

**THE USE OF DOCUMENTARY VIDEO ON STUDENTS'
WRITING DESCRIPTIVE TEXTS**

**(A Descriptive Study of Tenth Grade Students at SMK N 1 Rejang Lebong
Academic Year 2019/2020)**

THESIS

**Submitted as partial fulfilment of the requirements for the attainment of sarjana
pendidikan (S.Pd) degree in English education**



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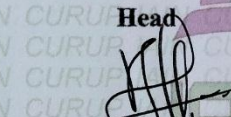
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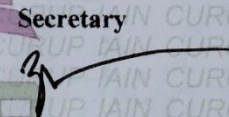
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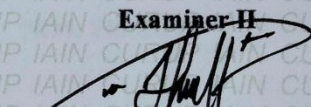

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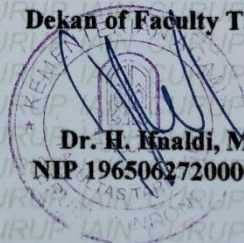
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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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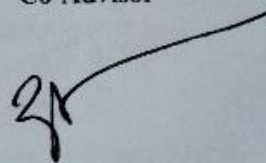
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PREFACE

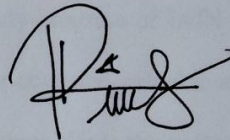
All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“The Use of Documentary Video on Student’s Writing Descriptive Texts”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, /6 September 2021

Writer



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher finished this thesis entitled “**The Use of Documentary Video on Student’s Writing Descriptive Texts**” This thesis is presented in order to fulfil of the requirement for the degree of strata in English study program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Here the writer would like to present her deepest appreciation to:

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Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum Wr. Wb

Curup, September 2021

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MOTTO AND DEDICATION

**“IT’S AN IMPOSSIBILITY TO BE PERFECT BUT IT’S
POSSIBLE TO DO THE BEST”**

*“Don’t stop when you are tired. Stop when you are done, because
there is no elevator to success, so you have to take the stairs by
yourself”*

This thesis will never finish without many people helps.

*Best thanks to my advisor Mr. Hadi Suhermanto, M.Pd
and Mrs. Eka Apriani, M.Pd who have guided and supported
my thesis*

**“YOUR LIFE IS NEVER TAKEN BY OTHERS, SO CHOOSE
YOUR WAY AND GET IT AS FAST AS YOU CAN”**

“Never stop learning because life never stop teaching”

Make a beautiful smile on your parents by graduating right on time

This thesis dedicates to:

- My wonderful and beloved family, the greatest role model in my life **Mr. Takdir Manjono (Alm)** who can be an amazing dad, coach, mentor and friend, and the most patient women in my life **Mrs. Mariana** who always gives me a hug and her shoulder to keep me safe.
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ABSTRACT

Riski Putri P.S 2021 : **The Use of Documentary Video on Student's Writing**

Descriptive Texts

Advisor : Hadi Suhermanto, M.Pd

Co-advisor : Eka Apriani, M.Pd

This thesis was aimed to find out teachers technique in implementing documentary video in writing descriptive texts, and the advantages of using documentary video for students in writing descriptive texts. This research is qualitative method which presented in descriptive way to describe it. The subject of this research was an English teacher at SMK N 1 Rejang Lebong, and students at SMK N 1 Rejang Lebong especially in tenth grade of Teknik Komputer and Jaringan class. The researcher use observation, and interview to get the data that needed. In analysis data, the step were: data managing, reading, description, classifying and interpreting. The findings revealed that in implementing documentary video, the English teacher used six techniques from ten techniques as well as fast forward, silent viewing (for language), freeze frame, picture less learning (language), picture less listening (music), picture less listening (sound effect). In addition, using documentary video in writing descriptive texts was good manner, because students can find a new word and how to pronounce the words, they will be easy to develop their ideas, students can see the situation beyond their classroom, and documentary video surely motivate them in learning English especially in writing descriptive text.

Keywords: Documentary Video, Writing skill and Descriptive text

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BIOGRAPHY

CHAPTER I

INTRODUCTION

The first chapter discusses the introduction of the research. It explains some information related to background of the research, problems of the research, objectives of the research, the definition of key term, significance of the research, and thesis organization.

A. Background of the Research

The four basic skills in English are writing, reading, speaking and listening. In this era, writing designed to share the information by using a group of words as interface between the reader and the writer. According to Harmer, writing is a manner to construct a language by organizing the words in expressing the ideas, and feeling of writer.¹ In other word, it be prepared of sharing knowledge, experiences and someone opinion by giving information through some words as indirect communication. Generally, writing will give a contribution for students to know about how to formulate the ideas, spelling and combine them on papers.

In learning English, writing is emphasized for students to be mastered, because it can assist students to improve their language learning. According to Patel writing is a key of studying a language. It provides a good manner to build up

¹ Jeremy Harmer, *How to Teach Writing*, (Longman: Cambridge United Kingdom, 2004), P. 11

student's vocabulary, spelling and sentence pattern. It means that writing will help students to show up their skill through written text.² It indicates that writing is very imperative skill for students who learning language. In addition, making an appropriate sentences also required some aspect such as grammar, vocabulary, unity, tone and also organization that should be considered for students in writing descriptive text.³ On the other hands, it must be included in their writing process, because a meaningful paragraph will be generated if all element above are applied in writing which grammar will create their written more readable, vocabulary can illustrate their ideas clearly, unity make their writing more linked, tone will take the readers as in the real situation, and well organization will give the readers opportunity to understand the information smoothly. Here, five elements above are designed to make students easier in developing their concepts.

In addition, absorbing and considering aspect of writing will be easy through an impressive media that can be applied for students in the class. Here, one of the proper media that can facilitate students in writing is documentary video. It can be a suitable option to persuade students in finding and developing ideas in writing descriptive text, because it designed for education. Here, Harmer recommend that teaching with video can persuade students more resourceful during the course of

² R.M. Patel, *English Language Teaching*, (Jaipur: Sunrise Publishers & Distributors, 2008) P. 125

³ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press: Cambridge, 2009) P. 163

hearing the language and seeing it too. It can build up students to think outside the classroom and raise their enthusiasm to learn.⁴ It means that video will give a valuable for students to show up their outstanding ability and encourage them in learning especially writing descriptive text. In other words, English teacher has to be imaginative to make teaching-learning process running efficiently. Learning writing through documentary video is an appropriate alternative for students in this era. In other hands, Bernando stated that documentary film were chosen as learning tools because there are potential medium in enhancing higher-order thinking skills.⁵ It also has some profits of documentary video as media in learning such as documentary video is more interesting than textbook, because students can see situations beyond their classroom. Then, students can increase their comprehension through video, because they do not just hear the language but see it too. It also has short duration that consist of 10-15 minutes each video. At that point, documentary films meet the demand of authenticity and communication in their study. It means that documentary video is a good media to be applied for students in learning, because it can give a positive impact for students to be more resourceful in learning.

In educational world, documentary video already used in vocational high school number 1 in Rejang Lebong that started from 2019. Based on preliminary

⁴ Harmer, Jeremy, *The practice of English language teaching*, (Longmen: Cambridge United Kingdom, 2001) P. 282

⁵ Bernando, A. S. 2011. *Reading what beyond the textbooks is: Documentary films as student's projects in collage reading course*. ELT Wordline.com

research with an English teacher at vocational high school number 1 in Rejang Lebong. She inform that she brings documentary video in class to solve student's problem in learning writing descriptive text. Here, students have difficult to express their ideas spontaneously, because in finding and developing ideas is not easy for them, so documentary video will be support them to provoke their creativity in developing their ideas in written.⁶ In addition, after the teacher implemented documentary video in class, it shown a positive impact for students as well as almost students acquired an increase score of writing better than previous. In addition, the score of students got in writing descriptive text are more than minimum standard in that school. Minimum standard for English writing are 75, but almost students got the mean score around 77,2. It means that, the students show an increase score after they learn with documentary video in writing descriptive text in learning. On the other words, the theory and phenomena already proved that documentary video are effective media that can be used for students in learning process.

Based on some reasons above mentioned, the researcher interested in conducting the teacher technique in using documentary video in writing descriptive text, and what are the advantages of using documentary video for students in writing descriptive text. At this point, the researcher interested to investigate this research entitled **“The Use of Documentary Video on Student's Writing Descriptive**

⁶ Widia, S.Pd as Interviewee in English Teacher at SMK N 1 Rejang Lebong in 29 November 2020

Texts” (A Descriptive Study of Tenth Grade Students at SMK N 1 Rejang Lebong Academic Year 2019/2020)

B. Problems of the Research

Based on the background that has been explained above, the researcher formulate the questions to obtain the result of this research, they are as follows:

1. How is the implementation of documentary video in writing descriptive texts at SMK N 1 Rejang Lebong?
2. What are the advantages of using documentary video for students in writing descriptive text at SMK N 1 Rejang Lebong?

C. Objectives of the Research

Connected to the statement of the research question above, the objectives of this research aims to:

1. To investigate how the implementation of documentary video in writing descriptive texts at SMK N 1 Rejang Lebong
2. To know the advantages of using documentary video for students in writing descriptive text at SMK N 1 Rejang Lebong

D. The Definition of Key Term

The researcher needs definition all of terms used in this research as follows:

1. Documentary video

Video is media that provides audio-visual that can be used to assist in teaching and learning process in the class. On the other hands, video will be most appropriate media to support the teacher to introduce the course, topic and many others. In modern technology, documentary video present to help the teacher in giving a record or report of the facts about something. In this research documentary video is exciting media to motivate students in learning process, because some documentary video have short duration, so they will not bored in the class. It means that documentary video is a good solution to encourage student's creativities in learning.

2. Writing skill

Writing is mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to the reader.⁷ It means that writing is an active or productive skill so learners who are learning writing have to be experts in finding ideas, opinions, and expressing them into written texts. In this research, writing skill is a student's skill in describing a documentary video that shown on monitor into written texts.

3. Descriptive text

Descriptive text is varieties of the text that has a purposes to provide the information about something. Here, the writer helps the readers to see, touch,

⁷ Nunan, D, *Methodology in language teaching*, (Cambridge: Cambridge University Press, 2002) P. 238-241

feel, smell or taste the topic. Descriptive text usually explains about people, places, or objects accurately. In this research, descriptive text will be used to describe a documentary video look like which shown by the teacher.

E. Significance of the Research

The researcher hopes that the result of this research can give information, and the researcher hope by using documentary video in writing descriptive text will be useful for the teacher, the students and the researcher.

1. Teachers

After the researcher finished this research about an analysis of using documentary video on students' writing descriptive texts, it can be a recommendation for the teacher to apply documentary video in teaching-learning process in the class.

2. Students

The result of this research give a contribution for the students as well as they can be more active to observe, and can motivate the students to interest in learning English by using documentary video. Then, it will make students more enthusiastic and enjoyable to follow the teaching-learning process in the class.

3. Researcher

This research also has contribution for researcher, because can add new knowledge about how to teach students by using documentary video in teaching writing itself. This research can contribute for researcher to find out the best

media for teaching writing subject in the class. Next, it could be a references for the other researchers to conduct others research in writing skill.

F. Thesis Organization

This section provides the paper organization from chapter number one to chapter number five. Chapter I is introduction that consist of background of the research, problems of the research, the objectives of the research, the definition of key term, significance of the research, and thesis organization. Chapter II is literature review and previous related findings of the research. Chapter III deals with methodology of the research. It consists with kinds of the research, subject of the research, technique of collecting data, research instrument, and technique for analyzing the data. Chapter IV is research findings and discussion. It explains the description and analyze of data found from the research. It is also provides interpretation of the data related to purpose of study and some theories. Chapter V is the conclusion and suggestion.

CHAPTER II

REVIEW THE RELATED LITERATURE

This chapter discusses about review of related theories and review of related findings. Review of related theories is supported with some theories which are relevant to the research as well as writing skill, documentary video as teaching media, and descriptive text. In addition, review of related findings consist of several research that discuss about implementing a video in teaching English.

A. Review of Related Theories

1. Writing Skill

The language skills which is very crucial for many people in this time is writing besides listening, speaking and reading. On the other hand, Harmer stated that writing is a system to manufacture a language by managing a group of words, expressing the concepts, and feeling the writer.⁸ It means that writing is a complex activity which have to be deal with some aspect in conveying a meaning. Generally, a group of words will be presented as feeling, viewpoints and also ideas of the writer by combining them on sentences. In addition, writing also categorized as indirect communication, because the writer does not interconnect

⁸ Harmer Jeremy, *How to Teach Writing*, (England: Longman, 2004) P. 11

to the readers directly, but he/she can communicate over and done with other tools as writing product such as books, letters and others.

In line, Patel claimed that writing is a key of studying a language, because it provides a good manner to build up student's vocabulary, spelling, and sentence pattern.⁹ It means that writing will bring students achievement better than previous by considering some element such as how to choose a suitable words, concern with the right grammar, and also arrange them into an appropriate sentences. In general, some measures above will give students opportunity to spread their conceptions clearly. Mostly, students awareness of some parts in writing will make them enjoy in learning, because they already known how to make a meaningful sentences through it. As an outcome, a clear sentences will aid the readers to apprehend the information easily.

a. Aspect of the Writing

In reality, writing will be running smoothly if some component are understood by students. Here, Penny reveals that writing involves some parts as well as grammar, vocabulary, tone, and organization.¹⁰ In this section, every element are interrelated each other to deliver the meaning well. Generally, some points above will be explained below;

1. Grammar

⁹ R.M. Patel, *English Language Teaching*. (Jaipur: Sunrise Publishers & Distributors, 2008) P. 125

¹⁰ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press: Cambridge, 2009) P. 163

Grammar has function to increase students writing skill. It is ordinarily illustrated as a manner of words that are put together to formulate an appropriate sentences. In brief, every sentences also needed the right rules of grammar to make sure their writing are readable. It means that students have to get better understanding in grammar, before they write sentences. In addition, learning with video can help students to comprehend the right grammar, because they do not just hear the language but see it too. Here, the students can learn how to pronounce the words in accurate structure.

