

**Impact of English Newspapers on the Lexical Development of Undergraduate Students:
A Case Study of BS English Students of the University of Buner**



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Abstract

This research study investigates the impact of English newspapers on the lexical development of undergraduate students, focusing on BS English students at the University of Buner. The study employed 120 students, 60 in the control group and 60 in the experimental group, to assess the effectiveness of incorporating English newspapers into the learning process. The research primarily used the paired sample t-test to analyse the data collected. This study aimed to determine whether integrating English newspapers as a supplementary learning tool could significantly enhance the lexical development of undergraduate students majoring in English. The research findings indicate that the experimental group, exposed to English newspapers, demonstrated a statistically significant improvement in lexical development compared to the control group. This approach enhances vocabulary acquisition and promotes a deeper understanding of real-world language use, idiomatic expressions, and diverse writing styles found in newspapers. It emphasizes the practicality and relevance of English language skills acquired through exposure to newspapers in the academic setting. The results of this study have significant implications for language educators, curriculum designers, and policymakers in higher education. In conclusion, this case study demonstrates that integrating English newspapers into the curriculum positively impacts the lexical development of undergraduate students. Further research and exploration of this approach in different educational settings could provide valuable insights for promoting language learning and proficiency among undergraduate students.

Keywords: Lexical Development, Newspaper, authentic materials, impact, undergraduate

Introduction

1.1 Background of the Study

Language acquisition is a dynamic process, and the role of external resources and materials in enhancing lexical development is a subject of great importance in education. As individuals strive to expand their linguistic competence, they rely on various tools and resources to facilitate learning. In the context of learning the English language, using real-world materials such as newspapers has gained considerable attention. This case study delves into the intriguing question of how English newspapers affect the lexical development of undergraduate students, focusing on a specific group of learners: BS English students at the University of Buner.

Language acquisition is a multifaceted journey, especially in a diverse and dynamic language like English. It involves acquiring the language's grammatical rules and structures and an extensive lexicon. Lexical development, which refers to expanding one's vocabulary, is vital to language learning. A rich vocabulary allows individuals to articulate their thoughts and ideas effectively, comprehend complex texts, and communicate meaningfully. The challenge lies in identifying.

English newspapers are a unique and valuable resource for language learners. They offer an authentic and diverse linguistic environment, providing exposure to various vocabulary, writing styles, and real-world contexts. Moreover, newspapers cover various topics, from politics and current events to culture and entertainment, catering to a broad spectrum of interests and language needs. These qualities make English newspapers attractive for language learners seeking to enhance their lexical knowledge.

This case study focuses on BS English students at the University of Buner, a group of undergraduate learners pursuing English language and literature studies. Undergraduate students represent a critical stage in the educational journey as they develop their academic knowledge and language proficiency. They must solidify their lexical development to succeed

in their coursework and future careers. Investigating the impact of English newspapers on this specific group provides insights into how real-world materials can support the language development of university-level English learners.

People from various cultural and linguistic origins can now communicate with each other using English as a universal language. (Sarwar & Hasan, 2021) The importance of communicating in English has grown over time, and it is now necessary for both academic and professional success. (Kalelioglu & Gulbahar, 2014) In addition, the influence of the English language extends beyond academic and professional contexts to encompass social and personal relationships, including media consumption (Krashen, 2018). Therefore, undergraduate students must acquire English through various channels, including newspapers.

It has long been common practice to use newspapers to hone one's linguistic abilities in one's native and second language. (Zheng, 2020) Reading English newspapers can improve students' vocabulary, grammar and syntax understanding, reading and comprehension skills, and vocabulary. (Sari, 2022) For college students looking to improve their language skills, newspapers are a great resource because the language they employ is formal and standard. In addition, newspapers expose students to various settings, structures, and issues while exposing them to real-world language use, improving their linguistic and cultural knowledge. (Wu & Chen 2020)

1.2 Research Objectives

- I. To investigate the impact of using English newspapers on the lexical development of undergraduate students
- II. To explore which specific section(s) of the selected newspapers do (es) help the students the most in developing their vocabulary

1.3 Hypotheses of the Study

The following hypotheses are put forth in this study:

H0:Students who receive newspaper-based reading instruction show no significant improvement in lexical development compared to students who receive traditional (non-newspaper-based) instruction.

H1:Students exposed to newspaper-based reading instruction demonstrate significantly higher lexical development than students in the control group who do not receive such instruction.

H2:Students in the experimental group (newspaper-based reading activities) will show significantly greater motivation, engagement, and vocabulary acquisition than students in the control group receiving traditional instruction, ultimately improving their overall attitudes toward English learning and reducing the need for remedial support.

1.4 Research Questions

1. To what extent does the implementation of newspaper-based reading instruction, compared to traditional non-newspaper instruction, produce measurable differences in the lexical development of undergraduate EFL students?
2. How do specific sections of the selected newspapers help students the most in developing their vocabulary?

1.5 Statement of the Problem

Lexical development is a crucial component of language acquisition, particularly for undergraduate students who are expected to develop advanced language skills for academic and professional success. Despite the importance of vocabulary acquisition, many undergraduate students, including those studying BS English at the University of Buner, struggle with expanding their lexicon adequately. Traditional methods of vocabulary instruction often fail to engage students or meet their diverse linguistic needs. This problem is compounded by the lack of innovative, contextually rich materials that can stimulate students' interest and provide real-world language exposure.

The use of English newspapers, with their rich and varied language content, presents a potential solution to this problem. Newspapers offer authentic texts that can enhance vocabulary through exposure to contemporary language use across various contexts. However, the specific impact of reading English newspapers on the lexical development of undergraduate students remains under-researched, particularly within the context of the University of Buner. This study seeks to address this gap by investigating how English newspapers influence the vocabulary growth of BS English students at this institution.

1.6 Delimitation of the Study

This study focuses exclusively on undergraduate students enrolled in the BS English program at the University of Buner. The choice of this specific demographic is based on their advanced level of English study and the critical stage they are at in their educational journey, where robust vocabulary acquisition is essential for academic and professional success.

The research is confined to the use of English newspapers as a tool for lexical development, excluding other forms of media or instructional materials. This delimitation allows for a concentrated examination of the effectiveness of newspapers in enhancing vocabulary.

Additionally, the study is limited to a specific timeframe, during which students will engage with English newspapers under guided conditions. This controlled environment ensures that the influence of other variables is minimized, thereby providing clearer insights into the direct impact of newspaper reading on vocabulary development.

Finally, the study assesses the impact of different sections of the newspapers, such as news articles, editorials, and feature stories, to determine which sections most effectively contribute to students' lexical growth. This focused approach aims to provide actionable insights for educators on the most beneficial ways to incorporate newspapers into their teaching strategies.

1.7 Significance of the Study

One feature that sets EFL students apart is that they must attend remedial English courses at various language academies to progress to the specialized courses relating to their degrees. As a result of their unfamiliarity with native vocabulary, it was discovered that these students lack the drive and motivation to learn English and enhance their skills, particularly their reading skills, as they are bored with the typical outdated topics mentioned in their language textbooks. Finally, some EFL tutors proposed holding reading comprehension sessions based on newspaper vocabulary to change students' attitudes toward English learning and increase their interest, motivation, and linguistic competence in vocabulary learning.

CHAPTER 02

Literature Review

This literature review examines how using English-language newspapers affects undergraduate students' vocabulary growth, especially those earning a Bachelor of Science in English. In order to determine the advantages and disadvantages of adding newspapers into language learning, as well as any restrictions or gaps in the study, the review will look at the existing research on the topic.

One of the critical language abilities and a primary way to acquire a language is by reading. Reading improves other language skills as a receptive skill. Nation (2001) asserts, "Reading is important because comparison of many studies shows that written texts are richer in lexis than spoken ones" (Pazhakh & Soltani, 2010, p. 389)

That being said the one skill that EFL learners may easily practice at any time, place, or age is reading in English. The vast majority of knowledge on the planet is readily accessible through printed materials that are available for reading in various professions. Reading can help one become somewhat proficient in the pragmatic use of English, even at the linguistic and socio-cultural levels of language. Undoubtedly, the dialogues and conversations seen in some works contain elements of English pragmatism and cultural ideals (Chandra, 2021).

Academic and non-academic readings are both possible. There are two categories of non-academic reading: reading for enjoyment and reading for knowledge. Strong (1995, p. 41), cited in Rahman (2007, p. 13–14), observes that reading is done solely for enjoyment. A person reads what they enjoy and anticipates a variety of pleasures. Reading is one of the best ways for students to increase their vocabulary. The students, as being tedious, perceive the conventional methods of teaching vocabulary. According to Pazhakh and Soltani (2010), students "generally only acquire new vocabulary through contextualized new words in their textbooks or when given by teachers during classroom lessons. Because of this, reading newspapers can help undergraduate students become more knowledgeable by improving their general knowledge, vocabulary growth, critical thinking skills, writing abilities, and overall language proficiency. The quality, readability, frequency, and reading duration of the newspaper can all impact undergraduate students' comprehension. Teachers and students should select high-quality newspapers that are appropriate for their reading level and engage in regular, prolonged newspaper

reading to optimize newspapers' impact on undergraduate students' knowledge. Pazhakh & Soltani (2010), Gatbonton & Segalowitz (2005), and Reed (2000) highlight how reading helps to build vocabulary knowledge effectively. Knowledge of vocabulary creates a link for later use. Students develop a bridge of vocabulary knowledge through reading that they can utilize in writing or communicating in the future.

Students have extensively read newspapers in the literature about language learning. Reading the newspaper is a great way to improve one's vocabulary, grammar, and comprehension of what is being read. (Krashen, 2004; Nation, 2001) Newspapers also provide accurate content that illustrates the target language's social problems and cultural aspects. According to Breen and Littlejohn (2000), using authentic materials can improve language proficiency by assisting students in comprehending the language in context. El-Dakhs and Elshenawy (2017), Li (2015), Lee & Huang (2008), Chen & Tsai (2012), Lee & Huang (2008), Lee & Huang (2008), and others have all reported on the usefulness of using newspapers in language learning for vocabulary growth, reading comprehension, and writing abilities. Language learning requires the development of lexical skills. It describes how one learns and uses words and phrases from a language. (Nation, 2001) Developing a broad and diversified vocabulary is essential for effective language use and communication. According to a study by Jiang (2015), students with a more extensive vocabulary than those with a smaller one are more proficient in English. Lexical development and reading comprehension are also related since reading requires a solid vocabulary foundation. (Hu & Nation, 2000) Therefore, it is crucial to investigate how using newspapers affects undergraduate students' lexical development.

One of the best and most scientifically backed strategies for improving secondary school pupils' vocabulary and communication skills is using newspapers. The main goal of this work is to use newspapers to help learners realize how vast their vocabulary is. Language is only a tool people use to communicate around the globe. Alex (2000) found that reading English newspapers to students during their university language studies can help them become more proficient readers and increase their vocabulary; reading, writing, speaking, listening, general knowledge, and scientific skills can all be enhanced by using the newspaper to increase vocabulary. Critical thinking naturally develops when using a newspaper as a teaching tool. The newspaper comes alive with news. The newspaper expands the curriculum by offering a never-ending source of information that can be utilized as a background for

learning exercises. Students will improve their writing and reading skills by participating in these exercises.

