CHAPTER II
REVIEW RELATED LITERATURE
THE USE OF VIDEO TO IMPROVE STUDENTS' READING COMPREHENSION ON ADVERTISEMENT TEXT

A. Previous Research

Reading is an interesting field for research. Many researchers have conducted the research about reading skills. Related to this study, the writer chooses some literatures about previous researches which are relevant to the teaching of reading advertisement text. There are three previous research related to this study:

1. Komarudin (3104222) Tarbiyah Faculty of Walisongo State Institute for Islamic Studies, 2009. The thesis by the title *"Improving Students Reading Comprehension Skill through Vocabulary Drills."* (A Classroom Action Research with Eight Grade Students of SMP NU 09 Rowosari Kendal in the Academic Year of 2008/2009). Thesis, Semarang: Bachelor program of English Language Education. The result of this research shows that the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the first cycle was 6.5, second cycle was 7,05, and the third cycle was 7,8.

2. Yunus Abdussalam (053411359) Tarbiyah Faculty of Walisongo State Institute for Islamic Studies, 2010. The thesis by the title *"The Use of Jigsaw Technique to Improve Student's Reading Skill on Narrative Text."* (An Action Research at the Second Grade of SMP N 23 Semarang in the Academic Year of 2009/2010). Thesis, Semarang: Bachelor program of English Language Education. The result of the research shows that using jigsaw technique can improve students' reading skill. This is proved by students' comprehension test that improved in every cycle. From pre-cycle showed that students' improvement was 61.7. It

means that still low ability in some students, but in cycle 1 showed that there was increasing students' improvement up to 66.1. And from cycle II the students' improvements more increase 73.3. It means there was improvement in every cycle being taught through using jigsaw technique.

The research that will be done by the writer is different with those two previous researches. Those two researches used method (vocabulary drills and jigsaw) to improve students' reading ability and comprehension. In this research, the writer will use a medium to improve students' reading comprehension. Method is way of doing something. Medium is something that is used to do something. The difference between the two previous researches and the research that will be done by the writer is on the material. In the first previous research there is no specific material. In the second research, the researcher focused on narrative text. In this research, the writer will focus on short functional text, it is advertisement text.

B. Theoretical Framework

1. Reading

a. Definition of Reading

Reading is an important skill to be mastered for English learners. In educational environment, reading is the object of attention of language teachers. Reading is a model of languages, reading texts provide opportunities to study language, such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraph and text.[1]

According to Hormby in Oxford Advanced Learners Dictionary of Current English, reading is a way in which something is interpreted or understood.[2]

According to McDonough and Shaw, reading is one of the most important skills. From that statement, we may argue that reading is one of

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[1] Jeremy Harmer, *How to Teach English,* (United State: Addison Wesley Longman, 1998) p.68

[2] AS Hornby, *Oxford Advance Learner's Dictionary of Current English*, (London: Oxford University, 1987), p. 699.

the most important foreign language skills. Reading is the ability to draw meaning from the printed page and interpret this information appropriately.[3]

Rusydi Ahmad Tho'imah defines reading as follow:

القرأة هي نشاط ينبغى ان تحتوى على كل انماط التفكير والتقويم والحكم والتحليل وحل المشكلات

"Reading is an activity that involves system of thought, evaluate, analyze, and solve the problem."[4]

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode the meaning.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

Many definition of reading can be influenced by the purpose of reading itself. L2 readers in academic settings most often need to develop "reading for understanding" and "reading to learn". Reading for understanding is a process requiring visual and semantic processing and the construction of the summary version of what the text means. It is usually carried out by fluent readers. Reading to learn is a process that requires an array of elaborated relations created among the sets of information being processed. Based on both reading purposes, reading is stated as the process of receiving and interpreting information encoded in language form via the medium of print (Urquhart and Weir, 1998: 22).[5] In

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[3] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* (England: Pearson Education, 2002), p.9

[4] Rusydi Ahmad Tho'imah, *Ta'limul 'Arabiyah Lighoiri Annathiqin Biha*, (Riyadh: Mansyurotu Al Munadhimatun Al Islamiyah Litarbiyah Wal 'ulum Watsaqofah, 1989), p. 175.

[5] Patricia L. Carrel and William Grabe, *"Reading", on Norbert Schmitt (ed.), An*

other word, the reading purpose is one of important aspects in reading that not rarely be ignored.

