THE INFLUENCE OF MIMING GAMES TO INCREASE STUDENTS' WRITING SKILL AT SMAN 4 LUWU

A Thesis

Presented as partial Fulfilment for the Attainment of S.Pd. Degree

in English Education Study Program Tarbiyah and Teacher Training Faculty

State Islam Institute of Palopo

Written by

SINTIA ONGKI
Reg. Num 17 0202 0050

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

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ENGLISH EDUCATION STUDY PROGRAM

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STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis entitles *The Influence of Miming Games to Increase Students Writing Skill at SMAN 4 Luwu*, which is written by *Sintia Ongki* , Reg. *Nim 17 0202 0050*, *English Language Education Study Program of Palopo, Tarbiyah and Teacher Training Faculty*, State *Islamic Institute of Palopo*, and has been examined and defended in Munaqasyah session which is carried out on Wednesday, November 30th 2022. Coincided with Jumadil Awal 6⁻ 1444 H. it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, November 30th 2022

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Wassalamu'alaikum warahmatullahi wabarakatuh.

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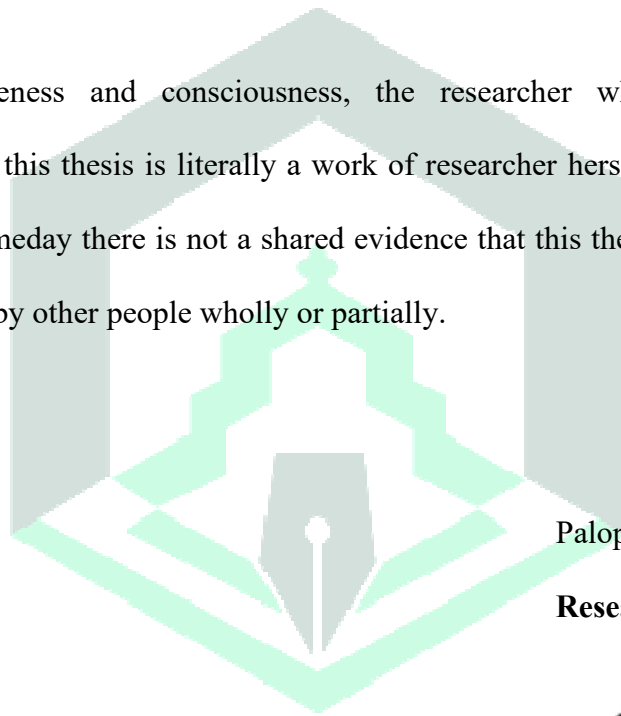
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The researcher hopes this thesis can give some values to the students of English Department, English teachers and the readers. The researcher admits that

this thesis is not perfect so that the researcher will accept suggestions from the readers to make better. The researcher hopr that this thesis would be beneficial to everyone.

Finally, the researcher prays, Allah SWT may bless all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis.

Palopo, July 26, 2022

Researcher

Sintia Ongki
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ABSTRACT

Sintia Ongki, 2022. *"The Influence Of Miming Games to Increase Students Writing Skills At SMAN 4 Luwu"*. **Thesis English Education Study Program at State Islamic Institute (IAIN) Palopo, Supervised by: (1) Dr. H. Rustan S, M.Hum, and (2) Dr. Masruddin, M.Hum.**

This research focuses on increasing students writing learning outcomes through miming games in class XI of SMAN 4 Luwu. This research focuses on the descriptive text based on curriculum 13 with miming games that will be assessed through a writing score rubric: content, organization, vocabulary, grammar and mechanics. "Is the use of miming games effective in improving the students writing skills at SMAN 4 Luwu?" Pre-experimental research was used in this research. This research was purposive sampling. The research chose one class, namely XI IPA 2 class. Because all the students in the XI MIPA 1 class participated well and understood the teaching, the researcher chose XI MIPA 1 class as the research subject. There were 20 students in the class. The researcher processed the pre-test and post-test data using SPSS 22 and then tabulated and analyzed the percentage. The conclusion of this research was drawn following the result of the data analysis in the previous chapter. There were significant differences between pre-test and post-test in increasing students writing skills by using miming games. Where the mean score of students on the pre-test was 43.70, and the mean score of students on the post-test was 57.95. It means that there was an improvement in the student's achievement in teaching writing. This means that the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_1) was accepted. Based on the results above, it can be concluded that using the Miming Game can enhance the students writing skills.

Keywords: Miming games, Pre-experimental design, Writing skill

CHAPTER I

INTRODUCTION

A. Background

English is one of the most important. Students in Elementary School have learned it until University. There are two reasons why English has become an important subject. First, English an international language. It functions as a means of communication by people all over the world. Second, English is used in many written sources of science, information and technology. Many books use English as a written language so that people can easily understand book content.

English as a foreign language in Indonesia consists of four skills: listening, speaking, reading and writing. These four skills are considered integrated skills because they are related to each other. One of the skills that become the focus of this research namely writing.

Writing is one of the media to communicate. In writing, people express the language through writing, which is different from speaking, expressed by oral language. Carroll mentions that writing allows us to share our communication with our contemporaries and our future generation.[1]

Writing considers the most challenging language skill that involves the ability or master grammar, vocabulary, and spelling. In addition, also required to think logically and mix words into meaningful complete sentences. Not only that,

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[1] Erna Iftanti, "Improving Students' Writing Skills through Writing Journal Articles," *IAIN Tulungagung Research Collections* 8, no. 1 (2016): 1–22.

but punctuations are also crucial in English as with other language skills (Listening, Speaking and Reading).

Based on the preliminary research on May 20, 2022, the researcher found some problems at SMAN 4 Luwu. The students were not interested and looked bored in English class. Some of them were noisy and did another activity rather than pay attention and explanation to the teacher. Besides, the students were also passively involved in the teaching and learning process. Due to a lack of vocabulary and difficulty finding ideas, students' writing ability is still lacking. They are sometimes still confused when asked to write even though they already know the topic.[2] So, in learning to write in English, the students were bored and even lazy to attend English class.

The aesthetic of students writing is influenced by teaching methods or techniques. Teaching writing techniques are needed to encourage students' ability and enhance their interest in writing class. An exciting method or technique can create an atmosphere in the classroom learning process. So, the students can improve their way of learning smartly without any difficulties they may face.

In connection with the previously mentioned, the writers need to try to conduct research in teaching writing, which is called Miming Games. This game might help students explore their creativity and make learning more enjoyable.

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[2] Ilham S.Pd, *(English Teacher of SMAN 4 Luwu), May 20th 2022*, n.d.

Miming games uses bodies to convey the meaning of an action or expression for others to guess.[3] Miming Games is an alternative technique for teaching English writing. When one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes an activity, his group or the whole class tries to guess what he means (Pinter, 2006).[4]

In miming games, students feel very excited, imaginative, enjoyable and communicative when doing the activity by acting out and describing the structure learned. In the miming games, the students communicate with each other through acting. That makes this game interesting because students will take turns to be the describer or the one who is going to a mime word. The describer will also use their imagination to think and get moved in expressing a specific word by using his way.

For this reason, the researcher is interested in researching *The Influence Of Miming Games To Increase Students' Writing skill.*

B. Research Question

Based on the background mentioned above, the researcher is interested in formulating the problem explored in this research. It is as follows:

Is the use of miming games effective in improving the students writing skills at SMAN 4 Luwu?

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[3] Topham Thomas, "A Short Guide to Miming Games," accessed December 18, 2021, https://www.tefl.net/forums/viewtopic.php/.

[4] Pinter Annamaria, *Teaching Young Language Learners* (Oxford: Oxford University Press, 2006).

C. Objective of the research

According to the research question, the research aims to determine the effectiveness of miming games in increasing students writing skills at SMAN 4 Luwu.

D. Significance of the Research

The research is expected can give advantages for any person, such as for the students, the English teacher, for other researchers:

1. For the students, by using miming games, students are expected to be more interested and motivated to learn English to get a positive effect on their English achievement.

2. For the teacher, the English teachers in SMAN 4 Luwu in particular, the outcomes of this inquiries report are looked forward to facilitating them in enriching the language learners writing skills.

3. For the other research, this research is expected to motivate further researchers to conduct more research in the future and can be a source for their research.

E. Scope of the Research

This research focuses on the descriptive text based on curriculum 13 with miming games assessed through a writing score rubric: content, organization, vocabulary, grammar and mechanics.

F. Operational Definiton

Based on the title that is "The Influence of Miming Games to Increase Students Writing Skill at SMAN 4 Luwu", the researcher defines as follows:

1. Writing is a physical and mental act of investing ideas, thinking about how to express and organizing them into statements or paragraphs that will be clear to the reader.

