

IMPROVING STUDENTS' DESCRIPTIVE WRITING SKILLS THROUGH A SHORT DOCUMENTARY MOVIE

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Abstract: This examination endeavors to work on understudies' accomplishment recorded as a hard copy elucidating text through short narrative film. This investigation was led by utilizing homeroom activity research. The subject of this investigation is class XI-B SMA 71 which comprised of 28 understudies. The examination was led in two cycles, cycle I comprised of two gatherings and cycle II comprised of two gatherings. The instruments used to collect the data were subjective (meeting and perception sheet). With regards to composition scores, understudies' scores continued to improve with each composition test. The mean score on the direction exam was 58,86. The mean score in cycle I was 67,46, whereas the mean score in cycle II was 79,10. According to the meeting and perception sheet, it was determined that the understudies were captivated, real, dynamic, roused, and enthusiastic. The examination's outcome demonstrated that short narrative films had a significant effect on understudies' accomplishments as recorded in a hard copy message.

Keywords: *Achievement; writing descriptive text; short documentary movie*

INTRODUCTION

Writing is generative because it allows writers to do action research and find new ideas as they write (Hyland, 2022, p. 8). As a result, writing can be defined as an activity that involves expressing an idea, feeling, or opinion in written form. In truth, just as speaking is more than producing sounds, writing is much more than producing graphic symbols. To construct words, symbols must be placed according to certain standards, and words must be arranged to produce sentences (Byrne, 2017)

While studying writing, students improve their grammar and vocabulary. As a result, students enhance their grammatical and vocabulary abilities while studying writing.

As a result, students should work on expanding their vocabulary and improving their grammar. Spoof, recount, hortatory exposition, story, explanation, anecdote, process, report, analytical exposition, discussion, news item, and description are examples of different types of texts or writing genres. Descriptive text is a type of text that describes anything, whether it is a person or an object. The goal of descriptive writing is to describe a specific person, place, or thing. This text's basic structure is identification and description (Albright, 2013).

In general, most pupils are found to have little ability to convey their thoughts in writing. Most students struggle to create appropriate generic structures when writing descriptive texts, despite knowing that identification and description are generic structures.

Other obstacles that students confront during the writing process include a lack of grammar expertise, vocabulary, and a vague sense of writing.

The teacher would frequently urge the pupils to write descriptive text based on the book without explaining the rules. Students became bored and lazy in English, particularly in producing descriptive texts due to the boring instructional methods.

The teachers do not employ any methods or media that would assist them in making the learning process more pleasant.

The challenge that the kids experienced can be solved by utilizing media. Graphic media, display boards, visual media, audio media, and audiovisual media are only a few examples. As a result, this medium will be utilized in the research for this thesis.

The author of this study employs audiovisual media to help students reach their learning objectives in producing descriptive text. In this case, the medium is a short documentary film.

A short documentary film documents reality and shows facts (Grant et al., 2014). A documentary film is a nonfictional motion picture that is intended to document some aspect of reality, primarily for instruction or the preservation of a historical record. This type of media is used to increase students' motivation to write a descriptive text.

Students' Motivation in Writing

The instruments used to collect the data were subjective (meeting and perception sheet). With regards to composition scores, students' scores continued to improve with each composition test. The mean score on the direction exam was 58,86. The mean score in cycle I was 67,46, whereas the mean score in cycle II was 79,10.

According to the meeting and perception sheet, it was determined that the understudies were captivated, real, dynamic, roused, and enthusiastic. The examination's outcome demonstrated that short narrative films significantly affected understudies' accomplishments as recorded in a hard copy bewitching message.

The Understanding of Writing

Writing is a process of expressing thought, ideas, and feelings in written form. Good sentences have to be related to each other to receive information quickly. Writing is not only about pouring out information, message, or ideas. Information, message, and ideas are needed to make a good text that agrees with society (Task & Task, 2013).

