

IMPROVING EFL STUDENTS' WRITING SKILLS THROUGH NEWS VIDEO-BASED LEARNING STRATEGY IN NEWS ITEM TEXT

Alijawati Alyah¹, Maemuna Muhayyng², Abdul Halim³

English Education Department, Graduate Program, Universitas Negeri Makassar, Makassar, South Sulawesi, Indonesia^{1,2,3}

Email: alijawatialyah@gmail.com¹, maemarasyid@unm.ac.id², abdhalmhum@yahoo.co.id³

KEYWORDS

Writing Skills,
News Item, News
Video

ABSTRACT

The present research aimed to discover improvements in EFL students' writing skills ability through a news video-based learning strategy in news item text. The researcher applied a quantitative method with a one-group pretest-posttest classroom research design (pre-experimental). The data obtained in this research were calculated using the manual statistical method and SPSS statistics version 27. The data were analyzed using the statistical formula of paired sample t-test computation. The population of the research was all of the students in the Acceleration class of MAN 2 Kota Makassar, where the participants consisted of 14 students as well as the sample of the research. Based on the mean score of the students' pretest was 78 in average to good categories while the mean score of the students' posttest was 84 in good to excellent categories. Moreover, the result of the data was supported by the t-test analysis, in which the t-test value was higher than the t-table value ($-3,113 > 2,160$). So, it can be summarized that H_0 was rejected and H_a was accepted, which means a News Video-based Learning Strategy through YouTube of VOA Learning English effectively increases EFL students' writing skills while composing a news item text paragraph.

INTRODUCTION

English lesson whether in formal or nonformal academies, is highly expected to benefit and progress toward students greatly (Calderón, Slavin, & Sanchez, 2011). However, realizing the length of students learning English formally is more than six years since they were in secondary, high school, and up to the higher university level doesn't guarantee students are fluent in using oral and written English. They still struggle to write well. Some people think that writing skills are one of the English comprehension skills: reading; listening; and speaking can be challenging to master effectively, even after learning English in the classroom. Some EFL students struggle with developing their writing skills, making it tough to write clearly and cohesively. Therefore, teachers play a crucial role in teaching and guiding students toward achieving their learning objectives.

Writing is often considered one of the most provoking English abilities to learn. This is not only due to differences between learners' first languages and English, but also because of the complexities of the English language itself. As per Adas & Bakir (2013), as referred

to in Javed et al. (2013), composing is an especially troublesome expertise for understudies. This aligns with Allen and Corder's view that mastering writing is the most challenging language expertise to acquire. Language students need to master writing to pass on through-composed text and take part in contemporary human activities. As per the KTSP curriculum program (2006) referenced in Rahmadhani & Kumala (2014), students must understand the components of writing to produce high-quality work. To convey thoughts, intentions, and information effectively in writing, individuals need to develop a scope of language skills (Carter, 2012). Asisa (2021), in her thesis, explained that the 2004 Indonesian curriculum program established by the Ministry of Education and Culture expects understudies to comprehend and convey ideas and information, as well as enhance their insight, technology, and culture through English.

Writing activity requires cautious consideration to develop concepts, ideas, topics, words, sentences, paragraphs, and reasonable structure. While having great writing skills is crucial, students frequently do not receive satisfactory designation time or consideration during the teaching and learning process (Nilson, 2016). Sometimes they utilize a lot of sentences to express a single idea, however, the readers are unable to understand them. Writing is essentially a cognitive process that involves producing ideas and determining the most ideal way to present and organize them into effectively understandable sentences or paragraphs (Toba & Noor, 2019). Moreover, writing is a progressive movement that involves a few phases: exploring and organizing ideas, writing them down on paper, and revising the written work (Flower, 1979). A few researchers likewise concur that the writing process begins with ideas, formulating them into coherent sentences, then, at that point, structuring them into passages, and so on until a cohesive unit of paragraphs is framed (Hyland, 2015).

Bram in Najmi (2004:7) suggests some components that must exist as important aspects when developing writing skills: content, form, vocabulary, grammar, and mechanics. Content deals with the substance and ideas expressed in writing. Form refers to the way content is arranged and organized. Grammar involves the use of syntactic patterns and grammatical forms. Vocabulary is the structure that is selected to express a specific style. Vocabulary is the structure that is selected to express (Carter, 2012). Mechanics address the use of language's graphic conventions. According to the theory of Holly L. Jacobs (1981), the ESL composition profile in scoring writing skills is effective and becomes the researcher's guidance to check all the students' writing tests because it judges all five components analytically: content, organization, vocabulary, grammar, and mechanics.