2. Vocabulary

The main factor which encourage students to be success in writing is vocabulary. On the other word, it plays the position as main part that required by the writers, because writing cannot running suitably without vocabularies. In fact, vocabulary will be a tool to represent writer thoughts. At this point, the video provide several possibilities for students to find some vocabularies, because documentary video already has an explanation to support students in writing, and also it can make students easier to develop their ideas in learning process.

3. Unity (cohesion)

Cohesion is a measure of good writing. Surely, it is related with linking words in sentences and also linking between paragraphs. It is necessitated for writers to make sure their writing relate each paragraph, so

the readers are not confused when they read the information. Moreover, it will support the readers to distinguish the information from first paragraph to last paragraph. Currently, video can help students to make their written more linked each paragraph, because video explains the information consecutively.

4. Tone

Tone is added part of writing subject which is very imperative. Tone has a big responsibility to express the writer as well as strongly to make a commendation, and also neutrally when the writer would like to positioned the readers as in the real situations.¹¹

5. Organization

All written documents demand to be well organized. A good organization in written is required to make the readers enjoyable while they read. In addition, each paragraph should reasonable and linked. It means that the writer desires to be properly structured with ideas presented in a logical order in written. In addition, trough video students can learn about organize the ideas in their written, because it already shown some information more linked each sentences, so students can recognize how to make a good sentences through it.

¹¹ *Ibid*, Penny, P.163

In deep explanation above, the researcher can conclude that there are five components in writing such as grammar, vocabulary, unity, tone and organization. On the other hand, a meaningful paragraph will be generated if all element above are applied in writing which grammar will make their writing readable, vocabulary can present their ideas clearly, unity will give a chance for readers to understand the information from first paragraph to the last paragraph, tone will make the readers as in the real situation, and organization will give the readers opportunity to take information smoothly. In addition, all of them will give students chance to be better in writing by employing it.

b. The Important of Teaching Writing

In term of learning, writing is a worthy skills that should be learned for many students. In detail, there are some reason that give details about the important of writing for students in this era. It also supported by Harmer that explains about teaching writing in class will contribute some reinforcement, language development, learning style, and writing as skill.¹² In addition, some points above will discussed below;

1. Reinforcement

Students can obtain languages orally, but some of them will acquire languages properly if they are seeing the languages written down.

¹² Harmer, *Lo. Cit.* P.79

2. Language development

The writing process will facilitate the students to gain knowledge of how to construct a proper written texts.

3. Learning style

Writing is an appropriate for learners who produce language slowly.

4. Writing as a skill

Writing is a rudimentary language skill that students need to consider of some special conventions in writing such as punctuation, paragraph construction, and etc.¹³

Based on the description above, the researcher can conclude that there are some important of teaching writing for students such as reinforcement, language development, learning style, and writing as a skill. Generally, writing will make students more creative in learning, because it need student's awareness of how to develop their ideas to make an appropriate written texts, and also how to implement some parts of writing as well as punctuation, paragraph construction in their written.

c. The Teacher Roles in Teaching Writing

In this activity, the teachers should have their own roles in supporting students. However, they can apply a different roles in every class depend on situations that they encountered. Here, Harmer argued that the teachers have

¹³ Harmer Jeremy, *How to Teach Writing*, (England: Longman, 2004) P. 11

many crucial tasks to help students better in writing, because they are not only as educator who give students materials in the class, but also they have an obligation for students as demonstrating, motivating, supporting, responding, and evaluating.¹⁴ In addition, some roles above will be described as following;

1. Demonstrating

Teachers should make the students have visual aid about writing conventions and genre constraints clearly.

2. Motivating and provoking

Teachers should give assistance to motivate all students to develop their concepts, and make them enthusiastic in learning.

3. Supporting

Teachers should support the students in the class and do a preparation to help them when they found some difficulties in writing process.

4. Responding

Teachers have to respond with students work. Here, they react the content and the construction of students writing by telling them how well it is going so far.

5. Evaluating

¹⁴ Harmer Jeremy, *How to Teach Writing*, (England: Longman, 2004) P.79

Teachers should indicate when the students work well, make mistakes, and also give them grades.¹⁵

Based on the explanation above, the researcher can conclude that there are some roles in teaching writing for students as well as demonstrating, motivating and provoking, supporting, responding and also evaluating. Mostly, the teachers are not only as transfer a knowledge for students, but also they will be as motivator in learning to support the activities in the class. The teacher also take a place as evaluator for students work in learning activity.

d. The Writing Process

In educational world, writing is one of the English skills that demands a process to be done. On the other side, Meyers recommend that there are some writing process which is very valuable to students in learning such as exploring ideas, pre-writing, organizing, writing in the first draft, revising the draft, producing the final copy.¹⁶ All of the points above will illustrated below;

1. Exploring ideas

Writing requires for students to find the ideas firstly. In this activity, the teachers let students determine their mind freely before write. It involves of considering the subject of writing, reflecting the purpose of writing, and respecting to the audiences. In this section, students need to be familiar

¹⁵ *Ibid*, Harmer. P. 79

¹⁶ Alan Meyers, *Gate away to Academic Writing: Effective Sentences, Paragraph and Essays*. (New York: Longman, 2005) P. 11-12

with the material that they should write. Furthermore, after knowing and determining the subject, the purposes of writing should be determined specifically as well as entertain, inform, or persuade. At that point, the audiences are also one of the most crucial factors after considering the subject, and the purposes in writing.

2. Pre writing

Prewriting is a manner of warming up students understanding before they write. It is an activity of thinking, communicating, reading and writing the topic before writing a first draft.¹⁷ In this steps, there are several ways to warm up before students write such as brainstorming, clustering and free writing.

3. Organizing

Next steps are formulating them after the ideas have been put into words. This process includes of choosing, detracting and also enhancing. Commonly, students can highlight the suitable ideas in the brainstorming list, then putting the related ideas concurrently. Thereafter, choosing the best ideas in the part of clustering diagram. The last phase of organizing is outlining. This is a main stage for the writer who can make an informal outline.

4. Writing in the first draft

¹⁷ Karen Blanchard and Christine Root, *Ready to Write Third Edition*, (New York: Pearson Education, Inc, 2003) P. 41

Writing in the first draft is significant way to accomplish some points such as pre writing, selecting the best ideas, expanding and arranging them in some affordable order. At present, the writers can write the first paragraph by disregarding about being perfect.

5. Revising the draft

Revising the draft incomes that improving what the writers have already written. In this activity, students should mark notes, and also circle words that are thought misspelled.

6. Producing the final copy

Producing the final copy means that students should doing two steps as well editing and proofreading. Commonly, it is needed to make sure students are focus on grammar, words choice, verb form, punctuation and spelling. Next, they have to read the draft more than once to check the revisions correctly.¹⁸

Based reasons above, the researcher can conclude that there are six process in writing such as exploring ideas, pre writing, organizing, writing in the first draft, revising the draft, and producing the final copy. Here, a meaningful paragraph will be generated if all parts above are applied in writing which exploring ideas will determine students ideas before they write, pre writing also take a part to warm up students understanding in developing

¹⁸ *Op. Cit*, Meyers. P. 12

their ideas, organizing is a part to form their written, writing in the first draft means that students write the first paragraph by disregarding about being perfect, revising the draft also give students awareness in written texts, and producing the final copy means that the students should be focus on revisions of written before it publish.

2. Documentary Video as Teaching Media

In this modern era, resources of teaching writing subject is not only from the book, but also it will be helpful for teachers to take from another resources as internet such as video, movie and so on. Moreover, the using of documentary video as learning media will be more innovative, because it can be used to catch student's response. Documentary video is a kind of video that made based on fact not the fiction.¹⁹ News documentary video contains of several acts which happen naturally without any giving engineering work. Each of video consists of an act that is presented clearly and briefly. Commonly, the duration is not more than 10 minutes, so it will make students become more interesting in learning activity. In addition, they will be easily to develop the information through the sequence of acts, and finally they can construct writing descriptive text.

a. Classification of Media

In the real condition, media take a place as incentive to gain students feedback in teaching-learning process. Currently, the teacher's duty are

¹⁹ Munadi, Yudhi, *Media Pembelajaran sebuah Pendapat Baru*, (Ciputat:Gaung Parsada, 2008) P. 117

deciding a media that students needed in the class. According to Arsyad teaching media can be classified into three categories as well as visual media, audio media, and audio visual media.²⁰ In details, they will be clarified as follows;

a. Visual Media

Visual media is one of media that can be seen. Normally, it would captive visual sense eyes such as picture, moving picture or animation and flashcard etc.

b. Audio Media

Audio media is a media that can be listened from audio media. Mostly, it has sound which can be listened. It means that the contents message in tape recorder and video compact disk which can stimulus thought feeling, idea and students it happens on teaching and learning process.

c. Audio visual media

Audio visual media is media that have sound and picture. Here, video is an example from audio visual media that has a sound, because it is produced to appear the reality picture in the original form that describes science theory and animated.²¹

Based on the explanation above, the researcher can conclude that there are three types of media such as audio media, visual media and audio visual

²⁰ Azhar arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003) P. 3

²¹ *Ibid*, Arsyad. P. 4

media. In this study, the researcher will be focus on the audio visual media as way to improve students writing. It can aid them to meet the real situation by seen the object and listened it. In this section, the researcher use a video as kind of audio visual media that will be applied to students.

b. Kinds of Video as Teaching Media

Selecting the most proper of instructional media is a critical task in achieving the goal of teaching-learning process. There are many forms of instructional media applied in teaching-learning process as well as video. In addition, video is one of the media that carry out the message to the learner. There are three basic types of video which can readily be used in the class such as of-air programmer, real-world video, and language learning videos.²² Generally, some points above will be described as follows;

a. Of-Air Programmers

Programmer recorder from television channel should be engrossing for students. At this point, the teachers have to consider learners comprehensibility. In fact, some off-air video is also extremely difficult for students to comprehend, especially where the particular accents are used in the best programmers. In this division, they can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as encourage their own creativity.

²² Jeremy harmer, *The Practice of English Language Teaching*, (Longman: Cambridge United Kingdom, 2001) P. 284

b. Real-world video

In this modern technology, there is no occasion why the teachers and students should not use separately published videotape material such as feature films, exercise ‘manuals’, wildlife documentaries or comedy. In addition, the teachers need to make their choice based on how engaging and comprehensible the source is likely to be, and it has multi-use potential too.

c. Language learning videos

The main advantages of video is that they have been designed with students at a particular level in mind. It also designed to appeal for student’s topic interests, and multi-use since they cannot only used for language study, but also for a number of other activities as well.²³

Based on the description above, the researcher can conclude that there are three kinds of video as well as of-air programmer, real-world video, and language learning videos. In this study, the writer uses a video that consist of the real-world video. In this position, one of the English teacher are deciding to apply a documentary video as learning media in writing subject. Therefore, documentary video is a kinds of real world video which can be used to make students easier in developing ideas.

²³ *Ibid*, Harmer. P. 284

c. The Advantages of Using Video in Teaching

In some cases, media will be supporting and encouraging students in teaching-learning process. Currently, video as varieties of media will present some values that can be accommodated for many students. According to Harmer there are many explanations why video can enhance a special extra dimension for learning experiences such as seeing language in use, cross-cultural awareness, the power of creation and also motivation.²⁴ All of the things above will termed as follows;

1. Seeing language-in-use

The main advantages of video is that learners do not just hear the language but they see it too. This greatly assists their comprehension, for instance, a video usually expose the expression, gesture and other visual clues that students can reflect how intonation can equal with facial expression. In addition, it help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross-cultural awareness

Video uniquely lets students a look at situation far beyond their classroom. Video also have a great value in offering students a chance to view anything in other countries as well as kinds of food people eat and what they wear.

²⁴ Harmer, *Op. Cit.* P.282

3. The power of creation

The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in English. In addition, it will be potential to create something memorable and enjoyable.

