CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter, the researcher presents and analyzes the data which have been collected during the research. The data were taken to answer the research problems which are discuss about the English lesson plan using The Jakarta Post and also the opinion toward the English lesson plan using The Jakarta Post for teaching ESP.

A. Research Findings

The research findings in this research discussed about the results which had been collected by the research using the instruments of the research to gain the data for answering the research problems which mentioned in chapter I.

1. The English lesson plan using The Jakarta Post

In analyzing the teaching stages in the English lesson plans' sections that used The Jakarta Post, the researcher presents this following explanation taken from the teacher's lesson plan in each topic:

a. Congratulating others

This following data was taken from the teacher's lesson plan focusing on the teaching stages that used The Jakarta Post for teaching. Form the result of appendix II and the lesson plan, it showed that The Jakarta Post was used at the opening activities and the main activities. For opening activities, both of first and second meeting used The

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Jakarta Post for designing the speaking activities. Teacher formed the habit of reading newspaper for about 5 minutes and asked 5 students to extend the news that read by students. Teacher asked students to read any news topic at the first meeting. Furthermore, teacher determined the topic of news that read by the students at the second meeting. Teacher asked students to read the news about championship in the second meeting. The teaching stages that designed by the teacher are:

Opening activity at the first meeting	Opening activity at the second meeting
1. Kegiatan Pendahuluan (15 menit) a. Mengucapkan salam dan berdo'a bersama b. Memberi motivasi belajar a. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti : - ***Congratulation*** *students, you did the best at the previous meeting. Now, I hope you will do the same. you have to read The Jakarta post newspaper for about 5 minutes.* b. Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit. c. Secara acak meminta 5 peserta didik untuk menyampaikan isi berita yang dibaca dari koran di depan kelas.	**1. Kegiatan Pendahuluan (15 menit)** a. Mengucapkan salam dan berdo'a bersama b. Memberi motivasi belajar c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti : - *As usually, you have to read The Jakarta post newspaper for about 5 minutes. But now, I ask you to read the news about* ***championship****.* a. Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit. b. Secara acak meminta 5 peserta didik untuk menyampaikan isi berita yang dibaca dari koran di depan kelas.

Table 4.1 Teaching stages at Congratulating Others

Not only used at the opening activities, main activities also used The Jakarta Post for design the learning process. However, at the main activity in exploring activities, the teacher utilized The Jakarta Post to

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create a role play activities. Teacher asked students in pairs to choose one of the championship news that written in The Jakarta Post. Then, teacher asked students to demonstrate the championship situation that written in the news. One of student became a winner that reported in the news. Another person acted as someone who gave congratulation for the winner. The winner gave the responding congratulation sentence.

The teaching stages that designed by the teacher presented below:

Mengeksplorasi

a. Peserta Didik berpasangan melakukan role play
- Peserta didik memilih salah satu situasi championship yang mereka temukan dari koran The Jakarta post secara berpasangan.
- Peserta didik yang satu bertindak sebagai pemenang, dan yang satunya sabagai pemberi selamat.

b. Peserta Didik secara bergantian menampilkan drama percakapan tentang memberi ungkapan selamat dan responnya.

2. Descriptive text

For the descriptive text, The Jakarta Post designed for every meetings of study. At the first meeting, The Jakarta Post used in the opening and main activities. For opening activities at the first meeting, the teacher asked students to read about entertainment news that reported at The Jakarta Post. It means that the teacher gave the specific topic for reading habit in the first meeting of descriptive text. Then, the teacher randomly asked 5 students to present the news that read by them. Afterward, the main activity of the first meeting was designed by using The Jakarta Post. The Jakarta Post used for guiding students related to the topic of study in the observing activity. The

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teacher gave the questions that indicate to ask students to describe the picture of Reza Rahadian that shown by the teacher. Then, students asked to guess what the topic that going to discuss by them. These following points are the teaching stages using The Jakarta Post taken from the teacher's lesson plan at the first meeting:

Opening Activity	Observing activity
Kegiatan Pendahuluan (15 menit) a. Mengucapkan salam dan berdo'a bersama b. Memberi motivasi belajar c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti : - *Now, I hope you will do the same. As usually, you have to read The Jakarta post newspaper for about 5 minutes. I ask you to read news about entertainment.* d.Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit. e. Secara acak meminta 5 peserta didik untuk menyampaikan isi berita yang dibaca dari koran di depan kelas.	**Mengamati** b. Peserta didik diarahkan untuk mengetahui topik pembelajaran yang akan dipelajari. - *Do you know the name of this artist?* - *Do you like him?* - *Why do you like him?* - *Can you mention the characteristic of this artist?* c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. (*Based on my questions previously, Now, please guess! what topic are we going to discuss today?)*

Table 4.2 Teaching stages at Descriptive Text of first meeting

While not only for the first meeting, the second meeting also used the Jakarta Post in the English lesson plan. The Jakarta Post also used for opening and main activity. In the opening activity, teacher asked students to read the news of The Jakarta Post for about 5 minutes. This

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activity was included in the speaking activity. In this activity, the teacher did not determine the specific topic of the news. The teaching stages that written by the teacher are:

1. **Kegiatan Pendahuluan (15 menit)**
   a. Mengucapkan salam dan berdo'a bersama
   b. Memberi motivasi belajar
   c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti :
      - *As usually, you have to read The Jakarta post newspaper for about 5 minutes.* Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit.
   d. Secara acak meminta 5 peserta didik untuk menyampaikan isi berita yang dibaca dari koran di depan kelas.

Otherwise, main activity of the observing and exploring activity that designed by the teacher at the second meeting used The Jakarta Post for the learning process. For the main activities, teacher was shown the picture of Vidi Aldiano. Then, students asked to describe the picture of Vidi aldiano orally. This activity was included in the other activity which is guiding students to the topic of the study. Another teacher's stage that used The Jakarta Post was designed in the exploring activity. The Jakarta Post used for writing the descriptive text individually. Students allowed making the descriptive text about artist that found in The Jakarta Post. Then, some of students asked to present the result of their descriptive text and showed the object that described by the students. These following teacher's stage that written in the lesson plan:

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Observing activity	Exploring activity
Mengamati a) Menyampaikan ulang cakupan materi dan penjelasan uraian kegiatan sesuai silabus dari pertemuan yang lalu. (Yaitu materi tentang Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.) **b)** Peserta didik diarahkan untuk menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang sesuai dengan konteks penggunaannya dengan menampilkan picture 2. Kemudian beberapa peserta didik ditunjuk untuk mengungkapkan deskripsi dari picture 2 dengan menggunakan unsur kebahasaan yang tepat.	**Mengeksplorasi** a. Peserta didik secara individu membuat teks deskriptif. b. Peserta didik diperbolehkan untuk mendeskripsikan baik itu artis, tempat wisata, maupun bangunan bersejarah yang mereka temui di koran The Jakarta Post maupun di sekitar mereka. c. Beberapa peserta didik diminta untuk mempresentasikan hasil paragraf deskriptif yang telah selesai dengan menunjukkan objek yang dideskripsikan.