In Indonesian senior high schools, a genre-based approach is used to teach different writing skills. Students are taught various texts and genre types. According to Paltridge (as cited by Hammond, Burns, Joyce, Brosnan, & Gerot, 1992), a news item is considered a genre of recount text type. By demonstrating writing models and text types, students are expected to learn and understand the differences between one and another genre in English. This enables them to write different genres independently, following the correct order of generic structures and grammar rules. News Item is one of the factual genres. The news item text's social function is to report to the audience regarding current events that are deemed significant or newsworthy (Bednarek & Caple, 2017). Based on the description given above, the researcher comes to the conclusion that VOA Learning English is the best option to use in terms of choosing a media for learning English, and news video is the best

alternative as a strategy to improve EFL students' writing skills in teaching writing a paragraph of news item text.

Most teachers focus on specific teaching and learning strategies while ignoring others, whereas multiple ways can be utilized as a strategy approach in the teaching-learning activity (Nisbet & Shucksmith, 2017). In this case, using media or props can become an alternative for the classes. Teachers must be innovative and creative in creating and exploring multiple teaching-learning strategies, thus making the situation in the classroom more powerful, impactful, and fun for the students. Besides that, students often spend more time completing exercises in the course book rather than engaging in writing practice based on the teacher's latest topics or themes.

In the recent 21st century, learning is no longer a one-size-fits-all activity, where the learning strategy has multiple ways to be applied. In supporting teaching English as a Foreign Language (EFL), teachers should carefully consider an appropriate teaching technique and media for students. To encourage students to participate in class and enjoy learning writing skills, the teacher should use props and any other sources when explaining complex material so that the learning activity is not monotonous. Hence, students require motivation and appropriate strategy while learning it. Anderson has classified educational teaching media into three groups. These media consist of audio, visual, and audio-visual. Additionally, since most people these days are familiar with technology, therefore, teaching using video significantly improves students' English skills both in gaining motivation and enhancing comprehension (Mulyadi et al., 2021).

According to Sarani, Zare, and Arani (2014), watching videos can help language learners improve their basic skills by exposing them to new vocabulary, sentence structures, and functions. This aligns with the present research focused on improving students' writing skills ability and investigating the effectiveness of using video as media in the treatment-teaching process. Vincents (2014) notes that video-based learning is increasingly popular in education due to its ease of creation and online storage. People often watch videos as entertainment and it can also be a valuable medium for teaching and learning English to speakers of other languages. People can subconsciously absorb information and process language, through their eyes and ears (audiovisual) means, especially when watching English videos.

News video is the medium of announcing various news events and information through television, the internet, or any other social platforms, also known as broadcasting news video (Tandoc Jr & Maitra, 2018). According to, the research shows that a broadcast news video can: encourage students to follow the news and become better informed regularly; teach them how to interpret news stories using visual clues and other strategies; enhance their English vocabulary; and assist them in developing critical thinking and problem-solving skills necessary for discussing current events and news stories.

Many researchers acknowledge that English news videos as a medium of teaching and learning can enhance students' writing skills, especially in evolving vocabulary as well as encouraging active participation. VOA Learning English's YouTube channel can be one of the alternative media since the content has many news videos. Therefore, a news video-based learning strategy can be one of the effective strategies to gain students' attention; since video combines audiovisual and physical movement, it may satisfy all types of

learners in a class. Thus, they can be motivated to study and improve their English writing skills.

There were several previous findings have found that video has advantages for writing news item as well as to strengthen the result of this research (Lestari, 2019). Who found that the use of broadcast news video was useful because it had a good effect on students' writing skills of news item text. (Lestari, 2019), through her thesis, determined the improvement of students' writing achievements in news item text by incorporating video elements. She discovered that the use of video could improve the student's ability to write news item text. Nikmah (2012) obtained a difference in the achievement of students' writing before and after being treated by using video. As a result, the students enjoyed learning and made good progress in the lesson as well as it showed improvements in all writing aspects.

