

**THE INFLUENCE OF USING NEWSPAPER MEDIA TOWARDS
STUDENTS' WRITING ABILITY OF NEWS ITEM TEXT AT
THE SECOND SEMESTER OF THE TENTH GRADE
AT SMK NURUL HUDA PAMULIHAN IN THE
ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**IRFAN ADI SOMA
NPM.1411040274**

Study Program : English Education

Advisor : Dr.Melinda Roza, M.Pd

Co-Advisor : Nunun Indrasari, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT

THE INFLUENCE OF USING NEWSPAPER MEDIA TOWARDS STUDENTS' WRITING ABILITY OF NEWS ITEM TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE AT SMK NURUL HUDA PAMULIHAN IN THE ACADEMIC YEAR OF 2020/2021

By
IRFAN ADI SOMA

In teaching learning process Writing is one of important skill. Most of students at the tenth grade of SMK Nurul Huda Pamulihan. The objective of this research was to know whether there is significant influence of using newspaper media towards students' writing ability of news item text at the second semester of the tenth grade at SMK Nurul Huda Pamulihan.

The research methodology used quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used newspaper media, whereas in the control class the researcher used conventional media. Each class received the same pre-test and post-test. The population of this research was the tenth grade of SMK Nurul Huda Pamulihan. The samples of this research were 2 classes consisting of 45 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sample t-test, the results was that there was an influence of using newspaper media towards students' writing ability of news item text at the second semester of the tenth grade at SMK Nurul Huda Pamulihan in the academic year of 2020/2021. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there was significant influence of using newspaper media towards students' writing ability of news item text at the second semester of the tenth grade at SMK Nurul Huda Pamulihan in the academic year of 2020/2021.

Keywords: *newspaper media, writing ability, news item text, quasi experimental design*

DECLARATION

I declare that this thesis entitled "The Influence of Using Newspaper Media towards Students' Writing Ability of News Item Text at the Second Semester of the Tenth Grade at SMK Nurul Huda Pamulihan in the Academic Year of 2020/2021" is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, June, 2021.

Declared by

Irfan Adi Soma

NPM: 1411040274



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY**

Address: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung ☎ (0721) 703260

APPROVAL

Title : THE INFLUENCE OF USING NEWSPAPER
MEDIA TOWARDS STUDENTS' WRITING
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ACADEMIC YEAR OF 2020/2021

Student's Name : Irfan Adi Soma
Student's Number : 1411040274
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session at Tarbiyah and
Teacher Training Faculty, State University of Islamic Studies,
Raden Intan Lampung

Advisor

DR. MEINDA KOZA, M.Pd
NIP. 197301272005012003

Co-Advisor

Nunun Indrasari, M.Pd
NIP. 198707272015032006

The Chairperson of English Education Study Program

Meisuri, M.Pd
NIP. 198005152003122004



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STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY**

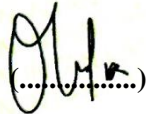
Address: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung ☎ (0721) 703260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING NEWSPAPER MEDIA TOWARDS STUDENTS' WRITING ABILITY OF NEWS ITEM TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE AT SMK NURUL HUDA PAMULIHAN IN THE ACADEMIC YEAR OF 2020/2021** by: **IRFAN ADI SOMA, NPM: 1411040274**, Study Program English Education, was tested and defended in the examination session on Thursday, **June, 03rd 2021**.

Board of Examiners:

Chairperson : Dr. Oki Dermawan, M.Pd



(.....)

Secretary : Dian Reftyawati, M.Pd



(.....)

Primary Examiner : Nurul Puspita, M.Pd



(.....)

1st Co-Examiner : Dr. Melinda Roza, M.Pd



(.....)

2nd Co-Examiner : Nuun Indrasari, M.Pd



(.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M.Pd
NIP.196408281988032002

MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ،
سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)

¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, (New Delhi: Millat Book Centre, 2006), 1219.

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, my father Solihin and my mother Budi Hartati who always pray for my success.
2. My beloved young brother M. Zen Soharden and my younger sister Sofia Nurul Baiti who always support for my success.
3. My beloved grandmother and all of my big family who have given me support and spirit for my study.
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7. My beloved all of PBI E class who always give support and spirit for my thesis.
8. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Irfan Adi Soma. He is called Irfan. He was born in Candipuro, Lampung Selatan on September 17th, 1996. He is the first of three children of Mr. Solihin and Mrs. Budi Hartati. He has one young sister and one young brother whose names are Sofia Nurul Baiti and M. Zein Soharden.

The researcher began his study at Elementary School of SDN 1 Pamulihan and graduated in 2006. Then he continued to Junior High School of SMPN 2 Candipuro and graduated in 2009. In 2013, He was graduated from at Senior High School of SMAN 1 Sidomulyo. He decide to continue his study in English Education Department, Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. In the seventh semester, the researcher had his KKN in Kekiling, Lampung Selatan. After having KKN, He had his PPL in SMK BLK Bandar Lampung.