Table 4.3 Teaching stages at Descriptive Text of second meeting

3. Functional text (announcement)

From the teacher's lesson plan, the teaching stage using The Jakarta Post were opening activity and main activity. In the opening activity, the teacher asked students to read The Jakarta Post in 5 minutes. Then, the teacher randomly chose 5 students to elaborate the news that read by the students. The teacher's stage that written in the lesson plan is:

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Kegiatan Pendahuluan (15 menit)

a. Mengucapkan salam dan berdo'a bersama
b. Memberi motivasi belajar
c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti :
   - ***Announcement!!*** *Students, you have to read The Jakarta post newspaper for about 5 minutes.*
d. Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit.
e. Secara acak meminta 5 peserta didik untuk menyampaikan isi berita yang dibaca dari koran di depan kelas.

Meanwhile, the observing activity that designed by the teacher in lesson plan also used The Jakarta Post. Teacher was shown the example of announcement text that found in The Jakarta Post. Then, teacher guided students to identify the social function, structure text, and the linguistic elements from the announcement text found by the teacher that showed in the slide of power point. These activities included in the other activity that guided students to the topic of study. These are the learning activities that formed by the teacher in the lesson plan:

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Mengamati

THE AWARDS CEREMONY

All the winners of Season 18 are cordially invited
to the awards ceremony.
Season 18 ran from January through June 2014.

The invitations have been emailed to the winners.
If you are a winner and have not received your invitation,
please drop a line at **zapsworld@thejakartapost.com**
to let us know.

Please confirm your attendance
if you haven't already done so.

The details of the event are as follows:

Date : Saturday September 20
Time : 4 pm
Venue : 'The Ice Palace'
4th Floor
Lotte Shopping Avenue
Near Ciputra World
Jl Prof. Dr. Satrio Kav 3-5
Jakarta Selatan 12930

The participants in the drama competition are
requested to be present at the venue by 3 pm.

- Memberikan contoh dari The Jakarta Post tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement.*)
- Peserta didik menyimak dan mengobservasi contoh announcement yang telah ditampilkan di *slide power point*.
- Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi announcement yang ditampilkan.

4. Recount text

There are three meetings that designed by the teacher for teaching recount text. From those three meetings, the teacher designed the activity that used The Jakarta Post in every opening activity of those three meetings. At the first and the third meeting, teacher asked students to read any news that reported at The Jakarta Post during 5 minutes. Then, teacher gave the topic of news that should be read by students. The topic that was given by teacher was about entertainment. Then teacher randomly chose 5 students to present the news that read by the students. This activity included in the speaking activity for students.

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These following teaching stages were designed by the teacher in the lesson plan. Those are:

a) First meeting

Kegiatan Pendahuluan (15 menit)

d. Mengucapkan salam dan berdo'a bersama
e. Memberi motivasi belajar
f. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti :

- *You have to read The Jakarta post newspaper for about 5 minutes.*

g. Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit.
h. Secara acak meminta 5 peserta didik untuk menyampaikan isi berita yang dibaca dari koran di depan kelas.

b) Second meeting

Kegiatan Pendahuluan (15 menit)

a. Mengucapkan salam dan berdo'a bersama
b. Memberi motivasi belajar
c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti :
   - *You have to read The Jakarta post newspaper for about 5 minutes. But now, I ask you to read the news about* ***entertaiment.***
d. Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit.
e. Secara acak meminta 5 peserta didik untuk menyampaikan isi berita yang dibaca dari koran di depan kelas.

c) Third meeting

Kegiatan Pendahuluan (15 menit)

a. Mengucapkan salam dan berdo'a bersama
b. Memberi motivasi belajar
c. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti :

- *As usually, you have to read The Jakarta post newspaper for about 5 minutes.*

d. Membiasakan peserta didik untuk membaca The Jakarta Post selama 5 menit.

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Afterward, The Jakarta Post used at the main activity. For main activity, teacher only used The Jakarta Post at the first meeting. The Jakarta Post used twice at main activity of learning process. The first, the teacher applied The Jakarta Post at the observing activity of teaching process. The Jakarta Post used to guide students in finding the example of simple past tense and present perfect tense when the teacher wanted to familiarize those tenses for creating recount text. This classroom activity was included in the kind of other activity for the use of The Jakarta Post based on analysis checklist because it was the example guiding activity for understanding the tenses material which did not included in the list of classroom activity of analysis checklist. The second, the teacher applied The Jakarta Post at the exploring activity of teaching process in K-13. Students asked to find 2 paragraphs in The Jakarta Post which contained of simple past tense and presents perfect tense. Then, they asked to present their findings to other friends. After that, they asked to differentiate both of them. This classroom activity was included in the kind of other activity for the use of The Jakarta Post based on analysis checklist because it was the example of guiding activity for sharpening the tenses material which did not included in the list of classroom activity of analysis checklist. This following teaching stages that designed by the teacher in lesson plan. Those are:

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Observing activity	Exploring activity
Mengamati Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.(Yaitu materi tentang Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.) - Peserta didik melihat tabel materi yang ditunjukkan dalam PPT dan mengamati isi dari tabel materi tersebut. - Memberikan contoh lain dalam bentuk analisis kalimat dari koran The Jakarta Post. - Peserta didik menyimak dan mengobservasi koran The Jakarta Post. - Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi tenses yang dituliskan di koran The Jakarta Post.	**Mengeksplorasi** a. Peserta didik secara individu menuliskan 2 paragraph yang ada di The Jakarta Post dan menganalisis tenses Simple Past Tense dan Present Perfect Tense yang ditemukan dari 2 paragraph yang dituliskan. b. Peserta didik secara bergantian memberikan pekerjaannya kepada teman sejawat untuk mengoreksi silang jawaban pekerjaan yang dikerjakan sebelumnya.

