

UNUSED PRINTED-MASS MEDIA FOR TEACHING ENGLISH IN DIFFERENT TYPES OF SKILLS

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Abstract: As language teachers, being creative has become a need to help students to achieve their best performance. This paper is intended to describe how to use the unused printed-mass media, such as magazines and newspaper for teaching English to become more fun and enjoyable. Thus, the paper focuses on how the teacher can make use of the unused printed mass—media and develop teaching materials from them. The paper also discusses some ideas how to use the unused magazine or newspaper for language teaching. Newspaper and magazines are considered as authentic as they can be easily found in everyday life. Using the unused printed mass-media in for teaching has many advantages because they are cheap, easy to get, fun, and environmentally friendly.

Key words: *learning stages, teaching English, unused-printed mass media*

People are familiar with the mass media which are popular in everyday life, such as television, radio, print audio, video recording, video cassette, books, magazines and newspaper. A Side from the advancement of technology in vision and sound, printedmass-media, such as magazines and newspaper are still widely available. These media can be usein the classroom for variety of purposes. But, when teachers want to present theprinted media, they must be selected based on the needs and the subjects the students are going to learn.

Despite the rapidly developing technology in sound and vision, nowadays, the existence of printed-mass media are still widely available. Using printed media in in classroom encourages creativity because of the huge informations in the paper provided. Media provides a lots of wide activities which has integerated skill such as reading,

writing, listening and speaking. In this case, teacher must be well-prepared to select and to support learning. Instructional materials is important to be developed by teachers, and selected based on the student's need. Perhaps, it is considered as an alternative way for helping the students when they want to learn what they need.

Thus, teachers should be creative because creativity is one of the most important and pervasive of all human activities” (Simonton, 2000; Tan, 2007). Further, as stated by Schacter, Thum and Zikfin (2006), ceative teaching enhances students' performance. One way of being creative is using unused printed-media in language classes, such as newspaper and magazines. Instructional media is important to be developed not only by teaachers but also selected based on the student's need. Thus, a teacher has to be selective to choose

instructional media for teaching. Perhaps, it is considered as an alternative way for helping the students when they want to learn what they need.

Despite the rapidly developing technology in sound and vision, nowadays, the existence of printed-mass media are still widely available. Using printed media in classroom encourages creativity because of the huge information in the paper provided. Media provides a lots of wide activities which has integrated skill such as reading, writing, listening and speaking. Having said all these, this present paper is intended to describe how the hand-made teaching materials can be developed from printed mass-media and to describe the use of authentic materials taken from the unused newspaper or magazine for teaching English.

Advantages for Using Printed-Mass Media for Teaching Language

There are many advantages that can be found from using the printed-mass media for teaching language, especially English. There are some advantages of using unused printed media in the classroom. They are: 1) easy to get and can be found at school library, 2) make the students dicipline in reading, 3) present the huge information in real situation, 4) based on context, 5) provides daily information, and 6) helps the teachers to be creative in preparing the a teaching materials and instructional media. Tafida and Dalhatu (2014) state that newspaper provides information on different spheres of life and provides appropriate linguistic applications. Further, Tavakoli and Esmae'li (2013) printed-mass media relates classroom and life outside the classroom. Printed-mass media can be found daily in the students' life. As a result, it makes the difficult task of language learning becomes more meaningful and exciting.

Further advantages of using printed-mass media for teaching language is that it

helps students to develop their reading comprehension (Ali & Devi, 2013). They further state that newspapers can be designed in such a way to develop not only reading comprehension, but also grammatical, vocabulary, and writing skills, as well as sharpen the students' critical analysis. In addition, newspaper and magazines can be used to develop and provide exercise to sharpen the students' language skills for different levels of learners (Tafida & Dalhatu, 2014). They suggest that for beginners, the newspaper headlines can be used to recognize symbols and numbers, while colors and photographs can convey information that students can easily understand. For intermediate level, the newspaper and magazines provides exposure graphic devices, punctuation and sentence structure. And finally for the advanced level, learners can learn to find implicit and explicit information, or to skim and scan them to find important information

Printed-Mass Media as Authentic Materials

Authentic materils is good to be used in language class. Nunan (1989) defines authentic materials simply as any material which is produced for native speaker of the language and is not intended for teaching purposes. Nunan (1999) further states that authentic materials offer genuine communication of the real-world context. He provides some examples of authentic materials that can be found widely outside the classroom, such as radio broadcasts, taped-conversations, meetings, talks, brochures, and newspapers. Gebhard (1996) further classifies different type of authentic materials, into three categories namely 1) authentic listening materials, such as radio news, cartoons, songs, 2) authentic visual materials, such as street signs, magazines, and newspaper pictures, post cards, and 3) authentic printed materials, such as sports reports, newspaper, restaurant menus, train

tickets, etc. The teacher, however, needs to prepare in what, how, when, where the authentic materials to be used and based on what purposes (Al Azri & Al Rashdi, 2014).

