

# **USING DOCUMENTARY VIDEO IN IMPROVING STUDENTS' WRITING SKILL AT SMAN 6 PALOPO**

*A Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree  
in English Education Study Program of Tarbiyah and Teacher Training Faculty  
of State Islamic Institute of Palopo*



**IAIN PALOPO**

**Written by:**

**PUTRI PUSPITASARI**

18.0202.0078

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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- 1. Prof. Dr. H. Rustan S., M.Hum.**
- 2. Dewi Furwana, S.Pd.I, M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
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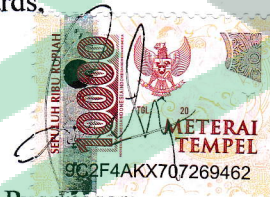
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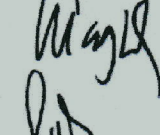





## THESIS APPROVAL

This thesis entitled Using Documentary Video In Improving Students' Writing Skill at SMAN 6 Palopo, which is written by Putri Puspitasari, Registration Number 1802020078, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 13<sup>th</sup> October 2023/ Rabiul Awal 26<sup>th</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

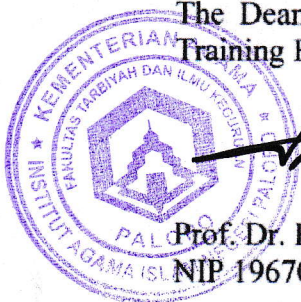
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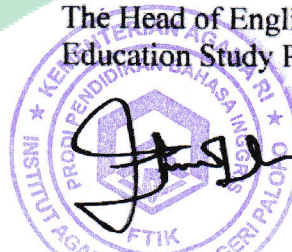
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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ  
الْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

First and foremost, the researcher would like to express her most profound gratitude to Almighty God, Allahswt. for his marvelous and unforgettable grace and countless blessings and love, so the researcher completed this thesis. In the name of Allah swt. the kind and the most merciful god of the world has created judgment day in the hereafter, and to our Prophet Muhammad saw. peace be upon him. So, the researcher could finish the thesis entitled “Using Documentary Video in Improving Students’ Writing Skill at the 10th Grade Students of SMAN 6 Palopo” that submitted required fulfillment of the requirement for the undergraduate degree in English Language Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo.

The researcher realized that the existence of this thesis receives much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

1. Dr. Abbas Langaji, M. Ag., as the Rector of IAIN Palopo.
2. Prof. Dr. Sukirman, S.S.,M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Husnaini, S.Pd.I., M.Pd., as the Chief of the English Education Study Program of IAIN Palopo.

4. Prof. Dr. H. Rustan S., M.Hum., and Dewi Furwana, S.Pd.I, M.Pd. as the first and second supervisors for their guidance, help, time, corrections, suggestions, and kindness in composing this thesis.
5. St. Hartina, S.Pd., M.Pd., as the test's validators. The highest appreciation for the guidance, supports, knowledge, time, corrections, suggestion, and kindness while completing this thesis.
6. The lecturers of IAIN Palopo, especially the English Language Education Study Program, have given knowledge, support, and attention to learning a language. Also, thanks to all the staff of IAIN Palopo who have helped the researcher.
7. Alimus, S.Pd., M.Pd. as the Headmaster SMAN 6 Palopo and Sumarlin, S.Pd., M.Pd. as the Assistant Principal of Academic Affairs and Curriculum SMAN 6 Palopo who has allowed the researcher to apply the research in the school.
8. Nasrullah, S.Pd. as the English Teachers of SMAN 6 Palopo who has helped the researcher conduct the research.
9. The researcher's beloved parents: H. Saimin and Hj. Mulyani who have given the best prayers, affection and the endless love for the researcher. Also, for the researcher's brother and sisters, who have provided support and motivation.
10. The researcher's friends who have supported the researcher, especially for the BIG Dependable, BIG Brilliant class since 2018, and KUN Palopo. Special thanks to Andi Rahifa S.Pd, Alyesa Adelia Putri S.Pd, Amelia S.Pd, Anjeli Mustafa S.Pd, Dewi Kartini, Musdalipa H Tombong S.Pd, Syahrul Bahru S.Pd as the people who helped the researcher .

11. The members of TallangBulawang Village Post, precisely Cindy Claudia Sabbeang, Fadhilah Ramadanti, KarmilaS.Pd, Paramita S.Pd who always support the researcher.

12. The researcher's friend like sister who has supported the researcher, special thanks to Mona Anton, S.T as the people who motivated the researcher.

13. Last but no least, want to thank for myself. Your done a great job, taking care of yourself, mentally and physically, so well done and keep doing it.

Special thanks to the people that the researcher cannot mention one by one. The researcher hopes this research will be helpful for the readers. Finally, may Allah swt. blesses us all health and the simplicity in various affairs of each. Aamiin.

Palopo, 13 October 2023

Researcher

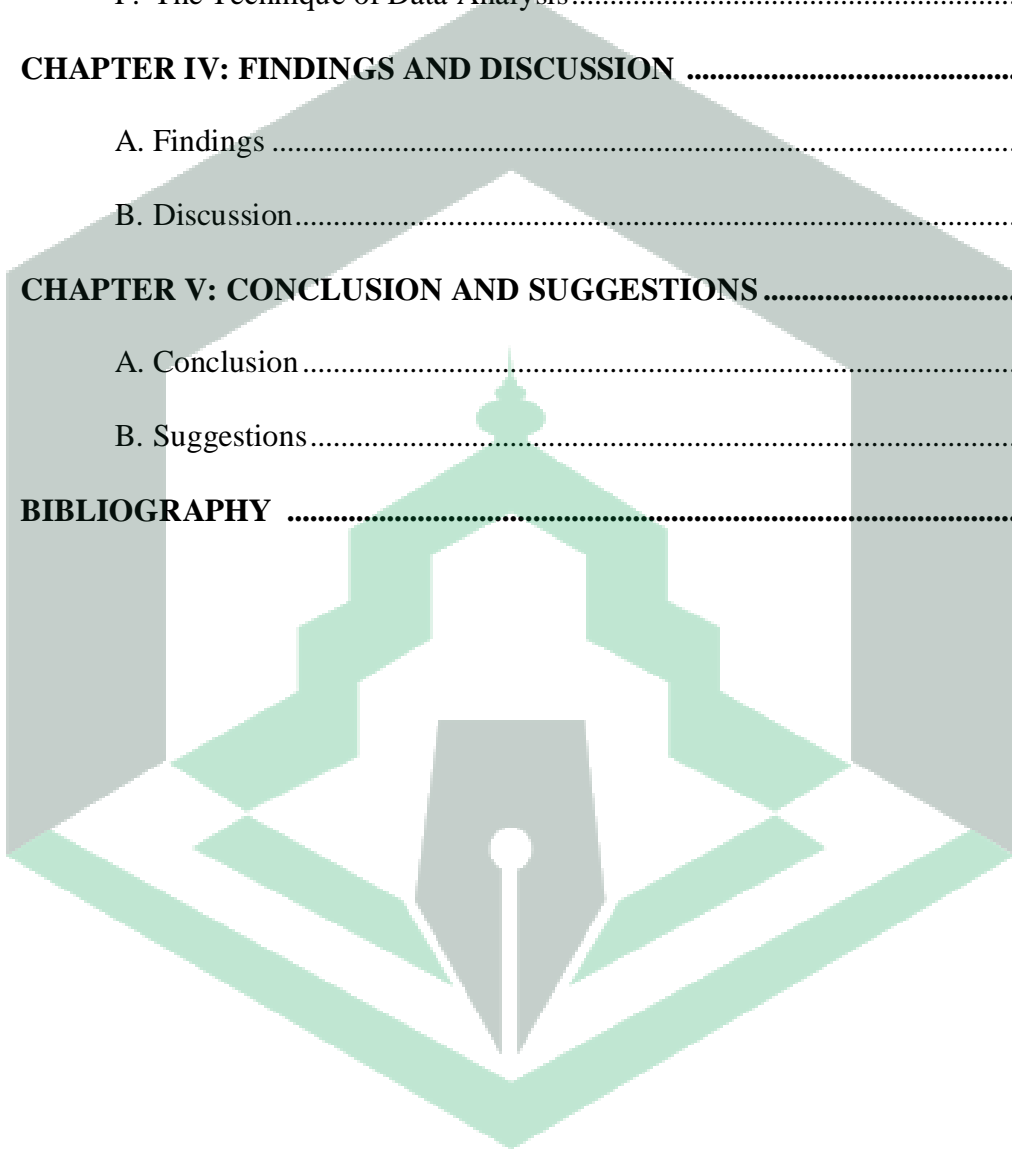
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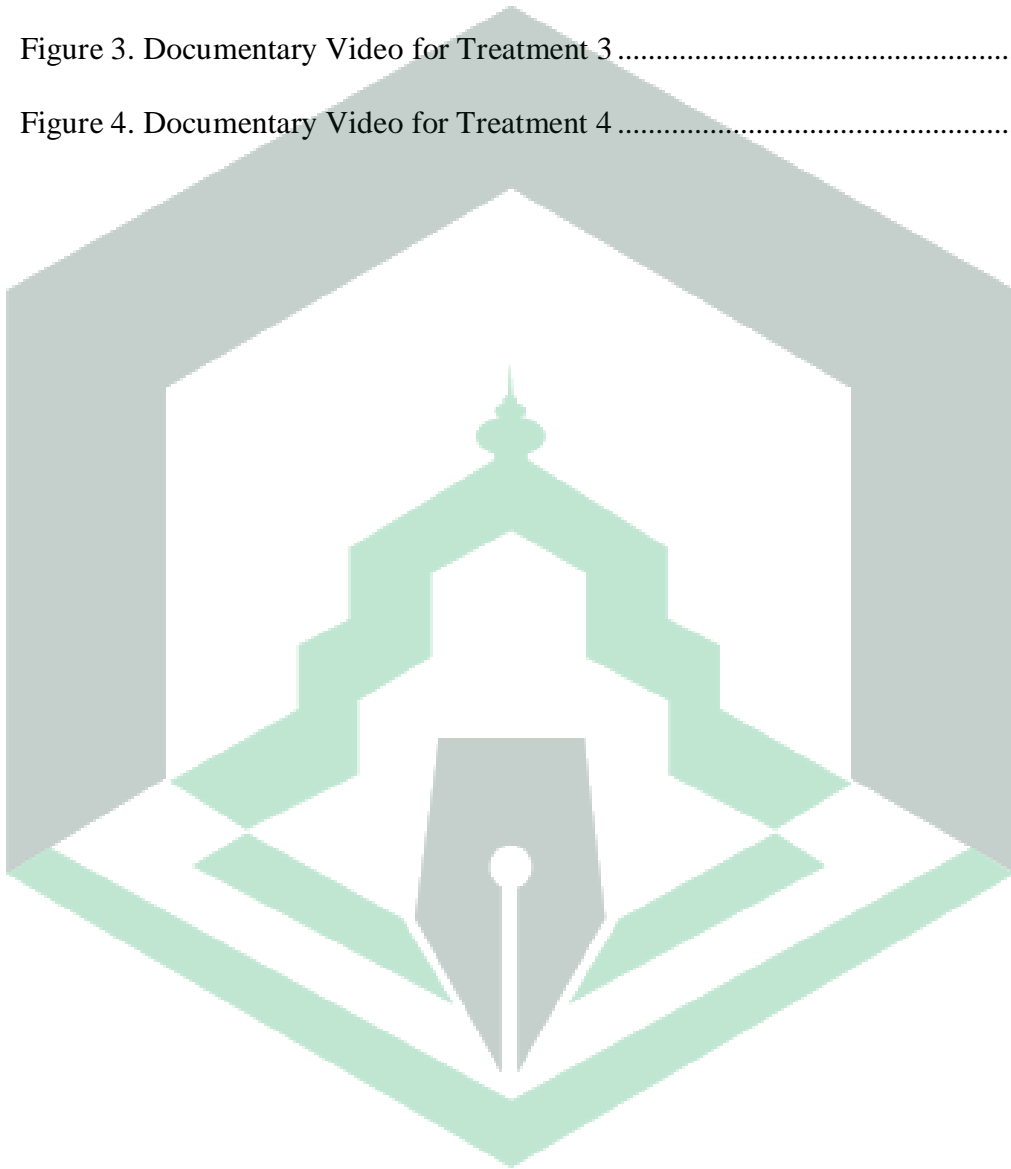
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## ABSTRACT

**Putri Puspitasari, 2023.** *“Using Documentary Video in Improving Students’ Writing Skills at SMAN 6 Palopo”* A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Rustan S. and Dewi Furwana.

This research aims to find out whether or not the use of documentary video improves students’ writing skills at SMAN 6 Palopo. This research adopted the pre-experimental method. The population of this research is 237 the 10<sup>th</sup> grade students of SMAN 6 Palopo while the sample consisted of twenty students. The documentary video was used as a media in this research. The researcher collected the data through pre-test, treatment, and post-test. SPSS 25 edition was used to perform statistical analysis on the data. Investigation revealed that the mean post-test score is higher than the pre-test (60.65 < 73.55). Besides, the value of the t-count is higher than the value of the t-table. The result of the student’s scores on the post-test became more elevated than opposed tests representing the treatment’s effectiveness in helping the learners improve their writing skills. It could be summarized that using the documentary video significantly improves the students’ writing skills, especially in writing descriptive text.

**Keywords:** Documentary video, Improving, Writing Skills

# CHAPTER I

## INTRODUCTION

### A. Background

The compelling interest in the utilization of documentary videos as a powerful educational tool in Indonesia, specifically within the domain of English language learning, is nothing short of remarkable. English has undoubtedly cemented its pivotal role as an international language, and it is fervently embraced across the educational spectrum, from the very foundation of elementary schooling to the pinnacle of university academia. Its mastery is now an undeniable prerequisite for unfettered global communication<sup>1</sup>. The dynamic landscape of English language instruction in Indonesia, as the primary foreign language, has evolved over the years, pivoting in alignment with the ever-evolving curricula.

Writing is one of English skill that has to be learned by any foreign language besides listening, speaking and reading. It has been taught from the Elementary level to the University level where, listening and speaking cannot be separated each other and neither do reading and writing. Since 2006, the government has apply a new curriculum known as School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) to improve the quality of education in Indonesia. In the School-Based Curriculum, English is understand as a tool that is

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<sup>1</sup>Asri, R. Junaid, and S. Saputra, "The Development of Learning Model through Video Documentary to Improve Environmental Knowledge of Coastal Residents of Palopo City, Indonesia," *Jurnal Pendidikan IPA Indonesia* 9, no. 3 (2020): 396–407, <https://doi.org/10.15294/jpii.v9i3.23358>.



used to communicate either in spoken or written forms<sup>2</sup>. Based on the curriculum, the language components (vocabulary, pronunciation, structure, and sound system) are taught communicatively in order to improve the four language skills; they are: listening, speaking, reading, and writing.

Writing is one of the abilities that students must learn, yet it can be tough to teach. As Brown states that “the process of writing requires an entirely different set of competencies”<sup>3</sup>. Writing is just another form of expression; skill develops with practice<sup>4</sup>. Therefore, “written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. Writing is a difficult subject because it requires students to pay attention to a variety of factors (ideas, concepts, vocabulary, and grammar). In English learning, there are many different forms of text, one of which is descriptive text. A descriptive text describes the characteristics of a person or an object. Its objective is to reveal and describe a location, animal, or thing.

The advance of industry revolution 4.0 affects components of education within which teachers behold the fact that they cannot avoid to apply technological instruments in the classroom. One of which is that the use of video for language skill learning. It is viewed to be helpful in developing skills in the context of learning English as Foreign Language (EFL). The use of documentary video in teaching writing is considered not only a good way to encourage the

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<sup>2</sup>Depdiknas, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan* (Jakarta: BNSP Depdiknas, 2006).

