

TEACHING READING USING MAGAZINE

Oleh: Henny Uswatun Hasanah

(Prodi Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Pamekasan)

Abstract:

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching. Magazine can be other alternative as reading material in the classroom. Magazine as reading material has appeal for the students. To make the students get information from magazine, the teacher can ask the students to observe table of content and giving the students training to use it. Like, what is done on text book. Distinguishing informative reading material with fictive reading, important to know students in reading magazine. Like analyzing advertisements to detect propaganda.

Key words:

Teaching Reading, Magazine

Introduction

Teaching as a part of teaching learning process and which is most done by a teacher has important role in education. If there is the teacher teaching, there will be a student learning. It means that the operation of education in relation to the goal in school assigned by the teaching learning process between the teacher and the learner. In other words learning and teaching are two things which cannot be a separated each other. So in teaching learning process is expected to be able to give good contribution in order that the students will not find difficulties.

Teaching reading as one of the aspects in English language skill must be taught clearly and the material must be well understood by the students in conventional classes only hang up on the information transferred by the teacher.

The students, sometime, get difficulties in reading text. They only study in their school and get lesson from their teacher, so they get difficulty in determining the kind of reading.

Based on the explanation above, the writer chooses the magazine as a media in teaching reading to solve. The writer assumes that magazine is kinds of

text that will attract the students' interest and stimulate them to enjoy in reading comprehension.

According to Sminoff, magazine¹ is provided to the reader with ability level and different interest. Magazine is effective study source because it gives many advantages to reading program. Although the magazine is written in English, the students will enjoy to read. The reasons of the writer using magazine as a means for teaching reading magazine interest and can be very pleasing and interesting for the students. So that, the students are interested in reading magazine, the languages of magazine are easy to understand. By using magazine students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of magazine in teaching reading they will be active as participants and they have more a chance to express their minds, emotions, feelings, and attitudes.

Reading

Reading is an activity with a purpose; the purpose for reading and the type of text determine the specific knowledge and strategies that readers need to apply to achieve comprehension. Reading is a means of language of communication, and of sharing information and ideas. Like all

language, it is a complex interaction between the text and the reader's prior knowledge, experiences, attitude, and language communication which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

There are so many different perceptions of the definition of reading. These different assumptions about reading are caused by various factors, both their purposes and circumstances. We believe that purpose plays a major role and reading. It may be extremely general to enjoy, to relax, to learn a lot of topic and other purposes.

Reading can also be seen from different viewpoints. In Walker' opinion,² reading is viewed as interactive process where readers shift between sources of information (what they know and what the text says to construct meaning). This process requires that groups of words being a unity will be seen at a glance and that word meaning can individually be recognized.

Reading is an essential part of language instruction at every level because it supports learning in multiple ways. Reading to learn the language means reading material is language input. By giving student a variety of material to read. Instructors provide multiple opportunities for student to absorb vocabulary, grammar, sentence, structure and discourse structure as they

¹Rahim, Farida. 2006. *Pengajaran Membaca*. Jakarta: Bumi Aksara. h. 94

²Walker, Barbara, J. 1988. *Diagnostic Teaching of Reading*. New York: Macmillan Publisher College.

occur in authentic context. Student thus again a more complete picture of the ways in which the element of the language work together to convey meaning.

Reading for content information. It means student purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in language learning classroom give student boot authentic reading material and an authentic purpose for reading. Reading is activity that can make someone get some information from what they read. Before we comprehend more about the reading we have to know the reading activity because based on that definition we can know how to develop the reading skill.

The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what you already know. If you do not know anything about a subject, then pouring words of text into your mind is like pouring water into your hand.

