

The Influence of Using Printed Mass Media on the Students Reading Comprehension

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ABSTRACT

Newspapers as part of printed mass media is become one of the printed media that can help the students to comprehend the text easily. The objectives of this research were to know whether Printed Mass Media influence the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung. To collect the data the researcher used test, observation and documentation, to get the students' score the researcher used written test in multiple choice form. In this research, the researcher used Quantitative research. It aimed to find out whether by using Printed Mass Media could influence the students' reading comprehension ability. This research involved students with given pre-test, treatment and post-test. The researcher used T-test formula to analyze the data. Finally, the data indicated that $T_{observed} = 19,564$ was higher than $T_{table} = 2,042$ (5%), and 2,750 (1%). It means that Printed Mass Media can give positive and significant influence on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung.

Keywords: *Students Reading Comprehension, Printed Mass Media, Reading Comprehension*

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INTRODUCTION

Reading is not easy to be learned because reading needs maximal reading skill. Many problems that are faced by the reader when they want to achieve purpose a reading. The researcher found the problem faced when doing preliminary research conducted at the eleventh grade of MA Nurul Ulum Payung Rejo, Central Lampung. Based on the interviews on preliminary research with the teacher and the students, there are some problems faced by the student in learning English, especially in reading. First problem found in preliminary because English as foreign language in Indonesia which is not utilized as the principal language during the day by day action, yet it just turns into a side language or a language of learning at school. It implies that students only learn English in a classroom setting, which is uncommon to discover an English public activity outside the classroom.

Second, most students can understand reading text separately but difficult to understand the entire texts include the deeper meaning of it. It has happened because of the limited vocabularies that students have. Third, the teachers have limited text

sources of information for use in learning activities. She just asked the students to read certain text in the book or students' exercises book (LKS). Fourth, the teachers rarely ask students to actively read with interesting text sources, teacher's only use textbooks or workbooks monotonously as a source of reading text. The students only listen to the teacher's explanation without any innovation which then it has become an influence on students' boredom. Fifth, the students could not read the text fluently. There were some students who feel difficult to comprehend the text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabularies. The students did not focus and not enthusiast read the text. The students got difficult to finish the problem while they are studying individually.

On the other hand, the problems are the students' reading habit and the students' reading comprehend, some students were lazy and less enthusiasm to read and comprehend although the text seemed simple, they needed much time to read and to translate it. Many students become frustrated when they have difficulties in reading comprehension of English language. By seeing the result of the interview in preliminary research that, the most common problem frequently found in the language background which English as a foreign language for students. The basic problem to comprehend the text faced by the students is the differences pattern between English and Indonesia when they want to compare it. And because of the problems, then influences to the scores of the students' English assignments. Because most the assignment are in the form of written text. So, the students have to read the text and can be able to comprehend it to answer the question inside.

It means that low ability in reading comprehension immediately influences to the students' score. In preliminary research, the researcher found some students have low scores in reading. The students' data score among the eleventh grade of MA Nurul Ulum Payung Rejo, Central Lampung follows:

Table 1
The Result of Students' Data Score on Pre survey among the Eleventh Grade of MA Nurul Ulum Payung Rejo, Central Lampung.

No	Score	Explanation	Frequency	Percentage
1	≥ 70	Passed	11	35 %
2	≤ 70	Failed	20	65 %
Total			31	100 %

Source: English teacher's archives, taken on the January 7, 2021

Based on the result of students' data score above, it could be concluded that the reading skill of the students were still low because of the minimum mastery criteria (KKM) of English subject in MA Nurul Ulum Payung Rejo, Central Lampung was 70. It could be seen that 11 students passed the test and 20 students are failed because they were not reach the standard mastery criteria (KKM).

And then, from the set of problems and the students' data score above the researcher interested for using printed mass media and chose newspaper (Jakarta Post) as media for helping students' reading comprehension. Newspaper (Jakarta Post) is one kind of printed mass media, which has been known for a long time ago. It is understandable since newspapers are published in various types according to the need of the society. There are newspapers especially published for politics, women, men, and teenagers. There are also newspapers, which specialize in news, hobby, housekeeping,

sport, health, and so on. Newspapers are motivating since it offers so many interesting materials to read.

Finally, the researcher uses printed mass media and chose newspaper (Jakarta Post) as media in this research, so that it should be more effective to encourage students to learn English and also more interesting. The objective of this research is find out whether there is any positive and significant of using Printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.

