

**DEVELOPMENT OF CAMPUS JOURNALISM INSTRUCTIONAL MATERIAL:
TOOL TO ENHANCE JOURNALISTIC WRITING SKILLS OF CAMPUS
JOURNALISTS IN ZONE IV SCHOOLS
DIVISION OF ZAMBALES**

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ABSTRACT

This descriptive research study determined the journalistic writing skills of the student journalists in Zone IV Schools Division of Zambales during the first quarter of School Year 2020-2021 which serves as the basis for the development of Journalism Instructional Material. The study involved 60 student journalists and 20 school paper advisers. The research instruments used to are the news and feature writing scoring sheets anchored from 2019 National Schools Press Conferences Guidelines, and the modified Schools Division Evaluation Tool for Instructional Materials. Results revealed that the journalistic writing skills of the campus journalists is generally satisfactory in news writing, feature article writing and copyreading. The campus journalists generally encountered problems in the different journalistic categories. In terms of news writing, they face challenges in the proper news headline writing, careful use of words with controversial elements, and the observance of grammar and syntax rules including the use of transitions. In feature writing, the choice of creative title, the creative presentation of facts in the story, the organization of information, and observance of rules of grammar and syntax were cited as their primary challenges. Lastly, the journalists face difficulties in copyreading in terms of the use of complete statement in the headline, checking the facts, correcting errors in grammar and other writing conventions and the style of writing to be used. The developed material in campus journalism can help improve the writing skills of the journalists in the categories of news, feature and copyreading. The teachers evaluated the material as very satisfactory in content, packaging and the level of difficulty level.

The researcher recommends that future study be conducted in exploring the effectiveness of the developed instructional material in developing students' journalistic

skills in news writing, feature article writing and copyreading. Journalism teachers may further remediate these problems through the utilization of the developed material with supplementary guidance and assessment. Further, the provision of other interactive learning tasks on the basic rudiments of campus journalism may be given to ensure that campus journalists will have a strong journalistic writing foundation. Further studies be made in order to develop similar material for other grade level in the Special Program for Journalism (SPJ). Students may also be asked to rate the effectiveness of the material based on simple checklist. It is also recommended that the said material be utilized by journalism classes in the division upon the recommendation and approval of the Schools Division of Zambales. Further validation of the material may be conducted to determine its effectiveness in enhancing students' journalistic competence. Experts in instructional material development may be tapped to evaluate the material's content, packaging and level of difficulty. The schools may include in the school-based Learning Action Cell (LAC) session topics on the pedagogical strategies in campus journalism to retool school paper advisers and journalism teachers in teaching.

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Chapter 1

INTRODUCTION

Background of the Study

In the Schools Division of Zambales, campus journalism is alive and active, as shown in their annual conduct of Municipal and Schools Division Press Conferences. These competitions are actively participated by the schools in Zone 1V, consisting of schools from the three southern districts of Zambales namely Subic, Castillejos, and San Marcelino.

According to Besa and Parcon (2018), student-journalists as the main contributor to every school paper's success must be equipped with knowledge and skills including attitudes towards effective journalism. Peralta (2014) defines campus journalism as an important learning aspect that teaches students to express themselves through writing, and informs school and community about school affairs.

One way to promote the development and growth of campus journalism is through a rigid training where skills in journalistic writing will be honed. This will be done by the initiative of the publication adviser together with the coaches in different categories. Seminar-workshop will serve as additional strategy in teaching campus journalism to the students to acquire needed information and first hand experiences to the journalists (Besa & Parcon, 2018). But training alone does not guarantee that campus journalists journalistic writing

Some learning takes place from the things that learners hear; more learning takes place from the things that learners see; and, still more learning transpires from what learners do. Hence, the importance of providing adequate, appropriate and varied instructional materials to concretize and substantiate learning, (Tominez, Dela Cruz, & Gabatino, 2013).

To better enhance the journalistic writing skills of the learners, the researcher intend to develop Campus Journalism Instructional Material based on the results of this research study. According to Paderes (2015), these instructional materials that were aligned to discovery approach were proven valuable in achieving meaningful learning. Thus, these materials should be utilized during the lesson presentation to facilitate learning.

The researcher intend to develop a Campus Journalism Instructional Material which guided by the policy implications of the study of Selga (2013) that instructional materials must be properly allocated as constructed, they should be made correctly and suitably to their intended users, and instructional materials should be efficiently used with the standard quantity and quality.

Significance of the Study

Generally, results of this study provided empirical data on the level of journalistic writing skills of campus journalists in Zone IV Schools Division of Zambales.

Moreover, the campus journalism instructional material was developed through this research study that will contribute to enhance the journalistic skills of the campus journalists.

Furthermore, results of this study are seen beneficial to the following:

Department of Education (DepEd). This study may be used as a basis for Special Program in Journalism (SPJ) curriculum development. This research study will provide

data on the journalistic writing skills of campus journalists and what are their strengths and weaknesses.

Community. The community may be benefited by having citizens who are well-equipped with skills necessary for nation-building. .

Learners. They may benefit from this research directly because they may have enhanced journalistic writing skills. Results of this study may serve as basis for training programs for teachers where learner is the end beneficiary.

Researchers. They may use this research as a basis for their future researches. They will have clear understanding of the journalistic writing skills of the campus journalists. Moreover, this research study will provide empirical data for researches that may be relevant to the conduct of their studies.

Schools in Zone IV. This study may be the baseline data on the journalistic writing skills of campus journalists. Result of this research study may be used in the production of school-based workbooks and modules to better help learners enhance their journalistic writing skills and perform better in Press Conferences. This research study may be used as rationale for Journalism training workshops for school paper advisers and campus journalists.

Statement of the Problem

This descriptive research study investigated the journalistic writing skills of campus journalists in Zone IV Schools Division of Zambales during the first quarter of School Year

2020-2021 which serves as the basis for the development of Journalism Instructional Material.

Specifically, the researcher sought answer to the following research questions:

1. What is the performance level of the campus journalists in terms of
 - 1.1 News writing;
 - 1.1.1 Headline writing;
 - 1.1.2 Lead writing;
 - 1.1.3 Body of the news,
 - 1.2 Feature article writing;
 - 1.2.1 Title;
 - 1.2.2 Introduction;
 - 1.2.3 Body of the Feature article; and
 - 1.3 Copyreading?
2. What are the challenges encountered by the campus journalists in terms of:
 - 2.1 News writing
 - 2.1.1 Headline writing;
 - 2.1.2 Lead writing;
 - 2.1.3 Body of the news;
 - 2.2 Feature article writing;
 - 2.2.1 Title;
 - 2.2.2 Introduction;
 - 2.2.3 Body of the Feature article;

2.3 Copyreading

2.3.1 Headline Title;

2.3.2 Content; and

2.3.3 Form?

3. What instructional material be developed to enhance the journalistic writing skills of the campus journalists?
4. How is the proposed instructional material be described as evaluated by the teachers in terms of:
 - 4.1 content;
 - 4.2 difficulty; and
 - 4.3 packaging?

Scope and Limitation of the Study

This study is limited to finding out the level of journalistic writing skills of Campus Journalists only in Zone IV of Schools Division of Zambales.

Furthermore, this research study served as the basis for development of Campus Journalism Instructional Material. Only News Writing, Feature Writing, and Copyreading skills of the Campus Journalists were measured.

It was limited only in the investigation of whether the Developed Campus Journalism Instructional Material was seen useful based on the evaluation of School Paper Advisers (SPA) in Zone IV Schools Division of Zambales. The material was not administered and used by the campus journalists yet in this research study.

Chapter 2

FRAMEWORK OF THE STUDY

This chapter presents literature readings and related studies, theories, and concepts which are essential in the development of the whole research study.

Review of Related Literature and Studies

Literature review on Journalism is cited to better understand its structure. To establish familiarity with Journalism in the Philippines, the researcher cited the following studies and reviewed related articles/ literature. Moreover, to present a strong foundation on Instructional Material Development, related data-driven studies and articles/literature were also included.

News Writing

The Phenomenological Approach to writing news article is the fastest and most effective way to teach students write news article because they would be exposed to the phenomena of identifying the topic to write about, interviewing of sources, weeding out of non-essential details and putting together the information into one coherent article. Expounding the phenomena that the students went through allows the students to absorb journalistic values easily by relating their experience to the theories of good journalism during the workshop (Pajares, G. G., Ramirez, N. B. & Leyte, P. A., 2013).

Feature Writing

Like news, features are built from facts. Nothing in them is made up or embellished. But in features, these facts are embedded in or interwoven with scenes and small stories that show rather than simply tell the information that is conveyed. Features are grounded

in time, in place and in characters who inhabit both. Often features are framed by the specific experiences of those who drive the news or those who are affected by it. They are no less precise than news. But they are less formal and dispassionate in their structure and delivery. This class will foster a workshop environment in which students can build appreciation and skill sets for this particular journalistic craft (*Journalists Resources*, 2011).

