

## The Influence of Using Documentary Films on Students' Writing Ability of Explanation Text

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### KEYWORDS

Documentary Films;  
Writing; Explanation Text

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### ABSTRACT

This research aims to obtain empirical evidence of the influence of using Documentary Films on students' writing ability of explanation text. The method of this research was a quantitative method using a quasi-experimental design. The population of this research was the eleventh-grade students at one of the private schools in Tangerang Selatan in the academic year 2019/2020 with 61 pupils in total. The sample of this study was selected by purposive sampling technique and was divided into two classes; experimental class and control class. In collecting data from both classes, the researcher used a written test as an instrument. Moreover, the data from both the pre-test and post-test were analyzed by using a t-test with IBM SPSS 20. The result indicated that the post-test mean score of the experimental class was higher than the post-test mean score of the control class,  $76.97 > 67.16$ . Then the sig. 2-tailed ( $p$ ) was lower than the alpha,  $0.000 < 0.05$ . It proved that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, the effect size calculation result showed 1.60, which means it is at a strong level. Therefore, it proved that there was a significant influence of using documentary films on students' writing ability of explanation text.

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### 1. Introduction

Writing is such a complex process that revamps only ideas to actual concrete output. Indeed, it is a very interesting way to deliver our messages to others and turn them into communicable points. Writing in learning new languages plays such an important role to guide the students to understand how to write with the structure, spelling, and how to write as a whole properly. The widespread use of writing in higher education and the workplace shows the importance of writing. Students are expected to write well to communicate effectively with employers, professors, peers, and others (Stoneman, 2019; Walsh, 2010). Writing is regarded as the most difficult skill among other English (Anh, 2019). It is typically caused by writing processes that require more time to think about and present ideas. However, different methods might be necessary to solve this problem, with the aim of

students being able to with options for which type of method is the most effective for learning writing- so students can identify the good writing elements that denote the writing structure they can put together (Prémont-Schwarz et al., 2017).

Based on the 2013 curriculum, writing is one of the skills required to be mastered by Senior High School students in Indonesia. Writing English learning in Indonesian high school focuses more on preparing the students to be able to write a text through the understanding and reasoning of its structure and linguistic features. The students are also expected to obtain information, such as plots, settings, conflicts, opinions, and characters. Furthermore, students must be able to write and develop a good writing form. Students have to be taught how to plan what they write, do revise, and evaluate their writing. Writing explanation texts is one of many writing skills that students must master in school. Students must be able to write any content using proper grammar and vocabulary, proper organization, and acceptable writing mechanics such as capitalization, spelling, and punctuation (Sekhar & Chakravorty, 2017).

In addition to that, based on the researcher's experience in the school field, the researcher observed the students' problems in writing, particularly in the explanation text such as difficulty finding and expanding ideas, confusion about the generic structure and language features of the explanation text, and a lack of interest in learning the theory of natural or social phenomena of the explanation text. It is in line with the research that was conducted by Desitawardhani (2014), she discovered that the obstacles often found in the learning process of writing explanation skills for high school students were the monotonous activity that makes the students less motivated during the learning process; the students lack understanding of the explanation text's components, such as the generic structure and the language feature; and the students were still struggling to develop and elaborate their ideas.

In the teaching and learning process, media can be a very helpful solution for the educator to convey the materials that are being taught more effectively, particularly when writing an explanation text. The use of different media can also contribute to the attempt on gaining more motivation for the students in the learning process. Different media, such as audio-visual aids—that provide both images and sounds—is important in delivering more sources for students to learn English. The audio-visual media presents the real-life situation to be experienced indirectly and it can motivate the students more to build and arrange the purposefully written explanation texts. Films are one type of teaching media that can be used to solve the problems listed above. In the context of EFL teaching in Indonesian high schools, some research findings indicated that better achievement had been increased by teaching with films, for instance; the better writing task of the students after watching a documentary film (Aaltonen & Kortti, 2015; Lestiyawanawati, 2011).

Based on some problems faced in teaching and learning writing skills above, the researcher assumes that using Documentary Films as learning media can contribute to the student's capability in English writing. Thus, in this research, the researcher attempts to investigate the influence of using documentary films as one media in teaching writing especially in writing explanation text. The researcher wants to do research entitled: "The Influence of Using Documentary Film on Students' Writing Ability of Explanation Text". Therefore, the result of writing tests will reflect the influence of documentary films in teaching writing.

