CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews several theories of related literature to the discussion of the study. The purpose of this chapter is to support the researcher's opinion as the basic of analysis to answer the research problem which were presented in chapter one. The subtitles explained including lesson plan, Newspaper in Education (NIE), The Jakarta Post, English for Specific Purposes (ESP), newspaper for teaching ESP.

A. Review of Literature

1. Lesson Plan

Richard stated that lesson plan or lesson planning has three meanings: (a) description or outline of goals or objectives a teacher has set for a lesson (b) the activities and procedures the teacher will use to achieve them, the time to be allocated to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson.¹ In sum, Lesson Plan is teacher's set of administrational equipment in preparing lesson. Every teacher's should design their teaching process in lesson plan.

In Indonesia, the government declares the specific principle in planning the lesson, and it is administrational document. Lesson plan is the teaching scenario which developed in detail explanation based on the topic

¹ Richards, Jack C. – Richard Schmidt, *Language Teaching* ... 333.

of teaching which written in the syllabus. Every teacher who wants to teach in the unit of education required to design the lesson plan.² In Indonesian K13 (*Kurikulum 2013*), teacher's lesson plan should cover:

- a. School data, teaching subject, class or semester
- b. Topic of the study
- c. Time allocation
- d. Objective of the study, basic competence (KD), and indicator for achieving competence.
- e. Teaching material, teaching method
- f. Media, tool, and source of study.
- g. Teaching process.
- h. Assessment.³

Teacher allowed designing their own lesson plan. There are several development principles that should be applied by the teacher.

- a. The lesson plan was designed based on the curriculum and syllabus which regulated from the government then to be realized in learning process.
- b. Lesson plan developed by the teacher which adapted between the syllabus and the students' condition in circumstances.
- c. Encourage students to be active in learning process.

² PERMENDIKBUD No. 81A Th. 2013 Implementasi Kurikulum, LAMPIRAN IV: Pedoman Umum Pembelajaran, 8.

³ PERMENDIKBUD No. 81A Th. 2013 Implementasi Kurikulum ... 8.

- d. Lesson plan should be appropriate with the curriculum 2013 to produce an independent human by using students centered approach to develop students' spirit of learning.
- e. Elaborate literacy in learning process
- f. Lesson plan designed for elaborating students' literacy. Then applied in written product.
- g. Giving the feedback and follow up in learning process.
- h. Lesson plan includes the strategy of teaching in giving the positive feedback and remedial. The remedial administration was held by the teacher after conducting the exam. Then, the result of the exam was analyzed by teacher to know the weaknesses of the students. Therefore, the teaching material was designed according to the weaknesses of the students.
- i. Relevance and integration
- j. Lesson plan designed for the relevant and integration between KI and KD, teaching material, teaching process, assessment, and source of study which served in the learning appearance. Lesson plan designed for accommodate the thematic program, the correlation of each learning subject for attitudes and skills, and cultural diversity.
- k. Applying information technology and communication.

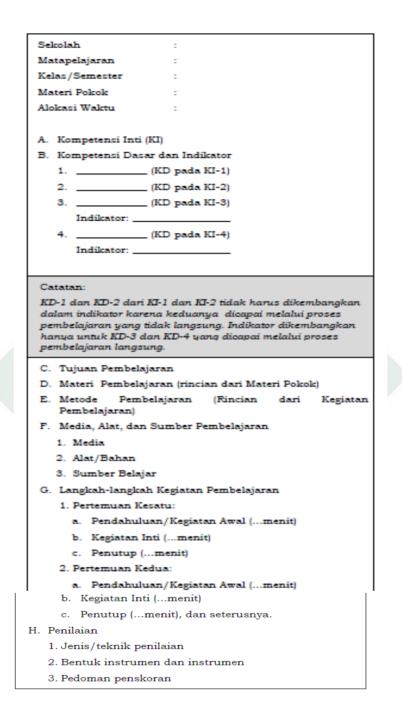
 Lesson plan designed with considering the application of information technology and communication in integration, systematic, and effective according to the circumstances.⁴

Those principles above should be reflected in the components of lesson plan which designed by the teacher. Teacher's lesson plan at least contains these following components;

- a. Objectives of the study
- b. Teaching material
- c. Method of teaching
- d. Source of study
- e. Assessment⁵

⁴ PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 9.

