

CHAPTER I

INTRODUCTION

This chapter is an introductory part of this research. Some explanation included in this chapter are background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and definition of the key terms.

A. Background of the Problem

English is as an international language which is used in many countries as a meaning of communication and it has a great function in many aspect of life such as in politics, business, and trade. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, Indonesian government must choose English as the first foreign language and fundamental subject in our educational system. So that indonesia has the next generation that is no less comvetitive that other developed countries.

In language learning, there are four skills that student should master. There are listening skill, reading skill, writing skill, and speaking skill. These are often divided into two type; reseptive skill and productive skill. Reseptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. According to Harmer (2007:265), productive skill is the term for speaking and writing skills where students actually have to produce language themselves.

Among those four skill, writing is the most difficult skill to learn. Writing is a productive skill so students who are learning writing have to learn how to find ideas, and express them into writing. According to Richard and Renandya (2002:303) There is no doubt that writing is the most difficult skill for L2 learners to master. Thedifficulty lies

not only in generating and organizing ideas, but also in translating these ideas into readable text.

Writing is some activity to write the do by writer. According to Leo (2007: 01) writing is a process of expressing ideas or thoughts in words should be done at our leisure. Expressing ideas mean to develop the ideas to make longer sentence. Writing encourages thinking and learning for its reflection, when thought is written down, available be examined, considered, added to rearranged, and changed.

As an English teacher, the teacher should teach the four language skills to their students effectively. As students should master the subject that they are learning. Writing is one of ways, which someone can express his or her ideas in writing form. Learning in the classroom is not just teaching and learning activities, but requires learning technique. The type of technique used by the teacher one of which is pantomime. This technique aims to encourage students to be able to issue their ideas. Generally, one of the purpose of teaching writing is to make the students able to write a paragraph.

Based on the reseacher obsevation, the researcher found that at grade eight SMP Islam Kepenuhan. First, students fells that their English mastery is so poor. Therefore the teacher should have some techniques or open an English language tutoring place. Second, the students state that they got difficulties in writing some paragraph. Writing becomes the most difficult skill when is it learned by the foreign language learners. According to Boardman (2008 : 35), start with a word or a phrase and write down anything you can think of that is related to the topic. So, writing is something that starts with a word and is develop according to the topic that has been determined. Third, the students not master in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. The last, the students are reluctant to write because they do not have ideas to write. Lack of vocabularies made the students confused in developing their ideas.

Teachers have used a lot of teaching techniques, namely Discussions, Think pair Share, Role play, Pantomime game, One stay two stray, Group investigation, Problem solving, Etc. Then one of the techniques used in overcoming problems is the technique of Pantomime game. Writing is the activity of delivering messages ideas, feelings, or information, in writing to other parties. Writing is a language skill that is used to communicate indirectly. According to Harmer (2004 : 4), writing is use for a wide variety of purposes it is produced in many different forms. It can be concluded that writing is the process of expressing thoughts, feelings, sensing, delusions, volition, beliefs, and experiences that are arranged with graphical symbols in writing for communication purposes.

Many students do not know how to write the text correctly, finally based on the background above the researcher should carry out the researcher under title *“The Effect Of Using Pantomime Game On Students’ Writing Skill Of Descriptive Text at grade eigh oft SMP Islam Kepenuhan ”* to help the students improving their writing skill.

B. Setting Of The Problem

Based on the background of the problem stated above, researcher identified problems faced by students’ writing skill of descriptive text at grade eight SMP Islam Kepenuhan are:

1. Some of the students feels that their English mastery is so poor.
2. The students state that they get difficulties in writing some paragraph.
3. The students get difficulties in understanding grammar.
4. The students are reluctant to write because they do not have ideas to write.

C. Limitataion Of The Problem

Based on the setting of the problem above, the researcher limit students’ problems because their writing text so low, and it is difficult to express thier ideas. With the result that, the researcher limit the students problem in writing skill especially on descriptive text at grade eight of SMP Islam Kepenuhan.

D. Formulation Of The Problem

The researcher could be formulating in the question, “Is there any significant effect of using pantomime game in writing descriptive text at grade eight of SMP Islam Kepenuhan?”.

E. Purpose Of The Problem

Concerning to the previous problem, the objective of the study is to find out about whether Pantomime game give effect on writing descriptive text at grade eight SMP Islam Kepenuhan?”.

F. Significant Of The Problem

This study is expected to bring benefit and advantages for the teacher, the students and next researcher. They are:

1. The teacher

The teacher can motive the students to encourage their ideas in writing skill descriptive text through pantomime game.

2. The students

The students are able to increase their skill in writing descriptive text.

3. The next researcher

The next reseacher can find out the effect of using pantomime game toward students writing skill in descriptive text.