Copyreading

Copy reading (also copyediting), according to Stainton (2002) is the process of revising written material to improve readability and fitness for its purpose, as well as ensuring that text is free of grammatical and factual errors. In the context of publication in print, copy editing is done before typesetting and again before proofreading, the final step in the editorial cycle, Einsohn (2011).

The Chicago Manual of Style prefers the term "manuscript editing". As described by Chicago, "manuscript editing encompasses any or all of the tasks along a continuum from simple mechanical corrections (mechanical editing) through sentence-level interventions (line, or stylistic, editing) to substantial remedial work on literary style and clarity, disorganized passages, baggy prose, muddled tables and figures, and the like (substantive editing). Several professional associations of editors further describe this continuum of manuscript editing in terms of levels of editing and characterize the degrees of intervention as light, medium, and heavy copy editing."

Copy editing has three levels: light, medium, and heavy. Depending on the budget and scheduling of the publication, the publisher will let the copy editor know what level of

editing to employ. The chosen type of editing will help the copy editor prioritize their efforts.

Within copy editing, there is mechanical editing and substantive editing: mechanical editing is the process of aligning a document with editorial or house style, keeping the preferred style and grammar rules of publication consistent across all content. It refers to editing in terms of spelling, punctuation, and correct usage of grammatical symbols, along with reviewing special elements such as tables, charts, formatting footnotes, and endnotes. Content editing, also known as substantive editing, is the editing of the material, including its structure and organization, to ensure internal consistency. Content editing may require heavy editing or rewriting as compared to mechanical editing, Einsohn (2011).

Challenges in Campus Journalism

Campus journalism plays an important role in the academe. It trains students to be responsible members of the society. Thus, they should be continually trained to produce a paper that is fair, balanced and investigative.

Results showed that the level of journalistic merits is moderate and journalism proficiency of writers is high. Journalism proficiency of writers significantly influence relevance of issue and volume of relevant article. Writer's journalistic freedom influence the volume of relevant articles and extent of implementation of RA 7079 influence the recognition received by the student publication or its staff (Laya, M. L., Aleria, J. A. & Laroya, J. B., 2013).

According to **Torres (2008)**, the newspaper has been considered a vital part of international and national communication in the Philippines ever since its advent with the publication of *Del Superior Gobierno* in 1811. The newspaper also has been a historical source for historians for it is a chronicle of the times and contains various views of events of the past. The story of Philippine journalism, however, has never been fully written. Much of our journalism history is but a few chapters in a journalism textbook which provides the names of newspapers, dates of publication, and editors and writers. Moreover, what is considered as a history of Philippine journalism is merely a bibliographical listing of newspapers lifted primarily from the work of Wenceslao E. Retana (for the Spanish and early American period) and later listings from textbooks like Jesus Valenzuela's

Teaching Campus Journalism

Teaching campus journalism skills is one task a campus paper adviser needs to accomplish when he/she accepts to become one.

This proves that the school publications in the secondary level publish articles relevant to the reading public. The quality of the paper the school publishes depends on the capabilities of writers, the assistance of trained advisers and standing of the school publication itself. It is recommended that the school should continue honing the students in their writing capabilities through training and seminars not only for the sake of scholastic journalism but also to guide them in their career paths (Untalan, C. M. & Redublo, M. M., 2019).

Journalism studies

The researcher gives faithful credit to Steensen and Avha (2014) for the following articles on Journalism Studies.

Journalism studies is ostensibly becoming an academic discipline in the first respect. Programmes in journalism studies have mushroomed at universities and colleges to such an extent that the field today is “one of the fastest growing areas of study within higher education” (Conboy 2013). Divisions and sections for journalism studies have been established within major communication research organizations such as the International Communication Association (ICA), the International Association for Media and Communication Research (IAMCR) and the European Communication Research and Education Association (ECREA) since the turn of the millennium. Conferences solely dedicated to journalism studies—such as the biannual “Future of Journalism” at the University of Cardiff—have been established, and the beginning of the twenty-first century has seen the birth of several academic journals dedicated to the field, such as *Journalism—Theory, Practice and Criticism*, *Journalism Studies*, *Journalism Practice* and, most recently, *Digital Journalism*. Viewed through such a lens, journalism studies seems to move in the opposite direction compared to its object of inquiry: while journalism today is—not least due to digitization—marked by the blurring of previously established boundaries and the consequent loss of autonomy as a profession, journalism studies is pushing for autonomy and demarcation from other disciplines.

However, if to consider the second point above, the picture becomes more complicated. Journalism studies is not marked by a specific and shared academic culture. As Zelizer (2004) notes, journalism studies is a highly interdisciplinary and thus diverse entity, shaped by national particularities, differences between journalism scholarship and

journalism education, and by the fact that it has “borrowed unevenly from both the humanities and the social sciences.” Inquiries into journalism have drawn from a wide range of disciplines, predominantly political science, sociology, history, language and cultural studies. The result, according to Zelizer (2009), “has been a terrain of journalism study at war with itself, with ... a slew of independent academic efforts taking place in a variety of disciplines without the shared knowledge crucial to academic inquiry”.

The recent emergence of the structural framework to support journalism studies as a possible discipline has, however, resulted in several attempts to stitch together the different pockets of scholarly inquiry into journalism, thus contributing to the coherence of the academic culture. Barbie Zelizer is, of course, a key contributor to this development, most notably through her published work but also as one of the founding editors of *Journalism*. In its first issue in 2000, she proclaimed the charter of the journal that “to study journalism in all of its contexts and in so doing embrace a wider range of theoretical perspectives, cultural and historical circumstances, and research methodologies” (Zelizer 2000). A similar agenda was launched the same year by the founding editors of *Journalism Studies*, who encouraged “contributions which represent the most diverse range of theoretical perspectives” (Franklin et al. 2000). On the one hand, there is a wish to develop a shared understanding of journalism studies as a discipline, but on the other hand, the discipline is seen to be best served by a multitude of theoretical perspectives.

Furthermore, the last decade has seen the publication of several books bringing together the different approaches and perspectives related to the study of journalism: *Key Concepts in Journalism Studies* (Franklin et al. 2005); *The Handbook of Journalism Studies* (Wahl-Jorgensen and Hanitzsch 2009), *Global Journalism Research* (Löffelholz, Weaver,

and Schwarz 2008); *Journalism Studies: The Basics* (Conboy 2013); and *Journalism* (Tumber 2008)—a four-volume collection of the “canon” of journalism studies. This literature paints a picture of the theoretical evolution of journalism studies.

For example, Wahl-Jorgensen and Hanitzsch (2009) divide the history of journalism research into four phases: the normative, empirical, sociological and global-comparative phases. These phases coexist and overlap, but their emergence can be traced chronologically. The normative phase marks the origin of journalism studies at the beginning of the twentieth century (even earlier in Germany), when scholars were concerned with what journalism ought to be and how journalists should do their job. It was a phase concerned mostly with the journalist as an individual, and the level of theoretical complexity was therefore low (Löffelholz 2008).

The empirical phase finds its roots in the United States and the establishment of professional journalism education. The year 1924 saw the birth of *Journalism Bulletin* (later to become *Journalism & Mass Communication Quarterly*), which in its first issue contained a suggestion for empirical research on the form, content and effects of journalism (Singer 2008). A strain of empirical research followed, which eventually led to the discovery of influential middle-range theories of journalism, such as White's “gatekeeper” theory in 1950 (Löffelholz 2008; Wahl-Jorgensen and Hanitzsch 2009). This phase was influenced by the empirical turn in the social sciences at large and created a shift of attention from the individual to the organizational—a shift that was taken further in the sociological phase.

“The Structure of Foreign News”, the “single piece of research that most cogently advanced a general understanding of news selection processes” Zelizer (2004). Furthermore, inquiries into the structures of news production boomed in the 1970s and 1980s, featuring critical examinations of the conventions, professional cultures and ideologies of journalism. Sociological approaches to journalism studies became more critical and diverse, as influences from cultural studies (in the United Kingdom and the United States) and systems theory (Germany) became significant. This diversity is identified by Schudson (2005) as four different approaches to the sociology of news: the economic organization of news, the political context of news making, the social organization of news work and cultural approaches.

The fourth phase of journalism studies as identified by Wahl-Jorgensen and Hanitzsch (2009)—the global-comparative phase—is currently expanding the myriad of theoretical approaches to journalism studies. This phase is marked by increasing cooperation and networking among scholars with an ascending international research agenda reflecting the global and digital nature of information systems. The global-comparative phase is therefore closely tied to what define as “the digital age”, in which theories taking established structures and practices of journalism for granted may lose their hold.

This phase is marked by the dissolving of many borders: between nation states; national markets; the local and the global; the public and the private; mass communication and interactive communication; professionals and amateurs; production and consumption; and professions—to name a few.

