

**THE IMPLEMENTATION OF ENGLISH DOCUMENTARY SERIES IN
IMPROVING STUDENT'S ENGLISH**

THESIS

Submitted by

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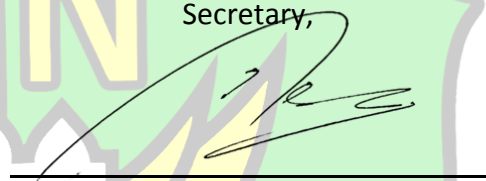
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**The Implementation of English Documentary Series in Improving Student's
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 Mei 2023

Saya yang membuat pernyataan




M. Anggrian Farhan

FOREWORD

In the name of Allah, the Most Gracious, the Most Merciful, researcher pray and praise Him for His presence, who has bestowed His grace and guidance, peace and salutation also addressed to Prophet Muhammad shallallahu ‘alaihiwasallam and his companions who have strived in delivering Islam to this world and guided followers to the right path of life.

The sincere gratitude and great appreciation researcher would like to give to his academic advisor and supervisor, Mr. Dr. Maskur, S.Ag., M.A and Mr. Dr. Muhammad Nasir, M.Hum who always give him the great support and valuable guidance since the first semester until this research completed. May Allah grants them with blessing in their life, Amin ya Rabbal Alamin.

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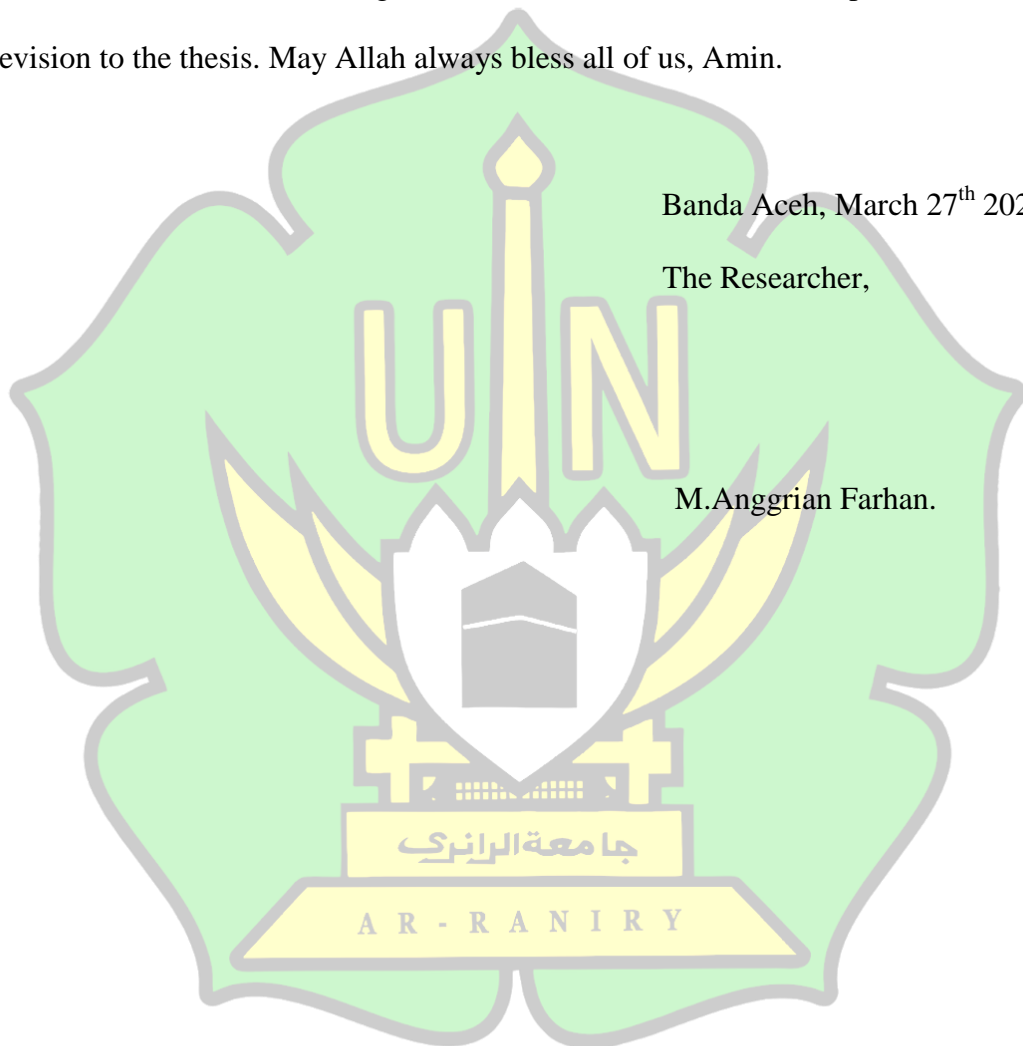
The biggest appreciation to all friends at Department of English Education who always support him in any condition and situation. Thank you so much, May Allah always blesses them all.

Ultimately, researcher hopes this research will bring the wisdom and benefits to the readers and give constructive criticism and responses for the revision to the thesis. May Allah always bless all of us, Amin.

Banda Aceh, March 27th 2023

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ABSTRACT

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in Improving Student's English
Supervisor : Dr. Muhammad Nasir, M.Hum
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This study aimed to explain about the function of documentary films in improving English language skill by implementing quantitative approach through pre-experimental teaching with one group pre-test and post-test. The result showed that through documentary film, students could improve their English writing skill with comprehension, structure, vocabulary, authenticity and grammar. This kind of film was created with great dedication and underwent a long process of making, so it must be very valuable practicing as a learning medium. The researcher hoped that this documentary film learning method could apply in English classroom to students as an alternative study.

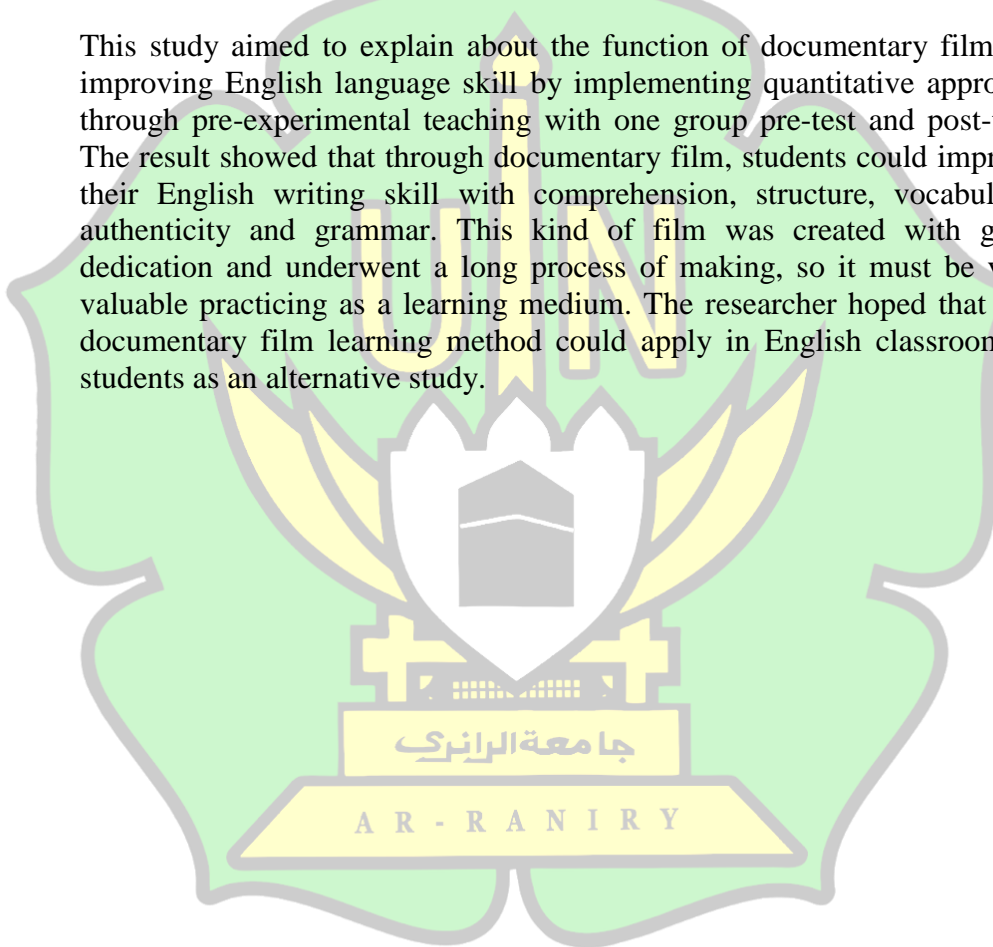
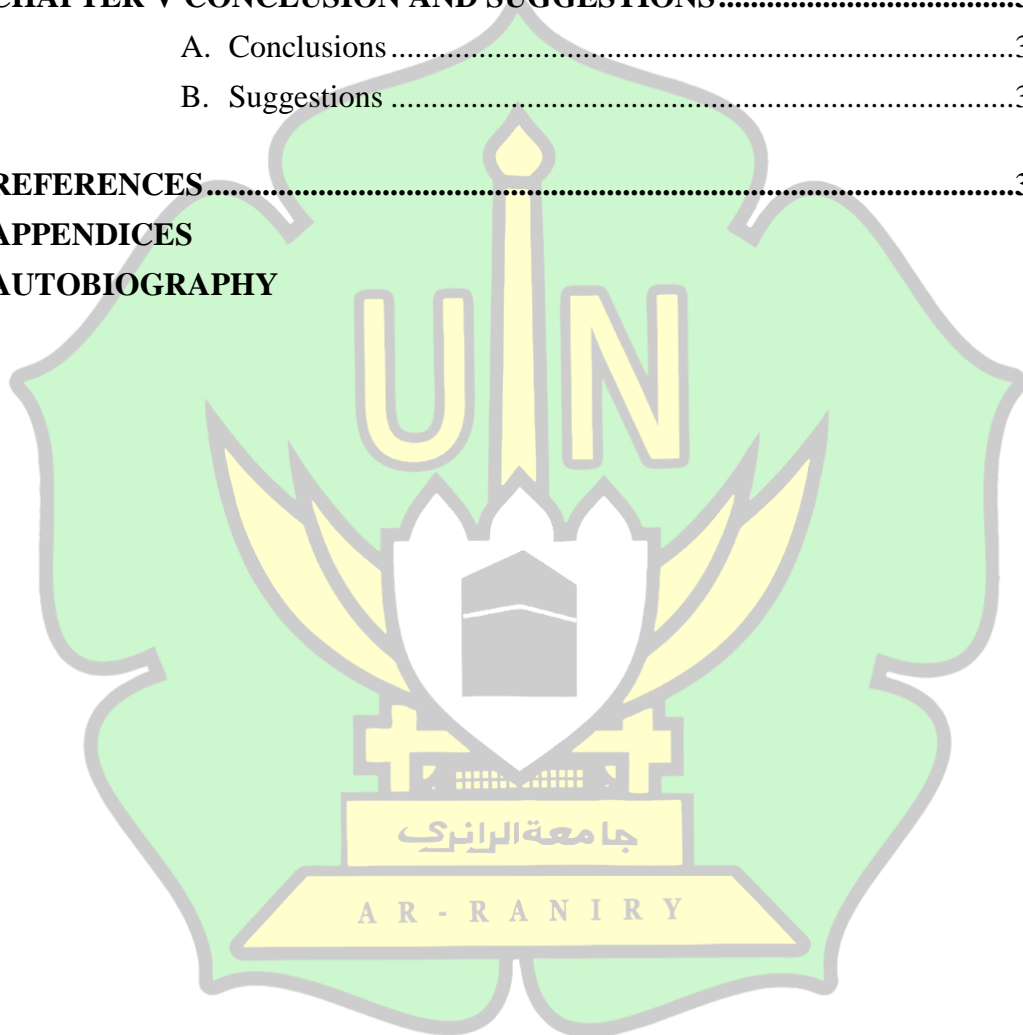