2. Miming games is a game that uses our body to describe the word. Miming means acting silently without speaking. Miming game requires someone to use body language, expression, and gestures to convey the meaning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

The researcher takes some reviews of related literature from another thesis. Some researcher has researched the use of miming game. The results of the research are :

Irma Indah Ningati (2017), in her thesis, is written under the title "Improving Students' Writing Skill Through Mime Game In Descriptive Text For The Seventh Grade Students Of SMP Negeri 1 Ngemplak In The Academic Year Of 2016/2017 (A Classroom Action Research)." After the researcher applied the miming game to the seventh-grade students of SMPN 1 Ngemplak, there was a significant improvement in writing achievement. As seen from the result of the tset which improved. The mean score of the pre-test 66.6, the mean score of the post-test cycle 1 was 74.3 and mean score of the post-test cycle 2 was 79.4.[5]

The differences between this research and Irma is population and the research method. Population this research is grade XI students SMAN 4 Luwu and the population of Irma's research is seventh grade students of SMPN 1 Ngemplak. This research used a pre-experimental one-group pretest-posttest, but Irma used a classroom action research.

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[5] Irma Ningati Indah, "Improving Students' Writing Skill Through Mime Game in Descriptive Text for the Seventh Grade Students Of SMP Negeri 1 Ngemplak in the Academic Year of 2016/2017 (A Classroom Action Researh)" (State Islamic Institute of Surakarta, 2017).

Narni Lestari (2020) conducted research entitled "The Influence of Using Mime Game Toward Students' Ability In Descriptive Text At The first Semester of The Eight Grade of SMPN 3 Bandar Lampung In The Academic Year of 2019/2020". This study used a quasi-experimental design. The researcher took two classes, one class as the experimental class and one the control class. The sample of this research was two classes consisting of 64 students.[6]

The differences between this research and Lestari's are the design method and the research sample. This research used pre-experimental took one class, the experimental class, and Lestari used quasi-experimental, which took two classes, an experimental class and a control class. The sample of the research is one class consisting of 30 students.

Syahyar Ridhana Putra (2020) comducted research entitled "The Use Of Mime Media To Enhance Writing Of The Tenth Grade Students Of Islamic Senior High School On Recount Text". After the researcher applied 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. The mean score of the experimental group was 77 and the control group was 74.47.[7]

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[6] Narni Lestari, "The Influence of Using Mime Game Towards Students' Writing Ability In Descriptive Text At The First Semester of The Eight Grade of SMPN 3 Bandar Lampung In The Academic Year of 2019/2020" (State of Islamic University Studies of Raden Intan Lampung, 2020).

[7] Syahyar Ridhana Putra, "The Use Of Mime Media To Enhance Writing Of The Tenth Grade Students Of Islamic Senior High School On Recount Text," *English Education Journal* (2020).

The difference between this research and Syahyar is the research's sample and the research method. Sample of the reseacrh is XI MIPA 2 class and the sample of Syahyar research is X MIA and X MIA 4 class. this research used a pre-experimental, but Syahyar used a quasi-experimental.

B. Theory of Writing

1. Definition of Writing

Writing is expressing ideas through a series of words in a sentence and paragraph. It means that writing is an activity to explore our mind to get an idea and express it by symbols and letters arranged into word form, and the word is arranged into sentence form. When we write, we must become very involved with the new language; the effort to express ideas and the constant use of the eye, hands, and brain is a unique way to reinforce learning.[8]

Another linguist, Hyland explains that writing is a way to share personal meanings.[9] It means that writing is how to express feelings and thoughts to other people with meaning. Writing can help people communicate. Therefore, when constructing their views (ideas), the people must make them understandable and acceptable. Langan (2008) also stated that writing could be translated as a sense of communication within a community. To exchange a few words successfully,

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[8] Raimes Ann, *Techniques in Teaching Writing* (London: Oxford University Press, 1983).
[9] Hyland Ken, *Second Language Writing* (New York: Cambridge University Press, 2004), 09.

human should frequently modify their writing to match their objective and target person.[10]

Writing is a developmental process. Students try to express their views or ideas in the best writing with the teacher's guidance. Teachers have to provide students with the space to make their meaning within a positive and cooperative environment. What students need is to practice more and more. Brown (2001) illustrates that writing is like swimming.[11] When people want to be able to swim, they must have an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their friends (not professional instructors). After they learn how to swim, they will develop based on their style. The more chance they get to swim, the more perfect they will be. Writing has a similar illustration to swimming. For the first time, there will be teachers who guide the students in writing. They will show students the principles of writing. After students get the principles, they will try to develop their writing according to their style. Students should get good writing practice to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage. It is impossible to write the research effectively without sufficient practice.

Wallace (2004) states that writing is the final product after students learn several stages of writing separately before.[12] Those stages are note-taking,

[10] John Langan, *College Writing Skills with Readings 7th Edition* (New York: McGraw-Hill Book Company, 2008).

[11] H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (Longman, 2001).

[12] Trudy Wallace, Winifred E. Stariba, and Herbert J. Walberg, "Teaching Speaking, Listening and Writing," *International Academy of Education*, no. May (2004): 12–21.

identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub-skills that must be passed before producing a good piece of writing. Writing seems so complicated with its sub-skills, but it is actually ca learn with fun.

Then, Nunan (1989) revealed that thriving writing requires mastering many aspects of writing, for instance, holding the skills to form letters, accomplishing the spelling and punctuation principle, completing a set of language structural to express expected importance, and systematizing content at the comfortable point, paragraphing, completing the text, publish and modify the passage, and choose the appropriate style for an audience.[13]

Writing skills is a crucial indicator of language ability, and the essential ability to study various subject influence significant action nations, quality and educational performance.

2. Component of Writing

There are five writing components: content, organization, vocabulary, language use (grammar), and mechanic.

a. Content

The content of the writing should be clear to a reader. So that readers can understand the message conveyed and gain information from it. There are, at last, things that can be measured in connecting with the component. The condition should contain one central purpose only and should be developed.

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[13] David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge University Press, 1989).

b. Organization

In the organization of writing, concert with how he writes, arranges and organizes the ideas or message in writing to organize materials. Writing involves coherence in order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use of the words will always result in good writing, both specific and technical writing. The dictionary is very considerable. Vocabulary is one component of writing. We can express ideas and deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meaning, especially in a book for learning a foreign language.

d. Language Use (Grammar)

Language use in writing descriptions and other writing involves correct language and point of grammar. Good grammar should be capable of producing grammar. We should not be able to do more than a litre of separate items of language function. And also, grammar can help students improve the use of formal language.

e. Mechanics

There are two parts of mechanics in writing, namely function and capitalization. The function is essential as a way to clarify meaning. In English writing, the capital letter has to participate. First, they used to distinguish between particular and thing. Second, it is used as an adjective, act. This aspect is essential

since it leads the reader to understand or recognize immediately what the writer means to express definitely.[14]

3. Types of Writing

According to Tryoka (1987:3), writing is divided into four types, namely narration, description, exposition, and argumentation. All the types of writing are explained below.[15]

a. Narration

A narrative tells a story,[16] a series of connected incidents or actions. In the narrative, the incidents that make up the story are usually told in one order in which they would happen when writing a narrative text. It is best to relate events chronologically. The first paragraph should set the sense, and the most exciting art should come at the end. Then the general outline for stories should be as follows (1) before the event, (2) the event, and (3) after the event.

b. Description

Contains a description of an object, both animate and inanimate objects, including humans and animals. Writing focuses on describing the parts, characteristics, features, quality or quantity, using adjectives or attributes.[17] Ahmad says that a descriptive text is a text which lists the characteristics of something.[18]

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[14] J. B. Heaton, *Writing English Language Test* (New York: Longman Handbooks, 1988).

[15] Lynn Quitman Troyka, *Handbook For Writers* (New Jersey: Prentice Hall Inc, 1987).

[16] Alan Evison and A P Cowie, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1983).

[17] Pardiyono M.Pd, *12 Writing Clues For Better Writing Competence* (Yogyakarta, 2006).

[18] Zahrowi Ahmad, "Descriptive Text « PAZEDU," accessed January 13, 2022, https://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/.

c. Exposition

Exposition is used in giving information, making explanations, and meanings (examples: research paper, essay, report)

d. Argumentation

Argumentation was a range of discourse intended to convince readers of the truth proclaimed by the author.

4. Micro and Macro Skills in Writing

Micro skills are more appropriate for imitative and intensive types of writing performance. They tend to define writing mechanics at the world level, such as cohesive devices, past verbs, etc. The macro skills, on the other hand, encompassed a broader range of writing topics, such as the form and purpose of written text, the primary idea and supporting the idea, literal and implied meaning writing, etc. Pupils should thoroughly acquire these skills to be capable of writing decent English work independently.

Micro skills of writing :

a. Produce graphemes and orthographic patterns of English.

b. Produce writing at an efficient rate of speed to suit the purpose.

c. Produce an acceptable core of words and use appropriate order patterns.

d. Use sound grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

e. Express a particular meaning in different grammatical forms.

f. Use cohesive devices in written discourse.[19]

   Macro skills of writing :

a. Use the rhetorical forms and conventions of written discourse.

b. Appropriately accomplish the communicative functions of writing according to form and purpose.

c. Convey links and connections between events and communication, such as the main idea, supporting the idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meanings of writing

e. Correctly convey culturally specific references in the context of the written text.

f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrasing and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.[20]

5. The Process of Writing

   The process of writing has roughly four steps. In the first step, create ideas. In the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your draft by editing it and making revisions.[21]

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[19] H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

[20] Ida Bagus Nyoman Mantra and Ida Ayu Made Sri Widiastuti, "An Analysis Of Efl Student' Writing Ability To Enhance THEIR Micro And Macro Writing Skill," *International Journal of Linguistics and Discourse Analytics* 1, no. 1 (2019).