Edge stated that there are some aims of reading program³:

a. To enable students

The teacher can only try to promote ability in the students. He cannot pass on the ability itself. This is true of all FL teaching but applies particularly to comprehension, which is a private process over which even

the students himself has no real control, thought he may struggle to achieve it. In the reading lesson, it is what the student does not what the teacher does that counts.

b. To read without help

We can seldom expect help with the reading task we undertake I real life outside the classroom. The teacher does not remain at our side. There for student have to develop the ability to read on this own. As a teacher is not to make your own help unnecessary.

c. Authentic text

The reading skill is of no practical use unless it enables us to read text we actually require for some authentic purpose. At least some of the practice given should be with authentic text, the sort of the text the students will want to read after he has stopped attending FL classes. If the need of a single class is very varied, the practice material ought to be varied too. However, the stage at which authentic text are introduced will need to be decided according to the students command of the language where the level required reading the necessary text.

d. Appropriate speed

It is not always appropriate to concentrate on reading fast: a flexible speed is the sign of a competent reader. But of course we should prefer to read fast if we can do it without loss of effectiveness. You need to train your students to

³ Edge, Julian. 1993. *Essential of English Language Teaching*. Longman. p.21

use different rants for different material and different purpose, instead of plodding through everything at the same careful speed. Unless you encourage them to skim and scan and read some text with appropriate irreverence, they may never dear to do so. At the same time, they need practice in assessing what type of reading is suitable for various text and various purpose.

e. Silently

We have already note that people seldom need to read aloud except in the classroom. But because reading aloud is useful: in early stage of FL learning it become an established part of the lesson and commonly persists far longer than is desirable. This usually mean that too little time is given to the developing the skill of silent reading, yet all reader need this skill, and the most would benefit from help in developing it.

f. With adequate understanding

It may cause surprise that we do not say with total understanding. As in the case in reading speed, however, flexibility is required. We need to understand enough of the text to suit our purpose in reading, and this mean that we frequently do not need to read our understanding every word. Certainly students must also learn that it is wasteful to read with the same amount of care for every purpose. This implies that various kind of reading task must be given in

class, not all of which require the precision of careful study reading.

But we do not want to given the wrong impression, understanding is central to the process of reading and must be the focus of our teaching. If we settle for less than complete understanding in certain reading task, the reason must be clear. It must be the result of a conscious decision, not the result of incapacity to understand.

Teaching Reading

The definition of teaching can be defined as showing or helping some to learn how to do something, giving instructions, guiding in the study of somethin, providing with knowledge, causing to know our understand.⁴

Meaning, lerning and pleasure are the ultimate goals of learning to read. It means, teaching students how to read should not be more than to assist the learner in understanding the meaning of the written text, the process of learning itself as well as the pleasure of reading. It supported by Pang, that reading enable us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.⁵ Treading

⁴Brown, H Douglas. 2007. *Principle of Language Learning and Teaching*. USA: Longman. p.8

⁵Rumyati, Sri Hosna. 2011. *The Implementation of School Level Curriculum for the Student's Reading Comprehension of the 9th Grade Students at SMP Negeri 1 Kadur*. Unpunlished thesis. English Department Faculty

student in this way will enable them to comprehend the goals of reading.

What it is happening now is that, people assumes that students learn to read a language by studying its vocabulary, grammer, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level student who have developed the language skills needed to read them.

Teaching Reading Strategies

Brown,⁶ defines strategy quite broadly as “procedures that facilitate a learning task.... Strategies are most often conscious and goal driven”. In reading activity, the readers usually use some strategies when they are reading in order to help themselves understand the text. General strategies refer to universally common ways that most readers use in reading. One of them is discussion. In discussion, the students get a deeper understanding of their reading behavior. And for specific strategies, it refers to the processing strategies the students use in teaching reading to understand the text. For example, a comprehension skill which has a purpose to get the main idea from

the passage. For this point, comprehension skill consists of several activities underlying the comprehension process when reading a text. It can be discuss the questions, complete form, ect in a group or individually and after that report it in to the class.

