

INTERNATIONAL CONFERENCE PROCEEDINGS

**"Strategies for Creating Highly Competitive Graduates
to Welcome ASEAN Economic Community Era"**

Friday, October 23rd, 2015

**Syariah Hotel Solo , Jl. Adi Sucipto No. 47 Solo,
Indonesia**



**APTISI COMMISSARIAT II SURAKARTA
October, 2015**

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“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”

Oleh: Assoc. Prof. Dr. Vanida Durongritichai dkk.

Edisi Pertama

Cetakan Pertama, 2016

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FOREWORD

Thank to Almighty God who has given His favor to the Association of Indonesian Private University (APTISI) Commissariat II Surakarta for organizing a international seminar and call for paper on the theme "Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era".

ASEAN Economic Community (AEC) provides challenges and opportunities for Indonesia. One impact of the implementation of the AEC market is the exchange of goods, services, and human resources among ASEAN countries. Therefore, Indonesia must prepare qualified graduates.

International seminar and call for paper is the result of cooperation between APTISI Commissariat II Surakarta and Huachiew Chalorprakit University Thailand. The purpose of the international seminar and call for papers is to increase knowledge about how to prepare graduates who can compete in the era of the ASEAN economic community and to provide an opportunity for researchers to disseminate the results their research at a scientific forum. Seminar and call for papers was attended by academics from various disciplines, including health, art, technology and other fields of science.

We thank to the speakers who have participated at this international seminar. Hopefully, the proceeding can be useful and can be used as a medium for scientific communication. We realize that the proceeding has still many short comings, therefore we are looking forward to getting any criticism and suggestions.

Surakarta, October 2015

Chairman Of The Committee

SCHEDULE INTERNATIONAL CONFERENCE AND CALL FOR PAPER

“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”

Friday, October 23rd, 2015

Syariah Hotel Solo, Jl. Adi Sucipto No. 47 Solo,
Indonesia

No	Activity	Time	Officer
1.	Registration and Coffee break	08.00 - 09.00	Committee
2.	Opening		Master of Ceremony
	a. National Anthem Indonesia Raya	09.00 - 09.10	All audient
	b. Report speech	09.10 - 09.20	Mr. Tominanto, S.Kom., M.Cs
	c. Welcome Speech and Official Opening by the chairman of Aptisi	09.20 - 09.30	Mr. Drs. Sumargana, M.Si
3.	The Conference		Moderator : Mrs. Yunita Widiyantari, SS., M.Hum Associate Professor Vanida Durongrittichai
	a. 1 st Keynote Speaker	09.30 - 10.00	Assistant Professor Nick Soonthorndhai
	b. 2 nd Keynote Speaker	10.00 - 10.30	Moderator
	c. Discussion	10.30 - 11.15	Mr. Drs. Sumargana, M.Si to Keynote Speakers
4.	Giving souvenir for memories	11.15 - 11.30	All
5.	Break	11.30 - 13.00	Speakers and moderators
6.	Call for Paper (Oral Presentation)	13.00 - 15.00	Master of Ceremony
7.	Closing	15.00 - 15.15	

