

***CABLE NEWS NETWORK (CNN)***  
**INTERNATIONAL NEWS AS AUTHENTIC**  
**MATERIALS FOR TEACHING NEWS ITEMS**

**THESIS**

Submitted in partial fulfillment for the degree of Sarjana Pendidikan  
(S.Pd) in Teaching English



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## ABSTRACT

Maulida, Annisa Rizqi (2023). *Cable News Network (CNN) International News as Authentic Materials for Teaching News Items*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel, Surabaya. Advisor: Rizka Safriyani & Rakhmawati.

Key Words: *authentic materials, CNN International News, Suitability, News Items*

As technology advances, one of the things that stands out the most with the advent of the internet is that print newspapers are now turning to online news articles. News articles are authentic materials contributing to students' English improvement and makes students more familiar with a broader variety of genres and social issues from the native speaker's country reading the newspaper. *CNN International* has become an icon of the globalized news world that also can be used in teaching news items. This current study investigated the suitability of *CNN International* news articles for teaching news items as authentic materials for senior high school students and activities in the classroom using *CNN International* news articles. The study used a qualitative descriptive method by analyzing six *CNN* news articles and interviewing one senior high school English teacher. The data were collected through the content checklist of the six articles and interview guidelines with the teacher. The findings showed that six articles are suitable for use as a resource of information to facilitate learning of news items for senior high school students based on the generic structure & language features provided in the news and multimodality. However, the readability score is one level above the Senior high level. Jigsaw reading, poster presentation, pretending to be news anchors, group discussion, and individual summary are the activities the teacher applies in the classroom for teaching news items using *CNN International*.

S U R A B A Y A

## ABSTRAK

Maulida, Annisa Rizqi (2023). *Cable News Network (CNN) International News as Authentic Materials for Teaching News Items*. A thesis. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing: Rizka Safriyani & Rakhmawati.

Kata Kunci: materi otentik, Berita Internasional *CNN*, Kesesuaian, Item Berita

Seiring kemajuan teknologi, salah satu hal yang paling menonjol dengan hadirnya internet adalah koran cetak kini beralih ke artikel berita online. Artikel berita adalah bahan autentik yang berkontribusi terhadap peningkatan bahasa Inggris siswa dan membuat siswa lebih akrab dengan berbagai genre dan masalah sosial yang lebih luas dari negara penutur asli dengan membaca koran. *CNN International* telah menjadi ikon dunia berita global yang juga dapat digunakan dalam pengajaran berita. Studi saat ini menyelidiki kesesuaian artikel berita *CNN International* untuk mengajar item berita sebagai bahan otentik untuk siswa sekolah menengah atas dan kegiatan di kelas menggunakan artikel berita *CNN International*. Penelitian ini menggunakan metode deskriptif kualitatif dengan menganalisis enam artikel berita *CNN* dan mewawancarai seorang guru bahasa Inggris SMA. Data dikumpulkan melalui checklist isi enam artikel dan pedoman wawancara dengan guru. Hasil penelitian menunjukkan bahwa enam artikel layak digunakan sebagai sumber informasi untuk memfasilitasi pembelajaran berita bagi siswa SMA berdasarkan struktur generik & fitur bahasa yang disediakan dalam berita dan multimodalitas. Namun, skor keterbacaannya satu tingkat di atas SMA. Membaca jigsaw, presentasi poster, berpura-pura menjadi pembawa berita, diskusi kelompok, dan ringkasan individu adalah kegiatan yang diterapkan guru di kelas untuk mengajar item berita menggunakan *CNN International*.

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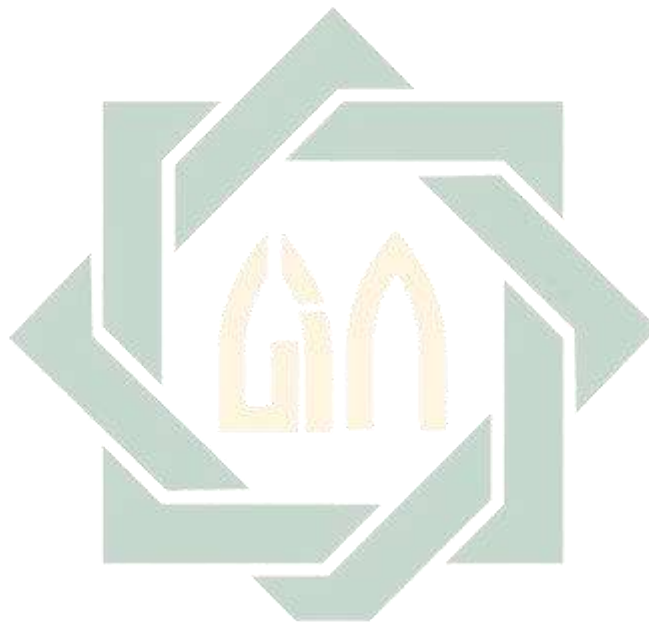
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## LIST OF ABBREVIATION

<i>CNN</i>	Cable News Network
<i>EFL</i>	English as a Foreign Language



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## CHAPTER I

### INTRODUCTION

The first section presents the general issues of this research that are related to the background of the study. It includes background of the study that consist of the reason why this research is important and why researcher want to take the topic, research questions which are the root of this research, the objectives of the study that shows the aim of the research, and the significance of this study, scope and limitation of the study, and the definition of key terms.

#### **A. Background of the Study**

As technology advances, the mass media continue to develop and give rise to new media and communication, such as the internet. One of the things that stands out the most with the advent of the internet is that print newspapers are now turning to online news articles. It is not only possible to find local news online, but it is also possible to find global news. In English language teaching, integrating advanced technology can facilitate students' learning process, such as news articles.<sup>1</sup> In education, Newspapers or news articles are the types of written authentic materials. Authentic materials are written and intended for native English speakers.<sup>2</sup> Learners can better understand a target language's discourse and culture by accessing authentic materials on a variety of topics:

Nowadays, authentic materials, significantly newspaper articles, are accessible through the internet and are available both in written and oral forms, contributing to students' English improvement. This makes students more familiar with a broader variety of genres and social issues from the native speaker's country by reading newspaper articles which are usually

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<sup>1</sup> Afkar, D. W, Undergraduate Thesis: “*An analysis of Powtoon as media for teaching english writing for Junior High School Students*” (Surabaya: UIN Sunan Ampel Surabaya, 2019), 13.

<sup>2</sup> David Heitler, *Teaching with Authentic Materials* (Cambridge: Pearson Longman, 2005), 5.

more current and offer a broader range of information than coursebooks, thereby providing excellent springboards for learning.<sup>3</sup> News articles in online newspapers provide learners with information about other countries, cultures, and people because there are various topics available in news articles, such as politics, economy, culture, environment, travel, sports, and science. As news articles have multiple issues, news articles can be a learning media to support and facilitate students to learn the materials at school.

In EFL settings, news articles play a new role. Teachers may use online news articles as media to teach and support the material and alternative to textbooks because news articles are easily used and found online by the students and teachers, and also can make students' learning activities more enjoyable. Furthermore, using news articles in the classroom is educationally beneficial, such as improving language skills, and can be used for all learners at all levels.<sup>4</sup> Some educators said that the benefit of using newspapers to teach English in the classroom is that newspapers provide students with updated information to assist development in using target languages. However, teachers must evaluate these newspapers to match our daily lives.<sup>5</sup> So, the students will have background understanding of the event.

However, news articles can bear the proposed selection of great teaching resources in the EFL classroom if they are structured well and have a purpose. To archive the purpose, teachers can choose the topic of news articles for learning media from online news articles that suit the learning materials, such as knowing students' topic Interest, make sure the language

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<sup>3</sup> K. Pho-Klang, "Using news articles as authentic materials for EFL students". *Liberal Arts Review*. Vol 15 No.1, 2020, 81.

<sup>4</sup> Chandler, C. E, "Using Newspapers in the ESL Literacy Classroom". *ERIC Digest*, 1990, 2.

<sup>5</sup> Jeong, M, Master Thesis: "Developing Critical Literacy Through English Newspaper Articles for High-Intermediate EFL Students in Korea" (Wisconsin: University of Wisconsin-River Falls, 2012), 18.

used in the news article should be understood by the students and contain functional grammar components, and it is relevant to the student's local context.<sup>6</sup> Having those considerations in selecting, the teacher should bear the proposed selection criteria in mind.

News items is one of the English learning topics on basic competence in the Indonesian curriculum 2013 that uses and needs news articles for students mastering the topic. A news item has a social purpose, which leads the students to update and enrich their understanding and knowledge of some current event or what happened that day. So, news articles as news and information media sources can be used as virtual support for the English language Teaching (ELT) process for learning news item text. The reality of teaching news item text is that teachers usually use printed newspapers or newspapers in Bahasa, so using English news articles can improve students' reading, critical thinking, and problem-solving skills.<sup>7</sup> News articles also make the learning process of teaching news item text interesting and varied by supporting students with news topics to support materials so that they can be motivated in learning and the learning process becomes efficient. It is also beneficial for students to understand news item text material by providing virtual media to support them according to the basic competencies of the curriculum at school and gaining new concepts in language skills and language competence.

In order to meet the learning objectives, teachers do these three steps: planning (creating a lesson plan), implementation, and evaluation. They are planning by designing a lesson plan for applying this lesson plan. Implementation means when the teacher uses the lesson plan in the teaching/learning in the class. Evaluation means assessing the effectiveness and applicability so that the resources or media can be used again for the

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<sup>6</sup> Thomas, C, "Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials". In the *English Teaching Forum*. Vol. 52 No. 3, 2014, 20.

<sup>7</sup> Chris Street, "Teaching with the newspaper. *The Social Studies*. Vol. 93 No. 3, 2002, 131.



next or not. So, an evaluation of academic study is one of the ways to evaluate the suitability of media or materials carried out in the lesson plan. Considering this evaluation to use appropriate learning materials, this study explores the suitability of using news articles for teaching news item text and what activity that teacher can apply in the classroom.

Online news media used in teaching news item text is the "CNN International News' article". As the most recognized names in television news and globalization, a study found that CNN International's articles options are much more diverse and share a very mixed culture in the news by reporters and correspondents stationed in key locations worldwide. So, it provides in-depth coverage of international news events and perspectives that may not be available from other news sources.<sup>8</sup> It led the students not only to read the news around the globe, but they can gain more comprehensive intercultural knowledge and improve their English. Moreover, CNN is a well-known world English-language news feed based in Atlanta. Most of the language used is American English, which most Indonesian students are familiar with. Various news articles are provided, such as finding the latest breaking news and information, including business, entertainment, politics, travel, culture, and more, with its correspondents and reporters stationed worldwide, allowing it to provide in-depth reporting on events from different regions. CNN International news is an innovative media that can appeal to students to read authentic text, stimulate their vocabulary level,<sup>9</sup> and attract their interest in reading or enthusiasm for learning, especially in news item text activities.

Additionally, CNN International news provides updated information about Indonesia, as Indonesia is one of the key locations, and

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<sup>8</sup> Henery, M, "Why Do We See What We See? A Comparison of CNN International, BBC World News and Al Jazeera English Analyzing the Respective Drivers Influencing Editorial Content". *Reuters Institute Fellowship Paper, University of Oxford*. 2010, 30.

<sup>9</sup> Chris Street, "Teaching with the Newspaper. *The Social Studies*. Vol. 93 No. 3, 2002, 132.

has various topics and articles that might be suitable for students' learning materials, which students can easily understand. Furthermore, News articles from *CNN* International news that native writers write will help students with the implementation of the generic structure, the use of grammatical features based on the language used in the real world, and the content that helps them update with the news topic.

Several academics have undertaken relevant studies related to this topic. The topic discusses using social media platforms and other features in presenting the news conducted by Risani about using social media, Line Today, as virtual support for the ELT writing news item text. The results showed that using the virtual device as a virtual media during learning is essential for supporting and helping students and teachers develop the learning process, especially when writing news items using Line apps as virtual media.<sup>10</sup> The second investigation analyzed the generic structure and lexico-grammatical features of news item text in VOA Learning English Video in February 2016.<sup>11</sup> This study found that the news item text in Voice of America's (VOA) Learning English videos has a complete and appropriate generic structure and language features, as described by Gerot and Wignell. In another study about incorporating news articles in EFL classrooms, Liu et al examined the effects of teaching English newspaper materials on Chinese EFL learners' reading proficiency, focusing on their attitude, reading strategies, and comprehension improvement.<sup>12</sup> The result showed that there had been a significant improvement in Chinese EFL

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<sup>10</sup> Risani, T. D., "Writing news items in English language teaching context: Line apps platform for senior high school students". *Utamax: Journal of Ultimate Research and Trends in Education*. Vol. 2 No. 1, 2020, 24-28.

<sup>11</sup> Saparena, A. B., Areni, G. K. D., & Bahri, S., "Analysis of the generic structure of news items on the most viewed Voice of America (VOA) learning English videos in February 2016". In *ELT Forum: Journal of English Language Teaching*. Vol. 7 No. 2, 2018, 73-81.

<sup>12</sup> Liu, Z., Zhang, X., & Kang, S. M., "The Use of Newspaper Articles to Enhance the Reading Proficiency of Chinese EFL Learners". *Studies in English Language & Literature*. Vol 48 No 2, 2022, 147-163.

students' reading proficiency by using English news materials in the classroom.

Based on the explanation above, the present study explores the suitability of News articles published by *CNN* International for teaching news items and what activity can be applied using *CNN* News articles in the classroom. The consideration is because teachers generally use local news media for teaching news items instead of using international news media and give activity ideas for teachers to apply in the classroom to make the learning process enjoyable. Moreover, *CNN* International news has become one of the world's most well-known world's cable news leaders.<sup>13</sup> With a global reputation, *CNN* is familiar with students' surroundings. Using American English will make it easier for them to relate the article content to their language background knowledge. The researcher only focuses on analyzing six news articles. According to the survey, most Indonesians read 4-12 news articles on their phone per day. The analysis involves some criteria adopted by the researcher from the expert's theory to provide insights into its suitability and explore the activities teachers used using *CNN* news articles in the classroom of the news item's topic with the English teacher. The current study's findings can give positive input to the teachers by presenting the finding of the suitability of the *CNN* International news article and activities using *CNN* International for teaching news item text.

## **B. Research Questions**

Based on the research background explained above, the research questions of this research are the following:

1. How is the suitability of *CNN* International news as authentic material for teaching news item text?

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<sup>13</sup> Kalyango Jr, Y, "Critical discourse analysis of CNN International's coverage of Africa." *Journal of Broadcasting & Electronic Media*. Vol. 55 No. 2, 2011, 170.

2. What are the Classroom Activities using *CNN* International news articles as authentic material for teaching news item text?

### **C. The Objectives of the Study**

Based on the research question, the objective of this study is as follows:

1. To evaluate the suitability of *CNN* International news articles for teaching news items.
2. To identify ELT activities in the classroom using *CNN* International news articles as authentic material.

### **D. Significance of the Study**

This study's findings can help the teacher, the students, and the future researcher.

1. For the teacher

This study gives helpful information about the suitability of English news articles, *CNN* International news, as one of the authentic materials that can be used for teaching news item text and strengthen the belief that *CNN* news articles work as supportive media in teaching news item text. Teachers also can extend activities using *CNN* International for teaching news items, adapting or adopting it.

2. For Students

Students can use the findings from this research as a reference to news media available online. Students can access *CNN* news to support their English lessons and skills. The students also can measure their English ability by reading and understanding the content of news articles.