G. Definition Of The Key Term

There are some terms in this research that will be clarify in order to avoid misunderstanding the terms can be seen as follows:

1. Pantomime: is a theatrical performance in a game with motion language (Aubert, 1970:3). So the researcher concluded pantomime is a performance art that is expressed through characteristic, when people are performing gestures or in general silent language.

2. Writing: according to Harmer (2004 : 4), writing is used for a wide variety of purposes it is produced in many different forms. So, writing is formed from words and strung together into a sentence.
3. Descriptive text: according to kurikulum (2016 : 74), in descriptive writing, the author does not tell the reader what was seen, felt, tasted, smelled or heard. It means that descriptive text is a text that uses adjective sentences.

CHAPTER II

REVIEW OF THE RELATED THEORIES

In this chapter, the researcher discusses about review of related theories, review of related finding, conceptual framework, and hypothesis. Review of related theories consists of the nature of writing, descriptive text, concept of self of regulated strategy development, advantages of self regulated strategy development, and procedure of self regulated strategy development.

A. The Nature Of Writing Skill

1. Writing Skill

a. The Definition Of Writing Skill

Writing skill is a means of communication is possible via symbols, arranged to form words that ultimately can be arranged into sentences. It has purpose not only for media but also giving information. Many people do writing activity by using mobile phone to sending a message and type something. It's all aimed to give information.

There are many experts whom define writing skill. First, According to Boardman (2008 : 33), write a paragraph describing the best ways to study for a big test, supporting your opinion with examples from your own experience. In addition writing is a process of thinking and then pouring out all that is thought or idea in a paper and turning it into words.

Writing is an activity to take notes or information in the media using stationery. Second, According to Harmer (2004 : 3), write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language. In addition writing is a work to create ideas and how to express them to become clear and easy to understand to readers.

Writing is one of the important skill in learning english among listening, speaking, and reading. Third, According to Harmer (2004 : 32), writing has always been used as a means of

reinforcing language that has been taught. In addition writing is ability to use language in aspect of skills. So, with writing skills students can demonstrate the skills they have and can issue their own idea.

Writing is someone ability to write about something. Fourth, According to Harmer (2004 : 33), writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. It gives students time to think ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level find difficult and awkward. So, writing is useful for some other activity when students write sentences and develop it into good ideas.

By writing, people can express what people think on paper. By writing people can make it an art of composing words into a nice and beautiful sentence. It can conclude people really like writing, because they still have a lot ideas.

b. The Purpose Of Writing

Every activity in our daily life has purpose, in writing a writer also has a purpose. According to Broughton (2003 : 119), writing is used to reinforce work which has been initially presented, it often reinforces either at the direct sentence level, or in relation to dialogues or situations which are not those usually expressed through writing. So, after the author completes his essay then he will present the work well and use good language. What is my goal or my purpose for writing?. For many writing contexts, a person's immediate purpose may be to complete an assignment or received a good grade. But the long range purpose of writing is to communicate to a particular audience. In order to communicate successfully to an audience, understanding the purpose for writing will make you better in writer.

Purpose is the reason or reason why a person composes a particular piece of writing, focusing on purpose as one writers helps a person to know what form of writing to choose.

How to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. According to Harmer (2004 : 39) when teaching ‘writing for writing’ we need to make sure that our students have some writing aim. The most affective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out of class life.

However, it should also be noted that writers often combine purposes in a single piece of writing. We may write expressively for other readers when we write poetry. We may write expressively in a letter, or we may include some expressive sentences in a formal essay intended for other readers.

c. Process of Writing

Process of writing is very important in teaching writing. The teacher will know the process of students in writing based on some step. Writing process begin with finding ideas. Then, students response by making some sentences become a paragraph. The paragraph in revise again by writer, thus the writer get feedback from reader that involve their write. Finally, the process of writing will be achieved. Teaching writing is a process that the teacher do in classroom activity. Here, the teacher role is very important, because the teacher will guide the students to write about something correctly in learning process.

Writing is a process that the teacher do in classroom activity. According to Boardman (2008 : 31), there are six steps in the writing process; (a) Analyzing the assignment : The first step is to be sure that you understand the assignment, you want to give your instructor what is asked for. (b) Brainstroming; To “brainstorm” means to write down ideas of all kinds good or bad on a piece of paper. Don’t evaluate the ideas at ths tsge because in brainstorming all ideas are equal. You will evaluate at the next stage. (c) Organizing your ideas; you will probably find that you can write many different paragraphs from the ideas in your

brainstorming. (d) Writing the first draft ; Now you are ready to turn the ideas in your outline into complete sentences and write the sentences in good paragraph format. (e) Rewriting the first draft; The next step is to rewrite your paragraph. Rewriting consists of two parts: revising and editing. Revising is when you revise a paragraph, you check the organization of your paragraph and look your ideas. Editing is when you edit a paragraph, look at the grammar, spelling, word forms, and punctuation. (f) Writing the final paper; The last step in the writing process is to write a clean version of the paragraph with all the revisions and editing carried out. This draft is the one that you will turn in, so be sure that you use good paragraph format.

