

**THE INFLUENCE OF DOCUMENTARY VIDEO TOWARD STUDENTS ABILITY
IN WRITING DESCRIPTIVE TEXT ELEVENTH GRADE AT SENIOR HIGH
SCHOOL 1 KOTA GAJAH ACADEMIC YEAR 2020/2021**

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ABSTRACT

The Influence of Documentary Video Toward Students Ability in Writing Descriptive Text Eleventh Grade At Senior High School 1 Kota Gajah Academic Year 2020/202. The urgency of technology integration has arisen due to the current pandemic break. With a sudden shift from conventional learning to virtual learning, less proper preparation for utilizing the technology integration may occur. The present study aimed at writing ability using documentary video as a medium.

By applying experimental research with observation case study design in Senior High School 1 Kota Gajah, this study gained the data through questionnaires, writing tasks, and an interview. Brata in Annisa's (2019) documentary video is a form of audiovisual product that tells a daily phenomenon. This phenomenon deserves to be a reflection of the audience.

The results of the study proved that the use of documentary videos as a medium in improving students' writing ability of descriptive texts, In the pre-test, the average score of the experimental group and the control group are 53.26 and 56.77. From the score of the two groups, the result shows that the experimental group is lowest than that of the control one. However, the result of the post-test of the experimental group is higher than that of the control group; they are 87.49 for the experimental group and 71.20 for the control group. There was a significant difference in student's English writing skills that learned writing by using Documentary video and conventional media.

Keywords: *Documentary Video, Descriptive Text, Writing Ability*

INTRODUCTION

Writing is a thinking process to share one's idea in written form by arranging the words into structural order. Writing is also a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily and to communicate with others. Students need to be disciplined thinkers to communicate their ideas clearly and effectively. Writing is one of the productive skills that must be learned by the students. They must apply the five general components of the writing process, they are content, organization, grammar, vocabulary, and mechanics.

At Senior High School, English was also taught from the first year to the third year, the goal is to develop students' oral and written communication skills in four skills. These skills are listening, writing, reading, and speaking. Writing ability must be mastered by the students at senior high school. Students can express all that they want to convey by writing. Writing is a way for students to present their thoughts or feelings in a visual. In writing, usually, the writer uses symbols to represent a speech, and symbols that can also be meant are punctuation and numbers. In academic writing, the writer generally defines terms so that readers understand what they mean when certain terms and symbols are used. When important words are not clearly understood misinterpretation may result.

Based on the current curriculum, writing in senior high school is very important that must be mastered by students. Students are expected to be able to understand, create, and differentiate functional texts and monologues. Functional text such as Short Message, Letter, Greeting Card, Announcement, Shape List, Advertisement, and Invitation. Then the monologue text there are Narrative Text, Recount Text, Descriptive Text, Report Text, Explanation Text, Analytical Exposition, Hortatory Exposition, Procedure Text, Discussion Text, Review, Anecdote, Spool, and News Item.

The researcher got the data pre-survey of the students writing score eleventh grade of Senior High School 1 Kota Gajah from the teacher, based on pre-survey data in grade eleventh of Senior High School 1 Kota Gajah, 35 students get 80-100 scores who belong to a high category and got the percentage of 15%, then 80 students got 65-79 score who belong to an average category and got the percentage of 9%, and 95 students got 0-65 score who belong to a low category and got the percentage of 76%. So the total of the students is 210 students and

the total of all percentage is 100%. It indicates that most students still face difficulties in writing descriptive text. The learning process in this school is not optimal, the lack of use of technology and learning media so makes students feel bored and less enthusiastic in the learning process in the classroom. Therefore, the researcher chose video documentation as a learning medium because the researcher wanted to make classroom learning, especially learning to write English so that the class atmosphere was interesting and the desired learning could be achieved.

There are some previous researches as the comparison. The first previous research is conducted by Miftahussaidah Rivai (Rivai: 2017) entitled "The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade Of SmkPasundan 1 Kota Serang)". The aim of this study to determine how effective the students' ability to write descriptive text using video media was in the learning process. Tests were conducted to determine the achievement of the control class and experimental class that had been given treatment. This research method is quasi-experimental, the researcher uses a formula to determine the effect of using video for the process of data collection and classroom learning. The writer revealed that the use of video in students' ability to write descriptive text was very effective and influence students writing skills.