4. Motivation

Most students show an increased the level of interest when they have a chance to see language it use as well as hear it, and when this is coupled with interesting tasks.²⁵

From the clarification above, the researcher can concluded that the video is necessary media to use in writing subject, because there are some assistances to be added such as seeing language-in-use, cross-cultural awareness, the power of creation and motivation. Here, the researcher decided to make a table of advantages of using video in teaching writing subject that will be describe below;

Table 1

The Advantages of Using Video in Learning English

| No | Advantage of video | Description | Indicator |
|----|------------------------|--|---|
| 1. | Seeing language in use | Students can increase their comprehension through video, because | a. Teaching with video will make students more easy to increase |

²⁵ *Ibid*, Harmer. P. 282

| | | | |
|----|-------------------------|--|---|
| | | they do not just hear the language but see it too | <p>their skill in writing English descriptive texts</p> <p>b. Video allows students to take the advantages of video as learning media</p> <p>c. By using video, students more easy to develop their ideas because they can hear language and see it too</p> |
| 2. | Cross culture awareness | Video uniquely lets students a look at situation far beyond their classroom | <p>a. By using video in class, students can see situations beyond their classroom so they will be easy in writing</p> <p>b. Video also help students to understand the culture from other countries</p> <p>c. Video about cultural contents will help students to expand their ideas in writing</p> <p>d. Students can realize about cultural contents as essential components to describe in writing</p> |
| 3. | The power of creation | Students will be doing new things in writing English descriptive texts through the tasks of video making | <p>a. Students can provoke creative and communicative through video making assignment</p> <p>b. Video making will make students more enjoy in learning</p> |
| 4. | Motivation | Most students show an increased level of motivation to write a good English descriptive text after learning with video | <p>a. Students can increase their motivation in learning</p> <p>b. Students have increased in writing descriptive text</p> |

d. Teaching Techniques of Using Video

Applying video in the class will be needed some techniques that can be adopted by the teachers. In this activity, a technique will be supporting teachers to apply video properly. In this unit, Harmer gives some video teaching techniques that can be used for the teacher such as viewing technique, and listening and mixed techniques.²⁶ Some items above will be defined as follows;

1. Viewing technique

All of the following viewing techniques are designed to awaken the student's curiosity, through prediction activities. In this activity, they finally watch the video sequence and expect about it.

a. Fast forward

The teacher presses the 'play' button and then fast forwards the video, so the sequence shoot pass silently and at great speed, taking only a few second. When it is over the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

b. Silent viewing (for language)

The teacher plays the tape at normal speed but without the sound. Students have to guess what the characters are saying. When they have

²⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Cambridge United Kingdom, 2001) P. 287

done this, the teacher plays the tape with sound, so they can check to see if they guessed correctly.

c. Silent viewing (for music)

The same technique can be used with music. Teachers show a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is then shown again, with sound students can judge whether they chose the same mood as the director/composer.

d. Freeze frame

At any stage during a video sequence the teachers can ‘freeze’ the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

e. Partial viewing

One way of provoking the student’s curiosity is to allow them only a partial view of the pictures on the screen. Teachers can use pieces of card to cover most of the screen, only leaving the edges on view, they can put little squares of paper ail over the screen and remove them one by one so that is happening is only gradually revealed.

2. Listening (and mixed) techniques

Listening routines, based on the same principles as those for viewing, are similarly designed to provoke engagement and expectations

a. Picture less listening (language)

The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.

b. Picture less listening (Music)

Where an excerpt has a prominent music track, students can listen to it and then say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place.

c. Picture less listening (sound effects)

In a scene without dialogue students can listen to the sounds to guess the scene.

d. Picture or Speech

Teachers can divide the class in two, so half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot see the screen, this forces them into immediate fluency while the non-watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.²⁷

²⁷ *Ibid*, Harmer. P. 287

From description above, the researcher can concluded that there are some procedure that can be used for teachers when applying a video in the class such as viewing techniques and listening and mixed technique. In this position, the teacher should understand some techniques to ensure the implementation of video in learning can be running well. In addition, the researcher approved some procedure above to make a table of teaching procedure in using documentary video in learning.

Table 2

Teaching Techniques in Using Documentary Video in Learning English

| No | Techniques | Sub Techniques | Description | Indicator |
|----|-------------------|----------------------------------|--|--|
| 1. | Viewing technique | 1. Fast forward | The teacher presses the 'play' button and then fast forwards the video | a. Teachers press the play button and then fast forwards the video when teaching-learning process b. teachers ask the students about the video and let them to guess it |
| | | 2. Silent viewing (for language) | The teacher plays the tape at normal speed but without the sound. Students have to guess what the characters are saying. | a. Teachers play the tape at normal speed but without the sound, so students should guess what the video are shown |

| | | | | |
|----|---------------------------------|--------------------------------------|--|--|
| | | 3. Silent viewing (for music) | Teachers show a sequence without sound and ask students to say what kind of music they would put behind it and why. | a. Teacher show a sequence of video without sound and permit students to decide a music that can be put behind the video |
| | | 4. Freeze frame | At any stage during a video sequence teachers can 'freeze' the picture, stopping the participants dead in their tracks. | a. Teachers freeze the video and ask the students about what happen next in video b. Teacher let students to spread their imagination about video |
| | | 5. Partial viewing | In provoking the student's curiosity, teachers can allow them only a partial view of the pictures on the screen. Teachers can use pieces of card to cover most of the screen, only leaving the edges on view | a. Teachers provoke the students curiosity by allowing them only a partial view of video, so students can guess the video b. Teachers can be used pieces of card to cover the screen and only leaving the edges on view |
| 2. | Listening (and mixed technique) | 1. Picture less listening (language) | The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as | a. Teachers cover the video screen and turn the monitor away from the students b. Teacher decide to give students command to listen the video and guess where is the place |

| | | | | |
|--|--|---|--|--|
| | | | where it is taking place and who the speakers are. | |
| | | 2. Picture less listening (music) | Students can listen about what kind of scene they think it accompanies and where it is taking place. | <ul style="list-style-type: none"> a. Teachers let the students to listen the video b. Teachers ask the students about where the scene happen |
| | | 3. Picture less listening (sound effects) | In a scene without dialogue students can listen to the sounds to guess the scene. | <ul style="list-style-type: none"> a. Teachers show the scene without the dialogue and let the students to listen the sound of the video b. Teachers ask to students to explain the story of the video based on they heard |
| | | 4. picture or speech | Teachers can divide the class in two, so half of the class faces the screen, and half faces away. | <ul style="list-style-type: none"> a. Teachers divide the class in two so a half of the class faces the screen and half face away |

3. Descriptive Text

Descriptive text is a familiar text that commonly used in daily life. Emilia stated that descriptive text is varieties of text that has a purposes to provide the information about something. The writers can define of person, object, place, appearances, and a phenomenon obviously, subsequently it can make the readers

visualize and sense it.²⁸ Moreover it contributes the readers directly through feel, sound, taste, and smell it. In addition, before the students start to write descriptive text, firstly they have to recognize the communicative purpose of descriptive text, the generic structure and significant language features. On the other word, it will be a key point to avoid a mistakes, so students have to consider some steps before writing such as;

a. Generic Structure of Descriptive text

In mastering descriptive text students have to be friendly with the generic structure of descriptive writing. Knowledge of genre is a basic element of communication. It means that genre is a significant component that to be known when someone wants to communicate his/her idea particularly in writing. There are two generic structure of descriptive text such as identification and description.²⁹

1. Identification : identifies phenomenon to be described
2. Description : describes parts, qualities, and characteristic.

b. Grammar Features of A Factual Description

Descriptive text must focus on specific participants. Besides that, descriptive text must use attributive, identifying process, epithets and classifiers in nominal groups. There are several component of language

²⁸ Emilia E. *Menulis Tesis dan Disertasi* (Bandung: Alfabeta, 2011) P. 11

²⁹ Adi Purnomo, *Improving Descriptive Writing Skill Through Tex less Comic (Classroom Action Research Of SMP Qaryah Thayyibah Salatiga In The Academic Year 2013/2014)*, (STAIN Salatiga: Graduating Paper Unpublished) P. 30

futures of descriptive text such as using adjectives and compound adjectives, using linking verb/relating verb, using simple present tense, using degree of comparison.³⁰

Example of Descriptive Text

Natural Bridge National Park

Identification

Natural bridge national park is a luscious tropical rainforest

Description

It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numimbah Valley. This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water and fire places however overnight camping is not permitted.

³⁰ Rati Purwati, "The Use Of Brainwriting Strategy To Improve The Students' Writing Skill In Descriptive Text (Classroom Action Research Of Second Grade Students At MTS N 1 Cucukan In The academic Year Of 2016/2017) (Salatiga: IAIN Salatiga, 2016) P. 32

B. Review of Related Findings

Related on this research, especially about the implementation of documentary video, here the researcher found some research that discuss about applying video in teaching English. Some previous research above will explained bellow;

The first finding from Ramayani's thesis is descriptive study entitled "The Implementation of Using Video in Teaching English (A descriptive study in Ponpes Ar-Rahmah Air Meles Atas academic year of 2018)". The purpose of that research is to find out the effectiveness of video in teaching English. The research method of that research is descriptive method. The subject of this research is a teacher who teaching English in eight grade at Pondok Pesantren Ar-Rahman Air Meles Atas. The result shown that video has big function in improving students as well as seeing language in use, cross culture awareness, the power of creation and motivation. Mostly, students shown an increased level when learning English through video.³¹

The second finding from Muhammad Naufal Gustrianto's in his thesis entitled "The Implementation of Video Project in Speaking Class". The purpose of that research is to find out the effectiveness of video project in teaching speaking ability. The research method of that research is descriptive method. The subject of this research is lecturer in all classes of speaking 1 in STAIN Curup. The result shown that video project will make students more chance to practice their English speaking

³¹ Ramayani, *The Implementation of Using Video in Teaching English*, Published STAIN Curup, 2018, P.73

skill. Video project also make them more creative to explore their activity and also to become more confident when communicate in English.³²

The third finding from Khoirino Hasyin in his thesis entitled “Improving Student’s Ability to Write News Item Text through Documentary Video (a Classroom Action Research at the Twelfth Grade Students of SMA N 1 Bringin in the Academic Year of 2018/2019)”. The purpose of that research is to find out the effectiveness of documentary video in improving the student’s ability in writing news item text. The study employed Quantitative research. The population of this study are all the students at twelfth grade of SMA N 1 Bringin. The result shown that documentary video will make students easier to understand and compose the text they have been watched. They also pay attention completed the task well, actively asked and responded question and became enthusiastic in learning activities.³³

Based on the three finding above, there are several differences from those research. The first, in this research the researcher need to know the teacher procedure in applying documentary video in teaching. Second, the researcher find out about students perception of documentary video in improving their writing descriptive text.

³² Muhammad Naufal Gustrianto, *The implementation of video project in speaking class*, Published STAIN Curup, 2018, P.91

³³ Khoirino Hasyin, *Improving Students Ability To Write News Item Text Through Documentary Video*, Published IAIN Salatiga, 2019, P. 76

CHAPTER III

METHODOLOGY OF THE RESEARCH

There are five parts which are discussed in this chapter. There are kind of the research, subject of the research, technique of collecting data, research instrument, and technique for analyzing the data.

A. Kind of the Research

The method applied in this research was descriptive qualitative. Descriptive method is the research that focused on explaining any situation in population, systematically, factually and precisely.³⁴ It also explained the data which have association with fact, condition, variable and phenomenon which occurred when the research is being done. Here, the researcher describes about implementing of documentary video on students writing descriptive text, and also comprehending the advantages of using documentary video for students in writing descriptive text. As well, this research also illustrates how the application of documentary video in writing subject.

Qualitative research is an approach to acquire a deeper understanding of a person's or a group experience which is not presented in a form of numbers. The researcher used qualitative for data collection, because the evidence could be

³⁴ John W. Creswell. *Research and methodology: methods and techniques*. (California: SAGE Publications Ltd, 2014) P.42

subjective. Then, the researcher presents this research based on the real data which found in the field without some addition or assumption of the researcher and present it in the explanation form of descriptive method.

B. Subject of the Research

The subject of this research is an English teacher at vocational high school number 1 in Rejang Lebong, and also students in tenth grade of Teknik Komputer and Jaringan. The researcher decided the subject of the research by using purposive sampling. Moreover, Sudaryono said that purposive sampling is non-probability sampling which is the way to take the sample that is not randomly, and it consider with the characteristic that will be taken as a number of sample which the sample that chosed for all participants who met defined criteria.³⁵ These are some considerations based on this research characteristic such as an English teacher teach students by using documentary video as media to increase their writing, and the class that the teacher teach by using documentary video.

Based on the consideration above, the researcher took one teacher and one class at SMK N 1 Rejang Lebong as subject of the research. Next, in taking the data of the advantages of using documentary video for students in writing descriptive text, the samples were all students in tenth grade of Teknik Komputer and Jaringan which consist of 33 students, but the researcher only got 28 students because some students did not want to be a subject of the research. In addition, the researcher

³⁵ Sudaryono. *Metode Penelitian Pendidikan*. (Jakarta: Prenadamedia Group, 2016) P. 130-131

decided to take this class, because a tenth grade of Teknik Komputer and Jaringan class had been taught by the teacher who teaching the writing descriptive texts by using documentary video.

C. Technique of Collecting Data

Technique of collecting data means the way which researcher used to collecting data or information from the participant. In this research, the researcher decide to use observation, interview and documentation that will be explained as follows;

1. Observation

In this section, Sutiyadi argues that there are some gains of using observation in the research as well as in order to get the real condition of activity, in order to get more accurate data, and the researcher are able to choose an appropriate data.³⁶ The purpose of observation is to explain the situation that will be analyzed the activities in that area, and the relation between the situation and the activities. In this research, the researcher apply the observation non participant study. For that reason, the researcher do not participate in the activity being observed, but rather sit on the sidelines and watch them, so they are not directly involved in the situation that they are observing.³⁷ Normally, the

³⁶ Bambang Setiyadi. *Metodology Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kualitatif dan Kuantitatif)*. (Yogyakarta: Graha Ilmu, 2006) P. 240

³⁷ John W Creswell. *Educational Research (Planning, Conducting and evaluating Quantitative and Qualitative Research)*. (Lincoln : University of Nebraska, 2012) P. 446

researcher only watching the process of teaching and learning process in the class, and seeing the application of documentary video in writing subject. In addition, observation non participant has purpose to get the information about how the teacher procedure in implementing documentary video on students writing descriptive text.