The process of writing is a way to start find new ideas. According to T. Linse (2005 : 102) the process of writing consists five steps there are; prewriting, write, revise, editing, publish. In addition, children are given an opportunity to prepare to write and to collect their thoughts and ideas. It can ease children into writing without any hesitation or worry. Then, do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible. The initial piece of writing is examined and reworked so that the ideas are logical and flow together. When editing in the writing process their work to make sure that there are not any content errors grammatical or spelling errors, and the writing piece is rewritten in a published or presentable form, in a student made book on special paper. According to Crawford (2005 : 116), most description of the writing process contain five phases; rehearsing, drafting, revising, editing, and publishing. (a) rehearsing is the act to finding a topic, gathering information, and collecting one's thoughts about the topic. (b) drafting is the act of setting ideas on paper in their initial form. (c) revising is making the written work better. Revising usually requires that writers distance themselves from their work. (d) editing is the process of making a composition presentable before it is made public. During the editing phase paragraphs or pages may sometimes be cut or added, and the

composition may have to be re-edited to ensure coherence. (e) publishing or sharing a work with a audience, does not happen with every piece of writing.

The students perception is english as foreign language by them. Thus, each teacher has basic skill in teaching writing. Besides that, the teacher chooses learning style to make the students interest in writing. Thus, the students are able to produce a good writing.

2. Descriptive Text

a. The Definition Of Descriptive Text

Descriptive text is, a text which says what a person or a thing is like. Its purp ose is to describe and reveal a particular person, place, animal, or thing. There are many experts whom explain about the definition of descriptive text. First, According to Hidayati (2015 : 18), descriptive text is a text that describes a person, place or objects. Descriptive text is a type of paragraph that has a specific function to explain an object in order to provide an object description to the reader.

To describe about something can be a person, animal, thing and others Second, According to Susanto (2018 : 107), descriptive text is text that is used to describe a place, person, or certain object. Third, According to Kurikulum (2016 : 74), in descriptive writing, the author does not tell her the reader what was seen, felt, tested, smelled, or heard. It means that descriptive text is text that uses adjective sentences. Descriptive text is a text that discusses how to describe people, living or unliving thing objects and also about animals in detail. Fourth, According to Oshima (2007 : 61), descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and sounds. So, descriptive text is text that uses adjective sentences. This descriptive text is a text that describes or describes people, animal or subject. In terms of their shape, characteristic, number and others. The purpose of descriptive text is to explain, describe or express someone or an object.

So, descriptive text is one of kinds the text that students learn in the school. The meaning is the students describe about something such as picture, person, thing, animal, and place. Descriptive text the students must describe what is look like the object details. As the result the readers get information about object or picture clearly. Then descriptive text is to used the adjective with the describe something.

b. The Generic Structure Of Descriptive Text

Descriptive text has generic structure. According to (Hidayati : 2015 ; Susanto : 2018 ; Kurikulum : 2016) say that, the generic stucture of descriptive text consists of identifying and description. “ (1) Identification” : In this section, we identify certain people, places, or things that will be describe. “(2) Description” : This section explains in detail about a particular place or object which includes parts, quality, characteristics and behavior. In this section, people \who read descriptive texts should have a picture of the person, place, object described. So, if students know the generic structure of descriptive text, students can find it easier to know the parts of the text.

c. The Language Features Of Descriptive Text

Descriptive text also has the language features. According to Hidayati (2015 : 18) the language features of descriptive text is : Explains something special, generally uses simple present tense, using the verb attributive and identifying for example have, mean, is, are. According to Susanto (2018 : 107), the language features of descriptive text is : Pronoun, noun, noun phrase, adjective, preposition, adverb, linking verb, present tense and attribute. According to Kurikulum (2016 : 63), there are three languga features in descriptive text : Nouns, adjectives, and verb ‘to be’ and ‘have/has’. So, the researcher conclude the language features very important to write dscriptive text and make a good paragraph.

3. Pantomime

a. The Definition of pantomime

Pantomime sung by the Romans for a drama performances containing dance and gesture. Although this form has previously been developed in India and in Egypt. In the development of pantomime for entertainment it becomes a distinctive performing arts (Uchida : 2004). Pantomime can be understood as a scientific discipline for aspiring actors. It can then be understood as stand-alone performing art. If understood as the process of the actor in the discipline of the art of role art, then the candidate actor must take a variety of training by the body one of them with pantomime art. Thus pantomime is a performing art that employs body, expressive face through sign language. So pantomime is a performance art without speak (Verbal) even without any sound. It is a performance art that tends to be dumb with its power not in words but dialogue with a full body of gestures.

