08	
df	13	
Sig.	0.05	
T critical two-tail ( $t_{table}$ )	1.770	

Based on the table above, it could be concluded that  $t_{count}$  was 2.08; and what had been known previously that the  $t_{table}$  for df13

with the significant level of 0.05 was 1.770. It meant that  $t_{count}$  was higher than  $t_{table}$ . In accordance with the results of these

calculations, the researcher could draw conclusions into the hypothesis as elaborated below.

### ***Answering Hypotheses***

Based on the calculations and findings above, it can be concluded based on the following criteria:

1. If the value of  $t_{\text{count}}$  was positive and the value of  $t_{\text{count}} > t_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.
2. If the value of  $t_{\text{count}}$  was negative and the value of  $t_{\text{count}} < t_{\text{table}}$ , the alternative

hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

According to the result above, it was known that  $t_{\text{count}}$  was positive (2.08) and  $t_{\text{table}}$  for  $df_{13}$  with the significant level of 0.05 was 1.770. It meant that  $2.08 > 1.770$ ,  $t_{\text{count}}$  was more than  $t_{\text{table}}$ . Therefore, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It could be concluded that the students who are taught vocabulary using English youth magazine will obtain higher scores than those who are taught vocabulary using English textbook.

### **Discussion**

Since known that the output data of the homogeneous test showed that the two samples came from a homogeneous population because  $f_{\text{count}}$  was less than  $f_{\text{table}}$ ,  $1.765 < 2.58$ , the *pooled variance model t-test* prevailed to be used to test the two variances and hypotheses. After finding that the result of the t-test was positive and higher than the  $t_{\text{table}}$ ,  $2.08 > 1.770$ , it could be concluded that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis

( $H_o$ ) was rejected. From this finding, it could answer the research questions and hypothesis that the students taught vocabulary using English youth magazine will obtain higher scores than those who are taught vocabulary using English textbook. In other words, teaching vocabulary by using magazine could give high effect and valuable contribution on students' vocabulary mastery and English score

### **Conclusion and Suggestions**

#### **Conclusion**

After doing a comparative test toward the two groups using *the pooled variance model t-test*, because the two samples came from a homogeneous population, it was known that  $t_{\text{count}}$  was 2.08 and  $t_{\text{table}}$  was 1.770. It means that  $t_{\text{count}}$  is positive and higher than  $t_{\text{table}}$ ,  $2.08 > 1.770$ ; as a result, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Because the alternative hypothesis ( $H_a$ ) was accepted, it can answer the research question and objective of the study that the students who are taught vocabulary using English youth

magazine will obtain higher scores than those who are taught vocabulary using English textbook. In conclusion, the use of English youth magazine in teaching vocabulary can give a positive and significant effect in term of increasing students' English scores.

#### **Suggestions**

##### ***Suggestions for teachers***

1. Teachers should use English youth magazine as a complement in teaching materials to complete the material contained in the English textbook.

2. Teachers should not doubt to use magazine in terms of supporting students'

vocabulary needs because the use of magazine is very effective and can be modified and set according to the curriculum or according to the teacher's wishes.

3. Teachers can use English youth magazine such as *CICADA* to teach text types because it contains various kinds of text such as narrative text, explanation text, report text, recount text, and so on written in academic language that can strengthen students' insights besides enriching vocabulary.

4. Teachers should start creating magazine in English which are devoted to

young learner as an effort to help students' mastery in English proficiency including English vocabulary mastery.

#### ***Suggestions for students***

1. Students should become accustomed reading from various media, especially magazine, in order to improve students' vocabulary mastery.

2. Students should always actively develop vocabulary that they obtained as either written or spoken by writing status on Facebook or on WhatsApp using English and writing in diary book in English to improve mastery consistently.

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