Based on Skidell and Becker, there are some strategies in reading activity. They are:⁷

1. Pre-reading strategy, consist of two strategies, developing a mind-set and previewing.
 - a. Developing a mind-set
The student have different mind-set about different things or subject depending on what they know or do not know about them. What given a reading assignment, most successful readers think what they already know about the topic or subject.
 - b. Previewing
Previewing means to look over (or view) something before-hand. The word part *pre* means before, and the view means to look or see. When the teacher asks the students to preview reading material, they look it over quickly to get a general idea of what it is about before you actually read text carefully.
2. While-reading strategy. In this part the students will learn how to find the mind idea of paragraphs and the controlling idea of an entire reading

of Teacher Training and Education Madura University. P.18

⁶ Brown, H Douglas. 2007. *Principle of Language Learning and Teaching*. USA: Longman.

⁷ Skidell, Myrna Bigman. 1940. *The Main Idea Reading to Learn*. New York: Longman. P.1

selection, to find important details, and become reader by writing while the students read to remember important information.

3. Post-reading strategy. In post reading strategy there are three choices help the students organize text information.
 - a. Outlining. It is a method that condenses or shortens a great deal of material into manageable units and help the students keep track of the main ideas and important details. There is no need to write complete sentences in an outline. As they make an outline, be sure to keep it is purpose in mind-to condense information so that can remember it.
 - b. Mapping. Another method of condensing text to make it easier to remember is to make what is called a *map* of the information. Making a map help the students to remember what they have read because they must paraphrase, or written in their own words, the material that they have read.
 - c. Summarizing. A summary is a short or condensed version of the information that the students have read. It is written in their own words in complete sentences. When they summarize, they are making sure that they understand and

remember the most important information in the text.

Besides that, John classifies some strategies which are used at different phases of reading; they are *before reading, while reading and after reading*.

1. *Before reading*: Preview the material, skimming and examining the title and subheadings. Some self-questioning such as "what do I know?" "what do I want to learn?" and "what did I learn?", they will help the students think about relevant background information and make predictions about text.
2. *While reading*: Generate topic sentences about paragraphs and revise ideas to find the gist when necessary, backtrack to insect text already read or use content to clarify meanings and to make sense of the text. Reciprocal teaching is the most promising way to help the students acquire the critical strategies of predicting, cralifying, stating the gist, and monitoring comprehension while reading.
3. *After reading*: Review and reflect about the text, considering, "Did I meet the goal?", "What did I learn?", "Were my prediction right?", "Did everything make sense?", "Can I summarize the main points?"

Based on the three phases above, the teacher can support the student in understanding of the content and provide them with opportunities to develop their comprehension and vocabulary skills.

Techniques of Teaching Reading

Suyanto explain that there are three kinds of teaching reading skill.⁸ Those are reading aloud, silent reading, and independent reading.

a. Reading Aloud

In this part, this has aim to treat the students in order to be able to read well. Reading aloud usually uses look and say technique which has the goal to pronounce words, phrase, and sentences in English correctly. For this, the stressing and intonation is the main point. As a model for their students, the teacher should have a good English skill. The students have to listen carefully then they have to imitate the teacher said together. For the last, the teacher can ask the students to read the text loudly.

b. Silent Reading

Reading a text silently, it can be an important skill which needed to be applied in the class. By silent reading, the student try to concentrate in order to get understanding in reading the texts. To make sure that the student have understood from the text, the teacher can give them some question about the text.

c. Independent reading

If the students have read a text loudly, silently and comprehensively then they will read a text through independent reading. For this poin, after the students have read a text then they are asked to reread that text or tell to

other student about the content of that text, and after that they can rewrite using their own words

Ways of Reading

Grellet divides four ways of reading: they are⁹ skimming, scanning, extensive and intensive reading.

