

**WRITING DESCRIPTIVE TEXT USING MIME MEDIA TO THE SEVENTH
GRADE STUDENTS**

**(A Pre-Experimental Study to the Students of MTs Al-Falah Mempawah in
Academic Year 2021/2022)**

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Abstract

This study intended to discover the effect of Mime Media on the students' writing achievement in descriptive text. This research is a pre-experimental study. The population of this research was the seventh grade students consisted of 46 students. By using purposive sampling technique, the subject of research of this study was VII A class that consisted of 25 students. The data on this study was gathered through a written test in form of essay. The result of the data indicates that the students' mean score of post-test was 79.36; it was greater than the mean score of pre-test which was 66.84. Based on the data analysis, t-test value was higher than the t-test table value ($11.050 > 1.711$) at the level of significance 0.02 with degree of freedom ($df = 24$). It means that there was a significant difference. Therefore H_0 was rejected, and H_a was accepted. It can be concluded that the use of mime media in process learning teaching can improve the students' in descriptive text and the writing skills of the seventh grade students of MTs Al-Falah Mempawah.

Keywords: *Mime Media, Descriptive Text, Writing*

A. Introduction

Writing is one of the skills in English that must be mastered by students at the junior high school level. Students need to learn it at school because it is considered an important aspect for every student in learning English. Therefore, they need to understand and be aware of it. Writing helps students to organize their ideas and represents their ideas through a written text. Beside as a skill to convey ideas, writing is also a way of thinking. (Rimes 1983, 2) state that "Writing is a skill to express ideas, feelings, and thoughts that govern the structure of word, sentences, and paragraph by relying on the eyes, brain and hands". (Hyland 2003, 9) state "students are expected to convey, feelings, and knowledge in writing. Writing is a way to share ideas that come from personal experience whose meaning is suggested to support individual strengths on a topic". So writing

is one way to convey in English ideas that are intended to support an individual view of a topic.

Based on the researcher's preliminary observation at MTs Al-Falah Mempawah, the ability of students in writing is still very low. The students' low writing ability can be seen in the process of generating ideas. The student does not know what to do and what to write. In the organization and generic structure aspect, they still can not apply it appropriately. Based on the explanation above, the researcher believes that the teacher should find and try a suitable way in learning English, especially in writing. Because, the importance of writing to students. Writing provides students with the avenue to learn all the rules of their language and how they can better organize their ideas more coherently using the language. Grammar, spelling, and punctuation, gestures, paralinguistics, and so on, which are major parts of communication, can also be improved upon when we learn how to use writing as means of expressing our ideas and messages clearly and directly to our listeners.

Five types are used as materials in teaching English for Junior High School students: descriptive, narrative, recount, procedure, and report. Of all the text types, descriptive is one of the easy text types. However, the students are still confused and get bored in learning descriptive text. In this research, the researcher chooses the type of descriptive text. According to (Whison and Burks 2014, 128.), in a descriptive writing, a writer is required to give his or her readers a detailed vivid picture of a person, a place, a scene, an object, or anything. So descriptive is drawing in words. The purpose of description is to help readers "see" the object, persons, and sensations which are presented. The description gives sense-impressions the feel, sound, taste, and smell. Emotions may be also described feelings such as happiness, fear, loneliness, gloom, and joy. To enable the students to master those language skills, English teachers should provide materials that are appropriate to the curriculum and find suitable techniques in the teaching and learning process.

Looking at mime media, technique, method in teaching, the researcher interests in mime media. This media might help the students explore their creativity and learning process to be more enjoyable. Mime is the technique of

telling something using only expressions gestures or body language, facial expressions, and actions without speaking. The benefits of using mime activities with students can help to improve their writing skills. Mime influences students' stimulation, they can easily organize and recognize ideas in a text, especially descriptive texts. One of the techniques suggested in the new approaches introduced by the government is by using mime media in the classroom. Because of the difficulties of writing, some efforts have been done to solve the problem. To bring about the effort, the linguist has made some methods that can be applied to improve writing skills by giving the mime media to help and make the students easy to write in English, and also to make students interested and enthusiastic in learning English. The term 'mime media' is defined by (Brown et.al 1977, 2-3), stated that using a variety of media would increase the probability that students will learn more, retain better what they learn, and improve their performance of the skill they are expected to develop.