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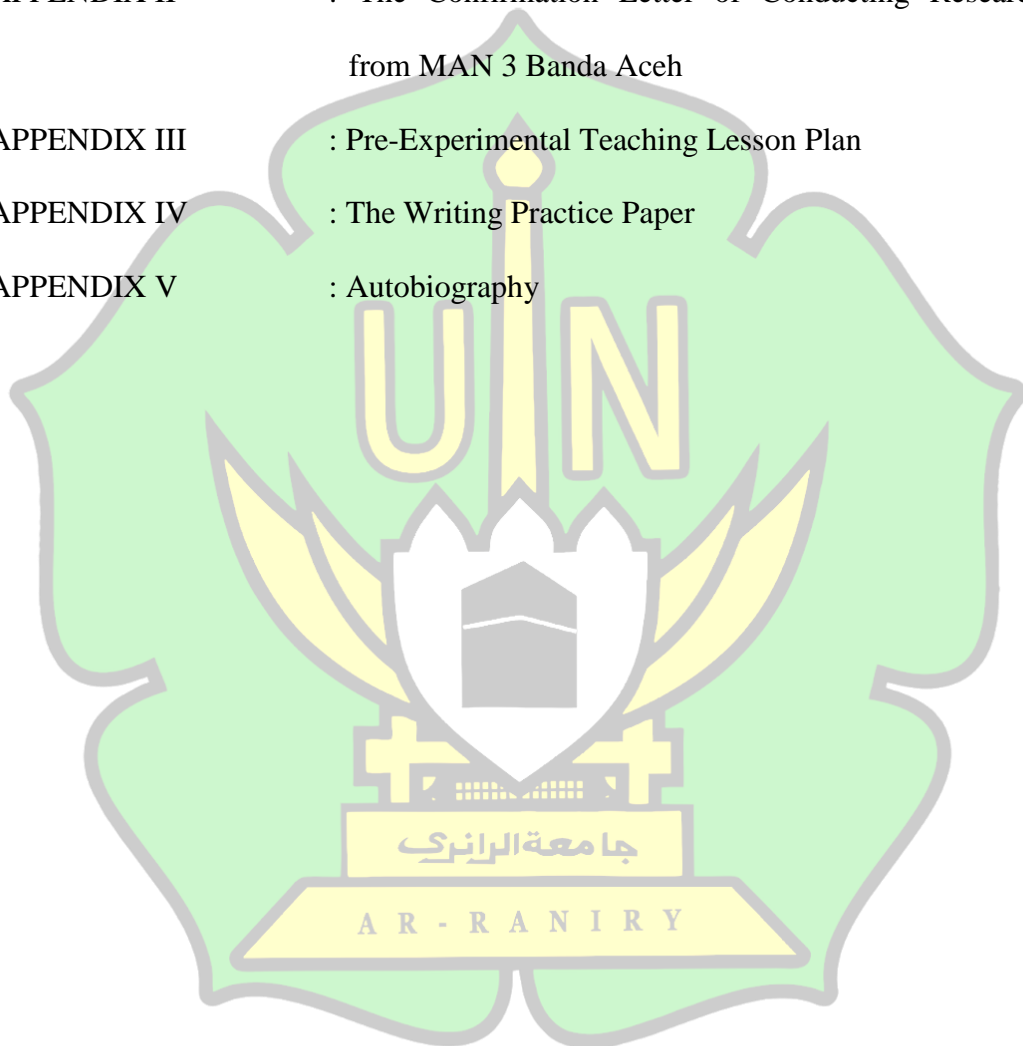
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CHAPTER I

INTRODUCTION

A. Background of study

English as the language of international communication and with the largest number of speakers in the world, making it a second language that most people needed to learn besides their mother language. Especially in Indonesia where English must be studied as the second official language in every school. The purpose of the implementation was to achieve the level of informational literacy which expected students to be able to use English to access accumulated knowledge and to communicate in formal and informal contexts. In order to be able to communicate in English as well as possible, there were four main skills that a person needed to understand and master such as Listening, Speaking, Reading, and Writing (Harmer, 1991). According to Agustin and Ayu (2021) stated listening was the most often used language skill in everyday life, because more than 40% of our daily communication time was spent on listening, followed by 35% on speaking, then 16% on reading activity, and 9% on writing.

In the past, the student had to struggle to gain knowledge in learning English due to lack of facilities and technology, relied heavily on books and some English books might have been hard to find and available in very limited number at that time. Currently, almost everything related to language learning was available and people could access it by easily and freely. Including the

application of Internet and Audiovisual media which were very helpful and effective to use in recent days of advanced technology and Information.

A lot of information was being broadcast every day, one of which was a documentary film, the audiovisual show of non-fictional film where the production material was based on reality and without any falsification. Documentary series or what people usually called documentary film was focused on illustrating the world reality including with facts and opinion, and generally for the purposes of news, instruction, and education. No wonder if the documentary film was also usually called a moving book, because this video gave so much information and very similar to reading a book as stated by Sherman (2003), The film provided a glimpse into the culture of the English-speaking world, and even a brief exposure to this culture was better to hours of reading about it from a textbook.

Teachers and students were used to using textbooks or cassettes in the classroom. However, some of the content might have been irrelevant to the education that provided in this modern day or not at a suitable level. The textbook and cassette might not contain everything the teacher needed, and the learning combination might not sufficient (Graves, 2000). A large number of teachers had been using video and audio materials, a new innovation from the past, in an effort to capture students' attention and increase their motivation to learn the language. A video film was more appealing to the learner due to its visual and audio effects. Students of English as a Foreign Language (EFL) who did not have simple access to an English-speaking environment could

learn how the English language was used in a realistic setting by watching documentaries.

