

## Enhancing Student' Writing Skills through Miming Games

Lucky Setiawan<sup>1</sup>, Nurul Puspita<sup>2</sup>, Dian Reftyawati<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Raden Intan Lampung, Bandar Lampung - Indonesia

Email: <sup>1</sup>[Luckysetiawan09660@gmail.com](mailto:Luckysetiawan09660@gmail.com), <sup>2</sup>[nurulpuspita@radenintan.ac.id](mailto:nurulpuspita@radenintan.ac.id),

<sup>3</sup>[dianreftyawati@radenintan.ac.id](mailto:dianreftyawati@radenintan.ac.id)

---

### Abstract

---

#### Article History:

Received: 03/06/2025

Accepted: 12/07/2025

Published: 13/07/2025

#### Keywords:

*Miming Games,*

*Writing,*

*Procedural text,*

Writing is an essential skill that requires students to articulate their thoughts and convey messages through written texts. This is considered an essential skill that students must develop for their academic achievement. Miming activities offer a varied strategy for learning that enhances students' communication skills, encourages their creativity, and promote active participation. Student often struggle with writing because they are afraid of making mistake in grammar, vocabulary, and language use. The purpose of this research was to enhance students' writing skills through the use of miming games, with a particular focus on procedural texts, which are intended to explain how to perform or create something through a series of steps. The design of this research was quasi experimental. The eighth grade of MTS Mathla'ul Anwar served as the study's population. The research sample was chosen using a cluster random sampling technique. Data was collected by using a pre-test and post-test. The result showed that the Sig. (2 tailed) value was 0.001, which is lower than  $\alpha=0.05$ . This indicate that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected, it can be concluded that miming games involve students through movement and action, creating a fun learning environment that helps them understand sequence, structure and vocabulary.

#### Kata Kunci:

*Permainan Miming,*

*Writing,*

*Prosedur teks,*

#### Abstrak

Menulis adalah keterampilan penting yang mengharuskan siswa untuk mengartikulasikan pemikiran mereka dan menyampaikan pesan melalui teks tertulis. Ini dianggap sebagai keterampilan penting yang harus dikembangkan siswa untuk mencapai keberhasilan akademis mereka. Kegiatan miming menawarkan strategi pembelajaran yang bervariasi yang meningkatkan kemampuan berkomunikasi siswa, mendorong kreativitas mereka, dan saling mempromosikan partisipasi aktif. Siswa sering

kesulitan dalam menulis karena mereka takut membuat kesalahan dalam tata bahasa, kosakata, dan penggunaan bahasa. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa melalui penggunaan permainan miming, dengan fokus khusus pada teks prosedur yaitu jenis teks yang bertujuan untuk menjelaskan bagaimana melakukan atau membuat sesuatu melalui serangkaian kata. Desain penelitian ini adalah kuasi eksperimental. Siswa kelas VIII di MTS Mathla'ul Anwar Rejo Agung digunakan sebagai populasi penelitian. Sampel penelitian dipilih menggunakan teknik pengambilan cluster random sampling. Data dikumpulkan dengan menggunakan pre-test dan post-test. Hasil penelitian ini menunjukkan nilai Sig. (2-tailed) adalah 0.001, yang lebih kecil dari  $\alpha=0.05$ . Hal ini menunjukkan bahwa hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_o$ ) ditolak, dapat disimpulkan bahwa permainan miming melibatkan siswa melalui gerakan dan aksi, menciptakan lingkungan belajar menyenangkan yang membantu mereka memahami urutan, struktur, dan kosakata dengan lebih baik.

## **INTRODUCTION**

Fundamentally, writing is a consistent thought process that ensures the reader understands what is written. When a text is whole, round, meaningful, and clear, and conforms to the rules of grammar, it appears to be good. Writing is an effective skill that requires pupils to produce ideas and messages in written form. It is believed to be among the most important skills that pupils need to acquire in order to thrive academically. (Gillett, et al., 2009). Writing skills are crucial for expressing and organizing thoughts in a variety of conditions (Argawati & Suryani, 2020). In other words, the ability to write allows students to communicate their ideas clearly, logically, and effectively across different contexts.

Many factors can contribute to students' writing difficulties. It is possible that the problem comes from the basic challenges of the writing skill. Writing is a complicated and challenging discourse medium for most people, both in their mother tongue and as a second language, these factors include psychological, linguistic, and cognitive factors (Ibrahim, 2015).

