THE USE OF MIME MEDIA TO ENHANCE WRITING OF THE TENTH GRADE STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL ON RECOUNT TEXT

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ABSTRACT

This study was aimed at finding out the implementation of the mime media to enhance students' writing skills on recount text at the tenth-grade students of Islamic Senior High School Langsa. This study is quantitative research which used some numerical data that were analyzed statistically. The subjects of this study were 42 students who were taken from X MIA 3 as an experimental group and X MIA 4 as a control group. The instruments used to collect the data were pretest, posttest, and questionnaire. The result of the pretest score in the experimental class was 63.61, and the result of the posttest score in the experimental class was 77. The result of the pretest score in the control class was 63.80, and the result of the posttest score in the control class was 74.47. The test of the hypothesis using the t-test formula showed that the t-count was higher than the t-table. The score of the t-value was 1.72, while t-table on = 5% with *df* 40 was 1.68, which means the hypothesis was accepted. It could be concluded that there was a different result between the students who were taught by using mime media and those who were not, where the students who were taught by using mime media gained better scores. In the questionnaire, the researchers found that almost all the students choose "agree" toward mime media in writing recount text processes.

Keywords: *mime, writing skill, recount text.*

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INTRODUCTION

The English language is used not only for oral communication, but also for written discourses such as books and newspapers. It is also employed in various contexts such as sports, medicines, technologies, music, academic conferences and so on. In Indonesia, English becomes one of the main school subjects from junior high school to senior high school. Students must learn four skills in English such as reading, writing, listening, and speaking. Writing is one skill that must be mastered by students at the senior high school level. Writing is the final product after students have learned several stages of writing separately, namely note-taking, identifying a central idea, outlining, drafting, and editing (Wallace, 2004, p. 15). It is a complex skill which covers many sub-skills that have to be passed before producing a good piece of writing. Writing is an activity of conveying or expressing thoughts and ideas into paper, and it is therefore called a productive skill.

In writing, students need to be aware of grammatical features. Paying attention to the accuracy of grammar is necessary for learners in learning writing. Therefore, they need to understand and to be aware of it. However, most students in Indonesia did not pay attention to the accuracy of the language they use although grammar is an important aspect of learning writing even at junior high school level. In contrast the ability of the students to generate their ideas and finding ideas about the topic or something they are going to write gains more attention in writing classrooms of Indonesian junior high school.

The ability of senior high school students in writing is still very low. The students' low writing ability can be seen from the process of generating ideas, grammatical features, and organization. Generally, senior high school students still have difficulties in generating ideas. The students do not know what to do and what to write. The students also hesitate to write sentences in English. Then, in the aspect of grammatical features, the students cannot use the grammar appropriately based on the text type. They often directly translate Indonesian sentences into English. Some of them also still use inappropriate vocabulary and punctuation. In the organization and generic structure aspect, they still cannot apply it appropriately. Therefore, it is necessary to find a solution to be applied in the writing learning process to improve their writing ability.

Based on our preliminary observation at Islamic Senior High School Langsa on August 23rd, 2018, it was found that the students had difficulty in writing and gained low scores in this skill, where the scores of 50% of

the students in the English subject, especially in writing skill, were under the minimum mastery criterion of 70. This can be associated with a lack of ideas to be formulated in writing, lack of motivation to think, and lack of getting ideas. As informed by an English teacher of the school, the students had difficulties getting ideas even to write a single paragraph and had difficulties arranging the sentences into a paragraph.

To promote students' writing skill, teachers should apply various methods and strategies to help students get ideas to write. Using mime is one way to do this form of silent drama. Mime can be an excellent way to warm up the class for more rigorous learning later on. Lambdin (1999, p. 4) said, "Mime uses the creative instrument everyone in body. It uses the body to express ideas and feelings, which is also helpful for someone who does not speak English well, or who has trouble in reading and writing". Mime has special features of its own that make it a powerful motivational tool. Prominent among mime's advantages is its reliance on physical activities and emotional expressions. Students enjoy making expressions and bodily movements, especially after having to sit still in a classroom for hours.