4.4 Teaching stages at Recount Text

2. The teacher's and students' opinion toward the English lesson plan using The Jakarta Post

a. Teacher's opinion toward the English lesson plan using The Jakarta Post

The teacher's opinion had been taken from interviewing the English teacher of tenth Multimedia 1 and 2 at State Vocational High School 2 Buduran – Sidoarjo who had been applied The Jakarta Post in the last of second semester. The researcher had been interviewing the

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English Teacher by using the interview guideline which mentioned in Appendix III. The researcher conducted the interview on Monday, 18th July 2016. There were three topics when the researcher interviewed the teacher. The topics were:

1) Overview

There were three questions about teacher's overview in using The Jakarta Post for teaching ESP. The first question was about teacher's intensity of using The Jakarta Post for teaching ESP. The teacher said that she had applied The Jakarta Post at the first meeting of second semester. She did not apply The Jakarta Post at the first semester because it was an introducing time of school's environment to the students. Therefore, the teacher has been choosing the second semester for applying The Jakarta Post at tenth multimedia 1 and 2.

The second question was about teacher's aim and reasons for using The Jakarta Post in teaching ESP. The teacher said that she used the Jakarta Post to increase the fluently of students' reading skill. From doing the reading habit, students got get a new vocabulary from English product. Thus, the teacher wanted to civilize a reading habit for enrich students vocabulary by reading The Jakarta Post.

The last question of the overview of using The Jakarta Post was about teacher's consideration when using The Jakarta Post for

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teaching ESP. The teacher said that SMKN 2 Buduran had been subscribed The Jakarta Post. Students were facilitated by the school for learning by using The Jakarta Post. Hence, students were not ordered to buy The Jakarta Post.

2) Teaching process

The researcher continued for giving the next questions to the teacher about her teaching process. There were ten questions which designed for gaining the teacher's opinion. Based on teacher's opinion, the use of The Jakarta Post was acceptable to be applied in teaching ESP because the teacher combined the appropriate topic with The Jakarta Post. The teacher certainly prepared the appropriate teaching material from The Jakarta Post with the topic of teaching process and the curriculum. The teacher considered the relevance of teaching topic material with the nowadays curriculum.

When selecting the appropriate material with the topic of teaching from The Jakarta Post, the teacher realized that she did not involve her students to select the relevant and appropriate materials from The Jakarta Post. She said that it was one of her weakness from her application of teaching process by using The Jakarta Post. The teacher used not only today's newspaper but also the previous newspaper. There were two main points for selecting the material. Those were attractive and relevant.

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Then, the researcher asked about teacher's technique to know about students' feedback after using The Jakarta Post. The teacher said that sometimes she asked students to write the main idea about the news that recently was read by them. She said minimally students understood about the main idea of the news. Occasionally, she also said to the students to make a summary about the news. Thus, teacher sharpened the reading and writing skills from the use of The Jakarta Post.

On the other hand, the researcher also asked whether the teacher evaluated herself after she used The Jakarta Post in teaching process. The teacher said that sometimes she would do it if she had a free time. Once a while, she ever asked students to send an E-mail about their difficulties after using The Jakarta Post whether it came from the material or the teacher. After knowing the difficulties of the students, the teacher said that she had been giving some techniques in facing difficulties for students. She asked students to have a discussion with their friends. If their friends did not solve their problem, students could discuss with the teacher whenever and wherever they wanted. Students also could visit SASS room where the English teachers got on together.

Reducing students' difficulties, teacher gave a motivation to the students. Teacher often gave a solution to solve students' problem about learning English. Sometimes, she gave

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unpredictable reward that found in her pocket for her students who got the best score.

3) Opinion

The last topic of interview was about teacher's opinion towards The Jakarta Post for teaching ESP. There were five questions that asked by the researcher. The first question was teacher's opinion about students' reaction when she applied The Jakarta Post for teaching. The teacher said that her students were enjoyed and like of teaching using The Jakarta Post. Sometimes, she said to students for looking for their favorite news. Therefore, they emancipated to find their favorite news. Students prepared about the news that they wanted to present.

The teacher said that during the application of The Jakarta Post, she did not find the significant difficulties in the teaching process because she was trained about the use of The Jakarta Post. However, she found the difficulties from the quantity of students and the time allocation for teaching English. There were thirty six students in a class. The teacher could not do a detail monitor for the whole students. She admitted that she would get a better result of teaching process if she could be monitoring all of students in the class. The second lack was about time allocation. English subject was given two hours in a week. Therefore, she could not totally

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monitor all of students in a limited time for teaching by using The Jakarta Post.

On the other hands, the teacher said that the advantage of applying The Jakarta Post in teaching process was students got many sources for learning English. They were not concerned to the book minded. Students also got many vocabularies. Therefore, they got an extensive knowledge from the variety of news in the newspaper.

The last question was about teacher's suggestion to the other teacher who wanted to apply The Jakarta Post for teaching English. The teacher said that it was depend on individual competence. The main point of applying media was facilitating students. The school should be responsible to facilitate students. For example, the school should be subscribed The Jakarta Post before asking students to use The Jakarta Post for learning English. Thus, teacher and school had to facilitate their students in teaching process.

b. Students' opinion toward the English lesson plan using The Jakarta Post

Students' opinion had been taken by the researcher after distributed the questionnaire for students at tenth multimedia 1 and 2. The questionnaire sheet had been distributed on Tuesday, 7th June 2016 until Saturday, 11th June 2016. There were seventy two students as the subject

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of research. Those students were from tenth multimedia 1 and 2. Therefore, there were seventy two data that had been collected by the researcher.

There are thirteen questions that had been answered by the students. These questions gained to answer the second research question about the students' opinion toward the English lesson plan using The Jakarta Post for teaching ESP. The results of this questionnaire were used for elaborating students' opinion toward the English lesson plan using The Jakarta Post for teaching ESP.

The first question asked about students' preference whether they 'like', 'not really', even 'dislike' about The Jakarta Post for teaching English. The question was "*do you like the use of The Jakarta Post for teaching English?*" The results of the data were presented below:

Table 4.5

Students' preference toward The Jakarta Post

Students' Answer	a. Like	b.Not Really	c. Dislike	Total
Number of Students	49	21	2	72
Percentage	68%	29%	3%	100%

Based on display of the data above, there were 72 subjects of the research who had answered the questionnaire about the students' preference toward The Jakarta Post for teaching English. There were 49 students which were displayed in percentage data as 68% of respondents

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said that they like the use of The Jakarta Post for teaching English. There were six reasons that were written by them as their opinion why they chose 'like' (a) as their answer for the first question. The most written reason was enrich their knowledge and deepen their English language capability as an international language. It was shown from 20 of 49 students who chose that answer as their reason. Another reasons that written by them were interested which were written by 7 of 49 students, as a good reading media which were written by 2 of 49 students, help them to learn English more which were written by 2 of 49 students, as an appropriate media for learning – teaching process which were answered by 10 of 49 students, and as a good collaboration for combining between reading activity and teaching process which were answered by 8 of 49 students.

