

**THE USE OF PANTOMIME VIDEO IN TEACHING
NARRATIVE PARAGRAPH WRITING**

AN ARTICLE

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THE USE OF PANTOMIME VIDEO IN TEACHING NARRATIVE PARAGRAPH WRITING

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Abstrak: Penelitian ini dilakukan di kelas Paragraph Writing pada Program Studi Pendidikan Bahasa Inggris di Universitas Tanjungpura tahun ajaran 2014/2015 yang bertujuan untuk mengetahui apakah benar atau tidak kegunaan video pantomim dalam meningkatkan pencapaian siswa dalam menulis paragraf naratif dan mengetahui berapa besar keefektifan kegunaannya. Desain penelitian yang digunakan adalah experimental semu non-equivalent control group design. Tehnik samplingnya adalah cluster dan sample penelitiannya adalah kelas A sebagai kelas ekperimental dan kelas C sebagai kelas control. Berdasarkan hasil perhitungan, t-test lebih besar dari t-table dan hal tersebut mendukung hipotesis alternative untuk diterima. Sedangkan efek dari perlakuan yang diberikan menunjukkan angka 0.63 dan itu menandakan bahwa efek yang diberikan tergolong sedang. Kesimpulannya adalah penggunaan video pantomim efektif dan memberikan pengaruh yang sedang dalam pencapaian kemampuan menulis paragraf naratif pada siswa.

Kata Kunci: Video Pantomim, Menulis, Paragraf Naratif

Abstract: This research was conducted to Paragraph Writing class of English Education Study Program, Tanjungpura University Pontianak in Academic Year 2014/2015. The purposes of this research are to find out whether or not the use of pantomime video can increase students' narrative paragraph writing achievement and to find out how well is the effect of the use of pantomime video in increasing students' narrative paragraph writing achievement. A Quasi-experimental with non-equivalent control group design was used by the writer as the research method. Cluster sampling is the technique sampling and the samples of this research were class A as the experimental group and class C as the control group. The computation of t-test is higher than t-table, therefore the alternative hypothesis is accepted. The effect size of the treatment was 0.63 and it was qualified as moderate effect. The results of this research was the use of pantomime video can increase students' narrative paragraph writing achievement with moderate effect.

Keywords: Pantomime Video, Writing, Narrative Paragraph

Writing, as one of four macro skills needed to be acquired by the students, is considered to be the most difficult aspect to be mastered. Moreover, written language production can be more difficult for Indonesian students as EFL learners since they need to deal with a lot of time and efforts into acquiring the language and learning to write. According to the writer's observation to the students of Paragraph Writing class in English Education Study Program of Universitas Tanjungpura Pontianak, he found out that the difficulties of writing lied not only in generating and organizing ideas but also in translating the ideas into readable texts. Besides, the writer discovered that the sustainability of conventional teaching activity was not enough to fulfill the students' need in mastering writing. They felt that the learning activity was not interesting whereas technique or activity that is used in the classroom should be interesting for certain condition of its students. Their ages, grade levels, positions, intellectual aptitudes, and social and economic status are such the identifying descriptors that a teacher needs to consider in order to match the activity with them. Thus, an alternative technique which can effectively optimize the result of teaching writing is needed.

As a part of drama, pantomime can be a supplementary technique used by teacher in varying the way of teaching foreign language (in this case, writing) to cover the aspects mentioned above. Nation (2009:93) said that writing is a really form of thinking using written words. Learners should bring experience and knowledge to their writing for writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. Pantomime is a good source to bring students' experience and knowledge to their writing because it deals with what is absolutely necessary to communicate; the symbolic movements that are common to all (Aubert, 2005). Moreover, despite it is not verbally mediated as is conventional drama, it shares many central features with spoken drama, among them role playing, dramatic conflict, and story structure. The dramatic structure of pantomime video which is similar to the generic structure of narrative paragraph helps students to organize their thoughts or ideas into a well structured paragraph.

Pantomime video prompts the students to be more active in learning process. It is because a mime (a person who does pantomime) tends to dramatize every gestures and facial expressions which, most of the time, look funny. Students will enjoy the learning environment and, simultaneously, have good comprehension in interpreting the story. Those ideas are supported by Harmer (2004:282) who stated that by teaching using video, students do not just hear the language, they see it too. This makes them comprehend more since general meaning and moods are often conveyed by expressions, gestures, and visual clues. That pantomime can successfully stimulate writing activity should come as no surprise, the writer believes that pantomime video can benefit student's writing especially in form of narrative for it has the similar structure with drama.