⁵ PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 9.



Picture 2.1 the form of lesson plan⁶

⁶ PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 10.

Relating to the focus of this research is the main activity of the learning process in the lesson plan there are two modus of learning process at curriculum 2013. Those are direct learning and indirect learning. Direct learning focused on the direct interaction with the source of learning formed at learning activities which designed in the syllabus and lesson plan for developing students' thinking abilities and skill of psychomotor. In direct learning, students will do the learning process such as observing, asking, exploring, associating, and communicating what that found by them in the analysis process. While indirect learning describes the direct process of learning are the development of values and attitudes. Therefore, both of direct and indirect learning happen in integrated process. Thus, the learning process consists of five basic learning experiences such as observing, asking, exploring, associating, and communicating.⁷

Those five basic learning experiences could be explained in detail at the following of learning activities⁸:

Learning step	Learning activities	Developing competence
Observing	Reading, listening,	Train
	observing,	sincerity,

⁷ PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 6.

⁸ PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 6.

		accuracy,
		search
		information
Asking	Asking about the	Developing creativity,
	information that do not	curiosity, ability of
	understandable to get	forming question for
	additional information that	creating a critical
	observed by the students	thinking.
	(from the factual question to	
	the hypothetic question)	
Exploring	Gaining the related	Developing the study
	information with other	habits. Apply the
	resource such as doing an	collected information
	experiment, interview, and	ability from various
	other source except the text	kinds of sources that has
	book.	been learn by students
Association	- Cultivate the information	Developing the honest
	that collected whether the	attitude, meticulous,
	result was gained the data	disciplined, Obedient
	from various kinds of	rules, work hard. The
	learning process.	competence for applying

	- Cultivate information	procedure, and has an
	that aimed for increasing	ability in forming
	the depth information	inductive thinking and
	and looking for the	also deductive thinking
	solution from other	to summarize the
	resources that has a	information
	different argument.	
communicating	Explaining the conclusion	Developing the honest
	from the observation based	attitude, meticulous,
	on the result of analysis	disciplined, Obedient
	information.	rules, and ability of
		systematic thinking,
		elaborating the brief
		opinion clearly, and
		evolving the language
		competence.

Table 2.1 Basic Learning Experiences

The learning activities was designed for giving the learning experience for students involving mental and physical process through interaction between learners, learners and teacher, environment, and other learning resources in order the basic competence (KD) of study was achieved by students. The learning experience which designed by teacher includes life skills that need to be controlled by the students. Teacher should consider the following points for developing the process of teaching;

- a. The learning activities designed to help teacher in implementing professionally learning process.
- b. The learning activities include the sequence of activities which would be applied by teacher to reach the students' achievement in syllabus.
- c. The learning activities in every meeting are the sequence scenario of teacher to produce active learning students. This activity was organized in the opening, main activity, and closing. Then further elaborated to be details of activities in exploration, elaboration, and confirmation, namely: observing, asking, exploring, associating, and communicating. To apply the teaching process which aimed for mastering the procedure of material, teacher is allowed to have a modeling or demonstration by teacher itself or other subject of study.⁹

The second step according to the standard process is the implementation of learning including opening activities, main activities, and closing activities.¹⁰

a. Opening activities

In the opening activities, teacher should prepare the psychological and physical of students for learning process. Then, asking the questions to lead

⁹ PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 12.

¹⁰ PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 12.

the material that going to learn by the students. After that, guiding students to know what were going to do by students for achieving the teaching material and explaining the objectives of the study or the basic competence (KD) that should be reached by students. Then, teacher was giving a brief explanation about the activities of students for resolve the problem or task.



b. Main activities

Main activities are the learning process to achieve the objectives of the study. Main activities use the method that customized the characteristic of the students and the lesson including the process of observing, asking, exploring, associating, and communicating. Then, teacher should be checking, providing feedback, and advanced training for the students. In every activities of main activity, teacher should pay attention between the competence and the aspect of students' attitude that written in the syllabus and lesson plan. How the teacher collect the data should be relevant with the data that explored by the teacher. These are five of learning event that contained in the main activities:

1) Observing

In the observing activities, teacher facilitate students to conduct the observation by giving opportunity for students to look, listen, hear, and read the important aspect of an object.