1. Extensive reading, it consists of survey reading, and skimming.
 - a. Survey reading. It means that when we will read a book, we usually survey that the book by surveying its title, list of word from outline pf that book, ect.
 - b. Skimming. Skimming is a reading technique to take the gist from a text. It is one of the most valuable reading techniques for the readers as well as native speaker. Skimming consist of running one eyes across a whole text, such as article, essay, to get a gist, it will give the reader the ad vantages of being able to predict the purpose of the passage, the mind idea or topic, and the other purposes.
2. Intensive reading. It consists of close reading, critical reading, reading for ideas, and literary reading.
 - a. Close reading. In close reading here, the readers asked to read closely. And they can use three ways to read closely, they are

⁸ Suyanto, Kasihani K.E. 2007. *English for Young Learner*. Jakarta: Bumi Aksara. p. 64.

⁹Alderson, Charles. 2000. *Assessing Reading*. New York: Cambridge University press. p. 321

SQ3R (survey Question, read, recite, and review)

- b. Critical reading. It is not only draws upon the study of reading and thinking it draws little if any distinction between the two. For example, it includes the ability to recognize author's motives. To recognize hidden assumption.
 - c. Reading for ideas. It is reading activity to search, get and to provit some ideas from the book. All of reading materials as the source for the most of people. Because these reading materials provide some topics that the people need for discussion, conversation, explanation, etc.
 - d. Literary reading. It is reading activity where the readers have to comprehend the language of some literatures.
3. Scanning

Scanning is a reading technique to get the information without read any else, so it focuses on the problem which are wanted, they are particular fact and information.

It is one of the most valuable reading techniques for the students after skimming technique. This technique is quickly searching for some particular piece or pieces of information in the text.

Strategy for developing Reading Skill

According to Djamarah,¹⁰ strategy is an outline to act in having effort to reach the target determined. It mean that because of the strategy used by the teacher in can improve the students reading skill.

Generally there some strategies implemented by the teacher namely:

- a. Choose and determine procedure, method, and techniques teaching and learning which considered as the most effective so that it can be a reference for the teacher in teaching their students.
- b. Choose the approach based on aspiration and society's view
- c. Choose material will be presented by the teacher.

Actually reading is an exercise dominated by the eyes and te brain. The eyes receive message and then the brain has to work out the significance of these message. For example listening text, a reading text moves at the speed of the reader. In other word it is up to the reader to decide how fast the reader wants to read a text.

According to Harmer,¹¹ stated that it is difficult to convince students of English as a foreign language that text in English can be understood even though there many vocabularies and structures item the students have never seen before. And skill such as extracting

¹⁰Djamarah, Syaiful. 1994. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. P.6

¹¹ Harmer, Jeremy. 1983. *The Practice of English Language Teaching*. United Stated: Longman Inc. P.153

information can satisfactorily performed even though the students do not understand the whole text.

Language instructors are often frustrated by the fact that learners do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. For faster in better comprehension, choose activities before and during your reading task that practice the following strategies:

1. Prediction. This is perhaps the most important strategy. Give your students a hint by asking them a question about the cover, picture, headlines, or format of the text to help them predict what they will find when they read it.
2. Guessing from context: guide your students to look at contextual information outside or within the text. Outside context includes the source of the text, its format, and how old it is, inside context refers to topical information and the language used (vocabulary, grammar, tone, etc) as well as illustration. If students have trouble understanding a particular word or sentence, encourage them to look at the context to try to figure it out. Advanced students may also be able to guess cultural references and implied meaning by considering context.
3. Skimming: this will improve comprehension speed and is useful at the intermediate level and above.

The idea of skimming is to look over the entire text quickly to get the basic idea. For example, your students have 30 seconds to skim the text and tell you the main topic, purpose, or idea. Then they will have a framework to understand the reading when they work through it more carefully.

4. Scanning: this is another speed strategy to use with intermediate level and above. Students must look through a text quickly, searching for specific information. This is often easier with non-continuous text such as recipes, forms or bills (look for an ingredient amount, account number, date of service, etc) but scanning can also be used with continuous text like newspaper articles, letters, or stories. Ask your students for every specific piece of information and give them just enough time to find it without allowing so much time that they will simply read through the entire text.

