

The Effectiveness of the Use of Newspaper and Magazine in Improving Students' Writing Skills

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Abstract

This study aimed to investigate (1) whether the use of newspaper is more effective than that of magazine in improving students' writing skills, (2) whether the use of newspaper is more effective than that of conventional medium in improving students' writing skills, (3) whether the use of magazine is more effective than that of conventional medium in improving students' writing skills, and (4) the most effective medium of all: newspaper, magazine, and conventional medium in improving students' writing skills. This study was a quasi-experimental research using Pretest-Post-test Control Group Design. The data were collected in SMA Negeri 6 Yogyakarta. The sample of the research was the students of class X7, X8, and X9 which were determined by using cluster simple random sampling. There were four hypotheses of this study and the research findings revealed that the hypotheses were accepted. It was indicated by all of the Sig values, which were lower than the level of significance (0.05). Further, the implications on classroom instruction and policy making are discussed.

Keywords: newspaper, magazine, writing skills

Abstrak

Penelitian ini bertujuan untuk mengetahui (1) apakah penggunaan Koran lebih efektif daripada penggunaan majalah dalam meningkatkan keterampilan menulis siswa, (2) apakah penggunaan Koran lebih efektif daripada penggunaan media konvensional dalam meningkatkan keterampilan menulis siswa, (3) apakah penggunaan majalah lebih efektif daripada penggunaan media konvensional dalam meningkatkan keterampilan menulis siswa, (4) media manakah yang paling efektif diantara penggunaan Koran, majalah, dan media konvensional dalam meningkatkan keterampilan menulis siswa. Penelitian ini merupakan penelitian eksperimental dengan menggunakan desain *Quasi PretestPost-test Control Group*. Data dikumpulkan pada bulan Maret-April 2016 di SMA N-6 Yogyakarta. Sampel penelitian adalah siswa kelas X7, X8, dan X9 yang diambil dengan teknik simple cluster random sampling. Terdapat empat hipotesis dan temuan penelitian yang mengungkapkan bahwa keempat hipotesis dari penelitian ini diterima. Hal ini ditandai oleh nilai-nilai Sig yang lebih rendah dari taraf signifikansi (0,05)

Kata kunci: koran, majalah, keterampilan menulis

INTRODUCTION

Education is not only seen as a process of transferring information from teachers to learners. It also includes efforts to accommodate wants, needs, and competence of every individual involved in the process. Education does not only focus on preparing one's future but also consider the ongoing development of the learner. The aim of national education is in accordance with Broad Outlines of State Policy article 3 verse 11 which stated that "the democratic and qualified system and atmosphere of national education is build in order to strengthen morals, creativity, innovation, nationalism, intelligence, health, discipline, responsibility, skills, and competence in science and technology in developing qualities of Indonesian people (Decree of the People's Representative Assembly No. IV Year 1999 about GBHN)". This education aim is nothing if it is not realized into teaching process. This aim is also applied in language teaching to develop the students' language skills such as listening, speaking, reading, and writing.

Language teaching is divided into two kinds of skills such as productive skills (speaking and writing) and receptive skills (reading and listening). The development of language skills affects a person' productive ability (Lan., Hung., & Hsu., 2011: 148). Teaching English nowadays has become more challenging because it aims to increase the proficiency of students' language skills (Ismail, 2013: 121). In this study, researcher analyzes the students' writing skill with aim to develop the students' creativity and skills in generating the ideas into a structural and meaningful writing.

Writing as a part of productive skills in language plays an important role in education because it helps one to create a creativity of writing. Even writing is important, but there are many problems found by students. Writing is more difficult

for the students to be mastered compared to three other skills since it demands a mastery of elements of language and the subject matters which will be the topic of the writing. It is generally considered one of the most difficult that other skills (Javed., Juan., Nazli, 2013: 130). Language elements and the subject matters should work together to produce a good writing.