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He fully realize that this piece of writing is imperfect. Therefore, he expects need criticism such as corrections or comments its improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung, June, 2021.

The researcher,

Irfan Adi Soma
NPM. 1411040274

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is taught in Indonesia as a foreign language and it is a compulsory subject that should be given to the students of junior high school up to the university. There are four skills in English including listening, speaking, reading and writing. According to Sheridan, writing is the most important to do.¹ It helps us to catch our ideas, realize our thought, and stand out as fluent persuasive people both on paper on our feet in front of the meeting or the boss. It means that writing is process to expressing ideas or thought in words and text form that give information for the people.

In this case, writing as media of human communication that represent ideas or thought on the paper. Therefore, writing can give information to the readers. Hyland states that writing is both text and context, the individuals' work and institution.² This requires us to consider not only texts but also their relationships and citation to the wider social environment within specific situation based on the real context which is happened. However, writing skill becomes very important in the education field because the students are trained to write their idea in order to have a good writing skill.

¹ Sheridan Baker, *The Practical Stylish*, (New York: Harper and Row Publisher, 1991), p.1

²Ken Hyland, *Teaching and Researching Writing*, 2nd Edition,(London: Pearson, 2009), p.40

In addition, writing is also something crucial for the students because the success of their study depends on the greater part of their skill in writing. For instance, if their writing skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good skill in writing, they will have a better chance to succeed in their study.

Referring to the English Curriculum of School Based or (Kurikulum 2013), the purpose of writing for Senior High School is to encourage the students to write some kinds of texts in the form of functional texts (advertisements, brochures, personal letters, announcements and notice) and monolog texts (procedure, descriptive, recount, narrative, news item and report). These texts have their own characteristics, such as social function, generic structures, lexical items and grammatical features.

The objective of teaching writing is to make the students are able to create short functional texts and simple monolog texts. The students should understand the social function (purpose), generic structure, and language features of the texts. In this case, news item text is taught at the first semester. Thus, the students are able to write news item text which is appropriate with objective of teaching writing. News item text is a text News item is a text which informs readers about events of the day. The events are considered newsworthy or

important.³ It means news item is a text that gives information about important things to the readers.

Based on preliminary research in SMK Nurul Huda Pamulihan, the teacher said that the students had problem in learning English especially in writing news item text. The students' writing ability was still low. The students thought writing was difficult skill. They did not have many vocabularies.⁴ It means that the students have problem to develop the idea in their writing. Furthermore, a good process in teaching learning English is very important. The students should be given opportunity to express their ideas, their thinking and their feeling in writing form. By having writing practice, the students are able to write English well.

After the researcher got the information from the teacher, researcher also interviewed some students about problem in learning English. It can be known that the media used by the teacher did not effective. Then, the students were not interested in media that used by English teacher in teaching news item text. They also felt bored in writing class because the teacher and did not made the theaching and learning activity enjoy and fun.⁵ It can be known that the students had assumption that English was hard subject so that the students

³ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*, (Canada: Routledge, 2003), p. 6

⁴ Indriani, S.Pd, *an Interview of English teacher SMK Nurul Huda Pamulihan*, 22 August 2019. Unpublished

⁵*An interview with the Tenth Students of SMK Nurul Huda PAmulihan*, 22 August 2019. Unpublished

were lazy to join the subject and did not pay attention to the teacher in the classroom activities. The students also did not know what their weaknesses or strengths in writing because the teacher did not give feedback and chance for them to revise their own writing.

The teaching technique used by the teacher was not effective, because the teacher used lecturing technique as a technique to teach students in the class. Lecturing technique is a technique which a person explains and gives task for students so it is hard to understand. In this teaching, the students just listen and sometimes note information and organize if necessary during the teaching learning process. Besides, she also only explained the material in front of the class and then asked the students to do exercises on the students' worksheet or asked them to write text based on the picture or topic that have been prepared in the text book without checking ability in mastery aspects of writing. After that, she evaluated the students' work to get the students' score.

From the result of interview from the teacher and the students about English subject, the researcher found that the students' ability in writing class at SMK Nurul Huda Pamulihan need to be improved, especially in news item text. It could be seen from students' English score in writing news item text. It can be seen on the table below:

Table 1
The Students' Score Writing Ability of News Item Text at the Tenth
Grade of SMK Nurul Huda Pamulihan in the Academic Year of
2020/2021

No	Score	Class		Number of students	Percentage
		X.TKJ	X.TKR		
1	≥ 70	8	7	15	33,33 %
2	< 70	14	16	30	66,67 %
Total		22	23	45	100 %

Source: Document of Students' Score Writing Ability of News Item Text at the Tenth Grade of SMK Nurul Huda Pamulihan in the Academic Year of 2020/2021.