2) Asking

In asking activities, teacher gives the opportunity for students to ask about the result of students' observation. Teacher also should guide students to ask about the object that have been observed by students from the concrete question to the abstract question about the fact, concept, procedure, etc. From the asking activities, teacher automatically develops students' sense of curiosity. From the list of question, it used as the core for searching the following information and determining the appropriate source of study.

3) Exploring and Associating

The next step after asking activity is collecting the information that could be required for answering the question. Therefore, students asked to find the source of data such as reading a book, observing the phenomenon, or having an experiment to gain the information. The result of information used as the basic for the next activities such as find the correlation between each information or get the result of the information that have been collected by students.

4) Communicating

In communicating activities, students write or retell the whole information that found in the previous activities. The result of conclusion was delivered in class and taken as the score of students.

c. Closing activities

In closing activities, teacher followed by students to make the conclusion of the following activities that have been done by them. Teacher also reflect and give feedback toward the learning process and the result of learning, plan the follow up activities such as remedial, concealing services, or giving the task assignment. Teacher should deliver the lesson plan at the next meeting.

2. Newspaper in Education (NIE)

The use of newspaper in class gives students an innovative learning process with the various news, topics, and issues daily. Those various news, topic, and issues daily including social – political – business issues, sports, entertainment, art, culture, music, education, etc.¹¹ Newspaper are most reliable, affordable, and easily available, and accessible source of information and knowledge.¹² Not only those reasons for using newspaper in Education, other reasons from the advantages of using English newspaper in an ESL classroom¹³ those are:

- Accommodate motivation for reading and discussion in English.
- Increasing adore and encourage toward the use of English Language.
- Interesting and innovative learning process.
- Fulfill to all curriculum areas and grade levels.
- Increasing reading habits for a better understanding.
- Contain various information and knowledge.
- A very cost-effective way to increase learning.
- Contain actual vocabulary and the best models of clear, concise writing.
- Develop Basic English skills of the students.

¹¹ Naveen K Mehta. "English Newspapers: Exploring Innovative Methodological Paradigm. Astudy into Classroom Dynamics" *Romanian Journal of Education*, Vol. 1 number – 1 (February, 2010), 55.

¹² Dr. Reena Mittal. "Role of Newspaper in English Language Learning," *Internatioanl Journal of Reseach (IJR)*, Vol – 1, Issue-6 (July, 2014), 690

¹³ Naveen K Mehta, *Loc.cit.*, pp. 56 – 57.

- Expand the world of knowledge and information.
- Using the same information which found before for teaching over and over again.
- Helpful in learning structure.

Unfortunately, those advantages of using newspaper would be less achieved if teachers do not fulfill the aspect for creating a creative teaching tool. A creative teaching tool to enhance students' anxiety of reading newspaper when teachers are considering these following aspects, ¹⁴ those are:

- Newspaper, for enlarge students' choice in selecting their favorite news
- Imaginative idea, encourage students' curiosity for selecting the appropriate teaching strategy.
- The confidence, to guide uttering students' idea.

For those who wants to use English newspaper for teaching English subject, these following steps are the example of using newspaper depend on the level of students and other classroom activities,¹⁵ those are:

- a. The level of students:
 - 1) At the Beginners Level
 - Prepared pictures, then ask students to write the information about the pictures which cut by the students from the newspaper.

¹⁴ Peter Grundy, *Newspapers, ed.*, Alan Maley (New York: Oxford University Press, 2009), 28.

¹⁵ Naveen K Mehta. "English Newspapers: Exploring ... pp. 58-59.

- Engage students to read aloud then write down about the news items which selected by them.
- Search pictures in the newspaper and ask students to describe the spatial relationships about the pictures by using prepositions.
- 2) At the Intermediate Level
- Find out the difficult vocabularies then guess from the situation of the new after that search the right definition in the dictionary.
- Combining various headline of newspaper with the story.
- Analyzing advertisements in writing paragraph.
- 3) At the Advanced Level
- Writing letters for editor in group.
- Studying a news item and discussed the occur events.
- Encourage the students to read and discuss the cause and effects from the article's problem.
- b. Other classroom activities
 - 1) Exploring the Meaning:

Teacher is giving the simple headline-less stories on a classroom bulletin board. Ask students to find out the appropriate headline toward the right stories. Then places as form as the English newspaper.