Writing is a skill which should be learned and nurtured because it is important for the students (Kamaruddin, 1998:192). The most important factor in writing exercise is that students need to be personally involved in order to make the learning experience of great value (Bakir & Adas, 2013: 254). Writing skill cannot be mastered only by seeing a teaching process and theory of writing. Instead, writing is a process of growing through many practices. Therefore, it is essential to learn writing and the students are expected to practice their writing skill in order to prepare a better future.

Writing activities are focused to develop the students' competence in written language. Writing is one of compulsory aspects in language competency should be taught to the students because writing skills is very important and it cannot be ignored in fulfilling the daily needed that related to the writing activities. By writing, the students are expected can express the ideas clearly, logically, systematically, and contextually. Even the writing plays important role and it can help the students in many aspect of their life, but they still find many problems in writing learning.

The most problems faced by the students in writing are confuse to express or develop their ideas into a good paragraph (create ineffective sentences) and select appropriate vocabulary (Akhadiyah, 1996: v). Harmer (2007: 239) also explains that the issues about the students' writing skill are related to the use of lexical items, punctuation, text

format, spelling, and syntax. The problems of writing is also ascertained by Anggaira's survey (2012: 3), it shows that only 15% of her students passed the average standard criterion score. Based on her observation, the result shows that the students' writing problems are about selection of appropriate vocabulary, knowledge to construct their ideas into a complete utterance, and technique to organize the writing structures. Thus, the teacher's role is needed in helping the students to express their ideas into a good piece of writing.

There are still many challenges in the teaching of writing especially in applying the teaching methodology. This situation can be viewed from the lack of teacher's experience of using the appropriate and creative methods in teaching and when the teachers teach in the class without any preparation. The Indonesian Minister of Culture and Primary & Secondary Education, Baswedan (Kedaulatan Rakyat, 2014) argued, "It is not about the curriculum but the case is about the teaching method. The government just revise the material, but the teachers never change the teaching method and surely it will arise many problems." Therefore, the key of teaching English is at the teacher's teaching methods.

The success of teaching is not only done by using the teaching method, but it needs appropriate media to influence the students' motivation in learning English. The effectiveness of appropriate media in improving the students' achievement can be seen from Marco's research result (2006: 3), it shows that "89% of his students said clearly that they want teachers use PCs more often in the classroom to support the learning process." This result shows that media effectively support the students' motivation in the learning process.

Formal educations and non-formal education certainly need instructional media to assist teaching and learning process.

Instructional media can help the students to understand the materials. Nowadays, schools usually use textbooks and it is a common belief among teachers that materials from textbooks are already satisfactory. This belief is misleading because apparently all of textbooks have weaknesses. Thus, the teachers cannot continue to hold such belief because it will interfere with the teaching and learning success.

Teachers play an essential role in determining quantity and quality of their own teaching. In order to optimize teaching and learning process, teachers are expected to manage a teaching and learning process in which students are stimulated to learn since students are the subject in learning process. However, teachers often encounter difficulties in delivering learning materials which particularly affected the students' academic excellence. This condition will not change as long as teachers keep considering themselves as the main source of knowledge. One factor which needs to be considered is the use of teaching and learning media to deliver effective, successful and fruitful learning materials.

Learning media i.e., printed media can be designed to help teachers to conduct interpersonal communication in teaching and learning process. This kind of media can be used as references or instructional media or means to communicate new technology. Printed media as mass media is beneficial for teachers to deliver learning materials because it contains written message which is easily understandable. Considering the important role of printed media in teaching and learning process, this paper will discuss particularly printed media such as newspaper and magazine as teaching and learning media which can influence teaching and learning process.

Newspaper and magazine as reading sources are rarely supplied by education practitioners, while these media play

important role to support the language teaching and these media also can improve the students' writing skill. According to Brono (2006: 8), the use of newspaper and magazine are useful to support the teaching of writing. Newspaper and magazine can help the students to improve their writing, grammar and vocabulary skills. Therefore, the uses of the newspaper and magazine as the reading material for the students need to be supplied in the school library and the teachers are required to guide the students to get the knowledge about a good writing from these media.