These changes have created a need to rethink what journalism is and consequently to reassess theories of journalism. However, this must not jump to the conclusion that previously established theories are no longer valid in our digital and globalized age. Löffelholz (2008) argues, on the one hand, that normative theories of the past are not flexible enough to cope with the new media and communication world” because they are framed by political understandings that today are shrinking in relevance. An example of this is the normative relationship between journalism and democracy, which has dominated political science perspectives on journalism. Zelizer (2013) argues that democracy as a concept has over-extended its “shelf-life” in journalism studies and needs to be retired. On the other hand, systems theory, cultural theories (e.g. critical theory, materialism, theories of linguistics and semiotics) and what Löffelholz (2008) labels “integrative social theories” (e.g. structuration theory, field theory and the theory of communicative action) all have “considerable room for new ideas and the improvement of concepts; they are in no way finished business”. The progress of journalism studies should, therefore, not be based “on the substitution of ‘outdated’ theories, but on the gain in complexity through the emergence of new theories and modifications of older theories.

There is, however, a lack of knowledge concerning the extent to which journalism studies today is framed, on the one hand, by emerging theories and perspectives and, on the other hand, by modifications or adoptions of old theories—but also what constitute the theoretical trends within the interdisciplinary domain. To fill this knowledge gap, we have conducted an analysis of all the volumes currently available of two internationally acknowledged journals dedicated to journalism studies: *Journalism—Theory, Practice and Criticism* (Sage) and *Journalism Studies* (Routledge/Taylor & Francis) it must, however,

note that this account of the recent history of journalism studies cannot fully grasp developments in different parts of the world, but it will, nevertheless, provide a portrayal of the field through two established publication routes.

The Growing Maturity of Journalism Studies

The phrase, theories of journalism, implicitly suggests that journalism studies is an academic discipline with a set of established theories that are recognized by a research community. However, such a presupposition can be contested. What constitutes an academic discipline can be evaluated in at least two ways, according to Becher and Trowler (2001).

The existence of a structural framework that identifies the discipline through manifestations in, for instance, the organizational components of higher education institutions; in scholarly organizations and conferences or designated divisions of such; and in academic journals dedicated to inquiries within the field.

The existence of a specific academic culture with a shared set of theories and methodologies that are maintained through “traditions, customs and practices, transmitted knowledge, beliefs, morals and rules of conduct, as well as their linguistic and symbolic forms of communication and the meanings they share”.

Media literacy training for the public

According to De Jesus (n.d), the lack of understanding about how journalism operates, and the dangers of misinformation suggest that people must learn to understand

the media and the role of the press. They must appreciate why the press is protected. But there must also be appreciation for the need for media accountability.

Media literacy training can be undertaken in schools. More important, there should be training for citizens, including public officials but particularly for the public, so an audience is empowered to evaluate and criticize media practice when necessary.

Development of Instructional Materials

According to Paderes (2015), these instructional materials that were aligned to discovery approach were proven valuable in achieving meaningful learning. Thus, these materials should be utilized during the lesson presentation to facilitate learning.

The development of a sourcebook erases the boredom that plagues English classes because it opens opportunities to be more active in school where the impetus to learn is sustained. According to Tamayao and Maunting (2000), the preparation of source book, which was responsive to the language needs in a particular social milieu is still encouraged. Also, the Source Book is a good model for a one-hour class only. It could be used for the development of the communicative, contextual and integrative approaches in language teaching, being in the form of a simple workbook. The guidelines on the preparation of the source book are well defined, hence easy to follow especially by amateurs in the production of self-prepared instructional materials. The practical approaches bring paramount improvement in the teaching competencies of teachers in developing the global language skills, social skills and values of students. In as much as the teachers are educationally qualified to teach English, they have potential skills in producing teacher-made instructional materials for language teaching.

The policy implications of the study of Selga (2013) are that instructional materials must be properly allocated and if to be constructed, they should be made correctly and suitably to their intended users, and instructional materials should be efficiently used with the standard quantity and quality.

Theoretical Framework

The following theories serve as the foundation of this research study. Theories on teaching performances and academic achievement of students were included to give light on where the research study is coming from and revolving into.

Theories of Journalism in a Digital Age

In the past 15 years or so, journalism research has paid much attention to how digitization is changing journalistic practices, cultures and institutions. Early discussions revolved around the question of whether digitization was bringing about radical changes or minor variations to journalism. However, recently there has been a move beyond discussing the symptoms of the alleged crisis of journalism towards more fundamental issues of digital journalism, such as what “the changing nature of the object itself” is (Broersma and Peters 2013). Consequently, today the emergence of what is called a “fourth wave” of research on digital journalism. This wave—succeeding the normative, empirical and constructivist waves (Domingo 2008)—theorizes the field beyond the traditional institutions and understandings of journalism. It investigates, for instance, the “news ecosystem” (Anderson 2010), the “news landscape” (Peters and Broersma 2013), “ambient” (Hermida 2010) and “networked” (Heinrich 2011; Russell 2013) journalism—all of which have emerged because of practices predominantly related to social media.

What becomes evident in this fourth wave is that digitization has brought a need to reassess the theories with which make sense of journalism. Since the turn of the millennium, scholars have called for a wider range of theoretical perspectives in journalism studies (Zelizer 2000, 2004; Franklin et al. 2000; Löffelholz 2008; and Mitchelstein and Boczkowski 2009). The fourth wave of digital journalism research has started to respond to that call, and this double special issue of *Digital Journalism and Journalism Practice* contributes with new answers—and new questions.

The introductory article shows the landscape in which journalism has been theorized at the start of the twenty-first century. This is done by analyzing the theoretical underpinnings of the articles published in the longest-running international journalism-centred journals of *Journalism Studies* and *Journalism—Theory, Practice and Criticism* from 2000 to 2013. Our approach can be regarded as an analytical exercise on the recent history of journalism research. We aim to examine notions of theory in journalism studies in the digital age—an examination that will offer a pathway into the articles of this double special issue.

Theories on Instructional Materials Development

The following instructional designs are from Pappas (2017):

Situated Cognition Theory

The Situated Cognition Theory was first published in 1989, but its principles are still just as applicable today. Essentially, the theory is based on the concept that you cannot separate knowing from doing. It also stresses how important it is for people to apply the things they learn within a clear context. It also stipulates that learning is a social endeavor

that gives people the opportunity to expand their knowledge through discussions and group problem-solving tasks.

Sociocultural Learning Theory

The original work detailing the Sociocultural Learning Theory was written in the early 1930s. Due to political turmoil under Stalin and translation issues, it took a long time for it to become widely known. The theory revolves around three critical elements. These are culture, language, and the zone of proximal development. It suggests that our environment plays a crucial part in a learner's development. For example, peers have the power to influence how a learner thinks or feels about a particular subject.

The ADDIE Model

This acronym stands for Analyze, Design, Develop, Implement, and Evaluate. The ADDIE model was first designed in the 1975 by the U.S. Army by the Centre for Educational Technology at Florida State University. It is comprised of the five factors listed above, which helps Instructional Design professionals tackle eLearning projects in stages. ADDIE tackles eLearning development rather than learning behaviors. It allows Instructional Designers to delve into the needs, learning objectives, and desired outcomes so as to create more personalized eLearning resources.

Merrill's Principles Of Instruction

Merrill's theory is based on the different ways that learning can be facilitated. Each phase in the learning process has an important role to play. There are four core phases of learning: demonstration, activation of previous knowledge, application, integration into real world challenges. The approach is task-centered. This theory also involves

"scaffolding", whereby learners are gradually introduced to more complex ideas and concepts as the lesson progresses.

Individualized Instruction

As the name implies, the Individualized Instruction Theory revolves around the individual and how they learn. If you are learning something and catch on quickly, you can keep going. However, if you are not connecting with the material, the theory allows you to go at your own pace. It also accounts for learners who respond better to different learning preferences.

Individualized Instruction centers on 4 key principles:

Learners should be able to complete the work autonomously. As a result, they have the opportunity to focus on their own strengths and areas for improvement.

Each lesson should be followed by an assessment to gauge learner progress.

Written learning materials are preferred over presentations.

Facilitators support learners and add a level of social interactivity to the experience.

Bloom's Taxonomy Of Learning Objectives

This well-known theory was first developed in the 1950s. While some contemporary theories focused on pure memorization of facts, Bloom focused on the cognitive domain. This portion of the theory moves up a hierarchy of processes starting at the most basic. These specific processes include: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. The committee which was overseen by Bloom also stipulated that there are 3 essential domains to consider: cognitive, affective, and psychomotor.

The SAM Model

This Instructional Design model allows the Instructional Designer to make changes by performing small steps and multiple iterations. You begin with the short Preparation Phase, where information on the eLearning project is gathered. Then you move to the Iterative Design and Iterative Development where the design is created and reviewed. This process allows for more flexible designs with rapid changes as the eLearning project moves forward.