TABLE OF CONTENTS

TITTLE OF JURNAL	i
EDITORIAL	iii
STEERING COMMITTEE	iv
ORGANIZATION COMMITTEE	iv
EDITORIAL BOARD	v
FOREWORD	vi
SCHEDULE INTERNATIONAL CONFERENCE AND CALL FOR PAPER	vii
TABLE OF CONTENTS	viii
I. HEALTH	
Strategies For Creating Highly Competitive Graduatesto Welcome Aseaneconomic Community Era: Thai Students Perspective <i>Assoc. Prof. Dr.VanidaDurongrittichai and Dr. Jonathan RanteCarreon</i>	1
Relationship Between Knowledge Level With Implementation Of Pregnant Mother's Breastnursing On The Sink Hilt <i>Anindita Mufti Shaliha, RatihPrananingrum, SST, M.Kes</i>	10
pKa determination Of Ibuprofenandstudy On The Effect Of Formation Complexes Ofibuprofen And Beta-Cyclodextrinon Ibuprofensolubility <i>Ariyanti⁰, Suwaldi M., Endang Lukitaningsih</i>	15
The Free Sex Behavior Among The Adolescents, Whose Responsibility Is It ? <i>Ariza Levi Maharani Wardoyo, Nurhidayah</i>	21
The Effectiveness Application To Identification Of Patients At The Laboratory In Improving The Learning Skills With Psychomotor Of Student In Osca Methods <i>Cemy Nur Fitria, Muhammad Hafiduddin</i>	27
The Effect Of The Way To Use Sarang Semut (Myrmecodia Pendens) In Cancer Treatment Against Atioxidant Activity, Tocopherol Content, And Total Flavonoids <i>Crescentiana Emy Dhurhania, Purwanti</i>	30
The Correlation Between The Behavior In Taking Care Of The Umbilical Cord And The Umbilical Cord Release Duration <i>Herlina, Wijayanti</i>	37
Model Gymnastics Prevent Senile "Up Brain's Game" To Improve Health Everyone <i>Ida Untari</i>	43
Gastroretentive Drug Delivery Systems Of Furosemide Tablet Using Chitosan Of Shell Golden Snails (<i>Pomacea Canaliculata</i>) <i>Iwan Setiawan, Hartono</i>	48
Correlation Between The Level Of Mother's Knowledge Nutritional With Status Of Children Under Five Years <i>Iyan Arista and Sugihartiningsih</i>	55

The Third Trimester In Primigravida Pregnant Women's Knowledge About The Breast Treatment <i>Mega Rachmawati Dewi, Tria Puspita Sari</i>	59
The Relationship Knowledge, Attitude And Practice Medical Record Clerk With The Patient Satisfaction In The Hospital Of Pku Muhammadiyah Sukoharjo <i>Novita Yuliani</i>	63
The Relationship Between The Attitudes With The Implementation Of Early Breastfeeding Initiation In Surakarta City <i>Nur Fajrina, Munaaya Fitriyya., SST., M.Kes</i>	69
The Correlation Between The Third Trimester Primigravida Women's Level Of Knowledge About The Third Trimester Warning Signs And The Delivery Preparation <i>Ratna Sari Dewi, Rizka Fatmawati</i>	75
Extractaloevera Administration Reduce Fasting Blood Glucose Levels Diabetic Rats <i>Siti Sarifah</i>	81
The Effect Of Motion Range Exercise To Enhancing Capability Of Knee Joints Extremities Function To The Post Operation (Orif) Fratures Femure Patient <i>Sri Mintarsih, Nabhani</i>	87
Factors that influence the incidence of Post Partum Hemorrhage in RSUD Cilegon <i>Sri Wahyuni</i>	92
Evaluation Of The Simpus Application In Kartasura Public Health Center, Sukoharjo District For Supporting Online Siknas <i>Sri Wahyuningsih Nugraheni, S. KM., M. Kes</i>	96
Shoulder Exercise to Improve Daily Functional-Independence and to Decrease Pain Intensity <i>Wawan Ridwan, Ninik Nurhidayah</i>	104
The Risk Violence Behavior <i>Weni Hastuti, Anis Prabowo</i>	109
Foot Touch Therapy <i>Yuli Widyastuti</i>	113
2. ART	
Creating Highly Competitive Graduates to Welcome the ASEAN Economic Community Era: The Case of Huachiew Chalermprakiet University <i>Asst Prof Nick Soonthorndhai</i>	117
Using Drama Activities To Improve Speaking Skill For Non-English Department Students: Theoretical Perspective <i>Arin Arianti</i>	125
An Analysis Of Word Formation Processes Used In The Names Of Stores In Hartono Mall And The Park Mal Solo Baru <i>Dra.Nunun Tri Widarwati, M.Hum</i>	128

