CHAPTER I

INTRODUCTION

A. Background

English is the world's leading common language that is used and learned by global communities. According to Rao (2019), English has become a worldwide language, with almost 360 million people using it as native speakers and 500 million people using it as their second language. Nishanthi (2018) also points out that English has been seen to play a good role in various industries, including medicine, engineering, and education. As agents of development, people worldwide use English as a foreign language to pass on, give, take, and provide data and knowledge to others. Therefore, to adopt these improvements, each nation should equip its people with the ability to use English.

English has become a compulsory subject in Indonesia such as in Senior High School, Junior High School, and even Elementary School. The English education curriculum in Indonesia has been growing through such complicated curriculums. The current curriculum in Indonesian high schools, the 2013 Curriculum, focuses more on learning competencies to achieve competence authentic attitude, skills, and knowledge through the learning and assessment process. According to Permendikbud No. 22 2016, The 2013 Curriculum learning process requires three domains of education: (1) the affective domain which emphasizes on to make the students understand the reasoning behind (why); (2) the psychometrics domain which emphasizes on to make the students understand

the method or the technique (how); and (3) the cognitive domain which emphasizes on to make the students understand the subject (what).

There are 4 basic English skills involved, namely listening, speaking, reading, and writing. Writing is one of the four language skills that should be acquired by the students. This is an activity of using language to express ideas, feelings, or desires in written form. Writing is essential for students to develop their English because it offers benefits to the students which the students write to make their ideas clear and comprehensible according to Urquhart and Mclver (2005). Writing helps students to recall information they have learned and focus on learning, thus they can understand and memorize the lesson better and it will last longer. Therefore, having good writing is crucial for students because it is not only for students' abilities development but also as a communication skill which is essential in today's information society.

Based on the provisions of the 2013 curriculum, students should be able to write and develop a good form of writing. Students should be taught how to plan what they write, revise, and evaluate their writing. However, the facts found after the researcher conducted an observation of the 10th-grade students of SMAN 2 Parepare that more than 50% of students said that they often made mistakes in composing a piece of writing. One of them, they were unable to fulfill the expectations of the 2013 curriculum namely building ideas, because they did not know what they should write and build. In addition, they also feel lacking in the use of grammatical structures, vocabulary, and mechanics like punctuation so the text they create is not well conveyed. Based on the results of the observation in

the form of outside observations, the researcher found that this could be caused by the teacher's explanation which was too monotonous where the teacher only relied on books as the students' learning media. The lack of practice using other media makes the application of learning seem boring and uninteresting, making what is explained not easily absorbed and understood by students, so the reach of creativity in students' brains seems narrow. Therefore, the researcher feels that students need other learning support media to improve their writing ability.

In connection with this, in achieving these goals and achieving good quality education, teachers are required in such a way as to make the learning atmosphere seem not monotonous and boring. One of the things that teachers can do is to utilize existing technological advances to attract students' interest in learning. One of the technological advances that can be used to improve students' English language learning ability in writing is by using Films as a learning support medium.

There are many previous types of research that the author found regarding improving students' writing abilities by using film as a medium, one of which is research by Wijaya et al. (2021) with the title "Improving student's writing skills through the implementation of animated short films". The research investigates whether using animated short films can improve students' writing ability, while in this research the researcher uses a different film genre, namely Documentary Films, which then the research will compare the use of Documentary films and animated films in improving students' writing ability.

The researcher chose documentary films as learning support media because using them to teach and learn English is an interesting idea. Documentary films are movies that try to document reality. Documentary films depict true stories about real life, situations, and real people. The use of documentaries in teaching writing is considered not only as a good way to encourage students' writing practice but also to make the language teaching-learning process more communicative where the documentary itself can contain moral messages and knowledge about the history that has occurred and also the use of vocabulary in documentaries generally uses everyday language so that it can make it easier for students to write.

Based on the explanation above, the researcher attempts to conduct a study to see can using documentary films as learning media improves students' writing ability for the 10th-grade students of SMAN 2 Parepare.

B. Problem Statement

Based on the background above, the researcher formulates the problem as follows:

Can the use of Documentary Film as a medium can improve the student’s writing ability?

C. The Objective of the Research

Based on the formulation of the problem above, the purpose of the research is :

To find out whether the use of Documentary Film as the medium can improve students’ writing ability.

D. Significance of the Research

1. Teachers: by using Documentary Films as a Medium or teaching writing, teachers have many choices of media for teaching in this globalization era and are expected to improve students' writing ability.
2. Students: Documentary Films would give them motivation and interest in writing. Practically, since they were able to catch the idea of what they were to write, it would make the writing process easier.
3. Other researchers: this research can be used as reference material if they want to research the same subject and the results of this study can develop their experience and knowledge in learning English.
4. Readers: The researcher hopes that this study can be useful to improve the ability in writing, particularly in writing text.

E. Scope of the Research

The scope of this research focused on the use of Documentary Film as a medium for students' writing abilities were not being taught using Documentary Film and being taught using Documentary film. The researcher provided an assessment of building ideas (content), grammatical structure, organizing, vocabulary, and mechanics.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

The following were some related research findings that are used as references or study material for the researcher to conduct a study. The first research was by Wijaya et.al (2021), This research was applied to the 10th-grade students at SMK Praja Pandawa. This research is classroom action research. In this study, the results of the data were processed using test measurements. The results of this study indicated that there was a significant improvement in students' writing ability from pre-test to post-test after being taught an animated short movie. This research found that there was a significant difference between the students who were taught using Animated film as the media and those who were taught by using books. Based on the result, animated films are believed to be effective in improving student's writing abilities. It is suggested to the teacher that they should use other supporting media in teaching writing. This study encourages researchers to examine other supporting media in the form of films but with a different genre.

The second research was carried out by Lestyanawati (2019), This research aims to know if is there any influence of using documentary films on students' writing ability of explanation in the eleventh grade of SMAN 2 Wonosobo in the 2019/2020 academic year. This research was based on a quasi-experimental method with the comparison of the experimental group between the students who were given the treatment and those who were not given the

treatment by watching the documentary films in BBC VCS to teach the students of the eleventh grade of SMAN 2 Wonosobo to write a report text. The writer concludes that Documentary Film helps the students solve their struggles in the writing report text by actively engaging the student in the instructional process. The differentiation with this research can be seen from the device used where Lestyanawati's research uses a documentary on BBC channel while in this research the researcher does not use other devices but based on the documentary film that the researcher has chosen, then seen from the treatment of Lestianawati's research comparing with students who did not use supporting devices while in this study researcher compared with animated film as another supporting media.

The next research was carried out by Rahman et al (2017), The goals of this research are threefold: first, to highlight studies that have used documentary film as authentic input in teaching second language ability; second, to review studies that have used documentary film to improve second language writing ability; and finally, to offer strategies for dealing with documentary film in improving Arabic as a Second Language (ASL) writing ability. The research highlights the strength of documentary films as authentic input in language teaching as well as putting forth some technical advice and suggestions to improve the selection of teaching materials.