LITERATURE REVIEW

Writing
Writing is an activity or occupation to produce books, stories, or articles. Ur (2009, p. 163) said that writing is the expression of ideas, the conveying of a message to readers, so that the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, a writer also needs to pay some attention to formal aspects: near handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

According to Hedge (2003, p. 12), writing is the result of employing strategies to manage the composing process, which is one gradually developing text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting an appropriate language, making a draft, reading and reviewing it, then revising and editing.

Moreover, Wallace (2004, p. 15) stated that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub-skills that have to be passed before producing a good piece of

writing. Writing seems very complicated with its sub-skills, but it can be learned in a fun way.

Writing Process

The writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (personal writing, public writing, social writing, study writing, or institutional writing), and the medium it is written in (pen, paper, computer, word files, etc.).

Langan (2001, p. 17) stated that writing is a process that involves the following steps: a) discovering a point-often through prewriting, b) developing solid support for the point-often through more prewriting, c) organizing the supporting material and writing it out in a first draft, and d) revising and editing carefully to ensure an effective, error-free paper.

Aspect of Writing

In relation to the aspects of writing skill, there are some important matters that need to be outlined including vocabulary, grammar, mechanism, content and organization.

1) Vocabulary

Vocabulary in a language is one of the most vital aspects to be mastered by students who learn English. Daller, Milton and Treffers-Daller (2007, p. 1) stated that vocabulary is a lively and vital area of innovation in academic approach and research. It means that learner's acquisition of vocabulary facilitates the mastery of the skills of English – i.e. listening, speaking, reading, and writing.

Schmitt and Carthey (1997, p. 40) argued that vocabulary is the basis of a language; it is very important to be mastered first. People cannot speak well and understand written materials if they do not master it. It can be inferred from this argument that vocabulary is a set or list of words of a particular language that individual speakers of a language might use which is differentiated according to person, class, and profession.

2) Grammar

Grammar is the structure and meaning system of language. All languages have grammar which is unique to each language. People who speak the same language are able to communicate because they intuitively know the grammar system of that language, that is, the rules of making meaning. Students who are native speakers of English have already known English grammar and know how to use it properly.

According to Huddleston and Pullum (2010, p. 1), grammar deals with the form of sentences and smaller units such as clauses, phrases, and words.

Moreover, Radford (2009, p. 1) stated grammar is traditionally subdivided into two different but interrelated areas of study: morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes), and syntax is the study of the way in which phrases and sentences are structured out of words. In addition, Kolln and Funk (2010, p. 3) pointed out three definitions of grammar. First, grammar is the system of rules in our heads; second, grammar is the formal description of the rules; and third, grammar is the social implications of usage, sometimes called "linguistic etiquette".

3) Content

Content is how a writer develops the idea related to the topic. Content refers to the substance of writing, the experience of the main idea (unity), i.e. group of related statements that a writer presents as a unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis. It can be inferred that *content is the presentation of information for a purpose to an audience through a channel in a form.*

4) Mechanism

Mechanism refers to the use of graphic conventions of language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph. It refers to the use of graphic conventions of language, i.e. the steps of arranging letters, words sentences, and paragraphs by using knowledge of the structure and some others related to one another.

5) Organization

Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within a paragraph. It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts, it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of subject in line with what is still only a half-formed notion of purpose.

Component of Writing

To create good writing, a writer has to pay attention to all components of writing, for example, topic sentences, supporting

sentences, coherence, cohesion, unity, and completeness of the paragraph. The components of writing are explained by Boardman and Frydenberg (2002, pp. 19-47) as follows. Firstly, a topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea. It means that the topic sentence is an important part forming the body of writing because topic sentences consist of main ideas. Secondly, supporting sentences support a topic sentence. The common ways to support a topic sentence are to use facts or statistics, examples, and personal experiences. It means that supporting sentence is the sentence that supports the topic sentence. The third component is coherence. A coherent paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that you are writing. The three types of ordering are chronological ordering, spatial ordering, and logical ordering. It means that coherence is the type of sentence in writing based on the type of paragraph. The fourth component is Cohesion. A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms. It means that cohesion is the way to connect each sentence using the pronouns. The fifth component is unity. A paragraph has unity when all the supporting sentences relate to the topic sentence. It means that every paragraph that has been written by the writer has the unity to connect every paragraph. The last is completeness. A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences it needs to explain each major supporting sentence. In writing, when we want a good writing, we should complete those components. It makes the product of writing complete and good; topic sentences, supporting sentences, coherence, cohesion, unity, and completeness of the paragraph have to be related to each other. It means that completeness is the last part when all the sentences become a paragraph.