Based on explained above, pantomime game is a wonderful way to motivate students and in teaching English speaking. The fascination with pantomime game is that they involve mental math, chance, skill, social interaction and sometimes cheating and bluffing. They combine these things and have the appeal of interactive games.

Pantomime game provides meaningful and enjoyable language practice at all levels and for all age groups. It can be used to practice any of skills. In here, speaking skill at any stage of the learning process, from controlled repetition through guided practice to free expression, make the language stick in the student's head. The gestures are so important. As many students remember by moving their bodies, they may forget the English, but they will never forget the gestures. Than as they re-do forget gestures the English very often comes back to them. Plus the pantomime game keeps the students happy and excited and Very important to get a motivated set of learners.

b. The kinds of Pantomime

1. Hand pantomime : Gestures performed by one or two hands, is the most numerous category of gestures due to the ability of the human hand to acquire a huge number of clearly discernible configurations, the fact of importance for the sign languages.
2. Body pantomime : A pantomime of shame, subduing, or agreement/confirmation. An interpretation depends on the way it being performed and overall body context. Or, can be used as a greeting.
3. Head/face pantomime : Facial expressions are a rich language in their own right and some facial expression are byproducts of emotions, while others, such as winking or eye-rolling are a kind of gestures.

Many teachers use pantomime for all kinds of activities. Describing the person for a partner gives students a chance to use imagination of vocabulary if people from many cultures and lifestyles are shown on the pantomime style. For a lesson on adjectives, students can describe the person's face. For a lesson on clothing, students can describe the things the people are wearing. Students may also role-play with partners practicing introductions or creating dialogs playing the part of the person shown on the gesture. Obviously this type of activity also lends itself well to writing tasks in describing or telling stories about the people in the pantomime (M.Martha Lengeling). But in here the students just write a topic sentence based on the card sentence in the pantomime.

c. Pantomime Game in Teaching English Writing

Pantomime game is a simple English game which is ideal for small or big group competitions for students. Students have fun laughing at each other and trying to guess in English what is on the pantomime game picture card (uchida : 2004)

1. Pantomime game is fun and children like to play them. Through game children experiment, discover, and interact with their environment.

2. Pantomime game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Pantomime game can provide this stimulus.
3. The pantomime game context makes the foreign language immediately useful to the children. It brings the target language to life.
4. The pantomime game makes the reasons for speaking plausible even to reluctant children.
5. Through playing pantomime game, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
6. Even shy students can participate positively.

Pantomime game is an effective introductory activity because there is not yet any pressure on the students to use English, they learn the rule of “no Indonesian”. They learn about the effectiveness of non-verbal communication; and the game is a “total physical response” method which seems to be effective especially with young, restless, learners, the activity also loads of fun. (Andrea : 2007)

Pantomime game is a form of non-verbal communication made with a part of the body, used instead of or in combination with verbal communication. The language of pantomime allows individual to express a variety of feelings and thoughts, from contempt and hostility to approval and affection. Most people use pantomime and body language in addition to words when they speak. The use of pantomime as language by some ethnic groups is more common than in others, and the amount of such gesturing that is considered culturally acceptable varies from one location to the next (Victor:2006)

There are many aspects of gestures, including their role in communication, conventionalization of pantomime, integration of pantomime and speech and the evolution of the language (Kendon : 2003).

d. Using pantomime Game in Teaching English Writing

The teacher shows the “gesturing” student the card. The student gestures or acts out the card without making any sounds. The first team to guess the word receives the card and the score keeper gives that team a point. The team with the most cards at the end of the game wins. The justification for using pantomime game in the classroom or in teaching English especially in writing has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Pantomime game are first, a motion of the limbs or body made to express or help express thought or to emphasize speech Second, The act of moving the limbs or body as an expression of thought or emphasis. Finally, an act or remark made as a formality or as a sign of intention or attitude: sent flowers as a pantomime of sympathy (Arnorld:2003).

Bellow is the using of pantomime game in teaching writing in the classroom (Ersoz : 2000) :

1. Divide the students into groups of 4 to 8.

2. Choose one leader from each group. Give the leaders the card sentence .and the leader of that group will read the topic sentence and show the pantomime of that sentence and the other groups will write the secret sentence. After that Ask he to write the sentence, go back to his group and whisper what he has write on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card sentence, that group wins. If all groups have different answer or wrong answer so the group showed can't get the value.