Other reading purposes are:[6]

1) Reading to search for simple information

This is a common reading ability. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

2) Reading to skim

It is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3) Reading to learn from the texts

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

4) Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a theoretical frame to accomodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

As a skill, reading is one of the most important skills that must be developed by students remembering that the good reading skill is very needed by them to get or to look for new information from written text.[7] There is no doubt that students are pursued to be able to read various

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Introduction to Applied Linguistics, (New York: Oxford University Press, 2002), p. 234.

[6] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* p.13

[7] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide,* (UK: Blackwell Publishing, 2003), 2nd Ed, p. 89.

English text strategically so that all of the information can be obtained fast and appropriately without too much obstruction with the development of language skill.

b. Types of Reading

There are two types of reading. They are extensive and intensive reading. To get maximum benefit from their reading, students need to be involved in both of them.[8]

1) Extensive reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.[9]

It is reading activity that in which teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

According to Palmer, extensive reading meant "rapidly" reading "book after book". He argued that a readers' attention should be on the meaning, not the language of the text. [10]

An extensive reading also has some advantages and disadvantages side. They are:

a) Advantages

The students may:

(1) Develop their reading habit,

(2) Gain more confidence in reading and

(3) Improve their attitude towards reading

(4) Become motivated to read.

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[8] Jeremy Harmer, *The Practice of English Language Teaching.* (England: Pearson Education Limited, 2001), p.210

[9] Francois Grellet, *Developing Reading Skill A Practical Guide to Reading Comprehension Exercise,* (UK: Cambridge University Press, 1981), p.4

[10] Richard R. Day and Julian Bamford, *Extensive Reading In The Second Language Classroom,* (United State of America: Cambridge University Press, 1998) p. 5

(5) Be more prepared for further academic courses because they have read large quantities.

b) Disadvantages

(1) An Extensive Reading program may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from Administration.

(2) Students need to have easy access to texts within their language proficiency level. An Extensive Reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels, students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.

(3) It may be difficult to keep students challenged to read more difficult texts as the program continues. Some established programs use a "weighing scale" for students to record materials read, giving more "marks" for materials read at a higher level. Although this has proven to be a motivating or competitive factor in some cases, in others it becomes counter-productive if students try to read texts that are more difficult than they can manage and consequently become discouraged.[11]

2) Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

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[11] Maija MacLeod, *Types of Reading,* at
Http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10.31

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy.[12]

As an extensive reading, intensive reading also has some characteristic. They are:

a) Usually classroom based

b) Reader is intensely involved in looking inside the text

c) Students focus on linguistic or semantic details of reading

d) Students focus on surface structure details such as grammar and discourse markers

e) Students identify key vocabulary

f) Students may draw pictures to aid them (such as in problem solving)

g) Texts are read carefully and thoroughly, again and again

h) Aim is to build more language knowledge rather than simply practice the skill of reading

i) Seen more commonly than extensive reading in classroom

Intensive reading has some advantages and disadvantages side. They are:[13]

a) Advantages

(1) It provides a base to study structure, vocabulary and idioms.

(2) It provides a base for students to develop a greater control of language

(3) It provides for a check on the degree of comprehension for individual

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[12]Maija MacLeod, *Types of Reading,* at Http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10.31

[13] Http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10.31

b) Disadvantages

  (1)   There is little actual practice of reading because of the small amount of text. In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.

  (2)   The text may be not interested the reader because it was chosen by the teacher.

  (3)   There is little chance to learn language patterns due to the small amount of text.

  (4)   Because exercises and assessment usually follow intensive reading, students may come to associate reading with testing and not pleasure.

c. Models of Reading

Many researchers and teachers attempt to create a general understanding of the reading comprehension process by means of reasonable framework. General models of reading serve useful purposes, most commonly by providing a metaphorical interpretation of the many process involved in reading comprehension. Here some metaphorical models of reading:[14]

1) Bottom-up models

Bottom-up models suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's own background knowledge.

2) Top-down models

Top-down models characterize the reader as someone who has a set of expectation about text information and samples enough information from the text to confirm or reject the information.

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[14] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* (England: Pearson Education, 2002), p.31

3) Interactive models

In this models, word recognition needs to be fast and efficient, but background knowledge is a major contributor to text understanding, as is inferencing and predicting what will come next in the text.

d. Teaching Reading

The success of the language teaching, especially reading comprehension is influenced by some aspects. According to Paulston Bruder, one of the most important aspects of teaching reading comprehension is the selection of the reading text. There are some primary considerations:[15]

1) Ordinary Language

The reading material should not contain dialect or slang features or old-fashioned language use.