3. For the future researcher

The researcher hopes this study can enrich future researchers who conduct the same or related topic, level of study, or different kinds of strategy. Also, this study is a reference for conducting future research on specifically the use of *CNN* International in the classroom. It is preferable to include additional sources.

### **E. Scope and Limitation**

This study analyzes the suitability of news articles from *CNN* International news for teaching news item text based on Richards's and what are classroom activity using *CNN* news articles by the teacher. Some categories are relevance to the course objective, multimodality of the news, readability/language level,<sup>14</sup> and language features and structure of news items.

In this research, the data was limited to only six news articles' content and data interviews about the activity with a senior high school teacher. The limited study does not discuss supporting learning media, such as video, audio, or other media used in the teaching-learning process. The news articles of *CNN* International published in 2021-2023 contains information about Indonesia.

### **F. Definition of Key Terms**

Some key terms are often found in this study. To avoid misunderstanding, the researcher wants to clarify the meaning briefly. As presented below:

#### 1. Authentic materials

Wong et al. stated that authentic materials refer to materials such as journals, magazines, and television programs that provide students with information that is relevant to their experience or knowledge, and that can help them understand how language is used.<sup>15</sup> In this research, authentic material is defined as material not specifically designed for teaching purposes but supports the learning of English, especially teaching news items texts and media that is used in classroom activities.

#### 2. Cable News Network (*CNN*) International

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<sup>14</sup> Richards, J. C, "Beyond the textbook: The role of commercial materials in language teaching". *RELC journal*. Vol. 24 No 1, 1993, 11.

<sup>15</sup> Wong, V., Kwok, P., & Choi, N, "The use of authentic materials at tertiary level". *Oxford Academic: ELT Journal*. Vol. 49 No.4, 1995, 319.

*CNN* International is an American broadcasting and news media channel providing news articles that can be used as authentic materials to teaching English that reflect real-world situations and inform current events.<sup>16</sup> In this study, the news article from *CNN* International is the materials to facilitate the English teaching at SMAS Muhammadiyah 3 Surabaya, especially news items topic.

### 3. News Item

The news item is a text that describes a factual event and tells the reader about worldwide events during the day.<sup>17</sup> In this study, news items are defined as the text from *CNN* International news articles that can be used to support and facilitate classroom activities with authentic materials in teaching news items.

### 4. Suitability

Suitability means that the reading material should be appropriate and match students' needs to boost their interest and motivate them to learn a language. It is important to consider suitability when selecting learning materials.<sup>18</sup> In this study, suitability is the parameter to analyze the appropriateness of news articles from *CNN* International for teaching English news items in terms of the news items' structure, readability level, and multimodality/ verbal-visual elements.

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<sup>16</sup> Akhter, S., Kausar, R., & Faisal, M, "Towards the Description of Newspapers in Learning English Language". *International Journal of Management*. Vol. 11 No. 9, 2020, 965.

<sup>17</sup> Saparena, A. B., Areni, G. K. D., & Bahri, S, "Analysis of the generic structure of news items on the most viewed Voice of America (VOA) learning English videos in February 2016". *In ELT Forum: Journal of English Language Teaching*. Vol. 7 No. 2, 2018, 74.

<sup>18</sup> Perwira, S. A, "Textbook Readability Assessment of K13 English Textbook for Twelfth Grade". *IJET (Indonesian Journal of English Teaching)*. Vol. 8 No.2, 2019, 39.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents several theories through reviewing some literature related to this study, including Authentic Materials, News Items, CNN International, Suitability and Classroom Activity. This chapter also presents several previous studies to support the research.

#### A. Theoretical Framework

##### 1. Authentic Materials

###### a. Definition of Authentic Materials

Authentic materials are defined as 'real-life text,' either spoken or written, aimed at native speakers' daily life and not intended for language teaching. These materials can be in the form of oral and written form. According to Richards, authentic materials is when it comes to using authentic materials in teaching, referring to texts, photographs, videos, and other materials that are not explicitly designed for pedagogical purposes.<sup>19</sup> Moreover, authentic materials open students to the real world of the target language as well as the culture and expand their insight into actual contemporary language use and cultures.<sup>20</sup> Based on the definition above, it concluded that authentic material is any learning source that is not intended for educational purposes.

###### b. Types of Authentic Materials

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<sup>19</sup> Jack C, Richards, *Curriculum Development in Language Teaching* (Cambridge: Press Syndicate of the University of Cambridge, 2001), 252.

<sup>20</sup> Angela Scarino, *Teaching and Learning Languages: A Guide*. (Australia: Australian Curriculum Corporation, Australia Department of Education, 2009), 18.

Authentic material is accessible and a rich source that anyone can access. There are several types of authentic materials. The first type is authentic listening materials that consist of T.V. commercials, quiz shows, cartoons, news, comedy shows, dramas, movies, radio news, dramas, ads, songs, films, and documentaries. The second type is written authentic materials, including printed newspapers, online news articles, magazines, comics, literature, posters, maps, manual books, and tourist information. Lastly, the third type is realia, including dolls, product packaging, postcards, and photographs.<sup>21</sup> In teaching and learning a foreign language, it is essential to choose suitable supportive teaching materials. This study's data comprises news articles, so it includes written authentic materials.

c. Advantages and Disadvantages of Using Authentic Materials

There are many advantages of authentic materials in teaching and learning EFL classroom, as stated by Richard, authentic materials positively impact students' motivation and excitement since authentic materials are intrinsically more interesting for students than created materials. Second, authentic materials benefit learners' awareness of other cultures as they contain cultural sight of the target language. Third, more exposure to the target language, including the grammatical rules. Fourth, through authentic materials, lecturers can design and develop various classroom activities to better align students' learning styles and encourage learners' participation. Fifth, authentic materials

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<sup>21</sup> Miftahul Huda, "The Use of Authentic Materials in Teaching English: Indonesia Teachers' Perspective in EFL Classes". *People: International Journal of Social Sciences*. Vol. 3 No. 2, 2017, 1912-1913.



improve students' literacy development and communicative skills.<sup>22</sup> As mentioned above, authentic materials are very useful for students when used in English language classrooms. Although using authentic materials has its advantages, it also has its disadvantages.

Richard also claimed that using authentic materials may confuse low-level students, for instance, speed of speech, complex language structures, because most EFL learners have a different cultural background, it is too culturally biased and difficult to understand for those outside the community who speak the language. In addition, teachers need to spend more time preparing the materials using authentic materials that fit the learning objectives and topic.<sup>23</sup> Despite some disadvantages, authentic materials can be helpful in teaching English, as long as the teacher provides students with pedagogical support and engaging activities.

#### d. Authentic Text in Teaching English

Authentic texts are non-pedagogical texts designed to help learners improve their communication and cultural competency. Material created for native language speakers can be used as teaching materials because it includes ideas, words, phrases, and expressions that are heard and read in real-life situations.

The study revealed that the types of authentic materials that are considered most valuable to facilitate students' academic performances were mainly articles. Written type material is high percentage because students could understand better by slow work and visual-auditory.<sup>24</sup> In short, the integration of authentic texts into

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<sup>22</sup> Jack C, Richards, *Curriculum Development in Language Teaching* (Cambridge: Press Syndicate of the University of Cambridge, 2001), 253.

<sup>23</sup> *ibid*, 253.

<sup>24</sup> Ciornei, S. I., & Dina, T. A., "Authentic texts in teaching English". *Procedia-Social and Behavioral Sciences*. Vol. 180, 2015, 275.

the curriculum has enhanced students' academic performance, communicative abilities, cultural competency and overall language proficiency.

When implementing authentic text in teaching English, it can be used for practicing students' listening and reading skills at the same time and makes them feel more confident using the language because they learn words and expressions used in real-life situations.

e. Criteria of Authentic Text for Teaching News Items

Some criteria of news Items text that is used in teaching English for EFL students according to Richard:<sup>25</sup> The first is relevance, which is that students' interests and concerns must be considered when selecting news items. Students will be able to understand and follow the materials and activity in the news items. The second is credibility, that is selecting news items from credible and trusted sources is essential and this will lead students to check and verify the information before concluding. The third is readability. News items must be readable for students and appropriate to the student's level of English. When news items are too complicated, students may be unable to understand the issues discussed. The next is structure text. The structured text of news items must reflect in the news articles/ news item text. So that students can identify essential parts of news items such as background, headlines, and sources. Lastly, provided with visuals (images or graphs): News items text should provide visuals of the event to give detailed explanation and the situation of the event.

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<sup>25</sup> Richards, J. C, "Beyond the textbook: The Role of Commercial Materials in Language Teaching". *RELC journal*. Vol. 24 No 1, 1993,11.

## 2. News Item

### a. Definition and Purpose of News Item

The news item is one type of factual English text that informs the reader, listener, or viewer about events of the day considered newsworthy.<sup>26</sup> Newsworthy information means the event that occurs is important so that many people should know it, and then this event deserves news. This text is related to the news, which has two kinds of news items, written form read spoken text form. The written form is commonly from newspaper/ news articles and spoken text from video, radio, or television. News item text tells only the facts, does not give an opinion, and should be factual and from a natural point of view. The news item's field generally varies. There is no limit to what it can be about, including technology, economics, education, health, science, entertainment, politics, world news, and business.

The purpose of the news item is to inform people about something that happens during the day. In general, news items can inform a wide variety of things, including social phenomena in the world that are newsworthy events. Another purpose of the news item is to present important events to the audience.

### b. Generic Structure and Language Features of News Item

Generic structure of news item according to Gerot and Wignell, there are three elements in generic structures of the news item. The first is a newsworthy event, which has a summary form that recounts the event in a few clauses. The second is background events, which refers to the explanation of what happened and under what circumstances to whom. This structure explains details about

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<sup>26</sup> Gerot, L., & Wignell, P. *Making sense of functional grammar: An introductory workbook* (Queensland: Antipodean Educational Enterprises, 1994), 158.

the events in the news, such as how they happen, when they do, and who gets involved in them. The third is sources, which contains comments from witnesses and authorities who are experts on the event as well as participants in the event.<sup>27</sup> Overall, the generic structure of a news item serves to inform readers about news events by incorporating credible sources. This structure helps to engage students, provide necessary context, and offer diverse perspectives on the news event.

On the other hand, news item text has four language features. The first is short telegraphic information about the story. Second, use material processes for retelling events. Material processes are actions performed physically. Third, use verbal processes when discussing the source. Verbal processes refer to statements of saying something. Lastly, focus on circumstances. Based on Gerot and Wignell, he said that circumstance provides answers to questions like when, where, why, how many, and as what.<sup>28</sup> They realize the meaning of time, place, purpose, matter and role of the text.

#### c. Goals of Learning News Items

The goal in teaching reading news items, the students to be able to understand the news item's text by identifying the text's generic structure, social function, and language features of written and spoken newsworthy events. Also, students are able to arrange and compose simple news items by stating only the facts.<sup>29</sup> In addition, the goal for teaching speaking news items by utilizing news articles is for students to be able to practice asking and

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<sup>27</sup> Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar: An introductory workbook*. Queensland: Antipodean Educational Enterprises. 158.

<sup>28</sup> Ibid, 159

<sup>29</sup> Astria, W. J, "An Analysis of Students' Reading Ability in Identifying Generic Structure of News Item Text". *Jurnal Ilmiah Pendidikan Scholastic*. Vol. 3 No 2, 2019, 27

answering basic questions about the news they are learning from the audio or video news article.<sup>30</sup> To achieve those goals, the teacher should create creative activity in delivering the materials and choose appropriate sources, so that the students can accomplish the learning objectives.

### 3. Teaching using News Article

#### a. Teaching Strategy in ELT using News Article

Teaching strategies refer to the specific techniques and approaches used by language educators to teach English as a foreign language effectively. One of the key teaching strategies in ELT as advocated by experts is using authentic materials in promoting EFL learners' performances and attitudes toward learning English. The activities can be effective in improving the overall skills of the English language with the help of News articles.<sup>31</sup> News articles offer a wealth of information on various topics and are a valuable source of knowledge for everyday learning. They cover a wide range of fields and provide insights into various aspects of life. So that news articles can be used to make the learning process more engaging. Then the teacher can arrange effective and interesting classroom activities to achieve a successful teaching strategy. When EFL students are exposed to English news articles in the classroom, their vocabulary and knowledge of English are enhanced.<sup>32</sup> For example, the advanced level student may read news articles to scan various articles and skim them for information. If an article is

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<sup>30</sup> Akdemir, A. S., Barin, M., & Demiroz, H, "Broadsheet English: Teaching Speaking Through Newspaper Articles". *Procedia-Social and Behavioral Sciences*. Vol. 46, 2012, 3971.

<sup>31</sup> Akhter, S., Kausar, R., & Faisal, M, "Towards the Description of Newspapers in Learning English Language". *International Journal of Management*. Vol. 11 No. 9, 2020, 964.

<sup>32</sup> Ibid, 965

irrelevant or not credible, they may filter it out critically after reading it thoroughly.

Collaborative teaching strategies such as Think-Pair/Group-Share encourage students' active participation in class discussions and allow them to gather their thoughts before responding. Students gain confidence in their reasoning process by working in groups before sharing information with the whole class. A variety of student responses are encouraged through the discussion activity, including analytical, comparative, inferential, and evaluative reasoning.

Through the Think-Share strategy, students identify the information in an article and portray it visually through a poster and presentation. The strategy fosters discussion and active reading of the news article.<sup>33</sup> The process of considering articles from different perspectives develops the students' abilities to think critically. By allowing students to participate in a discussion and give their perspectives, students are trained to listen and participate actively. Therefore, using useful materials such as news articles in classroom activities is an effective way to increase their knowledge and make the lesson more interesting and informative.

#### b. Role of News Article in ELT

Since print and electronic media attract learners to learn the language well, newspapers have a role in teaching English itself. The first role of news articles in ELT is as a way to introduce students to understanding the meaning of culture well. Second, as teaching resources on students' writing skills, since newspapers represent many variations in written English, the students can learn

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<sup>33</sup> Street, C. "Teaching with the Newspaper". *The Social Studies*. Volume 93 No. 3 2002, 132.

how to write English with different styles and many varieties. Third, as media that teachers use to enhance the student's reading comprehension, vocabulary, and grammar. And last, as a medium to develop students' critical and analytical thinking when incorporating newspapers in teaching English.<sup>34</sup> Therefore, newspapers should be considered an essential resource in the English language classroom to promote students' learning.

#### 4. Suitability

To analyze the suitability of news articles for teaching news items, the researcher uses theories from Richards that include relevance to the course objective, provided by the media, readability/language level, multimodality, and credible sources.

##### a. Readability of Reading Text

Readability refers to linguistic features of a text that affect how easily or not the reader is able to read and comprehend the text. Readability is a method in the teaching field to determine the difficulty level of the text and the suitability of the text for readers in a particular age group or grade-level readers.<sup>35</sup> Readability measure is based on the difficulty of the sentences in the text, measured by the number of word length per sentence and syllable per word in a sentence that may be the indicator of reading difficulties.<sup>36</sup> Overall, checking readability in text selection supports students' development as confident and proficient readers.

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<sup>34</sup> Rao, P. S, "The role of newspapers and magazines to teach English in the ESL/EFL classrooms in the digital era: a comprehensive study". *Journal of English language and literature*. Vol. 6 No.2, 2019, 168.

<sup>35</sup> Mesmer, H. A., E. *Tools for matching readers to texts: research-based practices* (New York: Guilford Press, 2008), 14.

<sup>36</sup> Wissing, G. J., Blignaut, A. S., & Van den Berg, K, "Using Readability, Comprehensibility and Lexical Coverage to Evaluate the Suitability of an Introductory Accountancy Textbook to its Readership". *Stellenbosch Papers in Linguistics*. Vol. 46, 2016, 159.