The other ways to using pantomime game in teaching writing in the classroom according to (Patric : 2000) :

1. First The class is divided into two teams . The teacher selects two students, one to be the “gestures” for the game and the other to be the score-keeper.
2. The teacher show the “gesturing” student the card. The student gestures or acts out the card without making any sounds. The first team to guess the topic sentence receives the card and the score keeper gives that team a point. The team with the most cards at the end of the game wins.
3. After the student have guessed all the pantomime cards, they can try the other pantomime card. The most difficult pantomime card . The ones that gets the most laughs are “ he is eating a banana”!.

In using the pantomime game in teaching English, there are five steps to apply the gesture game (Mike in Dahlia : 2008) :

1. The students are divided into group or to play individually, the group can be 5 or 6 groups or students play individually in the game.

2. Every students or groups are given the pantomime card. Each students or group will get the different topic sentence on the pantomime card and they must think the true sentence and discuss each other pairs to find the good pantomime of that sentence and try to showing in front of the class.
3. Each group must see carefully players the gesturer that matches to the writing on the pantomime card in front of the class.
4. While the player put the card they will automatically compose a sentence match to the word on the card sentence they put.
5. Every time the players make correct sentences they will get 10 pints. The player with the highest point will win.

The game is designed to be used by the whole class. It primarily contains two different games, one with equivalent fractions and the other with addition and subtracting fractions. It also comes with many fun activities that can be used as part of any lesson to build, improve or practice necessary number skills. Players automatically improve their times tables, knowledge of factors and multiples and boost confidence in dealing with all types of fractions. The game is designed to provide an alternative and creative way to teach and learn about fractions (Kiln:2006).

In using pantomime game in this research, the writer just needs the English pantomime game. The pantomime card consists to the topic sentence with gesture card of people doing certain activities. The students must be write English sentence based on the pantomime. They do in individually. Then next level do in group, the card sentence consist of ten cards each group. The students must be arrange the simple sentence of the pantomime card from one until ten and then write the sentence based on the pantomime that has arranged to be a

sentence. In using pantomime game in this research, the writer uses some steps to apply the pantomime game:

1. The students are divided into group or to play individually, the group can be 5 or 6 groups or students play individually in the game.
2. Every students or groups are given the gesture card sentence. Each students or group will get the same amount of gesture show.
3. The writer gave 15 minutes to the students to write English sentence based on the pantomime show.
4. Every time the players make correct sentences they will get 10 pints.

e. Pantomime Game As Media For Writing A Short Paragraph

Writing is not easy task. To start our writing firstly, we begin to write a sentence, from a sentence we continue to write a paragraph. Reid (1982:8) defines “A paragraph is series of sentences that develop one idea”. It is clear that before writing a paragraph we should start from a sentence. Oshima, et al. (1981:3) also support this statement. They state that a paragraph is a basic unit of organization in writing, which a group of related sentences develop one main idea. A paragraph in writing can be as a short as sentences or as long as ten sentences. The number of sentences is unimportant, however, the paragraph should be enough to develop the main idea clearly.

There are many students facing difficulties to express their ideas, feeling and opinion in paragraph writing even in a short paragraph. In this case, the teacher plays the roles to overcome the student’s difficulties. Designing their teaching becomes one of the ways to stimulate their student’s interest especially in writing subject. John (2005:79) states that creative and imaginative task which will stimulate the students to use language is to say what they wish to say and improve their fluency. We can conclude that teachers should provide

creative materials as good as possible in their teaching. One of them is using pantomime game series as media for teaching. Heaton (1975:142) also says that a pantomime game do not only provide the students with the basic materials for their composition but stimulates their imaginative power as well.

4. Review of Related Finding

There has been some research related to this research. Firstly is *“The Use of Pantomime Video in Teaching Narrative Paragraph Writing”* (A Class of English Education Study Program, Tanjungpura University Pontianak in Academic Year 2014/ 2015). After having discussion of the previous part, the writer points out some conclusions. From the research findings and the discussions, the result has answered the research question that the use of pantomime video is effective in teaching narrative paragraph writing to the students of Paragraph Writing class of English Study Program, Tanjungpura University Pontianak in Academic Year 2014/ 2015. Then, the use of pantomime video increases and gives moderate effect toward the students’ writing achievement on narrative paragraph. In brief, the use of pantomime video is effective in teaching narrative paragraph writing to the students of Paragraph Writing class of English Study Program, Tanjungpura University Pontianak in Academic Year 2014/ 2015.

The secondly research is *“The Application of Pantomime Game in Teaching English Writing”*. (A Classroom Action Research with Students of SMU YLPI Plus Pekanbaru in the first Grade). After analyzing the data collected in the research, it can be concluded that Genius Card Game is one of the effective techniques in teaching writing. The result this of this research showed that there was have difference of the mean score between the experimental group and control group, that is 57.25 and 42.28. It mean that the students’ English writing thought by using genius card game is better than thought without using genius card game.