Due to the fact that most of documentaries were created for educational purposes, students were expected to acquire new knowledge from viewing the videos. There were various documentary films that could be watched for free from several television or YouTube channels, such as the documentary called National Geographic, explaining the audience about human life and wildlife. There was also a Discovery channel, usually telling the audience about the development of science and technology. Champoux (1999) entitled "Film as a Teaching Resource." This study revealed the distinctive qualities of film as a communication medium and its beneficial effects as a teaching resource.

Since the film provided sounds, teachers could use it to teach their students how to listen for sounds (Fussalam, 2019). In Indonesia, English teachers generally gave listening materials like audio recordings and spoken material. The problem for those media was the students still faced difficulty in getting information from the material. The weakness of oral text was that the teacher had to read the text loudly. It made the students hard to get the information if the teacher could not speak loud or could not pronounce the word from the text correctly. In the era of technology and multimedia developed very fast. The technology was applied to so many fields in our life including education. The use of technology as a teaching medium in the

teaching and learning process, such as English documentaries. was definitely very helpful for teaching listening comprehension.

In the application, teachers could also use English documentary films to teach reading skill. Teachers could teach grammar and introduce new vocabulary to students using English documentaries (Kusumaningrum, 2015). Furthermore, the teacher's confidence was strengthened by the belief that students would enjoy watching documentaries as an engaging strategy for teaching English as a Foreign Language.

Documentary films were also excellent as points of reference for the development of productive skills (speaking and writing). One way students could develop their speaking skill was to use interview sequences from the film to contextualize the assignment and make even accuracy-based activities more meaningful. Furthermore, Altman (1989) stated that film issues, especially controversial ones, could create debate conversations which helped in improving speaking fluency.

As for writing skill, teachers could assign writing assignments and gave students opportunities to gather ideas and planned their writing before assigning the final submit, alongside with homework to save time in the classroom. As an example of writing activities, students could write a review of the film in which they expressed their own opinions, similar to writing a synopsis. This task could measure students' comprehension of the film by challenging them to write an alternate ending to the narrative and allowing their imaginations to grow naturally (Parisi & Andon, 2016).

If the information were useful and interesting, the student would have more time to learn. McGrath (2013) stated that they were more likely to be motivated if they liked the topic selected and could relate to the information. Teachers should also be careful about whether or not a film was culturally appropriate, since some topics might not be suitable for classroom discussion in some cultures. The language in the film should not be too hard for the students to understand, or it would make them lose enthusiasm. The length should be appropriate for the teacher intended to accomplish with the amount of time they had. Furthermore, the film's effectiveness would give the teacher the tools to perform the assignments.

The previous research entitled "Film as a Teaching Resource" was performed by Champoux (1999). This study explained about how to use films to teach theories and ideas about group behavior and management. His research discussed about how and why to use films to teach. Showing how film was different from other methods to convey information and how it could be applied to give lessons. Film served as a recognized and comfortable medium for modern students, as well as to keep them interested in the topic being discussed. Therefore, documentary films were high production quality with very deep research and efforts in the making process, making the documentary film became extraordinary and engaging the students' interest.

When students experienced boredom in the learning environment, they were less likely to pay attention and absorb what they were being taught. Not only that, also the intended result of education would be obstructed

(Kusumaningrum, 2015). Using an English documentary video in the classroom was a great way to provide students with not just one, but two forms of audio and visual stimulation along with learning the language. Teachers could also use documentaries to help students improve their language and literacy skills.

B. Research Questions

The following questions should be answered related to the background of study:

“Does the documentary series improve the student’s English writing ?”.

C. The Aims of Study

The aims of this research were stated as follows:

“To investigate whether the documentary series improved the student’s English writing”.

D. Significance of Study

1. Empirical Contribution

- a) By using this medium, the students could practice more in learning English. As a result, it was expected to be possible to increase their English Skills.

2. Practical Contribution

- b) The results of this research could be used as one teaching strategy. The teacher could apply this medium in teaching English to the students as the alternative teaching strategy.
- c) The conclusions of this study could also serve as an example for future researchers conducting additional studies on English learning. They might use the same research design to resolve the students' difficulties in learning English.

E. Terminology

To avoid misinterpretation and misunderstanding, the researcher defined a few terms. As described in the following:

1. Implementation

In Merriam-Webster dictionary, implementation was described as an act to perform something in order to gain result whether active or effective. In this research, the implementation was truly focused on student English skill improvement based on documentary film as learning medium. It was also followed opinion by May (2013) that implementation must be viewed from start to finish as a process and as a continuous or interactive accomplishment, instead of a final result.

2. Documentary film (Documentary Series)

The filmmaker John Grierson, widely known as the father of the contemporary documentary, first described documentary films as a "creative treatment of actuality" as stated by Hasan (2020). Also supported

by Doyle (2016) stated the documentary was one television program dealing with factual material rather than fictional material, usually with some goal of giving new insight and exposing to important facts. Documentary film in deeper translation could be said as the audiovisual show of non-fictional motion pictures where the production material was based on reality and without any falsification. Documentary series or what people usually called documentary film was focused on illustrating the world reality including facts and opinion, and generally for the purposes of news, instruction, and education.

As a non-fiction film, the director in the production of a documentary made observations on a real event, and then recorded the image as one authentic evidence. In a small dictionary of the term film, Biran (1997) stated "Documentaries contained recordings of actual events and real people". This definition was also followed by Umobuarie (2003) who argued "Documentary films referred to those that deal with historical, social, scientific, and economic subjects, photographed or in actual occurrence".

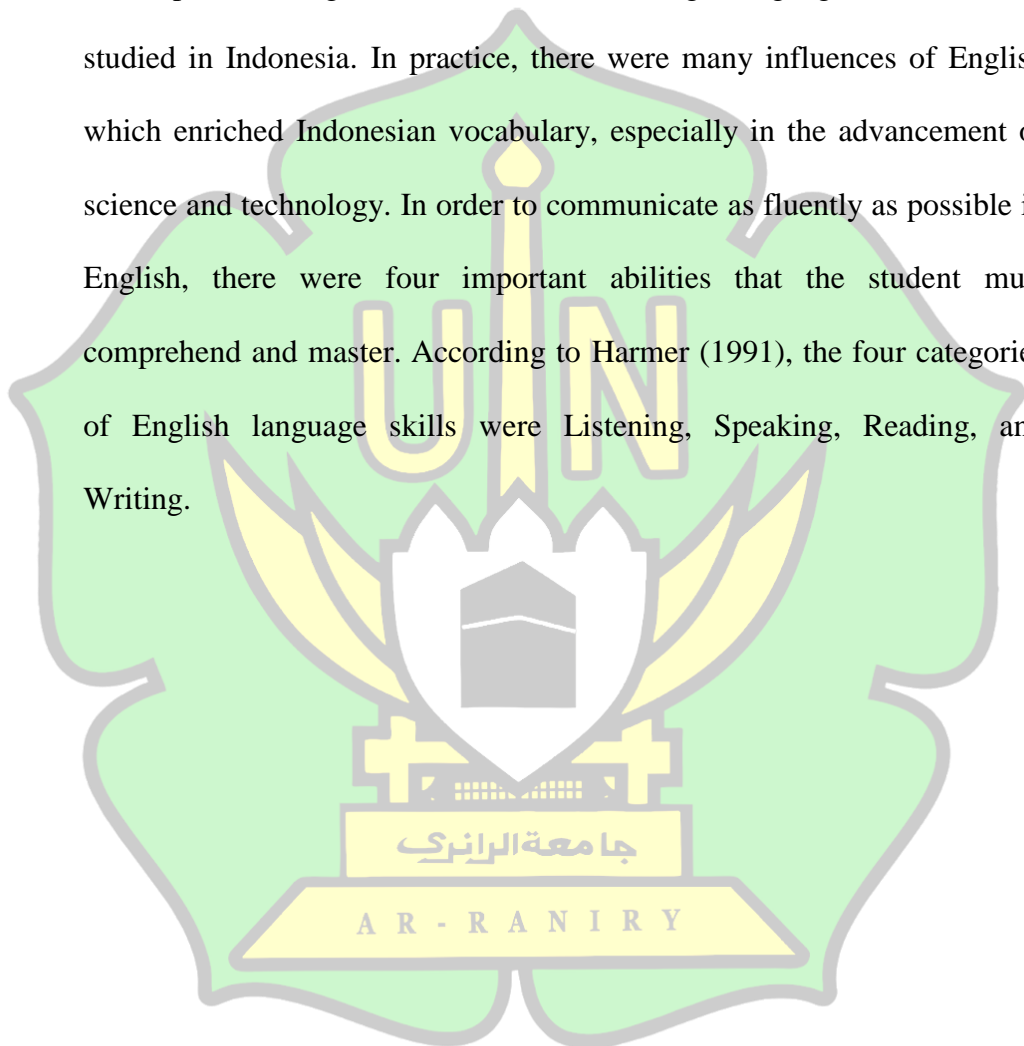
3. Improving

Improving was derived from the word "improve" and the suffix "-ing" made it a present continuous. In the Oxford dictionary, "Improve" had a meaning to make quality or value to become better than before. Guo (2012) described the word "improving" as the good result of doing repeated things.

