

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This research aims to investigate whether or not video podcast as media is more effective than traditional media in teaching writing to the eleventh graders at SMA Antartika. This chapter discusses the theoretical framework related to the focus of this research and some previous studies that underpin this research.

#### A. Theoretical Framework

There are some theories which support this research. The theories used in this research are teaching using technology, video podcast, the benefit of video podcast and teaching using video podcast and the assessing students' writing.

##### 1. Teaching Using Technology

Teaching using traditional teaching aids is not adequate in teaching English in this era especially for reading and writing which is needed to be developed.<sup>1</sup> The teachers need new pedagogical breakthrough to support teaching and learning process. One of that pedagogical breakthrough is technology. The technology offers some help to develop students' skills in learning English. Warschauer, Shetzer, & Meloni, cited in Deborah Healey et al, add that technology

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<sup>1</sup> Deborah Healey, et al, *TESOL Technology Standards framework*. 700 South Washington Street, Suite 200

can also be the source for finding the material, evaluating until scoring the students' achievement. It means that technology gives good contribution in developing education system.

Using technology in education also needs to be understood well by the teacher. Chapelle and Hegelheimer, cited in Campos's research, suggests that "all teachers need to know how to use the web as a resource for current authentic language materials in written, audio, and visual formats".<sup>2</sup> It indicates that when teachers want to use technology in supporting their teaching process, they should know how to operate that technology. When the teacher use and operate the technology appropriately, the technology will help them to teach effectively. Moreover, Neo states that teaching using multimedia or technology helps the teacher to deliver his/her lesson better.<sup>3</sup> It means than technology ease the teacher to develop their teaching way in class.

There are many kinds of technology that can be utilized as the teaching media. Among several types of technology- based teaching media is podcast.

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<sup>2</sup> Artur André Martinez Campos, *Videopodcasts in English language learning: a great tool or another gimmick?*, Tiradentes University Brazil, international conference "ITC for Language Learning" 5<sup>th</sup> edition, P 1

<sup>3</sup> Mai Neo and Ken T. K. Neo, *Innovative teaching: Using multimedia in a problem-based learning environment*, Centre for Innovative Education (CINE), [http://www.ifets.info/journals/4\\_4/neo.html](http://www.ifets.info/journals/4_4/neo.html)

## 2. Podcasts

Podcasts is a program which has video or audio content that available on the website as a series of episodes.<sup>4</sup> That episode supported with feed or file that ease people for subscribing the series and automatically getting new episodes.<sup>5</sup> Moreover, podcast has common theme that was happened around the world.<sup>6</sup> People can download the podcast by using a podcatcher such as iTunes to device like computer, MP3 player or iPhone.<sup>7</sup>

Podcasts is recommended to be used in education because podcasts are one of alternative technology in helping teachers to deliver the course or lesson to the students.<sup>8</sup> Podcasts also help students in learning through technology which based on entertainment systems.<sup>9</sup> Furthermore, in this era, students are already know and familiar with technology. So, students can access the technology like podcasts in easily manner.

Podcasts offers many kinds of video or audio podcast that can access and download by the people easily. Yet, this research prefers to use video podcast as media in this research.

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<sup>4</sup> Ashley Deal, *Journal: A Teaching with Technology:Podcasting*, Carnegie Mellon, June 2007, P.2

<sup>5</sup> Ibid

<sup>6</sup> Ibid

<sup>7</sup> [www.teaching-learning.utas.edu.au/elearning/podcasting](http://www.teaching-learning.utas.edu.au/elearning/podcasting), accessed on January 6<sup>th</sup> 2014

<sup>8</sup> <http://www.educatorstechnology.com/2012/12/teachers-guide-on-use-of-podcasting-in.html>, on January 6<sup>th</sup> 2014

<sup>9</sup> Article: *7 Things You Should Know About Podcasting*, Educause Learning Initiative, June 2005, P. 2