[21] Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (Pearson Education Inc, 2007).

Writing is a never one-step action. Writing as one of the productive skills needs a process. This process sues the writer to write in sequence stages. The writing process is the stages a writer goes through to produce something (a written text) before a final draft. There are four processes of writing.[22]

a. Planning

The writers plan what they will write. Before starting to write, they must think about three main issues: the purpose, the audience (the reader), and the content structure of their writing.

b. Drafting

The author creates the initial draft after planning what to write. It is possible to make changes to their draft. Many drafts can be prepared till the final version because there is an editing stage.

c. Editing

Writing a great paragraph on the first draft is almost impossible. Perhaps the material is not in the correct order, or the discourse marker is incorrect. Editing is the process of revising and improving the first draft. They can change different forms of words for specific sentences. Other readers (editors) who comment and give ideas are often helpful in reflecting and modifying.

d. Final Version

The author develops their final version after editing their draft and making the adjustments they believe are required. Because things change during the editing process, this may appear very different from the initial plan and the first

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[22] Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004).

draft. Conversely, the writer is now prepared to convey the written text to the desired audience.

6. Teaching Writing

Urquhart and McIver state, "teaching writing is unique. It benefits both teacher and the students, serving as a communication vehicle, assessment tool, and intellectual exercise".[23]

In addition to promoting the need for good communication skills, teaching writing provides opportunities for students to develop apparent thinking skills. When students are given time to write and process their thoughts, they develop ways to analyze them. Through writing, they discover the channels of logic and error pitfalls. They started to depend upon cognitive reasoning as opposed to impromptu thought. Writing makes students responsible for their learning; they cannot sit passively in the classroom.

Writing is process development that each can successfully experience at different levels when approached systematically. Teachers have the opportunity and responsibility to identify activities that work for students and to walk the students through each stage of the process, building on each activity until the students produce a final, publishable paper. Teachers are responsible for each strategy and empower students to find the process that works for them as learners. Raimes pointed out that in teaching writing, the responsibility of the language instructor is to guide and rally language learners to use strategies to generate, draft

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[23] Vicky Urquhart and Monette McIver, *Teaching Writing in The Content Areas* (USA : Association for Supervission and Curriculum Development, 2005).

and revise ideas.[24] Feez and Joyce proposed the following strategies, especially for using language in writing.[25]

a. Use introductory strategies (including taking notes and planning).

b. Make an outline and revise strategies (consist of re-scanning, classifying, and fixing inaccuracy, expanding, removing, re-outlining, and recomposing).

c. Apply a prototype.

d. Put in writing and read clearly.

e. Examine necessary passage composition to signify international connotation.

f. Seek other people's help

g. We are estimating the indication of unusual vocabulary.

h. Use multiple writing tutor techniques (for example, illustration memorizing, text outlines, morphemes and phonetic understanding, mnemonics, syllables, fluency, and sharp scripting).

i. Apply word lists check.

j. Use a smooth and coherent passage.

k. Reproduce the manuscript accurately.

Writing does not have to be fearsome. A natural part of life is not a choice but an expectation. This tool provides the means for teachers to teach writing and provides a way for students to follow as they progress from where they are written as writers to where they need to be for academic and actual life survival.

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[24] Raimes Ann, *Techniques in Teaching Writing* (London: Oxford University Press, 1983)
[25] Susan Feez and Helen Joyce, *Text-Based Syllabus Design* (Sidney: NCELTR, 1999).

C. Game

1. Definition of Game

Most people usually like to play the game because of the joy and enjoyment provided by the game. A game is an activity with rules, a goal, and an element of fun.[26] Wright stated that "the word 'game' means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others."[27]

Moreover, Harmer in Firda Amelia that games as an essential part of teacher equipment that can be used at any stage of a class because of their usefulness for language practice and their relaxing effect on learners. The game also can provide a challenging and exciting activity and also be able to make students cheerful in English class even at the end of a long day".[28]

From the explanation above, a game can be defined as an activity with rules and an element of fun that can be used for teaching, learning and language practice in the classroom to provide an enjoyable, challenging, fun and relaxing effect.

2. Advantages of Game

There are many advantages of using games in English learning, such as improving students' interest and reducing students' boredom in mastering English material, especially writing mastery.

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[26] Jill Hadfield, *Intermediate Communication Games* (England: Longman, 1996).

[27] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, 3rd ed. (Cambridge: Cambridge University Press, 2006).

[28] Firda Amelia, "The Effectiveness of Using Miming Games In Understanding Present Continuous Tense (A Quasi-Experimental Study at the Seventh Grade of SMP Al-Fath Cirendeu)" (UIN Syarif Hidayatullah Jakarta, 2016).

Wright stated that the advantages of games are:[29]

a. Games help and encourage many learners to increase their interest and work.

b. Games also help the teacher to create a context in which the language is useful and meaningful

c. Many games cause much practicing and drilling exercises.

d. Games can be found to give practice in all the skills (listening, speaking, reading, and writing).

D. Miming Games

1. Definition of Miming Games

Miming game is one of the guessing games besides guessing pictures and guessing sentences. Dickson and Stephens (2015) explain that mime games are a form of body movementlike pantomime and enhance learning.[30] Meanwhile, according to Roth (2001), mime is a non-verbal technique used to describe characters, moods, ideas, or narratives using body movements as symbols.[31] Tao Tan (2008) stated that one of the most effective techniques in helping the students achieve this level of enjoyment is one in which they do not have to speak pantomime.[32] This game makes the students express the word through body

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[29] Andrew Wright, David Betteridge, and Michael Buckby, Games for Language Learning, 3rd. ed (Cambridge: Cambridge University Press, 2006)

[30] Kerry Ann Dickson and Bruce Warren Stephens, "It ' s All in the Mime : Actions Speak Louder Than Words When Teaching the Cranial Nerves," *Anatomical Sciences Education* 592, no. December (2015): 584–592.

[31] Wolff-michael Roth, "Gestures : Their Role in Teaching and Learning," *Review of Educational Research* 71, no. 3 (2001): 365–392.

[32] Peggy Pek Tao Tan, "Using Mime in the Language Classroom," TESL Reporter 41 (2008): 3.

language, and the other friends will guess the word by a student who practices the miming games.

According to Hadfield, "Miming games is a game in language teaching and learning. The purpose of this game is to describe an action in progress, reading and oral guessing."[33]

From the expert's explanation, it can be said that miming a game in language teaching and learning uses the body to express activities or non-verbal communication that other persons or students can guess.

2. The procedure of Miming Games in Teaching Writing

Miming Game can be defined as expressing something using gesture or body language, facial expression using gesture and action without speaking to communicate. There are many variations of miming games. One way of playing a miming game goes like below :

1. Divide the students into several teams.

2. Every team must have a leader to show the characteristics of the picture.

3. The leader gives a clue about the picture. For example, the picture of an thing.

4. The leader shows the characteristics of the picture by their gesture.

5. Member of the group has to discuss and guess what the leader show about the characteristics from the picture.[34]

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[33] Jill Hadfield, *Intermediate Communication Games* (England: Longman, 1996)
[34] Agnes Pertiwi Hertia and Yuli Tiarina, "Teaching Imperative Sentence through 'Act Out (A Guessing Game With Mime) Activity' In Procedure Tex At Junior High School," *Journal of English Language Teaching* 2, no. 2 (2014): 8–15.

6. When the leader had finished showing the picture, members of the group tried to guess names the imaginary object, describes it, and explains its functions in five sentences

7. New students take turns acting and describing.[35]

3. Advantages and Disadvantages of Miming Games in Teaching Writing

Some advantages of using a miming game for the learners are as follows: learners feel excited, imaginative, and enjoyable. Miming game teaches communication skills between the learners with others through acting. They practice sending and receiving the message, and they practice eye contact. In addition, by miming games, the learners can stimulate their imagination on how to mime a particular word. Furthermore, the learners can stimulate their imagination by guessing words, trying to understand and guess what their friend tries to mime.

The disadvantage of using a miming game is that it can make the students active and made noisy, thus disturbing other classes. Besides that, the teacher also has difficulty managing class because it has many groups. To overcome the disadvantages of using miming games in writing, the teacher should give good instruction and managed time effectively

E. Conceptual Framework

Writing is the primary basis upon which one's learning and intellect will be judged. Writing skills equips us with communication and thinking skills. It also enhances our ability to explain and refine our ideas to others and ourselves.

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[35] Peggy Pek Tao Tan, "Using Mime in the Language Classroom," TESL Reporter 41 (2008): 3

Writing skills are an essential part of communication. However, most students have difficulties expressing what they mean to say. They imagine that learning writing is complex and tedious.

The teachers have the challenge of finding the most effective strategy. Also, teachers have to create a strategy to keep students concentrating, enjoying, having fun, and interested in writing the teaching-learning process.