Therefore, based on the previous issues above news item text can be judged to assist reasoning ability, cognitive, and student literacy because learning news item text, will improve the ability to learn the four English comprehensions at once, add vocabulary, and understand how to apply a language well. Besides, it is hoped that the students could know a diversity of absorption languages in English. This is harmonious with the new regulation that had been declared by Mendikbudristek (Minister of Education, Culture, Research, and Technology) on September 1st, 2022, where the regulation of Permendikbudristek No. 48 the year 2022 about the Change of Perguruan Tinggi Negeri Entrance, which hints that prospective students are judged should be able to prioritize analysis, reasoning, logic, and literacy skills, both Indonesian and English literacy. Furthermore, the Tes Potensi Skolastik (Scholastic Potential Test) selection is considered able to answer the challenges of millennials and Generation Z as students who are analytical, logical, and familiar with literacy.

Since the news item text is an uncommon text discussed by researchers, afterward based on the statement and those gaps above, the researcher is finally interested in researching this issue, precisely comprehending: "Is news video-based learning strategy effective to improve students' writing skills in news item text?"

RESEARCH METHODS

The research utilized a quantitative method with a pre-experimental classroom research (one group pretest-posttest) design since it was included in the experimental method, which was used to examine the relationship between independent and dependent variables. Sugiyono (2014:109) conveyed that a pre-experimental design involves only one group or class receiving pre-and post-tests. This design includes a one-group pretest and posttest conducted without a control group or comparison.

The data obtained in this research were calculated using the manual statistical method and SPSS statistics version 27, then will be served in the form of a table. The data were analyzed using the statistical formula of dependent t-test (paired sample t-test) computation. The population of the research was all of the students in the Acceleration class at MAN 2 Kota Makassar, where the participants consisted of 14 students as well as the sample of the research. Three instruments were used to collect the research data: pretest, treatment, and posttest. The written test was applied in the pretest before treatment and the posttest after treatment to know the differences in whether the treatment worked or not and how effective

was a news video through VOA Learning English's YouTube channel to improve students' writing skills in news item text.

RESULTS AND DISCUSSION

Results

The researcher assessed students' writing skills starting with a pretest and ending it with a posttest through their worksheet based on the generic structure of news item text (Silalahi, Sihombing, Herman, & Purba, 2021). The students needed to qualify for indicators of writing skills assessment, namely five components of writing: content, organization, vocabulary, grammar, and mechanics by Jacobs et al. (1981) theory of rubric writing assessment. The assessment was analytically, namely assessing one by one, i.e., what kind of content, organization, vocabulary, grammar, and mechanics they had. In what number scale and category were their final writing composition? After classifying it analytically, then the researcher assessed it holistically to specify the degree of EFL students' writing skills category ability. The student's classification data was as follows:

Table 1. EFL Students' Writing Components on Pretest-Posttest

RUBRIC ASSESSMENT OF EFL STUDENTS' WRITING SKILLS ON PRETEST-POSTTEST				
Components of Writing	Scale	Category	Mean	
			Pre-test (x₁)	Post-test (x₂)
Content	30-27	Excellent to very good	25	27
	26-22	Good to average		
	21-17	Fair to poor		
	16-13	Very poor		
Organization	20-18	Excellent to very good	16	17
	17-14	Good to average		
	13-10	Fair to poor		
	9-7	Very poor		
Vocabulary	20-18	Excellent to very good	15	17
	17-14	Good to average		
	13-10	Fair to poor		
	9-7	Very poor		
Grammar	25-22	Excellent to very good	18	19
	21-18	Good to average		
	17-11	Fair to poor		
	10-5	Very poor		
Mechanics	5	Excellent to very good	4	4
	4	Good to average		
	3	Fair to poor		
	2	Very poor		
MEAN			78	84

Source: The researcher's presentation of data

Table 1 of EFL students' writing components on the pretest-posttest above described that the sample of 14 students followed the written test that the researcher held in the posttest were as same as the pretest samples. The mean of writing aspects for content in the pretest was 25 (good to average), organization was 16 (good to average), vocabulary was 15 (good to average), grammar was 18 (good to average), and mechanics was 4 (good to average). While the mean of writing aspects for content in the posttest was 27 (excellent to very good), organization was 17 (good to average), vocabulary was 17 (good to average), grammar was 19 (good to average), and mechanics was 4 (good to average). Signifying the students' writing skills ability were not lacking regarding writing the paragraph in news item text. Hence, the average of students' writing components was in the good to average category.

The researcher got the mean of students' scores on the pretest-posttest by scoring using the manual statistical method and SPSS version 27.

