

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. PREVIOUS RESEARCH

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier. Many researchers have conducted the research about media which is used in the learning process. Related to this study, the writer chooses some literature about previous researches which are relevant to the teaching through video. There are three previous researches that related to this research.

First, Husni Mubarak (3105331) an IAIN student in her thesis entitled, *The Effectiveness of Animated Film as Media in the Teaching of Narrative Writing (An Experimental Research at the Tenth Grade Students of MA Futuhiyyah 2 Demak in 2009/2010 Academic Year)*. The researcher did this research because he wanted to help students to make writing on narrative texts be easier with medium which was appropriate and successful. The statement of the problem in this study was; *how effective is the use of animated film as media in the teaching of narrative writing for the tenth grade students of MA Futuhiyyah 2 Demak?*. The data collection of this research used observation and writing test. After the data had been collected by using test, it was found that the pre-test average of the experimental group was 60.78 and control group was 61.37. While, the post-test average of the experimental group was 76.29 and control group was 70.73. The obtained t-test was 2.920, whereas the t-table was 1.66 for $\alpha = 5\%$. The t-test score was higher than the t-table ($2.920 > 1.66$). It was meant that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, animated film was effective media in improving students' narrative writing in Madrasah Aliyah Futuhiyyah 2 Demak. Finally the researcher suggested to

the teachers that they should use animated films as one of media in the teaching of narrative writing.¹

Second, Awwalul Mukaromah (073411014) an IAIN student in her thesis entitled, the effectiveness of teaching speaking hortatory exposition text using video clip. (An Experimental Research at Eleventh Grade of MAN 1 Kebumen in the Academic Year of 2010/2011). This thesis was conducted to avoid students' problem on speaking. Generally, they had many ideas to speak, but they could not express with different language. Video was selected as one of media to motivate them. The formula that was used to analyze the data was t-test. It was used to determine whether or not there was a significance difference between students' score in experimental group and students' score in control group to answer the research question "How is the effectiveness of using video clip to improve students' speaking skill in hortatory exposition text in the eleventh grade of MAN 1 Kebumen in the academic year 2010/2011?". Data collection of this research used observation, test and documentation. The result of study showed that the pre-test average of the experimental group was 62.84 and control group was 62.32. While, the post-test average of the experimental group was 75.05 and control group was 69.47. It was found that t-test was (3.481), whereas the t-table was (1.99) for $\alpha = 5\%$. The t-test score was higher than the t-table ($3.481 > 1.99$). It was meant that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, using video clip was effective media in improving students' speaking skill in MAN 1 Kebumen.²

Third, Nur Zaenah (073411018) an IAIN student in her thesis entitled, the use of video critic as a medium of teaching to improve students' ability in writing analytical exposition text (A Classroom Action Research with Students of X1-1 of SMA Wahid Hayim Tersono Batang in the Academic

¹Husni Mubarak, "*The Effectiveness of Animated Film as Media in the Teaching of Narrative Writing*", Thesis S1 IAIN Semarang Tarbiyah Faculty of IAIN, 2010

²Awwalul Mukaromah, "*The Effectiveness of Teaching Speaking News item Text Using Video Clip*", Thesis S1 IAIN Semarang FT Tarbiyah of IAIN, 2011

Year of 2010 – 2011). The researcher did this research because she wanted to help students to make writing on hortatory exposition easier with medium which was appropriate and successful to make learning process well done like previous researches. Researcher used critic video as a medium of teaching writing. The research finding showed a difference in achievement of students' writing before and after being treated by using video critic to answer the research questions "How is the implementation of using video critic in improving students' ability in writing analytical exposition text? And How is the improvement of students' ability in writing analytical exposition text after being taught by using video critic?". The data collection of this research used observation and writing test. The average of the students' result in pre-cycle was 62.21, in the cycle one test was 71.21, in cycle-two test was 76.42, and in the post-cycle was 77.34. It proved that the result of the post-cycle was better than the standard score of KTSP (2006) standard that is 65. The non-test analysis shows that the students' positive attitude in writing analytical exposition text increased. Based on the results of the research, it could be concluded that by using video critics in teaching writing, teacher could improve students' writing ability. The students were more attracted, more active, and more interested in studying. And it was hoped that it can be valuable as the information resource for students, teachers, and the researcher herself.³

The researcher has title "The Effectiveness of teaching listening on news item texts using video (An experimental study with the Tenth Year Students' of MA MATHOLI'UL HUDA Pucakwangi – Pati in the academic year of 2011/2012). This research uses the same medium with the three theses above. The researcher wants to know the effectiveness of video in teaching listening on news item text.