Based on the table above, it has known that most students got score under KKM standard, because KKM in SMK Nurul Huda Pamulihan was 70. From 45 Students in SMK Nurul Huda Pamulihan, there were only 33,33% that there were got score over 70, and 66,67 % got score under 70. It means that the students had the problem difficulties in writing especially in news item text.

Based on the statement above, it can be concluded that in teaching writing the teacher should use various effective method or technique to improve students' writing ability. There are many technique which are used in teaching writing, one of them is newspaper media. The teacher can apply newspaper media. It provides a way for teachers to demonstrate to students practical skills and language in the language arts area.

Knowlton and Barefoot stated that a newspaper media is cheap for less than the price of a textbook students receive a huge amount of information. Newspapers are regarded one of the most reliable, easily available, less expensive and

effective sources of sharing information and knowledge.⁶ Newspaper media helps students explore, clarify, and think deeply about ideas and concepts. Thus, it is very easy available less expensive and effective sources to get informations. It means that newspaper media is the way to teach written language that help students to develop their ideas in writing.

There have been several studies that investigated the skills and techniques or methods which were relevant to this research. The first research was conducted by Aulia did the research entitled “The Effectiveness of Mass Media in Improving Student’s Writing Skill in Spoof Text”.⁷ Then, Henri did conducted the research entitled “The Use Of Newspaper Articles As Supplementary Materials In Teaching Reading Comprehension”.⁸ Referring the previous research above, it can be found that there were some differences among the previous researches with this research. In the first previous research, the researcher did the research conducted in Senior High School Pembangunan III YPI Jakarta and the material about spoof text. Meanwhile, the second previous research in teaching writing Newspaper Articles As Supplementary Materials In Teaching Reading Comprehension. While in the present research, the

⁶Steven R. Knowlton, Betsy O. Barefoot, “Using National Newspaper in College Classroom: Resources to Improve Teaching and Learning”. *University of South California Education Journal, Monograph Series* number 28, March 1999, p. 7

⁷Kartika Noor Aulia, “*The Effectiveness of Mass Media in Improving Student’s Writing Skill in Spoof Text*”, (Surabaya: Surabaya State University, 2014). available at <http://journal-online.unsu.ac.id/data/article3674>, accessed on 20th March 2019.

⁸Aisyah Henri, *The Use Of Newspaper Articles As Supplementary Materials In Teaching Reading Comprehension. Journal of English Teaching, Literature, and Applied Linguistics* vol. 1, No. 2, August 2017. available at <http://Journal.umg.ac.id/index.php/jetlal/article/328/283>, accessed on 21th March 2019.

researcher conducted in SMK Nurul Huda Pamulihan and the material about news item text.

Based on those reasons, the researcher wanted to conduct an experiment teaching writing ability of news item text, this research is entitled “The Influence of Using Newspaper Media towards Students’ Writing Ability of News Item Text at the Second Semester of the Tenth Grade at SMK Nurul Huda Pamulihan in the Academic Year of 2020/2021”.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems of the research as follows:

1. The students’ writing ability was still low.
2. The students did not have many vocabularies.
3. The students also felt bored in writing class.
4. The media used by the teacher did not effective.
5. The students were not interested in the media that used by English teacher in teaching news item text.

C. Limitation of the Problem

Based on the identification above, the researcher limited the problem of the research on newspaper media as technique in writing process in order to know the influence of towards students’ writing ability of news item at the second semester of the tenth grade at SMK Nurul Huda Pamulihan.

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulated the research problem as follows: “is there any significant influence of using newspaper media towards students’ writing ability of news item text at the second semester of the tenth grade at SMK Nurul Huda Pamulihan in the academic year of 2020/2021?”.

E. Objective of the Research

The objective of the research was to find out whether there is a significant influence of using newspaper media towards students’ writing ability of news item text at the second semester of the tenth grade at SMK Nurul Huda Pamulihan after being taught by using newspaper media.

F. Uses of the Research

1. Theoretically

Theoretically, the result of this research was expected as a contribution to other researchers who are interested in conducting future research in the same field.

2. Practically

Hopefully, the result of this research was expected consideration to improve teaching learning process, especially in writing ability. Also, this technique can help the teacher to explain the material.

G. Scope of the Research

1. Subject of the Research

Subject of the research was tenth grade students of SMK Nurul Huda Pamulihan Lampung in the academic year of 2020/2021.

2. Object of the Research

The object of the research used newspaper media and students' writing ability of news item text.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2020/2021.

4. Place of the Research

The research was conducted at SMK Nurul Huda Pamulihan.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

English as one of the international languages is one of an important languages in this world because almost all countries use English as a communication tool as a native language, a second language, and foreign language. People who are able to communicate in English will get easier to gain more information and knowledge. Today, millions of people want to improve their command of English by different ways such as formal or informal instruction through studying abroad, media, and internet. In fact, English should be taught in the school especially in Indonesia.

