CHAPTER II

REVIEW OF RELATED LITERATURE

The use of Video Critic As A Medium of Teaching to Improve Students' Ability in Writing Analytical Exposition Text

A. Theoretical Review

1. Media

   a. Definition of Media.

   Media is the plural form of medium. According to Celce Murcia "Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex.[1] The writer 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.

   b. Classification of Media

   Kemp, which is cited by Arsyad, states that media can be classified into eight groups.[2] Those groups are:

   1. Printed Media

      Printed media consist of materials, which is prepared on papers. The materials will be used for instructional and informational purposes.

   2. Display Media

      Most of display media are used by instructor to transmit the massage or information in front of small class or audience.

---

[1] M. Celce and Murcia Elite Olstain, *Teaching English as a Second or Foreign Language.* (USA: Thomson Learning, 2001) p.142.

[2] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Grapindo Persada, 2003) p. 37.

These categories include chalkboard, flip chart, cloth broad, and bulletin board. Chalkboard is the simplest of display media. Chalkboard is always found in the classroom. With good planning from teacher like using colors chalk, chalkboard can be an effective media in teaching and learning process. Flip chart is an advantageous display media if it is used to present visual information such as chart, diagram, and others. Bulletin board is usually used to present three dimensions of visual. It will be placed in the strategic place where every people can see it.

3. Overhead transparencies or projector (OHP)

Transparencies are popular form of instructional media. Overhead transparencies are a visual form of word, sign, picture, or chart which is prepared to be projected in a screen or wall by a projector. Overhead Transparencies are designed to be used in front of class where all students can see.

The advantages of overhead transparencies are:

a. OHP can reach a large group.

b. Teacher can face students directly because OHP can be placed in front of class. So, teacher is able to control students and manage activity in the class.

c. It has an ability to bring colors.

4. Audio Tape Recording

Audio material is an economical way to provide certain type of informational and instructional content. Recording may be prepared for group or individual. Audio tape recording is closely related with the students' skill especially in listening. Audio tape recording has some advantages, like:

a. The operating system is very easy.

b. It can record an event that can be used later.

5. Slide Series and Film Strips

Slides are a form of projected media, which are easy to prepare. The slide size is 35 mm with 2x2 inch of frame. The frame is made from cardboard or plastic. Slides series and filmstrips frequently serve as the starting effort in a media production program.

6. Multi Image Presentation

Combination of visual materials can be effective when used for specific purposes. Two or more pictures are projected simultaneously on one or more screens for group viewing.

7. Video and Motion Picture

Video and film are both "media of motion" in a frame, where the frame is projected by a projector lens mechanically. Video and film can be more effective than the other instructional media for relating one idea to another, building a continuity of thought, creating dramatic impact.

c. The Roles of Using Media in Teaching-Learning Process.

Media play important roles in teaching learning process. The followings are the brief explanation on the roles of media:

1. To serve as an important motivator in the language teaching process

2. To provide the students with content, meaning and guidance

3. To lend authenticity to the classroom situation

4. To provide the teacher with a way of addressing the needs of both visual auditory learners.[3]

---

[3] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education, 2001), p.214.

2. Writing

    a.   Definition of Writing

        "Writing is functional communication, making learners possible to create imagined worlds of their own design."[4] It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

        Meyers said that writing is an action.[5] This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

    b.   Writing Process

        Writing is a never one-step action. And there are many steps of writing process, those are;

1) Prewriting

        "Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise".[6]

        In prewriting step, you gather ideas to write about. Take notes is one of way to gather ideas. There are several ways to warm up before you write.

---

[4] Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

[5] Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays,* (New York: Pearson Education, Inc, 2005), p. 2.

[6] Karen Blanchard and Christine Root, *Ready to Write,* (New York: Pearson Education, Inc, 2003), 3rd Ed., p. 41.

a) Brainstorming

Brainstorming is a prewriting activity in which you come up with a list of idea about a topic on your own or in small groups with your classmates. You write down quickly a list of ideas that come to your mind as you are thinking about general subject or a specific topic. Follow these brainstorming steps:

(1).Write down your general subject or specific topic.