³Nur Zaenah, "The Use of Video Critic as a Medium of Teaching to Improve Students' Ability in Writing Analytical Exposition Text.", Thesis S1 IAIN Semarang Tarbiyah Faculty of IAIN, 2011

B. THEORETICAL FRAMEWORK

1. Teaching listening for Senior High School

a. Teaching

According to B. O. Smith, teaching is the activity of a person who teaches from a teacher as a profession. Teaching is also imparting knowledge or skill. He also argued that teaching is different from learning. Teaching focuses on what the teachers do, while learning focuses on what the students do.⁴ Brown also said that teaching is process of knowing and helping someone to study or learn in doing something, giving some instruction to make understandable, motivating someone to understand well, supporting material as knowledge, advise in studying something.⁵

Pullias and James also add the definition of teaching:

Teaching means instructing, explaining, or telling; however, very little can be “taught” in this way. Teaching is waiting, yet there is also time for action. That it is an art that requires a balance of many factors in actual performance: knowledge, skill, and qualities of personality.⁶

According to Kasihani there are some factors that can influence the teaching process. First, mother tongue can help and form insting, characteristic and skills in learning process because mother tongue or first language are the basic sufficient that very help children in learning new language. How the second language can be learnt if the mother tongue or first language is not mastered. Second, the appropriate of teaching material can influence success of learning. Material which

⁴ B. O. Smith's, *Definitions of Teaching*, taken from: http://www.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt/ accessed on Wednesday, 14th March 2012/09.00 a.m

⁵ Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Addison Wesley Longman, 2000), P.7.

⁶Earl V. Pullias and James D. Young, *A Teacher is Many Things*, (America: Fawcett, 2000), p. 14-18.

is used in learning ought to suitable with ages and students' enthusiasm, so the learners will be able to enjoy English. The good teacher can choose the appropriate material so the atmosphere of teaching will be well done and maximize understanding. Third, social interaction between students and teacher and also students and students will give safety at young learners and improve their self confidence in learning new language. Social interaction helps the children to used language and make them learn each other. The interactive class also can make students feel confident so they can be easier to express their feeling and thinking. Fourth, media. Study English for Young Learners will be more effective if teacher use media to support school activity because children like the visual things. Using aim or media like real object, picture, puppets and miniature can make material presentation more interesting and enjoyable. Finally, Family background or social environment also support or pursue the children efficacy learn English. The available of dictionary, book, and their facility at their home and also support from their parents represent factors which can influence the process learning foreign language.⁷

According to researcher, teaching is the process of transferring knowledge to make students from the in-understand to be understand condition. Teacher not only give the material from the book, but also motivate learners to study and make them be easy to receive and understand material that have taught. Success learning can be influenced by many factors; those are mother tongue, material, social interaction, media and family background. If the supporting factors above can be completed, students can be easier to understand and master material.

⁷Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), p.21-22.

b. Listening

According to Andrew Basquille, Listening is the activity of paying attention and trying to get the meaning from something that has been listened. While hearing is passive, successful listening is definitely an active skill which requires involvement.⁸

Listening is language skill which needs the most frequently practice in using in everyday life. Morley has estimated that we listen twice as much spoken language as we spoke, four times as much as we read, and five times as much as we write.⁹

According to Rost:

Listening is a process holding a continuum of active passive process, where is the process is under the control of the listener, and passive process. listening means the process where is the listener catch what the speaker has said; to get the speaker's idea; to decode the speaker message; to unpack the speaker's content; to receive the transfer of images, impression, thought, beliefs, attitudes, and emotional from the speaker.¹⁰