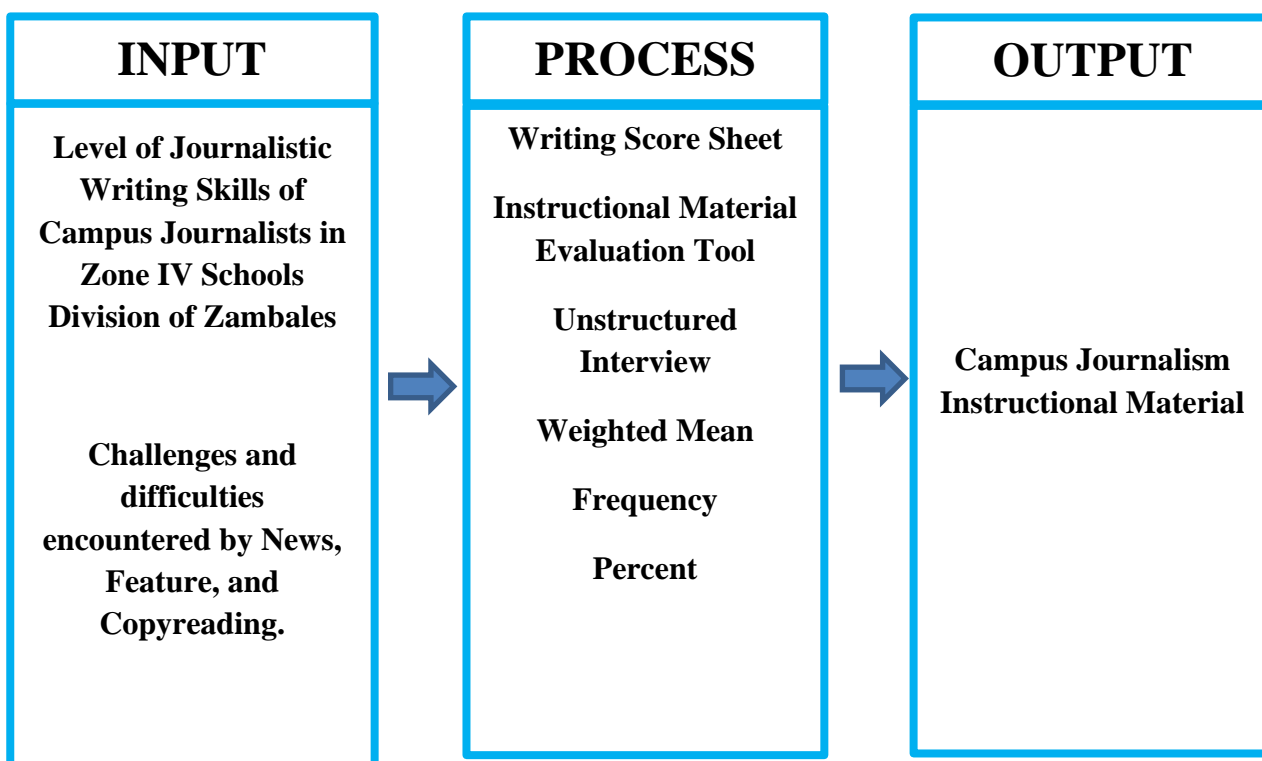


Figure 1
Paradigm of the Study

Figure 1 shows the conceptual framework of the study. The first frame shows the input which is the level of Journalistic Writing Skills of Campus Journalists in Zone IV of Schools Division of Zambales. The Second frame shows the process which is the Development and Evaluation of Campus Journalism Instructional Material. The last frame

shows the output frame which is the Campus Journalism Instructional material which was created based on the challenges encountered by News and Feature writers.

Assumption

1. The developed Campus Journalism Instructional Material is not useful in enhancing Journalistic Writing Skills of the Campus Journalists as Evaluated by the School Paper Advisers.

Definition of terms

This research study necessitated the inclusion of the following terminologies which are essential in the development of the whole research process. The concepts included are defined operationally to give a clearer blueprint on how these concepts work in the research study.

Body of Feature Article. This section contains most of the details of the story.

Body of the News. The body of the news story sustain the interest that the lead of the story creates in readers, it is smooth and logical. It extends all the points included in the lead and in the same order. The body provides all the relevant information within the shortest space possible.

Campus Journalism. It refers to journalism that is carried out by university/college students on subjects relating to campus, published in publications generally only intended for campus.

Campus Journalism Instructional Material. It refers to the instructional material the researcher intends to develop based on the result of this study.

Content. The article to be proofread.

Difficulty. Refers to the hardship of the campus journalist in journalistic writing.

Feature Article. A feature article is an article written to give more depth to topical events, people or issues.

Feature Writing. Refers to a literary and critically recognized form of writing in Journalism

Form. Refers to correction of grammar and syntax.

Headline. Refers to the a heading at the top of an article or page in a newspaper.

Headline Writing. Headline writing is the process of crafting a compelling headline that communicates a distinct benefit to the reader.

Instructional Materials. It refers to learning materials such as books, visual aids, modules, workbooks, and the like which is used to teach learners.

Introduction. Feature introduction diverges from straight news reporting because it blends facets of journalism with aspects of creative nonfiction. As it emphasizes the human interest element of a relevant news story, it tends to utilize more lyrical and descriptive prose to frame a creative and engaging narrative.

Instructional Development. It refers to the process of developing or designing instructional processes or materials.

Journalism. It refers to the activity or profession of writing for newspapers, magazines, or news websites or preparing news to be broadcast.

News. Refers to information about current events.

News Writing. Journalism or news writing is a prose style used for reporting in newspapers, radio, and television

Packaging. Refers to the outside features of the developed instructional material.

School Paper Advisers. It refers to teachers who take responsibility of the tasks needed for school paper publication and training campus journalists.

Title. Refers to the title of your feature article that is the perfect opportunity to hook your reader and summarise what your article is about.

Zone IV Schools Division of Zambales. It refers to the cluster of schools from three Districts of Zambales from the South which includes Subic District, Castillejos District, and San Marcelino District.

Chapter 3

RESEARCH METHODOLOGY

This chapter presents the research design of the study which explains what type of research methodology the researcher used. The researcher also identified the respondents of this study and their location as well as the instruments that were used in the data gathering procedure and data analysis. Furthermore, the researcher discussed the data collection and how the gathered data were treated.

Research Design

Generally, research is quantitative in nature because it utilized numerical data in describing the level of journalistic writing skills of the campus journalists. Particularly, this research study utilized the descriptive translational research design to find out the challenges and difficulties encountered by the Campus Journalists which led to the development of Campus Journalism Instructional Material.

The sampling design used was to identify teacher-respondents is a non-probability sampling design particularly the purposive or judgmental sampling because all News and Feature Writers and School Paper Advisers in Zone IV of Schools Division of Zambales were involved. This is also called a criterion sampling where all the elements in the defined group become part of the study, (Nunez and Navarro, 2015). Furthermore, Purposive or Judgmental Sampling according to Baraceros (2016) is a type of sampling where you choose people whom you are sure could correspond to the objectives of your study, like selecting those with rich experience or interest in your study.

Respondents and Location

Respondents of this study included all News and Feature Writers and School Paper Advisers in Zone IV of Schools Division of Zambales which includes schools from Subic District, Castillejos District, and San Marcelino District. The researcher chose 20 school where RA 7079 (An act providing for the development and promotion of Campus Journalism and for other purposes) was practiced by each school. The researcher believed that choosing campus journalists of each school made the research more valid.

