

**THE IMPLEMENTATION OF WORD WALL TECHNIQUE  
IN TEACHING WRITING AT SMPN 1 KEDUNGGALAR NGAWI  
THESIS**

**Presented to**

**State Institute of Islamic Studies Ponorogo  
in Particular Fulfillment of the Requirement  
for the Degree of Sarjana in English Education**



**By**

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## ABSTRACT

**KUSUMA, FIRDA NING**, 2021, *The Implementation of Word Wall Technique in Teaching Writing at SMPN 1 Kedunggalar Ngawi*. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies of Ponorogo.  
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**Keywords: word wall technique, teaching writing, descriptive text, brainstorming.**

Writing is an essential skill in learning English. Writing is a process in which the writer organizes and communicates his or her thought to the readers by using words and symbols which are put together in the written form. Selecting an appropriate technique to improve writing skill is important. English teacher in SMPN 1 Kedunggalar Ngawi chooses Word Wall technique in teaching writing. Word Wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all students during reading and writing lessons.

The objective of this thesis are to describe (1) the implementation of Word Wall technique in teaching writing at SMPN 1 Kedunggalar Ngawi (2) Students' responses toward Word Wall technique in learning writing at SMPN 1 Kedunggalar Ngawi.

This research employed a qualitative approach and the design was a descriptive study. This study was conducted on the eighth grade at SMPN 1 Kedunggalar Ngawi. The data of this research were obtained through (1) observation (2) interview (3) documentation and (4) questionnaire. The researcher analyzed the data by (1) data reduction (2) data display and (3) conclusion.

The findings show: (1) The English teacher implemented Word Wall technique in teaching writing well. It was started by an activity where the teacher explained about Word Wall and descriptive text. Then the students were given a task to make a descriptive text. The vocabulary from Word Wall developed into a descriptive text by brainstorming. The teacher also gave video and quiz to make learning process become interesting and fun. From the quiz in the third meeting, students had a good score after the teacher implemented this technique. (2) The students' responses were very positive. The students were very active and enjoyed the teaching learning process. Besides, interview and questionnaire show that this technique can improve students' writing skill. Overall, the researcher concluded that Word Wall technique in teaching writing was applied positively for teaching writing.

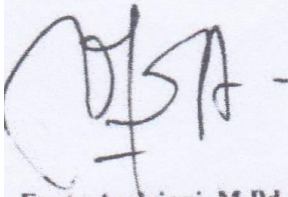
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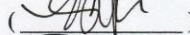

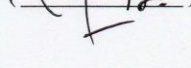
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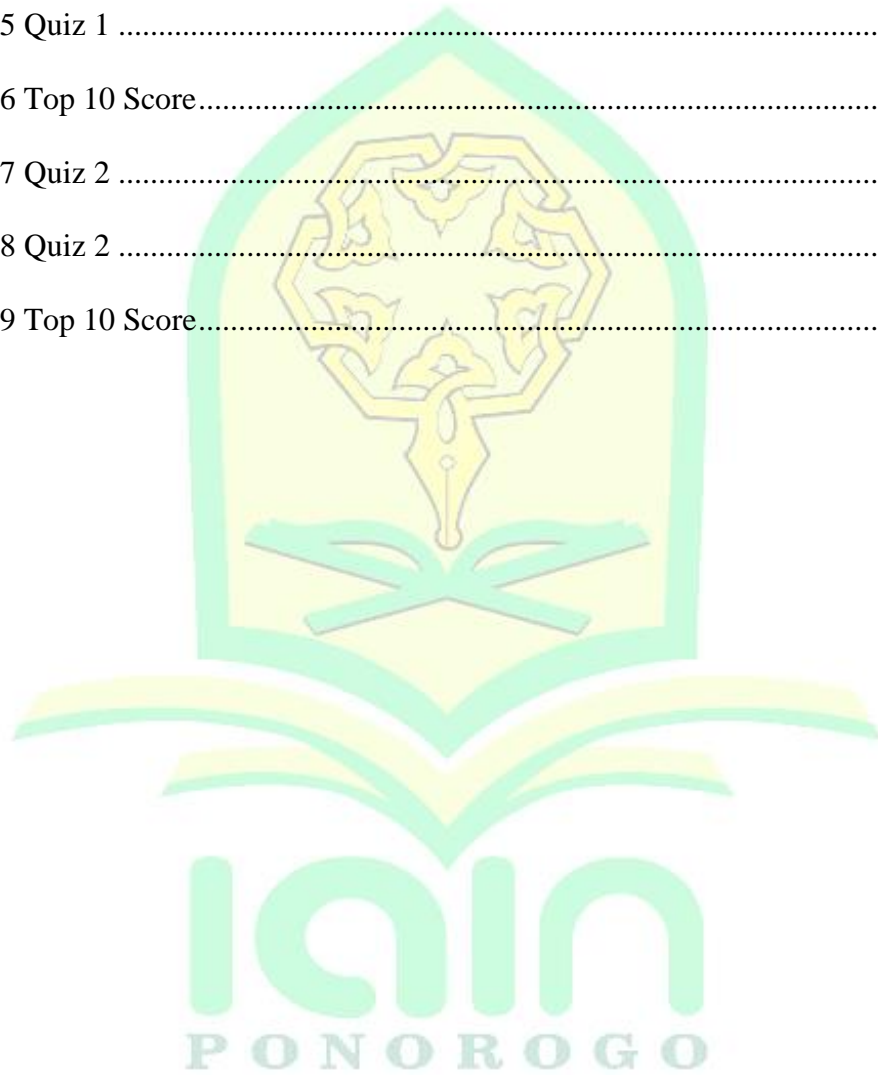
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## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses background of the study, research focus, research questions, research objectives, significances of the study, scope, and limitation.

#### **A. BACKGROUND OF THE STUDY**

English is an international language and used as a foreign language in Indonesia. As a foreign language, English is not used in daily life of Indonesian. Most people who learn English are from academicians, like students, teachers, lecturers or tutors of English. It is taught at school from elementary, Junior High School, Senior High School up to University. English needs to be learned because of its wide usage as an international communication language in order to be able to communicate with people who have different cultural and state backgrounds. English is the first choice used in communication.

There are four skills in English. They are listening, speaking, reading and writing. Writing is one of four skills in English. It can outpour our thinking in a written and can be a habit.<sup>1</sup> Even, one of the advance indicators of a nation can be seen from habit of society in writing in order to produce various creation of written which is useful for nation's development. Writing can be used and practiced in several ways, such as, a section in exam questions, written communication with strangers, writing in the field of education, writing social media content and websites and job-related writing. The benefits of writing are extensive knowledge, writing is

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<sup>1</sup> Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press), 2001, 78.

timeless, immortalize the story, inspiring people, earn money, becoming famous people, channeling creativity, develop imagination, and rule the world.<sup>2</sup>

Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.<sup>3</sup>

In writing a text, the students often find some difficulties although they have been guided by their teachers. There are some difficulties faced during writing paragraph. First is the problem in developing the ideas. Some students write many main ideas in one paragraph but the idea of the paragraph is limited. Second is the problem in organizing the ideas to write a text. A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good paragraphs; the students have to make their writing readable. To write a paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic. Third is the students get difficulties in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well. Fourth, when students proceed writing something, many problems could be found. Some students are lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students are still in doubt with choosing the correct words while composing descriptive text. Lack of vocabularies makes the students confused in developing their ideas. In this case the students have to choose correct

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<sup>2</sup> AZBahasaInggris.com accessed at 24 April 2021 on 01.00 p.m.

<sup>3</sup> Richard Walsh, *Narrating Complexity* 1<sup>st</sup> ed. (Springer, 2010), 3.

words that they need. The fifth difficulty is dealing with spelling, punctuation and capitalization.<sup>4</sup>

Based on the researcher's preliminary study in SMPN 1 Kedunggalar, Ngawi, the eighth grade also got problems in writing English. Data collection found students' ability to write descriptive text was low. Some students had not been able to make short text in the form of descriptive. The possibility of the low ability of students to write in descriptive text was caused by low student's motivation, or due to inappropriate assessment technique, it could also be due to poor mastery of English grammar, or perhaps due to inappropriate teaching technique, and inadequate practice frequency. To overcome the problems, teacher must be more careful in choosing the method or technique for the learning-teaching process in classroom.<sup>5</sup> Therefore, since the ability of eighth grade at SMP Negeri 1 Kedunggalar Ngawi to write descriptive texts needs to be improved, the teacher implemented a new teaching technique called as Word Wall technique.

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. There are words printed in a large font so that they are easily visible from all students seating areas. The advantage of this technique is they will learn vocabulary by what they hear and read, sure the students unsuspected also learning listening and reading from the teacher teach. They also enjoy it from the word that the teacher brings to make sentences. Word wall technique is developed by Green. It is originally designed to challenge and motivate language learning in an elementary or secondary classroom to develop vocabulary and to internalize new vocabulary. These vocabularies can help the students in

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<sup>4</sup> Lailatul Husna, Zainil, Yenni Rozimela, *An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang* (Padang: Universitas Negeri Padang, 2013), 2.

<sup>5</sup> Hilyatul Ulya, "Implementation Of "Word Wall" To Increase Students' Writing Skills (A Classroom Action Research for the Eleventh Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2019/2020)," (Graduating Paper, IAIN Salatiga, Salatiga, 2019), 1.

catching the meaning. Word wall can also develop some aspects in writing. To manage the content aspect in writing, theme or topic, word wall can be created to give the words match to certain topic or area of discussion.<sup>6</sup>

There are many different types of word wall including high frequency words, word families, names, and alphabet. When students work with word wall, the words become anchored in their long-term memory allowing quick and easy access. Word wall also encourages students to make connections between words. Students learn to use the words to construct knowledge in conversation and activities.

Judith Kieff said that guidelines for creating and using Word Wall cover six steps. First, display the words in alphabetical order or in word families-whichever is most appropriate to students' needs. Second, add only about five words each week. Third, add new words, eliminate old ones by moving them into a word basket or word bank. Fourth, use the Word Wall daily as a part of lessons, as a reference, and as a focus of word games. Fifth, expect students to correctly spell the displayed words. Sixth, observe when students use the word wall independently and reinforce their actions.<sup>7</sup>

After implementing Word Wall technique, students looked cheerful and excited. Lesson became more interactive between teacher and students, communication took place in two ways. The teacher asked more questions and students answered more. Word wall is done by several techniques, such as word picture, guess the word and word wall activities.

Overall, this condition attracts researcher to describe the teaching learning process implemented by the teacher in teaching writing using word wall techniques at the eighth grade of SMPN 1 Kedunggalar Ngawi. It is hoped that students can

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<sup>6</sup> Ratu Sartika, *Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students* (Jakarta: Indonesia University of Education, 2017), 180.

<sup>7</sup> Judith Kieff, *Winning Ways with Words Walls* (New Orleans: Department of Curriculum and Instruction University of New Orleans, 2003), 84.

enjoy learning English through Word Wall to make a descriptive text. Overall, the researcher intended to conduct a research entitled: “The Implementation of Word Wall technique in Teaching Writing at SMPN 1 Kedungalar Ngawi.

## **B. SCOPE AND LIMITATION**

The scope of this research is in teaching writing descriptive text of Junior High School and it is limited in using Word Wall as the teaching technique at the eighth grade of SMPN 1 Kedungalar, Ngawi school year 2020/2021.

## **C. RESEARCH QUESTIONS**

This study has the following Research Questions:

1. How is the implementation of Word Wall technique in teaching writing descriptive text at eighth grade at SMPN 1 Kedungalar?
2. How are the students’ responses toward the implementation of Word Wall in teaching writing at eighth grade at SMPN 1 Kedungalar?

## **D. RESEARCH OBJECTIVES**

The research is aimed to describe the implementation of word wall in teaching writing. This study is also proposed to explore students’ responses toward the implementation of word wall in teaching writing.