2) High interest value

It is easier to read what is interesting and ideologically compatible.

3) Culture value

The content of reading material should not contrast with the students own cultures value.

4) Relevant vocabulary

It is easier to learn when the cultural background is familiar and the students can process cultural information in the decoding process.

5) Level of reading difficulty

The level of reading difficulty should be matched to the proficiency of the students' level.

The teacher must pay attention to the criteria of good reading passages in the selection of their materials. First, the material should be appropriate with the grammatical norms of the language being learned. The material must also be suitable according to native society. Second, the material should fit the objectives of the teaching and the students' ability and

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[15] Http://www.nclrc.org/essentials/reading/reindex.htm/08 March 2012/10.25

interest. Next, they should be based on the knowledge which has been familiar with the students. The contents of the materials should be suitable with the students learn.

2. Advertisement Text

a. Definition of Advertisement Text

Advertisement is the act of advertising. It is a notice, such as a poster or a paid announcement in the print, broadcast, or electronic media designed to attract public attention or patronage.[16]

The advertisement has some texts, which provides information about the product, and more importantly, provides anchorage for the image. Under the general category of text, there may be descriptive information about the product, other text that serves the purpose of catching the readers' attention, as well as (typically) short phrases that act as a kind of slogan, and finally the name of the company and/or the name of the product.[17]

From the explanation above, the writer concludes that advertisement is a picture, short film song, etc that has an aim to persuade people to buy or to use a product or service.

b. Types of Advertisement

As like another kinds of text, advertisement also has some types, they are:

1) Television advertising

This advertising act is done through a television. TV commercials are a popular way to mass-market messages to large audiences. Although this medium has the ability to reach a high number of potential buyers, it is also one of the most costly forms of advertising.

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[16] Http://www.thefreedictionary.com/advertisement/24 November 2011/15.57
[17] Http://angiegentry.suite101.com/types-of-advertising-a183934/24November 2011/16.13

2) Radio advertising

This type of advertisement is done through radio. Radio commercials are an effective way for business to target a group of people based on location or similar tastes. For example, a local night club seeking college student clientele would probably consider advertising on a local pop station. Likewise, a country and western bar would choose a local country station.

3) Print advertising

This act of advertising is done by using print media, such as magazine, newspaper, etc.

4) Online advertising

Advertising online is an increasingly popular method for promoting a business. This advertising is done through an internet system.[18]

3. Media

a. Definition of Media

Media are the plural form and Latin language word is "medium". From medium word in which the literal it means intermediary or the guide. Media are intermediary or the messages guide to deliver of message receives.[19] Media are tools or the physical thing used by a teacher to facilitate the instructor.[20]

Gerlach and Ely state that "any person, material, or event that establishes conditions, which enable learners to acquire knowledge, skills and attitudes, can be classified into media." Another definition that they proposed is :" Every medium is a means to an end or a goal."[21]

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[18] Http://angiegentry.suite101.com/types-of-advertising-a183934/24November2011/16.13
[19] Arief S. Sadiman C.S, *Media Pendidikan dan Pemanfaatannya*, (Jakarta: PT. Grafindo Persada, 2008), p. 6
[20] A.S. Hornby, *Oxford Advance Learners' Dictionary of Current English,* (New York: Oxford University,1987), 25th Ed., p. 528
[21] Gerlach, V. S. And D. P. Ely, *Teaching and Media: A Systematic Approach,* (New Jersey: Prentice Hall, Inc. 1980), p.41.

Media are things that can be used to transmit a message from the sender to receiver so they can stimulate the students thought, feeling, and attention to the teaching and learning process. Media enable students to acquire knowledge, skills, science, and attitude easily.

Media are very important in teaching process to help students become effective and enhance their interest in learning process. The use of media is needed to reach the purpose of teaching and learning. Media cannot be separated in teaching and learning process. They play an important role to teach a goal in students learning. Selecting media is uneasy one.

b. Classification of Media

According to Anderson teaching media can be classified into three categories. They are:

1) Visual media   : They are media that can be seen.
2) Audio media   : They are media that can be listened.
3) Audio-visual media   : They are media that have sound and picture.[22]

Gerlach and Elly classify several media of teaching in six general categories. They are:

1) Still picture

   Still picture consists of photographs of any object or event which may be larger or smaller than the object or event which represents.