The previous experimental research deals with pantomime had been conducted by Angelina Linda Hartani from Universitas Mulawarman, Samarinda in 2012. She tried to find out whether or not pantomime game is effective in teaching English grammar. The finding showed that teaching English grammar using pantomime game was more effective than that of without using pantomime game. During the experimental study, learners showed their

enthusiasm, enjoyment, excitement, motivation, and involvement. They enjoyed the activities better than the deskwork.

But the very similar research entitled “Writing through Mime: Using Silent Drama to Enhance Story Writing” had been conducted in 1996 by Risemberg and Zimmerman in New York. The research stated that children can create pantomime that will motivate and enhance their story writing. It had been introduced to 4500 children, grades kindergarten through 5, in 29 New York City elementary schools. The result was that pantomime gave beneficial effects on children's writing, among them improved expression of detail, greater awareness of audience, and the incorporation of emotion.

Based on the reasons above, in this small scale of research, the writer is interested in knowing how the use of pantomime video affects students' achievements of narrative paragraph writing. The findings of this research may be useful for English teachers as input about the use of an interesting media in writing class. Moreover, for other researchers, especially those who are interested in conducting researches at the same field, the result of this study may become a source of beneficial information.

METHOD

The writer used quasi-experimental with non-equivalent control group design in order to achieve the goal of this research. Muijs (2004:18) explained that the quasi-experimental study is conducted by dividing the subjects into two groups: experimental and control group. This technique was employed with the non-equivalent control group in which writer studied on and compared both experimental and control group. Cohen et al. (2000:214) explained that one of the most commonly used quasi-experimental in education can be represented as:

Table 1
Quasi-experimental with Non-equivalent Control Group Design

| | | | |
|---------------------|----------------------|----------|----------------------|
| Experimental | O₁ | X | O₂ |
| Control | O₁ | | O₂ |

Where:

- O₁ = pre-test
- X = treatment
- O₂ = post-test

The size of population is the number of people or observations. Creswell (2008:142) says, “A population is a group of individuals who have the same characteristic”. The population of this research was the students of Paragraph Writing class of English Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University Pontianak in Academic Year 2014/ 2015. The number of population

was 77 students. Sample is a subset of the population that is representative of the whole population. According to Creswell (2000:100), sample is the small group that is observed. For this research the writer took two classes by using cluster sampling. The writer assumed that the types of both classes are homogenous and their ability in English was almost similar. Class A that consist of 24 students was the experimental group that had been treated by the use of pantomime video. Class C that consist of 28 students was chosen as the control group which was only treated by particular learning context usually done in the classroom, mostly by the explanation of teacher.

In this research, the writer applied measurement technique by assessing students' writing in form of narrative paragraph to measure their writing's achievements. The result of their writing was evaluated based on the recorded performance. The measurement was administered twice: at the first meeting before the treatment was given (pre-test), and the second after the treatment was given (post-test). The result of both pre-test and post-test were measured by t-test in order to have the interval score of both tests, to know the significance of improvement of students achievement in their narrative paragraph writing skill. The pre-test and post-test was so similar in order to see whether the treatments given had effects to the students' achievements. The writer asked the students to write narrative paragraph on the certain topic. In doing this, the writer needs tools to collect the data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this research, pretest was conducted for obtaining the students' precondition writing ability on narrative paragraph before the treatment, the use of pantomime video, given. Each student had to write a narrative paragraph based on the given topic and the computations of students' mean score of pre-test each group can be seen as follows:

→ Students' mean score of pre-test of the control group:

$$M_{C_1} = \frac{\sum X_1}{N} = \frac{1678}{24} = 69.91$$

→ Students' mean score of pre-test of the experimental group:

$$M_{e_1} = \frac{\sum X_1}{N} = \frac{1404}{24} = 58.5$$

Furthermore, the writer gave different treatments for both groups (control and experimental group). Then, the writer gave post-test to them. The post-test was conducted to know the students' condition after the treatments were given. The computations of students' mean score of post-test each group can be seen as follows:

→ Students' mean score of post-test of the control group:

$$M_{c_2} = \frac{\sum X_2}{N} = \frac{1738}{24} = 72.41$$

→ Students' mean score of post-test of the experimental group:

$$M_{e_2} = \frac{\sum X_2}{N} = \frac{1643}{24} = 68.45$$

After finding the students' mean score of post-test, the writer would like to know about the different score of each group and the calculations can be seen as follows:

→ The different of students' mean score in the control group (MD_c)

$$MD_c = M_{c_2} - M_{c_1} = 72.41 - 69.91 = 2.5$$

→ The different of students' mean score in the experimental group (MD_e)

$$MD_e = M_{e_2} - M_{e_1} = 68.45 - 58.5 = 9.95$$

The result of students' mean difference score of pre-test and post-test of control group is (2.5) and result of students' different score of pre-test and post-test of experimental group is (9.95). Based on the result, it shows that the mean difference score of experimental group is higher than of control group ($9.95 \geq 2.5$).

After the writer found the result of mean difference scores of each group, the writer would like to know the interval score. The calculation can be seen as follows:

→ The interval of students' mean score (MD)

$$MD = \bar{X}_2 - \bar{X}_1 = MD_e - MD_c = 9.95 - 2.5 = 7.45$$

This research has two research questions that should be answered. And, to answer those questions the writer needs to calculate the standard deviation of each group, the test significance of students' score, and the effect size of the treatment. The calculations can be seen as follows:

→ The standard deviation of the control group (S_c)

$$S_c = \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n-1}} = \sqrt{\frac{1558 - \frac{(60)^2}{24}}{24-1}} = \sqrt{\frac{1558 - \frac{(3600)}{24}}{23}}$$

$$= \sqrt{\frac{1558 - 150}{23}} = \sqrt{\frac{1408}{23}} = \sqrt{61.4} = 7.82$$

→ The standard deviation of the experimental group (Se)

$$\begin{aligned}
 Se &= \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n-1}} = \sqrt{\frac{8001 - \frac{(239)^2}{24}}{24-1}} = \sqrt{\frac{8001 - \frac{(57121)}{24}}{23}} \\
 &= \sqrt{\frac{8001 - 2483.52}{23}} = \sqrt{\frac{5517.48}{23}} = \sqrt{239.89} = 15.48
 \end{aligned}$$

The result of the standard deviation of control group is (5.00) and the result of the standard deviation of experimental group is (8.09). The result shows that the standard deviation score of experimental group is higher than the standard deviation score of control group that is (5.00).

→ The test significance of the students' score (*t*)

$$\begin{aligned}
 t &= \frac{MD_e - \overline{MD}_c}{\sqrt{\frac{(n_e - 1)S_e^2 + (n_c - 1)S_c^2}{n_e + n_c - 2} \left[\frac{1}{n_e} + \frac{1}{n_c} \right]}} \\
 &= \frac{9.95 - 2.5}{\sqrt{\frac{(24 - 1)(15.48)^2 + (24 - 1)(7.82)^2}{24 + 24 - 2} \left[\frac{1}{24} + \frac{1}{24} \right]}} \\
 &= \frac{7.45}{\sqrt{\frac{5511.49 + 1406.45}{46} \left[\frac{2}{24} \right]}} = \frac{7.45}{\sqrt{\frac{6917.94}{46} \left[\frac{2}{24} \right]}} \\
 &= \frac{7.45}{\sqrt{150.39[0.08]}} = \frac{7.45}{\sqrt{12.03}} = \frac{7.45}{3.46} = 2.153
 \end{aligned}$$

The result of the t-test is (2.153). The degree of freedom in this research is 46 because $N_e + N_c - 2$ ($24 + 24 - 2$), and the t-critical α (0.05). The t-critical with degree of freedom of (46) is (2.021). This means that the t-obtained (2.153) is higher than t-critical. Therefore, the null hypothesis (H_0) in this research is rejected and the alternative hypothesis (H_a) is accepted. It means that the use of pantomime video can increase students' narrative paragraph writing achievement of Paragraph Writing class of English Education Study Program of Tanjungpura University in academic year 2014/ 2015.