(2). Make a list of everything that comes to your mind about it.

(3). Use words, phrases, and sentences. Do not worry about the order of ideas, mechanics, grammar, or spelling.

(4).Just keeps writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, do not be concerned if you repeat several ideas.[7]

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. The steps are;

(1). Write your topic in the center of a blank piece of paper and draw a circle around it.

(2).Write any ideas that come into your mind about the topic in circles around the main circle.

(3).Connect those ideas to the center word with a line.

(4).Think about each of your new ideas, and then connect them.

(5).Repeat this process until you runs out of ideas.[8]

---

[7] Ann Hogue and Alice Oshima, *Introduction to Academic Writing*, (New York: Pearson Education, Inc, 1997), 2nd Ed., p. 68.

[8] Karen Blanchard and Christine Root, *Ready to write*, p. 42-43.

2) Writing

After you have finished in prewriting, you can continue to the next step (writing). As you write, the first draft on your paragraph, use the ideas you generated from prewriting as a guide. As you write, remember to:

a) Begin with a topic sentence that states the main ideas, includes several sentences that support the main idea.

b) Stick the topic does not include information that does not directly support the main idea.

c) Arrange the sentences so that the other ideas make sense.

d) Use signal words to help the reader understand how the ideas in your paragraph are connected.

3) Revising

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

a) Add new ideas to support the topic.

b) Cross out sentences that do not support the topic.

c) Change the order of the sentences.

d) Using the following checklist to revise your paragraph.

(1). Make sure you have a topic sentence.

(2). Cross out sentences that do not relate to the main idea.

(3). Check to see if the sentences are in the right order.

(4). Add new ideas if they support the topic sentences.

(5).Make sure you have included signal words to help guide the reader.

(6).Check the punctuations, spelling and grammar.[9]

3. Text

a. 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".[10] 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.[11] It means that the sentence may have different meaning according to the context. For example: I am buying a drink for every body 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.

---

[9]Karen Blanchard and Christine Root, *Ready to write*, p. 44.

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

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

b. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

1) Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category.

There are three main text types in this category: narrative, poetic and dramatic.[12]

2) Factual text

Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.[13]

4. Genre

a. Definition of Genre

"Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose".[14]

---

[12] Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p. 1.
[13] Mark Anderson and Kathy Anderson, *Text Types in English,* p. 3.
[14] Rudi Hartono, *Genres of Text,* (Semarang: UNNES, 2005), p. 4.

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.

b. Kinds of Genre

There are fifteen types of genre text, they are:

1) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

2) News story is a factual text which informs reader's events of the day which are considered newsworthy or important.

3) Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

4) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

5) Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

6) Spoof is a kind of genre used to retell an event with a humorous twist.

7) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

9) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

10) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

11) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

12) Discussion is a kind of genre used to present (at least) two points of view about an issue.

13) Description is a kind of genre used to describe a particular person, place or thing.

14) Review is a kind of genre used to critique an art work or event for a public audience.

15) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.[15]

5. Analytical exposition

There are many references to define what recount is, such as; definition, social function, generic structure and significant lexicogrammatical features or language features.

a. Definition of Analytical exposition

"An exposition text is a piece of text that presents one side of an issue."[16] The purpose of an exposition text is to persuade the readers or listeners by presenting one side of an argument.

From the definition above, it can be concluded that an analytical exposition text is a spoken or written text, which is used to persuade other people about their ideas.

b. Social Function of Analytical exposition.

"The social function of analytical exposition text is to persuade the reader or listener that something is the case".[17]

---

[15]Rudi Hartono, *Genres of Text,* p.7

[16] Blanchard, Karen and Cristine Root, *Ready to write,* (USA: Longman, 2003) 3rd Ed., p.69.

[17] Rudi Hartono, *Genres of Text,* (Semarang: UNNES, 2005), p. 6.

It means that the purpose of analytical exposition is to invite the readers to aware with something occurs in our environment.

c. Generic Structure of Analytical exposition

There are some steps for constructing a written analytical exposition, they   are;

1).Thesis   : Introducing the topic and showing speaker or writer's position; outlines of the arguments are presented.