2) Audio recording

   Recordings are made are magnetic tape, disc, and motion picture sound track. These are reproductions of actual events or sound track.

3) Motion picture

   A motion picture is a moving image in color or black and white produced from live action or from graphic representations

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[22] Listyaning Sumardiyani and Zulfa Sakhiyyah, *Speaking for Instructional Purpose a Handbook* (Semarang: IKIP PGRI Press, 2007), p. 48-59

4) Television

This category includes all types of audio video electronic distribution system that eventually appear on television monitor.

5) Real things, Simulation, and Models

This category includes people, events, objects and demonstrations. Real thing, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting. Simulation is the replication of real situations, which has been designed top, be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion picture can be used for simulation. A model is replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

6) Programmed and Computers-assisted Instruction

Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers[23].

Sudjana and Rivai classify media into four general categories, they are as follows:

1) Graphic media (two dimensions media) is media with length and width such as picture, photo, graphic, diagram, poster, cartoon, and comic

2) There dimensions are media with a solid model such as diorama, mock up

3) Projectors media such as slide, film stripe, film, OHP, etc.

4) Using environment as teaching media.[24]

In this study, the researcher using audio-visual media named video as the interaction media, because by using video, it can motivate the students to learn and pay attention to the material given.

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[23]Gerlach and Elly, *Teaching and Media A Systematic Approach*, p.84

[24] Sudjana N, and Rivai, *Media Pengajaran*, (Bandung: Sinar Baru Algasindo. 2007), p. 3-4

4. Video

a. Definition of Video

Video is one of the audio visual media that can be used in teaching and learning process. It is box containing a type magnetic tape used for recording moving pictures and sound.[25] So, video is a media that containing of sound and picture. We not only can hear the sound but also see the expression of the actor.

b. Types of Video

There are three basic types of video which can be used in teaching and learning process. They are:

1) Off-air programs

Programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity.

2) Real-world video

There is no reason why we and our students should not use separately published videotape material such as feature films, exercise manual, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again we need to make our choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential. We need to judge the length of the extract in the same way too.

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[25] Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2003), p.480

3) Language learning video

Many publishers now produce free-standing language learning videos or videos to accompany course book. Frequently these have accompanying workbooks.

c. Advantages and disadvantages of Using Video

Using video as media in teaching learning process has advantages and disadvantages. They are: [26]

1. Advantages of using video

a) When using video students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often convoyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

b) Video uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speaks to waiters. Video is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

c) When students use video themselves they are given potential to create something memorable and enjoyable. In addition students will be enjoyable in learning activity. Video can help them to achieve in understanding the material.

d) For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in process teaching learning.

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[26] Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p.282.

According to Harmer, there are many reasons why video can add a special extra dimension to the learning experience:[27]

a) Seeing language-in-use

One of the main advantages of video is that students do not just hear language, but they can see it too. They can see how language is expressed.

b) Cross-cultural awareness

Video uniquely allows students to look at situations beyond their classroom. This is especially useful if they want to see, for example; typical British or Americans "body language" inviting someone out or let someone to come in. Video is also a great value in giving students a chance to see such things as what kinds of food people eat in other country and what they wear.

c) The power of creation

When the students use video camera themselves, they are given the potential to create something memorable and enjoyable. The camera operators and directions suddenly have considerable power. The task of video making can provoke genuinely, creative and communication uses of language, students finding them "doing new thing in English"

d) Motivation

For all the reasons have mentioned that most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting tasks.

2. Disadvantages using video

Beside the advantages of using video above, it also has some disadvantages, they are:

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[27] Jeremy Harmer, *The Practice of English Language Teaching,* (England: Pearson Education Limited, 2001), p. 282

a) We have to provide activities that are unique learning experiences and do not just replicate home television viewing. Students bore easily, when they watch viewing which have been before.

b) We have to be sure that students can see and hear the video. If all students cannot watch and hear clearly, they will get difficult to catch information on video.

c) Some students become frustrated when teacher constantly stop and start the video, only showing little bits at a time.

d) Some people think that more than one two or three minutes of video clip sends students to sleep. It can be happen when theme of video is unfamiliar with them. They will get difficult to express their opinion based on video.