Newspaper is one of the mass media in serving the information more detailed and critical. The universal format of a newspaper presents information in a predictable way. Babalola (2002: 404) said that newspaper is considered as a great source of learning language and it also provides industry materials in education i.e., cultural and education as well (Ali & Devi, 2013: 256). The content of the information is about daily news and it can improve the students' knowledge about their environmental issues. Luckily, the students can read the past information of the newspaper easily by searching the news from internet. Besides, this medium can help the students to see a good writing by seeing the grammatical context. This medium also helps the students to get new vocabularies and it assists the students to write well if they have enough vocabularies.

Magazine is another kind of printed media in helping the students to improve their writing skill. Magazine is also defined as a periodical publishing which contents include journalism, views on actual topics that should be known by the reader, and divided into weekly and monthly by the time of its periodical publishing (Sugono, 2008: 859). Naratama (2004: 171) explains that magazine is a printed media which involves a series of assorted rubric and themes

presented in the actual reporting in accordance with the interests and tendencies of the target readers.

Magazine is a rich source of authentic materials and it inspires a wide range of activities. Richards (2002) proposes that the materials in the classroom activities should consider the use of the real world or authentic sources that will be the basis for preparation in the real life. The present of the information in the magazine is variant and it is divided into many fields in different magazines. The topics of magazines are not involved in one published magazine and it can enrich the students' knowledge in specific fields.

This medium is supported by using colorful pictures to gain the students' curiosity to read the information. Furthermore, this medium also uses daily language that can help the students to understand the information easily. Moreover, magazine is a means of directing the mission, information, insight, developing a sense of art, the fulfillment of the imagination, and the tendency to read (Farmawi, 2001: 26). In addition, magazine is also seen as the printed media that has a function as a learning resource for the community (Rustan, 2008: 7). Therefore, the use of the magazine is an appropriate medium in helping the student to develop their writing skill and it also can possibly support the teaching of writing.

Based on the explanation above, the experimental research hypotheses are set to find the differences of the use of newspaper and magazine in improving the students' writing skill and to see the most effective medium among all media such as newspaper, magazine, and textbook in improving the students' writing skill.

METHOD

This study was experimental research that applied by Creswell (2009) model. The

design employed in this research is pretest-posttest control group design. The design of the research is used to discover whether the use of newspaper and magazine is effective in improving students' writing skill and to find which medium is more effective in improving students' writing skill. The number of student in each class were 28 students.

The instruments used in this research were writing test. The pilot test was conducted to meet its validity and reliability. The validity was examined using Pearson product moment, while the reliability was examined using Cronbach alpha. The data then were analyzed by using descriptive and inferential statistics. The data were then grouped into five categories, while the distance determination used the categorization which were proposed by Azwar (2009: 108). The five categories of the group and the interval scores were *very good* (> 82.49), *good* (67.5 – 82.49), *fair* (52.5 – 67.49), *poor* (67.5 – 52.49), *very poor* (< 37.5). The data were continued by analyzing the inferential analysis such as pre-testing analysis and hypothesis testing.

Pre-testing analysis was done before the researcher drew a hypothesis. It consists of two tests such as normality and homogeneity test normality was done to test whether the data showed normal distribution or not and homogeneity was done to test whether the data showed homogeneous or not.

Hypothesis testing was used to see the significant differences in English writing skill between the grade tenth students of Senior High School who used the newspaper, magazine and textbook. The result of significance data were then analyzed by administering *Scheffe test* to look the media which more effective in improving the students' writing skill. Criteria of accepted and rejected of the

hypothesis in this study use significance 0,05 or 5%

RESULTS AND DISCUSSION

Results

In this part, pre-test scores of the three groups are compared. The comparison result of pre-test scores of first experimental class, second experimental class, and control class is presented in table 1.

Table 1: Descriptive Statistic of Pre-Test Testing

Data	N	Mean	SD	Median	Mode	Max	Min
Pre-test of First Experiment Class	28	66.68	5.092	67	66	74	55
Pre-test of second Experiment Class	28	65.07	5.077	66	60	73	51
Pre-test of Control Class	28	64.93	5.526	65	60	72	50

The table above signed that the first experimental class (66.68) attained the higher scores than the second experimental class (65.07) and control class (64.93). As the result, the mean score of the first experimental class was greater than the mean score of the second experimental class and the mean score of the control class.