### 3. Video Podcast

Nowadays, people are used to live with technology. Technology offers many kinds of information which is needed especially for developing the education. Podcasting is one of informational technology that may be used in education. There are two kinds of podcast. Those are audio podcast and video podcast. Video podcasts also are called vodcast or vidcasts.<sup>10</sup> Furthermore, video podcast is a development of audio podcast with video.<sup>11</sup> So, in video podcast, we cannot only listen what the speaker said but also watch the video directly. Yet, the teachers need to know that they should have a podcatcher such as iTunes before they can utilize the video podcast in teaching and learning process.<sup>12</sup>

This research use CMN travel as the chosen network. There are 6 episodes about “Chef Marks’ Indonesian Adventure” there. Yet, it is not possible to use 6 episodes in this research because of the time limitation in conducting the research in the SMA Antartika. So, only two episodes which can be used as video podcasts in this study. Those are about Bali Island and Yogyakarta. Those episodes tell about the culture of Bali and Yogyakarta ranging from the traditional food,

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<sup>10</sup> Artur André Martinez Campos, *Videopodcasts in English language learning: a great tool or another gimmick?*, Tiradentes University Brazil, international conference “ITC for Language Learning” 5<sup>th</sup> edition, P 1

<sup>11</sup> Imin Kao, *Using Video Podcast to Enhance Students’ Learning Experience in Engineering*, (Stony Brook: Department of Mechanical Engineering State University of New York (SUNY)), 2

<sup>12</sup> <http://kb.iu.edu/data/auyt.html>, accessed on April 6<sup>th</sup> 2013

traditional dance until ancient famous places. These can be seen on the screen captured of video podcast in Appendix 8.

#### 4. The Benefits of Using Video Podcasts

New technology as video podcast contributes good perspective of media in teaching and learning process. Video podcast is one useful technology that teachers may use to help students in increasing their skill in English. There are many benefits related with the use of video podcast as media to facilitate students' achievement. Video podcast is utilized for encouraging learning process.<sup>13</sup> It means that video podcast help students to support their understanding and develop their achievement in learning English. Furthermore, video podcast can stimulate students's interest because it contains many kinds of motivating information<sup>14</sup>. The video podcast which has cultural value of a place, such as Bali Island and Yogyakarta, for example, can be an interesting source of information for the students. By watching that video podcast, the students did not only learn about the language that used in the video podcast, but also they will learn about the cultural sides of a place.

Kao adds that video podcast is easy for access because teachers or students are able to download the video podcast, not only through

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<sup>13</sup> Robin H. Kay, *Journal: Exploring The Use of Video Podcast In Education: A Comprehensive Review of The Literature* (Canada: University of Ontario Institute Of Technology, 2012), 825

<sup>14</sup> Ibid

Apple's products but also available for personal computer.<sup>15</sup> They just prepare the tools then they can download video podcast as they want for free.

#### 5. How to download video podcast

Video podcasts are also known with videocasts, vidcasts and vodcasts. Video podcast is a combination of audio component of podcasting with visual media. To download the video podcast, there are some steps, those are:

- a. Search the name the video podcast you want to watch by typing on search engine, such as Videocasting Station, Vodstock, and Open Media Network.
- b. Download the video podcast to your portable media player (such as mobile phone or PC) or click the hyperlink.
- c. You may use an RSS Feed to download the latest updates of the video podcast.<sup>16</sup>

#### 6. Teaching Using Video Podcast

Teacher should prepare related tool before teaching using video podcast. Dale suggests that teachers should make sure that the class environment is quiet environment with a good quality

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<sup>15</sup> Imin Kao, Using Video Podcast to Enhance Students' Learning Experience in Engineering, (Stony Brook: Department of Mechanical Engineering State University of New York (SUNY)), 3

<sup>16</sup> <http://computer.howstuffworks.com/internet/basics/podcasting4.htm>, assessing on January 31<sup>st</sup> 2013

microphone/headset used.<sup>17</sup> If teacher cannot provide the headset, teacher also should define other proper tools in order make students clearly watch the picture on the video podcast such as projector LCD and speaker. It can be a problem when the video podcast is unclear because it is not supported by suitable aids.<sup>18</sup> When the teachers turn on the video podcast, the students should focus to watch the video. If the students are still confused or do not understand about the information in video podcast, the teacher should repeat it. If there are some unfamiliar words, the students may ask to the teacher.<sup>19</sup>

In this study, video podcast was used as media in delivering the lesson. It means that the video podcast was given in the core activity of experimental group. Yet, in the core activity of the control group was taught by textbook. For the complete explanation in teaching both of experimental and control group see Chapter III page 31-35.