Miming games could be an effective technique to get students interested in studying writing. Miming games can take students' attention to guess the mime and make them create the action mime sentences, and games could be the right choice for teaching English to Senior High School Students.

According to the explanation, the researcher uses a miming game as a teaching and learning process in teaching writing. It will encourage the students to learn writing more effectively and helps students remember and master the material. The research outline can be referred to in the following scenario.
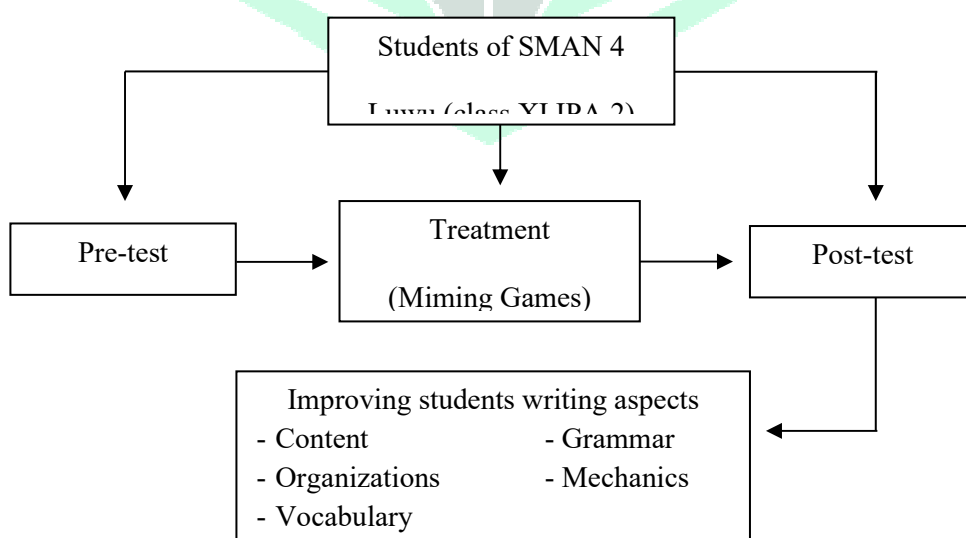
Figure 2.1 Conceptual Framework

F. Hypothesis

The hypothesis of the research is mentioned and summarized below based on the theories and assumptions:

H_0: There is no significant difference in students writing skills between students taught with miming games and students taught with conventional strategy

H_1: There is a significant difference in students writing skills between students taught miming games and students taught using conventional strategy.

CHAPTER III

METHODOLOGY

A. Method and Design

1. Method

Pre-experimental was a research method used by researcher in this study; according to Creswell in Srinagesh, pre-experimental with the use of one group pre-test could assist the application by picking the population from the entire population as the final result.[36] Pre-experimental procedures included three steps: pre-test, treatment, and post-test. This study aims to see if the miming game can be used to teach writing.

2. Design

The design of this research is described as follows:

Pre-test	Treatment	Post-test
O_1	X	O_2

Note:

O_1 = Pre-test

X = Treatment

O_2 = Post-test[37]

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[36] Srinagesh K, "The Principles of Experimental Research" (UK: Elsevier, 2006).

[37] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)* (Alfabeta, Bandung, 2013).

B. Population and Sample

1. Population

The population was a group of all the research participants. The population consisted of all elements involved in processing one or more of the qualities of interest. The statement confirms that the researcher used a population with similar features. The overall sampling for this study was grade 11 students at SMAN 4 Luwu, with 20 students in each class.

2. Sample

This research was purposive sampling. The research chose one class, namely XI MIPA 1 class. Because all the students in the XI MIPA 1 class participated well and understood the teaching, the researcher chose XI MIPA 1 class as the research subject. There were 20 students in the class.

C. The Instrument of the Research

In this research, the researcher used writing tests as the study instrument before and after the treatment. The test's purpose was to gather information on the students writing abilities. The pre-test was done to know the students writing abilities before learning to write through miming games, and the post-test was done to know the students writing abilities by using miming games.

D. The Procedure of the Research

1. Pre-test

Before taking any action, a pre-test was conducted. Its goal was to assess student's abilities to write. The researcher gives a blank paper where the paper already has a topic for them to describe.

2. Treatment

After conducting the pre-test, then the process of giving actions consists of six meetings, while the procedure is as follows:

a. The first treatment

1) The researcher explained descriptive text (definition, social function, generic structure, language future), the definition and the procedure of miming games. Besides that, the researcher also paid attention to the student's motivated them to increase their interest in writing ability.

2) The researcher divided the students into four groups. Each group consists of five students. Each group had a leader.

3) The researcher gave a picture (President) to each group. The group's leader showed the characteristics of the picture by their gesture or body language in front of the group.

4) Each group member can guess the gesture described, and their member writes down the characteristic in descriptive text.

5) The researcher gave the students some time to present their work results.

6) Then, the researcher evaluated the group's work when they finished. The evaluation consisted of comments and elements to increase the student's ability by miming games in writing. Therefore, they could avoid mistakes in the subsequent meeting/treatment.

b. The following treatments were continued, but the topic was changed until the sixth meeting. The treatment details during the learning process can be seen in the lesson plan in the appendix.

3. Post-test

The researcher gave some tests in the post-test to the students. It aims to know the improvement of students' writing in the eleventh-grade students of SMAN 4 Luwu through miming games in the learning process.

E. The technique of Data Analysis

The data writer was collected and analyzed by calculated the pre-test and post-test scores. All data finding through this research be analyzed by performing the following steps:

1. Tabulating Students Score

The researcher must define the scoring rubric for examining the data, which includes content, organization, vocabulary, language use, and mechanics. The Heaton assessment model was used to tabulate the pre-test and post-test scores.[38]

Table 3.1 Writing Assesment Rubric

Score	Criteria	Level
Content	Very good: clear, focused, and exciting detail, complex, rich. Well, focus, the stand out; secondary ideas do not use too much attention.	27-30
	Good: clear and focused, even though the overall result may not be incredibly captivating. Support is an attempt, but it may be limited or obvious, insubstantial too general.	15-26
	Fair: lack of logical sequencing and development ideas confusing or disconnected, insubstantial too general	12-14
	Fair poor: not fluent, does not communicate	9-11

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[38]J. B. Heaton, Writing English Language Test (New York: Longman Handbooks, 1998)

	information is very limited, boring.	
	Very poor: no organization, not enough to evaluate because not meaningful	5-8
	Very good: good words, choice, and usage, spesific ad accurate.	18-20
	Good: adequate range occasional error of word/idiom, choice, and usage the language communicated but rarely captures the reader imagination, while the overall meaning.	14-17
	Fair: is quite clear, some words may lack precision. The writer struggle with eliminating vocabulary grouping for words.	10-13
Organization	Fair poor: many errors of words/idiom, choice, and usage. Language is so vague and abstract. So reduntant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the next, verbs are weak and view in number: is, are, were, dominated.	7-9
	Very poor: almost all the words used are wrong colorless, not enough to evaluate, and much wrong spelling.	5-6
	Very good: effective words, choice, and usage, specific and accurate.	18-20
	Good: adequate range occasional error of word/idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.	15-17
Vocabulary	Fair: the writer struggle with limited vocabulary grouping for words.	12-14
	Fair poor: many errors of words/idiom, choice, and usage. Language is so vague and abstract. So reduntant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in number: is, are, were,dominated.	9-11

	Very poor: almost all the words used are wrong, colorles, not enough to evaluate, and much wrong spelling.	5-8
Language Use	Very good: few errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition.	23-25
	Good: there are various faults in agreement, tense, number, word order, articles, pronouns, and preposition, although the meaning is rarely abfuscated.	20-22
	Fair: negation, agreement, tenses, number, word order, articles, pronouns, preposition mistakes are common, causing confusion.	16-19
	Fair poor: dominated by errors, fails to communicate, or does not have enough information to evaluate.	9-15
	Very poor: virtually no mastery of sentence construction rules.	5-8
Mechanics	Very good: shows knowledge of rules, with few spelling, punctuation, capitalization, and paragraphing problems.	5
	Good: there are some spelling, punctuation, capitalization, and paragraphing issues, but the meaing is not lost.	4
	Fair: some errors spelling, punctuation, capitalizations, paragraphing	3
	Fair poor: many errors of spelling, punctuation, capitalization.	2
	Very poor: illegible writing.	1

2. Classifying the students' score

The score of the students was classified into five levels, as follows:

Table 3.2 The Score Classification

No	Classification	Score
1.	Very high	86 – 100
2.	High	71 – 85
3.	Medium	56 – 70
4.	Low	41 – 55
5.	Very low	<41

3. Calculating the percentage of the students' score

$$P = \frac{F}{N} \; X \; 100$$

Where:

P = Percentage

F = Frequency

N = Total number of samples

4. Calculating the mean score and standard deviation of students, the paired sample statistic, and the pairs sample test by using SPSS 22.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter explain the data that has been statistically analyzed and tabulated, which includes students' pre-test and post-test scores, as well as the classification of students' scores, the mean scores, and the standard deviation of the student's scores in pre-test and post-test.