In research into the readability of texts, the Flesch Reading Ease index is often used or referred to. The formula has two variables: average sentence length (ASL) that is based on the number of words, and average word length (ASW) is based on number syllables.<sup>37</sup> The passage selection excludes titles, headings, and captions. The index score is in the range of 0 to 100. A readability score of 0 means that a text is challenging to read, while a readability score of 100 means that the text is very easy to read.

**Table 2. 1 The Flesch Readability Score Index**

<b>Flesch Index</b>	<b>Education Level</b>	<b>Style Description</b>
91-100	5 <sup>th</sup> grade	Very easy
81-90	6 <sup>th</sup> grade	Easy
71-80	7 <sup>th</sup> grade	Fairly easy
61-70	8 <sup>th</sup> and 9 <sup>th</sup> grade	Standard
51-60	High School	Fairly difficult
31-50	Undergraduate Student	Difficult
0-30	Postgraduate	Very difficult

By determining the readability scores, the teacher can decide if the selected materials are designed at a readership appropriate for the student's reading level. Formulas can be calculated manually or using other software. Online readability tools are available for easy-to-use tools to analyze the text along with the result based on readability formulas that assist the teachers in checking and

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<sup>37</sup> Rawian, R. M, "Text readability: A snapshot". *SALTeL Journal (Southeast Asia Language Teaching and Learning)*. Voel. 2 No. 1, 2019, 27.



determining the appropriate grade level for the text. To gain that, the researcher uses <https://countwordsworth.com/>.

In order to calculate the indices, countwordsworth.com will not adjust the texts. A text can be copied and pasted and calculated and analyzed for the passage. The researcher then put the results into the analysis format. Both applications automatically calculate based on several readability formulas. The researcher also reports the average grade level as it is available.

b. Multimodality of the News Article

Multimodality refers to a range of approaches that emphasize the integration of diverse expressive resources - visual, verbal, graphical, and pictorial - into coherent messages.<sup>38</sup> The semiotic system is closely connected to multimodality since it is a way of understanding how different modes of communication work together to create meaning. It is possible to understand the visuals through multimodality, including images, icons, graphs, and relation to the verbal.<sup>39</sup> Incorporating multimodality (visuals, verbal elements, graphics, and images) into news item teaching not only promotes language skills but also fosters cultural awareness and critical thinking. By embracing multimodality, teachers can provide a dynamic and interactive learning experience.

In the context of newspapers, newspapers are designed to incorporate multiple modes of communication for meaning making, including visual elements like typography, photography, graphics, and illustration. Pictures in online articles are a vehicle for

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<sup>38</sup> Bateman, J. A. *Multimodality and genre: In Information Design* (New York: Routledge, 2017). 3.

<sup>39</sup> Kress, G. & Van Leeuwen, T. *Reading Images: The Grammar of Visual Design* (London: Routledge, 2006), 17

multimodal news reporting: they consist of images and verbal text (usually a headline and caption) produced exclusively for the web by major news organizations.<sup>40</sup> So, the use of online news pictures could significantly enhance multimodal digital news reporting.

Some experts already show their perspective on the component of multimodality. Bateman classifies semiotic multimodality resource elements into three forms: text-typographic (such as words), pictorial-representational (such as images), and diagrammatic-representational (such as charts and diagrams).<sup>41</sup> However, this research focuses on the news pictures-captions, so this research used multimodal analysis, namely a systematic analysis of the structuring of online news pictures that analyze for image sequencing, attribution, and image-caption relations using parameters of the news galleries from Caple and Knox.

Classifying the system networks online news pictures/galleries:<sup>42</sup> The first is attribution. This system categorizes picture caption complexes depending on the acknowledgment of their sources. This is particularly useful in describing online news pictures and their credibility of the sources.

**Table 2. 2 Attribution Description**

Categories	Description	Example of attribution
<b>Unattributed internal</b>	No source was acknowledged. The acknowledged source is internal to the news	Photo: Bendan, Jim Cole/AP

<sup>40</sup> Caple, H., & Knox, J. S. "Online News Galleries, Photojournalism and The Photo Essay". *Visual communication*. Vol.11 No.2, 2012, 207

<sup>41</sup> Kong, K. C. "A corpus-based study in comparing the multimodality of Chinese-and English-language newspapers". *Visual Communication, SAGE Publication*. Vol. 12 No. 2, 2013,177.

<sup>42</sup> Caple, H., & Knox, J. S. "A framework for the multimodal analysis of online news galleries: What Makes a "Good" Picture Gallery?". *Social Semiotics, Taylor & Francis*. Vol. 25 No. 3, 2015, 7-13.

	organization (usually name only)	
<b>External: professional</b>	The acknowledged source is external to the publishing news organization but is a professional photographer or news or photography organization.	Photo: Reuters, Getty, AP
<b>External: amateur sourced</b>	The acknowledged source is external to the news organization but is not a professional news or photography organization.	Picture: Instagram, Facebook
<b>External amateur: solicited</b>	The acknowledged source is external to the news organization and not identified as a professional, and the image has been requested.	An eyewitness/name of a private citizen took a photo.

The second is image- caption relation, which involves examining each combination of image and caption as a separate text to understand the connections between language and visual elements. This system provides four options: anchoring OR no anchoring, one combining with expanding OR no expanding.

**Table 2. 3 Image-Caption Description**

<b>Categories</b>	<b>Descriptions</b>
<b>Anchoring</b>	The caption retells the content of the image
<b>Expanding</b>	It gives information that goes beyond the image.
<b>No anchoring</b>	No caption on the data set
<b>No expanding</b>	

The third is image sequencing. The image sequencing system is divided into two subsystems. The first one is called

selection which includes repetitive and varied categories. The second sub-system of image selection is known as ordering structure and has structured and unstructured categories.

**Table 2. 4 Image Sequencing Description**

<b>The systems</b>	<b>Categories</b>	<b>Descriptions</b>
Selection	<b>Repetitive</b>	Showing more than one shot of the same event, actor, or scene (usually only one selected in a professional photographic context)
	<b>Varied</b>	There are no "doubled up" images under the repetitive category.
Ordering	<b>Structured</b>	Images are presented chronologically, independent of captions.
	<b>Unstructured</b>	Images are presented in a way that does not follow a logical order.

Visuals are arguably an essential part of the more extensive semiotic system. The use of visuals in education and the ability to integrate them with words are becoming increasingly crucial to language acquisition and literacy development for students. Furthermore, images and captions in news articles can assist students in understanding the context and content of the article. By providing a visual representation of the story or event being reported, images make the information easier to comprehend for students.

#### 5. Teaching Activity/ Classroom Activity

Classroom activities are considered to assist students with their language learning in teaching. The purpose of which is to provide students with hands-on experience in order to practice their

communication skills. Engaging in classroom activities, students can facilitate learning by doing and practicing communication skills, also arouse the interest and enthusiasm of students and allow teachers to interact with a variety of student abilities while experimenting with a model of the natural environment. In order to motivate students and make them excited about language learning, creative activities, and exercises must be implemented effectively.<sup>43</sup> In classroom activities, doing some project that allows students to work anywhere is also welcome in order for students to practice their soft skills.

Furthermore, using different tasks, activities, and exercises based on the discipline of the students, the teacher can provide a variety of activities in class.<sup>44</sup> To create variety in classroom activity, the teacher can use different activities, such as other presentation techniques, including demonstrations, explanations, discovery learning, production, creativity, and check questions.<sup>45</sup> In addition, a “content topic” can also be constructed to create another classroom activity that gives opportunities for students to practice language functions. Teachers must note that the activities must match the learner's special purpose and be practical.

Hedge believes group work builds "positive rapport" and encourages shy students to participate in meaning-making negotiations.<sup>46</sup> Also, according to Garrett and Shortall, group work

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<sup>43</sup> Huang, X., & Hu, X. “Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes”. *Higher Education Studies*. Vol. 6 No. 1, 2016, 87.

<sup>44</sup> Harmer, Jeremy. *The Practice of English Language Teaching*. Cambridge: Ashford Colour Press. 2007. 309.

<sup>45</sup> Zohrabi, M. “An Evaluation of Classroom Activities and Exercises in ELT Classroom for General Purposes Course”. *English Language Teaching*. Vol. 4 No. 1, 2011, 145.

<sup>46</sup> Hedge, T. *Teaching and learning in the language classroom. Third ed.* Oxford: Oxford University Press. 2002. 62.

promotes more language practice, greater student involvement and concentration, less anxiety, and more mutual help<sup>47</sup>. Therefore, small group activities in the classroom can be beneficial in encouraging students to learn. Because working in small groups gives students more opportunities to interact face-to-face, share group responsibilities, and strengthen cooperative relationships. As a result, such activities may enhance students' social skills and improve their creativity.

## **B. Review of Previous Study**

This part of the review is about previous studies conducted by other researchers with a similar focus. Currently there are four previous studies related to teaching news items using social media platforms and other features of the news for improving students' language skill and three previous studies that discuss the use of news articles in EFL classrooms, particularly in reading.

The first previous study was conducted by Risani. This research aims to prove how social media, specifically the Line application, may enhance senior high school students' writing of news article texts in English. This study was conducted in a classroom with the researcher acting as an interpretive paradigm (the one who explains and understands the passage's meaning). The result revealed that using virtual media of News articles from Line Today as a tool could help students and teachers learn how to write news items. Using news articles from Line Today, students can show off the example of the news item text. Also, visual media from news articles from Line Today support students to become independent learners in learning news items. Teachers also can try to apply student center learning rules from the new curriculum.

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<sup>47</sup> Garrett, P. & Shortall, T. "Learners' Evaluations of Teacher-Fronted and Student-Centered Classroom Activities". *Language Teaching Research*. Vol. 6 No. 1, 2002, 27.

The Second was conducted by Wulandari and the purpose of this study is to examine the use of Recorded *CNN* News as a learning media that can or not improve the listening skills of eleventh-grade students at SMA Negeri 18 Makassar.<sup>48</sup> This research employed experimental research, in which the students were treated using listening material by recording *CNN* News as a learning video. The post-test result showed that recorded *CNN* News could improve students' listening skills in SMA Negeri 18 Makassar class eleven. The difference with this study is that the researcher focuses on news articles from *CNN* for news item materials. The similarities are using the same media platform, which is *CNN*.

The third previous Study by Beki et al that did descriptive qualitative research to identify the formation of generic structure and lexico-grammatical elements of news items utilized in Voice of America (VOA) Learning English videos based on news item text structure analysis.<sup>49</sup> The result of this study revealed that after making a transcript of the video, all the subjects from the VOA video implemented the appropriate standard of the generic structure of news items based on Gerot and Wignell. Moreover, the resulting lexico-grammatical features components in the texts are carefully written and arranged to meet all of the standards for news item text that experts have stated. However, the researcher discovered several inconsistencies in the text related to the news item's lexico-grammatical features and use of generic structure.

Fourth is a study from Nadila that did experimental research that aims to test and find out whether using news item text by VOA for students'

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<sup>48</sup> Anita Wulandari, Undergraduate Thesis: "Increasing Students' Listening Skill Using Recorded *CNN* News at Eleventh Grade of SMA Negeri 10 Makassar" (Makassar: Universitas Boswana, 2022), 29-38.

<sup>49</sup> Saparena, A. B., Areni, G. K. D., & Bahri, S, "Analysis of the generic structure of news items on the most viewed Voice of America (VOA) learning English videos in February 2016". In *ELT Forum: Journal of English Language Teaching*. Vol. 7 No. 2, 2018,73-81.

speaking ability by imitating the video is significantly effective or not.<sup>50</sup> This study conducted treatment for 10th-grade students' academic year 2019/2020. Based on the result, there was a 30% effectiveness of using news item video by VOA to students' speaking ability after being given treatment using VOA video. However, 70% of the results show that other factors influenced students' speaking ability.

Fifth is a study from a research journal by Liu et al that discussed the pedagogical implications of using newspaper articles as natural reading material for 65 Chinese EFL college students. They also discussed their attitudes on news reading resources, reading tactics, and improvements in reading comprehension using newspaper materials.<sup>51</sup> The result showed that reading materials via explicit instruction positively affects students' attitude improvement towards English reading using newspaper materials. Students' reading strategies have significantly improved, and explicit instruction gives a significant improvement in students' reading comprehension.

Then, a study by Kamonthip Pho-Klang aimed to examine how to use news articles effectively in the classroom for the highest level of language learning and the advantages and challenges associated with using these journalistic materials.<sup>52</sup> This study was conducted through documentary research focusing on using news articles for English language teaching in Thailand. The results showed that using news as authentic material for learning English benefits students. From news articles, learners acquire world knowledge and more linguistic features such as vocabulary

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<sup>50</sup> Nadila, N, Undergraduate Thesis: "The Effectiveness of Using News Item Text by VOA to Students Ability in Speaking at SMK PAB 3 Medan". (Medan: University of Muhammadiyah Sumatera Utara, 2019), 32-40.

<sup>51</sup> Liu, Z., Zhang, X., & Kang, S. M, "The Use of Newspaper Articles to Enhance the Reading Proficiency of Chinese EFL Learners". *Studies in English Language & Literature*. Vol. 48 No 2, 2022, 147-163.

<sup>52</sup> Kamonthip Pho-Klang. "Using news articles as authentic materials for EFL students." *Liberal Arts Review*. Vol. 15 No. 1, 2020, 79-91.



and sentence patterns. However, the process can be challenging for students with low levels. It is highly recommended to select articles carefully according to students' proficiency levels and class activities.

The next is a study from Ariyanti's experimental research that aims to determine whether students' reading comprehension is significantly improved when they use English newspapers or not. This study conducted treatment for 9th-grade junior high school students. Based on the result, there was a 73.20% significant improvement in students' reading comprehension after being given treatment using English newspapers. Moreover, students' motivation and interest in learning English are boosted by facilitating the teaching of English reading comprehension using English newspapers.<sup>53</sup>

Based on previous studies that showed those studies are focused on testing the news articles as media for learning, using other platforms for teaching news items, and using other features in *CNN* News, such as recording to improve some students' English skills. Besides, those studies did not analyze the content of news articles from *CNN* and did not incorporate classroom activity in teaching news items. Therefore, this research focuses on exploring the suitability of *CNN* International news for teaching news items to students and the classroom activity ideas from the teacher in teaching and learning news items.

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<sup>53</sup> Ariyanti, Risma., Undergraduate Thesis: "The Effectiveness of Using English Newspaper Materials to Improve Reading Comprehension". (Makassar: Muhammadiyah University of Makassar, 2016), 33-45.

## CHAPTER III

### RESEARCH METHOD

The third chapter of this study discusses the research methodology and how the data was collected. This chapter covers seven points, which are: research design, research subject, setting of research, data and sources of data, data collection technique, research instrument, and data analysis technique.

#### **A. Research Design**

The method used in this research is a descriptive qualitative research method to find out the answer to the research questions, which aims to assess the suitability of *CNN* News articles as authentic materials for teaching news items with criteria as suitable supporting teaching materials and explored the teacher's activity using *CNN* news articles for teaching news items. According to Creswell, the data collected from the participants is also qualitatively used based on the participant's personal experiences or existing literature on the topic.<sup>54</sup> This highlights that qualitative research involves analysis from collecting non-numbers of data, such as interviews, documents, and visual texts/materials, to understand a social phenomenon.<sup>55</sup> Since this research is a qualitative method, the analysis results from interviews and content analysis were displayed through sentences, tables or charts, and pictures were appropriate for this research.