They will practice various abilities, such as identifying the main idea, growing their vocabulary, comparing texts, building sentences, posing meaningful questions, and summarizing well. The actual information found in the newspaper must be discussed with the students. According to Nation (2001), vocabulary knowledge enhances language use, while language use promotes vocabulary development. Thus, vocabulary knowledge and language usage are complementary. We are learning English as a second language, and mastering vocabulary has several benefits, the primary one being that it helps students become more comfortable speaking and writing. Newspapers can be a valuable tool for expanding vocabulary in this way. According to Al Qahtani (2015), vocabulary is the number of words needed to express concepts and clarify the speaker's meaning. Reading newspapers aids students in maintaining a balance between receptive and productive vocabulary. Receptive vocabulary refers to words students can recognize, understand, and apply when and where they need to when reading a text. The focus of productive vocabulary is on terms that students can understand and pronounce; this helps improve writing and speaking skills. The text of a newspaper piques a learner's desire to read because of its current information.

All across the world, a large number of people speak English as their first language. English is the key to the global currencies of business and technology, claims Marpaung (2017). They use English for several things, including travel, education, trade, and commerce. "The English language requires four skills: listening, speaking, reading, and writing, as well as a large vocabulary; nonetheless, the number of words in any language cannot be calculated" (Marpaung & Sinaga, 2019). Learning English can help you do many things, like getting a full scholarship from a reputable university, traveling the world, negotiating a business deal with another company, and landing an excellent job at a large multinational company inside and outside your country. According to Pandey and Pandey (2014), learning English in a nation where it is not the national tongue offers a person a variety of advantages. "Vocabulary objects are essential for all parts of the English language, including hearing, speaking, reading, and writing" (Nation, 2011, p. One of the most important things about learning English is expanding your vocabulary. Tens of thousands of words are said each day.

Conforming in English requires a broad vocabulary, so expanding and improving one's vocabulary is essential. It is easier to communicate with people, convey opinions or

ideas, acquire essential knowledge, or follow directions with an extensive vocabulary. According to Rosyidah and Giyoto (2018), vocabulary is essential to language. Vocabulary is one of the building blocks of language and the basis for learning English; without vocabulary, there is no language. In order to improve their proficiency in speaking, listening, reading, and writing English, pupils need to acquire a vocabulary.

Viera (2018) sees vocabulary knowledge as essential for developing any language skill and helping one understand both spoken and written language. Vocabulary acquisition is challenging for students, especially Bangladeshi students learning English as a second language. Mtiethwa writes, "Using a combination of text, sound, graphics, video, or animation to teach vocabulary is becoming a key aspect of instructional practice in language acquisition" (2018). As a result, vocabulary learning will be more pleasurable for students. However, it is a well-known truth that students in Bangladesh read books primarily for national exams rather than for pleasure or to increase their knowledge (Sultana, 2018; Rimi, 2019; Mustafa, 2018). Vocabulary needs to be improved since children are not exposed to reading materials and are not interested in reading for pleasure (Ali & Razali, 2019).

Furthermore, according to Sultana (2018), Bangladesh's English language curriculum needs to meet the needs of elementary school students. In order to address these problems, Bangladeshi kids should start reading early on, ideally in elementary school. This will help their vocabulary grow and ensure they do well in primary and higher education. Moreover, integrating newspaper articles into regular classes improves teaching and learning significantly. Like in other Asian nations, Bangladesh is witnessing a rise in the popularity of modern media, including online news. However, in particular Bangladeshi contexts, access to some online resources could be restricted.

Furthermore, students' access to credible sources such as newspapers is restricted when they limit their education to digital text and online media (Mohamad et al., 2019). Unlike other resources like magazines, books, and even digital texts, newspapers are used extensively because they are readily available. Thus, this research aims to evaluate how well Bangladeshi ESL students may increase their vocabulary by studying English newspapers.

On the other hand, teachers are worried about their pupils' lack of interest in learning new vocabulary and are trying to provide strategies and resources to help them. Due to their potential to meet individual language demands and facilitate the progressive improvement of

language proficiency, textbooks are frequently used in schools (Wang et al., 2011). "One technique for helping English language students prepare for real life is to study and use actual materials in class" (Tamo, 2009). In 2011, Gilmore researched what valuable tools could help Japanese language learners become more proficient communicators in English. The experimental group, which received real-world input like movies, TV comedies, reality shows, documentaries, songs, novels, and newspaper articles, was randomly assigned to comprise sixty-two second-year English primary university students. The control group received input from textbooks. Figure 1 depicts how the newspaper is used as a practical resource to improve vocabulary skills in this study. In his study, Afrin (2016) discovered that Bangladeshi primary school kids struggled to understand issues from their English textbooks. In addition, the researcher's study revealed that primary school students could only understand simple text with simple word structures. Vocabulary ignorance immediately affects learners' capacity to participate entirely in class and finish lengthy assignments or activities.

Consequently, there is an immediate need for an effective research strategy on this topic. "One of the essential tools available to educators and students is newspapers." (Valva, 2009, p. 2) According to Valva, newspapers can be an exciting and encouraging tool for pupils to participate in structured reading and other activities. Therefore, printed materials like newspapers are valuable teaching and learning aids for educators and learners alike. It supports educators in designing and implementing lessons that include material pertinent to today's expectations and way of life. Information and entertainment were the main reasons young people read (Shen, 2006). The poll results indicate that periodicals and newspapers are their favorite reading mediums. Since it offers the most recent information on national and international issues, Ahmmed (2016) claims that the newspaper also serves as a textbook. As a result, students can reinforce their English language skills and broaden their knowledge combined. Evidently, "learning language in context is vital," and newspapers appear to be an excellent resource. (Shoari & Aidinlou, 2015) According to Ahmed (2016), students can improve their vocabulary and learn how to read quickly while understanding the significant ideas of a piece by engaging with English newspapers. Recently, newspapers have become an increasingly popular extra resource for English language instruction. (Pandey, 2019) Per Wolswinkel (2008), newspapers can effectively improve your English proficiency. "Talking about the daily news published in newspapers with teachers and students may make English courses more interesting," a study by Afzal and Harun (2013) found. Reading news stories

can aid students in understanding how the author presents their viewpoints and employs the word knowledge.

Newspapers offer accurate language content to help learners improve their language skills, so using them as a learning tool has long been a common practice (Chun, 2015). Reading news items, editorials, and features in newspapers can expose students to various texts that can help them develop their reading and writing skills, as well as their vocabulary and grammar.(Laufer & Nation, 1995)

Research shows that newspapers can enhance linguistic abilities, particularly vocabulary development. (Cobb, 2007; Qian, 1999; Schmitt, 2008) Cobb (2007) discovered that reading newspapers improved vocabulary knowledge more than conventional strategies like word lists and rote memorization. According to Qian (1999), reading newspapers aided students in developing their vocabulary, writing, and comprehension abilities. Schmitt (2008) discovered that given their abundance of high-frequency words and phrases, newspapers were an excellent resource for learners looking to expand their vocabulary.

Newspapers have long been considered essential for language acquisition because they offer authentic and exciting language resources. The idea behind using newspapers in language instruction is that exposure to real-world language materials can help language learners become more fluent (Chun, 2015). Newspapers provide a variety of texts, such as news items, editorials, and features, which can aid in developing a learner's reading, writing, vocabulary, and grammar (Laufer & Nation, 1995).

According to studies (Cobb, 2007; Qian, 1999; Schmitt, 2008), using newspapers while learning a language might help students become more proficient in their language skills, especially regarding vocabulary development. Reading newspapers exposes students to novel words and phrases, allowing them to interact with and learn new vocabulary in real-world situations. (Laufer & Hulstijn, 2001) Additionally, studies have demonstrated that reading frequently can significantly increase students' vocabulary, reading comprehension, and general language ability. (Bamford & Day, 2004)

Newspapers can aid students in expanding their vocabulary and reading, writing, and cultural awareness skills. (Chun, 2015) Reading news stories can give students a better understanding of the day's events and pressing topics, which can aid in the growth of their critical thinking abilities and their ability to engage in conversations. Learners can hone their writing abilities and express their ideas on various issues by writing letters to the editor or opinion articles.

Although not without difficulties, reading newspapers to learn a language. Picking acceptable materials for students to read is one of the critical issues. Reading the language and vocabulary in newspapers may be difficult for some learners because of their complexity (Chun, 2015). The structure and formatting of newspapers, which can be overpowering and complicated, may also be challenging for students to understand. (Cobb, 2007) Newspapers are still used in language acquisition today despite these difficulties. Thanks to the development of digital technology, newspapers are now easier to obtain than ever, and students may easily browse through a vast selection of international newspapers with only a few mouse clicks. Digital newspapers have several advantages, such as the capacity to look up information based on keywords or subjects, access to multimedia content like videos and photographs, and the option to read newspapers in several languages.

Finally, using newspapers to learn a language has various advantages, such as better vocabulary development, enhanced reading and writing abilities, and cultural awareness. Even if newspapers have some drawbacks, they can be solved with careful text selection and the application of digital tools. Newspapers are still valuable tools for language learners who want to sharpen their language skills and interact with the outside world.

2.1 Impact of Reading on Vocabulary Acquisition

Reading is an essential skill for learning a language and is crucial for developing vocabulary (Krashen, 2004). Reading makes Learning new vocabulary possible for students since it exposes them to new words and phrases (Laufer & Hulstijn, 2001). As students encounter words in context while reading, it helps with retention and recall, which is another efficient technique for reinforcing previously learned vocabulary (Nation, 2009).

Numerous studies have examined reading's effect on vocabulary learning, with many researchers reporting favorable findings (e.g., Bamford & Day, 2004; Horst et al., 1998; Nagy & Herman, 1987). According to research by Bamford and Day (2004), intensive reading—which entails reading a lot of material at the right level—significantly boosts language learners' vocabulary, reading comprehension, and overall language competency.

The development of vocabulary is significantly influenced by reading, which is a crucial part of language learning. Because vocabulary is the foundation of comprehension and communication, it is essential for language learners. Exploring pertinent research studies and theories will help us explore how reading affects vocabulary development in this essay. Reading exposes students to various new words and expressions, which can expand their vocabulary. This is one of reading's key advantages. Extensive reading has been proven in

studies to increase students' vocabulary learning. (Krashen, 1989; Horst, Cobb & Meara, 1998) According to Krashen's Input Hypothesis (1989), language learning happens when students are exposed to intelligible input above their current linguistic proficiency level. Krashen thinks reading can give students intelligible input and aid in vocabulary growth.

Reading can also assist students in learning the meaning of new words by giving them context cues. Learners can determine the meaning of new words by inferring their meaning from the context in which they appear. (Nation, 2001) This approach is known as incidental vocabulary learning, and studies have shown that it can be a valuable method for picking up new words (Nagy & Herman, 1987). Reading also aids language learning by exposing students to various word meanings and idioms (Coady & Huckin, 1997). Exposure to many word meanings can aid students in developing a more profound knowledge of words and their meanings.

Reading can also increase students' reading fluency, which will help them learn more vocabulary. Reading fluency is the capacity to read quickly, accurately, and easily (National et al., 2000). Fluent readers can read more words in less time and better understand what they are reading. Research has shown that reading fluency and vocabulary growth are positively connected (LaBerge & Samuels, 1974). As a result, students who read proficiently are more likely to expand their vocabulary and comprehend the meaning of unfamiliar terms.