In this study, the researcher used *Anova* to see whether there was significant difference of the pre-test result in the three class before the treatment was given. The result of the analysis is presented in Table 2

Table 2: Result of Analysis using Anova of Pre-Test Testing

	F	Sig.
Pre-test	1.663	0.196

The table above indicated that the value of sig. (0.196) was more than 0.05. Thus, this result could be inferred that the pre-test of the experimental classes and control class were normal because the data of pre-test had sig (0.196) more than 0.05. Therefore, these classes are proper researched.

The results of the students' post-test scores in the three classes are described in this part. The comparison of the post-test scores of the control class, experimental class I and experimental class II is presented in the Table 3.

Table 3: Descriptive Statistic of Post-Test Testing

Data	N	M ea n	S D	Med ian	Mode	Max	Min
Post-test of experimental class-1	28	79.21	4.306	79.50	76	86	70
Post-test of experimental class-2	28	71.57	4.841	72	70	84	60
Post-test of control	28	67.61	6.402	66	64	79	55

The table above illustrated that the first experimental class achieved the higher score than the second experimental class and the control class. The mean score of the three classes proved the result. The mean score of the first experimental class was 79.21.

Therefore, the mean score of the second experimental class was 71.57. Besides, the mean score of the control class was 67.61. Thus, the result showed that the mean score of the first experimental class was higher than the mean score of the second experimental class and the mean score of the control class.

In reference to the categorization of the students' writing achievement based on the post-test result, the three classes were classified into the different categories. The table above showed that the highest frequency of the post-test result of the first experimental class and the second experimental class was categorized into the *good* level. Furthermore, the highest frequency for the post-test result on the control class was categorized into the *fair* level. Therefore, the results could be inferred that most students in the first experimental class and second experimental class achieved the greater significant improvement than the control class after conducted research.

Based on the post-test, there is a significant difference of the three classes. The significant difference related to the students' writing skill in the three classes after applying the treatments in the Table 4

Table 4. Significant Difference of the Students' Writing Skill

	F	Sig
Between Groups	20.373	0.000

Before testing the hypotheses, the researcher applied normality and homogeneity tests. Normality test was used to find out whether the results for the pre-test and post-test score of the three classes were in the normal or not. Theoretically, the distribution would be normal if the significance value (p) was more than 0.05.

The following table presents the result of the normality test.

Table 5. Result of Pre-test and Post-test Testing

Pretest		posttest			
Expe rime nt class- 1	Expe rime nt class- 2	Con trol clas s	Expe rime nt class -1	Expe rime nt class- 2	Con trol clas s
.0850	.759	.663	.967	.598	.583
.005	.005	.005	.005	.005	.005
Nor mal	Nor mal	Nor mal	Nor mal	Nor mal	Nor mal

Table 5 exemplified that the pre-test score of the experimental and control classes were normally distributed as indicated by the value of the first experimental class was 0.850; the value of the second experimental class was 0.759; and the value of control class was 0.663. The significant value of the first experimental class was higher than the significant level ($0.850 > 0.05$). Similarity, the significant value of the second experimental class was higher than the significant level ($0.759 > 0.05$). Furthermore, the significant value of the control group was also higher than the significant level ($0.663 > 0.05$). This result showed that the three groups' score were normally distributed. Therefore, the results could be inferred that the result of normality test of the pre-test results were normally distributed.

Based on the result above, it also showed that the post-test rest of the experimental and control classes were normally distributed as indicated by the value of the first experimental class was 0.967; the value of the second experimental class was 0.598; and the value of control class was 0.583.