2. Interview

The researcher also took an interview on order to acquire a deep information of the data. On the other hand, Interview can be said as a dialogue that usually used by interviewer to obtain the information from interview.³⁸ In this research, the researcher used semi structured interview. Here, Catherine said that in semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.³⁹ Here, the researcher were given some questions for respondents to get a deep information about the advantages of using documentary video for students in writing descriptive text. In this process, the researcher used an interview guidance and tape recorder. Then, file recorder was change into transcript text.

3. Documentation

Documentation is written, drawn, presented or recorded representation of thought. A document is usually used to describe a primary textual file, a log with

³⁸ Nana Sudjana, *Tuntunan Penyusunan Karya Ilmiah (Makalah, skripsi, thesis dan desertasi)*, (Sinar Baru Algesindo, Bnadung: 2010) P.113

³⁹ Catherine Dawson, *Practical Research Method*, (Cromwell Press: Wiltshire, 2002) P. 28

is structure and designed such as fonts, color, and additional image.⁴⁰ It means that by using documentation, it can make the data clearly and can be proof in examining the data.

D. Research Instrument

Researcher need the instrument to collect the data from the participant. In addition, the researcher also helped by some instrument such as observation checklist, and interview guidance. Some point above will be explained as follows;

1. Observation Checklist

Observation checklist is a list of things that has been prepared by observer when observing a class. It is usually used to determine whether an individual behaves in a certain way when expected to accomplish a particular task. If a particular behavior is present when individual is observed, the researcher places a check mark (√) on the list.⁴¹ In this research, the observation checklist applied to identify the teacher techniques when using documentary video in writing subject. Here, the researcher made several advances to be aware of appropriately checklist in the content.

Additionally, there are some following steps that the researcher should be done consecutively as well as determining the indicator of each theories that can describes about the techniques used by English teacher in teaching writing at

⁴⁰ Lexy J Moleong, *Metodology Penelitian*, (Bandung: Remaja Rosda karya, 2006) P.217

⁴¹ David and Peter. *Op, Cit.* P. 116

SMK N 1 Rejang Lebong, deciding some sentences that represent each indicator, and also providing with a lecturer who appointed as a validator in order to check and classify the accuracy of the sentences. By following steps above, the researcher could construct the checklist to analyzing about teacher technique by using documentary video in teaching writing subject which taken 4 times. In addition, the researcher clarify the theory of Harmer that will be analyzed by the researcher to find the implementation of documentary video that applied by the English teacher at SMK N 1 Rejang Lebong.

Table 3

Teaching Techniques in Implementing Documenter Video in Learning English

Descriptive Texts

| No | Techniques | Sub Techniques | Implementation | Category | | Notes |
|----|-------------------|---|--|----------|----|-------|
| | | | | Yes | No | |
| 1 | Viewing technique | a. Fast forward b. Silent viewing (for language) and picture less listening (language) | a. The teacher presses the play button with normal speed, and then fast forwards of documentary video, so the students can focus on video b. Teacher shows the video with sound, so the students can hear the information clearly | | | |

| | | | | | | |
|---|----------------------------------|---|---|--|--|--|
| | | c. Picture less listening (sound effect) | c. Teacher asks students about where the place is presented on monitor, and allows them to guess it | | | |
| 2 | Listening (and mixed) techniques | d. Freeze frame e. Partial viewing | d. In learning process, the teacher pauses the video and then gives some information that can support students' imagination, so that students have some images in their minds to write out a descriptive text. e. To provoke students' curiosity, the teacher uses pieces of cards to cover the screen and only leave the edges on view, so students can guess where the place is shown on documentary video. Triggering students' curiosity in this way can help build up their mental concepts useful for writing a descriptive text. f. After the video is over, teacher lets students | | | |

| | | | | | | |
|--|--|-----------------------------------|---|--|--|--|
| | | f. Picture less listening (music) | explain the information of documentary video based on what they see and hear. This activity is useful to activate their mental concept useful for writing a descriptive text. | | | |
| | | g. Picture or speech | g. To make students enthusiastic, teacher divides the class into two groups. Here, the first group can face the screen of video, but second group cannot see the video, so the first group will try to explain the video to second group. Next, the second group will make efforts to understand and guess the video. | | | |

2. Interview Guideline

The researcher also used interview in order to catch a deep information of this research. Mostly, the researcher must have interview guidance to specify about what questions are to be asked to interviewee.⁴² In forming the questions used in interview section, the researcher focused on the content validity. In addition, there are several steps of constructing the questions for interview

⁴² Cathrine Damson. *Op, Cit*, P.66

guidance such as determined the indicator of each theory as teacher technique in using documentary video in teaching, the gains of documentary video in the class. Next, the researcher established the question based on the indicator that the researcher found, and also formulated the questions with validator for checking and classifying the accuracy of the question.

Table 4

The advantages of using documentary video for students in writing descriptive text

| No | Indicators | Sub indicators | Questions | Answers |
|----|------------------------|--|--|---------|
| 1 | Seeing Language in use | Students can increase their comprehension through video, because they do not just hear the language but see it too | <ul style="list-style-type: none"> a. Because you can hear and see English use in documentary videos, to what extent do you think that documentary videos can increase your skill in writing English descriptive texts? Please explain! b. What are the benefits you can get from documentary videos as media in learning English descriptive texts? c. How far do you think that documentary videos can increase your ability in developing your ideas to write an English descriptive text? Please explain! | |

| | | | | |
|---|--------------------------|--|--|--|
| 2 | Cross cultural awareness | Students can look at situation far beyond their classroom | <ul style="list-style-type: none"> a. Do documentary videos help you see situations beyond your classroom so that you can write out an English descriptive text related to such situations? Please explain! b. Do you think that documentary videos showing other countries and their cultural contents help you write a related English descriptive text better? Please explain! c. How useful are cultural contents in the documentary videos in terms of expanding your ideas to write an English descriptive text? Please explain! d. Do cultural contents displayed in documentary videos drive you to realize that cultures are essential components to be described in an English descriptive text? Please explain! | |
| 3 | The power of creation | Students will be doing new things in writing English descriptive texts through the tasks of video making | <ul style="list-style-type: none"> a. What do you think about video making as a task to improve your creativity in writing an English descriptive text? | |

| | | | | |
|---|------------|---|--|--|
| | | | <p>b. Does a video-making assignment provoke your creativity and communicativeness in terms of writing an English descriptive text? Please explain!</p> <p>c. To what extent do you think that a video-making assignment can lead you to the joy of writing an English descriptive text? Please explain!</p> | |
| 4 | Motivation | Most students show an increased level of motivation to write a good English descriptive text after learning with documentary videos | <p>a. How far do you think documentary videos can drive your motivation to write a good English descriptive text? Please explain!</p> <p>b. Do you think that learning with documentary videos lead you to writing out more English descriptive texts? Please explain!</p> | |

E. Technique for Analyzing the Data

After researcher collected the data from the participants, research continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from interviews, and observation. Therefore Gey and Peter Airasian recommend that there are some steps to analyze the data such as

managing, reading description, classifying and interpreting.⁴³ They will be described as follows;

1) Data from observation

a. Managing

Data managing contains of creating and organizing the data gathered during the study. In this activity, the researcher was managed the data from observation checklist by keeping in one folder. The purposes of data managing in this research are to analyze and check the data for completeness, and then to exploring the data from the teacher about the implementation of documentary video on students writing descriptive text.

b. Reading/memoing

Reading/memoing involves the memos of observation checklist. In this section, the researcher read all the data to get general description about the instructional activity that used by the teachers in implementing documentary video in learning by seeing the observation checklist that has been found.

c. Description

After reading the data, the researcher make the description all the data from the observation checklist that already gotten. In this activity, the researcher make a description about what are the teacher technique in

⁴³ L.R Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company, 2000) P. 224

implementing documentary video on students writing descriptive text in the class.

d. Classifying

Next step is classifying the data. It is ordering of written text into categories that represent different aspects of the data. In general, after the previous step have finished, the researcher starts to classify each of data into several categories based on the data from the teacher about implementation documentary video in learning.

e. Interpreting

The last step in analyzing the data is interpreting. It is reflected, integrative and explanatory aspects of the connections, common aspects, and linkages among the data especially the identified and pattern. In this section, the research interpret all the data from observation checklist that explain about teacher procedure in implementing documentary video. Generally, the researcher will take some points that present the data, so the data will be easier to understand. After the researcher interpret the data, it will be written as result of this research in from table and verbal data.

2) Data from interview

a. Managing

In this section, the researcher was managed the data from interview that given by the respondents. Here, the researcher decide to make a folder to keep the data from interview. The purposes of data managing are to analyze about

the advantages of using documentary video for students in writing descriptive text.

b. Reading/memoing

Reading/memoing involves the transcripts of interview. In this section, the researcher read all the data to get general description about the advantages of using documentary video for students in writing descriptive text.

c. Description

After read the data, the researcher make the description based on interview that already given. Description will present about the advantages of using documentary video for students in writing descriptive text.

d. Classifying

After the previous step have finished, the researcher starts to classify each of data into several categories based on the interview from respondents. Here, the researcher classify each information that given by the respondents, so the data will represent every question of interview.

e. Interpreting

The last step is interpreting. In this section, the research interpret all the data from interview that tells about the advantages of using documentary video for students in writing descriptive text. After the researcher interpret the data, it will be written as result of this research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the data collected in this study as well as the discussions about the data as the research findings. The data were collected from the result of the interview and observation. There are two section that presented in answering the research problems as well as findings and discussion.

A. Findings

In this chapter, the researcher appeared the findings and discussion from observation and interview. The purposes of this research are to investigate the implementation of documentary video in writing descriptive text at SMK N 1 Rejang Lebong, and how student's perception about using documentary video in writing descriptive text. Here, the researcher used observation checklist, and interview guideline to collect the data.

1. Teaching techniques in implementing the documentary video in writing descriptive texts

The researcher did observation with English teacher at SMK N 1 Rejang Lebong especially in tenth grade of Teknik Komputer and Jaringan class. At this point, the researcher decided to use observation in answering the first question, and also to analysis the teaching techniques that used by English teacher in implement the documentary video in writing subject. Here, almost used all the

indicators, and some sub indicators from Jeremy Harmers theory. From 9 teaching techniques, the researcher found that she used 6 teaching techniques in implementing documentary video in writing subject. The explanation will be describe below;

a. Fast forward

The teacher presses the play button with normal speed, and then fast forwards of documentary video. At this point, the teacher lets the students more focus on documentary video that shown on monitor without giving many instructions that makes students not concentrate in watching the video. In addition, before the English teacher play the documentary video, she writes some key questions on the board that can make students know about the questions that the English teacher may ask when the documentary video is over. Here, the teacher allows students to get more information from documentary video based on what they see and hear that they needed to guess the answer based on the questions that the English teacher given, before she plays the documentary video. It can help students to be easier in developing their ideas to write a descriptive text, because they already have some ideas that can positioned in written.

b. Silent viewing (for language) and picture less listening (language)

The teacher shows the video with sound, so the students can hear the information clearly. The teacher often used this technique because all students in the class can hear the information about tourism place that explained more

clearly although they sit on the back of the classroom. Here, almost students in tenth grade of Teknik computer and jaringan class can comprehend the information from documentary video that shown, because they have an obligation to follow the teacher instructions in the class. Playing documentary video with sound also gives students chance to guess about tourism place that displayed. Here, they can take the important things that can support them in writing as well as where the tourism place that presented, and also the characteristic of that video. This technique also make students imagination as in the real situation.

c. Freeze frame

In learning process, the teacher pauses the documentary video and tells some information. Here, the teacher used this technique in teaching English especially writing descriptive text, because it can support student's imagination about tourism place that explained on monitor, so they have some images in their minds to write out a descriptive text. It also used by English teacher to make students who are not pay attention in learning process will know the information that shown on documentary video through the explanation of English teacher. By freezing the scene English teacher also can ask students about the point of video such as what kinds of tourism place that they see on monitor, where the place, and what are the characteristic of documentary video that shown. Here, English teacher and also students will

change their ideas based on their observation of documentary video, so sharing the information will help students in developing their ideas in writing process.

d. Picture less listening (Music)

After the video is over, the English teacher lets students explain the information of documentary video based on what they see and hear. This technique always use by the English teacher because it will make students recall their concepts about documentary video based on what they see on documentary video, and what the information that they hear. Here, the student will tells the points that she/he found after video is over, and also combine the information from teacher explanation, so all the ideas that they got will help them in writing descriptive text at the end of learning activities. In other hands, English teacher also guide students to organize their ideas when they explain the documentary video as well as inform the topic, and explain some information related the tourism place that already shown. Furthermore, English teacher asked one person in each line to describe the documentary video that shown, so at the end of the explanation of students the English teacher will give some conclusion to help students in understanding the information of documentary video. Next, after reflecting some explanation of documentary video, here the students will attempt to write a descriptive text based on the explanation of documentary video, English teacher and also explanation of their friends.

e. Picture less listening (Sound effect)

Teacher asks students about where the place is presented on monitor, and allows them to guess it. Here, English teacher already asked students in beginning of learning that the teacher giving some question on the board such as what kinds of tourism place, where the place. Then, English teacher will ask students when she pauses the documentary video, so they already known the point that they need to be aware to answer the teacher questions. The teacher used this techniques in teaching English because, the students will try to guess where the place is presented, so they can be more focus in watching the documentary video.