Larry Alan Nadig states that there are three basic Listening Modes. First, competitive or combative listening happens when listeners are more interested in promoting their own point of view than in understanding or exploring someone else's view on listening. They either listen for openings to take the floor, or for flaws or weak points they can attack. As they pretend to pay attention they are impatiently waiting for an opening, or internally formulating their rebuttal and planning their devastating comeback that will destroy the argument and make them the victor. Second, in passive or attentive listening happened

⁸Andrew Basquille, *Listening Skills: Improving Learners' Skills with News Reports*, taken from : http://www.cambridge.org/other_files/downloads/esl/booklets/Basquille-improving-learner's-skill-with-News.pdf/retrieved on February 2nd 2012

⁹Marianne Celce-Murcia and Elite Olshain, *Discourse Context in Language teaching*, (united state: Cambridge university, 2000), P.102

¹⁰Michael Rost, *Teaching and Researching Listening*, (Great Britain: personal education limited, 2002), P.2.

when listeners are genuinely interested in hearing and understanding the other person's point of view. We are attentive and passively listen. We assume that we heard and understand correctly. but stay passive and do not verify it. Finally, active or reflective listening is the single most useful and important listening skill. In active listening learners also genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and we are active in checking out our understanding before we respond with our own new message. We restate or paraphrase our understanding of their message and reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective.¹¹

According to John Field, there are standard format for the listening lesson developed. They are divided into three parts. First, pre-listening; teaching at the beginning of the listening lesson. It contains implications of new vocabulary or keywords in the passage. Second, listening. It is divided into two parts; those are extensive listening and intensive listening. Extensive listening is part of the listening process which is followed by general questions establishing context. Intensive listening is part of listening process focused on the student's attention on language form. Third, post listening. It focuses on analysis of the language in the text. The purpose of this part is the ability of language learners to infer the meaning of new words from the context.¹²

From definitions above, the researcher conclude that Listening is the act of hearing attentively. Listener gets the information from the speaker, and then can result imagination and understanding. When a person decides to communicate with another person, he or she does so

¹¹ Larry Alan Nadig, *Tips on Effective Listening*, taken from:<http://www.drnadig.com/listening.htm>, accessed on February 6th 2012

¹² Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press, 2004)P.243-245

to fulfill the need. The person wants something, feels discomfort, and or has feeling or thoughts about something. In deciding to communicate, the person selects the method or code which he or she believes it will effectively deliver the message, impression, thought, beliefs, attitudes, and emotional to the other person. Effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it. The researcher states that the English teacher has to make listening class communicate with giving more chance for students. He/she can link the lesson with students' daily problems and give materials relate on how to solve the problems. It is also good if students can learn moral values from the lesson that will be used in their daily life. The important thing for the teacher is to give the students more opportunity to practice their listening skill by providing more activity that put them into the real practice of communication.

c. Teaching listening for senior high school

Teaching and learning process of English in Senior High School is based on the school based curriculum. Based on curriculum (KTSP 2006) the target of teaching English in Senior High School is to gain all of skills function, those are listening, speaking, reading and writing. It means that the target of education is to make students be able to communicate oral or written to solve their problems in their daily life. From the quotation above, the purpose of teaching English in Senior High School is the ability of communication with their mastering in four skills.

The scope of English material in Senior High School includes many competences. First, Discourse competence are the ability to understand and/or produce spoken and written texts which are realized into four basic skill; those are listening, speaking, reading and writing integrated to reach the informational literacy level. Second, The ability

to understand and to create short functional, monologue and essay texts in procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Third, Supporting competence, those are linguistic competence includes grammar, vocabulary, phonology, and morphology. Sociocultural competence includes using expression and simple oral language accurately, smoothly and acceptably in daily life context. Strategy competence includes how to contend the problem which is emerged in communication process in order to make communication runs well. And discourse making competence includes using instruments to make expression.¹³