The researcher calculates student scores using SPSS 22. This research uses a frequency distribution table for the fair or gains classification method. The percentage of student scores is taken from several elements, namely content, organization, vocabulary, grammar, and mechanics in the pre-test and post-test, and the significance between the pre-test and post-test.

Student scores from pre-test and post-test are classified into several, and the percentage of student scores from pre-test and post-test is presented as follows:

1. Pre Test

a. The student's results in the pre-test

Table 4.1 The student's scores in the pre-test

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Score
RD1	15	12	10	10	3	50
RD2	16	13	13	14	3	59
RD3	14	13	12	15	2	56
RD4	14	12	13	13	2	54
RD5	13	9	10	12	2	46
RD6	13	9	9	10	2	43
RD7	13	7	9	8	2	43
RD8	16	12	13	13	2	56
RD9	13	8	8	11	2	42

RD10	12	7	6	7	2	34
RD11	13	6	6	8	2	35
RD12	12	7	6	6	3	34
RD13	13	7	6	8	2	36
RD14	13	8	7	7	3	35
RD15	12	6	7	7	2	34
RD16	13	6	7	6	2	34
RD17	14	10	11	13	3	51
RD18	15	10	11	11	3	51
RD19	14	9	8	7	2	40
RD20	13	10	8	8	2	41

b. Content

Table 4.2 The results percentage of student content scores in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	0	0%
2	Good	15-26	4	20%
3	Fair	12-14	16	80%
4	Fair poor	9-11	0	0%
5	Very poor	5-8	0	0%
			20	100%

Table 4.2 shows that in the content pre-test, there were four students (20%) who got a Good" classification and 16 students (80%) got a "Fair" classification. No students get a very good, fair, poor, and very poor classification.

c. Organization

Table 4.3 The results percentage of student organization scores in the pre-test

No	Classification	Scores	Frequency	Percentage
1	Very good	18-20	0	0%
2	Good	14-17	0	0%
3	Fair	10-13	8	40%
4	Fair poor	7-9	9	45%
5	Very poor	5-6	3	15%
			20	100%

Table 4.3 shows that in the organization pre-test, there were eight students (40%) who got a "Fair" classification, nine students (45%) got a "Fair poor" classification, and three students (15%) got a "Very poor" classification. No students get a very good and good classification.

d. Vocabulary

Table 4.4 The results percentage of student vocabulary scores in pre-test

No	Classification	Scores	Frequency	Percentage
1	Very good	18-20	0	0%
2	Good	15-17	0	0%
3	Fair	12-14	4	20%
4	Fair poor	9-11	6	30%
5	Very poor	5-8	10	50%
			20	100%

Table 4.4 shows that in vocabulary, the pre-test there are four students (20%) got "Fair" classification, six students (30%) got "Fair poor" classification and ten students (50%) got "Very poor" classification. No students who get very good and good classification.

e. Grammar

Table 4.5 The results percentage of student grammar scores in pre-test

No	Classification	Scores	Frequency	Percentage
1	Very good	23-25	0	0%
2	Good	20-22	0	0%
3	Fair	16-19	0	0%
4	Fair poor	9-15	10	50%
5	Very poor	5-8	10	50%
			20	100%

Table 4.5 shows that in the grammar pre-test there are ten students (5%) got "Fair poor" classification, and ten students (50%) got "Very poor" classification. No students who get very good, good, and fair classification.

f. Mechanics

Table 4.6 The results percentage of student mechanics scores in the pre-test

No	Classification	Scores	Frequency	Percentage
1	Very good	5	0	0%
2	Good	4	0	0%
3	Fair	3	6	30%
4	Fair poor	2	14	70%
5	Very poor	1	0	0%
			20	100%

Table 4.6 shows that in mechanics there are six students (30%) got "Fair" classification, and fourteen students (70%) got "Fair poor" classification. No students who got very good, good and very poor classification.

Table 4.7 The Mean Score of the students in content,
Organization, Vocabulary, Grammar, and Mechanic in Pretest
Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	12	16	13.55	1.191
Organization	20	6	13	8.95	2.282
Vocabulary	20	6	13	8.95	2.282
Grammar	20	3	15	9.20	3.122
Mechanic	20	2	3	2.30	.470
Valid N (listwise	20				

Table 4.7 showed that students' lowest content score was 12, and the highest score was 16. The students also indicated that the mean score of students in the content assessment of the pre-test was 13.55. The lowest score of students in the organization was 6, and the highest was 13. The mean score of students in

the organization assessment of the pre-test was 8.95. The lowest students'

vocabulary score was 6, and the highest was 13. The mean score of students in the

vocabulary assessment of pre-test was 8.95. The students' lowest grammar score

was 3, and the highest was 15. The mean score of students in the grammar

assessment of pre-test was 9.20. The lowest score of students in mechanics was 2,

and the highest score was 3. The mean score of students in the mechanic

assessment of pre-test was 2.30.

2. Post Test

a. The student's results in post-test

Table 4.8 The student's post-test score

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Scores
RD1	19	16	16	17	3	71
RD2	23	18	18	20	4	83
RD3	19	18	17	19	3	76
RD4	17	18	19	19	3	76
RD5	17	13	12	12	2	56
RD6	16	12	11	12	2	53
RD7	20	17	17	18	3	75
RD8	16	10	10	11	3	50
RD9	14	8	9	9	2	42
RD10	14	9	9	10	3	45
RD11	17	8	8	11	2	46
RD12	15	10	11	9	2	47
RD13	15	11	10	10	4	50
RD14	18	13	12	10	2	55
RD15	17	10	9	9	3	48
RD16	16	9	8	8	2	43
RD17	20	14	13	14	3	64
RD18	17	15	16	16	3	67
RD19	14	11	11	11	3	50
RD20	17	14	14	13	4	62

b. Content

Table 4.9 The results percentage of student content scores on post-test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	0	0%
2	Good	15-26	17	85%
3	Fair	12-14	3	15%
4	Fair poor	9-11	0	0%
5	Very poor	5-8	0	0%
			20	100%

Table 4.9 shows that in the content post-test there are 17 students (85%) got "Good" classification, and three students (15%) got "Fair" classification. No students get very good, fair poor, and very poor classification.

c. Organization

Table 4.10 The results percentage of student organization scores on post-test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	3	15%
2	Good	14-17	5	25%
3	Fair	10-13	8	40%
4	Fair poor	7-9	4	20%
5	Very poor	5-6	0	0%
			20	100%

Table 4.10 shows that in the organization post-test there are three students (15%) got "Very good" classification, five students (25%) got "Good" classification, eight students (40%) got "Fair" classification, and four students (20%) get "Fair poor" classification. No students get very poor classification.

d. Vocabulary

Table 4.11 The results percentage of student vocabulary scores
on post-test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	2	10%
2	Good	15-17	4	20%
3	Fair	12-14	4	20%
4	Fair poor	9-11	8	40%
5	Very poor	5-8	2	10%
			20	100%

Table 4.11 show that in the vocabulary post-test there are two students (10%) got "Very good" classification, four students (20%) got "Good" classification, four students (20%) got "Fair" classification, eight students (40%) get "Fair poor" classification, and two students (10%) get "Very poor" classification.

e. Grammar

Table 4.12 The results percentage of student grammar scores
on post-test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	0	0%
2	Good	20-22	1	5%
3	Fair	16-19	5	25%
4	Fair poor	9-15	13	65%
5	Very poor	5-8	1	5%
			20	100%

Table 4.12 show that in the grammar post-test there are one student (5%) got "Good" classification, five students (25%) got "Fair" classification, 13 students got "Fair poor" classification, and one student (5%) get "Very poor" classification. No students get very good classification.

f. Mechanic

Table 4.13 The results percentage of student mechanic scores
On post-test

No	Classification	Score	Frequency	Percentage
1	Very good	5	0	0%
2	Good	4	3	15%
3	Fair	3	10	50%
4	Fair poor	2	7	35%
5	Very poor	1	0	0%
			20	100%

Table 4.13 show that in the mechanic post-test, there were three students (15%) who got "Good" classification, ten students (50%) got "Fair" classification, and seven students (35%) got "Fair poor" classification. No students who get very good and very poor classification.

Table 4.14 The Mean Score of students in Content,
Organization, Vocabulary, Grammar, and Mechanic on Post-Test
Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	14	23	17.05	2.305
Organization	20	8	18	12.70	3.420
Vocabulary	20	8	19	12.30	3.556
Grammar	20	8	20	12.90	3.878
Mechanic	20	2	4	2.80	.696
Valid N (listwise)	20				

Table 4.14 showed that the lowest score of students' content was 14, and the highest score was 23. The students also indicated that the mean score of students in the content assessment of the post-test was 17.05. The lowest score of students in the organization was 8, and the highest score was 18. The mean score of students in the organization assessment of post-test was 12.70. The lowest students' vocabulary score was 8, and the highest score was 19. The mean score

of students in the organization assessment of post-test was 12.30. The students'

lowest grammar score was 8, and the highest score was 20. The mean score of

students in the grammar assessment of post-test was 12.90. The lowest score of

students in mechanics was 2, and the highest score was 4. The mean score of

students in the mechanic assessment of post-test was 2.80.

