

THE INFLUENCE OF NEWS BROADCAST VIDEO AND MOTIVATION ON WRITING ACHIEVEMENT

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Abstract: This study was conducted by using experimental method. The objectives of the study were (1) to find out whether there is a significant difference in writing achievement between the eleventh graders who taught by using news broadcast videos and that of those who are not, (2) to find out whether there is a significant interaction effect of news broadcasts videos and motivation in writing achievement of the eleventh graders (3) to find out whether there is a significant difference in writing achievement between the eleventh graders who have high motivation and those who have low motivation. The population of this study the was eleventh graders of SMA Negeri 2 Palembang in the academy year of 2014/2015 consisting of 450 from 11 classes. The sample of the study are taken by using purposive sampling method. The total of the samples is 60. The results of the study are analyzed by using T-test and Two Way Anova. The results show that 1 there is a significant difference in writing achievement between the eleventh graders who taught by using news broadcast videos and those who are not and there is a significant difference in writing achievement between the eleventh graders students who have high motivation and those who have low motivation based on t-test analyzed. Based on two way Anova, there is not any significant interaction effect of news broadcasts videos and motivation in writing achievement. Based on the result of questionnaire, the students agree that news broadcast videos motivate them to learn English.

Keywords: news broadcast videos, motivation and writing achievement.

INTRODUCTION

Nowdays, English is one of the most important languages to be mastered because most people in the world use English to communicate and absorb knowledge, culture, and technology. According to Al-Salman (2007), English is predominantly used in widely spread advances in science, technology and in trade and business communications. The use of English as a means of international communication has changed people's way of thinking. They believe that mastering English enables them to communicate with people from other countries. In

Indonesia, English is a foreign language. English is one of the subjects taught at school. By mastering English, students can access information written in English and promote international relationship.

Fegerson and Nickerson (1992, p.7) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students are not

capable to make a good writing because they still have poor vocabulary, poor grammar and difficulty in generating ideas. In teaching writing, senior high school English teachers must implement what is stated in curriculum 2013, ability and competency by paying attention to learners' potentials, development stage, needs, interest, and environment. The basic competence that should be achieved in the English writing subject is that the students are able to develop and produce simple written functional text. In this process, the students use the right diction, grammar, punctuation, spelling, and organization. Finally, the students are asked to write their own short story based on the model frame provided. Later, it is found out that the application of genre approach is helpful in improving students writing. Allen and Vallete (as cited in Marlina, 2002) say that writing is the most sophisticated skill because it involves many aspects of the language, such as grammar, spelling, vocabulary, idiom, and culture. Indrawati (2009) claims that one reason that makes writing skill so difficult for EFL learners is that it is related to the difficulty in expressing their ideas using these language aspects. Moreover, writing is often taught as written products, focusing on mechanics such as capitalization, instead of as process oriented activity that emphasizes on the content and organization of ideas. According to Kurdianti (2007), the grammatical proficiency of grade X of SMAN 3 Malang was low and grade XI students had low organizational and grammatical proficiency. A study conducted by Suhuri (2001) reported that most of the twelfth grade students in Palembang got

difficulty in writing, especially in the use of morpheme, vocabulary and structure.

Teachers of English writing should be creative in order to increase the EFL students' motivation towards writing. In advanced levels, the students become bored with the conventional learning process of writing. Xiaoqing (2002) cited in Li and Pan (2009) says that motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the persistence in learning. Thus, motivation is a very important factor which determines the success or failure in second language learning. Realizing the importance of creativity to lift students' motivation the writer is interested in teaching English writing by using News Broadcast Videos. The writer believes that News Broadcast Videos can be used as materials of teaching English writing. News has always been a focus of modern language lessons. Teachers of English can access this program easily by watching TV program. Moreover, Nash (1996) says that the news is a common topic of conversation; if students learn about issues and acquire the specific vocabulary for certain topics, it may be easier for the EFL students to converse with English speakers in social situations. Azuma (1999) adds that it can also offer EFL students opportunities to develop a global worldview.