2) Enrich Vocabulary:

Ask students choose one of letter of alphabet then find out five difficult vocabularies in newspaper beginning with letter chosen. After that, look up the definition of each. Find out the words with the criteria such as words with a particular suffix or prefix, words containing a particular vowel sound or consonant blend, compound words, words in the past, present, and future tenses, possessives, and plurals.

3) Role Play Activity:

Students divided into group consist of two or three members. Then, Distribute the English Newspapers to the group. Ask them to skim all of the information in newspaper in limit time. When the time is over, ask two groups to present their finding information by using English language orally.

4) Speaking Activities:

Ask students to find out and cut the interesting photographs from the newspaper. Then, describe the picture or write down the possible news depend on the photographs.

5) Sharpening Writing Skills:

Bring students in pairs to discuss the interesting or current issues. Then, Ask students to write a letter for the editor about the current issues or information from the newspaper. Students have to write the report between 25 and 75 words.

6) Group Discussion:

Focus on an issue of newspaper. Find out the relevant source which related with the issue. Ask students to research the collection data. Finally, write a paragraph with detail facts from the collection data

3. The Jakarta Post

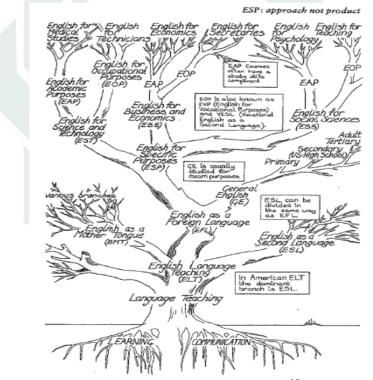
Newspaper is one of mass media. Newspaper is published for giving information to the society about factual events which happen in the real life society. Newspaper commonly published for daily or weekly printed media. Newspaper declares with the up-to-date information and factual event that occur in the society. Language which presented in providing information in the newspaper is also adapted from the cultural language of the society. Newspaper informs number of topics not only focused on national information, but also focuses on international information which occurs in current event.¹⁶ Not only factual report, newspaper also contains non – factual information which aimed for entertain the reader.¹⁷ Thus, a lot of information contained in the newspaper make the newspaper is often to be a close friend of the society in obtaining news.

¹⁶ Amina Gogo Tafida, Bala Muhammad Dalhatu, "Using newspapers in teaching English as a second language," *Journal of Educational Research and reviews*, Vol. 2 (August, 2014), pp. 61 – 65.

¹⁷ Anne Rubenstein, " Newspaper" http://chnm.gmu.edu/whm/unpacking/newsmod.html (Accessed April, 14th 2016 6:37:58 AM)

One of newspaper which published in Indonesia is The Jakarta Post. The Jakarta Post is the only Indonesian newspaper which registered in Asia News Network (ANN). The Jakarta Post is a daily printed English language newspaper in Indonesia. The Jakarta Post was launched for the first time at 25 April 1983 which aimed to survive the 1997 Asian financial crisis.¹⁸ The Jakarta Post is printed by PT. Bina Media Tenggara with the founding father collaboration between Ali Mustopo and Jusuf Wanandi.

4. English for Specific Purposes (ESP)



Picture 2.2 The tree of ELT¹⁹

¹⁸ https://en.wikipedia.org/wiki/The_Jakarta_Post (Accessed April, 14th 2016 8:17 AM)

¹⁹ Tom Hutchinson and Alan Waters, *English for specific purposes the syllabus* (NewYork: Cambridge University Press, 1991), 18.