In Indonesia, English is known as a foreign language. The term foreign language in the field of language teaching is different from the second language. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skill.

In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping students to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or

understand.⁹ It means that English in the most students' mind is something hard to be learned and that is why students get difficult to practice it in real life situations. In this case, the teachers should be creative to make students enjoyable and interest to learn English in the teaching and learning process.

In teaching English as a Foreign Language, it is very difficult because it has different characteristic from our mother tongue, although students have studied it for a long time but their English ability is still low not only in speaking but also in writing. It means that the teachers are urged to repair their teaching method. The teacher has responsibility to make condition to be conducive by giving assignment, stimulus, guidance, direction, and also support his/her students in the teaching learning process. On the other hand, Brown states teaching is showing or helping someone to learn how to do something.¹⁰ It means that teaching is giving instruction, guiding in studying something, providing with knowledge and causing understanding.

In teaching English, the teacher should know how to make the students interested in English. So, the teacher should prepare the materials, instruction and technique well. It is also expected that the objective of English instruction is to make the students easily to get the ability or skill full to communicate orally or written well. It is clear that the purpose of teaching learning English

⁹H. Douglas Brown, *Teaching Principle of Language and Teaching* (San Fransisco: Practice Hall Regents, 1994), p.7

¹⁰H. Douglas Brown, *Teaching Principle of Language Learning and Teaching*, (London: Longman, 1980), p.5

as a foreign language is to make the students master in language. To make that happen, the students should be actively involve in teaching learning process and do a lot of practice.

Based on those explanations, it can be concluded that English as one of the international languages is one of an important languages. English as a foreign language is a process to comprehend about the content of English. It is learned by people through teaching and learning process including to transfer the material and knowledge to practice it in real life situation. The teaching learning process will be successful if the teacher knows how to teach it well, the teacher should be able to create technique that is fun in the classroom and it is appropriate for students.

1. Writing

Writing is one of four skills in English that must be mastered by students. Raimes states that writing is a skill in which we express ideas which are arrange in word, sentence and paragraph by using eyes, brain, and hand.¹¹ When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their ideas by using writing. It can be said that writing is skill to express idea and thought on their mind in writing form.

¹¹Ann Raimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p.3

The aim of writing is to give information from the writer to the reader. Writing has been characterized as written thinking to convey message and as a communication indirectly. Besides, it should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writers' ideas or thoughts and can attain the purpose of her/his written text. In addition, Brown states that written products are often the result convention of thinking, drafting, and revising procedures.¹² Based on the statement above, it can be concluded that writing is a process to deliver the writers' idea into written form that need some procedures include think the topic, drafting, and the final is revising.

Furthermore, Harmer state that writing should be done with understanding from the past in order to inform and express what happened. It should be well-organized in order to be understandable for readers.¹³ A good writing can deliver information for the reader, so that it should be well-organized and the readers are able to understand easily. Writing skill deals with the ability to arrange the graphic system such as letter, words and sentences of certain language being used in written communication in order to the reader can understand the message or the information. In other word, writing can be defined as a way of communication by transforming observations, informations, thoughts, or ideas into language. So, it can be shared with others

¹²H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: Longman, 2007), p.335

¹³Jeremy Harmer, *Practice of English Language Teaching*, (London: Longman, 2001), p.3

and process of expressing ideas or thought in words should be done at our leisure.

According to the statements above, it can be concluded that writing is an activity in which a person expresses her/his ideas, thoughts, expressions, and feelings which is used for communicating to the readers in written form. So, in writing as a way of sending a message or information, it must have the purpose of making the readers easy to understand it.

a. Writing Ability

Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.¹⁴ It means that writing is the writer's skill to give the information to the readers in written form. In writing, there are five aspects which have to be fulfilled. The five aspects of writing are as the criteria of good writing. Here they are:

- a. Content (the ability to think creatively and develop thoughts)
- b. Organization (the ability to write in appropriate manner)
- c. Vocabulary (the ability to use of word/idiom)
- d. Language use (the ability to write in appropriate structure)
- e. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).

¹⁴Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2

Writing ability is one of the most important skills that must be mastered. If we are able to write well.¹⁵ it means we are able to communicate effectively. The reader can get the information from the writer about something explained through writing. Based on the explanation above, it can be concluded that writing ability is an ability to communicate or express idea and thoughts on written form which fulfills five aspects of writing including, content, organization, vocabulary, language, and mechanic effectively.

b. Characteristic of Writing

Based on H. Douglas Brown the characteristics of writing there are seven :

1). Permanences

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain powers the power to emend, to clarify, to withdraw. That prospect is the single most significant contribute or to making writing a scary operational. Student writers often feel that the act of releasing a written work to an instructor is not unlike putting themselves in front of a firing squad.