Miming games are a type of guessing game, alongside those utilizing text and images. Engaging in guessing games may effectively cultivate and reinforce specific grammatical concepts. Hornby characterized miming as the skill of conveying a message solely through gestures and facial expressions, devoid of verbal communication. (Hornby, 1995). It indicates that mime uses gesture, body language, action, and facial expression to convey ideas without actually speaking. It means miming is an effective game for creative performance and communication that gets through languages because it focuses on telling a tale or delivering a message just via physical movement and expression. According to Klippel in Mofareh, miming or gesture is considered useful when it emphasizes the importance of gestures and facial expressions in communication (in Mofareh, 2015). It implies that nonverbal signs like body language and facial expressions are crucial in assisting students in better communicating and comprehending information. Based on previous description, Miming games make use of gestures, body language, and facial expressions rather than written or spoken words to convey thoughts, actions, or emotions. By encouraging students to communicate meaning through nonverbal clues, these activities improve their creative capacity and confidence while also strengthening their ability to link linguistic aspects with physical movement. Because of this, miming games can be a useful tool for language acquisition, particularly for actively and interactively enhancing vocabulary, comprehension, and communication skills.

This research aimed to enhance students' writing skills through the use of miming games, with a particular focus on procedural texts, which are intended to explain how to perform or create something through a series of steps.

## **METHOD**

This study was conducted using a quantitative, quasi-experimental research approach. Quantitative research is the process of collecting, analyzing, interpreting, and summarizing study data (Carrie Williams, 2015). This indicates that statistical methods must be applied to systematically collect numerical data, analyze the data to find patterns and correlations, and then interpret the results to get objective

conclusions. The next stage of the procedure is to compile the findings into an easy-to-understand, usually numerical or graphical manner. The main purpose of quantitative research is to address certain research questions or hypotheses using objective facts and quantitative insights.

A quasi-experiment, as defined by Creswell, is a study in which participants are assigned non-randomly to experimental and control groups. (Creswell, 2017). This study utilized a quasi-experimental design to determine the impact of miming games on students' procedural text-writing abilities. The researchers validate the independent and dependent variables. The independent variable was the miming games, whereas the dependent variable was the students' ability to compose procedural texts.

A population is a group of individuals who have the same characteristic (Putra & Sulaiman, 2017). In a research context, the population is, in essence, the total collection of people that the study aims to examine or make conclusions about. Some characteristics that are relevant to the goals of the research are shared by this group. The population of this study is made up of eighth-grade students. The sample is the subset of the population that is used as a representative sample. A sample is the portion of the target population that the researchers plan to examine in order to make generalizations about the target population. The sample strategy employed by the researcher was cluster random sampling. According to Fraenkel and Wallen that the selection of group, or cluster of object rather than individuals is known as cluster random sampling (Jack R. Fraenkel and Norman E. Wallen., 2009). The researchers choose the experimental and control classes on a little piece of paper. The class names are put on the paper, and the paper is then on a small piece of paper, the class name is written. Next, the paper is shaken and wrapped. The first paper represents the experimental group, while the second paper represents the control group.

This research utilized pre-test and post-test as data gathering methods. The researcher employed these methods in order to acquire data regarding the phenomenon of teaching writing skills at MTS Mathla'ul Anwar Rejo Agung through miming games. The purpose of the pre-test is to assess students' procedural writing skills prior to intervention. The test was given by the school's English

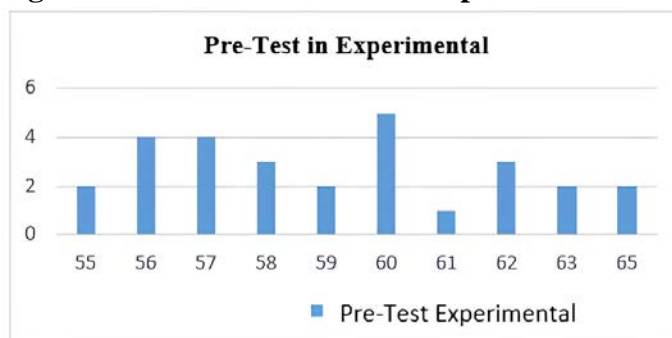
teachers using methods they had previously utilized. The post-test is designed to assess the students' procedural writing abilities following treatment. The system and degree of difficulty of the post-test are different from those of the pre-test. In the post-test, the researcher utilizes miming games as an educational activity.