From the tree of ELT above, ESP is one of the branches of English as a Foreign Language (EFL) or English as a Second Language (ESL) which both of them are the main branches of English Language Teaching (ELT).²⁰ Every general nature of the learners' specialism for ESP courses conveniently divided into two main courses whether the learner requires English, those are: English for Academic study (EAP: English for Academic Purposes) and English for Work or Training (EOP/ EVP / VESL: English for Occupational Purposes / English for Vocational Purposes / Vocational English as Second Language).²¹ The main focus for ESP approach is teaching English depend on students' need for learning.²²

5. Newspaper for Teaching ESP

Although the language of newspaper in the classroom is difficult for students, there are several ways to make the newspaper are usable for the common levels of students, one of them is selecting interesting topic or issues of newspaper.²³ The variety of topics are attracting and motivating students to work with.²⁴ Thus, students will have an opportunity to explore,

²⁰ Tom Hutchinson and Alan Waters, *English for specific* ... 18.

²¹ Tom Hutchinson and Alan Waters, *English for specific* ... 18.

²² Tom Hutchinson and Alan Waters, *English for specific* ... 18.

²³ Vilma Tafani, "Teaching English Through Mass ... 85.

²⁴ Vilma Tafani, "Teaching English Through Mass ... 85.

express and exchange information widely depends on their need by using newspaper.²⁵

Using newspaper in ESP activities, the teacher should consider the relevance of information, student's preference, suitability reasons in using newspaper, and whether the teacher are used to teach using newspaper or not.²⁶ Another point that the teacher should consider in using newspaper in ESP classroom are whether the newspaper could increase students' motivation and are appropriate for students' level of knowledge and language level.²⁷ All of these consideration are used by the researcher for elaborating the students' and teacher's opinion about the application of Newspaper in Education (NIE) which already applied in the class during the students' and teacher's opinions are served in form questions for students and teacher to elaborate their opinion of The Jakarta Post in teaching ESP that already done by them during a year.

In addition, the researcher asked for the real opinion of students who work with newspaper in the classroom in the last of second semester. The researcher interviewed the teacher for ensuring that the principle of applying Newspaper in Education (NIE) already done by the teacher.

²⁵ Naveen K Mehta. "English Newspapers: Exploring Innovative ... 56.

²⁶ Peter Grundy, *Newspapers, ed.*, Alan Maley (New York: Oxford University Press, 2009), 20.

²⁷ Paul Sanderson "Using Newspapers in the Classroom," CUP ... 84.

B. Previous Study

The researcher finds similar previous topic with this study which taken from other resources. These resources have the same topic which used The Jakarta Post as the main focus for their research. The first research was done by Mohammad Abdul Aziz from Walisongo State Institute for Islamic Studies in 2010. The title of his thesis is "Identifying English Grammatical Collocation Found in The Jakarta Post Newspaper and Its Contribution to Writing Course." This study was identifying the grammatical collocation which often appears at The Jakarta Post. Then, he gave the information about the purpose of using grammatical collocation based on the grammatical rules. After that, he proofed the grammatical collocation with the contributions for writing course. It was a descriptive qualitative study where the aimed of the research is to understand the phenomenon. In this research, the writer identifies the grammatical collocation from The Jakarta Post issued on November 2010 to the writing course. The result of the data was the classification pattern about the grammatical collocation which found at The Jakarta Post issued on November 2010.²⁸

²⁸ Mohammad Abdul Aziz, "Identifying English Grammatical Collocation Found in The JakartaPost Newspaper and Its Contribution to Writing Course," (Thesis Projetct, Walisongo State Institute for Islamic Studies, 2010)

The second similar research was conducted by Khoirul Umam on his thesis project entitled *Improving The Students' Vocabulary Mastery with The Jakarta Post Newspaper Articles.* This research has been done in experimental method. The writer compared the result of the research before the treatments and the result of the research after conducting the experimental using The Jakarta Post treatment. The writer found the significant influence for teaching English vocabulary by using The Jakarta Post and more effective rather than teaching English vocabulary by using textbook.²⁹

The third research was conducted by I Gede Ketut Budi Saputra, Basturi Hasan, and Ramlan Ginting Suka. They observed the effectiveness of using Jakarta Post article to improve students' reading achievement. They conducted the research in SMAN 1 Kotagajah. All of points from reading ability were increase after implementing Jakarta Post newspaper. Thus, they concluded the research that Jakarta Post article is effective and it can significantly improve students' reading achievement.³⁰

The forth research was conducted by Friska Ayu Fitriani from Semarang State University in 2011. Her thesis title is "The Use of Jakarta Post Newspaper to Motivate Students in Writing News Item Text Based on Generic Structures,

²⁹ Khoirul Umam, "Improving The Students' Vocabulary Mastery with The Jakarta Post Newspaper Articles," (Thesis project, Faculty of Tarbiyah and Teachers Training, UIN Syarif Hidayatullah, Jakarta, 2010), 39

³⁰ I Gee Ketut Budi Saputra. Basturi Hasan. Ramlan Ginting Suka, "The Effectiveness of Using Jakarta Post Article to Improve Students' Reading Achievement" *U-JET* Vol.4 number 3 (lampung, 2015), 12.