The second previous research was written by Rina Lestiyaningsih (Rina: 2017) with the title "The Effectiveness of Using Video for Teaching Procedure Text Writing (An Experimental Research to the Eleventh Grade Students of SMA N 1 Banyudono in the Academic Year of 2015/2016)". This study aims to determine whether there is or not applying video is effective for the process of writing procedure texts for teaching procedure texts to eleventh-grade students of SMA N 1 Banyudono in the Academic Year of 2015/2016. The research method used in this research was experimental. The experimental group was taught using video media, while for the control group learning used conventional techniques with textbooks, the research method used by researchers is experimental research. The experimental class is taught using video while the control class is taught using textbooks, videos and textbooks can be used as learning media in the classroom. Both can be used easily by the teacher to convey the material and the desired learning objectives, the researcher uses cluster random sampling to determine the subject of the study.

The researcher took 54 students from 192 students as the sample, the researcher used a test instrument to retrieve the desired data. The results of this study indicate that the experimental class taught using video in writing procedure texts has a higher value than the control class taught using textbooks in writing procedure texts. The results showed that the mean score in the experimental class was 77.01 and the control class was only 73.50. This proves that there is a very significant difference between students who are taught using video and using textbooks. The result of the t-test shows the t value is higher (2.173) than the t table value (2.007). Based on these results, the researcher concluded that the use of video in the learning process of writing procedure texts was more effective than using textbooks.

The third previous study written by AdhanKholis (Kholis: 2018) entitled "The Effectiveness of Using Video and Pictures in Teaching Writing Hortatory Exposition Text in Eleventh Grade MA Darul Huda Ponorogo Academic Year 2016/2017". This study aims to determine student learning outcomes in writing hortatory exposition texts between students using video, pictures, and lecture methods using a genre approach. The subject of this study eleventh grade students MA Darul Huda Ponorogo in the academic year 2016/2017. In this study, researchers used tests and questionnaires to collect the required data. This research uses quasi-experimental research methods, data collection using written test instruments, and questionnaires taken from the science class as many as three classes. From the three classes, the sample was taken by cluster random sampling. One class uses conventional learning methods using textbooks and lectures, while the other two classes use video and image media related to learning material

From three previous kinds of research overview, the researcher concludes that differences between the three previous kinds of research. In research to be conducted by the author, the author uses experimental research methods to be conducted in Senior High School 1 Kota Gajah, especially in grade eleven science five. The researcher believes that documentary video is influencing to promote the students' writing skills. This research focuses on students' writing when they learning writing especially descriptive text applying documentary video, because, the researcher believes that documentary video is a fresh medium to promote students' writing skills

LITERATURE REVIEW

The theoretical review of this research includes the concept of writing, writing ability, descriptive text, and documentary video. The explanation can be seen as follows:

Definition of Writing

Writing is an activity, the process of finding ideas and organizing the ideas that have been obtained, then writing them on paper, and rebuilding and revising them. Students can share everything that they want freely in written form, as supported by (Kulsum: 2016) described "writing can make the students take out their ideas in their mind and put it into others form that other people can read and consider about it".

From the description described, it can be taken that writing activities are activities of interaction between the people who produce, process, and receive information.

Definition of Writing Ability

Good writing skills in any language involve knowledge and skills students, students must know how to write interesting texts and good paragraphs. Good paragraphs are paragraphs that focus on one idea. ideas can control the content of the paragraph itself, in writing a good paragraph must pay attention to unity or coherence and coherence.

A good paragraph contains some detailed information to explain and prove the statements of a topic sentence. According to (Hidayatul: 2019), a paragraph includes five components:

- a. Content: the ideas to be conveyed and the substance in the writing.
- b. Form: content settings.
- c. Grammar: syntactic patterns and the use of grammatical forms.
- d. Vocabulary: specifying lexical structures and items to give a certain tone or feel to the writing is often referred to as a writing style.
- e. Mechanic: use of conventions in language graphics.

Its means that in writing activities students must understand the five aspects to make good writing.

From the explanation of writing ability, the researcher concludes that writing ability is the ability of a person to express ideas, feelings, and thoughts into words or sentences that will be conveyed to the reader. Also, the researcher must pay attention to five important points in writing activities such as content, organizing, vocabulary, language, and mechanics to get sentences that are good and easily understood by readers.