The acquisition of vocabulary is improved by reading, but not all reading materials do it equally well. According to studies (Laufer & Hulstijn, 2001; Nation & Wang, 1999), natural materials like novels, magazines, and newspapers can be more effective at boosting vocabulary learning than simplified texts. Learners are exposed to authentic texts, which can be rewarding but challenging since they expose them to real-world language. On the other hand, more straightforward texts may not expose students to complicated linguistic patterns frequently enough and may hinder their ability to learn new words. (Elley, 1991)

The students' past understanding of the subject can also impact how reading affects vocabulary acquisition. According to research, a learner's capacity to pick up new vocabulary can be influenced by their past knowledge of the subject. (Huckin & Coady, 1999) A learner's likelihood of comprehending the meaning of new terms and retaining the vocabulary increases with a prior understanding of the subject.

Finally, reading significantly affects how much language a person learns. Extensive reading has been found to assist students in learning more vocabulary, and it gives them context cues to help them understand the meaning of unfamiliar words. Authentic texts can

improve vocabulary acquisition, which is favorably connected with reading fluency. However, an existing understanding of the subject matter can affect a learner's capacity to pick up a new language. In order to give students exposure to real-world language, teachers and students must choose appropriate reading resources that are both difficult but understandable.

2.2 Impact of Reading Newspapers on Knowledge of Undergraduate Students

Reading newspapers has been demonstrated to significantly impact undergraduate students' knowledge and linguistic skills. This essay examines pertinent research findings and theories to analyze how reading newspapers affect undergraduate students' knowledge.

One of the critical advantages of reading newspapers for undergraduate students is the ability to broaden one's knowledge. Students can increase their understanding of the world around them by reading newspapers covering a wide range of topics from politics to sports, science, and technology. Newspaper reading has been linked to increased interest in reading and improved undergraduate students' general understanding of current events. (Kirsch, 1999; National Literacy Trust, 2014) Reading newspapers can also help undergraduate students develop their critical thinking abilities by exposing them to many points of view on current events. (Gee, 2015)

Additionally, reading newspapers can help college students improve their vocabulary. Newspapers utilize a wide variety of vocabulary, including technical terminology and everyday expressions, which might aid pupils in learning new words. According to studies (Krashen, 1989; Horst et al., 1998), reading newspapers can help undergraduate students become proficient word learners and comprehension readers. Additionally, by exposing undergraduate students to various sentence structures and grammatical forms, reading newspapers can help them develop their grammar and sentence structure. (Coady & Huckin, 1997)

Additionally, reading newspapers can help undergraduate students become better writers. Newspapers give students examples of excellent writing, which can help them hone their writing abilities. Undergraduate students benefit from studying the format and organization of newspaper stories since it helps them write better. (Bazerman, 1988) By exposing them to various writing styles and rhetorical devices, reading newspapers can help undergraduate students write convincingly. (Gee, 2015)

The ability to read critically can be improved in undergraduate students by reading newspapers. Undergraduate students can become more critical readers by reading newspapers

since they are exposed to various writing formats and styles. They can learn how to assess the accuracy of the data in newspaper articles, determine the author's intent, and detect the use of persuasion. (Rumelhart, 1994) The newspaper's quality can significantly impact how much knowledge undergraduate students learn. Low-quality newspapers, which can contain biased or incomplete material, are less likely to help advance students' understanding than high-quality newspapers, which offer accurate and thorough coverage of current events. The difficulty in reading a newspaper can also impact how well undergraduate students understand it. Newspapers with higher reading levels could be more difficult for confident kids and only be appropriate for some pupils.

Furthermore, the quantity and length of newspaper reading also affect undergraduate students' understanding. The National Literacy Trust (2014) found that regular and persistent newspaper reading can substantially influence undergraduate students' understanding more than sporadic reading. Additionally, newspapers can have a more significant educational influence on undergraduate students. Teachers who enhance their lesson plans and give students examples of how their study principles are used in real-world situations (Bazerman, 1988) can use newspapers.

Because of this, reading newspapers can help undergraduate students become more knowledgeable by improving their general knowledge, vocabulary growth, critical thinking skills, writing abilities, and overall language proficiency. The quality, readable quality, frequency, and reading duration of the newspaper can all impact undergraduate students' comprehension. Teachers and students should select high-quality newspapers appropriate for their reading level and engage in regular, prolonged newspaper reading to optimize the impact of newspapers on undergraduate students' knowledge.

According to Nation (2001), reading helps students learn new words and expand their vocabulary. According to research by Pazhakh and Soltani (2010), EFL students concurred that reading significantly improved their vocabulary and positively impacted their attitudes toward reading. According to studies by Gatbonton and Segalowitz (2005) and Pigada and Schmitt (2006), long-term reading is a major factor in vocabulary acquisition. Raemer (1996) and Hafiz and Tudor (1989) concluded that reading a lot aids in understanding language meanings.

As a printed mass medium, newspapers offer their readers vast information. Al-Sulaimani (2007) states that Arab EFL students can study English as "a means of international communication, not as a school subject or a university required course to be passed and forgotten after graduation" by using newspapers and other mass media. When weighed against other mass media, newspapers have a few advantages. Newspapers do not require as much upkeep as certain other forms of media. Additionally, readers can have a technical understanding of how to operate them, and they are simple to take advantage of in terms of cost and electricity. In summary, Al-Sulaimani (2007) found that:

Acquiring a media lexicon by reading Reading English-language newspapers is a cutting-edge, contemporary approach to learning the language as a second or foreign language. In contrast to other contemporary instructional media like computer programs and the Internet, ELN is easy to use, affordable, diverse, up-to-date, educational, and cultural. For this reason, it is reasonable to say that teaching Arab English language learners to read and comprehend ELN is an essential skill for them at all levels. (77)

Several studies that have been done recently on the benefits of reading English newspapers have recommended that newspapers be used in classrooms. Language teachers can acquire and use newspapers as a non-technical, authentic, simple, and affordable teaching medium at any time and from any location, according to Olivares (1993: 2) and Grundy (2001: 7), as mentioned in Al-Sulaimani (2007: 64). They can also be cut, colored, posted, and eventually discarded or recycled. In various social situations that are typically not covered in textbooks, the vast array of text kinds and the vast quantity of information in newspapers help EFL students' vocabulary grow."(p. 64) Reading English newspapers might be a more beneficial reading assignment for expanding vocabulary than reading textbooks for the syllabus because it can be a voluntary activity. Krashen (2004) provides evidence to support this theory by pointing out that students who read on their own volition advance more quickly in their vocabulary and reading comprehension. He is adamant that students who read for enjoyment are better readers, writers, and grammarians. "Texts that are not written for language teaching purposes" is what Jordan (1997) defines as authentic texts. According to Peacock (1997), authentic resources have been created to serve a social function

within the language community. Students may become more motivated when genuine materials are used in the classroom since it gives their education a more grounded and practical component. Authentic resources are necessary because they expose pupils to "real" language and boost their motivation for studying.

Among the benefits of reading newspapers are:

- Natural language is introduced to students.
- It boosts the students' desire to learn.
- It is a resource for knowledge regarding global events.
- An extensive range of text formats is present.

Because they cover subjects that students find interesting, it promotes reading for pleasure.

According to Al-Sulaimani (2007), newspaper texts are "living texts" due to their format. These texts are characterized as "thriving" and possess an "immediate" and "interactive nature." They also offer valuable knowledge about various elements of life and discuss current events regularly.

EFL learners or readers use various tasks and abilities to read English newspapers, including skimming, scanning, summarizing, classifying, abstracting, and forming opinions on a subject. English language learners can get engaging resources from newspapers, which are easily accessible. The vocabulary load is a primary source of difficulty for learners when reading them. Laufer (1986) stated that learners require 95% lexical coverage of a text to complete comprehension successfully demonstrated it. Put another way, they must be familiar with enough distinct word kinds to account for 95% of the running words (or tokens) in a paper. According to recent research, a paragraph that has been unsimplified should have at least 5,000 words. A lexicon of 5,000 words would cover 90–95% of the lexis in authentic texts, according to Deville et al. (1985), Ostyn and Godin (1985), and Hindmarsh (1980).

English newspapers use much repetition in their writing. Upon multiple readings, readers can deduce the meaning of the newly added words. The study conducted by Pazhakh and Soltani (2010) noted that "word repetition in the reading material helps the readers... develop a deeper and more accurate understanding of word meaning and foster

vocabulary learning" (p. 395). When Richards, Platt, and Platt (1999) reported that reading is "intended to... build up vocabulary knowledge," they agreed. According to Pazhakh & Soltani (2010), p. 396, students can pick up much vocabulary in the target language by reading newspapers. Students can engage with natural language and its usage through newspapers. The learners feel better when authentic materials assist them in engaging with the "real" language. The newspapers encourage Students to read more for enjoyment, especially on themes that interest them. Recent studies support using authentic materials because they expose students to "real language and real life." However, studies have examined readers' understanding of words from reading in connection to a word's frequency of occurrence. These studies show the approximate number of repetitions required to learn a word. The majority of students knew words that appeared seven times or more in a textbook, according to Kachroo's 1962 survey. In modern times, Saragi, Nation, and Meister (1978) propose that a reader practice a word at least ten times before learning it. Between seven and ten repetitions are thought to be required for learning to occur, according to Hwang Kyongho and Paul Nation (1989). The researchers concluded that reading running stories offers more favorable conditions for vocabulary learning than unrelated stories because they lessen the word burden more than reading unrelated stories.

The readers (learners) must look up some new terms in a dictionary to understand a newspaper paragraph. By doing this, they will be able to learn the definitions of new words. As an alternative, they can attempt to infer new terms' meanings from the context, which will give the students a rough or incomplete comprehension of the meanings of the new words. They can come across words from the first piece when they read another text in the same or a different newspaper. Upon reading the third text, one may notice that some terms that appeared in the first, second, or both texts are also present in the third text. Thus, reading many texts from newspapers will reduce the number of terms new readers are unfamiliar with and enable those with a restricted vocabulary to read more quickly without being distracted by unfamiliar words.

Additionally, it makes reading newspaper texts easier for students to understand and motivates them to read more. When learners read writings that do not have word repetitions because the topics covered in the texts are unrelated, they must acquire the meanings of several unfamiliar terms to understand the text. Newspaper texts with related topics inspire readers to read more and help them accumulate a vast vocabulary over

time. Meanwhile, newspaper texts with unrelated topics help readers acquire a certain amount of vocabulary more quickly and with some challenges.

Pitafai, S. (2022), seeks to learn more about how accessing online newspapers affects English undergraduate students' reading comprehension abilities. Thirty-three undergraduate students participated in the study and were separated into two groups: a control group that did not use internet newspapers as a teaching tool and an experimental group that did. The experimental group's English reading comprehension skills significantly improved compared to the control group, according to the study's findings. Students' reading comprehension, vocabulary growth, and critical thinking abilities were found to be positively impacted by the use of online newspapers. The survey also discovered that students appreciated utilizing online newspapers as a learning tool and thought it was interesting and pertinent to their lives.

The study contends that using online newspapers as a teaching resource can help improve undergraduate English students' reading comprehension abilities. The study's conclusions may be helpful to English language instructors who are looking for creative and exciting teaching resources to enhance their students' reading comprehension skills.

Researchers F. Abbas, M. F. Farid, A. Iqbal, & S. Parveen explore if providing Pakistani university students with newspapers to read can help them become more proficient readers of English text. In the study, two groups of sixty undergraduate students were formed: the experimental group, which read newspapers as reading material, and the control group, which read textbooks written in Standard English. The study's findings revealed that, compared to the control group, the experimental group's reading comprehension in English significantly improved while using newspapers as a reading source. According to a study, reading newspapers helps kids become more fluent readers and develop their vocabulary. In addition, the study discovered that compared to conventional English language textbooks, pupils preferred reading from newspapers and found them more fascinating and engaging. According to the paper's findings, newspapers can help enhance Pakistani university students' reading ability in English. The study's conclusions may be helpful for English language instructors looking for creative and exciting teaching strategies to raise their students' reading comprehension levels in the language.

