

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

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

1. Nuria Ulfi Hidayati (063411030) an IAIN' students in her thesis entitled; Improving Students' Ability in Writing Procedure Text Using Realia (a classroom action research with students' of grade VIIG at SMP N 18 Semarang in the academic year 2010/2011). The similarities are this reserarch approach and this research used realia as an aid, also focused on writing skill. It is explained that using realia as a media in teching procedure text is very helpful in producing words because the students can see the thing directly, so they are able to use appropriate vocabulary. The result of the researcher took a test of their improvement in each cycle. The mean of students' writing score in the first cycle was 60, 1. With the highest and the lowest score of 71 and 46. The mean of students' score in the second cycle was 65, 3 with the highest and the lowest score of 74 and 57. The mean of students' writing score in third cycles was 75, 4 with the highest and the lowest score of 90 and 55.
2. Rika ismawati (3105265) the thesis by the title: using suggestopedia method to improve student writing in recount text (a classroom action research at eight grade students' of SMPN 2 Juwana Pati in academic year of 2009/2010). This research used suggestopedia as an aid, also focused on writing skill. It is explained that using suggestopedia as a media in teaching recount text. It is supporting point that interesting experiences are close with teenager life because it tells the story that happened in the past. The result of this research showed the improvement of the student

ability in writing recount. It can be seen from their score. The average on pre-test was 57, 65 and post-test was 75, 78.

3. Writing Written Procedure Text through Videos (A Case of the Seventh Grade Students of SMP N 1 Grobogan in Academic Year 2010/2011). From the test, it can be known that the average of pre-test was 73, 1 % and could be considered good. The average of post-test was 89, 58 % and it could be considered excellent.

The researcher here has the title of “ Improving Students Ability in News Item Text Using Video (A Classroom Action Research with the First Students’ of MA Manbaul Ulum Sinoman Pati in the Academic Year of 2011/2012). This research same skill with the three theses above. The researcher wants to improve students’ ability in writing news item text using video involved their ability in content, organization, vocabulary, grammar, and mechanic. So, the researcher hopes that this researcher can fill in the gap in teaching writing news item text.

B. Theoretical Framework

1. General Concepts of Writing

1.1 Definition of Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skill. But here, students are expected to be able to write well. Because by writing the writer can express what happen in her mind, so that the readers will know about it.

Writing has various kinds, it can be used as a means to express the writers’ idea based on her experience, thoughts, and feelings. And in many school, writing is principally conducted to demonstrate knowledge of decontextualised facts with little awareness of a reader beyond the teacher-examiner.¹

¹ Ken Hyland, *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2002), p. 7.

Writing is a process of prewriting, planning, revising draft and final copy. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step; you polish your rough draft by editing it and making revisions.²

Writing itself is considered as a means of communication. Communication in writing tends to involve a thinking process. Writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product.

Harmer adds that “writing is a process and that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.”³

From the definition above the researcher can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist our mind. It is written on a paper or computer screen. Beside that the writers use invention strategies and extensive planning to resolve the theoretical problem that each writing task presents. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities.

1.2 Writing Conventions

Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word an text formation, manifested by handwriting, spelling and layout also punctuation.⁴

²Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Pearson Education, 2006), p. 3.

³ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2001), p.86

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education, 2001), 3th Ed, p.255-257.

a. Handwriting

Handwriting is a personal issue. Students should not all be expected to use exactly the same style. Nevertheless badlyformed letters may influence the readers again the writer, something which is undersirable whether the work is the product of some creative task or more seriously, work that is going to be assessed in a test. We should encourage students with priblematic handwriting to improve it.

Thought more and more written communication takes place from a computer keyboard, handwriting is still important for written assigments, and most exams.

b. Spelling

Spelling in writing form is very important to be checked. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment.

One of the reasons that spelling is difficul for students of English that correspondence between the sound of a word and the way it is spelt not always obvious. So, one of the best ways to help students improve their spelling is through reading especially extensively.

c. Layout and Punctuation

Different writing communities obey different punctuation and layout conventions in communications such as letters, reports, and publicity. Such differences are easily seen in the different punctuation conventions for the quotation of direct speech which differentl language use, or the way in which commas are used instead of as much as full steps in certain languages. Some punctuation conventions, such as the capitalization of names, months, and the pronoun I, are specific to only one or a few languages. So, to be success in writing, students need awareness of these layouts and use

modify them when appropriate to get our message across as clearly as the writer can.