Improving in this research meant the student's English language skill would get better and increased significantly after watching English Documentary film as continuously.

4. English Skills

In practice English was one of the foreign languages that must be studied in Indonesia. In practice, there were many influences of English which enriched Indonesian vocabulary, especially in the advancement of science and technology. In order to communicate as fluently as possible in English, there were four important abilities that the student must comprehend and master. According to Harmer (1991), the four categories of English language skills were Listening, Speaking, Reading, and Writing.



CHAPTER II

LITERATURE REVIEW

A. Definition of Documentary Film

The first documentaries were referred to as "actuality films" and lasted one minute or less. With a period of time, documentaries have evolved into video of longer duration ranging from 30 minutes to two hours in length to fit within a television schedule or for theatrical release, and to provide a more comprehensive explanation of essential topics. According to Koprowski (2014), documentaries were frequently used in schools as a resource to teach a variety of subjects. Without intentionally misrepresenting the subject, documentary filmmakers follow to the same ideas of being truthful to their personal viewpoint.

When creating a documentary film, filmmakers always conducted comprehensive studies to search and collect data. While the sources of data and information in collection process for the documentary filmmakers were : written data such as books, magazines, newspapers, leaflets. And visual data such as photos, films, videos, paintings, posters, sculptures and carvings. Sound data such as sounds, music, and folk songs. Data on subjects such as sources or informants. Location data such as places of occurrence and events. For instance, making a documentary was the same as conducting scientific research as claimed by Moura, Almeida, and Geerts (2016). Therefore

watching a documentary was a very valuable activity and provided a unique experience for everyone.

According to a social study article by Nielsen (2011), social-media platforms such as YouTube and Netflix contributed to the development of the documentary film genre. These platforms expanded the distribution area and made information more accessible, thereby educating a larger audience and expanding the number of individuals who received the information. Most documentaries that were available at the time were free to watch and had very simple access to open, such as YouTube where we could access hundreds more documentaries from all over the world and moreover this media provided the film with script translation or subtitle in order to make viewer understand, allowing them to enjoy the documentary film without any misunderstanding.

B. The English Documentary

In the process of learning English for the beginner, the researcher really recommended watching the documentary series with English Subtitles rather than to watch the entire film with mother or native language subtitles. According to Putra (2012), when students viewed English film with English subtitles, they could acquire new vocabulary and idioms as well as learn new words and phrases used in the films.

Ghonivita, Pahamzah and Wijayanti (2010) admitted that vocabulary was the basic ability that students had to master in order to acquire other skills such as reading, writing, listening, and speaking. To communicate effectively,

students had to have a sufficient vocabulary. It was challenging to learn the other skills without an excellent understanding of the vocabulary. Students needed to be familiar with vocabularies when learning English because, through comprehending the words, they were going to express their ideas and share information.

In fact, the vocabulary could not be divided from other linguistic components. Susanto (2017) stated, "without grammar very little can be conveyed, and without vocabulary nothing could be conveyed."

Terantino (2011) revealed that there were many amazing English documentaries available online and offline. Thousands of films were ready to watch and there were several common sources on the internet where we could watch by freely and easily on YouTube such as: ABC News Documentary, Animal Planet, BBC, BBC Earth, Discovery Channel, DW Documentary, ENDVR, Expedia, Free Documentary, Get Factual, Insider, Free High-Quality Documentary, Java Discover, Journeyman Pictures, National Geographic, Nature on PBS, NHK World Japan, PBS Documentary, Periscope Film, Recollection Road, Vox Channel, and many more .

Barbas, Paraskevopoulos, and Stamou (2009) advised that films could be a great way to learn about new topics and learn more about the topics students already know. This allowed students to learn more about many different things instead of just focusing on one thing. Watching more documentaries was a great way to increase knowledge, keep the brain sharp and active, and expose the students to new worlds that they never experienced

before.

According to a study conducted for The Real Happiness Project by a team of researchers from BBC Earth and the University of California, Berkeley, watching "nature documentaries" was one of the most advantageous ways to use television programs for improving mental health. A survey of 7,500 individuals was conducted by Keltner (2017), when participants were asked to watch a brief news clip, a popular drama television program, or a nature documentary. People who watched the brief clip of the nature documentary were more likely to report an increase in happiness, amazement, admiration, contentment, and curiosity, according to the research. They also experienced lowered tension, anxiety, anger, and fatigue.

Observing nature and spending time in nature were beneficial for the human mind and body. This concept could be found in the conceptualizations of indigenous people from various continents, who routinely brought their young on picnics in the forest as part of their adulthood process. According to Keltner, Bowman, and Richards (2016), forest walks in 'forest healing' or 'forest bathing' were common in East Asian cultures such as Japan and South Korea because of the alleged benefits of being in nature.

David Attenborough's classic English BBC Nature series, "life on earth," offered viewers with a new perspective on life and existence on Earth and advised them to respect creature life (Attenborough, 2020). The viewing of documentaries should be encouraged in all schools and universities so that students could find them to be an important component to their educational

practices.

C. The Advantage of Watching Documentary Film

Kalra (2017) stated that watching documentary film in classroom could benefit students in numerous of aspects. This section explained some of the major benefits that came from watching documentaries and how they could be used to teach or learn a language, with a concentration on motivation, authenticity, and cultural understanding.

As supported by Kaiser (2011), the benefits of moving to an English-speaking country for a learner were obvious. Participation in an environment where the target language was spoken offered the student a wealth of knowledge and experience to the foreign culture. However, not everyone could afford to study overseas. As a result, it was crucial to provide resources that highlighted the language and cultural characteristics of English. Providing authentic materials in the classroom was one method to accomplish this issue. Therefore, the involvement of facial expressions and movements in films could resemble real-life dialogues.

In addition to delivering visual support, documentary film also exposed students to the language spoken in natural settings (Stempleski, 1992). Those who were unable to travel to the many countries could gain the necessary knowledge by watching such documentaries. The documentary films provided the feeling that they had physically conducted study in the region they were studying. In addition to demonstrating the cultural

experiences and culture of the various nations, it provided information on a variety of social topics.

The documentaries had an inspiring component which inspired viewers to tackle various activities that were usually viewed of as challenging. People's lives were changed by films because when they saw the courageous acts and acts of kindness portrayed in the film, they became inspired and wanted to imitate what they watched. Smith (2016) described the several advantages of documentaries to society and how they have demonstrated a stronger role in inspiring society in a variety of ways.

Documentaries were also a great way to learn about history. Whereas most students became bored studying history, when the same facts were presented in the form of a motion picture, student became engaged in learning more quickly and efficiently. Art, linguistics, music, calligraphy, pictures, painting and other abstract elements could all be included in history. According to Danks (2010), lecturer and associate dean of media in RMIT University's School of Media and Communication, "the student could learn a great deal about certain moments in time or opinions of events in time" by viewing films. In other words, films could influence the way student to understand the world they lived in.

For the students who wanted to continue their study abroad the documentary series could be very helpful for them to prepare the culture shock, cultural adjustment and adaptation process by learning the geography and society from their destination country. According to anthropologist

Talvero Oberg, culture shock was caused by the anxiety resulting from the loss of all familiar signs and symbols of social interaction, as revealed by Khakimova and Kodirov (2023). By watching a documentary, they learned how to live, study, and work in a certain foreign environment.

According to Cardon (2010), one of the primary benefits of watching films for students was that they are entertaining, fascinating, and in many cases, generated curiosity about other cultures. Students could learn the theory of cultural differences in cross-cultural studies through documentary films with the guidance and assistance of teachers. Documentary films were valuable educational exercises in translating other cultures.

International language students were expected to engage in culturally diverse fields, such as managing foreign language learning materials and traveling to different countries for educational or employment purposes. Thus, cross-cultural training could be seen as extremely important. In addition, cultural literacy was considered a crucial aspect of language learning, as students needed more than grammar, vocabulary, and pronunciation to be proficient in a language. According to Peterson and Coltrane (2003), proficiency in a language required more than just linguistic competence.

D. Documentary Series as Learning Media

Documentary film could give variety and flexibility to the language classroom by widening the range of teaching methods and materials, as stated by Koprowski (2014). This could help students improve all four communicative skills. For example, a whole documentary film or series could

be used as a model for speaking and writing, as well as for listening and reading. Documentary films could also be used as a springboard for follow-up tasks like discussions, debates, performing arts, reconstructing a dialogue, or summarizing. Teachers could also add more variety to students who were learning English by showing different kinds of documentaries, such as the genre about adventure, culture, geography, history, nature, science, and technology.