A research instrument is a tool for measuring social and natural phenomena that have been observed. It plays an important part in the research process by collecting and measuring data in an exact and relevant way to support accurate results. The main research tool used in this study was writing tests, which were given both before and after the treatment. The exams were created especially to gather data on the students' writing skills. The students' initial writing skills were evaluated using a pre-test before miming games were used as a teaching approach. A post-test was administered to gauge any changes or improvements in their writing skills after the treatment. These assessments assisted the researcher in determining how well miming games enhance the writing skills of students.

## **FINDINGS AND DISCUSSION**

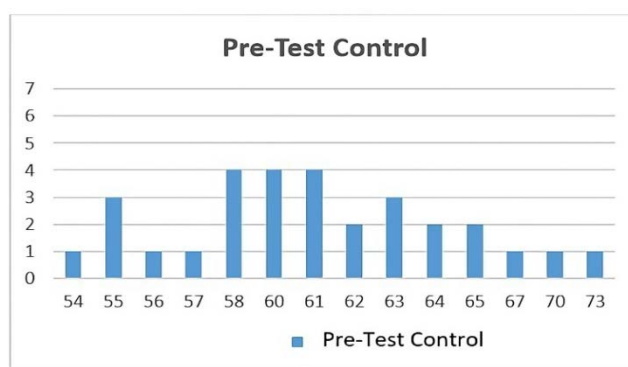
This research primarily aims to investigate the impact of miming games on the enhancement of students' English writing skills. The researchers utilized pre-tests and post-tests to acquire the data for this study. Subsequent to the three sessions conducted for the experimental class, a post-test was administered to assess the progression of students' writing skills. A pre-test was employed to determine the student's first proficiency. This study selected two classes as the sample, employing cluster random sampling techniques to identify the participants. This resulted in the selection of two classes to serve as the sample. Class VIII A Talent B served as the experimental class, using miming games as a teaching method, while Class XIII B Talent A served as the control class. With this method, it is expected that students in the experimental class will show significant improvement in their writing skills compared to students in the control class. The pre-test results of the experimental class are presented in figure 1, which illustrates the students' skills in composing procedural texts:

**Figure 1: Result of Pre-Test in Experimental Class**



According to the Figure above, two students received scores of 55, four received scores of 56 and 57, three had scores of 58 and 62, and two received scores of 59, 63, and 65. The most frequent score, 60, was achieved by five students, while the least common score was 61. In terms of score distribution, the highest score achieved in the pre-test was 65, while the lowest recorded score was 55. Following this, the pre-test result of the control class is presented to illustrate their initial writing performance:

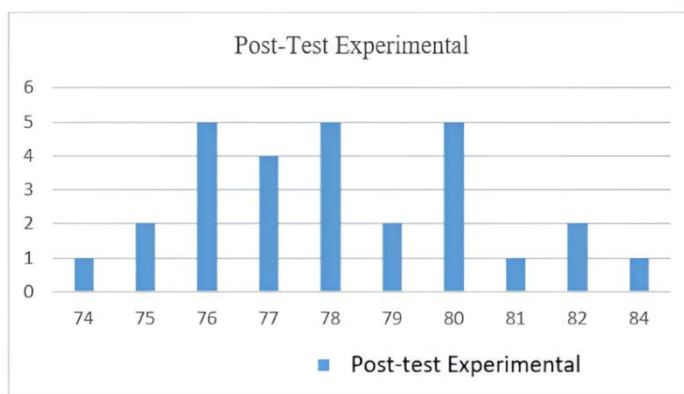
**Figure 2: Result of Pre-Test in Control Class**



One student received a score of 54. Three students scored 55, one scored 56, and one scored 57. A total of four students received a score of 58. Four students also received the most frequent scores, 60 and 61. Three students earned 63, while two of them scored 62. Two students also received 64, while two more received 65. One student each received scores of 67, 70, and 73. In terms of score distribution, the highest score achieved in the pre-test was 73, while the lowest recorded score was 54.

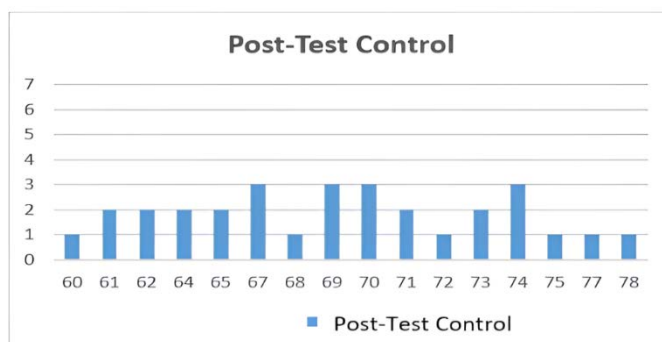
At the last meeting, the researcher administered a post-test to the students after their specific treatments. In order to determine whether the strategies employed had any effect, their writing skills had to be assessed. In the experimental class, students learned through miming, whereas in the control class taught without using the miming games.