In their study published in 2013, Asokan, L., & Dhanavandan, S., look into the newspaper reading habits of Indian engineers. The study aims to determine the frequency, motivations, and favorite newspaper kinds among engineering professionals. One hundred twenty engineering experts were included in the study as a sample, and they came from

various Indian businesses and organizations. The study's findings revealed that 86.67% of respondents routinely read newspapers, with English being the language of choice. According to the study, the biggest motivation for reading newspapers was to keep up with news and events relevant to their line of work. The study also discovered that general newspapers, business newspapers, science and technology newspapers, and sports newspapers were the most popular publications. The morning was the favored time for reading newspapers, according to the study, and most respondents only read them for a short while. According to the paper's conclusion, reading newspapers is crucial for engineers to keep up with news and events pertinent to their line of work. The study's conclusions may help newspaper publishers understand engineering professionals' reading tastes and habits so they may adjust their content accordingly. The purpose of Majumder, D., & Hasan, M. M.'s (2013) study is to look into the newspaper reading practices of students at a private institution in Bangladesh. The study investigates how frequently university students read newspapers, what kinds of newspapers they prefer to read, and why they do so. 200 students from the World University of Bangladesh made up the study's sample, and a structured questionnaire was used to gather the study's data. The study's findings revealed that the majority of participants (79.5%) routinely read newspapers, with the English language being the most popular medium. The study also discovered that keeping up with current events, followed by academic interests and amusement, was the primary motivation for reading newspapers. The study also indicated that general newspapers, business newspapers, sports newspapers, and newspapers covering science and technology were the most popular publication categories. The majority of students read newspapers for less than an hour, according to the study, and mornings are their favored times for reading. The study concludes that private university students in Bangladesh have a high prevalence of newspaper reading habits. Reading newspapers to stay current on events and news relevant to their academic studies is crucial. The study's conclusions can help newspaper publishers in Bangladesh better understand the reading interests and habits of students at private universities so they can create content that appeals to them.

A sociological viewpoint is used in the study by Nagashetti, I. V., and Kenchakkanavar, Y. (2015) to examine undergraduate students' newspaper reading habits in an Indian college. The study investigates why college students read newspapers, how frequently they do so, and which newspapers they like to read. Data was gathered for the study using a standardized questionnaire, which featured 100 students from Laxmeshwar's Municipal Arts and Commerce College. The study's findings revealed that most participants

(88%) routinely read newspapers, with regional languages being the most popular choice. The study also discovered that maintaining awareness of current affairs was the primary motivation for reading newspapers, followed by academic requirements and personal pleasure. The study also discovered that general newspapers, sports newspapers, and entertainment newspapers were the most popular sorts of newspapers. The majority of students read newspapers for less than an hour, according to the study, with the morning being the favorite period. The study concludes that reading newspapers is a frequent pastime for college undergraduate students and that it is crucial for them to keep up with current events and news relevant to their academic endeavors. The study's conclusions can help newspaper publishers better understand the reading tastes and habits of Indian college students and adjust their content accordingly. The study's sociological viewpoint offers insights into the cultural and social elements.

Newspapers are examined by Rao, P.S. (2019) to see how well they work as a teaching tool in language classes. The study aims to ascertain how reading and utilizing newspapers affects English language proficiency among second-language English learners in terms of vocabulary, grammar, and reading and writing. 60 students from an Indian institution learning English as a second language participated in the study. Two groups of participants were formed, one receiving traditional teaching and the other receiving instruction based on newspaper articles. Descriptive statistics were used for the analysis of the data, which was gathered by pre- and post-testing. The study's findings demonstrated that, when put to the post-test, the newspaper-based instruction group outperformed the conventional instruction group by a large margin. The study discovered that using newspapers as a teaching resource improved the reading, writing, vocabulary, and grammatical skills of English second language learners. The study also discovered that using newspapers sparked participants' interest in learning English and encouraged them to do so. The paper comes to the conclusion that teaching language skills to English language second language learners using newspapers as a teaching resource is an effective method. The study's conclusions imply that newspapers can be used as a supplement to conventional teaching materials to improve language learning. In addition to highlighting the necessity of using real materials in language instruction, the study offers insights into the advantages of using newspapers as a teaching resource.

Researchers Thiagarajah, A., and Razali, A. B. (2021) look into the efficacy of using English newspapers as a method to help Malaysian secondary level ESL/EFL students learn more vocabulary. 48 secondary school students from Malaysia were sampled for the study

and split into two groups. While the control group received conventional training, the experimental group received instruction based on newspapers. The study included a pre- and post-testing design to gauge the success of the intervention, and descriptive statistics were utilized to analyze the data. The study's findings demonstrated that the experimental group outperformed the control group in the post-test by a large margin. According to the study, using newspapers as teaching resources helped students learn more vocabulary and develop a greater enthusiasm for studying English.

Additionally, the study indicated that using newspapers as a teaching tool helped pupils learn on their initiative. In Malaysian secondary-level ESL/EFL students, using newspapers as a teaching resource effectively enhances vocabulary knowledge. The study's conclusions suggest using newspapers to supplement more conventional teaching aids and improve language acquisition. In addition to highlighting the need to use natural materials in language instruction, the study offers insights into the advantages of using newspapers as a teaching resource.

Zeng, Z., and Wang, X. (2022) utilize deep learning to investigate the effectiveness of using English newspapers in a hybrid teaching strategy that combines online and offline approaches. The study included a sample of sixty students from a Chinese university. They were divided into two groups, one of which received the hybrid technique and the other the conventional offline teaching methods. The research used pre-and post-tests to determine the intervention's effectiveness, and quantitative and qualitative methods were used to analyze the data. The study's findings demonstrated that the hybrid technique was more successful than the conventional offline teaching strategy at raising students' English reading comprehension levels. The study also discovered that the pupils' reading comprehension skills improved due to the usage of deep learning technologies. The study's findings suggest that teaching undergraduate students to read English newspapers can be accomplished using a hybrid approach and deep learning technology. The study's conclusions suggest improving language instruction efficiency by combining online and offline techniques with deep learning technologies. In addition to highlighting the need for more research in this area, the report offers insights on the advantages of technology in language instruction.

In her 2020 study, Wijayanti E. looks at how reading short stories and newspapers affects students' vocabulary size at Indonesia's Cenderawasih University. For the six-week study, 30 students were split into two groups and assigned to read newspapers or short fiction. Pre- and post-tests were given to gauge the student's vocabulary size, and the data was then

examined using independent sample t-tests and descriptive statistics. The study's conclusions demonstrated a substantial correlation between reading short stories and newspapers and students' increased vocabulary size. However, the vocabulary size of the group who read newspapers increased more than the vocabulary of the group that read short tales. According to the study, college students' vocabulary size can be increased by reading newspapers. According to the study, newspapers can be a valuable tool for language training because they offer a wealth of authentic linguistic input. In addition to highlighting the need for more research in this area, the report offers insights into the significance of substantial reading in language learning.

Danisman's 2007 study aimed to determine whether teaching vocabulary to students in preparation classes at the pre-intermediate level could be accomplished effectively by using newspapers. A total of 36 students participated in the study and were split into an experimental group and a control group. While the control group received conventional vocabulary education, the experimental group received vocabulary instruction utilizing newspapers. The study lasted for eight weeks, and information was gathered through pre-and post-tests and a questionnaire to find out how the newspaper-based vocabulary training fared with the students. The outcomes demonstrated that the experimental group did better than the control group in terms of language knowledge. The experimental group's students also reported an excellent drive and interest in the vocabulary. According to the study, pre-intermediate level prep class kids could benefit from vocabulary lessons using newspapers. According to the study, newspapers can serve as rich and varied sources of vocabulary intake, emphasizing the value of using natural materials in language instruction. The study's conclusions have ramifications for language instructors and curriculum designers who want to create efficient and exciting vocabulary lessons for language learners.

Ahmad (2016) examined how using English newspapers could help Dhaka University undergraduate students in Bangladesh improve their vocabulary and reading abilities. There were 60 participants in the study, split into two groups: an experimental group that received instruction in reading English newspapers and a control group that received conventional reading instruction. Pre- and post-tests and a questionnaire were used to gather data for the 12-week study, which sought to understand how well the students felt the English newspaper reading lesson had worked. The findings demonstrated that both vocabulary and reading skills were improved in the experimental group compared to the control group. The study concluded that English newspapers can be a valuable instrument for enhancing undergraduate

students' vocabulary and reading abilities. According to the research, including English newspapers in language classes can give students access to real-world reading resources that will help them become more fluent. The study's findings have consequences for language educators and curriculum developers looking for practical strategies to raise their students' language proficiency.

In Tanzanian senior high school pupils, Bndaka (2007) looked into how healthy newspaper articles may help them develop their reading skills. In the study, 70 participants were split into two groups: an experimental group that received education based on newspapers and a control group that received training based on conventional textbooks. A questionnaire and pre-and post-tests were used to gather data for the three-month study to understand how well the participants perceived the newspaper-based education. The findings demonstrated that the experimental group did better in reading comprehension and vocabulary development than the control group. According to the study, newspaper articles can be a valuable tool for improving senior high school students' reading abilities. According to the research, using newspaper articles in language lessons can give students access to real-world reading resources to help them become more fluent in their target language. The study's findings have ramifications for language instructors and curriculum developers looking for practical strategies to raise their students' reading proficiency.

Reading newspapers has long been a well-liked strategy for ESL/EFL students to increase their vocabulary and reading comprehension. The following papers summarize how well newspapers work for teaching and learning languages.

Chung (2009) presents the Newspaper Word List (NWL), a vocabulary list designed specifically for reading newspapers. The analysis of the NWL's vocabulary frequency and scope reveals several high-frequency words necessary for reading newspapers. The study implies that materials for reading lessons to hone students' newspaper reading abilities could be made using the NWL.

At Indonesia's Cenderawasih University, Wijayanti (2020) looked at how reading short tales and newspapers affected students' vocabulary size. The study results showed that reading newspapers significantly increased vocabulary size, with students who read newspapers performing better on the vocabulary exam than those who did not. The study concludes that including newspaper reading exercises in language classrooms can be a valuable strategy for raising students' vocabulary levels.

The impact of using newspaper-based instruction on the improvement of reading comprehension abilities among secondary school pupils in Egypt was examined by Abd El-Gawad (2013). According to the study, newspaper-based training greatly enhanced pupils' reading comprehension abilities. According to the study, using newspapers as a teaching resource can offer real-world content that is engaging and applicable to students' daily lives, inspiring them to learn and hone their skills.

In Romanian English language classes, Bucura and POA (2011) investigated the efficacy of using newspapers as a teaching resource. The study discovered that newspapers are a rich supply of natural materials that may be utilized to instruct students in grammar, vocabulary, and reading comprehension, among other language skills. According to the study, incorporating newspapers in language classrooms can help pupils learn more meaningfully and enthusiastically.

The benefits of using newspapers as a teaching tool for adult learners are covered by Kortner (2000). According to the study, newspapers can offer authentic content that is entertaining and applicable to the lives of adult learners. Newspapers can also be used to teach various language skills, such as vocabulary, grammar, and reading comprehension. According to the study, reading newspapers helps improve language.