Table 2. The Classification of Students' Mean Scores on Pretest-Posttest

Category	Experimental Class	
	Pre-test(x_1)	Post-test (x_2)
Total Score (Σ)	1096	1170
Mean Score	78	84
Standard Deviation (Sd)	11.371	8.537

Source: The researcher's presentation of data

Table 2 above showed that the researcher assessed both samples, whether in pretest or posttest writing. To get the valid data, the researcher calculated manually using the statistical method by the t-test formula. After scoring the two tests, the researcher got the mean score of the students' pretest (ΣX_1) namely 78, and the average score of the students' posttest (ΣX_2) namely was 84. The standard deviation for students' pretest scores was 11.371, and the standard deviation for post-test scores was 8.537 (Silalahi et al., 2021).

It meant that the mean scores of students' posttest on students' writing skills ability was higher than the mean scores of students' pretest and most of the 14 students in the Acceleration class understood well how to write the paragraph based on the generic structure of news item text where they were already taught in the treatment class.

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-5,286	6,354	1,698	-8,954	-1,617	-3,113	13	,008

Source: The researcher's presentation of data

In the paired samples test table above, the output showed that the t-test was -3,113 and the t-table with a degree of freedom (df) 13 was 2,160 at the level significance of 0,025. It meant the t-test was higher than the t-table (-3,113 > 2,160) while the value of sig. (2-tailed) was 0,008 which was lower than the significant probabilities 5% ($p < 0.05$). Furthermore, based on the recent explanation of data, we could conclude that on the t-test if P-value/sig > 0,05 it meant H0 was accepted and Ha was rejected. Conversely, if P-value/sig < 0,05 it meant H0 was rejected and Ha was accepted. Thus, based on the SPSS statistics output of the paired samples test above, the significance value or sig. (2-tailed) was shown as 0,008 < 0.05, meaning H0 was rejected and Ha was accepted. In this case, it indicated a significant difference between the mean score of the pretest and the posttest mean score.

Hereafter, the researcher rates the percentage and frequency of students' scores on the pretest-posttest, as follows:

Table 4. The Frequency and Percentage of Students' Pretest-Posttest Scores

Scale	Category	Pre-test		Post-test	
		F	P(%)	F	P(%)
80-100	Good to Excellent	9	64.3	10	71.4
60-79	Average to Good	4	28.6	4	28.6
50-59	Poor to Average	0	0	0	0
<49	Poor	1	7.1	0	0
Total		14	100	14	100

Source: The researcher's presentation of data

Table 5 of the frequency and percentage of students' pretest-posttest scores above indicated that in the pretest frequency and percentage, 9 students (64.3%) got the category of good to excellent, 4 students (28.6%) got average to good, 0 students got poor to average, and 1 student (7.1%) got the category of poor. On the other hand, in the post-test frequency and percentage scores increased, 10 students (71.4%) got the category of good to excellent, 4 students (28.6%) got average to good, while 0 students got poor to average and poor category.

Based on all of the calculations about the average of students' scores on the pretest and posttest above, the researcher presented a further percentage increase in students' mean scores, as seen in the chart below.

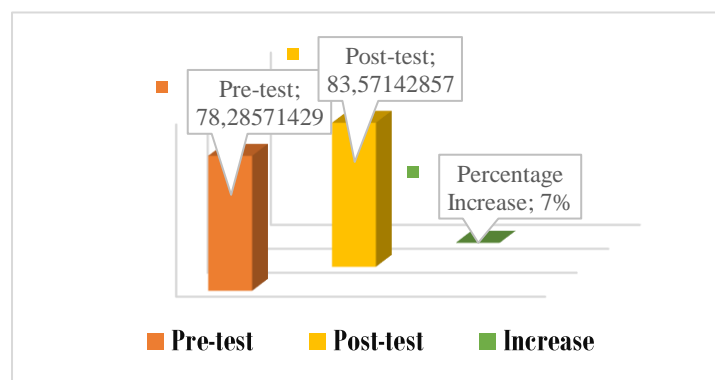


Figure 1. The Percentage Increase in Students' Mean Scores on the Pretest-Posttest

The chart in Figure 1 above, obviously that there was a significant difference between students' average scores on the pretest and posttest. The chart was to make it clear regarding the differences in average scores of two tests in the same samples when the data presentation is visualized on the screen or paper. Hence, we can see whether the students already understood the news item text or not; or are their writing skills ability already good or not. Thus, this chart helped the researcher a lot since the chart showed the number and percentage as well. It can be seen that the average score of the students' pretest ($\sum X_{-1}$) was 78.29 and the average score of the students' posttest ($\sum X_{-2}$) was 83.57 where the increasing score was 5.286 or a percentage increase amount 7%. Furthermore, it can be summarized that there was a significant improvement in using the VOA News Video Learning English on YouTube in teaching writing comprehension of a text type in news item text.