<sup>3</sup>H. D Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy* (White Plains, NY: Pearson Education., 2008).

<sup>4</sup>Emily Hutchinson, *Descriptive Writing* (Saddleback Educational Publishing, 2005).

students’ writing, but also able to make teaching-learning language become more communicative. Because based on CBSA (Cara Belajar Siswa Aktif)/SAL (Student Active Learning) approach, media like documentary video can stimulate the students’ too involved be physically, mentally, intellectually, and emotionally so that students’ can gain the maximum learning experience.

Aripin and Rahmat confirm that “Writing is the most challenging skill among other language skills; reading, speaking and listening<sup>5</sup>”. Writing is an effective action for students to improve their skills. By writing, they also convey a piece of information effectively. In Islam, writing is the skill taught by Gabriel to the prophet Muhammad SAW when he got the first revelation from Allah; beside he is taught to read, he is also taught to write, Allah has stated in the holy Qur’an surah Al-Alaq:4.

الَّذِي عَلَّمَ بِالْقَلَمِ

“Who taught by the pen<sup>6</sup>.”

**Verse 1.1 Qur’an Surah Al-Alaq (4)**

The word **Qalam** in verse 4 of surah al-Alaq is the meaning of the tool to write (pen). It means that a pen is used to write, and the result of using a pen is written. One generation can transfer their knowledge to the next generations. It shows that the tool of written and writing have important roles.

<sup>5</sup>Norhartini Aripin and Noor Hanim Rahmat, “Writing Anxiety and Its Signs: A Qualitative Study of a Female ESL Writer,” *International Journal of Academic Research in Business and Social Sciences* 11, no. 1 (2021): 334–45, <https://doi.org/10.6007/ijarbs/v11-i1/8399>.

<sup>6</sup>Maḥmūd Yūsuf Zāyid, *The Quran, an English Translation of the Meaning of the Quran, 1st Ed.* (Dar Al-Choura, Beirut, Lebanon., 1980).

Based on the pre observation, the researcher found that the researcher found from the English teacher of SMAN 6 Palopo, the 10th grade students have a low scores in writing. It's because they think of writing as a challenging task. Some circumstances have resulted in this problem. The majority of the students lacked the the vocabulary and had trouble using English grammar. The students are usually stuck when they first start writing. The students don't have a lot of ideas to write about. Many of them were also hesitant to write since they were bored and uninterested in learning through traditional methods<sup>7</sup>.

The researcher will use documentary video as supporting media because the researcher knows the importance of the video for learning and teaching writing. It can help students at SMAN 6 Palopo develop their writing skills, particularly in descriptive language, without becoming a bore, and one of the benefits of documentary video is that they can be motivated to write something by hearing and seeing what they hear and see.

Related to the explanation above, the researcher will conduct the research about **“Using Documentary Video in Improving Students’ Writing Skill at SMAN 6 Palopo”**.

## **B. Research Question**

Based on the background above, the research question that:

Does the use of documentary video improve student writing skill at SMAN 6 Palopo?

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<sup>7</sup>S.Pd. Nasrullah, “Observation SMAN 6 Palopo,” 2022.

### **C. Research Objective**

The objective of this research is to find out whether or not the use of documentary video improve students' writing skill at SMAN 6 Palopo.

### **D. Research Significances**

The result of this research is expect to give two advantages, those are theoretically and practically.

#### **1. Theoretical Advantages**

This research is expected to give insight in developing students' writing learning process for SMAN 6 PALOPO students, especially X grade.

#### **2. Practical Advantages**

##### **a. For teacher**

This research is important for students to become more engage with the teacher and to comprehend the topic.

##### **b. For students**

This research makes students feel excited the teaching learning process and guide students to know descriptive language.

##### **c. For further researchers**

This research brings a technique to give motivation to the student in order to improve their writing skill.

### **E. Research Scope**

This research will restrict on the implementation documentary video could improve the students' writing especially in writing descriptive text dealing with content and vocabulary.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

In writing this thesis, the researcher found some researchers which are closely related to this research, that research:

1. Tristy 2010, in her thesis entitled *Improving Students' Skill in Writing Report Text with All About Animals VCD* that documentary films enabled the students to improve their skill in writing report text. The research was conducted at SMP 2 Kudus. Based on the result of this research, which was action research at on 9th grade students, the pre-test result was better than the post-test, proving that the students' achievement in writing report text improved. It was founded that All About Animals VCD seem to be effective in improving students' ability to writing report. At the end of the study, the writer suggests that the technique of using media in teaching-learning process, is able to be used to enable the students to write a report<sup>8</sup>.
2. Hasan Haris 2013, in his thesis entitled *The Use of Documentary Video to Teach Writing News Item Text to the Tenth Grade Students in SMAN 4 Bangkalan*. In his research, he was using documentary film to teach the students of tenth grade of *SMAN 4 Bangkalan* about writing News Item Text. He found that the combination of audio and visual media that presented by a video can help the students to be more interested in the material and have them

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<sup>8</sup>R. T. Tristy, "Improving Students' Skill in Writing Report Text with All about Animals VCD" (Semarang State University, 2010).

get some new ideas, especially can release the boredom. The research is a descriptive qualitative and the objective of this study to find out how the documentary video is applied in teaching writing of news item, the students' writing ability, and the students' responses toward the documentary video<sup>9</sup>.

3. Rusnah 2017, in her thesis entitled *The Use of Animation Movie in Teaching Recount Text for Students' Prewriting Activity*. This research is conducted in a pre-experimental one group pretest- posttest design and investigates whether the use of animation movie is effective in teaching writing recount text for students' prewriting activity to the tenth grade students of Vocational School 2 Pontianak in academic year 2016/2017. The class which is taken by the class TOI (Teknik Otomasi Industri), which consists of 30 students. The technique of data collecting is a measurement, and the tool of data collecting is a written test<sup>10</sup>.

Based on previous related research findings, there are similarities in this research. Writing descriptive text is pertinent to this research, which uses animated films as its media, and its methodology is the same. The differences of this research are from the students' creativity and the use of different media, that media is that the use of a picture, teaching material, and using the teacher as the sample of research also using experimental research.

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<sup>9</sup>Hasan Haris and Syukriah Abdullah, "The Use of Documentary Video to Teach Writing News Item Text to the Tenth Grade Students in SMAN 4 Bangkalan Hasan Haris," *Journal RETAIN Universitas Negeri Surabaya* 1, no. 3 (2013): 1–9, <http://ejournal.unesa.ac.id/article/6146/58/article.pdf>.

<sup>10</sup>Rusnah, "The Use of Animation Movie in Teaching Recount Text for Students' Prewriting Activity" (Tanjungpura University, 2017).

The novelty of this research departs from previous methods used to improve students' writing skills. Prior studies mainly used animated videos to enhance writing, often focusing on fictional narratives or explaining complex concepts. Although some research briefly explored the use of documentary videos, they primarily concentrated on recount texts. Building on the researcher's pre-observation findings, this study extends the research scope by investigating the potential of utilizing documentary videos for improving students' descriptive text writing. The significance lies in the lack of prior research specifically utilizing the serious and fact-based nature of documentary videos to enhance students' descriptive writing.

## **B. Some Pertinent Ideas**

### **1. Documentary Video**

#### **a. The Definition of Documentary Video**

The documentary video is an audio-visual type of learning media that is worth exploring, besides other media that are already applied through the 2013 curriculum. This explore scheme through documentary video aims to develop the students' writing ability by encouraging the students' excitement with a new method that can help them indirectly experience the real-life scenes through moving images. The use of documentary video 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.

In this study, Documentary videos seem to be helpful, especially at the tertiary level because learners can get extra information on academic subjects.

However, these common feature voice-overs, which can prove very difficult and even hinder comprehension<sup>11</sup>.

Nonetheless, documentaries and video lectures deal with the much-focused subject matter. They examine a single topic, and their overall structure is generally the same: they present a case and explain it, supporting it with images, sounds, examples, and even captions. These may be less difficult to understand than most news or films because their style is soberer, with standard phraseology and predictable language<sup>12</sup>.

J.Brewster and G.Ellis concludes some benefits of using videos for young learners into four aspects as follows<sup>13</sup>:

- 1) Video adds variety to the teaching and learning process so that students find it fun, stimulating, and highly motivating. It can make the learning experience successful and thus develop positive attitudes and confidence in the target language and in language learning.
- 2) Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. The video also provides a full context of language use so that the learning is more accessible and memorable.
- 3) Video can improve the students' curiosity and provide up-to-date information.

It enables students to maximize their abilities to infer from context. Moreover,

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<sup>11</sup>D Nunan, *Task-Based Language Teaching* (Cambridge University Press, 2004).

<sup>12</sup>Jane Sherman, *Using Authentic Video in the Language Classroom* (Cambridge University Press, 2003).

<sup>13</sup>D Brewster, J., Ellis, G., & Girard, "The Primary English Teacher's Guide," *Reading and Writing* 110, no. 9 (1992).



video can develop students' motor skills, information and research skills, and communication skills, as well as independent learning.

- 4) From a cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridge the cultural gap by providing background cultural information.

### **b. The Kinds of Documentary Video**

Documentary videos are a popular genre of film that aim to document reality and provide insight into various subjects. There are different types of documentary videos that filmmakers can use to tell their stories. According to Richter, here are some of the most common types of documentary videos<sup>14</sup>:

#### 1) Poetic Documentaries

This type of documentary video focuses on creating a feeling or mood through images and experiences. It is often abstract and experimental in form and content, and its ultimate goal is to create a feeling rather than a truth.

#### 2) Expository Documentaries

This is the most popular type of documentary video, which educates and explains an issue, event, or location. It is straightforward in its approach and often uses a narrator or presenter to guide the audience through the subject matter.

#### 3) Participatory Documentaries

This type of documentary video involves the filmmaker becoming a part of the story and interacting with the subjects. It often blurs the line between the filmmaker and the subject, and the audience is invited to participate in the story.

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<sup>14</sup>Hans Richter, *The Film Essay: A New Type of Documentary Film.* Essays on the Essay Film (Columbia University Press, 2017).

#### 4) Observational Documentaries

This type of documentary video is unobtrusive and aims to capture reality as it happens without any interference from the filmmaker. It often uses long takes and minimal editing to create a sense of realism.

#### 5) Reflexive Documentaries

This type of documentary video is self-aware and often comments on the filmmaking process itself. It acknowledges the presence of the filmmaker and the audience and invites them to question the truthfulness of the documentary.

#### 6) Performative Documentaries

This type of documentary video is experimental and combines different styles to stress subject experience and share an emotional response. It often uses a personal approach and is highly subjective. Examples of performative documentaries include *Sherman's March* (1986) by Ross McElwee and *The Gleaners and I* (2000) by Agnès Varda.

In this research, the researcher used poetic documentaries. The utilization of Poetic Documentaries in classroom learning offers several significant advantages. This approach, which places a strong emphasis on evoking emotions and atmospheres through images and experiences, not only enables students to creatively explore the world but also broadens their perspectives on cultural, historical, and sociocultural aspects embedded in such works. The abstract and experimental elements within Poetic Documentaries can enhance student motivation and foster higher engagement in the learning process. Furthermore, the use of Poetic Documentaries aids students in developing visual analysis skills and

in integrating verbal language with visual elements, enriching their communication abilities. Thus, Poetic Documentaries serve as an effective pedagogical tool that not only enhances comprehension but also cultivates creative skills within the classroom environment.

### c. The Characteristics of Documentary Video

According Rokhayati, documentary video is a type of video production with several distinct characteristics<sup>15</sup>:

#### 1) Informational Purpose

Documentary videos are designed to provide information, depict reality, or educate the audience about a specific topic. They aim to represent reality as it exists.

#### 2) Real Subjects

The subjects in documentary videos are real people, places, events, or phenomena. They focus on reality rather than fiction.

#### 3) Unscripted or Semi-Scripted

Most documentary videos are not entirely scripted, although there may be guidelines or scenarios to direct the narrative. However, the dialogue and scenes are mostly recorded from real-life situations.

#### 4) In-Depth Research

Creating a documentary video involves in-depth research to gather accurate information about the topic to be explored.

This includes interviews with knowledgeable sources, archival investigations, and resource collection.

<sup>15</sup>Yeni Rokhayati, "Pembuatan Video Dokumenter Kegiatan Pengabdian Masyarakat," *Dinamisia: Jurnal Pengabdian Kepada Masyarakat* 5, no. 1 (2020): 95–100, <https://doi.org/10.31849/dinamisia.v5i1.4286>.

### 5) Narration

Most documentary videos have a narrator providing background voice to explain additional information or connect different parts of the film.

### 6) Interviews and Testimonies

Documentary videos often include interviews with sources relevant to the topic being discussed. These interviews provide deeper perspectives and insights.

### 7) Original Footage

Documentary videos often use original recordings, such as on-location images and video captured during events. Historical archive footage, photos, and videos can also be used.

### 8) Engaging Visual and Audio

While the goal is to provide information, documentary videos typically strive to make their visuals and sound engaging. This includes the use of cinematic techniques, background music, and sound effects.

### 9) Aesthetic Approach

Some documentary videos may follow a specific aesthetic approach in their cinematography and editing to create a mood that suits the topic.

### 10) Diverse Styles

There are various styles and genres in documentary videos, including observational documentaries (showing everyday life), expository documentaries (teaching and explaining), narrative documentaries (following a storytelling approach), and many more.

### 11) Educational and Social Change Objectives

Many documentary videos are created with the aim of educating the audience about social, political, or environmental issues and even encouraging social change.

### 12) Critical or Subjective Narration

Some documentary videos may have a narrative or a viewpoint that is more subjective or critical of a specific topic. This can reflect the producer's perspective or opinion on the subject.

### 13) Possibility of Interpretation

Like other forms of art, documentary videos are open to interpretation. Viewers can have different perspectives on the same topic after watching a documentary.

### **d. How to Use Documentary Video in Teaching Writing**

According to Hasan and Abdullah, using documentary videos as a teaching aid in teaching writing can be an effective approach to enhance students' writing skills. Here are the steps that can be followed<sup>16</sup>:

#### 1) Select Relevant Content

Choose a documentary video that is relevant to the topic to be taught. Ensure the video contains elements that can stimulate students' imagination and inspire interesting ideas for writing.

<sup>16</sup>Hasan Haris and Syukriah Abdullah, "The Use of Documentary Video to Teach Writing News Item Text to the Tenth Grade Students in SMAN 4 Bangkalan Hasan Haris."

## 2) Introduce the Material

Before playing the video, introduce the material or topic to be taught to the students.

Provide necessary background information to ensure they have a basic understanding of what they will be viewing.

## 3) Watch the Video

Play the documentary video during the class session.

Ensure that students have good access to view and hear the video clearly.

Encourage them to actively watch, take notes on key points, and record any inspirations or ideas that arise while watching.

## 4) Discussion

After watching, hold a discussion session. Ask students to share their understanding of the topic presented in the video. Open opportunities for them to exchange ideas and perspectives.

## 5) Define Writing Objectives

Explain the writing objectives to be achieved after watching the video. For example, if the video documents the beauty of nature, the writing objective could be a description of the stunning natural scenery.

## 6) Writing Exercises

Assign writing tasks to students based on the topic taught. Ask them to apply what they have learned from the video in their writing. This can be in the form of descriptions, stories, or analyses related to the topic presented in the video.

### 7) Editing and Feedback

After students have completed their writing, conduct an editing session and provide constructive feedback.

Focus on essential elements such as grammar, spelling, sentence structure, and overall coherence of the writing.

### 8) Revision Process

Encourage students to revise their writing based on the feedback given. The revision and refinement process is crucial for the development of writing skills.