Literature Review

Reading comprehension of texts is a basic competency in the Indonesian Subject Curriculum.¹ Reading comprehension skill is really important for EFL students to comprehend every text they read. Then, reading comprehension is a vital skill for English learners. Meanwhile, Eskey as quoted by Bogoya & Paulo says that reading comprehension as an experience that involve the reader's emotions, beliefs, and thoughts resulting not only from the reader's individual characteristics but also his/her experience.² Then, Grabe stated that reading comprehension in general is the ability to understand the information in a text and interpret it correctly. Although the actual understanding is itself a complex capability.³

In line with the definitions above, Danielle S explains that comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.⁴

Klingner et al defined that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text understanding of text types.⁵ Reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read.⁶

Based on the quotations above it can be inferred that reading comprehension ability is the activities that require the reader to read meticulously in order to understand the total meaning of a reading selection. In reading comprehension, the learners are trained to obtain the information from the text so learners understand what they read. So, the more knowledge the reader can bring, the more likely it is that the material will be understood.

a. Teaching Reading Comprehension

Knowing how to read words has ultimately little value if the students are unable to construct meaning from text. Meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are

¹Meilani Sari et al., *Understanding the Level of Students' Reading Comprehension Ability*, 2020.p.1.

²Bogoya González and Alethia Paola, "Fostering Fifth Graders' Reading Comprehension through the Use of Intensive Reading in Physical Science," *Colombian Applied Linguistics Journal* Volume. 13, no. 1 (2011).p.37.

³Yudi Juniardi, "STUDENTS' CRITICAL THINKING AND THEIR READING COMPREHENSION ABILITY," 2018.p.37.

⁴Danielle S. McNamara - *Reading Comprehension Strategies_ Theories, Interventions, and Technologies* (2007, Psychology Press) - Libgen.Lc.Pdf," n.d.p.4.

⁵Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, What Works for Special-Needs Learners (New York: Guilford Press, 2007).p.8.

⁶Jean Wallace Gillet et al., *Understanding Reading Problems: Assessment and Instruction* (Allyn & Bacon, Incorporated, 2012).p.40.

important buildingblocks of reading, reading comprehension is the “sine qua non of reading. In an attempt to improve comprehension instruction, there are three several theories have been proposed that suggest ways to influence understanding of the teaching ofreading comprehension, the three several theories are; schema theory, reader-response theory, and direct instruction.

1) Schema theory

Schema theory suggests that what we know about a topic or construct influences how much we can or will learn by reading a passage that addresses that topic. Thus, our knowledge and experiences related to key ideas in the text we read influence what we learn and remember about what we read.

2) Reader response theory

Reader response theory related to the individual’s experiences and interpretations about what readers read in a text. This subjective component makes for a dynamic interaction between the reader and the text. Thus, what readers learn or how they respond to a text is individualistic.

3) Direct instruction

Direct instruction approaches provide for more explicit and systematic instruction related to the key ideas associated with improved reading comprehension. Therefore, teachers should identify keywords in a passage and teach their meaning prior to reading.⁷

Then, Brown stated that readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.⁸

b. Strategies for Reading Comprehension

Brown stated that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁹ To get a good comprehension in reading, Brown explains ten strategies for reading comprehension, the strategies as follow:

1) Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they’re looking for and can weed out potential distracting information. Furthermore, whenever you are teaching a reading technique, make sure students know their purpose in reading something.

2) Use graphemic rules and patterns

At the beginning level of English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. While you can often assume that one-to-one grapheme-phoneme correspondence will be acquired with ease, other relationships might prove difficult. Consider how you might provide hints and pointers on such patterns as these: “short” vowel sound in VC patterns (bat, bim, leg, wisb, etc), “long” vowel sound in VC (final silent e) patterns (late, time, bite, etc).

3) Use efficient silent reading techniques

⁷Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties, What Works for Special-Needs Learners* (New York: Guilford Press, 2007).p.2-3.

⁸H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001).p.299.

⁹*Ibid*.p.306.

This technique can help student increase efficiency in reading but not for the beginning levels. Because they are still struggling with the control of vocabulary and grammatical patterns.

4) Skim the text for main ideas

Skimming is one of the precious reading strategies. Skimming consists of quickly running one's eye across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5) Scan the text for specific information

The second precious reading strategy is scanning. Scanning is used to search some specific pieces of information in a text quickly. The purpose of scanning is to extract certain information without reading through the text completely.

6) Use semantic mapping or clustering

This strategy can help the readers to give some order to the chaos. To encourage learners to be accurate guessers, teachers can help them by using effective compensation strategies in which they fill gaps in their competence by intelligent experimentation to get whether hints are available to them.¹⁰

7) Guessing when the readers aren't certain

Teacher can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

8) Analyze vocabulary

Here the several technique for learners to make guessing pay off when they do not immediately recognize a word; 1. Look for prefixes (co-, inter, un, etc), 2. Look for suffixes (-tion, tive, -ally, etc), 3. Look for roots that are familiar, 4. Look for grammatical contexts that may signal information, 5. Look at the semantic contexts.

9) Distinguish between literal and implied meaning

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Furthermore, implied meaning usually has to be derived from processing *pragmatic* information.

10) Capitalize on discourse markers to process relationships

A clear comprehension of such markers can greatly enhance learners reading efficiency. In English signal relationship among ideas as expressed through phrase, clause, and sentence.¹¹

Printed Mass Media Concept

Printed media are very important to help students in understanding English as the foreign language. Printed media that can be used by the teacher in English teaching-learning process to the young learners such as book, magazine,

¹⁰*Ibid.*,p.307-308.

