



## The Implementation of Clipping Media in English Learning : A Case Study on Student's Vocabulary Mastery at Senior High School

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Article Info	Abstract
<p><b>Received:</b> 2026-04-10 <b>Revised:</b> 2026-05-17 <b>Accepted:</b> 2026-05-19</p> <p><b>Keywords:</b> Clipping Media, English Learning, Vocabulary Learning,</p> <p><b>DOI:</b> <a href="https://doi.org/10.24256/ideas.v14i1.10105">10.24256/ideas.v14i1.10105</a></p> <p><b>Corresponding Author:</b> Fitriya Ningsih <a href="mailto:fitriyapink25@gmail.com">fitriyapink25@gmail.com</a> Universitas Islam Madura</p>	<p><i>This study aims to determine the implementation of clipping media in English learning to improve vocabulary mastery of class XA students at SMAN 4 Pamekasan. This study used a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation. The results showed that the use of authentic text-based clipping media made a positive contribution to improving students' vocabulary mastery. Students were able to understand the meaning of words through sentence context and showed increased participation during the learning process. In addition, students gave a positive response to the use of clipping media because it made learning more interesting and meaningful. However, there were several obstacles such as differences in student abilities and time constraints. Overall, clipping media can be an effective alternative in improving students' vocabulary mastery.</i></p>

### 1. Introduction

In the era of globalization, English serves as an international language that permeates education, economics, politics, and culture, making its mastery a fundamental necessity for students (Siregar, 2023). Within English language learning, vocabulary occupies a central role: it is the primary foundation upon which the four core skills of listening, speaking, reading, and writing are built, and without adequate vocabulary mastery, students struggle to understand texts, communicate effectively, or express their ideas (Safitri et al., 2023; Sulistiyarningsih et al., 2023).

Despite its importance, conventional classroom instruction frequently fails to develop vocabulary adequately. The predominant use of lectures and textbooks has resulted in passive and unmotivated students with low engagement levels (Fitriani & Suendarti, 2021). The demands of 21st-century learning and the Independent Curriculum call for innovative, contextual, and student-centered media that can bridge the gap between classroom instruction and real-world language use (Kemdikbud, 2022). This points to the need for a coherent framework in which contextual media serves as the vehicle for vocabulary acquisition: when students encounter vocabulary embedded within authentic, meaningful contexts, they are better positioned to internalize and apply it.

One medium that holds promise within this framework is the clipping, defined as a collection of information drawn from various printed sources and compiled as learning material (Amiruddin, 2025). Prior studies have demonstrated the general value of clippings: Kurniawati et al. (2023) explored their use in writing skill development, while Yuliawati and Nuriyanti (2021) applied them through Classroom Action Research to improve vocabulary in a limited scope. Meanwhile, Reddy and Francis (2022) affirm the broader effectiveness of print media in English language learning, and recent work on authentic materials confirms their capacity to align instruction with real-world communication patterns (Latifah et al., 2025). However, these studies share a common limitation: they focus on specific skill outcomes or employ CAR methodology without investigating the deeper contextual implementation process of how students interact with and interpret vocabulary through clipping media in naturalistic classroom settings.

This gap — the absence of process-based, qualitative analysis of how clipping media functions as a contextual tool for vocabulary acquisition — constitutes the central motivation for the present study. By focusing on the learning process, the dynamics of student engagement, and the mechanisms through which students interpret vocabulary in real-world contexts, this study aims to describe the implementation of clipping media in English learning and analyze its impact on improving vocabulary mastery among tenth-grade students at SMAN 4 Pamekasan.

## **2. Method**

This research applies a qualitative approach with a case study design to examine in- This research applies a qualitative approach with a case study design to examine in depth the implementation of clipping media in English learning and its implications for students' vocabulary mastery. This approach was chosen because it can capture learning phenomena contextually and naturally, thus providing a comprehensive understanding of classroom practices. As Creswell (2012) states, a case study involves comprehensive data collection to thoroughly investigate a particular case or system. Yin (2018) further characterizes the case study as a method that draws on multiple sources of evidence to study real-world phenomena, enabling broader, deeper, and more comprehensive findings.