Furthermore, Abriwani (2021), the subject of this investigation is class XI-B SMA 71 Jakarta which comprised 28 understudies. This research used Classroom Action Research (CAR) is research conducted by the teacher (educator) in the classroom or where he teaches that focuses on improving the learning process and praxis. The research discovered that using short documentary films as a teaching medium can assist students in writing descriptive prose. As a result, students' descriptive text writing scores increased. Thus, showing a short documentary film in the classroom greatly increased students' motivation to write descriptive prose. Furthermore, it improved the teaching-learning process and reduced students' boredom with English Study. Abriwani et.al research used Classroom Action Research (CAR) to talk about whether a short documentary movie can improve students' writing skills in descriptive prose, while this research will use quasi-experimental research and talk about whether a documentary movie can improve students' writing ability in writing recount text.

Another research was carried out by Fithasmoro (2019), This research builds on the implementation of the cartoons to the student's vocabulary mastery and contributes to TK Kusuma Mulia Wonorejo Ngadiluwih Kediri. The subjects of this research were the B2 class namely 23 students. In this research, the writer describes conditions before and after teaching vocabulary using Animation cartoons and some techniques of teaching vocabulary. The data were analyzed with qualitative data and quantitative data. After analyzing the data; the writer concluded that the teaching-learning process using cartoons has good results. It can be seen by the students' attitude during the teaching-learning process. The

difference between Fithasmoro et.al's research and this study is that in Fithasmoro et.al's research, they used cartoon animation as an experiment while in this study they used documentary films, the data were analyzed using qualitative and quantitative data while in this study only quantitative, and what they wanted to achieve was an increase in vocabulary ability while in this study it was an increase in writing ability.

Saputra et.al (2021), states that this research is a classroom action research (CAR) which was conducted in three cycles. Each cycle consists of four stages, namely planning, implementing, observing, and reflecting. The subjects of this study were 24 students of grade IV SDN 1 Sigli, consisting of 12 female students and 12 male students. The data collection technique was done by using tests, observations, and field notes. The data analysis used was a comparative descriptive analysis technique. The writers of this study conclude that the use of animated film media can improve students' short story writing ability, and teachers always improve their skills in using instructional media.

A research was carried out by Dewi et.al (2022), This research aims to improve students" ability to write a biography of XI SMA Negeri 1 Padangan. This research is classified as quantitative research with a quasi-experimental design with purposive sampling as a way of taking samples. This research concluded that there is a negative relationship between the use of documentary films to write a biography and the use of sample questions to write a biography. This means that grade XI students of SMAN 1 Padangan have a better understanding when using films as their source of writing and their understanding

of writing biographies from text is low. The difference from this study is the use of treatment where Dewi et.al's research used sample questions while this study used animated films.

Another research from Aditya (2018), The type of this research was classroom action research. The subject of this research was the second-grade science class students. Moreover, the data collecting technique of this research used qualitative and quantitative data. The results of this study revealed that the implementation of learning writing through the animated film was based on the lesson plan which consists of two cycles in which both the animated film and the writing practice were used and conducted. Moreover, the use of the animated film could also improve the students' responses as the students were not sleepy when teaching and learning through the animated film was conducted, the students paid attention to the animated film, the students answered the researcher's questions and the students could focus on writing. Adiya's research talks about animated film while this research talks about documentary film. This research uses Classroom Action Research (CAR) while this research uses quasi-experimental and both of them use recount text to the test.

While Tahir et.al (2019) in their research was conducted in class X SMA Negeri 10 Sidenreng Rappang, with a total population of 72 students. Samples were drawn from the entire population by taking 2 classes, namely X IPA 1 as an experimental group of 26 students and X IPS as a control group of 25 students. This research aimed to know whether the documentary film can be applied to foster students' critical thinking skills. This study uses a quantitative approach.

This research concluded that documentary films could foster students' critical thinking skills. The differentiation between Tahir's et.al research with this research is they use documentary film to know whether the documentary film can develop students' critical thinking skills, while this research uses documentary film to know whether it can improve students' writing abilities or not.

A research was carried out by Silvani et.al (2020), The participants of this research were two observers and 38 second-grade senior high school students. This research used (Aditiya, 2018) observation as the technique of collecting qualitative data about the teaching and learning process, which was then analyzed by using thematic analysis. Meanwhile, writing tests were used to obtain quantitative data about the student's scores on the test given at the end of the cycles. Descriptive statistics are used to analyze the quantitative data obtained in this study. The researcher concluded that the use of animation movies in English class can improve the second-grade senior high school students' writing ability.

From the 10 related research findings above, researchers can state that film is very important and needed in the teaching and learning process in writing as a supporting medium, one of the movie genres that possibly can improve the teaching and learning process is documentary film.

B. Some Pertinent Ideas

1. Writing

a. Definition of Writing

Writing is an intellectual activity of finding ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people according to Nunan 2003 in Komariyah (2015). Sekhar & Chakravorty (2018) stated that writing is one of the ways to communicate so that the writer and reader can interact through the text. In this process, people need to invent ideas that they have to organize into paragraphs that can be understood by the readers. It indicates that the writers are demanded to show their thoughts and organize them into a good composition. In addition, writing presents the writer's concept of understanding an issue that is shown to the public. It requires the integration of ideas systematically written.

Writing has to go step by step, to able to let the writer reach the top Oshima and Hogu (2007). The structure of writing can be defined into six steps, including inventing the ideas; selecting the ideas that we think will be the most helpful ones; outlining by putting the ideas orderly; starting to write (drafts); revising by looking back to the already written one; and editing the flaws.

Based on the definitions of writing above, it can be concluded that writing is a method of communicating in written form that requires a lot of stages. Writing is said to be challenging to learn because there are so many steps to take

care of.it is such a complex process that revamps only ideas to actual concrete output.

b. Writing Process

Several steps must be taken to make the writing process simpler. Each writer has a different set of writing processes. The steps involved in the writing process are as follows :

1) Planning

The first step in writing is planning, which involves the plan for guiding students to write. The students should be able to generate their thoughts based on their knowledge or experience. The following steps are brainstorming, evaluating ideas, topic narrowing, and selecting content. After that, a generic graphic is presented in their layout. After they reveal the plan, the students must address the purposes of their writing and who the reader is. Students then put their writing in the form.

2) Writing a draft

The next step is writing a draft. The students can create their first draft after going through the stages of idea development. The purpose of this phase is to express their views on paper. Once the first draft is completed, students have to read their writing It is critical to realize that not all of their work needs to elaborate on those points. The students must proceed to the next steps after they have decided that their draft is good.

3) Revising

The third step is revising. The quality of the message is improved by this procedure. The students went through their writing and revised it. The teacher ought to impart it. The students are required to select an appropriate structure and concepts. To ensure that they have communicated their ideas and issues in the best way possible, they can also consider their writing style, including sentence structure, paraphrases, and vocabulary. The choice of a word is important when writing. The full second draft can then be developed.

4) Editing

Editing is done in the fourth step. After they feel they have employed the proper writing format, students should concentrate on the technical elements, such as organization, style, grammar, punctuation, and appropriateness. To ensure that every mechanical detail is perfect, the teacher should educate students on how to proofread. One effective method is to create a class editing checklist. The students need to learn a variety of techniques before editing their writing.

