CHAPTER II
THEORETICAL REVIEW

A. Reading

1. Definition of reading

Reading means looking and understanding the meaning of written or printed material (Oxford, 2000: 1053). Reading process has involved, it will be useful to find out the conception of reading. The definition of reading is one way to make the conception about reading is clearer. ‘’Get the meaning from print’’ is one way to define reading. Reading is a process of mind to get the information and knowledge with comprehends all of the reading text.

2. Element of reading

The elements of reading are: vocabulary, fluency, comprehension, and phonics.

3. Kind of reading

There are kinds of reading:

a. Skimming

Skimming is a quick reading to get:

1. To know the general meaning of a passage the text.
2. To get an idea of the intention of the writer.
3. To know the passage is organized, the structure of the text.
b. Scanning

Scanning is a quick reading, focusing on locating specific information.

c. Extensive

Identify extensive reading as “occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, ‘reading for gist’ and skipping unknown words”.

d. Intensive

Intensive reading is reading which involves the student’s reading selection by the same author or several text about the same topic, when this occurs, content and grammatical structure and students get many opportunities to understand the meanings of the text.

4. Problem of reading

Sometimes students have problems when they read the text or the paragraph and the problems are:

a. They cannot remember what they read when they must retell it.

b. They get difficulty to understand what they are reading.

c. They do not understand what the meaning of each word.

d. They feel bored when they must read the text.
B. Narrative

1. Definition of narrative

According to Mayers (2005 : 52) narrative is the most powerful ways of communicating with others. A good writer story lets your reader response to some events in your life as it themselves. They not only understand the event, but they can also feel it. The action, details and dialogue put the readers in these seem and make it happen for them.

2. Social function of narrative

The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution (James, 2006 : 11).

3. Generic structure of narrative

According to Anderson (1997 : 8), the steps for constructing a narrative text are:

a. Orientation/exposition:

The reader or listener are introduced the main characters and possibly some minor characters. Some indications are generally given or where the action is located and when it is taking place.

b. Complication/rising action:

The complication is pushed along by serious events, during which we usually expect some short complication or problem to arise. It just would not so interesting if something unexpected not
happen. This complication will involve the main characters and event serves (temporally) toward them for reaching their goal.

c. Sequence of events/climacs

This is where the narrator tells how the characters react to the complication. It includes their telling and what they do. The event can be told in chronological order (the order in which they happen) or with flash back. The audience are given the narrator’s point of view.

d. Resolution

In this part, the implication may be resolved for better or worse. But it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leave us wondering” how did it end”)

e. Reorientation

It is an optional clause of event.

C. Media

1. Definition of media

Media are the entire means which can convey the message and take students’ interest to study, and the form of media are cassette, film, picture, chart, etc (Briggs in Sadiman, 1984 : 6). Media make effective education in the manner of students learning spirit increasingly. By using media, students will get an experience to use time and will be
active in teaching learning process. Media are components or elements in students environment that can support students to study, build the motivation, give students message and motivation to learn. Media are suitable for students in all level of study, so they can adjust to their learning effectively and they will be diligent in teaching learning process.

Using the media makes students enable to study well, because media as a bridge between students’ motivation and achievement (Nata, 1978 : 28). Media are channel use to communicate between sender and receiver to send the message, therefore stimulate receiver’s, feeling, concern and interest to educate process. Media help the teacher to teach systematically and reguraly. Media are tools, method, and technique which is use in communication and interaction between teacher and students in learning process (Hamalik, 1976 : 23).

In the classroom, the teacher show many items of materials in most situation, and the teacher should seek the aid of teaching learning process to determine what the media are available, and how and get them. It is important that the teacher should learn how to use and care for media. The teacher ensure that the media are return on the time and to the right place.

According to Hamalik (1976 : 16) teachers has an ability of choosing and using the media. Moreover, the creation of choosing and using the media must be based on :
a. The aim of teaching
b. The method of teaching
c. The topic of learning
d. The process of learning
e. The media which are needed
f. The evaluation of the result of teaching
g. The student’s need and ability
h. The situation of learning.

2. The function of media

As the statement previously mentioned, media can make an effect of learning, give students spirit in their learning and make communication between teacher and students clearly. Media have so many function in teaching learning process. The function of media are:

a. To interest students' attention
b. To make the material progress
c. To grow students’ mind continually
d. To help students in progressing the language
e. To give the real experience to students
f. To give the real and concerte things

Teaching media should be selected because students of Senior high school, especially the second years students are tenagers, they prefer to study which is interest so they can absorb the material without any pressure.
3. Kind of media

There are some kind of media:

a. Visual

1. Picture

Also called an image, is a group of coloured points on a flat surface that looks the same as something else.

2. Chart

Chart or graph is an image which summarizes data and presents it in an easy to understand way. Charts are often used to make it easier to understand the relationships of different aspects of the data. It is easier to read a chart than the raw data.

3. Poster

A relatively large print sheet for display in a classroom or the public place.

b. Audio

1. Audio cassette

A device for recording and playing back analogue audio. Playable from hand-held devices, stand alone players. Now largely superceded by CD audio and digital computer files.

2. CD audio

CD-Audio is a device for playing back digital audio tracks. A CD-audio disc can contain up to 99 tracks with a maximum total duration of about 72 minutes. Can be played back from a hi-fi, a
car stereo or a computer’s CD-ROM drive. In a learning context, CD-audio has one simple purpose to play back audio, in particular speech or music.