The research was conducted during the 2025/2026 academic year at SMAN 4 Pamekasan, located at Jl. Pintu Gerbang No. 39A, Pertanian, Bugih, Pamekasan District, East Java 69317. Participants consisted of 36 tenth-grade students from class X-A and one English teacher with more than five years of teaching experience at the school. The class consisted of 20 female students and 16 male students. From the total participants, 20 students were selected as interview participants to obtain deeper information regarding

their experiences and perceptions toward the implementation of clipping media in vocabulary learning.

The location was selected based on initial findings related to students' low vocabulary mastery and the need for innovative learning media. Participants were selected using purposive sampling (Sugiyono, 2022), a technique in which subjects are chosen based on specific criteria relevant to the research objectives. Class X-A was selected because students in this class experienced the most pronounced difficulties in vocabulary mastery, as identified through preliminary observation and confirmed by the English teacher's recommendation, making them the most appropriate subjects for an in-depth investigation of the clipping media implementation process.

Data collection employed three main instruments. First, a structured observation checklist was used during passive participant observation to systematically record indicators of student engagement, vocabulary identification behavior, and learning interaction patterns across each phase of the lesson, without researcher intervention in the natural flow of the classroom. Second, a semi-structured interview guide was developed for interviews with both the teacher and students, covering questions such as: "How did the clipping media help you understand new vocabulary?", "What challenges did you experience when working with the clipping texts?", and "How does this learning method compare to previous approaches?" These questions were designed to elicit experiences, perceptions, and the perceived impact of clipping media on vocabulary mastery. Third, documentation instruments were used to collect lesson plans (RPP), student work samples, and photographic records of learning activities as corroborating data.

Data collection proceeded systematically through the three instruments described above. Passive participant observation was conducted across multiple learning sessions to capture the full arc of implementation. Semi-structured interviews were conducted individually with the teacher and with a representative sample of students following the learning sessions. Documentation was gathered continuously throughout the research period to capture artefacts of the learning process.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), comprising three iterative stages: data reduction, data presentation, and conclusion drawing. During data reduction, raw data from observations, interviews, and documents were coded and categorized. Initial codes were generated inductively from the data, then grouped into emerging themes such as vocabulary comprehension through context, student engagement patterns, and implementation challenges. These themes were reviewed and refined through continuous comparison across data sources. During data presentation, coded data were organized into narrative and thematic structures to identify patterns, relationships, and meanings. Conclusions were drawn iteratively and revisited as new data were incorporated.

Data validity was ensured through triangulation of sources and triangulation of methods (Sugiyono, 2022). Source triangulation involved comparing data obtained from the teacher, students, and documents, while method triangulation tested the consistency of findings across observations, interviews, and documentation. This approach strengthens the credibility and internal validity of the research results.

### **3. Result**

#### *Research context*

SMAN 4 Pamekasan serves as the research setting, with tenth-grade class X-A students as subjects. These 28 students displayed heterogeneous English language proficiency levels, with vocabulary mastery identified as a particularly weak area. Based on initial observations and interviews with the English teacher, the prevailing instructional approach relied heavily on lectures and textbooks, producing low student engagement and limited vocabulary retention. Students generally struggled to recognize new words, apply them in context, or engage actively with English-language material. This context made the class both a relevant and necessary site for examining how clipping media, as a contextual learning tool, could alter the vocabulary acquisition process in a real classroom environment.

#### *The Implementation of Clipping Media*

The implementation of clipping media was organized through three interconnected stages — planning, implementation, and evaluation — each of which generated distinct patterns of student behavior and teacher facilitation that merit analysis beyond mere description.

During the planning stage, learning tools were developed including lesson plans (RPP), teaching materials, and clipping texts drawn from authentic English-language articles calibrated to students' proficiency levels and focused on everyday vocabulary. Crucially, activities were designed to require active meaning-making from students, including group discussion, vocabulary identification tasks, and peer presentations — structures that positioned students as agents rather than recipients of knowledge.