Mime

Petriccione (1990, p. 2) stated that mime/pantomime is self-expression without words. It is a silent form of communication. When performing, your body becomes your instrument. A modern mime is a form of the theatre, but its roots go back a very long way. Mime is one

of the earliest modes of communication, an expression of self. Man has used mime to express many things in a dramatic way. In addition, Aubert (2005, p. 3) stated that mime is a good source to bring students' experience and knowledge to their writing because it deals with what is absolutely necessary to communicate; the symbolic movements that are common to all. Pantomimes are theatrical performances played in the language of action.

Mime is the use of hand or body movement and facial expressions to act something without speaking. Hornby (1995, p. 739) gave a definition of mime as the technique of telling something using only expression and gesture and no word. It means that mime expresses something using gesture or body language, facial expression, and action without speaking to communicate.

The Advantages of Using Mime in Teaching Process

Benefits from using mime activities with students and in teacher-in-service workshops have been clearly seen. First, students are able to express themselves in ways other than through words. Second, drama activities offer community-building opportunities in a classroom where there are students of varying levels of language proficiency. Third, teachers are also able to use non-verbal cues to demonstrate caring and concern for students in a way that more formal language instruction does not allow, bound as it is by the physical constraints and the pressure to understand. Fourth, non-verbal drama activities provide an excellent means of releasing the stress of language learning. Fifth, students, often hesitant to speak out, can become confident when the language expectation is removed entirely. Sixth, total physical response is enhanced through drama activities. Seventh, in all drama works, power dynamics shift as a teacher becomes a participant alongside students. Eight, non-verbal drama activities transfer directly to verbal ones, and subsequent verbal interchanges are triggered by these non-verbal activities (Albalawi, 2014).

According to Irma (2017), the result of research on the use of mime can help students to improve their writing skill. Mime influences students' stimulation; they can easily organize and recognize ideas into a text especially descriptive texts. Likewise, the result of research using mime by Raharja, Sutapa and Rosnija (2015) showed that using mime makes the students improve their stimulation in the comprehension of the story. Thus, students write the story more easily. It means that mime can successfully stimulate writing especially in narrative text.

Additionally, the result of research by Purnama (2017) was different from those by Irma (2017) and Raharja et al. (2015). She found that using mime can improve students' vocabulary. The action of mime can stimulate students to guess the action. They easily recognize the word from the mime show. Therefore, mime is very influential to students' vocabulary because they can show interest by actively answering questions and enthusiasm while guessing the action word.

How to Teach Mime

According to Arntsen (2019), there are some processes of teaching using mime, i.e. giving directions, vocabulary, practice, production, and culture. Regarding giving directions, Arntsen (2019) said that the teacher using particular gestures or expressions in the classroom will lead students to associate them with a particular thing. For example, if the teacher always uses the same gesture when say "*Please stand up.*", students will become accustomed to it and stand up when the teacher uses that gesture even if you occasionally leave out the oral instruction. She adds that this can be especially handy when you want to communicate something to your students in a noisy setting. For instance, if the teacher says "*Please turn your desks to make groups of four*". Students will begin moving around and making noise as they rearrange their desks, so that they may miss the teacher's verbal instructions to sit down. However, if the teacher also uses the gesture for them to sit down, at least some students will see it and react accordingly which will cause the remaining students to follow it. Using mime media when teaching writing is started by giving directions using imperative sentences (Arntsen, 2019).

Recount Text

According to Hyland (2004, p. 29), recount text is "a kind of genre that has social function to retell event for the purpose of informing or entertaining". The tense used in recount text is past tense. The social purpose of recount is to reconstruct past experiences by retelling events in original sequences. We can look at the sample of recounts in personal letters, police reports, insurance claims, and incident reports.

Hyland (2004, p. 135) mentioned the generic structure of recount text as follows:

a. Orientation: provides the setting and produces participants. It provides information about whom, where, and when.

b. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks are interspersed throughout the record of events.
c. Re-orientation: optional-closure of events. It rounds off the sequence of events.