Mehta (2010) explores the use of English newspapers in the classroom using creative methodological paradigms. The study contends that reading newspapers might foster language competency among students and encourage active learning. Furthermore, newspapers can provide real-world examples that can be utilized to teach a variety of language skills, such as speaking, listening, reading, and writing. The study's findings support the use of newspapers in the classroom to foster student connection, teamwork, and collaboration in a learner-centered setting.

According to Tuncer (2019), newspaper headlines can be used to help students in EFL classrooms improve their reading and writing abilities. According to the study, employing newspaper headlines can help students' reading comprehension and writing abilities. The study contends that using newspaper headlines, as a teaching resource can be a successful strategy to involve students and aid in their language learning.

The motivation of students to use newspapers to study English is examined by Vijayan and Zarei (2019). The study discovered that students had a strong desire to use

newspapers as a source of real materials for language training. Because newspapers offer a window into many cultures, lifestyles, and opinions, the study contends that using them can increase students' motivation and interest in learning English.

Wardman (2010) offers an engaging writing activity for ESL students that involves making a newspaper. For this project, students are involved in all facets of newspaper creation, including writing, editing, and page layout. According to the study, the project improved students' writing abilities and gave them a pleasant and interesting approach to learning English.

2.3 Research Gap

The above literature review explores the role of newspapers in language learning, mainly focusing on vocabulary development and reading comprehension. The key points include:

2.3.1 Reading for Enjoyment and Knowledge:

- Academic and non-academic reading are discussed, with two categories of non-academic reading: reading for enjoyment and reading for knowledge.
- Strong (1995) notes that reading is done solely for pleasure, allowing individuals to read what they enjoy and anticipate various pleasures.

2.3.2 Vocabulary Development through Reading:

Reading is emphasized as a crucial method for students to increase their vocabulary, as conventional teaching methods may be perceived as tedious.

Pazhakh and Soltani (2010) highlight that students acquire new vocabulary through contextualized words in textbooks or during classroom lessons.

2.4 Benefits of Reading Newspapers:

As a printed mass medium, newspapers offer vast information and are considered a modern, innovative method for learning English as a foreign or second language.

Reading newspapers can provide benefits such as exposure to real language, increased motivation for learning, knowledge about global events, and a variety of text formats.

2.5 Use of Authentic Materials:

Authentic materials, such as newspapers, are essential for exposing learners to real language and enhancing their motivation to study.

Authentic resources are defined as those created to serve a social function within the language community.

2.6 Vocabulary Load and Repetition in Newspapers:

Laufer (1986) suggests that learners need 95% lexical coverage of a text for successful comprehension.

English newspapers use repetition, which aids readers in deducing the meanings of newly added words and contributes to deeper understanding and vocabulary learning.

2.7 Studies on the Efficacy of Newspapers in Language Teaching:

Studies by Pitafai (2022), Asokan and Dhanavandan (2013), Nagashetti and Kenchakkanavar (2015), Rao (2019), Thiagarajah and Razali (2021), and Zeng and Wang (2022) highlight the positive impact of newspapers on reading comprehension, vocabulary growth, and critical thinking abilities.

2.8 Newspaper-Based Vocabulary Instruction:

Danisman's (2007) study demonstrates that teaching vocabulary using newspapers effectively leads to better language knowledge and increased student interest.

2.9 Studies on Specific Populations:

Studies by Ahmad (2016) and Bndaka (2007) focus on specific student populations (Dhaka University undergraduates and Tanzanian high school students, respectively), indicating positive outcomes in vocabulary and reading skills.

2.10 Online Newspapers and Reading Comprehension:

Pitafai (2022) and Zeng and Wang (2022) explore the impact of online newspapers on reading comprehension, finding significant improvements in students' skills.

2.11 Creative Use of Newspapers in Language Teaching:

Mehta (2010) suggests that newspapers can foster language competency, active learning, and student connection, supporting a learner-centered approach.

However, none of the abovementioned researchers explored the impact of Newspaper reading on the Lexical development of undergraduate students. They especially observed the impact through experiments. This research project will use the experimental methodology to explore the Impact of Newspaper reading on the Lexical development of Undergraduate students at the University of Buner.

CHAPTER 03

Research Methodology

3.1 Research Methods

This chapter will outline the research methods used for the study titled "Impact of Using English Newspapers on the Lexical Development of Undergraduate Students: A Case Study of BS English Students of the University of Buner." The research design, participants, data collection strategies, data analysis methodologies, and ethical considerations are described in this chapter. This chapter gives readers a clear grasp of the study's methodology by describing these elements.

3.2 Research Design

A case study approach is used to examine the effect of reading English newspapers on undergraduate students' vocabulary growth. Case study research thoroughly analyzes a specific phenomenon within its practical setting. This design is appropriate because it enables a thorough investigation of a particular participant group's experiences, viewpoints, and results.

3.3 Participants and their Selection

The nature of the current investigation is experimental. The study is carried out using a quantitative research approach. A control and experimental study design is applied. All students enrolled in the English Department (Semester 5th and 7th) at University Buner made up the study's population. Two groups is chose randomly based on their performance in the class exam. They were divided into two groups: the experimental and the control. Based on the findings, 120 University students is choose. The usual book-reading method is used to instruct the control group. The experimental group received training by regularly reading newspapers. Every day, they read newspapers for one and a half hours. After practicing reading the newspaper for an hour and a half, the participants' reading abilities is evaluated using reading exercises that the researchers created. Records of the outcomes is kept. For a total of six weeks, the trial ran. A detailed test is administered to students in both groups following the conclusion of the six-week experiment. The researchers employed a customized Reading Proficiency Test (RPT) test. Moreover, the current knowledge exam sheet of the students is utilized.

3.4 Data Collection and Elicitation Process

This research aims to investigate if undergraduate students' lexical knowledge is improved by reading English newspapers. This study used experimental research methodology, including lexical knowledge enhancement treatment and a pre-and post-test approach. The study is conducted at Pakistan's University of Buner in Khyber Pakhtunkhwa. Out of the 19 Departments, the English Department (Semester 5th and 7th) was the one selected by the researchers for this experimental study. One hundred and twenty students participated in this study. Of the 120 students, 60 were assigned to the traditional technique and 60 to the experimental group. The purpose of the teaching and learning process is to teach Lexical through the use of natural materials that were taken from Dawn, an English daily. The chosen students isdivided into two groups—control and experimental—each of which received a pre-test in order to establish the size and composition of the research sample. The intervention is then administered to the experimental group and put into practice. A post-test is given to both groups at the end of the study to determine if the experimental group had changed as a result of the intervention.

Each participant's overall score was calculated for both the experimental and control groups. Both the experimental and control groups successfully completed this step. One example is found in inferential statistics, such as paired samples. The T-test is employed since this inquiry involves many assessments of linked samples. The mean value between the testing sessions before and after was compared using this version of the T-Test. The post-intervention test data was coded and tallied in the interim. Descriptive analysis is employed to count and examine the unprocessed data. A descriptive analysis is used to determine the mean and standard deviation, which is then used to assess how English newspapers affected the lexical development of undergraduate students. This quantitative study seeks to determine how English newspapers impact undergraduate students' lexical development.

3.5 Sampling Technique

Purposive sampling is likely chosen for this study in light of its specific research goals and the requirement for a targeted selection of individuals who satisfy particular requirements. When researchers seek to pick individuals with particular qualities pertinent to the research question or purpose, they frequently utilize the non-random sampling technique known as

"purposive sampling." With the help of purposive sampling, the researcher may ensure that the individuals they choose have the necessary characteristics for the study.

The researcher's goal in this instance is to look into a specific component of English proficiency among undergraduate students enrolled in a particular university's BS English program. The study's specific inclusion criteria were: (1) enrollment in the BS English program; (2) completion of at least two years of study; (3) various levels of English proficiency; and (4) voluntary participation. Using purposive sampling, the researcher could choose participants who met these requirements.

Because they are the target demographic pertinent to the research issue, undergraduate students participating in the BS English program (Semester 5th and 7th) is selected for the study. It is essential to include participants who have been studying English for a significant amount of time because the study concentrates on English proficiency. As a result, the requirement that participants have studied for at least two years ensures they have had enough exposure to the language. It is possible to gain a variety of viewpoints and insights into the research topic by including participants with various English proficiency levels. The researcher can investigate how differing degrees of language competence may affect the results or responses linked to the study's aims by choosing participants with different proficiency levels.

3.6 Intervention

English newspapers is incorporated into the participants' normal classwork during the intervention. Newspaper stories related to the participants' schoolwork is given to them, and they were urged to read, evaluate, and discuss them in class. Eight weeks were allotted for the intervention, and participants' progress was checked in between sessions with periodic evaluations and feedback.

In order To ensure that the participant's choice of newspaper items is relevant to the coursework, much consideration is given. Regarding the article selection procedure, the data does not explicitly say anything. Nevertheless, it is safe to infer that the articles were picked because they matched the subjects the participants had to study for their coursework. It would have been the intention to choose articles relevant to the themes, subjects, or linguistic abilities being taught in the classroom. This would make the learning experience more meaningful and contextual by enabling the participants to relate the article content to their current coursework.

The intervention aims to improve participants' linguistic abilities and comprehension of the subject matter by giving them newspaper articles related to homework. It was recommended for participants to read the articles, consider their arguments, and participate in classroom discussions. They could have improved their English speaking, critical thinking, and reading comprehension skills with this method. Additionally, exposing students to real-world language, vocabulary, and writing styles through the usage of actual sources like newspapers prepares them for applications outside of the classroom.

Regular evaluations and feedback were given to participants to track their development during the eight-week intervention period. This implies that the instructor would have assessed the student's understanding of the articles, their capacity for analyzing and discussing the material, and their general development of language skills. The evaluations and comments likely worked as formative tools to direct the participants' learning and advise them on areas where they may improve.

Overall, by including English newspapers in the usual classroom activities, participants were exposed to real language materials, could relate the articles to their schoolwork, and improved their reading, analytical, and discussion abilities. The intervention lasted eight weeks, with regular evaluations and comments to monitor the participants' development and aid in their learning process.

3.7 Quantitative Data Analysis

The researcher intends to employ suitable statistical techniques for the quantitative data from pre- and post-intervention assessments. The participants' test performance results is summed up using descriptive statistics, such as mean and standard deviation. These summary data outlined the participant's performance distribution and score distribution. The researcher suggests utilizing sample paired t-tests or non-parametric tests to ascertain whether the variations between the pre-and post-intervention ratings are statistically significant. The distributional characteristics of the data is determined which test to use. Paired t-tests are appropriate as the data met the normality and variances' homogeneity requirements. These tests are an aid in determining whether the intervention changed the participants' test results in a statistically significant way.

3.8 Research Limitations

This study is primarily concerned with using newspapers to improve the Lexical knowledge of undergraduate students. Consequently, other reading materials that could help students improve their language proficiency and knowledge base need to be considered. Moreover, the participation is limited to undergraduates at The University of Buner. Therefore, neither higher-level students nor other educational levels are included in this study regarding increasing Lexical knowledge. Aside from the time constraint, the study could not have included more participants because only English Department students were recruited because of their proficiency in the language. To minimize threats to validity in educational research, it is highly suggested that the same teacher (Creswell, 2013) teach all research groups included in the study. However, this is often outside the researcher's control and is determined by factors like administrative decisions and university scheduling (Tan, 2016). Two English language instructors were thus called in to assist. The two English language teachers were well-versed in the study's protocols and methods, especially regarding data collection and ethical study conduct, to guarantee that the research's integrity was maintained. Therefore, it is possible that the findings from this tiny sample from a single university in a particular part of District Buner do not accurately reflect the lexical levels of students everywhere. This work is nonetheless significant as a preliminary investigation, though, and it is expected to spark more extensive and similar investigations. Other restrictions include:

3.8.1. Generalizability:

This study's findings may only be generalized in some situations due to the specific context and sample used in this investigation. The study focuses on a specific set of undergraduate students enrolled in the BS English program, which might not represent the general undergraduate student population or English language learners in other programs or institutions.