2). Production Time

The good news is that, given appropriate stretches of time, a writer can indeed become a 'good' writer by developing effiience process for achieving the final product. The bad news is that many educational contexts demand students writing within time limits. This may mean sacrificing some process

¹⁵Cristopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

time, but with sufficient training in process writing, combined with practice in display writing.

3). Distance

One of the problems writer's faces is anticipating their audience. That anticipation ranges from general audience characteristics to how specific words, phrases, sentences, and paragraphs will be interpreted. The distance factor requires what might be termed "cognitive" empathy, in that good writers can "read" their own writing from the perspective of the student of the targeted audience. Writers need to be able to predict the audience general knowledge, cultural and literary schemata, specific subject-matter knowledge, and very important, how their own their choice of language will be interpreted.

4). Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students. If students are non-literate in the native language, you must begin at the very beginning with fundamentals of reading and writing. For literate students, if their native language system is not alphabetic, new symbols have to be produced by hands that may have become accustomed to another system. If the native language has a different phoneme-grapheme system, then some attention is due here.

5). Complexity

The complexity of written as -opposed to spoken- language was illustrated. Writers must learn how to remove redundancy (which may not jibe with their first language rhetorical tradition), how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6). Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantages of the richness of English vocabulary. So, if someone does not have much vocabulary, she or he cannot writes a good written.

7). Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, critic, and argue.¹⁶

In conclusion, there are some characteristics of writing such as permanence, production time, distance, orthography, complexity, vocabulary, and formality. All of the characteristics of writing should be understood by students so that they can make a good improvement in learning writing.

c. Teaching Writing

Teaching writing is process to make students are able to gather ideas, organize them, and arrange them into a good composition. The teacher offers guidance

¹⁶H. Douglas Brown. *Teaching by Principles, (An Interactive Approach to Language Pedagogy* 2nd edition). 2000. P. 341-342.

in helping students to engage in the process of composing the word. The teacher should encourage the student to develop their ideas by using their own thought.

According to Tribble, this implies that, for variety of practical reason, it through their mastery of writing that the individual comes to be fully effective in intellectual organizing, not only in management of every day affairs, but also in the expression of ideas and argument.¹⁷ It means that teaching writing is process to make students to be understand and mastery in writing through expression their ideas and argument in written form.

Furthermore, according to Harmer by far the most important reason for teaching writing of course is that a basic language skill.¹⁸ It can be inferred that teaching writing is the most important not only writing is a part of basic language skill but also teaching writing focus to help students in the writing classroom as a the students activity in the teaching learning process.

Based on the explanation above, it can be concluded that teaching writing becomes as a part of writing activity in the classroom. Teaching writing can help students to think creatively for their writing, because writing is not spontaneous activity and more carefully to write something. Then, teacher also holds the most important role for giving support and guiding the students in

¹⁷*Ibid*,p.13

¹⁸Jeremy Harmer, *How to Teach English*, (England: Longman Limited, 1998), p.79

the teaching writing process to make the writing more effective. In this case, the researcher will use narrative text as a material for the students.

d. The Process of Writing

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions.¹⁹

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft..²⁰

Writing is a process; there some steps that should be pass by of the in order to have a good writing. Based on Harmer suggested that the process hasfor main elements:

1) Planning

In this stage, the writers have to think about three main issues: thepurpose of the writing, the readers or audience of writing, and the contentstructure of the writing.

2) Drafting

This is the first version of a piece of writing and will produce finalversion.

3) Editing

¹⁹AllceOshlma and Ann Hogue, *Introduction to Academic Writing*,(USA: Person Education Inc, 2007),p.15

²⁰Jeremy Harmer, *How To Teach Writing*, (England: Person Education Limited, 2007),p.4

This stage is very useful, the writer have to reread the draft and correct their mistakes.

4) Final version

After editing the draft and making some changes, the writers can produce their final writing.²¹

Based on the explanations above, it can be conclude that in writing process are four steps are as follows create ideas, organize the ideas, write a rough draft, polish your rough draft by editing it and making revisions and also in writing process has four elements such as planning, drafting, editing and final version.

2. Types of Text Genre

In English, we can find types of text. Each of these writing has its own characteristics and functions. The students of senior should have knowledge of those writing text. According to Siahaan, text is a meaningful linguistic unit in a context.²² So a text is any meaningful linguistic unit in both linguistic context and non linguistic context. Siahaan *et all* states that in English there are many kinds of genre in writing, there are:

a. Narrative.

Narrative is a text to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

²¹*Ibid.*, p.5

²²Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

b. Descriptive.

Descriptive is a text that to describe an object, it can be place, person and thing.

c. Recount.

Recount is a text to tell about past experience or activity in the past.

d.**e. Explanation.**

Explanation is a text to explain the processes in the formation or workings of natural of socio-cultural phenomena.

f. Procedure.

Procedure is a text to make or to do something. It gives an instruction about the steps to do something.

g. Discussion

Discussion is a text that to present points of view about an issue.

h. News Item.