The significant value of the first experimental class was higher than the significant level ($0.967 > 0.05$). Similarity, the significant value of the second experimental class was higher than the significant level ($0.598 > 0.05$). Furthermore, the significant value of the control group was also higher than the significant level ($0.583 > 0.05$). This result showed that the three groups' score were normally distributed. Therefore testing analysis requires the value of the Sig level must be higher than 0.05 to show that the data, the results could be inferred that the result of normality test of the post-test results were also normally distributed.

A homogeneity test is used to examine whether the sample variance is homogeneous or not. In this test, the researcher uses the *Levene* test. This test aims to examine the homogeneity result for the pre-test and post-test data on the three classes. The pre- are homogeneous. The complete computation is presented in the table below

Table 6: Result of Homogeneity Testing

Data	Levene	Df 1	Df 2	Sig.	Level of Sig.
Pretest	1.101	2	84	.08	.05
Posttest	2.5.03	2	84	.33	.05

Table 6 above denoted that the value of the Sig level of the pre-test result (0.088) was greater than the level of significance (0.05) i.e., $0.088 > 0.05$. Furthermore, the value of Sig result for the post-test analysis (0.337) was also greater than the level of significance (0.05), i.e. $0.337 > 0.05$. Therefore, the results were inferred that the sample variance of the analysis data of the three classes was homogeneous.

Since the data meet the requirements such as normal and homogeneous. The researcher then tested the hypotheses. This research used the *Anova* test and it was followed by using the *Scheffe* test. *Anova* test was used to examine the effect of two independent variables to one dependent variable. This test was done to see whether the three classes had the significant differences on the post-test results. The significant result difference of this result would be continued by using post-hoc test. The specific test of post-hoc in this study used the *Scheffe* test to see the result rank of the media

The hypothesis testing of the four proposed hypotheses is elaborated as follows. The first hypothesis denotes that the use of newspaper is more effective than the use of magazine on the teaching of writing. After analyzing the data by using the *Scheffe* test, the researcher found that the first hypothesis is accepted. Furthermore, this result shows that the students of the first experimental class perform the better writing after they got the treatment using the newspaper, than the students in the second experimental class who got the treatment using the magazine. The analysis is presented in table 7.

Table 7: First Hypothesis Testing

(I) Research Group	(J) Research Group	Mean Differen ce (I-J)	Sig
Newspape r	Magazine	9.714	.036

The table 7 showed that the value of Sig. was 0.036 and the result was lower than 0.05. As the result, the two classes had the significant result differences. In other words, the use of newspaper was more effective than the use of magazine. This result was

proven by the result of the mean difference, i.e. 9.714. Therefore, the first hypothesis of this research was accepted.

The second hypothesis interprets that the use of newspaper is more effective than the use of available source, i.e., the textbook in the teaching of the writing. After analyzing the data by using the *scheffe* test, the researcher found that the second hypothesis is accepted. Furthermore, this result shows that the students of the first experimental class perform the better writing after they got the treatment using the newspaper than the students in the control class who got the treatment using the textbook. This analysis is presented in Table 8

Table 8. Second Hypothesis

(I) Research Group	(J) Research Group	Mean Differenc e (I-J)	Sig
Newspaper	Textbook	15.714	.000

Table 8 above showed that the value of Sig. was 0.000 and the result was lower than 0.05. As the result, these two classes had the significant result differences. Furthermore, the use of newspaper was more effective than the use of textbook. The analysis was proven by the result on the mean difference of 15.714. Therefore, the second hypothesis of this research was accepted.

The third hypothesis interprets that the use of magazine is more effective than the use of available source, i.e., textbook in the teaching of the writing skills. After analyzing the data using *scheffe* test, the researcher found that the third hypothesis is accepted. Furthermore, the result also interprets that the students of the second experimental perform the better in writing

after they got the treatments using the magazine than the students in the control class who used the textbook as the treatment. The analysis is presented in table 9.

Table 9. Third Hypothesis

(I) Research Group	(J) Research Group	Mean Difference (I-J)	Sig
Magazine	Textbook	6.000	.027

The table 9 denoted that the value of Sig level was 0.027 and the result was lower than 0.05. As the result, the two classes had the significant result differences. Furthermore, the use of the magazine was more effective than the use of the textbook. The analysis was proved by the mean difference, i.e., 6.000. Therefore, the third hypothesis of this research was accepted.