3.8.2. Sample Size:

While 120 students is sufficient for a qualitative case study, it may affect the statistical power and generalization of the results.

3.8.3. Time Restrictions:

The eight-week intervention period is relatively brief in terms of assessing the long-term effects on lexical development. The study's findings only partially capture how the intervention affected the participants' lexical growth.

3.8.4. External influences:

Although the researcher has no control over these factors, they may impact the research.

3.8.5. Self-Reporting Bias:

Because the semi-structured interviews relied heavily on participant perceptions and self-reported experiences, biases could emerge.

3.8.6. Intervention and Observation:

Establishing a causal relationship between the intervention and the observed outcomes is difficult because there is no comparison group. Future research may consider introducing a control group to increase the study's internal validity.

3.8.7. Near-term Focus:

The study's primary focus is on how reading English-language newspapers will affect vocabulary development in the near run. Follow-up assessments may be considered to look at the effects of perseverance and their long-term implications for participants' language proficiency.

3.8.8. Methodological Restrictions:

The approach may already have limitations despite being appropriate for the study question. Alternative research methods, such as observation or longitudinal studies, might provide more insight into the study's topic.

3.9: Ethical Considerations

Ethical guidelines will guide the research procedure. To ensure that everyone participates voluntarily and stays anonymous, each participant will request informed consent. Participants were made aware of the study's objectives and design, as well as their ability to discontinue participation at any time and the anonymization and preservation of data. The applicable institutional review board's ethical approval was acquired, guaranteeing adherence to ethical principles.

CHAPTER 04

Result and Discussion

The data presented in this chapter indicates a comprehensive analysis of the impact of reading English newspapers on the lexical development of undergraduate students. The study involved a Control Group, which did not receive the intervention of reading newspapers, and an Experimental Group, which actively engaged with English newspapers.

The data analysis, findings interpretation, and debates shed essential light on how reading English newspapers affects undergraduate students' lexical development. Two groups participated in the study: the Experimental Group, which was exposed to English newspapers, and the Control Group, which included students who did not receive the intervention of reading English newspapers. The findings are presented through statistical measures such as mean scores, standard deviations, paired samples correlations, and paired samples T-tests.

4.1 Research Objectives and Hypotheses

The study aimed to find out how undergraduate students' lexical development was affected by reading English newspapers. Moreover, to explore which specific section(s) of the selected newspapers help students the most in developing their vocabulary. The hypotheses proposed were:

H₀: Students' lexical development is unaffected by reading newspapers.

H₁: There is a noteworthy distinction in the comprehension of English lexical development between students who read English newspapers and those who do not.

H2: Including newspaper-based reading comprehension activities in English classes for EFL learners can boost their enthusiasm, drive, and language proficiency when acquiring new words.

4.2 Results Interpretation

4.2.1 Positive Attitudes towards English Newspapers

All sixty participants in both groups showed positive attitudes toward reading English newspapers. The total Mean of 25.52 indicates agreement among participants about newspapers' impact on their lexical development.

4.3. Research Questions

4.3.1. Impact of Using English Newspapers

The data analysis supports the conclusion that reading English newspapers has a significant impact on the lexical development of undergraduate students.

4.3.2. Specific Sections Helping Vocabulary Development

The data provided does not explicitly address the second research question, which concerns specific sections of newspapers that aid vocabulary development or additional analysis.

4.4 Data Analysis, Results Interpretation, and Discussions

The test answers provided by the students are revised. These test-collected data were coded and examined. The outcomes demonstrated the value of reading English-language newspapers. Comparing learners who do not read English newspapers, the performance of the former group performed better. Out of a hundred, the three test sections were fixed.

An analysis of the test results for the two groups is presented in Table 1.

Table 4.1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Control Group	7.02	60	2.943	.380
	Posttest Control Group	17.47	60	3.362	.434
Pair 2	Pretest Experimental Group	6.95	60	2.045	.264

Posttest Experimental Group	25.52	60	1.836	.237
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The above Table 1 provides fundamental statistics for two research groups: the Control Group (students who did not receive the intervention) and the Experimental Group (students who were exposed to English newspapers before and after the intervention).

According to the above table, the mean score obtained by Group I students—those who read English newspapers—on the test is 25.52 mean, whereas Group II students—those who do not read English newspapers—get a mean score of 17.47. This suggests that the lexical development of the two groups in the first test is differed or is gapped. The results demonstrate a statistically significant difference ($P < .05 = .00$) between the two groups' test performance when the Paired Sample t-test is used to compare the two groups' performance. In light of this, it may be said that reading English newspapers improves learners' lexical proficiency.

4.4.1: Explanation

4.4.1.1: Pair 1 (Control Group):

According to Table 1 above, the Mean of the Pretest Control Group is 7.02. This value represents the average lexical knowledge score of the Control Group before any intervention. In your study, it was 7.02.

On the other hand, the Mean of the Posttest Control Group was 17.47. After the intervention, the Control Group's average score increased to 17.47. This increase in score is likely due to factors other than English newspapers, as this group did not receive the intervention.

4.4.1.2 N for each group: 60

This indicates that you had 60 students in both the pretest and posttest assessments for the Control Group.

4.4.1.3 Standard Deviation (Std. Deviation) for Pretest Control Group: 2.943

This measures the variation in scores among the Control Group before the intervention, indicating the extent to which scores differ from the Mean.

4.4.1.4 Standard Deviation for Posttest Control Group: 3.362

This shows the variation in scores after the intervention in the Control Group.

4.4.1.5 Pair 2 (Experimental Group)

As per Table 1, the Mean of the Pretest Experimental Group is 6.95. This is the average lexical knowledge score of the Experimental Group before the English newspaper intervention. It was 6.95.

On the contrary, the Mean of the Posttest Experimental Group is 25.52. After the English newspaper intervention, the Experimental Group's average score increased to 25.52.

Other components, like the Standard Deviation for the Pretest Experimental Group, are 2.045, which indicates the variation in scores within the Experimental Group before the intervention. Similarly, the Standard Deviation for the Posttest Experimental Group is 1.836, which reflects the variation in scores after the English newspaper intervention within the Experimental Group.

4.4.2 Interpretation

The Control Group exhibited a slight increase in scores from pretest to posttest. However, since this group did not receive the intervention (English newspapers), this increase may be attributed to other factors unrelated to the newspapers.

On the other hand, the Experimental Group, which was exposed to English newspapers, showed a significant increase in scores from the pretest to the posttest. The difference is more substantial than the Control Group, indicating that the English newspaper intervention impacted their lexical development. Furthermore, the standard deviations show the variability of scores within each group. A lower standard deviation suggests that scores are clustered closely around the Mean, while a higher standard deviation implies more spread in scores. In the posttest phase, the standard deviation for the Experimental Group is lower, indicating that scores were more consistent, possibly due to the intervention's impact.

Table 4 .2 Paired Samples Correlations

N	Correlation	Significance	
		One-Sided p	Two-Sided p

Pair 1	Pretest Control Group & Posttest Control Group	60	-.016	.451	.902
Pair 2	Pretest Experimental Group & Posttest Experimental Group	60	.147	.131	.263

Table 2 examines the correlation between pretest and posttest scores for both groups, shedding light on the relationship between initial and final scores.

4.4.3 Explanation

4.4.3.1 Pair 1 (Control Group)

Table 2 above shows that the correlation between the Pretest and Posttest Control Group is -0.016. This negative correlation is very weak, suggesting hardly any relationship between the initial and final scores in the Control Group.

4.4.3.2 P-values

The Result also shows that the p-values are 0.451 and 0.902. The non-significant p-values indicate that the correlation is not statistically significant. This means that the observed correlation could have occurred due to chance.

4.4.3.3 Pair 2 (Experimental Group)

The correlation between the Pretest and Posttest Experimental Group is 0.147. This positive correlation is still relatively weak, indicating only a slight relationship between initial and final scores in the Experimental Group.

4.4.3.4 P-values

Unlike the p-values of the control group, the p-values are 0.131 and 0.263. These p-values are insignificant, suggesting that the correlation between initial and final scores in the Experimental Group is not statistically reliable. This implies that the effect of English newspapers on the correlation between pretest and posttest scores was minimal.

4.4.4 Interpretation

The correlations in both groups are weak and not statistically significant. This means that the changes in scores from the pretest to the posttest are not significantly associated with the initial scores. The impact of English newspapers did not noticeably affect the relationship between pretest and posttest scores in either group.

Table 4. 3Paired Samples Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	One-Sided p	Two-Sided p	
					Lower	Upper				
Pretest Control Group - Posttest Control Group	-10.450	4.504	.581	-11.613	-9.287	-17.972	59	<.001	<.001	
Pretest Experimental Group - Posttest Experimental Group	-18.567	2.540	.328	-19.223	-17.910	-56.614	59	<.001	<.001	

Table 3 presents the results of the paired samples T-test, which assesses the differences between pretest and posttest scores within each group.

4.4.5 Explanation

4.4.5.1 Pair 1 (Pretest Control Group - Posttest Control Group)

According to the Table 3, the Mean of Paired Differences is -10.450. This value represents the average score change within the Control Group from the pretest to the posttest. The negative value (-10.450) suggests a decrease in scores, indicating that, on average, the Control Group's lexical knowledge declined.

Moreover, the Std. The deviation of the Differences is 4.504. The standard deviation measures the variability in the score changes within the Control Group. In this case, it is 4.504, suggesting some variability in student scores—similarly, Std. The error Mean is 0.581. The standard error of the Mean indicates the precision of the sample mean. A lower value (0.581) suggests that the sample mean is likely close to the population mean.

Furthermore, the 95% Confidence Interval of the Difference (Lower and Upper) is -11.613 and -9.287. This range provides an estimate of the likely range for the true population mean difference in scores. It suggests that the true difference in scores within the Control Group is likely to fall between -11.613 and -9.287.

Additionally, the t-statistic is 17.972. The t-statistic measures the size of the difference in mean scores relative to the variability in the data. In this case, a t-statistic of 17.972 indicates a substantial score difference within the Control Group.

4.4.5.2 Degrees of Freedom (df): 59

The degrees of freedom indicate the number of values in a statistic's final calculation that are free to vary. In this paired samples T-test, the degrees of freedom are based on the number of paired observations minus 1 ($60 - 1 = 59$).

4.4.5.3 One-sided p-Value: <.001

This p-value is highly statistically significant ($p < .001$), suggesting that the observed decrease in scores within the Control Group is not due to random chance. It indicates that the decline in scores is a natural and significant change.

4.4.5. 4 Two-Sided p-Value: <.001

The two-sided p-value is also highly statistically significant ($p < .001$), indicating that the decrease in scores within the Control Group significantly differs from zero.

4.4.5. 5 Pair 2 (Pretest Experimental Group - Posttest Experimental Group)

Mean of Paired Differences: -18.567

This value represents the average score change within the Experimental Group from the pretest to the posttest. The negative value (-18.567) suggests a decrease in scores, indicating that the Experimental Group's lexical knowledge increased on average.

4.4.5.6 Std. Deviation of the Differences: 2.540

The standard deviation measures the variability in the score changes within the Experimental Group. In this case, it is 2.540, suggesting variability in how students' scores changed compared to the Control Group.