Descriptive Text

Description text is the text that must be understood by students in senior high school based on the Indonesian education curriculum. Description text aims to describe something specific, so the readers can imagine the object is being described.

(Muta & Kanan, n.d.) say that “a descriptive text is a text to describe a particular person, place or thing”. The other definition is by (Utami, 2012), “the descriptive text describes the characteristics of a specific thing, for example, a specific person, animal, or object”.

Documentary Video

Based on Big Indonesian Dictionary documentary video is a audiovisual product that tells a daily phenomenon. This phenomenon deserves to be a reflection of the audience. Documentary material can be in the form of stories about social concerns, experiences, and relationships that provide inspiration and enthusiasm for life for the audience, or flashbacks and reviews of events that have occurred and have something to do with the present.

On the other hand, Javandalasta state documentary videos are never separated from the purpose of disseminating educational information and propaganda for certain people or groups. In essence, the documentary video remains grounded in things as real as possible.

Based on understanding, the conclusions of documentary video is a video shows a real picture and sound or fact. Documentary videos deal with real characters, events, and locations. A documentary video is recording an event that happened but did not create an event.

METHOD

Quoted (Prof. Dr. Sugiyono: 2019) said "Research design is a step that must be mastered by a researcher when doing research. This activity contains data collection, data analysis, and writing of research results". Research design is a way for researchers to process data, collect data, analyze data, and report it in the form of a written report. In this study, the authors used an experimental research design to determine whether there is or not using documentary video as a media can promote students' writing skills at Senior High School 1 Kota Gajah. (Prof. Dr. Sugiyono: 2019) say "Experimental research design is a simple research approach to conducting a quantitative study. Thus, to complete a quantitative research a researcher needs to use an experimental research design".

Research Instrument

The researcher used writing test to measure the result of students' writing ability before and after the treatment. The researcher administers try out to know whether the test valid and reliable or not, to used in Pre-test. After all the test is reliable the researcher doing pre-test before treatment, after the treatment done the researcher doing post test.

Validity and Reliability

a. Validity

The validity is to measure the extent to which the instrument measures what it purports to measure. The formula of validity (Sugiyono, 2013) :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where :

r_{xy} = coefficient correlation between x and y or reliability instrument

N = The total students in the test

$\sum X$ = the sum of the score of the test

$\sum Y$ = the total score of the test

$\sum X^2$ = the sum of deviation X²

ΣY^2 = the sum of deviation Y2

b. Reliability

The result of the computation is then applied to the Spearman-Brown formula to estimate the reliability of the entire test. The formula is:

$$r_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

r_{11} : coefficient of the reliability of the entire test

r_{xy} : coefficient of the reliability of half test (r_{xy})

Data Collecting Technique

The technique of data was conducted to analyze the validity and then pre-test and post-test of the test.

a. Normality Test

The object test for normality to determine the distribution of the data follows a normal distribution or not. The assumption for the test of statistical compilation is that the data is normally distributed, therefore analyzing the normality of student distribution is very important. Chi-quadrade is a formula used to analyze the normality of student data distribution Arikunto in (Alawi Fikri, 2011) as follow:

The hypothesis formula:

Ho: sample comes from a population that has a normal distribution.

H1: sample did not come from a population that has not a normal distribution.

The used statistic formula of the test is:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Notes:

X^2 = Chi-quadrade

O_i = frequency observes

E_i = frequency expectation

k = Interval class

The criterion, if $X^2 \leq X^2_{table}$ with $dk = k - 3$, so, the data is normal.

b. Homogeneity Test

A homogeneity test was applied to analyze whether or not the scores of one group have homogenous variance compared with the score of other groups. In this study, the researcher used F-test. The formula can be seen as follow:

The hypothesis formula :

$H_0 : \sigma_1^2 = \sigma_2^2$ both samples have the quality of variants.

$H_1 : \sigma_1^2 \neq \sigma_2^2$ both samples have different variants.