Thus, the researcher gives a statement that they are crucial aspects in writing. So that, the next is better produced.

1.3 Writing Process

Writing as one of productive skill needs a process. This processes writer to write in sequence stages. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.⁵

The writing process is:⁶

a. Planning (Pre-writing)

In this important first step, young learners are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry.

For every piece of writing there is always prewrite activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be moven into a discussion between the teacher and the learners.

In prewrite steps, you gather ideas to write about taking notes in one of way to gather ideas. There are several ways to warm up before you write, they are brainstorming and clustering.

b. Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualise an audience. Students should also have in mind a

⁵ Jeremy Harmer, *How to Teach Writing*, p. 4.

⁶ Jack C. Richards dkk, *Methodology in Language Teaching*, (New York: Cambridge University Press, 1998), p. 316-319.

central idea that they want to communicate to the audience in order to give direction to their writing.

c. Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

d. Editing

Learners (with the help of their teachers, caregivers, or classmates) proof read their work to make sure that there are not any content errors or grammatical or spelling errors.

Correcting students' errors and helping students to find and correct their own errors presents a real dilemma for teacher. On one hand, you do not want to dampen their enthusiasm for writing. On the other hand, they need to know write using standard conventions of spelling, grammar, and punctuation.

e. Publish

The writing piece is rewritten in a published or presentable form, in a students-made book, on special paper, and on a computer so that it can be displayed or shared.

These explanations above are 5 steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical? After that the writer has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish. So that, the text is better produced.

2. Text

2.1 Definition of Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be

understood by others. Human can use a text as one of the ways to express their own.

“A text is any stretch of language which is held together cohesively through meaning”.⁷ It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hasan said that a text is a social exchange of meanings.⁸ It means that the sentence may have different meaning according to the context. For example: I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students’ abilities to exchange the meanings in different points of sentence.

Text is a world of words which are put together to communicate a meaning.⁹ When we speak or write to communicate a message, it is constructing a text. Then, constructing a text is read, listen to, or view a piece of words. We can find a text in written or spoken.

Creating a text requires us to make choices about the words we use and how we put them together. If we make the right choose then we can communicate with others. Our choice of words will depend on our purpose and or surrounding (context).

2.2 Types of Text

There are two main categories of texts, literacy and factual.¹⁰

⁷ Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p.4.

⁸ M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984) p. 11.

⁹ Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 2003), p.1

¹⁰ Mark Anderson and Kathy Anderson, *Text Types in English*, p.2.

a. Literacy Texts

Literacy text is constructed to appeal to our imagination and imagination. Literacy texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic, and dramatic.

1) Narrative text types tell a story using spoken or written language.

Narrative is usually told by a story teller. This person gives his /her point of view to the audience and determines.

2) Poetic text types express feelings and impression of life. Poem can have common structures such as rhyming the last word of lines or using a certain number of lines.

3) Dramatic text types use acting to communicate ideas and experiences. Dramas can be spoken or written.

b. Factual Texts

Factual text include advertisement, announcements, internet web sites, current affairs shows, debates, recipes, reports and instruction. They present information or ideas and aim to show, tell or persuade the audiences. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

Here, the researcher will discuss news item text which is one kind of factual text.

3. Genre

3.1. Definition of Genre

Culture context created genres that every text has communicative purpose, generic structure, and characteristic of linguistics.¹¹ Harmer states that Genre is a type of writing which

¹¹Depdiknas, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), p. 36.

members of discourse community would instantly recognize for what it was.¹²

A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to help accomplish something.¹³

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

3.2. Kinds of Genre

There are twelve kinds of genre, they are:¹⁴

a. Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining

b. Report

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

c. Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue

d. Explanation

Explanation is a piece of text that processes involved in the formation or workings of natural sociocultural phenomena

e. Exposition (Analytical)

Exposition analytical is a piece of text that persuades reader or listener that something needs to get attention

f. Exposition (Hortatory)

¹² Jeremy Harmer, *How to Teach Writing*, p. 113.

¹³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler), p. 17.

