CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the discussion explains the theoretical foundation and previous studies related to the research. The discussions are divided into seven subheadings: teaching writing, authentic materials in teaching writing, teaching English using podcast, VOA Special English podcast, assessing students' writing, motivation, and previous studies.

A. Teaching Writing

a. The Importance of Teaching Writing

According to Harmer, there are some reasons why English teachers should teach writing skill for their students. The first reasons, "*writing gives them more thinking time than they get when they attempt spontaneous conversation[1]*. It means that writing allows students higher opportunity for processing the language that has been got during the learning process in the classroom. The students can produce the language critically than they usually do in speaking skill.

The next reason, teaching writing is as reinforcement for the students' understanding in learning language.[2] Through writing, the students have a chance to memorize the language that has been produced by them. Their writing work is like the visual tool which can recall the language.

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[1] Jeremy Harmer, *How to Teach English* (England: Longman, 1998) 112
[2] Ibid, p.79

The third reasons, teaching writing is teaching a skill for the students. By teaching writing to the students, students know how to use the language, such as knowing how to write letters, how to put written reports together, how to reply to advertisements, how to write using electronic media, and other language use[3]. So, the students can use it for the real life situation.

Furthermore, Raimes also states that teaching writing help students to learn[4]. She delivers some reasons why teaching writing is helpful for students. The first reason is about the recalling knowledge. By teaching writing, the teacher gives a chance for students to memorize and recall the grammatical structure, idioms, and vocabulary that students have been gotten in the previous grades. The second reason is about the adventurous with the language. By teaching writing, the teacher gives a chance for students to take risk and to be experienced with the language. The third is about involving students' sense in learning. Through teaching writing, teacher has been reinforced the students into the learning process of writing. In learning writing, the students involve their brain, hand and eyes to express their idea and pour the ideas in the written form.[5] By using that sense, the acquirement is meaningful to the learners.

b. Part of Teaching Writing

Based on the curriculum of KTSP, there are kind of text that should be taught for the eleventh graders of senior high in the first semester. The texts are the

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[3] Ibid, p. 79-80
[4] Anne Raimes, *Techniques in Teaching Writing* (USA: Oxford American English, 1983) 3
[5] Ibid

compulsory materials that should be taught for senior high school. They are report, narrative and analytical exposition text.

1. Report Text

It is a text that informs and presents specific information[6]. Priyana states that report text describe a whole thing, including natural or made things[7]. It can describe animals, planets, plants, countries, culture, and so on[8].

The generic structures of report text are general information and bundles of specific information[9]. The characteristics of this text are using general nouns, using relating verb, using action verb, and using simple present tense[10].

2. Narrative Text

It is a fiction text that the to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[11]. The generic structure of this text is divides into five parts. They are orientation, evaluation, complication, resolution and reorientation. One of the characteristics of narrative text is using simple past tense.

3. Analytical Exposition Text

Based on the curriculum for senior high school, analytical exposition is one of a compulsory subject that should be taught in eleventh graders of senior high

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[6]Joko Priyana, et al, *Interlanguage: English for Senior high school students XI* (Jakarta: Depdiknas, 2008) 15-16
[7] Ibid
[8] Ibid
[9] Ibid
[10]Ibid
[11] Ibid, 86

school. It is also called as a persuasive text because its social function is to persuade the reader or listener that something is the case.[12] The generic structures of analytical exposition text are[13]:

a.) Thesis. It introduces topic of the case.

b.) Arguments. They are the opinions of the writer about the issue. It can be completed by the facts

c.) Reiteration: It restate the whole arguments and conclude the discussion.