## **E. SIGNIFICANCES OF THE STUDY**

The researcher makes two benefits on this research. They are theoretically and practically. Theoretically, the researcher hopes that the result of this research will be guidance for teaching writing descriptive text. Practically, the researcher expects to give some benefits for the students and the teachers:



1. For students:

The result of this study can be useful for the students to be able to write descriptive text easier from the vocabulary of the word wall provided by the teacher. This technique is really helpful for teacher to make the meaning clear and help the students to memorize them easily, directly and fun.

2. For teachers:

The result of this study can be useful for the English teachers to be more creative in selecting teaching techniques in the classroom activities to make their students be motivated to learn English in a fun way. This study is supposed to be used as a bridge to transfer knowledge in teaching English writing, especially in writing descriptive text.

3. For other researchers:

The result of this study can be used by other researchers in conducting other research. It is hoped that the data can open their mind in completing writing field research.

## **F. ORGANIZATION OF THE THESIS**

Organization of the thesis is given to make the readers understand the content of thesis. It consists of five chapters:

**CHAPTER I** : The first chapter is introduction. It consists of the background of the study, scope and limitation, research questions, research objectives, significances of the study.

**CHAPTER II** : The second chapter is review of related literature. It consists of the previous research and theoretical background. The theoretical background explains about the general concept that consists of

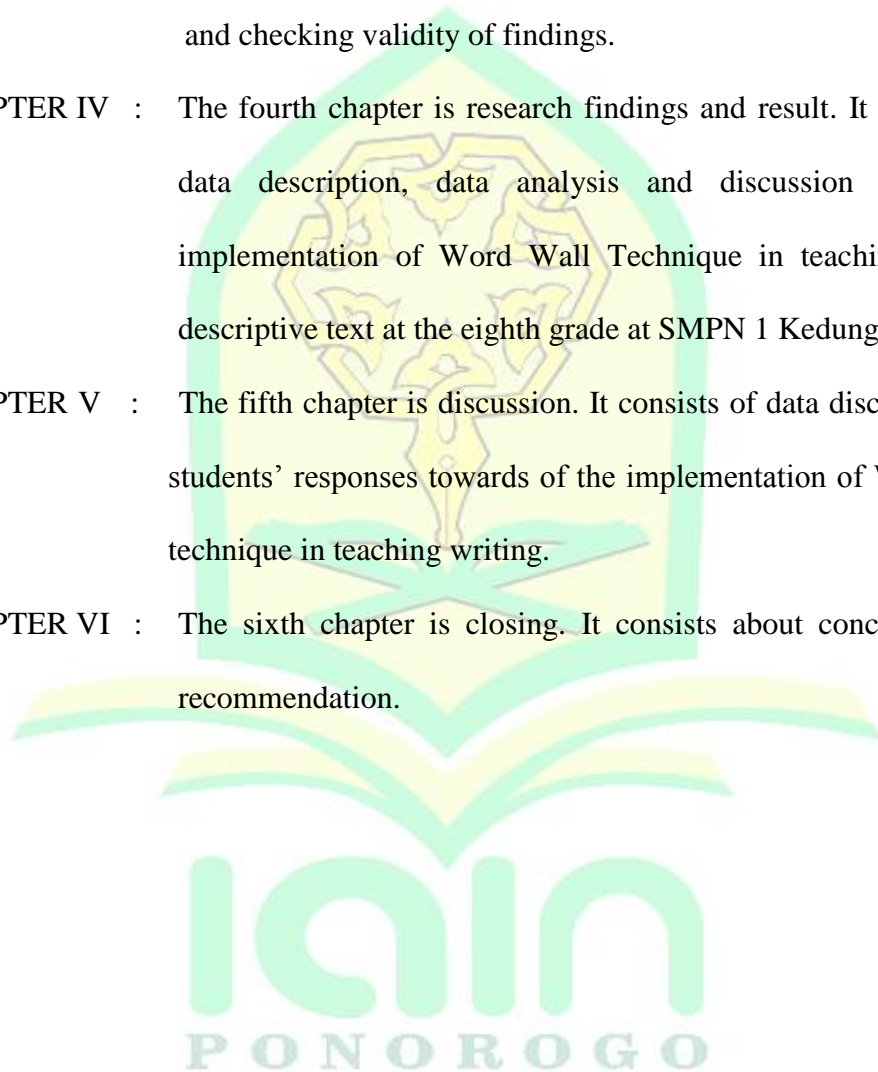
definition of writing, definition of teaching writing, definition of teaching technique, definition of word wall, and definition descriptive text.

CHAPTER III : The third chapter is research method. It consists of research approach and design, researcher's role, research setting, data and data sources, data collection technique, data analysis technique, and checking validity of findings.

CHAPTER IV : The fourth chapter is research findings and result. It consists of data description, data analysis and discussion about the implementation of Word Wall Technique in teaching writing descriptive text at the eighth grade at SMPN 1 Kedunggalar.

CHAPTER V : The fifth chapter is discussion. It consists of data discussion and students' responses towards of the implementation of Word Wall technique in teaching writing.

CHAPTER VI : The sixth chapter is closing. It consists about conclusion and recommendation.



## CHAPTER II

### PREVIOUS RESEARCH AND THEORETICAL BACKGROUND

This chapter is aimed to give relevant knowledge underlined the study. Therefore, this chapter describes some information involving: Previous Research and Theoretical Background.

#### A. PREVIOUS RESEARCH

The writer takes some previous researches as principle or comparative toward this research. The first previous research was conducted by Muzayyanah. The title is Improving students' vocabulary mastery through word wall.

“A Classroom Action Research at the seven grade of SMP PGRI 1 SOMAGEDE - BANYUMAS in academic 2014/2015). She focused on improving the students' vocabulary skills by using *word wall*”. The subject of this research was 26. The method which was used is CAR. Based on her research, she found that *word wall* technique can improve the students' vocabulary skills. Based on the data analysis, it could be proved that the use of Word Wall as the medium can improve students' vocabulary mastery, because 65% of the total participants in this research reached the minimum achievement standard (KKM) that is 70. It could be seen from the result of students' improvement at the end of Cycle 2. The improvement of the test result was 27.87%. The indicator of students' observation proved 23.59% from the action in Cycle 1 and Cycle 2. The result of the field notes showed that the research in Cycle 2 was better than the research in Cycle 1. Moreover, the questionnaire result showed a positive response of the students towards the use of

Word Wall in learning vocabulary. In short, Word Wall was able to improve students' vocabulary.<sup>8</sup>

The similarity of previous research with this research is dealing with the application of "word wall". The difference of previous research with this research deals with the research design. The previous study used CAR, while this study applied descriptive qualitative design.

The second previous research is "The Use of Word wall as Technique Improve Students Speaking Ability", an Action Research at the First Year Students of SMPN 1 Temanggung in the Academic year of 2009/2010" by Heni Purwo Astuti Cited by Setiyawati. The finding of the second research can be analyzed that mean score in pre-test 2.25, then increase in the first cycle test, 2.85. In the final test the mean score was 3.89. It means that the implementation of word wall technique is effective.<sup>9</sup>

The difference between Heni's research and this research deals with the research design. Previous research used Action Research to improve students' speaking ability and in this research, the researcher used descriptive qualitative design to describe the implementation of Word Wall in teaching writing text. The research is aimed to describe the implementation of word wall in teaching writing. This study is also proposed to explore students' responses toward the implementation of word wall in teaching writing.

The third previous research is "Improving Students Vocabulary Mastery through Word Wall (Classroom Action Research) on the First Grade Students of SMPN 2 Tuntang in Academic Year 2012/2013" written by Dewi Nurhamida." The aim of this research is to find whether *word wall* can improve the students' interest to

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<sup>8</sup>Muzayyanah, "Improving Students' Vocabulary Mastery Through Word Wall (A Classroom Action Research (CAR) at the Seven Grade of SMP PGRI 1 Somagede in Academic Year 2014/2015)," (Thesis, Muhammadiyah University of Purwokerto, Purwokerto, 2015), xiv

<sup>9</sup> Anggun Setiyawati, The Effectiveness of using Word Wall to Improve the Students Writing Skill in Recount text at the eighth grade of SMPN 5 Kebumen in the Academic year of 2013/2014, (Thesis, Universitas Muhammadiyah Purworejo, Purworejo, 2014), 20.

English learning and to find out word *wall* can improve the vocabulary mastery. The researcher used a classroom action research as a method in this research. The researcher also uses pre-test and post-test in the teaching learning process. The result of her research is that the use of *word wall* method can improve the students' vocabulary mastery. It can be showed by the score they get and their changes in their comprehension that looked better.<sup>10</sup>

The similarity of previous research with this research is dealing with the use of word wall to teach English. The difference between Dewi's research and this research: the previous used Classroom Action Research to improve the students' vocabulary mastery and in this research, the researcher used Descriptive Qualitative design to describe implementation of Word Wall technique.

The fourth research, Sartika cited by Elyana conducted "The Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School students." Descriptive qualitative method was the methodology of this study. The data were achieved through observation, questionnaire, and text as the instruments of the study. The use of Word Wall as the strategy in teaching writing a descriptive text was supportive for Junior High School students by helping teacher and students to carry out all of the stages in implementing Word Wall Strategy projected by skilled. The effect also showed that Word Wall Strategy have important parts in helping students study to write a descriptive text with more than 50% responses were positive about 45 students responses to the use of Word Wall. Finally, based on the result of the study, delivering Word Wall strategy is suggested to be applied in Junior High School.<sup>11</sup>

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<sup>10</sup> Dewi Nurhamida, Improving Students Vocabulary Mastery through Word Wall (Classroom Action Research on the First Grade Students of SMPN 2Tuntang in Academic Year 2012/2013), (Thesis, STAIN Salatiga, Salatiga, 2012), 24.

<sup>11</sup> Tiara Anisya Windya Elyana, "Improving Students' Writing Abilities In "What Are You Doing" Material Through Word Wall as Technique of The Eighth Grade Students At SMP Negeri 2 Sumowono In The Academic Year Of 2019/2020.( Graduating Paper, IAIN Salatiga, Salatiga, 2019), 44.

The similarity between the previous research and this research is in implementing word wall in teaching writing descriptive text for Junior High School. The difference between Sartika's research and this research deals with the research design.

## **B. THEORETICAL BACKGROUND**

This section will explain about the structure that can hold or support a theory of a research study. The theoretical background introduces and describes the theory.

### **1. Writing**

This section describes the definition of writing, process of writing and the elements of writing.

#### **a. Definition of Writing**

Writing is a process in which the writer organizes and communicates his or her thought to the readers by using words and symbols which are put together in the written form. Furneaux says that when we write, it is essential to communicate with an audience, which has expectation about the text type we produce. Thus, the activity of writing needs at least two participants, they are writer and reader. In addition we need reader to appreciate, evaluate, and understand our ideas and feelings in the written form.<sup>12</sup>

Writing can be defined by a series of contrasts:

1. It is both a *physical* and a *mental* act. Writing is the mental act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
2. Its purpose is both to *express* and *impress*. The writers serve two masters: themselves and their own desire to express an idea or feeling and readers who

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<sup>12</sup> Furneaux, "Recent Material on the Teaching Writing", *ELT Journal*, 53/1 (January 1999), 17.

need to have ideas expressed in certain ways. Then choose the best form for their writing.

3. It is both a *process* and a *product*. The writer imagines, organizes, drafts, edits, reads and rereads are the process. Meanwhile, what the audience sees is a product.<sup>13</sup>

Based on the definition above, it is concluded that the writing is a process of activities, which includes thought and mental efforts. In writing, the writer has to know attitude, feeling and knowledge of the readers, because in writing, the writer will communicate with the readers through the written symbols.

#### **b. Process of Writing**

According to Harmer when students are writing-for-writing, teacher will want to involve them in the process of writing. The typically of the process of writing are plan, draft, review, and edit. So the process of writing must be gradually and sequence. Therefore, we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc, before we produce our final version.<sup>14</sup>

Different from Harmer, Markel stated that there are some processes of writing:

- 1) Prewriting: Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content.
- 2) Drafting: Making a case and structuring your evidence for that case.
- 3) Revising: Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case.