According to Donaghy, Herrero, and Vanderschelden (2019), an increasing number of teachers successfully implemented films into their language-learning curriculum. Until quite recently, it had been difficult to find educational sound film materials to help students improve their language learning, and teachers were required to spend countless hours creating their own materials. With the development of the internet, however, there were now an abundance of online resources for language teachers and students. With so many resources available, it was sometimes difficult for teachers to see the wood for the trees. (idiom).

According to Kanade and Chudamani (2006), documentaries were also an effective way for teachers to introduce their students to the reading habit. Students would be more interested in reading about wildlife, space, or a foreign culture after watching some interesting documentary films. With the real-life education in the film, documentaries could also educate students about strong common sense and good values.

Furthermore, watching documentary films also offered other things

more than in the book. For example, the way of pronunciation and accent. Richards and Gordon (2004) explained that documentary film allowed students to use visual knowledge to better understand exactly what they were learning. This helped students watch movements, face gestures, and other parts of body language that went along with spoken words.

Followed by the opinion from Nita, Emzir, and Dewanti (2020), students who watched a lot of English documentary films tended to have good English communication skills. They heard how English was used directly and naturally in daily conversation. They also heard a lot of informal English words which could not be found in the standard dictionary. Then, by watching documentary films, students would learn how to change intonation and accent of words and sentences, which helped them repeat English words as well as native speakers. The students' speaking skill increased impressively when this watching activity became a daily habit. Even documentary series provided greater benefits compared to regular films or feature films because the objective of a documentary was to educate, explain, and inspire the audience, while the purpose of a feature film was only to entertain (Sapino & Hoenisch, 2011).

As mentioned by Soong (2012), although documentary films lacked the glamour and excitement of popular films, they could be a valuable source of language information. They delivered students the chance to express their opinions on a variety of topics with using the language, knowledge, and skills they had accumulated. The language of documentaries was carefully planned

and delivered in standard English, making them more ideal as teaching speaking material for EFL students than conventional films which frequently used slang or even inappropriate language in the conversation.

Additionally, Baker and Westrup (2003) supported the idea that students with strong English language skills would have a greater chance of pursuing higher education, finding a good job, and getting promoted. Speaking English also enabled students to learn the current knowledge in a wide range of sectors where it already used as a global or international communication language.

Celce and Murcia (2001) reported that a discussion was a way to talk about a subject, object, idea, or experience. After the students watched the documentary film, the teacher could form a class discussion or give a quiz to find out how effectively the students understanding. Students were more likely to be involved when the topic was easy to talk about, like documentary film about adventure, culture, geography, history, nature, science, and technology. Conversation was the most basic form of communication.

E. The Documentary Series Selection

The types of documentary film used in this research came from travel documentary on the YouTube channel called Expedia, There were many reasons why researcher used this channel as one source of documentary film in material implemented during research from cultural appropriateness, content safety, film timing, inspirational and moral values, and many more

benefits were found after a long selection process which has been made in the previous months before.

The documentary films title included:

1. The Sequoia and Kings Canyon National Park travel documentary

The Sequoia and Kings Canyon National Park was established in 1890, and it was located in California State of the USA. Sequoia National Park was named after one of the largest tree species on the planet which had tall about the 275 feet [83 Meters], and Kings Canyon was home to one of the USA's highest peaks. Their valleys had been shaped by the snow-fed cascades of the Central Sierra Nevada. While from their soils rose giant sequoias, some of which first put down roots 3000 years ago. For centuries this national park attracted large number of people and was usually used for holiday place and winter encampment.

There were also several unique places where tourist could visit around the national parks such as the Crystal cave, which was discovered by The Two Park employees while on fishing trips in 1918, this crystal cave was formed and shaped naturally by the snow melt. Nearby, there was the Giant Forest Museum to learn more about the sequoia tree. Not so far from the site was a popular place to visit called the Zumwalt Meadow Trail, and it was a vast greenfield and filled with wildflower, berries, and birds and many more wildlife in the area.

2. The Lake Tahoe travel documentary

The Lake Tahoe was the largest alpine lake in the United States of America, and it was located in the states of California and Nevada. The alpine lake was a form of lake situated at a high altitude in a mountainous region, typically near or above the tree line and with extended ice cover. Native Americans, who described Lake Tahoe as Big Water, had always been attracted to its shores, followed by hunters, fisherman, pioneers, timber cutters, and vacationers. There were many things visitors could do around the Lake Tahoe such as camping, hiking, swimming and paddling. The water in Lake Tahoe was greatly crystal clear, just like water from heaven said John Muir one of the world's most famous naturalists, because of the beauty of Lake Tahoe was amazing.

For the each film title, there was its own uniqueness and it took about 15 minutes of viewing time per one film. In total, the students needed to spend about 30 minutes to watch the entire documentary films, which were displayed on the treatment of second day. The research took about three days that consisted of pre-test, treatment, and post-test. After watching activity of the documentary film, the researcher tested the students' writing English skill through a practice paper by doing writing assignments.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research was the process of collecting and analysing information in order to gain a deeper understanding of a subject or issue (Creswell, 2016). This research was quantitative and the data analysis technique utilized in this study was numerical explanation of data with the help of statistical formulas and written explanations. The data collection method utilized was pre-experimental teaching with one group pre-test, while-test, and post-test. Quantitative research was used to measure the problem by generating numerical data or data that was converted into statistically relevant information (Mohajan, 2020).

In this research investigation, the researcher had to show two documentary films with English subtitles for about 30 minutes. The learning assignment was split into three parts. It included the three steps: pre-test, treatment, and post-test.

In the process of pre-test, the researcher gave the students a writing practice to find out if they knew anything about the documentary film or the topics it would represent. In the treatment part, the researcher played the film with a duration of 30 minutes. In post-test, the researcher gave them the second writing test based on the film and a discussion to summarize topic what they had learned.

B. Research Subject

The research sample consisted of 20 participants or one classroom which represented the population of MAN 3 Rukoh Banda Aceh students. The convenience or voluntary sampling method was used in this research, and participants were required to complete the research based on their enthusiasm in watching documentary films. They were students of Islamic senior high school in Rukoh Banda Aceh who have been studying English since elementary school but relied on textbook material as learning medium. Here the researcher wanted to find the effectiveness of learning English using audiovisual media, which was documentary film in improving student's English writing.

C. Research Location

This Research conducted in MAN 3 Rukoh Banda Aceh, which was located on Rukoh Utama Street, Banda Aceh. There were many reasons why the researcher wanted to choose this Islamic high school, especially from the location which very close to the several State Universities which affected the standard of study with such high interest in learning. And this high school became one of many leading schools in Banda Aceh. In this Islamic senior high school, the researcher wanted to meet the English teacher and asked permission about to use the English classroom for two hours in three days in purpose to complete the research. In the learning process, the researcher hoped

to gain much important information about the implementation of watching English documentary series related to the English learning process.

D. Research Instrument

A research instrument was a device utilized by common researchers in order to collect data. In this research investigation, the researcher applied pre-experimental teaching with writing practice to support his research.

Pre-Experimental Teaching

The pre-experimental one-group pretest-posttest design was a type of research design used in educational or social sciences research to study the effects of an intervention or teaching method on a single group of participants. In this design, there was no control group, and participants were measured both before and after the intervention took place.

In this pre-experimental teaching, the learning assignment was split into three parts included with the three steps: pre-test, treatment, and post-test. Which were also known as first meeting, second meeting, and third meeting. The data accumulated through writing practice and the learning activity always ended by collecting assignments.

- 1. Pre-test:** Before the teaching method was introduced, the participants were assessed on the outcome variable being studied. The pre-test served as a baseline measurement, allowing researchers to understand the initial level of the participants' performance or behavior.
- 2. Treatment :** The teaching method was implemented on the group. This could have been anything from a new teaching technique, a specific

program, or an educational intervention aimed at improving certain skills or knowledge. And the focus of this research was to improve students' English skill.

- 3. Post-test:** After the intervention had been completed, the participants were measured again on the same outcome variable. The post-test measurement allowed researcher to see if there had been any changes of improvement in the participants' performance or behavior following the intervention.

The pre-experimental teaching was chosen as one method to obtain appropriate data through the implementation of English documentary series and significant improvement in English learning. There were several indicators involved in the pre-experimental teaching research on writing test which focused on comprehension, structure, vocabulary, authenticity and grammar.

Writing Test

The students were given a list of descriptive writing questions with the purpose of gathering more accurate and reliable data on the students' answers to the use of documentary films in improving student English. The results of the writing practice was concluded by data presentation.

As a participant code of ethics, the researcher did not use the participants' actual names, but rather pseudonyms. According to Allen and Wiles (2016), the term used to hide the true identities of participants was pseudonym.

E. Technique of Data Collection

During the experimental teaching, the researcher entered the classroom for the first time and began the activity with introduced himself to the students alongside with the purpose of the research to support his thesis about the implementation of English documentary series in improving student's English. The process of teaching would be held for three days. Throughout the three days research, the researcher always began the classroom similar to regular teacher who usually teach in daily lesson with prayer together as the beginning activity and check the student's attendance list to count how many participants who came to the classroom for the day. In increasing student's involvement during the research, there were several rewards prepared by researcher for the final day, the rewards would be given according to the highest score for student's achievement during the three days of research, and ranking system was applied.