Today, Indonesia has hundreds of TV stations both state owned and private one that programs broadcasted in English, like ""English News Service"" on TVRI. Thus, the opportunities to learn and master foreign language skills are indeed great; however, most students and even their teachers do not use those resources to

further their language skills. Watching those programs could give students the opportunity to practice extensive listening, speaking, reading and writing. Authentic materials, such as News Broadcast Videos, have at least three layers of learning embedded within them: language (the structure and vocabulary), cultural insights (cultural norms and values of the community this language is used) and practical application (using the item in the way it was intended). In addition, 2013 curriculum which has just been being implemented to the schools which one of the changes made in the structure of this new curriculum is to integrate ICT in all subjects taught, supports those education laws and matches with the demand of the 21st era of technology (Kemendikbud, 2013). As a result, teachers must do more to keep pace with rapid technology to ensure that students will possess the quality of 21st century education. The data from SMA Negeri 2 Palembang 118 eleventh grade students who were randomly chosen showed that their writing motivation questionnaire, 65 students in high motivation, 35 students in middle motivation, and 18 students in low motivation.

Before choosing the topic, the writer has read previous researches. One of the researches has shown that using video significantly elicits creative, fluent and remarkably expressive writing from otherwise unmotivated learners. This experiment was done by Montazemi (2006) concluded based on the research study on the effect of video presentation in a computer –based tutoring (hence for CBT), that the students found a learning environment with video presentation more

useful. Furthermore, it showed that students' intrinsic motivation to learn the subject matter had a significant positive effect on their satisfaction with the availability of video presentation. Based on the findings above, the researcher wanted to further investigate the students' writing achievement and motivation by conducting a research entitled "The Influence of News Broadcasts Video and Motivation on Writing Achievement of Eleventh Grade Students.

The objectives of this study were:

- (1) To find out whether or not there was any significant difference in writing achievement between the eleventh grade students who were taught by using news broadcast videos and those who were not
- (2) To find out whether or not there was any significant interaction effect of news broadcast videos and motivation in writing achievement of the eleventh grade students.
- (3) To find out whether or not there was a significant difference in writing achievement between the eleventh grade students who had high motivation and those who had low motivation.

METHODS

Research Design

In conducting the study, the writer used factorial design and the research design was pretest and posttest design. The students of experimental group got the treatment intensively by using news broadcast video for 18 meetings so that there were 18 meetings for one month in this study, including pretest and posttest; each meeting consisted of 90 minutes. According to Tuckman (1978), p.133) states that factorial designs are modification of the true experimental

designs with further complication that additional independent variables (usually moderator variables) are included in addition to the treatment variable.

Population and Sample

The population was the eleventh grade students of SMA Negeri 2 Palembang in the academic year 20014/2015. The sample was taken by using purposive random sampling. The school has MIA (Natural Science) and IIS Social Science) classes, and MIA classes was selected to provide the best information to address the purpose of the study. The writer took three classes, which had almost the same characteristic, namely XI. MIA.1 ,X1 MIA 2 and XI MIA.3 because the two classes were taught by the same teacher of english. For the first sample, the questionnaire motivation was given to the students X1. MIA.1, X1 MIA 2 and X1 MIA.3. From the results of the questionnaire, for each experimental group and control group, the writer took 10 students who had high motivation, 10 students who had mid motivation and 10 students who had low motivation.

Procedure

Teaching procedures or the steps of the News Broadcast Videos activities are listed below: Teaching and learning process of the experimental group was conducting through following three main activities, namely: pre-viewing, viewing, and post viewing. The steps of teaching and learning activities can be described as follows:

1. Pre-viewing

- a. The teacher spent some time asking students' background questions to reminded students about the news that they might watch before and to focus their attention.
- b. The students were given an opportunity to pronounce words several times so that they could develop their aural perception of the words.

2. Viewing

The students viewed several 3-4 minute short engaging scenes with plenty of actions for students to describe in writing.

Silent Viewing

- a. The teacher showed students the visual images without sound for the main idea.
- a. The teacher asked them what they knew about the news story from the information received via the visual mode-only.
- b. The students saw from the action in the news
- c. The teacher paused with pictures on, to point the location or the name of a person.