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<sup>13</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill. 2003), 88.

<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Pearson Education Limited, 2007), 113.

- 4) Polishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.<sup>15</sup>

### c. The Elements of Writing

There are many elements of writing. According to Wilbers cited by Ulya, there are several elements of writing, those are:

#### 1). Central Idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

Checkpoints:

- a). Purpose or central idea is sufficiently limited for meaningful discussion.
- b). Central idea is clearly stated, normally in the opening.
- c). All subordinate ideas relate clearly to the central idea.

#### 2). Organization

This element of writing has to do with coherent arrangement of materials. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material.

Checkpoints:

- a. Introduction orients the reader to the central idea and the line of reasoning.

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<sup>15</sup> Markel, M. H., The Writing Process Teaching the Writing Process Revising. *College English*, 50(5) (June 2006), 509.



- b. Material is arranged in a logical and coherent sequence, subordinate ideas are effectively identified.
- c. Transitions are clear and helpful.
- d. Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion

### **3) Supporting Material**

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify, in argument, to persuade.

Checkpoints:

Examples are relevant, specific, detailed, sufficient, and persuasive.

Quotations support the argument.

### **4). Expression, Word Choice, and Point of View**

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis.

Checkpoints:

a. Word choice is clear, specific, accurate, unassuming, and free of clichés and misused jargon.

b. Sentences are free of wordiness and ambiguity.

### **5). Spelling, Grammar, and Punctuation**

This element of good writing counts only when it's wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake.

Checkpoints:

- a). Spelling, including technical terms and proper names, is correct.
- b). Correct words are used to convey the intended meaning.
- c). Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- d). Punctuation, particularly comma placement, reflects standard usage.
- e). Copy is free of mechanical errors and mistakes in proofreading.<sup>16</sup>

#### **d. Teaching Writing**

Teaching and learning cycle of the teaching of writing are divided into three distinct stages: modelling, joint construction of text, and independent construction of text.<sup>17</sup>

At the modeling stage, teachers introduce the text type, purpose, audience, context of the text, as well as the vocabulary, grammar, and organizational structure which are used in realizing that particular type. After the modeling stage, teachers move on to another stage called the joint negotiation of text. This stage includes the negotiation of ideas of between teachers and students. The stage of independent construction of text comes after the joint negotiation of text. Teachers should explicitly tell students the purpose of writing the particular essay, which maybe neglected by some novice teachers.

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<sup>16</sup> Hilyatul Ulya, *Implementation of Word Wall to Increase Students' Writing Skills (A Classroom Action Research for the Eleventh Grade Students of SMK Diponegoro Salatiga in the Academic Year of 2019/2020)*, (Graduating Paper, IAIN Salatiga, Salatiga, 2019), 22-24.

<sup>17</sup> Cope & Kalantzis, *"Language Education and Multiliteracies"*, University of Illinois, Urbana-Champaign (Januari 2008), 195-211.

## 2. Teaching Technique

Teaching technique is the ways of presenting the language to the students. Teaching technique is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique in the class.

Teaching writing in Junior High School is not easy. The teacher has to consider about appropriate technique, a good instruction, and an interesting way as a preparation before starting teaching and learning process. The others teaching technique are teaching speaking, teaching reading and teaching listening.<sup>18</sup>

## 3. Word Wall technique

Teacher use a variety of activities to help students interact with the Word Wall and increase students' ability to read and write. Through Word Wall, students are predicted to be motivated to learn the vocabularies that will be used in reading and writing. Word Wall technique has very useful for students to help them in the process of writing. The new words, unfamiliar words, and their spelling can help them in the learning the language. By using Word Wall technique students are expected to be interested in writing activity and explore their abilities in writing descriptive text.<sup>19</sup>

### a. Definition of Word Wall

There are some definitions of word wall technique. According to Kurniasih, et.al. *Word Wall* is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all students seating

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<sup>18</sup> Vino Hendra Prima, *Teaching Writing Descriptive Text by Combining Quick Write with Author's Chair Strategies for Senior High School*, STKIP PGRI Sumatera Barat, 3.

<sup>19</sup> Winda Kurniasih, Regina, and Zainal Arifin, *The Use of Word Wall Technique in Teaching Descriptive Writing*, *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4 (11), (September 2015), 2.

areas. It is a teaching tool that teachers use to aid students during reading and writing lessons".<sup>20</sup> Different from Kurniasih, Judith Kieff stated that:

Word Wall promote independent work habits by providing a readily available reference as students complete their reading and writing activity. Word Wall technique has very useful for students to help them in the process of writing. The new words, unfamiliar words, and their spelling can help them in learning the language. By using the Word Wall technique students are expected to be interested in writing activity.<sup>21</sup>

A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are used as a tool to teach language concept.<sup>22</sup> According to Robert J. Marzano, explain that:

Word Wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or term. These words are used continually by teachers and students during a variety of activities. Word wall is interactive technique in classroom to advocate learning of listening, speaking, reading and writing. In his book, *Word Savvy* discusses additional purposes for using word walls. First, word walls support students' vocabulary development. In the content area classroom, word walls can be used to develop academic vocabulary. Word walls provide example words, which highlight difficult concepts. Many teachers create word walls that support students' learning of high frequency words. Students are able to

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<sup>20</sup> Ibid., 3.

<sup>21</sup> Judith Kieff, *Winning Ways with Word Walls* (New Orleans: Department of Curriculum and Instruction University of New Orleans, 2003), 84.

<sup>22</sup> Dian Rizky Nurcahyani, *The Effectiveness of Using Word Wall Techniquetoward Students Vocabulary Mastery of Eight Grade in MTs Negeri Bandung*, (Thesis, IAIN Tulungagung, Tulungagung, 2016), 16.

include words that are important to them. And finally, word walls provide a space for students to sort and categorize words and phrases.<sup>23</sup>

### **b. Kinds of Word Wall**

There are kinds of word wall. According to Crosberry word wall has several different types, consists of:

#### **1). Quick definitions**

Students choose and write the word to match the definitions. Repeat the process encouraging students to review all the words as they select the answer.

#### **2). Word Picture**

Working in teams, students select one of the words from the word wall and illustrate it on the board. The opposing team got a point for a correct guess and illustrates another word.

#### **3). Guess the Word**

Students guess what the word meant and it was definition in Indonesian.

#### **4). Mind Readers**

The teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, students should all know the word. If success clues confirm a student it's earlier guess, students can just write the word again.

#### **5). Word Wall Activities**

There are some activities for the teacher by using *word wall* in the classroom:

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<sup>23</sup> Robert J. Marzano, *Building Background Knowledge for Academic Achievement: Research on What Works in School* (Alexandria, Virginia: Association for Supervision and Curriculum Development, 2004), 68-69.

**a). A point, Clap, Chant**

The teacher states the word, one student points to the word on the word wall and then all students chant the letters of the word and clap for each other.

**b). Vowel Play**

The students can write the words and underline all the vowels, or decide if the vowels are long, short or controlled by another letter (star - r controlled vowel and neither long nor short).

**c). Word wall stories**

Students use as many of the word wall words as they can to write a story. This too can be quite a challenge to ensure that the story makes sense yet still uses many of the words.

**d). Word wall Bingo**

Students always love a good game of bingo. In this activity, the students write down a stated number of word wall words, 10, 15 or 20. The teacher then randomly states the names of some of the word wall words. As she says the words, the students underline the word or put a chip over the word. The first one to have their words read out by the teacher first is the winner.

**e). Guess the word wall word**

Students work with partners and draw the word with their finger on their partner's back. When the student guesses the word, they trade places.<sup>24</sup>

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<sup>24</sup> Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Classes* (Canada, Curriculum Services Canada, 2004), 5.

### c. Advantages and Disadvantages of Word Wall

There are some advantages of using word wall technique in teaching writing, according to Callella, word walls provided students with easy access to words they need to know during activities. Other advantages a word wall serves a variety of purposes, included the following:

- 1) Provides a visual for students that help them to remember words.
- 2) Serves as an important tool for helping students learn to read.
- 3) Foster student independence.
- 4) Promotes reading and writing.
- 5) The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise in interactive and simple in learning English, such as: matching word, word association and missing letter.<sup>25</sup>

The disadvantages of using word wall technique as follows:

- 6) Require time to develop.
- 7) Require equipment to reproduce.
- 8) There are sometimes viewed as busy work.

### d. Steps in Implementing Word Wall Technique

The steps of using Word Wall by Jackson use in teaching writing descriptive text activities. The following are steps of the implementation of word wall according to Jackson.

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<sup>25</sup> Trisha Callella, *Making Your Word Wall More Interactive* (Huntington Beach : Creative Teaching Press., 2001), 3.

## 1. Preliminary activities

### a. Brainstorm a list of word with the students

Arrange the words in alphabetical order or classify them into groups or category on a wall or whiteboard designated ‘word wall’. For a multilingual classroom, add translation and illustration to the words to support understanding.

In the implementation, the students will be asked to make a brainstorming. In creating brainstorming, the teacher explains and gives the example. Then, the students make the brainstorming by themselves. Students will be asked to do some words activities to help them memorize the words such as words match, true and false.

## 2. Core activity

### a. Refer to the word wall whenever a word is discussed in class.

Point out the possibilities of the word wall to the students and allow them to experiment with new words on the word wall. In word wall activity, students do two quiz. They are matching pairs, and true or false. Matching pairs namely match up the animal. The rule is tap a pair of tiles at a time to reveal if they are match. Then quiz two is true or false about descriptive text. The rule is items fly by at speed. See how many students can get right before time runs out. Those two quiz are from wordwall.net. The activity can be full lesson or shorter activities that makes students play with this technique and teaches them the materials indirectly.

### b. Review Words

Multiple exposures to new words is key to understanding the nuances of a word’s meaning. Review words and continually use them



in new and varied contexts. The review activity in this research is writing activity. The students will be asked to write sentences in describing animal.

### 3. Closing Activity

In the end of teaching program, the students can choose one word of animal to arrange a descriptive text with theme animals with brainstorming first.<sup>26</sup>

### 4. Descriptive Text

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, or place.<sup>27</sup> The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on to that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called *identification* or *general statement* and *description*. *Identification* is aimed at introducing and identifying specific participation such as a person, a thing, a place, an animal, and or an event. *Description*, on the other side, is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities.<sup>28</sup>

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<sup>26</sup> Ratu Sartika, "Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students", Journal of English and Education Vol 5 No. 2 (Oktober 2017), 181.

<sup>27</sup> Knapp, P and Megan Watkins, *Genre Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of New South Wales Press Ltd., 2005), 79

<sup>28</sup> Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. *Using Functional Grammar* (Sydney: National Centre for English Language Teaching and Research, Macquarie University, 2000), 54.

Writing is a process of activities, which includes thought and mental efforts. In writing, the writer has to know attitude, feeling and knowledge of the readers, because in writing, the writer will communicate with the readers through the written symbols. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place, and or event to the reader hearer. Word Wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom.



## CHAPTER III

### RESEARCH METHODS

This chapter consists of Research Approach and Design, Researcher's Role, Research Setting, Data and Data Source, Data Collection Technique, Data Analysis Technique, and Checking Validity of Findings.

#### A. Research Approach and Design

This research applied a qualitative research. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of social and cultural settings in which such behavior occurs. Ary et.al, "Qualitative research studies behavior as it occurs naturally in a classroom, an entire school, a playground, or in an organization or community".<sup>29</sup> Qualitative inquiry takes place in the field, in settings as they are found. In qualitative, researcher was as the primary instrument of the research without having numeric data rather have verbal data.

In this study, the research design was descriptive approach. Descriptive approach is about giving an explanation or describing phenomena naturally. Anderson mentioned that "Descriptive approach based on the characteristics of the research which has a natural setting and uses multi methods to interpret, understand, explain, and bring meaning to them".<sup>30</sup> So, in this study the researcher focus on the implementation of word wall in teaching writing text at SMPN Kedungalar, Ngawi.

