

CHAPTER II

LITERATURE REVIEW

A. Teaching Writing Descriptive texts through Videos

To catch the interest of their students, teachers need to exercise their creativity. One strategy that can be utilized to improve the effectiveness of educational activities is using various forms of media, particularly when instructing students who consider writing a challenging skill. According to Fiana (2018), incorporating various forms of educational media into the teaching and learning process will increase students' desire to learn new topics as well as their level of interest in doing so, produce motivation and stimulation for activities related to learning, and even have psychological consequences on the students participating in those activities. In addition, students can be inspired to improve their writing skills through media. Hasyin (2019) stated that the stages involved for teaching writing descriptive texts through the use of documentary videos include:

- a. Explain descriptive texts, including their characteristics and the actions involved in descriptive texts
- b. Provide students with examples of descriptive texts.
- c. Provide students videos and allowing them to watch them.
- d. Ask students for their opinion about the videos.
- e. Instruct students to look for vocabulary terms based on the videos.
- f. Permit students to construct sentences based on the videos.

- g. Instruct students to produce descriptive texts using the sentences they created.

B. Documentary Videos

1. The Concept of Documentary Videos

Lestari (2016) stated that documentary videos are shot in natural settings and use nonprofessional performers. Additionally, Wahyuningsih (2016) stated documentary videos are historical documentation presented in the form of videos. Fiana (2018) stated that there were some of the advantages of using documentary videos are as follows:

- a. Videos can accurately depict a process that can be repeatedly observed.
- b. Videos can encourage and increase the learning motivation of students.
- c. Videos may replay past and present historical events from the past.
- d. Videos can be presented to both large and small groups, as well as individuals.
- e. Videos can show potentially dangerous incidents, such as volcanic lava or the behavior of wild animals, when seen directly.

Fiana (2018) also stated that documentary videos also have disadvantages; the following follows:

- a. Price or production expenses are comparatively high.
- b. At the time of the videos in the performance, the images continue to move, making it difficult for sure students to follow the information they wish to impart through the movie.
- c. The accessible videos do not always correspond to the necessary educational demands and goals unless the videos were created and produced, mainly for their needs.

2. Teaching Writing Descriptive Texts through Documentary Videos

Ulfa (2020) stated that there are three steps to teaching writing descriptive texts; the following are the steps:

a. Pre-Teaching

The teacher welcomes the students, evaluates their readiness to learn, verifies their attendance, and deepens their comprehension of the students in question. The teacher engages the students' prior knowledge by asking questions such as, "Do you know an owl?". Next, the instructor makes an effort to steer some of the students in the right direction by asking them questions that are designed to lead them to the lesson on writing descriptive texts about an animal. After that, the professors will brief the students on the lesson they will receive.

b. Whilst Teaching

In the first step in exploration, the teacher provides slides with descriptions of an animal followed by pictures. These slides are to present to students with various adjectives that will be used in describing an animal, as well as to assist students in moving on to the following phases in writing descriptive texts.

The teacher explains generic structures of descriptive texts. Those are identification and description. Identification offers a high-level summary of the individual, location, or item that is the subject of the description. The description provides further information on the person, place, or object being discussed.

The teacher can utilize PowerPoint to show the students an image of an animal and then ask the students to describe the animal by asking them questions. This will help the students understand the material better. After that, the instructor assists the students in constructing grammatically correct statements.

c. Post-Teaching

The class is guided through the process of summarizing what they have learned by the teacher, who tests the students' comprehension of descriptive texts by asking them questions about the lesson. For example, the teacher may quiz the students on descriptive writing by asking questions such as "Do you still recall the generic structure of descriptive writing?" After the students have been quizzed, the teacher may summarize the lesson.

C. The Concept of Constructivism Teaching

Constructivism learning is a constructive learning system or the act of creating meaning from the subject matter that has been studied. Constructivism learning puts forward building activities that can encourage students always to be active. Constructivism learning trains students to think critically and creatively (Suparno, 2013). Additionally, Taufik et al. (2020) assumed that theory of constructivism combines several different theories into a single new concept. Incorporating both the behaviorist and cognitive paradigms, this theory places emphasis on the learning process, which is centered on the comprehension and investigation of experience. Applying a constructivist approach, which can be initiated by designing learning activities that actively involve students as participants, is one of the things that can be done to assist students in developing their writing skills, particularly in writing descriptive texts.