Viewing with sound

- a. The teacher played the video in thirds, stopping after each third at least a minute to give students enough time to answer the questions and then share the answers with a partner
- b. The students listent and wrote one sentence in which they identified the main idea of the broadcast.
- c. The students wrote a question they had about what they had heard

- d. The teacher asked the students circulate throughout the class, sharing ideas and questions with other students in the class.

3. Post-viewing

- a. The students were given opportunity to evaluate and comment on the video
- b. The teacher played the entire video
- c. The teacher divided students into small groups of three.
- d. The teacher asked them write a short one-paragraph summary of what they heard.

Instrumentation Test

According to Webster (1986), a test refers to a set of questions, problems, or exercises for determining a person's knowledge, abilities, aptitude, or qualification. Therefore, the test was used by writer as a technique for collecting data. The writing tests focused on essay.

In the pre-test and the post-test, the subjects were assigned to write an essay of 200 - 250 words in length within 90 minutes. The pre-test was given to find out the students' basic writing ability, while the post-test was given to know the students' achievement in writing. Besides, it was used to investigate whether or not there was an improving result when it was compared with the result gained by the students in the previous pre-test.

Questionnaire

In order to investigate the research questions stated previously, the writer developed a *questionnaire on motivation*. This instrument was developed by adapting various items about motivation from different sources. Most of the items were taken and adapted from Mynard's

(1999) questionnaire and attitude-motivation scale. After deciding which statements to include in the questionnaire, the statements were translated from English into Indonesian. Next, two advisors were requested to check and evaluate the questionnaire in terms of face and content validity, wording and the clarity of the items. Finally, necessary alterations were done on the questionnaire items in the light of the experts' suggestions and comments. The validity and reliability of the questionnaire were computed statistically by using SPSS 22 version. The questionnaire on motivation involved 15 close-ended items that was built on a five-point Likert scale having the options of (1) strongly agree/e, (2) agree, (3) Neutral (4) disagree, (5) strongly disagree.

Rater

The writer used a scoring scale for essay by (Hughey, 1983, cited in Azizah, 2006, p.34) the writing essay. There were two raters for evaluating the students' essays. The first rater was a lecturer at the English Education Study Program of Sriwijaya University and the second was Vice of Headmaster at SMA negeri 2 Palembang. The scored students' writing based on the criteria in rubric that was given by writer. Furthermore, the score used in this study were from the average score of these two raters. In other words, the final score of pre-test and post-test were taken from the average of the scores from the first and second rater.

Data Analyses

There were two data that were analyzed from the writing test and questionnaire. In analyzing the data, the writer used SPSS 22 program to see

significant improvement made by the students in pretest and posttest for both experimental and control group.

The Statistical Analysis

In order to analyze the data collected, two statistical analyses applied. These analyses were : (1) t-test, it was known whether or not there was a significant difference in term of student's English writing achievement between the students who were trained by using News broadcast videos (2) Two Way Annova, Analysis of variance was applied to know whether or not there was significant interaction effect of news broadcasts video and motivation on writing achievement of the eleventh grade students.

FINDINGS AND INTERPRETATIONS

The Results of the Pretest and Posttest in Experimental group

The result of the student's pre-test in experimental group showed that the lowest score was 8 and the highest score was 19. The mean score was 13.93 with the standard deviation of 2.982 Meanwhile in the post-test, it was found that the lowest score was 15 and the highest score was 24. The mean score was 20.50 with the standard deviation of 2.474 see table below.

Table 1.

Means and Standard deviation of Pretest-Posttest Scores for Experimental Groups

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post Test Experimental Group	20.50	30	2.474	.452
Pre Test Experimental Group	13.93	30	2.982	.544

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Table 2.

Paired Sample Test of Pretest-Posttest Scores for Experimental Group

		Mean	T	Df	Sig. (2-tailed)
Pair 1	Post Test Experimental Group - Pre Test Experimental Group	6.567	11.890	29	.000

The above table showed that the mean score between pre- test and post-test of experimental group was 6.567, t-value was 11,890 with the degree of freedom was 29 higher than t-table was 2.045 ($t_{\text{value}} 11,890 > t_{\text{table}} 2,045$), the level of probability significant was $0,000 < \alpha 0,05$. It meant that the use of news broadcast video could increase the score of students in writing.