¹⁴ Mark Anderson and Kathy Anderson, *Text Types in English 1*, p.6.

Exposition hortatory is a piece of text that persuade reader or listener that should or should not be the case

g. News item

News item is a piece of text that inform the readers, listener and viewers about events of the day which are considered newsworthy or important

h. Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident

i. Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways

j. Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps

k. Description

Description is a piece of text that describes a particular person, place or thing

l. Review

Review is a piece of text that critiques an art work, event for a public audience.

4. News Item

4.1. Definition of News Item

News item is to inform readers about events of the day which are considered newsworthy or important.¹⁵

From the definition above, it can be concluded that a news item is factual text which informs readers' events of the day which are considered newsworthy or important.

¹⁵<http://understandingtext.blogspot.com/2012/01/text-types-complete-overview.html>/accessed, downloaded, January 7th 2012.

4.2. The Social Function of News Item Text

The social function of news item is factual text which informs readers' of daily newspaper about events of the day which are regarded as newsworthy or important. Newspaper need to make the news as readable as possible in order to attract as many readers as possible. News stories especially the ones published in afternoon newspaper often make the events of the day as dramatic or as sensational as they can in order to make more people buy them.¹⁶

It means that the purpose of news item text is the news story deals with events that are regarded as newsworthy in some way. Following details about who, what, where, and when, so it is background events. Then, usually includes a comment from a source relevant to the events.

4.3. The General Structure of News Item Text

The general structure of news item text, they are:

a. Newsworthy Events

The newsworthy events stage is put at the beginning because the reader needs to get the angle on the events before deciding whether to read on. This stage gives information about who, what, when, where, and why the events occurred. This information has to be compressed into a small space because news story writers have to share space on the page with lots of other newspaper stories.

b. Background Events

Background events is the news story gives information about the events that lead up to. It can include information about how and why the events occurred, the circumstances surrounding the crisis. After the lead up events', the news writer will often give more information about what happened during and after the Crisis

¹⁶ K. J. Eltis, *A Genre-Based Approach to Teaching Writing Book 1: An Introduction to Genre-Based Writing*, (Australia: Common Ground. 1990), p.34.

what is likely to happen in the future. The stage fills out the context of the events for the reader.

c. Sources

The news story has to show where the journalist got the information about the events. The news story is supposed to be about real events. If the writer is to appear reliable or the writer wants to highlight its importance, she needs to point to a reliable and relevant source of information. This stage is called sources because it shows who provided the information. The sources point up the significance of the events that lead to and followed the crisis makes the events newsworthy.¹⁷

4.4. The Significant Lexicogrammatical Feature of News Item Text is;

- a. Short, telegraphic information about story summarized in one sentence headline. For example, KILLER CYCLONE WRECKS 4 TOWNS.
- b. Use of material or action processes to re-tell story. For example, started moving, left, destroyed, flattened, ripped, through, were unroofed, drowned, etc.
- c. Use of projecting verbal processes in sources stage. For example, Gino thought...., Premier Mike Ahern declared...., Police at Ayr said...., etc.
- d. Focus on circumstantial meanings (especially in newsworthy background). For example, into devastated northern Queensland....,last night..., into declared disaster areas..., in immediate response to reports of widespread damage..., etc.
- e. Often dramatic use of participant structure especially thematic position. For example, Troops started...., Cyclone Avivu Left a toll of misery...., Winds of up to 210 km/h- just as intense as Cyclone

¹⁷ K. J. Eltis, *A Genre-Based Approach to Teaching Writing Book 3: Factual Writing*, (Australia: Common Ground. 1990), p.34.

Tracy which devastated..., Tracy- ripped through..., At least 100 homes in the tiny sugar town of Ayr were..., etc.¹⁸

4.5. Example of News Item Text

TITLE

Russian Nuclear Catastrophe

NEWSWORTHY EVENT

Moscow- A Russian journalist has uncovered evidence of another soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

BACKGROUND EVENT

Yelena Vazrshavskya is the first journalist to speak to people. Who witnessed the explosion of a nuclear submarine at the naval base of shkotovo 22 near vladivostock.

The accident, which occurred 13 months before the chernobyl disaster. Spread radioactive fall out over the base and nearby town, but was covered up by officials of the then Soviet Union Residents were told the explosion in the reactor of the victor – class submarine during a refit had been a “ thermal” and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tons of contaminated materials were sworn to secrecy.