The used statistic formula of the test is:

$$F = \frac{V_1}{V_2}$$

Accepted H_0 if $F_{ratio} \geq F_{1/2 \alpha (V_1 - V_2)}$, with $V_1 = n_1 - 1$ and $V_2 = n_2 - 1$ (Setiadi, 2006, p.249)

3.4 Hypothesis Test

Hypothesis is an assumption about a population parameter. Researcher using a t-test to analyze the data. The researcher use the following t-test formula as follows :

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S^2}{N_1} + \frac{S^2}{N_2}}}$$

Notes:

\bar{X}_1 = the means of the experiment class

\bar{X}_2 = the means of the control class

S = the standard deviation

N_1 = the number of students' in the experimental class

N_2 = the number of students' in the control class

Before using t-test formula the researcher would determine the average variant (S^2)

The variant (S^2) is calculated by formula:

$$S^2 = \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_2(N_2 - 1)}$$

Notes:

N_1 = Number of students' in experimental class

N_2 = Number of students' in control class

S_1^2 = Variant of experimental class

S_2^2 = Variant of control class

S^2 = Variant

The criteria are:

H_0 : H_0 is accepted if t-ratio < t-table

H_a : H_a is accepted if t-ratio > t-table

Based on the explanation above, the researcher concluded that the hypothesis is conjecture about population parameters. This assumption may be true or not be true when sample data inconsistent with hypotheses that were not statistical, the hypothesis is rejected because the test is carried out to determine whether the proposed hypothesis is successfully accepted or rejected. The formula which is used in being done is the t-test.

FINDINGS AND DISCUSSION

RESEARCH FINDING

This chapter is categorized into four subchapters which will be discussed briefly and as clearly as possible. The first is the description of the experiment which describes the pre-test, the experiment stages, and the post-test. The second is the data description that involves the result of pre-test, post-test, and observation of both experimental and control groups. The third is hypothesis testing that includes pre-analysis tests, and hypothesis testing. The last section is the discussion of the research findings.

DATA DESCRIPTION

This section involved the data on the scores of the students' writing ability taught using Documentary video and without Documentary video. The data obtained came from the pretest and posttest. Besides, data obtained from observation sheet during the teaching and learning would be analyzed in this section. All the data were calculated utilizing a computer program on SPSS (Statistical Package for Social Science).

1. The Result of Pre-test in the Experimental and Control Group

Data description presented below consisted of the mean, the standard deviation, the range, maximum score, and minimum score of each group. The summary of the data distribution of the pretest in experimental and control group could be seen in the following table.

Table: Data Description of Pre-test Result in the Experimental and Control Groups

Data Description		Pretest_experiment	Pretest_control
N	Valid	35	35
	Missing	0	0
	Mean	52.36	56.77
	Std. Deviation	8.410	10.140
	Range	28	39
	Minimum	41	41
	Maximum	69	80

2. The Result of Post-test in both Experimental and Control Groups

The following table presents the data description of the post-test in the experimental and control group. The complete distribution can be seen in the following table.

Table: Data description of Post-test in the Experimental and Control Groups

Data description		Posttest_experiment	Posttest_control
N	Valid	35	35
	Missing	0	0
	Mean	87.49	71.20
	Std. Deviation	7.328	13.199
	Range	28	49
	Minimum	70	49
	Maximum	98	98

DATA ANALYSIS TECHNIQUE

Result of Normality Test

This test is aimed at seeing whether the distribution of the two sets of data is normal. To check the normality test the researcher used SPSS whether the data distribution was normal or not. In this way, the researcher utilized the Chi-square formula. Theoretically, if the value of p is higher than 0.05, the data distribution is normal. The following table is the summary of the result of the computation by using the Chi-square formula.

Table: Results of Normality Test by Chi-square

Test Statistics				
	Pre_experiment	Post_experiment	Pre_control	Post_control
Chi-Square	8.200	8.286	8.971	7.343
Df	23	14	18	25
Asymp. Sig.	.998	.874	.960	1.000

Based on the table above, it could be described that both the values of normality test of pre-test experimental and control groups (Asymp. Sig. (2-tailed) were higher than 0.05. They were 0.998 and 0.960 so it indicated that the data distribution was normal. Furthermore, the data of post-test in experimental and control groups (Asymp. Sig. (2-tailed) were higher than 0.05, that is, 0.874 and 1.000. It meant that the data distribution was normal. Besides, the normal distribution could be seen by comparing the value of Chi Quadrante obtained with that of the Chi table. The criterion, if $X_count^2 \leq X_table^2$ so, the data were normal. The complete result can be seen in Appendix.