5) Publishing

The writing process ends with this step. Students start visualizing their writing for the reader in this step. The purpose of publishing work is to allow it to be shared with others and to give the author a sense of accomplishment when they see it in its final form.

c. Components of Writing

To require mastery not only of grammatical and rhetorical devised but also of conceptual and judgmental elements. Harmer (2001) stated that the components of writing there are five areas. They are as follows:

1) Grammar

The grammar of a language is the description of how words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. According to Marpudin in Fadhlina (2019), grammar is one important aspect of speaking because an utterance can have a different meaning if the speaker uses incorrect grammar.

2) Vocabulary

Vocabulary was one of the language aspects dealing with the process of writing. The researcher always thinks about putting words into sentences, putting sentences into paragraphs until they can create a place of writing. It is clear now that we cannot write or express our ideas if we do not have the vocabulary. Therefore, we cannot understand the written passage without having many vocabularies. Vocabulary is also one of the important components of writing that should be taken into consideration by the English learner and English teachers because no doubt learning a language always means first learning the words of the language itself.

3) Mechanics

The use of the mechanics was due to capitalization, punctuation, and spelling appropriately. These aspects are very important since they lead readers to understand or recognize immediately what the researcher means to express the use of mechanics in writing will make readers easy to group the conveying ideas or message to the written materials. Furthermore, the explanation of mechanics according to Heaton in Rahmat (2011) as follows:

a) Capitalization

The use of capitalization in writing can clarify the ideas if the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps us to differentiate from one sentence to another. The word that is capitalized at the beginning is the first word of own word that presents a dialogue the name of people, the name of the form, etc.

b) Punctuation

Punctuation can help readers identify words that are to be taken as an unmet meaning and suggest how the units relate to each other.

c) Spelling

Three important roles follow in using spelling appropriately. They are suffixes addition, such as adding (gerund, present participle). Plural formations such as adding “s”, and “us” or changing “y” to “I” if the final “y” is preceded consonant such as “fly” becomes “flies”, the handling of “ie” or “ai” within the words.

4) Content/Fluency

The content or Fluency of writing should be clear to readers so that the reader can understand the message convened and gain information form. To have a good of containing writing, its context should be well unified and completed. This term is usually known as unity and completeness, which become the characteristic of good writing.

5) Organization

Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written.

d. Kinds of Writing

There are 6 types of writing texts that are common and need to be known according to Warsono (2023) including:

1) Descriptive text

Descriptive text is text that is used to describe an object in detail so that the object looks real.

2) Narrative text

Narrative text is a type of English text that tells a story and the story of an event that follows the author's timeline.

3) Report text

Report text is a type of text that contains the latest information about an environmental scope.

4) Recount text

Recount text is a text that retells events in the past.

5) Procedure text

Procedure text is a text that explains the steps and ways to do something correctly.

6) Announcement text

Announcement text is a type of text in English whose function is to give an announcement of an event or notification to the general public.

2. Documentary Film

a. The Definition of Documentary Film

The documentary film is a variety of film genres that presents reality matters in motion pictures–reflecting the different points of view from the filmmaker with poetic narration, authentic music, sound effects, and dialogues to build the mood and deliver the message according to Brown, Lewis, and Harcleroad, 1983 in Ummah (2022). The history of putting facts together onto the concept of reconstruction through the film does need the expertise of filmmakers to present the truth according to Aaltonen & Kortti (2015). Documentary films have been contributing to how people see the world to educate them and develop empathy by experiencing others' life experiences according to Marfo (2007). Documentary films are categorized in the genre of filmmaking research or screen production research as a research approach to comprehensively recognize all forms of audio-visual media and stages of

production, such as editing, screenwriting, visual effects, and many others according to Stoneman (2019).

Documentary films can be categorized into different modes which distinguish the documentary film from other genres of film. In the filmmaking of a documentary, six different modes can be identified: (1) poetic mode: which defines the visual associations, tonal or rhythmic qualities, formal organization, and descriptive passages. The poetic mode is very relatable to personal, experimental, or, avant-garde filmmaking; (2) expository mode: emphasizes argumentative logic and verbal commentary. Expository mode is known as a documentary in general; (3) observational mode: involves the direct engagement with the everyday life of the subject to be observed by a blatant camera; (4) participatory mode: asserting the reciprocation between the subject and the filmmaker through interviews or other direct ways of involvement. The participatory model also often contains footage clips as a way to show the historical aspects that the filmmakers try to build; (5) reflexive mode: increasing the awareness of the audiences over the reality that is represented through the film. Reflexive mode draws attention to the assumptions that rule the whole documentary; and (6) performative mode: focuses on the filmmaker's engagement of their expressive or subjective aspects with the audiences' responsiveness. The performative mode shares all the qualities of personal, avant-garde, and experimental, but also presents such a strong tension through emotions and social impacts representative to the audiences according to Nichols (2001). The perspective of the audience lets

them experience through film texts of documentaries as the perspective itself is situated by the film texts so the audiences can understand every clue of a particular event according to Hasan (2020).

Based on some theories mentioned by some experts, it can be concluded that documentary film is a variety of film genres that convey reality. While expressing the varied points of view the director uses poetic narration, real music, sound effects, and dialogue to set the scene and convey the message.

b. Kinds of Documentary Film

Greyson R. (2008) in his book says there are 5 types of documentary films, namely:

1. Travel report

   This type was originally anthropological documentation from ethnologists or ethnographers. But in its development, it can discuss many things from the most important to the lightest, according to the message and style created. Other terms often used for this type of documentary are travelogue, travel film, travel documentary, and adventures film. This show is currently a very popular promotional event for a place because the packaging of the show is following the lifestyle of today's people.

2. History

   In documentary films, the historical genre is very thick in its referential meaning aspect (meaning that is very dependent on the reference of the event) because the accuracy of the data is very much maintained and almost nothing can be wrong either the data exposure or the interpretation. This type of

documentary film is usually an additional reference for school children who are less interested in re-reading history books.

3. Science

This movie is specifically designed to teach the audience how to learn and do various things they want, from playing acoustic guitar or blues guitar at the beginning level to installing electricity, planting flowers that are guaranteed to grow, belly dancing to lose weight, rafting to go white water rafting and so on. Science movies are also made about natural sciences that bring us closer to the lives of wild animals, plants, and other unexplored places.

4. Biography

As the name implies, this type is more related to a person. They are usually someone who is widely known in the world or society or someone who is ordinary but has greatness, uniqueness, or other interesting aspects. For example, portraits are documentaries that explore the human interest aspect of a person. The plot is usually only the events that are considered crucial to the person. The content can be flattery, sympathy, scathing criticism, or even the thoughts of the character.

