

## CHAPTER II

### REVIEW RELATED LITERATURE

This chapter presents the review related literature. It is discussed definition of writing, steps of writing, News Item Text, definition of media, classification of media, documentary video, the aim of using video in the classroom, teaching writing news item text through documentary video, and assessment.

#### A. Definition of Writing

Writing is conveying our idea using word in a written form. It is usually through paper or computer. According to Caroline, writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to reader.<sup>9</sup> It means, in writing there are some steps that should be passed to make a good writing. We have already been thinking about what we are going to say and we are going to say it. Then, after finishing the writing, we have to read and make some correction about our writing.

In teaching learning process, Harmer states that:

“...writing is a process and that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.”<sup>10</sup>

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<sup>9</sup> Caroline T. Linse, *Practical English Teaching: young learners*, (NY: Mc Grow Hill, 2006), 98

<sup>10</sup> Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), 86

It means that teaching some genres is important in the classroom, because students' writing mostly influenced by genres.

## **B. Process of Writing**

According to Joy Wingersky, there are five general steps of writing.<sup>11</sup>

They are described as follows:

### 1) Prewriting

#### a) Talking

One simple way to start writing is let the students talk with their friends about their subject to solve their anxiety and also to build their idea. Talking can express the idea then can be put on a paper.

#### b) Freewriting

Freewriting is writing anything that comes on mind about the topic is going to write. Sometimes we just start it with one idea that lead to another. In freewriting, we do not need to think about correct spelling or mechanical errors. We just write everything that comes to our mind.

#### c) Brainstorming

Brainstorming is writing spontaneously that occur to our mind. It is the way to capture thought then let the mind generate more ideas about what we will write.

#### d) Journal Writing

Journal writing is recording information in a notebook of your daily inner thoughts, inspirations, and emotions that are usually

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<sup>11</sup> Joy Wingersky, *Writing Paragraph and Essays: Integrating Reading, Writing and Grammar Skills*, (Calivorni: Wadsworth, 1992), 3

consistently recorded in a relaxed writing atmosphere. From the journal, students may take one sentence to lead or support their idea to start writing.

e) Reading

Reading in magazines or newspapers can also help to get started writing. Additional reading can support your paragraph or essay. It gives the information we need. The students can write after they read an example.

2) Organizing Ideas

Organizing ideas is the second steps after we do freewriting. To organize our ideas, there are two ways to do:

a) Grouping

Grouping is putting together similar ideas. Take the best idea from our brainstorming.

b) Outlining

Outlining is identifying a word or phrase that represents a group of related idea and then arranging these word or phrase that you want to discuss them.

3) Drafting

Drafting is taking the information that you have generated and organized then you write a paragraph starting with the main paragraph and some supporting ideas following it. In the first draft, we write

without worrying the mechanical errors or spelling, just write in simply communicating the content or meaning to the reader,

#### 4) Revising

Revising means making changes to clarify wording and organization. Revising needs several times. When we do revising, there are some possible points need to clarify:

- a) Is the general word or phrase (or a similar one) from the group in the first sentence?
- b) Are there words, phrases, or sentences that are not related to the main idea in the first sentence?
- c) Does the paragraph make sense to you and to someone else?
- d) Have you covered all ideas in the group?
- e) Can some words be changed for clarity?
- f) Are any words excessively repeated?
- g) Does the last sentence give a sense of closure to the paragraph?

So, when we do revising, we need to read and revise for several times.

#### 5) Editing

This part is time to us to correct the mechanical errors or even spelling. The things that you should check are spelling, punctuation, capitalization, grammar usage, errors in sentence structure, consistency in verb tense, consistent point of view, abbreviation and numbers. This draft should be neat and should represent the best effort.

### C. News Item Text

News item is news presented by a journalist, in a print or broadcast medium to inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important.<sup>12</sup> As English learners, we have to know and understand the genre. By knowing genre, we can write the text correctly. For example, if we want to write the text about newsworthy events of the day, we can use news item text to write it.

News Items text has function to inform readers or listeners about events of the day which are considered newsworthy or important.<sup>13</sup> The schematic structures to construct news item text are as follows:<sup>14</sup>

a) Newsworthy event

It recounts the event in summary form.

b) Background events

They elaborate what happened to whom in what circumstances.

c) Sources

It contains comments by participants in, witnesses to and authorities' expert on the event.

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<sup>12</sup> Anggota IKAPI, *Kreatif Bahasa Inggris: SMA/ MA Kelas X Semester Genap*, (Klaten: Viva Pakarindo), 38

<sup>13</sup> Ibid, 38

<sup>14</sup> Ibid, 38

#### D. Definition of Media.

Media in teaching learning process are important to support the teaching learning process. Media can engage the students in the material.

Celce and Murcia said:

“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.”<sup>15</sup>

While Dewney and Ride said that Media are a channel of communication, the term refers to anything that carries information between a source and a receiver.<sup>16</sup>

By that statement, it implies that media can help the teacher to convey the material being taught, and also help the students to get the point of the material easier. Media play a significant role in the education. Media can be used effectively in formal situation where students are working independently or teacher is working other group of students.<sup>17</sup>

#### E. Documentary Video

Hornby defines that documentary is giving a record or report of the facts about something.<sup>18</sup> In other word, documentary video is video recording which gives a record or report of the facts about something.