1. Pre-Test

The first day of Experimental Teaching was held on Tuesday, 07 February 2023, In pre-test, the researcher entered the classroom for the first time and began the activity by giving the students the first writing test assignment to find out if they knew anything about the documentary film or the topic would be represented. The students were asked some questions according to their understanding. The researcher gave the practice paper in writing test and waited the for 45 minutes for student answer before submitting the assignment. For the last activity of the day,

the researcher made conclusion of the topic about documentary and introduced them the types of documentary series for the tomorrow learning activity.

2. Treatment

The second day of Experimental Teaching was held on Wednesday, 08 February 2023. In the treatment part, the researcher displayed the several documentary films with English subtitles for total duration about 30 minutes; the title included the Sequoia and Kings Canyon National Park and The Lake Tahoe documentary. In the end of learning activity, researcher delivered some topic conclusion as one summary of the day.

3. Post-Test

The third day of experimental teaching was held on Thursday, 09 February 2023. After the students watched the film in treatment section, the researcher gave the test related to the film to measure the student's understanding and to collect their opinion about the documentary film in crucial points. The researcher tested the students' English-writing skill through a practice paper by doing writing assignments for 45 minutes.

For the final activity of the day, the researcher calculated the score of student's achievement for the three days of learning and announced the names of the winner for several categories of good answers and involvement during the research. The reward would be given to increase motivation among the students to involve actively during the

experimental teaching. The experimental teaching was chosen as one method to obtain appropriate data through the implementation of English documentary series and significant improvement in English learning.

F. Data Analysis Method

The following formula was used in this study to collect data, including with the help of explanation table of pre-test and post-test

Writing Test

This study-utilized writing practice paper to collect information related to the research question. In this study, the paper was a series of questions intended to gather specific information from participants. The paper was distributed to one classroom as a sample, and the researcher used the following average formula:

$$\text{Average} = \frac{X_1 + X_2 + X_3 + \dots + X_n}{N}$$

$$\text{Average} = \frac{\text{Sum of Scores}}{\text{Number of Sample}}$$

The descriptive analysis tool was used to analyze the data in order to determine which English writing skill would be improved significantly after implementing documentary film as an instructional subject. The research was analyzed conventionally by the researcher.

CHAPTER IV

DATA ANALYSIS

A. The Written Language Assessment

The information was gathered by handing out the writing practice paper to students. Its purpose was to help the researcher to collect information regarding students' opinion to the English documentary series implementation, which focused on establishing writing skill. As stated below, the researcher used an average formula to calculate the performance from all answers at each question.

$$\text{Average} = \frac{X_1 + X_2 + X_3 + \dots + X_n}{N}$$

$$\text{Average} = \frac{\text{Sum of Scores}}{\text{Number of Sample}}$$

In further detail, the received data can be viewed in the tables and explanations below:

B. The Pre-Test of Experimental Teaching

Table 4.1: The Table of Pre-test Score Experimental Teaching

No	Name	Comprehension	Structure	Vocabulary	Authenticity	Grammar
1.	AI	62	60	63	60	61
2.	CN	60	61	62	60	62
3.	DN	73	70	74	72	70
4.	FD	69	63	70	68	68
5.	FH	63	63	64	62	63

6.	KA	62	61	63	64	61
7.	MAF	61	62	63	62	59
8.	MHA	62	60	63	64	61
9.	MJ	63	61	63	60	62
10.	MS	71	68	72	65	64
11.	NA	65	62	64	62	61
12.	NI	68	62	70	66	64
13.	NRA	69	63	71	62	61
14.	NSP	64	62	65	64	61
15.	RF	62	62	64	61	60
16.	RK	63	63	66	62	63
17.	RM	65	63	64	63	58
18.	SHP	62	60	63	61	61
19.	SLH	63	61	64	62	60
20.	ZI	63	62	65	64	62

C. The Post-Test of Experimental Teaching

Table 4.2: The Table of Post-test Score Experimental Teaching

No	Name	Comprehension	Structure	Vocabulary	Authenticity	Grammar
1.	AI	81	82	87	86	76
2.	CN	80	83	90	90	77
3.	DN	88	87	91	92	75
4.	FD	85	88	93	85	79
5.	FH	84	87	92	84	76
6.	KA	83	85	91	90	75
7.	MAF	81	83	88	86	78
8.	MHA	83	82	90	92	75
9.	MJ	85	83	90	85	78
10.	MS	86	82	91	93	75

11.	NA	82	83	90	92	76
12.	NI	84	83	92	91	77
13.	NRA	81	84	93	93	79
14.	NSP	82	83	90	87	77
15.	RF	80	84	92	86	78
16.	RK	82	83	89	85	76
17.	RM	81	85	93	92	78
18.	SHP	80	83	92	90	75
19.	SLH	80	83	89	85	79
20.	ZI	80	83	88	90	77

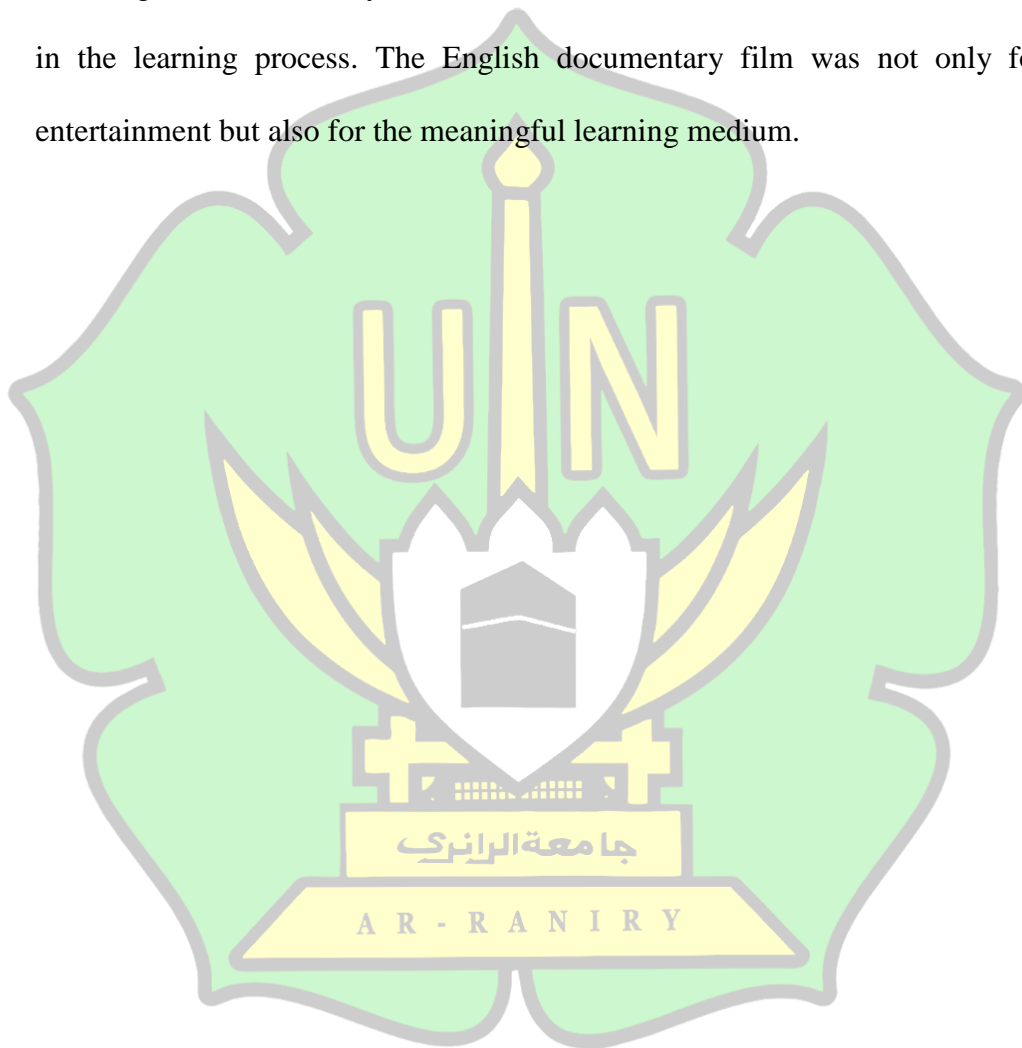
D. The Score of Experimental Teaching

The writing practice paper answered by 20 students from day 1 and day 3 of the experimental teaching, which consisted of pre-test and post-test.