News Item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

i. Spoof.

Spoof is a text that to tell an event with a humorous twist.

j. Report.

Report is a text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

k. Analytical Exposition.

Analytical Exposition is a text to persuade the reader or listener that something in the case.

I. Hortatory Exposition.

Hortatory Exposition is a text to persuade the readers or listeners that something should or should not be the case.²³

Based on the statements above, it can be concluded that there are 13 types of text in English, such as narrative, descriptive, recount, explanation, anecdote, procedure, discussion, review, news item, spoof, report, analytical exposition, hortatory exposition. In this research focused on news item text. The researcher chooses news item text because the students' score is lower than other kinds of the text. Therefore, the researcher investigated students' written task of news item text to find and to know their problem in writing news item text.

3. News Item Text

a. Definition of News Item Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.²⁴ News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.

b. The Purpose of News Item Text

²³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Stabler, 1995), p.190

²⁴Rizqi Amalia, *Improving Students' Ability In Writing News Item Text By Using Old and New Information of SMA Negeri 1 Slawi In The Academic Year Of 2010/2011*, p. 24

The social function/communicative purpose of news item is to inform the readers, listeners or viewers about an event of the day, which is considered important.

c. Generic Structure of News Item Text:

- 1) Newsworthy event
- 2) Background event
- 3) Sources

Language Feature of News Item:

- 1). Focusing on circumstances
- 2). Using material process
- 3). Short, telegraphic information about story captured in headline
- 4). Use of Material Processes to retell the events (in the text bellow, many of the Material Processes are nominalized)
- 5). Use of projecting Verbal Processes in sources stage.
- 6). Focus on Circumstances (e.g. mostly within qualifiers).²⁵

In conclusion, Reporting of News Item Text that we read a "news item" to find out specific information about an event reported in the news. The example of news item text is about tsunami, etc. Then, we can know the information about the news saw by the purpose and generic structure of news item text.

4. Teaching Writing News Item Text by Using Newspaper Media

Teaching writing skill should be based on genres. Hayland states that genre is a form for grouping text together, representing how writers typically use

²⁵*Ibid.*, p. 25

language to respond for recurring situation.²⁶ Genre is a term for grouping text that represents how writers use language to write about a topic. In addition, every genre has a number of characteristics that make it different from others. They are divided in terms of their schematic structure, also the level of context dealing with social purpose.

Based on new curriculum that is called Kurikulum Tingkat Satuan Pendidikan (KTSP), there are five genres that must be learnt by students at tenth grade of high school. They are narrative, procedure, recount, report and news item. Each of text has different style.²⁷ In this research the writer chooses news item text because of the reason that the writer explain in previous chapter. It means that news item is one of the text that has function to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

Here, the researcher also used guide writing technique for teaching writing ability of news item text:

a. Definition of Guided Writing Technique

Guided writing is Guided writing, by definition, is a form of teaching writing in which learners are given step-by-step instruction. It is one in which the teacher demonstrates for students the process of writing a sentence or paragraph using proper English convention. Dunigan, Jima (2008:14) states that guided writing is a step by step that includes planning, writing, editing, revising and publishing. It is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. These are several steps of guided writing activity: (1) Planning: the students identify, collect and organize the ideas; (2) Packaging: the teacher guides the students in a write-along as they follow the plan to

write their first draft. Here the teacher made the students in group; (3) Popping: using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, and/or around; (4) Polishing: the students polish their writing project, with assistance as needed to compose a final draft; (5) Publishing: the students shared their completed work. So, By using this technique the students are able and have opportunities to show that they can use this strategies and convention in their work.

5. Newspaper Media

a. Definition of Newspaper Media

Newspaper is included on printing media, a media that can be used in teaching as source of information.²⁸ It can be used in learning at classroom to gaining

²⁶Ken Hyland, *Teaching and Researching Writing*, 2nd Edition,(London: Pearson, 2009), p. 26

²⁷Rizqi Amalia, *Improving Students' Ability In Writing News Item Text By Using Old and New Information of SMA Negeri 1 Slawi In The Academic Year Of 2010/2011*, p. 26

²⁸Noah Webster, *Webster's New Twentieth Century Dictionary Unabridged*, (Ohio: Gulf &Western Corporation, 1979), p. 12

the students' reading comprehension in process to deliver and exchange information.

Zain and Djamarah defined learning source media as helping tool that used in teaching learning activity.²⁹Media as tool to help the teacher in delivering the material that is can represent something that cannot deliver by teacher in words even sentence. Roestiyah in Zain and Djamarah"s also stated that there are some learning source, they are:

1. People (in the family, school and society)
2. Book or library
3. Mass media (magazine, newspaper, radio, television, etc)
4. Environment
5. Teaching tools (text book, map, picture, cassette, tape, blackboard, marker, etc.)
6. Museum (place for ancient things).

So, media is a tool to communicate and to connect from the text to a human still become an information in teaching and learning activity.