¹¹*Ibid.*,p.309-310.

and newspaper.¹² Then, Onukaoguperceived that the mass media have had the greatest influence on youths; because they learn about the world through print and non-print media. By extension, the content obtained from print media acts as a reservoir of energy for those who are introduced to it and it supports them in familiar interaction and a general change of life.¹³

Print media have been serving many important responsibilities in all fields of learning especially in education for the last five hundred years. Printed mass media was providing abundant reading material in the form of newspapers and magazines. A wide variety of English newspapers are also available in the world today.¹⁴

According to Assimonye as quoted by Wisdom and Alice explained that print media is an important tool for learning. This includes textbooks in all subjects taught in class, as well as novels, magazines, and newspapers which offer information and entertainments in all spheres of life.¹⁵

From the quotation above, the researcher concludes that print media is very useful for education, because print media can give authentic information that contains a wide variety of text types, language styles easily found as reading materials, contain many more recent things in this world, and contain a lot of information to educate students in teaching reading.

1. The Definition of Newspapers

Reena stated that newspapers are one of the most powerful sources of sharing information and up gradation of knowledge bank. A daily reading of English newspaper will be a world of quality learning for students.¹⁶ Then, a newspaper is an influential medium which helps to spread up-to-date information on local, national and international happenings.¹⁷

In line with the definition above, Cheyney stated as quoted by Raju Ahmed that newspaper is the textbook that provides up-to-date information on local, provincial, national and world affairs.¹⁸ In addition, Ranwa and Joumanastated that newspapers use can be adapted to fit the teaching of many linguistic skills. These skills can be taught collectively in a simple newspaper-based task. On the other hand, each linguistic skill can be taught individually using specifically tailored newspapers based activities.¹⁹

Furthermore, according to Darla he says that since the newspaper is a ready source, many teachers like students to find articles in the newspaper that are allied

¹²Regina Rahmi, "THE IMPLEMENTATION OF VISUAL PRINTED MEDIA IN ENGLISH LANGUAGE TEACHING," n.d.p.50.

¹³Onukaogu A. A., "Literacy Development, the Mass Media and Governments: Unfortunate Trends in Cross River and Akwalbom States," *Literacy and Reading in Nigeria*. Vol. 9, no. 1 (2002).p.7-9.

¹⁴Malik Ajmal Gulzar, "Significance of Print Media: A Study of Reading Skills Among School Students," *Biannual Journal of Gender and Social Issues* Volume. 9, no. 1 (2010).p. 2.

¹⁵Wisdom I Jude and Alice E Udosen, "PRINT MEDIA STRATEGIES AND DEVELOPMENT OF STUDENTS' COMPETENCE IN READING" Vol 2, no. 3 (2012).p.475.

¹⁶Reena Mittal, "Role of Newspaper in English Language Learning," *International Journal of Research* Vol-1, Issue-6 (2014).p.690-691.

¹⁷Wisdom Awuttye, "A Study of Newspaper Reading Habits Among Members of the Debaters' Club of Okuapemman School, Akropong-Akuapem.," *E-Journal of Humanities, Arts and Social Sciences*, June 9, 2020.p.59.

¹⁸Raju Ahmmed, "Effectiveness of Reading English Newspapers for Improving Vocabulary and Reading Skills of Students of Dhaka University," January 1, 2016.p.68.

¹⁹Ranwa Khorsheed and Joumana Rassoul, "The Role of Using English Newspapers in Enhancing Pre-Intermediate Level Learners' Reading Comprehension Skills," *Academy Publication* Vol. 8, no. 10 (October 1, 2018).p.1370-1371.

in some way with the book that they are reading. This newspaper linkage helps bring the reader a greater scope of comprehension.²⁰

From the quotation above the researcher conclude that newspaper is sources of sharing information and up-gradation of knowledge bank. Information about many sub-topics of real-life discussed including the national or international current affairs. Reading English newspapers can help students learn a lot of vocabulary, and raise their reading comprehension ability. So, the English newspapers can be learners` personal English classroom and can help students acquire higher level of proficiency in English, especially in reading.

2. Using Newspaper for Teaching

Many instructors and educators have incorporated the use of newspapers as an effective learning tool whether in the language classroom or in other subjects since they are up to date and can easily replace the old typical outdated learning textbooks.²¹

Newspapers have become a relevant print media to teach students. The teachers can use newspapers in their teaching reading. Because newspapers contain much material that young students can read to develop oral expression. The advertisements and comics like cartoons, jokes, stories, poems, and so on are especially useful for developing this skill. Almost every aspect of language arts can be taught with the aid of a newspaper: new words, spelling, acronyms, abbreviations, parts of speech, tense, punctuation, idioms, figures of speech, etc.²²

In addition, newspapers are also a great media for ESP teachers. They can be used as teaching materials to develop students` language skills. They can be used effectively with a wide range of levels from elementary to advanced, either interpreting them or using them as they are. Some newspapers are easy to read, easy to use.²³

Based on the above quotes, the researcher may conclude that students read newspapers that set their reading targets (they can be guided by the teacher), apply their previous experience to the story, think objectively of what they have read, develop new ideas and understandings through their reading.