## 7. Assessing Students' Writing

There are some techniques in scoring students' achievement in English writing. Those are holistic scoring and analytical scoring. Holistic scoring assesses the students writing as a complete whole of text without looking at detailed criteria. Yet, analytic scoring was used

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<sup>17</sup> Crispin Dale, *Journal: Strategies for Using Podcasting to Support Student Learning*, University of Wolverhampton, Gorway Road, Walsall, West Midlands, 55

<sup>18</sup> Ibid,

<sup>19</sup> Artur André Martinez Campos, *Videopodcasts in English language learning: a great tool or another gimmick?*, Tiradentes University Brazil, international conference "ITC for Language Learning" 5<sup>th</sup> edition, 3

in assessing students' writing skill in this research. According to Hughes, “[a]nalytic scoring is a method of scoring which requires a separate score for each of number of aspects of a task.”<sup>20</sup> It indicates that there are some specifications of score before the teacher wants to give the exact result to the students.

A range of score in this test will be based on Jacob et.al’s scoring rubric cited from Hughes.<sup>21</sup> There are five components of specification in this rubric: content, organization, vocabulary, language use and mechanics. The table of scoring is shown below.

**Table 2.1**  
**Writing’s Scoring Rubric**

Students:		Date:	Topic:
Components	Level	Criteria	Comment
Content	30-27	Excellent to very good: the content is relevant to assigned topic.	
	26-22	Good to average: the content is mostly relevant to assigned topic but it lacks detail.	
	21-17	Fair to poor: The content is inadequate development of the topic.	
	16-13	Very poor: The content of the composition is not relevant to the topic	
Organization	20-18	Excellent to very good: The ideas are clearly stated/ supported. The organization of text is well organized by on the generic structure.	
	17-14	Good to average: The ideas are loosely organize but the main ideas stand out. The ideas are limited support. The structure is logical but it is in incomplete sequencing	

<sup>20</sup> Arthur Hughes, *Testing For Language Teacher* (United Kingdom: Cambridge University Press, 2003), 100

<sup>21</sup> Ibid, .104



	13-10	Fair to poor: The ideas are confused and disconnected. The organization of text is lack logical sequencing and development	
	9-7	Very poor: The ideas are not clearly stated. There is no organization and not enough to evaluate.	
Vocabulary	20-18	Excellent to very good: The chosen words/ idiom are effective and appropriate in usage	
	17-14	Good to average: there are some occasional errors of words/ idiom in usage but meaning is not obscured.	
	13-10	Fair to poor: there are some frequent errors of words/ idiom in usage but meaning is obscured or confusing.	
	9-7	Very poor: there is little knowledge of English words/ idiom or not enough to evaluate	
Language Use	25-22	Excellent to very good: the construction is effective complex. A few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	
	21-18	Good to average: the construction is effective but simple. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	
	17-11	Fair to poor: major problem in simple/ complex construction. Frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning is confusing or obscured	
	10-5	Very poor: Dominated by errors. The language use does not communicate or not enough to evaluate.	
Mechanic	5	Excellent to very good: demonstrate mastery in convention. A few errors of spelling, punctuation, capitalization, paragraphing.	
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing but meaning is confusing or obscured.	
	2	Very poor: no mastery of convention. Dominated by errors of spelling, punctuation, capitalization, paragraphing and handwriting illegible.	
Total Score:			

## B. Previous Studies

There has been research about writing focusing on different aspects of writing. Among the research, studies about the use of technique and media in teaching writing are reviewed as they are closely related to this research. Research by Sugiarti and Muhayyinah focused on techniques in teaching writing. Research by Tsany, Ronald, Noreen and Michelle, Edirisingha, Bartoš, Martines and Kao focuses on media in teaching writing.