The Results of the Pretest and Posttest in Control group

The result of the student's pre-test in control group showed that the lowest score was 7 and the highest score was 13. The mean score was 10.47 with the standard deviation of 1.833. Meanwhile in the post-test, it was found that the lowest score was 9 and the highest score was 16. The mean score was 12.50 with

the standard deviation of 2.330 see table below.

Table 3.
Descriptive Statistic of Pretest-Posttest Scores for Control Groups
Paired Samples Statistics

		Me an	N	Std. Deviati on	Std. Error Mean
Pair 1	Post Test Control Group	12.50	30	2.330	.425
	Pre Test Control Group	10.47	30	1.833	.335

Table 4.
Paired Sample Test of Pretest-Posttest Scores for Control Group

		Mean	T	D f	Sig. (2- tailed)
Pair 1	Post Test Experimental Group - Pre Test Experimental Group	2.033	5.241	29	.000

The above table showed that the mean score between pre- test and post-

test of control group was 2.033, t-value was 5.241 with the degree of freedom was 29 higher than t-table was 2.045, the level of probability significant was $0.000 < \alpha 0.05$. It meant that there was a significant improvement in writing achievement in the control group.

The Posttest analysis of the Experiment group and Control Group

The table of the group statistical output showed that average scores of experimental group in the posttest was 20.50 with standard deviation of 2.474 while that of the control group was 12.50 with standard deviation of 2.330

Table 5.
Score of Post test of Experimental and Control Group
Group Statistics

		N	Me an	Std. Deviatio n	Std. Error Mean
Post Test	Experimental Group	30	20.50	2.474	.452
	Control Group	30	12.50	2.330	.425

Tabel 6.
Independent Sample Test : Post Test of Experiment and Control Group

		t-test for Equality of Means				95% Confidence Interval of the Difference	
		T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Post Test	Equal variances assumed	12.892	58	0.000	8.000	6.758	9.242
	Equal variances not assumed	12.892	57.794	0.000	8.000	6.758	9.242

The table of independent samples t-test demonstrates that the t-obtained was 12.892 with the degree of freedom 58. Since the t-obtained was higher than t-table (2.002), and the level of probability

significant was 0.000 lower than Alpha 0.05. It meant that there was a significant different between the two groups. This confirmed that the students of the experimental group made better

achievement in English writing if compared to those of the control group. Ho1 was rejected Ha1 was accepted, it meant that there was significant difference on writing achievement between the eleventh grade students of SMAN 2 Palembang who were taught by using news broadcast videos and that of those who were not.

The Result of Two Way Anova Test of the Interaction of News Broadcast Videos and Motivation on Writing Achievement

Tabel 7.

Two Way Anova

Tests of Between-Subjects Effects

Dependent Variable: Writing Achievement

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	24315.814 ^a	8	3039.477	23.214	.000
Intercept	19870.905	1	19870.905	151.765	.000
NBV	15978.291	3	5326.097	40.678	.000
Motivation	4873.053	3	1624.351	12.406	.000
NBV * Motivation		2	2.740	.021	.979
Error	10605.475	81	130.932		
Total	185556.000	90			
Corrected Total	34921.289	89			

a. R Squared = ,696 (Adjusted R Squared = ,666)

The above table showed that F-value' interaction between news broadcast video and motivation was 0,021 lowest than F-table with N was 90 degree of freedom (df 2.90) from score of F-table 3,098 ($F_{\text{value}} 0,021 > t_{\text{table}} 3,098$), the level of probability significant was 0,979 higher than $\alpha 0,05$ (Sig. F 0,979 $> \alpha 0,05$) . Ho3 was accepted Ha3

was rejected , It meant that there was no significant interaction effect of news broadcast video and and motivation on writing of the eleventh grade students of SMAN 2 Palembang.

The Results of the Questionnaire

The result of questionnaires was presented in the following figures and tables:

Table 9.