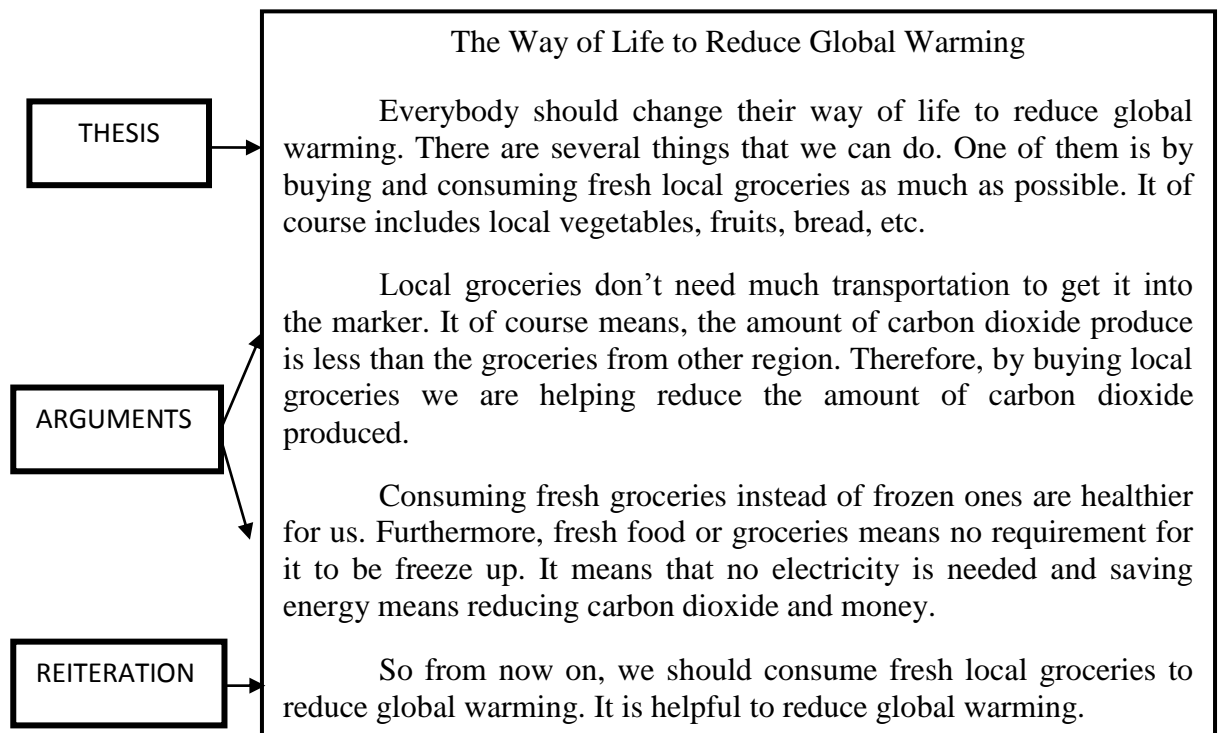The following example of analytical exposition text is[14]:

Figure 2.1 The Example of Analytical Exposition Text

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[12] F. A. Soeprapto and Mariana Darwis, *Linked to the World* 2: English for Senior High School (Jakarta: Yudhistira, 2007) 37
[13] Ibid
[14] Joko Priyana, et.al, *Interlanguage: English for Senior High School Students XI Science and Social Programme* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008) 46

Analytical Exposition also has its own characteristics. It uses simple present tense. It uses relational process. It uses internal conjunction to state arguments.[15]

B. Authentic material in teaching English

In teaching English, preparing the materials is important. Nowadays, the most popular materials in teaching are authentic materials. By implementing authentic materials, the learners will be brought into the direct contact with reality. It also provides up to date materials that can be relevant to the learners' life[16]. The most popular materials in teaching English are authentic materials. Authentic materials can be from books, magazine, news, talks show, video, audio, etc[17]. By applying the authentic materials, the teachers can encourage the learners to learn EFL through the real life situation[18].

According to Brown, authenticity in writing should be provided in the classroom situation. The teacher need to provide as much as authentic writing as possible. Authentic in writing seen if the purpose of writing is clear for the students and it convey the meaningful understanding for the students. Publishing a newsletter, writing letter for people outside, writing a script of a skit or dramatic presentation, writing resume, writing advertisement can be seen as an authentic writing[19].

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[15] Ibid

[16] David Hitler, *Teaching with Authentic Material (*Pearson Longman, 2005) retrieved from www.intelligent-business.org.

[17] Caronie H. Cwang, "Effective EFL Education Through Popular Authentic Materials". *Asian EFL Journal* Vol 7, 2005, 9

[18] Ibid

[19] H. Douglas Brown, *The Principle of Language Learning and Teachin*g (UK:Longman)347

In teaching English, audio is one of the authentic materials that can be used. It gives many benefits in developing students' achievements in learning English. As Azhar Arsyad stated, that audio materials are the beneficial material.[20] Teacher can get the materials easily and cheaply to be applied in the class. So, the teachers do not need to spend much money for preparing the material from audio materials. He added that audio materials also practices students' ability to acquire the language interestingly.[21] It is rarely to be used in some school. It is a good chance for teacher because students might be anxious and eager to learn it.