This research explored the various classroom activity using *CNN* International news articles that teachers can use for teaching news items from an interview with an English teacher at SMAS Muhammadiyah 3

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<sup>54</sup> John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States: SAGE publication, 2014), 65.

<sup>55</sup> Denzin, N. K. & Lincoln, Y. S, *Handbook of Qualitative Research. Thousand Oaks* (California: Sage Publications, 2010), 48.

Surabaya based on their experience and recommendation using news articles from *CNN* International for teaching news items.

In this research, the result analyzed and described narratively since the aim of the research is to evaluate the suitability of *CNN* International news articles for teaching news items and identified teaching experience to what classroom activity in using news articles as authentic materials for teaching news items from an English teacher at SMAS Muhammadiyah 3 Surabaya.

## **B. Research Subject**

The research subject is an English teacher at SMAS Muhammadiyah 3 Surabaya. She is Mrs. W; she taught 12<sup>th</sup> grade in this school. She has experience teaching English, especially often using authentic materials, one of them is using *CNN* International for teaching news items in senior high school. Mrs. W integrates authentic materials with technology and social media in order to make students understand easily when she teaches English lessons. Moreover, by using *CNN* International as authentic materials she hopes their students will be able to understand the news story more clearly in the language used considering *CNN* International is a popular American news network.

The researcher selected Mrs. W as the research subject because the only teacher who teaches 12<sup>th</sup> grade and the senior (permanent teacher) English teacher in this school. Additionally, the academic staff appointed her to do an interview with the researcher to complete the data needed for this research. Then, the researcher decided on Mrs. W as a research subject.

## **C. Setting of the Research**

The interview of this research took place at SMAS Muhammadiyah 3 Surabaya which is located in Gadung III Street, Wonokromo, Surabaya. SMAS Muhammadiyah 3 Surabaya was chosen because this school uses curriculum 13 for senior high school mixed with their school's special Islamic curriculum in learning, which incorporates Islamic elements in each

subject. Also, often use authentic materials for English teaching and learning resources to foster students in participating in the school's Global Exchange Program. Data was collected on April 12, 2023.

#### **D. Data and Source of Data**

##### **1. Data**

Based on the research questions, the first data of this research is the result of analyzing the suitability of *CNN* International news articles for teaching news items with criteria adopted from the expert's theory. The data was collected using a content checklist. Criteria for selecting the data are the article published from 2021-2023, the news headlines about events in Indonesia and the variety of news types. Then, the researcher chose world news, travel, style, and sports that might interest students because they are about daily activities, hobbies, or social issues currently being discussed that are relevant to students' local context.<sup>56</sup> Moreover, the second data was the classroom activity using the *CNN* news article that the teacher did to teach news items that were collected through interviews.

##### **2. Source of Data**

The data sources in this research are six news articles on the *CNN* International website and an English teacher in 12<sup>th</sup> grade SMA Muhammadiyah 3 Surabaya. The news articles from three news topics published by *CNN* International's website for learning news items and the 12th-grade basic competence curriculum 2013 of senior high school about the news item. Moreover, the data of this research was collected from the result of the content checklist and interview.

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<sup>56</sup> Catherine Thomas, "Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials". *In the English Teaching Forum*. Vol. 52 No. 3, 2014,16.

### **E. Research Instrument**

Content checklist and interview are needed as the way to gain the data. The content used in this research is the content of *CNN* International news articles, and interview guidelines and a recorder are needed as the instrument for the interview.

The checklist was used to analyze the first research question about the suitability of *CNN* International news articles as authentic materials for teaching news items. This study analyzed documents. Document analysis is the way in which the researcher analyzes using a content checklist. The checklist lists criteria involving language features and structure of the News Item from Gerot and Wignell, Flesch Reading Ease for the readability aspect, and Caple and Knox for multimodality of text. The instruments adopted by those experts are used as the guideline for the researcher to analyze the news articles of *CNN* International (see Appendix 3). The checklist is used after the researcher reads the selected news articles.

The second research instrument used in this study is the semi-structured questions interview guideline. The researcher developed ten questions to get detailed information regarding the activities teachers do in the classroom using news articles. Among them are teacher's specific strategies of using *CNN* news articles to engage students and teacher's criteria in selecting authentic text/ news articles. Both research instruments used can be seen on Appendix 5.

### **F. Data Collection Technique**

To support the investigation, the data collection in this qualitative research is an important step when doing research and meets the specified standard. The data in this research were the article content and the teacher itself, the researcher used the documentation and interview as data collection techniques.

1. To answer the first research question about suitability of *CNN* news for teaching news items, the researcher collected the data through content analysis by choosing the news articles on *CNN*'s website about

Indonesian topic and select news articles published in 2021-2023 in different news types and based on basic competence that is appropriate and suitable to the material. Then, the researcher read the content of the articles chosen several times. Lastly, the researcher analyzed it based on the created aspects.

2. To answer the second research question about the classroom activities in teaching news items using *CNN* news, the researcher used semi-structured interview techniques to get the data. A semi-structured interview was conducted as a depth interview. The interview was conducted on 12 April 2023 with Mrs. W after getting permission from the academic. During the interview, the researcher recorded the interview with the teacher.

#### **G. Data Analysis Technique**

The descriptive analysis technique is used by researchers in data analysis. It means the data are analyzed and described narratively.

There are several categories for analyzing the suitability of news articles as authentic materials for teaching news items, especially *CNN* International news articles. The first is about the multimodality of the text and analyzes picture-captions of the news according to the criteria from Caple and Knox. The researcher identified the picture and caption in the articles, such as if the captions reflect the picture or not and determined based on the instrument. The second is about the text's readability, mainly analyzing the length of the sentence and word difficulty from the news articles' content. The example of analysis is the score of each selected article. The researcher copied and pasted the text to the website and determined the result based on the Flesch Reading Ease Formula. Lastly, the language features and structure of news items according to the criteria from Gerot and Wignell. Steps for data analysis steps are.

The first thing to analyze *CNN* International news articles was to understand the news item topic in curriculum 13 and the possibility of what topics that students learn in news items using news. The researcher selected

six news articles as the research data and carefully read the news article's content, including the pictures, headlines and language features to write the findings of the study.

Second, the researcher highlighted the important points from the data. For instance, the researcher highlighted the newsworthy events, background events, sources component of generic structure of news items, the researcher highlighted different color for the material and verbal process, of language features of news items, and circumstances, the researcher analyzed picture-caption provided in the caption by reading and identifying the picture and caption, then put it in the instrument based on theories of multimodality. To analyze the readability score, the researcher copies the article's content one by one to the websites to find the ASL and ASW score, then determined the score based on the Flesch Reading Ease readability level.

Once the data has been highlighted, the researcher analyzed the data in more detail. This includes detailed interpretation of the data. It may look for the similarities or differences between articles, relevance and credibility of the news. Then, the researcher used analysis to draw conclusions about the information contained within the results of the articles. Moreover, to display the evidence of the news articles, the researcher added screenshots of evidence and also displayed them in the form of a table.

Third, the researcher transcribed the recording of the interview that was already done with the English teacher to understand the content of the interview. After that, the researcher read the transcript, then gave yellow highlights for the important points from the interview to answer the second research question, such as the researcher highlighted the activities in the classroom that the teacher used and how the teacher chooses the topic of news articles. Then, the researcher draws conclusions from the information contained within the transcript.

Fourth, the researcher combining the findings from the document and interview became relevant information using the theory above in terms of discussion.



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## CHAPTER IV

### FINDING AND DISCUSSION

Research findings and discussion are presented in this chapter. It reports the findings and results of the data collection. Detailed description of the results obtained from this study is presented.

#### **A. Research Finding**

Based on the research questions in the first chapter of this research, the research finding is about the suitability of *CNN* International news articles for teaching news items and classroom activities using *CNN* news articles as authentic material. According to research procedure and data collection technique, the data were collected by analyzing a *CNN* International news article and interviewing an English teacher. The researcher answers the research questions using the data from the two instruments above. The following section presents the research findings.

#### **1. The Suitability of *CNN* News Articles for Teaching News Items**

The researcher selected six *CNN* International news articles to analyze four components to reveal the credibility and relevant topic, constructions of the generic structure and language features of news item text, readability score and multimodality of the news. The result of the content analysis, *CNN* International articles are credible and suitable for teaching news items text in terms of generic structure provided in the articles, various topics, and supporting pictures inside the articles. As an authentic text, teachers should consider the readability level of the articles. The table below displays the text of the selected news articles. current curriculum and are credible.

##### **a. The Relevant Topic of *CNN* International with News Items**

Selecting relevant news article stories for teaching news items can be a powerful tool to engage students, spark discussions,

and cultivate their ability to analyze and evaluate information. To make students fully engaged in reading authentic materials, especially news articles, the teacher should choose texts that are authentic that align with their interests, curriculum goals, and the broader social issues they need to comprehend.

Based on curriculum 2013 news items topic, it stated that

*“Different social functions, text structure, and elements the language of some news texts spoken and written items with giving and asking for information related simple news from newspapers/radio/TV, according to context of use.”*

And one of the learning outcomes (Capaian Pembelajaran) in the Merdeka curriculum for English reading competence emphasizes the importance of this practice.

*"Texts can be printed or digital, including visual, multimodal or interactive texts. They demonstrate understanding of main ideas, issues or plot development in various kinds of texts."*

Then, the researcher selects these topics because they are relevant to the curriculum 2013 and also Merdeka curriculum. The articles below are relevant to the curriculum 2013 which is short news as the implementation of the simple news uses Indonesian context in selecting the news article. In addition, it is still relevant with the Merdeka curriculum for reading competence that supported learning using digital sources which provided visual and multimodal in teaching and learning news items.

**Table 4. 1 The Title of Selected News Articles Texts**

<b>Text Code</b>	<b>Article title</b>	<b>Date of Publish</b>	<b>Story Type</b>
A1	Indonesian museum made from plastic bottles; bags highlight marine crisis	October 5, 2021	Style
A2	6.1-magnitude earthquake strikes Indonesian island of Java	December 22, 2022	World news

A3	Borobudur: World's largest Buddhist temple to get more expensive	June 6, 2022	Travel
A4	Bali plans to ban tourists from renting motorbikes	March 15, 2023	Travel
A5	Fire at an Indonesian fuel storage station kills at least 16.	March 4, 2023	World news
A6	Police's tear gas main cause of death in Indonesia soccer stampede: investigators	October 14, 2022	Sports

The first article is relevant because it gives students new information and inspiration about recycling bottles to save the earth in their daily lives. A2 and A5 are relevant to simple news on curriculum because the articles are concise and give students information about some disaster in Indonesia. In the A3 and A4 are travel news articles, the travel topic is considered relevant to students' interest because they are familiar with its places. The last is A6 about sports. It is relevant to simple news because the article is concise and relevant to students' background knowledge since the news has been viral for a while.

Furthermore, Mrs. W as the English teacher mentioned that considering the news topic that is relevant with their background knowledge impacts on students' learning process. In addition, Mrs. W placed choosing relevant news topics as the first consideration and she usually uses topics of celebrity, travel, sports, viral news or short news about disaster.

#### **b. The Credibility of CNN International News Articles**

In the development of media and information, it is crucial for teachers to guide students in navigating the news. One effective way to achieve this is by incorporating credible and trusted news media into teaching, especially news items. Credibility of the news is essential in teaching and learning in order to make students read

credible information. The information is clear and credible, see that the title is descriptive of the content of the article and the website ends with ".com" that indicates the real website. Most of the source's quotes on selected *CNN* International articles are stated by well-known and authorized organizations or persons related to the news. It is indicated that the *CNN* International articles in favor of credibility of the information shared.

Moreover, according to Mrs. W, giving students credible and trusted sources can teach them to be more selective when reading news, so they can participate in stopping the spread of hoax news.

*"Besides that, another consideration is the source. Is the source really capable and trusted or not? I also indirectly teach children to be more selective in choosing news and avoid spreading hoax news and avoid news that contains satanic, because our essence as teachers we also have to guide them."*

In this regard, the use of credible and trusted news media becomes paramount in fostering an informed and discerning generation. And *CNN* International is considered a credible source of news.

### **c. Analysis of Text Structure & Language Features of News Articles from *CNN* International**

Analysis of generic structure and language features divided into two parts.

#### **1) Generic Structure of News Items on *CNN* International**

The result of the analysis of the generic structure of news item text found in *CNN* International news articles is that all the selected articles implement and contain the generic structure of news item text. Newsworthy events are presented along with background events and sources in each article. Newsworthy

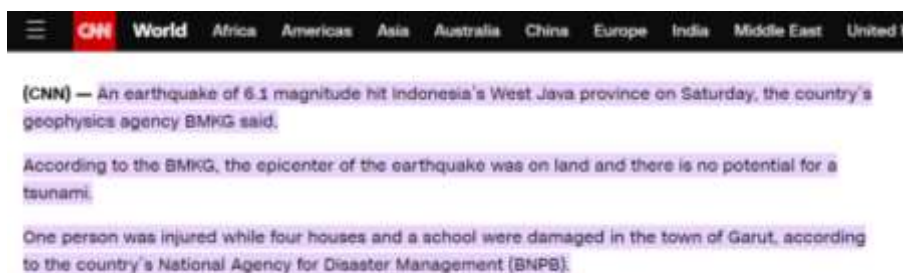
events are always stated in the first sentence or at the beginning of the paragraph as they tell the readers about the news article. However, in Article 4, the newsworthy events were not present in the first sentence or the first paragraph. The newsworthy event is described in the second and fourth paragraphs of the articles, while the background event is described in the first paragraph. First paragraph, not mentioning the event, the reader just gives general information for opening the news that still leaves the reader wondering about the newsworthy event.

In the background event of the second element generic structure of news item text, some sentences mention who gets involved and where and when the event occurs. The results show that most of the background events are in the second to the last paragraph of the articles and are explained in detail about the events. Each article mentions various names of organizations, institutions, or companies, groups of people in the event to support and prove the elements of the generic structure called background events. There are names of organizations like Indonesian Environmentalists and the Indonesian Football Association (PSSI). Names of institutions and companies involved in the events include BMKG, National Agency for Disaster Management (BNPB), Minister for Maritime Affairs and Investment, Pertamina, and PT Liga Indonesia Baru. Names of people like Major-General Suharyanto, Luhut Binsar Pandjaitan, Stuart McDonald, Bali governor Wayan Koster, Pertamina's CEO Nicke Widyawati, and Mahfud MD, and a name of a group of people like Arema FC.

Lastly, sources are another important component of news item text. Participants, witnesses, and the authority's expert on the event give their comments called sources. The finding shows that all the selected articles show the opinions and comments from the

participants or authority experts involved in the events. The comments and opinions from the participants as the source section can easily be recognized by looking at the existence of verbal processes. A source element that states authority experts' information in the background events elements indicates that the articles are written by professionals who follow fact-checking procedures to ensure that the information provided is accurate and reliable, making it a valuable resource for not only the teaching the learning topic topics but also the critical skill for selecting credible information both for students and teachers.

To be more detailed, the constructions of the generic structure found in the articles are varied. Some texts are not arranged chronologically according to the generic news item text structure, which begins with a newsworthy event, followed by its background event, and concludes with its sources. Based on the analysis results, articles A1, A2, and A3 show the generic structures of news items arranged chronologically. However, some elements are repeated. It began with newsworthy events, followed by background events and sources in constructing those articles. After that, there are some background events or sources again. The chronological arrangement allows readers to understand the context of the news event before diving into the details and sources. It also helps create a sense of progression and development, as the article builds upon previous information.