SOURCES

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

5. Media

5.1. Definition of Media

One way to support teaching and learning is using media. It can help teacher’s presentation in the classroom. It is also expected that students will get better understanding teacher’s explanation; therefore, media also has contribution in improving students’ skill.

¹⁸ K. J. Eltis, *A Genre-Based Approach to Teaching Writing Book 1*, p.34.

Based on the statement above, media is needed to help students in acquiring lessons that are being taught. Media gives some resourceful teaching aids that help both teacher and students in material.

Media is a means of communication to help transferring the message and give power to the material presentation so it will be understood easier and staying longer in the memory retention. Media, nowadays, has touched all aspects in human's life, including education."¹⁹

In the researcher interpretation, this statement means that media are things that can help students to communicate the material presentation in the teaching and learning process. By means of media, learners are expected to have more accession learning a subject.

Media is the plural form of medium. The researcher can say that media is important in teaching and learning English. On the one hand, media help the teacher to deliver the material being taught easier. On the other hand, the students can understand the material easily. Moreover, media is a good way to engage the students in learning English.

5.2. Classification of Media.

According to Anderson teaching media can be classified into three categories. They are:²⁰

a. Visual Media

They are media that can be seen. It would captivate visual sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard, etc.

b. Audio Media

¹⁹ Listyaning Sumardiyani and Zulfa Sakhiyyah, *Speaking for Instructional Purpose a Handbook* (Semarang: IKIP PGRI Press, 2007), P. 47

²⁰ Listyaning Sumardiyani and Zulfa Sakhiyyah, *Speaking for Instructional Purpose a Handbook*, P. 48-59

They are media that can be listened from audio media. It means that audio media has sound which is listened by us. Audio media uses sound and voice to transfer message. And to mean as thinking that the contents message in audiotape form such as vocal cord /tape recorder and video compact disk which can stimulus thought feeling, idea and students it happens on teaching and learning process.

c. Audio visual media

The language learning dimensions are of audio visual. Bisensory audio visual techniques make possible what is in fact a three dimensional experience. They are media that have sound and picture. Video is an example from audio visual media in teaching and it has a sound because it that is produced to get to appear the reality picture in the original form it describes science theory and animated.

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

- a. Graphic media (two dimensions media) is media with length and width such as picture, photo, graphic, diagram, poster, cartoon, and comic
- b. There dimensions are media with a solid model such as diorama, mock up
- c. Projectors media such as slide, film stripe, film, OHP, etc.
- d. Using environment as teaching media.²¹

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.

²¹ Sudjana N, and Rivai, *Media Pengajaran*, (Bandung: Sinar Baru Algasindo. 2007), p. 3-4

6. Video

6.1. Definition Of Video

Video the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.²² From the definition, researcher say that video is the pictures in the frame, where frames from mechanism LCD. So, that is can seen by us that the pictures are motion.

By teaching using video combines entertainment and instruction, to make the learning enjoyable.

6.2. Types of Video

There are three basic types of video which can be used in class:

a. Off-air Programmers

Programmers recorded from a television channel should be engaging for our students and of a sensible length. Apart from overall language level, some off-air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programmers 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.

b. 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

²² <http://en.wikipedia.org/wiki/main>, downloaded, December 25th 2011

multi-use potential. We need to judge the length of the extract in the same way too.

c. Language learning videos

Many publishers now produce free-standing language learning videos- or videos to accompany course book. Frequently these have accompanying workbooks. The danger of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.²³

6.3. Advantages and Disadvantages of Video

Using video as media in teaching learning process has advantages and disadvantages. They are:²⁴

a. Advantages using video

- 1) 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 conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.
- 2) 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.

²³ Jeremy Harmer, *The Practice of English Language Teaching*, p. 284.

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, p.282.

- 3) 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.
- 4) 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.

b. Disadvantages using video

- 1) 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.
- 2) 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.
- 3) Some students become frustrated when teacher constantly stop and start the video, only showing little bits at a time.
- 4) 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.