3. Types of News Article On Newspaper

One must have an understanding of the different types of articles contained in a newspaper. Most news articles are news stories and focus only on the facts but editorials and columns are not considered real news stories and usually reflect the opinion of their writer. There are several types of news articles:

- a. A local news article focuses on what's going on in your neighborhood. An example of a local news story would be an article on a city council meeting.
- b. A national news article focuses on what's happening in the country. An example of a national news article would be an article on the Canadian government passing a new bill.

²⁰Darla Shaw, *Thoughtful Literary Using the Newspaper* (Unites States of America: Newspaper in Education Institute, 2004), p.57.

²¹Ranwa Khorsheed and Joumana Rassoul, "The Role of Using English Newspapers" p.1370.

²²Emmanuel T. Babalola, "Newspapers as Instruments for Building Literate Communities: The Nigerian Experience," *Nigeria: Nordic Journal of African Studies* Vol. 11, no. 3 (2002), p.408.

²³Vilma Tafani, "Teaching English Through Mass Media," *Acta Didactica Napocensia* Vol. 2, no. 1 (March 30, 2009), p.84.

- c. An international news article focuses on news that's happening outside the country. A story on an influenza outbreak in China would be considered an international news story.²⁴

On the basis of the aforementioned, it can be inferred that the categories of newspaper news articles are local, national and international. So the researcher focuses on the national newspaper and focuses on what's going on in the country by choosing Jakarta Post as a piece of printed mass media that give many topics and information to Influence students' reading comprehension ability.

Jakarta Post is one kind of a daily English newspaper published in Indonesia and it provided the most easily accessible archives. This English newspaper is aimed to improve the standard of English language media in Indonesia.²⁵ There are many ways to make a newspaper available to the popular level of students, one of them choosing an interesting subject or newspaper question. The diversity of subjects attracts and motivates students to work. Based on the explanation before, the researcher uses newspaper for education to influence students on their reading comprehension ability.

4. Profile The Jakarta Post

Jakarta Post is a daily newspaper in English in Indonesia. This newspaper is owned by PT Bina Media Tenggara which is headquartered in Jakarta. The Jakarta Post started as collaboration between four Indonesian media under the direction of Minister of Information Ali Moertopo and politician Jusuf Wanandi.

After its first publication on April 25, 1983, The Jakarta Post was published for several years with few advertisements and increased circulation. After the change of editor-in-chief in 1991, the paper began to take a pro-democracy position. The Jakarta Post is one of the English-language Indonesian dailies that survived the 1997 Asian financial crisis and currently has a circulation of 40,000 copies and had 41,049 subscribers as of December 1998. The Jakarta Post also has weekly and online editions, the contents of which are not found in the daily print editions.

Therefore, this daily newspaper targets both foreigners and educated Indonesians, although the number of Indonesian readers from the middle class continues to increase. The Jakarta Post is well-known as a training ground for local and international reporters; The Jakarta Post has also won a number of awards and has been dubbed "Indonesia's leading English daily newspaper."²⁶

Jakarta Post is a piece of writing about recent issues consists of particular topic, for example education, politic, financial, entertainment, cultures, etc. In this study, the researcher will use newspaper as a source of news item material.²⁷ Using a Jakarta Post to teach English will add a vibrant and contemporary topic to the classroom while at the same time motivating students. They often provide English learners with a wide range of genres of writing written in authentic languages, such as novels, tales, letters, reports and ads, etc., frequently rich in collocations,

²⁴Cigelske Azor, "How to Write a Newspaper Article" (Course Hero, 2004).p.1-2.

²⁵Charupatanapongse Tassaya and Jarvis Andrew, "Evictions in Jakarta Through the Lens of the Media," *Aleph, UCLA Undergraduate Research Journal for the Humanities and Social Sciences* Vol. 15, no. 0 (2018).p.103-104.

²⁶Kustin Ayuwuragil D, "Profil - The Jakarta Post," merdeka.com, accessed March 7, 2021, <https://m.merdeka.com/the-jakarta-post/profil/>.

²⁷Nurmala Cahyani, "The Effectiveness of Using Authentic Material in Teaching Students' Reading Comprehension" (Jakarta, UIN Syarif Hidayatullah, 2015).p.13.

recent English vocabulary and idioms. News article can serve as examples of writing and use to help train students' writing, reading and oral communication.

Moreover, news article like Jakarta Post provide various materials for students to broaden their knowledge, as they contain a wide range of topics, including politics, sport, economy, education, health, entertainment, science and technology.²⁸ Jakarta Post is the most famous daily English newspaper published in Indonesia. There are so many things students can get from newspaper articles, such as up-to-date news and advertisements. From these articles, students can improve their vocabulary by reading them. Thus, newspapers can help instill reading habits among students with interesting news as well as help them in language learning. It can also be understood that the use of newspapers in classrooms with middle school students is a useful strategy that deserves attention for increasing vocabulary.