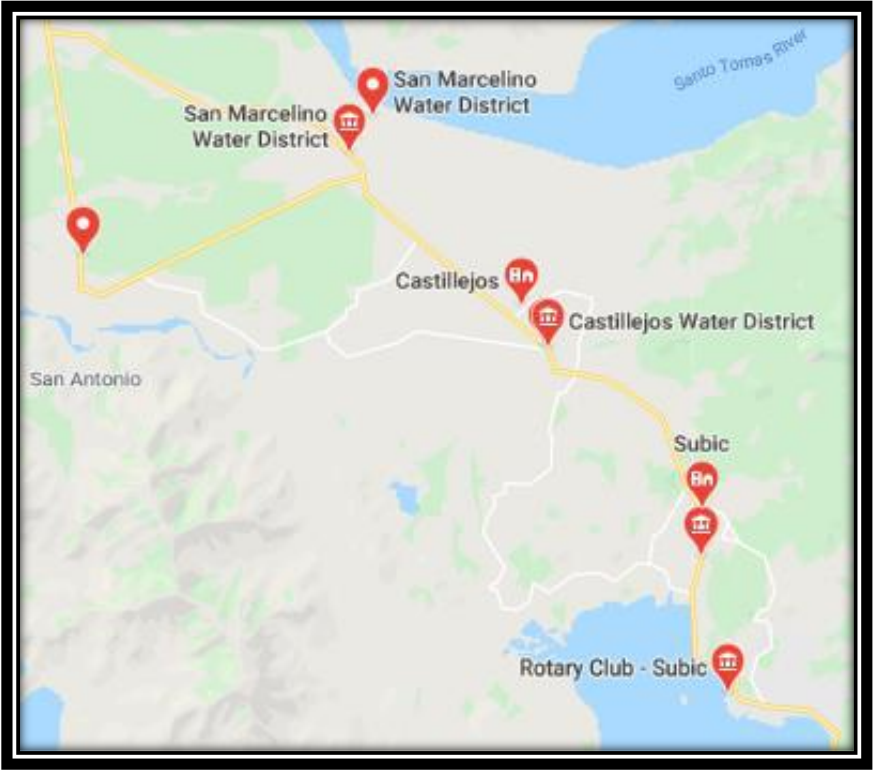


Figure 2
Geographical Location of Zone IV Schools Division of Zambales

Table 1
Distribution of Campus Journalists and School Paper Advisers

District	Schools	No. of Writers			TOTAL	No. of School Paper Advisers
		News	Feature	Copy Reading		
Subic	Subic National High School	1	1	1	3	1
	San Isidro High School	1	1	1	3	1
	Sto. Tomas National High School	1	1	1	3	1
	Naugsol Integrated School	1	1	1	3	1
	St. James School of Subic Inc.	1	1	1	3	1
	St. Anthony's School of Matain Inc.	1	1	1	3	1
	Kinabuksan Integrated School	1	1	1	3	1
	Nagyantok High School	1	1	1	3	1
	TOTAL	8	8	8	24	8
Castillejos	Castillejos National High School	1	1	1	3	1
	St. Nicholas Academy	1	1	1	3	1
	San Agustin High School	1	1	1	3	1
	Balaybay High School	1	1	1	3	1
	Hanjin Integrated School	1	1	1	3	1
	Castillejos Tech Voc	1	1	1	3	1
	TOTAL	6	6	6	18	6
San Marcelino	San Guillermo National High School	1	1	1	3	1
	St. Williams School Inc.	1	1	1	3	1
	San Rafael High School	1	1	1	3	1
	San Marcelino High School	1	1	1	3	1
	Sta. Fe National High School	1	1	1	3	1
	Buhawen National High School	1	1	1	3	1
	TOTAL	6	6	6	18	6
GRAND TOTAL	20	20	20	60	20	

Table 1 shows the number of respondents per district. There are 60 campus journalists in Zone 4 Schools Division of Zambales that were involved in the conduct of this study. The total number of writers consists of 24 writers from Subic District, 18 from

Castillejos District, and 18 from San Marcelino District. Meanwhile, there are 20 School Paper Advisers who served as the evaluators for the Instructional Material.

Instruments

The researcher provided details for the news writing, topic for feature article writing and news story for copy reading as research instrument were used to measure the level of Journalistic Writing Skills. The journalistic writings written by the campus journalists were measured through the scoring sheets anchored from 2019 National Schools Press Conferences Guidelines. For the validation and evaluation of the Campus Journalism Instructional Material, a modified Schools Division Evaluation Tool for Instructional Materials was used. The instrument was reviewed and validated by Master Teachers and School Paper Advisers.

Revisions were made based on the result of pilot testing while the final instruments used were validated by committee on proposal defense from Graduate School of President Ramon Magsaysay State University.

Data Collection

After the validation, pilot testing, and final revision of the research instruments, the researcher sought approval to the Schools Division of Zambales to administer the Survey Questionnaires to the Campus Journalists of Zone IV. Once approved, the researcher sought permission from the school heads and principals of the participating schools through a written correspondence noted by the thesis adviser and approved by the director of graduate school. After securing permission, the researcher administered the material to the School Paper Advisers for News and Feature writing. After a day, the researcher retrieved

the written articles. After gathering written articles, the researcher checked the scores of the News and Feature Writers using the 2019 National Schools Press Conference scoring rubric then compute for the mean to find out the level of Journalistic Writing Skills of the campus journalists. Performance Level was determined by using a rating scale taken from DepEd Order No. 8 s. 2015 otherwise known Policy Guidelines on Classroom Assessment for the K To 12 Basic Education Program. Challenges encountered by the writers were consolidated and presented in a data matrix.

Another correspondence was sent to school heads and principals of the participating schools through a written correspondence noted by the thesis adviser and approved by the director of graduate school for the evaluation of Campus Journalism Instructional Material rated by School Paper Advisers of Zone IV. Then the researcher computed for the numerical rating of the Campus Journalism Instructional Material.

Data Analysis

Since this research study was quantitative in nature, the following statistical tools were used to analyze the data statistically:

1. **Frequency Distribution.** After the collecting stage, the data must be organized. A frequency distribution table can be used. It is used to rank the disorganized data from highest to lowest. A frequency distribution table is an organized tabulation of the number of individual scores located in each category on the scale of measurement. It contains at least two columns—one for the scores categories (x) and another for the frequencies (f).

2. **Means** and standard deviations to describe the level of Journalistic Writing Skills of the Campus Journalists.
3. For qualitative description of journalistic writing skills and evaluation of campus journalism instructional material, the following rating scale taken from DepEd Order No. 8 s. 2015 otherwise known Policy Guidelines on Classroom Assessment for the K To 12 Basic Education Program as will be used:

QUALITATIVE INTERPRETATION	RANGE
Very Satisfactory	3.50-4.00
Satisfactory	2.50-3.49
Fairly Satisfactory	1.50-2.49
Did Not Meet Expectations	1.00-1.49

The Statistical Package for Social Sciences (SPSS) version 25 and MS Excel were used to analyze the data. Frequency counts, percent, and mean were used as statistical tools.

Chapter 4

RESULTS AND DISCUSSION

This chapter encompasses the results and investigation of the study. It presents the journalistic writing skills of campus journalists in Zone IV Schools Division of Zambales during the first quarter of School Year 2020-2021, which serve as the basis for the development of Journalism Instructional Material.

1. Performance Level of the Campus Journalists

1.1 News writing

Table 2 presents the performance level of the campus journalists in news writing.

Table 2
Campus Journalists' Performance in terms of News Writing
(N=20)

Criteria	M	Qualitative Interpretation
A. Headline		
1. Technicality	3.33	Satisfactory
2. Content	3.40	Satisfactory
3. Ethics	3.53	Very Satisfactory
WM	3.38	Satisfactory
B. Lead		
1. Technicality	3.26	Satisfactory
2. Content	3.40	Satisfactory
3. Ethics	3.53	Very Satisfactory
WM	3.36	Satisfactory
C. Body		
1. Technicality	2.81	Satisfactory
2. Content	3.08	Satisfactory
3. Ethics	3.82	Very Satisfactory
WM	3.05	Satisfactory
Overall Weighted Mean	3.26	Satisfactory

It can be noted that although at a satisfactory level, the campus-journalists performed the lowest in terms of writing the body. It can be deduced that campus-

journalists can further enhance their skills in writing the body of a news story, which follows a logical presentation of the event and emphasizes the most important or relevant facts in the story. Further, they can still enhance their technical writing in terms of the grammar rules and syntax, including the use of transitional devices.

The campus journalists' body writing is considered satisfactory with a mean of 3.05, and writing the lead of the news with a mean of 3.36. They also performed satisfactorily in terms of the news headline writing with a mean of 3.38), the news writing skill is considered satisfactory, as revealed by the overall weighted mean of 3.26. Although both speaking and writing are productive skills, they are different in terms of language complexity (Rustipa et al., 2020). It is assumed that the aspects that make writing the most difficult skill for EFL students, like the Filipinos, are generating, organizing ideas, and converting them into a readable text (Zamanian & Heydari, 2012).

Blom and Davenport (2012) called writing and reporting the bedrock of journalism as writing has long been a foundation of journalism courses and proposed that core curriculum include two to four writing and reporting courses.

1.2 Feature article writing

Table 3 presents the performance level of the campus journalists in feature article writing.

Table 3
Campus Journalists' Performance in terms of Feature Article Writing
(N=20)

Criteria	M	Qualitative Interpretation
A. Title		
1. Technicality	3.42	Satisfactory
2. Content	3.15	Satisfactory
WM	3.26	Satisfactory
B. Introduction		
1. Technicality	3.05	Satisfactory
2. Content	3.20	Satisfactory
3. Ethics	3.75	Very Satisfactory
WM	3.20	Satisfactory
C. Body		
1. Technicality	3.01	Satisfactory
2. Content	2.98	Satisfactory
3. Ethics	2.93	Satisfactory
WM	3.01	Satisfactory
Overall Weighted Mean	3.16	Satisfactory

In writing the body with a mean of 3.01, and in writing the introduction with a mean of 3.20. The campus journalists' feature article writing skill is considered satisfactory, as revealed by the overall weighted mean of 3.16. They also performed satisfactorily in all three parts of the article, as in writing the title with a mean of 3.26, It can be noted that the campus-journalists performed the lowest in terms of writing the body, which requires to balance presentation of thoughts and ideas from the obtained data with those of the writers' perceptions.