1. Research conducted by Sugiarti was entitled *The Effectiveness of Clustering Technique in Teaching Writing at the Eighth Grade of MTS Raudlatul Ulum*.<sup>22</sup> The summary of her research shows that the technique in developing writing skill she used was effective. It is also recommended for teacher to use such technique to improve students' writing skill. Moreover, when she conducted the research, she found that the mean of the experimental group was 84 while the mean of the control group was 77.1. It indicates that the students of the experimental group got higher improvement than the students of the control group. Thus, it proved that the clustering technique was more effective than the traditional one. Furthermore, she also recommended for further researcher to conduct the

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<sup>22</sup> Dwi Wahyu Sugiarti, , *The Effectiveness of Clustering Technique in Teaching Writing at The Eighth Grade of MTs Raudlatul Ulum*. Thesis (Surabaya: English Education Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel Surabaya, 2012)

research about the use of clustering as technique in teaching other skills in English.

2. Research done by Muhayyinah also shows us about *The Effectiveness of Guiding Question Technique in Teaching Writing among Students Year X of SMK NU Lamongan*. The results of her research was that the post test showed that there were differences in mean score between experimental group and the control group. The score of experimental group was 2699 while the score of control group was 2267. It concluded that the students of experimental group got higher enhancement than the control group. It means that the students of the two groups had different of achievement after the treatment was given. It briefly described the achievement of experimental group in English writing descriptive text was improved. In addition, the researcher recommended that teacher should use guiding question technique because it can help the students in organizing their idea when students are starting to write.<sup>23</sup>

The similarity of those researches and this research is that both focus in teaching English writing and the use of quasi experimental research design. Yet, the difference is that two previous studies use technique in teaching writing while this study uses media (video podcast).

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<sup>23</sup> Muhayyinah, *The Effectiveness of Guiding Question Technique In Teaching Writing Among Students Year X of SMK NU Lamongan*, (English Education Department Faculty Of Tarbiyah State Institute For Islamic Studies Sunan Ampel Surabaya 2012)

The next researches were conducted in using technology as media in teaching writing.

- a. This research was conducted by Tsany with the title of her research is *The Use of The Jakarta Post Public Blog (IMO) as Media In Teaching English Writing Exposition Text at Eleventh Grade of SMAN I Waru, Sidoarjo*. She used technology as teaching media in teaching writing.

She concludes that using blog for teaching writing can be applied well if the school has high quality of internet connection, complete supporting facilities in IT and appropriate multimedia laboratory. She also adds that the students enjoy in learning English and they were motivated to write in a blog. Students were also interested to make their own IMO sites with their own decoration. She recommends the teacher should control the students in accessing internet freely in order to anticipate students' focus in learning. She also incorporates for the next researcher to investigate the effectiveness of the teacher's blog or the tutor blog in applying blog for teaching writing.<sup>24</sup>

- b. Other research was done by Ronald in his research about *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom*. The researcher used technology as the innovative

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<sup>24</sup> Nahdhia Putri Tsany, *The Use of the Jakarta Post Public Blog (imo) as Media in Teaching English Writing Exposition Text at Eleventh Grade of SMAN I Waru, Sidoarjo*, (English Education Department Faculty of Tarbiyah State Institute for Islamic Studies Sunan ampel Surabaya, 2012)

teaching media. This research found that video clips can attract students' multiple intelligences and learning styles to increase the students' achievement. Those kind of educational technologies were able to use as teaching media for supporting the material that teachers want to give to their students. He also recommended to the further researcher to use video clips in their teaching and do the classroom research on the effectiveness of the techniques they have been utilized.<sup>25</sup>

- c. The third research was done by Noreen S. Moore and Michelle L. entitled *iFeed: Using Video Technology for Improving Student Writing*. This qualitative research was conducted in video feedback to improve students' writing<sup>26</sup>. The aim of this research was to describe how to built effective teaching way in giving feedback of students' writing through the use of video technology.<sup>27</sup> The result showed that video feedback was useful as teaching aids. Furthermore, by implementing the video feedback, the students only use the video feedback as the useful media, but also they can use it to improve their writing's quality.<sup>28</sup>

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<sup>25</sup> R. A Berk, , Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), p. 14

<sup>26</sup> Noreen S. Moore and Michelle L. Filling, *Journal of College Literacy & Learning*, Volume 38, 2012: *iFeed: Using Video Technology for Improving Student Writing*( JCLL, 2012)

<sup>27</sup> Ibid

<sup>28</sup> Ibid

The similarity with those researches and this research is both were using technology as media to support teaching and learning process. Yet, the difference is those research used blog, video and multimedia video clips but this study used video podcast as teaching media.