To reach the purpose of English lesson, students are hoped have the competence which was stated in standard competence and basic competence of English lesson in Senior High School. Standard competence and basic competence are extended¹⁴:

a) Tenth Grade

Standard competence	Basic competence
<p>Listening</p> <p>1. Understanding meaning in transactional and interpersonal dialogue in daily life context.</p>	<p>1.1. Responding meaning in formal and informal transactional dialogue (<i>to get things done</i>) and interpersonal dialogue (<i>to have social relation</i>) by using various kind of simple oral language accurately, smoothly and acceptably in daily life context and involving performance of introduction, greeting/parting agreeing an offer/ invitation, accepting a promise, and canceling a promise in daily life context.</p> <p>1.2. Responding meaning in formal and</p>

¹³Standar isi untuk satuan badan pendidikan dasar dan menengah, standar kompetensi dan kompetensi dasar SMA/MA, P.126

¹⁴Syllabus of English language from SMAN 3 Semarang

<p>2. Understanding meaning of short functional text and simple monologue text in the form of recount, narrative, and procedure in daily life context.</p>	<p>informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) in various kind of simple oral language accurately, smoothly and acceptably in daily life context and involving performance: expressing feeling happiness, showing attention, showing sympathy, and giving instruction.</p> <p>2.1. Responding meaning formal and informal simple oral short functional text (ex. Announcement, advertisement, invitation, etc.) accurately, smoothly, and acceptably in various daily life context.</p> <p>2.2. Responding meaning formal and informal simple oral accurately, smoothly, and acceptably in various daily life context in recount, narrative, and procedure text.</p>
<p>Listening</p> <p>3. Understanding meaning in transactional and interpersonal dialogue in daily life context.</p> <p>4. Understanding meaning in a short functional text and narrative, descriptive and news</p>	<p>3.1 Responding meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) accurately, smoothly, and acceptably using various simple, oral language in various daily life context and involving expression of gratitude, praising, and congratulating.</p> <p>3.2 Responding meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) accurately, smoothly, and acceptably using various simple, oral language in various daily life context and involving expression of: surprised, not believing, accepting invitation, and offering</p> <p>4.1. Responding meaning of formal and simple short functional text (example: announcement, advertisement, invitation, etc.) accurately, smoothly and acceptably in various daily life</p>

item simple monolog in daily life context	context 4.2. Responding meaning in simple monolog text using various oral language accurately, smoothly and acceptably in daily life context in narrative, descriptive, and news item text.
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b) Eleventh Grade

Standard competence	Basic competence
<p>Listening</p> <p>1. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context</p> <p>2. Understanding meaning of short functional text and reports, narrative, and analytical exposition monologue in daily life context.</p>	<p>1.1 Responding meaning in transactional dialogue (to get something done)and interpersonal dialogue (to have social relation) accurately, smoothly and acceptably using various kind of oral language in daily life context and involving the expression of giving opinion, asking for opinion, satisfied, and dissatisfied</p> <p>1.2 Responding meaning in transactional dialogue (to get something done)and interpersonal dialogue (to have social relation) accurately, smoothly and acceptably using various kind of oral language in daily life context and involving the expression of advice, reminding, agreeing to request and relief, pain, and pleasure.</p> <p>2.1 Responding meaning in formal and informal oral short functional text accurately, smoothly, and acceptably in various kinds of daily life context.</p> <p>2.2 Responding meaning in formal and informal oral short functional text accurately, smoothly, and acceptably in of daily life context in reports, narrative, and analytical exposition text</p>
<p>Listening</p> <p>3. Understanding</p>	<p>3.1 Responding meaning in formal and sustained transactional dialogue (to get</p>

<p>meaning in formal and sustained transactional and interpersonal dialogue in daily life context</p> <p>4. Understanding meaning of short functional text and narrative, spoof, and hortatory exposition monologue in daily life context.</p>	<p>something done)and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of expressing opinion, love, and sadness</p> <p>3.2 Responding meaning in formal and sustained transactional dialogue (to get something done)and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of embarrassment, anger, and annoyance</p> <p>4.1 Responding meaning of formal and informal short functional text in various oral language accurately, smoothly, and acceptably in daily life context.</p> <p>4.2 Responding meaning of formal and informal monologue text in various oral language accurately, smoothly, and acceptably in daily life context in narrative, spoof, and hortatory exposition text.</p>
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c) Twelfth Grade