This implies that campus-journalists must be given more writing tasks to improve their journalistic skills. These skills can be used later on if students decide to join student

publications. Student publications disseminate the necessary information and provide laboratory functions to campus journalists (Uy & Echaure, 2017). Becoming a proficient writer is a core competency for effective communication, contributing to one’s ability to persuade, interpret, and express knowledge (Graham et al., 2013).

1.3 Copyreading

Table 4 presents the performance level of the campus journalists in copyreading.

Table 4
Campus Journalists’ Performance in terms of Copyreading
(N=20)

Criteria	M	Qualitative Interpretation
A. Headline/Title	3.26	Satisfactory
B. Content	3.11	Satisfactory
C. Form	3.42	Satisfactory
Overall Weighted Mean	3.26	Satisfactory

The campus journalists performed satisfactorily in all the three categories, which include the content (M=3.11), the headline (M=3.26), and the form (M=3.42). It can be noted that the campus-journalists performed the lowest in terms of content that requires them to check facts, deletes irrelevant parts, and ensure the technical quality of the content. The campus journalists’ copyreading skill is considered satisfactory, as revealed by the overall weighted mean of 3.26.

This suggests that campus-journalists do well in copyreading, They can write well a headline, edit the content and check the form. Despite the appearance of consensus in textbooks—the headline should “summarize the news of the day in the fewest possible words” (Radder and Stempel in Vultee et al., 2020) and do so “as concisely and accurately as possible” (Baskette, Sissors, and Brooks in Vultee et al., 2020)—journalists themselves

have disagreed about where the state of the art stands on markers of headline quality (Hilliard & Hines in Vultee et al., 2020).

Table 5 presents a summary of the performance level of the respondents in the different journalistic writing categories.

Table 5
Summary of the Campus Journalists' Performance in Journalistic Writing
(N=60)

Criteria	AWM	Qualitative Interpretation
A. News Writing	3.26	Satisfactory
B. Feature Article Writing	3.16	Satisfactory
C. Copyreading	3.26	Satisfactory

Based on the table, the campus-journalists' journalistic writing skills are generally satisfactory in all three journalistic categories with feature article writing as the least, followed by news writing and copyreading as the most performed. This implies that the campus journalists are good in journalistic writing but still need to be improved in terms of creative writing such as writing features. According to Donsbach (2014), journalism education should involve teaching students a new set of specific competencies, which are general competence, process competence, journalistic skills, and professional values. Hence, it is important for students to be trained both in technicality, content and ethics.

2. Challenges Encountered by the Campus Journalists

The succeeding table reflect the challenges encountered by the campus journalists in journalistic writing.

2.1 News writing

Table 6 presents the challenges encountered by the respondents in news writing.

Table 6

Challenges Encountered by the Campus Journalists in Writing the News

Criteria	Frequency	Percent	Qualitative Interpretation
A. Headline			
1. Avoids the use of words with controversial elements or double meaning	6	30.00	Challenge
2. Has a clear and unbiased headline	4	20.00	Not a Challenge
3. Headline has no grammatical error	3	15.00	Not a Challenge
4. Headline catches attention	4	20.00	Not a Challenge
5. Headline written properly	14	70.00	Challenge
B. Lead			
1. Arranges details of the event in decreasing importance	2	10.00	Not a Challenge
2. Shows the news writer's ability to organize information	4	20.00	Challenge
3. Uses lead that is clear and focused on the most important detail	1	5.00	Not a Challenge
4. Uses short and simple words	2	10.00	Not a Challenge
5. Uses appropriate lead type to get the readers' attention	2	10.00	Not a Challenge
6. Presents to the readers the most important detail of the event	1	5.00	Not a Challenge
7. Follows who, what, where, when, how principle	3	15.00	Challenge
8. Summarizes the information of the story	2	10.00	Not a Challenge
C. Body			
1. Avoids Personal Slant	0	0.00	Not a Challenge
2. Conforms with the principles of unity and coherence	4	20.00	Not a Challenge
3. Observes rules of grammar and syntax	17	85.00	Challenge
4. Uses transitions properly	11	55.00	Challenge
5. Follows logical presentation of the event and emphasizes the most important or relevant facts(s)	2	10.00	Not a Challenge
6. Follows the correct news writing format/style	3	15.00	Not a Challenge
7. Observes ethical and professional standards for journalism (fairness, relevance, accuracy and balance)	1	5.00	Not a Challenge
8. Cites sources properly and observes copyright laws	0	0.00	Not a Challenge

As shown from the table, the campus-journalists' difficulties in writing the news headline were the proper headline writing which has a percentage of 70 and the use of words with controversial elements or double meaning has 30.00%. This implies that campus-journalists find it hard to construct a good headline for a news based on the journalistic guidelines, and they find it difficult to avoid the use of libelous words in writing the title of the news story.

In terms of the news lead, campus-journalists found it challenging to organize information for the lead with 20.00%) and to follow the 5Ws or the question principle in writing it which had 20.00%. This suggests that the ability of the campus-journalists in the lead writing still needs to be strengthened. As for the news body, campus-journalists find it hard to use transitions properly (55.00%) and struggle to observe rules of grammar and syntax (85.00%).

The results conform to the study of Rico (2016), who mentioned that for students who will have adequate exposure to the various writing tasks, using authentic texts would enable them to cope with their technical writing need and to communicate effectively not only in the classroom, but likewise to their future jobs. Hence, to further improve the campus-journalists' technical writing, writing tasks must be adequately provided by the teachers through developing instructional material that addresses their needs.

Lingwall (2010) expanded the literature and studied students' writing insufficiencies within journalism and mass communication programs. Many students who enroll in such programs at the university level have serious writing deficiencies, which could result from increased use of technology, such as social media, texting, smartphones, and email (Shafie et al., 2010).

2.2 Feature article writing

Table 7 presents the challenges encountered by the respondents in news writing.

Table 7

Challenges Encountered by the Campus Journalists in Writing the Feature

Criteria	Frequency	Percent	Qualitative Interpretation
A. Title			
1. Uses a catchy title for the article	5	25.00	Not a Challenge
2. Has an impressive title	3	15.00	Not a Challenge
3. Title is unique	5	25.00	Not a Challenge
4. Title is creative	7	35.00	Challenge
5. Title suits the content	3	15.00	Not a Challenge
B. Introduction			
1. Conforms with the principles of organization and progression of ideas	3	15.00	Not a Challenge
2. Shows the feature writer's ability to organize information	7	35.00	Challenge
3. Exhibits creative presentation of facts in the story	15	75.00	Challenge
4. Utilizes the appropriate feature type to emphasize the impact/relevance of the topic	6	30.00	Not a Challenge
C. Body			
1. Observes the rules of grammar and syntax	6	30.00	Challenge
2. Sustains interest of the readers	2	10.00	Not a Challenge
3. Balances presentation of thoughts and ideas from the obtained data with those of the writers' perceptions	1	5.00	Not a Challenge
4. Observes ethical and professional standards for journalism (fairness, relevance, accuracy and balance)	4	20.00	Not a Challenge
5. Cites sources and observes copyright laws	3	15.00	Not a Challenge

As shown from the table, the campus-journalists' difficulties in feature writing includes the use of creative title (35.00%), the use of creative presentation of facts in the

story (75.00%), and the ability to organize information (35.00%). This implies that for the title and introduction, campus journalists struggle to construct a creative title for a feature story and creatively present the facts of their story. Hence, they struggle in organizing the information into a story which is coherent, creative and catchy.

In terms of the feature article's body, campus-journalists struggle a bit in observing the rules of grammar and syntax. This can be attributed to the use of English as a second language among the Filipino campus journalists. This is consistent with the study of Rustipa et al. (2020) which averred that in this global era, writing, including journalistic writing, is worthy of competence to be able to participate globally since writing together with reading is a central aspect of literacy. Therefore, English teachers must continually attempt to identify the root of the problem and find a strategy to solve it.

Moreover, comparing the three “Rs” of reading, writing, and arithmetic, writing continues to be neglected most in educational policy, practice, and research (Puranik et al., 2017). Writing experiences in middle school should focus on individual mastery through multiple drafts and individualized feedback, agentive stance taking to allow each students’ unique voice and viewpoint to emerge, presentation of written work to a broader audience, and the careful removal of pressures that create a sense of anxiety or dread (Madison et al., 2019).

2.3 Copyreading

Table 8 presents the challenges encountered by the campus journalists in news copy reading.