Teaching English Grammar For Non-English Department Students In University Using Game <i>Giyatmi</i>	138
Influence Of Brand For Guest Satisfaction In Rimba Papua Hotel, Timika, Papua <i>Henny Kustini</i>	145
Incorporating Critical Thinking Skills In Higher Education: An Attemp To Prepare Competitive Graduates In Elt Context <i>Hersulastuti</i>	149
Students Motivation In Learning English Toward The Implementation Of Asean Economic Community <i>Makmun Syaifudin</i>	155
Perception Young Voters Toward Political Communication On-Social Media On Presidential Election 2014 <i>Markus Utomo Sukendar; S. Sos, M.I.Kom</i>	159
The Importance Of Mastering English Language In Asean Economic Community Era <i>Nur Saptaningsih, S.Hum.,</i>	166
The Using Of Video As A Media In Teaching Cross Culture Understanding(Ccu) <i>Nurnaningsih, V Unun Pratiwi, Arin Arianti</i>	170
The Problems And Challenges Of Teaching Translation <i>Purwani Indri Astuti, Veronika Unun Pratiwi</i>	175
An Analysis Of Transposition Strategy In The Translation Of Edensor Novel <i>Ratih Wijayava, Nunun Tri Widarwati, Giyatmi</i>	180
Increasing English Communicative Competence Using Communicative Approach to Face The ASEAN Economic Community 2015 <i>Ratini Setyowati</i>	185
Internationalization Of Indonesian Language As The Effort To Maintain National Identity Towards Aec <i>Ratna Susanti, S.S., M.Pd.</i>	191
Register Of Online Shopping On Facebook <i>Sihindun Arumi</i>	196
The Role Of Manners In Shaping Students Moral Of Indonusa Polytechnics In Surakarta <i>Drs. Sudarmaji, M.M</i>	200
Draft Cultural Tourism Site Planning Design White Tiger in Banyuwangi <i>Sudiro, ST,M.Si, Agung Wibiyanto, S.S, MM</i>	203
Enhancing Student's Preparedness As The Respond Of The Asean Community Era <i>Yunita Widiyantari</i>	207

3. TECHNOLOGY AND OTHER

Algoritma Bubble Short And Greedy By Weight For Knapsack Problem <i>Canggih Ajika Pamungkas, Norma Puspitasari</i>	211
Web And Social Media As Support Solo City Tour And Business <i>Dhanang Sukmana Adi</i>	216
Internet Use Towards The Intelligence Of Senior High School Students In Rural Area <i>Edy Susena</i>	220
Strategic Planning Of Information Systems For Small And Medium Enterprises <i>Ina Sholihah Widiati, Widiyanto Hadi</i>	226
Online Media For Female Students Business In The Study Consumer Protection Law <i>Indah Wahyu Utami, Margaretha Evi Yuliana, Widi Nugrahaningsih</i>	232
Analyze Financial Ratio As A Predicting Financial Distress Of The Manufacture Companies <i>Indra Hastuti, Khabib Alia Akhmad</i>	236
Silkworm Agribusiness In Bejen Village Temanggung <i>Dr. Pramono Hadi, SP, M.Si, Indah Wahyu Utami, ST, m.Si</i>	242
A Web Based Information System Design For Pregnancy Nutrition <i>Siti Rihastuti, Afnan Rosyidi</i>	246
Segmentation Of Lung Nodulescandidate On Ct-Scans Using Active Contour Snake <i>Sri Widodo, Sri Sumarlinda, Dany Aurin</i>	251

THE USING OF VIDEO AS A MEDIA IN TEACHING CROSS CULTURE UNDERSTANDING (CCU)

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Abstract

CCU has many materials to learn because students have to learn everyday life styles of the target language. Besides they have to understand well for their own culture. Teaching learning process in CCU usually in a traditional method, lecturer explains about the material while the students have to listen carefully for the understanding the material. It makes students feel bored. So, CCU needs something new in the way of teaching especially for the teaching media. In recent years, the using of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teacher (Hemei, 1997:45). Definition of video was linked to text and graphics and the way of playing of video jumping is from one point to another was quite slow, and the norm was to watch a videotape from beginning to end (Brophy, 2004: 25). CCU uses video as the teaching media. It helped student to get a better visualization of the material. Using visualization made the students saw the culture or the material in front of them. Besides it helped the students decrease their bored time.