Its means that Jakarta Post article is a print media to be used share information about recent issues consists of a particular topic, for example, education, politic, financial, entertainment, cultures, etc.

5. The Advantages and the Disadvantages of Newspaper

There are also advantages and disadvantages of reading a newspaper. People read a newspaper to find out about facts, news, and what's going on around their world. There are, however, a lot of pros and cons about reading the newspaper.

a. The Advantages of Using Newspapers

- 1) Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading.
- 2) Newspapers also reflect the changes in the language as well, and in doing so, help students and teachers keep up pace with such changes.
- 3) Newspapers provide a wide range of various text types and language styles, which are not always found in textbooks.
- 4) Newspapers can serve as a motivating medium in encouraging and stimulating students to read further and to engage themselves in the activities organized.
- 5) Newspapers report real-life events that are of actual importance and emotional value to the students, and this arouses their curiosity.²⁹
- 6) Newspapers play a key role in motivating the English language learners positively and they attract the learners to concentrate more on learning the English language in a congenial atmosphere.
- 7) The learners show more interest on the materials since newspapers have been selected and designed according to the learners' needs.
- 8) Another major advantage of using newspapers in ESL/EFL classrooms is that they offer a wide range of language contexts, registers, styles, and genres of both written as well as spoken discourses and the materials certainly enrich the knowledge of learners' linguistic resources.³⁰

²⁸Andri Patrianto, "The Use of Jakarta Post News to Improve Students' Reading Comprehension Skill," *Academia.Edu*, 2015.p.5.

²⁹Vavla Laureta, "Benefits of *Using* Newspapers, Magazines and Books in Classroom," *LCPJ Publishing* Vol. 2, no. 2 (2009).p.13-14.

³⁰Parupalli Srinivas Rao, "The Role of Newspapers and Megazines to Teach English in the ESL/EFL Classroom in the Digital Era: A Comprehension Study," *JOELL Veda Publication* Vol. 6, no. 2 (2019).p.166-167.

From the advantages above, the researcher concluded that newspaper is very useful in teaching reading. There is no doubt that newspapers will give a significant influence on the learners in their reading comprehension ability.

b. The Disadvantages of Using Newspapers

While the use of newspapers as authentic materials in the teaching of a foreign language is advocated by many scholars, journals are not necessarily appropriate for all students at all levels. There are some disadvantages of using the newspaper in the classroom to achieve reading comprehension. Then, Adel et al clarified as cited by Emeliya in her journal that authenticity is not an independent feature of language and language use to be used as a criterion against which language materials and language use are evaluated but an outcome of the process of helping the learners achieve the goals they have set for themselves. As far as the needs of the learner, whether pedagogical or target, which in turn are affected by different factors including the context and the goals are met, authenticity has been taken into account.³¹

Moreover, Rashid and Majid stated that one important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to demotivation and discourage learners from learning the target language.³²

This means that the teacher would think carefully before giving the student newspaper material, whether or not the newspaper article is suitable for the student level. In reality, the level of the student decides their ability. In order to solve this challenge, the instructor must select a newspaper content that is appropriate for the stage of the learner.

In addition, Matinez explained as cited by Siva and Rao in their journal that authentic materials often contain difficult language, unnecessary vocabulary, grammar, and too many structures, so the lowerlevel students might have a hard time decoding the texts. Students might be less motivated.³³

Furthermore, it will happen when the teacher gives materials that are not appropriate for the student class. To solve this problem, the instructor must choose the subject, vocabulary and so on that is suitable for the level of the students.

METHODS

The writer has been conducting quantitative research. Then, in this research, the researcher uses Pre-Experimental Design as a qualitative research method. The sample of this research is all students of the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung. This class is the experiment and control class. In this class, the researcher teaches reading by using newspapers as a kind of printed mass media. Moreover, in this research, this research uses eleventh-grade as

³¹Emeliya Sukma Dara Damanik, "Using Authentic Material in Increasing Student Reading Ability," *VISION Journal of Language, Literature and Education* Vol. XII, no. 12 (2017).p.6.

³²Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, "The Effect Of Using Authentic Materials In Teaching," *International Journal of Scientific & Technology* Vol. 3, no. 10 (October 2014).p.252.

³³Siva Nagaiah and Nageswara T. Rao, "Authentic Texts as Pedagogic Tools in English Language Classroom," *Scholar Critic: An International Journal of Language, Literature and Culture Studies* Vol. 01, no. 01 (2014).p.54.

population and objects sampling, because eleventh-grade only has one class with thirty-one students (17female and 14male).

Data collection method used includes test, documentation, and observation. The researcher has been used to simple statistical formula to comparing the result of the pre-test and post-test. The data was been analyzed by using T-test formula to know the significant and treatment effect. The T-test formula that used by researcher as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t= tvalue for correlation sample.

$\sum D$ = the sum of the differences between each pair ($X_2 - X_1 = D$).

$\sum D^2$ = different scores squared, then summed.

N= the number of sample / students who took the test.