## **2. Materials and Methods**

### **Place and Time of the Research**

The research was conducted at one of the private schools in Tangerang Selatan. The research was concerned with the influence of using Documentary Films on students' writing ability of explanation text in the eleventh grade of senior high school. The English learning process was applied inside the classroom. The research was held from November until December 2019.

### Method and Design of the Research

The method used in this research was a quantitative method with a quasi-experimental design. According to Creswell (2012), by analyzing the relationship between variables, quantitative research can be used to test objective theories. The variables of this research were documentary films as the independent variable (The X variable) and the student's skills in writing explanation text as the dependent variable (The Y variable). Quasi-experiments design involves assignments, but not just random assignments of participants to the group because the experimenter cannot artificially build a group experiment (Creswell, 2012). The quasi-experimental design was used to determine the influence of the independent variable on the dependent variable as it requires an elaboration of how a variable can influence another variable (White and Sabharwal 2014). Hence, the results of this research are prepared to provide a proven resource to determine the influence of documentary films on students' ability in writing explanation text. The method design of this research assigned the students as participants with pre-test and post-test designs followed the pattern in Table 3.1, as follows:

**Table 1 Design of Pre-test and Post-test**

Classes	Test	Treatment	Test
Experimental Class	Pre-test	Treatment (using documentary film)	Post-test
Control Class	Pre-Test	No Treatment (without using documentary film)	Post-Test

The population of this research was the eleventh grade with 61 students in total. The experimental class had 29 students, while the control class had 32 students. The sample of this study was selected by the purposive sampling technique. In this research, to get the numerical data, the researcher utilized a written test. The written tests were divided into two different parts; pre-test and post-test. The pre-test was conducted by the researcher to evaluate the students' skills before the treatment and the post-test was conducted after the students are given the independent variable of this research (the documentary films) to re-evaluate the students' skills. The researcher provided different treatments to two sample classes. The experimental class was treated by using documentary film as a learning medium to acknowledge the influence of using that as an independent variable, while the control class was only treated with the regular teaching method by explaining directly about explanation text. After the experimental class was given the treatment, the researcher conducted the post-test for the student of both classes. The students were given the same test form as the previous one that they had already done in the pre-test with a different topic.

### Technique of Data Analysis

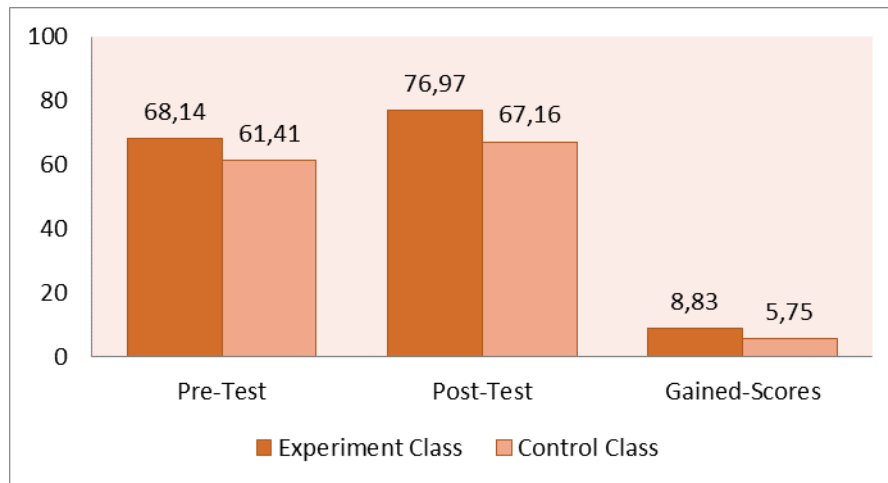
The collected pre and post-test scores from the classes are statistically examined using the t-test in the data analysis section. The technique of data analysis used in this research was statistical analysis. Referring to Sudijono, the statistical test that fits to measure the result of pre and post-test is the t-test. Furthermore, to test two connected large samples, especially in finding the significance of pre and post-test results, a t-test was one that he suggested doing. It is used to test the significance of the mean gain score of the experiment class and the controlled class.