Keywords: CCU, video, Teaching media

INTRODUCTION

Learning foreign language is so challenging and interesting. Learner has to make an understanding about the different pattern between target language and native language culture, and then the way in pronouncing the words of foreign language are different to the native language.

Besides, learning a language cannot be separate from the culture of the language. When people learn a target language it would be better if the learner know the culture of the language. The reason is language and culture cannot be separated from. Language reflects its culture and culture reflects its language, for example, target language culture has its own manner in making a speech and native language culture has its own. In learning a foreign language, teacher should give an attention to foreign culture also. Teacher should emphasize on students awareness when they want to use the foreign language, especially English. The reason is students have to be aware also to hidden culture. Hidden culture usually appears in the usage of body language. People should know the invisible rule of the usage of body language usage. The reason is every place has different rule in translating the meaning of body language. Culture itself is the everyday life style of ordinary citizen. It is the reason Cross Culture Understanding (CCU) is taught in English Department of Univet Bantara Sukoharjo.

Based on the syllabus, the material of CCU should compare between two different cultures. In this case, student should compare between target language culture and native language Culture. By comparing, it will make the students more understand about their owned culture, Indonesia especially the Javanese culture, then they also improve their knowledge about different culture. The other results are, they will know which is better between both. After knowing the differences, the students can interact well with other people from different culture. Comparing is not an easy way to do because they should know every detail of both cultures.

It is the duty of teacher to explain the material which is not an easy way to do especially it has a connection to time allocation of teaching time. There were only 100 minutes for each meeting and it was taught in 4 active months for giving a lecture. The teacher had to explain for the whole material. It could

be said that it was difficult to handle the material in 100 minutes. So, it was difficult to cover all topics in limited time. The content of the material of CCU were too wide. The examples of CCU's material could be everyday manner and life style in dressing, eating, telephoning, personal values for family values and everyday values that usually done by people, addressing system, adjustment system, etc.

The explanations above are the problem in teaching CCU based on the teacher's perspective. Actually it can be seen from the students' perspectives also. From the students' perspectives, CCU is boring. Students are only listening to the lecturer's explanation. There are not any students' activities in class beside do the test and listening to material. So students' activities in class are passive. It makes the students have their own activities in the class while the teacher explains the material in front of the class. Before the course accomplishes, student will have their own activities in the class, such as sleepy, cheat to their friends, make a daydream, etc. Students do not give their attentions to the material.

The students are never asking a question about the material of CCU whereas it has many materials that close to their live such as their own culture. The example of the students' or native language culture is male and female relationship. The students do not only ask a question but the students also cannot answer the teacher's question. The point is the students do not understand and do not care for the teacher's explanation.

Then the students are lazy to open the material book of CCU. The reason is the book is thick and there are a lot of typed and less picture. They do not interest in reading the book, it is better to attend the class and listen to the teacher's explanation. Unfortunately, they have their own difficult thing to make a good concentration on the material.

Actually learning a culture is interesting. Learning Culture can motivate the students in learning the target language. The students can observe the different culture from literature includes movie in it. Through the movie, people can know culture of certain people in certain era. It usually has a dealt to author's life or author's environment. Environment means people or anything surround the author can inspire the author to create a nice literature. Besides literature, for example movie, it also reflects to the author's culture. We can say that reading literature is like learning a culture but it is not in purpose.

Basically, there were two effects of the problems in teaching CCU. First, it was difficult to choose appropriate material. Second it was difficult for students to understand about target language culture to students own culture. Both problems in learning CCU made students did not interest in CCU's class. Students had to master two different cultures and learn both in the same time. Besides, the teacher used traditional method in explaining the materials whereas there wasn't any teaching media that applied in the CCU's class. It made the students discourage themselves in having a good understanding in CCU class.