So that the information, message, and ideas can explain to the reader es effectively, we should see the context of the situation (Suryantoro, 2007). The process of writing can differ between one text and others; for example, writing descriptive text and narrative is different. They are different in social function, generic structure, and language features (Siahaan, 2008).

According to the statement above, the primary objective of writing is communication, and writing is a serious process that requires rules and time. It is a strategy for producing high-quality writing.

The Conceptualization of Descriptive Text

A descriptive text describes anything,

a person, a place, or a period. 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.

The objective of descriptive writing is to provide information about a particular person, place, or item. Writing descriptive language is a straightforward process because we may observe an object and then describe it. Byrnes & Manchn (2014) say that there are five distinct styles of descriptive writing: process, event, personality, place, and object.

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.

2. Describing an Event

To describe an event, the writer should memorize and remember what happened in the event. Supposed 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 somewhat areas of 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, shapes. For the place, we can explain the location, building, things around the place.

The Understanding of Movie

Motion pictures are a sequence of images projected onto a screen to create the appearance of movement. Additionally, motion pictures are referred to as films, films, or cinema and are one of the most popular

types of entertainment because they allow people to escape into an imaginary world for a brief period. Films or television shows can help educate individuals about history, science, human behavior, and other subjects.

In all its manifestations, cinema is both an art and a business, and people who create motion pictures take enormous satisfaction in their work. Certain films combine pleasure and teaching to make learning more enjoyable. According to Yao et al. (2020), instructional motion images can be produced in super 8 mm or 16mm format and with or without sound. Through solo study, group viewing, or television, a motion image may deliver information that involves motion, defines processes, and illustrates linkages to impart knowledge, teach a skill, or change an attitude.

According to the explanation above, movies are images that play in unison to give a sense of motion. They also contain a plot and are projected onto a screen to produce the illusion of motion. It serves as a vehicle for not only entertainment but also for inspiration and education.

According to Harmer (1998), these include the following:

Advantages:

1. Students not only hear but also see the language.
2. Students can observe all facets of the film. When students have the opportunity to view the film, their level of interest increases significantly.

Disadvantages:

1. The film must capture the pupils' interest (quality of the movie)
2. The duration of the film. The teacher should take into account the duration of the film.
3. The teacher must complete all necessary in order for all pupils to view the film.
4. The teacher should be able to operate all equipment, including the laptop and projector.

The Short Documentary Film's Understanding. A documentary film is a nonfiction motion picture designed to depict

certain parts of reality, primarily for educational purposes or to preserve historical records. (Dawley, 2007) A documentary film chronicles reality. (Buchanan, 2016) A documentary film aims not to create a new event but to document one that already occurred. We frequently see documentary films on television in our daily lives.

Occasionally, it features segments on the country, animals, people, and culture. (Aparício et al., 2016). The documentary film depicts them in detail so that the audience can learn about them. The majority of people enjoy documentary films because they deliver something interesting that is presented and plainly.

The teacher might include the documentary film into the writing subject. Because students are interested in new things, this may be one medium that assists teachers in achieving the study's learning purpose.

However, the teacher should select a short documentary film since it does not require much time to watch. This medium can be beneficial for teaching descriptive text, as students will be requested to write a descriptive text on a topic covered in the short documentary film. Students are looking for something amusing and not dull. Thus, the teacher may choose a topic among animals, actors, actresses, or famous individuals.

In a conclusion, The purpose of this study is to improve the ability to write descriptively using short documentary films, the improvement in writing skills will be seen based on the pattern of the action research research cycle, as for the stages of action research such as planning, acting, observing and reflecting.

METHOD

Action research should enable the readers to replicate the action research and provide sufficient detail to permit the reproduction of the work. Classroom Action Research (CAR) is a research conducted by the teacher (educator) in the classroom or where he teaches that focuses on improving the learning process and praxis (Khasinah, 2013). References to previously published methods should be included.

Only significant modifications should describe and avoid reiterating the specifics of proven approaches. The part on methodology discusses Respondents, Instruments, Procedures, and Data Analysis (*What Is Action Research and How Do We Do It? – Infed.Org*, n.d.).