Inferential statistics were the outcome of the t-test. The researcher had to ascertain whether or not the data were distributed normally and whether the variances of the research sample were homogeneous before computing the results using the t-test. The researcher also performed an effect size assessment after the t-test results were in to measure the degree of the documentary film's

effectiveness in this study. All data analysis and calculations were carried out using IBM SPSS Statistics 20. However, supporting data from the t-test were used to manually calculate the effect size testing.

### 3. Result and Discussion

After the author collected the data from the pre-test and post-test, the analysis was performed to determine the research findings. Students' results in both classes were graded on a scale of 0 to 100. They were graded using Weigle's assessment rubric (2002) which covered material, organization, vocabulary, linguistic use, and mechanics. The differences in scores between the two classes are summarized below.



**Graphs 1 The differences in scores between the two classes**

As shown in graph 1, the experimental class's pre-test means score was 68.14, which was slightly higher than the pre-test mean score for the control group, which was 61.14. This shows that the experimental class's students have nearly comparable writing abilities to those in the control group. The post-test results were also shown on the graph. Even though the post-test results for both classes improved, the mean score shows that experimental class students outperformed those in the control class, who scored lower. It was further exemplified by the experimental class's gained score, which showed that the difference in growing points was more than the control group. Since the experimental class's average point increase was 8.83, the control class's average point increase was only 5.75. The results of the tests are then followed by a normality and homogeneity test.

**Table 2 Tests of Normality**

Students' Result

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Experiment	.115	29	.200*	.974	29	.662
Post-Test Experiment	.105	29	.200*	.977	29	.764
Pre-Test Control	.109	32	.200*	.982	32	.850
Post-Test Control	.140	32	.115	.960	32	.282

\*. This is a lower bound of the true significance.

In accordance with the table, the pre-test significance levels for both classes were 0.200. The data were normally distributed because both pre-test significance results were greater than 0.05

(0.200 > 0.05; 0.200 > 0.05). Furthermore, the significance in the control class was 0.115, while it was 0.200 in the experimental class. The outcomes also revealed that the post-test data were normally distributed because the significance levels were greater than  $p = 0.05$  (0.115 > 0.05; 0.200 > 0.05).

**Table 3 Test of Homogeneity of Variances**

Pre-test			
Levene Statistic	df1	df2	Sig.
.346	1	59	.559

It can be seen at Table 4.4, the homogeneity test result in pre-test of both classes were .559, which were higher than  $\alpha = 0.05$  (0.559 > 0.05). Moreover, based on the pre-test result, both of the classes have homogeneous variances.

**Table 4 Test of Homogeneity of Variances**

Post Test			
Levene Statistic	df1	df2	Sig.
.285	1	59	.596

The data results in Table 4.5 showed 0.596 as the significance value of post-test data. Since the data was higher than the significance level  $\alpha = 0.05$  (0.596 > 0.05), it can be concluded that the data of post-test was homogeneous.

**Table 5  
Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	68.14	29	9.062	1.683
	Post-Test Experiment	76.97	29	6.361	1.181
Pair 2	Pre-Test Control	61.41	32	8.048	1.423
	Post-Test Control	67.16	32	5.947	1.051

As shown in Table, the result of the t-test analysis between post-test in the experimental class after the experimental class (which received treatment by watching a documentary film) and the controlled class (which received treatment by lecturing and group discussion) were significant. Based on the data, the standard deviation in the experimental class was reduced, going from 9.062 to 6.361 at the pre-test and from 8.048 to 5.947 at the post-test. Meanwhile, both classes' mean test scores on the pre-test and post-test increased. Since the mean score of the experimental class was higher than the mean score of the control class, teaching explanation text by using documentary film had been proved effective applied in improving students' writing ability of explanation text.

**Table 6  
Independent Samples Test**

Students' Result	Levene's Test	t-test for Equality of Means
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	F	Sig.	T	Df	Sig. (2- tailed )	Mean Differ ence	Std. Error Differ ence	95% Interval of the Difference	Lower	Upper
Equal variances assumed	.285	.596	6.224	59	.000	9.809	1.576	6.656	12.963	
Equal variances not assumed			6.204	57.397	.000	9.809	1.581	6.643	12.975	

Based on the data, the result of the independent sample t-test shows that p-value or *sig* (2-tailed) = 0.000. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted because the p-value (0.000) was lower than *sig a*: 0.05 (0.000 < 0.05). Moreover, the effect size calculation was 1.60, which means it is at a strong level. Therefore, it could be concluded that there was a statistical significance of using documentary films on students' writing ability of explanation text.