Standard competence	Basic competence
<p>Listening</p> <p>1. Understanding meaning in formal and sustained transactional and interpersonal dialogue in daily life context</p>	<p>1.1. Responding meaning in formal and sustained transactional dialogue (to get something done)and interpersonal dialogue (to have social relation) using various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of purposing, complaining, possibility or ability to do something and command</p> <p>1.2. Responding meaning in formal and sustained transactional dialogue (to get something done)and interpersonal dialogue (to have social relation) using</p>

<p>2. Understanding meaning of short functional text and narrative, explanation, and discussion monologue in daily life context</p>	<p>various kind of oral language accurately, smoothly and acceptably in daily life context and involving the expression of admitting a mistake, promise, blaming, accusing, curiosity and intention, and many attitudes</p> <p>2.1. Responding meaning of formal and informal oral short functional text accurately, smoothly and acceptably in daily life context</p> <p>2.2. Responding meaning of formal and informal oral short functional text accurately, smoothly and acceptably in daily life context in narrative, explanation, and discussion text</p>
<p>Listening</p> <p>3. Understanding meaning of formal and sustained transactional and interpersonal dialogue in daily life context</p> <p>4. Understanding meaning of short functional text and narrative and review monolog in daily life context</p>	<p>3.1 Responding meaning of formal and sustained transactional and interpersonal dialogue accurately, smoothly and acceptably with various oral language in daily life context and involving performance of persuading, encouraging, criticizing, expressing hope and avoiding.</p> <p>3.2 Responding meaning of formal and sustained transactional and interpersonal dialogue accurately, smoothly and acceptably with various oral language in daily life context and involving performance of regret, plan, purpose, intention, prediction, speculation and appreciation</p> <p>4.1. Responding meaning of formal or informal short functional text (banner, poster, pamphlet, etc.) accurately, smoothly, acceptably in various daily life context</p> <p>4.2. Responding meaning of oral monolog text accurately, smoothly, acceptably in various daily life context in narrative and review text</p>

Teaching listening for Senior High School has purpose. First, English has function to reach informational level because they are

prepared to continue their education to higher level. The material for them does not reach epistemic literacy, because this level is considered as too high level for Senior High School students. Second, English has function to create the aware of students about the important of English to improve the nation competition power in the world.¹⁵

According to Helen Kornblum, in teaching listening must present the appropriate and arranged procedure. Although a number of books teach news on listening, this procedure is flexible enough to be adapted to any news broadcast, even current news. This procedure can provide students with a very reinforcing real-life achievement. First, teacher explains the listening task to students. Have the students list basic categories of news features on the chalkboard. Be sure that these include disasters, crimes, wars, VIPs, and human interest stories. Second, teacher plays a news segment that includes video of the story being described. Ask the students what basic category the story belongs to. Third, he suggests his students to listen again. This time have them listen for when and where the news happened and who was involved. Fourth, teacher asks students to suggest what the next development in the story will be. Fifth, teacher proceeds to a second news segment. After covering a number of types of news stories, make the task more difficult by selecting a story that is only read by anchor without visual from the scene. Finally, teacher suggests that the students follow up on one of the stories by listening to the news as homework.¹⁶

Teaching listening is one part of education activities. The teacher has obligation to teach students how to get meaning from something that has been listened. To help students comprehend the material in the texts focusing on listening, the teacher should give them

¹⁵Standar isi untuk satuan badan pendidikan dasar dan menengah, standar kompetensi dan kompetensi dasar SMA/MA, P.134

¹⁶Helen Kornblum, *New Ways in Teaching Listening*, (Washington: Garamond Book and Tiffany Demi, 1995), p.211

the knowledge and the ability to be able to listen the material with easy and enjoyment so the goal of teaching process can be well done.