5. Documentary Drama

This type of movie is a reinterpretation of real events, even apart from the events; almost all aspects of the movie (characters, space, and time) tend to be reconstructed.

c. The Use of Documentary Film

Producing a documentary from the beginning has been set to present what and who the audience is. There are documentaries aimed at propaganda to raise the spirit of nationalism and influence political ideology. Providing benefits of science, the introduction of historical figures, company promotions, and so on. The target audience varies from the general public to certain groups and has special market segmentation according to Magriyanti and Rasminto (2020). In the language learning process, media is one of the important supporting tools to guide students in accomplishing the state of a comprehensive understanding and each media has strengths and weaknesses to be included in the learning process. This statement explains how experimenting with different media during the learning process is very necessary. The documentary film is an audio-visual type of learning media that is worth exploring, besides other media that are already applied through the 2013 curriculum. This exploring scheme through documentary films aims to develop the student's writing ability by encouraging the students' excitement with a new method that can help them indirectly experience real-life scenes through moving images. The use of documentary films in the learning process of writing the explanation texts also can help the students to understand ideas better and be able to elaborate them into an explanation text.

3. Animated Films

a. Definition of Animated Film

Animated film is a kind of film that involves sound, recording a series of drawings, or manipulating an animate object, one frame at a time. When projected, the sequences of frames take on the illusion of motion. This film uses computer graphics to create animated images. Animation film is the process how to make something especially pictures seem to be alive. It is one of the audio-visual aids that can be used in language teaching. In other words, it is described as cartoons, images, and puppets photographed and shown in a way that makes them move and appear to be alive according to Ramandika (2014). Meanwhile, there are many definitions of animation. Animation is the process of designing, drawing, making layouts, and preparation of photographic sequences which are integrated with multimedia and gaming products. Animation film involves the exploitation and management of still images to generate the illusion of movement.

b. Kinds of Animated Film

Character animation has evolved from simple principles to several types of animation according to Munir (2013:327):

1. 2D Animation (2 Dimensions)

   Two-dimensional or two-matra animation is known as flat animation. The development of two-dimensional animation is quite revolutionary in the form of the creation of cartoons. Cartoon comes from the word Cartoon,

which means funny pictures. Therefore, cartoon movies are mostly funny movies. Like Tom and Jerry, Scooby Doo, Doraemon, and so on.

2. 3D (3-Dimensional) Animation

3D animation is a development of 2D (two-dimensional) animation. With 3D animation, the characters shown look lifelike and real, close to the original human form. For example, Disney's Toy Story movie.

3. Stop Motion Animation

This animation is recognized as claymation because it uses clay as the moving object. This technique was first introduced by Stuart Blakton in 1906. This animation uses plasticine, which is a flexible material like chewing gum. The characters in Clay animation are made using a special frame for their body skeleton. After that, they are photographed movement by movement. The photos are combined into images that can move as we watch in movies.

c. The Use of Animated Film

Most students' especially Senior High School students who are still at a young age, like a media that is fun and colorful that can motivate them to study actively in class. Then, animated movies as colorful and funny things can help them to attract students' attention by designing the material in colorful and attractive ways for instance by combining animation, pictures, and video with sound. So, the students will be interested in learning. It could also make the teacher deliver and focus on the goal of teaching. The benefits of the use of animated movies in the classroom are many and varied. The use of animated movies can motivate students' interest in learning writing. It was fun watching

a movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Merry (2011), a movie is one of the visual aids that can be used in the class, it makes lessons more fun. It means that movie is a medium in teaching that can make the teaching and learning process more fun. Movies, also known as films, are a type of visual communication that uses moving pictures and sound to tell stories or inform (help people to learn). While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking.

4. Recount Text

a. Definition of Recount Text

A recount text is a text which lists and describes past experiences by retelling events in the order in which they happened in chronological order according to Knapp et.al in Sianipar (2020). In a recount text, the students must retell the sequence of events or experiences that they already had in the past according to Nafisah et.al in Husna (2019). The purpose of a recount text is to retell events with the purpose of either informing or entertaining their audience (or both).

Recount text has several types of text that can be used for you to write. According to Sitorus and Sipayung (2018), various types of recount text can be seen from two aspects; First, in the personal recount. It is a recount text that serves to tell about the author's personal experience. The second can be seen in the factual recount. It is a recount text that serves to present reports of events

that actually happened, such as science experiment reports or police reports. The last can be seen in an imaginative recount. It is a type of recount text that serves to present an imaginative story according to Mediska & Adnan, (2019). The language features of a recount text include that the language is written in the simple past tense, and the frequent use of connectives that link events in time, such as next, later, when, then, after, before, and first.

b. Generic Structure of Recount Text

A recount text has several generic structures consisting of orientation, events, and reorientation According to Lancashire Council (2008). Each generic structure has social functions. The explanations of them are explained below:

1) Orientation Recount begins by telling the reader who was involved, what happened, the location took place, and the time of the event. Orientation gives the reader the background information needed to understand the text and they would recognize the scene setting and the context of the text.
2) Events Events are the main activities that occur in the story of the text. In writing a recount text, events are ordered in a chronological sequence. Sometimes, additional details are added to give information to the reader.
3) Re-orientation Reorientation is the closing step of a statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give a personal comment or statement.

5. Research Reason

Writing has several elements such as content, organization, vocabulary, grammatical, and mechanics. Students have difficulty understanding the elements such as they don’t have any idea to build, have a limited vocabulary, their grammatical is not appropriate, don’t know how to determine the generic structure, and have bad punctuation and spelling. By using film, students would learn about real life because each film must have a moral message and vocabulary films generally use everyday language so that it can make it easier for students to write.

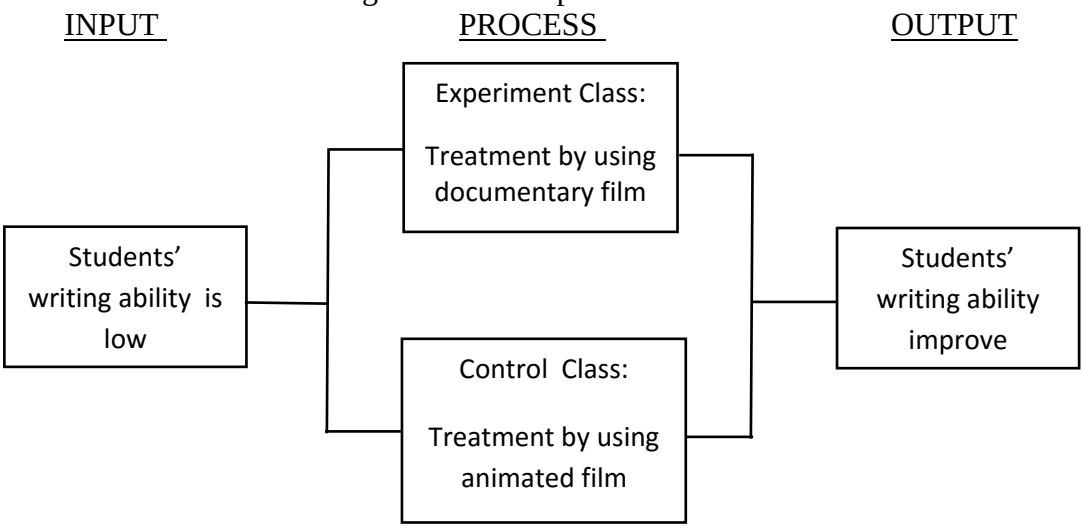
The researcher chose a historical documentary film as a treatment and a 3D animated film with a historical storyline as a comparison. There are many reasons why documentary films and animated films can improve students' writing ability, films with historical plots can provide students with learning experiences and knowledge to students about historical events that have occurred in the past and can improve vocabulary knowledge in students because they use everyday vocabulary, There are also subtitles in the film that make it easier for students to know the spelling of each vocabulary, the conflict, and interesting storyline make students more motivated because it is easier to remember the sequence of events in sequence so that it is easier for students to pour the sequence of events in the form of more organized writing, then in the animated film the images presented are more colorful to foster student motivation and enthusiasm for learning.