7. Video as Media

There are many kinds of media in teaching which can supplement the textbook in order to make language teaching more interesting to the students. Teaching media is needed in teaching and learning process to help the students to become active. Examples of visual aids is video. Video can

be used to create a situation for writing classes clearly and able to help the teacher in motivating the language learning classroom.

There are some factors needed to get the goal of learning such as student, teacher, time, and teaching media. Here is very important to establish the result of teaching English by using media. In the rise video can motivate the students especially in writing skill. By using video can help the students to improve writing skill especially in writing news item text.

According to Harmer, there are some reasons why can add a special, extra dimension to the learning experience:

a. Seeing Language in Use

One of the advantages of video is that the students do not just hear language they see it too.

b. Cross- Cultural Awareness

Video uniquely allow students a look at situations far beyond their classroom. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

c. The Power of Creations

When students use video cameras themselves they are given the potential to create something memorable and enjoyable.

d. Motivation

Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.²⁵

One of the main benefits of video making for students is the chance to display what they have done and get feedback on it from classmates and teacher. This can be achieved in a number of ways:

²⁵ Jeremy Harmer ,*The Practice of English Language Teaching*, p. 282

a. Class Feedback

When students show their videos to the rest of the class, there are a number of ways in which those classmates can react. They can vote for the best video, or they can record the successful and less successful.

b. Teacher Feedback

This means responding to each video, saying either face-to-face or in writing what we liked about it, correcting mistakes, where appropriate, and making suggestions about how it might be improved.

c. Video Installation

We can organize a video day in which all our students' videos are shown in an exhibition. If possible, we will have more than one machine running so that visitors to our exhibition can see all the videos that have been made while walking around.

d. Individual and Library Copies

If we have copying facilities we can make copies of our students' work. These can then be deposited in the school's videos library or given to each students as a memento.²⁶

8. Teaching and Learning Activities Using Video

There are a lot of ways in English teaching learning process. Teachers can use technology because through it, the activities can be more varied. Among the various technologies there are available, videos are suitable to be used in the teaching learning process because it can be convey the information or knowledge in a more interesting way and gives pictures of complicated context. Videos permit second language learners to observe the dynamics of communications as they observe native speakers in real situation and use different accents, registers, and paralinguistic cues such as posture and gestures. Videos also encourage learners in reasoning, thinking, and solving problems by bringing them to real world situations. Through videos, students' problem solving skills can be enhanced.

²⁶ Jeremy Harmer, *The Practice of English Language Teaching*, p. 292-293

Moreover, Senior High School students like to have visual aids in their learning and videos can provide it. The use of videos in English teaching-learning is expected to help students to be easier in learning English. A video has been popular in the learning environment. It has been used by many teachers.

There are many reasons why video is used as a tool in teaching English. The first reason is video has the ability to use both auditory and visual system. Learners can construct a meaning of a story from either audio or visual information alone, but it appears that when presented together, each source provides additional and complementary information. Through video, learners can write a summary of a movie completely better than when they only listen to the audio-only version. It means that information that is obtained visually is memorable. Second, videos can connect students with faraway place. Videos permit the students to observe the dynamics of interaction as they observe native speakers in authentic situation and using different accents, registers, and paralinguistic cues such as gestures and postures. Videos give great sense of what the country would be like if the students visited it. Third, videos can enhance self-confidence and breakdown social-stereotypes. Authentic videos have even been shown to inspire self-confidence. As a result, students say that they have fewer obstacles about using their second language. Fourth, videos give opportunities for students to learn foreign culture. Videos appear to be a rich source for teaching culture because it presents students with an image of a “living vibrant people who use the target language for daily communication.” It is also said that today’s students are part of the TV era and that visual aids help them with cultural awareness. Fifth, videos help to demonstrate abstract ideas. Videos, by nature, are filled with valuable extra-linguistic clues. Research shows that exposure to visual stimuli increases students' comprehension and retention of lexical items. Then, that visual exposure, when joined with an audio component, significantly

increases students' comprehension of a video text. It means that videos help to give pictures of abstract ideas.