In this research, the researcher believes that using mime media and techniques can also help students in MTs Al-Falah Mempawah in learning descriptive text. The researcher wants to use pictures as the media. As the real object pictures can improve their ability in writing the descriptive text. Besides that, the students are expected to be more interested in learning English spontaneously, and of course the result of the study will be satisfactory.

B. Research Methodology

This research aim was to find out whether or not the use of mime media is significant to teach writing. To achieve the aim of the research, this research used an experimental design using quantitative research. According to (Creswell 2003, 18), quantitative research is one in which the investigator primarily uses post positivist claims for developing knowledge. According to (Ary et al 2010, 265), an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). Experimental designs might be classified according to the number of independent variables that were single-variable designs and factorial designs. Experimental designs might also be classified according to how well they provide control of the threats to internal

validity they were pre-experimental, true experiment, and quasi-experimental designs.

In this research, the researcher used pre-experimental research. The researcher chose one group pre-test and post-test design. The pre-experimental design was depicted in below table.

Table. One-Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O1	X	O2

Source: Ary et al (2010, p. 265)

Note:

O1 = Score of pre-test (before treatment is give)

X = Treatment

O2 = Score of post-test (after treatment is give)

In this research, the procedure of one group pre-test and post-test design was:

1. Giving a pre-test (O1) to measure students' achievement in writing descriptive text in the seventh grade of MTs Al-Falah Mempawah in the academic year of 2021/2022.
2. Applying the experimental treatment (X) of mime media in writing achievement in seventh grade of MTs Al-Falah Mempawah in the academic year 2021/2022.
3. Giving a post-test (O2) to measure students' achievement in writing descriptive text at seventh grade MTs Al-Falah Mempawah in the academic year 2021/2022.

This research has been done by giving pre-test, treatment, and post-test to the students. The technique of collecting data in improving students' achievement in writing skills, researcher collected the data by doing pre-test, treatment, and post-test. The technique of collecting data is described as follows:

a. Pre-Test

Stated that, a pretest provides a measure of some attribute or characteristic that the researcher asses for participants in an experiment before they received treatment. The test to the students before they are taught

by using the Mime Media strategy. This test was given before the treatment (Cresswell 2013, 297).

b. Treatment

The researcher gave students the treatment in first meeting and second meetings, where each meeting took 60 minutes with the material descriptive text. The treatment was taught by using the Mime Media strategy.

c. Post-Test

A posttest is a measure of some attribute or characteristic that was assessed for participants in an experiment after a treatment. It means that a post-test was used to measure the characteristic of participants after they accepted a treatment (Cresswell 2013, 297)

According to (Heale, Twycross 2015, 66), there are three major types of validity, such as content validity, construct validity, and criterion validity. In this research, the researcher applied content validity to make sure whether the test covered what the students have learned or not. (Ary, et al 2010, 226), stated “content validity is the degree to which the sample of items or questions on a test are representative of some defined universe or domain of content”. Therefore, test items need to represent the certain knowledge or topic it is going to measure. To find out if the test is valid or not, must be carried out a review of the test grid to ensure that the test already represents or reflects the entire content or material which should be controlled proportionally. Therefore, the content validity of a the test does not have a certain quantity that is calculated statistically, but it is understood that the test is valid based on the examination of the test grid. Content validity actually based on logical analysis, is not a coefficient statistically calculated validity.

Therefore, the content validity of the pre-test and post-test were provided in a table of specifications as follow.