It means that, reading comprehension for the second language learners are the mixing of the concept information which we read with the knowledge by us around us. which can be called knowledge of the word. When we read it is collaborated by knowledge gotten for ages it will be more casual in reading comprehension.

The following steps are for all students. However, these need to be complemented with the additional steps below to ensure comprehension for second language learners. Introduce the

comprehension strategy or skill through examples. Discuss how, when, where, and why the strategy or skills are used. For example: contrast main idea with details, fact with opinion, good summaries with poor summaries. Label, define, model, and explain the strategy or skill. For example, after listing four fact about a healthy diet and four opinions about what is good to eat, label one list as facts and the other list as opinions.

Then give students opportunities to practice using the strategy with a peer as they apply it to a short, simple paragraph from a science text or any expository text. Debrief with the whole class to ask students to share how they applied the strategy or skill. And the second language learners have to identify vocabulary words that you think might be difficult for students to understand when they read the text. Write EFL-friendly definitions for each that are simple, brief definitions of second language learners can easily understand. Models think a loud, for example : verbalize a confusing point or show how you use a strategy to comprehend something. "This sounds very confusing to them. We are better to read this sentence again." And demonstrate fix-up strategies. For example: we need to think about this. Let us rethink what was happening. Maybe we will reread this. We will read ahead for moment.

Actually reading comprehension require motivation, mental frameworks

for holding ideas, concentration and good study techniques. Here are ways to develop our reading skill:

- a. Develop a broad background
Broaden your background knowledge by reading newspaper, magazine, and books. Become interested in world events.
- b. Know the structure of paragraph
Good writers construct paragraph that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional word, phrases or paragraph that change the topic.
- c. Identify the type of reasoning
Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, system thinking.
- d. Anticipate and predict
Really smart readers try to anticipate the author and future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments quicker.
- e. Look for the method of organization
Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical.
- f. Create motivation and interest
Preview material, ask question, discuss ideas with classmates. The stronger your interest, the greater your comprehension.

- g. Pay attention
Study picture, graph and heading.
Read the first and last paragraph in a chapter or the first sentence in each section.
- h. Highlight, summarize and review
Just reading a book once is not enough. To develop a deeper understanding, you have to highlight, summarize and review important ideas.
- i. Build a good vocabulary
For most educated people, this is lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words or you can keep list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.
- j. Use a systematic reading technique
Develop a systematic reading style; the method makes adjustments to it, depending on priorities and purpose. Its steps include survey, question, read, recite and review.
- k. Monitor effectiveness
Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they have missed an idea and backup to reread it.

Definition of Media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information

by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching.

Media is means of sending message from sender to message receive. According to Gagne, media¹² is kinds of components that can stimulate the students to study in learning process. In addition, Brown defines media¹³ as the tools or the physical thing used by a teacher to facilitate the instruction (online, access on 20 October 2011).

From the definitions above, the writer makes a conclusion that media is kinds of components, tools, materials, or events that establish conditions used by a teacher to stimulate the students to acquire knowledge, skill and attitudes, and engage the learners in learning process.

Function of Media

Media has very advantages for many aspects in our life especially in learning process. Suyanto stated that the function of media in teaching learning process are¹⁴:

¹²Sadiman, Arief. 1990. *Media Pendidikan*. Pustekom Dikbud dan C.V. Rajawali. p. 6

¹³Brown, H Douglas. 2007. *Principle of Language Learning and Teaching*. USA: Longman.

¹⁴Suyanto, Kasihani K.E. 2007. *English for Young Learner*. Jakarta: Bumi Aksara. p.10

1. Media can save our time as a teacher
2. Media can stimulate interest to learn
3. Media can encourage student's participation
4. Media can provide a review
5. Media can help the students learn communicate ideas visually
6. Media can provide medium for individual or group report
7. Media can make a classroom dynamic, relevant and attractive.