The fourth hypothesis poses that the use of newspaper is the most effective medium in the teaching of writing. After analyzing the data by using the *Scheffe* test, the researcher found that the fourth hypothesis was accepted. Furthermore, the result for this hypothesis interprets that the students in the first experimental class perform the best writing after they get the treatment than the students' writing in the second experimental class who get the treatment using the magazine and the students in the control class who get the treatment using the textbook. The analysis is presented in table 10.

Table 10. Fourth Hypothesis

(I) Research Group	(J) Research Group	Mean Difference (I-J)	Sig

Experiment class- I	Control class	15.714	.000
		Experiment Class-II	9.714

Table 10 showed that the value of significance level in the control class was 0.000 and the value of significance level for the second experimental class was 0.036. The value of Significance level for the three classes were less than 0.05. Furthermore, the three classes had the significant result difference on the post-test result. Additionally, the use of newspaper was the most effective medium. This result was proven by the mean difference result on the second experimental, i.e., 9.714. Therefore, the fourth hypothesis for this study was accepted.

Discussion

The use of newspaper and magazine has the positive influence for the students in following the learning process. The findings in this research were supported by Taffani (2009: 84) who reveals that the newspaper can be used as the supplementary material in the academic writing to support the valuable of the language study. Based on this finding, the teacher can try to use the newspaper in the teaching of writing to improve the students writing achievement in academic writing. Moreover, Safitri & Al-Hafizh (2013: 217) stated that magazine has two advantages in the teaching of writing. The first benefit is for the students; the students are understand the criteria of good writing. Furthermore, the second benefit was for the teacher; the teacher can control the students who are active and passive during the studying. Based on this explanation, the

magazine also contributes the benefits for the students and teacher in the teaching of writing.

Nowadays era requires the students must be master in the language skill especially in the writing skill. The students must be able to write creatively and critically in the academic writing. The academic writing contains the good contents functionally and purposely in a piece of writing. Besides, the contents of the information in the academic writing were presented very clear to the reader. Students can not write well in the academic writing if there is no helping to help them. Helping in this research can be categorized into the use of newspaper and magazine; these media was very helpful in increasing the students' skill in the writing. These media are not working for the students if there is no teacher to explain the reasons why the students must use the newspaper and magazine in the learning process. The teacher stands as the teaching center for the students to guide them to do the tasks in the learning process. Therefore, teacher can use the newspaper and magazine in supporting the teaching of writing.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research findings and the discussion, the researcher conclude the result as follows.

1. The use of newspaper is more effective than the use of magazine in improving the students' writing skill.
2. The use of newspaper is more effective than the use of conventional medium in improving students' writing skill.
3. The use of magazine is more effective than the use of conventional medium in improving students' writing skill.

4. The use of newspaper is most effective medium among all: magazine and conventional medium in improving students' writing skill.

Suggestions

The utilization of newspaper and magazine can improve the students' writing skill even if they show different result. With regard the conclusion, the researcher proposes the following suggestions. The teachers are suggested to use newspaper and magazine or the other media as the alternative to assist the teacher in monitoring and encouraging the students be enthusiastic in the lesson. Furthermore, the researcher suggests the students should practice in everyday to write well. The students should not worry in making mistakes and errors. Besides, the students can read many sources such as newspaper and magazine as the learning media to enhance the new vocabularies and improve their writing skill.

Based on the result of study, the schools are required to supply the scientific reading sources to develop the students' English achievement. Therefore, the school cannot only utilize the textbook as the available source, but also should be creative in supplying the other appropriate media such as the scientific reading sources to help the teachers in supporting the teaching process.

The researcher also recommends the other researchers to undertake the experimental research regarding the effectiveness of the other appropriate media to develop the students' writing skill in the senior high schools. Besides, the next researchers also can conduct the development research about the use of newspaper and magazine to support the teaching of writing.

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