3. Radio

Radio is a medium for delivering live or recorded audio material off-air. In a learning context, radio could be used as a means for transmitting educational programming or as a stimulus for informal learning.

c. Audio visual

1. Video cassette

A means for recording (with the aid of a video camera) and playing back (through a television) video material with accompanying soundtrack. Most video cassettes record in the analogue VHS format, although a variety of specialist, digital formats have evolved in recent years for integration into digital camcorders. In a learning context, video cassettes are most likely to be used for recording students role-plays, presentations and similar activities for subsequent playback with feedback or for recording TV programmes off-air. As a pure playback device video cassette are gradually being superceded by DVDs and online video streaming.
2. Video disc

Sometimes known as ‘laserdisc’. Now largely obsolete, video cassette are 12 analogue, laser-read devices, used primarily for the display of video material with accompanying soundtrack, but also capable of displaying still images. Video disc can be used on a stand-alone basis or connected to a computer to permit what used to be called ‘interactive video’. A video disc can store 36 minutes of video and stereo audio per side or more than 50,000 still frames.

3. DVD video

DVD video is a device for playing back high quality digital video along with its accompanying soundtrack. DVDs have much greater capacity than standard CDs, which makes it possible for entire feature films to be contained on single discs. Interactive capabilities make it possible for users to access segments of content by selecting from on-screen menus. In a learning context, DVD video is likely to be used as a simple video playback medium, but also be configured as an interactive device.

4. Video

a. Definition of video

Video is a recording or broadcasting of moving picture, as distinct from sound by using television (Oxford, 2000: 1419)
From statement above we know that video is a set of media consist of the video itself and television. Those instruments have many functions such as entertainment and educational media.

Sadiman said that video is an audio visual media that show a move, the message which is performed can be fact, fictive, informative and instructional education (1993: 76). So based on the necessity of this era, we can take the video as one of teaching media. By using a modern technology we hope there will be an improvement of students’ accomplishment.

b. Kind of video

There are many kind of video, namely:

1. VTR (Video Tape Recorder)
2. VCR (Video Cassette Recorder)
3. Video Disc, where the plastic disc used.

(Sadiman, 1993: 183-296)

In this case the writer use the video disc, video disc is a video where plastic disc uses. The writer chooses video compact disc (VCD) because more than simple and effective.

c. Advantages of using video

There are some advantages of video. The advantages of video in teaching learning process are:

1. It can attract the learner’s attention
2. It can give some information to the learners or audience
3. It can be prepared before the demonstration, so the teacher can focus her attention to deliver the material

4. Save the time and we can replay it for many times

5. The volume can be controlled

6. The picture can be paused, so the learner can observe it

7. The room should not be darken when operate it

(Sadiman, 1993 : 77)

d. Disadvantages of using video

1. Power point and other visual displays can be shared with everyone attending the conference at the same time, and give the feel or make confuse to other people.

2. Video is expensive.

3. Video waste much time.

(www.designforlearning.com)

Based on the advantages and disadvantages above video can help teacher to deliver the material effectively. It can also stimulate students to be active in teaching learning process. By choosing video suit with the material, we hope the target of learning can be achieved. It means video has important role in educational sector. So as an english teacher we should be active and creative to choose and use the media.
5. Selecting and Using Video

Video is valuable tools which can help teacher reinforce and make learning more interesting to students. To bring it into reality, the teacher must know how to select the most effective one, determine which video is available and know how to use it effectively.

Because of the benefits of video, it is quite likely that some teachers may depend too much upon video in their classes. The use of video can accomplish practically all of the instruction.

The following principles for selecting and using video are:

1. The video must be received to ensure that the material it presents is relevant to the lesson and that it conveys or clarifies the learning the learning objectives of the lesson.

2. When a motion picture is used, the instructor should outline the purpose of the film, indicate ideas, actions, or points to be noted in the film or questions that maybe answered in the film.

3. After the video has been shown, they should ask students or lead a group of discussion to ensure that students have become accuanted and understand the material presented in the video.

4. When the video is a motion picture, the connection between the lesson and the video must be clear to the class by teacher.

(http://futureofchildren.org)
Teacher should prepare the class prior to show the video by indicating the points in the video to be noted, the new concepts that will be brought out by the video, and the questions answered by the video. When the showing is over, teacher should have students summarize the video.

D. Teaching Narrative Using Video

1. Teaching technique

Narrative text is one of genre. It has function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

Among the media mentioned, here, the writer considers video to present narrative. By showing video such as beauty and the beast, snow white and thumbelina, we can analyze the characteristic of story, orientation, complication, resolution, and reorientation. By using video as media will make students interested in teaching and learning process.

Before showing video the teacher should prepare the class condition and the equipment. There are some steps for the teacher in teaching narrative using video. It supported by Sherman (2003) who stated the steps to use video in teaching learning process. The steps are:

1. Prepare and study the function of video equipment.
2. Give question to guess students before study the object.
3. Play the video related to the object.
4. Explain the object and focus on the language, content, and features so the learning object is reached.

5. Ask the character to maintain pauses in the course dialogue give students enough time to analyze the features of material based on the video.

E. Assumption

From description above, the writer assume that to make teaching narrative successful, the teacher need a media that can reach the goal of teaching.

There are some media. One of them is video. Video is an audiovisual media that show a move, the message is performed can be fact, fictive, informative and instructional education.

By using video students will be more interested in teaching learning process, and they will be activated. By showing video the students will be easy to understand the narrative, it's assume that using video in teaching narrative text is effective.

F. Hypothesis

Based on the basic assumption above the hypothesis of this research is’’’Video is effective to teach narrative at the second years students of Senior High School.”