From many types of writing texts, the researcher chose recount text because the researcher connects the definition of recount text with the storyline of the Historical Gendre movie which both tell about events in the past, the generic structure in recount text is relatively easy because it contains the beginning of the story, the sequence of events, and the closing.

C. Conceptual Framework

The conceptual framework underlying this research is given below:

Figure 2.1 Conceptual Framework



Based on the conceptual framework above, this research was to find out how to improve students' writing ability in the 10th grade of SMAN 2 Parepare. The problem in this research was students' writing ability is low. This research used Documentary Film as a medium to improve students' writing ability and Animated Film with the documentary genre as a comparison. This research was focused on improving students' writing ability, especially in building content, using grammar, vocabulary, mechanics, and organization of writing. This research used quasi-experiment research and students were given a pre-test and post-test to

determine before and after being given the treatment it showed a comparison of the results between treatment using animated films and documentary films, then from this comparison answered whether documentary films as a medium can improve students' writing ability or not

D. Hypothesis

Based on the literature review and conceptual framework above, the researcher stated the research hypothesis as follows:

1. Null Hypothesis (H_0): Students' Writing Ability who are Taught by Using Documentary Film is Not Better than Students' who are Taught by Using Animated Film.
2. Alternative Hypothesis (H_1): Students' Writing Ability who are Taught by Using Documentary Film is Better than Students' who are Taught by Using Animated Film.

CHAPTER III

RESEARCH METHOD

A. Research Design

This type of research was *Quasi-Experimental* Research or pseudo-experiment research. Arikunto (2013) states that *quasi-experimental* is a design that uses comparison groups to determine the use of treatment. This research was conducted to determine the use of treatment on students' writing ability.

The *quasi-experimental* design used in this study was a *pre-test post-test nonequivalent control group design*, which was a design that provides a *pre-test* before treatment, and a *post-test* after treatment in each group. The group that functioned as a comparison was called the control class while the group that functioned as an experiment was called the experimental class. The design is as follows.

Table 3.1 Research Design

Group	Pre-test	Treatment	post-test
E	O_1	X_1	O_2
C	O_1	X_2	O_2

Where :

E: Experiment Class

C: Control Class

O_1: Pre-test

X_1: Treatment Using Documentary Film

X_2: Treatment Using Animated Film

O_2: Post-test

Gay (2012)

B. Research Variables and Their Operational Definitions

1. Research Variable

There are two variables that the researcher used in this research. That was an independent variable and a dependent variable. “The Use of Documentary Film” was an independent variable because it affects students’ writing ability, while the dependent variable was “student’s writing ability” because it was influenced by documentary film.

Independent Variable (X): Documentary Film

Dependent Variable (Y): Students’ Writing Ability

2. Operational Definitions

In this research, there are two variables; they are (1) using Documentary Film X variable and (2) students' writing ability as Y variable.

a. Documentary film

Using Documentary Film as a medium is X variable because it can affect students' writing ability by watching the film at SMAN 2 Parepare, then students can summarize the contents of the film.

The documentary film used in this research was a documentary film with a historical genre. Where films with historical genres are films made based on true stories or events in the past. In addition, film medium can be used as an alternative to learning because it is a free educational medium that can be downloaded anytime and anywhere both on smartphones and personal computers.

This learning medium can serve to facilitate teachers in creating fun learning materials and facilitate students in capturing and understanding learning materials through what they watch.

b. Students' Writing Ability

Variable Y in this research is students' writing ability. Students' writing ability in this study refers to students' intelligence in writing or expressing ideas properly and correctly.

In this research, several indicators are used as assessment materials to determine how students' writing abilities have improved, they are:

1) Students understand what they write about, students can think about ideas and can develop ideas coherently well.
2) Grammar in students' writing is precise and organized according to the rules of writing.
3) Students can learn a lot of new vocabulary.
4) Students can use writing mechanics such as capitalization, period, and comma placement well and correctly.
5) Students can organize paragraphs according to the applicable generic structure.

C. Population and Sample

1. Population

The population in this study were all students of class X SMAN 2 Parepare in the 2023/2024 academic year consisting of 14 classes where each class had 32-36 students.

2. Sample

The sampling technique used in this research was *simple random sampling* because to make it easier and more efficient, sampling of population members carried out randomly by drawing or lot system without regard to the strata in the population to determine 2 classes. To determine classes as an experimental class and a control class was conducted by using a lot system and obtained a sample of class X Smart 2 with 34 students and X Smart 4 with 36 students. So, the total sample in this research was 72 students.

D. Instrument of the Research

The instrument of this research was a written test which was divided into two parts to give a test; pre-test and post-test. The pre-test was given to the students before the treatment using film as a learning medium. The post-test was given after conducting the teaching and learning process using documentary films in the experimental class and Animated films in the control class as the treatment. This process was expected to prove a significant influence on students' ability to write text.

In the pre-test and post-test, the students were instructed to write a recount text in three paragraphs with 200 words that consisted of; an orientation, event, and re-orientation based on the given topic.

E. The Procedure for Collecting Data

There were some steps taken by researchers to collect data.

1. Pre-test

The researcher gave a written test to the experiment and control class before the treatment. The researcher provided 3 topics that they chose which were then developed in the form of 3 paragraphs of recount text, with numbers of words 200 words consisting of; an orientation, event, and re-orientation to evaluate students' writing ability.

2. Post-test

After the class sample was given the treatment, the researcher conducted the post-test for the students of both classes. The students were given the same test form as the previous one that they already did in the pre-test.

F. Treatment

After the researcher conducted the pre-test, the researcher provided treatment to both sample classes and then conducted a post-test. The length of time needed by researchers in this study was 6 meetings and 4 meetings for treatment with 80 minutes of learning time per meeting with a scientific approach and discovery learning method. The following were the treatment steps that researchers will do:

1. First, the researcher explained the purpose of the researcher's presence in the sample class, then continued by providing motivation and explanation regarding the importance of learning English, as well as an explanation of writing and recounting text in the form of; understanding, sentence structure,

and punctuation, then an explanation of learning media especially about documentary film and animated film.

2. Second, the researcher asked students to watch films that researchers had prepared before. The experimental class was given 2 films with 1 film per two meetings entitled “World War I: 1917” and “Hiroshima: Out of the Ashes (1990)”. While in the control class also was given 2 films entitled “BILAL: a New Breed of Hero” and “Grave of the Fireflies”.
3. After watching the film, the students identified the social function, generic structure, and linguistic elements in the film.
4. After that, each student was given time to summarize what they had watched based on the rules of writing recount text.