Table 8

Challenges Encountered by the Campus Journalists in Copyreading

Criteria	Frequency	Percent	Qualitative Interpretation
A. Headline/Title			
1. Easy to read	1	5.00	Not a Challenge
2. Gives the main idea	2	10.00	Not a Challenge
3. Free from double meaning	1	5.00	Not a Challenge
4. Complete statement	6	30.00	Challenge
5. Appropriate to the information in the body.	2	10.00	Not a Challenge
B. Content			
1. Checks facts	8	40.00	Challenge
2. Deletes irrelevant material	2	10.00	Not a Challenge
3. Deletes irrelevant words	2	10.00	Not a Challenge
4. Corrects editorializing	2	10.00	Not a Challenge
5. Guards against criticism on ethics and good taste	1	5.00	Not a Challenge
C. Form			
1. Corrects errors in grammar, spelling, and punctuations	2	10.00	Challenge
2. Guards correct usage	1	5.00	Not a Challenge
3. Adheres to proper organization	1	5.00	Not a Challenge
4. Makes copy simple and clear	1	5.00	Not a Challenge
5. Improves style of writing	2*	10.00	Challenge

As shown from the table, the campus-journalists face difficulty in supplying a complete statement in a headline or title of an article as they copyread (M=30.00%). In terms of content, they struggle to check the facts of the story (40.00%). And in terms of form, they have a slight difficulty in correcting errors in grammar, spelling, and punctuations (10.00%) and improving the writing style of the article (10.00%).

The results suggest that campus-journalists' copyreading difficulties are on selecting an appropriate headline for the story, identifying the facts stated in the article, and the correction of grammar and other writing conventions with the way an article must be improved. For students in school, the act of writing originates with different types of

motivation—such as perceived confidence, goal orientation, task value, and attributions for success and failure—depending on the task at hand and the conditions in the learning environment (Troia et al., 2012).

The journalism education model is still facing challenges regarding how to design a comprehensive journalism education curriculum with the emphasis on basic journalistic skills such as interviewing, reporting, writing, and editing (Parahita et al., 2020).

Moreover, becoming a proficient writer is a core competency for effective communication and central to college and career readiness for learners. Despite broad adoption of more rigorous standards and a push to incorporate writing across the curriculum, most students across different grade levels fall short of grade-level expectations in writing (Madison et al., 2019).

3. Developed Instructional Material to Enhance the Journalistic Writing of the Campus Journalists

The researcher's developed instructional material was based on the performance level of the campus journalists in the three journalistic categories. The challenges encountered by the campus journalists were also considered in the development of the modules.

The material titled, “*Campus Journalism Instructional Material*” developed by the researcher was based on the material design model proposed by Hutchinson & Waters (1987). Hutchinson and Waters (1987) designed a model for materials production aiming at providing a coherent framework for the integration of the various aspects of learning, while at the same time, allowing enough room for creativity and variety to flourish. The model aims to build support to language use and shows that from the required input can

be selected to achieve communicative tasks performance, using and combining the content needed by the target situation and the students' language knowledge. In the context of the study, the knowledge of journalistic writing.

The model consists of four elements, the input, the content focus, the language focus, and the task.

The input can be a text, dialogue, video recording, diagram or any piece of communication data depending on the needs that the teacher has defined in his/her analysis. The content focus conveys that language is not an end in itself but a means of conveying information and feelings about something. The language focus expresses that good materials should involve both opportunities for analysis and synthesis. In language focus, learners have the chance to take the language to pieces, study how it works and practice putting it back together again (Hutchinson & Waters, 1987). Lastly, the task which shows the ultimate purpose of language learning is language use. Therefore, materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

The material was developed mainly to help campus-journalists develop their journalistic writing skills in news writing, feature writing, and copyreading. The material covers learning tasks aligned with Grade 10 K+12 curriculum under the Special Program for Journalism (SPJ). The following parts of the instructional material is presented in the succeeding page.

Parts of the Developed Instructional Material

1. Lesson Title This part of the material describes the lesson title in campus journalism module.
2. Introduction This part of the module provides an overview of the lesson. It also includes prompt questions about what to expect in the lesson. It also encourages learners to utilize the activities for their guided and independent learning.
3. Objectives It serves as the learners' learning targets at the end of the self-learning module. It consists of SMART objectives from remembering to creating levels of cognitive domain.
4. Discussion The discussion part is designed in an inductive approach where learners are given tasks before they generalize the concepts. It consists of three phases, the Try This, Know This and Do This. In *Try This*, campus-journalists are given tasks prior to the introduction of the lesson. It serves as the pre-assessment of the learners' prior knowledge of the topic. In *Know This*, they are given an understandable explanation of the lesson which firms up their understanding of the topic and corrects some of their misconceptions. In *Do This*, the campus-journalists are given sets of learning tasks related to the lesson to deepen their knowledge and understanding.
5. Reflection This part of the module allows learners to reflect and ponder about what they have learned in the lesson. This also serves as formative assessment of their learning which can guide the teacher to further supplemental lessons later.
6. References It enumerates the bibliographic materials used by the author in the development of the module.

The parts mentioned above were used by the researcher in the design and development of the proposed instructional material in campus journalism, which primarily anchored on the model of Hutchinson and Waters (1987) and based on the approach of the Department of Education (DepEd) Self-Learning Modules (SLM).

The lesson title talks about the specific journalistic category being discussed in the module. The introduction serves as a glance of the lesson and the objectives involves

learning targets that campus-journalists must be able to accomplish. The discussion part is comprised of three parts, the Try This, Know This and Do This. *Try This* serves as pre-assessment and pre-activity, the *Know This* as the discussion proper, and the *Do This* is composed of learning tasks for application and assessment.

The material's design and development was based on the different resources in campus journalism and from the different suggested books in the K12 Curriculum Guide. The instructional material contains topics on news writing, feature writing and copyreading. The bulk of learning tasks focused more on feature writing since it received the lowest performance level of the student journalists. The topic distribution is 30% news writing, 30% copyreading and 40% feature writing.

Further validation of the material may be done to assess its quality and efficacy further. As reiterated by Rico (2016), the content teachers' involvement in the evaluation of the materials is essential in the preparation and construction of such materials. Their inputs and insights help enhance said materials since they are highly technical and focus on their course curriculum. Moreover, teachers are expected to present contextual learning material for each level to enable their students to achieve the competency targets in line with expectations (Parahita, 2020).

Journalistic learning responds directly to campus-journalists' individual interests by offering salient, local, and current writing topics, opportunities to interview others, a collaborative process for feedback and revisions, and publication of original work for an authentic audience, using different media formats (Madison et al., 2019).

4. Evaluation of the Instructional Material

The researcher used the evaluation instrument used by the Department of Education (DepEd) in evaluating instructional materials. Table 9 shows the evaluation of the teachers on the instructional material in terms of content.

Table 9
Evaluation of the Instructional Material in terms of Content
(N=20)

Criterion Items	M	Qualitative Interpretation
A. Content		
A.1 Intellectual Property Rights Compliance		
1. The instructional material has no copyright violations.	3.95	Very Satisfactory
2. The copyrighted texts and visuals used in the instructional material are cited.	3.95	Very Satisfactory
3. The copyrighted materials used in the instructional material are accurately cited.	4.00	Very Satisfactory
4. The references are properly cited in the Bibliography.	3.80	Very Satisfactory
WM	3.93	Very Satisfactory
A.2 Instructional Design and Organization		
1. Content is suitable to the target learner's level of development, needs, and experience.	3.80	Very Satisfactory
2. Content is logically developed and organized throughout the material. (Lessons/activities are arranged from simple to complex, from observable to abstract).	3.80	Very Satisfactory
3. The instructional material contains useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.	3.85	Very Satisfactory
4. The instructional material uses various teaching and learning strategies to meet individual differences/ learning styles. (if applicable)	3.75	Very Satisfactory
5. The instructional material develops higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21 st century skills.	3.90	Very Satisfactory
WM	3.82	Very Satisfactory
A.3 Instructional Quality		
1. Content and information are accurate.	3.95	Very Satisfactory
2. Content and information are up-to-date.	3.95	Very Satisfactory
3. The LR is free from any social content violations.	3.85	Very Satisfactory
4. LR is free from factual errors.	3.90	Very Satisfactory
5. LR is free from grammatical errors.	3.75	Very Satisfactory
WM	3.88	Very Satisfactory
A.4 Readability		
1. Vocabulary level is adapted to target users' experience and understanding.	3.70	Very Satisfactory
2. Length of sentences is suited to the comprehension level of the target user.	3.85	Very Satisfactory
3. Sentences and paragraph structures are varied and appropriate to the target user.	3.95	Very Satisfactory
4. There is logical and smooth flow of ideas within a lesson and from lesson to lesson.	3.80	Very Satisfactory
5. There is consistently good use of transition devices to focus on the main topics and signal a change of topic.	3.80	Very Satisfactory
6. Lessons, instructions, exercises, questions, and activities are clear to the target user.	3.80	Very Satisfactory
WM	3.82	Very Satisfactory

As reflected from the table, the journalism teachers rated the developed instructional material as very satisfactory with an overall weighted mean of 3.82.

Among the criteria, the content's intellectual property rights compliance received the highest rating with 3.93 and described as very satisfactory followed by the instructional quality of the content with 3.88 and described as very satisfactory. The instructional design and organization ($M=3.82$), and the readability ($M=3.82$) which are also under content was likewise rated very satisfactory by the school paper advisers (SPA). This suggests that the material has an excellent content in terms of intellectual property rights compliance, instructional quality, instructional design and organization, and readability. Related to learning materials, journalism educators need to arrange and ensure that the curriculum taught has coherence with the aims of the campus journalism (Parahita et al., 2020).

