

CHAPTER I

INTRODUCTION

A. Research Background

To aid in developing students' writing skills, teachers might provide treatment such as media. Kamelia (2019) stated that media could be seen as any people, material, or event that creates the conditions for students to gain knowledge, skills, and attitudes. The use of media can enhance the quality of student learning. Documentary videos are one of the many forms of media that teachers can use. Documentary videos are videos or films that analyze a real-world subject, individual, event, or circumstance. Maru et al. (2020) stated that most studies have indicated that language learning with documentary videos is advantageous. Numerous studies have emphasized the immediate benefits of watching documentary videos for learning. In addition, Maru et al. (2020) noted that the documentary videos' purpose is to produce aesthetic impressions of the students. The scenes can also be considered informational sources that generate ideas, imaginative cognition, and aesthetic responses.

Using documentary videos as media for teaching writing has various advantages, including increasing students' interest in learning and allowing them to visualize the story's circumstances. The researcher wants to produce documentary videos for teaching writing descriptive texts. Consequently, the researcher is drawn to carrying out study with the title *“The Effectiveness of Documentary Videos for Teaching Writing.”*

B. Research Question

Based on the research background, the research question is "Are documentary videos effective for teaching writing?".

C. The Aim of The Research

The research aims to find out the effectiveness of documentary videos for teaching writing.

D. Limitation of the Study

There are many different texts involved in writing skills, the researcher limits the type of text in order to have a particular focus. A few examples of the various kinds of texts are narrative texts, descriptive texts, news item texts, explanation texts, procedure texts, recount texts, report texts, analytical exposition, etc. In the limitation of the study, the researcher picks descriptive texts. The purpose of this research is to determine whether or not students in the tenth grade in senior high schools gain from watching documentaries as part of their instruction in writing descriptive texts.

E. Clarification of The Term

1. Descriptive texts

Ningsih (2019) stated that this term refers to a specific individual, location, or thing. Its objective is to inform by describing the aspects of the issue without expressing a personal judgment. According to the

previous definition, descriptive texts describe a person's physical characteristics, location, or thing. In this study, the researcher limits the study, especially to descriptive texts.

2. Teaching Writing

Mubarakah (2016) stated that teaching is an activity to give someone knowledge and to show somebody how to do something. In this subject, students learn how to choose a topic and appropriate vocabulary to construct sentences and paragraphs. Writing aims to assist students in expressing their ideas and thoughts through writing.

3. Documentary videos

Documentary videos offer information about a historically or artistically significant event and can be used as a source of illumination and educational materials. According to Lestari (2016), documentary videos depict reality in various ways. It serves multiple functions, including releasing knowledge, education, and propaganda to large populations or specific groups. The primary assumption of documentary videos is based on actuality.

F. Contribution of the Research

1. For teachers, the study's findings can serve as a reference for English teachers to teach writing descriptive texts.

2. For students, the findings of the study have the potential to increase students' enthusiasm for learning English and have the potential to be used to improve students' writing skills.
3. For institutes, the results can be the reference material and consideration for further researchers.