Based on the explanation above, CCU needs refreshment to overcome the problems. Teacher should change the way to teach and should know exactly the understanding of the students about the material through language teaching assessment. Through the assessment lecturer will know the weakness of the students understanding about the CCU material.

CCU needs something new in the way of teaching. What kinds of media or teaching method that suitable to students need in order they do not feel boring. Besides students can feel enjoy to the material and they can understand the material well.

The expectation of the paper that The students can improve their understanding on the material. Besides, they can enjoy the class and have a good concentration on the material.

THEORY

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teacher (Hemei, 1997:45). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teacher that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programmed can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

Definition of video was linked to text and graphics and the way of playing of video jumping is from one point to another was quite slow, and the norm was to watch a videotape from beginning to end (Brophy, 2004). Actually enjoying video is the same as we are watching text and graphic that made in a good combination, so audience can see the beautiful scene on the television. The way we are watching video can see it toward to the end of the story or we can jump to the story that we like to watch.

An early review of the literature on the use of film, audiotape, and videotape in helping teachers to improve their teaching concluded that such materials are effective only if specific aspects of the teaching are highlighted and discussed (Baker, in Clyde and Delohery, 2005: 70) it means that If they do not have a clear purpose and agenda for viewing the video, they are likely to watch it passively, much as they might watch a television program. Teacher should have an agenda for the class what they will do so the class will run well by watching video performance.

The performance of a video is a film or movie. The increasing importance of visual and media images, films have a great potential in the language classroom, as they bring 'together a large variety of modes' (Kress in Ismail , 2006). Films are rich multimodal texts containing linguistic meaning, but they also contain other modes that are sometimes more difficult to illustrate or provide in the standard language lesson, such as the gestural component. Films are perfect vehicles for introducing students to different types of popular culture and engaging them with critical questions about the relationship between information and power, through the critical analysis of sociopolitical issues and intercultural relationships.

The other example of video application in the class is told by Ismail (2006:27-34) the case consisted of a four-and-a-half minute video in which a teacher sat with a small group of students and discussed the predictions that students had made based on their reading assignment of culture. The teacher asked the students to locate evidence in the reading to support their predictions.

The usage of video in teaching learning process can have advantage like Olivero said in Brophy (2004) said that Advantage of video is the ability to substitute live observations with videotaped supervision.

Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the students to have something different for language learning apart from the course books and cassettes for listening. Besides, the students can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The students can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology. So video as an aid for language teaching for creating a successful language learning environment. It can be a useful aid for teacher in teaching learning process. But it cannot replace the teacher because it can only teach things which are recording on, and this makes the learning foreign language attractive.

Besides there are some role for teacher in video application in a class, it is like Clyde and Delohery, 2005: 34-36) the teacher is as a controller for what happened in the class, for example teacher can control what the students do but what they speak as well while they are also watching the video film. Then teacher is as a good organizer in teaching the foreign language through video. It means that not give useless information or confusing instructions to the students in order not to waste a lot of time. Teacher should clearly explain what the students are going to watch and what their task is. The next is the teacher is being a prompter. When there is a silence viewing or what the students are confused about what to do next, she is expected to encourage students' participation. . When there is a silence viewing or what the students are confused about what to do next, she is expected to encourage students' participation.

DISCUSSION

In teaching learning process of CCU, the video is downloaded video from Youtube. It is entitled as Man VS Woman. By Tomasz S. It was uploaded 6 years ago. It consists of 13 topics. In Choosing the appropriate video for the material, it should be matched to the syllabus. The video was telling about the difference between man and woman, the characteristics between man and woman. It will be suitable to use in teaching woman emancipation. Though it is a western video but some of the subjects in the video have the similarity and of course the difference from native language culture about the characteristic between man and woman. The video give clear explanation about the difference between man and

woman. Besides it is a funny video because it does not explain clearly by describing woman represents as circle while man represents by square. So the students should predict about the symbols that appears in the video. Then the students could observe and predict whether there was a similarity or not between native language culture and the students' culture.