Table 4.15 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	43.70	20	8.603	1.924
	Posttest	57.95	20	12.792	2.860

Table 4.15 describes the statistical results before and after treatment (pre-

test and post-test). From the table group above, N is the number of subject data,

namely 20 students. It can be seen that the pre-test before giving treatment and

post-test after treatment differ significantly. The mean obtained by the student's

pre-test was 43.70, while the mean value of the post-test was 57.95. Furthermore,

the statistical research hypothesis is described in the table below:

Table 4.16 Paired Sample Test

		Paired Differences							
					95% Confidence of the Difference				Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest-Posttest	-14.250	8.428	1.885	-18.195	-10.305	-7.561	19	.000

39

The researcher obtained the following data from table 4.16 of the paired sample test: t_0 (count) = 7.561 and df (degree freedom) = 19. Based on the table distribution of t_t (table) = 2.093, it was the standard of significant 0.05. The result showed that t_0 (count) was more than t_t (table).

$$7.561 > 2.093$$

The t_{count} was higher that t_{table}, according to the researcher outcome ($t_0 > t_t$). There was a considearble improvement in teaching writing before and after utilizing the miming game, according to the findings. As a result, the researcher concluded that employing the miming game to teach students writing skill in XI MIPA 1 SMAN 4 Luwu was benefical.

B. Discussion

Based on the results of data analysis, the researcher found an increase in students' writing skills using miming games for students from the SMAN 4 Luwu. The results of this research were in accordance with the states that Nowak has submitted, and he stated that games are played among students in the classroom to get better results in teaching and learning.[39] The student's mean score in the pre-test is 43.70, and the student's mean score is 57.95. This means that the use of the miming game is effective in increasing students writing skills at SMAN 4 Luwu.

Based on the description above, the researcher concludes that one of the critical things teachers must have is to give full attention and understand students' potential, especially in writing skills. Therefore, teachers can use one of these

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[39] Martin A Nowak, Sebastian Bonhoeffer, and Robert M. May, "More Spatial Games," *Internation Journal of Bifurcation and Chaos* 1, no. March (2014): 4.

techniques in teaching writing, especially in writing or developing ideas, which can significantly facilitate students generating and expressing their ideas.

We can use several techniques to teach writing, but researchers use a miming game in teaching writing. Moreover, the application of miming games in teaching writing has a good influence on improving students' skills.

Based on the data collected, using miming games in teaching writing can increase students writing skills towards five focused components: Content, organization, vocabulary, grammar, and mechanics. Besides that, miming games in writing can also increase students learning motivation. This is evidenced by the student's scores on each focus component.

In the pre-test the students have done, there are several student weaknesses in this process, such as the mechanic's point. At this point, most students have low scores on this test, including content, organization, vocabulary, grammar, and mechanics. The students have many mistakes in grammar to express their ideas. They lack a vocabulary, so they have difficulty with grammar. Some of them are confused in exploring their own opinion.

Then on the post-test, the student's weakness was reduced. In this final test, students tried to express their ideas or opinions based on the clues. It can be seen from their post-test scores that most students experienced an increase in their scores for each component.

Irma Indah Ningati, 2017. Improving Students Writing Skill Through Mime Game in Descriptive Text for the Seventh Grade Students Of SMP NEGERI 1 NGEMPLAK in the Academic Year of 2016/2017 (A Classroom

Action Research).[40] A thesis from State Islamic Institute of Surakarta, advisor by Dr. H. Sujito., M.Pd. This research aims to determine whether the implementation of Mime Game and the use of Mime Game can improve the students writing skills in learning English at the seventh-grade students of SMP Negeri 1 Ngemplak. The type of research used in this research is classroom action research. The research was carried out at SMP Negeri 1 Ngemplak from January until May 2017. The researcher takes the data from the second-semester student's VIII B as the research sample. Class VIII B consists of 32 students. The research was carried out in two cycles. In the first cycle, there were three meetings, and in cycle two, there were three. Every cycle consists of three steps: planning, implementing, and reflection. The data were in the form of qualitative and quantitative data. The qualitative data were collected from observation, interviews, field notes and photographs. At the pre-observation, it was found that the students had difficulties in (1) exploring their ideas, (2) organizing the text, (3) producing grammatically correct sentences, (4) choosing the right words in writing, (5) using mechanic. The quantitative data were collected from the score of the pre-test and post-test. The pre-test was conducted before the action and the post-test after the action. The researcher analyzed the mean score of each test to find out the improvement in students writing action was conducted. The researcher's findings showed that Mime Game could improve students writing skills and the class situation during the teaching-learning process. It could be seen from the result of the test, which improved. The mean score of pre-tet was 66.6, the mean of post-test cycle 1 was

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[40] Ningati Indah, "Improving Students' Writing Skill Through Mime Game in Descriptive Text for the Seventh Grade Students Of SMP Negeri 1 Ngemplak in the Academic Year of 2016/2017 (A Classroom Action Researh)."

74.3, and the mean score of post-test cycle 2 was 79.4. After the students implemented the Mime Game, they got the stimulus about specific topics to efficiently organize the ideas into a descriptive text based on the picture. The students could produce grammar in the correct sentences. Students had little confusion in vocabulary; last, the students could use mechanics (punctuation and spelling).

Narni Lestari, 2017. The Influence Using Of Mime Games Toward Students' Writing Ability In Descriptive Text At The First Semester Of The Eighth Grade Of SMPN 3 Bandar Lampung In The Academic Year Of 2019/2020.[41] After collecting the data, it was found that the result of Sig. (2-tailed) of the equal variance was 0.000, and $\alpha = 0.05$. H_a was accepted is Sig. (ρ_{value}) $<\alpha = 0.05$ and H_o was rejected. Based on the computation, it could be concluded that there was a significant influence of using the Mime game toward students writing ability in the descriptive text at the eighth grade of SMPN 3 Bandar Lampung in the academic year of 2019/2020.

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[41] Lestari, "The Influence of Using Mime Game Towards Students' Writing Ability In Descriptive Text At The First Semester of The Eight Grade of SMPN 3 Bandar Lampung In The Academic Year of 2019/2020."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research was drawn from the data analysis in the previous chapter. There were significant differences between pre-test and post-test in increasing students writing skills by using miming games. The mean score of students on the pre-test was 43.70, and the mean score of students on the post-test was 57.95. It means that there was an improvement in the student's achievement in teaching writing. This means that the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_1) was accepted. Based on the results above, it can be concluded that using the Miming Game can enhance the students writing skills.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions for the teachers, the students and the other researcher dealing with the teaching and learning writing.

1. For the Teacher

In the teaching and learning process, the researcher suggests the English teacher teach the students to be more innovative and creative. The teacher should actively involve the student's achievement, especially in writing. The researcher hoped the teacher could apply the Miming Games as an alternative to teaching writing to make the students more creative and enjoyable in teaching writing. The students are motivated to join the class, and it is not easy to feel bored in the teaching learning process.

2. For the Students

In the English lesson, the researcher hoped that the students were interested and motivated in this lesson. They should be conscious that English is essential to learn. English would be useful for them today and future.

3. For Researcher

This study is about implementing the Miming Game to increase the students writing skills. The result of this study was expected for other research that can be used as an additional reference for future research to create a better teaching and learning process.

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APPENDICES
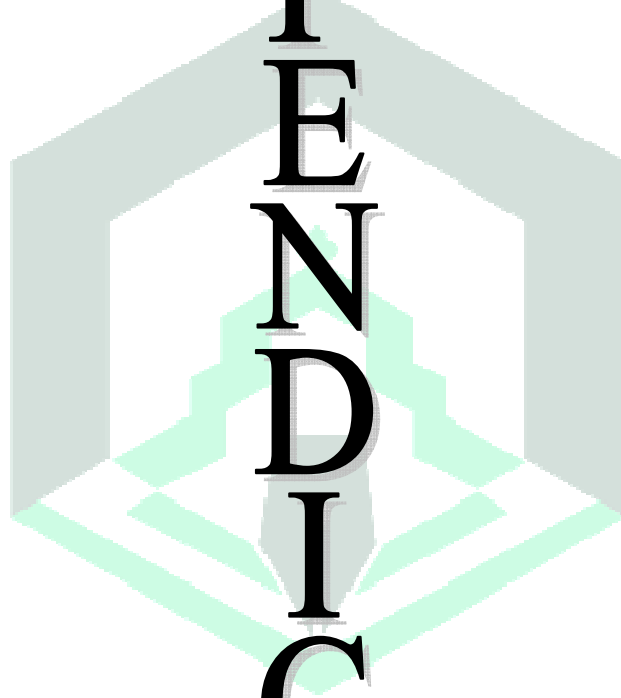
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA Negeri 4 Luwu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/ Genap (2)

Materi Pokok   : Descriptive text (Describing People, Animal, Describing

                        Thing)