The last researches in technology studied the use of podcast and video podcast as teaching media.

- a. Research which was conducted by Edirisingha, Rizzi and Rothwell entitled *Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication*. The research design of this research was qualitative and quantitative research. The research aimed to describes the benefits of podcast into a first year undergraduate module on English language and communication at Kingston University. This research concludes that podcast contributes benefits in enhancing students' learning and students' skill. Based on the data analysis, podcast accomplished bearing students' works such as making portfolio and preparation for presentation. Moreover, this research concludes that podcast helps the

development of learning material and the information which was needed by students is available there.<sup>29</sup>

- b. Another research was done by Bartoš. His title is *Podcasting New Technology in Education*. He was certain that podcasting might be a powerful tool in education and being a great benefit to the language of students. In his opinion nowadays, “[t]eachers are often too busy, inadequately equipped, in a rut or maybe too lazy to fully embrace the opportunities that this technology presents and often focus only on the listening materials enclosed to the course book”. It indicates that teacher should utilize other media like technology besides course book in order to make students interested in learning through engaging way.<sup>30</sup>
- c. The next research was conducted by Martinez. The title of his research is *Video Podcasts In English Language Learning: A Great Tool or Another Gimmick?* He gave significant contribution to CALL studies especially for listening skills after did research in the use of videopodcasts as teaching aids for English learning. The summary of his research concludes that videopodcasts were an appropriate pedagogical resource. It is supported by 71,8% of the subjects that had

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<sup>29</sup> Palitha Edirisingha, et al. Beyond Distance Research Alliance Attenborough Tower, University of Leicester, UK., Turkish Online Journal of Distance Education: Podcasting to Provide Teaching and Learning Support For an Undergraduate Module On English Language and Communication, 99

<sup>30</sup> Petr Bartoš, 2008, *Podcasting New Technology in Education*, (Masaryk University Brno Faculty of Education Diploma thesis Department of English Language and Literature, 2009)

good improvement on their speaking and listening skills; 81% of the subjects considered they had better pronunciation and **93,7%** is the rate of effectiveness as an English learning aids based on the participants. For further research, he recommended to do research about the audio podcast which available at Randall's website, then they should evaluate the potentiality.<sup>31</sup>

- d. The other research was done by Kao entitled *Using Video Podcast to Enhance Students' Learning Experience in Engineering*. As a result of his research was it was found that technology can provide us with an important media which can help to transfer the content of the material that can help students to increase their understanding and achievement. Besides, he also adds that technology can make students to be more motivated with different attractive teaching media in a pleasure atmosphere.<sup>32</sup>

The similarity of those research and this research was in the use of podcast/ video podcast in teaching English. It is almost the same with this research. Yet, those researches focus in listening skill or learning experience but this research focuses on English writing.

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<sup>31</sup> Artur André Martinez Campos, Videopodcasts in English language learning: a great tool or another gimmick?, Tiradentes University Brazil, international conference "ITC for Language Learning" 5<sup>th</sup> edition

<sup>32</sup> Imin Kao, *Using Video Podcast to Enhance Students' Learning Experience in Engineering*, (Stony Brook: Department of Mechanical Engineering State University of New York (SUNY)), 9



The previous studies described above were different from this study. They were either conducted in the same research design (experimental research design) but in different technique or media or used the same media but different research design. They also did research in the same skill and research design (experimental research design) but in different media. In short, none of the researches above did the research about *The Effectiveness of Video Podcast as Media in Teaching Writing to the Eleventh Graders at SMA Antartika*.