→ The effect size of the treatment (d)

To analyse the effect size of the treatment, the writer used the formula as follow:

$$d = \frac{M_e - M_c}{Pooled S}$$

Where:

d = effect size

M_e = the mean difference score of experimental group

M_c = the mean difference score of pretest and posttest of control group

$Pooled S$ = pooled standard deviation of experimental and control group

Before calculating the effect size, it needs to calculate the Pooled Standard Deviation (Pooled S) from both groups first, the computation was as follows:

$$Pooled S = \frac{(SD \text{ of Experimental Group} + SD \text{ of Control Group})}{2}$$

$$= \frac{15.48 + 7.82}{2} = \frac{23.3}{2} = 11.65$$

Therefore, the value of effect size was:

$$d = \frac{9.95 - 2.5}{11.65} = \frac{7.45}{11.65} = 0.63$$

The Effect Size is a measure of the effectiveness of the treatment. The result of effect size of the treatment is (0.63). According to Cohen cited in Muijs (2004:139), (0.63 is ≥ 0.51), it was categorized as moderate effect. Therefore, the use of pantomime video gives moderate effect toward the students' writing ability on narrative paragraph writing of Paragraph Writing class of English Study Program, Tanjungpura University Pontianak in Academic Year 2014/2015.

The summary of result of data analysis can be seen on the following table:

Table 2
Numerical Summary of Data Analysis on Students' Score in Experimental Group and Control Group

| Group | Pre-test Score (M_1) | Post-test Score (M_2) | Interval Score (MD) | Standard Deviation (S_d) | t -obtained | Effect Size (d) |
|--------------|--------------------------|---------------------------|---------------------|------------------------------|---------------|-----------------|
| Experimental | 58.5 | 68.45 | 9.95 | 15.48 | - | - |
| Control | 69.91 | 72.41 | 2.5 | 7.82 | - | - |
| | - | - | 7.45 | - | 2.153 | 0.63 |

Discussion

Based on the result of data analysis, it is proven that the students' score of narrative paragraph writing taught by using pantomime video is better than by using conventional teaching technique. After collecting and computing the data, the writer found that the use of pantomime video benefits students' achievement in narrative paragraph writing and the effect size is categorized as moderate effect.

Based on the observation, when generating and organizing ideas came up as the hardest parts of writing in L2, the pantomime video helped students to deal with them. Referring to Dougill in Zyoud (2011:5) who said that pantomime can help to fix language in the minds of the students, the clear generic structures of the (pantomime) video gave the students enlightenment to organize the ideas. They could easily digest the core of the story that they only needed to follow the chronological order delivered by the story as their guidance. The personal-opinion's part, the part where the students could have their own interpretation given by the mime's action, was the time then the students could generate their ideas, organized it through the structures they had written down, and developed the narrative paragraph based on their own vocabulary mastery. It made them easier to simplify some activities they might not know the term. Moreover, this part varied the story a lot since the students recreated the story of the video based on their own vocabulary mastery and interpretation.

However, on the other words, there was still a problem faced by the writer in applying this activity during the research. At the first treatment, most of the students enjoyed the pantomime video too much. That even was the first time for some of the students watching pantomime. They laughed most of the times since there were some funny scenes and expressions on the video. And, when it came to the writing activity, transferring what they had seen into written form, they missed some information acted by the mime. But, in the next time video playing, they started be accustomed to the things happen on the video and began to express their ideas to the more fluently. That means the treatment by using the pantomime video in teaching narrative paragraph gives a moderate effect toward the students' achievement.

CONCLUSION AND SUGGESTION

Conclusion

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.

Suggestions

Regarding to the use of pantomime video in teaching narrative paragraph writing, the writer gives some suggestions for the teachers or other researchers. First, based on the research conclusion, the teacher is recommended to find the video which, based on the action of the mime, contains the vocabularies learned by the students in the previous classes or the vocabularies used in their daily life. It could help them to sharpen their knowledge about the vocabularies and make them become more familiar with English vocabularies in their surrounding. Second, for the video is selectable, the teacher is also recommended to apply this strategy to different levels of students and use more variety of text types. The video being selected is depending on the levels itself. Then, in applying the pantomime video, the teacher should control the students' activity. Helps may be needed since not all students have the same understanding about the story or structure. Last, at the end of the implementation of pantomime video, the teacher should give the students chance to share their feelings and/ or difficulties about classroom activities as inputs for teacher to do better in the future because the procedures can be modified depending on the situation of the class.

For better performance, the teacher should make sure that things are already well prepared; the media and the materials. Furthermore, teacher can combine the use of pantomime video along with another activity or teaching technique to avoid monotonous activities; for instance: group work or pair work.

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