**Picture 4. 1** Newsworthy event on Article 2 (*6.1-magnitude earthquake strikes Indonesian island of Java*)

Picture 4.1 is an example of a newsworthy event element of generic structure found in Article 2. This element stated in the paragraph or three sentences in the beginning of the news. The example of the newsworthy paragraph in picture 4.1 gives brief information about the accident which informs the important key facts and main points of the news story, such as the information of the victims, the impact and the potential disaster can be. It said:

*“An earthquake of 6.1 magnitude hit Indonesia's West Java province on Saturday, the country's geophysics agency BMKG said. According to the BMKG, the epicenter of the earthquake was on land and there is no potential for a tsunami. One person was injured while four houses and a school were damaged in the town of Garut.”*

This allows readers to quickly grasp the essential information and be ready to continue the reading for further information. Moreover, students are more likely to be interested in reading further and exploring structure in more detail when they are given a task to identify the generic structure of the text.

The position of background event after newsworthy event also captivates the students to read starting with the most important information and immediately increasing the chances of them continuing to read the article because in the background event the details of the events are revealed. The background event gives the explanation of who gets involved, the total number of the victims and basic information that caused the events that can recall students' knowledge about Indonesian general knowledge. The background events paragraph is repeated 2 times, which in paragraph 2 and 4. One of the background events said:

*“The head of the BNPB, Major-General Suharyanto, has asked residents to remain calm, alert and careful, adding that a response team will be sent to assess needs.”*

*“Final details on the total number of injured and people displaced are yet to be released. Suharyanto said 56,320 houses were damaged in that quake, more than a third of them badly. Other damaged buildings included 31 schools, 124 places of worship and three health facilities.”*

*“Indonesia sits on the "Ring of Fire," a band around the Pacific Ocean that sets off frequent earthquakes and volcanic activity.”*

Then, it continues with the comment from the source. Sources offer additional context that enhances readers' understanding of the news. They provide details that contribute to the broader context of the reported event. One of the comments from the source element said:

*"Suharyanto said: In response to the earthquake that happened earlier, once again, remain calm, alert but there is no need to stop your daily activities. According to the BMKG, this earthquake was quite deep. Based on the experience of previous earthquakes, with a depth of more than 60 kilometers, moreover this is above 100 kilometers, it is expected that the impact... won't be too damaging."*

The results of other constructions of the generic structure element in articles A1, A2, and A3 are as follows.

**Table 4. 2 Analysis of the Generic Structure of CNN International News Articles (1)**

<b>Text Code</b>	<b>Position of the Sentence</b>	<b>Text</b>
A1	NE – BE – S – BE - S - BE – S	NE: paragraph 1&5 BE: paragraph 2&4 S: paragraph 3&6
A2	NE – BE - S – BE - BE	NE: paragraph 1 BE: paragraph 2&45 S: paragraph 3



A3	NE - BE - S - BE - S - BE - S	NE: paragraph 1 BE: paragraph 2&4 S: paragraph 3&5
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Besides, in A4, A5, and A6, the generic structure of news item texts is shown differently. Article 4 begins with a background event and is followed by a newsworthy event and followed by sources. After the participants' comments, there is a background event again till the end. However, the researcher found ambiguity in Article 4 in the second paragraph of the article. In this part, there is an ambiguity regarding the generic structure element. A newsworthy event mixed with sources makes it difficult to be called a newsworthy event or source. Because the article mentions the primary Information of the event as the newsworthy events told by the authorities, it used the words 'said' and 'told,' which indicates the process of saying and gives information for the topic of the text. So, the newsworthy elements are gotten in the non-direct quotes from the authorities' comments. In the article, it stated:

*“In addition, Koster said tourists will no longer be allowed to rent motorbikes. He told reporters from multiple outlets, including CNN Indonesia, that tourists would be restricted to using cars for travel around the island. Koster said that foreigners riding motorcycles without valid paperwork and helmets, driving recklessly, using fake Indonesian ID cards or abusing residence and work permits would be targeted.”*

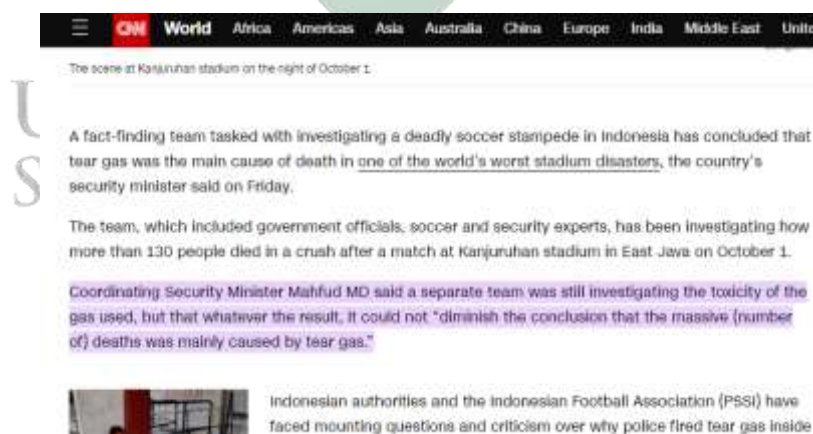
This statement is directly after the background event which if it is based on the chronological order, background event is the first element. There are several reasons why this article might differently order, such as editorial choices, the nature of the news, or the author's intended narrative style. If students encounter different news structures, they can emphasize the importance of

critical thinking by asking, comparing, and contrasting the news items' text that follow the conventional structure with those that differ from it. Students can learn about the nuances of different approaches to news reporting through this exercise.

Based on the analysis, the last two articles, A5 and A6, have the same construction. Both articles begin with newsworthy events, continue with sources, and end with background events. However, Article 6 ended with a long background event of around four paragraphs.



**Picture 4. 2 Newsworthy event on Article 6 (Police's tear gas main cause of death in Indonesia soccer stampede: investigators)**



**Picture 4. 3 Source element on Article 6 (Police's tear gas main cause of death in Indonesia soccer stampede: investigators)**

Picture 4.2 above is an example of a newsworthy event element of generic structure found in Article 6, which the element

stated in the first paragraph which tells the result after investigating the event. However, in picture 4.3 shows that below the newsworthy element, it goes directly to the source element which is indicated by the comments of the participant. The source element in the A6 is reporting indirect quotes, which contain supporting information of newsworthy events and said by someone at the same time to make connections between different pieces of information and develop a more comprehensive understanding of the news.

The placement of the background event at the end sometimes may confuse readers who need context and background to understand the significance of the main news. Some readers might not read until the end, missing crucial information. However, placing the background event at the end can make the main news stand out. This structure can highlight the newsworthy event as the primary focus of the story. By revealing the main news first, readers are immediately drawn to the core information.

The result of the construction of the generic structure element found in A4, A5, and A6 is as follows.

**Table 4. 3 Analysis of the generic structure of CNN International News Articles (2)**

<b>Text Code</b>	<b>Position of the Sentence</b>	<b>Text</b>
A4	BE – NE – S – BE – BE	NE: paragraph 1 BE: paragraph 3-5 S: paragraph 2
A5	NE – S – BE	NE: paragraph 1 BE: paragraph 3 S: paragraph 2
A6	NE – S – BE	NE: paragraph 1 BE: paragraph 3-6 S: paragraph 2

Despite not all articles analyzed follow the news items text structure, it indicates that some may opt for a different approach to storytelling. Besides there is a difference in chronological order of the generic structure, all selected articles implement and present the elements of the generic structure of news item texts that are newsworthy events, background events, and sources in every article.

Nonetheless, the researcher found ambiguity in some articles, especially Article 4 caused by a variation in generic structure elements, *CNN* International news articles are an excellent source and helpful for learning news items text at school since each article presents a complete news items' generic structure, making it easy for the students to identify the text's structure.

## **2) Language Features of News Items on *CNN* International**

The second is about how the language features of news items are realized in the article. There are four elements in language features of news item text, those are brief information in headlines, use of material and verbal processes, and focus on circumstances. First, the article headlines delivered brief information about the event. Every article headline is written in the form of a sentence. The headlines of the selected article are simple, attract the reader's interest when reading the title, and telegraphic information about the event or story in the text. News headlines are concise and clear. It is also understandable for students in senior high schools to read the headlines. Moreover, giving short news headlines and using interesting sentences can increase students' curiosity to read more English through news articles. This is the example of headlines in the selected news articles.



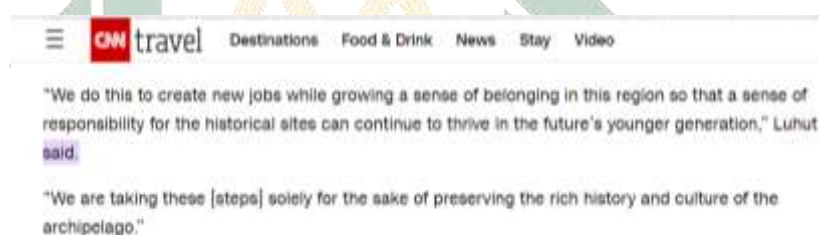
**Picture 4. 4 Brief Headlines of the Articles**

Second elements, active and passive voices are used in the selected article to describe material processes. The article shows material processes of doing something through active voices through the words of send, hit, plans to enact, play, investigate, become, crackdown, rent, and ban. Also, In the article, material processes are presented in passive form through words such as created, injured, damaged, killed, operated, evacuated, deported, opened, and blamed. In both active and passive voices, material processes in the article serve the same purpose: describing or retelling the events. Exposing students to read a variety of news items, students can observe how these voices are used which helps students understand the nuances and implications of using passive and active voice and learn to differentiate between them. So, students become more attuned to grammatical structures, leading to improved accuracy in their own writing and speaking. This is the example of the materials process in one of the articles which shows passive voice.



**Picture 4. 5 an Example of Material Process element**

The third element of language features are verbal processes. Verbal processes are the process of saying, or more accurately, of symbolically signaling. Typically, verbal processes are found in the source's element of the generic structure of news items text. Verbal processes have two types of functions: quoting and reporting. In the selected article, the word 'says' or 'said' is mainly used for a direct quote said by someone in the double quotation. Another verbal process used in the article is 'told' for reporting non-direct quotes that someone was saying. The active and passive words also can be used as the indicator of the tenses used in the news articles, so that students also can practice in reading and finding different tenses. This is an example of a verbal process that is a direct quote that is used in most articles.



**Picture 4. 6 an Example of Verbal Process Element**

Circumstances are the fourth language feature of a news item. In news items, the circumstance element refers to the details surrounding the reported event or situation. It can answer questions such as when, where, why, who, and how many realize meaning about time, place, cause, accompaniment, and matter (see appendix 4). Findings indicate that the day, month, and year mainly indicate that the sentence contains time circumstances. Some adverbs of the place marked the location of the event. Cities or provinces around Indonesia showed the adverbial place where an event occurred. The researcher found circumstances that answer why questions, such as purpose and reason. In some articles, those are implemented. Using the word 'for' can indicate

the purpose of why something is done, and it tells why something is done. The reason explains why someone does, thinks, or says something. Almost all selected articles contain purposeful sentences explaining why events happen or things are done. The statement reason appears only in Article 1, where it is the conjunction 'because' is mentioned. Since it is the conjunctions used to explain why something is the way it is.

Accompaniment is another aspect of a circumstance. It tells by the opinion of whom or investigated by whom. The researcher discovered a statement utilizing "according to" and "with" something construction. It demonstrates that accompaniment circumstances were implemented in the articles.

Other circumstances found in the articles matter. The "matter" element helps the reader understand the news story and why it is significant and talks about what or with reference to what. Examples of matter are presented in some sentences of the text. The researcher found that the words 'about' and 'by..' signify the existence of matter. For example, A1 is a news story about a bottle museum, and the 'matter' is about the concern behind the event. A2 is a news story about a natural disaster, and the 'matter' is about the number of victims and the extent of the damage caused.

Those several circumstance elements inside the news articles can be the opportunity to train student's critical thinking and literacy skills that require students to critically analyze and interpret explicit information when reading the news. In short, the analysis results show that all of the generic structure elements and language features used in the articles are well-structured in the content. *CNN* International news article considers it suitable to support learning news items in terms of generic structure and language features as mentioned in the curriculum. Teachers can

use the selected articles or other *CNN* International news articles to teach students news items. Moreover, as authentic material, the articles from *CNN* International fulfill the element of complete generic structure and language features based on Gerot and Wignell theory for news items text. Even though not all the articles were written in chronological order, it is still suitable for helping students learn news items text and understand the generic structure and the language feature.

#### **d. Analysis of the Readability Level of News Articles from *CNN* International**

One of the data of this study is six news articles from *CNN* International news (see above). The story type of the articles was varied. They consist of two world news articles, two travel articles, one style article, and one sports article. Articles are used as the data since they have met the subject criteria and basic competence for news item topics in curriculum 2013 for senior high school students of twelve grades.

The Flesch Reading Ease Formula requires inputting letters, words, and sentence counts. First, count how many sentences there are in each article. The second step is counting the number of words in each article. The third step is to count the number of syllables in each article. Using the site <http://countwordsworth.com> to count letters, words, and sentences, the following results of ASL (average sentence length) and ASW (average syllable per word) calculations are summarized as follows.

**Table 4. 4 The Result of ASL and ASW Calculation**

<b>Text Code</b>	<b>Average Sentence Length</b>	<b>Average Syllables Per Word</b>
A1	20.36	1.65



A2	18.81	1.65
A3	21.11	1.76
A4	21.40	1.74
A5	16.67	1.92
A6	22.33	1.76

After counting the ASL and ASW, the next step is finding the readability score and categorizing the readability level using Flesch Reading Ease Formula. The result of Reading text can be tested automatically by online counting on <http://countwordsworth.com> or manually using the formula. Because data validity is important, the researcher double checks the result.

**Table 4.5 The score of the articles based on the Flesch Formula**

Text Code	Story type	Readability Score	Estimated Reading Grade	Description of Style
A1	Style	46.57	Undergraduate students	Difficult
A2	World news	48.15	Undergraduate students	Difficult
A3	Travel	36.51	Undergraduate students	Difficult
A4	Travel	37.91	Undergraduate students	Difficult
A5	World news	27.48	University Graduate	Very Difficult
A6	Sports	35.27	Undergraduate students	Difficult

According to the table above, each article's readability level got lower score results. The article has different difficulty levels, difficult and very difficult. Five out of six articles included a difficult level. The first is A1 with story type 'style.' It has 326 words, 1541 letters, and 537 syllables. 46.57 as the readability score. The second is A2 with the story type 'world news.' It has 301 words, 1426 letters, and 4961 syllables. The readability score of this text is 48.15. The third is A3 which talks about travel, has 570 words, 2851 letters, and 1006 syllables and got 36.51 as the readability score. The fourth A4 got a readability score of 37.91. And the last A6, a sports article. It has 335 words, 1695 letters, and 589 syllables; the readability score is 35.27. According to Flesch's readability score interpretation, a score of 30 - 49 is in the range of college students. In addition, the position of very difficult level is A5, which talks about world news and contains 335 words, 1695 letters, and 589 syllables. The researcher finds the readability score is the lowest which is 27.48. According to Flesch's readability score interpretation, a score of 0 - 30 is in the range of university graduate students.

Based on the Flesch Reading Ease Formula, learners will easily understand if a text's readability score is higher. If a text's readability score is lower than others, it makes it more difficult for students to understand. Based on Flesch Reading Ease, the readability level of senior high school students in Indonesia ranges from 30-60. With an estimated grade of tenth to twelve, it's at a fairly difficult level (score 50 - 60). Based on the score result, none of the six selected articles were considered appropriate for twelve-grade students. Additionally, the articles which the scores result are higher than undergraduate students' level or senior high students the teacher should consider before using it.