G. Technique of Data Analysis

The data collected from the writing test were analyzed quantitively. The steps are listed as follows:

1. Classifying the Students' Scores into Five Level

Table 3.2 The Assessment of Students' Classifications

Classification	score	criteria
Content	5	Meaning is conveyed effectively, Shows a clear understanding of the writing, topic, and main idea, and Contains some ideas that are coherent with each other.
	4	Meaning is conveyed but breaks down at items, shows a good understanding of writing, topic, and main idea, and contains some ideas and they are coherence with each other
	3	Meaning is frequently clear, shows a good understanding of the writing, topic, and main idea less development, and Contains some ideas but they do not cohere with each other.
	2	The meaning is unclear, Shows little evidence of discourse understanding, and Contains some ideas that do not cohere with each other.
	1	No complete sentences are written and no evidence of the concept of writing.
Organization	5	Related to the main idea
	4	Related to the main idea but incomplete sequencing
	3	The ideas confused or disconnected.
	2	Lack logical sequencing
	1	Does not relate to the main idea.

Vocabulary	5	Master on vocabulary
	4	Good vocabulary but occasional errors in word/idiom from choice.
	3	Limited vocabulary.
	2	Limited vocabulary, and frequent errors of words.
	1	Lack of vocabulary.
Grammar	5	Grammatical is accuracy
	4	Some grammatical inaccuracies
	3	Numerous grammatical inaccuracies.
	2	Grammatical is inaccuracy
	1	Grammatical is inaccuracy.
Mechanics	5	Spelling, punctuation, and capitalization are very good.
	4	A few errors of spelling, but good in punctuation, and capitalization.
	3	A few errors in spelling, punctuation, and capitalization.
	2	Some errors of spelling, but good in punctuation, and capitalization.
	1	Occasional errors of spelling, but good in punctuation, and capitalization.

Harmer (2001)

2. Classify the Students' Score

To classify the Students' scores there were 5 classifications used as follows:

Table 3.3 Students' Classification Score

No	Score	Classification
1.	85-100	Very Good
2.	65-84	Good
3.	55-64	Fair
4.	35-54	Poor
5.	0-34	Very Poor

Depdikbud (2014)

3. Students' Calculate Score Method

To calculate students' scores, the researcher used the method below:

$$students'score = \frac{total\ score}{maximum\ score} x\ 100$$

Nugiyono (2020)

4. Find Out The Mean

To find out the mean score of the student's test, the researcher used the formula:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean Score
$\sum X$ = Total Score
N = The number of students

Gay (2012)

5. Determination of the Sum of Square

In order to calculate the Sum of Square, the researcher utilized the following formula :

$$Ss = \sum x^2 - \left(\frac{\sum x}{n}\right)^2$$

Where:

Ss = Sum of Square n = The number of subjects
$\sum x^2$ = The sum square of the sum score
$\sum x$ = The sum of all square

Gay (2012)

6. Degree of Freedom

To find the Degree of Freedom (df) of the test, the researcher utilized the following formula:

$$df = n_1 + n_2 - 2$$

Where:
Df = Degree of Freedom
n_1 = The number of subject experiment class
n_2 = The number of subject control class

Gay (2012)

7. Find the Students' Improvement

To calculate students' improvements, the researcher used the method below :

$$P = \frac{X_2 - X_1}{X_1} X\ 100$$

Where :
P = Percentage of the Students
X_1 = Mean Score of Pretest
X_2 = Mean Score of Posttest

Gay (2012)

8. Analysis of the Final Result

To initiate whether the student's results of writing text by using the documentary film as a medium was improved or not, the researcher used the formulas below.

a. Find the Normality Test

$$X^2 = \frac{(O_2 - E_2)^2}{E_2}$$

b. Find the Homogeneity Test

$$s^2 = \frac{n\sum_{i=1}^{n} x_{1^2} - (\sum_{i=1}^{n} x_1)^2}{n(n-1)}$$

c. Find the T-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 + 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

$\sum x^2$ = The Sum Square of the Sum Score

n = The Number of Students

E_2 = Expected Frequency

t = Test of Significance

$\overline{X_1}$ = Mean of Experimental Class

$\overline{X_2}$ = Mean of Control Class

SS_1 = Sum of the Score Experimental Class

SS_2 = Sum of the Score Control Class

n_1 = Total Sample of Experiment Class

n_2 = Total Sample of Control Class

Gay (2012)

9. Hypothetical Test

Table 3.4 Criteria of Hypothetical Test

Testing	H_0	H_1
$t_{test} > t_{table}$	**Rejected**	**Accepted**
$t_{test} \leq t_{table}$	**Accepted**	**Rejected**

Gay (2012)

The table above means ($t_{test} > t_{table}$) the average learning score of the experimental class is greater than the control class and t_{test} is greater than t_{table}, meaning that the writing ability of students using documentary films is better than the writing ability of students using animated film medium, the null hypothesis is rejected while the alternative hypothesis is accepted, and ($t_{test} \leq t_{table}$) the average learning score of the experimental class is smaller than the control class and t_{test} is smaller than t_{table}, meaning that the writing ability of students using documentary films is not better than the ability of students using animated film medium, the null hypothesis is accepted while the alternative hypothesis is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes research findings and discussion related to the problems formulated in Chapter III. This study aims to investigate whether the use of Documentary Film as a medium improves the student's writing ability better than Animated Film with documentary genre in recount text material students of class X Smart 2 and X Smart 4 SMAN 2 Parepare.

A. Findings

After conducting research, the researcher obtained two kinds of data they were Pre-Test and Post-Test scores in the Experimental Class and Control Class. The pretest was given before treatment and Posttest was given after Treatment.

There was an improvement in student's writing ability by using film. The improvement of students' writing ability in terms of content, grammar, vocabulary, mechanics, and organization can be seen in the following table:

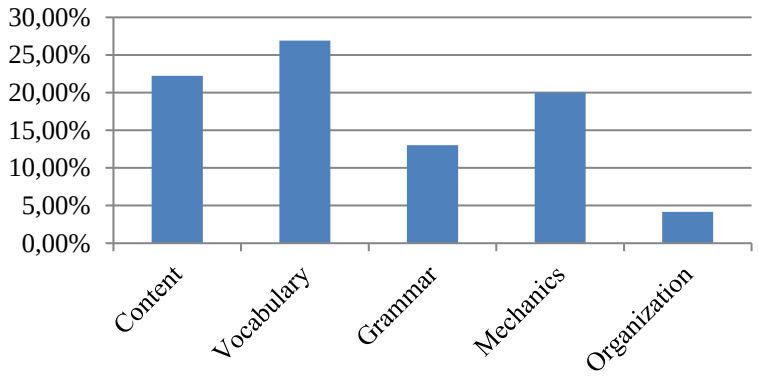
1. Students' Improvement in Experimental Class

   Students' writing ability using documentary films as learning media were presented in the form of content, vocabulary, grammar, mechanics, and organization assessments on the pretest and posttest whose improvements are presented in percentage form, as follows:

Table 4.1 Student's Improvement Writing Ability by Using Documentary Film in Experimental Class

No.	Variables	Mean Score		Improvement
		Pre Test	Post Test	
1	Content	2,7	3,3	22,22%
2	Vocabulary	2,6	3,3	26,92%
3	Grammar	2,3	2,6	13,04%
4	Mechanics	2	2,4	20%
5	Organization	2,4	2,5	4,16%
	Total	12	14,1	86,34%
	Mean	2,4	2,82	17,62%

Figure 4.1 Student's Improvement Writing Ability by Using Documentary Film in Experimental Class



Based on the data above, we can know that after treatment there was an improvement in the ability to write recount text by students in the experimental class. This improvement can be seen in the classification of content, vocabulary, grammar, mechanics, and organization. The highest improvement in ability was the improvement in students' ability in vocabulary which is 26.92%, while the smaller improvement was organization which is 4,16%.

