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The Use of Documentary Film as a Medium in Improving Students' Writing Ability at SMAN 2 Parepare

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ABSTRACT

This research is based on students' writing ability before and after watching Documentary Films and Animated Films in the documentary genre. The purpose of this study is to determine whether the use of Documentary Film can improve the writing ability of students of class X Smart 2 and 4 SMAN 2 Parepare after being given treatment using Documentary Film and Animated Film.

The researcher applied a quasi-experimental design with a nonequivalent control group pretest and posttest design. The population of this study was students of class X SMAN 2 Parepare in the academic year 2022/2023. The research sample was taken using simple random sampling consisting of 72 students from two classes taken from the population.

The results of the data analysis showed that students' writing ability improved. This is shown by the students' average scores on the pretest and posttest. There is a significant difference between the scores of the experimental class and the control class, where the control class score is higher than the experimental class. This is supported by hypothesis testing, the t-test is smaller than the t-table, so the null hypothesis (H_0) is accepted, in other words, the alternative hypothesis (H_1) is rejected. This means that the use of animated films as a learning medium is better than documentary films even though both can improve students' writing ability.

Keywords ***Documentary Film, Animated Film, Writing Ability***

ABSTRAK

Penelitian ini didasarkan pada kemampuan menulis siswa sebelum dan sesudah menonton Film Dokumenter dan Film Animasi dengan genre dokumenter. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Film Dokumenter dapat meningkatkan kemampuan menulis siswa kelas X Smart 2 dan 4 SMAN 2 Parepare setelah diberikan perlakuan menggunakan Film Dokumenter dan Film Animasi.

Peneliti menerapkan desain quasi experimental dengan desain nonequivalent control group pretest and posttest design. Populasi penelitian ini adalah siswa kelas X SMAN 2 Parepare tahun ajaran 2022/2023. Sampel penelitian diambil dengan menggunakan simpel random sampling yang terdiri dari 72 siswa dari dua kelas yang diambil dari populasi.

Hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat. Hal ini ditunjukkan dengan nilai rata-rata siswa pada pretest dan posttest. Ada perbedaan yang signifikan antara nilai kelas eksperiment dan kelas kontrol, dimana nilai kelas kontrol lebih tinggi dibanding kelas eksperiment. Hal ini didukung dengan uji hipotesis, t-test lebih kecil dari t-tabel, maka hipotesis nol (H_0) diterima, dengan kata lain hipotesis alternatif (H_1) ditolak. Hal ini berarti penggunaan Film Animasi sebagai Media pembelajaran lebih baik dibanding Film Dokumenter walaupun keduanya sama dapat meningkatkan kemampuan menulis siswa.

Kata Kunci ***Film Dokumenter,Film Animasi Kemampuan Menulis***

Introduction

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.

Method

This type of research was *Quasi-Experimental* Research or pseudo-experiment research. 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. 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.

Results and Discussion

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.

A. Findings

A.1. Students’ Improvements in Experimental Class

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%

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%.

A.2. Students' Improvements in Control Class

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%

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%.

A.3. Hypothesis 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

B.1. Students' Improvement in 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.

B.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.

B.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.

B.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.

B.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.

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 value 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 value 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.

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