THE USE OF MIME IN THE WRITTEN FORM OF STATING IN PROGRESS EVENTS

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Abstrak

Dalam dunia pendidikan, Bahasa Inggris mempunyai empat aspek bahasa yang terdiri dari mendengarkan, berbicara, membaca dan menulis. Untuk para siswa, aspek bahasa yang paling susah adalah menulis. Banyak siswa yang merasa bingung untuk memilih tenses yang tepat karena dalam cara lama mengajar, guru mengajar bagaimana menyatakan kegiatan yang sedang berlangsung dengan menjelaskan grammarnya secara langsung. Untuk mengatasi masalah tersebut, peneliti menyarankan untuk menggunakan video pantomime karena itu dapat membantu siswa untuk membayangkan aktivitas orang dengan cara yang lebih nyata. Penelitian ini adalah penelitian descriptif kualitatif karena data diambil selama pengaplikasian mime video. Alat penelitian adalah lembar pengamatan, wawancara dan tulisan siswa sedangkan subject penelitian adalah murid murid kelas 8A SMPN 1 Semanding, Tuban. Hasil penelitian ini menunjukkan bahwa video pantomim telah berhasil diterapkan dalam kegiatan belajar mengajar. Itu dapat di ketahui dari respon siswa selama penerapan. Para siswa tertarik pada video. Terlebih lagi, video pantomim dapat menjadi media yang sangat bagus untuk mendorong kemampuan siswa dalam menulis. Para siswa dapat membedakan tenses yang seharusnya mereka gunakan untuk menyatakan kegiatan yang sedang berlangsung dan mereka mendapatkan pemahaman yang lebih baik dalam menyusun kalimat yang bagus. Disarankan bahwa media dapat memotivasi murid dalam menulis. Guru diharapkan dapat lebih mengembangkan media untuk topic dan aspek bahasa yang lain.

Kata kunci: menulis,pantomim, aktivitas yang sedang berlangsung

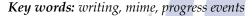# THE USE OF MIME IN THE WRITTEN FORM OF STATING IN PROGRESS EVENTS

Abstract

In the academic background, English has four language skills which cover listening, speaking, reading and writing. For students, the most difficult aspect of English is writing. Many students still confuse in choosing the proper tense because in the old way of teaching, teachers teach how to state event in progress by explaining the grammar directly. To overcome the problem researcher suggested using mime video because it can help student to imagine people's activity in a more concrete way.

It is a descriptive qualitative research because the data were taken during the implementation. The research instruments were observation sheet, interview, and students' writing tasks while the subjects are 8A students of SMPN 1 Semanding, Tuban.

The results showed that Mime is implemented successfully in teaching writing. It can be seen from the students' responses during the implementation. Students were attracted to the video. Moreover, mime video can become an excellent media to boost student writing ability. Students are able to differentiate the tenses they should use in stating progress events furthermore they have better comprehension in composing good sentences.

It is suggested that the media would motivate student in writing. Teacher are hoped to be able to develop the media for another topic and skill as well.

Key words: writing, mime, progress events

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INTRODUCTION

Nowadays, English becomes the main language that people use for international communication. In Indonesia, English as foreign language is taught for every children in their early age. English is already introduced to pupils around primary school age or older. It has a lot of benefits to introduce English as early as possible to them. In order to face this modern era, they need to be taught about how they should use language in communication. Unfortunately, not all children in Indonesia have the same chance to learn English. Many Indonesian children barely know English. Teaching English as a foreign language has huge challenges for every English teacher. Many students do not have any courage and do not know how to express their will in a communication using English.

In the academic background, English has four language skills which cover Listening, Speaking, Reading, and Writing. The entire aspects of English must be learnt by student in Indonesia. Writing is difficult. Along with Murray (1972), he states that students are trained to study a writing product. They are not used to be writing. Almost all of student will say 'I don't have time to write' or 'I have no talent in writing' when they are asked to write something. Moreover, according to Smith (1989) say that the hardest thing in writing is how you begin with.In the reality, writing is not only in a paper then you print it to be a book. It is called writing even if you write in your twitter timeline or in your Facebook account. Writing is one of a way to express someone's feeling and ideas. Writing for student is important to express their thought. Another opinion comes from Murray (1972), he also states that let student write using their own language to engage the writing process.