## 2. Writing

In English composition, the generation and incorporation of ideas are of paramount importance, as the ability to produce a well-structured composition hinges on the presence of a coherent idea. Indeed, some students grapple with the concept of ideation, recognizing it as the critical foundation of effective writing. Prior to embarking on the writing process, it is imperative to conceptualize and deliberate upon a central theme that will serve as the cornerstone of the composition. Furthermore, the crafting of a sound composition necessitates the intentional and strategic cultivation of ideas. While some ideas may spontaneously manifest themselves, others require active elicitation or stimulation to come to the forefront of one's consciousness<sup>17</sup>. These ideas should be meticulously documented in writing, enabling them to be preserved and retained in one's cognitive repertoire over an extended period.

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<sup>17</sup>Tri Endar Yogi, "Mind Web In Teaching Writing Skills at English Language Education Study Program of IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (2020): 168–79, <https://doi.org/10.24256/foster-jelt.v1i2.17>.

A good writing can be distinguished from finding the characteristic of it.

This can be summarized into the following which are<sup>18</sup>:

- a. Interesting and current topics: "First of all, the teachers should pay more attention on the topic that they are going to assign it to the learners". If this element is examined, it can be found that this task is handled by the English curricula, and it is applied by teachers to students based on selections in the book.
- b. Rich and appropriate vocabulary: "As there are different terms used for different purposes, the learners are taught how to use the appropriate vocabulary that suits the situation."
- c. Variety of grammatical structures: "The teachers should teach various grammatical structures involved in writing English and train their ELLs in getting mastery over them."
- d. Right usage of Punctuation: Punctuation is defined as "They are signals to the reader that indicate pause, place emphasis, alter the function or show the relationship between the elements of the text<sup>19</sup>."

#### 1) Definition of Writing

According to White (1986:10), writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to

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<sup>18</sup>Parupalli Srinivas Rao, "The Characteristics of Effective Writing Skills in English Language Teaching," *Research Journal of English (RJOE)* 2, no. 2 (2017): 75–86, [www.rjoe.org.in](http://www.rjoe.org.in)

<sup>19</sup>Strause Jane, "The Blue Book of Grammar and Punctuation," *Choice Reviews Online* 41, no. 12 (2004).



acquire the knowledge or some information to share and learn<sup>20</sup>. Writing is considered a means of communication through writing. Writing tends to involve the thinking process in which the writers attempt to organize the composition and make it works together into a meaningful text.

## 2) Components of Writing

According to Harris, there are five components of writing namely: content, organization, vocabulary, language use (grammar), and mechanic<sup>21</sup>:

### a) Content

The content of the writing should be clear to a reader. So that the reader can understand the message conveyed and gain information from it. There is the last thing that can be measured in connecting with the component, the composition should contain one central purpose only and should be developed. As state by Brown the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose response to one assigned topic in standard written English, and to generate<sup>22</sup>.

### b) Organization

In an organization of writing concert with the way he writes, arranges and organization the ideas or the message in the writing purpose of organizing materials. In writing involves coherence in order of importance, general of which happened from the beginning to the end.

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<sup>20</sup>F. D. White, *The Writer's Art: A Practical Rhetoric and Handbook* (New York: Wadsworth Publishing Company, 1986).

<sup>21</sup>David P. Harris, *Testing English As a Second Language* (New Delhi, 1974).

<sup>22</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (London: Addison Wesley Longman, 2004).

### c) Vocabulary

Rivers as cite in Nunan 1992, vocabulary is essential for successful study on the second language<sup>23</sup>. The effective use the words will always result in good writing, both specific and technical writing. The dictionary is very considerable. Vocabulary is one of the components of writing. We can express ideas and deal with vocabulary.

Vocabulary is all the words that a person knows or uses all the words in a language list of their meaning, especially in a book for learning a foreign language. Vocabulary is one of the components of writing to express ideas. We always deal with composing what we are going to say because she/he feels it is difficult to choose what is appropriate will help the writers to compose the writing and also make readers easy to understand.

### d) Language Use (Grammar)

Language use in writing descriptions and other writing involves correct language and point of grammar. Good grammar should be capable of producing grammar.

### e) Mechanics

There are two parts of mechanics in writing, namely function, and capitalization. The process is important as a way to clarify meaning. In English writing, the capital letter has to participate first to distinguish between particular and thing; second, it uses adjective, act. This aspect is very important since it

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<sup>23</sup>David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992).

leads the reader to understand or recognize immediately what the writer means to express definitely.

### 3) The purpose of Writing

The specific explanation about the purpose of writing is proposed by McMahan stated that written language is used for these following<sup>24</sup>:

- a) To express the writer's feeling.
- b) To entertain the readers through aesthetical materials.
- c) To persuade the readers about the writer's opinions, concept, and ideas.

### 3. Descriptive Text

A descriptive text describes anything. Its social function is to describe a particular person, place, or thing<sup>25</sup>. Define descriptive as English writing in which the author discusses an object. The object in the sentence can be concrete or abstract. It could be a person, an animal, a tree, or a house, among other things.

#### a. The generic structure of descriptive text

The generic structure of descriptive text as follows:

- 1) Identification it contains about the introduction of a person, place, animal or object will be described.
- 2) Description it contains a description part or things (physical appearance). Qualities (degree of beauty, excellence, or worth of value), characteristics (prominent aspects that unique)<sup>26</sup>.

<sup>24</sup>Elizabeth McMahan, *Literature and The Writing Process* (Boston: Pearson, 2018).

<sup>25</sup>M. Sukirman Djusma Wardiman, Artono, Masduki B. Jahur, "English in Focus: For Grade VII Junior High School (SMP/MTs)," *Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional*, 2008.

<sup>26</sup>Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif, Ed. 1* (Yogyakarta: Andi Offset, 2007).

As Barbara Fine Clouse said in her book, *The Student Writer*, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”<sup>27</sup>.

#### b. Language features of descriptive text

Pakpahan states that there are some main language features of descriptive text<sup>28</sup>:

- 1) Specific Participant. Descriptive text describes about specific object, not in general, and unique.
- 2) The use of Adjectives. Example: beautiful, sharp, strong, small, big, handsome, famous, etc.
- 3) The Use of Simple Present Tense

#### c. Writing process of descriptive text

Wibowo, Senowarsito, and Suwandi said that there are five distinct styles of descriptive writing: process, event, personality, place, and object<sup>29</sup>.

##### 1) Describing a process

The writer must grasp and know how something occurs while describing a process in descriptive writing; this is why the writer should evaluate the process steps. Describing a process shows why it is performed and what is required to finish it.

<sup>27</sup>Barbara Fine Clouse, *The Student Writer 8th Ed.* (McGraw-Hill College, 2004).

<sup>28</sup>Yohana Serepina Pakpahan, “The The Effect of Using Chain Story Technique In Writing Descriptive Text For The Grade Students of SMP Negeri 14 Medan,” *The Explora* 7, no. 3 (2022): 23–30, <https://doi.org/10.51622/explora.v7i3.501>.

<sup>29</sup>Amin Wibowo, Senowarsito Senowarsito, and Suwandi Suwandi, “The Impact of Myenglishstep.Com and Yenni’s English Content to Students’ Descriptive Writing Skills of HOTS,” *EduLite: Journal of English Education, Literature and Culture* 8, no. 1 (2023): 84, <https://doi.org/10.30659/e.8.1.84-102>.

## 2) Describing an event

To describe an event, the writer should memorize and remember what happened in the event. Suppose the writer will write about the flood that happened three days ago. In this case, he/she has to explain all details related to the event clearly, so that the readers can imagine the actual situation.

## 3) Describing personality

In describing a person, the first thing that we do is recognizing his/her characteristics. We need to describe people occurs what are a soft the physical attribute (hair, eye), emotional (warm, nervous), attribute (greedy, trust, worthy), and intellectual (cleverness, perception).

## 4) Describing place and object

To describe the place and object accurately, it provides the object's physical characteristics or place. For objects, we can explain the color, form, and shapes. For the place, we can explain the location, building, and things around the place.

## **4. Documentary Video in Teaching**

The documentary is a visual audio-based media that tells the real events that are not engineered as a supporter in the delivery of the material so as to facilitate the teacher in making material explanations and facilitate students in capturing or understanding the material because through real events that really happen<sup>30</sup>.

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<sup>30</sup>Hasan Haris and Syukriah Abdullah, "The Use of Documentary Video to Teach Writing News Item Text to the Tenth Grade Students in SMAN 4 Bangkalan Hasan Haris."

There are many types of video made for different purposes. According to Gustavo and Claudia, types of movies are broken down into<sup>31</sup>:

a. Documentary video

A documentary video supports the present of factual information about the world outside the movie. As a type of video, documentaries present themselves as factually trustworthy. According to Gustavo and Claudia there are two types of documentary video, they are<sup>32</sup>:

- 1) Compilation video: produced by assembling images from archival.
- 2) Direct Cinema: recording an ongoing event as it happens“ with minimal interference by the video maker.

b. Fictional video

A fictional video presents imaginary beings, places, or events. Yet, if a video is fictional, that does not mean that it is completely unrelated to actuality. For one thing, not everything shown or implied by the fiction video needs to be imaginary. A typical fictional video tags its events; they are designed, planned, rehearsed, filmed, and re-filmed. In fictional video the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

c. Animation video

Animation videos are distinguished from live-action ones by the unusual kinds of work that are done at the production stage. Animation videos do not

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<sup>31</sup>Gustavo Penha and Claudia Hauff, “What Does BERT Know about Books, Movies and Music? Probing BERT for Conversational Recommendation,” *RecSys 2020 - 14th ACM Conference on Recommender Systems*, 2020, 388–97, <https://doi.org/10.1145/3383313.3412249>.

<sup>32</sup>Penha and Hauff.

continuously film outdoor action in real-time, but they create a series of images by shooting one frame at a time.

### C. Conceptual Framework

This research aims to evaluate the impact of using documentary videos as an instructional tool to enhance students' writing skills. In this research, the multimedia learning theory is employed as a supportive framework. This theory posits that the use of diverse media in education can enhance students' understanding and skills. One such medium is the documentary video, which can assist students in comprehending the subject matter in a more engaging and memorable manner<sup>33</sup>. In this research, documentary videos are employed as the primary instructional tool for improving students' writing skills. Following the intervention, an improvement in students' knowledge and writing skills is anticipated.

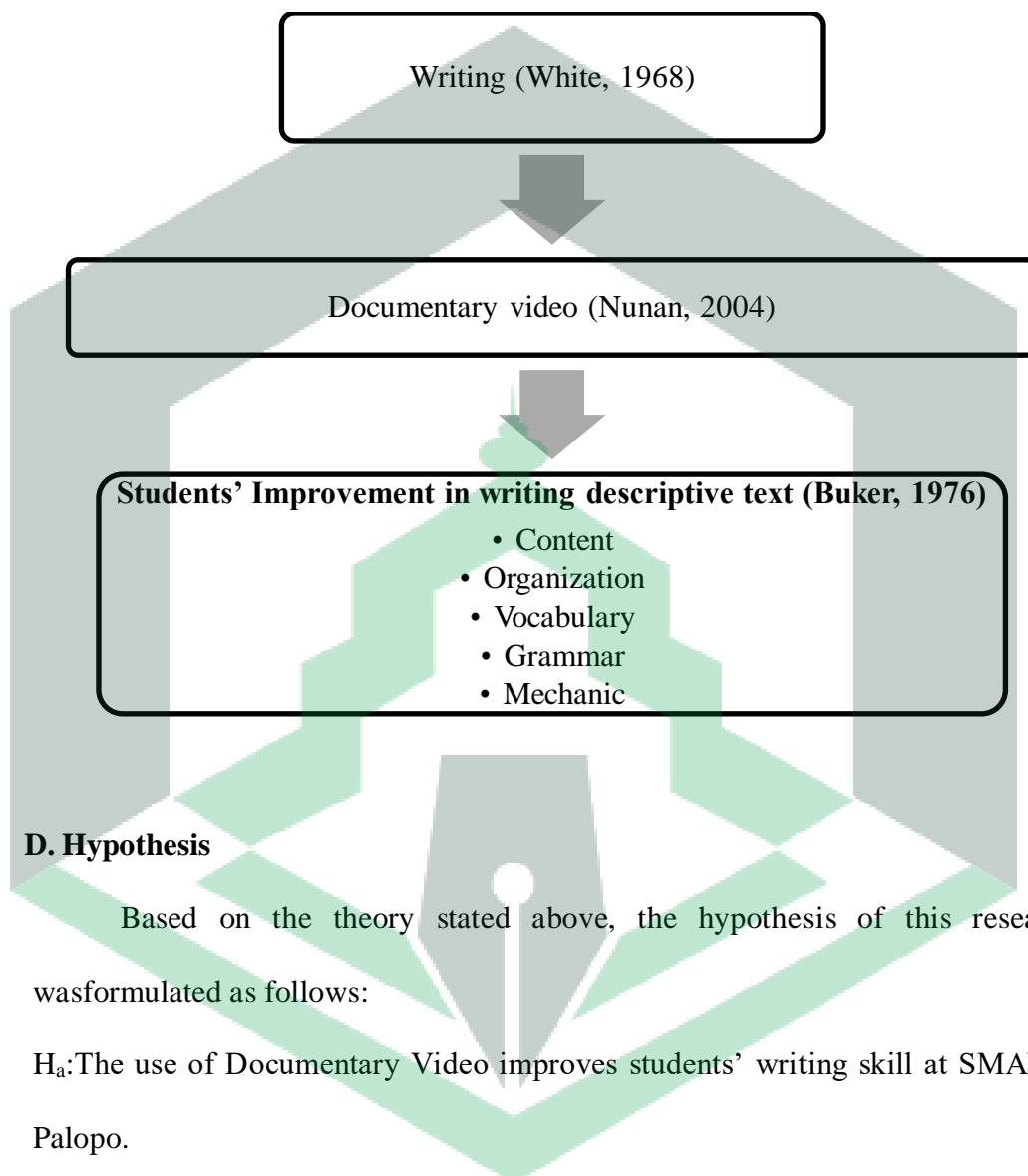
To assess this development, a post-test is administered to evaluate changes in students' writing abilities after the treatment. The post-test results are analyzed to determine whether the use of documentary videos as an instructional tool has a significant impact on students' writing skills. The research's conclusions will be based on the post-test findings, and the implications of the research results for future teaching methods will be discussed in the final report. The multimedia learning theory utilized in this study is supported by previous research indicating

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<sup>33</sup>S. Andriani, A., Sahabuddin, C., & Azis, "Pengaruh Penerapan Media Film Dokumenter Pada Pembelajaran Menulis Puisi Peserta Didik," *Jurnal Muara Ilmu Sosial* 3, no. 1 (2017): 55–63.

that the use of documentary films can enhance students' writing abilities<sup>34</sup>. The conceptual framework of the research illustrate as follows in chart 2.1

Chart 2.1. Conceptual Framework



#### D. Hypothesis

Based on the theory stated above, the hypothesis of this research was formulated as follows:

H<sub>a</sub>: The use of Documentary Video improves students' writing skill at SMAN 6 Palopo.

H<sub>0</sub>: The use of Documentary Video does not improve students' writing skill at SMAN 6 Palopo.

<sup>34</sup>Sorta Maria Reski BR Hutabarat, "Pengaruh Penggunaan Media Film Dokumenter Terhadap Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumbul Tahun Pembelajaran 2014/2015," *JPD: Jurnal Pendidikan Dasar* 3, no. 1–11 (2015).



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

##### 1. Approach

Experimental research has several forms of research design. This is explained by Campbell and Stanley, said: "Regarding the research design model, there are 12 models divide into three major groups, namely pre-experimental, experimental, and pre-experimental<sup>35</sup>.