C. Teaching English Using Audio Podcast

Podcast is originally audio file which is uploaded to the internet which people can download it and save the files into personal devices or mobile phones.[22] The Subscribe feature of podcast gives chance for people to get the latest news or the latest episode of podcast which is automatically downloaded in mobile phone or personal devices.[23]

Podcasts has two primary format files. Podcasts can be formed as Audio or Video. Both of them can be simply played through personal music player or computer[24]. According to Vogole and Gard, podcast is the technology that is similar with blog. Yet, the differences are podcast is the audio and simple media

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[20] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT RajaGrafindo Persada, 2006)148- 149
[21] Ibid
[22] Anne Fox, "Using Podcast In The EFL Classroom". *TESL-EJ*.Vol.11 No.4,March 2008
[23] Ibid
[24] http://www.radicaltrust.ca/2007/08/07/a-podcast-primer/ retrieved on 2 April 2013

than blog. It helps people to download it easily and save it in their personal music player or personal computer[25].

Diane J Skiba also stated that podcasts have different benefits than other media. She states that Podcasts are in an archived format that allows for listening, and now viewing, at a later point in time. Streaming is usually a live event or only available for a predetermined amount of time. It allows the user to save the files for playing on mobile devices such as iPods or other MP3 players. It requires connection to a computer and the internet.[26]

Teaching using podcast gives many benefits to the teaching and learning process ranging from an educational point of view until the portability. According to Anne Fox, podcasts provide a unique repository of authentic oral language materials for language learners. It is helpful for them in acquiring the language. Furthermore, podcasts are the portable technology. It can be played on computer, or transfer podcast into mobile phone, it can be chunked or pause so that students can replay what they haven't understand yet.[27]

Teaching using podcast commonly applied for teaching listening. Fox delivers some uses of podcast in teaching listening[28]. She stated some strategies how to teach listening using podcast: Podcast use for teaching listening which is aimed

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[25] Colette Vogele and Elizabeth Townsend Gard. *Journal of Internet Law :Podcasting for Corporations and Universities: look before you leap (*ABI/INFORM Global,2006) 3

[26]Diane J. Skiba. *Journal: The 2005 Word of the Year: Podcast, Nursing Education Perspectives, ProQuest Nursing & Allied Health Source,*2006,54

[27] Ibid

[28] Anne Fox,..

for pleasure or as homework, podcast use for teaching listening with a pre-prepared, podcast use for teaching Listening to a short chunk and podcast use for teaching listening with a transcript.

Those are the use of podcast in teaching English. Podcast is commonly for teaching listening. Yet, the researcher has not been found some references about teaching writing using podcast.

D. The Advantages of Teaching Using Podcast than Using Radio

Several features in podcast make it more beneficial than radio programme. Based on Fox, using podcast for education gives some benefits.[29] The first benefit is Podcast have terms *content choice*, *portability*, and *time shifting* on the personal devices or mobile phones.[30] People can download it easily with many kinds of topic supported there. The downloaded file can saved in the personal devices or mobile phones. The downloaded file also can be play everywhere and every time. The second benefit is manageable[31]. Podcast can be manage in slow speed, chunked some parts and repeated. The third is the authenticity. Podcast gives authentic oral language materials. This is important to be used in the teaching process.

Furthermore, Müllner also recommend English teacher to use podcast in teaching English. Müllner gives some advantages why some English teacher

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[29] Anne Fox, "Using Podcast In The EFL Classroom". *TESL-EJ*.Vol.11 No.4,March 2008
[30] Ibid
[31] Ibid

should use podcast in teaching English[32]. The first advantage is topical and authentic[33]. The podcast have many topics which can be chosen easily. Further, the authentic sources of the speaker in podcast are from the native speaker and the conversation or the dialog run naturally. The second advantage is flexibility. The beginner can choose the podcast which has slow speed. Podcast are not limited in the classroom, so the students can listen to it wherever and whenever they are. The third advantage is helping students enhance their understanding through listening. The last advantage is motivating and encouraging students, especially students who do not like reading. The other motivating factor is they can listen to podcast by using their own gadgets or mobile phones which are a part of their daily life.

Those experts above have delivered some advantages of using podcast in teaching English.

E. VOA Special English Podcast

Voice of America (VOA) is the official broadcast institution of the United States federal government. It is one of five civilian U.S. international broadcasters working under the the Broadcasting Board of Governors (BBG). VOA provides a wide range of programming for broadcast on radio and TV and the Internet outside of the U.S.

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[32] Emil Müllner, "Seminar Paper: A tool for teaching English: Podcast." *Grin Verlag*, Februari 2012. 31-32
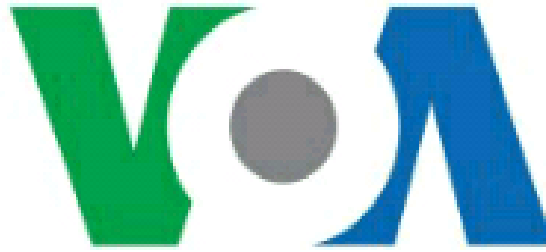[33] Ibid

Figure 2.2 Logo of VOA

The Voice of America (VOA) is a dynamic international multimedia broadcaster with service in more than 40 languages. Serving an estimated weekly global audience of 141 million, VOA provides news, information, and cultural programming through the Internet, mobile and social media, radio, and television[34].