The second answer was they did not like much (not really) about The Jakarta Post for teaching English. There were 21 students who chose 'not really' (b) as 29% of respondents. The first reason was they did not like much for reading newspaper when the teaching and learning process. It was written by 8 of 21 students who chose 'b'. Same as the first reason, there were 8 of 21 students who wrote the second reason. The second reason was the language was difficult to be understood for them. There were 3 of students who wrote the third reason. They said that they were preferred to study an Indonesian language than English language. Next, each of the fourth and the fifth reason was written by one student. The forth reason was The Jakarta Post helped her to study. Then, the fifth

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reason was she did not understand about English well. On the other hands, there were two students who chose 'dislike' (c) for the first question as 3% of respondents. All of them said that The Jakarta Post was hard to understand.

The second question asked about the appropriateness between The Jakarta Post and the teaching material which had been taught by the teacher. The question was "*do you assume that the use of The Jakarta Post for teaching English was appropriate for the teaching material that you learnt?"* The results of the data were presented below:

Table 4.6

The appropriateness between The Jakarta Post and the teaching material

Students' Answer	a. Appropriate	b. Less appropriate	c. Inappropriate	Total
Number of Students	55	17	0	72
Percentage	76%	24%	0%	100%

No one of the respondents answered that The Jakarta Post was 'Inappropriate' (c) for teaching material. Most of them answered that The Jakarta Post was appropriate for the teaching material. It was shown from 55 students as 76% of respondents chose 'appropriate' (a) for the teaching material. The percentage was proved with the reasons which were expressed by the students. The first reason was written by 17 of 55

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students. They said that The Jakarta Post attracted students to study about English. The second reason was written by 15 of 55 students. All of them had the same reason. They said that The Jakarta Post was appropriate with their curriculum. While, 6 of 55 students said that The Jakarta Post was appropriate with the English subject. Another reason was written by 10 of 55 students who chose 'a' for their answer. The Jakarta Post was appropriate for them because it increased their reading skill. The last reason for choosing 'a' was written by 6 of 55 students. They said that The Jakarta Post was easy to understand. Unfortunately, there was one person who did not give the reason of the second question.

Although no one of the respondents answered that The Jakarta Post was 'not appropriate' for teaching material, 17 of 55 students as the 24% of respondents answered that The Jakarta Post was 'less appropriate' (b) for teaching material. It means that they felt not sure with their feeling. Sometimes they felt 'appropriate' and sometimes they felt 'not appropriate' for teaching material. Therefore, there were six reasons which were expressed by the students who chose 'b' as their answer. The most reason was written by 5 of 17 students. Those 5 students argued that The Jakarta Post was less appropriate for curriculum of 2013. Followed by 4 of 17 students as the second reason, they said that The Jakarta Post was less attractive because it contents only news. The next reason was written by 3 of 17 students. They said that The Jakarta Post used the difficult language for them. Then, there were 2 of 17 students said that The Jakarta Post was

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poorly understood by the reader. Another 2 of 17 students also said that the newspaper rarely used fort teaching. And one of student said that The Jakarta Post was less of interesting picture. Therefore they felt The Jakarta Post was less appropriate for teaching English.

The third question was asking about students' feeling whether they were 'interested', 'less interested', or 'not interested' toward the use of The Jakarta Post for teaching English. The question was "*were you interested in the use of The Jakarta Post for teaching English?*" The result of the data is presented below:

Table 4.7

Students' interested

Students' Answer	a. Interested	b. Less interested	c. Not interested	Total
Number of Students	33	37	2	72
Percentage	46%	51%	3%	100%

This question gained the reasons of students why they were 'interested', 'less interested', or 'not interested' with the use of The Jakarta Post for teaching ESP. Based on the result of the data above, there were 37 students as 51% of respondents chose 'less interested' (b) for their answer. It was the biggest percentage than others. This answer was followed by 7 reasons and one of 37 students did not give the reason why it was chosen for the answer. The first reason was 13 of 37 students answered that they

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did not understand the meaning of the news because they were lack of vocabulary. The second reason was 7 of 37 students answered that they did not like a reading activity such as reading newspaper. The third reason was 6 of 37 students answered that they did not feel interested in the use of The Jakarta Post. The fourth reason was 3 of 37 students answered that they did not like the English subject. The fifth reason was 3 of 37 students answered that The Jakarta Post was too much displaying the news. The sixth reason was 3 of 37 students answered that they just introduced with the newspaper. Therefore they had to understand the language of the news. The last reason was 1 of 37 students answered that the display picture was not interesting.

Afterwards, there were 33 students as 46% of respondents who were answered the third question with the answer 'interested' (a). All of the respondents who chose 'a' wrote their reason in the questionnaire sheet. There were nine reasons which were expressed by the students. The first reason was 11 of 33 students expressed that they got more extensive information and deepen English language skills. The second reason was 5 of 33 students expressed that The Jakarta post used an English language. Therefore, they felt 'interested' in The Jakarta Post newspaper. The third reason was 4 of 33 students expressed that they got a new vocabulary. The fourth reason was 4 of 33 students expressed that they were like of English language. The fifth reason was 3 of 33 students expressed that it was a useful media. The sixth reason was 2 of 33 students expressed that they

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could read while learning English. The seventh reason was 2 of 33 students expressed that The Jakarta Post was diverting media for them. The eighth reason was 1 of 33 students expressed that The Jakarta Post gunned their language learning process. The ninth reason was 1 of the students expressed that The Jakarta Post was easy to understand.

Meanwhile, the last answer which was chosen by the students was 'not interested' (c). This answer choice was chosen by 2 students as 3% of respondents. There were two kinds of reasons which were written by the students. The one said that he prefers to study with the book than to study with newspaper. Then, the others said that he already had an English guidance in the school.

The fourth question is asked about students' contribution when selected the news of The Jakarta Post for teaching and learning process. This fourth question asked whether the students were 'involved', 'rarely involved', or 'not involved' toward the use of The Jakarta Post for teaching English. This question was not followed by the reason of the respondents. However, students only chose the answer between 'a', 'b', or 'c'. The question was "*were you involved by your teacher in selecting the appropriate information from The Jakarta Post in teaching English?*" The result of the data was presented below:

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Table 4.8

Students' contribution in selecting the appropriate information

Students' Answer	a. Involved	b. Rarely Involved	c. Not Involved	Total
Number of Students	14	22	36	72
Percentage	19%	31%	50%	100%

Based on the table above, a half of percentage was shown that they did not involve by the teacher in selecting the appropriate news for teaching process. All of the students of tenth multimedia 2 chose 'not involved' (c) by the teacher when selected the appropriate news from The Jakarta Post. Meanwhile, students of tenth multimedia 1 answered between 'a' and 'b'. There are 14 of tenth multimedia 1 students who chose 'a' for their answer. Yet, 22 of them chose 'b' for their answer.