From the opinion, the researcher choose the research use in this study is Experimental design. Experimental research is research conduct for determine the effect of giving an action or treatment of research subjects. The researcher use this method because want to find out whether the problem solving method is more in developing students' mathematical skills compare to understanding the concept itself.

##### 2. Design

This research will use pre-test and post-test. The design of the research show as follows:

**Table 3.1 Design of the Research**

<b>PreTest</b>	<b>Treatment</b>	<b>Post-Test</b>
$X_1$	T	$X_2$

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<sup>35</sup>Hamid Darmadi, *Metode Penelitian Pendidikan Dan Sosial* (Bandung: Alfabeta, 2013).

Notes:

X<sub>1</sub> : Pre-test

T : Treatment

X<sub>2</sub> : Post-test

## B. Variables

The research variables consisted of the following:

1. The independent variable of this research was Documentary video.
2. The dependent variable of this research was students' writing skills.

## C. Population and Sample

The population of this research is 237 the 10<sup>th</sup> grade students of SMAN 6 Palopo. There are 7 rombel including X.IIS 1 (30), X.IIS 2 (36), X.IIS 3 (31), X.Mia 1 (35), X.Mia 2 (35), X.Mia 3 (34), and X.Mia 4 (36).

The sample of this research will use purposive sampling<sup>36</sup>. The purposive sampling technique is a technique of sampling by considering a particular reason or purpose<sup>37</sup>. Based on the students' ability, the researcher take 20 students to be a sample in class because based on the observation that the researcher do at class X, the researcher find that the students in class X still low in writing skill, so the researcher interested to do the research at that class.

## D. Research Instrument

The instrument that use in this research is testing, and also the researcher uses an instrument to collect all the information and data as long as the research is held. The instrument are: Pretest is an assessment measure given to participants

<sup>36</sup>Dr Riduwan MBA, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2014, 2014).

<sup>37</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D) 6th Ed.* (Bandung: Alfabeta, 2008).

before they have undergone some type of treatment as part of a research study, while a posttest is an assessment measure given to participants after they have received treatment as part of a research study. For the pretest and posttest the researcher use subject test.

### **E. The Procedure for Collecting Data**

There are some steps in gathering the data in this research, they are:

#### **1. Pre-test**

The researcher give pretest in writing to measure students' ability before giving treatment. The lesson topic which use in pre-test is descriptive text with the pictures of the title "Garbage". Before the researcher will ask the student to write a descriptive text based on the pictures, the researcher allow time for the students to understand the pictures.

#### **2. Treatment**

The treatment is conducted in four meetings. As follows:

##### **a. The first meeting**

- 1) The researcher introduce herself.
- 2) The researcher describe the purpose of the researcher's turning class.
- 3) The researcher give the video that contains the descriptive text as the lesson topic.
- 4) The researcher explain the aspects of descriptive text.
- 5) The researcher explain the information about social function, structure, and how to write descriptive text.

- 6) The researcher show a short documentary video about “Facts on Plastic” for duration one minute seventeen seconds to the students.



Source: [https://youtu.be/npHUp\\_oQ-08](https://youtu.be/npHUp_oQ-08)

**Figure 1. Documentary Video for Treatment 1**

- 7) The researcher ask the student to write descriptive text based on the video. The researcher distribute a picture from the video.
- 8) The researcher evaluate the answer with the students.
- 9) Then, students submit to the researcher after check together.

**b. The second meeting**

- 1) The researcher reviews the previous lesson before turning it into the next lesson.
- 2) The researcher show a short documentary video about Animal Mammal “Elephant” for duration two minutes to the students.



Source: <https://youtu.be/4zxAxbBuz8s>

**Figure 2. Documentary Video for Treatment 2**

- 3) The researcher guide student how to describe animal.
- 4) The researcher ask the student to writes descriptive text as the produce activity.  
The students construct the descriptive text about (origin, habitat, food, and characteristic) an animal based on the video.
- 5) The researcher evaluate the answer with students.
- 6) Then, students submit to the researcher after check together.

**c. The third meeting**

- 1) The researcher review the material back to students that have been done before.
- 2) The researcher show a short documentary video about historical Borobudur for duration ten minutes thirty nine seconds temple to the students.



Source: <https://youtu.be/ldHd8Z5ZV-c>

### Figure 3. Documentary Video for Treatment 3

- 3) Students with researcher guidance identify the video.
- 4) Students write down descriptive text about historical place based on the video.
- 5) The researcher evaluate the answer with students.
- 6) Then, students submit to the researcher after check together.

#### d. The fourth meeting

- 1) The researcher review the previous lesson before turning it into the next lesson.
- 2) The researcher show the documentary video for duration two minutes thirty seven second.



Source: <https://youtu.be/hDOHJnqR90o>

### Figure 4. Documentary Video for Treatment 4

- 3) The researcher guidance how to describe people.
- 4) The researcher ask the student to write descriptive text as the produce activity.  
Each student gets a worksheet from the video about "Chairul Tanjung".
- 5) The researcher evaluate the students answers.
- 6) Then, students submit to the researcher after check together.

### 3. Post-test

The researcher give instruction about the aim and the procedure to write descriptive text in the answer test. The researcher will give documentary video with the title "Greening". At the first test, the researcher asks students to look at what is said in the documentary video (2 minutes). Then, the researcher ask the students to answer the writing in post-test (30 minutes). The researcher monitor the students activity during the post-test session. After the time is over, the researcher will ask the students to submit the answer.

### F. The Technique of Data Analysis

To examine the data, the researcher took the following steps:

#### 1. Classifying the Score

The objective score is classified into five scales and the components involved<sup>38</sup>.

- a. *Content* is the substance of writing, the idea expressed.
- b. *Organization* is the purpose of organization material in writing from beginning to end.
- c. *Vocabulary* is all the words used by the students.
- d. *Grammar* is the correct use of syntactic patterns and structural words.
- e. *Mechanics* is the use of the graphic convention of the language.

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<sup>38</sup>E. V. Burke, "Writing English Language Tests," *RELC Journal*, 1976, <https://doi.org/10.1177/003368827600700219>.

**Table 3.2 Scoring of Content**

<b>N o.</b>	<b>Sc o re</b>	<b>Classificat ion</b>	<b>Criteria</b>
1	27- 30	Very Good	Precise, focused, exciting detail, complete, rich, wellfocused, the main ideastandsout, and secondaryopiniononly usurp lessattention.
2	15- 26	Good	Clearthefocus, eventhoughtheoverallresultmaybe lesscaptivating. Supportisattempted but maybelimited, obvious, insubstantial, or toogeneral.
3	12- 14	Fair	Lackoflogicalsequenceanddevelopmentideasconfusingo rdisconnected, lackingpurposeortheme.
4	9-11	Poor	Not fluent, does not communicate, and informationisminimal.
5	5-8	Very Poor	Noorganization, notenoughtoevaluatebecausethere is nomeaningful

**Table 3.3 Scoring of Organization**

<b>N o.</b>	<b>Sc o re</b>	<b>Classificat ion</b>	<b>Criteria</b>
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No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a firm conclusion
2	15-17	Good	The reader can readily follow what's said, but the organization may sometimes need to be more effective and apparent, or the main idea stands out logically by incomplete sequencing.
3	12-14	Fair	Lack of logical sequencing, and the development could be more fluent. In addition, the writing needs more direction, ideas, and detail.
4	9-11	Poor	No communication transition is fragile, leaving the connection between ideas fuzzy, incomplete or bewildering.
5	5-8	Very Poor	No organization, not enough to evaluate, confusing the sender

**Table 3.4 Scoring of Vocabulary**

<b>N o</b>	<b>Scor e</b>	<b>Classificatio n</b>	<b>Criteria</b>
1	18-20	Very Good	Adequate words, choice, and usage, specific and accurate
2	15-17	Good	The acceptable range of occasional errors of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is relatively straightforward, some words may need more precision.
3	12-14	Fair	The writer struggles with eliminating vocabulary, grouping words
4	9-11	Poor	Many errors in words/idioms, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words do not feature in the text: verbs are weak and view in number: is, are, was, were, and dominated
5	5-8	Very Poor	Almost the words used are wrong, colorless, insufficient to evaluate, and much incorrect spelling.

Table 3.5 Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Practical complex construction with few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Practical but straightforward construction with minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions, but the meaning is seldom corect.
3	16-19	Fair	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate

Table 3.6 Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	Demonstration of mastery of convention, not

No	Score	Classification	Criteria
			problems with spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors in spelling, punctuation, capitalization, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, punctuation, capitalization, paragraphing
5	1	Very Poor	Illegible Writing

2. Classified the students' scores into the following criteria:

**Table 3.7 Scoring Classification**

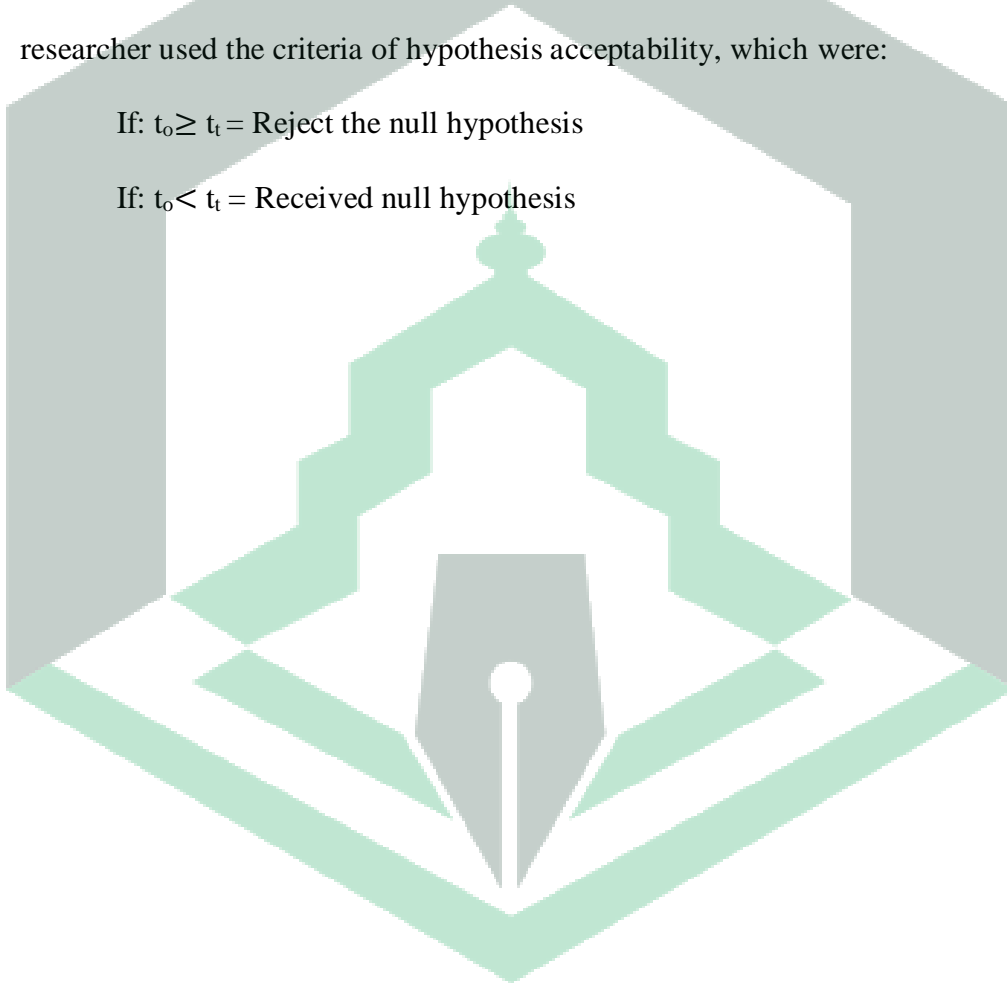
Classification	Score
Very Good	86-100
Good	76-85
Fair	66-75
Poor	56-65
Very Poor	0-55

**3. Calculated the mean score, standard deviation, significance test, and standard value.**

The researcher calculated the mean score, standard deviation, test of significance, and standard value using SPSS 25 and used  $t_{table}$  distribution to choose the score of  $t_{count}(t_o)$ . Besides knowing whether the pre-test and post-test were significantly different and also to see the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which were:

If:  $t_o \geq t_t =$  Reject the null hypothesis

If:  $t_o < t_t =$  Received null hypothesis



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter provided the statistically analyzed and tabulated data, including the pre-test and post-test scores of students, the classification of pre-test and post-test scores, and the mean and standard deviation of pre-test and post-test scores. The pre-test and post-test were to accumulate the learner's writing skills corresponding to the pre-experimental method. The researcher employed documentary video as a teaching tool when using this method. The following represent the research's findings:

##### 1. The Result of Students' Writing Test in the Pre-Test

The researcher has done the pre-test before doing the treatment. The researcher implemented documentary videos in the treatment, and a pre-test was conducted. Students were instructed to compose a descriptive text on the given subject. Before administering treatments using documentary videos, the researcher analyzed the pre-test results of the students based on multiple factors, including content, organization, vocabulary, grammar, and mechanics, which resulted in the data presented in the table below:

**Table 4.1 The Students' Pre-Test Score**

No	Students	Criteria					Total Score	Classification
		Content	Organization	Vocabulary	Grammar	Mechanic		
1	S1	12	12	14	19	3	60	Poor
2	S2	12	15	14	19	4	64	Poor
3	S3	15	15	15	20	4	69	Fair
4	S4	15	15	15	20	4	69	Fair

5	S5	14	14	11	13	3	55	Very Poor
6	S6	15	15	11	18	4	63	Poor
7	S7	16	15	12	9	2	54	Very Poor
8	S8	12	15	9	9	3	48	Very Poor
9	S9	11	12	11	16	2	52	Very Poor
10	S10	11	9	9	19	3	51	Very Poor
11	S11	12	12	12	16	2	54	Very Poor
12	S12	20	15	15	20	4	74	Fair
13	S13	20	14	15	20	4	73	Fair
14	S14	20	15	17	22	2	76	Good
15	S15	12	11	13	15	2	53	Very Poor
16	S16	15	15	15	20	4	69	Fair
17	S17	12	15	9	9	3	48	Very Poor
18	S18	20	14	15	20	4	73	Fair
19	S19	12	15	9	9	3	48	Very Poor
20	S20	12	12	14	19	3	60	Poor
Total		MeanScore					60.65	Poor

The table above shows that the students' pre-test scores are displayed. The lowest score on the pre-test was 51, while the highest score was 76. The students' pre-test scores were categorized according to specific criteria: content, organization, vocabulary, grammar, and mechanics. Based on the classification, it demonstrated the outcome of writing the score before implementing the treatment using documentary videos as the media; the cumulative mean score for writing ability on the pre-test for all students is 60.65, classified as a "Poor" score.

**Table 4.2 Students' Frequency and Percentage in Pre-Test**

Classification	Score	Pre-Test	
		Frequency	Percentage
Very Good	86-100	0	0
Good	76-85	1	5 %

Fair	66-75	7	35%
Poor	56-65	4	20%
Very Poor	0-55	9	45%

Based on the data in table 4.2, it shows that there are no students who achieved "Very Good" with a score range of 86-100, which calculates to 0%, also no student achieved "Good" with a score range of 76-85 with the percentage 0%, there are seven students achieved "Fair" score with range 66-75 that calculate into 35%, there are four students who achieved "Poor" score with range score 56-65 which figure into 20%, and there are 9 students who completed "Very Poor" with range score 0-55 which figure into 45%.

## 2. Students' Post-Test Score

After implementing the documentary videos in the treatment, a post-test was given. Students were instructed to compose a descriptive text according to the topic. After applying to documentary video treatments, the researcher discovered the post-test results of the students based on numerous characteristics, including content, organization, vocabulary, grammar, and mechanics, which were analyzed and resulted in the following table.