One of the features in VOA audio podcast is *VOA Special English.* Special English is a controlled version of the English language first used on October 19th 1959, and still presented daily by the United States broadcasting service Voice of America (VOA). Yet, the methodology of special English is first made by VOA. The methodology are avoiding idioms, using a core vocabulary of about 1500 words, slow speed, short sentences and restricted vocabulary. For English learners, the services do not only provides clear and simple news and information, but also helps them to improve their use of American English.

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[34] http://www.insidevoa.com/section/voa_history/2330.html retrieved on March 5th 2013 at 08.31

Figure 2.3 Logo of VOA Special English

Yet, nowadays, VOA has its latest features to ease people access VOA. It latest site is VOA Learning English. It complete with video material, audio material and other beneficial material for learning American English.
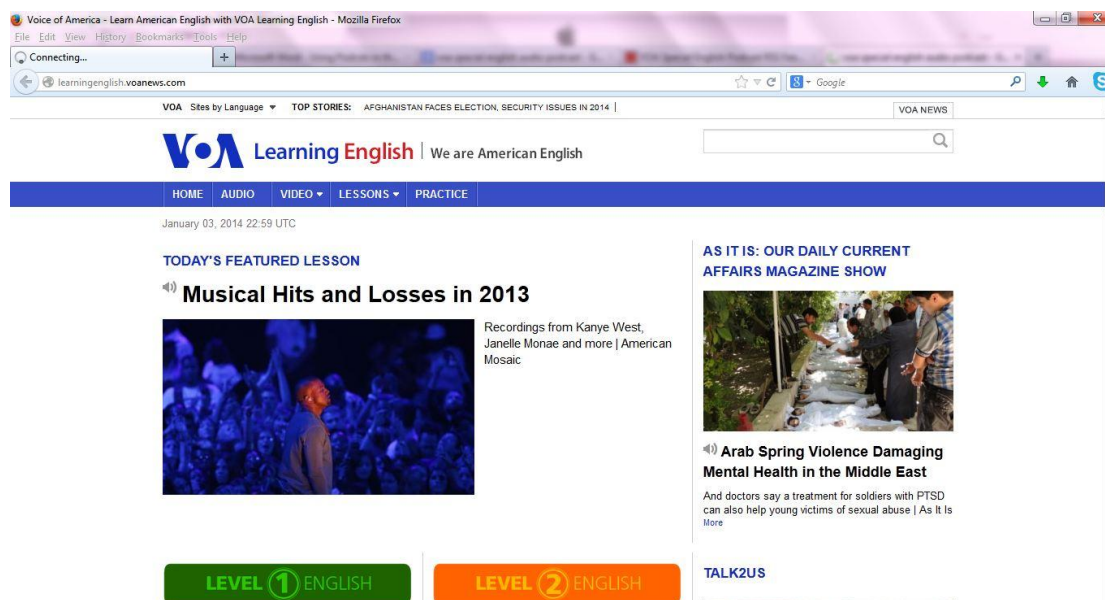

Figure 2.4 Site of VOA Learning English (The latest site of VOA)

In some countries such as the People's Republic of China, VOA Special English is increasingly popular for junior and intermediate English learners. As Yao Nan and Zuo Mingfang stated VOA Special English program offers the opportunity to teachers and students to develop vocabulary in four skills[35]. They stated some advantages of using VOA Special English Program. The first advantage is easily accessible connection to the internet. The English Learners in China prefers to download this program because this program offers free downloading service and daily updated. In Addition, VOA Special English Program provides comprehensible input of the program. The easy vocabulary and collocations in VOA Special English Program provide the easily comprehension to learn important vocabulary from such program. Furthermore, VOA Special English improve the excitement of the learners in learning English. It delivers the vocabulary used about the current news which are widely discussed in the world. It can engage the learner because the materials are different and communicative rather than materials in the textbook.

F. How to Download VOA Special English Audio Podcast

iTunes is the application who brings first podcast. Nowadays, iTunes is not only used for iPhone, but also personal computer or other mobile phone. iTunes application helps us to get podcast easily.