The fifth question was asking about students' freedom when selected the news of The Jakarta Post for teaching and learning process. This fifth question asked whether the students were 'emancipated', 'rarely emancipated', or 'not emancipated' toward the use of The Jakarta Post for teaching English. This question was not followed by the reason of the respondents. However, students only chose the answer between 'a', 'b', or 'c'. The question was "*were you emancipated by your teacher in selecting the appropriate information from The Jakarta Post in teaching English?*" The result of the data was presented below:

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Table 4.9

Students' freedom in selecting the appropriate information

Students' Answer	a. Emancipated	b. Rarely Emancipated	c. Not Emancipated	Total
Number of Students	50	17	5	72
Percentage	69%	24%	7%	100%

From the data above, more than a half of students answered that they were emancipated by the teacher in selecting the appropriate information from The Jakarta Post. It was proved by 50 students as 69% of respondents answered 'a' for their fifth question. Then, 17 of 72 students as 24% answered that they were rarely emancipated by the teacher. Moreover, 7% of respondents answered that they were not emancipated by the teacher in selecting the appropriate news from The Jakarta Post in teaching English.

The sixth question is asked about students' difficulties when the news of The Jakarta Post was used for teaching and learning process. This sixth question asked whether the students 'had difficulty', 'rarely had difficulty', or 'did not have difficulty' toward the use of The Jakarta Post for teaching English. This question was followed by the reason of the respondents. Therefore, students wrote their feeling about their difficulties. The question was "*do you have difficulty in understanding*

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the material when The Jakarta Post was being used by your teacher in teaching English?" The result of the data was presented below:

Table 4.10

Students' difficulties in understanding the material

Students' Answer	a. Had difficulty	b. Rarely had difficulty	c. Did not have difficulty	Total
Number of Students	12	44	16	72
Percentage	17%	61%	22%	100%

Although more than a half percent of students were like to study by using The Jakarta Post for teaching English, there were 44 students as 61% of respondents answered that they rarely had difficulties when the learning process happened. 8 of 44 students answered the same reason that they had a lack of vocabulary. Moreover, 9 of 44 students answered that they did not understand about the material. Whereas, 15 of 44 students answered that their teacher assisted them in learning process. Meanwhile, 10 of 44 students answered that they were easy to understand when they use The Jakarta Post in learning process. Unfortunately, 2 of 44 students did not write their reason why they chose 'b' for their answer.

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As for the result of students who chose ‘a’ for their answer, there were 12 students as 17% of the respondents. 7 of 12 students answered that the language of The Jakarta Post was too difficult to be understood by them. Afterward, 2 of 12 students answered that they were prefer to study with the book than to study with the newspaper. While, 3 of 12 students said that they were not mastering in English language. Therefore, they felt difficult to study when the teacher used The Jakarta Post for teaching English.

Argue with the statements above, there were 16 students as 22% of respondents who chose ‘c’ for their answer. 5 of 16 students answered that they were like all about an English language. Meanwhile, 11 of them answered that their teacher always gave a clear explanation when they use The Jakarta Post for teaching English subject.

The seventh question asked about students’ opinion whether their language ability was appropriate with the level of language and knowledge of The Jakarta Post. This question asked whether the students answered ‘appropriate’, ‘less appropriate’, or ‘inappropriate’ toward the use of The Jakarta Post for teaching English. This question was followed by the reason of the respondents. Therefore, students wrote their opinion why they chose that answer. The question was “*was the level of language and knowledge used in The Jakarta Post appropriate for your language ability?*” The result of the data was presented below:

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Table 4.11

Students' language ability towards the level of language and knowledge of The Jakarta Post

Students' Answer	a. Appropriate	b. Less Appropriate	c. Inappropriate	Total
Number of Students	46	22	4	72
Percentage	64%	31%	5%	100%

The comparison of the result of the data could be seen that 46 students as 64% of respondents chose 'a' for their answer. They answered that the level of language and knowledge of The Jakarta Post were 'appropriate' with their language ability. It was accompanied by 4 reasons why they chose 'a' for their answer. 14 of 46 students answered that The Jakarta Post had been studied by them. Therefore, they felt familiar with the language and knowledge of The Jakarta Post. Moreover, 12 of 46 students answered that they quite knew the main idea of the text which was written by The Jakarta Post. Meanwhile, 11 of 46 said that their language proficiency was passable for learning with the level of language and knowledge that was written by The Jakarta Post. Afterward, 7 of 46 students answered that they were easy to understand about the text that was written by The Jakarta Post. However, 2 of 46

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students did not answer the reason why they chose ‘appropriate’ for the seventh question.

Another 22 students as 31% of respondents answered that the level of language and knowledge of The Jakarta Post were ‘less appropriate’ with their language ability. It was proved by three reasons that mentioned by them. The first reason was written by 12 of 22 students. They answered that many vocabularies were not understandable for them. The second reason was written by 6 of 22 students. They answered that the language level of The Jakarta Post was rather difficult than the language of their book. The last reason answered that they were not proficient in English language. It was written by 3 of 22 students. Meanwhile, one of them did not answer the reason why they chose ‘b’ for their answer.

Afterward, there were 4 of 72 students as 5% of respondents expressed that they were difficult to understand the language of The Jakarta Post. Thus, they chose ‘Inappropriate’ (c) for the answer of the seventh question.

The eighth question asked about students’ opinion whether the level of language which was written in The Jakarta Post was ‘easy’ ‘quite easy’ or ‘difficult’ for them. The important of this question was the reason of the students. Therefore, the research could measure the compatibility between the language of The Jakarta Post and the language of the students. The question was “*according to you, how was the level of*

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language used in The Jakarta Post? The result of the data was presented below:

Table 4.12

The language level of The Jakarta Post

Students' Answer	a. Easy	b. Quite easy	c. Difficult	Total
Number of Students	16	43	13	72
Percentage	22%	60%	18%	100%

From the result of the data above, it could be seen that 16 students as 22% of respondents chose 'easy' (a) for the language level of The Jakarta Post. All of them answered with the same reason. Third reason was easy to understand whether the language or the topic material of The Jakarta Post.

While, 43 of 72 students as 60% of respondents answered that the language level of The Jakarta Post was quite easy for the students. Most of them answered that they were understand about the text although some of the vocabularies were difficult for them. This reason was written by 40 of 43 students. Then, 2 of 43 students answered that The Jakarta Post used an English of daily language. However, one of 43 students did not write the reason in choosing 'b'.