The thirdly research is *“An Analysis Skill of the Second Semester Students of English Study Program in University of Pasir Pengaraian through pantomime”*. (A Classroom Action Research with Second Semester Students in Universitas of Pasir Pengaraian). The students' speaking skill through pantomime at the second semester students of English study program was average category. It can be seen from all indicators by Arthur hughes.

The fourthly research Is *“The Influence Of Pantomime Towards Students Vocabulary. (A Classroom Action With The First Grade In SDN Jati Mulyo*. By using pantomime, the students became more focus to follow the learning process. Fathermore pantomime game could help the students to provide the interesting material of vocabulary, and implement vocabulary in group with interesting and enganging manner. In other word, pantomime has influence on the students' vocabulary at the first semester of the fifth grade of SDN 5 jati Mulyo in 2017/2018 academic years.

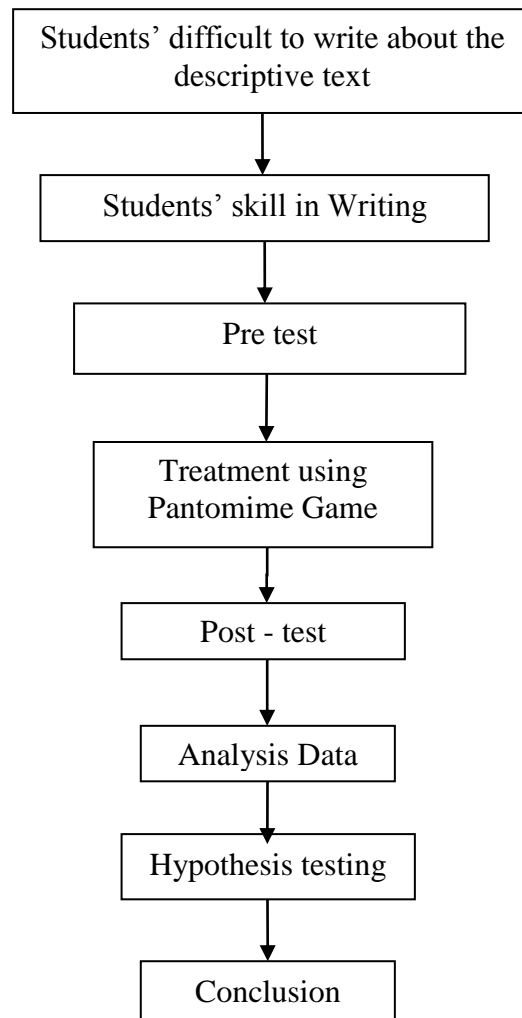
The last researcher is by treurniet (2014) *“Entitle Talking with Gestures”* (A Study of Co-Speech Gestures and pantomime children from 7 to 12 years old) Wrote his thesis the main conclusion of the present study is that children from 7 to 12 years old are able to compensate the absence of speech of speech by using gestures to describe something. In order to describe manipulable objects they use representation techniques that contribute to a mental image, like pretending to use the object and where the body 'becomes' (a part of) the object.

Based on the previous research above, the researcher tried to identify the students skill in learning writing. Because in learning writing, skill is important especially to make a paragraph. Thw writer has interested to carry out a research entitlet *“The Effect Of Using Pantomime Game On Students' Writing Skill Of Descriptive Text at eigght grade of SMP Islam Kepenuhan”*.

5. Conceptual Framework

Based on the review of literature, a conceptual framework was students' skill in writing descriptive text at grade eight of SMP Islam Kepenuhan. On the framework, we can see the problem and purpose of the research.

Figure. 1



Based on the figure above, in students writing skill, some of the students at grade eight of SMP Islam Kepenuhan Some were so difficult to writing skill on Descriptive text. Based on the problem above, one way to improve the students' in writing descriptive text use pantomime game. In use this game, the researcher have one class in pre-test and post-test.

After the test finish, the researcher gathers the data on test result of students. The researcher analyzed result of the students' text with three steps. Firstly, the researcher used

the normalize data to know the variable X and Y distribute or not, secondly, homogenize data to know the two sets of data variance or not, finally is t-test. It is to know there is significance different between the students' writing and to know there is no significant effect in post-test.

There are four hypothesis in this study, the researcher propose the hypothesis there are alternative hypothesis (H_a), and the null (H_0), based on the explanation above, the researcher concluded that researcher hope that this strategy successfully, not only that, the researcher also hope students are able to write text type of text with learn this strategy.

6. Hypothesis

A hypothesis is a focus which predicts an answer to the research question. Sugiono (2017 : 31) state that The hypothesis, which is still a temporary answer, will then be verify numerically. A well work up hypothesis is half the answer to the research question. For this, both knowledge of the subject derived from extensive the methods of working up a good hypothesis and statistical concepts are desirable. In this research, the researcher propose two hypotheses they are:

1. The research Hypothesis (H_a)

There is any significant effect of using pantomime game on students' writing skill of descriptive text.