**Figure 3: Result of Post-Test in Experimental Class**



The above result indicates that a total of 28 students have taken the test. Five students each received the most common scores, which were 76, 78, and 80. The highest recorded score was 84, and the lowest was 74. A large percentage of students had scores in the 75–82 range. In terms of score distribution, the highest score achieved in the post-test was 84, while the lowest recorded score was 74. The subsequent section outlines the post-test result of the control class highlighting the students’ writing performance after the treatment:

**Figure 4: Result of Post-Test in Control Class**



The result above indicates that 28 students in total took the test. The most common scores were obtained by three students each: 67, 69, 70, and 74. There was just one student who received the lowest known score of 60, and only one student



received the maximum score of 78. Two students each achieved other scores. These scores included 61, 62, 64, 65, and 73. Performance was distributed rather well, with most of the students scoring between 61 and 75, the highest score achieved in the post-test was 78, while the lowest recorded score was 60.

The results from both the pre-test and post-test show notable improvements in students' writing abilities in both the experimental and control groups. In the experimental group, where students learned to write procedural texts through miming games, the average pre-test score was 59.18. In the post-test, this increased significantly to 78.18. The average score for the control group, meanwhile, got from 60.07 to 68.73. These results suggest that while students gained with both teaching techniques, the experimental group improved more. This implies that students' writing performance was more positively impacted by miming games, particularly when creating procedural texts.

**Figure 5: Independent Sample Test**

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Result of Writing Test	Equal variances assumed	.13255	<.001	9.151	56	.001	9.445	1.032	7.378	11.513
	Equal variances not assumed			9.352	42.638	.001	9.445	1.010	7.408	11.483

The result showed that the Sig. (2-tailed) value was 0.001, which is lower than  $\alpha=0.05$ . This indicates that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected, it can be concluded that miming games involve students through movement and action, creating a fun learning environment that helps them understand sequence, structure and vocabulary.



By miming each procedural step, students engaged their cognitive schema, facilitating the retrieval of relevant language and the coherent organization of the procedures. Students enhanced their comprehension of the logical sequence required for writing procedural texts by employing gestures and physical movement to effectively demonstrate the progression of events. Miming enhanced their memory by associating movements with specific action verbs, so aiding in the retention of step sequences and language. Miming alleviated students' anxiety around writing assignments by framing it as an enjoyable and captivating endeavour. This enhanced their confidence and motivation to articulate their thoughts in English.

Several previous research have shown the effectiveness of miming games in language learning. Kasanah et al., (2023), found that using learning apps in conjunction with miming games enhanced students' vocabulary mastery. Similarly Purnomo (2023), discovered that miming exercises improved student understanding of the basic present continuous tense. Karmila, (2023), also demonstrated that mime games significantly enhanced students' mastery of the simple present tense, while Diana et al., (2021), discovered that miming games increased their interest in studying in addition to improving their vocabulary. In addition Viomeika (2022), showed that combining miming games with jumble words games increased vocabulary acquisition among elementary students. However, most of these research studies mainly focused on vocabulary improvement or mastery of grammatical tenses. On the other hand, this study focuses on the concept of miming games' use beyond vocabulary acquisition by examining how they help students organize their thoughts, use proper grammar, and create coherence while composing procedural texts.

This research suggests that miming games can enhance higher-order productive skills such as writing, alongside vocabulary and grammar proficiency. Students may better comprehend the sequencing of instructions if the procedural phases are physically displayed to them. This would facilitate the conversion of actions into textual representation. This game ensures that students articulate their thoughts in a structured manner, resulting in clear and precise directions. Miming

is interactive and participatory, which diminishes students' fear and enhances their confidence in articulating their views in writing. Miming games facilitate students in producing clear and coherent procedural texts by bridging the divide between language exercises and authentic engagement.

Overall, the results of this study reinforce the important role of kinesthetic learning strategies, such as miming games, in supporting students' writing development, particularly in the composition of procedural texts. Miming games offer a dynamic learning environment that promotes improved comprehension of sequence, structure, and vocabulary use by physically engaging students via movement and activity. In addition to improving students' logical idea organization skills, this active engagement fosters a better understanding of language concepts, which produces written works that are more correct and cohesive. As a result, adding kinesthetic exercises like miming to language training can greatly enhance students' overall command of the language as well as their higher-order writing skills.