D = (differences), differences between pre-test score with post-test score.

D^2 = square of D.³⁴

RESULT AND DISCUSSION

Description of Research Data

a. The students pre-test result

To know the ability of the students before giving the treatment without Newspapers as a printed mass media that the researcher use in Reading Comprehension, the students were giving a pre-test that must be done individually.

The researcher asked them to do 10 items of multiple choices and the time given 40 minutes. To measure the Students' Reading Comprehension about the English text materials.

The result of pre-test about the student's Reading Comprehension can be identified as follows:

Table 6

The students' pre-test result of the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.

No	Codes of Respondents	Pre-test Scores
1	A	50
2	AP	60
3	ADR	60
4	AI	40
5	AS	40
6	AM	50
7	DH	60
8	DP	50

³⁴Donald Ary, *Introduction to Research in Education*, Eighth Edition (USA: Wadsworth, Cengage Learning, 2010).p.117.

9	ES	60
10	FD	60
11	FNA	70
12	HNS	50
13	IF	60
14	IN	50
15	KLS	70
16	LNA	60
17	MRB	70
18	MS	60
19	MN	50
20	M	50
21	NDI	70
22	RRS	40
23	RI	50
24	ST	40
25	SM	50
26	S	70
27	WSK	40
28	WR	40
29	YODA	60
30	YF	40
31	ZSS	70
Total		1690
Avarage		54,52
The highest score		70
The lowest score		40
The number of the students who passed KKM		6
The number of the students who failed KKM		25

Source: The Result of Students' Pre-Test on June14th, 2021.

From the data above, it could be found that the highest scores were 70 and the lowest scores were 40. In line with the data, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 70 - 40 \\
 &= 30
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 921 = 5,921 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 I &= \frac{R}{K} \\
 &= \frac{30}{6} = 5 \\
 &6
 \end{aligned}$$

Where:

K = number of interval class

R = distance of maximum and minimum scores
 I = length of interval class (total of interval class)
 N = total participants/students

The total of interval class (I) in this research was 5. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 7

Table of frequency distribution of students' pre-test result at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung

No	Interval Classes	Frequencies	Percentages
1	70-74	6	19%
2	65-69	0	0%
3	60-64	8	26%
4	55-59	1	3%
5	50-54	8	26%
6	45-49	0	0%
7	40-44	8	26%
	Total	31	100%

Based on the table frequency distribution above, it can be inferred those 31 students as the research sample can be divided:

1. For the class interval of 40-44, there were 8 students or 26%
2. For the class interval of 45-49, there were 0 students or 0%
3. For the class interval of 50-54, there were 8 students or 26%
4. For the class interval of 55-59, there were 1 students or 3%
5. For the class interval of 60-64, there were 8 students or 26%
6. For the class interval of 65-69, there were 0 students or 0%
7. For the class interval of 70-74, there were 6 students or 19%

Based on the table above, it can be seen that the students who passed the test was the students got score 70 in MMC or more than 70. There were 6 students or (19,35%) who got it. Then, the students who failed the test was the students got score under 70 in MMC and there were 25 or (80,65%) students got it.

b. The students post test result

After considering the pre-test result of reading comprehension in multiple choices, the researcher conducted the treatment of using Newspapers as a kind of printed mass media that the researcher uses to help the students getting a better understanding of reading comprehension. Furthermore, the researcher identified the students' difficulty in comprehension and offered method Newspapers as a kind of printed mass media to give the treatment and to know if there is a positive and significant influence of it.

Furthermore, after the students in the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo had been given the treatment of using Newspapers to help the students get a better understanding of reading

comprehension, and they had understood already. So, for the next step, the researcher gave the post-test to measure their reading comprehension in multiple choices. The post-test consist of 10 multiple choices and the time gave 40 minutes to finish. The result of the post-test could be seen below:

Table 8

The students' post-test result of Newspapers method as a kind of printed mass media at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung

No	Codes of Respondents	Pre-test Scores
1	A	70
2	AP	80
3	ADR	70
4	AI	60
5	AS	60
6	AM	70
7	DH	80
8	DP	70
9	ES	80
10	FD	80
11	FNA	90
12	HNS	70
13	IF	70
14	IN	70
15	KLS	80
16	LNA	80
17	MRB	80
18	MS	70
19	MN	70
20	M	70
21	NDI	90
22	RRS	50
23	RI	70
24	ST	60
25	SM	70
26	S	90
27	WSK	60
28	WR	70
29	YODA	80
30	YF	60
31	ZSS	80
Total		2260
Avarage		72,90
The highest score		90
The lowest score		50
The number of the students who passed KKM		26
The number of the students who failed KKM		5

Source: The Result of Students' Post-Test on June17th, 2021.