4.4.5.7 Std. Error Mean: 0.328

The standard error of the Mean (0.328) indicates that the sample mean is likely to be close to the actual population mean.

4.4.5.8 95% Confidence Interval of the Difference (Lower and Upper): -19.223 and -17.910

This range estimates the likely range for the actual population mean score difference. The true difference in scores within the Experimental Group will likely fall between -19.223 and -17.910.

4.4.5.9 t-Statistic: 56.614

The very high t-statistic (56.614) indicates a substantial difference in scores within the Experimental Group, even more significant than in the Control Group.

4.4.5.10 Degrees of Freedom (df): 59

Similar to Pair 1, the degrees of freedom for the Experimental Group are based on the number of paired observations minus 1 ($60 - 1 = 59$).

4.4.5.11 One-sided p-Value: <.001

This p-value is highly statistically significant ($p < .001$), indicating that the observed increase in scores within the Experimental Group is not due to random chance. It confirms that the decline in scores is statistically significant.

4.4.5.12 Two-Sided p-Value: <.001

The two-sided p-value is also highly statistically significant ($p < .001$), indicating that the increase in scores within the Experimental Group significantly differs from zero.

4.4.6 Interpretation

In Pair 1 (Control Group), the results suggest a statistically significant decline in the mean scores from the pretest to the posttest. This indicates that, on average, students in the

Control Group decreased their lexical knowledge. The highly significant p-values confirm that this decrease is not due to random chance.

Similarly, in Pair 2 (Experimental Group), the results show a statistically significant increase in the mean scores within the Experimental Group. This suggests that students in the Experimental Group experienced an increase in lexical knowledge on average. The very high t-statistic and highly significant p-values confirm the statistical significance of this increase.

Table 4. 4. Paired Samples Effect Sizes

				Standardize	Point Estimate	95% Interval Lower	Confidence Upper
Pair 1	Pretest Control Group -	Cohen's d		4.504	-2.320	-2.806	-1.829
	Posttest Control Group	Hedges' correction		4.562	-2.291	-2.770	-1.806
Pair 2	Pretest Experimental Group -	Cohen's d		2.540	-7.309	-8.646	-5.967
	Posttest Experimental Group	Hedges' correction		2.573	-7.215	-8.535	-5.891

a. The denominator is used to estimate the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference plus a correction factor.

Table 4 provides effect size estimates to understand the practical significance of the differences.

4.4.6.1 Explanation

This table presents effect size measures to assess the practical significance of the observed changes in your paired data, specifically the differences between pretest and posttest scores within the Control and Experimental Groups.

4.4.6. 2 Pair 1: Pretest Control Group - Posttest Control Group

Cohen's d: 4.504

Cohen's d is a widely used effect size measure. Cohen's d of 4.504 indicates a substantial effect of the intervention in the Control Group. In the context of this research, this means that traditional English reading materials significantly changed the participants' lexical development.

4.4.6.3 Hedges' correction: 4.562

Hedges' correction is a variation of Cohen's d that accounts for potential bias in small sample sizes. Its substantial size (4.562) reinforces the idea that the observed effect in the Control Group is noteworthy, even after considering the potential impact of sample size.

4.4.6.4 Pair 2: Pretest Experimental Group - Posttest Experimental Group

Cohen's d : 2.540

Cohen's d is 2.540 in the experimental group. This value signifies a substantial effect, indicating that the English newspaper intervention led to a significant change in lexical development among the Experimental Group.

4.4.6.5 Hedges' correction: 2.573

Hedges's correction for the Experimental Group is consistent with Cohen's d (2.573), suggesting that the effect size is practically meaningful, even when adjusting for potential sample size bias.

4.4.7 Interpretation

The substantial Cohen's d and Hedges' correction values for both groups (Control and Experimental) suggest that the English newspaper intervention had a meaningful effect on the lexical development of undergraduate students in your study.

Surprisingly, in the Control Group (those who did not receive the intervention), Cohen's d and Hedges' correction indicate a substantial change in lexical development. This is an unexpected result, as the Control Group was not exposed to the English newspaper intervention but to the traditional English reading materials. Therefore, it might raise questions about what external factors or influences contributed to this change. Further investigation or control for other variables may be necessary to understand this unexpected outcome.

On the other hand, in the Experimental Group (those exposed to English newspapers), Cohen's d and Hedges' corrections confirm that the intervention had a significant and practical impact on lexical development. The effect size values emphasize the importance of the English

newspaper intervention in achieving the intended impact, supporting the research hypothesis. It is essential to remember that while effect sizes provide information about the magnitude of change, they do not reveal the direction of the change (whether scores increased or decreased). Additionally, they need to explain why or how the intervention worked.

In short, the effect sizes in this table indicate that the English newspaper intervention had a significant and practical impact on the lexical development of both the Control and Experimental Groups.

4.5 Findings

The findings of the study on the impact of reading English newspapers on the lexical development of undergraduate students are presented below:

4.5.1 Positive Attitudes towards English Newspapers:

All sixty participants in both groups showed positive attitudes toward reading English newspapers, indicating a general agreement among participants about the newspapers' impact on their lexical development.

4.5.2 Impact of Using English Newspapers:

The data analysis supports the conclusion that reading English newspapers has a significant impact on the lexical development of undergraduate students.

Statistical measures such as mean scores, standard deviations, paired samples correlations, and paired samples T-tests indicate a significant difference between the Experimental Group and the Control Group.

4.5.3. Paired Samples Statistics:

Control Group Pretest Mean: 7.02

Control Group Posttest Mean: 17.47

Experimental Group Pretest Mean: 6.95

Experimental Group Posttest Mean: 25.52

The Experimental Group showed a substantial increase in scores after the intervention, indicating improved lexical knowledge.

4.5.4. Paired Samples Correlations:

Control Group Correlation: -0.016 (p-value: 0.902)

Experimental Group Correlation: 0.147 (p-value: 0.263)

Correlations in both groups were weak and not statistically significant, suggesting no strong relationship between initial and final scores.

4.5.5. Paired Samples Test:

Control Group t-statistic: -17.972 (p-value: <0.001)

Experimental Group t-statistic: -56.614 (p-value: <0.001)

Both groups showed significant differences in mean scores, with a more substantial change in the Experimental Group.

4.5.6. Paired Samples Effect Sizes:

Control Group Cohen's d: 4.504

Experimental Group Cohen's d: 2.540

The effect size estimates indicated a significant and practical impact of the newspaper intervention on lexical development in both groups.

CHAPTER 05

DISCUSSION

The experimental group's lexical knowledge was shown to have significantly risen when English newspapers were given to the pupils. The posttest results showed that using English newspapers improved the pupils' vocabulary. Students' Lexical knowledge improved due to using English newspapers, according to the results of the paired sample t-test that was used to compare the pre-and posttest results for both groups. Due to their exposure to English newspapers, these kids now have an additional means of learning and assimilating the new ideas in the articles, headlines, and stories. Following the intervention, students' lexical knowledge posttest scores increased (mean=25.52), showing that using English newspapers helped students learn new terms using the scaffolding method. The mean score of the experimental group rose from 6.95 to 25.52, indicating a considerable improvement in their Lexical knowledge through newspaper reading. When it came time for the quantitative test during the newspaper utility test period, both the conventional and treatment groups of the chosen students showed signs of improvement in their vocabulary learning. Test results from the traditional group (Control Group), who had continued studying from textbooks and standard reading resources, revealed less improvement than those of the group assigned to use the newspaper. The t-test analysis found that the experimental groups' test performance gain was significant, demonstrating the program's value to students even for those who just showed a cursory understanding of it.

It is also essential that the pupils are excited about using the newspaper in the class. The average value during the intervention period makes it abundantly evident that the students' favorite portion to read in the newspaper is the "Headings and Current Affairs" section. Due to their age and the nation's present state of affairs, the students are motivated to study more about the most recent developments to impart knowledge to their peers. Subsequent parts include "movie and entertainment news," "Sudoku and riddles," and "Comic." These topics and sections offer news on their current lifestyles and pastimes in the twenty-first century. Therefore, it is necessary to look into the kinds of news articles that are acceptable for the age groups and interests of the students in order to make the use of newspapers in the classroom more realistic. Subsequently, the students' views indicate that the teacher is a significant factor in inspiring them

to read newspapers. Teachers could incorporate engaging activities that require students to read the newspaper using the mean value.

Additionally, students between 17 and 20 are likelier to read newspapers for informational purposes and enjoyment. Students exposed to newspapers as reading material from day one will form the habit of reading them, according to Wolswinkel (2008). Therefore, the researcher contends that all of these factors need to be considered to make using English newspapers in the classroom more convenient. Using an English newspaper in the classroom can allow students to pick up vocabulary, understand the material, analyze it, and deduce meaning from context. This is because students are more likely than at the beginning of the intervention session to interact with their peers to complete the task. Using Vygotsky's scaffolding idea, the instructor also helps the students become more engaged in the task by encouraging cooperation among peers. Newspapers give students the freedom to study independently with minimal teacher supervision, unlike textbooks, where students depend on the teacher to provide the answer or solution. Furthermore, the newspaper's content appeals to their age range because current news and trends are included. This makes it easier for students to relate to the information in the newspaper than it would be in a textbook.

Olson and Prath (2000) state, "Using an English newspaper in the classroom encourages kids to build abilities that will help them become self-coordinated students." This is because, in the early stages of the intervention, the teacher could incorporate a topic that the children were interested in, based on their age group, by helping them read newspapers as part of their lesson and encouraging them to do so outside of the classroom. The study results indicate that various teaching methods should be employed rather than depending solely on workbooks, textbooks, or even just digital and internet resources. The kind of teaching materials utilized is essential in language learning and teaching. Teachers should use various methods and tools to teach vocabulary (Shoari & Aidinlou, 2015; Mohamad et al., 2019). As a result, the researchers offer some recommendations for effective ways to use English newspapers to help ESL students improve their vocabulary in the language, as well as some concepts for potential future study projects.

The analysis and interpretation of the data shed light on the impact of reading English newspapers on the lexical development of undergraduate students. The findings indicate a

significant improvement in students' lexical knowledge following the intervention of using English newspapers.

5.1 Effectiveness of English Newspapers

The results demonstrate that students exposed to English newspapers experienced a notable increase in lexical knowledge, as evidenced by the substantial improvement in posttest scores compared to pretest scores. The experimental group, which engaged with English newspapers, showed a remarkable mean score increase from 6.95 to 25.52. This suggests that the intervention positively influenced vocabulary acquisition among students.

5.2 Favorable Sections and Motivation

Students exhibited enthusiasm for reading English newspapers, particularly favoring sections such as "Headings and Current Affairs," "Movie and Entertainment News," "Sudoku and Riddles," and "Comic." This indicates that tailoring the content to match students' interests and age groups can enhance engagement and motivation. Additionally, the role of teachers emerged as significant in inspiring students to read newspapers, emphasizing the importance of incorporating engaging activities facilitated by teachers.

5.3 Building Independent Learning Skills

The use of English newspapers in the classroom provided students with opportunities for independent learning, fostering skills such as vocabulary acquisition, comprehension, analysis, and inference. Unlike traditional textbooks, newspapers allow for interactive and cooperative learning experiences, aligning with Vygotsky's scaffolding theory. Students were encouraged to interact with peers, enhancing their engagement and understanding of the material.

5.4 Implications for Language Education

The findings underscore the importance of diversifying teaching materials and methods in language education. While textbooks remain valuable resources, incorporating authentic materials like newspapers can enrich the learning experience and cater to students' diverse interests and learning styles. By incorporating real-world reading materials, teachers can create dynamic and engaging learning environments that promote language acquisition and critical thinking skills.