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<sup>29</sup> Ary. D., Jacobs, C.L., & Sorensen, K.C. *Introduction to Research in Education*. (8<sup>th</sup>ed). (Canada: Nelson Education, Ltd., 2010), 424.

<sup>30</sup> Gary Anderson and Nancy Arsenault, "Fundamentals of Educational Research" (UK: The Falmer Press., 1998), 126.

Along with the objective of the research, that is to describe the implementation of word wall, the data was collected by having an in-depth interview with English teacher at SMPN 1 Kedunggalar Ngawi, conducting an observation in the class, and having questionnaire for the students to know their responses toward the implementation of word wall. Then by conducting this research, the researcher described about the implementation of using word wall at SMPN 1 Kedunggalar Ngawi properly based on the real data gathered from interview, observation, documentation, and field note.

### **B. Researcher's Role**

Some supporting instruments were used to help the researcher collect and analyze the data. The supporting instruments were interview, observation sheets, documentation, questionnaire and field note. The observation sheets were used by the researcher to observe the situation in the teaching and learning process in the class. Questionnaire was used to know the students' responses toward the implementation of word wall in teaching writing descriptive text.

### **C. Research Setting**

The study was conducted at SMPN 1 Kedunggalar which is located in Jln. Slamet Riyadi No. 40, Kedunggalar, Kabupaten Ngawi, Jawa Timur 63254. Subject of this study were the teacher and 8A students of SMPN 1 Kedunggalar. The reason behind selecting this school was the researcher wanted to know deeply how the teacher implemented word wall technique in teaching writing text and students' responses toward the implementation of word wall technique.

### **D. Data and Data Source**

Data source is a person, something or places that provides information for a piece of research. The researcher got the data from the sources. In this study, data sources were derived from the teacher and students as primary sources. In addition,

the document file of the school institution was collected as supporting data in this study. The researcher got more information from these data sources to collect the data needed.

## **E. Data Collection Technique**

In collecting the data, the researcher used:

### **1. Observation**

Creswell say that “observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. It is the list of some points that researcher want to observe when observing the process and situation”.<sup>31</sup> The researcher observe the condition of class during teaching learning process. In this study the researcher observed about the Implementation of Word Wall in Teaching Writing Descriptive Text Eighth Grade students of SMPN 1 Kedungalar Ngawi. Then, the researcher joined a Whatsapp group class of 8A. During the teaching-learning process, the researcher making field note by wrote anything that happen in class that is offline and online class.

### **2. Interview**

Interview is another method to collect the data. According to Ary et.al, “Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview may also provide information that cannot be obtained through observation, or they can be used to verify observations”.<sup>32</sup> The teacher of 8A class of SMPN 1 Kedungalar Ngawi was the object of the interview. Besides, some of the students of that class were

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<sup>31</sup> John W. Creswell. *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research)*(4<sup>th</sup>ed). (Boston: Pearson Education, Inc, 2012), 244

<sup>32</sup> Ary. D., Jacobs, C.L., &Sorensen, K.C., Op.Cit. 438.

the second object to be interviewed to know their responses toward the Implementation of Word Wall Technique in Teaching Writing Descriptive Text. The type of interview used is a structured interview. The researcher prepares questions that will be asked to interviewees prior to the interview process.

### 3. Documentation

The researcher took some documentation which related to research as supported of interview and observation. Kunandar stated that there are documentations might take some forms to help researchers in collect the data for example, syllabus and lesson plan, results of tests, students' task report, book of lesson, example of essay by students' and picture of teacher, students and classroom.<sup>33</sup>

### 4. Questionnaire

Sugiyono mentioned that "Questionnaire is a technique of data collection which done by giving a set of questions or a written statement to the respondent to be answered). It means that to collect the data, we give the questions or statement for respondent to be answered".<sup>34</sup> In this research, questionnaire is used to know the students responds toward the Implementation of Word Wall in Teaching Writing Descriptive Text. The researcher use Close-Ended Questions. Close-Ended Questions are questions that can only be answered by selecting from a limited number of options, usually multiple-choice, 'yes' or 'no', or a rating scale (e.g. from strongly agree to strongly disagree). Closed-ended questions give limited insight, but can easily be analysed for quantitative and qualitative data.<sup>35</sup>

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<sup>33</sup> Kunandar. *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. (Jakarta: Rajawali Pers, 2008), 185

<sup>34</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Cetakan Ke-26, (Bandung: Alfabeta, 2014), 44.

<sup>35</sup> <https://www.hotjar.com> accessed at 9 May 2021 on 11:30 pm

The questionnaire used Likert scale. These closed ended questions, typically are 4 pointers or above scale questions where the respondent is required to complete the questionnaire that needs them to indicate the extent to which they are agree or disagree.<sup>36</sup>

There are 20 questions for students of 8A in questionnaire. In this study, the researcher prepared 20 questions as the questionnaire:

**Table 3.1. Questionnaire for Exploring Students' Responses toward Implementation of Word Wall in Teaching Writing:**

| No | Statement   | Strongly agree | Agree | Disagree | Strongly disagree |
|----|---|----------------|-------|----------|-------------------|
| 1. | <b>I like English</b><br>(Saya suka bahasa Inggris).  |                |       |          |                   |
| 2. | <b>I like writing lesson in English.</b><br>(Saya suka pelajaran menulis dalam bahasa Inggris).   |                |       |          |                   |
| 3. | <b>Learning writing descriptive text in my school is fun.</b><br>(Pembelajaran menulis teks deskriptif di sekolah saya menyenangkan).   |                |       |          |                   |
| 4. | <b>I like Word Wall texhniue in learning writing descriptive text.</b><br>(Saya menyukai teknik Word Wall dalam pembelajaran menulis teks deskriptif).                            |                |       |          |                   |
| 5. | <b>Atmosphere of class become fun when learning by Word Wall technique.</b><br>(Suasana kelas menjadi bersemangat saat diberikan pembelajaran dengan teknik Word Wall.)           |                |       |          |                   |
| 6. | <b>Using of Word Wall technique can add understanding of how to write a good way.</b><br>(Penggunaan teknik Word Wall dapat menambah pemahaman bagaimana cara menulis yang baik). |                |       |          |                   |

<sup>36</sup> <http://www.questionpro.com> accessed 9 May 2021 on 11:27 pm.

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 7.  | <b>Descriptive text add creativity of students.</b><br>(Teks deskriptif menambah kreativitas siswa).   |  |  |  |  |
| 8.  | <b>Word Wall technique can add vocabulary quickly and easily.</b><br>(Teknik Word Wall dapat menambah vocabulary dengan cepat dan mudah).                                      |  |  |  |  |
| 9.  | <b>Word Wall technique can make us enjoy learning English.</b><br>(Teknik Word Wall dapat membuat kita menikmati belajar Bahasa Inggris).                                      |  |  |  |  |
| 10. | <b>It needs more preparation and concentration learning with Word Wall technique.</b><br>(Membutuhkan lebih banyak persiapan dan konsentrasi belajar dengan teknik Word Wall). |  |  |  |  |
| 11. | <b>Word Wall technique can decrease skill of reading and writing.</b><br>(Teknik Word Wall dapat mengurangi kemampuan membaca dan menulis).                                    |  |  |  |  |
| 12. | <b>Word Wall can decrease memory of students.</b><br>(Word Wall dapat menurunkan daya ingat siswa).  |  |  |  |  |
| 13. | <b>Word Wall can decrease understanding in learning English.</b><br>(Teknik Word Wall dapat mengurangi pemahaman dalam belajar Bahasa Inggris).                                |  |  |  |  |
| 14. | <b>Word Wall technique decreases creativity in writing.</b><br>(Teknik Word Wall mengurangi kreativitas dalam menulis).  |  |  |  |  |
| 15. | <b>Your English teacher often uses Word Wall technique.</b><br>(Guru Bahasa Inggris anda sering menggunakan Word Wall).  |  |  |  |  |
| 16. | <b>You are helped in writing descriptive text by using Word Wall technique.</b><br>(Anda merasa terbantu dalam menulis teks deskriptif dengan menggunakan teknik Word Wall).   |  |  |  |  |



|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 17. | <b>You are happy with Word Wall technique.</b><br>(Anda merasa senang dengan teknik Word Wall).  |  |  |  |  |
| 18. | <b>Your teacher explains descriptive text material clearly.</b><br>(Guru anda menjelaskan materi teks deskriptif dengan jelas).  |  |  |  |  |
| 19. | <b>Your teacher explains descriptive text material in an interesting way.</b><br>(Guru anda menjelaskan materi teks deskriptif dengan cara yang menarik).                    |  |  |  |  |
| 20. | <b>Your teacher explains materials by giving example that is easy to understand.</b><br>(Guru anda menjelaskan materi dengan memberikan contoh yang mudah untuk dimengerti). |  |  |  |  |

## F. Data Analysis Technique

Data analysis in qualitative research according to Bogdan as cited by Sugiyono is “the process of systematically searching and arranging the interview transcripts, field notes, and other materials can be accumulated to increase researcher own understanding and to enable the researcher to present what have been discovered to others. In conducting this research, the researcher conducted some steps to analyze the data”.<sup>37</sup>

### 1. Data Reduction

The first step of qualitative data analysis is data reduction. According to Sugiyono, data reduction means summarizing choose the basic things, focusing on important things, look for themes and patterns.<sup>38</sup> Firstly, the researcher collected data through observation and in-depth interview. After get the data, the researcher then transcribed it. The researcher only took the relevant data. Next,

<sup>37</sup> *Ibid.* 244.

<sup>38</sup> *Ibid.* 247.

after collecting and reducing the data, the data was displayed in the form of descriptive.

## **2. Data Display**

The second step in analyzing the data was displaying data. In qualitative research, displaying data can be in the form of short explanation, diagram, relationship between two categories, flowchart, and etc. Displaying data was used by the researcher to understand what actually happened and plan to the next work. It was be done by identifying, classifying, arranging, and explaining completely, systematically, and objectively.<sup>39</sup>

## **3. Drawing Conclusion**

The last step of qualitative data analysis is conclusion drawing and verification. The conclusion in data analysis can answer the problem statement or even it cannot as the problem statement is temporary and might change after conducting research in the field. Conclusions are also verified as the analyst proceeds. The result of this study was be concluded and presented in the form of specific and brief description.<sup>40</sup>

## **G. Checking Validity of Findings**

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. According to Cresswell (2012: 259), “triangulation is the process of collaborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and

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<sup>39</sup> *Ibid.* 248.

<sup>40</sup> *Ibid.*

themes in qualitative research”.<sup>41</sup> However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon. To avoid the claim, biases and the researcher perspective itself, triangulation solves those problems. So, in this study, the researchers used triangulation which is the type of data that is using observational field notes and interviews. So, this research used data triangulation.



## CHAPTER IV

### RESEARCH FINDINGS

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<sup>41</sup> John W. Creswell. *Op.Cit.* 259.1

This chapter focuses on presenting the result of data analysis. There are two data. They are general data and specific data. General data consists of the background of SMPN 1 Kedunggalar Ngawi, location, vision and mission. Specific data explain the findings of the Implementation of Word Wall and students' responses toward the Implementation of Word Wall Technique in Teaching Writing at the Eighth grade of SMPN 1 Kedunggalar Ngawi. This chapter is important because the researcher described in detail about her findings in location.

### **A. General Data Description**

#### **1. Background of School**

In geography, SMPN 1 Kedunggalar is located in the capital of Kedunggalar  $\pm 15$  kilometers west of Ngawi regency. Based on geography in  $\pm 75$  kilometers area above the sea level and the middle of capital is on Plosorejo, Kedunggalar village, Ngawi regency  $\pm 1,5$  kilometers from district office in Southern direction. Today, access to school in good condition.

#### **2. The geographical location of SMPN 1 Kedunggalar**

|              |                 |
|--------------|-----------------|
| Street       | : Slamet Riyadi |
| Number       | : 40            |
| Village      | : Kedunggalar   |
| Sub district | : Kedunggalar   |
| Regency      | : Ngawi         |
| Province     | : East Java     |

#### **3. Vision and Mission of SMPN 1 Kedunggalar**

a. **Vision** : Have a noble character, educated, and skilled.