According to Anderson and Kathy (2003, p. 49), the language features usually found in a recount text are as the following: 1) proper noun and pronouns to identify those involved in the text, 2) action verb, 3) descriptive words to give details about who, what, what, when, where, and how, 4) the use of the past tense to retell the events, 5) conjunction and time connectives, 6) adverb and adverbial phrase, and 7) words that show the order the events.

RESEARCH METHODOLOGY

Research Participants
This research is quasi-experimental research using nonequivalent control group design. Out of the Seven classes of the tenth-grade students of an Islamic Senior High School at Langsa, the researchers selected two classes purposively. Each class consisted of 21 students. While one class was grouped as control, the other was assigned as experimental group.

Research Instrument
The researchers used the test (pre-test and post-test) and questionnaire as the research instruments. The researchers used composition-writing test that was given in the pre-test and posttest. The composition writing is an attempt that should be made to determine the types of writing tasks which the students are confronted every day. Kinds of composition were writing short articles, formal and informal letter, instruction, account experiments, diary and produce magazine. The Likert-scale questionaire was used in this researchas it is useful for measuring traits such as someone's attitude, comment, and perception about a social phenomenon. In a true Likert scale, the statements include a value or positive or negative direction and the subject indicates agreement or disagreement. This questionaire was divided based on the indicators from research variables namely writing and mime media. Then, this questionare was given to the students in experimental group.

Technique of Data Collection

In collecting the data, the researchers made use the scores of students in the pre-test (before treatment) and the post-test (after treatment). For both pre-test and post-test, the students were required to write a recount text. Their writings were scored based on the writing score scheme by Weigle (2002). In the administering pretest section, the researchers asked the students to make recount paragraphs without the mime being acted. The purpose of pretest was to know the students' basic competence about writing recount text before being taught using mime media. Furthermore, the researchers applied the treatment after pretest, where, in this meeting, the researchers explained clearly about the recount text to the students, explained and showed them the mime media and how to use it in their learning process. The treatment was held for two meetings. Finally, the posttest was administered in order to know the mime influence on students' writing score of recount text after they were taught by using the mime media (experiment class) and using the conventional method (control class).

Technique of Data Analysis

In analyzing the data, the researchers used the comparative technique. In the comparative technique, the variables were compared to know whether differences in experimental and control classes in terms of their writing achievement were significant. The researchers used t-test to find out the differences scores of students' achievement in writing of recount text by using mime media and their writing of recount text without using mime media. Analyzing the result of questionnaire, the researchers counted the percentage from the frequency of the answer, the researcher used descriptive statistic, namely cumulative frequency distribution method.

RESULTS AND DISCUSSION

Based on the finding of the research, it was found that the students who were taught using mime media improved in writing recount text compared to the students who were not. Based on the result of the pretest before the technique of mime as media in writing recount text was implemented, the students faced many difficulties in writing. Their writing usually contained errors in grammar and mechanism. The ideas were not clearly stated and the sentences were not well organized and difficult to understand and lacked vocabularies.

From the result of the experiment, after applying mime as media in teaching recount text and posttest was conducted, it was found that there were significant differences between the experimental class and the control class, where the scores of the experimental group was higher. Most generic structures of the experimental group were complete, fit in the use of imperative sentences, and the goal was clear. Their fluency in writing recount text was also better because they were used to writing recount text is also written in the past tense form. The result of the data analysis showed that using mime media in writing recount text was applicable for the tenth-grade students of Islamic Senior High School Langsa. This mime media encouraged the students' to be more active, enjoyful, fun, and motivated in writing English text, especially writing recount text.

The testing of the hypothesis indicated that the experimental group was significantly higher than the control group. The mean score of the experimental group was 77 and the control group was 74.47, and difference between the two means was 1.72. With $\alpha = 5\%$ and dk $= 21 + 21 - 2 = 40$, obtained $t_{table} = 1.68$. Because t_{count} was higher than t_{table} (1.72 > 1.68), Ha was accepted, and there was a difference in the posttest average value from both groups.