As we know that English as Indonesian's foreign language has a very special characteristic. The special characteristic is the way we pronounce a word and how the word is written are different. Cruttenden (2001), states that sound, structure, and meanings of words are aspect of language. They have a complex expression. Almost all students who are not really understood about English will confuse about that. Student must master the English characteristic in order to be able to communicate using English. All of them must know how to write and spell the words properly. In the reality; there are so many students who do not know how to write of some words even if they know how to pronounce it or inverse. Harmer (2007) argues that writing is used as a practice tool to help students practice with the language they have been studying. That is why writing is becoming the very top alternate way to practice English as a foreign language. Furthermore, he also states that writing activity became as the reinforcement to the student. For that reason,writing is needed to be taught.

Problems may be faced by every teacher. First, student thinks that writing is difficult. Cimcoz (1999) states that student do not know how to write. They cannot express their ideas and their imaginations. They are having difficulties in choosing the proper words and sentences. The role of teacher in this stage is very important to keep supporting and to lead student to convey their ideas. Second, after that they need to arrange their ideas to be in a chronological order. Furthermore, he also proposes that students' problems are in the lack of their vocabulary. They don't know how to say what they want to express using English. Writing is a process of an exploration (Cimcoz, 1999). The exploration of what we know and what we feel trough language. Teacher must support student, closely assisting them and helping them during the writing process. Philips states that in learning a language, learners respond to the language, depending on what it does or what they can do with it rather than treating it as intellectual and abstract system (1995: 7).

To solve those problems, teacher may use media. Teaching and learning using media will help teacher teach effectively. Besides, media also increase student's motivation in writing. Moreover, Levie & Lentz (1982) argue that media will attract student and make them concentrate to the lesson. There are some kinds of media to teach writing such as pictures, video and others (Abbot, 1981: 142). In this research, researcher chooses mime video as the media. Mime will help student to show them the concrete way of imagining for communicating states and events in progress in a written form. In miming, people are not allowed to say anything. In the other hand, english has speaking skill that needed to be taught. From that reason, researcher wants to know the use of mime in stating events in progres.

THE USE OF MIME IN THE WRITTEN FORM OF STATING
IN PROGRESS EVENTS

What is mime? Lambdin states that Mime is the art of silent communication (1999). The origin of the word mime (rhymes with "time") is the same as that of imitate, mimic, and pantomime. In line with McNeill (2000) he says that pantomime is a significance gesture with no words. From these definitions above teaching English as the foreign language using mime is showing a miming video about a certain verb of the object that student must describe what are the object doing in the video. In the video, Mime artist acts some activity such as singing, dancing, cooking and etc. Simmons (1997) describes that action verb are expressing action, something that a person, animal, force of nature, or thing can do. Teaching how to state event in progress using mime is very interesting and challenging. Miming using our body will help student to express their ideas even for those who do not speak well in English. It will help them explore their idea, explore their imagination and pour their imagination into written form.

Hartanti (2013) stated in her previous study that teaching English grammar using mime game will help student to involve and interest during the lesson. There is significance different between class which thought English grammar using mime game and without mime game. Her study showed that teaching English grammar using mime game is more effective.

Moreover, in this study researcher will apply similar media to teach writing. The media is using mime video. Researcher hopes that this media will help student to be able to produce a good writing. Furthermore, researcher hopes that this study will help student to be able to state event in progress in the written form.In the end, student can use those abilities in communication.

By looking at the background of the study above, the researcher can design three research questions to help the research administer this study. The research questions are formulated as follows:

1. How is the implementation of Mime to teach written form of stating in progress events to the eight grader of SMP N 1 Semanding?

2. How is the students' response during Mime is implemented to teach written form of stating in progress eventsto the eight grader of SMP N 1 Semanding?
3. How is students' writing ability after Mime is implemented to teach written form of stating in progress events to the eight grader of SMPN 1 Semanding?

RESEARCH METHOD

This research was conducted with descriptive qualitative research design. This research was categorized as descriptive qualitative research because researcher wanted to know the implementation of mime in the written form of stating in progress events for eight graders. The aim of the research was observing and collecting data as much as possible in order to answer the research questions. In line with Merriam (2009), states that qualitative research design are suitable for collecting and analyzing data. That was why researcher chose descriptive qualitative design as the research design of this study. The researcher took the data from the activities of teaching-learning process, interview result of teacher and students, and student writing task. The researcher did the observation in SMP Negeri 1 Semanding, Tuban. Then, the researcher chose all students at Class VIIIA of SMP Negeri 1 Semanding as the subject of this study.

The sources of data for the first research question were the researcher observation sheet and field note during teaching-learning process. The second source of data was the student's feeling during the implementation of mime video. Moreover, the last source of the data is student writing task.