1. Students have activity of high religion well behaved character glorious.
2. Students are quickly in understanding of learning.
3. Students have skill.

**b. Mission :**

1. Learning implementation and guidance effectively that students are quickly in understanding of teaching learning process.
2. Increasing the comprehension of religion teaching and learning which is adhered that can apply in daily life.
3. Increasing the spirit of life skill especially in computer skill.

**B. Specific Data Description**

Specific data description consists of specific data from observation in the class. They are the implementation of Word Wall technique in teaching writing descriptive text at the eighth grade of SMPN 1 Kedunggalar, Ngawi, and the students' responses toward the implementation of Word Wall in teaching writing at eighth grade of SMPN 1 Kedunggalar, Ngawi. The data are collected from first meeting until third meeting.

**1. The Implementation of Word Wall Technique in Teaching Writing Descriptive Text at the Eighth Grade of SMPN 1 Kedunggalar, Ngawi.**

It is not enough to simply have a word wall in the classroom. Students have to 'do' the word wall said Cunningham. Doing a word wall means being selective and limiting the words that are essential to the unit of study. Doing a word wall means making the words accessible by putting them where students can see them. Doing a word wall means adding words gradually. Cunningham suggests adding five words a week.<sup>42</sup> Doing a word wall means students have time

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<sup>42</sup> Cunningham, P. *Phonics the use* (3<sup>rd</sup>). (New York, NY: Longman, 2000), 65.

to practice and to write with the words. Doing a word wall means using a variety of review activities to provide enough practice so that the words become automatic for the students.<sup>43</sup>

The data about the implementation of Word Wall Technique in Teaching Writing at the Eighth Grade of SMPN 1 Kedunggalar the school year of 2020/2021 were collected by an observation, interview, questionnaire, and documentation. The researcher observed learning activity three times in class of VIII A which has 32 students and Mr. Muchlisin as English teacher in the class. But, in this pandemic era, the students that followed the lesson were 15 people, because the rule of pandemic era from government it must be a half of the number of students. Meeting in the class conducted when students returned back to library. Then, the researcher made a cooperation with Mr. Muchlishin to conducted meeting in the class of 8A. The researcher observed condition of the class during the lesson. The teacher taught the lesson in the class by Word Wall Technique about descriptive text. In each meeting, the researcher conducted some activities such as, observation the class activity, sharing the questionnaire, interviewing the teacher and students, and taking documenting activities through the research. The researcher also collected the data of students by wordwall.net and Whatsapp group because of the pandemic. The students were given quiz two times in wordwall.net to test the comprehension of students about vocabulary mastery and Descriptive Text.

#### **a. First Meeting**

The first observation was held on 15<sup>th</sup> June, 2020 in VIII A class. The number of students are 15 people, because this first meeting was during in the

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<sup>43</sup> Ratu Sartika, *Implementing Word Wall Strategy in Teachin Writing Descriptive Text for Junior High School Students*, Jurnal of English and Education, Vol. 5 No 2, (October 2017), 180.

pandemic era. The teacher taught descriptive text with word wall technique. Word Wall technique is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. Those are words printed in a large font so that they are easily visible from all students seating areas.<sup>44</sup> Then, descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, or place.<sup>45</sup> During the process of learning, the researcher took some pictures of students and the teacher. Then, the teacher asked students to make a descriptive text by brainstorming first about the animal that they chose from word wall. Brainstorming is one of the most creative ways of problem-solving in which students work on ideas. We can either come up with a new ideas as well. Since there is no rule in brainstorming, it can be applied individually or in a group. There is no structure in brainstorming and no idea is considered wrong. All ideas are noted during the brainstorming sessions and some even be clubbed together.<sup>46</sup>

The teacher prepared the students to start the class. The teacher was greeting the students, as in the following conversation:

- Teacher : “Good morning students. How are you today?”  
 Students : “Good morning Mr, I am fine thank you.”  
 Teacher : “Today we will learn new material. Are you ready, students?”  
 Students : “Yes, what is the material Mr?”  
 Teacher : “We will learn about Word Wall and descriptive text.”  
 Students : “What is Word Wall and descriptive text Mr?”  
 Teacher : “Here I bring Word Wall and example of descriptive text. Can two of you help me to put on Word Wall in whiteboard, please?”  
 Students : “Yes, Mr” (two of students go forward in front of class)  
 Teacher : “You can see Word Wall in whiteboard contain group of words that have many pictures. The Word Wall display about animals. Can you see it?”  
 Students : “Yes, Sir”

<sup>44</sup> Winda Kurniasih, Regina, and Zainal Arifin, *The Use of Word Wall Technique in Teaching Descriptive Writing*, *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4 (11), (September 2015), 2.

<sup>45</sup> Knapp, P and Megan Watkins, *Genre Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of New South Wales Press Ltd., 2005), 79

<sup>46</sup> <https://www/mindmaster.io/article/what-is-brainstorming.html> accessed at 15 Juni 2021 on 15.40.

- Teacher :”Yes, that’s right. Now, one by one go forward and choose one animal that you like. You make characteristics of the animal that you choose. Make it a brainstorming like this. Then, you make your own descriptive text.”
- Students :”What is brainstorming and descriptive text, Mr?”
- Teacher :”You can check it in Whatsapp group. I sent the material. You can read it by yourself. If any difficulties, you can asked me. Now, you go forward order by absence number.
- Students :”Okay, Mr”
- Teacher :”Thank you, students.”

As stated by the teacher:

“Word Wall technique can make the students enjoy learning English, especially in vocabulary and writing. The students can learn about new vocabulary, how to spell, how to write, and the meaning. From that vocabulary, students can develop it into sentences and paragraph by brainstorming. Brainstorming can do by individually or in a group. ”

The following is the picture of Word Wall used by the teacher. The Word Wall is about describing animals that consists of 20 animals which are translated in Indonesian language. The Word Wall have pictures of animals. The animals are easy to find around students is daily life. It can make students enjoy the lesson because it has many colours. The students can describe the animals by seeing the picture.





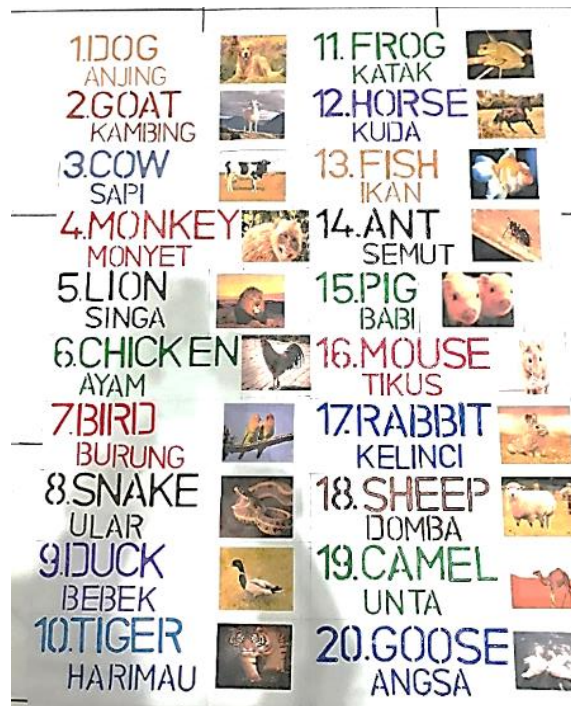


Figure 4.1 Word Wall Technique Applied by the Teacher

After the students chose the animal they like or they are able to describe, they made brainstorming. The brainstorming must cover the characteristics and identity of animal. The following is brainstorming of one student in VIII A class. It is about rabbit description.

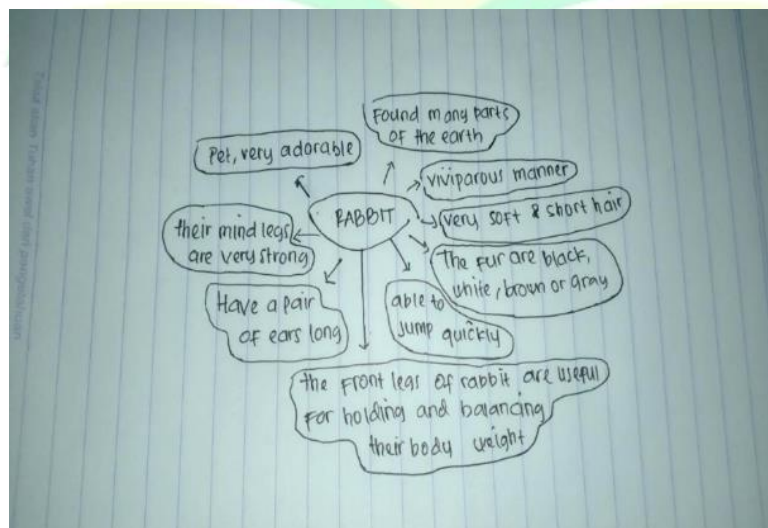


Figure 4.2 Brainstorming of one of the students

Based on the above brainstorming, she made a brainstorming about rabbit. Then she described the characteristics and identity in the form of descriptive

writing. Every point in the brainstorming can be developed in one sentence or more. The following is her writing.

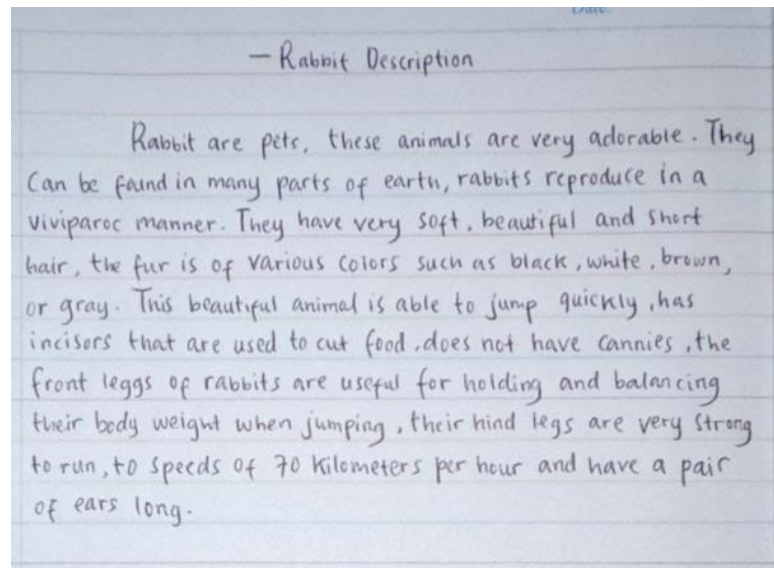


Figure 4.3 Descriptive writing

The results of the students' writing evaluated by the teacher. Evaluation is done to check how far the students know and understand how to make a good writing especially in descriptive writing. It has a rubric to evaluate the descriptive writing of students. The rubric evaluation are diction, vocabulary, writing concept, and text structure. Basically the form of each scoring get from lesson plan is as follows:

**Table 4.1 Scoring Rubric for Writing Evaluation**

| Criteria        | Description   | Score |
|-----------------|---|-------|
| Idea of writing | <p>5=Idea very suitable with genre, idea develop appropriate and focus.</p> <p>4=Idea suitable with genre, idea develop appropriate but not focus.</p> <p>3=Idea suitable but genre quite appropriate and idea not develop focus.</p> |       |

|  |   |  |
|--|---|--|
|  | <p>2=Idea quite suitable, genre quite appropriate and idea quite focus.</p> <p>1=Idea not suitable, genre not appropriate and idea not develop focus.</p>   |  |
| <p>Organization/structure text and content</p> | <p>5=Text very suitable with genre.</p> <p>4=Text suitable with genre.</p> <p>3=Text suitable but not appropriate with genre.</p> <p>2=Text quite suitable and not appropriate with genre.</p> <p>1=Text not suitable and not appropriate with genre.</p> |  |

The following are standard criteria of good writing for 8<sup>th</sup> grade Junior High School or SMP:

According to Kevin that there are ten main criteria of a good writing. He says, there are many criteria of a good writing. A good writing has some criteria: a clear point, length, there is information to back up the point, time, logical, good grammar, English, and spelling, readers become engaged, influence and from their heart, not just created to profit or for gains.<sup>47</sup>

Based on the criteria above, it is also important things be thought by people in order to get a good writing. So, when the readers read it, they can get main point of how the writer feels about what they are writing about, eventhough no clear evidence is given in writing itself. Besides that, there is still opinion about the criteria of good writing shared by Fawcett, S. and Sandberg. A.: “criteria for judging good writing are: organization, unity, coherence, conciseness, clarity,

<sup>47</sup> Kevin Roizen, *Writing is a Social and Rhetorical Activity. Naming What We Know: Thresold Concepts of Writing Studies* (State UP: Utah State UP, 2009), 1.

grammar, punctuation, spelling and usage.” Based on the theory above, if it’s compared to Kevin’s theory, the criteria of a good writing is not only clear point, good grammar, length, spelling, logic, etc., but also organization, coherence, conciseness, clarity, punctuation and usage.<sup>48</sup>

The following is the students’ scores of writing descriptive text:

**Table 4.2 Students Scores**

| Students’ Name | Scores |
|----------------|--------|
| AIP            | 86     |
| ANP            | 90     |
| ANR            | 85     |
| AN             | 90     |
| ASA            | 81     |
| ALP            | 80     |
| AA             | 90     |
| DPM            | 78     |
| DEN            | 77     |
| ETNA           | 80     |
| FRPA           | 78     |
| GZS            | 90     |
| HDR            | 80     |
| HAS            | 90     |
| JSFDP          | 75     |
| KNS            | 80     |
| NHP            | 90     |
| NF             | 77     |
| NA             | 80     |
| RJH            | 76     |
| RAP            | 80     |
| RBK            | 76     |
| RAS            | 80     |
| RDAM           | 77     |
| RDYP           | 78     |
| RPSR           | 80     |
| SDA            | 80     |
| SBS            | 90     |
| SAP            | 76     |
| SR             | 78     |
| WEP            | 80     |
| ZAP            | 77     |

<sup>48</sup> Fawcett, S. and Sanberg A., *Evergreen with Readings: Guide to Writing* (Houghton Mifflin College Div; 6<sup>th</sup> edition, 1990), 8.

Based on the result above, the average or mean is 81.4. All of the students passed the minimum standard because the minimum standard is 68.

#### **b. Second Meeting**

The second observation was held on 16<sup>th</sup> June, 2020 in VIII A class. This meeting was also in pandemic era. The number of students are also 15 people.

In this meeting, the teacher greeted the students to start the lesson.

The teacher greeted the students as in the following conversation:

Teacher : “Good morning my beloved students. I hope you have a nice day”  
 Students :”Good morning Mr”  
 Teacher :”Are you ready to learning together today? ”  
 Students :”Yes Mr, we are ready.”  
 Teacher :”Today we will discuss about your writing result from yesterday. You give feedback or correction for the writing of your friends. Then, we discuss together on of the result writing. Do you understand, students? ”  
 Students N :”So, we give feedback of our writing’s friend, Mr? ”  
 Teacher :”Yes, that’s right. Any question?”  
 Student A :”Then, the writing return to us and we fix it, Mr?”  
 Teacher :”Yes, right. Any question again?”  
 Students :”No, Mr”  
 Teacher :”If any difficulties, you can ask me”  
 Students :”Okay Mr”  
 Teacher :”Okay, you can do it now students. Have fun. Thank you.”

The teacher asked the students to give feedback or correction for the writing result of their friends. After that, the writing was returned to his or her author to be fixed. The students were given time by the teacher to fix the result of their writing. The teacher asked the difficulty of the students in making of their writing. The teacher together with students discussed one example of writing of students. Researcher took documentation of the teaching and learning process of class.

As stated by the teacher:

“The students will be asked to correct the result of writing of his or her friend, so that they’d know how to writing descriptive which is right and good. So, it’s a kind of pair check. Their writing will be checked by their own friends. Then, one of example of writing we will take to discuss together. I will correct them one by one.”

**c. Third Meeting (via online)**

The third meeting was conducted via online due to the pandemic. Here, the researcher observed via wordwall.net. Wordwall.net is application based on website that can be used to media of learning like quiz, matching, matching couple, anagram, random words, search words, grouping and etc.

In this meeting, the teacher gave two quizzes via wordwall.net. The teacher gave two quizzes to the students. The quiz was held at 23<sup>th</sup> April, 2021. Quiz one was about matching pairs, namely match up the animal. Teacher used wordwall.net to make the class become fun and it was an interesting technique, so the students enjoyed the lesson. It made the researcher easy to collect the data in online learning. The rule of the quiz was tap a pair at a time to reveal if they are match. The following are the figures of the quiz 1 in wordwall.net.



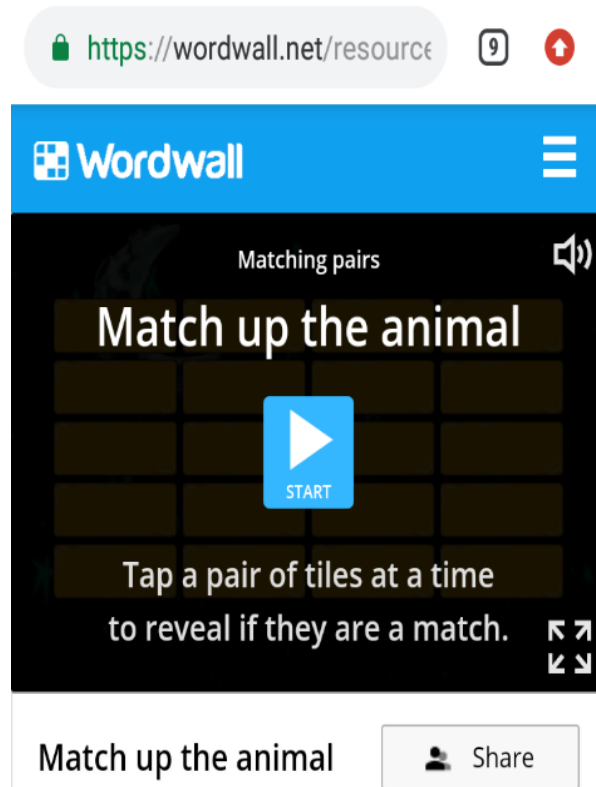


Figure 4.4 Quiz 1

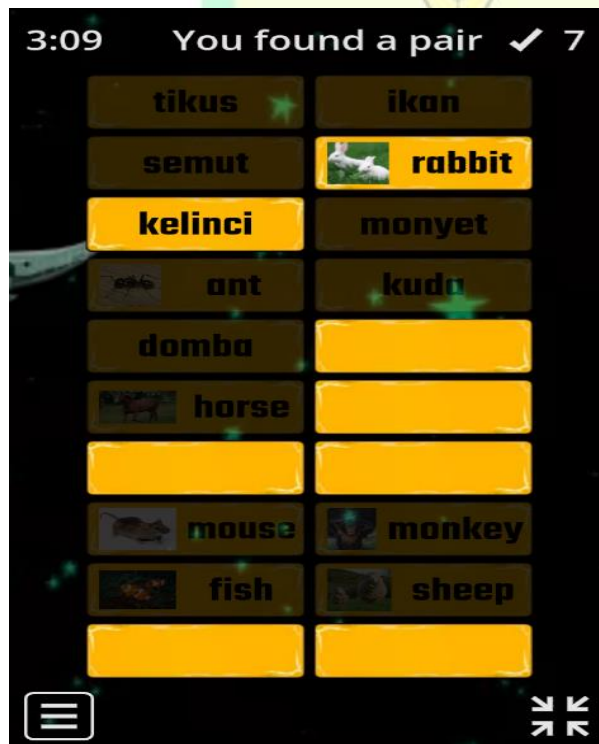


Figure 4.5 Quiz 1

The following is the top ten score of the students.

Leaderboard

| Rank | Name       | Time |
|------|------------|------|
| 1st  | Vito       | 1:18 |
| 2nd  | Wahyu      | 1:26 |
| 3rd  | Nia        | 1:27 |
| 4th  | AKBAR      | 1:34 |
| 5th  | Aira       | 1:43 |
| 6th  | Eva        | 1:45 |
| 7th  | Aziz       | 1:50 |
| 8th  | Umknown    | 1:51 |
| 9th  | Rehan      | 1:51 |
| 10th | Aditya igo | 1:54 |

**Figure 4.6 Top 10 Score**

Quiz two was about true and false dealing with descriptive text. The researcher observed how many students can get right before the time runs out. Quiz two was also in wordwall.net. It made students easy to understand about descriptive text. Also, it made the researcher easy to collect the data in online learning.

The following are the figures of the quiz 2 in wordwall.net





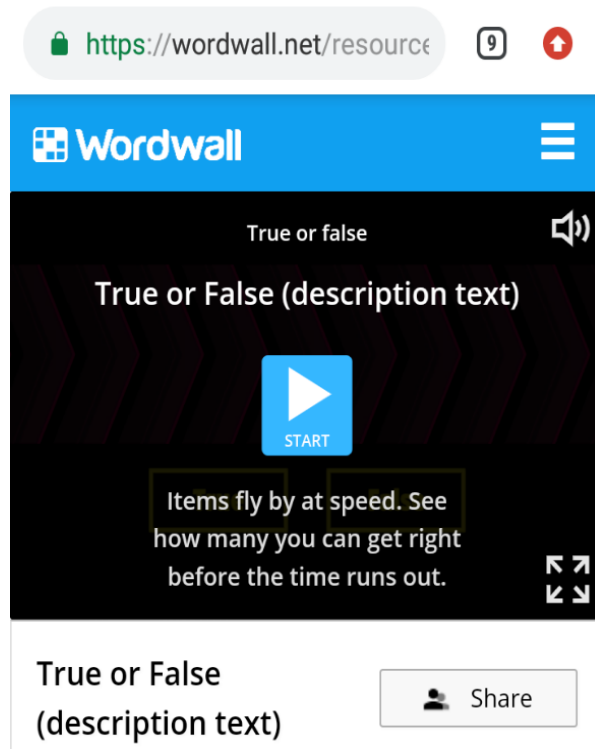


Figure 4.7 Quiz 2

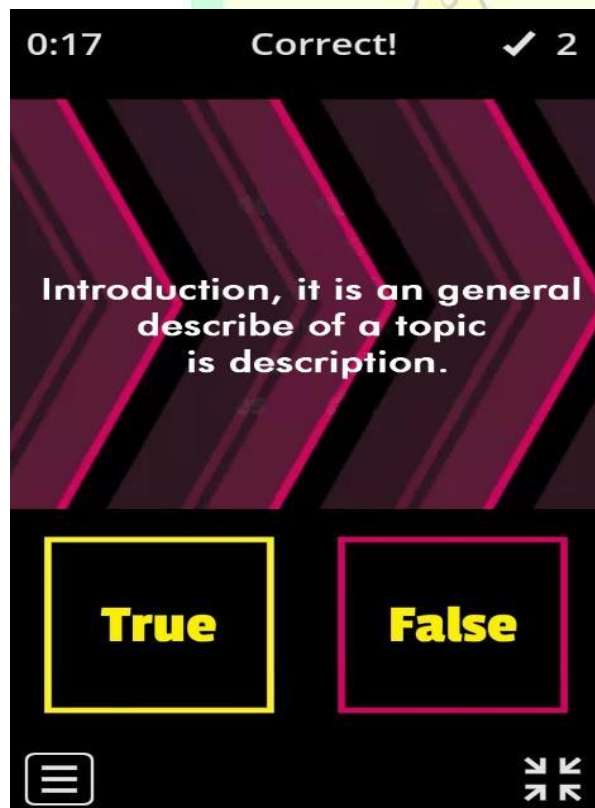


Figure 4.8 Quiz 2

The following is the top ten score of the students.