2. The Null Hypothesis (H_0)

There is no significant effect of using pantomime game on students' writing skill of descriptive text.

CHAPTER III

RESEACH METHODOLOGY

In this chapter, the researcher discusses about the research method. It consists of research design, reseach variables, time and locatin of the reseach, population and sample, instrumentation, technique of the collecting data, and technique of the analyzing data. Research procedure consists of the procedure of research pre-test and post-test one class.

A. Research Design

This research was pre experimental design; pre-test and post-test one case design. This design there is one groups took randomly from certain populations. The researcher took one group used pantomime game in pre-test and post-test. According to Gay (2012: 249), experimental reseach the researcher manipulate atleast one independent variable, controls other relevant variable and observe the effect on one or more depedent variables. The reseacher will take one class where the students give pre-test after that the reseacher will do treatment and the last is the researcher will give post-test. The research design could be show as following:

Table 1
Research design

O_1 X O_2

Information:

O_1 = The pre-test

X = The treatment

O_2 = The post-test

The reasearcher used a writing test. The researcher give pre-test after that the researcher do the treatment used pantomime game, then researcher tried to saw the development of the students skill in writing. The last is researcher gave post-test in the class. Here, the result of

analyzing data as to know the significant effect of using pantomime game on students' writing skill of descriptive text at grade eight of SMP Islam Kepenuhan?''.

B. Research Variable

Variable is a type difference based on its position in a study. Variable can be divided into dependent and independent. According to Winarno (2013: 26) variable is the object of research or what is the focus of research. He adds variable can be divided into qualitative and quantitative. Example of quantitative variables are height, weight, running, speed, etc. Example of a qualitative variable is the quality of learning, quality of graduates, quality services to students. In this research, the researcher identifies that the present tense as independent variable (X) is the pantomime game and the dependent variable (Y) as students' writing skill in descriptive text.

C. Time and Location Of the Research

The researcher conducted at grade eight SMP Islam Kepenuhan. This location is Kecamatan Kepenuhan. This research conducted on – June 2019.

D. Population and Sample

1. Population of Research

Population is so important for this research. Population is as a whole subject that is the target of research that has characteristic Sundayana (2010 : 15) . As the Population of this research will be the second semester. The total of the population will be three classes, they are class A (24), class B (28), class C (20). So in this research the total of the population will be 72 students.

Table 2.

Population of the research

Class	Population
A	24 students
B	28 students
C	20 students
Total	72 students

2. Sample Research

In this research, to take the sampling itself the researcher used cluster sampling. According to Sugiyono (2001) techniques used when the population is not composed of individual group at cluster. Specialized sampling techniques have been defined to determine samples when objects are subject to selected sources.

E. Instrument

State University of Pasir Pengaraian, in this research used some instrumentation. Such as like: test, interview, questioner, observation. Therefore the researcher used only test, the kind of the test is written test.

F. Procedure of the Research

The researcher gave pre-test before treatment after that the researcher did the teaching learning activity by using pantomime game. This aims to see the effect of using this game in writing descriptive text. The steps are:

meeting 1-2 : The students learn twice or two meetings. Then the students are divided into groups or to play individually, the group can be 5 or 6 groups or students play individually in the game. Every student or group is given the pantomime card. Each student or group will get the different topic sentence on the pantomime card and they must think the true sentence and discuss each other in pairs to find the good pantomime of that sentence and try to show in front

of the class. The researcher describe about people, the topic are: my sister, my favorite teacher, a policeman.

Meeting 3-4 : The students learn twice or two meeting. Then the students make The students are divided into group or to play individually, the group can be 5 or 6 groups or students play individually in the game. Every students or groups are given the pantomime card. Each students or group will get the different topic sentence on the pantomime card and they must think the true sentence and discuss each other pairs to find the good pantomime of that sentence and try to showing in front of the class. The topic is describe about animals; namely my cat, the tiger, my rabbit.