2. The advantages of using documentary video for students in writing descriptive text

The researcher did interview with students at SMK N 1 Rejang Lebong especially in tenth grade of Teknik Komputer and Jaringan class. For that reason, the researcher determined to use interview in answering the second question about what are the advantages of using documentary video for students in writing descriptive text at SMK N 1 Rejang Lebong. In addition, the researcher interview all students at SMK N Rejang Lebong especially for X.TKJ around 28 students that will be explain as follow.

a. Seeing language-in-use

From the result of interviewed, most of the students expressed that documentary video was very effective in improving their writing skills. Here,

documentary video not only presents about tourism place in Indonesia but also in other countries, so students can learn a new vocabulary and how to pronounce the word based on what they find out on video. In addition, documentary video also give students illustration about tourism place that demonstrated, so in learning process they will be easy to advance their ideas.

Then, most of them said that documentary video is one of media that make them interest in learning. For this reason, it already has information that described in the video, so the audiences can easily comprehend the video. Therefore, in developing ideas the students already have imagination about tourism place after they watched video, so it make them excited in writing process. Next, it can aid students in writing descriptive text in learning, because they see and hear the video directly, so they will be easy to express the video in written.

b. Cross-cultural awareness

Based on the finding of students interviewed, almost of them answered that documentary video can help them to see situations beyond their classroom, because it can show about tourism place and historical building that unlimited space and time, so they can imagine about tourism place that shown even though they ever been there. As a result, they will easy to acquire ideas and express it in written. Next, documentary video in other countries also provide a valuable for students, because they not only get a new vocabulary but also they get more knowledge to help them in writing process.

In addition, documentary video about cultural contents has not been presented before, because so far the teacher usually shown a tourism place or historical building.

c. The power of creation

From the result of interviewed, most of the students expressed that they really enthusiastic about video making as task in improving their creativity, because they can increase their writing skill through it. Then, video making also increase their creativity in developing idea, choosing words and formulating them in sentences. Next, it also gives students chance in deciding their favorite topic about tourism place, so they will be excited in expressing their ideas.

d. Motivation

Based on the finding of students interviewed, almost of them answered that through documentary video in learning most students show an increased in written. Here, there are many activities that can support students in learning such as see the video, hear the information and write a simple paragraph about video. It can be an alternative for students to imagine as in a real situation.

Based on explanation above, there are some reason about the advantages of using documentary video for students in writing descriptive text as well as seeing language in use, cross culture awareness, the power of creation, and motivation. In addition, the students also can learn with difference way that can help the students more actives and focus in learning process.

B. Discussion

To find out the teaching techniques used by English teacher at SMK N 1 Rejang Lebong in implementing a documentary video in writing descriptive texts, and also the advantages of using documentary video for students in writing descriptive text. Here, the researcher finds some discussion based on the finding on the research field that will be explain below:

1. Teaching techniques in implementing the documentary video in writing descriptive texts

By observing the English teacher in applying a documentary video in writing descriptive text, the researcher completely collected the data needed. The researcher found six techniques used by English teacher at SMK N 1 Rejang Lebong, the techniques were fast forward, silent viewing (for language), picture less learning (language), freeze frame, picture less listening (music), and picture less listening (sound effect). All of them will explain below:

a. Viewing techniques

This techniques consists of some designs to help English teacher in implementing a documentary video in learning as follow:

1. Fast forward

In teaching and learning process teacher press the play button with normal speed, and then fast forwards of documentary video.⁴⁴ Here, the students

⁴⁴ Jeremy Harmer, *The Practice of English Language Teaching Fifth Edition*, (England: Pearson Education Limited, 2015) P. 344

focuses their attention on documentary video that shown. Here, the teacher allows students to get the information from documentary video based on what they see and hear. Therefore, students will be easy to write a descriptive texts, because they already have a little bit information of documentary video. In addition, the teacher also play with normal speed, so students will easier to comprehend the video that presented.

2. Silent viewing (for language) and picture less learning (language)

Silent viewing (language) and picture less learning (language) make students interest, stimulates them in learning. Here, all students in the class can hear the information about tourism place that explained more clearly although they sit on the back of the classroom. Playing documentary video with sound also gives students chance to guess about tourism place that displayed. This technique also make students imagination as in the real situation.

3. Freeze frame

Teacher pauses the documentary video and tells some information. Here, the teacher used this technique in teaching English especially writing descriptive text, because it can support student's imagination about tourism place that explained on monitor, so they have some images in their minds to write out a descriptive text. It also used by English teacher to make students who are not pay attention in learning process will know the information that shown on documentary video through the explanation of

English teacher. In addition, it also can help students in developing their ideas in writing process, because they can find the ideas smoothly.

4. Partial viewing

Partial viewing is one way of provoking the student's curiosity is to allow them only a partial view of the picture on the screen.⁴⁵ Here, the English teacher did not applied the technique, because it is not easy cover the screen by pieces of the cards, so the teacher did not use it in learning process.

b. Listening (and mixed) techniques

1. Picture less listening (music)

In learning process, the teacher usually apply this technique, because it will make students recall their concepts about documentary video based on what they see on documentary video, and what the information that they hear on documentary video. Here, the student will tells the points that she/he found after video is over. At the same time, all students can combine the information from their friends, English teacher and what they hear on documentary video, so all the ideas that they got will help them in writing descriptive text at the end of learning activities.

2. Picture less listening (sound effects)

⁴⁵ Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, (England: Pearson Education Limited, 2007) P. 309

In this technique the teacher asks students about where the place is presented on monitor, and allows them to guess it. In this technique the teacher used in teaching English because, the students will try to guess where the place is presented, so they can be more focus in watching the documentary video.

3. Picture or speech

Teacher divide the class in two groups. The first group can face the screen of video, but second group cannot see the video.⁴⁶ It is the way to make students enthusiastic in learning process. Based on the observation the English teacher did not use this technique, because the dangerous situation did not let them to make a group in learning process.

Based on the data above, the researcher conclude that the teaching techniques in implementing documentary video in writing descriptive text are; 1) viewing techniques such as fast forward technique, silent viewing (for language), and free frame. 2) Listening (and mixed) technique such as picture less learning (language), picture less listening (music), and picture less listening (sound effects). Unfortunately teacher did not applied some techniques such as silent viewing (for music), partial viewing, and also picture or speech. Here, the

⁴⁶ Harmer, Jeremy, *The practice of English language teaching*, (Longmen: Cambridge United Kingdom, 2001) P. 287

implemented of documentary video in learning is really help teachers to motivate students in the class.

2. The advantages of using documentary video for students in writing descriptive text

From the result interview with students in SMK N Rejang Lebong at tenth grade class. The researcher conclude that there are some reasons in using documentary video in writing descriptive texts such as seeing language in use, cross cultural awareness, the power of creation and motivation. All of them will discuss below.

The first by seeing language in use, the students tell that documentary video in learning. There are some beneficial such as students can learn a new vocabulary and how to pronounce the words, they more focus and concern in learning, give students illustration about tourism place that demonstrated, so in learning process they will be easy to advance their ideas. Documentary video also already has information that described in the video, so the audiences can easily comprehend the video, so in developing ideas the students already have imagination about tourism place after they watched video, so it make them excited in writing process.

The second is cross-cultural awareness, using documentary video the students can help them to see situations beyond their classroom, because it can

show about tourism place and historical building that unlimited space and time, so they can imagine about tourism place that shown even though they ever been there.

The third is the power of creation, by using documentary video in learning English that important to be used in classroom because students really enthusiastic about video making as task in improving their creativity, video making also increase their creativity in developing idea, choosing words and formulating them in sentences, and also gives students chance in deciding their favorite topic about tourism place, so they will be excited in expressing their ideas.

The last is Motivation, by using the documentary video in writing subject really motivate students, because there are many activities in learning such as see the video, hear the information and write a simple paragraph about video. It can be an alternative for students to imagine as in a real situation.

Based on the student's explanation above, the researcher can concluded that using documentary video in writing descriptive texts really important to be used in learning English, because it give students motivation to increase their written. It also help students to see situations beyond their classroom, and make them enthusiastic in classroom. In addition, using documentary video in learning also give a great valuable for students, because there are many activities in

learning such as see the video, hear the information and write a simple paragraph about video. It can be an alternative for students to imagine as in a real situation.

CHAPTER V

CONCLUSION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research question of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher took some conclusions. The first, the English teacher at SMK N 1 Rejang Lebong has implemented most of techniques of using documentary video in writing descriptive texts such as (1) viewing techniques there are: fast forward technique that tells about English teacher presses the play button with normal speed and then fast forward of documentary video, silent viewing (for language) technique that explains about English teacher shown the video with sound so students can hear the information clearly, freeze frame technique that describes about English teacher pauses the documentary video and give some information to support students imagination. (2) Listening (and mixed) techniques there are: picture less listening (language) that talk about English teacher gives students chance to guess the documentary video that shown, picture less listening (music) that tells about English teacher lets students explain the documentary video based on what they see and hear, and picture

less listening (sound effects) that explain about English teacher asks students about documentary video that presented on monitor. The last, using documentary video in learning, there are some advantages for students such as (1) students think that by using documentary video in learning they can learn a new word and how to pronounce the words, (2) students will be easy to develop their ideas because documentary video already has explanation in video, (3) documentary video also help students to see the situation beyond their classroom, (4) documentary video as media that really motivate them in increasing their written. In addition, using documentary video in learning also give a great valuable for students, because there are many activities in learning such as see the video, hear the information and write a simple paragraph about video. It can be an alternative for students to imagine as in a real situation.

B. Suggestion

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The collage

This research can be reference for the teacher in choosing good technique in teaching writing by using documentary video. Besides, it also should be known about student's perception in using documentary video in writing descriptive texts.

2. The teacher

The teacher of English at SMK N 1 Rejang Lebong can use one or more than technique based on the theory explained by Jeremy Harmer. The teacher have to know about the student's perception in using documentary video in learning.

3. The researcher

For further researcher, the researcher suggests to conduct a research related to use documentary video with different area and different kind of the research. Furthermore, the researcher hopes this research can be better and could become a motivation to other researchers to investigate this research deeply.

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Appendixes

“Result of Observation and Interview”

First observation

Observation Checklist

Teaching Techniques in Implementing Documenter Video in Learning English

Descriptive Texts

| No | Techniques | Sub Techniques | Implementation | Category | | Notes |
|----|-------------------|--|---|----------|----|---|
| | | | | Yes | No | |
| 1 | Viewing technique | h. Fast forward | d. The teacher presses the play button with normal speed, and then fast forwards of documentary video, so the students can focus on video | √ | | a) Teacher pressed the play button with normal speed, and then fast forward the documentary video. Here, all students focus on video that the teacher shown on monitor. |
| | | i. Silent viewing (for language) and picture less listening (language) | e. Teacher shows the video with sound, so the students can hear the information clearly | √ | | b) Teacher shows the documentary video with sound, so all students can hear the information about tourism place that explained on monitor clearly although they sit on the back of the class. |
| | | j. Picture less listening (sound effect) | f. Teacher asks students about where the place is presented on monitor, and | √ | | c) Teacher asks students about where the tourism place is presented. Here, students try to guess the place |

| | | | | | |
|--|--|----------------------|--|---|--|
| | | n. Picture or speech | <p>documentary video based on what they see and hear. This activity is useful to activate their mental concept useful for writing a descriptive text.</p> <p>d. To make students enthusiastic, teacher divides the class into two groups. Here, the first group can face the screen of video, but second group cannot see the video, so the first group will try to explain the video to second group. Next, the second group will make efforts to understand and guess the video.</p> | √ | <p>students to explain the video based on what they see and hear on documentary video that presented on monitor.</p> <p>d) Teacher did not divide the class in two groups, because the situation is not possible to divide them.</p> |
|--|--|----------------------|--|---|--|

Second observation

Observation Checklist

Teaching Techniques in Implementing Documenter Video in Learning English

Descriptive Texts

| No | Techniques | Sub Techniques | Implementation | Category | | Notes |
|----|----------------------------------|--|---|----------|----|---|
| | | | | Yes | No | |
| 1 | Viewing technique | o. Fast forward | g. The teacher presses the play button with normal speed, and then fast forwards of documentary video, so the students can focus on video | √ | | d) Teacher pressed the play button with normal speed, and then fast forward the documentary video. At this point, all students in TKJ class more focus on video on monitor. |
| | | p. Silent viewing (for language) and picture less listening (language) | h. Teacher shows the video with sound, so the students can hear the information clearly | √ | | e) Teacher shows the documentary video with sound. Here all students can hear the information clearly |
| | | q. Picture less listening (sound effect) | i. Teacher asks students about where the place is presented on monitor, and allows them to guess it | √ | | f) Teacher asks students about where the tourism place is presented. Here, students try to guess the place based on the monitor shown |
| 2 | Listening (and mixed) techniques | r. Freeze frame | e. In learning process, the teacher pauses the video and then gives some | | √ | e) The teacher did not pauses the video in learning |

| | | | | | | |
|--|--|-----------------------------------|---|---|--|--|
| | | | <p>information that can support students' imagination, so that students have some images in their minds to write out a descriptive text.</p> | | | |
| | | s. Partial viewing | <p>f. To provoke students' curiosity, the teacher uses pieces of cards to cover the screen and only leave the edges on view, so students can guess where the place is shown on documentary video. Triggering students' curiosity in this way can help build up their mental concepts useful for writing a descriptive text.</p> | √ | | f) Teacher did not provoke students curiosity by using a pieces of cards in implementing documentary video in writing subject |
| | | t. Picture less listening (music) | <p>g. After the video is over, teacher lets students explain the information of documentary video based on what they see and hear. This activity is useful to activate their mental concept</p> | √ | | g) After the video is over, teacher lets students to explain the video based on what they see and hear on documentary video that presented on monitor. |

| | | | | | | |
|--|--|-----------------------------|--|--|----------|---|
| | | <p>u. Picture or speech</p> | <p>useful for writing a descriptive text.</p> <p>h. To make students enthusiastic, teacher divides the class into two groups. Here, the first group can face the screen of video, but second group cannot see the video, so the first group will try to explain the video to second group. Next, the second group will make efforts to understand and guess the video.</p> | | <p>√</p> | <p>h) Teacher did not divide the class in two groups, because the situation is not possible to divide them.</p> |
|--|--|-----------------------------|--|--|----------|---|