2).Arguments   : It consist of point and elaboration

3).Conclusion   : Reiteration (restatement), restates speaker or writer's   position.

d. Significant Lexicogrammatical or Language Feature of analytical exposition

The significant lexicogrammatical or language features of analytical exposition are:

1) Using simple present tense to state the general statements of fact, to express habitual or everyday activity, to indicate a situation that exists right now.

2) Using relational processes and internal conjunction to construct the arguments.

3) Focusing on generic human and non-human participant.

4) Using reasoning clause through causal conjunction and nominalization.[18] Below is the example of analytical exposition text.

Why Hats Should Be Worn in the Playground

Students should always wear hats in the school playground to protect their skin and eyes. **(THESIS)**

---

[18] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 212.

Firstly, hats protect the skin from sunburn. As we know, lunch and recess are during the sunniest part of the day. Without hats, student's skin would get much burnt and that could cause skin cancer. **(ARGUMENT 1)**

Secondly, hats can help prevent eye damage from the sun. Even on cloudy days there can be a lot of glare from the sun. Hats help to prevent some of the glare so that we do not have to squint and hurt our eyes. **(ARGUMENT 2)**

In conclusion, hats should be worn in the playground at all times. **(REITERATION)** [19]

6. Video critic

    a.   Definition of Video critic

    Video critic is medium worksheets for teaching a variety of language skills[20].

    Short video extract can be used as one component in a longer lesson sequence, whether to illustrate the topic, to highlight and language point, or to settle a class after a noisy activity. Video critic can enhance stimulation not only because it can provide very telling feedback when students can watch themselves.

    b.   The Advantages of Using Video Critic in Teaching Writing

    1) There is the obvious but nevertheless very important factor of added interest provided by a visual stimulus. The added interest increases learner motivation.

    2) Video provides for learners to hear authentic language used in the context.

    3) Video provides practice in listening comprehension.

    4) Video effectively stimulates further activity.

    To some people video is merely a glorified version of audiotape and the use of video in class is just listening with pictures. But there

---

[19] Alexander mongot jaya dkk, *English revolution* (Jepara : El-rahma), P.56.
[20] http://www.esl-galaxy.com/video.htm. Retrieved: August 29, 2010

are many reasons why video can add a special, extra dimension to the learning experience:

1) Seeing language in use

   One of the main advantages of video is that students not just hear language, but they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gestures and other visual clues.

2) Cross-cultural awareness

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

3) The power of creation

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

4) Motivation

   For all of the reason 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 and when this is coupled with interesting tasks.[21]

B. Previous Research

This research is similar to these two following previous research, except that, this research will focus on improving students' ability in writing analytical exposition text, not on students' achievement. The two researches which relevance to this research is as follows:

1. Research entitled: *Documentary Photographs as Media in Developing Student's Ability in Writing Analytical Exposition text* (An action research to the eleventh graders of SMA N 1 Grobogan in the academic year

---

[21]Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education, 2001). P.282.

2009/2010).[22] The result showed that there was a difference in achievement of students' writing before and after treating by using documentary photographs. The average of the students' result in pre-test was 62.85, in cycle one test was 72.38, in cycle two test was 76.88, and in the post test was 77.93.

2. Research entitled: *The Student's Ability in Creating Written Analytical Exposition text* (The case of grade XI students of SMA N 1 Banjarnegara in the academic year of 2009/2010).[23] The objectives of his study were to know the students' ability in creating analytical exposition text which they study in senior high school grade XI. It showed from the result of students' achievement in post test that increase from pre test. From this thesis, the researcher found the same in genre, but differ in media.

---

[22] Retno Megayanti, (2201405638) *Documentary Photographs as media in developing students' ability in writing analytical exposition text (an action research to the eleventh graders of SMA N 1 Grobogan in the academic year 2009/2010),* (Semarang: FPBS UNNES), 2009.

[23] Wahyu fauzan, (2201405612), *The students' ability in creating written analytical exposition text (the case of grade XI students of SMA N 1 Banjarnegara in the academic year of 2009/2010),* (Semarang: FPBS UNNES), 2009.