As a teacher, we have to choose the best video which is related with materials. Video has to have a good moral value in order to persuade and motivate students in doing positive something.

d. Common Video Teaching Technique

There are some techniques that can be used in teaching by using video. They are:

1) Viewing Technique

Viewing technique is designed to awaken the students' curiosity through prediction activity; so that when they finally watch the video sequence in its entirety they will have some expectation about it.[28]

a) Fast forward

The teacher presses the "play" button and then fast forwards so that the sequence shoots pass silently and at great speed, taking for a few seconds. When it is over the teacher can ask the students what the extract was all about and whether they can guess what characters are saying.

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[28] Jeremy Harmer, *The Practice of English Language Teaching,* p. 285

b) Silent viewing (for language)

The teacher plays the tape at normal speed, but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

c) Silent viewing (for music)

The same technique can be used with music. Teachers show a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is then shown again, with sound, students can judge whether they chose the same mood as the director/composer.

d) Freeze frame

At any stage during a video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

e) Partial viewing

One way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, only leaving the edges on view; we can put little squares of paper all over the screen and remove them one-by-one so that what is happening is only gradually revealed. [29]

2) Listening (and mixed) technique

Listening routines are designed to provoke engagement and expectation.

a) Picture less listening (language)

The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is

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[29] Jeremy Harmer, *The Practice of English Language Teaching,* p. 286

taking place and who the speakers are. Can they guess their age, for example? What do they think the speakers actually look like?

b) Picture less listening (music)

Where an excerpt has a prominent music track, students can listen to it and then say –based on the mood it appears to convey- what kind of scene they think it accompanies and where it is taking place.

c) Picture less listening (sound effect)

In a scene without dialogue students can listen to the sounds to guess the scene. For example, they might hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in, they then tell 'the story' they think they have just heard.

d) Picture or speech

We can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non-watching students struggle to understand what is going on, and is effective way of mixing reception and production in spoken English. Half way through an excerpt the students can change around.[30]

In this case, the writer will use one of viewing technique that is silent viewing (for language). The writer will play the video of advertisement at normal speed without sound. The students have to guess what sentences that suitable with the picture, what sentences that usually used in advertisement like in the video.

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[30] Jeremy Harmer, *The Practice of English Language Teaching,* p. 287

5. Teaching Reading by Using Video

Reading is one of the four basic skills of language. Reading comprehension is one of the pillars of the act of reading[31]. It about understands the content of the text which is read. Teaching reading comprehension is important for the students, because without comprehension reading is nothing. Teaching reading is an activity which teach to read and comprehend te text. To help students comprehend the text, there are many media that can be used. One of them is video.

Video is one of teaching media. By using video during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented.

Video allows teachers to not only tell students what they need to learn from a specific lesson, but show them examples that helps develop understanding.[32]

Video can be used in a variety of ways to enhance any lesson plan or subject. Here are some examples of best practices:

a) Always preview video in advance to make it easier to connect to lesson objectives.

b) When possible, show short clips from longer programs to either introduce or reinforce discussion.

c) Set the stage for attentive viewing by giving students active assignments before a clip to encourage their attention and post discussion.

d) Use the pause button to promote interactivity between yourself, the video clip and the students.

e) Where appropriate, use the pause button to freeze on a specific frame of video to encourage the students to search for more detail.[33]

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[31] Joelle Brummit-Yale, *What is Reading Comprehension,* on http://www.k12reader.com/what-is-reading-comprehension/07-01-2013/08.44
[32] Synergy Broadcast System, *Using Video in the Classroom,* at http://synergybroadcast.com/wp-content/uploads/2009/02/using-video-in-the-classroom.pdf /taken on 20/12/2011/10.12

C. Action Hyphothesis

Hypothesis is the assumption that possibly true or wrong. Hypothesis is the provisional answer to the problem of the research. Theoretically, it was considered possibly or highest the level of his truth.[34] Provisional truth determined by writer and should be tested and proven.[35] Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received.

Based on the theory above, the researcher proposes the hypotheses that video can improve students' comprehension in reading advertisement text.

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[33] Synergy Broadcast System, *Using Video in the Classroom,* at http://synergybroadcast.com/wp-content/uploads/2009/02/using-video-in-the-classroom.pdf /taken on 20/12/2011/10.12

[34]S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2010), p. 80.

[35]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 116.