From the data above, it could be found that the highest scores were 90 and the lowest scores were 50. In line with the data, the researcher measured the class interval by using Sugiono's formula as follows:

$$R = \text{the highest score} - \text{the lowest score} \\ = 90 - 50 \\ = 40$$

$$K = 1 + 3.3 \log n \\ = 1 + 3.3 \log 31 = 5,921 \\ = 6$$

$$I = \frac{R}{K} \\ = \frac{40}{6} = 6,67 = 7$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 7. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 9

Table of frequency distribution of students' post-test result at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung

No	Interval Classes	Frequencies	Percentages
1	86 - 92	3	10%
2	79 - 85	9	29%
3	72 - 78	1	3%
4	65 - 71	12	35%
5	58 - 64	3	13%
6	50 - 57	3	10%
	Total	31	100%

Based on the table frequency distribution above, it can be inferred that 31 students as the research sample can be divided:

1. For the class interval of 50-57, there were 3 students or 10%
2. For the class interval of 58-64, there were 3 students or 13%
3. For the class interval of 65-71, there were 12 students or 35%
4. For the class interval of 72-78, there were 1 students or 3%
5. For the class interval of 79-85, there were 9 students or 29%
6. For the class interval of 86-92, there were 3 students or 10%

Based on the data above, it can be seen that there are 26 students or (83,87%) who passed the test in 70 Minimum Mastery Criteria and there were 5 students or (16,13%) who failed the test.

1. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using t-test in order to prove whether there was a positive and significant influence of using Newspapers as a kind of printed mass media that the researcher uses to help the students getting a better understanding of reading comprehension at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung:

a. Getting the data into the formula of t-test

To find whether there was positive and significant influence of using printed mass media on the students' reading comprehension ability at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get $t_{observed}$.

Table 10

The Scores of Pre-Test and Post-Test Result of Printed Mass Media on the Students' Reading Comprehension Ability at the Eleventh Grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	$D^2 = (X_2 - X_1)^2$
1	ADR	50	70	20	400
2	AI	60	80	20	400
3	AS	60	70	10	100
4	AM	40	60	20	400
5	DH	40	70	30	900
6	DP	50	70	20	400
7	ES	60	80	20	400
8	FD	50	70	20	400
9	FNA	60	80	20	400
10	HNS	60	80	20	400
11	IF	70	90	20	400
12	IN	50	70	20	400
13	KLS	60	70	10	100
14	LNA	50	70	20	400
15	MRB	70	80	10	100
16	MS	60	80	20	400
17	MN	70	80	10	100
18	M	60	70	10	100
19	NDI	50	70	20	400
20	RRS	50	70	20	400
21	RI	70	90	20	400
22	ST	40	50	10	100
23	SM	50	70	20	400
24	S	40	60	20	400
25	WSK	50	70	20	400
26	WR	70	90	20	400
27	YODA	40	60	20	400

28	YF	40	70	30	900
29	ZSS	60	80	20	400
30	ADR	40	60	20	400
31	AI	70	80	10	100
N = 31		$\sum X_1 = 1690$	$\sum X_2 = 2260$	$\sum D = 570$	$\sum D^2 = 11300$

$$\text{Average of } \bar{D} = \frac{\sum D}{N} = \frac{570}{31} = 18,39$$

Therefore, the data was put into the formula of t-test then calculated it. It could be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{18,39}{\sqrt{\frac{11.300 - \frac{(570)^2}{31}}{31(31-1)}}$$

$$t = \frac{18,39}{\sqrt{\frac{11.300 - \frac{324.900}{31}}{930}}$$

$$t = \frac{18,39}{\sqrt{\frac{11.300 - 10.480,65}{930}}$$

$$t = \frac{18,39}{\sqrt{\frac{819,35}{930}}}$$

$$t = \frac{18,39}{\sqrt{0,88}}$$

$$t = \frac{18,39}{0,94} \quad t = 19,564$$

To be known, t_{observed} was 19,564 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N - 1$.³⁵ N is the number of research population:

$$\begin{aligned} df &= N - 1 \\ &= 31 - 1 \\ &= 30 \end{aligned}$$

After considering the t_{table} by using df which was 30. The critical value of t_{table} was as follows:

Table 11
Critical Value of t_{table}

Degrees of Freedom	Level of Significant	
	5%	1%
df 30	2,042	2,750

³⁵Donald Ary, *Introduction to Research*.p.173.

- 1) The critical value of t-test (t_{table}) for the 5% level is 2,042
- 2) The critical value of t-test (t_{table}) for the 1% level is 2,750

Based on the data analysis above, it can be found that:

- 1) " $t_{observed}$ " = 19,564
- 2) " t_{table} " level of 5% = 2,042
- 3) " t_{table} " level of 1% = 2,750

It means that " $t_{observed}$ " higher than " t_{table} " or it can be written as follows:

- 1) If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected.
- 2) If $t_{observed} < t_{table}$, H_a is rejected and H_o is accepted.

Furthermore, the data confirmed that $t_{observed} = 19,564$ were higher than $t_{table} 2,042$ in the level of 5% and 2,750 in the level of 1%. It meant that H_a was accepted and H_o was rejected. Therefore, it could be concluded that "there was a positive and significant influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung".