Table 4.3: The Table Score of Experimental Teaching

No	Grading Points (Writing Skill)	Day 1 (Pre-Test)	Day 3 (Post-Test)
1.	Student Involvement	20 students	20 students
2.	Comprehension	64,5	82,4
3.	Structure	62,4	83,8
4.	Vocabulary	65,6	90,5
5.	Authenticity	63,2	88,7
6.	Grammar	62,1	76,8

From the above table, it could be seen that documentary film helped all students. The students' English writing and vocabulary increased significantly from the first day to the third day of practice. They used more words, wrote more grammatically, and explained the sentences with comprehensively. By watching the documentary series, students could be focused and enthusiastic in the learning process. The English documentary film was not only for entertainment but also for the meaningful learning medium.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher provided brief and clear explanations of the data obtained through pre-experimental one-group pretest-posttest teaching design. It estimated whether the research questions would be answered or not answered. The research questions below explained the results obtained during the research on 20 students as a sample from the population of MAN 3 Rukoh Banda Aceh. The research investigated the effects of implementing English documentary series on the improvement in English language skill.

“Does the documentary series improve the student’s English writing?”.

The students' English proficiency improved significantly after they watched two different documentaries. Watching documentaries was an effective activity to improve English skill and furthermore their vocabulary mastery. This learning activity also helped students to be creative and intelligent because there was a lot of useful information that students received after watching documentaries.

The writing showed that the students gave excellent responses. They were more interested in learning, which made them become skillfull. The material was easy to understand, and all students received the same opportunity to practice together. This made the learning become more

enjoyable, encouraged new ideas, as well as made it easier for students to remember, they could also use this concepts in their daily activities.

Additionally, it seems difficult to argue that documentary films were not an effective way to improve language learning. Their benefits include exposing students to authentic language use, keeping students excited about learning, teaching them about other cultures, and helping them practice their language skills. The researcher could also say that using documentary film had other benefits, including making the learning curriculum more flexible and interesting, providing enjoyment, making students to feel more motivated, easily accessible, and many more benefits.

B. Suggestions

The researcher would like to suggest that activity of watching documentaries should be done as often as possible because the benefits students could get were abundant, in his book the “Outliers” Gladwell (2008) stated, "Ten thousand hours is all it takes to master something." Or “Practice makes perfect”. Especially, when it came to learning English. After a long time of practice, our work was becoming easy, skilled, quick, accurate, and consistent.

In examining documentaries that would be used as the learning resources, the following qualities must be involved:

- a) It had a main focus on giving scientific knowledge.
- b) It sent clear messages to the audience about important things
- c) It was not against customs, rules, and good manners.

- d) It had the power to influence the way people opinion and action.
- e) It had a clear good purpose
- f) It could help students have a good behavior.
- g) It gave students an explanation to be responsible in the future.

Improving English language skill was considered very necessary for literacy and fluency, especially for students who wanted to go abroad to study or work. Through watching the documentary, they learned how to live, work, and study in a particular foreign environment. Documentary series were also entertaining, providing authenticity, beneficial knowledge and stimulate the cultural awareness.

According to Peterson and Coltrane (2003), language proficiency required more than just linguistic competence. In addition, cultural literacy was regarded as a crucial aspect of language learning, as students required more knowledge above vocabulary, grammar, and pronunciation.

Of course, these things above were also crucial for students when taking tests in order to get maximum scores in IELTS, TOEFL and other requirements. Therefore watching documentaries with English subtitles was a very effective way to be proficient in English and gave the viewer once priceless knowledge with a unique experience.

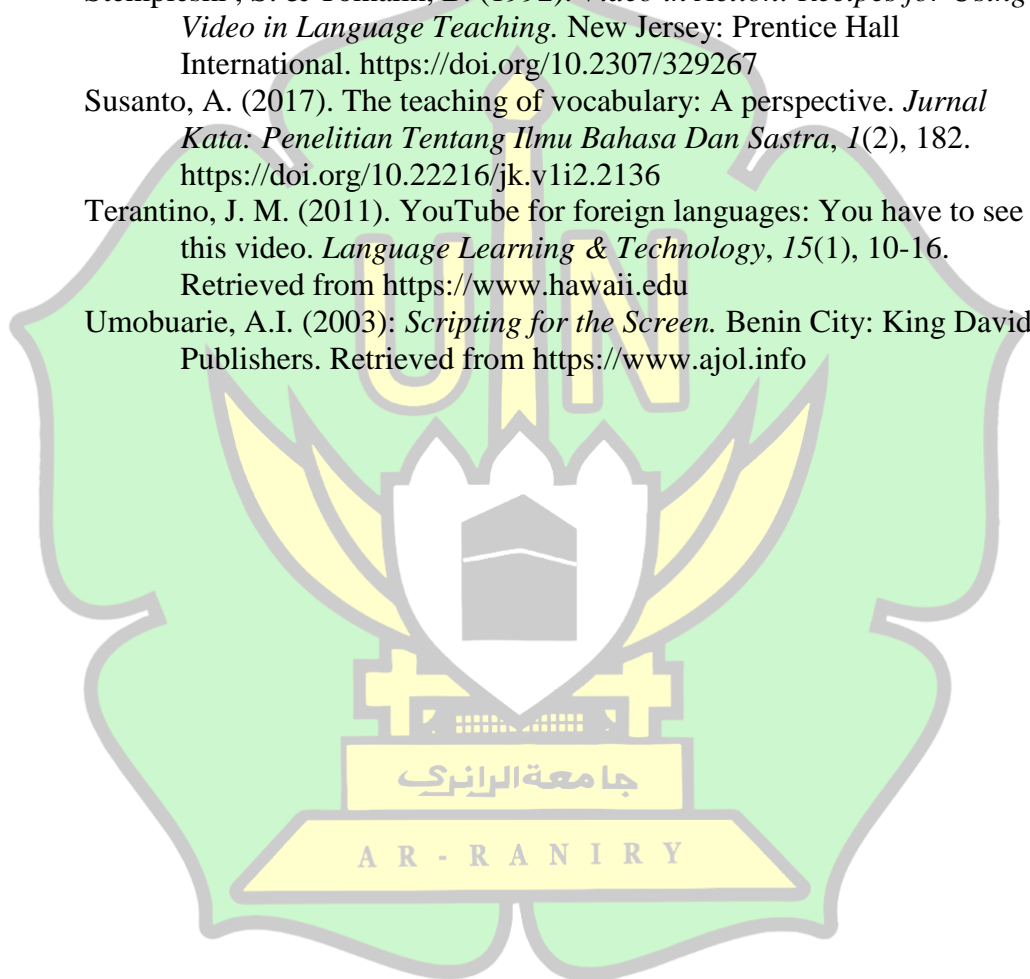
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KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH

Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242

Website : kemenagbna.web.id

Nomor : B-0659 /Kk.01.07/4/TL.00/01/2023
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan Penelitian**

15 Januari 2023

Yth, Kepala MAN 3 Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-1550/Un.08/FTK.I/TL.00/01/2023 tanggal 20 Januari 2023, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara :

Nama : **M. Anggrian Farhan**
NIM : 180203181
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah, sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Mematuhi dan mengikuti protokol kesehatan.
5. Foto copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Kepala,

Abrar Zym

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR WILAYAH KEMENTERIAN AGAMA PROVINSI ACEH
MADRASAH ALIYAH NEGERI 3 BANDA ACEH
Jalan Utama Rukoh Kecamatan Syiah Kuala Banda Aceh (23111)
Email: man3kotabandaaceh@gmail.com Website: www.man3kotabandaaceh.sch.id
NSM : 131111710003 NPSN : 10113772

Nomor : B-169/MA.01.07.0003/TL.00/03/2023
Lampiran : 1 (satu) eks
Hal : Telah mengambil data untuk
Penulisan Skripsi.

Banda Aceh, 9 Maret 2023

Yth.
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar - Raniry Darussalam
Di -
Banda Aceh

Dengan Hormat,

Sesuai dengan surat dari Kepala Kantor Kementerian Agama Kota Banda Aceh, Nomor : B-0659/Kk.01.07/4/TL.00/01/2023, tanggal 25 Januari 2023 tentang Rekomendasi Melakukan Penelitian dalam rangka penulisan *Skripsi* pada MAN 3 Banda Aceh, maka bersama ini kami sampaikan bahwa mahasiswa yang tersebut dibawah ini :

Nama : **M. Anggrian Farhan**
NIM : 180203181
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX (sembilan)

Telah selesai mengambil data untuk Penulisan *Skripsi* dengan judul:
"Penerapan Serial Film Dokumenter Berbahsa Inggris Dalam Mneingkatkan Bahasa Inggris Siswa".

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.

Kepala Madrasah,

Muzakkar Usman



Name : M.Anggrian Farhan

Student ID : 180203181

Pre-Experimental Teaching Research

LESSON PLAN

School : **MAN 3 BANDA ACEH**
Classroom / Semester : **XI IPS 2 (Social)**
Theme : **Audio Visual Language Learning**
Sub Tema : **English Documentary Learning**
Skill : **Vocabulary and Writing**
Time Allocation : **3 x 90 (Three Meetings).**

Main Competency

- **KI1:** Comprehending, applying, and analyzing factual, conceptual, procedural, and cognitive knowledge based on an understanding of science, technology, arts, culture, and humanity through the application of English Documentary Language learning.
- **KI2:** Processing, understanding, and presenting in the field of concrete and abstract to the development of what have been studied from school independently, to act effectively and creatively, and to be able to use methods according to scientific principles.