Knowlton and Barefoot state a newspaper is cheap for less than the price of a textbook, students receive a huge amount of information.³⁰It can state that

²⁹Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rieneka Cipta, 2010), p. 2

³⁰Steven R. Knowlton, Betsy O. Barefoot, "Using National Newspaper in College Classroom: Resources to Improve Teaching and Learning". *University of South California Education Journal*, (Monograph Series number 28, March 1999), p. 7

newspapers are regarded one of the most reliable, easily available, less expensive and effective sources of sharing information and knowledge.

Newspaper is publication consisting of a number of large sheets of folded paper, on which news, advertisements, and other information is printed. consist of pieces of old newspaper, especially when they are being used for another purpose such as wrapping things up.³¹ The contents of newspaper are rich and vivid beside the fact that the newspaper language at the same time has become trendier, it means up to date. It deniable that English contain wide range of information which is it can be learning source for the student to rise their reading comprehension. Mehta stated that as a matter of fact, the English newspaper contain a wide range of information like feature stories, business news, sport news, special columns, reviews, notices, advertisements, editorial, entertainment schedules etc.³²

So, from those statements above, it can be concluded that newspaper is publication consisting of a number of large sheets of folded paper, on which news, advertisements, and other information is printed. consist of pieces of old newspaper, especially when they are being used for another purpose such as wrapping things up. Newspaper can be used in teaching as source of information. Newspaper media is media to teaching writing. It can help the

³¹Naveen K Mehta, "English Newspapers: Exploring Innovative Methodological Paradigm. A Study into Classroom Dynamics", *Romanian Journal of Education, Vol 1 No. 1*, p.58

³²Peter Grundy, *Newspapers*, (Oxford: Oxford University Press, 1993), p.9

students to develop their ideas. Thus, it is implementation make students feel interested, motivated, and easy to write.

b. Guided Writing

c. Procedure of Newspaper Media

The procedure of newspaper media by using guided writing technique are as follows:

- 1) **Planning:** the students identify, collect and organize the ideas. Teaching writing to basic writers like senior high school students should be started from teaching the language features and generic structure to the organization of paragraph the writers the language features of news item text. Moreover, the reason why the writer teaches because to give deep understanding to students, so that the will not get confused about the sentences of their writing.
- 2) **Packaging:** the teacher guides the students in a write-along as they follow the plan to write their first draft. After teaching the language features of news item text, the writer will teach about news item text itself. It will be started from explaining and guides the students to write a news item text by using newspaper media. Here the teacher makes the students in several group.
- 3) **Popping:** using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, and/or around. After that the writers will give the treatment for students that is to teach them using newspaper. The writer gives the example for students before they start writing. Thus, they can get the information from the newspaper.³³
- 4) **Polishing:** the students polish their writing of news item text with assistance as needed to compose a final draft.
- 5) **Publishing:** the students shared their completed work. Then, the teacher can assess and revise their writing of news item text.

The modified procedures of newspaper media by using guided writing technique are as follows:

1. The researcher asked the students what they have known about news item text and building their knowledge through by asked them about the topic of the news item text in that day. This was to help them building their ideas about the topic and helped them to sythesizing ideas for the text.
2. The researcher modelled how to write the news item text through pictures and questions that related to the text. The modelling was using a projector to display the silde which was consist of questions, pictures and modelling text.
3. After the students had understood how to write news item text through guiding newspaper media and questions, the researcher asked the students to work in group that consist of 4 students. Here, each groups of students had to write a news item text. In this step, the student groups had to write a news item text based on the guiding newspaper media and questions. The guiding pictures and questions were same for all groups. The students were able to discuss among their own group and the researcher also helped the groups while they had any difficulties or confuse in writing the news item text.
4. The groups collected their work and then the researcher showed them a news item text that have been wrote by the researcher before as an evaluation for students. It helped them to evaluate their work by saw the appropriate text should be.
5. The researcher asked them to write one more news item text by using guidance newspaper media and questions just like the group task before. The guidance newspaper media and questions were all same for the students. This individual construction was to evaluate the students' achievement individually.

d. Advantages and Disadvantages of Newspaper Media

Teaching learning is process to deliver knowledge to the student from some source information which is delivering by using media. The information student was taken from some sources. Winatputra in Djamarah and Zain divided learning source in five categories. They are human, book/library, mass media, natural resources, and education media.³⁴ There some advantages and disadvantages using newspaper.

1. Advantages of Newspaper Media

The advantage of using newspaper are as follows:

- a. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading.