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<sup>15</sup> M. Celce and Murcia Elite Olstain, *Teaching Englis as a Second or Foreign Language*, (USA: Thomson Learning, 2001), 142

<sup>16</sup> Ahsan Akhtar Naz and Razaqat Ali Akbar, *Use of Media for Effective Intruction its Importance: Some Consideration*, (Pakistan: Journal of Elementary Education Vol 18), 35

<sup>17</sup> Ibid

<sup>18</sup> Hornby, *Oxford Advance Learner's Dictionary*, (Oxford: Oxford University Press,2000), 342

News documentary video contains of several acts which happen naturally without any giving engineering work. Each of video consists of an act that is presented clearly and briefly. The duration is not more than 5 minutes. Due to it provides with interesting motion pictures, students become more interesting during learning activity. They are easily to get information through the sequence of acts and finally they can construct writing news item text.

#### **F. The Aim of Using Video in the Classroom**

Using video in the classroom brings some advantages. It gives good stimulation. According to Mayer as cited by Emily Cruse explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: “well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive”.<sup>19</sup> The statement is completed by *Computer Technology Research (CTR)*; it stated that people are only able to remember 20% from what they see, and 30% from what they hear. But people are able to remember 50% from what they see and hear. And 80% from what they see, hear, and do at once.<sup>20</sup> Video can serve some information that can be seen and heard at once, so it is very effective to be a tool in teaching learning process.

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<sup>19</sup> Emily Cruse, *Using Educational Video in the Classroom: Theory, Research and Practice*, (Washington: Journal of Library Video Company), 3

<sup>20</sup>Munir, *Multimedia Konsep dan Aplikasi dalam Pendidikan*, (Bandung, Alfabeta: 2012), 6

According to a summary of current research and educator surveys, educational television and video, some advantages of using video in the classroom are:<sup>21</sup>

- a. Reinforces reading and lecture material
- b. Aids in the development of a common base of knowledge among students
- c. Enhances student comprehension and discussion
- d. Provides greater accommodation of diverse learning styles
- e. Increases student motivation and enthusiasm
- f. Promotes teacher effectiveness

#### **G. Teaching Writing News Item Text through Documentary Video**

English as foreign language in Indonesia makes some Indonesian students get difficulties in learning English. That reason demand the teachers to be creative; they should make strategies or method to make students enjoy and easier to catch the point of the hole learning activities. Using media is a good way to engage the students' in the teaching learning activities.

Media is very essential used in teaching writing. Frequently writing is relegated to the status of homework. This is a pity, since writing, especially communicative writing, like writing reports, can play valuable

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<sup>21</sup>Emily Cruse, *Using Educational Video in the Classroom: Theory, Research and Practice*, 2



part in the class.<sup>22</sup> In teaching News Item Text, the use of documentary video is very helpful to stimulate students to write News Item. It can make them enjoy and easier to learn News Item Text. So that they do not stuck on their project; they are not confused about what they should write on that time.

The writer modifies teaching News Item text by using documentary video in the following steps:

- a. Explain about News Item Text, characteristic of News Item Text, steps to make News Item Text, and give example of News Item Text.
- b. Let students watch documentary video.
- c. Ask some questions to the students about the video.
- d. Let students to construct sentences according to the video.
- e. Ask students to write a News Item text based on the sentences they have constructed.

#### **H. Assessment**

Assessment is the gathering of information for specific purposes.<sup>23</sup> Assessment that the teachers give to the students should be measured of what students can do and what they know. The emphasis should be on the skills and knowledge that students have acquired.<sup>24</sup>

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<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching* (4<sup>th</sup> Edition), 139

<sup>23</sup> Caroline T. Linse, *Practical English Teaching: Young Learners*, 138

<sup>24</sup> Caroline T. Linse, *Practical English Teaching: Young Learners*, 139

Writing is assessed by eliciting and examining a sample of writing.<sup>25</sup> In this research, the researcher using analytic score to assess the students' achievement. The analytic score used in this research including grammar, vocabulary, mechanic, relevance, and fluency. It can be seen on the table below:

<b>Writing component</b>	<b>Scoring</b>	<b>Description</b>
Grammar	5	Mastery of grammar taught on course – only 1 or 2 minor mistake.
	4	A few mistakes only (prepositions, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes, which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes – no mastery of sentence construction – almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new word acquired – fairly appropriate synonyms, circumlocution.
	3	Attempts to use word acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc., on few occasions.
	2	Restricted vocabulary – use of synonyms [but no always appropriate] imprecise and vague affect meaning.
	1	Very restricted vocabulary-inappropriate use of synonyms seriously hinders

<sup>25</sup> Caroline T. Linse, *Practical English Teaching: Young Learners*, 153

		communication.
Mechanic	5	No errors.
	4	1 or 2 minor errors only [e.g. ei or ie].
	3	Several errors – do not interfere significantly with communication – not too hard to understand.
	2	Several errors – some interfere with communication – some words very hard to recognize.
	1	Numerous errors – hard to recognize several 32 words – communication made very difficult.
Relevance	5	All sentences support the topic – highly organized – clear progression of ideas well linked educated native speaker.
	4	Ideas well organized – links could occasionally be clearer but communication not impaired.
	3	Some lacks of organization – rereading required for clarification ideas.
	2	Little or no attempts at connectivity – though reader deduces some organization – individual ideas may be clear but very difficult to deduce connections between them.
	1	Lack of organization so severe that communication is seriously impaired.
Fluency	5	Flowing style – very easy to understand – both complex and simple sentences – very effective.
	4	Quite flowing style – mostly easy to understand a few complex sentences – very effective.
	3	Style reasonably smooth – not too hard to understand mostly [but not all] simple sentences – fairly effective.
	2	Jerky style – an effort needed to understand and enjoy – complex sentences confusing

		- mostly simple sentences or compound sentences.
	1	Very jerky - hard to understand cannot enjoy reading - almost all simple - complex sentences confusing - excessive use of "and".

Based on J. B Heaton.<sup>26</sup>

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<sup>26</sup> J. B Heaton, *Writing English Language Tests*, (London: Longman, 1988), 148