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Meanwhile, another 13 students as 18% of respondents answered that The Jakarta Post was difficult for them. They mentioned three different reasons in answering the question. 9 of 13 students answered with the same reason. They said that they were still difficult to understand about the language of the newspaper. Afterward, two of 13 students answered that they needed an Indonesian language instead of English language. Then, one of 13 students answered that the context of language was too general. Moreover, another one of them did not answer the reason.

The ninth question asked about students' opinion whether The Jakarta Post increased students' curiosity and enthusiasm in learning English. This question answered with the multiple choices and followed by the reason. The question was "*did the use of The Jakarta Post for teaching English increase your curiosity and enthusiasm in learning English?"* The result of the data was presented below:

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Table 4.13

Students' curiosity and enthusiasm

Students' Answer	a. Increased	b. Rarely increased	c. Not increased	Total
Number of Students	55	14	3	72
Percentage	76%	20%	4%	100%

From the result of the data above, it could be seen clearly that most of students increased their curiosity and enthusiasm in learning English when the teacher used The Jakarta Post in teaching English. It was proved that 76% of respondents who chose 'increased' (a) for their answer. It was the highest percentage with the number of 55 students who chose the same answer. Following the multiple choice, there were many different reasons that were written by the students. There were 19 of 55 students answered that The Jakarta Post was the interesting media. It could familiarize students to read something in English. Afterward, 17 of 55 students answered that The Jakarta Post increased their curiosity towards the news in English language. While, 6 of 55 students answered that they were happy for having a new vocabulary when they read The Jakarta Post. Meanwhile, 8 of 55 students answered that The Jakarta Post gave a wide concept of learning English from newspaper. Moreover, there were 3 of students who gave a different reason. One of them said

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that The Jakarta Post brought students to know the different media in learning English. Another student answered that students would be more active in learning English. The other student answered that she wanted to know the structure of English newspaper to increase her English proficiency. However, there were 2 of 55 students did not write their reason why they chose 'a' as their answer.

Next, the result of the second answer showed that 14 of 72 students as 20% of respondents agree that they felt 'rarely increased' about their curiosity and enthusiasm in learning English. There were 4 different reasons which were written by the students. The first reason was written by 5 of 14 students. They answered that they lack of interest in learning English by using English newspaper. The second answer was written by 2 of 14 students. They said that The Jakarta Post had a difficult language for them. The third reason was written by 6 of 14 students. They said that The Jakarta Post was less attractive for them because it contained only news and did not include a unique picture. Moreover, they had to read the news in English language as their foreign language. However, only one person who answered that The Jakarta Post was easy to understand although she chose 'b' for her answer.

The last choice expressed that the respondents did not increase their English proficiency after learning by using The Jakarta Post. The respondents chose 'not increased' (c) for expressed their feeling. There were 3 of 72 students as 4% of respondents who answered 'c' for the

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ninth question. All of them said that The Jakarta Post was too difficult for them.

The tenth question asked about students' feeling whether they were 'bored', 'rarely bored', or 'not bored' toward the use of The Jakarta Post for teaching English. The question was "*were you bored with the use of The Jakarta Post for teaching English?*" The result of the data was presented below:

Table 4.14

Students' boredom

Students' Answer	a. Bored	b. Rarely bored	c. Not bored	Total
Number of Students	12	45	15	72
Percentage	17%	62%	21%	100%

This question gained the reasons of students whether they were 'bored', 'rarely bored', or 'not bored' with the use of The Jakarta Post for teaching ESP. Based on the result of the data above, could be seen that most of students were rarely bored with the use of The Jakarta Post in teaching English.

There were seven different reasons which were written by the students. Four of them had a positive impression. The first positive impression was written by 11 of 45 students who answered that they felt

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interesting in the use of The Jakarta Post. The second positive impression was written by 11 of 45 students who answered that The Jakarta post increased their curiosity. The third positive impression was written by 3 of 45 students who answered that the news of The Jakarta Post was fun. Then, the fourth positive impression was written by 11 of 45 students who answered that The Jakarta Post as a new media for teaching English. Therefore, they were rarely bored with the use of The Jakarta Post.

The first negative impression was written by 3 of 45 students who answered that the language was too difficult for them. The second negative impression was written by 1 of 45 students who answered that the teacher was lack in providing the variation activities when the use of The Jakarta Post in teaching English. Another 4 of 45 students answered that The Jakarta Post was less attractive because it contained only news. Yet, 1 of 45 students did not write the answer on the questionnaire sheet.

Otherwise, there were 12 of 72 students as 17% of respondents who answered 'bored' (a) for their tenth question. 6 of 12 students answered that The Jakarta post was difficult to be understood by the students. While, 3 of 12 students wrote that they were not mastering English language. However, 2 of 12 students answered that the learning process was too monotonous. Moreover, one of 12 students who answered 'a' wrote that teacher should give a lesson about music as their entertainment.

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Meanwhile, there were 15 of 72 students as 21% respondents who answered the tenth question by chose 'not bored' (c). Although the material was complicated, they still interested in the use of The Jakarta Post for their learning process. That reason was written by 8 of 15 students who chose 'c' for their answer. Then, 6 of 15 students said that they always wanted to know the teaching process by The Jakarta Post. The last, 1 of 15 students answered that she wanted to learn the English language deeply.

The eleventh question asked about students' feeling whether they were 'never', 'rarely', or 'always' discouraged when their teacher used The Jakarta Post for teaching English. The question was "*did you feel discouraged when your teacher used The Jakarta Post for teaching English?*" The result of the data was presented below:

Table 4.15

Students' discouraged feeling

Students' Answer	a. Never	b. Rarely	c. Always	Total
Number of Students	28	38	6	72
Percentage	39%	53%	8%	100%

There were 28 students as 39% of respondents chose 'a'. It means that they never discouraged when their teacher used The Jakarta Post for

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teaching English. There were 21 students who had the same reason. They wrote that the teacher always guided the students during the learning process. Then, 6 of 28 students answered that they always got a new experience when learning by using The Jakarta Post. Unfortunately, there were 1 of 28 students who did not answer the reason why they chose 'a' for their answer.

Besides, there were 38 students as 53% respondents chose 'rarely' (b) discouraged when their teacher used The Jakarta Post for teaching English. 15 of them answered that The Jakarta Post was diverting media for them. While, 2 of them answered that it was depend on their mood. Sometimes, they felt extracted. Otherwise they felt discouraged. Meanwhile, 6 of them answered that they rarely read the news. Afterward, 12 of them answered that The Jakarta Post was little bit boring for learning process. Therefore, they were difficult to understand the material. Yet, one of 38 students answered that The Jakarta Post could be as other reference of learning media. Unfortunately, there were 2 of 38 students did not write their answer in the questionnaire sheet.