5.2 Recommendations

Based on the study findings, several recommendations emerge for effective integration of English newspapers in language education:

5.2.1 Content Tailoring: Customize newspaper content to match students' interests and age groups, enhancing relevance and engagement.

5.2.2. Teacher Facilitation: Empower teachers to incorporate interactive and cooperative activities that leverage newspaper reading to promote language learning.

5.2.3 Independent Learning: Encourage independent learning skills by providing opportunities for students to engage with newspapers autonomously.

5.2.4 Diversified Teaching Methods: Emphasize the use of diverse teaching materials and methods, including newspapers, to cater to students' varied learning needs and preferences.

5.2.5 Future Research Directions

While this study provides valuable insights, there remain avenues for future research to explore:

5.2.6 Long-Term Effects: Investigate the long-term effects of newspaper-based interventions on students' lexical development and language proficiency.

5.2.7 Comparative Studies: Conduct comparative studies to assess the effectiveness of newspaper reading compared to other language learning strategies.

5.2.8 Teacher Training: Explore the impact of teacher training programs on effectively integrating newspapers into language education curricula.

5.3. Conclusion

The study found that students in the experimental group were more interested in reading newspapers than students in the control group. Readers of newspapers regularly outperformed those who read them occasionally. Because they had received reading instruction, regular students picked up the material fast. Most students reported that newspapers are an engaging and novel learning tool. They engaged in class discussions and conversations without holding back. They participated in the study as well. Since they now know how to choose what to read and how to assign it. Most pupils read newspapers written in English daily. One to two hours per day is the most common time spent reading the daily publications. Most students read newspapers daily to gain information and improve their general knowledge. After reading the article excerpts, I noticed that the kids like playing games and discussing legislative matters.

The data analysis presented above highlights several important conclusions about how reading English newspapers affects undergraduate students' lexical development. The first indication of the participants' openness to utilizing newspapers to improve their English language proficiency was their positive attitudes toward reading English newspapers, which all members of the Control Group and the Experimental Group shared.

The test performance differences between the Control and Experimental groups are considerable, which is the most notable finding in the data. The Control Group, provided with traditional English reading materials, had a mean posttest score of 17.47. However, the experimental group, exposed to English newspapers, showed a significant improvement in their lexical development, with a mean score of 25.52. The notable distinction emphasizes how well the English newspaper intervention improves lexical knowledge.

Pretest and posttest scores for both groups showed modest and non-significant correlations, which is an intriguing feature of the data. This suggests that reading English newspapers has a reasonably independent effect on lexical growth from students' starting proficiency levels, as the initial scores appear to have had little bearing on the ending scores. Using newspapers as a learning resource can benefit students with varying language skills.

The findings of the paired samples T-test showed that the mean for both groups varied statistically significantly between the pretest and posttest. While the experimental group showed

a significant improvement in lexical knowledge, the control group showed a drop. The practical importance of the modifications noted in this study is confirmed.

One of the study's most intriguing features is the unanticipated improvement in the Control Group—which was not given the English newspaper intervention. Even though the Control Group only used conventional English reading materials, their lexical knowledge increased significantly. This surprising outcome begs the question of what outside influences might have affected the Control Group's performance. It will take further research to comprehend these elements and their effects fully.

It is imperative to recognize the possible constraints of the research, such as the particular configuration of the intervention, the characteristics of the pretest and posttest, and the plausible impact of extraneous variables. It is imperative to acknowledge these constraints to enhance the study's technique and derive more precise findings in subsequent investigations. The data analysis shows that reading English newspapers significantly and practically impacts undergraduate students' lexical development. The surprising improvement in the Control Group highlights how difficult it is to conduct research in educational settings and how important it is to consider outside influences. These results underline the importance of using real-world materials like newspapers for language acquisition and advancing our knowledge of successful language learning techniques.

5.4 Suggestions

The time limit for reading newspapers could be extended. Kids should be encouraged to participate in reading activities. In order to enable students to practice reading in real-world scenarios, the instruction should be conducted in English. Newspaper reading is encouraged by parents, teachers, and other adults. Regular newspaper reading is something that parents should urge their children and pupils to do. Setting up reading instruction programs to help pupils develop better reading practices is possible. College students' daily reading assignments are responsible for developing their reading skills. The excellent usage of data dispersed as daily papers in multiple languages, notably at the national and international levels, makes daily papers fundamental for college students. Enough papers should be published every day to encourage

readers to pick up reading quickly. This study improves students' communication skills and gives administrators the tools they need to understand the value of daily newspaper reading.

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Appendix-I

(The Reading Proficiency Test (RPT))

Total Score: 30

PART I: Vocabulary (5 marks)

(For each question, choose the most appropriate word that fits in the context.)

1. The newspaper reported a significant ____ in the stock market yesterday.
a) Surge b) plummet c) plateau d) stagnation
2. The journalist wrote an ____ article that exposed corruption in the government.
a) Impartial b) irrelevant c) anecdotal d) fictional
3. The international conference aimed to ____ global climate change.
a) Mitigate b) aggravate c) obscure d) disperse
4. The athlete's ____ performance earned him a gold medal in the competition.
a) Mediocre b) exceptional c) obsolete d) futile
5. The editor insisted on ____ the spelling and grammar errors before publishing the article.
a) Proofreading b) fabricating c) embellishing d) discrediting

PART II: Idioms and Expressions (5 marks)

(Choose the correct idiom or expression to complete each sentence.)

6. it's essential to stay informed about current events to be on the ____.

- a) cutting edge b) same wavelength c) raining cats and dogs d) wild goose chase
7. The government's new policy has drawn a lot of ____ from the public.
- a) Red herrings b) green thumbs c) blue-collar workers d) green-eyed monsters
8. The investigation revealed a ____ of evidence against the suspect.
- a) Needle in a haystack b) red-letter day c) black and white issue d) silver lining
9. The company's CEO made a ____ decision to invest in the new technology.
- a) shot in the dark b) white elephant c) red tape d) golden handshake
10. The CEO's sudden resignation came as a complete ____ to the employees.
- a) Black sheep b) white flag c) blue moon d) black swan

PART III: Reading Comprehension (3 marks)

(Read the following news excerpt and answer the questions.)

Headline: "Economic Outlook: Recovery on the Horizon"

Economists predict that the country's economy is on the path to recovery after a prolonged period of recession. The latest data indicates an increase in consumer spending, a boost in manufacturing, and a decrease in unemployment rates. The government's stimulus package has played a significant role in reviving economic activity.

11. What is the headline of the news article?
- a) Economic Crisis Deepens
- b) Economic Recovery Expected
- c) Unemployment Reaches All-Time High
- d) Government Stimulus Package Scrapped

12. What is the main reason for the predicted economic recovery?

- a) Decreased consumer spending
- b) Decline in manufacturing
- c) Government stimulus package
- d) Rising unemployment rates

13. What has contributed significantly to the revival of economic activity?

- a) A decrease in consumer spending
- b) An increase in unemployment rates
- c) Government's stimulus package
- d) A decline in manufacturing

PART IV: Synonyms and Antonyms (5 marks)

(Choose the synonym or antonym of the given word.)

14. Synonym for "abundant":

- a) Scarce
- b) plentiful
- c) lacking
- d) limited

15. Antonym for "exuberant":

- a) Enthusiastic
- b) joyful
- c) depressed
- d) lively

16. Synonym for "conclude":

- a) Initiate
- b) finish
- c) commence
- d) prolong

17. Antonym for "vague":

a) Clear b) uncertain c) ambiguous d) obscure

18. Synonym for "innovative":

a) Traditional b) inventive c) conservative d) unoriginal

19. Antonym for "vague":

a) Clear b) uncertain c) ambiguous d) obscure

20. Synonym for "innovative":

a) Traditional b) inventive c) conservative d) unoriginal

PART V: News Headlines (5 marks)

(Choose the appropriate headline for the given news story.)

21. News Story: "Record-Breaking Heatwave Sweeps Across the Country"

a) "Winter Wonderland: Snowfall Covers the Nation"

b) "Historic Drought Threatens Agriculture"

c) "Temperatures Soar to Unprecedented Highs"

d) "Rain Showers Bring Relief from Heat"

22. News Story: "Peace Talks Begin in War-Torn Region"

a) "Conflict Escalates as Negotiations Stall"

b) "Diplomatic Efforts to End the Crisis"

c) "Violence Erupts in the Negotiation Room"

d) "Region Celebrates as War Ends"

PART VI: Synonyms and Antonyms

(Choose the synonym or antonym of the given word.)

23. Synonym for "abundant":

- a) Scarce b) plentiful c) lacking d) limited

24. Antonym for "exuberant":

- a) Enthusiastic b) joyful c) depressed d) lively

25. Synonym for "conclude":

- a) Initiate b) finish c) commence d) prolong

PART VII: Vocabulary Usage (5 marks)

(Choose the correct word to complete each sentence.)

26. The team's ____ performance in the tournament earned them a standing ovation from the crowd.

- a) Stellar b) dormant c) insipid d) obstinate

27. The company's decision to ____ its production capacity led to increased profits.

- a) Augment b) jeopardize c) mitigate d) repudiate

28. The novel's ____ characters and intricate plot kept readers engrossed till the last page.

- a) Superficial b) enigmatic c) superfluous d) transparent

29. The government's new policy aims to ____ environmental conservation and sustainability.

- a) Hamper b) promote c) deter d) exacerbate

30. The author's writing style is known for its ____ use of metaphors and symbolism.

- a) Concise b) elaborate c) cryptic d) unambiguous

Scoring

- Each correct answer in part II is worth 1 mark
- Each correct answer in part III is worth 1 mark

- **Each correct answer in part IV is worth 1 mark**
- **Each correct answer in part V is worth 1 mark**
- **Each correct answer in part VI is worth 1 mark**
- **Each correct answer in part VII is worth 1 mark.**

Appendix-II

Students	Control Group		Experimental Group	
	Pretest Score	Posttest Score	Pretest Score	Posttest Score
1	7	20	7	24
2	9	22	5	24
3	10	15	9	25
4	4	17	11	24
5	5	17	9	26
6	7	18	4	25
7	6	19	5	26
8	6	24	7	25
9	8	25	8	23
10	5	21	6	24
11	4	17	5	27
12	6	21	7	24
13	9	17	11	28
14	9	15	8	28
15	8	24	9	25
16	5	17	5	24
17	6	23	6	23
18	2	21	8	25
19	7	19	7	27
20	11	17	4	26
21	5	23	6	24
22	5	19	7	28
23	9	18	5	26
24	11	22	5	27
25	8	17	9	26
27	4	20	3	24
28	5	21	7	29

29	6	19	9	25
30	4	17	10	23
31	3	13	4	24
32	5	12	5	28
33	6	20	7	27
34	7	16	6	23
35	9	14	6	26
36	13	13	8	26
37	15	14	5	24
38	2	15	9	29
39	3	17	6	24
40	12	19	9	27
41	11	20	9	25
42	15	20	8	28
43	9	13	5	26
44	5	17	6	28
45	6	18	8	24
46	10	14	7	27
47	13	15	11	23
48	4	13	5	27
49	5	12	5	26
50	7	15	9	28
51	6	16	11	25
52	8	18	8	23
53	5	13	4	26
54	6	12	5	25
55	7	15	6	24
56	7	14	4	23
57	8	13	7	23
58	4	16	9	29

59	6	20	10	29
60	8	21	6	23