In short, it concluded that the selected news article from *CNN* International news here was relatively unsuitable for news items' media for twelve grade students regarding reading difficulty. However, these articles can still be used as supporting media since twelve grade and undergraduate levels are not too far apart, and if the articles in the position of very difficult level may be avoided. Additionally, giving students reading text one step higher than their level, can prepare them to read more complex text at university level.

**e. Multimodality of the Picture-Caption of the News Article**

This is the section of the result of the multimodality analysis of pictures inside the selected *CNN* international news article that supports the clarity of the news event.

As part of the multimodality digital news reporting, the attribution system allows one to interpret the source of the picture from the news article to determine its eligibility. On table 4.6, the result of the attribution, which is part of the image caption complexes, indicated that in most of the selected *CNN* international news articles, all the source images are from content retailers or external to the publishing news organization. However, they were taken from popular photography companies, such as Getty Images and Reuters, and placed directly beneath the thumbnails. Some news articles contain fewer than two pictures. However, each picture also mentions the photographer from the photography organization, such as Robertus Pudyanto from Getty Images and Prasto Wardoyo from Reuters. As a result, it may be assumed that *CNN* international collaborates or has license to access popular photography organizations to produce pictures content that is suitable for the news articles event. This is the

example of an attribution element in one of the articles which the news mentions the picture sources.



**Picture 4. 7 Attribution element mentioned under the picture.**

On the other hand, just A2 has different categories. It showed that A2 is also from outside of the news publishing, but not from a professional photography organization. so that its category is external amateur sourced. The reason is A2 is using a picture of a map box from an open street map, and it is not a photography organization. Additionally, by citing credible sources, news articles establish the reliability and authenticity of the picture and information presented, helping readers trust the content. Table 4.7 shows other articles.

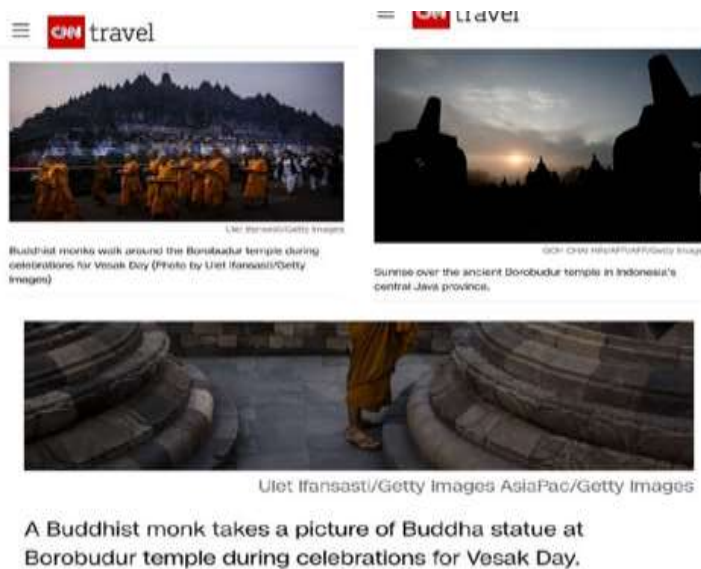
**Table 4. 6 The result of Attribution**

Attribution		
Text code	Attribution description	Description
A1	<b>External: professional</b>	All acknowledged sources are from a professional photographer, Getty Images and Reuters.
A2	<b>External: amateur sourced</b>	The acknowledged source is not from a professional news or photography organization but from the application map box.
A3	<b>External: professional</b>	It only contains one photo. The acknowledged source is from a professional photographer, that is, from Getty Images.

A4	<b>External: professional</b>	Only contains one photo. The acknowledged source is a professional photographer from Getty Images.
A5	<b>External: professional</b>	All acknowledged sources are from a professional photographer, that is, from Reuters.
A6	<b>External: professional</b>	Only contains one photo. The acknowledged source is from a professional photographer from Getty Images.

To summarize the finding from image-caption relation, the majority (11 out of 13) of the selected news articles pictures make the choice of anchoring and not expanding, or it can be concluded as anchoring only across the pictures. Pictures and captions in the news articles can provide background information by giving illustrations of the whole news story. For example, in picture 2 in A1, about an Indonesian museum made from a plastic bottle, the actors, *people*, and their actions, *walk through a tunnel*, that are represented in both words and image with the immediate context expressed both verbally and visually. The immediate context of the image, *a plastic bottle collected from several rivers around the city, is provided* in the caption text. All pictures in A3, which news about the increasing price of Borobudur temple is anchoring which the caption below the picture, precisely retell the story, such as in picture 3, the actor is *a Buddhist monk*, with the actions, *takes a picture of Buddha statue*, also describes the location and time that is at *Borobudur temple during celebration for Vesak day*.

The image-caption relation present in A1, A2, A3 supports the visual representation to bring the news article to life. It allows readers to visualize the story, making it more engaging and memorable and helping students grasp the meaning of unfamiliar words, phrases, or concepts in the article. Below is an example of the picture-caption relation.



**Picture 4. 8 Image-caption Relation on Article 3**

Furthermore, Articles 4 and 6 just contain one picture as the thumbnail. However, in A5 even though the caption is describing the picture, the picture is not providing readers with a picture of what the event is like, but they are just pictures that represent it. Moreover, A6 image-caption relation already depicts the real event although there is just one picture of the news. The table showed that just 1 from 13 pictures make a choice in the data sets as no anchoring and no expanding or none because the picture in A2 is not completed with caption and not completed with any visual object about the disaster, just the maps of the location.

Furthermore, News articles without captions and illustrations lack verbal and visual rhetorical structure and are ineffective as news stories. They leave the question of what actually happens for the event if there is just one or none of the illustrations. Students might misinterpret and focus more on the images than the text. So, they are missing out on important textual information and can lead to confusion, particularly if students misinterpret the intended meaning.

**Table 4. 7 The result of second sub-system: Image Caption Relation**

<b>Image caption relation</b>			
<b>Text code</b>	<b>Anchoring/ Expanding</b>	<b>No anchoring/ No expanding</b>	<b>Description</b>
A1	Anchoring Pic 2-4	Pic 1	There is no caption beneath the picture 1 and Captions on picture 2 to 4 show re-construe meaning in the image
A2		No anchoring & No expanding	It just has 1 picture as the thumbnail, there is no caption beneath the picture
A3	Anchoring		Captions on picture 1 to 3 show re-construe meaning in the image.
A4	Anchoring		It just has 1 picture as the thumbnail, the caption "retells" the content of the image.
A5	Anchoring		Captions on picture 1 to 3 show re-construe meaning in the image.
A6	Anchoring		It just has 1 picture as the thumbnail, the caption "retells" the content of the image.

Next, moved to the third major, image sequencing. The result of the **varied** picture in online news picture where all images inside are different from one another is shown in A1, which report the news of a creative museum in Indonesia that is made from plastics, and A3 report the issue of increasing price for tourist to visit Borobudur temple (verbal description of the images is provided in table 4.8. In this A1 and A3, each image tells the story behind the museum's making, while in A3 the images show some activities of Buddha mocks at Borobudur. In addition, although just four and their pictures are shown, they do not double up, and it is an example of a news gallery where each image

contributes to the development of a story and gives another side that can expand the readers' point of view about the story.

Only four articles in the dataset have **repetitive** image sequencing. The A4 is one of the results of a repetitive picture. Table 4.9 summarizes the description of images in selected articles. A4 contains three images, and one of them shows an image similar to picture 2 in the article. But it gives readers an overview of the situation during that incident, so they can still imagine how it was. In this way, the pictures would still give a better representation without affecting the documentation of the event or the visual information presented to the reader. Due to the fact that several articles have only one picture as the thumbnail, it is still considered repetitive since the reader can only see one picture when reading the news. An example of repetition that only has one thumbnail picture is A6. The picture in this article shows Soldiers attempting to secure the Kanjuruhan stadium from the supporters during rioting at the stadium.

Then, most of the selected articles are under an unstructured order, meaning that the pictures are not in order according to the incident. It may be possible that the images used in the article are only intended to provide a quick overview of the events described. In A1, if the pictures could be sequenced in time, it could make the reader more interested since it demonstrates the process of making Bottle museums. The rest of the article only provides one picture, so it includes it in unstructured order.

There are two articles in structured order, A3 and A5. The result of a structured: taxonomic order from the A3. In this article, the captions tell the story of Buddhist monks' activity during Vaisak day, while each image features short images of the monks at different times. The images are structured by time. Each image



represents the time in the morning at the Borobudur temple, starting at dawn, the monks walking around the temple, the sunrise at the Borobudur temple, and the morning atmosphere when a monk takes a photo of the statue in the temple. The images are structured taxonomically, but the captions are structured differently.

Additionally, although images in A5 are repetitive, the pictures are in structured order. The event depicted in the article is the firefighters putting out fires in residential areas. The first images show that residential areas are burned. The firefighters trying to put out fires in group (no.2), followed by close-up image (no.3), the images of a firefighter watching from behind. Structured order of the pictures presented in A3 and A5 offer visual details, such as the location or setting, that enhance the reader's understanding of the news article.

**Table 4. 8 The result of Image Sequences of the picture**

<b>Image sequences</b>			
<b>Text code</b>	<b>Selection</b>	<b>Ordering</b>	<b>Description</b>
A1	Varied	Unstructured	<ol style="list-style-type: none"> <li>1. Shot of a woman arranging a plastic bottle</li> <li>2. Close-up shot of people walking through the plastic bottle tunnel.</li> <li>3. Long shot of people preparing frames of bottle decoration</li> <li>4. Close-up shot of a man sorting the plastic</li> </ol>
A2	Repetitive	Unstructured	Illustration of the map where the event happens
A3	Varied	Structured	<ol style="list-style-type: none"> <li>1. Long shot of some Buddhist monks walking beside Borobudur in the early morning.</li> <li>2. Mid shot of sunrise over the ancient Borobudur temple.</li> </ol>

			3. Close-up shot a Buddhist monk taking a picture of a Buddha statue in the morning.
A4	Repetitive	Unstructured	Mid shot of a foreign tourist riding a motorbike in the market
A5	Repetitive	Unstructured	1. Long shot of the spread of the fire in the residential area 2. Long shot of some firefighters preparing the action 3. A repeat of image 2 with dingy in a slightly different location, slightly wider shot
A6	Repetitive	Unstructured	Long shot the scene of the tragedy

Furthermore, the captions for each text in the selected articles are unique because each image in each article is accompanied by a caption that describes the image. It may indicate that news writers create creative captions and do not use a computer program to make the caption. So, the articles publish photos with different captions to explain what's happening in the pictures to help the reader understand the story being told. However, one article (A2) does not have captions to tell the image. Moreover, A2 is natural disaster news, and without captions, it cannot add an emotional element to the story that can help engage readers and enhance their comprehension of the information.

Based on the analysis of the multimodality of the *CNN* International news article using the theory by Caple and Knox for teaching news items to senior high students, it can be concluded that the article incorporates various modes of communication such as text, images, and captions to convey its message effectively. The article uses both structured and unstructured ordering of

images to create a coherent narrative and maintain the reader's interest. However, the absence of captions in one news article can make it difficult for students or readers to understand the image situation and the story.

From those results, it concluded that *CNN* International news articles are good supportive materials for teaching news items. The news articles have credible news support with licensed pictures, and the description of each picture makes the students comfortable when reading and identifying the news when they are learning news items. In order to achieve the learning objectives, each article in *CNN* International provides complete structure and language features of news items that the teacher can apply for learning activity. To make it less confusing for students to comprehend the news, the teacher can do a readability analysis to know the level of students for the authentic text and choose the news type that is relevant with students' interest for reading. Mrs. W as the English teacher also approved those criteria to support the suitability of learning materials.

## **2. Classroom Activities Using *CNN* International News Article as Authentic Material**

The teacher must use accessible and creative sources to make learning and teaching activities enthusiastic, fun, and enjoyable. Teachers now use online newspapers instead of printed newspapers for teaching news items. Due to students' familiarity with the *CNN* international news service, the teacher uses *CNN* International news articles in teaching news items.

Based on the interview with the English teacher, the researcher found that the English teachers in SMAS Muhammadiyah 3 Surabaya already used *CNN* International news articles for teaching news items in the 12th grade. The teacher reveals that she often uses the *CNN*

International website for learning media when teaching news items.

Mrs. A said:

*"Here, I often use CNN as well. In my opinion, the language is more familiar to students because the language used is basically like American English, even if those unfamiliar can still be handled so students can still understand the Article's content."*

Meanwhile, there were results of the interview with the English teacher in SMAS Muhammadiyah 3 Surabaya about the classroom activity using *CNN* International news articles for learning news items. Mrs. W said that we need to be creative, create happy situations for learning, and adapt to technology to engage students in learning activities. Here Mrs. W gives some activity that can be used for teaching news items to senior high school students. The teacher uses *CNN* International news articles for group reading activity, individual activity and project activity.

#### **a. Group Activity**

Students work together in small groups to complete tasks given by the teacher during the group activity. It requires them to exchange information, brainstorm solutions, and increase their teamwork as well as train their reading, speaking, and listening skills when listening to their friends' presentations.

##### **1) Jigsaw News Article Reading**

Mrs. W said she plans to try this activity for learning news items. During Jigsaw Reading, students must focus on understanding the content, paraphrasing the information, and interacting with other groups to fully understand. Mrs. W searches for a long article from *CNN* International and breaks the Article into several paragraphs. Students are divided into groups, then each paragraph in the news article is divided into each group. All group members should go through their section of the Article

together until they are confident, they understand it and can explain it to others. For members of the group to fully understand the Article, the group will appoint one member to speak to the members of another group and then bring back new information from the discussion. Mrs. W said:

*"First of all, I want to try jigsaw reading Mbak. Last time I wanted to try this activity, there was not enough time for the 12 grades because they had tried out the schedule."*

Therefore, Mrs. W wants to try a jigsaw reading activity using news articles because it has many advantages applying it; is an exciting activity in which students work together, actively participate, move around, and create a happy learning environment that prevents students from getting bored in class.

## **2) Group or Pair Discussion**

In group discussions, students learn the generic structure of the text by themselves and discuss the content of the news article. Mrs. W said that group discussion is more effective for students to learn and get information from discussion with others. For the activity, the teacher provides the CNN link so that students can choose any news articles they are interested in for their group discussion. The teacher provides questions related to the articles to discuss with the group, such as 5W 1H questions, vocabulary or detailed comprehension questions based on the text. Then each group will present their work. Mrs. W confirmed:

*"Sometimes I just give the CNN website and let students choose the topics they like and remind them to include the source of the news. Usually, I give CNN's links and they can choose the topic by themselves. I use it for group discussions, I give reading questions like 5w 1H, vocabulary based on the text for their comprehension and interspersed*

*with the generic structure and language features of the news items."*

In addition, group discussion activity also allows students to identify the generic structure and language features of news items. Because in group discussions, they can brainstorm with group members, and usually, when they learn to find out on their own and discuss with friends, it will make it easier for students to master long-term knowledge than when the teacher explains it.

*"I prefer students to explore on their own regarding structure, definition of language features. After that I asked them to identify the text, and they got anything related to the structure and language features. After that I asked them to read/ match their findings with the structure and language features of the text. But before identification, I explained that each text has a generic structure/framework in the text. And when identifying a text, students unconsciously learn the structure of the text itself. If they find it by themselves/identify by themselves then the knowledge will stick with it longer because they experience it themselves rather than me explaining it. And after that each group will present their work."*

Additionally, Mrs. W explained that students have different language skills, for example, some are good at reading, and some are good at speaking. To solve this problem, the teacher has group discussions. As a result, group discussion activities can help the teacher manage the class more effectively and create a less intimidating learning environment.