In the implementation stage, three phases were observable. The pre-activity phase established motivational scaffolding through apperception and connection to students' everyday experiences. In the while-activity phase, students worked in small groups with clipping media to identify unfamiliar vocabulary, infer meaning from sentence context, and discuss findings collaboratively. The teacher functioned as a facilitator rather than an instructor, providing guidance as needed while allowing students to construct understanding independently. The researcher maintained the role of non-participant observer throughout. This facilitative structure is significant: it reflects a deliberate pedagogical shift from transmission to inquiry, which directly shaped the quality of student engagement with vocabulary.



Picture 1 (The teacher introducing clipping media in the classroom)

illustrates this shift: the teacher is positioned among students rather than at the front of the room, visually representing the facilitative dynamic that characterized the implementation.



Picture 2 (Students presenting discussion results)

Documents the post-activity phase, in which student groups reported their vocabulary findings to the class. These presentations are analytically significant because they required students to articulate not merely what a word means, but how it functions within a specific textual context — a higher-order vocabulary competency than simple recall.

In the evaluation phase, vocabulary mastery was assessed through a combination of observation-based performance indicators, task completion quality, and student responses. This multi-layered evaluation revealed that the most consistent indicator of improvement was students' ability to infer vocabulary meaning from context rather than rely on translation or memorization — a finding that cuts across all three stages of implementation.

### *Students' Vocabulary Improvement Through Clipping Media*

The most analytically significant finding of this study is not simply that vocabulary improved, but that the primary mechanism of improvement was contextual inference — students' growing capacity to extract meaning from how words function within authentic sentences. Prior to the implementation of clipping media, students demonstrated a fragmented understanding of vocabulary: words were recognized in isolation but not applied in context, and participation in vocabulary-related tasks was minimal.

Following implementation, a qualitatively distinct pattern emerged. Students increasingly demonstrated the ability to analyze vocabulary within its textual environment, connecting new words to surrounding clauses and using these contextual anchors to construct and retain meaning. This was corroborated by teacher interviews: "The use of clippings helps students understand vocabulary more easily because they can directly see examples of word usage in sentences" (Teacher). This observation is not merely anecdotal; it reflects the mechanism that contextual learning theory predicts — that words encountered in meaningful use are processed more deeply and retained more durably than those learned through decontextualized lists.

Secondary patterns included increased confidence in expressing opinions and greater willingness to participate in peer discussions. These behavioral shifts are consequential because they indicate that vocabulary improvement was accompanied by a reduction in affective barriers to language use — a finding consistent with evidence that authentic materials reduce anxiety by presenting language in familiar, real-world configurations (Latifah et al., 2025).

### *Students' Responses Toward the Use of Clipping Media*

Student responses to the clipping media were consistently and strongly positive, but the nature of that positivity is analytically instructive. Students did not simply report that the medium was enjoyable; they identified specific features of the medium that aided vocabulary learning. One student stated: "Learning using clippings is more fun because we can directly see examples of words from the article, making it easier to understand" (S1). Another added: "It's easier for me to remember vocabulary because there are direct example sentences, not just explanations" (S2). These responses reveal that students were meta linguistically aware of why clippings helped them — they were able to articulate the value of contextual exemplification over definitional explanation.



Picture 3 (Interview session with students)

provides visual documentation of the interview context and is significant in confirming the naturalistic, candid quality of student responses: interviews were conducted in a relaxed, informal setting consistent with the conventions of qualitative research aimed at minimizing social desirability effects.

### *Challenges In Implementing Clipping Media*

The implementation also surfaced challenges that qualify the overall positive findings and are important for understanding the medium's practical limits. First, time constraints were a recurring obstacle: parsing authentic English-language texts demanded more processing time than conventional exercises, and not all students were able to complete vocabulary identification tasks within the lesson period. Second, variability in proficiency levels produced an uneven learning experience, with lower-proficiency students struggling to apply contextual inference strategies independently. Third, limited prior exposure to authentic English texts created initial passivity and a lack of confidence in the early stages of implementation. Notably, however, this third challenge was largely resolved over time: as students accumulated experience with the medium,

engagement and participation increased progressively, suggesting that the initial barriers were attributable to unfamiliarity rather than inherent incapacity.