Language Features and Social Function." She conducted the thesis to identify the students' achievement in aspect of generic structures, language features, and social function. She found the result that most of students have a fair level of writing news item text. It caused from the students capability in aspect of good writing and lack of writing practice. Although they identify the step of news item in Jakarta Post, students did not reach the goal of good writing in news item.³¹

The fifth research was conducted by Ilham Nasrudin about The Jakarta Post as his thesis project of Muhammadiyah University of Surakarta in 2012. His title is "A Morphological Study on English Compound Words Found in Sport News of The Jakarta Post." This thesis identifies what kind of compound word which found in sport news of The Jakarta Post. As a result, he found three kinds of compound words in sport news of The Jakarta Post.³²

The other researcher as the sixth research was conducted by Ilham Imanial from Hasanuddin University in 2013. He conducted his research about the type of fifth semester students to translate the short news of The Jakarta Post Newspaper at his university. He found some errors in the target language. He also concluded word for word translation as the type of the students of English Department of Hasanuddin University. The further explanation was written by

³¹ Friska Ayu Fitriani, "The Use of Jakarta Post Newspaper to Motivate Students in Writing News Item Text Based on Generic Structures, Language Features and Social Function," (Thesis Projetct, Semarang State University, 2011).

³² Ilham Nasrudin, "A Morphological Study on English Compound Words Found in Sport News of The Jakarta Post," (Thesis Project, Muhammadiyah University of Surakarta, 2012).

him at his thesis by the title "The Errors in Translating Short News in The Jakarta Post Newspaper – A Case Study in English Department Students."³³

The seventh research was conducted by Aisyah Henri for her thesis at State Islamic University of Syarif Hidayatullah in 2009. She conducted the research in experimental study at the first year students of SMAN 1 Rengasdengklok. The title of his study is "The Use of Newspaper Articles as Supplementary Materials in Teaching Reading Comprehension." After doing the test, the different mean result from the control class and the experimental class are shown the result that teaching reading comprehension using newspaper articles has a significant better learning outcome than without using newspaper articles.³⁴

The last research conducted by Nur Hikma Laila for his thesis project at Sebelas Maret University in 2009 with the title "Improving Students' Reading Ability by Using Printed Mass Media (A Classroom Action Research Conducted in The Eight Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)." She conducted the research to find the contribution of printed mass media in improving students' reading comprehension. After doing an observation and interview, students showed their improvement such as they are able to comprehend the text well, the teaching and learning process becomes

³³ Ilham Imanial, "The Errors inTranslating Short News in The Jakarta Post Newspaper – A Case Study in English Department Students," (Thesis Project, Hasanuddin University, 2013)

³⁴ Aisyah Henri, "The Use of Newspaper Articles As Supplementary Materials in Teaching Reading Comprehension (An Experimental Study at the First Year of SMAN 1 Rengasdengklok)," (Thesis Project, State Islamic University of Syarif Hidayatullah, 2009)

more joyful. The contribution also proofed from the mean test score of post-test was increase.³⁵

Those previous studies have the same focus on The Jakarta Post. The different between those previous studies and this study are the main focus and locus of the study. This study focus on the process of teaching by using The Jakarta Post based on teachers' lesson plan. This study also focuses on students' and teacher's opinion as the feedback of teaching process in using The Jakarta Post during a year. This study conducted at state vocational high school students that no one of the following researchers focuses on it.



³⁵ Nur Hikma Laila, "Improving Students' Reading Ability by Using Printed Mass Media (A Classroom Action Research Conducted in The Eight Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)," (Thesis Project, Sebelas Maret University of Surakarta, 2009).