In this study, researcher had three kinds of techniques used for collecting data. They were observation sheet or field note, interview and document analysist (Ary et al , 2010). The first research question was about the implementation of mime in the class is explained by the researcher's observation. The observation and field note was done in the three meetings; two of them during the implementation media and another one were students activity separated from the lesson. The observation was conducted by filling observation

checklist and made a brief note. The data from the second research question about the students' responses during the implementation of mime in the class was collected by interview. The answer of the interview was in the form of words or sentences. The interview with the teacher was done in the end of the lesson each day. Researcher held a little chat with the teacher about what the teacher felt during the teaching and learning process, what were the teacher's problems in the class. In contrast, researcher held brief interview with the students. Researcher chose randomly 5-7 students to be interviewed and asked them simple question about what they were thinking and feeling about the media during the class. The interview was done once in the end of the implementation of the media. Researcher assessedstudents writing task by using the Jacob Writing Proficiency criteria.

RESULT OF THE STUDY

The research was conducted in two meetings. In this research, researcher acted as a non-participant observer who only watched and observed the teaching and learning activity from the backward of the class. During the observation, researcher tried her best not to intervene the teaching and learning process. This chapter is divided into three parts by the number of the research questions. The first part described the implementation of Mime to teach writing currents' activity sentences, the second part explained students' responses towards the implementation and the last part explained about students' writing ability after the implementation.

The Implementation of Mime in Teaching and Learning Activity

The first observation was conducted on 25 March 2015. Teacher directly started the lesson for that day. The topic for that day was chapter 6 in the book "when English rings a bell", it was about "what are you doing?" To connect the material and the media that teacher will use next, teacher brainstormed student with asking them what kind of cartoon they like to watch. By bringing the cartoon topic, as it already predicted the responses of the entire student were very good. Almost the entire student in the class tried to answer the

teacher's question. It was a bit noisy and chaos in the class because they tried to answer, but then teacher took the lead role to control the class. After that, teacher began the main activity. The first point of the lesson plan had suggested was observing. In this stage, teacher showed the example of mime video to the students.

Teacher played a mime video. In the beginning of the video, it had "eating" words on it. While the video was showing, student knew that the mime video was about eating. In almost a minute, they were staring at the screen. Some of the students also laughed. They were enjoying the video while guessing the activity in the video. After the video ended, many of them said that they wanted to watch the video again and asked their teacher to replay the video. Before teacher agreed, she asked student to take a note in a piece of paper. In the video, student found some activities. The first activity that mime artist doing was standing in front of a table, he was also seeing some delicious foods, he was smelling the food, he was sitting on a chair, he waseating the food, he was holding a spoon, he was eating spicy food, and he was drinking water.

After teacher played the video for the second time, teacher helped student to translate all of the words that they have been said before into English and how to write those sentences with a correct structure. After they wrote the correct way of stating events in progress teacher began to explain about the tenses that they would use. Teacher gave them a paper contained of the explanation of Present Continuous Tense. The paper was so colorful, with a picture of burger inside. Students really attracted to the explanation. After that, teacher started the questioning stage based on the lesson plan. While reading the explanation on the paper, teacher began to explain in detail about the tenses. Moreover, teacher taught how to write sentence using present continuous tense. The student notes are the basic material for them, then to be developed into a sentence. Teacher gave one example then student should do by themselves, for the rest of the activity. In spite of, student wrote by themselves teacher was still monitoring them during the activity. Sometime, a few students asked her about vocabularies. In the end of the lesson, teacher wrote and discussed their result. Actually, some of them still made mistakes in their writing.

The second observation was conducted on the next meeting. Teacher began the lesson by reviewing their last meeting materials. Teacher continued the lesson with showing another mime video asked student to write all of the activities. Teacher also asked student to change the form of their sentences into negative and introgative form.

The Students' Writing Descriptive Text after the Implementation of Problem Based Learning

Based on the students' task in writing result in the second observation, it can be concluded that many students already got the point how they should state events in progress. However, some student still make mistakes in the language use.

The Students' Response after the Implementation of Problem Based Learning

The students were attracted to the mime video during the teaching and learning process. the impact of the videos towards the student ware very good. They were also motivated to learn writing.

Conclusion

Based on the result and discussion in the previous chapter, the researcher concludes that mime video can boost students' attention during the lesson. Both students and teacher were enjoyed the teaching and learning process. Teacher seemed really helpfull to the students who needed her help toward the lesson. Mime video successfully made students enthusias and active. It helped student to imagine people activity in a more concrete way. The result of this study shown that students' problem mostly occurred regarding the mechanic elements of writing, such as; spelling, punctuation and capitalization. Students also faced grammar problems. Sometimes, they did not really understand when they should use present continuous tense or simple present tense.

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