As authentic materials, newspapers provide a natural source for the wide varieties of written English which is very important for the students and valuable for the progress of their language study (Tafani, 2009). He further states that the variety of subjects and topics offered by newspapers can trigger the students' interest and motivation. It is because newspapers report real life events, and this arouses students' curiosity. The more students read, the more they want to explore.

Nowdays, preparing students for real life situations is of utmost concern for English language teachers, especially in EFL classes. Therefore, like other teachers around the world, especially in places where English is a foreign language, providing the students with the authentic use of the language is very crucial. As stated by Al Azri & Al Rashdi (2014), the purpose of learning a foreign language is to be able to take benefit from the language to be able to use it in the real world and in real situations. Thus, adopting the tasks from the authentic materials can help the progress of the students to sharpen their language skills. In other words, teaching English by using the authentic materials is a very important part in EFL classes as it provides the real world situation.

Ideas for Using Unused Printed-Materials

Clandfield and Foord (2017) classify some lists of ideas how to use newspaper as following : Firstly, for writing activities, the students can make a letter to the editor. Then the learners are asked to write their own letter to the editor responding to the controversial issue. For speaking activities, the teachers can cut photos from various newspapers can be used to describe the figure. Firstly, the

teacher needs to demonstrate the activity by holding up a picture, then followed with students' activity. Thirdly, the students can also roleplay the news. The steps are firstly, choose an interesting article or story from the newspaper and copy them for group works in the class. After reading the newspaper, then the students are asked to improvise a short role play. For reading activities, the teacher can cut the news under the theme "what is in the news today?" Because the focus is in the target language, thus the newspapers needed are those written in English.

Making Comics for Narrative Writing/Speaking

It has been widely acknowledged that comics can be used for teaching reading. It is supported by research. Comics have been found to be effective for reading comprehension for low level students (Liu, 2004). But making comics from newspaper pictures cut is something new. There are several procedures to make comics clipping from unused printed-mass media. The teacher can make their own comics based on the character found in the mass media. In this case, the teacher creates a story by using characters cut from magazines or newspaper. Firstly, prepare a story board before making a comic. The story board includes the plot, the characters and setting (if necessary). Secondly, cut some pictures from magazines or newspapers then glue them on a white large paper. Make sure to write a theme and title on the hard paper. It can be a title of story, and the genre of the text types. Next, draw a bubble on the picture character, and write some words or sentences in to the bubble. Arrange each frame chronologically based on the based on the story. Finally, they are ready to use.

There are several ways for using this. To use this for speaking, the teacher groups the students then asks them to read the comic

aloud for pronunciation practice, and model them for role play. For writing skill task, the teacher can ask the students to continue the story based on their own imagination. If this is the case, the comic clipping has the beginning and middle, without ending. For reading skill, it is suggested that the teacher write some questions based on the comic's story and present the questions to the students. Then the students are asked to answer the questions based on the comic's story. And finally, for listening skill, it is suggested that the teacher write 1-5 questions, but the questions are given to the students. It means that the teacher dictates the questions for the students and the students will answer them on a piece of paper.

Grammar

Some articles from the unused newspaper can also be used to teach grammar. The students can learn how the sentence structure is used in actual communication (Tafida & Dalhatu, 2014). For low-level students, they can learn alphabets, syllable, words, and phrases. While for the high-level students, they can learn to analyze the structure used in the text. The grammar clipping here are to practice Noun / Verb/ Adjective / preposition. The procedures are: first, take some unused newspapers which have big letters for headings. Prepare a HVS paper or *manila* paper. Then cut some big letters or words from the newspaper or magazines, but before doing this, make sure that the teacher has already determined a noun/verb/adjective will be presented to the students. Cut the letter from the headings, and glue them on the white paper. The teacher can also make crossword puzzle from the newspaper letter headings. For writing skill, the teacher presents the a noun/verb/adjective then the students write a sentence based on noun/verb/adjective has been given. For speaking skill, the teacher presents those

words to the students, after that the students require to pronounce those words then find the meaning in the dictionary, finally they are required to make a sentence from that word.