2. News item texts

a. Definition of news item texts

News item is one kind of genres. Linda gerot and Peter wignel state that genre is a type of writing that provides systematic linguistics and characteristic lexicogrammatical features. The genres are described in school and non-school environment. These genres arose in social interaction to fulfill human social purposes. They state that beside news item text, there are many kinds of genre, those are spoof, recount, report, analytical exposition, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and review.¹⁷ Culture context created genres that every text has communicative purpose, generic structure, and characteristic of linguistics. Each genre has specific language features.¹⁸

In this research, researchers will focus on one genre that is news item text. Didin kholidin also states that news item is a text which informs readers about events of the day. The events are considered newsworthy or important.¹⁹

From definition above, researcher can conclude that news item text is the factual text which has purpose to inform the readers about events of the day which are considered newsworthy or important. Specifically news item text inform publicly about the thing happened

¹⁷ Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, P. 190.

¹⁸ Department Pendidikan Nasional, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), P. 37.

¹⁹ Didin Kholidin, *News Item text*, taken from: http://smanpluspropriau.com/index.php?option=com_content&view=article&id=92:news-item&catid=65:bahasa-inggris. Retrieved on February 6th 2012

which is considered as newsworthy. It is important to be known publicly as it often happens in one part of region and the function of news item text is to socially spread the news.

b. Social function of news item texts

According to Eltis on literacy and education network of school education:

The social function of news item is to inform 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.²⁰

It means that the purpose of news item text is to give the important information deals with events that are regarded as newsworthy in some ways. The information consist of the answer of word question (who, what, where, why, when and how). Besides that, the purpose of it is to interest the readers, so they are interested to find the news.

c. General structure of news item texts

Each text of genres has a specific structure based on the communicative purpose of the text itself. However, there are similarities among the texts which have some purposes. The similarities create an expectation of the general schematic structure on the text that is called generic structure of a text.²¹ The generic structure of news item usually has three components. First, Newsworthy Events; It is a term of news which illuminates the sequences events in daily life. This term is put at the beginning of the news to interest the reader. This stage gives

²⁰KJ Eltis, Literacy and Education research Network and the Directorate of Studies, *A Genre-Based Approach to Teaching Writing Book 1: An Introduction to Genre- Based Writing*, (Australia: Common Ground. 1990), p.34.

²¹Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, P.191

information to answer “who”, “what”, “when”, “where” and “why” the events occurred. Second, Background Events; It contains information about “how” and “why” that events occurred; the crisis is lead up in this stage. The news writer not only gives the information before the crisis but also after the crisis as a result to the future. Third, Sources. This stage shows where the journalist got the information about the events. It provides the real arguments from the sources of news. Whether the news is true or not needs to a reliable and relevant source of information. Sometimes the journalist quotes the exact words from the person as sources of news in direct speech.²²

Researcher argues that generic structure consists of schematic structure which consists of special characteristic. It explains the differences among genres. News item text has special language feature, those are newsworthy event that explain who, what, when and where the event happened. Background events explain about why and how the events are happened. And the true arguments from person who has seen the events named sources.

d. Lexicogrammatical feature of news item texts

News Item Text has The Significant Lexicogrammatical Feature. Firstly is short. The telegraphic information about story summarized in one sentence headline. For example, “KILLER CYCLONE WRECKS 4 TOWNS”. Second, use material or action processes to re-tell story. For example, started moving, left, destroyed, flattened, ripped, through, were unroofed, drowned, etc. Third, use projecting verbal processes in sources stage. Fourth, focus on circumstantial meanings (especially in newsworthy background).

²²KJ Eltis, Literacy and Education research Network and the Directorate of Studies, *A Genre-Based Approach to Teaching Writing Vol.3: Writing stories; a teaching unit based on normative about fairy tales*, (Australia: Common Ground, 1990), p.34.

Finally, often dramatic use of participant structure especially thematic position.²³

Muchlas Yusak adds the Significant Grammatical Features of news item texts. First, Short, contains telegraphic information about story captured in headline. Second, the use of *Material Processes* to retell the event. Third, the use of projecting Verbal Processes in sources stage. Finally, Focus on Circumstances.²⁴

e. Example of news item text

Title:

Town 'Contaminated

Newsworthy events:

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

Background Events:

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 Vladivostok. 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 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 tones of contaminated material were sworn to secrecy.