However, to test whether the hypothesis was valid or not, we needed to determine the basis for decision-making to ensure that the statistical output was able to be presented correctly as the research result. There were two bases for decision-making, they are: based on the significance value; and based on the t-test value.

After analyzing all the statistics data, the researcher summarized the results of the t-test, t-table, and the hypothesis in the form of a table to make it clear, the explanations are below:

Table 5. T-test, T-table, and Hypothesis of the Students' Pretest-Posttest

Pre-test and Post-test		
T-test Value	T-table Value	Hypothesis
-3.113	$-2.160 < \mu < 2.160$	H _a : There were differences in improving EFL students' writing skills after treatment was given compared to before treatment.

Source: The researcher's presentation of data

Table 5 above showed that the t-test result was higher than the t-table value of the pretest-posttest ($-3.113 < \mu < 2.160$). It indicated that the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. The number showed it after calculating both via manual and also SPSS Version 27. Hence, the pre-test and post-test results were significant as analyzed before. Therefore, in this case, the hypothesis the researcher concluded before doing the research stated the alternative hypothesis (H_a): there were differences in improving EFL students' writing skills after treatment was given compared to before treatment was accepted.

Based on the analysis above, the researcher concluded that there was a significant effect before the treatment was given compared to after the treatment, and using VOA news video as the learning strategy was effective in improving EFL students' ability of writing skills. Therefore, their comprehension of the approach to the material the researcher taught in the learning and teaching activities was pretty good to be applied.

Discussion

The discussion section performed all of the research results and data found in the experimental class through the pretest, treatment, and posttest with some expert theories and findings research to overcome the issue of the research questions. The students' writing tests

in the pretest and posttest were scored and analyzed by applying Holly L. Jacobs's (1981) about Testing ESL Composition: A Practical Approach. English Composition Program and the results have been presented in the form of a table above. The five components in scoring EFL students' writing skills guide the researcher to score their writing assessment on a pretest-posttest through the paragraph of news item text. They are content, organization, vocabulary, language use or grammar, and mechanics. Moreover, manual statistical methods and SPSS helped the researcher discuss the research questions precisely in interpreting data in descriptive analysis. Therefore, the statistics data was analyzed using manual and SPSS statistic methods to see the total score, mean, difference, difference squared, t-test, t-table, significance value of P, and up to test the hypothesis (Nilson, 2016).

Based on the classification between the pretest and post-test in the experimental classes, the researcher obtained that the students' average of writing skills ability in the pretest was average-good, while in the post-test results data revealed that average-good to excellent category. Despite already possessing good English writing skills, they only needed to improve their English to be at an advanced level then they could master four English skills: writing, speaking, reading, and listening for further life. There was no stability of the total and mean scores from the pretest to the posttest. Hence, it can be said that the result data of the posttest showed a significant increase from the pretest to the posttest. Moreover, the frequency of students with the highest rate in the pre-test belongs to the good to excellent classification similarly the frequency of students with the highest rate in the post-test belongs to the good to excellent classification as well (Alobaid, 2020).

Furthermore, based on the researcher's observation, the student's condition before being taught using the news video-based learning strategy was that they got bored quickly and had difficulties determining ideas, topics, and what content they wanted to write on the paper. It made some of them low in the score (Bell & Stockdale, 2016). The students showed increased activation, motivation, and interest in learning English when they watched VOA News Video as a learning media in the treatment class. The researcher's strategy proved effective in enhancing students' English writing comprehension, leading to positive engagement and enjoyment in the learning process. Students can deeply understand that the news video learned in English subject was suitable as a learning strategy and has proven to be able to improve students' writing skills.

A news video specifically writing in a paragraph of news item text contributed to students' English literacy and writing skills by influencing those five aspects namely productive, linguistic, ideas, vocabulary, and comprehensive (Muflikhati, 2013). As a result, there were five essential factors in portraying the improvement of news video-based learning strategy on EFL students' writing skills found in the experimental class during the teaching and learning activity after giving a treatment, as follows: writing as a productive skill (Maskor & Baharudin, 2016); enjoying English literacy as a linguistic skill (Arditami et al., 2019); finding ideas for writing journal and academic content, renewing new vocabulary to keep away from the lack of vocabulary; improving four English skills comprehensively (Rao, 2019).