Mrs. W also gives an idea of individual activity in teaching news items in the classroom. This activity is usually used as an individual assessment for the students.

#### **b. Individual Activity**

Individual activity gradually asks students to summarize longer texts, such as articles, to develop their ability to condense information effectively.

### 1) Create Individual Summarizing

Individual summarizing is a follow-up assignment/activity of teaching news items for checking students' comprehension of the Article. The teacher can use this activity to close the lesson. Mrs. W uses this activity as the solution to archive the score target and learning objectives. The students are asked to read a news article on the *CNN* website and make a summary of the event. This activity may be possible for the teacher's intention for students to recall the materials of news items such as structured text when they read the news and create the summary, so the memory of the material can stick longer. Moreover, the teacher uses this strategy in order to make the students get used to summarizing information that she thinks is beneficial for students.

*"I also sometimes give them the task of summarizing the CNN articles they read if it's really necessary to catch up with the score. Also, I think summarizing is one of the skills that students can get used to. Because this makes students easier to conclude any information"*

In ELT, developing the skill of summarizing readings is essential for language learners to improve their comprehension, critical thinking, and communication abilities. Students also can implement reading techniques such as skimming and scanning, paraphrasing in the process of creating the summary.

In addition, the teacher also mentions some projects for students in group activity as the product at the end of learning news items.

### c. Project Activity

Students work together in groups to complete the project given by the teacher as the product at the end of the teaching topic. The following project activities require students to integrate their creativity to create interesting products, as well as train their reading and speaking skills.

### 1) Role Play to be a News Anchor Using TikTok

Adapting to technology and the student's need and interest is one of the ways to make the learning process fun. Mrs. W said that using TikTok for the product of students' projects is exciting and engaging for students nowadays, it also makes it easy for the teacher to assess the project. In addition, using TikTok media as a means for students to hone and practice their speaking skills using the 'duet me' feature on TikTok. In the activity, students are asked to search for a topic that they like or are interested in on CNN International website. Then they publish news like real news anchors by looking for spots to deliver it wherever they want. Mrs. W said:

*"Usually, at the end of my class, I have a project for the students. I use TikTok, and I also want students to be able to read news articles like news anchors in this news item lesson. As a result, the project is for students to upload their video conveying the news from the CNN link I gave them using the 'duet me' feature on TikTok with news anchors. They can choose what news wants to convey and where they take place taking the video. In the end, I am happy and excited to assess the video on TikTok."*

The procedure of the TikTok project used by the teacher for a student who pretends to be a news anchor is that the teacher will show a video of a news anchor conveying the news. The students ask to focus on the mimic and intonation of the news anchor when conveying the news. By the end of the project, students understand how to do the project and can come up with



something creative, especially using TikTok which they are familiar with. The teacher evaluates this project based on students' pronunciation, intonation, and clarity in telling the news. In addition, the teacher can create a special hashtag for this project. There are two advantages to applying for this project. First, students can improve their speaking and reading skills by conveying the news from *CNN* News articles. Second, train students' self-confidence.

## 2) Create News Poster Presentation

The process of creating a poster can cover a wide range of skills for students. The process requires students to understand the text, paraphrase it in a way that is easy to understand, develop their imagination and creativity, and improve their skills of teamwork. Using popular applications that students are already familiar with, Mrs. W said this activity is another way for students to work in a group for a project. Students can easily make a poster based on a news article they want to share using Canva. The output of this project is the students will print out the poster and present the information in front of the class.

*"Group work presentations using CANVA. They give CNN links and choose what topics they want. Then, they make a poster about the news/about news items then present it."*

An example of the poster project is using up-to-date news that will catch students' attention. In this poster project, paraphrasing is the primary objective for this poster since students have to convey an easy language for the students to understand, even though it has unfamiliar vocabulary. With this kind of activity, students become familiar with new vocabulary and gain information related to some news events.

All five activities above were recommended and used in the classroom by Mrs. W of SMAS Muhammadiyah 3 Surabaya as authentic materials for teaching news items. Those activities are already engaging and good for students to practice English Language skills in class. Additionally, using the technology that students in today's era use, such as TikTok and Canva, makes these activities more appealing to students.

## **B. Discussion**

This section presents the discussion based on the findings of the study. The discussion based on the result of the analysis, the suitability of *CNN International* for teaching news items and interview with an English teacher of activities in the classroom using *CNN International*, some points could be further discussed.

### **1. Suitability of *CNN International***

As stated in the key terms, authentic materials refer to materials teachers use to aid students in learning a language beyond the primary learning material. Although it's not intended for English language learning, it can be effectively utilized in the learning process. News articles are authentic materials that are always used for teaching news items. Teachers should choose authentic materials that are suitable for the topic that will be taught in the class. In selecting authentic text for teaching news items, credible sources, and relevant topics with reflected structure of text and language features, the level of the text, and the interesting topic are some basic criteria that should be held. According to Jafri's research, teachers should consider those criteria when choosing news articles for news items to meet the learning objectives.

#### **a. The Relevant of *CNN International* with News Items**

In addition to the relevant topic, one way to make teaching news items more interesting to students is to choose topics that are

relevant to their interests. Select relevant authentic materials, especially news articles, are an ideal source of comprehensible input for stimulating output from EFL learners. According to Thomas, the teacher should select authentic materials relevant to the local context and focus on topics that are relevant to the local context, such as the arts, customs, food, holidays, sports, places, situations, and traditions.<sup>57</sup> In addition, articles on *CNN International* provide various topics that are relevant based on students' interest and what topic that suit the 2013 curriculum is simple news. Then, the teachers also should choose topics that are not hard for students and add deep culture topics, such as attitudes, perceptions, and values, in order to encourage critical thinking and cross-cultural nuance in the students. Thomas also recommends keeping the news materials engaging, short, and appropriate to their proficiency levels, while considering their personal interests. By doing so, students are more likely to pay attention, understand, and retain the information they learn.

#### **b. The Credibility of *CNN International***

The first thing of the criteria is choosing credible sources. The teacher said that it is also the teacher's guide to be selective in filter news. By using credible sources, teachers can ensure that students are exposed to accurate and up-to-date information, promoting critical thinking, analysis, and language proficiency. Francke also states that teachers need to teach their students how to critically evaluate sources and use news that they consider credible

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<sup>57</sup>Thomas, C. Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials. In *English Teaching Forum*. Vol. 52, No. 3, 2014, 17.

sources to be.<sup>58</sup> However, the findings of a study on 7,804 middle school, high school, and college students showed they evaluate websites based on superficial attributes such as site design, logos, dot-org domains, and references.<sup>59</sup> So the students just rely on those attributes of the website even when they do not know whether those references refer to sources that support the claims or not.

Without a doubt, numerous studies and surveys have found *CNN* to be a credible and trustworthy news source. It is a well-established international news organization with a long history of journalistic integrity. *CNN* has earned a reputation for providing comprehensive and reliable news coverage. As stated by Henry's research, the rates of *CNN* International website as "Reliable" in terms of reliability and "Analysis/Fact Reporting" in terms of analysis and factual reporting. In this regard, the use of credible and trusted news media becomes paramount in fostering an informed and discerning generation. Furthermore, Ziv suggests that the library community, teachers, and other members of the community need to work together to ensure that the next generation of leaders is equipped with the necessary tools for effective online information consumption.<sup>60</sup> This argument is in line as stated by the teacher that using credible sources to students is decreasing the spread of hoax.

**c. Generic Structure and Language Features of News items text on *CNN* International**

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<sup>58</sup> Francke, H., & Sundin, O. "Negotiating the Role of Sources: Educators' Conceptions of Credibility in Participatory Media. *Library & Information Science Research*. Vol. 34 No. 3, 2012, 170.

<sup>59</sup> Ziv, N., & Bene, E. "Preparing college students for a digital age: A survey of instructional approaches to spotting misinformation". *College & Research Libraries*. Vol. 83 No. 6, 2022, 905.

<sup>60</sup> *Ibid*, 918

The second part of the criteria is the reflected structure of text and language features that make the teaching-learning satisfying the teaching objective. Teaching English texts, structure, and language features are essential for teaching students. According to Gerot and Wignel, news items have newsworthy events, background events, and sources.<sup>61</sup> Language features include material processing, verbal processing, and emphasis on circumstances. By students practicing identifying the language features, it can affect their grammar skills. Supported by Thornbury argues that authentic texts offer a great deal of vocabulary and grammatical learning potential,<sup>62</sup> since a large part of their coherence is due to their lexical patterning.

Moreover, the use of familiar words in newspapers and interesting news headlines are the good way in communicating approach to make the students feel comfortable in reading make newspapers that profitable for English reading skills<sup>63</sup>. In brief, the news topic headlines may be the crucial point to interest readers.

This research found that all elements of news articles' structure, text, and language features were realized in six *CNN* International news articles, allowing students to identify these elements in classroom activities. In addition, the result of Bilqis's research revealed that by analyzing the text structure, students could learn how the article is organized, identify the main idea, and better understand the article. Authentic language materials, like news articles, can also provide high-interest content and real-world use of

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<sup>61</sup> Gerot, L., & Wignell, P. *Making sense of functional grammar: An introductory workbook*. Queensland: Antipodean Educational Enterprises. 1994. 158.

<sup>62</sup> Thornbury, Scott. *How to Teach Vocabulary*. Malaysia: Pearson, 2002. 74

<sup>63</sup> Wijayanti, E. "The Effect of Reading Newspaper and Short Stories on Students' Vocabulary Size at Cenderawasih University Setting". *ENGLISH FRANCA: Academic Journal of English Language and Education*. Volume 4 no. 1, 2020, 23.

language, further enhancing foreign language learning.<sup>64</sup> As stated in the theoretical framework, one of the criteria of choosing authentic material for teaching news items is the credibility of the news. The credibility of the news is important so that students can get information and news from credible sources.

#### **d. Readability Level of CNN International**

When the teacher wants to use news articles as Authentic materials in text form, the teacher tries to find news text that can engage students' enthusiasm in discussing the news items materials. Gilmore states that to match students' proficiency level, when selecting authentic materials, the language of the content should not be too difficult,<sup>65</sup> because that is one of the challenges of teachings using authentic materials. EFL teachers must match the difficulty of authentic reading materials to EFL Students. Therefore, readability formulas as a way teachers can measure the difficulty or comprehensibility of news articles and reading materials to meet optimal teaching and learning processes. Ben's research found that newspapers' average scale of Flesch Reading Ease was 42.8; it is more difficult to read than novels, with an average rating of 76.12.<sup>66</sup> Related to the statement above, the readability score of the selected six articles of CNN International realizes that the readability score based on Flesch Reading Ease is around 27.48 - 48.15. It said that materials with a score below 50 are considered difficult-to-read material and might be comprehensible to college students. Research

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<sup>64</sup> Bilqis, Undergraduate Thesis: *"The Quality of News Item Texts"*. (Semarang: Semarang State University, 2011), 21-23.

<sup>65</sup> Catherine Thomas, *"Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials"*. In the English Teaching Forum. Vol. 52 No. 3, 2014, 16.

<sup>66</sup> Wasike, B. "Preaching to the Choir? An Analysis of Newspaper Readability Vis-A-Vis Public Literacy". *Journalism*, SAGE Publication. Vol. 19 No. 11, 2018, 5.

findings show that international news is relatively the most complex, and the topic of sports and entertainment news is the easiest to read.<sup>67</sup> However, although the readability score of the *CNN* International news article is below 50 and not exactly suitable for 12th-grade senior high students, this reading material can help students improve their English skills and challenge the students while learning news items. It is the same statement by Krashen in his theory that supporting materials should be one more step higher than the student level.<sup>68</sup> Upon reaching this point, classrooms are expected to be full of enthusiasm, active students, and creative ideas. As for the benefits of authentic materials in teaching and learning, the use of *CNN* International news instead of local news as news items supportive teaching materials enable to level up students' English comprehension ability.

**e. Multimodality of the Picture-Caption of *CNN* International**

The English teacher also considers news containing a picture of the news besides the news item's structure text and *CNN* International's readability score authentic. According to the English teacher's experience, when choosing news articles for teaching or activities about news items, she prefers articles with pictures and captions which can support the story. Furthermore, to explain the relationship between verbal and visual text, the system for seeing the relationship between visual and verbal in a text is multimodal. Kress et al supports that the verbal text expands the image's meaning

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<sup>67</sup> Stempel III, G. H. "Readability of Six Kinds of Content in Newspapers". *Newspaper Research Journal*, Sage Journals. Vol. 3 No. 1, 1981, 36.

<sup>68</sup> Krashen, Stephen. "*The Natural Approach, Language Exposition in the Classroom*" (England: Prentice Hall Europe, 1995), 132.

or vice versa.<sup>69</sup> As mentioned in the theoretical framework, a News article is also multimodal text.

Although the result shows the images in the *CNN* International news article are not in structured ordering, the images and captions provided by *CNN* International news are varied and related to the story behind the images, which may give students an understanding of the whole news. It is supported by Theresa et al finding that news with images helps readers understand the meaning even if they lack language skills.<sup>70</sup> When visual cues facilitate learning, they will associate images with the words they represent as they read. This is also why the teacher chose the *CNN* news that provided the picture because slow learning students can also follow the materials as discussed. Anderson argued that learning combined with multimodal (visual-verbal) enabled low-progress students to develop critical and analytical thinking skills.<sup>71</sup> This is proven by providing visuals to help students in learning.

Compared with previous study that also test readability level of several news media, the research findings got similar result, which is international news topic is relatively the most complex, and the topic of sports and entertainment news is the easiest to read.<sup>72</sup> However, this study just focuses on the readability and does not analyze the generic structure. In contrast, one of the previous studies that specifically tested the implementation on one language

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<sup>69</sup> Kress, G. & Van Leeuwen, T. *Reading Images: The Grammar of Visual Design* (London: Routledge, 2006), 17

<sup>70</sup> Eisenmann, M., & Summer, T. "Multimodal Literature in ELT: Theory and Practice". *CLELE Journal*. Vol. 8 No. 1, 2020, 55

<sup>71</sup> Anderson, K. T., Stewart, O. G., & Kachorsky, D. "Seeing Academically Marginalized Students' Multimodal Designs from a Position of Strength". *Written Communication*. Vol. 34 No. 2, 2017. 107

<sup>72</sup> Stempel III, G. H. "Readability of Six Kinds of Content in Newspaper". *Newspaper Research Journal*, Sage Journals. Vol. 3 No. 1, 1981, 36.



skill, mentioned that using online news media only gives 30% of the effectiveness to improve students speaking ability, and the other 70% is other factors that influenced students' speaking ability. Moreover, those previous studies do not check or incorporate the readability level of the news articles.

At this point, implementing the *CNN* International news articles as a credible source and incorporating it in the curriculum 2013 as well as Merdeka curriculums, particularly in English classes, is highly recommended. The Merdeka curriculum includes the evaluation of texts that are currently relevant to news items in the 2013 curriculum. One of the learning outcomes in the Merdeka curriculum for English reading competence emphasizes the importance of this practice *"Texts can be printed or digital, including visual, multimodal or interactive texts. They demonstrate understanding of main ideas, issues or plot development in various kinds of texts."*

Based on the finding and discussion, *CNN* International news articles are credible and demonstrate the generic structure and language features typically found in news items. Moreover, *CNN* International news articles are suitable for teaching news items as authentic materials in terms of suitability of the course objectives, and these articles also include relevant and suitable images to enhance the news and aid students in understanding the topic that states by the teacher in an interview session that multimodality of picture-caption also criteria for her in selecting news articles.