Alokasi Waktu   : 1 x 45 minutes

A. Tujuan Pembelajaran

Melalui miming games dan diskusi siswa mampu membuat teks deskripsi

dengan cara memberi dan mengidentifikasi informasi

B. Materi dan Strategi Pembelajaran

   1. Materi   : Descriptive text

   2. Strategi   : Direct Instruction, Interactive Instruction.

         a. Teori   : Behaviorim

         b. Pendekatan   : Contextual: Sosial/Collaborative

         c. Model   : Game Based Learning

         d. Metode   : Demonstrasi, Tanya jawab, Diskusi

         e. Teknik   : Miming Game

         f. Material   : RPP, LAS, Rubrik, Buku Paket

         g. Moda   : Luring

C. Kegiatan Pembelajaran (Pertemuan ke-1)

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Guru mengucapkan salam dan bertegur sapa dengan peserta didik • Peserta didik berdoa sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran peserta didik	8 menit
Kegiatan Inti	• Guru membagi peserta didik menjadi 4 kelompok setiap kelompok beranggotakan 5 orang • Masing – masing kelompok memilih ketua kelompok • Kemudian ketua kelompok 1,2,3,4 maju ke depan, lalu guru memberikan gambar tentang describing people • Setiap ketua mepresentasikan karaketer dari gambar tersebut menggunakan body language atau gesture tubuh di depan teman kelopoknya masing – masing. • Masing – masing kelompok berdiskusi untuk menebak dan membuat teks deskriptif berdasarkan apa yang telah ditebak • Siswa dipersilahkan untuk mempresentasekan jawaban mereka ke kelompok lain dan mempertahankan argument serta pendapatnya mengenai jawaban mereka masing – masing.	30 menit

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Penutup	• Guru dan siswa melakukan evaluasi seputar teks deskriptif yang ditulis oleh siswa • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam	7 menit

D. Langkah –Langkah Pembelajaran (Pertemuan ke-2)

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Guru mengucapkan salam dan bertegur sapa dengan peserta didik • Peserta didik berdoa sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran peserta didik	8 menit
Kegiatan Inti	• Siswa diminta berkelompok sesuai dengan kelompok sebelumnya • Siswa diminta memilih perwakilan kelompok untuk memperagakan materi tentang describing people • Masing – masing perwakilan kelompok memperagakan karakter menggunakan body language atau gesture tubuh berdasarkan gambar yang diberikan oleh guru • Kemudian peserta didik berdiskusi menebak apa yang diperagakan oleh teman kelompoknya dan membuat teks deskriptif • Siswa mempresentasikan hasil diskusinya kepada guru dan juga rekan sekelas	30 menit

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Penutup	• Guru dan siswa melakukan refleksi seputar fungsi sosial, strukture teks dan unsur kebahasaan teks deskriptif • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam	7 menit

E. Langkah – Langkah Pembelajaran (Pertemuan Ke-3)

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Guru mengucapkan salam dan bertegur sapa dengan peserta didik • Peserta didik berdoa sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran peserta didik • Guru menjelaskan ulang tentang materi di pertemuan sebelumnya	8 menit
Kegiatan Inti	• Siswa diminta berkelompok sesuai dengan kelompok sebelumnya • Siswa diminta memilih perwakilan kelompok untuk memperagakan materi tentang describing animal • Masing – masing perwakilan kelompok memperagakan karakter menggunakan body language atau gesture tubuh berdasarkan gambar yang diberikan oleh guru • Kemudian peserta didik berdiskusi menebak apa yang diperagakan oleh teman kelompoknya dan membuat teks deskriptif • Siswa mempresentasikan hasil diskusinya kepada guru dan juga rekan sekelas	30 menit

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Penutup	• Guru dan siswa melakukan refleksi seputar fungsi sosial, strukture teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks deskriptive • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam	7 menit

F. Langkah – langkah Pembelajaran (Pertemuan ke – 4)

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Guru mengucapkan salam dan bertegur sapa dengan peserta didik • Peserta didik berdoa sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran peserta didik • Guru menjelaskan ulang tentang materi di pertemuan sebelumnya	8 menit
Kegiatan Inti	• Siswa diminta berkelompok sesuai dengan kelompok sebelumnya • Siswa diminta memilih perwakilan kelompok untuk memperagakan materi tentang describing animal • Masing – masing perwakilan kelompok memperagakan karakter menggunakan body language atau gesture tubuh berdasarkan gambar yang diberikan oleh guru • Kemudian peserta didik berdiskusi menebak apa yang diperagakan oleh teman kelompoknya dan membuat teks deskriptif	30 menit

Kegiatan	Deskripsi	Alokasi waktu
	• Siswa mempresentasikan hasil diskusinya kepada guru dan juga rekan sekelas.	
Kegiatan Penutup	• Guru dan siswa melakukan refleksi seputar fungsi sosial, structure teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks deskriptive • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam	7 menit

G. Langkah – Langkah Pembelajaran (Pertemuan Ke – 5)

Kegiatan	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Guru mengucapkan salam dan bertegur sapa dengan peserta didik • Peserta didik berdoa sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran peserta didik • Guru menjelaskan ulang tentang materi di pertemuan sebelumnya	8 menit
Kegiatan Inti	• Siswa diminta berkelompok sesuai dengan kelompok sebelumnya • Siswa diminta memilih perwakilan kelompok untuk memperagakan materi tentang describing thing • Masing – masing perwakilan kelompok memperagakan karakter menggunakan body language atau gesture tubuh berdasarkan gambar yang diberikan oleh guru • Kemudian peserta didik berdiskusi menebak	30 menit

Kegiatan	Deskripsi	Alokasi Waktu
	apa yang diperagakan oleh teman kelompoknya dan membuat teks deskriptif • Siswa mempresentasikan hasil diskusinya kepada guru dan juga rekan sekelas.	
Kegiatan Penutup	• Guru dan siswa melakukan refleksi seputar fungsi sosial, structure teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks deskriptive • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam	7 menit

H. Langkah – Langkah Pembelajaran (Pertemuan Ke – 6)

Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	• Guru mengucapkan salam dan bertegur sapa dengan peserta didik • Peserta didik berdoa sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran peserta didik • Guru menjelaskan ulang tentang materi di pertemuan sebelumnya	8 menit
Kegiatan Inti	• Siswa diminta berkelompok sesuai dengan kelompok sebelumnya • Siswa diminta memilih perwakilan kelompok untuk memperagakan materi tentang describing thing • Masing – masing perwakilan kelompok memperagakan karakter menggunakan body language atau gesture tubuh berdasarkan	30 menit

	gambar yang diberikan oleh guru • Kemudian peserta didik berdiskusi menebak apa yang diperagakan oleh teman kelompoknya dan membuat teks deskriptif • Siswa mempresentasikan hasil diskusinya kepada guru dan juga rekan sekelas.	
Kegiatan Penutup	• Guru dan siswa melakukan refleksi seputar fungsi sosial, structure teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks deskriptive • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam	7 menit

I. Penilaian

1. Penilaian Pengetahuan Writing

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

2. Rubrik

a) Rubrik Penilaian Literasi Dasar

No	Nama Siswa	Semantik	Matematik	Berbicara	Digital
1					
2					

3					

b) Rubrik Penilaian Kompetensi

No	Nama Siswa	Critical Thinking	Creative Thinking	Collaboration	Communication
1					
2					
3					

c) Rubrik Penilaian Karakter

No	Nama Siswa	Moral				Kinerja			
		Religius	Jujur	Adil	Sopan	Disiplin	Bertanggung Jawab	Ramah	Berseman gat
1									
2									
3									

Note: Setiap aspek menggunakan skala 1 s.d 5

1 = Sangat Kurang   3 = Cukup   5 = Amat Baik

2 = Kurang   4 = Baik

d) Rubrik penilaian kemampuan menulis siswa

No	Name	Score					X 5	Total
		Grammar	Vocabulary	Mechanics	Fluency	Form		
		(1-4)	(1-4)	(1-4)	(1-4)	(1-4)		
1	Stu 1							

2	Stu 2							
3	Stu 3							

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Palopo, 14 Juni 2022

</div>

Mengetahui,

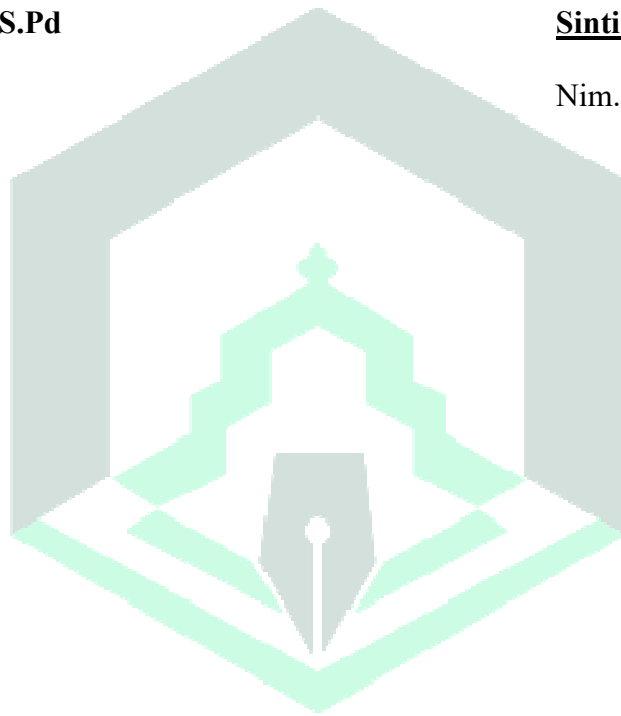Guru Pembimbing   Mahasiswa Peneliti

Ilham Tamrin, S.Pd   **Sintia Ongki**

Nip.   Nim. 0202 0017

Name :