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[35]Yao Nan and Zuo Mingfang, Journal: *Using VOA Special English To Improve Advanced English Learners' Productive Use of High Frequency Words* (China: English Teaching Forum, 2009)

Figure 2.5 The Appearance of iTunes Application

From the tutorial of using iTunes, before downloading podcasts from iTunes, people should find the podcast than want to listen from *search* feature. To save the podcast, click once. To get the new episodes of the podcast, people can subscribe it by clicking the Subscribe button. By subscribing it, new episodes download automatically.[36]

The tutorial above is same with how to download VOA Special English audio podcast. Furthermore, VOA Special English can be downloaded by using other way, especially people who do not have iTunes application. VOA Special English can be downloaded from RSS feed of its website.[37]

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[36] *http://www.apple.com/itunes/podcasts/* accessed on January 4th 2014
[37] *http://www.manythings.org/voa/health/* accessed on June 18th 2013

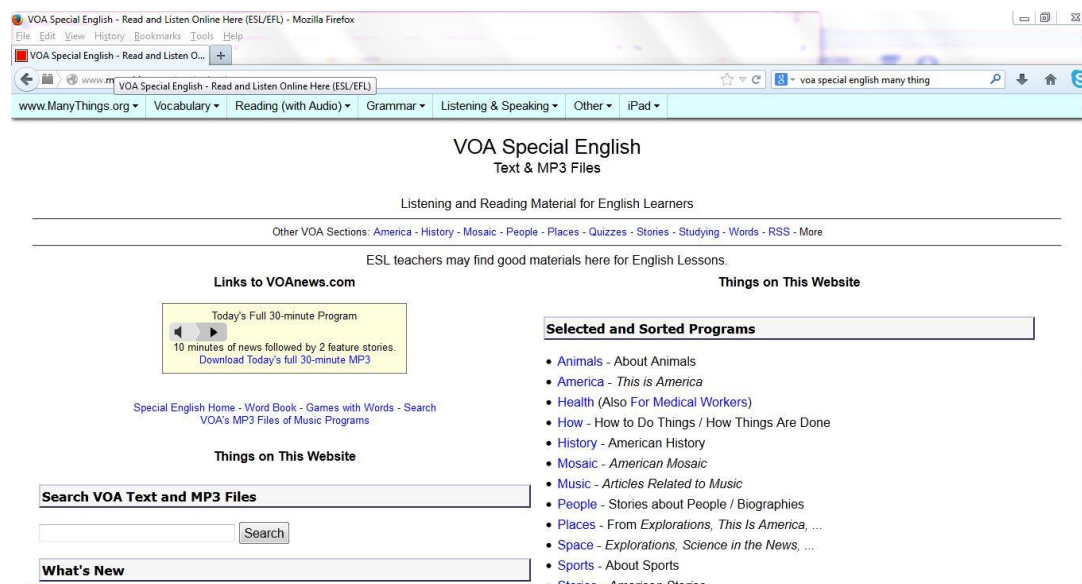Figure 2.6 Site of RSS feed of VOA Special English

Figure 2.7 The detail downloadable podcast files of VOA Special English after clicking the current topic

The figures above are the sites from RSS feeds of VOA Special English. There are many topics to be chosen. Each topic has some files of podcast which is free to be downloaded. It completes with scripts of the podcast. (*See Appendix 7*).

To download the file, click right and choose "save link as". The other way is by clicking the file once, then the file is downloaded automatically.

G. Assessing Students' Writing

Because the aimed of this research is on writing skill, the scoring is only on writing skill. The listening of VOA is a way to get the information, developing students' idea and enriching students' vocabulary which is needed for them in writing analytical exposition text. So, listening skill for this research was not needed to be scored. In Assessing students' writing skill, the researcher uses analytic scoring. Hughes stated that analytic scoring is the scoring's method which is needed some parts of number to represent the specific criteria to be analyzed.[38] In analytical scoring assess based on the specification of each criteria about the students' composition.

The ranges of score in this rubric are based on Jacob et.al's writing scoring profile[39]. The scoring includes content, organization, vocabulary, language use and mechanic. In the content, it scores the development of the topic, how the students' elaborates the topic and how the students compose text coherently. In the organization, it scores about the structure of the composition. In vocabulary terms, it scores the appropriateness of vocabularies that are used in composing. In language use, it scores on the grammatical pattern of the sentence in the students' composition. The grammatical patterns include errors agreement, tense, number,

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[38] Arthur Hughes, *Testing For Language Teacher* (United Kingdom: Cambridge University Press, 2003) 100
[39] Ibid, p.104

word order, articles, pronouns and preposition. In the mechanic, it scores the punctuation of each sentence in the paragraph, spelling, capitalization and the paragraphing. The following rubric is:

Table 2.1
The Writing's Scoring Profile Adapted From Jacob's et.al

COMPOSITION PROFILE				
Students' name : Date　　　　 : Topic　　　　 :				
Score	Level	Criteria		Total Score
Content	30-27	Excellent to very good: the content of the composition is relevant and related to the topic; the main sentences are clear, and supporting sentences are related to the topic in terms content the composition		
	26-22	Good to average: the content of the composition is relevant enough to assigned topic but it lacks detail; main sentences are clear, most of supporting sentences are related to the main topic, there are a few supporting sentences that are not appropriate.		
	21-17	Fair to poor: inadequate development of the topic at the content of the composition, clear enough of main sentences, several supporting sentences which are not related to the main sentence.		
	16-13	Very poor: The content of the composition is not relevant to the topic. Unclear main sentences and supporting sentences.		
Organization	20-18	Excellent to very good: The ideas are clearly stated. The composition is well organized by on the generic structure. The composition is cohesive		
	17-14	Good to average: The ideas are loosely organize but the main ideas are better. The structure is logical but it is in incomplete sequencing		
	13-10	Fair to poor: The ideas are confused. The structure is lack logical sequencing and development		

	9-7	Very poor: The ideas are not clearly stated. The organization of the composition is poor	
Vocabulary	20-18	Excellent to very good: The chosen vocabularies are effective and appropriate in usage	
	17-14	Good to average: The chosen vocabularies are good enough and meaningful but there are still occasional errors of words/idioms.	
	13-10	Fair to poor: The chosen vocabulary has confusing meaning. There are frequent errors of words/idiom in usage	
	9-7	Very poor: the chosen vocabulary is not related. There a little knowledge of English vocabulary	
Language Use	25-22	Excellent to very good: A few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	Good to average: Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	17-11	Fair to poor: Frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	10-5	Very poor: Dominated by errors. The language use does not communicate	
Mechanic	5	Excellent to very good: a few errors of spelling, punctuation, capitalization, paragraphing.	
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing.	
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing.	
	2	Very poor: dominated by errors of spelling, punctuation, capitalization, paragraphing.	
Total=			

H. Motivation

Motivation is needed to be applied in the teaching and learning process. It helps the learners to acquire the knowledge.

As Sardiman stated that

"*Motivation is the efforts in a current situation that make someone has willingness to do something, and when he doesn't like it, he will ignore that dislike feeling. So, motivation does not only come from stimulus from the external factor, but also from internal factor*"[40]

It means that motivation can encourage students to be eager in doing activity. Further, the stimulation to motivate students is not only come from their selves, but also come from the outside. The outside stimulation can be support from the teacher or their parents.

In knowing whether students are motivated or not, there are some characteristics of motivation. Sardiman said that the characteristics are the diligence in doing task, challenged in solving their own difficulties, have interest, having passion and interest during the learning process.[41] Those characteristics indicate the students' motivation during the learning process. Further, Sardiman states when the students have those characteristics, it shows that the students have strong motivation.[42] It means that students can get good achievements when they have strong motivation during the learning process.

The terms of motivation are various. Frandsen, as cited from Sardiman, delivers the kind of motivation.[43] They are cognitive motives, self-expression and self-enhancement.[44] Cognitive motives mean the individuals' satisfaction. This motive is related to the intellectual development of students. In the other hand,

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[40] Sardiman A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. RajaGrafindo Persada, 2006) 83
[41] Ibid, p. 75-76
[42]
[43] Sardiman.... p. 87
[44] Ibid

self expression is related to how the learners can express their imagination and their creativity. Further, self-enhancement is related with how he leaner can develop their ability.

Sardiman also delivers the other kinds of motivation. He stated intrinsic motivation and extrinsic motivation[45]. Intrinsic motivation is motivation that comes from the self of the learners. So, the learners do not need stimulation to activate them to learn something. Moreover, Sardiman also gives the variety of intrinsic motivation. They are interest, need, desire, and goal[46]. Interest means their attention to understand something. When the students are interest in learning process, they give their attention. They can join into learning sincerely because the willingness to learn comes from their selves. In addition, Need is related to their willingness to have something. When students want to have a good score, it motivates them indirectly to learn something. Further, Desire is the strong willingness to have something. The students can be eager to learn when they have strong willingness to learn.

In the contrary, extrinsic motivation is the motivation which comes from the outside of the learners' self[47]. The extrinsic motivation can be the task, test or

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[45] Ibid... 89

[46] Sardiman A. M, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: CV Rajawali, 1990) 88

[47] Ibid

homework for students[48]. In short, extrinsic motivation can be appear when there is some stimulus.