However, as *CNN* International is an authentic text, teachers should take into account the readability level of the articles. The complexity of the language of the news articles showed a readability score one step higher for senior high school students, which is the readability score shown to university students.

## **2. Classroom Activities Using CNN International News Article as Authentic Material**

As mentioned in the theoretical framework, various classroom activities can benefit and positively support students, especially group work activities. The teacher explained that some activities are using CNN International news that the teacher did when teaching and learning news items text. She said that in teaching senior high students nowadays, the learning must integrate technology and create creative activities in the classroom, including teaching news items. Based on the teacher experience and story that is already present in the result, activities are using CNN International as authentic materials:

### **a. Group Activity**

#### **1) Jigsaw News Article Reading**

The researcher agrees that jigsaw reading is beneficial and effective in learning activities. Jigsaw activity is an alternative to make the class activity more interactive and lead the students to discuss the news. In order to complete the task, one group only has a portion of the information, so the students must interact with and rely on the information from the other group. The teacher also said that Jigsaw news reading brings students skills, such as conversation activities, learning to paraphrase and convey information to others, drilling their critical thinking when collecting the information, mastering new vocabulary, and improving the student's confidence. So, this jigsaw news article reading activity becomes an interactive problem-solving activity. In line with Kessler that with Jigsaw news article reading, the enjoyable learning environment provides opportunities for the students to share ideas and work in groups and develop their skills.<sup>73</sup> Hence, Dycus stated that jigsaw newspaper articles are

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<sup>73</sup> Kessler, Carolyn. *Cooperative Language Learning* (New Jersey: Prentice Hall, 1992), 137

suitable and preferred by almost all students from pre-intermediate to advanced students to avoid boring both students and teacher.<sup>74</sup> He added that he prefers jigsaw activities using news articles since students find them interesting and easy to prepare.

## 2) Group or Pair Discussion

Students may find it challenging to find the main idea and structure the text, especially reading authentic texts like news articles. Creating an accessible environment in the classroom without hesitation is the teacher's task to complete. To overcome this problem, as stated in the research findings, the English use small group discussion or pair work discussion. The teacher said that small group discussions are more effective for students and build long-term knowledge of the materials by sharing with other friends. Small group discussion, considered student-centered learning, allows students to give and receive suggestions regarding the meaning of a passage. In a small group discussion, students must combine their ideas with those of their group members to fully comprehend the text. As Nuttal stated in Moge's research, grouping students allows them to help each other, and in successful groups, the interaction achieved is more significant than what individuals could accomplish on their own.<sup>75</sup>

During this activity, the students not only comprehend the text, but the critical part is discussing the text to answer the questions given by the teacher. It is effective because the students have their portion to answer the question and then discuss it with

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<sup>74</sup> Dycus, D. "Making Jigsaw Activities Using Newspaper Articles". *The Internet TESL Journal*. Vol. 2 No.2, 1996, 3

<sup>75</sup> Moge, T. "Improving Students's Reading Comprehension Through Group Discussion Technique". *Jurnal Pendidikan dan Sastra Inggris*. Vol. 3 No. 1, 2023, 93.

their group to make good answers. In agreement with Ningsih et al that group work activities encourage student participation, reduce individual workloads, and provide positive responses such as helping each other. Thus, Ningsih et al agreed with the teacher that small group discussion is an effective method for teaching reading comprehension.<sup>76</sup> In addition, Sintya et al., it is important for the teacher to determine and stress the activity's goal to the students before the discussion begins. This way, discussion points reach the goal, and students do not talk about unrelated topics.<sup>77</sup> Therefore, each group should have a leader to direct the group members and ensure smooth and successful discussions. Each student needs to understand their role within the group and to avoid silent students, which is usually preferable to avoid group discussions.

## **b. Individual Activity**

### **1) Create Individual Summarizing**

In most EFL classrooms, the common strategy students and teachers use is summarizing. Although it is commonly used in the classroom, summarizing is a complex learning strategy because students filter the whole text from important to unimportant ideas and synthesize them. It has been shown that summarizing strategy can greatly influence students' reading comprehension ability and statistically significantly affect their reading ability. As revealed in the Khoshsima et al study,

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<sup>76</sup> Ningsih, W., & Zalisman, Z. "Using VOA News Material Through Virtual Small Group Discussion on The Students' Reading Comprehension for University Level". *International Journal of Advances in Social and Economics*. Vol. 4 No. 3, 2022, 91.

<sup>77</sup> Crisianita, S., & Mandasari, B. "The Use of Small-Group Discussion to Improve students' Speaking Skill". *Journal of English Language Teaching and Learning*. Vol 3 No. 1, 2022, 62.

summarizing strategy has been considered an important tool in reading comprehension or as the output of reading activity for years, and even more recently. Moreover, summarizing strategy helps teachers identify students' weaknesses in reading comprehension, helps them overcome them, and creates better learning activity that boosts their reading comprehension ability.<sup>78</sup>

The teacher also mentioned that she uses this summary activity for the closing activity of the topic in order to make students know about news items and materials such as structure text and language features still attached to them. Astuti et al. suggest that it is recommended for the English teacher to use summarization techniques in order to make the students understand the reading text of materials they learned, especially the main idea, decide the structure, then sum up the text. Besides, students' memory is enhanced if they can remember the text's main points after summarizing.<sup>79</sup> In addition, the result showed that the teacher said if students get used to summarizing information, it might benefit them. This statement aligns with Huan et al's statement in their research that Students can use summarizing as a reading strategy to understand and retain information from what they read. This helps them better understand the text and its main idea. Moreover, summarizing also prepares students for the practical skills needed in their field of study and future careers.<sup>80</sup>

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<sup>78</sup> Khoshshima, H., & Rezaeian Tiyar, F. "The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners". *International Journal of Language and Linguistics*. Vol. 2 No. 3, 2014, 138.

<sup>79</sup> Nurhayati, D. A. W., & Fitriana, M. W. "Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students". *IJOLTL: Indonesian Journal of Language Teaching and Linguistics*. Vol. 3 No. 1, 2018, 47.

<sup>80</sup> Huan, N. B., & Ngan, N. T. K. "Summarizing Strategy: Potential Tool to Promote English as A Foreign Language (EFL) Students 'Reading Comprehension at A Vocational School, Vietnam". *European Journal of Education Studies*, 2017, 52

However, Huan et al also revealed some dominant difficulties when writing a summary, forgetting vocabulary they have already learned and using grammar structures from advanced texts that are more complex.<sup>81</sup> Therefore, with all the positive impact of the summarizing activity, the students may face some difficulties in summarizing the content, especially news articles.

### c. Project Activity

#### 1) Role Play to be a News Anchor Using TikTok

In order to make learning projects more engaging for students and make learning more interactive, it is necessary to vary the projects and make the learning process more interactive. Integrating project-based learning for news items topics with TikTok could allow students to think creatively, practice speaking, and engage in a project-based learning strategy.

As stated in the research findings, the students make a video of conveying the news using duet me features (collaborate with other users) and then post it on TikTok. In line with Ikhsannudin's research, features in TikTok meet the physical development of junior and senior high students born as millennials. By using this PBL strategy integrated with TikTok, the teacher can do exciting activities for teaching news items and explore interesting sources instead of doing boring assignments that are monotonous and boring assignments.<sup>82</sup>

The research finding showed that the teacher assesses the students' pronunciation, intonation, and clarity for this project. So,

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<sup>81</sup> Ibid, p. 62

<sup>82</sup> Ikhsanudin, I., & Ali Purwoko, D. S. "Developing online speaking activities via TikTok: project-based learning". *International Journal of Practices in Teaching and Learning (IJPTL)*. Vol. 2 No. 1, 2022, 4.

using TikTok as media for student projects can build students' confidence in conveying news and ideas by speaking. Research conducted by Herlisya et al showed that using the TikTok application for learning projects helps improve students' speaking skills but also allows the students to acquire English linguistic and communicative competencies and motivates students to promote self-confidence.<sup>83</sup>

However, despite the positive impact of the speaking project using TikTok, some students might still have problems posting their videos and are confused about using the features on TikTok or feeling nervous when conveying the news. According to Pratama et al., to overcome public speaking anxiety, students can use five strategies: gestures, rehearsal, visualization, relaxation, and using notes.<sup>84</sup> The teacher must arrange the project in the classroom so that the students can use the five strategies or at least some of them when creating a speaking project with TikTok videos. This will make the students fully motivated and confident when posting her video and telling the news to the public.

## 2) Create News Poster Presentation

In the last activity recommended by the teacher, the students will present their creativity as a poster and then present it to the class. This activity requires students to combine listening, speaking, and presentation skills. During this activity, students apply news to the target language news (*CNN International*) and

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<sup>83</sup> Herlisya, D., & Wiratno, P. "Having Good Speaking English through Tik Tok Application". *Journal Corner of Education, Linguistics, and Literature*. Vol. 1 No. 3, 2022, 197.

<sup>84</sup> Pratama, R., Ikhsanudin, I., & Salam, U. "A Student's Strategies to Overcome Speaking Anxiety in Public Speaking Class". *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*. Vol. 7 No. 9, 2018, 7.

interact with peers as much as possible to discuss. Using this strategy, the teacher lets the students choose their topic based on their preferences so that they will feel confident about their presentation. Tanner and Chapman also stated that choosing their topics helps students increase their interest, reduce anxiety, and increase their ability to develop autonomy and self-direction in presenting their works.<sup>85</sup>

Additionally, creating a poster nowadays can be done using Canva application, then in line with Teresa et al. that said poster presentations integrated with technology help learners develop effective communication & creativity skills, essential for 21st-century learning and boost the student's self-esteem and confidence.<sup>86</sup> Although it improves students' speaking skills, it cannot be denied that students still prefer a grammar-free environment to interact with their peers and teachers more.

The poster presentation also provides visual aids to support speakers and listeners during the activity, reducing stress levels. Designing and creating a poster promoted collaboration, facilitating a group dynamic while accommodating differences in each member's learning styles. For poster presentations to be more interactive, Chapman suggested that the teacher allow the audience to give simple feedback or comments in anonymous form regarding what was good and what could be improved from their presentation. Then, at the end of the poster presentation activity, having a vote for an award for 'best categories group' such as creative poster, most energetic presentation group, best

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<sup>85</sup> Tanner, P., & Chapman, J. "Poster Presentations Speak for Themselves". *The Language Teacher*. Vol. 6 No. 3, 2012, 16.

<sup>86</sup> Boggu, A. T., & Singh, J. S. "Poster Presentation as an Effective Communication Tool in an EFL Context". *International Journal of Language and Linguistics*. Vol. 2 No. 5, 2015, 9.



overall presentation, and the most humorous group can be an excellent way to wrap up this activity.

According to Thomas, the classroom activities that are designed to maximize the benefits of appropriate input will offer opportunities for achieving the desired outcomes.<sup>87</sup> Then, the activities used and recommended by the teacher in teaching news items using *CNN* International news articles, the first need to be considered is that the activity should refer to the classroom's learning objectives and the student's situation. The activity mentioned by the teacher already meets the learning objectives stated in the Lesson Plan (see appendix). The activity also supports the students' language skills by using news articles. Based on the lesson plan, the teacher did the classroom activity for more than one meeting and applied at and end of the classroom activity.



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<sup>87</sup> Thomas, C. "Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials". In *English Teaching Forum*. Vol. 52, No. 3, 2014, 16.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research explained in the previous chapter and the suggestion related to this study as follow:

#### A. Conclusion

This study was expected to gain the answer to two research questions about the suitability of *CNN* International news articles as authentic materials for teaching news items and the classroom activities recommended by the English teacher using *CNN* International news articles. Based on the explanation presented in the previous chapter, the researcher concludes the answer to the questions.

1. *CNN* International news articles as authentic materials are suitable for teaching senior high school students news items since *CNN* International is an internationally trusted and credible source and has various topics that are relevant to students' interest. In terms of the generic structure and language features of the news items, as stated by Gerot and Wignell's theory. Also, most of the *CNN* International news articles' content is supported by various pictures and captions about the story behind the images that may affect students' understanding of the whole news. However, regarding the readability score of authentic materials, the selected *CNN* International news articles are at college level students. As a result of the analysis, *CNN* International news articles are suitable for use as a resource of information to facilitate learning of news items at senior high school students based on the generic structure & language features provided in the news as well as the multimodality, or picture-captions contained in the news article to help students understand and enjoy the learning process.

2. When using *CNN* International news articles to teach news items, the teacher recommends and uses activities for the students to enjoy learning. Jigsaw reading and group/ pair discussion as the activity for the reading process. For the project, the teacher did two activities: students will make a video pretending to be a news anchor on TikTok and a poster presentation of the students. Lastly, for individual activity, the teacher did individual summarizing for the assignment.

### **B. Suggestion**

Related to the result of the study, the researcher has some suggestions as the following.

1. For the teacher

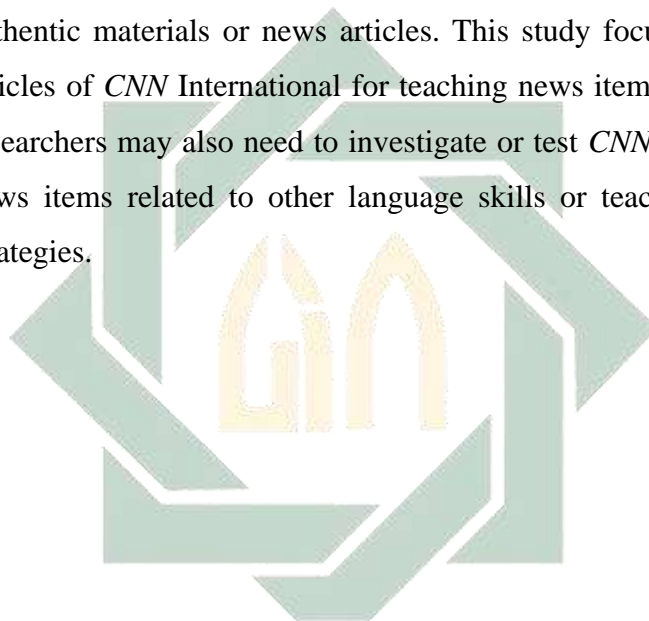
It is important to consider criteria for selecting authentic materials, especially news items, to provide students with positive and engaging learning experiences. *CNN* International news articles can serve as good examples and are suitable for helping teachers teach news items. However, the readability score of selected articles is unsuitable for senior high students. Therefore, it is recommended that the teacher check the readability score of the news articles before using them and choose the article that the score is near to the senior high student and choose the news that contains a generic structure of news items. For the activity recommendation, develop opportunities for students to interact with the text in a variety of ways, such as through speaking, listening, reading, writing, grammar, and vocabulary activities. Assign students to work individually, in pairs, in small groups, or as a class. The teacher may use it wisely and adjust to the students and school conditions.

2. For the students

*CNN* International news articles are popular news media that students can use to improve their English skills, especially reading, and get used to reading authentic text for students. Students can read more news articles from *CNN* International as they practice reading the next-level text to prepare them to read more complex text.

3. For the next researcher

Further researchers interested in the same topic are welcome to use authentic materials or news articles. This study focused on news articles of *CNN* International for teaching news items, and further researchers may also need to investigate or test *CNN* International news items related to other language skills or teaching-learning strategies.



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