



descriptive text, functional text, and recount text. The last, the teacher gave questions or guidelines related to The Jakarta Post only at the lesson plan of descriptive text for the first meeting. While, the teacher did not include the questions or guidelines to The Jakarta Post at the lesson plan at descriptive text for the second meeting, functional text (announcement), and recount text. While, the exploring section indicating that the materials in The Jakarta Post used are suitable with the lesson is lesson plan of congratulating others and recount text. On the other hand, the materials in The Jakarta Post used are not suitable with the lesson is only lesson plan of descriptive text. The teacher used The Jakarta Post as one of the sources to find information for the students at the lesson plan of recount text. While, the teacher did not use The Jakarta Post as one of the sources to find information for the students at the lesson plan of congratulating others and descriptive text. The last, the teacher used The Jakarta Post as source for students to develop their ideas related to task at the lesson plan of congratulating others and recount text. On the other hand, the teacher did not use The Jakarta Post as source for students to develop their ideas related to task at the lesson plan of descriptive text.

Furthermore, the teacher's and students' point of views are in these following explanation: the teacher totally had a positive impression toward The Jakarta Post in teaching English. The teacher enjoyed and mastered the use of The Jakarta Post for teaching English. All of the implementation of teaching using The Jakarta Post also combined with the topic of study and curriculum. By using The Jakarta Post, the teacher not only concerned with