Related to the discussion above, motivation has some advantages. Motivation is like a catalyst for activate the activity[49]. It can encourage the learners to be active to do their work during the learning process. Further, motivation can be the direction for doing something. By having motivation, students know what they should do. When students have such big motivation, they can get what they want to be achieved. Motivation also can optimize the learning process[50]. When have big motivation, they can success to get achievement of the lessons. Hence, motivation defines the intensity of the students' effort about what they want to learn.

Furthermore, for knowing whether the students are motivated in learning process, there are some indicators which stated by Sardiman. The indicators are interest, curiosity, having spirit and challenge[51].

I. **Previous Studies**

There are some previous studies that related with the title of this research. The first study was done by Noreen S. Moore and Michelle L. Filling entitled *iFeed:Using Video Technology for Improving Student Writing*. Their qualitative research was specifically about the use of video feedback to enhance students'

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[48] Sardiman A. M, *Interaksi dan Motivasi Belajar* Mengajar (Jakarta: PT. RajaGrafindo Persada, 2006) p.90-91
[49] Ibid p.85
[50] Ibid
[51] Ibid p. 102

writing[52]. The purpose of their study was to understand how to use video technology to create the effective way to give feedback the writing of students in college by the instructor[53]. The result of their result showed that video feedback as the helpful technology. It provided instructor to give specific and simple feedback rather than written comment[54]. Furthermore, by applying the video feedback, the students did not only use the video feedback as the useful media, but also they can use it to improve their writing's quality[55]. The differences between this research and the researcher's study were in terms research design, focus of the study and sample of the study. The first difference was in terms research design. The research design of Noren and Michelle's research was qualitative research. In the contrary, the researcher used quasi experimental research design to be applied in this research. The second difference was in terms focus of study. Eventhough both of researcher have some problems in terms podcast, the researcher specifically focused on the use of VOA Special English audio podcast. The last difference was in terms sample of study. Noren and Michelle did the research to the students in the college. In the other hand, the researcher did research to the eleventh graders of senior high school students.

The second study was done by Edirisingha,et.al. They did qualitative and quantitative research entitled *Podcasting to provide teaching and learning*

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[52] Noreen S. Moore and Michelle L. Filling, *Journal: iFeed:Using Video Technology for Improving student writing*(JCLL, 2012)
[53] Ibid
[54] Ibid
[55] Ibid

support for an undergraduate module on English language and communication[56]. Their research aimed to describes the benefits of podcast into a first year undergraduate module on English language and communication at Kingston University. The result of the study showed that podcast were support the students for providing important advice on portfolio and preparing their assessed work and presentation successfully[57]. Furthermore, podcast deepen the learning resource. In short, podcast facilitated beneficial information on the students' learning process to the undergraduate students at Kingston University[58]. Eventhough both of the research discussed about podcast, both of research have differences. The first difference was the research design of the study. The research design of the research by Edirisingha,et.al was qualitative and qualitative research. In the contrary, the researcher used quasi experimental research design. The second difference was the sample of the study. The study which was done by Edirisingha,et.al took the sample from the students of Kingston University. In the other hand, the researcher did research to the eleventh graders of SMAN 1 Waru. The focus of study of both researches was different. The research by Palitha,et.al focused on the application of podcast from many sources of audio podcast as the module of the learning process. Meanwhile, the researcher was concerned in VOA Special English audio podcast as the authentic material in teaching writing.

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[56] Palitha Edirisingha,et.al,Journal: *Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication* (Turkish Online Journal of Distance Education, 2007)
[57] Ibid
[58] Ibid

The third study is done by Sun with his master thesis entitled *A case Study: University Class Using Podcasting in Teaching.* Based on his research, he found that 16% students love podcast lectures because they can enjoy it anywhere and any time. 44% students feel helpful using podcast lecture because they can pause the podcast when they miss some part of the lecture. 16% students were helpful using podcast but they still need the explanation of the teacher for ensuring their understanding. 24% students feel that podcast is not helpful at all. From the percentage above, most of students feel helpful when they have been taught using podcast. Most of them prefer to use podcast lecture than traditional lecture[59]. Even the focus of the research is same about podcasting, but both of the researches have some differences. The Sun's research is about case study research. She uses some podcast for her research. The subject of her study is the students in the university. In the other hand, this research used experimental research design. The podcast which is selected is specifically on VOA Special English audio podcast. The subject of this research is the students of senior high school.