Similarly, there was an increase in using audiovisual media in this case, news video with the help of the VOA Learning English YouTube channel, where the students watched one of the broadcast news video contents of VOA "China's Internet Addiction Camps" to determine

which parts of the generic structure of news item text on that video. The EFL students understood well, especially in the Acceleration class at MAN 2 Kota Makassar, which was a researcher's sample when conducting research.

Similarly, the success of the treatment, namely news video, was also supported by the results of the statistical analysis data through the t-test formula (paired sample t-test) as presented by the researcher in the table of pretest-posttest classification scores. Based on the discussion of several points above, the researcher strongly believed and stated that the treatment of news video effectively improved EFL students' writing skills in the writing a paragraph based on the generic structure of news item text.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher draws the following conclusions below: The mean score of EFL students' pretest was 78 in average to good categories while the students' posttest mean score was 84 in good to excellent categories. As a result, this is to say, that the extent of EFL students' writing skills ability was generally classified into good to excellent categories. It is also supported by t-test analysis data where the t-test value was greater than the t-table value ($-3,113 > 2.160$), which means H_0 was rejected and H_a was accepted. Thus, there was an effect on the EFL students' writing skills ability after the treatment of news video-based learning strategy in news item text was compared to before treatment. Hence, the researcher concluded that providing treatment using a news video-based learning strategy effectively helped the EFL students improve their writing skills in writing paragraph news item text, particularly in the Acceleration class of MAN 2 Kota Makassar.

BIBLIOGRAPHY

- Alobaid, A. (2020). Smart multimedia learning of ICT: role and impact on language learners' writing fluency—YouTube online English learning resources as an example. *Smart Learning Environments*, 7(1), 24.
- Arditami, P. R., Artini, N. L. P., & Budiarta, L. G. R. (2019). Developing English Literacy-Based Activities For Elementary Students. *Lingua Scientia*, 26(2), 79–89.
- Bednarek, M., & Caple, H. (2017). *The discourse of news values: How news organizations create newsworthiness*. Oxford University Press.
- Bell, J. P. W., & Stockdale, A. (2016). Examining participatory governance in a devolving UK: Insights from national parks policy development in Northern Ireland. *Environment and Planning C: Government and Policy*, 34(8), 1516–1539.
- Carter, R. (2012). *Vocabulary: Applied linguistic perspectives*. Routledge.
- Flower, L. (1979). Writer-based prose: A cognitive basis for problems in writing. *College English*, 41(1), 19–37.
- Hyland, K. (2015). *Teaching and researching writing*. Routledge.
- Lestari, A. (2019). *Improving The Students' Achievement in Writing News Item Text By Using Video at Madrasah Aliyah Al-Manaar Asahan*. Universitas Islam Negeri Sumatera Utara.
- Maskor, Z. M., & Baharudin, H. (2016). Receptive vocabulary knowledge or productive vocabulary knowledge in writing skill, which one important. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 261–271.
- Muflikhati, A. (2013). Improving Students Writing Skills on Recount Texts Through the Use of Dialogue Journal Writing of the Tenth Grade Students of SMA IT Abu Bakar

Improving EFL Students' Writing Skills Through News Video-Based Learning Strategy In News Item Text

Yogyakarta in the Academic Year of 2012/2013. *Universitas Negeri Yogyakarta, Yogjakarta*, 33.

- Mulyadi, D., Wijayatiningsih, T. D., Singh, C. K. S., & Prastikawati, E. F. (2021). Effects of Technology Enhanced Task-Based Language Teaching on Learners' Listening Comprehension and Speaking Performance. *International Journal of Instruction*, 14(3), 717–736.
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.
- Rao, P. S. (2019). The importance of teaching language skills to the second or foreign language learners of english: A comprehensive study. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(4), 6–19.
- Silalahi, D. E., Sihombing, P. S. R., Herman, H., & Purba, L. (2021). High Order Thinking Skill (Hots) Questions On Learners' writing Ability Of Report Text At Efl Of Fkip Universitas Hkbp Nommensen. *Jurnal Dinamika Pendidikan*, 14(2), 17–32.
- Tandoc Jr, E. C., & Maitra, J. (2018). News organizations' use of Native Videos on Facebook: Tweaking the journalistic field one algorithm change at a time. *New Media & Society*, 20(5), 1679–1696.