The researcher created and applied a pre-test which was used to assess the students' reading comprehension ability at the beginning of the research, which aimed to apply the treatment in this study. From the results of the pre-test, the writer can conclude that the students' reading comprehension ability is still low; it is evident that there are only 6 students who passed the MMC 70 out of 31 students who took the test.

Then the researcher chose and applied the newspaper as a part of the printed mass media as a treatment to find out whether the printed mass media could have a positive and significant influence on the students' reading comprehension ability. The writer conducted the treatment which was carried out in two meetings. The first treatment has been held on June 15, 2021. The next meeting has been held on June 16, 2021. After the treatment was completed, the next researcher applied a post-test.

Furthermore, the data obtained in the post-test, it can be seen that the scores was increasing. The students' scores on the post-test were higher than the pre-test. This is evidenced by 26 students who successfully passed MMC 70. Then the data are strengthened by using the t-test formula. The results of the test by using t-test formula stated that $t_{observed} 19,564 > t_{table} 2,042$ (5%) & $t_{table} 2,750$ (1%), or it can also be stated that, If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected. This means that the treatment of printed mass media has a positive and significant influence on the students' reading comprehension ability. In addition, it will inspired students to read texts in English.

Some previous finding conducted research, first prior research arises from an academic research international journal, volume 2, number 3. This journal is arranged by Wisdom I. Jude and Alice E. Udosen with the title: "Print Media Strategies and Development of Students' Competence in Reading". Wisdom I. Jude and Alice E. Udosen sought to investigate the influence of print media strategies (magazines and Novels) in determining the development of students' reading competence in Akwa Ibom State, Nigeria by using qualitative research method.³⁶ Furthermore, Wisdom I. Jude and Alice E. Udosen concluded that print media (magazines and novels strategies) significantly enhance the development of students' reading competence which is needed for intellectual excellence. Therefore, instead of viewing

³⁶Wisdom I Jude and Alice E Udosen, "PRINT MEDIA STRATEGIES AND DEVELOPMENT OF STUDENTS' COMPETENCE IN READING" Vol 2, no. 3 (2012).p.474.

them as distractions, parents and teachers should monitor and encourage children to read good print materials that can enrich their language competence and broaden their horizons for meaningful interaction in their environment.³⁷

Second prior research was conducted by the student of State Islamic University Raden Intan Lampung. His name is Dhini Febri R, from the English Education Department. His quantitative research is associated with applied Jakarta Post to improve students' reading comprehension in the learning process, and the title of his research is: "The Effectiveness of Using Jakarta Post to Improve Students' Reading Comprehension at the Tenth Grade of the Second Semester of SMAN 01 Abung Semuli North Lampung in the Academic Year of 2017/2018".³⁸ Based on the result of this prior research, the researcher concluded that there was the effectiveness of using Jakarta post article to improve students reading comprehension. It is proven by the score that students achieve.³⁹

From the previous researches above, the first prior research has similarities and differentiation with this research. The first difference is the different research locations. Previous research was carried out at Akwalbom State, Nigeria. While in this research, the researcher will apply it at MA Nurul Ulum Payung Rejo. The media of Independent variable in previous studies is the magazines and novels, while on the research this time media of Independent variable is a newspaper (Jakarta post). The similarity between the first prior research and this research lies in the use of print media strategy in teaching reading. The next similarity is in the research methodology that is qualitative research.

Moreover, the differences between the second prior researches with this research are; first, the different research locations. Previous research was carried out at SMAN 01 Abung Semuli North Lampung. While in this research, the researcher will conduct it at MA Nurul Ulum Payung Rejo. The variables measured in previous studies is the effectiveness, while on the research this time measured variable is the influence in the results of the study. Moreover, the similarity between the first prior research and this research lies in the use of print media strategy and using Jakarta post as media in teaching reading. The next similarity is in the use of qualitative research methodology.

Based on the differences and similarities of the variable previous with thesis research in which the researcher will do this time, the researcher is optimistic that the implementation of the Influence of Using Printed Mass Media on the Students' Reading Comprehension Ability among the Eleventh Grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung is definitely succeeds.

CONLUSSION

After implementing Quantitative research among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence of using printed mass media on the students' reading comprehension ability. It means that using printed mass media (Newspapers) in teaching reading is helpful. It could be shown from the result of pre-test and post-test. There was a significant influence of using printed mass media on the students' reading

³⁷*Ibid.*, p.480.

³⁸Dhini Febri R, "The Effectiveness of Using Jakarta Post to Improve Students' Reading Comprehension at the Tenth Grade of the Second Semester of SMAN 01 Abung Semuli North Lampung in the Academic Year of 2017/2018" (LAMPUNG, STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG, 2018), p.1.

³⁹*Ibid.*, p.74.

comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung. It could be seen from the data that calculated by using t-test formula, data confirmed that “ $t_{\text{observed}} = 19,564$ was higher than “ t_{table} ” in 5% = 2,042, and 1% = 2,750. Based on the data analysis above, the researcher concluded that “there was a positive and significant influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung.

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