The forth study has been done by Tsany, she applied technology, IMO blog, as a media teaching writing[60]. In her qualitative research, she observed and described the situations in English teaching learning writing exposition text by using IMO. The result of her study is she knew the implementation of IMO blog

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[59] Tianren Sun. A Master's Thesis: *A Case Study: University Class Using Podcasting In Teaching* (New York: State University of New York Institute of Technology Utica, 2008)
[60] Nahdhia Putri Tsany, *Unpublished Thesis:The Use of The Jakarta Post Public Blog (IMO) as The Media in Teaching English Writing Exposition Text at Eleventh Grade of SMAN I Waru, Sidoarjo,* (Surabaya: IAIN Sunan Ampel Surabaya, 2012)

in teaching writing. She also knew the students' responses toward the implementation of IMO blog in the classroom. The students' responses were pleasant. Eventhough the research done by Tsany has same focus on writing skill, the research that will be done by the researcher still have differences. Tsany did research about writing on exposition text. In the other hand, this research was specifically concerned on analytical exposition text. The researcher also does an experimental research to find out the different achievement of two groups about the use of VOA Special English Audio Podcast as the authentic material in teaching writing.

The fifth study was done by Dwi Wahyu Sugiarti with his experimental study entitled *The Effectiveness of Clustering Technique in Teaching Writing at The Eighth Grade of MTS Raudhatul Ulum.* The result of her research is clustering technique is effectively improving the students' writing ability. It is proved by the improvement of students' writing ability in the post test. The calculation in experimental group was 2520 with 84 mean. In the contrary, the calculation of control group was 2315 with 77,1 mean. It means that the clustering technique is effective to improve students' writing ability[61]. Even the focus of the study is same about writing skill on experimental research, it still have some differences. Sugiarti did research in Junior high school students. She applied the technique that is not related to the use of technology as the authentic material in teaching

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[61] Dwi Wahyu Sugiarti, *Thesis:The Effectiveness of Clustering Technique in Teaching Writing at The Eighth Grade of MTs Raudlatul Ulum* (Surabaya: State Institute of Islamic Studies Sunan Ampel, 2012)

writing. In the other hand, senior high school students were selected as the sample of this study. Further, this research concern on the use of technology, in terms VOA Special English audio podcast.

The sixth research has been done by Primadani entitled *The Effectiveness of Using Short Note in Teaching Writing at SMP Negeri 1 Bangsal Mojokerto.*[62]Her finding showed that the short note in teaching writing is effective to be used. It increase the student' writing ability. The sameness between the research by Primadani and the researcher is in the English skill and research design that is be researched. Both of the researches focus in writing skill and experimental research design. Yet, the differences are in the subject of the study and the teaching technique. Primadani did research for students at SMP Negeri 1 Bangsal and used short note as a teaching technique. In the other hand, the use of VOA Special English Audio Podcast was used as the authentic material in teaching writing. In addition, the sample were the students of eleventh graders.

The seventh research was done by Priehatini entitled the use of SWELL (Social-interactive Writing for English Language Learners) in teaching writing recount text at the first grade of SMA Hidayatut-Thullab Sampang. The result of her study is SWELL technique could be used to teach writing recount text for senior high school. The differences with this study are in terms research design, the materials and the sample of the study. The priehatini's research used CAR

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[62] Ristyana Primadani, Thesis: *The Effectiveness of Short Note in Teaching Writing at SMP Negeri 1 Bangsal Mojokerto* (Surabaya: IAIN Sunan Ampel Surabaya,2011)

(Collaborative Action research). In the other hand, this research used Quasi-experimental research design. The techniques that is used in teaching writing by Priehatini is SWELL, but the researcher does research using authentic materials from news in the VOA Special English Audio Podcast. The last difference, Priehatini did research for the first graders of senior high school, but the researcher did research for the eleventh graders.

The last research was done by Yao Nan and Zuo Mingfang. Their article in English Teaching Forum entitled"*Using VOA Special English To Improve Advanced English Learners' Productive Use of High Frequency Words*" was discuss about the method for solving the obstacles to the language production. They illustrate how to use VOA Special English as the media to enhance the students' vocabulary. The differences of this research are in terms research design and focus of the study. This research used experimental research design and focused on the application of VOA Special English. In the contrary, Yao Nan and Zuo Mingfan only discussed the way to face the obstacles of the students' language production. Further, Their focus is on the terms vocabulary.

Based on the previous studies above, the researcher has found the research that related to the research that did by the previous researchers, such as in terms teaching using media, teaching using technology and teaching writing using technique that have explained above. The discussion from Yao Nan and Zuo Mingfang was inspired this research because it has same focused in terms VOA

Special English. Yet, this research was different with their discussion. It means that the research can do the research entitled The Use of "VOA Special English Audio Podcast" as The Authentic Material in Teaching Writing Analytical Exposition Text to the Eleventh Graders at SMAN 1 Waru."