Third observation

Observation Checklist

Teaching Techniques in Implementing Documenter Video in Learning English

Descriptive Texts

| No | Techniques | Sub Techniques | Implementation | Category | | Notes |
|----|-------------------|--|---|----------|----|---|
| | | | | Yes | No | |
| 1 | Viewing technique | v. Fast forward | j. The teacher presses the play button with normal speed, and then fast forwards of documentary video, so the students can focus on video | √ | | g) Teacher pressed the play button with normal speed, and then fast forward the documentary video. Here, all students focus on video that the teacher shown on monitor. |
| | | w. Silent viewing (for language) and picture less listening (language) | k. Teacher shows the video with sound, so the students can hear the information clearly | √ | | h) Teacher shows the documentary video with sound, so all students can hear the information clearly although they sit on the back of the class. |
| | | x. Picture less listening (sound effect) | l. Teacher asks students about where the place is presented on monitor, and allows them to guess it | √ | | i) Teacher asks students about where the tourism place is presented. Here, students try to guess the place based on what they seen |

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| 2 | Listening (and mixed) techniques | <p>y. Freeze frame</p> <p>z. Partial viewing</p> <p>aa. Picture less listening (music)</p> | <p>i. In learning process, the teacher pauses the video and then gives some information that can support students' imagination, so that students have some images in their minds to write out a descriptive text.</p> <p>j. To provoke students' curiosity, the teacher uses pieces of cards to cover the screen and only leave the edges on view, so students can guess where the place is shown on documentary video. Triggering students' curiosity in this way can help build up their mental concepts useful for writing a descriptive text.</p> <p>k. After the video is over, teacher lets students explain the information of</p> | <p>√</p> <p>√</p> <p>√</p> | <p>i) The teacher pauses the documentary video, and also gives some information about video as well as the characteristic of tourism place that shown and many others that can be supported student's imagination, so, it will be help them to write a descriptive text at the end of learning</p> <p>j) Teacher did not provoke students curiosity by using a pieces of cards in implementing documentary video in writing subject</p> <p>k) The teacher did not let students to explain some</p> |
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| | | <p>bb. Picture or speech</p> | <p>documentary video based on what they see and hear. This activity is useful to activate their mental concept useful for writing a descriptive text.</p> <p>l. To make students enthusiastic, teacher divides the class into two groups. Here, the first group can face the screen of video, but second group cannot see the video, so the first group will try to explain the video to second group. Next, the second group will make efforts to understand and guess the video.</p> | <p>√</p> | <p>information after the video is over.</p> <p>l) Teacher did not divide the class in two groups</p> |
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Fourth observation

Observation Checklist

Teaching Techniques in Implementing Documenter Video in Learning English

Descriptive Texts

| No | Techniques | Sub Techniques | Implementation | Category | | Notes |
|----|-------------------|---|---|----------|----|--|
| | | | | Yes | No | |
| 1 | Viewing technique | cc.Fast forward | m. The teacher presses the play button with normal speed, and then fast forwards of documentary video, so the students can focus on video | √ | | j) English teacher pressed the play button with normal speed, and then fast forward the video. Here, all students focus on video that the teacher shown on monitor. The students also can got some information to help them in developing their ideas. |
| | | dd. Silent viewing (for language) and picture less listening (language) | n. Teacher shows the video with sound, so the students can hear the information clearly | √ | | k) Teacher shows the documentary video with sound, so all students can hear the information clearly although they sit on the back of the class. |
| | | ee. Picture less listening (sound effect) | o. Teacher asks students about where the place is presented on monitor, and | √ | | l) Teacher asks students about where the tourism place is presented. Here, students try |

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| | | | allows them to guess it | | | to guess the place based on what they seen |
| 2 | Listening (and mixed) techniques | ff. Freeze frame gg. Partial viewing | m. In learning process, the teacher pauses the video and then gives some information that can support students' imagination, so that students have some images in their minds to write out a descriptive text. n. To provoke students' curiosity, the teacher uses pieces of cards to cover the screen and only leave the edges on view, so students can guess where the place is shown on documentary video. Triggering students' curiosity in this way can help build up their mental concepts useful for writing a descriptive text. | √ | √ | m) The teacher pauses the documentary video, and also gives some information about video as well as the characteristic of tourism place that shown and many others that can be supported student's imagination, so, it will be help them to write a descriptive text at the end of learning n) Teacher did not provoke students curiosity by using a pieces of cards in implementing documentary video in writing subject |

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| | | <p>hh. Picture less listening (music)</p> | <p>o. After the video is over, teacher lets students explain the information of documentary video based on what they see and hear. This activity is useful to activate their mental concept useful for writing a descriptive text.</p> | √ | <p>o) The teacher did not allow students to explain some information after the video is over.</p> |
| | | <p>ii. Picture or speech</p> | <p>p. To make students enthusiastic, teacher divides the class into two groups. Here, the first group can face the screen of video, but second group cannot see the video, so the first group will try to explain the video to second group. Next, the second group will make efforts to understand and guess the video.</p> | √ | <p>p) Teacher did not divide the class in two groups</p> |

Result of Interview

The advantages of using Documentary Video for students in writing descriptive text

Nama : Amanda Saputra

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan! | a. Menurut saya video documenter dapat meningkatkan kreativitas saya dalam menulis. Misalnya video documenter tentang tourism place tentang manara eiffel biasanya informasi yang ditampilkan itu menggunakan b.inggris maka saya dapat menemukan beberapa vocab sehingga saya lebih mudah untuk menulis |
| b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris? | b. Menurut saya dengan adanya documenter video dalam membantu saya menulis yaitu saya lebih mudah mendapatkan informasi dan juga bisa mengetahui profil objek wisata yang di tampilkan di dalam monitor |
| c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan! | c. Dari video tersebut saya bisa melihat tourism place dengan jelas, dan juga saya bisa mendengarkan informasi yang di sertakan di video sehingga secara tidak langsung saya lebih bisa mengembangkan ide dalam menulis karena sudah didukung oleh informasi yang saya butuhkan dalam menulis teks descriptive |
| a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang | a. Melalui video saya bisa melihat situasi di luar kelas karena video bisa menampilkan tourism place yang belum pernah saya datangi sebelumnya sehingga saya piker documenter vide |

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| <p>terkait dengan situasi tersebut? Mohon jelaskan!</p> <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>dapat membantu saya dalam menambah wawasan saya tentang suatu tourism place</p> <p>b. Menurut saya video documenter tentang tourism place di Negara lain dapat membantu saya untuk memahami tourism place di Negara tersebut seperti tourism place yang mendeskripsikan tentang manara Eiffel sehingga membantu saya dalam menulis. Tapi untuk video tentang budaya di Negara lain saya tidak terlalu memahami karena biasanya video yang digunakan di kelas itu membahas tentang tourism place dan historical building jadi jarang menampilkan tentang konten budaya</p> <p>c. Menurut saya konten budaya akan membantu dalam memahami budaya lain, tapi sejauh ini biasanya guru menampilkan tourism place dan historical building dalam menulis teks deskriptif</p> <p>d. Menurut saya konten budaya sangat penting untuk di pahami, tapi dalam menulis teks drescriptife biasanya guru menampilkan tentang tourism place</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif</p> | <p>a. Menurut saya pembuatan video sangat meningkatkan skill saya dalam menulis descriptive teks karena sebelum membuat video, saya harus mengembangkan ide-ide yang dapat membantu saya dalam membuat video</p> <p>b. Sangat berpengaruh karena pada saat pembuatan video saya membutuhkan kreativitas untuk</p> |

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| <p>Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>mendapatkan hasil video yang memuaskan. Misalnya membuat video tentang tourism place di Indonesia, maka saya harus mengumpulkan informasi yang berkaitan, mengembangkan ide, sekaligus berlatih untuk pembuatan video</p> <p>c. Menurut saya pembuatan video sangat menarik karena melalui tugas tersebut saya dapat mengembangkan ide-ide melalui tulisan dan juga melatih saya dalam menulis b.inggris</p> |
| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya melalui video documenter sangat memotivasi saya karena saya sulit sekali menemukan ide dalam menulis, tetapi melalui video documenter saya lebih mudah menemukan ide karena di dalam video documenter sudah ada informasi yang diberikan tentang tourism place maka saya hanya mengembangkan ide dan menerjemahkannya ke b.inggris</p> <p>b. Melalui video documenter saya mengalami peningkatan dalam menulis yang biasanya sekitas 1 paragraph, melalui video documenter saya bisa menulis sampai 3 paragraph</p> |

Nama : Ferdian

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya video documenter sangat membantu saya dalam menulis karena saya dapat vocab baru melalui video tersebut</p> <p>b. Menurut saya dengan adanya documenter video dalam pembelajaran writing yaitu saya mendapatkan informasi yang menarik yang ditampilkan di monitor, documenter juga dapat menampilkan keistimewaan dalam sebuah tourism place maka itu sangat memudahkan saya dalam menulis descriptive text. Tidak hanya itu, tetapi juga ide-ide lebih banyak muncul sehingga memudahkan saya dalam menulis teks descriptive.</p> <p>c. Melalui video saya lebih mudah mengembangkan ide karena video telah menampilkan informasi sehingga saya membayangkan situasi yang dijelaskan dalam video sehingga dapat saya gunakan untuk menulis descriptive text</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> | <p>a. Menurut saya video dapat membawa saya untuk berimajinasi tentang suatu tourism place di luar kelas sehingga itu dapat membantu saya untuk berimajinasi serta memudahkan saya dalam menulis teks deskriptif karena melalui video saya dapat informasi yang saya butuhkan</p> |

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| <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>b. Menurut saya video yang membahas tentang tourism place di Negara lain sangat membantu saya dalam menulis karena banyak tourism place di Negara lain yang menarik untuk di deskriptikan. Tapi sejauh ini video tentang konten budaya sangat jarang di ditampilkan di kelas karena sesuai dengan kurikulum yang membahas tentang tourism plae dan historical building</p> <p>c. Menurut saya konten budaya akan sangat bermanfaat dalam mengembangkan ide, tapi saya belum menemukan video yang menampilkan konten budaya karena biasanya video yang ditampilkan itu tentang tourism place dan historical building</p> <p>d. Menurut saya mempelajari budaya itu sangat penting dan sangat menarik untuk dideskripsikan dalam menulis,tapi di dalam kelas tidak menampilkan video tentang konten budaya karena biasanya mendeskripsikan tentang tourism place di Indonesia maupun di Negara lain</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis</p> | <p>a. Menurut saya pembuatan video sangat bagus untuk melatih saya dalam menulis b.inggris karena pada saat pembuatan video saya harus mempersiapkan informasi, mencari ide sehingga secara tidak langsung, saat saya mengembangkan ide dari b.indonesia ke b.inggris saya dapat vocab baru sehingga saya bisa ingat beberapa kata dalam b.inggris</p> <p>b. Menurut saya pembuatan video sangat memancing kreativitas karena saat merangkai kalimat untuk pembuatan video dibutuhkan kreativitas sehingga video menjadi bagus</p> |

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| <p>teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>c. Saya sangat senang ada tugas pembuatan video, walaupun pembuatan video sedikit sulit tapi itu dapat meningkatkan kreativitas saya dalam menulis</p> |
| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Video dokumenter sangat memotivasi saya untuk menulis karena video tersebut telah berisi informasi yang saya butuhkan sehingga saya tidak kesulitan untuk mencari informasi dalam menulis teks descriptive</p> <p>b. Biasanya sebelum menggunakan video saya hanya menulis sedikit tapi setelah menggunakan video tulisan saya lebih banyak dari sebelumnya</p> |