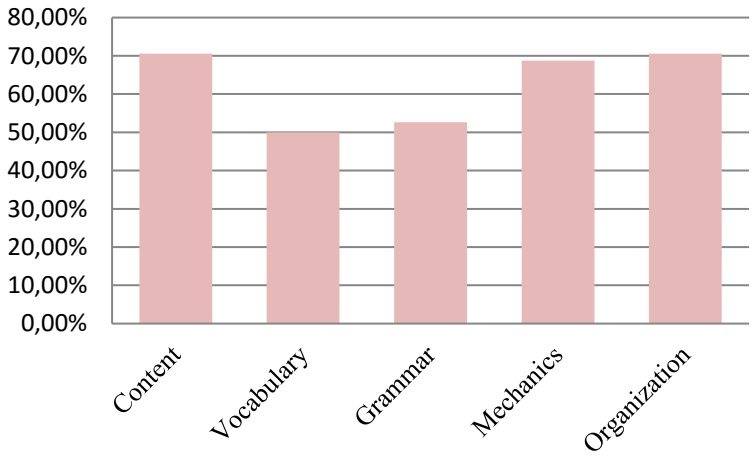
2. Students' Improvement in Control Class

Students' writing ability using animated films as a learning medium was also presented in the form of content, vocabulary, grammar, mechanics, and organization assessments on the pretest and posttest whose improvements were presented in percentage form, as follows:

Table 4.2 Student's Improvement Writing Ability by Using Animated Film in Control Class

No.	Variables	Mean Score		Improvement
		Pre Test	Post Test	
1	Content	1,7	2,9	70,58%
2	Vocabulary	1,8	2,7	50,00%
3	Grammar	1,9	2,9	52,63%
4	Mechanics	1,6	2,7	69%
5	Organization	1,7	2,9	70,58%
	Total	7	14,1	312,54%
	Mean	1,74	2,82	62,51%

Figure 4.2 Student's Improvement Writing Ability by Using Animated Film in Control Class



Based on the data above, it can be seen that the students' post-test scores were higher than the pretest scores. This means that after doing the treatment by using animated films in the documentary genre, the ability to write recount text on students has improved. The most improvement was in content and organization. This means that most students have been able to find and develop ideas and arrange these ideas in an organized manner. However, the least improvement occurred in vocabulary, which was 50%.

From the data above taken based on the pretest and posttest scores in both subject classes, we can know that the acquisition of the improvement in the value of the control class using animated films with documentary genres was indicated to have more improvement than the experiment class. Where the improvement in the control class was as much as 62.52% while the experiment class was only 17.62%.

3. Percentage Classification

Table 4.3 Percentage Classification Score of Experimental Class Students

Classification Score	Pre Test		Post Test	
	Frequency	Percentage	Frequency	Percentage
Very Good	0	0%	0	0%
Good	4	11,76%	9	26,47%
Fair	13	38,23%	10	29.41%
Poor	11	32,35%	13	38,23%
Very Poor	6	17,64%	2	5,88%
Total	34	100%	34	100%

Based on the data of the experimental class above, it can be seen that there was a change in the value of the student assessment classification before and after treatment. From the data, it can be seen that the frequency of the number of students has increased and decreased. For example, in the pretest 4 students scored well, then after treatment, it improved to 9 students who scored well. Another example was where at the pretest there were 6 students with a very poor classification then reduced to 2 students after treatment. With the acquisition of these data, it can be concluded that the use of documentary films as a medium for learning writing in the experimental class can improve students' writing ability, especially in recount text.

Table 4.4 Percentage Classification Score of Control Class Students

Classification Score	Pre Test		Post Test	
	Frequency	Percentage	Frequency	Percentage
Very Good	0	0%	2	6%
Good	4	11,11%	10	27,77%
Fair	9	25,00%	13	36,11
Poor	9	25,00%	4	11,11%
Very Poor	14	38,80%	7	19,44%
Total	36	100%	36	100%

Based on the data obtained from the control class, it can be seen that there are also changes in frequency and percentage before and after students do the treatment. Where these changes are in the form of some that increase and some that decrease. For example, in Very Good there were 6 students who got good grades, and 4 students who got fair grades, even previously at the time of the pretest there was no one student who got a very good grade.

Then, after doing the posttest there were 2 students who got a very good score. In addition, the classification of poor scores also decreased by 6 students, and likewise with very poor reduced by 7 students. With the data obtained, it can be concluded that using animated films in the documentary film genre, as well as documentary films in the experimental class can improve students' writing ability.

4. Normality Test

Table 4.5 Normality Test

	df	$\bar{X}$	SD	X^2_{Table}	Sig.
X_1	33	57	16,68	47,39	46,93
X_2	35	56,9	22,21	49,8	17,34

Based on the data above, it can be seen that the Significant Value was smaller than Chi-Square ($X^2_{count} < X^2_{table}$). This means that both data from the sample classes were normally distributed. Thus, this research test has met the requirements to continue by conducting a homogeneity test to determine whether the data presented from the two samples are homogeneous or heterogeneous.

5. Homogeneity Test

The homogeneity test is one of the tests in statistics to determine whether 2 or more samples have the same distribution of variations.

Table 4.6 Homogeneity Test

Students' Achievement Based on Mean	Levene Statistic	df	Sig.	F_{table}
X_1	299,4	33	1,95	2,074
X_2	585,58	35		

Based on the data above, it is known that the significance value (Sig.) based on the mean was smaller than the Fisher table (F_{table}). So it can be concluded that the variants of the posttest data of the two sample classes are the same or homogeneous. Thus, one of the (absolute) requirements of the hypothesis test (t-test) is fulfilled.

6. Hypothetical Testing

Table 4.7 T-test

SS_1	SS_2	SD_1	SD_2	T-test	α	df
9.881,53	20.495,56	17,3	24,1	-0,2	0,05	68

Based on the t-test data exposure, the results of the calculation of the Sum of Squares (SS_1) of the control class were greater than the Sum of Squares (SS_2)of the experimental class where the comparison was a difference of 10,614.03.

Likewise, the Standard Deviation test in SD_2 was greater than the SD_1 value. Where the difference between the two was 6,8. The significant level (α) in this research was 5%.

Based on the t-test calculation, it was found that the t-test was smaller than the t-table which means that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. Thus, from the data exposure, it can be said that both mediums used can improve students' writing ability, but the writing ability of students using documentary films was not better than the writing ability of students using animated films with the documentary genre.