Basic Competency Indicator

Main Competency	Indicator
1.1 Distinguish social functions, text structures, and linguistic elements through writing by providing information related to	<ul style="list-style-type: none">• Identify the meaning of the documentary film series in learning English in Class XI IPS 2• Identify the function of the

simple knowledge from documentary series, according to the context of application.	documentary film series in learning English in Class XI IPS 2
2.1 Capturing meaning contextually related to social functions, language structures, and linguistic vocabulary in writing exercises, from the learning material of a series of documentaries.	<ul style="list-style-type: none"> Identify the linguistic elements of several parts of the documentary film series Writing texts about natural and social phenomena including language phenomena.

A. Learning Objectives

Through this learning activity students are expected to be able to: Analyze crucial points in language learning, with full sense of responsibility, have a responsive and proactive (creative) attitude.

1. Learning Activities

No	Teacher Activities	Student Activities	Time
1	The teacher greets the students	Students answer greetings from the teacher and pray before studying	5 Minutes
2.	The teacher checks the attendance of students	Students respond to teachers	
3.	The teacher asks students' news and student readiness	Students respond to teachers	
4.	The teacher gives an overview of the lesson	Students respond to teachers	

2. Main Activities

No	Teacher Activities	Student Activities	Time
1	The teacher provides learning materials	Students observe and understand learning material	70 Minutes
2.	The teacher makes writing exercises related to the English documentary films	Students follow the exercises	
3.	The teacher asks students to collect the results of the lesson	Students follow the exercises	

3. Closing Activities

No	Teacher Activities	Student Activities	Time
1	The teacher asks students' difficulties in understanding documentary films	Students answer the teacher's questions	10 Minutes
2.	The teacher gives conclusions about the material	Students understand and listen carefully	
3.	The teacher ended the lesson and give closing greetings	Students answer the teacher's greetings	

B. Learning Assessment

1. Attitude Assessment: Focus on strengthening character: Discipline, precise, diligent, responsible.
2. Knowledge Assessment: Writing Practice.

Indicator	Assessment Techniques	Instrument Form	Instrument/Question
Students watch a series of documentaries and are able to understand all the information	Writing Test	Description through Writing paragraph	<i>The Student watching three documentary series with actively giving opinion, through writing exercise</i>

Assessment rubric

Grades	Grading Points	Grades	Score
1.	Excellent	A	90 – 100
2.	Very Good	B	70 – 89
3.	Good	C	50 – 69
4.	Enough	D	30 – 49
5.	Poor	E	10 – 29
6.	Very poor	F	00 – 09

A. Assessment of Writing Practice

No	Name	Comprehension	Structure	Vocabulary	Authenticity	Grammar
1.	AI					
2.	CN					
3.	DN					
4.	FD					
5.	FH					
6.	KA					
7.	MAF					

8.	MHA					
9.	MJ					
10.	MS					
11.	NA					
12.	NI					
13.	NRA					
14.	NSP					
15.	RF					
16.	RK					
17.	RM					
18.	SHP					
19.	SLH					
20.	ZI					

B. Total Assessment of Important Aspects

NO	ASPECT ASSESSMENT	GRADES		SCORE	
		D1	D3	D1	D3
1.	Comprehension				
2.	Structure				
3.	Vocabulary				
4.	Authenticity				
5.	Grammar				

Banda Aceh, 05 February 2023

The English Teacher

M.Anggrian Farhan

Post-Test Writing

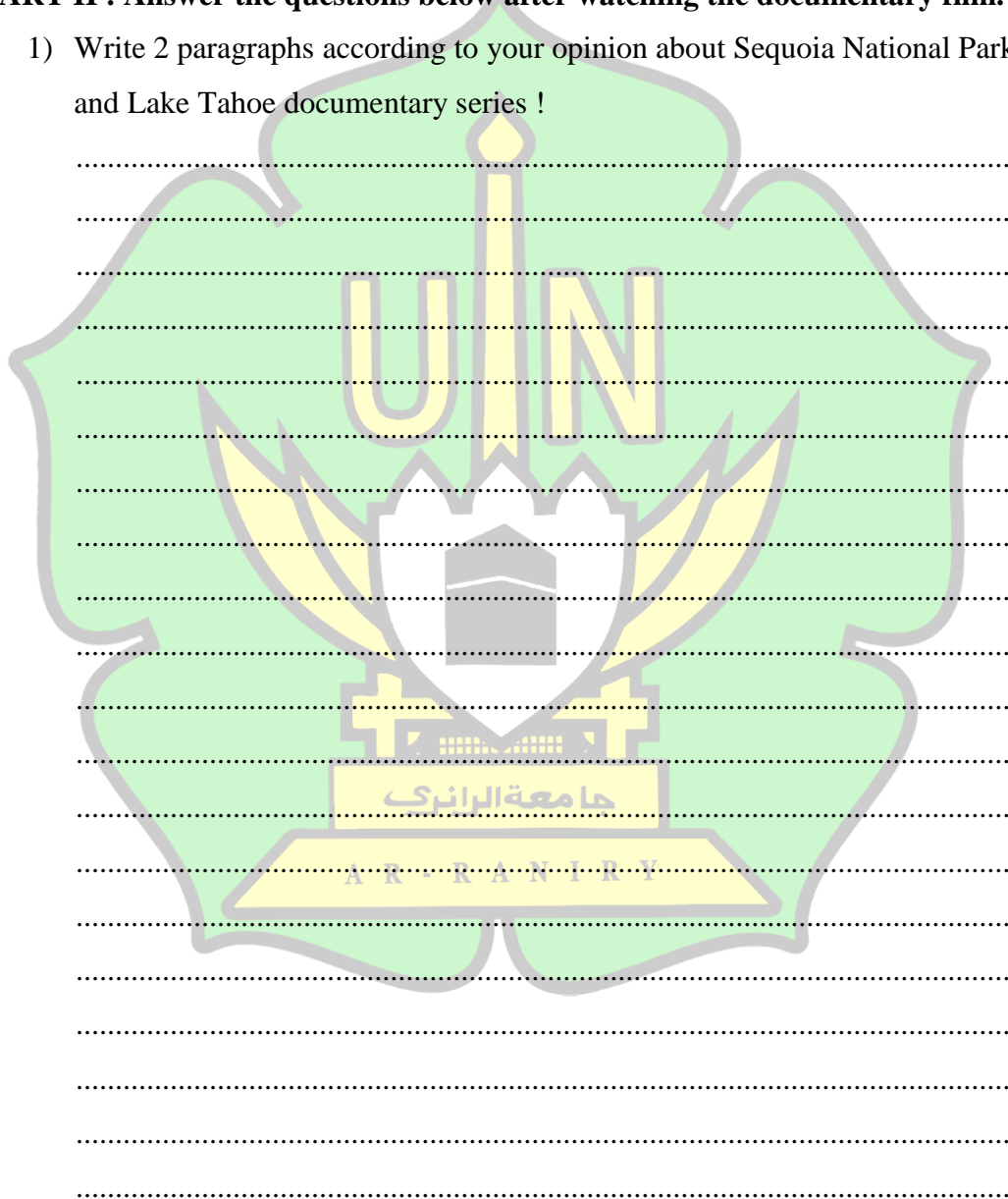
Documentary Film for Senior High Shool Student

School :
Name :
Division :

Date :

PART II : Answer the questions below after watching the documentary film.

- 1) Write 2 paragraphs according to your opinion about Sequoia National Park and Lake Tahoe documentary series !



A large, semi-transparent watermark of the UIN Ar-Raniry logo is centered on the page. The logo features a green shield with a yellow minaret and the letters 'UIN' in yellow. Below the shield is a yellow banner with the Arabic text 'جامعة الرانيري' and the English text 'AR-RANIRY' below that. The background of the page is filled with horizontal dotted lines for writing.

AUTOBIOGRAPHY

Name : M.Anggrian Farhan
Place/Date of Birth : Meulaboh / 09th May 2000
Nationality/Ethnic : Indonesia
Religion : Islam
Sex : Male
Marital Status : Single
Occupation/Reg. No. : Student / 180203181
Address : Jl. Bersama Kav 32, Kota Pematangsiantar, Sumut
Email: : farhananggrian@gmail.com
Phone Number : 085270937046

Educational Background:

1. SDN 121308 Pematangsiantar : Graduated in 2012
2. SMP Taman Asuhan : Graduated in 2015
3. SMAN 6 Pematangsiantar : Graduated in 2018

Parents' Bio:

Father's Name : Muhammad Sudarianto
Mother's Name : Salmawati
Address : Jl. Bersama Kav 32, Kota Pematangsiantar, Sumut