Nama : Dika

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya video documenter sangat bermanfaat bagi saya karena di video tersebut sudah ada informasi yang dibutuhkan, dan juga saya dapat mendengar pengucapan beberapa kata dalam b.inggris sehingga saya bisa belajar melafalkan dengan benar</p> <p>b. Melalui video saya bisa mendapatkan gambaran berupa informasi yang dijelaskan dalam documenter video, saya juga dapat mengembangkan ide-ide sehingga lebih memudahkan saya dalam menulis sertadalam documenter video juga ditampilkan kata-kata baru sehingga saya lebih bisa mengembangkan kata tersebut ke dalam b.inggris</p> <p>c. Melalui video saya bisa lebih mudah mengembangkan ide-ide karena sudah ada informasi yang dijelaskan dalam video sehingga saya hanya translit ke b.inggris dan juga saya lebih mudah untuk mendeskripsikan</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> | <p>a. Menurut saya melalui documenter video dapat membantu saya untuk melihat situsai di luar kelas, misalnya saya belum pernah ke fort marlborough tetapi dengan adanya documenter video tentang tourism place yang membahas fort marlborough sehingga saya dapat memahami bentuk fort marlborough itu seperti apa sehingga walaupun saya tidak pergi kesana, saya sudah tau bentuknya seperti apa sehingga dengan gambaran tersebut saya lebih mudah untuk menulis teks descriptive</p> |

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| <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>b. Menurut saya video documenter yang membahas tentang tourism place di Negara lain dapat membantu saya dalam menulis karena tourism place tidak hanya ada di Indonesia tetapi juga di Negara lain jadi sangat bagus untuk di gambarkan, tetapi untuk video tentang konten budaya sangat jarang ditampilkan karena biasanya dalam pembelajaran descriptive text biasanya membahas tentang tourism place dan historical building</p> <p>c. Menurut saya video budaya akan bagus untuk di deskripsikan tetapi di dalam kelas video tentang konten budaya jarang ditampilkan</p> <p>d. Sejauh ini video tentang konten budaya jarang ditampilkan di dalam kelas terkhususnya dalam pelajaran descriptive text</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>a. Menurut saya pembuatan video sedikit sulit karena saya harus mencari informasi, menulis dan mengembangkan ide dalam tulisan</p> <p>b. Sejauh ini saya merasa pembuatan video sedikit memancing kreativitas saya walaupun sedikit sulit dilakukan</p> <p>c. Sejauh ini saya merasa senang pada tugas pembuatan video hanya saja pada saat menerjemahkan dari b.indonesia ke b.inggris saya sedikit kesulitan untuk memilih kata yang tepat untuk tulisan saya</p> |

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| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> | <p>a. Saya pikir video documenter ini lebih memotivasi saya dalam menulis karena di video tersebut saya sudah bisa melihat situasinya, mendengar informasinya dan juga belajar menggunakan video itu lebih modern sehingga saya lebih termotivasi untuk belajar</p> |
| <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>b. Sejauh ini tulisan saya setelah belajar menggunakan video documenter lebih meningkat karena melalui video saya lebih mudah untuk menulis teks deskriptive</p> |

Nama : Olip

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya video documenter mempunyai pengaruh yang baik saat saya menulis karena saya dapat kata-kata baru dan juga saya dapat belajar caya pengucapanya juga</p> <p>b. Melalui video saya mudah memahami informasi yang ditampilkan sehingga memudahkan saya dalam mengembangkan ide untuk menulis</p> <p>c. Melalui video saya dengan mudah membayangkan situasi yang di tampilkan sehingga membantu saya untuk menulis descriptive text</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks</p> | <p>a. Menurut saya documenter video sangat membantu saya dalam menulis karena keterbatasan waktu dan lain-lain sehingga saya membutuhkan informasi dari documenter video untuk membantu saya dalam memahami tourism place yang belum pernah saya datangi sebelumnya</p> <p>b. Menurut saya video documenter yang mempertontonkan tentang tourism place dari Negara lain sangat menarik untuk saya tulis, tapi</p> |

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| <p>deskriptif terkait dengan lebih baik? Mohon jelaskan jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>untuk video tentang konten budaya saya rasa belum pernah ditampilkan di kelas sebelumnya</p> <p>c. Menurut saya video tentang konten budaya mungkin akan bermanfaat, tapi karena saya belum pernah merasakan video tentang konten budaya di bawa di kelas jadi saya belum bisa merasakan manfaat nya apa</p> <p>d. Video tentang konten budaya sangat jarang ditampilkan di kelas dalam pembelajaran descriptive teks jadi saya belum tahu manfaat dari video tentang konten budaya tersebut dalam menulis</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>a. Menurut saya tugas pembuatan video sangat meningkatkan kreativitas saya dalam menulis karena semakin banyak saya menulis maka semakin baik saya dalam membuat video</p> <p>b. Tugas pembuatan video sangat memancing kreativitas saya karena pada saat saya mau membuat video saya harus menulis informasi yang berkaitan dengan topic saya sehingga pada saat membuat video saya dapat menyampaikan informasi dengan jelas</p> <p>c. Saya menikmati tugas pembuatan video yang diberikan oleh guru karena saya sangat suka menulis sehingga dengan adanya tugas tersebut maka saya sangat senang</p> |
| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks</p> | <p>a. Melalui video dokumenter ini saya termotivasi dalam menulis karena saya bisa melihat tourism place seperti berada di tempat tersebut dan juga</p> |

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| <p>deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>saya dapat mendengar informasi yang dijelaskan dalam video sehingga memudahkan saya dalam menulis</p> <p>b. Menurut saya tulisan saya sebelum dan sesudah menggunakan video itu ada peningkatan yang biasanya hanya 1 paragraph menjadi 3 paragraph</p> |
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Nama : Dinda

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Dalam video documenter saya bisa mendengar dan melihat penggunaan Bahasa Inggris sehingga saya bisa mendapatkan vocab dalam Bahasa Inggris untuk membantu saya dalam menulis</p> <p>b. Melalui video saya bisa melatih skill menulis saya, lebih memahami informasi tentang tourism place yang di tampilkan di monitor</p> <p>c. Saya bisa memahami karakteristik dari tourism place yang ditampilkan walaupun saya belum pernah kesana</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan</p> | <p>a. Menurut saya documenter video sangat membantu saya dalam menulis karena situasi sekarang yang mengharuskan kita untuk mengurangi aktifitas di luar rumah maka video sangat membantu saya dalam menulis karena video documenter itu menampilkan video secara jelas dan informasi secara detail sehingga pada saat saya menulis teks descriptive akan lebih mudah</p> <p>b. Video documenter tentang tourism place dari Negara lain sangat menarik untuk digambarkan</p> |

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| <p>negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>karena saya dapat memahami tourism tidak hanya dari Indonesia tetapi juga di luar Indonesia. Sejauh ini, video tentang konten budaya belum pernah di bawa dalam kelas karena biasanya pembelajaran tentang descriptive text membahas tentang tourism place dan historical building</p> <p>c. Sejauh ini video tentang konten budaya belum pernah di bawa di kelas, jadi saya belum tahu manfaat tentang konten budaya</p> <p>d. Menurut saya mungkin video tentang konten budaya sangat penting untuk di tulis, tapi karena video konten video belum pernah ditampilkan sebelumnya jadi saya tidak tau apa manfaat nya</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda</p> | <p>a. Menurut saya tugas pembuatan video itu sangat menantang karena saya harus banyak mempunyai persiapan sebelum membuat, misalnya saya harus menulis terlebih dahulu sehingga pada saat pembuatan video saya dapat dengan lancer membuatnya</p> <p>b. Melalui pembuatan video kreativitas saya berkembang karena dalam menulis saya harus dapat menyusun kalimat-kalimat dengan benar sehingga dibutuhkan kreativitas dalam menulis</p> <p>c. Melalui tugas pembuatan video saya dapat mengembangkan kreativitas saya dalam menulis sehingga saya menikmati tugas tersebut</p> |

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| <p>senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | |
| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> | <p>a. Menurut saya video dokumenter itu bisa memotivasi saya dalam menulis karena belajar menggunakan video itu lebih menarik dibandingkan hanya melihat foto di buku pelajaran</p> |
| <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>b. Melalui video saya merasa tulisan saya jauh meningkat karena banyak informasi yang disampaikan di video sehingga saya mudah untuk mengembangkan ide</p> |

Nama : Jeni

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya video documenter sangat berperan dalam membantu saya menulis teks descriptive karena saya dapat mendengar dan juga melihat video tersebut</p> <p>b. Melalui documenter video saya mudah memahami info sejarah pada tempat wisata yang ditampilkan, video juga membantu saya untuk mendeskripsikan suatu tourism place walaupun saya belum pernah pergi kesana</p> <p>c. Melalui video saya lebih mudah mendeskripsikan suatu tourism place sehingga lebih memudahkan saya dalam menulis karena saya bisa langsung mendeskripsikan apa yang ditampilkan dalam video dan juga informasi yang disertakan lebih memudahkan saya untuk mengembangkan ide dalam menulis</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> | <p>a. Menurut saya video documenter sangat berperan penting dalam membantu saya untuk menulis teks deskriptif karena video dapat membawa saya ke situasi dimana video itu di tampilkan sehingga walaupun keterbatasan waktu dan situasi sekarang saya masih bisa melihat tourism place yang belum pernah saya kunjungi dan juga informasi yang mendetail yang dapat membantu saya untuk mengembangkan ide</p> |

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| <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>b. Kalau menurut saya video documenter tentang tourism place di Negara lain sangat menarik untuk dijadikan tema dalam menulis, tapi untuk video tentang konten budaya sejauh ini belum pernah di tampilkan sebelumnya</p> <p>c. Video tentang konten budaya belum pernah ditampilkan di pelajaran descriptive teks</p> <p>d. Menurut saya video tentang konten budaya itu sangat bagus untuk di pahami dan di kembangkan di dalam tulisan, tapi karena video tersebut belum pernah ditampilkan di kelas jadi saya belum tau penting nya dari konten video tersebut</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda</p> | <p>a. Menurut saya tugas pembuatan video itu sangat menarik karena pada saat membuat video saya harus menjelaskan tentang tourism place dalam b.inggris maka dari itu saya harus menulis terdahulu tentang tourism place tersebut agar informasi nya tersampaikan</p> <p>b. Sejauh ini sangat memancing kreativitas saya karena dalam menulis teks descriptive kita membutuhkan kreativitas untuk menggambarkan suatu objek agar tampak menarik</p> <p>c. Sejujurnya saya sedikit tidak percaya diri dalam membuat video, karena saya takut lupa kata-kata yang telah saya tulis sebelumnya walaupun saya sudah menulis informasi yang saya butuhkan</p> |

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| <p>senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>dengan sangat baik tapi pada saat pembuatan video saya melupakan beberapa kata sehingga dalam pembuatan video saya membutuhkan waktu yang cukup lama</p> |
| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya video dokumenter sangat memotivasi saya karena video tersebut sudah dilengkapi dengan gambar yang menarik dan juga informasi yang saya butuhkan sehingga saya sangat termotivasi untuk menulis dengan adanya video tersebut</p> <p>b. Melalui video dokumenter saya bisa menulis lebih banyak karena banyak informasi yang saya dapatkan di video tersebut</p> |

Nama : Ferzi

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya melalui video dokumenter tersebut saya bisa meningkatkan keterampilan menulis teks descriptive karena di video tersebut saya bisa melihat dan mendengar penggunaan Bahasa Inggris. Misal guru pernah melihat video tentang tourism place tentang menara Eiffel, nah di video tersebut saya bisa mendengar informasi yang menggunakan B. Inggris dan sekaligus saya dapat beberapa kata baru untuk membantu saya dalam menulis</p> <p>b. Melalui video dokumenter saya bisa mendapatkan informasi untuk membantu saya mengembangkan ide dalam menulis dan juga video dokumenter menampilkan tourism place lebih detail sehingga saya tahu tempat tersebut walaupun saya belum pernah kesana</p> <p>c. Menurut saya video dokumenter berperan penting untuk meningkatkan kemampuan saya karena di video tersebut sudah ada beberapa informasi penting sehingga saya lebih mudah mengembangkan ide di tulisan saya</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> | <p>a. Melalui video dokumenter saya bisa melihat situasi di luar kelas seperti video tentang tourism place yang ada di Indonesia seperti Fort Marlborough, jadi walaupun saya di kelas, saya masih bisa menyaksikan situasi di Fort Marlborough</p> |

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| <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>b. Menurut saya tourism place di Negara lain sangat membantu saya menulis karena saya bisa mendapatkan kata-kata baru walaupun hanya beberapa kata saja. Untuk video tentang konten budaya sejauh ini belum pernah di tampilkan</p> <p>c. Sejauh ini video tentang konten budaya belum pernah di tampilkan sebelumnya</p> <p>d. Menurut saya video tentang konten budaya itu penting untuk dipahami , tapi kami belum pernah membahas tentang video tentang konten budaya sebelumnya</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>a. Pembuatan video sangat membantu saya untuk melatih skill writing saya karena dalam pembuatan video saya harus menulis dahulu sehingga saat pembuatan video akan mudah dilakukan. Pembuatan video juga sangat meningkatkan kreativitas saya karena pada saat menulis , saya harus lebih kreatif dalam mengembangkan ide</p> <p>b. Sejauh ini pembuatan video sangat memancing kreativitas saya karena semakin kreatif saya dalam mengembangkan ide dan memilih kata-kata untuk diucapkan maka pembuatan video akan maksimal</p> |

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| <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>c. Karena ada tugas pembuatan video saya bisa menulis secara maksimal karena saya ingin mendapatkan nilai yang bagus</p> |
| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Video dokumenter sangat memotivasi saya untuk menuliskan deskriptif karena saya tidak harus pergi ke tempat tersebut karena melalui video saya bisa melihatnya dengan jelas, di video tersebut juga sudah dilengkapi dengan informasi yang dapat mendukung saya untuk mengembangkan ide sehingga saya sangat menikmati proses pembelajaran</p> <p>b. Menurut saya belajar menggunakan dokumenter video dapat meningkatkan kemampuan saya dalam menulis karena yang biasanya hanya 1 paragraph bisa menjadi 3-4 paragraph</p> |