**Table 4.3 The Students' Post-test Score**

No	Students	Criteria					Total Score	Classification
		Content	Organization	Vocabulary	Grammar	Mechanic		
1	S1	15	16	15	22	3	71	Fair
2	S2	14	17	16	21	4	72	Fair
3	S3	15	17	15	22	4	73	Fair
4	S4	19	17	17	23	4	80	Good
5	S5	17	16	12	16	3	64	Poor



6	S6	18	17	14	20	4	73	Fair
7	S7	20	15	15	14	3	67	Fair
8	S8	15	17	14	15	3	64	Poor
9	S9	15	16	15	20	3	69	Poor
10	S10	15	14	15	23	3	70	Fair
11	S11	15	15	17	19	4	70	Fair
12	S12	23	20	18	23	4	88	Very Good
13	S13	22	18	17	22	4	83	Good
14	S14	21	19	18	23	4	85	Good
15	S15	16	16	15	19	3	69	Fair
16	S16	20	18	18	23	4	83	Good
17	S17	17	17	15	17	3	69	Fair
18	S18	22	17	18	22	4	83	Good
19	S19	16	17	15	16	3	67	Fair
20	S20	15	15	16	22	3	71	Fair
Total		MeanScore					73.55	Fair

The findings presented in table 4.3 demonstrate that administering a post-test to the students increases their writing skills, especially descriptive text. It is shown by the fact that the students' mean score on the post-test was 73.55 points, which is a score that is considered to be in the "Fair" range. It is proof that the students have progressed as a result of the treatment that they received.

**Table 4.4 Students' Frequency and Percentage in Post-Test**

Classification	Score	Post-Test	
		Frequency	Percentage
Very Good	86-100	1	5%
Good	76-85	5	25%
Fair	66-75	11	55%
Poor	56-65	3	15%
Very Poor	0-55	0	0%

According to the data presented in table 4.4, it can be seen that 1 students achieved "Very Good" with a score range of 86-100, which calculates to 5%, and 5 students achieved "Good" scores under the range score 76-85, which figures into 25%, there are 11 students who achieved "Fair" scores with the range score 66-75, which calculates into 55%, there is 3 students who earned "Poor" with a range score 56-65, which figures into 15%, and there are no students who achieved "Very Poor" with a range score 0-55.

### 3. The Statistic Analysis of Pre-Test and Post-Test Results from

#### a. The Paired Sample T-Test of Pre-Test and Post-Test

**Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	60.6500	20	9.65878	2.730
	posttest	73.5500	20	7.33036	1.370

The results of the paired sample statistic test score are shown in the data in the above table. According to the data obtained, N equals 20, representing the total number of students. The pre-test standard deviation is 9.65878 points, whereas the mean score on the exam is 60.65. In addition, the post-test standard deviation is 7.33036, and the post-test mean score is 73.55.

#### b. The Paired Sample Correlations of the Pre-Test and Post-Test

**Table 4.6 The Paired Sample Correlation of Pre-Test and Post-Test**

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.905	.633

Table 4.6 displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is 0.905, and the degree of significance is 0.633. These results reveal a correlation between students' writing abilities before and after treatment.

c. The Paired Sample Test of Pre-Test and Post-Test

**Table 4.7 The Paired Sample Test of Pre-Test and Post-Test**

Pair		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	pretest - posttest	-12.90000	4.33954	.97035	-14.93097	-10.86903	-13.294	19	.000

The researcher discovered that in table 4.7, the paired sample test illustrates the value of  $t_o$  ( $t_{\text{count}}$ ) is 13.294 with the df (degree of freedom) value 19 while the  $t_t$  ( $t_{\text{table}}$ ) for the standard of significant level 0,05 (5%) on df = 19 is 1.729. It means the value of the t-count is higher than the value of the t-table.

Furthermore, the table above shows the significant (2-tailed) value = 0,000, which means smaller than 0,05 (the value for the standard of significant level). Therefore, the weight in table 4.7 proves that the research  $H_a$  (alternative hypothesis) is accepted, and the  $H_0$  (null hypothesis) is rejected. The result confirms that the documentary video effectively improved the writing descriptive text for the second semester of the English Education Study Program IAIN Palopo.

## B. Discussion

This research aimed to determine the effectiveness of the documentary video in improving students writing skills at SMAN 6 Palopo. In this research, the researcher applied a pre-experimental class. The experimental class designed to evaluate students' writing skills through the documentary video found that students' test results after the treatment stage were significantly different. To assess the potential enhancement of students' writing skills through the utilization of documentary videos, this research was conducted in a series of stages, namely, the pre-test, treatment, and post-test.

In the pre-test phase, the research process commenced with the distribution of a series of images accompanied by the title "Garbage" to the participating students. Following this, the students were given instructions to construct a descriptive text based on the visual cues provided. Importantly, the researcher allocated ample time for the students to thoroughly grasp and interpret the content depicted in the images. This initial assessment served as a baseline measure of the students' descriptive writing skills before the introduction of the documentary video treatment.

In the first treatment session, the researcher began by introducing herself to the students, establishing a rapport within the classroom and providing a clear understanding of the session's objectives. The primary focus of this session centered on a video containing descriptive text, which the researcher presented to the students, laying

the foundation for subsequent discussions. To ensure a comprehensive grasp of the subject, the researcher delved into the nuances of descriptive text, including its social function, structural elements, and narrative techniques. This instructional segment aimed to equip students with the knowledge and skills necessary for proficient descriptive text composition. To offer practical context and enhance engagement, a brief documentary video titled "Fact on Plastic" was screened, providing real-world insights aligned with the lesson's theme. Following the video presentation, students were tasked with creating descriptive text based on the video's content, with the researcher distributing relevant images sourced from the video to aid in their writing process. Subsequently, the researcher collaborated with the students to evaluate their responses, fostering a participatory and constructive learning environment. To conclude the session, students submitted their work for final assessment and feedback, ensuring a well-rounded learning experience.

In the second treatment session, the researcher initiated by conducting a comprehensive review of the previous lesson, ensuring that the foundational concepts were well-understood before transitioning into the subsequent class. Following this review, the researcher proceeded to enhance the students' learning experience by presenting a concise documentary video centered on the theme of "Animal Mammal: Elephant." This video

was intended to provide students with valuable insights into the subject matter.

Subsequently, the researcher assumed a guiding role, imparting instructions on how to effectively describe an animal. The researcher directed students on the essential elements involved in crafting a descriptive text, focusing on aspects such as an animal's origin, habitat, dietary preferences, and defining characteristics.

To apply their newly acquired knowledge, the researcher tasked the students with a writing activity. They were required to compose a descriptive text about an animal, encompassing details related to its origin, habitat, dietary habits, and distinctive features. Upon completion of the writing task, the researcher engaged in a collaborative evaluation process with the students, fostering an environment of active participation and mutual learning. Subsequently, students submitted their work for assessment and feedback, ensuring a thorough and constructive learning experience.

During the third treatment session, the researcher commenced by revisiting and reinforcing previously covered material to ensure students' comprehension and retention of the subject matter. This comprehensive review served as a foundational step before introducing new content. Subsequently, the researcher presented a succinct documentary video focusing on the historical Borobudur temple, providing students with an opportunity to explore and engage with a significant historical site.

Under the guidance of the researcher, students actively participated in identifying key aspects of the video, fostering their analytical skills and historical awareness.

Building on this newfound knowledge and the inspiration garnered from the video, students were tasked with composing a descriptive text about a historical place. Their writing was to be based on the content and insights derived from the video. Following the completion of the writing task,

the researcher and students collaboratively evaluated the responses, creating an inclusive and participatory learning atmosphere. Subsequently, students submitted their work to the researcher for collective assessment and feedback, ensuring a holistic and enriching learning experience.

In the final treatment session, the researcher initiated the class by revisiting and reinforcing the concepts covered in the previous lesson, ensuring that students had a strong foundation before moving on to the next segment. Following this review, the researcher proceeded to present the anticipated documentary video, which was a central component of the session. The video served as a source of inspiration and information for the ensuing activities. With a focus on descriptive writing about people, the researcher took on a guiding role, providing students with clear instructions and guidance on how to effectively describe individuals. This instruction was designed to enhance their descriptive writing skills.

As part of the productive activity, each student received a worksheet featuring information about "Chairul Tanjung" from the video. They were

instructed to compose a descriptive text about this individual, incorporating the details provided in the worksheet. Upon completion of the writing task, the researcher engaged in the assessment process in collaboration with the students, promoting active participation and shared learning. Subsequently, students submitted their work to the researcher for collective evaluation and feedback, culminating in a comprehensive and enriching learning experience.

After conducting the treatment phase, the next step was to administer a post-test to the students. The researcher provided instructions regarding the purpose and procedures for writing descriptive texts in the examination. Subsequently, the researcher presented a documentary video titled "People." In the initial stage of the examination, students were instructed to pay attention to the content presented in the documentary video for a duration of 2 minutes. Following this, the researcher directed the students to respond to the post-test questions within a 30-minute timeframe. Throughout the post-test session, the researcher diligently monitored the students' activities. Once the designated time elapsed, the researcher instructed the students to submit their responses.

After completing the entire sequence of pre-test, treatment, and post-test. It was clear that the average score on the pre-test was only 60.65, which is categorized as a "poor" score, but after taking the post-test, it rose to 73.55, which is classified as a "fair" score. The improvement in students' writing could be seen from the results of the post-test, which showed that the results of students' writing improved in various aspects, such as organization, vocabulary, grammar, content, and mechanics. However, the researcher found implementing the



documentary video suitable for students needing to improve writing skills, especially in descriptive text.

During the treatment, the researcher encountered several problems in class. First, students still lacked knowledge of the descriptive text, so the presented material was explained in as much detail as possible. Next, some students lacked vocabulary, so the researcher allowed them to use a (digital) dictionary to look up the definition of a word they did not know. Also, some students required more video viewings, so the researcher played it three times.

Based on the test findings, the student's writing exhibited enhancement following the intervention, encompassing improvements in both the quality of writing elements and the overall framework of the descriptive text. Prior to the intervention, the student's writing lacked structure, containing ambiguities in its introduction, development, and resolution. Conversely, post-intervention, the students were able to identify the conventional structures of procedural text and assemble them into a coherent procedural text format. Furthermore, the student's vocabulary expanded notably, and the content became more precise. In the realm of grammar, students also demonstrated increased organization when composing procedural text in the past tense.

The researcher conducted multiple findings, with the first one highlighting the positive influence of incorporating video content into the learning process. This investigation aligns with the views expressed by Komang, Wayan, and Mila, who affirmed that video materials can serve as a valuable resource for language acquisition. This section will delve into the benefits offered by this tool, such as

presenting authentic communication examples, motivating language learning, and facilitating language proficiency development<sup>39</sup>. Also, Derakhshan and Eslami proposed that while the use of videos in EFL and ESL teaching is not new, this study found that the presentation of the video can influence the development of learners' English proficiency<sup>40</sup>. This research showed that teaching writing using documentary video materials enhances students' writing procedure text ability due to the combination of visual images and sound, which stimulates students' interest.

The second finding pertains to the use of documentary videos as an innovative approach for writing instructors to leverage technology in order to engage and captivate students. Polat and Eristi asserted that teaching with video technology leads to more stimulating educational activities, as videos have the potential to pique students' curiosity to a greater extent than written materials<sup>41</sup>. In this research, it was observed that the video content successfully piqued students' interest and enthusiasm for learning while they watched it.

The third finding revolves around the students' strong commitment to writing descriptive texts, which can be attributed to their genuine enthusiasm for writing. They exhibited a remarkable level of proficiency in composing procedural texts, showing their determination and capability in this regard. While some of their initial writings contained minor errors upon the initial review, these

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<sup>39</sup>Ni Komang Tri Lokanita, Ni Wayan Monik Rismadewi, and Luh Mila Trisna Dewi, "Role Of Video as A Teaching Media to Improve Students' Listening Skills," *The Art of Teaching English as a Foreign Language* 1, no. 2 (2020): 13–18, <https://doi.org/10.36663/tatefl.v1i2.65>.

<sup>40</sup>Z Derakhshan, A., & Eslami, "The Effect of Metapragmatic Awareness, Interactive Translation, and Discussion through Video-Enhanced Input on EFL Learners' Comprehension of Implicature," *Applied Research on English Language* 9, no. 1 (2020).

<sup>41</sup>B Polat, M., & Eristi, "The Effects of Authentic Video Materials on Foreign Language Listening Skill Development and Listening Anxiety at Different Levels of English Proficiency," *International Journal of Contemporary Educational Research* 6, no. 1 (2019): 135–54.

errors gradually diminished after subsequent revisions, typically by the second or third review. Whenever they encountered challenges related to specific vocabulary, they promptly referred to their digital dictionary. This aligns with the viewpoint put forth by Maru, Nur, and Lengkoan, who argued that at this stage, students still needed to rely on dictionary consultations and commit certain words to memory<sup>42</sup>.

The fourth finding pertains to the students' high level of enthusiasm while watching the documentary video. They eagerly awaited the appearance of verb-related cues in the video that they could take note of. Additionally, the students were eagerly anticipating the upcoming class sessions for the researcher's latest documentary video. This finding aligns with the perspective shared by Siska, Nisa, Dini, Intan, and Ani, who noted that students exhibit enthusiasm for subsequent learning sessions, derive joy from the presentation of educational videos, experience improved comprehension of learning materials, and remain engaged and attentive throughout the entire duration of the learning video<sup>43</sup>.

The final finding underscores that the documentary video served to heighten students' engagement and offer valuable feedback as they watched it. In line with the views of Dinita Naufalatan, AB Prabowo KA, and Jafar Sodiq, students initially gained insights into which aspects to include in their writing by observing videos. The utilization of videos to instruct on writing not only kindled

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<sup>42</sup>Mister Gidion Maru, Sahril Nur, and Fergina Lengkoan, "Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition," *International Journal of Language Education* 4, no. 3 (2020): 408–19, <https://doi.org/10.26858/ijole.v4i3.14901>.

<sup>43</sup>Siska Maulani et al., "Analisis Penggunaan Video Sebagai Media Pembelajaran Terpadu Terhadap Motivasi Belajar Siswa," *Jurnal Pendidikan Dan Teknologi Indonesia* 2, no. 1 (2022): 539–46, <https://doi.org/10.52436/1.jpti.134>.

students' interest and motivation but also diversified the teaching and learning process within the classroom. So, the documentary video enhanced students' involvement and provided valuable input while they viewed it<sup>44</sup>. Iskhokovna and Erkinovna also highlighted the advantageous role of videos when employed appropriately, emphasizing that while they should not be viewed merely as entertainment, carefully selected films can serve as a beneficial and highly motivating teaching tool for honing listening skills and stimulating both speaking and writing abilities<sup>45</sup>.

The novelty of this research lies in introducing a departure from previous approaches to enhancing students' writing skills. Prior studies have predominantly relied on the utilization of animated videos as a medium for improving students' writing abilities. These animated videos tend to narrate fictional stories or elucidate complex concepts through visually engaging elements. While a minority of previous research has explored the use of documentary videos as a means to enhance students' writing skills, their primary focus has been on the development of recount texts. Consequently, building upon the findings presented in the researcher's pre-observation, this study aims to broaden the scope of research by exploring the potential of employing documentary videos to enhance students' writing skills, particularly within the context of developing descriptive texts. The

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<sup>44</sup>D Naufalatan, ABPK Adi, and ..., "Using Tutorial Video on YouTube in Teaching Writing Procedure Text through Zoom at the Seventh Grade Students of SMP Mardiswara 2 Semarang," ... *Conference on Applied ...*, 2021, 412–19, <http://conference.upgris.ac.id/index.php/allure/article/view/2031%0Ahttp://conference.upgris.ac.id/index.php/allure/article/download/2031/1066>.