Then it needs creativity of looking for the audio visual media. Its creativity belongs to teacher. The teacher should smart in choosing the media theme that suitable to the material. Besides, the teacher should smart in choosing the most interesting media performance that can interest the student interest. The other consideration is it should be matched to the student level of thinking. If the video matches to the student's level, the students won't feel discourage because of the video contain level.

Then teacher should have capability in looking for the video and operating the video. So, the teacher should prepare and explore the video material before teaching the class. When teacher finds any difficulties while she is playing the video, she can look for some helps in operating the video. So, in preparing the video, the teacher does not only download the video but also explores about rule play of the video in the class.

By using video, the teacher was helped in explaining the material. The moving picture in the video has many things to tell and to describe to the audience, in this case is the students. So there is a combination in teaching learning process. There are good students' responses to application of video as the teaching media. They liked to enjoy the material. CCU is given for third semester students, at that age, they prefers watching movie to attending the class. When teacher combines between class and video it will make the students enjoy the material in the class and they can give their attention to the teacher explanation after watching the video. The enjoyable teaching media could not work maximally when there is not any explanation about the video that has a deal with a culture. The consideration is both connects each other. The students are playing the video only without any explanation, they would enjoy the class but without knowing the story behind the scene for the video or the reason why they have to see the visualization of the video played. On the contrary, the student only listened to the teacher's explanation; they will get sleepy and bored for the CCU's class. The combination of both was the most appropriate think to have for the students. They can enjoy for the video but they can know for the reason and the story behind the seen why they had to see the video. Besides they could have a good example of how conduct the teaching learning process by combining the video then listens to the teacher explanation and discuss it to teacher and they can give the right answer to the questions that are asked from the teacher to the students.

The agenda in material of "woman emancipation" makes the students know well for every subjects of the video. Then they can understand well for the emancipation through the characteristic of man and woman. Based on the consideration, there are two kinds of playing the video. First, a teacher play the whole topics then the second one is teacher plays the video for each topic. After watching for each topic, teacher will discuss about the topic that they ready watched. There was a reason for doing this. The students would be introduced to the topic of the video through a complete video played. Second, the students had to watch the video for each topic because it made the teacher easier in explaining the material. Besides, it would be more focus on. The students' response would be different if the teacher only explained the material. That was a traditional method, it was an ordinary method. The students did not interest in traditional method, because it was monotone. The students needed a stimulant to imagine about the target language culture, started from this point, students would understand the target language culture and their own culture. Then they can discuss for every topics.

Then the discussion can be held by asking a question. There are two kinds of question, first it comes from teacher then it comes from the students. Teacher can ask to the student about the topics that they already watched. It can be teacher asks for the understanding of the topics or the students should predict about something or many things that has a deal with the topics. But sometimes, teacher asks for the students' contemplation. The purpose helps the students to answer the question and understanding the target culture. The next types of asking a question comes from the students. The students ask to the teacher about something that they do not understand about the topics.

The reason for using video as a teaching media, it will help the students to depict the target language culture. The video, actually, could be used with another teaching media. Though the teacher used the video only, the students will enjoy it. Perhaps one day, it can inspire for students for teaching in their future life as a teacher.

Then, the other benefit is it makes students are having a good understanding of the CCU material. So the students understand the target culture well because they are not just listen to the teacher

explanation but observed the culture itself from the video as if they watches the culture right in front of them.

Besides, the video could help teacher to overcome the raving students. Video will help the teacher in controlling the raving students. Though it was only two minutes film in the video for each topic but it could give an illustration of native language culture. So it would make the students in understanding the material easier.

CONCLUSION

The video, as the teaching media, helps students to get a better understanding of the material. Using video makes the students see the culture or the material in front of them. Then the students listens to the teacher's explanation and understanding the material through the discussion session. It was the teacher manner in explaining the material, so the teacher explained for the material and also asked for the students' response for happening in the material. But the discussion is based on the video played.

Crowded class much in control, the students will see the video attentively. At the age, the students like to watch the movie so raving students will be silent and watch the video. The raving students can give their raving in its own time through a discussion session which placed after watching the video.

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