Table 10 shows the evaluation of the teachers on the instructional material in terms of difficulty and packaging.

The packaging of the material also received a very satisfactory rating with a mean of 3.63. This implies that all the necessary elements of the material are present. However, the difficulty level was only rated satisfactory with a weighted mean of 3.49. Although in the acceptable range, the teachers still find the difficulty level of the material not that appropriate for Grade 10 students. This can be further improved before the mass production of the materials to include challenging learning tasks that campus-journalists can work on while still enjoying the learning process.

The teachers also cited some suggestions to improve the developed material further. One respondent shared that the material may “include links of videos or tutorials which may be used for additional reference or study guide of the campus journalists.” Another

teacher suggested, “the instructional materials are well designed suited for the learners just additional activities for better enhancement, but overall it is excellent.” Another respondent suggested that the activities must “be localized” further. Another suggestion given by one respondent, “it should also have catchy illustrations which are suitable for the content.” The suggestions of the teachers served as a baseline of the researcher to further improve the material.

Table 10
Evaluation of the Instructional Material in terms of Difficulty and Packaging
(N=20)

Criterion Items	M	Qualitative Interpretation
A. Difficulty		
1. Discussion Part	3.45	Satisfactory
2. Directions and Instructions	3.40	Satisfactory
3. Activities and Exercises	3.60	Very Satisfactory
4. Assessment Part	3.45	Satisfactory
5. Objectives	3.55	Very Satisfactory
WM	3.49	Satisfactory
B. Packaging		
1. Consistency of elements (i.e., main heads, subheads, sections, and subsections are consistently classified).	3.60	Very Satisfactory
2. Simple (i.e., does not distract the attention of the reader).	3.65	Very Satisfactory
3. Attractive and pleasing to look at.	3.50	Very Satisfactory
4. Adequate illustrations in relation to text.	3.55	Very Satisfactory
5. Harmonious blending of elements (e.g. Illustrations & text).	3.70	Very Satisfactory
6. Suitable to the target users.	3.70	Very Satisfactory
7. Cover art is appropriate, relevant, and interesting	3.75	Very Satisfactory
8. Cover elements are correct and complete. (i.e., w/ grade indicator & learning area, book title & type (LM, TG), cover art, DepEd text entries, spine entries, back cover entries)	3.55	Very Satisfactory
9. All necessary elements are complete (e.g., title page, copyright page, table of contents, and introduction / preface (optional)).	3.75	Very Satisfactory
10. Page numbers are set in lowercase roman numerals; centered at the bottom of the page; no page numbers on the title and copyright pages.	3.55	Very Satisfactory
WM	3.63	Very Satisfactory
Overall Weighted Mean	3.76	Very Satisfactory

The finding is justified by the evaluation of materials made by Rico (2016) in her development of instructional material based on the linguistic competence analysis. It was also the same with the study of Pobre and Uy (2019) in the development of English Writing Worktext that the English teachers rated the material as very useful. Several studies also support the present study's findings in terms of the usefulness and acceptability of the developed material in English (Aragon, 2020; Bulusan, 2019; Romel & Brucal, 2018).

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions and recommendation relative to the study.

This study focused on the journalistic writing skills of the campus journalists in Zone IV Schools Division of Zambales during the first quarter of School Year 2020-2021 as the basis for the development of Journalism Instructional Material.

The data were collated, organized and tallied by the researcher to facilitate encoding for statistical analysis. The researcher used statistical tools like frequency counts, percentages, and weighted means, and all the data were analyzed using Statistical Package for Social Science (SPSS) version 25.

Summary of Findings

After a thorough analysis of the data gathered, the study revealed the following:

1. Performance Level of the Campus Journalists

1.1. News Writing. The campus journalists' news writing skill is considered satisfactory (M=3.36). They performed satisfactory in terms of the news headline writing (M=3.38), lead writing (M=3.36), and writing the body of the news (M=3.05). Although both speaking and writing are productive skills, they are different in terms of language complexity (Rustipa et al., 2020). It is assumed that the aspects that make writing the most difficult skill for EFL students, like the Filipinos, are generating, organizing ideas, and converting them into a readable text (Zamanian & Heydari, 2012).

1.2. Feature Article Writing. The campus journalists' feature article writing skill is considered satisfactory (M=3.16). They also performed satisfactory in all three parts of the article, title (M=3.26), introduction (M=3.20), and the body (M=3.01). This implies that campus-journalists must be given more writing tasks to improve their journalistic skills. These skills can be used later on if students decide to join student publications. Student publications disseminate the necessary information and provide laboratory functions to campus journalists (Uy & Echaure, 2017).

1.3. Copyreading. The campus journalists' copyreading skill is considered satisfactory (M=3.26). They also performed satisfactory in all the three categories which include the headline (M=3.26), the content (M=3.1), and the form (M=3.42). This suggests that campus-journalists do well in copyreading, They can write well a headline, edit the content and check the form. Despite the appearance of consensus in textbooks—the headline should “summarize the news of the day in the fewest possible words” (Radder and Stempel in Vultee et al., 2020) and do so “as concisely and accurately as possible” (Baskette, Sissors, and Brooks in Vultee et al., 2020)—journalists themselves have disagreed about where the state of the art stands on markers of headline quality (Hilliard &Hines in Vultee et al., 2020).

2. Challenges Encountered by the Campus Journalists

2.1. News Writing. The student journalists encountered challenges in writing news headline properly (70.00%), avoiding the use of words with controversial elements or double meaning (30.00%), observing rules of grammar and syntax (85.00%), and using transitions properly (55.00%).

2.2. Feature Article Writing. The student journalists encountered challenges in supplying a creative title for feature article (35.00%), exhibiting creative

presentation of facts in the story (75.00%), showing the feature writer's ability to organize information, and observing rules of grammar and syntax (30.00%).

2.3. Copyreading. The journalists encountered challenges in using a complete statement in the headline (30.00%), checking the facts in the content (40.00%), and correcting errors grammar, spelling, and punctuations (10.00%), and improving style of writing (10.00%).

3. Developed Instructional Material to Enhance the Journalistic Writing of the Campus Journalists

The researcher's developed instructional material was based on the performance level of the campus journalists in the three journalistic categories. The challenges encountered by the campus journalists were also considered in the development of the modules.

4. Evaluation of the Instructional Material

The campus journalism teachers rated the developed instructional material as very satisfactory in terms of intellectual property rights compliance (M= 3.93), instructional quality (M=3.88), instructional design and organization (M=3.82), readability (M=3.82), packaging (M=3.63) and the difficulty level (M=3.49).

Conclusions

Based on the findings and results of the study, the following conclusions are drawn:

1. The campus journalists' journalistic writing skills are generally satisfactory in news writing, feature article writing, and copyreading.
2. The campus journalists generally encountered problems in the different journalistic categories. In terms of news writing, they faced challenges in the proper news headline writing, and careful use of words with controversial elements. In feature writing, the choice of a creative title and the creative presentation of facts in the story were cited as their primary challenges. Lastly, the journalists faced difficulties in copyreading in terms of the use of a complete statement in the headline and checking the facts.
3. The developed material in campus journalism can help improve the journalists' writing skills in the categories of news, feature, and copyreading.
4. The teachers evaluated the material as very satisfactory in content, packaging and the level of difficulty level.

Recommendations

The following recommendations are hereby given:

1. Since the campus-journalists' journalistic writing skills is satisfactory, it is recommended that future study may be conducted in exploring the effectiveness of the developed instructional material in developing campus-journalists' journalistic skills in news writing, feature article writing and copyreading.
2. Since the campus-journalists faced challenges in the different writing categories, journalism teachers may further remediate these problems by utilizing the developed material with supplementary guidance and assessment. Further, the provision of other interactive learning tasks on campus journalism's basic rudiments may be given to ensure that campus journalists will have a strong journalistic writing foundation.
3. Since the developed material in campus journalism is developed to enhance the campus-journalists' journalistic competence, it is recommended that further studies be made to develop similar material for other grade level in the Special Program for Journalism (SPJ). Campus-journalists may also be asked to rate the effectiveness of the material based on simple checklist.
4. Since the teachers' evaluation of the material is very satisfactory, it is recommended that the said material be utilized by journalism classes in the division upon the Schools Division of Zambales' recommendation and approval. Further validation of the material may be conducted to determine its effectiveness in enhancing campus-journalists' journalistic competence. Experts in instructional material development may be tapped to evaluate the material's content, packaging, and difficulty level.

5. The schools may include in the school-based Learning Action Cell (LAC) session topics on the pedagogical strategies in campus journalism to retool school paper advisers and journalism teachers in teaching;
6. Further research may be conducted to validate the results of the foregoing study.

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