<sup>45</sup>Ibrokhimova Lobar Iskhokovna and Toshboyeva Munajat Erkinovna, "The Use of Authentic Video Materials for the Development of Language Skills of Students of Philological Universities," *PalArch's Journal of Archaeology of Egypt/Egyptology* 18, no. 4 (2021): 2990–98.

significance of this research stems from the absence of prior studies specifically utilizing documentary videos, which tend to adopt a more serious and truth-focused approach, presenting facts and real-life events objectively, to enhance students' descriptive text writing abilities.

In light of the aforementioned statements, it becomes evident that the documentary video proved to be a highly efficient instructional tool for the writing class, especially in the context of descriptive text. This effectiveness was notably reflected in the students' reactions during the post-test phase. During the post-test, students displayed a noticeable absence of confusion when composing their written work. Additionally, their writing exhibited greater organization and clarity in terms of content. The video played a pivotal role in enhancing students' focus as they composed descriptive texts related to the video content, thereby contributing to an overall improvement in their descriptive writing abilities. Moreover, this instructional medium introduced a novel dimension by boosting students' enthusiasm for learning.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### **A. Conclusion**

The documentary video can help students improve their writing skills. The researcher's findings show that the student's test scores improved after they were treated with the documentary video. The documentary video has a lot of positive effects on students; those are: the documentary video served to heighten students' engagement, the documentary video pertains to the students' high level of enthusiasm, and it enhances students' writing procedure text ability due to the combination of visual images and sound. As a result, the students' post-test scores are higher than their pre-test scores, indicating that the treatment stage was successful in helping the students improve their writing abilities. Furthermore, due to the efficiency of the documentary video in enhancing students' writing abilities, its usage might be accepted as an appropriate medium for improving writing skills.

#### **B. Suggestions**

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the teacher

In light of the findings from this research, the author recommends that teachers aim to establish an enjoyable teaching and learning atmosphere, particularly considering the heightened stress levels among students due to

government restrictions. While documentary videos can serve as valuable learning resources, it is advisable for teachers to consider creating their own video materials. Additionally, teachers should possess proficiency in utilizing video technology effectively and harnessing its advantages within the learning environment. Furthermore, the video content should align with the students' English proficiency level, and the chosen topics should be aligned with their interests and prior knowledge to enhance motivation and engagement in the learning process.

### 2. For the students

It is important for students to focus on their study materials and maintain a quieter atmosphere in the classroom. Students should take a more proactive role than teachers in the teaching-learning process. Furthermore, students are encouraged to dedicate their spare time to extensive writing practice. Specifically, students are urged to engage in writing activities, especially when it comes to descriptive text, by utilizing the documentary video for reference and paying close attention to the structure and language features of procedural texts.

### 3. For the further researcher

The researcher proposes an additional method for future studies on descriptive text writing to facilitate subsequent comparisons of outcomes. Moreover, the researcher anticipates that readers and fellow researchers will find this study useful as a point of reference for innovative and engaging approaches to English teaching and learning, particularly with a focus on writing skills. The researcher also encourages the replication of this study by other researchers,

employing various subjects and research methodologies. Additionally, it is recommended that researchers explore creative applications of documentary videos in developing not only writing and speaking skills but also listening and speaking abilities.





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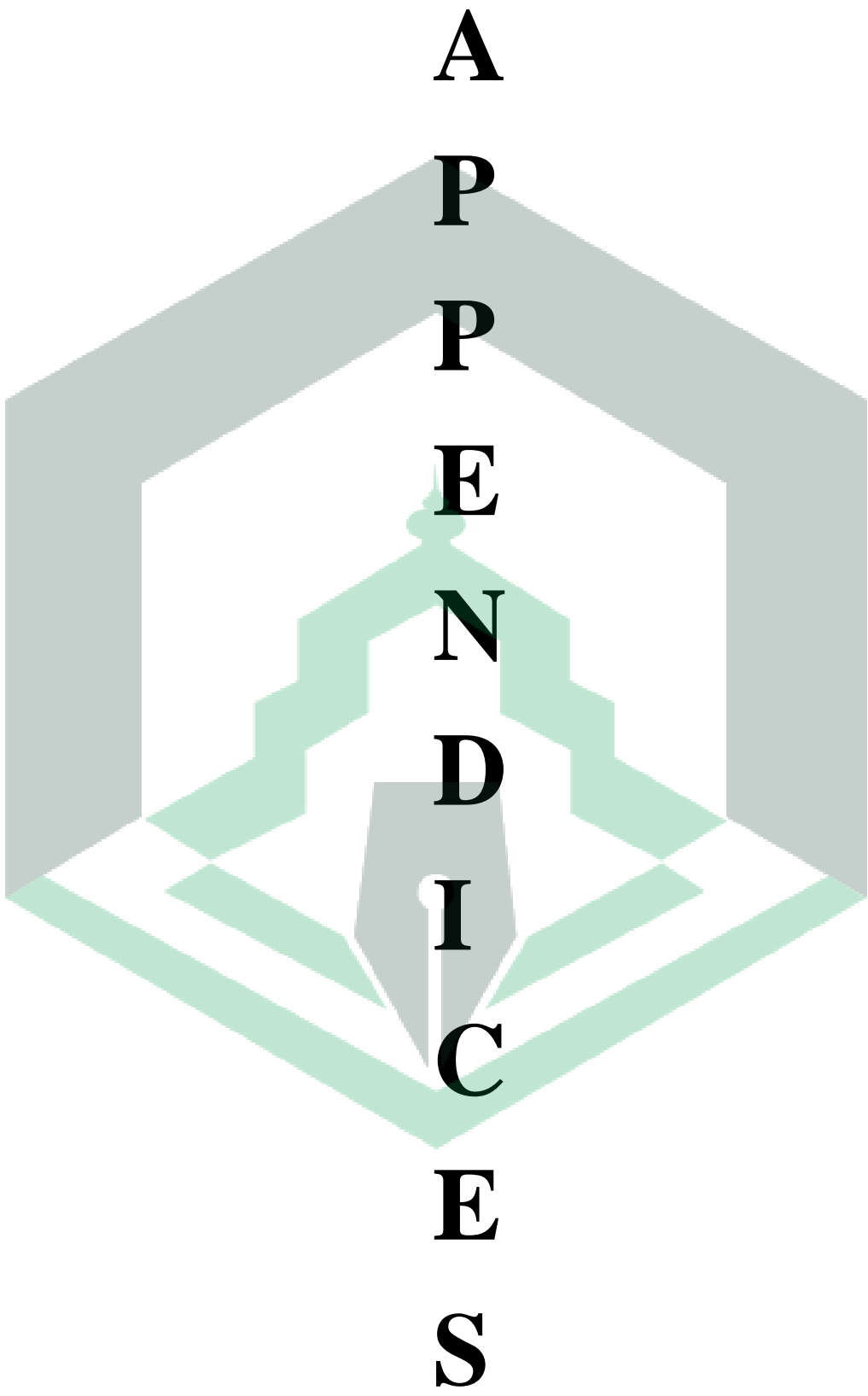
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## Appendix I: Izin Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo  
Email: pbi@iainpalopo.ac.id

Nomor : 249 / In.19/FTIK/PBI/PP.00.9/05/2023

Palopo, 23 Mei 2023

Lamp :

Hal : **Permohonan Izin Meneliti**

Kepada Yth.  
Bapak /Ibu Kepala SMAN 6 Palopo  
Di

Tempat

*Assalaamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat disampaikan bahwa nama mahasiswa berikut ini:

Nama : Putri Puspitasari

NIM : 18 0202 0078

Semester : X (sepuluh)


Prodi : Pendidikan Bahasa Inggris

Adalah mahasiswa(i) Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo, semester X (sepuluh) yang bermaksud melakukan penelitian di SMAN 6 Palopo.

Sehubungan dengan hal tersebut, kami sangat mengharapkan bantuan Bapak/Ibu agar dapat mengizinkan mahasiswa yang bersangkutan untuk melakukan penelitian di sekolah Bapak/Ibu.

Demikian surat permohonan ini dibuat, atas bantuan dan kerjasama Bapak/Ibu diucapkan banyak terima kasih.

*Wassalaamu'alaikum warahmatullahi wabarakatuh*

Ketua Program Studi  
  
Amalia Yahya, SE., M.Hum  
NIP. 19771013 200501 2 006



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH XI  
**UPT SMA NEGERI 6 PALOPO**

Alamat : Jl. A.Simpurusiang Eks (Jl. Patang II) No. 61 ☎ 0471-3200883  
Email : smanem.palopo@gmail.com – Website : www.sman6palopo.sch.id

**SURAT KETERANGAN PENELITIAN**  
Nomor : 421.3/589 - UPT SMA.6/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 6 Palopo menerangkan bahwa :

Nama : **PUTRI PUSPITASARI**  
NIM : 1802020078  
Tempat / Tgl.Lahir : Palopo, 29 SEPTEMBER 1999  
Jenis Kelamin : Perempuan  
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan di atas telah melakukan penelitian di UPT SMA Negeri 6 Palopo pada tanggal 12 Juni – 21 Juli 2023, dalam rangka penyusunan tesis dengan Judul: **“USING DOCUMENTARY VIDEO IN IMPROVING STUDENT’S WRITING SKILL AT SMAN 6 PALOPO”**

Demikian surat keterangan penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 25 Juli 2023

Kepala UPT,  
Sekolah Kurikulum



**PUTRI MARLIN, S.Pd., M.Pd**  
Pangreh, Guru Muda  
DINAS PENDIDIKAN  
19871009 201101 1 010



#BerAKHLAK  
#SIPAKATAU

#CERDASKI'  
• Cakupan • BerEtika • Berintegritas • BerDisiplin  
• Akuntabel • Berkeadilan • Inovatif

SETULUS HATI, SEPENJAH ITINA, SEKUYAT BAGA  
MENCERDASKAN SULAWESI SELATAN



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH XI  
UPT SMA NEGERI 6 PALOPO  
Alamat : Jl. A. Simpursiang (Eks. Jl. Patang II) No.61, Telp.0471 (3200883)  
E-Mail : Smanem.Palopo@gmail.com - website : www.Sman6palopo.Sch.Id.

**LEMBAR DISPOSISI**

Nomor Surat : Diterima tgl : 24 Mei 2023

Perihal : Permohonan izin mendaki No.Agenda Masuk : 070

**Diteruskan kepada :**

- |   |                                     |                         |
|---|-------------------------------------|-------------------------|
| 1 | <input type="checkbox"/>            | Kepala Sekolah          |
| 2 | <input type="checkbox"/>            | Kepala Tata Usaha       |
| 3 | <input checked="" type="checkbox"/> | Waka kurikulum          |
| 4 | <input type="checkbox"/>            | Waka Kesiswaan          |
| 5 | <input type="checkbox"/>            | Waka Sarana dan prasana |
| 6 | <input type="checkbox"/>            | Waka Humas              |
| 7 | <input type="checkbox"/>            | Koordinator BK          |
| 8 | <input type="checkbox"/>            | Kepala Perpustakaan     |

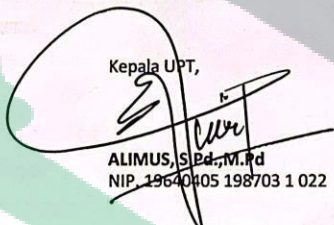
**Isi Disposisi :**

- |                          |                                  |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | Harap dipenuhi tepat waktu       |
| <input type="checkbox"/> | Harap di balas                   |
| <input type="checkbox"/> | Untuk hadir                      |
| <input type="checkbox"/> | Untuk dipenuhi dengan koordinasi |
| <input type="checkbox"/> | Proses lebih lanjut              |
| <input type="checkbox"/> | Koordinasi/konfirmasi            |
| <input type="checkbox"/> | Tanggapan dan saran              |
| <input type="checkbox"/> | Untuk dilaksanakan               |
| <input type="checkbox"/> | Arsip                            |

**Catatan :**

.....  
.....

Kepala UPT,

  
ALIMUS, S.Pd., M.Pd  
NIP. 196404051987031022





**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 455/IP/DPMPSTP/IV/2023

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : PUTRI PUSPITASARI  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Tandipau Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 18 0202 0078

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**USING DOCUMENTARY VIDEO IN IMPROVING STUDENTS' WRITING SKILL AT SMAN 6 PALOPO**

Lokasi Penelitian : SMA NEGERI 6 PALOPO  
 Lamanya Penelitian : 13 April 2023 s.d. 13 Juli 2023

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 14 April 2023  
 Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



**ERICK K. SIGA, S.Sos**  
 Pangkat : Penata Tk.I  
 NIP : 19830414 200701 1 005

**..Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

## Appendix II: Soal Pre-Test

### Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLtJCS5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20

## Appendix III: Soal Post-Test

### Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

## Appendix IV: Lembar Validasi Video Documentary

### LEMBAR VALIDASI PENILAIAN DOCUMENTARY VIDEO

Judul Skripsi : *Using Documentary Video In Improving Students' Writing Skill at SMAN 6 Palopo.*  
Nama Mahasiswi : Putri Puspitasari  
NIM : 18 0202 0078  
Prodi : Pendidikan Bahasa Inggris

#### A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan penilaian yang anda berikan.
3. Pedoman skala penilaian sebagai berikut:  
1=tidak layak  
2=kurang layak  
3=layak  
4=sangat layak
4. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

#### B. Penilaian Kelayakan

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Petunjuk instrumen dinyatakan dengan jelas			✓	
2.	Kalimat instrumen mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3	Kalimat instrumen menggunakan bahasa yang baik dan benar				✓

#### C. Komentar dan Saran:

Perbaiki rustruksi soal sesuai saran!

.....  
.....  
.....

Palopo, 16 Mei 2023  
Validator,



**St Hartina, S. Pd., M. Pd**  
NIP. 19910909 201903 2 021



## Appendix V: Surat Keterangan Validasi Instrumen Pre-Test dan Post-Test

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : St Hartina, S.Pd., M.Pd  
Jabatan/Pekerjaan : Dosen Bahasa Inggris  
Instansi Asal : Institut Agama Islam Negeri (IAIN) Palopo

Menyatakan bahwa soal *pre-test* dan *post-test* dengan judul:

*Using Documentary Video In Improving Students' Writing Skill at SMAN 6 Palopo.*

dari mahasiswa:

Nama : Putri Puspitasari  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 18 0202 0078

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Perbaiki instruksi soal
2. Sertakan gambar!
3. Perbaiki susunan kalimat dlm pertanyaan!

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 16 Mei 2023

Validator,

St Hartina, S.Pd., M.Pd

NIP. 19910909 201903 2 021

\*coret yang tidak perlu

## Appendix VI: Lesson Plan

### 1. HOTS Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : SMAN 6 Palopo

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : X/Genap

**Materi pokok** : Descriptive Text

#### A. Tujuan Pembelajaran

Dalam implementasi pembelajaran, beberapa indikator yang harus dicapai oleh siswa meliputi kemampuan memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi, dan melaksanakan keterampilan secara baik, baik dalam bentuk lisan maupun tulisan, terutama dalam konteks teks deskriptif sederhana. Ini mencakup deskripsi tentang orang, hewan, dan benda-benda, dengan memperhatikan fungsi sosial, struktur teks, serta penggunaan bahasa yang benar dan sesuai dengan konteks yang diberikan.

#### B. Materi dan Strategi Pembelajaran

##### 1. Materi Pembelajaran

Guru menyampaikan materi *descriptive text* dan siswa memahami dan mengidentifikasi materi *descriptive text*. Kemudian siswa akan menyusun teks secara sistematis dalam bentuk *descriptive text*.