From the result, it can be concluded that there is a different result between the students who were taught by using mime media and who were not where the students who were taught by using mime media got better scores. The hypothesis was accepted. Based on the statement above, it is proven that there was a significant difference in achievement between the students who were taught by using mime media in writing recount text and the students who were not.

From the questionnaire, the researchers calculated the percentage of every option that the students answered in the questionnaire. It is found that that almost all students chose "agree" to the statements in the questionnaire.

It can be classified that there are 71.42% of the research participants who said that they got ideas through mime media before starting the writing process. 57.14% of the participants answered that the use of mime media in the writing process makes them get good input for topic selection in the writing process. 61.90% of them answered that developing ideas through seeing the performance of mime stories in the writing process was easier. In the writing process, 66.66% of the students gave the opinion that the mime story is very useful for adding additional information as a draft in their writing process. 57.14% of the students

answered that utilizing the draft story from the mime makes them feel more confident to explore new ideas for their writing. 90.47% of the students said that watching stories through mime can encourage them to develop and compile ideas in their own writing.

It was found that there are 71.42% of the students who answered that the draft story of mime carefully in the writing process provided an opportunity for them to revise their writing. 52.38% of the students had the opinion that mime media helped them expand their experience and knowledge. About 95% of the students responded that mime made the learning process in the class fun. 52.38% of the students had the opinion that mime made them increase self-confidence when writing. 57.14% of them had the opinion that mime made them disciplined and organized in developing ideas and writing stories. Approximately71% of the students had the opinion that mime made them add imagination in the process of writing stories. As a result, the researchers summarized that the students accepted mime as a media in the writing process as the best way to improve their writing. The students also approved the impact of mime in their writing.

Based on the result of the experiment and the questionnaire, it shows that mime could help students to write text more easily. Irma (2017) said that based on the result of research, using mime could help students to improve students' writing skill. Mime influences students' stimulation; they can easily organize and recognize ideas and then full into a text especially descriptive. Then, the result of research by Raharja et al. (2015) showed that using mime made the students improve their stimulation in the comprehension of the story. Thus, the students easily write the story. Mime can successfully stimulate writing especially in narrative text. Lastly, the result of research by Purnama (2017) was different from that by Irma (2017) and Raharja et al. (2015). She found that using mime could improve students' vocabulary. The action of mime could stimulate students to guess the action. They easily recognized the word from the mime show. Therefore, mime was very influential to students' vocabulary because they can show interest by actively answering questions and enthusiasm while guessing the action word.

The result of questionnaire from the students showed that 57.14% of the students answered that the use of mime media in the writing process made them get good input for topic selection in the writing process. In addition, 61.90% of the students responded that developing ideas through seeing the performance of mime stories in the writing process was easier. It means that the expert's opinion about mime was proved.

Aubert (2005, p. 3), for example, stated that mime was a good source to bring students' experience and knowledge to their writing because it dealt with what is absolutely necessary to communicate; the symbolic movements that are common to all. Pantomimes are theatrical performances played in the language of action.

CONCLUSSION AND SUGGESTION

The use of mime media to enhance students' writing recount text is very effective. It can be seen from the result of the students' posttest where the mean score of the experimental group was 79.70, while that of the control group was 76.93. The t-test scores showed that t_{count} was higher than t_{table} (1.72 > 1.68) with α = 5% and *df* 40. Based on the finding of data analysis, there was a significant difference in the achievement between the students who were taught writing recount text by using mime media and those who were not for the tenth-grade students of Islamic Senior High School Langsa. The result of the questionnaire summarized that the students accepted mime as a media in the writing process as the best way to improve their writing. The students also approved the impact of mime in their writing.

In addition, the researchers deliver some suggestions to English teachers to use some variations of media in teaching English, especially in teaching writing. Mime gives something different in teaching writing, for mime as a media can enrich student's ideas in writing. Furthermore, students should study more and respond in the learning process; students should be more interested in learning English, and they should improve their ability in English. Mime in this study is good for students to practice writing; it will make and push them to be better and better in their writing achievement. Moreover, they can use this research as a reference in the same field of research. They are also expected to be able to cover the limitation of this research and to provide more detailed information about it. They may conduct research by using the same medium but in different types of text with their own creativity.

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