²³KJ Eltis, Literacy and Education research Network and the Directorate of Studies, *A Genre-Based Approach to Teaching Writing Book 1*, p.34.

²⁴Muchlas Yusak, *A Brief Introduction to Text Types; Examples of Thirteen Genres and Their Generic Structures*. Taken from: <http://www.scribd.com/doc/46550539/Text-Types> retrieved on April 2nd 2012 at 07.30 P.M

Sources:

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.²⁵

3. Video as a medium in Teaching

One way to support teaching and learning process is a medium. It can make teacher's presentation in the classroom easier. It is also expected that students will get better understanding from the teacher's explanation; therefore, medium also has contribution in improving students' skill. Gerlach and Ely state that the media are person, material or events that established condition which enable the learners acquire knowledge, skill and attitude.²⁶ Ibrahim Nasir also states on his book, *Muqaddimat fi al-Tarbiyah*, that:

أن المقصود من مصطلح الوسائل التربوية هي كل ما يستخدم من وسائل حسية بغاية ادراك المعاني بدقة وسرعة.²⁷

Medium of learning is everything being presented from concrete media and aimed to understand the meaning carefully and rapidly.

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

According to Arsyad teaching media can be classified into three categories. First, Visual media; they are media that can be seen. It would captivate visual sense eyes mostly. It can be formed of picture, moving

²⁵ Budi's Teaching Material, *News Item Text*, taken from: <http://inibapakbudi.blogspot.com/2009/11/news-item-text.html> / retrieved on 22th January 2012.

²⁶ Azhar Arsyad, *Media Pembelajaran*, P. 3.

²⁷ Ibrahim Nasir, *Muqaddimat fi al-Tarbiyah*, (Amman: Ardan, t.t.), p. 169.

picture or animation and flashcard, etc. Second, Audio media; they are media that can be listened from audio media. It means that audio media has sound which is listened by us. 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. Third, Audio visual media; 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.²⁸

In this study, the researcher uses 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.

Video is important tool for students' life in the classroom. Watching a video in lesson in quite different from watching television program for killing free time or relaxing at home; where the teacher facilitate the activities and exercise that supports the students to be more attractive and understand the video.

Video provides new vocabulary, structure and function which can increase the basic skill of language learners. With the combination of audio and visual can make understandable runs well. The visuals help students understand the situation well. For example: the students listen the instruction from the cassette "come here", that's instruction is unclear to be understood, but if they see the instruction on a video which is accompanied by a gesture and response, the meaning of the instruction in understandable quickly.

There are important things that have to be known before preparing and selecting video. First, the kinds of video; when using authentic video make sure that they have a high visual content. For

²⁸Azhar arsyad, *Media pembelajaran*, p 3.

example: cartoons, short stories, advertisements, or educational programmers. Second, length of video; Short video selected is better to use for ESL learners. The maximum length of video is five until ten minutes. If the videos are too long, students will be difficult to understand. Third, the choosing of language level; when using video, make sure that video selected is as a much visual support as possible. We do not choose the video with unusual expression and slang language.²⁹

Harmer also states on their book the reasons why video can be special medium in language learning process. First, seeing language in use; one of the advantages of video is that the students not only hear the information of native speaker but also they can see how the expression and gesture of speaker. Thus the students can observe how the intonation can match with the facial expression. Second, cross cultural awareness; the video allows students to look situation beyond their classrooms or environments. It also learns the value for students about differentiate of cultures among nations, for example: the typical British “body language” when inviting someone, how the Americans speak to waiters, and kinds of foods in different country. Third, the power of creation; when students are able to use video in their learning process, they are given the potential to create something which are enjoyable and memorable. It can increase the creativity of students. The task of video-making can provoke creativity of students themselves. Finally, motivation; video can give the great increased of interest because they have the chance to see language using as well as hear it. So, they can couple both of hearing and seen tasks in interesting.³⁰

There are three basic types of video which can be used in class. First, Off-air programmers; this type uses recorder to record the television