There are many activities which can be used in videos learning. They are:

a. Activity before viewing

Activity before viewing means the teachers have to prepare before they use videos to teach their students such as determine whether they will use the entire video or only relevant segments to illustrate objectives in their curriculum. Teachers have to prepare the classroom environment and video equipment so that the teaching-learning process can run well. Teachers also have to stimulate students' pre-existing knowledge before he turns on the videos in order to make the students ready in following the lesson.

b. Activity during viewing

Activity during viewing means the activities in the process of learning using videos. Teachers can give students a focus viewing assignment in order to help the students in understanding the topics of the video. Teachers can sometimes use one short segment at a time and direct the learning experience to encourage students' awareness of production values and techniques. When the topic or content of the video is quite difficult for the students, teachers can press "pause" often to help students in understanding about what is discussed in the videos. Other activities that can be used are viewing videos with the sound off to identify students' prior knowledge or asses what they have learned by having them provide their own narration. Teachers can use videos without the picture to make the students create their own visual images which later will be compared to the video images. To give the students a chance to focus on the material, teachers can view the videos twice. Teachers can sometimes do closed-captioning as a reading reinforcement. All the activities during viewing try to make the students active in participating in the process of learning.

c. Activity after viewing

Activities after viewing means the activities after the students watch the videos. Teachers can ask the students to ask their friends about the program has been viewed in order to practice their speaking skill and also their understanding about the content of the videos or teachers can ask them to write anything comes in their mind about the program in a limited time, for instance only two minutes. To develop their writing skill, the students have to write a paragraph about the topic in the videos. Teacher their mind about many topics which can be raised after watching the video; they can ask.²⁷

9. Using of Video in Teaching News Item Text

As a teacher of English subject, we have to produce enjoyable impression in teaching learning process. If we can create this situation, students will have a good spirit and enjoyment in teaching learning process. They can get successful in understanding the materials. Jeremy adds that students' boredom is the greatest enemy in teaching learning, he states, "One of the greatest enemies of successful teaching is students' boredom. Students frequently know what is going to happen in class and they know this because it will be the same as what happen in the last class and whole sting of classes before."²⁸ Teacher should be creative and try some alternative ways. There are so many techniques to make students interested in studying and practicing, especially in writing class. The researcher applies video as alternative media in teaching news item and the topic was students' interesting experiences.

Video is one of teaching media. Video can effectively communicate complex information to students and if used creatively, can become a powerful expressive tool. There an endless number of ways to exploit video in order to create motivation, memorable and inclusive learning experience. By using video during the teaching and learning

²⁷ <http://englishteaching.blogspot.com/downloaded>, November 15th 2011

²⁸ Jeremy Harmer, *How to Teach English*, (Longman: Person Education Limited), p.5.

process, it is hoped that teacher will be able to motivate the students to learning and pay attention to the material presented.

Without any media, when the teacher asks students to write, they will get difficulty in writing. By using video as a technical tool, it can help engage students especially to improve students' ability in writing, especially in teaching writing news item text.

10. Students Ability in Writing

Students' ability in writing is decided by four skills, they are grammatical skill, stylistic skill, mechanical skill, and the last is judgment skill. The step which is students has ability to write correct sentence, it is called grammatical skill. The step which is students has ability to manipulate sentences and use language effectively, it is called stylistic skill. The step which is student has ability to use correctly those conventions peculiar to the written language such as punctuation and spelling, it is called mechanical skill. The last step which is students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organise, and order relevant information. Sometime, while writing there are two or more short compositions usually provide more reliable guides to writing ability, they are enabling the testing of different registers and varieties of language.

11. Improving Students' Ability in Writing

Writing as one of the four skills of listening, speaking, reading and writing. It has always formed part of the syllabus in the teaching of English. Improve students' ability in writing is not easy way. Because writing needs a complicated intellectual undertaking, there is a process such as prewrite, write, revise, edit and publish. If there is students' improvement in writing ability. It can be showed by these indicators below.

Students are able to manipulate sentences and use language effectively:

- a. Students are able to write correct sentences.
- b. Students are able to manipulate sentences and use language effectively
- c. Students are able to use correctly those conventions peculiar to the written language
- d. Students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information.

Actually, writing encourages students to focus on accurate language use, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

C. Action Hypothesis

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.²⁹ Provisional truth determined by writer and should be tested and proven.³⁰ 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' ability in writing news item text and achieved by the students who are taught by using video is higher at MA Manbaul Ulum Sinoman Pati.

²⁹ S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2010), P. 80.

³⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), P. 116.