Testing of Descriptive Text

In evaluating the student's achievement in writing, the writer applies Heaton theory (1981) in order to collect the data. Heaton stated five indicators in the writing test: content, organization, vocabulary, language, use, and mechanics.

The Procedure of Analyzing Data

The data analysis of this study will be conducted in six meetings by administrating pre-test and post-test cycles. Each cycle has four steps: planning, acting, observing, and reflecting (N., 1970). The procedure of analyzing data are:

1. Scoring the students' tests
2. Tabulating the score from the lowest to the highest
3. Comparing the students' scores between cycle I and cycle II
4. Calculating the percentage of the students' score
5. Making the conclusion

RESULTS AND DISCUSSION

From the research finding, it can be proved that short documentary movies could improve students' motivation in writing descriptive text. It can be seen from the mean of students' scores. The mean students' score in the orientation test or writing test I was 58.56, in the writing test II (cycle I) was

67.46, and the writing test III (cycle II) was 79.10.

Figure 1. *Students' Descriptive Writing Skills*

The mean of the student's score increased, as did the percentage of students who earned 75. 1 student (3.57 percent) out of 28 took the orientation test. In cycle I, 13 students (46.42 percent) out of 28 students took exam II. In cycle II, 22 students (78.57 percent) out of 28 students took the post-test. Furthermore, just six pupils (21.42 percent) scored 75 due to laziness and lack of attention when studying descriptive material. It suggests that utilizing short documentary films may help students enhance their ability to write a descriptive text.

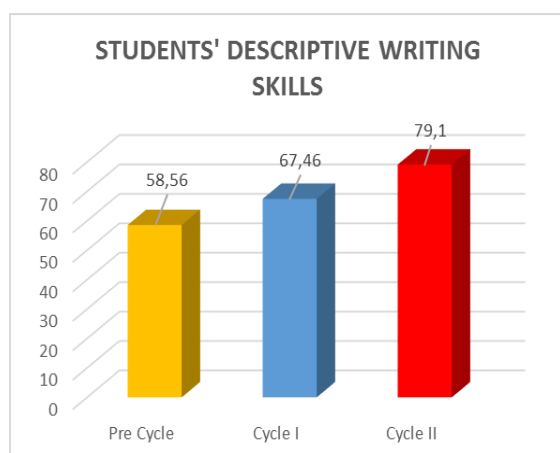
Additionally, the writer analyzed qualitative data from interviews and observation sheets to support this research. The writer identified a problem with their writing skills, particularly their ability to write descriptive text, and resolved it. Additionally, the data indicated that students improved their ability to write descriptive text because they understood what they were going to write, expressed their opinions, increased their motivation to learn. This suggests that adopting short documentary films as media may help students enhance their ability to write the descriptive language.

Using short documentaries as the teaching media also has a weakness: the school has to provide the overhead projector (OHP) with the proper loudspeaker. So the school needs to fix it.

CONCLUSION

After examining the data, it was determined that using short documentary films as a teaching medium can assist students in writing descriptive prose. As a result, pupils' descriptive text writing scores improved. Thus, introducing a short documentary film in the classroom increased students' motivation to write descriptive prose greatly. Additionally, it enhanced the teaching-learning process and lessened students' boredom with English study.

The direction exam had a mean score



of 58,86. Cycle I had a mean score of 67,46, while Cycle II had a mean score of 79,10. According to the meeting and perception sheet, the understudies were captivated, genuine, dynamic, roused, and enthusiastic. The study's findings revealed that short narrative films had a significant impact on understudies' accomplishments as measured by a hard copy message.

This study demonstrated that the usage of short documentary films could help students enhance their ability to write descriptive language. As a result of this analysis, the following recommendations are made.

Due to the instructor's reliance on method and technique, the teacher must incorporate media into his or her English education or even combine media with the correct technique or method.

Some students who are weak in English sit with students who are strong in English. Moreover, the English instructor must ensure that these students sit alongside those who are strong in English.

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