Table of specification for Pre-Test

No	Pre-Test	Kind Of Test	Aspect of Writing (Destager in Dahnianti, 2018, p. 38)	Time
1.	Instructions	Essay	Content Organization Vocabulary Grammar Mechanic	30 Minutes
2.	a. Describing People (Atta Halilintar) b. Describing People (Lesti Kejora) c. Describing People (Sandiaga Uno)			
3.	Instructions			
4.	Instructions			

Table of specification for Post-Test

No	Pro-Test	Kind Of Test	Aspect of Writing (Destager in Dahnianti, 2018, p. 38)	Time
1.	Instructions	Essay	Content Organization Vocabulary Grammar Mechanic	30 Minutes
2.	a. Describing People (Ria Ricis) b. Describing People (Rizky Billar) c. Describing People (Najwa Shihab)			
3.	Instructions			
4.	Instructions			

Table Specification Aspect of Writing

No	Aspect of Writing	Criteria	Score
1.	Content	The substance of the writing express the idea	20
2.	Organization	The form of content (coherence)	20
3.	Vocabulary	The selection of word that suitable with the content.	20
4.	Grammar	The employment of grammatical form and syntactic patterns	20
5.	Mechanic	Mastery writing focus on spelling and punctuation	20

(Destager in Dahnianti 2018, 38)

Table Classification of Score

No.	Classification	Score
1.	Very good	91 – 100
2.	Good	76 – 90
3.	Fair	61 – 75
4.	Poor	51 – 60
5.	Very poor	Less than 50

(Destager in Dahnianti 2018, 38)

C. Finding and Discussion

Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. Richards and Renandya point out two good reasons for teaching grammar :

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer to the research question in the previous chapter, the researcher administered a test that was given twice. A pre-test was

given before treatment to know the students' ability in writing descriptive text; while a post-test was given after treatment to know the students' writing skills. Therefore, the result of the post-test can answer the first question of this research that aims to find out the improvement of students ability in writing descriptive text by using Mime Media in MTs Al-Falah Mempawah.

1. Descriptive Statistics

a. Pre-Test

Based on the data of the pre-test, the mean it showed that score was 66,84, the minimum score was 55, the maximum was 81 and the standard deviation was 6.926.

The frequency and percentage of the students' writing in pre-test from 25 students. As presented, the highest percentage of the students' (60%) was in fair classification. Meanwhile, some of the students' got the poor ability and only very small percentages were good in writing. In addition there were no students' got either very good or very poor category.

In conclusion, before the treatment, the students' at the seventh grade of MTs Al-Falah Mempawah had fair ability in writing especially in descriptive text.

b. Post-Test

Based on the data of the table above, the mean of post-test score was 79.36, the minimum was 70, the maximum was 87 and the standard deviation was 4.377.

The frequency and percentage of the students' writing in the post-test from 25 students. As presented in the table, almost all of the students were in the good category or have good writing ability. Besides, there were very small percentages that got a fair category; there were just 4 students or 16%. There were no students in the very good category, as well as poor and very poor.

It means that students' writing ability in that school was significantly improved after the treatment.

The result of the students' writing. Therefore, after conducting the research, the results of the pre-test and post-test were significant. As described in the chart, good category students' frequency went up from 12% to 84% after the treatment. Furthermore, in a fair category, the students got an average of 60% in the pre-test and it went down to 16% in the post-test. In poor category, students' writing skill got 28% in the pre-test and after treatment, there were no longer students got in poor category. Lastly, there were no students in the very good and very poor category both in the pre-test and post-test. Therefore, using mime media to improve students' writing ability, especially in the descriptive text, is very beneficial and effective.

c. The Improvement of Students' Vocabulary in Pre-test and Post-test

The pre-test was 66.84 and the post-test was 79.36 the score of post-test > pre-test. Thus, the improvement of the students' mean score of pre-test and post-test was 18.73%. It indicates that the students' writing descriptive text significantly improve through mime media.