B. .Discussion

This research was conducted to determine the usefulness of documentary films in improving students' writing skills. In this study, 72 students were sampled, including 34 students of class x smart 2 and 36 students of class x smart 4 SMAN 2 Parepare. The research instrument used in this study in the form of a pretest and posttest is in line with the research conducted by Wijaya et.al (2021). This is also in line with research conducted by Lestianawati (2019) and Abriwani (2021) that the classification of assessments carried out in this study is also based on 5 classifications, namely content, grammar, vocabulary, mechanics, and organization. It is inversely proportional to the research conducted by Fithasmoro (2019) which uses pretest, posttest, and questionnaire in data collection.

1. Students' Improvement in Building Content

Before doing the pretest, the ability of students in both sample classes was very poor. This can be seen in the data listed in the finding where most students' pretest content scores were in the poor and even very poor categories. This is in line with research conducted by Najhatul (2019) which argues that students' ability to develop ideas is very lacking, this is characterized by students not even being able to determine ideas or titles. In addition, Saputra et.al (2019) also said that in the pretest, the average student lacked the ability to develop the idea or title they chose, and the ideas that students wrote in the form of paragraphs were on average incoherent between one paragraph and another.

However, after conducting treatment and then conducting posttests in both sample classes, students' abilities in terms of content on average have been improved with most of them getting good and fair scores. This is in line with research conducted by Fithasmoro (2019) who argues that after conducting treatment, students' abilities in terms of content improved, including students being able to easily determine ideas and titles which they then pour into paragraph form.

The improvement that occurs is one of them because films are one of the things that students are very fond of because watching films can make the brain fresher, and improve student knowledge. This is in line with Wijaya et.al (2021) in their research which argues that watching movies is believed to be

effective in improving students' writing ability because it can refresh students' minds with excellent visuals.

2. Students' Improvement in Grammar

In this research, it was found that the pretest scores of both grammar sample classes were at a poor average. In grammar, the mistake that often arises is that students are confused about when to use the past tense or when to use the present tense. This is in line with research conducted by Saputra et.al (2021) in which the grammar and vocabulary of the sample class on the pretest were also low.

However, after the treatment, students' abilities improved, which is also in line with Saputra et.al (2021) that said students can learn grammar by watching and reading the subtitles of the films and also because films can make the students enjoy learning. Then from the film, there is also a forward and backward flow so that it makes it easier for students to understand when to use the right grammar. The student's average score on the pretest was poor because their grammar was still not well organized, but after the treatment, it improved because when they watched the movie, they also turned on the subtitles so they could see how well the sentences were organized and structured.

3. Students’ Improvement in Vocabulary

In this research, it was found that the pretest score of vocabulary score of both sample classes was lower than the post-test score after treatment. Students' low pretest scores can be due to students' lack of vocabulary mastery or below the standard number of words determined by the researcher, which is 200 words.

However after treatment, students' scores on vocabulary classification improved. vocabulary can improve after treatment because films sometimes contain a lot of new vocabulary. This is in line with Silvani (2020) who said that one of the benefits of watching movies is being able to get even rare vocabularies. And also in line with Aditya (2018) that said watching films can improve and gain new vocabulary.

4. Students’ Improvement in Mechanics

In this research, it was found that students' pretest scores in the mechanics classification were at a Poor level. Errors frequently occur in the form of students sometimes forgetting to write capital letters at the beginning of sentences, on place names, and punctuation marks such as periods and commas that are often misplaced or even forgotten.

However, after conducting treatment and then conducting a posttest, there is an improvement in writing mechanics such as students have used capital letters at the beginning of sentences and place names, besides the placement of appropriate punctuation marks such as the use of periods and commas. This is in line with the research conducted by Lestianawati (2019) who said that the

use of punctuation in student writing was better than before when conducting the pretest.

The improvement can occur because the movie has subtitles that are complete with the use of periods and commas. In addition, according to Lestianawati (2019), the improvement in the mechanics' classification can also occur because the emphasis on the effect of the movie is heard clearly so that students can know when the punctuation signs are used.

5. Students' Improvement in Organization

In line with mechanics, the classification of writing organization also improved from the pretest to the posttest. This is in line with the research conducted by Tahir et.al (2019) who in his research also said that students' pretest scores on the organization classification had improved. This can be caused because when students watch movies, researchers tell students to note important things that can make it easier for students to determine orientation, event, and re-orientation which is then poured into writing with a writing formation of 3 paragraphs or more.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion of the findings of this research, the researcher concludes that:

1. Students' posttest scores were higher than their pretest scores. This means that there was an improvement in grades after students were given treatment by using other learning mediums besides books. This is proven and confirmed by conducting normality, homogeneity, and hypothesis tests. Where from the data it was concluded that the data in this study were normally distributed and homogeneous. This means that the two sample classes have the same variation, namely the average score and writing ability of students after treatment has improved.
2. The average scores of both sample classes improved. However, from the data of this research, it is concluded that the score or achievement of the control class was higher than that of the experiment class. This was proven by the results of the calculation of the hypothesis test where the significant value was smaller than the table hypothesis. This means that the Null hypothesis is accepted while the Alternative hypothesis is rejected. So from the data, it can answer the research question and hypothesis and conclude that both media used in both sample classes, namely the use of documentary films can improve students' writing ability, especially in recount-text writing, as well as animated films. However, the improvement value of students in the control class was

higher than in the experimental class. This means that the writing ability of students who are taught by using documentary film is not better than students who are taught by using animated film in the documentary genre.

B. Suggestion

Learning success does not only depend on the applicable learning rules program but can also come from how the teacher creates a comfortable learning atmosphere and modifies or looks for other learning mediums such as learning by practice, one of which is by using a medium that many teenagers like, namely films as learning medium. Based on the research findings and conclusions above, the researcher proposes the following suggestions:

1. With the improvement of students' pretest scores, which means that researchers can suggest to teachers to use other learning materials besides sticking to the applicable curriculum rules so that the learning and learning process does not seem monotonous. As another alternative medium, teachers can choose documentary films or animated films to improve students' writing abilities. Because using film as a medium can refresh students' brains with entertainment so that the learning process can make the atmosphere more comfortable for students. In addition, researchers also suggest to students, that by using this film treatment students can use other learning media that they like so that their learning abilities improve.

2. With the smaller value of the null hypothesis (H_0) compared to the alternative hypothesis (H_1), the researcher suggests that between the two medium samples, teachers can use animated films as the first choice because students are more excited and also enthusiastic about using the medium.

In addition to the suggestions above, researchers also provide the following implications:

1. For Teachers, the result of this research can provide new insight to the teachers because using documentaries and animated films in writing recount text is not common yet. The teachers can start to vary the teaching media to help the students be more motivated and enjoy the learning process itself.
2. For Students, the result of this research can motivate and improve the students' writing ability. Students get introduced to different styles of media in English writing learning, such as documentaries and animated films to develop and emulate the students writing. As the learning process is already being dominated by books that are being provided by the teachers, documentary films and animated films as support mediums in learning will be able to achieve further milestones in the students' writing learning process.
3. For other researchers, realizing that the result of this research has many weaknesses, it needs to be more scrutinized by further researchers in the upcoming time. The result of this study can be used as a research reference and this medium can be applied in other classes when teaching English writing.

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