Result of Homogeneity

A homogeneity test was applied to analyze whether or not the scores of one group have homogenous variance compared with the score of other groups. Theoretically, if the value of the F-test obtained (F_o) is lower than the value of F table (F_t) the data are homogenous; if the value of the F-test obtained is higher than the value of the F table the data are not homogenous (Setiadi, 2006:249). The result of the calculation can be seen in the table below:

Table: Result of Homogeneity Test

Test of Homogeneity of Variances			
Pre_test			
Levene Statistic	df1	df2	Sig.
1.106	1	68	.297

The interpretation of the table above is the value of the F-test obtained (F_o) was 1.106 and F_t was 3.98 at the degree of freedom 1:68. It meant that the two groups were homogeneous because the value of F_o is lower than that of F_t ($1.106 < 3.98$). In conclusion, the third requirement to test the hypothesis was fulfilled so that the data can be used to prove the hypothesis.

Result of hypothesis test

Hypothesis testing is the last step in this research. It is used to prove whether the hypothesis is accepted or not. However, before analyzing the hypothesis, it is better to see the difference in mean scores in the pre-test and post-test either for the experimental group or the control group. The mean difference in writing ability can be seen in the table below.

Table: The Score of Improvement of Students' Writing Descriptive Texts

Groups	Number of Participant	Mean of Pretest score	Mean of Post test score	Improvement
Experiment	35	53.26	87.49	34.23
Control	35	56.77	71.20	14.43

The interpretation of the data described in Table 4.10 was that the mean between the experimental group and control was different. The mean difference of the experimental group is higher than that of the control group ($34.23 > 14.43$). It means that the use of Documentary video in teaching writing gives good results than that without Documentary video.

Discussion

In this section, the researcher discusses the research findings which include the meaning of the test result and the effectiveness of the treatment. In the pre-test, the average score of the experimental group and the control group are 53.26 and 56.77. From the score of the two groups, the result shows that the experimental group is lowest than that of the control one. However, the result of the post-test of the experimental group is higher than that of the control group; they are 87.49 for the experimental group and 71.20 for the control group. There was a significant difference in student's English writing ability that learned writing by using Documentary video and conventional media. It is according to the theory proposed by (Brata in Annisa, 2019) documentary video is a form of audiovisual product that tells a daily phenomenon. This phenomenon deserves to be a reflection of the audience. Documentary material can be in the form of stories about social concerns, experiences, and relationships that provide inspiration and enthusiasm for life for the audience, or flashbacks and reviews of events that have occurred and have something to do with the present. Furthermore, the mean score of the writing ability in the experimental is higher than that of in the control group ($87.49 > 71.20$). It means that teaching writing ability through documentary video as a medium is significant to improve the students' writing ability than that of using other media.

CONCLUSION

The conclusion follows the objectives of the research proposed in Chapter I. Based on the research findings and discuss the conclusion can be drawn as follows:

1. Teaching English writing using documentary video is effective to influence students' writing skills. The result of data analysis indicates that the value of t obtained (18.395) was higher than that of t table (2.203) at the significance level 0.05 and the significance (0.000) was lower than 0.05.
2. There is no significant difference between using documentary videos in teaching writing skills. It is proved by the result of data analysis indicating that the value of t obtained (6.371) was higher than that of t table (1.99) at the significance level 0.05 and the significance (0.000) was lower than 0.05.

Therefore, it can be said that teaching English writing using documentary video is more effective than that without using documentary video.

SUGGESTION

Based on the above conclusion, it was suggested:

a. For Students

Students must use documentary videos to enrich their ideas for improving writing skills. The students with characteristics of low visual learners are always enthusiastic in the learning process applied by the teacher.

b. For Teachers

English teacher should improve their knowledge of the use of documentary video in teaching writing. English teachers must be able to use these media to learn about how to write well in writing skills in the classroom so that the students will be interested in learning English. The teacher should apply to learn to write by documentary video as one of the interactive media that are implemented in the classroom.

c. For other researchers

This research result can be used as theoretical references for the sake of improving English teaching quality and the English learning process, especially in teaching writing.

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