##### 2. Strategi Pembelajaran

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, Presentasi, Tanya Jawab.
- e. Teknik : Presentasi

f. Perangkat : RPP HOTS, Buku Teks, Media Documentary Video,

g. Moda : Offline

### C. Assessment/ Evaluasi Pembelajaran

1. Tes

2. Non Tes

#### RUBRIK PENILAIAN SISWA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

Topik/Subtopik : Descriptive Text

NO.	NAMA SISWA	LITERASI DASAR		KARAKTER		KOMPETENSI			
		SEMANTIK	MATEMATIK	MORAL	KINERJA	Critical Thinking	Creative Thinking	Collaboration	Communication
1.	Adjeng Siti Azzahara M	2	3	3	4	2	3	3	4
2.	Alfira	1	3	2	3	1	3	3	3
3.	Alya Ramadhani Akmal	2	3	4	3	2	2	3	3
4.	Ananda Fhatir Imani Kamil	3	1	3	3	2	3	2	1
5.	Arini	2	2	3	3	2	3	3	3
6.	Delviyarti	3	2	3	4	2	2	2	3
7.	Fatima Sahara	2	3	3	3	1	3	2	3
8.	Fitriyatun Khairunnisa	3	3	4	3	3	3	3	3
9.	Gathan Guntoro	3	2	3	3	2	4	3	3

10.	Inayah Fairuziah	2	2	2	3	2	3	3	2
11.	Muh. Fahrul B	2	2	2	2	1	1	2	3
12.	Muh. Evan Januar	2	3	2	3	2	2	3	4
13.	Muh. Isra Wisran	2	2	2	3	4	3	3	3
14.	Muh. Syiham Rizqullah	3	2	2	3	2	2	2	3
15.	Nur Cahya	2	1	1	3	1	2	3	2
16.	Nurhidayat	2	1	2	2	2	2	3	3
17.	Nurul Azzahrah	1	3	1	3	2	1	3	2
18.	Putri	3	2	4	3	4	4	3	2
19.	Sulistiawati Sewang	2	2	1	2	2	1	1	4
20.	Zahrah Resky Annisa	2	2	2	3	2	2	3	2

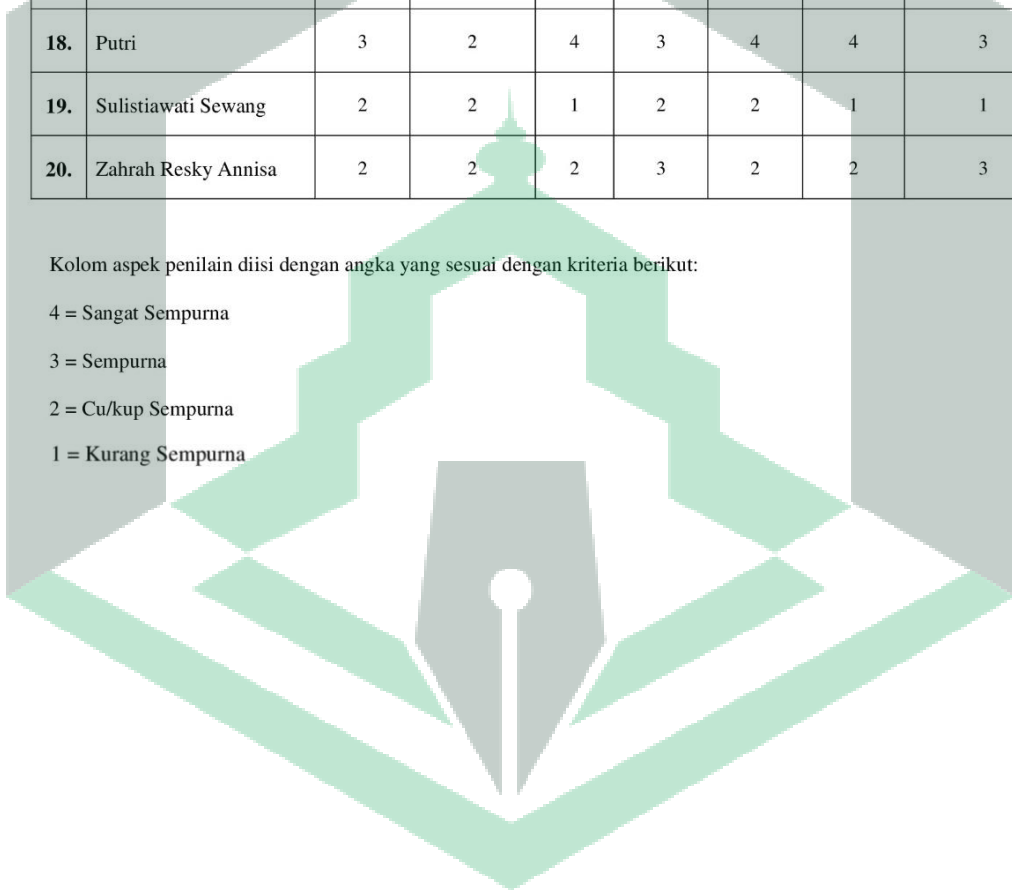
Kolom aspek penilain diisi dengan angka yang sesuai dengan kriteria berikut:

4 = Sangat Sempurna

3 = Sempurna

2 = Cu/kup Sempurna

1 = Kurang Sempurna





## 2. RPP

### Rencana Pelaksanaan Pembelajaran (RPP)

**Sekolah** : SMAN 6 Palopo

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : X/Genap

**Materi Pokok** : Descriptive Text

**Alokasi Waktu** : 4 x 60 menit

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dengan memberi dan meminta informasi terkait <i>descriptive text</i> , sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"><li>- Mengetahui fungsi social, struktur, dan unsur kebahasaan dari <i>descriptive text</i></li><li>- Membuat/menuliskan <i>descriptive text</i> tertulis terkait <i>describing yourself</i> , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</li></ul>

## C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Meningkatkan motivasi belajar peserta didik dalam *descriptive text* menggunakan media video.
- 2) Mengidentifikasi pengertian tentang *descriptive text*.
- 3) Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada *descriptive text*.
- 4) Menggunakan unsur kebahasaan ungkapan pada *descriptive text*.
- 5) Mampu membuat *descriptive text* tertulis.

## D. Materi Pembelajaran

### Definition (Pengertian)

Descriptive text adalah salah satu jenis teks yang isinya menggambarkan sesuatu (orang/ binatang/ benda/ tempat) dengan menggunakan kata sifat yang melekat pada sesuatu yang akan dideskripsikan.

## **Social Function**

Social dari descriptive text adalah untuk mendeskripsikan / menggambarkan sesuatu dengan kata-kata sifat yang melekat pada objek yang akan dideskripsikan agar pembaca dapat membayangkan sesuatu itu melalui kata – kata yang ditulis dalam descriptive text tersebut. To describe something (untuk mendeskripsikan sesuatu).

### **Struktur Descriptive Text (generic structure) adalah :**

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

### **Ciri-ciri Descriptive Text :**

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

### **Unsur kebahasaan**

- 1) Kata benda yang terkait dengan orang/benda/tempat/binatang.
- 2) Kata sifat yang terkait dengan sifat orang/binatang/benda.
- 3) Kata kerja bentuk pertama (present tense).
- 4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- 5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- 6) Rujukan kata.

### **E. Metode Pembelajaran:**

PBL (Project Based Learning), Diskusi, Tanya-jawab, dan Presentasi.

### **F. Media, Alat, dan Sumber Pembelajaran:**

1. Media : Worksheet, Lembar penilaian, Video dan Power Point
2. Alat : Spidol, Papan Tulis, Laptop, LCD, dan Speaker Active
3. Sumber Belajar :
  - a. Ruangguru.com
  - b. Descriptive Text: Pengertian, Tujuan, Struktur, dan Contoh Deskriptive text.

### **G. Langkah-langkah**

#### **Meeting 1**

##### **Opening (5 menit)**

- Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan motivasi dengan menyampaikan tujuan pembelajaran yang akan dicapai oleh peserta didik.
- Guru melakukan apersepsi berupa tanya jawab mengenai :  
Mengaitkan pembelajaran yang akan dilakukan dengan mengajak peserta didik

<p>mengamati video mengenai descriptive text.</p> <ul style="list-style-type: none"> <li>Menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p><b>Kegiatan Inti (45 menit)</b></p>	
<p><b>Stimulation</b></p>	<p><b>LITERASI</b></p> <ul style="list-style-type: none"> <li>Guru memberi kesempatan pada peserta didik untuk melihat, mengamati, mendengar, dan menyimak video YouTube yang akan ditampilkan.</li> <li>Peserta didik diminta untuk melihat, mengamati, mendengar, dan menyimak power point yang ditampilkan.</li> <li>Guru menampilkan slide show untuk menjelaskan definisi tentang <i>descriptive text</i>, fungsi social, struktur text, dan unsur kebahasaan serta menampilkan contoh teks.</li> <li>Peserta didik diminta untuk menyebutkan fungsi social, struktur text, dan unsur kebahasaan.</li> </ul>
<p><b>Problem Statement</b></p>	<p><b>CRITICAL THINKING</b></p> <ul style="list-style-type: none"> <li>Peserta didik diberikan stimulasi dengan ditampilkan sebuah video berkaitan descriptive text.</li> <li>Guru memberikan kesempatan pada peserta didik untuk menganalisis video pembelajaran dengan 2 kali pemutaran video. Source: <a href="https://youtu.be/npHUp_oQ-08">https://youtu.be/npHUp_oQ-08</a></li> </ul>
<p><b>Data Collection</b></p>	<p><b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>Peserta didik dibimbing oleh guru dalam kegiatan individu yang dikerjakan.</li> <li>Guru membagikan worksheet dan peserta didik mengerjakan soal berdasarkan tayangan video yang telah dilihat.</li> <li>Guru meminta peserta didik untuk menulis descriptive text terkait video yang telah disajikan.</li> <li>Peserta didik menuliskan hasil kerja mereka pada lembar kerja yang telah disediakan.</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Peserta didik dan guru saling bertukar informasi dengan saling memberikan tanggapan terkait hasil kerja tiap individu.</li> <li>Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang materi yang sudah dibahas.</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>Guru dan peserta didik membuat kesimpulan tentang hal-hal</li> </ul>

<b>Verification</b>	<p>yang telah dipelajari terkait.</p> <ul style="list-style-type: none"> <li>• Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.</li> </ul>
<b>Generalization</b>	
<b>Closing (10 menit)</b>	
<ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran.</li> <li>• Melakukan refleksi pembelajaran dengan memberikan beberapa pertanyaan kepada peserta didik.</li> <li>• Guru memberikan apresiasi untuk kegiatan pembelajaran.</li> <li>• Menyampaikan materi selanjutnya.</li> <li>• Berdo'a / mengucapkan <i>hamdalah</i> dan salam penutup.</li> </ul>	
<b>Meeting 2</b>	
<b>Opening (5 menit)</b>	
<ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>• Memberikan motivasi dengan menyampaikan tujuan pembelajaran yang akan dicapai oleh peserta didik.</li> <li>• Guru melakukan apersepsi berupa tanya jawab mengenai :  Mengaitkan pembelajaran yang akan dilakukan dengan mengajak peserta didik mengamati video mengenai descriptive text.</li> </ul>	

- Menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah pembelajaran.

**Kegiatan Inti (45 menit)**

<b>Stimulation</b>	<p><b>LITERASI</b></p> <ul style="list-style-type: none"> <li>• Guru memberi kesempatan pada peserta didik untuk melihat, mengamati, mendengar, dan menyimak video YouTube yang akan ditampilkan.</li> <li>• Peserta didik diminta untuk melihat, mengamati, mendengar, dan menyimak power point yang ditampilkan.</li> <li>• Guru menampilkan slide show untuk menjelaskan tentang <i>how to describe animal</i> serta menampilkan contoh teks.</li> <li>• Peserta didik diminta untuk menyebutkan fungsi social, struktur text, dan unsur kebahasaan.</li> </ul> <p><b>CRITICAL THINKING</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberikan stimulasi dengan ditampilkan sebuah video berkaitan descriptive text.</li> <li>• Guru memberikan kesempatan pada peserta didik untuk menganalisis video pembelajaran dengan 2 kali pemutaran video. Source: <a href="https://youtu.be/4zxAxbBuz8s">https://youtu.be/4zxAxbBuz8s</a></li> </ul> <p><b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibimbing oleh guru dalam kegiatan individu yang dikerjakan.</li> <li>• Guru membagikan worksheet dan peserta didik mengerjakan soal berdasarkan tayangan video yang telah dilihat.</li> <li>• Guru meminta peserta didik untuk menulis descriptive text terkait video yang telah disajikan.</li> <li>• Peserta didik menuliskan hasil kerja mereka pada lembar kerja yang telah disediakan.</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dan guru saling bertukar informasi dengan saling memberikan tanggapan terkait hasil kerja tiap individu.</li> <li>• Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang materi yang sudah dibahas.</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-</li> </ul>
<b>Problem Statement</b>	
<b>Data Collection</b>	
<b>Verification</b>	

<p><b>Generalization</b></p>	<p>hal yang telah dipelajari terkait.</p> <ul style="list-style-type: none"> <li>• Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.</li> </ul>
<p><b>Closing (10 menit)</b></p>	
<ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran.</li> <li>• Melakukan refleksi pembelajaran dengan memberikan beberapa pertanyaan kepada peserta didik.</li> <li>• Guru memberikan apresiasi untuk kegiatan pembelajaran.</li> <li>• Menyampaikan materi selanjutnya.</li> <li>• Berdo'a / mengucapkan <i>hamdalah</i> dan salam penutup.</li> </ul>	
<p><b>Meeting 3</b></p>	
<p><b>Opening (5 menit)</b></p>	
<ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>• Memberikan motivasi dengan menyampaikan tujuan pembelajaran yang akan dicapai oleh peserta didik.</li> <li>• Guru melakukan apersepsi berupa tanya jawab mengenai :  Mengaitkan pembelajaran yang akan dilakukan dengan mengajak peserta didik mengamati video mengenai descriptive text.</li> <li>• Menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah pembelajaran.</li> </ul>	



### Kegiatan Inti (45 menit)

#### Stimulation

#### LITERASI

- Guru memberi kesempatan pada peserta didik untuk melihat, mengamati, mendengar, dan menyimak video YouTube yang akan ditampilkan.
- Peserta didik diminta untuk melihat, mengamati, mendengar, dan menyimak power point yang ditampilkan.
- Guru menampilkan slide show untuk menjelaskan tentang *how to describe place* serta menampilkan contoh teks.
- Peserta didik diminta untuk menyebutkan fungsi social, struktur text, dan unsur kebahasaan.

#### Problem

#### Statement

#### CRITICAL THINKING

- Peserta didik diberikan stimulasi dengan ditampilkan sebuah video berkaitan descriptive text.
- Guru memberikan kesempatan pada peserta didik untuk menganalisis video pembelajaran dengan 2 kali pemutaran video.  
Source: <https://youtu.be/ldHd8Z5ZV-c>

#### Data Collection

#### COLLABORATION

- Peserta didik dibimbing oleh guru dalam kegiatan individu yang dikerjakan.
- Guru membagikan worksheet dan peserta didik mengerjakan soal berdasarkan tayangan video yang telah dilihat.
- Guru meminta peserta didik untuk menulis descriptive text terkait video yang telah disajikan.
- Peserta didik menuliskan hasil kerja mereka pada lembar kerja yang telah disediakan.

#### Verification

#### COMMUNICATION

- Peserta didik dan guru saling bertukar informasi dengan saling memberikan tanggapan terkait hasil kerja tiap individu.
- Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang materi yang sudah dibahas.