2. Hypothesis Testing

According to (Sugiyono 2018, 263), hypothesis testing using T-Test. To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance ($p < 0.05$) with the degree of freedom ($df = N - 1$), where the $N =$ number of subjects (25 students) then the value of the table is 1,71 the t-test statistic (Beyer, 2017), analysis of the independent sample was applied. The researcher uses the program SPSS 24 to analyze the T-test. As for the hypothesis in this research, H_0 states that there is no significant effect of mime media to improve students' writing skill in the descriptive text of seventh-grade students of MTs Al-Falah Mempawah in the academic years 2021/2022, while the alternative Hypothesis (H_a) states that there is a significant effect of mime media to teach writing skills on the descriptive text of seventh-grade students of MTs Al-Falah Mempawah.

Based on the table, if significance < 0.05 and $t\text{-test} = 11,50 > t\text{-table} = 1.71$ then H_0 was rejected, that means, H_a was accepted. So, there were differences in students' writing abilities before and after treatment using mime

media. Table 18. showed that the t-test value is higher than the t-test table value ($11.050 > 1,711$). It means that there was an improvement in the use of mime media to improve writing skills students' in the descriptive text at the seventh grade of 2021/2022. Based on the elaboration above, it shows that H_0 is rejected and H_a is accepted. In other words, the use of mime media can improve the writing skills of students in the descriptive text in the seventh grade in the academic year 2021/2022.

D. Discussion

In this part, the discussion deals with the interpretation of findings associated with the use of mime media to improve students' writing skills in the descriptive text in the seventh grade of MTs Al-Falah Mempawah. It indicates by the students' scores in pre-test and post-test from 25 students. The researcher found that before gave the treatment used mime media, the majority of students (60%) was in fair classification. Meanwhile, some of the students' got poor ability and only a very small percentages were good in writing. In addition there was no students' got either very good or very poor category. Therefore, before the treatment, the students' at the seventh grade of MTs Al-Falah Mempawah had fair ability in writing especially in descriptive text.

From the data findings and discussion, the researcher had some important points to be discussed. Based on the characteristics of the components of writing, students get problems to write specific of content because the information was almost enough, thesis development was very limited, and less relevant to the problem but not complete. From the aspect of vocabulary, it can be concluded that utilization of the word good, choice words and phrases are less precise and vocabulary was low. Students often make mechanical mistakes in their writing. Mechanical problems related to capitalization, punctuation and spelling errors and students have problems using structures that are appropriate to their writing and coherence.

However, after using mime media in the treatment, almost the students were in good category or have good writing ability. In addition, there were very small percentages that got fair category, they were just 4 students or 16%. There was no student in very good category, as well as poor and very poor. Therefore,

the result showed that the use of mime media to improve students' writing skill in descriptive text at the seventh grade of MTs Al-Falah Mempawah is beneficial for them. In other words the use of mime media can improve writing ability of students especially in descriptive text. Using mime media made the students more enthusiastic and interested during the teaching and learning process of writing. The students had no hesitation to express their idea, since the use of mime media can make their imagination more developed and make students more motivated to make a good descriptive text.

Based on the generic structure of descriptive text (White, 1986), students get good writing ability. After the researcher applied mime media in the class during teaching writing, the researcher found that some of the students seem to be appealing in doing the writing test. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that the result showed mime media can improve students' writing skill. The result was proven by the improvement of students score in writing test.

Therefore the result of this research also showed that using mime media could improve students' writing especially in descriptive text that focused on five aspects of writing they are content, grammar, structure, vocabulary and mechanic. Therefore, using mime media can make lessons more effective and efficient in terms of time, energy, and equipment. As a result, students' writing skills can be improved properly. The finding of this research stated that Mime Media strategy is considered as effective for the students' ability in writing descriptive text. It could be seen in the treatment process, the students were more interested and joyful when the researcher applied the strategy.

The students made a good improvement on the aspects of content, vocabulary, organization, grammar, and mechanics. They were more interested in the teaching and learning process and kept focused on the class. They also had more opportunities to practice their skill. There were significant improvements in the test scores. In conclusion, the use of mime media can improve the students' writing skill significantly and teaching students writing by using Mime Media pictures are more effective than teaching without using Mime Media pictures. In

other words, the use of Mime Media is effective in teaching writing descriptive texts.