Students' Motivation Responses

No	Responses	Percentage (%)
1	Stongly Disagree	13,7%
2	Disgree	9,2%
3	Neutral	24,0%
4	Agree	28,9%
5	Strongly Agree	24,2%

Interpretations

Based on the analysis above, the writer made interpretations. The writer interpreted that after treatment, the students who were taught by using News Broadcast Videos (experimental group) were better than the students who were not (control group), especially in terms of organization and mechanic. Based on the findings of independent sample t-test, the News broadcast videos increased the students' achievement in writing at significant level, there was a significant difference between writing skills of experimental and control groups. Based on the result of paired sample t-test, there was a significant difference before the treatment and after the treatment given to the experimental group in writing. Furthermore, the students in experimental group made progress in learning English writing. It happened because tended to be more active because the students knew

what to write when they were asked to make paragraph by using news broadcast video. Beside that, the students also had a good organization in writing. Therefore there was an increase on the students' achievement. It could be seen from the mean difference between the pre-test and post-test in experimental group. It meant that the use of news broadcast videos technique or teaching technique in learning English writing paragraph had greatly influenced in the achievement in the students learning English writing paragraph.

There are some reasons why news broadcast videos could develop the writing achievement of students' at the eleventh grade of SMA Negeri 2 Palembang and significantly increased the score. Firstly, by using news broadcast videos, students had more practice to write. It seemed to writer of the present study that much practice leads to possess additional knowledge and skills. Thus, it might be true to say that using news broadcast videos produced an added value to the students' prior knowledge. News broadcasts are recommended as teaching material because journalism has its own jargon and style (Azuma, 1999). There is also a pattern of organization and language features in news broadcasts with their formulaic rhetorical structures (Mejia, 2008). It has specific grammar, such as the use of present instead of the past tense (Azuma, 1999). There is also large number of references to places and the extensive use of proper names that one hears in such a broadcast (Mejia, 2008) so it might be better to teach specific grammar and vocabulary items in introductory lessons at earlier stages in

the whole lesson series (Azuma, 1999). News broadcast videos can be exploited in language learning activities, especially in English writing. Teaching English writing by using news broadcast videos were also intended to boredom and able to develop their ideas in writing paragraph. The second reason why news broadcast videos could enhance the achievement in writing was that the subject seemed motivated to get satisfactory remarks on their writing sheets from the teacher or the students since the experimental group use news broadcast videos check list of their writing.

The indication that motivation was emerged in the treatment in experimental group requires supplementary data gathering. The present study gathered qualitative data to discover some supporting findings such as the students' motivation and attitude toward the use of news broadcast videos. It meant that there was a significant difference in writing achievement between the eleventh grade students who had high motivation and those who had low motivation. Based on two way Anova, there was not significant interaction effect of news broadcasts videos and motivation on writing achievement. Joining English course might be one of the reasons why the students possess high motivation. In addition, their report scores are so high that they are placed in natural science class 1 to natural science class 3. It meant that the students on writing achievement was mainly depends on independent variable. Motivation did not have any effects on the students writing achievement.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results and interpretations in the previous chapters, three conclusions could be drawn. First, the teaching of writing by News broadcast videos helped the students develop their achievement in writing skill. The experimental group students were able to obtain higher scores than the scores of control group students. In other words, there was a significant difference between the students who were taught by using news broadcast video and the students who were not. Second, there was a significant difference in writing achievement between the eleventh grade students who had high motivation and those who had low motivation.

Third, based on two way Anova, there was not any significant interaction effect of news broadcasts videos and motivation on writing achievement. Joining English course might be one of the reasons why the students possess high motivation. In addition, their report scores are so high that they are placed in natural science class 1 to natural science class 3. It means that the students' writing achievement' mainly depended on independent variable. Motivation did not have any effects on the students' writing achievement.

Suggestions

In teaching English, the teachers have to have good material and technique to suit the students' need and interest. The teachers should be creative in providing materials. News Broadcast Videos is effective method for teaching the students to make them interested in learning

English and make them think that learning English is easy and fun. To avoid boredom, the teachers can use many kinds of methods especially by using technology instrument. Moreover, the teachers of English must know the characteristics of their students, so they can work with them in a nice and enjoyable atmosphere. It is also important for the teachers of English to join some communities of teachers of English or broaden their knowledge about teaching english writing. The English teachers should encourage the students to write and express their ideas, experience, thought and feelings by giving them increasing material so that they can increase the frequency of the students' writing activities.

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