Nama : Aisyah

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya video documenter membantu saya untuk mendengar penggunaan Bahasa Inggris sehingga saya dapat menemukan beberapa kata baru sehingga dapat membantu saya meningkatkan keterampilan dalam menulis karena ada beberapa kalimat yang saya dapatkan di video tersebut</p> <p>b. Video documenter dapat membantu saya untuk mengembangkan ide karena di video tersebut sudah diberikan informasi bagi pendengar dan juga video documenter bisa membawa saya untuk melihat situasi seperti di tempat tersebut</p> <p>c. Sejauh ini video documenter banyak berperan untuk meningkatkan kemampuan saya dalam menulis karena informasi yang sudah ada di video sangat membantu saya dalam mengembangkan ide sehingga saya lebih mudah dalam menulis</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan</p> | <p>a. Melalui video documenter tentang tourism place yang dibawa guru di kelas, saya bisa melihat situasi di luar kelas walaupun saya belum pernah kesana sehingga membantu saya dalam menulis teks descriptive karena saya sudah apa bayangan tentang tempat tersebut dan juga informasi yang dapat saya gunakan untuk menulis</p> <p>b. Sejauh ini video tentang konten budaya belum pernah di bawa ke kelas. Kalau video documenter dari Negara lain seperti video tentang tourism</p> |

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| <p>negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>place tentang eifeil tower pernah dibawa ke kelas. Kami juga antusias dalam belajar walaupun video tersebut menggunakan Bahasa Inggris sehingga kami sedikit sulit memahami</p> <p>c. Sejauh ini video tentang konten budaya belum pernah kami temukan di kelas</p> <p>d. Mungkin video tentang konten budaya sangat penting untuk dipahami walaupun kami belum pernah menonton di dalam kelas</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>a. Dengan adanya tugas tersebut saya merasa kreatifitas saya dalam menulis meningkat karena dalam pembuatan video saya harus menulis dengan baik untuk mendapatkan hasil yang bagus</p> <p>b. Sejauh ini tugas itu sangat memancing kreatifitas saya karena dalam menulis teks descriptive saya harus mengembangkan ide dengan baik agar dapat memancing orang-orang untuk berkunjung ke tempat yang saya jelaskan sehingga saya harus lebih kreatif dalam memilih kata-kata agar terhindar dari kesalahan kata</p> <p>c. Melalui tugas tersebut, saya dapat menulis dengan sangat antusias karena biasanya saya tidak tau mau nulis apa sehingga dengan adanya tugas pembuatan video tentang tourism place maka itu membuat saya semangat untuk menulis</p> |

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| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> | <p>a. Video documenter sangat memotivasi saya untuk menulis karena video dapat menjadi media untuk membantu saya dalam mengembangkan ide</p> |
| <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>b. Sejauh ini tulisan saya lebih banyak karena menggunakan video documenter, karena di video sudah ada informasi yang dipaparkan jadi saya hanya mengembangkan kalimat-kalimat tersebut sehingga menjadi menarik</p> |

Nama : Kurnia

Kelas : X TKJ at SMK N 1 Rejang Lebong

| Indonesian Questions | Answers |
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| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Menurut saya video documenter dapat meningkatkan keterampilan saya dalam menulis karena saya bisa mendengar penggunaan Bahasa Inggris dengan baik</p> <p>b. Melalui video documenter saya dibantu dengan informasi yang ada dalam video sehingga saya bisa menemukan ide dengan mudah</p> <p>c. Dengan adanya informasi yang ditampilkan di video documenter maka saya dengan mudah mengelola ide-ide sehingga menulis teks deskriptif sangat menyenangkan untuk saya</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks</p> | <p>a. Dengan adanya video documenter saya bisa melihat situasi di luar kelas sehingga tidak terbatas dengan waktu dan juga saya dapat membayangkan bentuk tourism place yang ditayangkan sehingga saat menulis saya bisa dengan mudah mengembangkan ide-ide</p> <p>b. Sejalan ini video documenter yang membahas tentang tourism place di Negara lain sangat membantu saya dalam menulis karena saya dibantu dengan kata-kata baru seperti tourism place tentang manara eiffel. Untuk video tentang konten</p> |

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| <p>deskriptif terkait dengan lebih baik? Mohon jelaskan jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>budaya kami belum pernah menonton karena biasanya kami diberikan video tentang tourism place dan historical building untuk pelajaran descriptive teks</p> <p>c. Selama ini kami belum menemukan video tentang konten budaya di pelajaran descriptive teks</p> <p>d. Video tentang konten budaya belum pernah dibawa ke kelas sebelumnya</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>a. Menurut saya pembuatan video tersebut sangat menarik karena jika tidak ada tugas maka kami sering tidak belajar sehingga dengan adanya tugas tersebut membuat kami antusias dalam mengerjakanya</p> <p>b. Sangat berpengaruh karena sebelum membuat video, saya harus menulis dulu informasi-informasi yang akan dijelaskan dan juga saya harus mengembangkan ide-ide agar pembuatan video tersebut dapat berjalan dengan baik</p> <p>c. Karena ada tugas membuat video tentang tourism place maka saya bisa menulis apa yang saya mau sampaikan sehingga itu tidak membatasi saya untuk menulis</p> |

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| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Video dokumenter sangat memotivasi saya dalam belajar karena itu membuat kami sangat antusias dan tidak merasa bosan sehingga menulis teks deskriptif sangat menyenangkan</p> <p>b. Melalui video tulisan saya bisa dikatakan lebih banyak karena informasi yang ada di video tersebut sudah lumayan banyak sehingga pada saat saya menambahkan informasi saya maka tulisan saya akan lebih banyak</p> |
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Nama : Anggi

Kelas : X TKJ at SMK N 1 Rejang Lebong

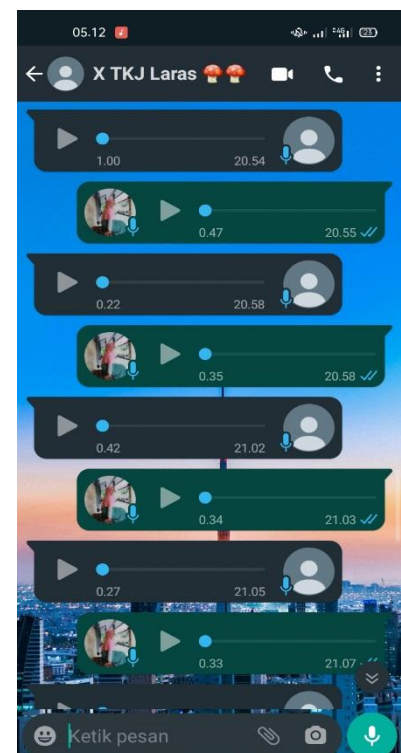
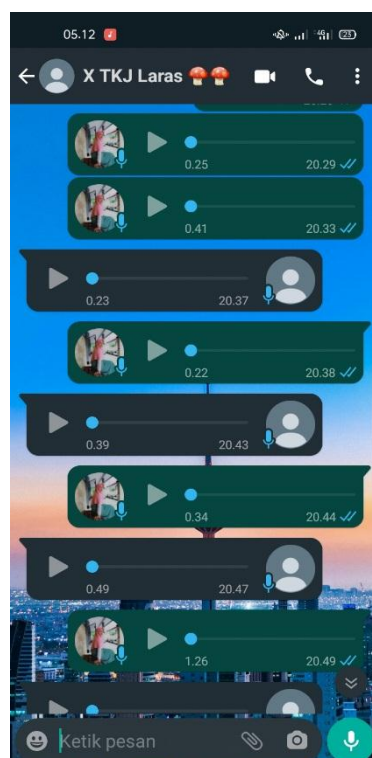
| Indonesian Questions | Answers |
|--|---|
| <p>a. Karena anda dapat mendengar dan melihat penggunaan bahasa Inggris dalam video dokumenter, sejauh mana menurut Anda video dokumenter dapat meningkatkan keterampilan Anda dalam menulis teks deskriptif? Tolong jelaskan!</p> <p>b. Apa manfaat yang Anda dapatkan dari video dokumenter sebagai media dalam pembelajaran teks deskriptif bahasa Inggris?</p> <p>c. Menurut Anda, sejauh mana video dokumenter dapat meningkatkan kemampuan Anda dalam mengembangkan ide menulis teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Melalui video documenter saya bisa mendengar penggunaan Bahasa Inggris sehingga saya bisa meningkatkan kemampuan saya dalam menulis karena di video tersebut saya bisa mendengarkan informasi seperti tourism place tentang manara eiffel, di video tersebut juga saya bisa mendapatkan kata-kata baru juga</p> <p>b. Sebagai media pembelajaran video documenter membuat saya lebih tertarik untuk belajar karena biasanya video itu hanya menampilkan gambar dan biasanya diiringi dengan background, tetapi video documenter ini memberikan informasi yang mana dapat membantu saya dalam menulis</p> <p>c. Melalui informasi yang dijelaskan di video tentu saya lebih mudah mengembangkan ide karena info yang saya butuhkan sudah ada dalam video</p> |
| <p>a. Apakah video dokumenter membantu Anda melihat situasi di luar kelas sehingga Anda dapat menulis teks deskriptif dalam bahasa Inggris yang terkait dengan situasi tersebut? Mohon jelaskan!</p> | <p>a. Melalui video documenter saya bisa melihat situasi diluar kelas sehingga tidak terbatas dengan ruang dan waktu dan juga video documenter bisa membawa kami ke situasi yang ditampilkan sehingga kami dapat membayangkan tempat tersebut dan dapat membantu kami dalam menulis karena kami sudah mendapatkan bayangan tersebut setelah menonton video</p> |

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| <p>b. Menurut Anda, apakah video dokumenter yang mempertontonkan negara lain beserta konten budayanya membantu Anda menulis teks deskriptif terkait dengan lebih baik? Mohon jelaskan!</p> <p>c. Seberapa bermanfaatkah konten budaya dalam video dokumenter dalam hal memperluas ide Anda untuk menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>d. Apakah konten budaya yang ditampilkan dalam video dokumenter membuat Anda menyadari bahwa budaya adalah komponen penting untuk dideskripsikan dalam teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>b. Video documenter dari Negara lain itu cukup membantu karena saya bisa mendapatkan kata-kata baru tapi untuk video tentang konten budaya saya rasa pada pembelajaran descriptive teks belu pernah diperlihatkan</p> <p>c. Karena sejauh ini video tentang konten budaya belum di bawa ke kelas sebelumnya</p> <p>d. Video dtentang konten budaya sangat menarik untuk dideskripsikan tapi sejauh ini kami belum membahas tentang konten budaya jadi saya kurang tau mengenai keefektifan video tersebut untuk dijadikan bahan tulisan</p> |
| <p>a. Apa pendapat Anda tentang pembuatan video sebagai tugas untuk meningkatkan kreativitas Anda dalam menulis teks deskriptif bahasa Inggris?</p> <p>b. Apakah tugas pembuatan video memancing kreativitas dan komunikatif Anda dalam hal menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> <p>c. Menurut Anda, sejauh mana tugas membuat video dapat membuat Anda senang menulis teks deskriptif bahasa Inggris? Mohon jelaskan!</p> | <p>a. Menurut saya tugas tersebut membawa dampak positif karena dengan adanya tugas itu saya bisa meningkatkan kreativitas dalam menulis</p> <p>b. Tentu karena dgn adanya tugas itu saya bisa memperbaiki tulisan saya sehingga saat membuat tugas dapat semaksimal mungkin</p> <p>c. Tentu karena kalau tugas dikerjakan asal-asalan biasanya hasilnya akan kurang baik. Jadi melalui pembuatan video saya sangat senang menulis</p> |

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| | <p>sehingga saat pembuatan video saya dapat dengan lincer menjelaskan informasinya</p> |
| <p>a. Menurut Anda, sejauh mana video dokumenter dapat mendorong motivasi Anda untuk menulis teks deskriptif bahasa Inggris yang baik? Tolong jelaskan!</p> <p>b. Menurut Anda, apakah belajar dengan video dokumenter membuat Anda menulis lebih banyak teks deskriptif bahasa Inggris? Tolong jelaskan!</p> | <p>a. Melalui video saya tidak mudah bosan di kelas karena banyak aktifitas di kelas seperti mendengar , melihat, dan menulis sehingga aktifitas tidak monoton yang hanya focus ke guru</p> <p>b. Se jauh saya lihat, tulisan saya meningkat walaupun tidak mencapai 5 paragraph tapi setidaknya lebih baik saat menggunakan video</p> |

Appendix
“Documentation”





BIOGRAPHY



RISKI PUTRI PUSPITA SARI was born in Bumi Sari on March 23th 1998. She is a daughter of Mr. Takdir (Alm) and Mrs. Mariana. She has three big brothers and one younger brother. She finished her elementary school at SD N 04 Ujan Mas, Kepahiang. Then, she continued her study to Junior high School at SMP N 1 Ujan Mas, Kepahiang.

Then she carried on to senior High School at SMK N 1 Ujan Mas, Kepahiang and graduated in 2017. After that, she decided entering Institute College for Islamic Studies (IAIN) Curup, and chose English Study Programe (TBI) as her faculty. She graduated her study on 2021.