³⁴ *Ibid.*, p. 19

- b. Newspaper usually reflects the culture of a certain community through the language they contain.
- c. Newspapers also reflect the changes in the language as well, and in doing so, help students and teachers keep up pace with such changes.
- d. Most newspapers are linguistically up-to-date and provide valuable linguistic data.
- e. Newspapers provide a wide range of various text types and language style, which are not always found in textbooks.³⁵

2. Disadvantages of Newspaper Media

This fact can be found because newspapers have language expressions that cannot be understood by students. Roy Pearse stated “there are other useful expressions which are often metaphoric and sometimes border on the cliché. They are used very frequently and are essential for students to know, e.g. go/be on strike, and break the deadlock. Work out an agreement, streamline, play a role, rate prospects, lay off workers, boycott, suffer asset back, agree to terms, peace talks, peace settlement, cease-fire”.³⁶

For the first time, students will be discouraged when they read headlines and paragraph headings because they will probably mean nothing to students. On the other hand, may be ambiguous. “They are often compounds of nouns, needing a tree diagram to make the meaning clear. For example titles like ’30

³⁵LauretaValva, “Benefits of Using Newspapers, Magazines and Books in Classroom”, *Journal Education: LCPJ Publishing*, Volume 2/2, 2009, p. 13, Search: www.lcpj.pro/skedaret/1354544987-Article%2011.pdf

³⁶Roy Pearse, *Reading Newspapers in English, Second Selection, from Modern English Teacher*, (London: Modern English Publisher Ltd., 1983), p. 42

year old murder witness doubt' or 'Rail Crash Track Check Report' may not be anything to students".³⁷ Based on the explanations that All the problems above come from the language of newspapers. Other disadvantages are unavailability of English newspapers in small cities. Those English newspapers are only produced in big cities like Jakarta; moreover, English newspapers from target countries are still limited in Indonesia.

2. Relevance Studies

There have been several studies that investigated the skills and techniques or methods which were relevant to this research. The first research was conducted by Aulia did the research entitled "The Effectiveness of Mass Media in Improving Students' Writing Skill in Spoof Text".³⁸ The aim of her study was to described the implementation of newspaper media technique in teaching news item. The subject of the study were the students Second Grade Students of SMA Pembangunan III YPI Jakarta. Based on her research, she concluded that the implementation of Newspaper media in teaching spoof text could make good thing to recognize the value of mass media, especially newspaper for teaching and learning purposes and presents humor pictures which are taken from mass media which students may find it easy to relate the events to their own experience or knowledge.

³⁷Roy Pearse, *Reading Newspapers in English...*, p. 43

³⁸Kartika Noor Aulia, "*The Effectiveness of Mass Media in Improving Student's Writing Skill in Spoof Text*", (Surabaya: Surabaya State University, 2014). available at <http://journal-online.unsu.ac.id/data/article3674>, accessed on 20th March 2019.

Then, Henri did conducted the research entitled “The Use Of Newspaper Articles As Supplementary Materials In Teaching Reading Comprehension”.³⁹ The purpose of her study was to find out whether the newspaper media can give effect in teaching reading comprehension at at the First Year Students of SMAN I Rengas Dengklok. The population of this study was the tenth grades of SMAN I Rengas Dengklok in the academic year of 2009. She took two groups as the sample, they were X. I as the experimental class and X.2 as the control class. Her research used quantitative method with quasi experimental research design. The result of data analysis showed that the teaching writing by using newspaper media has a positive effect in writing ability of news item text.

3. Frame of Thinking

In order to help the students in writing learning process, an English teacher must have a good technique to teach. Therefore, by using newspaper media, the students can learn more actively and more creatively. They demonstrated their understanding of news item text by writing the story through the words. It influenced the students ability in writing news item text. It causes by newspaper media will be easier to add words, arrange the sentences and make final draft of the story in chronological order.

Then, In realization to the teaching of writing and referring to the frame of the theories mentioned before, the researcher assumed that newspaper media is an

³⁹Aisyah Henri, The Use Of Newspaper Articles As Supplementary Materials In Teaching Reading Comprehension. *Journal of English Teaching, Literature, and Applied Linguistics*, vol. 1,

appropriate media to improve the students' writing skill and it can be as an alternative media in teaching writing.

By newspaper media can help students explore, clarify, and think deeply about ideas and concepts. Thus, it is very easy available less expensive and effective sources to get informations. It means that newspaper media is the way to teach written language that help students to develop their ideas in writing.

In this research, the researcher considered that newspaper is one media of writing that can give a good impact to students. Newspaper media is appropriate for teaching, because this media give the students opportunity to many practice in English learning and can improve the students writing skill.

4. Hypothesis

Hypothesis is a temporary answer of the problem in research until proved from the data which collected.⁴⁰ So, a hypothesis can be defined a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypotheses of this research are:

H_0 = There is no significant influence of using newspaper media towards students' writing ability of news item text at the second semester of the tenth grade at SMK Nurul Huda Pamulihan in the academic year of 2020/2021.

⁴⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.64

H_a = There is a significant influence of using newspaper media towards students' writing ability of news item text at the second semester of the tenth grade at SMK Nurul Huda Pamulihan in the academic year of 2020/2021.

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