#### CREATIVITY

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait.
- Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

<b>Generalization</b>	
<b>Closing (10 menit)</b>	
<ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran.</li> <li>• Melakukan refleksi pembelajaran dengan memberikan beberapa pertanyaan kepada peserta didik.</li> <li>• Guru memberikan apresiasi untuk kegiatan pembelajaran.</li> <li>• Menyampaikan materi selanjutnya.</li> <li>• Berdo'a / mengucapkan <i>hamdalah</i> dan salam penutup.</li> </ul>	
<b>Meeting 4</b>	
<b>Opening (5 menit)</b>	
<ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>• Memberikan motivasi dengan menyampaikan tujuan pembelajaran yang akan dicapai oleh peserta didik.</li> <li>• Guru melakukan apersepsi berupa tanya jawab mengenai :  Mengaitkan pembelajaran yang akan dilakukan dengan mengajak peserta didik mengamati video mengenai descriptive text.</li> <li>• Menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<b>Kegiatan Inti (50 menit)</b>	

<b>Stimulation</b>	<p><b>LITERASI</b></p> <ul style="list-style-type: none"> <li>• Guru memberi kesempatan pada peserta didik untuk melihat, mengamati, mendengar, dan menyimak video YouTube yang akan ditampilkan.</li> <li>• Peserta didik diminta untuk melihat, mengamati, mendengar, dan menyimak power point yang ditampilkan.</li> <li>• Guru menampilkan slide show untuk menjelaskan tentang <i>how to describe person</i> serta menampilkan contoh teks.</li> <li>• Peserta didik diminta untuk menyebutkan fungsi social, struktur text, dan unsur kebahasaan.</li> </ul>
<b>Problem Statement</b>	<p><b>CRITICAL THINKING</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberikan stimulasi dengan ditampilkan sebuah video berkaitan descriptive text.</li> <li>• Guru memberikan kesempatan pada peserta didik untuk menganalisis video pembelajaran dengan 2 kali pemutaran video. Source: <a href="https://youtu.be/hD0HJnqR90o">https://youtu.be/hD0HJnqR90o</a></li> </ul>
<b>Data Collection</b>	<p><b>COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibimbing oleh guru dalam kegiatan individu yang dikerjakan.</li> <li>• Guru membagikan worksheet dan peserta didik mengerjakan soal berdasarkan tayangan video yang telah dilihat.</li> <li>• Guru meminta peserta didik untuk menulis descriptive text terkait video yang telah disajikan.</li> <li>• Peserta didik menuliskan hasil kerja mereka pada lembar kerja yang telah disediakan.</li> </ul>
<b>Verification</b>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dan guru saling bertukar informasi dengan saling memberikan tanggapan terkait hasil kerja tiap individu.</li> <li>• Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang materi yang sudah dibahas.</li> </ul>
<b>Verification</b>	<p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait.</li> <li>• Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.</li> </ul>

## Generalization

### Closing (5 menit)

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran.
- Melakukan refleksi pembelajaran dengan memberikan beberapa pertanyaan kepada peserta didik.
- Guru memberikan apresiasi untuk kegiatan pembelajaran.
- Menyampaikan materi selanjutnya.
- Berdo'a / mengucapkan *hamdalah* dan salam penutup.


## H. Penilaian

1. Penilaian Sikap : Observasi selama kegiatan berlangsung
2. Penilaian Pengetahuan : Tertulis
3. Penilaian Keterampilan : Produk tulisan/unjuk kerja

Palopo,

Putri Puspitasari

## Appendix VII: Handout Descriptive Text



# Descriptive Text

**Descriptive text** : is the kind of the text which list the **characteristic** of the persons place or things or **describing** living and non living things such as plants, animals, plane etc.

- **Social Function**  
Descriptive text function to **describe** a particular person, place, or thing (menggambarkan bagian dari orang, tempat, sesuatu)
- **Descriptive Text Structure :**
  - **Identification** : it identifies the person to be described
  - **Description** : it describe the characteristic or physical appearance of the person described
- **Leanguage of descriptive text (unsur kebahasaan) :**
  - ✓ **Focus on the specific participant** (subjek yang di bahas)  
Contoh : My bag... It is.. I has... it..  
'It' merujuk pada The writer's bag
  - ✓ **Adjective and compound adjective** (menggunakan kata sifat)
  - ✓ **Linking verb** (menggunakan kata penghubung)  
Contoh : My bag is white  
Is, am, are adalah to be atau bisa disebut dengan linking verb
  - ✓ **Use of the simple present tense** (menggunakan kalimat simple present tense)  
Kalimat simple present tense digunakan untuk menyatakan perbuatan atau kegiatan yang dilakukan secara **berulang-ulang** atau juga dipakai untuk menyatakan **kebiasaan** seseorang yang dapat dilakukan setiap hari, setiap minggu, setiap bulan atau setiap tahun.


**Rumus :**  
a. S + to be + (am/is/are) + ...  
b. S + verb bentuk I (s/es) + ...

Contoh : I always wash the doll

## ADJECTIVE

They are words that describe a person, place, or thing  
You can also use **he/she + is + adjective**  
OR  
**he/she + has + adj** (to describe a person)

The Example :  
- She is blonded.  
- He is strong.



Appendix VIII: Hasil Pre-Test

Nama : Adjeng Azzahra

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLtJC5tfnAhXS6jgGHebzBXAO0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: a citizen is doing one of his obligations namely working together to clean up the environment which is very full of garbage.

60

Nama: Fitriyatun

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjL1JC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: the picture of the WDF thenis colony scattered trash

Nama : Subistiawati

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zym>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: The picture of the two of them is  
collecting scattered trash.



Name: Nurul Azzahra

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjL1JC5fnAhXS6jgGHebzBXAO0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: the picture of the two of them is collecting scattered trash.

Nama: Nur Cahya

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKewjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: ... (littering trash)

- The community together cleans up the waste that is in the river or the environment, caused by human activity. In order to protect the environment.

- They working together to clean up garbage.

Nama: Muhammad Syiham

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

- I saw someone in the river cleaning up the trash in the river using a net (picture one).

- I saw a lot of people cleaning the seosce next to the river and many people helped in to complete the activity (picture two).

76

Nama: Zahra Resty

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLlJC5tfnAhXS6jgGHebzBXAQ0pQJegOIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: a citizen is doing one of his obligations  
namely working together to clean up  
the environment which is very full of  
garbage.

60

Nama: Inayah Fairuziah

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: A citizen is doing one of his obligations namely working together to clean up the environment which is very full of garbage.

51

Nama: Gathan Guntoro

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: ~~Pemilihan~~ (Littering trash)

- The community together cleans up the waste that is in the river or the environment, caused by human activity, in order to environment.

(52)

Nama: Fatima

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAQ0pOJegQIHRAB&biw=360&bih=622&dpr=2#imgcr=var5Jhp4bD0zyM>

**Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!**

Answer: a citizen is doing one of his obligations,  
namely working together to clean up the  
environment which is very full of garbage.

(54)

Nama: Muh. Evan Januar

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKewjLtJC5tfnAhXS6jgGHebzBXAQ0pQJegOIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

The pictures are collecting scattered trash.

A community trash cleanup can be picking up junk along street or waterways, or cleaning up a vacant lot.

74



Nama: Alfira

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfmAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

They cleanup together the waste that  
in the ocean by human activities  
in order to environment.

Nama: Arini

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHezbBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

The picture of the two of them is collecting scattered trash. They clean up the waste that are in the river or the environment.

55

Nama : Muhammad Fahrol

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

A citizen doing one of their obligations  
namely working together to clean up  
the environment which is very full of  
garbage.

Nama: Mvh. Ista

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfmAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Picking up trash, they would potentially remove thousands of pieces of trash, beautifying the area while also protect wild life, plant life and water ways.

73

Nama: Putri

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKewjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Cleans up activity instilled to the collect  
of a net. Picking up trash, they will  
potentially remove thousands of pieces  
of trash.

(73)

Nama: Alya Ramadhani

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAO0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

The community cleans up together the trash.  
Picking up trash to keep our environment  
clean is a good way to help reduce  
harm to wildlife, and our oceans.

69

Name: Ananda Fhatir

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgcr=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

It's help to have clean up bag on-hand so that you can seamlessly pick up any pieces of trash. Other community clean up efforts in the river.

69

Nama : Nurhidayat

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKEwjLtJC5tfnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgre=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

The community is doing one of their obligation, namely working together to cleanup the ocean from the trash/garbage.

69



Nama: Delviani

Pre-Test



Source: <https://www.google.co.id/search?client=safari&hl=enid&q=sampah+pelabuhan&tbm=isch&sa=X&ved=2ahUKewjLUC5fnAhXS6jgGHebzBXAQ0pQJegQIHRAB&biw=360&bih=622&dpr=2#imgrc=var5Jhp4bD0zyM>

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

On small scale cleanup, the community with a bucket that takes trash and oil of the top of the ocean.

63

Appendix IX: Hasil Post-Test

Nama : adjeng Siti azzahra

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: a resident works together to clean up the garden and plant trees so that the mountain environment is cooler and cooler. not only that the purpose of planting trees is so that the mountains are not prone to landslides and cities are not easily flooded.

- Prone

71

Nama: Alfira

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Planting trees to restock depleted or clear-cut forest. Anyone can go out and plant a tree to help restore balance to Earth's climate. By contrast, we define forest restoration as actively attempting to return an area to its previous naturally forest.

-Earth's

72

Nama : Alga Ramadhani

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: a resident works together to clean up the garden and plant trees so that the mountain environment is cooler and cooler. not only that the purpose of planting trees is so that the mountains are not prone to landslides and cities are not easily flooded.

Nama: Ananda Fhatir

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

The picture describe there are some people doing greening. The tree plantation activity as afforestation. Tree planting is one of the most important strategy that is adopt for pollution-free. Tree plantation is responsible for provide oxygen.

- strategies
- responsible

80

Nama: Arini

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

(greening) greening is done by the community  
to keep the environment green  
or beautiful.

-environment

64

Nama: Delvianti

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

(Greening) greening is done by the community to keep the environment green and beautiful. Greening is the process of transform a space into a more environmentally friendly version by roadside trees, crops and plant with residential areas and parks.

- environment

73

Nama : Evan Januar

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Trees are important to us. They are important because they give us fresh air to breathe, food to eat and shelter from sunlight and rainfall. There are many medicine in the market that are made of trees extract. Trees help in fighting back the climate changes by absorbing greenhouse gases. Without trees, the survival of live on earth will become difficult and sometime every species starts to die because of lack of oxygen on the planet. So, save our live and survive we have to learn the important of trees and also have to teach our ~~at~~ family. the important of trees.

- medicines
- extracts
- life

88



Nama : Muhammad Fahrul

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

A resident works together to clean up the mountain and plant trees, so that the mountain environment is cooler. The purposes of planting trees are that the mountain not prone to landslides and city's not easily flooded.

- easily

(70)

Nama : Fatima

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

The community planting trees. The planting is the process in which tree seedlings are transplanted generally for landscaping purpose. The tree is the key to pollution free environment for a long time.

- pollution

67

Nama: Fitriyatun

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: (greening) greening is done by the community to keep the environment green or beautiful.

-environment

64

Name: Gathian Guntoro

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

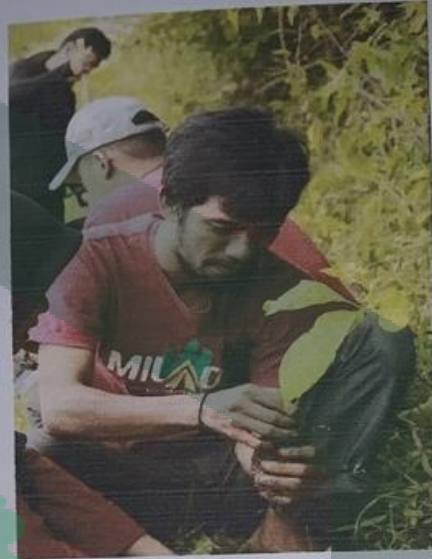
Tree planting by the mountain add to scenic beauty spot. Tree planting is forestry. Forest are quickly diminishing from the surface of the earth since people is cutting trees.

- beauty
- people
- are

69

Nama: Inayah Fairuziah

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer: a resident works together to clean up the garden and plant trees so that the mountain environment is cooler and cooler. not only that the purpose of planting trees is so that the mountains are not prone to landslides and cities are not easily flooded. tree planting is important for pollution free.

Nama : Muhammad Isra

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

I can see there are some people planting tree on the mountain. Tree planting is very important because trees provide oxygen. Tree planting also reduces pollution and make the life of future generations secure.

- trees
- plantation

83

Nama: Nur Cahya

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Greening is the ~~proces~~ process of transforming living environment, and also artifacts such as a space. Greening the process of become active about protecting the environment.

-process

69

Nama: Nurhidayat

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

I can see some people planting trees in this picture. The people have been paired in a group to do this works. They are very happy with the planting.

- work

83



Nama: Nurul Azzahira

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Greening is the process of transforming living environment and also artifacts such as a space. Greening the process of become active about protecting the environment.

69

Nama : Muh. Syiham

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Tree planting activity is forestry or reforest. Tree planting is recognise us one of the engaging environment activity that people participate to help planet. Trees not only look nice, but also remove and store carbon from the atmosphere, slow heavy rain and reduce the risk of flooding. Tree planting is important it provide for survival of life on earth, Tree planting is the most effective organic method for revers global warming.

- participate
- atmosphere
- important

PS

Nama: Putri

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Tree are important for us to live. Tree planting  
alludes to planting trees at a spot mountain. Tree  
planting has many ~~adv~~ advantages on the earth  
and our wellbeing. We as a whole oxygen to live  
and trees is the characteristic source of oxygen.  
Tree planting that the supply of oxygen ~~is~~  
never ends.

- are  
- source

83

Nama: Sulistiawati

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

The planting is the process in which tree seedling transplant general for ~~forestry~~ forestry. The planting very necessary because tree provide oxygen to make the air better. The planting reduce pollution.

- necessary
- process

67

Nama : Muh. Syiham

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

Tree planting activity is forestry or reforest. Tree planting is recognize us one of the engaging environment activity that people participate to help planet. Trees not only look nice, but also remove and store carbon from the atmosphere, slow heavy rain and reduce the risk of flooding. Tree planting is important it provide for survival of life on earth. Tree planting is the most effective organic method for revers global warming.

- participate
- atmosphere
- important

PS

Nama: Zahra Vesty

Post-Test



Source: Doc. Kun Palopo, Buntu Tabuan-Rongkong

Write down descriptive text based on the pictures in 100-200 words. You have 20 minutes to compose the text!

Answer:

a resident works together to clean up the garden and plant trees so that the mountain environment is cooler and cooler. not only that the purpose of planting trees is so that the mountains are not prone to landslides and cities are not easily flooded.

- prone

71

## Appendix X: Students Worksheet Treatment

### Meeting 1



Source: [https://youtu.be/npHUp\\_oQ-08](https://youtu.be/npHUp_oQ-08)

Write descriptive text based on the video in 50 words. You have 20 minutes to compose the text!

### Meeting 2



Source: <https://youtu.be/4zxAxbBuz8s>

Write descriptive text about (origin, habitat, food, and characteristic) from the animal based on the video in 100 words. You have 20 minutes to compose the text!

### Meeting 3



Source : <https://youtu.be/ldHd8Z5ZV-c>

Write descriptive text about historical place “Borobudur Temple” based on the video in 150 words. You have 20 minutes to compose the text!

### Meeting 4



Source: <https://youtu.be/hD0HJnqR90o>

Write down descriptive text about the video you watch and you have 20 minutes to write text!



## Appendix XI: Documentation

### 1. Barcode



2. Link : [https://youtu.be/nsTqkYhM6vQ?si=j-zKTzMlsWw\\_du6G](https://youtu.be/nsTqkYhM6vQ?si=j-zKTzMlsWw_du6G)

### 3. Pre Test



### 4. Treatment





## 5. Post Test