## Discussion

The researcher discovered that students had some difficulties in writing explanation texts, particularly in finding and expanding ideas. The students were also unable to share and reflect on their work of writing explanation text because they were sometimes only asked to write without being able to share or reflect on their work. Students did not comprehend whether their text is appropriate or not to the questions of the topic. The research conducted by Lanta and her team had a similar problem to this author's research problem. The problem is students were unable to elaborate on their ideas due to a lack of time to research sources from themselves and others. (Lanta et al., 2019).

Other difficulties faced by students were that the explanation sequences of the explanation text did not develop. It means that students were unable to expand on their ideas because there was insufficient time to investigate sources from themselves and others. Hence, it makes students could not develop their thoughts on the explanation sequences of explanation text effectively (Lestari, 2019).

Furthermore, the lack of teacher methods in teaching English is also the next factor that makes students feel bored when learning the process. Align with Desitawardhani's research, she discovered that the obstacles often found in the learning process of writing explanation skills for high school students were the monotonous activity that makes the students less motivated during the learning process; the students lack understanding of the explanation text's components, such as the generic structure and the language feature; and the students were still struggling to develop and elaborate their ideas (Desitawardhani 2014).

In order to guide students to accomplish the learning goals in the 2013 curriculum, some experiments with learning media are really necessary, so the researcher assumes that the use of documentary films could be a great alternative in the learning process of writing explanation texts, especially for Indonesian high schools that typically have large classes with only one educator for each class. The researcher initiated the idea of the teaching method using documentary films is easy to be adjusted on different levels and through this, the researcher expects to not only make the learning process easier to be understood but also interesting enough for students to be motivated.



The findings of the research showed there is a significant influence of using documentary films on students' writing ability of explanation text. It is also supported by the research of Tg Abdul Rahman et al. (2017) which highlights the strengths of documentary film as authentic input in language teaching as well as putting forth some technical advice and suggestions to improve the selection of teaching materials.

The previous relevant study also supports this research ((Tristy 2010; Abriwani, 2021; Riza, 2016) confirmed that there is a significant influence of using documentary films on students' writing ability of explanation text. Thus, using a documentary film as a teaching medium in the classroom greatly increased students' motivation. Furthermore, it improved the teaching-learning process and reduced students' boredom with English study. The result of this research proved that the use of supporting materials can improve the students' writing skills. The students were able to develop their ideas into explanation texts, while also being more motivated during the learning process. To sum up, even if the previous research and the researcher's research differed in several ways, they were still considered supporters of this research. Overall, the result somehow proved that there is a significant influence of using documentary film on students' writing ability of explanation text.

The limitation of this study is that the research participants are drawn from a small group of educational institutions. As a result, the objectivity of using documentary films to improve students' writing skills will be limited. As a result, the findings of this study cannot be generalized to a broader audience, such as all Indonesian students. Furthermore, this study only collected samples from two groups of eleventh-graders at one of the private high schools in Tangerang Selatan. As a result, more research on this subject is required with a larger sample scope from an educational institution and at various levels.

#### **4. Conclusion**

The objective of this research is to find out empirical evidence of the influence of using documentary films on students' writing ability of explanation in the eleventh grade in high school. The data analysis revealed that using documentary films as a teaching medium can help students write an explanation text. Students' explanation text writing scores improved as outcomes. Thus, showing a short documentary film in the classroom significantly increased students' motivation to write an explanation text. In addition, the outcome of the effect size, which reached 1.60, further backed it. The effect size of this study is on strong criteria, as evidenced by the calculation of the effect size. The data previously mentioned led to the conclusion that there is a significant influence of employing documentary films on students' writing ability of explanation text in eleventh-grade students. The researcher has several suggestions from the description above related to the research. The researcher hopes documentary films as support media in learning will be able to achieve further milestones in the students' writing learning process. For the teachers, the result of this research can provide new insight to the teachers because using documentary films in writing explanation learning in Indonesia is not common yet. The teacher can start to vary the teaching media in order to help the student be more motivated and enjoy the learning process itself. Realizing that the results of this research have many weaknesses, it needs to be more scrutinized by further researchers in the upcoming time. In this study, the researcher solely discusses students in the eleventh grade who share a particular trait; other grades of students who share different characteristics are not analyzed here.

It is hoped that this study would encourage other researchers to carry out other research related to this field.

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