#### **4. Discussion**

The findings of this study offer a substantive contribution to the understanding of how contextual media functions in vocabulary acquisition, particularly within the underexplored domain of process-based, qualitative analysis of clipping media implementation in Indonesian secondary classrooms.

The central finding — that contextual inference was the primary mechanism of vocabulary improvement — aligns with and extends established theoretical frameworks. Vocabulary acquisition theory posits that incidental vocabulary learning through reading, especially when learners encounter words in meaningful, repeated contexts, produces deeper encoding and stronger retention than direct instruction methods (Jang & Chang, 2023; Shin & Kim, 2023). The clipping medium operationalizes this principle by embedding target vocabulary within authentic sentences and paragraphs that mirror the lexical ecology of real-world English use. As Ani et al. (2025) confirm, the use of contextual clues enables students not only to comprehend but also to retain new vocabulary more effectively. The present study extends this finding by demonstrating that contextual learning is not merely a passive benefit of authentic texts but is actively constructed through pedagogically structured group inquiry — a dynamic visible in the facilitated discussion and presentation phases of implementation.

Contextual learning theory further illuminates the engagement patterns observed in this study. When students encounter language in contexts that resemble real-world communication, the psychological distance between classroom learning and authentic language use diminishes, reducing anxiety and increasing motivation (Latifah et al., 2025). This explains the behavioral shifts documented in the results: students did not simply improve vocabulary scores — they demonstrated greater willingness to participate, express opinions, and take interpretive risks with unfamiliar words. The synthesis that emerges from these findings can be represented as a causal chain: the use of authentic clipping media generated heightened student engagement, which produced richer interaction with vocabulary in context, which in turn deepened lexical comprehension and consolidated mastery. This media → engagement → comprehension → mastery pathway is the conceptual contribution of this study.

The challenges encountered — time constraints, proficiency variability, and initial passivity — should not be treated as peripheral limitations but as theoretically meaningful findings. They reveal that contextual media implementation is not self-executing: its effectiveness is contingent on the teacher's capacity to differentiate instruction, manage time flexibly, and scaffold entry points for lower-proficiency learners. The progressive resolution of initial passivity over time further suggests that the benefits of clipping media are partially developmental: students require an acclimation period before they can fully exploit the contextual affordances of authentic texts. This finding cautions against evaluating the medium too narrowly or too early, and points to the importance of sustained, scaffolded implementation rather than isolated application.

Compared with prior work by Yuliawati and Nuriyanti (2021), which employed CAR methodology and focused on measurable score outcomes, the present study illuminates the underlying process through which those outcomes are produced. It shows that vocabulary gains are not simply a product of exposure to clippings but of the specific

pedagogical structures — group analysis, contextual inference tasks, and facilitated presentation — that activate deep processing. This process-based perspective constitutes the distinctive contribution of the study to the literature on media-based vocabulary instruction.

## 5. Conclusion

This study demonstrates that the implementation of authentic text-based clipping media in English learning produces meaningful improvements in students' vocabulary mastery, with contextual inference emerging as the primary mechanism of that improvement. By encountering vocabulary embedded within authentic sentences and engaging with it through structured group inquiry, students developed the capacity to construct and retain word meanings more durably than through conventional instruction.

Beyond vocabulary outcomes, the medium generated a qualitative shift in classroom dynamics: students became more confident, more participatory, and more willing to engage critically with English-language texts. These findings affirm a media → engagement → comprehension → mastery pathway that has both theoretical grounding and practical implications for instructional design.

The challenges identified — time management, proficiency differentiation, and the need for sustained implementation — underline that the effectiveness of clipping media is teacher-mediated and context-dependent. Future research should explore its application across diverse educational levels and student populations, and should examine the long-term retention effects of contextual vocabulary learning through authentic media to further consolidate these findings.

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