Besides that, according to Sadiman, also stated that the function of media in teaching learning process is¹⁵:

a. Aids to Instruction

Media gives serve to help teacher and instructors to manage the instruction more efficiently especially in learning process. It means, media helps teachers to communicate more effectively and take over the operating role of instruction from teacher and instructors.

b. Aids to Learning

Media gives serve to help students learn more efficiently. Media promote understanding, assist in the transfer of training and assist in assignments.

From kinds function of media above, the writer concludes that media is really important in teaching learning process especially for the teachers and the students.

¹⁵Sadiman, Arief. 1990. *Media Pendidikan*. Pustekom Dikbud dan C.V. Rajawali. p.7

Roles of Media in a Teaching-Learning process

The use of media in a teaching-learning process is very important. Locatis and Atkinson give a brief explanation on the roles of media or instructional media as follows:

1. To entertain

Media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theaters; and comedies ,dramas, and sporting events in television.

2. To Inform

The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media.

3. To instruct

Media are used to take the viewer and listener from state of not knowing to one of knowing. From a state of poor performance to a state of competence. It includes motion pictures, slides, and film strips records and audiotapes (online, accessed on August, 20 2012)

Magazine

Magazine can be other alternative as reading material in the classroom. Magazine as reading material has appeal for the students, because:

1. Visual appealing. Generally a magazine shows the varying images. The image can be shaped caricatures, photographs and other illustrations with attractive colors.
2. Articles are provided by attractive language style.
3. The articles new edition.
4. Contain short articles that can be read one seated.
5. Contain picture story.
6. Contain games and extreme puzzle and funny.
7. Contain short story or continued story that is suitable with daily life.

According to Sminoff, magazine¹⁶ is provided to the reader with ability level and different interest. Magazine is effective study source because it gives many advantages to reading program, like:

1. New material and relevant.
2. Difficulty level and content is provided varies.
3. Examines general in sights derived from a single issue.
4. Often giving language activity like puzzle and writing.
5. Illustration and it is good and can increase understanding.
6. It is price is relative cheap and easy to get.

According to Oslon, besides to recreation, magazine¹⁷ is also focus on special knowledge, like natural science,

social science and sport etc, those are learned in the school. Besides that, magazine provides much actual information that has special specification and has responsibility to convey information. If it chooses carefully, magazine can be integral part from studying, especially study of reading.

There are some suggestions using magazine in the classroom:

1. Give opportunity to the students to read kinds of magazine that refer to subject for recreation.
2. Giving duty to students by group. Every group is asked to resume article that have been read by them to compare with other groups.
3. Ask the students to evaluate what they read and decide summary has different seeing.
4. Making the students develop reading strategy seeing by creating their first knowledge to predict content that will be discussed.
5. Guiding the students to analyze writer's writing by observed opening paragraph development, language, illustration using, and examples it is characteristic in composition.
6. Helping the students in resuming main key from the article by using them to arrange sketch, sematic web from content of magazine or important question the students can share to discuss about their summary.

To make the students get information from magazine, the teacher can ask the students to observe table of

¹⁶Rahim, Farida. 2006. *Pengajaran Membaca*. Jakarta: Bumi Aksara. P.94

¹⁷ Ibid., P.95

content and giving the students training to use it. Like, what is done on text book. Distinguishing informative reading material with fictive reading, important to know students in reading magazine. Like analyzing advertisements to detect propaganda.

CONCLUSION

Teaching reading as one of the aspects in English language skill must be taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up on the information transferred by the teacher. The teacher uses media (magazine) to attract student's interest and to make the learning reading process becomes more effective.

Media is kinds of components, tools, materials, or events that establish conditions used by a teacher to stimulate the students to acquire knowledge, skill and attitudes, and engage the learners in learning process.

Magazine can be other alternative as reading material in the classroom. Besides to recreation, magazine is also focus on special knowledge, like natural science, social science and sport etc, those are learned in the school. Besides that, magazine provides much actual information that

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