Furthermore, the findings showed that the mean score in pre-test was 66.84 and after treatments become 79.36, thus the score of post-test > pre-test. Furthermore, the improvement of the students' means score of pre-test and post-test were 18.73%. The other finding of this research showed t-test value higher than the t-test table value ($11.050 > 1,711$). Based on elaboration above, it could be concluded that H_0 was rejected. Otherwise, the alternative hypothesis (H_a) was accepted. In other words, the use of Mime Media can improve writing skill students in descriptive text at the seventh grade in the academic year of 2021/2022. Based on the research above the use of Mime Media to improve students' writing skills in descriptive text had significant effect for teaching and learning process. The use of Mime Media is very suitable as a learning tool for English teachers by using the Mime Media as a method because it provides variations in implementation material to release students' boredom in learning to write.

It has been discussed, that Mime Media has some functions: it is to motivate the students, to create a context within which his written text will have meaning, to provide students with information to refer to, including objects, actions, events, relationship, to provide non-verbal cues for manipulation practices, to provide non-verbal prompts to written composition teacher in their teaching learning process (Wright 1976, 38). In order to attract students, motivate students, prevent students' boredom, teachers give students the real example of the use of language in the real situation. Beside that by having media in the teaching learning process, the students will easily acquire the knowledge, skills, and attitude taught by a teacher. From the statement, the researcher can say that media can improve the students' performance and their learning ability. Mime Media can attract the student's eagerness to start the writing and developing their ideas.

Regarding on the result of data above, it is strongly relevant or compatible to previous studies that claim Mime Media can be effective in English learning. A study was conducted by Narni Lestari also found that there was significant

difference on students' pre-test and post-test score and she stated that mime game could enrich the students' writing. Another study was conducted by Putra found that mime media has a significant effect on students' achievement in writing recount text and improvement of the students' ability in writing recount text after he implemented mime media technique. Another insightful point was related to (Kelly's, 2015) research revealed that Mime Media can be an effective tool to improve students writing and teachers can boost students' creative and critical thinking skills by using Mime Media, which made the writing experience in the classroom more fun and meaningful. Considering from the explanation above, it could be concluded that the used of mime media in teaching writing descriptive text is effective in this research. The used of mime media as a media in the teaching learning process of the students' achievement in writing can make a significant improvement in the student's score. Therefore, it shows that mime media in teaching learning process of writing have solved the student's achievement in writing problem and it also increase the student's achievement in writing problem and increase the student's achievement in writing for the seventh grade students of MTs Al-Falah Mempawah in academic year of 2021/2022. It might be needed more time, more effort, and additional technique to improve their achievement in writing. It is expected that the teacher are recommended to utilize mime media strategy on teaching writing skill.

E. Conclusion and Suggestion

a. Conclusion

Based on the research findings and discussion, it shows that the use of Mime Media can improve students' writing skills, particularly in writing descriptive text at the seventh grade of MTs Al-Falah Mempawah. It is proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test was 66.84 which was classified as fairly classification, while that of post-test score was higher than mean score of pre-test as 79.36 which was classified as good category. Moreover, based on the data analysis, t- test value was higher than the t-test table value ($11.050 > 1,711$). It means that there is a significant difference. Therefore H_0

is rejected and H_a is accepted. In other words, the use of Mime Media can improve writing skill students' in descriptive text.

b. Suggestion

1. Theoretically

a. For TBI

The result of this research can be used as a reference for the other researchers who are interested to use Mime Media in teaching English with different skills.

b. For School

It is expected that researchers can provide benefits to increase the quantity of learning at school.

2. Practically

a. For English Teachers in MTs Al-Falah Mempawah

The English teacher should find out the appropriate media, model or method in order to create teaching process more interactive. In this case, the researcher suggested Mime Media as an alternative technique for teacher to improve students' achievement in writing descriptive text.

b. For Students

Writing is important skill to learn. If using mime media, students are expected to be more interested and motivated to learn English to get a positive effect on their English achievement.. Therefore, students have to be serious and pay attention to the teacher explanation in teaching and learning process

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