## **CONCLUSION**

This research aimed to enhance students' writing skills through the use of miming games, with a particular focus on procedural texts. Miming games had significant effects on eighth-grade students at MTS Mathla'ul Anwar Rejo Agung's procedural text writing skills during the 2024–2025 academic year, according to the research findings, miming games have been shown to be a successful teaching games that improves students' composition skills for procedural texts. The findings demonstrated that students no longer had difficulties starting to write since miming games made it easier for them to generate and arrange their thoughts. Through the use of gestures, group conversations, and visual links, they were able to better comprehend and retain new words, increasing their vocabulary. Additionally, because the learning process helped them write procedural texts, employ imperative sentences, and get teacher advice, students used grammar more properly.

The result showed that the Sig. (2 tailed) value was 0.001, which is lower than  $\alpha=0.05$ . This indicate that the alternative hypothesis ( $H_a$ ) is accepted and the

null hypothesis ( $H_0$ ) is rejected, it can be concluded that miming games involve students through movement and action, creating a fun learning environment that helps them understand sequence, structure and vocabulary.

This research enhances teaching in multiple ways. It illustrates how interactive learning and experiential learning may assist students in improving their language skills, particularly in writing. Furthermore, it offers educators a novel approach to instruction that improves the efficacy and engagement of writing. These activities enhance students' retention of vocabulary and grammar while promoting the clear organization of ideas and the production of more coherent written works. Furthermore, the interactive quality of kinesthetic learning alleviates writing anxiety and enhances students' confidence, fostering a more dynamic and effective setting for the enhancement of writing skills.

#### **REFERENCES**

- Argawati, N. O., & Suryani, L. (2020). Project-Based Learning in Teaching Writing: the Implementation and Students Opinion. *English Review: Journal of English Education*, 8(2), 55. <https://doi.org/10.25134/erjee.v8i2.2120>
- Carrie Williams. (2015). Research Methods. *Journal of Business & Economic Research*, 5(3), 81–82. [https://doi.org/10.1007/978-3-319-10906-0\\_5](https://doi.org/10.1007/978-3-319-10906-0_5)
- Creswell, J. W. (2017). *Research Design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Edisi Ke-4)*. Yogyakarta: Pustaka Pelajar, 2017.
- Diana, K., Fitriyaningsih, A., & Puspananda, D. R. (2021). *The Application of Mime Game Toward Students' Vocabulary Mastery at The Seventh Grade of SMP Islam Nurul Ulum Kalitidu Bojonegoro* [IKIP PGRI Bojonegoro]. <https://repository.ikipgribojonegoro.ac.id/2340/>
- Gillett, A., Hammond, A., & Martala, M. (2009). *Inside track to successful academic writing*. Pearson UK. Pearson UK.
- Hornby, A. S. (1995). *Oxford advanced learners' dictionary*. (Fifth Edit). Oxford: Oxford University Press.
- Ibrahim, M. A. (2015). University students' English writing problems: diagnosis and remedy. *International Journal of English Language Teaching*, 3(3), 40–52.

Jack R. Fraenkel and Norman E. Wallen. (2009). *How To Design And Evaluate Research In Educatoin 7th Ed.* 95.

Karmila, S. (2023). *IMPROVING JUNIOR HIGH SCHOOL STUDENTS' MASTERY ON SIMPLE PRESENT TENSE THROUGH MIME GAME* (Vol. 5). UIN Ar-Raniry Banda Aceh.

Kasanah, N. R., Ambarini, R., & Sophia, T. C. (2023). *Improving Students Vocabulary Mastery By Using Miming Games Combined With Learning English Vocabulary Apps At The Eight Grade Of SMP N 1 Ngaringan.* 3(1), 326–334.

Mofareh. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34.  
<https://doi.org/10.20472/te.2015.3.3.002>

Purnomo, H. and heru. (2023). *The Influence of Guessing Mime Game on Students' Achievement of Simple Present Continuous Tense in The Eighth Grade of SMP AL-Mukhatr.* 5(2), 1–14.

Putra, M. I. R., & Sulaiman. (2017). a Correlational Study on the Impact of Students' English Achievement on Students' Residence. *Journal of English Teaching Adi Buana*, 02(01), 21–35.  
<https://doi.org/https://doi.org/10.36456/jet.v2.n01.2017.712>

Viomeika, D. (2022). The Effect of Using Miming Game Combined With Jumble Words Game on Students' Vocabulary Mastery. *Jurnal Pendidikan Tematik*, 3(2), 35–43.