Constructivists believe that a teacher's role is not simply to impart information to a student's mind; instead, a constructivist educator should inspire students to investigate their surroundings, acquire new information, reflect, and engage in critical thought (Fatimah et al., 2019). In light of this viewpoint, one conclusion that can be drawn is that students might find it helpful to engage in the process learning that uses a constructivist approach. This type of learning involves the process of linking previously acquired knowledge with knowledge that the student already possesses. According to Fatimah et al. (2019), learning through constructivism involves progressing

through multiple stages, beginning with perception and continuing through exploration, discussion, and explanation of concepts, before moving on to development and applications. At the same time, the steps for writing a descriptive essay consist of determining or choosing a theme or topic, determining the purpose, gathering information or materials, outlining an essay, and developing an outline. The stages of learning constructivism and the steps for writing descriptive texts are merged into what are called the stages of learning activities that apply the constructivism method to writing descriptive texts. In terms of the instructional procedures, they compose descriptive writing by applying the constructivist method. Initial impression, then initial exploration, then debate, and finally an explanation draft make up the steps. The second exploration into deciding or selecting a topic, collecting facts or textual content, and constructing an outline (Development and Applications).

D. Descriptive texts

1. Definition of Descriptive texts

Descriptive texts provide additional information about an actual entity, such as a person, location, or item. According to Prayoga et al. (2021), descriptive texts describe the characteristics of a specific thing, for example, a specific person, an animal, or an object.

2. Social Function

The act of describing a person, location, or item is the social purpose served by descriptive writing. On the other hand, the purpose of descriptive texts is to make our readers see, feel, and hear what we have seen, felt and heard ourselves. It can be accomplished through the use of sensory details. Whether one is talking about individuals, locations, or objects.

3. Generic Structure

Identification and description are the two generic structures of descriptive texts. The primary thought, sometimes called generalizations, is referred to as identification. In comparison, explanations of general or primary statements, ideas, or supporting details for a general statement, person, place, and objects are what constitute description.

4. Language Features

According to Karo et al.(2013), the language features used in descriptive texts are :

1. Use declarative sentences.
2. Use of conjunction to create a coherent text.
3. Use of simple present tense

It tells about a fact, general accepted facts, or reality. The formula of the simple present tense is: S + V1.... or S + to be (is/am/are)...

4. Use adjective, verb, noun, and adverb.

E. Previous Studies

Some studies are related to the use of videos for teaching writing descriptive texts. For instance, Miftahussaidah, Arniz, and Mujadidi (2017) examined whether or whether the students' exposure to videos improved their ability to write descriptive texts. The research was carried out using a quasi-experimental methodology with a non-equivalent control group pretest-posttest design. The participants were students from SMK Pasundan 1 Kota Serang who were in their tenth year of school. According to the findings and interpretations of the experts, one of the most efficient ways to learn how to write descriptive texts is to watch videos.

In another study, Dwifadrijin and Pamungkas (2020) investigated the use of videos as media and students' responses in learning descriptive texts. This study was qualitative research. The data for this study were collected using both observation and questionnaires. The researchers personally observed the students in the classroom as they engaged in the academic process. The results of the questionnaire containing the students' responses agreed that learning writing descriptive texts using videos made them more motivated and more willing to learn. The students stated using videos to learn to write descriptive texts was more exciting and enjoyable.

In a more recent study, Maru, Nur, and Lengkoan (2020) investigated whether videos can improve writing students' ability of descriptive texts or not. This study was quantitative research. This study was a pre-experimental design with one group pretest and posttest design. The participants were 26

students of senior high school in Manado. There were a total of 26 senior high school students from Manado who took part in the study. The pre-test and the post-test were used throughout this study as the instruments. The results indicated the treatment given was effective in improving students' achievement in writing descriptive texts.

From all previous studies above, there are some differences with this research. Those are place, subject, method, and design of research. Both of the prior research concentrated on determining whether or not the use of videos was beneficial in teaching students how to write descriptive texts. During this time, the researcher is concentrating on the effectiveness of documentary videos in the classroom setting in order to teach students how to write descriptive texts.

F. Basic Assumptions

According to the difficulty stated above, students still find writing the most difficult ability to learn. When the students begin to write, they run into various difficulties. Writing necessitates more significant effort in generating thoughts, words, sentences, and phrases. Writing a good paragraph and readable requires the appropriate word choice, spelling, punctuation, and grammar. This study may be helpful in assisting future teachers in resolving similar issues. The writer had high hopes for the research's usefulness.

G. Hypothesis

Lestari (2016) defined hypothesis as a provisional guess from a study. The hypothesis will provide a conclusion on whether the theory works or not. The researcher would like to formulate the hypothesis as follows:

2. Alternative Hypothesis (H_a)

Using documentary videos for teaching writing is effective.

1. Null Hypothesis (H_0)

Using documentary videos for teaching writing is not effective.