²⁹Sarah Phillips, *Young Learners*, (New York: Oxford University press, 1993), P.126

³⁰Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p. 282

program to engage students' sensibilities and to consider their comprehensibility. Generally, some off-air video is difficult for students to understand; especially where particularly marked accents are used is a high preponderance of slang or regional vernacular. The best programmes that can be used in learning process are the programmes that including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity. Second, the learners use real-world video. It can help students free in their choice based on how engaging and comprehensible the extract, and whether it has multi-use potential. Finally, using language learning videos. Nowadays, many publishers produce free-standing language learning videos- or videos to accompany and complete course book. It can be alternative way to accompany workbooks. The main advantage of this video is the teacher and learners can produce their learning video based on their particular level in mind. However, it also has the danger. They fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated.³¹

According to Betsy Parrish, video have an advantage over audio tapes so the learners can look for visual code in their understanding from what they heard. Video consist of facial expressions, gestures, and body language. They provide more vivid representations of language in variety of context for learners.³²

Harmer also states that using video as media in teaching learning process has advantages and disadvantages that can be a consideration in using this medium. The advantages using video are; first, video provides audio and visual contribution. When using video, students not only hear language, but also they can see it too. This greatly can be aids

³¹Jeremy Harmer, *The Practice of English Language Teaching*, P. 284.

³²Betsy Parrish, *Teaching Adults ESL a Practical Introduction*, (Newyork: Mc Graw-Hill ESL-ELT, 2004), P.

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 that they have seen. Second, 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 also gives great of 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. Third, 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. Finally, 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.

Beside the advantages, there are disadvantages of using video. First, students have to provide activities that are unique learning experiences and do not just replicate home television viewing. It can make students be bored easily, when they watch the video which have been seen before. Second, teachers ought to be sure that their students can see and hear the video. If all students cannot watch and hear clearly, they will get difficult to catch information on video. Third, some students become frustrated when teacher constantly stop and start the video, only showing little bits at a time. Finally, video can make students sleep. It can be happen when theme of video is unfamiliar with them. They will get difficult to express their opinion based on video which has seen.³³

According to researcher, a good teacher has to choose the best video which is related with materials. The selecting of video has to be

³³Jeremy Harmer, *The Practice of English Language Teaching*, p.282.

adjusted with the students' level and age. Video has to have a good moral value in order to persuade and motivate students in doing positive something.

4. Using Video in Teaching Listening on News Item Text

The researcher suggests that listening uses audiovisual resources can be effective language learning tools. According to Hanson-Smith, there are many benefits of using videos as in-class learning resources. In addition, video is increasing access to professional audiovisual resources that are free, authentic, and suitable for language learning development. Finally, it can be give the contributions and the benefits of implementing a video production component in language classes. Sharp also adds that describes a class video project suitable for middle school students. Based on statement, implementing video production in the middle school classroom can easily be extrapolated to the college-level classroom.³⁴

Harmer suggested a variety of viewing techniques when using video in teaching listening activities. First, silent viewing; in the learning process, teacher plays the video without the sound. Second, freeze framing; teacher freeze and ask the students about their opinion of the pictures and what will happen next. Third, partial viewing; teacher covers most of the screen with piece of paper. Fourth, picture and speech; teacher manage the class into two parts. Half of the class watches the video in the classroom while half of them face away. Fifth, subtitles films; teacher shows students the video and its subtitle. Students see and hear the English language and the compare between written and spoken language. Finally, picture-less listening. Teacher play the recording the English language without the picture to know how far their ability on listening.³⁵

³⁴Nicolas Gromik, *Video Games Studies And The Emerging Instructional And Revolution*.

³⁵Shahla Yassei, English teaching FORUM, (journal)

C. HYPOTHESIS

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.”³⁶ Hypothesis is a temporary answer of problems in research until proved from the data which collected.³⁷

So, researcher conclude hypothesis of this research that there will be significant difference (H_a) of the student’s achievement in listening news item text between the students who taught by using video as a medium and the students who taught without using video. The students who taught by using video technique will get the better score. It means that “teaching listening on news item text using video” is effective.

³⁶Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

³⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 64.