Argue for the reasons above, there were 6 of 72 students as 8 % of respondents answered that they always discouraged when their teacher used The Jakarta Post for teaching English. 2 of them answered that they were prefer to study with the book than to study with the newspaper. Another 4 of them answered that they were hard to understand when their

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teacher used The Jakarta Post for teaching English. Thus, they felt discouraged in learning process.

The twelfth question asked about students' feeling whether they were 'always', 'rarely', or 'never' for being active in learning process when their teacher used The Jakarta Post for teaching English. The question was "*did the use of the Jakarta Post in teaching English help you to be more active in learning process?*" The result of the data was presented below:

Table 4.16

Increase students for being active

Students' Answer	a. Always	b. Rarely	c. Never	Total
Number of Students	55	17	0	72
Percentage	76%	24%	0%	100%

From the result of data above, could be seen clearly that no one of students answered 'never' (c) for being active in learning process. All of the students were agree that, they were more active in learning process when teacher used the Jakarta Post. Moreover, 55 of 72 students as 76% of respondents answered 'increase' for being active in learning process. 16 of 55 students answered that The Jakarta Post was interested for learning process because it was a new media in teaching English. Then,

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14 of 55 answered that they wanted to know deeply about The Jakarta Post. Moreover, 11 of 55 answered that they got new vocabularies from The Jakarta Post. Therefore, it increased students' enthusiasm for learning English. Afterward, 6 of 55 students answered that they got new information when they read The Jakarta Post. Other 6 of 55 students answered that they had been trained to read newspaper. Unfortunately, 2 of 55 students did not write the reason why they chose 'a' for their answer.

Meanwhile, there were 17 of 72 students as 24% respondents answered 'rarely' (b) for being active in learning process. 6 of 17 students answered that they were more active in speaking English rather than in reading English. Then, 11 of 17 students answered that they were less attractive with The Jakarta Post. 5 of them said that The Jakarta Post only contained of news, less of entertainment. After that, 4 of them answered that they needed to translate the news into Indonesian language for getting the main idea of the text. While, 2 of them answered that The Jakarta Post rarely used for their learning media in their own home. Therefore, they felt less increase when The Jakarta Post was used by their teacher in teaching English.

The thirteenth question asked about students' suggestion for their teacher when the teacher used The Jakarta Post for teaching English. Students were allowed to write more than one suggestion. The question

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was "*what is your suggestion for your teacher when The Jakarta Post used for teaching English in the class?*"

From the result of data, there were many suggestions for teacher which were written by the students. There were 18 students who answered that teacher should give a list of vocabularies that often written in The Jakarta Post. Then, 25 students answered that teacher should give an attractive activity such as learning newspaper with game. After that, 7 students answered that teacher should increase the teaching application by using The Jakarta Post. While, 6 students answered that teacher should be patient to students who did not understand with the material. Meanwhile, 12 students answered that teacher should give a clear explanation in order they were easy to understand. Afterward, 2 students answered that teacher should give a freedom for students to select their own news. Moreover, 6 students answered that they did not like learning by using The Jakarta Post because it did not contain the unique picture. The last, there were 7 students who answered that teacher should provide a variety media for learning process not only The Jakarta Post. Yet, there were 2 students who did not write their advice for their teacher.

A. Discussion

This section aimed to present the result of the research findings that have been related to the theory in chapter 2. The researcher focused on the English lesson plan using The Jakarta Post as the first disscussion. The results of the analysis checklist are described and connected to the explained theory.

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In addition, the teacher's and students' opinion toward English lesson plan using The Jakarta Post as the second discussion. The opinions were taken from the finding result of teacher's opinion and students' opinion. The discussion would be elaborated as follows:

1. English lesson plan using The Jakarta Post

The teacher's lesson plan structurally applied government regulation based on PERMENDIKBUD No. 81A Th 2013. All of the components of lesson plan were included in the teacher's lesson plan. One of them was the teaching stages. The use of The Jakarta Post was explained sequentially in it as the components of lesson plan. How the way teacher explained the use of The Jakarta Post in the process of teaching evidently reached the following points for developing the main activity in lesson plan. The processes of teaching in every meeting were the sequence scenario of teacher to produce active learning students.[1] From the result of research finding, the teacher wrote the sequence scenario for the use of The Jakarta Post for teaching English.

There were various kinds of activity which were designed by the teacher. Those teaching activities were role-play activities, sharpening writing skill, familiarize in tenses, and guiding media to the topic of study. From the result of findings above, the use of The Jakarta Post was appropriate with the second principle to conduct the interesting media. The principle was "introduce material to learner by relating it to prior learning

[1] PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 12.

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and indicating its relationship to present objectives."[2] The lesson plans using The Jakarta Post that had been analyzed was aimed to achieve the objectives of study. These following explanations are the complete description about the lesson plans in each topic:

a. Congratulating Others

The analysis guidelines made based on the principles of teacher's lesson plan show that the materials in The Jakarta Post used are suitable with the lesson. This means the news in The Jakarta Post helped the students to find out the real situation to congratulate others. This made them easier to construct the dialogue for 'congratulating other's lesson material. Furthermore, the teacher did not The Jakarta Post as one of the sources to find information for the students. The lesson plan shows that the sources related to the lesson materials did not exist as there were no explanations about 'congratulating others' in the newspaper. In addition, the teacher used The Jakarta Post as source for students to develop their ideas related to task; the students take the news in The Jakarta Post as their guideline in constructing dialogue based on the lesson. The real situation was showed and they just developed their idea.

b. Descriptive Text

From the analysis checklist of lesson plan, the main activities that consisted of The Jakarta post were observing at first and second

[2] Dr. Ahsan Akhtar Naz and Dr. Rafaqat Ali Akhbar, "Use of Media for ..... 36.

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meeting, and exploring at the second meeting. For observing at the first meeting, teacher visually showed the picture of Reza Rahadian for elaborating the topic of study. The lesson plan also consisted of list questions to observe the characteristic of Reza Rahadian to guide students about the topic of study. While for observing at the second meeting in lesson plan, the teacher wrote that she visually showed the example of Vidi aldiano and asked students to observe that picture. However, the lesson plan did not include the specific teacher's interaction of guidelines or questions to observe the picture. For the exploring activity at the second meeting, The Jakarta Post only used for an object of the lesson to develop students' ideas for creating the descriptive text. Therefore, The Jakarta Post did not contain the example of descriptive text that suitable with the lesson. The Jakarta Post also did not take step as the one resource for the students. Students could find other object that would be described by students around their environment.

