

## INTRODUCTION

### 1.1 The Background of the Study

The upgraded form of the education system is used in order that students behave properly and become active in learning, in which a teacher will only be a facilitator in the learning process. Basically, this system requires teachers to replace the old learning processes that tend to be monotonous becoming more creative by adding media to support the learning process, such as adding the visual media like a tape recorder, short video, picture, graph, slide, illustration, chart, etc.

Video is a media that can be used to teach English writing. By using video as media support in classroom activities, students can be guided to study fascinatingly. The video provides information about the eyes and ears, so students can see the actual communication (Edge, Julian, 1993, pp. 58). Video can also express language actively, by using video it can seeing language-in-use because students not only hearing the language but also can understand the message from the expression, emotion, or gestures. It can give most advantages for the teacher who want teach language in class. (Harmer, 2001). In this study the researcher will apply the pantomime video as teaching media. The reason why researchers choose pantomime video as media support is that pantomime is a unique resource that urges students' participation and knowledge into writing because it drags down the basic ideas of communication; a symbolic movement that everyone has (Aubert, 2005).

In this research, the researchers include three previous researchers who have conducted previous research to strengthen this research. The first researcher, (Deta, 2018) conducted a pantomime video in his research give positive feedback in teaching writing the tenth-grade students, by compared the average score of students she gets the score increase 1.24 point. By applying pantomime video as teaching media, it can give positive impact to develop the students' ability in writing, more ever this media can be suitable to teach any kind of text because it will drive students to creative thinking and more imaginative in writing. The second researcher, (Raharja, 2016) conducted a research by using pantomime

video as a means of improving a student's potential in writing ability, especially in narrative text. The researchers found that the pantomime video helps students to organize an idea, which is the hardest part of writing. Because the students just follow the chronology from video as guidance in the writing process. The third researcher, (Puspitasari, 2017) conducted a research of WH- Questions method on writing narrative text resulting in the improvement of students' narrative writing skills in which the average score of students increased from 58.13 (bad to average) in the first cycle to 78.39 (average to good) in the second cycle. The classroom action research is conducted in two cycles, including four stages: planning, action, observation and reflection.

By reflecting on the success of previous researchers, the researches feel challenged to try research by applying this method in a different way, by considering the learning system that must be online at this pandemic era. The researchers wanted to find out whether the method of watching pantomime video with WH-questions as guided could provide an increase in students' ability to write narrative text when applied using zoom. Where students are expected to get motivation and high enthusiasm from themselves to improve writing skills, without being directly monitored.

By observing the educational system in reality, students ought to master one of the four language skills of listening, speaking, reading and writing. Writing is one of the four basic language skills that is considered essential to students' language learning. By writing, students will be able to express ideas and concepts, improve vocabulary and expand knowledge. According to (Jack C. Richards, 2002) the writing skill is the most difficult for students because the writing skill is not only about writing down ideas, but it's also about how to explain ideas then generate them into an acceptable text.

In teaching theories, the teacher has a leading role in improving the potential of students in writing. But in reality, the teachers do not have a certain method of teaching writing, which causes students to have a thought of learning. It is just like studying with a textbook making the students feel uninterested in studying. Therefore, the researchers try to find an attractive method that involves students to

be more active. In this research, the researchers will apply WH-Questions method by using pantomime video to improve students' writing skills in narrative text.

In the writing process, many texts will produce such as expository, descriptive, persuasive, narrative, recount, report, argumentative, etc. In this study, the researchers expected students to be able to deepen their understanding about narrative writing skill. The reason why the researchers choose narrative text in this study is because narrative text is a genre that describes the chronology of a story about experience in different ways problematically which turns into a resolution. Being easy to study and focusing on developing an idea in the writing process can make students enjoy and be interested in studying. According to (Derwianka, 1995, pp.40), written that "The main function of a narrative text is to entertain, but it is also to teach or nourish and extend the readers imagination"

Furthermore, according to (Scanlan, 2003), narrative text is chronologically structured by a beginning, middle and end of a story. This conveys an attractive message for the reason readers keep reading. It may attract readers in an emotional way by allowing them to interact with obvious things, sometimes conveying unfamiliar plots and characters, with recognizably identified details.

Based on research observation at SMK Swasta Imelda 2020/2021, most issues faced by the students are students' lack of motivation to use English in writing practice, limited vocabulary thus blocking students' creativity, monotonous using of present tense, poorly written structure of text, continuous interpretation word by word, trivial understanding of punctuation, and lack of feedback from the teachers. The reasons why this research is important are, 1) in general, students from SMK Swasta Imelda cannot write English properly, even the students who get high scores in English examination are unable to write in good sentences and take too long time to start expressing their idea into sentences. 2) by watching pantomime video, students may be able to learn. Beside from being fun, pantomime video can increase motivation and can give a great opportunity for developing imagination or an idea in the writing process. 3) WH-question is very effective strategy for students to categorize some idea into the main idea in writing.

## **1.2 The Problem of Study**

Based on the above research background, the researchers formulated :

1. How is the process of narrative text writing by using WH-Questions method through Pantomime video at SMK Swasta Imelda year 2020/2021?
2. Does the WH-Questions method improve students' narrative text writing at SMK Swasta Imelda year 2020/2021?

## **1.3 The Objective of Study:**

The objective of study are:

1. To define the process of narrative writing through the pantomime video by using the WH-Question method.
2. To show the improvement of students' narrative text writing by using WH-Questions method through pantomime video.

## **1.4 The Scope of Study**

The scope of study is limited to writing process, in which students improve their narrative writing skill through the WH-Questions method through pantomime videos. There are four types of writing, namely, narrative writing, persuasive writing, descriptive writing and explanatory writing. This research only focuses on writing narrative text taught to students.

## **1.5 The Significance of Study**

It is expected that the findings of this research will have theoretical and practical significance as a process and product, especially a writing framework.

1. In theory, the results of this study are expected to strengthen the theory of English teaching strategies and provide evidence for existing research results that reveal the importance of having and trying different points of focus in teaching writing.

2. In fact, the results of this study are intended to provide valuable feedback to SMK Swasta Imelda researchers, English teachers and students in 2020/2021.

- a. For students, hopefully it will be useful to improve and strengthen their motivation and interest to study English writing using the WH-Questions method through pantomime videos.
- b. For English teachers, the researchers hope that through the WH-Questions method through pantomime videos, teachers can develop uniquely creative questions to expand students' writing skills.

For more researchers, the research results will become an important input, helping researchers to think about new strategies used in the teaching of narrative text writing.