### Leaderboard

| Rank | Name       | Score |
|------|------------|-------|
| 1st  | Aziz       | 11    |
| 2nd  | Akbar      | 11    |
| 3rd  | Navarel    | 7     |
| 4th  | Aditya igo | 6     |
| 5th  | Salsabila  | 6     |
| 6th  | Rehan      | 6     |
| 7th  | Wahyu      | 5     |
| 8th  | Eva        | 5     |
| 9th  | Nina AP    | 5     |
| 10th | Nia        | 4     |

**Figure 4.9 Top 10 Score**

## 2. The Students' Responses toward the Implementation of Word Wall in Teaching Writing at the Eighth grade of SMPN 1 Kedunggal, Ngawi

The researcher gave questionnaire and interviewed the students. The researcher also interviewed the teacher. The purpose of questionnaire and interview was to know their responses about Word Wall technique. The point of view of the students and teacher is an important aspect to know the progress. The researcher conducted questionnaire on 25<sup>th</sup> April 2021, and conducted interview on 26<sup>th</sup> April 2021. Most of them gave positive responses about Word Wall technique.

**Table 4.3 The Results of Questionnaire**

| No  | Question  | Strongly agree | Agree | Disagree | Strongly disagree |
|-----|---|----------------|-------|----------|-------------------|
| 1.  | <b>I like English</b>   | 25 %           | 62.5% | 8.3 %    | 8.4 %             |
| 2.  | <b>I like writing lesson in English.</b>  | 25%            | 70%   | 5%       | 0%                |
| 3.  | <b>Learning writing descriptive text in my school is fun.</b>                         | 20.8%          | 75%   | 4.2 %    | 0%                |
| 4.  | <b>I like Word Wall technique in learning writing descriptive text.</b>               | 20.8 %         | 79.2% | 0%       | 0%                |
| 5.  | <b>Atmosphere of class become fun when learning by Word Wall technique.</b>           | 37.5 %         | 58.3% | 4.2 %    | 0%                |
| 6.  | <b>Using Word Wall technique can add understanding of how to write a good way.</b>    | 30.4 %         | 69.6% | 0%       | 0%                |
| 7.  | <b>Descriptive text add creativity of students.</b>                                   | 50%            | 50%   | 0%       | 0%                |
| 8.  | <b>Word Wall technique can add vocabulary quickly and easy.</b>                       | 41.7 %         | 54.3% | 0%       | 0%                |
| 9.  | <b>Word Wall technique can make us enjoy learning English.</b>                        | 29.2%          | 70.8% | 0%       | 0%                |
| 10. | <b>It needs more preparation and concentration learning with Word Wall technique.</b> | 29.2%          | 50%   | 20.8%    | 0%                |

|     |  |       |       |       |       |
|-----|--|-------|-------|-------|-------|
| 11. | <b>Word Wall technique can decrease skill of reading and writing students.</b> | 4.2%  | 16.7% | 58.3% | 20.8% |
| 12. | <b>Word Wall can decrease memory of students.</b>                              | 8.3%  | 8.4%  | 58.3% | 25%   |
| 13. | <b>Word Wall can decrease understanding in learning English.</b>               | 4.4%  | 8.7%  | 65.2% | 21.7% |
| 14. | <b>Word Wall technique decrease creativity in writing.</b>                     | 4.1%  | 16.7% | 54.2% | 25%   |
| 15. | <b>Your English teacher often use Word Wall.</b>                               | 20.8% | 37.5% | 29.2% | 12.5% |
| 16. | <b>Using Word Wall technique is helpful in writing descriptive text.</b>       | 25%   | 75%   | 0%    | 0%    |
| 17. | <b>You like Word Wall technique.</b>   | 8.3%  | 83.3% | 8.3%  | 0%    |
| 18. | <b>Your teacher explains descriptive text material clearly.</b>                | 33.3% | 66.7% | 0%    | 0%    |
| 19. | <b>Your teacher explains descriptive text material in an interesting way.</b>  | 25%   | 75%   | 0%    | 0%    |
| 20. | <b>Your teacher explains materials by giving easy example to understand.</b>   | 33.3% | 66.7% | 0%    | 0%    |

Based on the above table, the analysis is presented below:

**a. I like English**

From the first question, it is found that most of students like English. From the students' responses, 25% of students strongly agree (8 students), 62.5% of students agree (20 students), 8.3% of students disagree (3 students), and 4.2% of students strongly disagree (1 student).

**b. I like writing lesson in English**

From the second question, it is found that most of students like writing lesson in English. From the students' responses, 25% of students strongly agree (8 students), 70% of students agree (22 students), 5% of students disagree (2 students), and 0% strongly disagree (no student).

Aprilia said :

I like writing lesson in English. I like to tell something that I see.

**c. Learning writing descriptive text in my school is fun**

In third question, it is found that many of students feel that learning writing descriptive text in their school is fun. From the students' responses, 20.8% of students strongly agree (7 students), 75% of students agree (24 students), 4.2% of students disagree (1 student), and 0% strongly disagree (no student).

Aziz said in the interview:

“Learning writing descriptive text in my school is fun because we learning together in classroom. If we feel difficult, we asked to the teacher. “

**d. I like Word Wall technique in learning writing descriptive text**

From the fourth question, it is found that most of students like Word Wall technique in learning writing descriptive text. From the students' responses,

20.8% of students strongly agree (7 students), 79.2% of students agree (25 students), 0% of students disagree and strongly disagree (no student).

e. **Atmosphere of class become fun when learning by Word Wall technique**

From the fifth question about the atmosphere of class become fun when giving learning by Word Wall technique. It is found that most of students strongly agree and agree with this question. From the students' responses, 37.5% of students strongly agree (12 students), 58.3% of students agree (19 students), 4.2% of students disagree (1 student), and 0% of students strongly disagree (no student).

f. **Using Word Wall technique can add understanding of how to write a good way**

Using of Word Wall technique can add understanding of how to write a good way. From the students' responses, 30.4% of students strongly agree (10 students), 69.6% of students agree (22 students), 0% of students disagree and strongly disagree (no student).

g. **Descriptive text add creativity of students**

Descriptive text add creativity of students. From the students' responses, 50% of students strongly agree (16 students), 50% of students agree (16 students), 0% of students disagree and strongly disagree (no student). It means that descriptive text add creativity of students.

h. **Word Wall technique can add vocabulary quickly and easy**

Dealing with this question, there are 41.7% of students strongly agree (13 students), 54.2% of students agree (17 students), 4.1% of students disagree (2 students), and 0% of students strongly disagree (no student). It means that Word Wall technique can add vocabulary quickly and easy.

The following interview with Aira:

“With Word Wall technique, we can understand and add vocabulary quickly and easy. Because it has many picture too.”

**i. Word Wall technique can make us enjoy learning English**

From the result of questionnaire indicates that Word Wall technique can make us enjoy learning English. From the students’ responses, 29.2% of students strongly agree (9 students), 70.8% of students agree (23 students), 0% students disagree and strongly disagree (no student).

Navarel said in the interview:

“ I can enjoy learning English with Word Wall technique because this technique is interesting, fun and easy to understand. We can also learning about new vocabulary with the pronunciation and the meaning. ”

**j. It needs more preparation and concentration learning with Word Wall technique**

From this question, it is found that it needs more preparation and concentrate learning with Word Wall technique. From the students’ responses, 29.2% of students strongly agree (9 students), 50% of students agree (16 students), 20.8% of students disagree (7 students), and 0% of students strongly disagree (no student).

**k. Word wall technique can decrease skill of reading and writing students**

The result from the questionnaire, most of students disagree and strongly disagree with this question. From the students’ responses, 58.3% of students disagree (19 students), 20.8% of students strongly disagree (7 students). 4.2% of students strongly agree (1 student), and 16.7% of students agree (5 students),

**l. Word Wall can decrease memory of students**

The result from the questionnaire, most of students disagree and strongly disagree with this question. From students’ responses, 58.3% of students disagree

(19 students), 25% of students strongly disagree (8 students), 8.3% of students strongly disagree (2 students), and 8.4% of students agree (3 students). It means that Word Wall most of students felt that Word Wall can't decrease memory of students.

Aprilia said in the interview:

“ I think that Word Wall can increase memory of students, not decrease memory. It can increase our memory because Word Wall contain many of words that can add our vocabulary. So, it can increase our memory when we learning together. ”

**m. Word Wall can decrease understanding in learning English**

The question in number thirteen stated that we can see that the students are dominant to disagree with this question. From students' responses, 65.2% of students disagree (21 students), 21.7% of students strongly disagree (7 students). Only 4.4% of students strongly agree (1 student), and 8.7% of students agree (3 students). It means many students feel that Word Wall can't decrease understanding in learning English.

**n. Word Wall technique decrease creativity in writing**

From the result of the questionnaire, many students disagree with this question that Word Wall technique decrease creativity in writing. From students' responses 54.2% of students disagree (17 students), 25% of students strongly disagree (8 students). The rest of students were 4.1% of students strongly agree, 16.7% of students agree (6 students).

Aira said in the interview:

“With Word Wall technique I can express my creativity in writing. Before we start to write, we asked by the teacher how it's look like animal, for example rabbit



have two long ears, like to jumping, and etc. We also make a brainstorming about animal we chose. “

**o. Your English teacher often use Word Wall**

This question stated that your English teacher often use Word Wall. Some students who strongly agree 20.8% (7 students), students who agree 37.5% (12 students), students who disagree 29.2% (9 students), and students who strongly disagree 12.5% (4 students).

**p. Using Word Wall technique is helpful in writing descriptive text**

It is found that the students helped in writing descriptive text use Word Wall technique. From the students' responses, 25% of students strongly agree (8 students), and 75% of students agree (24 students). The rest was 0% for disagree and strongly agree.

As Navarel said in the interview:

“ I helped in writing descriptive text use Word Wall technique. Word wall technique make me have many ideas to writing descriptive text because it can add many new vocabulary. Before writing descriptive text, we asked by teacher to mention the characteristic of animal we choose and made a brainstorming. ”

**q. You like Word Wall technique**

From this question, most of students were happy with Word Wall technique. From the students' responses, 83.3% of students agree (27 students), 8.3% of students strongly agree (3 students). Only 8.3% of students disagree (2 students).

Aditya said in the interview:

I feel happy with Word Wall technique because it's quite easy to understand.

**r. Your teacher explains descriptive text material clearly**

Dealing with this question, many students agree 66.7% (21 students), students who strongly agree 33.3% (11 students). It means that the teacher explains descriptive text material clearly.

**s. Your teacher explains descriptive text material in an interesting way**

The question in number nineteen, it is found that the teacher explains descriptive text material in an interesting way. From the students' responses, 75% of students agree (24 students), and 25% of students strongly agree (8 students).

Aziz said in the interview:

“My teacher explains descriptive text in an interesting way, so I can understand the material in an easy way.

**t. Your teacher explains materials by giving easy example to understand**

The last question in the questionnaire, the teacher explains materials by give example that easy to understand. From the students' responses, 66.7% of students agree (21 students) and 66.7% of students strongly agree (11 students).

Aditya said in the interview:

“My teacher explains materials by giving example that easy to understand. He explains about Word Wall technique and descriptive text clearly.”

## **CHAPTER V**

### **DISCUSSION**

In this chapter, the researcher described the result of the research based on the statements of the problems.

#### **1. The Implementation of Word Wall in Teaching Writing Descriptive Text at SMPN 1 Kedunggalar Ngawi**

English feels like a scary spectre that feared by some students. Because most of them are afraid of making mistakes and lack of words or vocabulary when learning English. Therefore, teacher is the key to learning English in fun way. Teacher is the leader in the classroom, who has very important role in teaching-learning. In SMPN 1 Kedunggalar Ngawi, the teacher chose enjoyable technique to create a living class. The teacher has chosen Word Wall technique to make the lesson interesting and fun. It makes English easy to understand. Word Wall technique is technique that is suitable to apply in writing descriptive text. The kind of Word Wall in this research is Word Picture. Word Picture is a kind of a Word Wall that the students working in a teams, students select one of the words from the Word Wall and illustrate it in the board. The opposing team got a point for a correct guess and illustrates another word. But, in this research, the students don't do Word Picture like that. He made a Word Wall that consists of animals, the pictures and translate of animals in Indonesian.