For Reading skill task, it is suggested the teacher present them as some vocabulary or prepositions and collect the meaning into the dictionary. The teacher can also play a game for Noun/Verb/ adjective from the word found in the newspaper or magazines. Firstly, the teacher give description of the word, then she/he asks the students to guess the word, or doing it on the way around.

Reading in Context

Most creative teachers would use newspapers written in English for reading materials. For the story in context, the unused printed media needed are those which are written in English. Tafani (2009) states that newspaper offers a wide range of topics that can challenge their motivation and interest. Students can also skim and scan the articles to find ideas and specific information (Tafida & Dalhatu, 2014). The hardest part is to get this type of magazine or newspaper, the teacher should hunt the unused newspaper or magazines from second hand bookstores. The Procedures are firstly give the students information about some genre of text types before using them such as exposition, hortatory exposition, analytical exposition, news item, spoof, anecdote. Secondly, the teacher needs to cut the intended article or feature from the newspaper or magazines, and glue them on a piece of hard paper. To make it durable, the materials can be laminated, then copied. For Writing skill task, the teacher can ask the students to rewrite the information the read in their own words, and give their opinion about it. For reading skill, the teacher prepared some questions to find out particular information either explicitly or implicitly, or even both. For listening skill, the teacher can read aloud the materials, and ask the students to answer

the question either orally or written based on what was spoken to them. To make the technique vary, the teacher can ask the students to do the task in pair or in group.

Describing Person or Thing

Other usage of unused printed mass-media is for describing persons or things. In the newspaper, there are many photographs that can be used for describing figures (Clandfield & Foord, 2017; Tafida & Dalhatu, 2014). So, it is not unusual to use printed media for descriptive text as there are many famous figures posted on the news, such as Politian, celebrities, actors, actress, football players, or other athletes. The Procedures are, firstly, cut the picture of important or famous figures from some unused newspapers. Make sure the pictures are big enough, clear, and colorful. Then, glue them on a hard paper, such as *manila* paper, or buffalo paper. From this, the teacher can make pictures as instructional media. These pictures can be used for different types of skill, especially the speaking and writing skill. For writing skill task, the teacher can ask the students to describe the person or object they choose. This can be done either orally or written. Before asking the students to describe, they should be prepared with some vocabulary to help them describe. The picture can also be used for reading. In this case, the teacher needs to prepare a reading text beforehand, then presenting the text together with the picture. After that, the teacher makes some reading questions related with the pictures or things discussed in the text. For listening skill task, the teacher uses the pictures or things and make some questions with cloze text procedure type.

Using unused printed media are advantageous because they are easy to get, such as from the school library, home, office or from students environment. Secondly, they are not expensive to prepare the equipments

such as scissor, clipper, glue, papers. Thirdly, using unused printed media are friendly for the environment because the unused printed newspapers are used for something better. Next, they offer a variety of information that the teacher can choose freely. Then, the media can also be used for different skill and tasks, such as for speaking, reading, writing or listening. Finally, it gives interest for students because they will not only get the information from textbooks. Aside from the advantages, the media also has some disadvantages. They need space to store the clipping or the newspaper cut outs. Secondly, it needs time to select the paper's material and prepare them to become interesting goods. The last, it may be difficult to get a newspaper or magazine in English language if the school does not become a subscriber of it. But those disadvantages are solvable. Therefore, using the unprinted-mass media for language teaching is highly recommended.

CONCLUSION

Students need fun, easy, enjoyable learning to acquire English. If everyday they learn from textbooks, it may bored them and make them frustrated. Unused magazine or newspaper can be used as a choice to change the boring situation to be enjoyable because the teacher can make use of them, and change them to be fun and interesting.

An English teacher needs to be creative to change some of the unused of newspaper or magazines to become "a magic" media for teaching and learning. It is a challenge to make a fun, and interesting items to enhance the students' performance to learn English. The learning will be fun, and interesting if the teacher knows how to improve the teaching quality. One way for doing this is through creativity which refers to how to use an 'unused' magazines or newspapers as authentic material into a 'used' ones. The teacher just needs a

willingness to transform and create kinds of materials and instructional media from the printed mass-media for their teaching eventhough nowadays is an era of digital world with its high technology.

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