Class :

Instructions:

1. Write your name and class on the left top of your work sheet.

2. Make a paragraph of descriptive text about your favorite actor/actrees including physical appearances and characters.

3. Give the title of your work related to the topic.

4. Pay attention to spelling punctuation and capitalization.
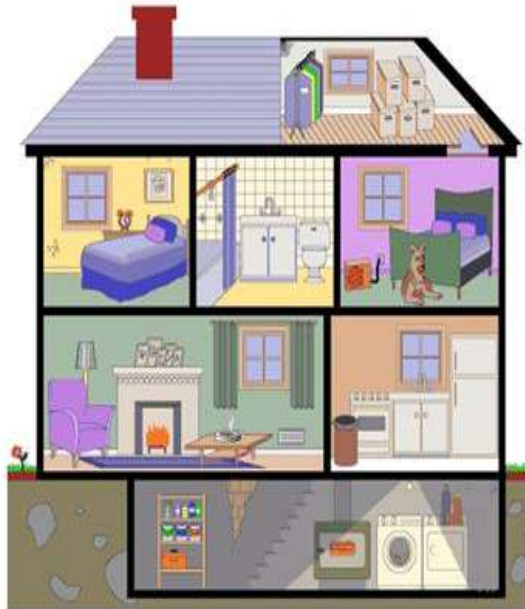
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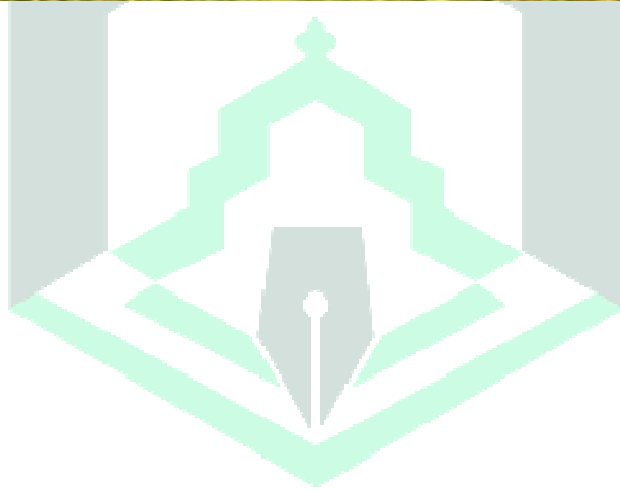
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APPENDIX III (TREATMENT)

MY HOUSE

APPENDIX IV (POST-TEST)

Name   :

Class   :

_____

5. Write your name and class on the left top of your work sheet.

6. Make a paragraph of descriptive text about your favorite actor/actrees including physical appearances and characters.

7. Give the title of your work related to the topic.

8. Pay attention to spelling punctuation and capitalization.

Title: _____

_____

_____

_____

_____

_____

APPENDIX V (STUDENTS' WRITING RESULT)

Name : Yerrea Dessavai konada

Class : XI MIPA 1

50

Instructions:

1. Write your name and class on the left top of your work sheet.
2. Make a paragraph of descriptive text about your favorite actor/actrees including physical appearances and characters.
3. Give the title of your work related to the topic.
4. Pay attention to spelling punctuation and capitalization.

Title: Muhammed Tulus Rusydi

Muhammed Tulus Rusydi was born in Bukit Tinggi, sumatra Barat.

August 20th, 1987. He is a singer and song writer from Indonesia. Besides, he is also an architect who graduated from parahyangan catholic university, Bandung. During his study in university, Tulus had ever joined in sikuai band. His First album was handled by a produser named Ari Renaldi.

65

Name   : Patel Zulaikha FM.
Class   : XI MIPA 1

56

Instructions:

1. Write your name and class on the left top of your work sheet.
2. Make a paragraph of descriptive text about your favorite actor/actress including physical appearances and characters.
3. Give the title of your work related to the topic.
4. Pay attention to spelling punctuation and capitalization.

Title: Maudy Ayunda

have a such a good voice, she very beautiful

have a pretty smile and also smart. she's kind and always

care about other people. And now she's already get married.

she's very humble with his fans. She's a multitalented artist.

Name   : Argit

Class   : XI MIPA 1

(59)

Instructions:

1. Write your name and class on the left top of your work sheet.
2. Make a paragraph of descriptive text about your favorite actor/actrees including physical appearances and characters.
3. Give the title of your work related to the topic.
4. Pay attention to spelling punctuation and capitalization.

Title: Mallika Singh

Mallika singh is an actrees From India who is already 21 years old. Her body is sleek with a round and petite face. Her eyes round and her case is Pointed.

Apart from being an actrees, Mallika singh is also a model and good at dancing. Even though she's good at dancing, it's not her hobby. She have a hobby of reading book.

Name   : Yerike Oarizuti Yennada

Class   : XI MIPA 5

(71)

1. Write your name and class on the left top of your work sheet.
2. Make a paragraph of descriptive text about your favorite actor/actress including physical appearances and characters.
3. Give the title of your work related to the topic.
4. Pay attention to spelling punctuation and capitalization.

Title: My Mother

My mother's name is Yuri, usually called Mama ela.
My mother is 49 years old born on January 11, 1973 in badang oappu.
She has sparked eyes, curly hair and low skin. He was the eldest of seven children.
He is a person who cares about his family. And always teaches about kindness and
how to Respect others. She is a loving and friendly mother. A person who always
tries to give the best to his children.

POST-TEST

Name   : Fahri Zulaikha Faligah M.
Class   : XI MIPA 3

(7G)

1. Write your name and class on the left top of your work sheet.
2. Make a paragraph of descriptive text about your favorite actor/actress including physical appearances and characters.
3. Give the title of your work related to the topic.
4. Pay attention to spelling punctuation and capitalization.

Title: My mother My Hero

My mother is a single mother. She's born on 10 December 1980 in Padang Bara. She's everything for me. She's have a curly hair and have a brown eyes.

She's very beautiful and also have a pretty smile. Her favorite colour is purple. She's a kind person. She's like adventure. Her voice is sad when she talk, and good when she sing. She work in Ranua. She's a good mother, she's very kind. She's never mad at me. She's also very good listening. She can be my best friend.

Name   : ARINI

Class   : XI MIPA 1

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1. Write your name and class on the left top of your work sheet.
2. Make a paragraph of descriptive text about your favorite actor/actress including physical appearances and characters.
3. Give the title of your work related to the topic.
4. Pay attention to spelling punctuation and capitalization.

Title: My mother

My mother born in Senghong on 1 december 1971. My mother is fair she's have a curly hair.

My mother is a work harder, although she is a housewife but she still helps my father. Now my mother is gray. My mother is my friend. My mother is good at cooking cakes. My mother is so patient. Mother always remembers her child in every way. She is loves his children very much. She's will do anything for his children

APPENDIX VI (DOCUMENTATIONS)

SURAT KETERANGAN PENELITIAN
Nomor : 420.3/ 284 /UPT. SMAN 4 LUWU/DISDIK

Berdasarkan Surat dari Dinas Penanaman Modal dan PTSP Nomor : 230/Penelitian/1104/DPMPTSP/V/2022 Tentang Permohonan Izin Penelitian, maka Kepala UPT. SMA Negeri 4 Luwu menerangkan :

N a m a	:	SINTIA ONGKI
NIM	:	17 0202 0050
Tempat/Tgl. Lahir	:	Wara, 19 Oktober 1999
Jenis Kelamin	:	Perempuan
Alamat	:	Ling'k Padang Katapi, Kel. Padang Sappa, Kec. Ponrang
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi :		

"THE INFLUENCE OF MIMING GAME TO INCREASE STUDENTS WRITING SKILL"

Telah melakukan penelitian di UPT. SMA Negeri 4 Luwu sejak tanggal 27 Mei 2022 s/d 27 Juni 2022.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Padang Sappa, 22 Juli 2022
UPT SMA Negeri 4 Luwu,

SABIR XXXX MANURUN, SS,M.M.Pd
NIP. 19700512 200701 1 033

CURRICULUM VITAE

SINTIA ONGKI, The writer was born on October 18th, 1999 in Wara, South Sulawesi. She is the first child from four children in her family. Her father's name is **Ongki** and her mother's name is **Satria Gessong.**

Her educational background, she began her study on 2005 at SDN 294 Padang Katapi and graduated on 2011, at the same year she registered of SMPN 1 Bua Ponrang and graduated on 2014, and she continued her study in SMKN 1 Terpadu Luwu and graduated on 2017. It was long journey for her to find her dream. Finally, at the same, she was registered as one of the students of State Islamic Institute of Palopo in English Department, Tarbiyah and Teacher Training Faculty.

At he end of her study, she could finished her thesis in 2022 entitle **"The Influence of Miming Games to Increase Students Writing Skill at SMAN 4 Luwu"**