No	Activities	Teacher' Activities	Students' activities
1	Pre activities	The teacher is greeting to the students Praying together Check attendance list Open the lesson by question Related to the last lesson	The students answer the greeting, say praying, answer the teacher question, open the book.
2	While activities	1. The students are divided into group or to play individually, the group can be 5 or 6 groups or students play individually in the game. 2. Every students or groups are given the pantomime card. Each students or group will get the different topic sentence on the pantomime card and they must think the true sentence and discuss each other pairs to find the good pantomime of that	The students listen the teacher explanation The students must be active The students listen the instruction from the teacher

		<p>sentence and try to showing in front of the class.</p> <p>3. Each group must see carefully players the gesturer that matches to the writing on the pantomime card in front of the class.</p> <p>4. While the player put the card they will automatically compose a sentence match to the word on the card sentence they put.</p> <p>5. Every time the players make correct sentences they will get 10 pints. The player with the highest point will win.</p>	
3	The result	After finish task, the teacher as students to presentation the task, then the teacher give avaluate about it.	The students do what the teacher instruction
4	Post activities	<p>The teacher as the students if there are still unclear about the topic</p> <p>The teacher conclude the material</p> <p>give homework</p> <p>Closing the lesson</p> <p>Greeting the students</p>	<p>The students answer the confuse about the lesson.</p> <p>The students write the homework</p> <p>The students says greeting</p>

The researcher gave pos-test after did the treatment. Post-test is the final evaluation when the material is complete. The researcher gave post-test to found the effect on students' writing of the descriptive text after using pantomime game. The topic is difference between first meeting and second meeting "describe about people". According to Brown (2007 : 224)

ASPEK	PERFORMANCE DESCRIPTION	SCORE
CONTENT (C) 30% Topic Detailed	The topic is complete and clear and the details are relating to the topic	16-20
	the topic is complete and clear but the details are almost relating to the topic	11-15
	the topic is complete and clear but the details are not relating to the topic	6-10
	the topic is not clear and the details are not relating to the topic	5-1
ORGANIZATION (O) 20% Identification Description	Identification is complete and descriptions are arranged with proper connectives	16-20
	Identification is almost complete and descriptions are arranged with almost proper connectives	11-15
	Identification is not complete and descriptions are arranged with few misuse of connectives	6-10
	Identification is not complete and descriptions are arranged with misuse of connectives	5-1
GRAMMAR (G) 20% Use present tense Agreement	Very few grammatical or agreement inaccuracies	16-20
	few grammatical or agreement inaccuracies but not affect on meaning	11-15
	Numerous grammatical or agreement inaccuracies	6-10
	Frequent grammatical or agreement inaccuracies	5-1
VOCABULARY (V) 15%	Effective choice and words and word forms	16-20
	Few misuse of vocabularies, word forms, but not change the meaning.	11-15
	Limited range confusing words and word form	6-10
	Very poor knowledge of words, word forms and not understandable	5-1
MECHANIC (M) 15% Spelling Punctuation Capitalization	It uses correct spelling, punctuation and capitalization	16-20
	It has occasional errors of spelling, punctuation and capitalization	11-15
	It has frequent of spelling, punctuation and capitalization	6-10
	It is dominated by errors spelling, punctuation and capitalization	5-1

A. Technique of Collection the Data

There are some steps to collect the data:

1. The researcher took the pre-test before do the treatment.
2. The researcher will teach the students by using pantomime game.
3. The researcher given the task about descriptive text. The researcher give the topic about people. The students follow the grammar. After the researcher gets their task, the data analyzed by indicator of writing.

B. Technique of Data Analysis.

There are several steps that researchers use for game of data analysis: firstly, researcher will teaching in class. Secondly, the researcher give a test, and the test is written test. Thirdly, after the researcher give the test, the next step is to check the results of their tests using indicator of writing then the raters analyze them. Fourthly, then researcher get the students' scores of pre-test and post-test. Finally, the researcher computed the hypothesis significant. It is to know whether the H_a was accepted or not. The researcher calculated deviation in post-test of experimental and control group to analyze the data, the researcher used the SPSS. The students get value 100 as the high scores. The rule is in writing has 5 indicators. Each indicators has 25 score. If the students get a score that matches the criteria in the indicator of writing, the students get a score of 100. In this case the formula was to get the highest score: $25 \times 4 = 100$.

1. Normality Data

Normality test is aim to see whether the data normally distribute or not, this used to determine the slope formula. Sundayana (2010 : 83) argue the normality of data distribution is a requirement to determine what kind of statistics used in subsequent analyzes. The researcher was use lilliefors test because the data is a nominal data.

2. Homogeneity Data

Homogeneity the test uses to see whether the two sets of data will have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test. If the data is not homogeneous, it used test parameters.

3. T – test

The researcher use the T-test for analyze the data, According to Sundayana (2010 : 148) in a study, if the research data is known the distribution of data is normally distribute, but it is non-homogeneous variance, then the test can be use. To measure, the researcher used independent sample T-test. This is the formula of t-test:

$$T_{\text{count}} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \longrightarrow S_{\text{combination}} = \sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}}$$

Explanation:

T : Value of T

\bar{X}_1 : The average data of the first group

\bar{X}_2 : The average data of the second group

n_1 : The number of sample measurements in the first group

n_2 : The number of sample measurements in the second group

s_1^2 : First group data

s_2^2 : Second group data

Additional Pre-Experimental design describing based of the data teaching indicator.