Word Wall technique is enjoyable and makes students become enthusiasm. Besides, it adds creativity and skill. It can make the students enthusiasm in learning and add vocabulary. Word Wall is an effective way to learning English because it doesn't feel like studying. It is like playing. From vocabulary or new words, it can be developed into descriptive text by brainstorming.

Brainstorming is one of the most creative ways of problem-solving in which students work on ideas. The students can either come up with a new ideas as well. Since there is no rule in brainstorming, it can be applied individually or in a group. There is no structure in brainstorming and no idea is considered wrong. All ideas are noted during the brainstorming sessions and some even be clubbed together.<sup>49</sup>

There are some advantages of using Word Wall technique in teaching writing. According to Callella, Word Wall provides students with easy access to words they need to know during activities. Advantages a Word Wall serves a variety of purposes, included the following:

- 1) Provides a visual for students that help them to remember words.
- 2) Serves as an important tool for helping students learn to read.
- 3) Foster student independence.
- 4) Promotes reading and writing.
- 5) The teacher can choose the vocabulary topic or grammar item form a large database of exercise. All exercise in interactive and simple in learning English such as: matching word, true and false, word association and missing letter.<sup>50</sup>

It is not enough to simply have a Word Wall in the classroom. Students have to 'do' the Word Wall said Cunningham. Doing a Word Wall means being selective and limiting the words that are essential to the unit of study. Doing a Word Wall means making the word accessible by putting them where students can see them. Doing a Word Wall means adding words gradually. Cunningham suggests adding five words a week. Doing a Word Wall means students have time practice and to write in the words.

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<sup>49</sup> <https://www/mindmaster.io/article/what-is-brainstorming.html> diakses pada 15 Juni 2021 pukul 15.40.

<sup>50</sup> Trisha Callella, *Making Your Word Wall More Interactive* (Huntington Beach: Creative Teaching Press., 2001), 3.

Doing a Word Wall means using a variety of review activities to provide enough practice so that the words become automatic for the students.

In implementing Word Wall technique, teacher becomes a facilitator. The students as participant who do the task from teacher. Applying Word Wall before pandemic and during pandemic is effective because the students can learn in fun and enjoyable situation. The Word Wall prepared by the teacher in interesting way because it is full colour and has many pictures of animals. Thus, the students can describe the animals in easy way by seeing the pictures.

In SMPN 1 Kedunggalar Ngawi, Word Wall technique designed for interesting and enjoyable way. Wordwall.net also designed for interesting and enjoyable way. But, it is designed for distance learning during the pandemic. The students accessed wordwall.net and did the task from the teacher. The students felt wordwall.net was a fun and enjoyable way because it was like playing games. After students did the games in wordwall.net, they got score. The score that displayed was only top 10. Besides, the material of Word Wall and descriptive text was shared by the teacher in Whatsapp group. The material was about Word Wall, descriptive text, and also videos of them.

The implementation of Word Wall technique in SMPN 1 Kedunggalar Ngawi focused on teaching writing. Writing is one of productive skills that includes all the knowledge and abilities related to expressing ideas through written word. Students should master this skill to express their idea into a written word. The writing can be defined by a series of contrasts:

1. It is both a *physical* and a *mental* act. Writing is a mental act of committing words or ideas of some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

2. Its purpose is about to *express* and *impress*. The writers serve to masters: themselves and their own desire to express and idea or feeling and readers who need to have ideas expressed in certain ways. Then choose the best form of their writing.
3. It is both a *process* and a *product*. The writer imagines, organizes, drafts, edits, reads, and rereads are the process. Meanwhile, what the audience sees is a product. Based on the definition above, it is concluded that the writing is a process of activities, which includes thought and mental efforts. In writing, the writer has to know attitude, feeling and knowledge of the readers, because in writing, the writer will communicate with the readers through the written symbols.<sup>51</sup>

The implementation of Word Wall in teaching descriptive text is effective to be used for students' assessment. SMPN 1 Kedunggalar always evaluates the daily test, the mid-term assessment, and the final exam assessment. Assessment is important because it is used to measure students' ability, knowledge and skill.

## **2. Students' Responses toward the Implementation of Word Wall in Teaching Writing Descriptive Text at SMPN 1 Kedunggalar: Analysis**

Teacher must choose suitable technique based on students' condition so that students do not feel bored with traditional technique. Choosing suitable technique is crucial to make students feel interest, enjoy the class and feel happy. One of the suitable techniques is Word Wall. Students do not feel dizzy with material given by the teacher because it is easy to accept and understand. They also enjoy it from the word that the teacher brings to make sentences.

In this pandemic, the teacher also chose wordwall.net as a tool that is easy and effective. Students accessed wordwall.net using an accessed Internet anywhere

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<sup>51</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), 88.

within a teacher's specified time. In addition to using wordwall.net, the teacher also used Whatsapp group to share material of Word Wall and description text. The teacher also gave videos explanations of the material. Thus, the students can learn material by watching the videos that is interesting.

Every technique has advantages and disadvantages. Therefore, some responses are positive and negative. The implementation of Word Wall technique in teaching writing descriptive text at the eighth grade of SMPN 1 Kedunggalar Ngawi.

The researcher also found disadvantages of Word Wall:

- a) Require time to develop.
- b) Require equipment to reproduce.
- c) There are sometimes viewed as a busy work.

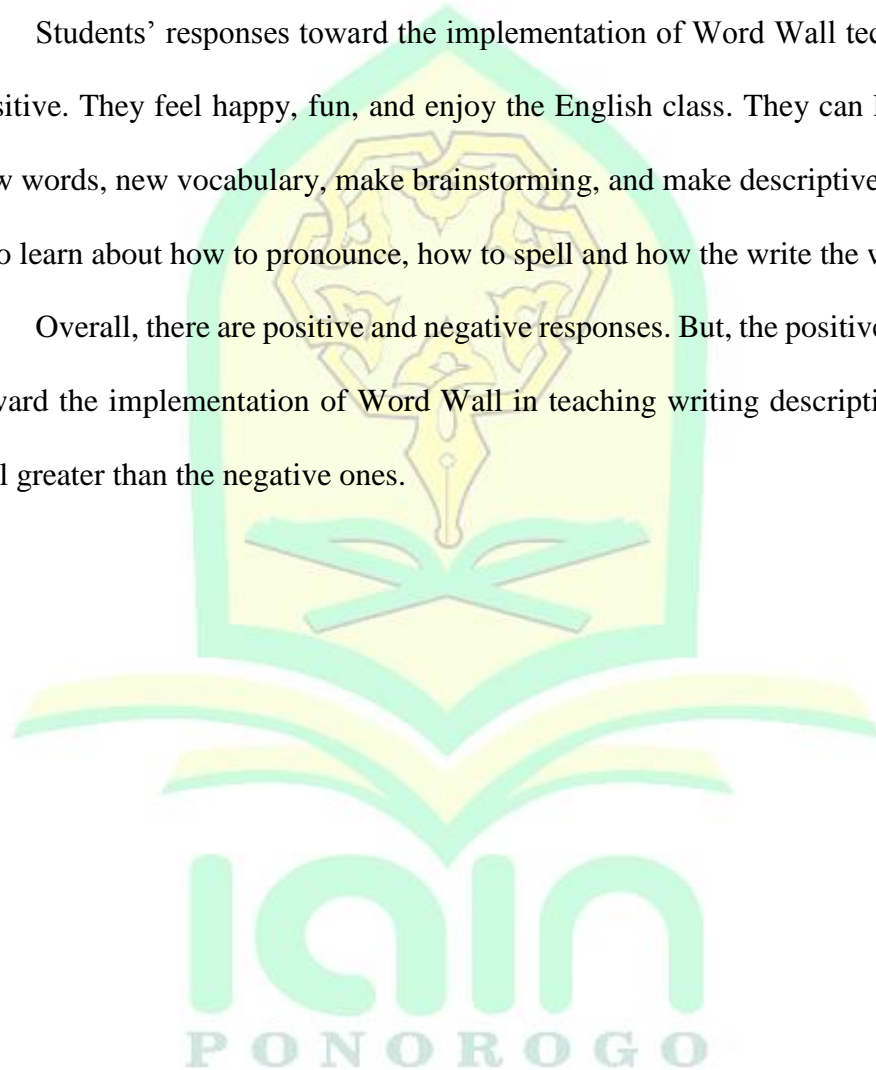
The responses toward the implementation of Word Wall technique in teaching writing descriptive text at the eighth grade of SMPN 1 Kedunggalar Ngawi got from questionnaire and interview. From the questionnaire, the students gave many opinions. First, learning writing descriptive text in their school is fun. Second, students like Word Wall technique in learning writing descriptive text. Third, atmosphere of class become fun when given learning by Word Wall technique. Fourth, Word Wall technique can make them enjoy learning English. This fact is also similar to the result of students' interview. The students said that using Word Wall technique is the right way to learning English, especially in new words or vocabulary. Word Wall also can help students to writing descriptive text by brainstorming. In pandemic covid-19, teacher using wordwall.net to make students enjoy English lesson. The students said that wordwall.net is fun and easy because it has many pictures.

Therefore, Word Wall technique in teaching writing descriptive text makes students happy when learning English lesson. The teacher gave many kinds of

activities in the learning process, like giving videos and making brainstorming. Word Wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. There are words printed in a large font so that they are visible from all students seating areas. From Word Wall, the students can learn new words or vocabulary by what they hear and read, sure the students unsuspected also learning listening and reading from the teacher teach.

Students' responses toward the implementation of Word Wall technique are positive. They feel happy, fun, and enjoy the English class. They can learn about new words, new vocabulary, make brainstorming, and make descriptive text. They also learn about how to pronounce, how to spell and how the write the words.

Overall, there are positive and negative responses. But, the positive responses toward the implementation of Word Wall in teaching writing descriptive text are still greater than the negative ones.





## CHAPTER VI

### CLOSING

This chapter explains the conclusion and recommendations. It has a purpose to give the conclusion of the research and recommendation for anything that related with this research.

#### A. Conclusion

Word Wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all students during reading and writing lessons. Teaching of writing divided into three stages. They are modelling, join construction of text, and independent construction of text. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the reader hearer. In implementing Word Wall technique, the teacher gave the students a task to make descriptive text. From the result of task, the teacher found that the implementation of Word Wall in learning writing descriptive text was effective because the students got good score.

Most of the students like writing in English. From the students' responses, 25% of students strongly agree (8 students), 70% of students agree (22 students), 5% of students disagree (2 students), and 0% of students strongly disagree (no student). Most of students like Word Wall technique in learning writing descriptive text. From the students' responses, 20.8% of students strongly agree (7 students), 79.2% of students agree (25 students).

The students' responses toward the implementation of Word Wall in learning writing descriptive text are positive. The students feel happy, fun and enjoy the learning process. They are more creative and interested in learning descriptive text via

Word Wall. They also learn how to pronounce, how to spell and how to write the words. Overall, there are positive and negative responses. But, the positive responses toward the implementation of Word Wall in teaching writing descriptive text are still greater than the negative ones.

## **B. Recommendation**

After getting the result of the study in this research, the researcher would like to give some suggestions, as follows:

### **1. For English teacher**

The researcher suggests the teacher to use Word Wall technique to teach English to the students. It is a fun and interesting technique. Also wordwall.net is an effective way in learning Word Wall in online teaching.

### **2. For students**

By using Word Wall technique, students could enjoy and be interest in writing and not afraid of making mistakes.

### **3. For reader**

The researcher hopes this research has benefit in increasing readers' knowledge about technique in teaching writing.

### **4. For other researchers**

The researcher suggests the next researchers to conduct some research other by improving Word Wall technique or to use it as a reference.

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