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c. Functional text (announcement)

From the analyzing the main activity in lesson plan used The Jakarta Post, functional text using The Jakarta Post at observing activity. The lesson plan showed that the example of announcement text visually informed in PPT. Then, the teacher asked to observe the example of announcement that showed to the students. However, the teacher only wrote the instruction without writing the complete guideline and questions for students.

d. Recount text

The Jakarta Post used at the observing and exploring of main activities at the first meeting. For observing activity, although the lesson plan did not show the example of The Jakarta Post that used by the teacher, the stages of the teacher indicated that she visually showed the example of The Jakarta Post consisting of Simple Past and Present Perfect Tense. After that, the teacher asked to observe one of news at The Jakarta Post that consists of simple past tense and present perfect tense. Yet, the teacher did not write the way she asked students to observe The Jakarta Post whether by using questions or guideline. For exploring activity at the first meeting, the material in The Jakarta Post used were suitable with the topic of study where the students analyzed 2 paragraphs that consist of topic tenses. It means that there were Simple Past Tense and Simple Present Tense that wrote at The Jakarta Post. The Jakarta Post used as a source to find the example of paragraph that

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consists of Simple Pat Tense and Present Perfect Tense. It means that the teacher used The Jakarta Post to develop their idea in finding the tenses in The Jakarta Post.

2. The teacher's and students' opinion toward the English lesson plan using The Jakarta Post

This response was taken from teacher's and students' opinion. Teacher's opinions were taken from interview by using interview guideline. While for the students' opinion were taken from questionnaire sheet that had been distributed to the students. The researcher combined the opinion between teacher's and students'. Those different points of view gave precise opinion toward The Jakarta Post for teaching ESP.

The use of The Jakarta Post was a new media for teaching English at the society. There was a positive response from the subject which related with the use of The Jakarta Post for teaching English. From teacher's point of view who taught students by using The Jakarta Post, she said that the students enjoyed the teaching process by using The Jakarta Post. That testimony was also confirmed by the students from the result of questionnaire. 68% of students said that they like the use of The Jakarta Post for teaching English. It followed with the reason that The Jakarta Post was enrich their knowledge and deepen their English language capability as an International language.

Meanwhile, the appropriateness between The Jakarta Post and the curriculum and topic of teaching should be considered by the teacher.

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Based on the data which collected from the students' and teacher's opinion, all of the subjects of the study had the same reason. The teacher said that the use of The Jakarta Post was appropriate with the curriculum and the topic of study. Because the teacher already chosen the appropriate news or information with the topic of study from The Jakarta Post. Hence, teacher always prepared the teaching material before the teaching process at the class. The various kinds of information which served by The Jakarta Post caused the students' knowledge grew up widely. That statement was supported by the result of the students' opinion about the appropriateness between the use of The Jakarta Post and the teaching material. From their point of view, 55 students as 76% of respondents answered that the use of The Jakarta Post was appropriate with the curriculum and the teaching material. Therefore, The Jakarta Post could attract students to study about English. Moreover, no one of students answered that The Jakarta Post was inappropriate with the teaching material.

While for designing the sequence scenario of teacher to produce active learning students[3], the use of The Jakarta Post for teaching English proved to help students to be more active in learning process from the result of students' questionnaire based on students' opinion. 55 students as 76% of respondents were agree that the use of The Jakarta Post for teaching helped them to be more active in the learning process. Its implementation as a new media caused students wanted to know deeply

[3] PERMENDIKBUD No. 81A Th. 2013 Implementasi ... 12.

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about The Jakarta Post. Therefore, they got new vocabularies and information's when they read The Jakarta Post. Those benefits from the use of The Jakarta Post were told by the teacher from the finding of teacher's opinion. She said that by using The Jakarta Post, students automatically got new vocabulary and information when the learning process was going on.

In this case, most of students answered that they rarely had difficulties when the use of The Jakarta Post for teaching. That statement was justified by the teacher from the result of interview. The teacher said that sometimes students faced difficulties when the use of The Jakarta Post for teaching English such as the language of The Jakarta Post was too high for them. However, teacher already told that students allowed having discussion with their friend to solve the problem. If their friends could not solve their problem, they were allowed to have discussion with the teacher whenever and wherever. It also justified by the students from the result of students' opinion. They said that although they faced difficulties when the use of The Jakarta Post for teaching English, the teacher always assisted them in learning process.

Although the language of newspaper in the classroom is difficult for students,[4] students had a notion that the language level of students was quite easy for them. It supported with the reason that they were understood

[4] Vilma Tafani, "Teaching English ... 85.

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with the main idea from the text even though they found some of vocabularies were difficult for them.

Based on the result of finding from the students' opinion, 46 students as 64% of respondents answered that the level of language and knowledge of The Jakarta Post were appropriate with the students' language ability. Therefore, students rarely feel discouraged when the teacher used The Jakarta Post for teaching English. Those facts were appropriate with the consideration that should be used for selecting the suitable newspaper materials for teaching. The consideration was Students would be discouraged if the material was too difficult for them.[5]

Sometimes, students were bored when the teacher used The Jakarta Post for teaching English. It caused from The Jakarta Post as a new media which used an English language based on real – life society was less interested for students. They also felt that they were lack of vocabulary and reading interest. However, The Jakarta Post for teaching English increased their curiosity and enthusiasm in learning English.

Even though the use of The Jakarta Post has a positive impression for teacher and students, the teacher also realized about her weaknesses in the use of The Jakarta Post for her teaching process such as (1) the teacher did not involve students to eliminate the learning material for her teaching process. (2) The teacher also rarely asked about students' feedback after using The Jakarta Post for teaching English. (3) The teacher could not

[5] Vilma Tafani, "Teaching English ... 85.

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monitor all of the students at the class because she has a short time and maximum number of students.

Some suggestions were given by students to create the teaching process by using The Jakarta Post better than before. Those suggestions were (1) teacher should give a list of vocabularies that often written in The Jakarta Post. (2) Teacher should give an attractive activity such as combining the learning process with the game activities. (3) Teacher should be patient with students who did not understand with the material. (4) Teacher should provide a variety media for learning process not only The Jakarta Post.

On the other hands, the teacher also applied the innovative ideas for teaching by using The Jakarta Post such as: (1) the teacher chose an interesting and relevant material from The Jakarta Post for teaching English. (2) The teacher gave a motivation to the students when they were facing difficulties. (3) The teacher provided a stimulus by giving a reward for the best students. (4) The teacher facilitated students for having an extensive insight by using The Jakarta Post.

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