

# THE USE OF WORD WALL MEDIA IN TEACHING DESCRIPTIVE WRITING

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**Abstract:** This research focuses on teaching writing descriptive text using Word wall as a teaching media. The aim of conducting this research is to investigate whether or not the use of word wall media is effective in writing descriptive text for the tenth grade students of SMA Koperasi Pontianak in the academic year 2014/2015. The researcher conducted a pre-experimental study with measurement as the technique of collecting data and written test as tool of collecting data. The sample of this study was 28 students. The research finding show that the mean score of pre-test is 49; which is categorized as “Poor”. Furthermore, the mean score of post-test was 72.14; which is categorized as “Average to Good”. Based on the data analysis, it was found that the effect size of this research is 2,38 it can be concluded that there is a significant effect in the use of word wall in teaching writing descriptive text in the Senior High School students.

**Key words:** Word wall, descriptive text, pre-experimental

**Abstrak:** Penelitian ini focus pada pengajaran menulis teks deskriptif yang menggunakan Word wall sebagai media pembelajaran. Tujuan melakukan penelitian ini adalah untuk mengetahui apakah word wall efektif atau tidak dalam pengajaran menulis teks deskriptif pada siswa kelas sepuluh SMA Koperasi Pontianak pada tahun ajaran 2014/2015. Penelitian dilakukan dalam bentuk penelitian pre-experimental menggunakan tehnik pengukuran sebagai tehnik pengolahan data serta tes menulis sebagai cara mengumpulkan data. Penelitian ini melibatkan sampel sebanyak 28 siswa. Hasil dari penelitian ini mendapatkan nilai rata rata pre-test nya adalah 49; termasuk kategori “rendah”. Kemudian, nilai rata-rata dari post-test adalah 72,14; termasuk kategori “rata-rata ke baik”. Berdasarkan analisis data, ditemukan bahwa ukuran efektifitas dari penelitian ini adalah 2,38 ini dapat disimpulkan bahwa ada efek yang signifikan dari penggunaan word wall dalam pengajaran menulis teks deskriptif pada siswa Sekolah Menengah Atas.

**Kata kunci:** Word wall, teks deskriptif, pre-experimental

Writing is a complicated skill. It is said to be complicated as writing requires needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. A good writer should organize the clear ideas in topic sentence and supporting sentences, using a grammatical system and mastering the mechanics of writing such as spelling, punctuation and capitalization. Through writing students should generate their ideas, opinions,

experiences and write into good sentences and paragraphs. That is why writing is a complicated skill. Based on SMA KOPERASI Pontianak teacher's experience in using KTSP (*Kurikulum Tingkat Satuan Pendidikan*) syllabus and seeing the standard competence and basic competence of English subject for first grade Senior High School nowadays, the students will be introduced six kind of texts such as procedure, recount, narrative, report, analytical and descriptive.

One of the text types that is learnt by the students at the tenth grade is descriptive text. Descriptive text is a text that describes the characteristics of a specific thing, for example person, place, animal or objects. Therefore, the writer should describe the objects of the writing as clear as they can, so that the reader can understand the description well. Problems in descriptive text writing are faced by the students. Based on the teacher's experience in teaching at SMA KOPERASI Pontianak, most of students are difficult to compose a text because they have limitation of vocabulary and they have no idea to say words in English. They often need a lot of time to do it, so that the teacher in Senior High school will make writing becomes a more fun activity that will make the students easier to write and more interested in writing, especially in writing descriptive text.

The students' interest and ability in writing descriptive text need also to be explored. In this research, the writer uses word wall media to overcome this problem. 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 student seating areas. The words are printed in a large font so that are easily visible from all student seating areas. It is a teaching tool that teachers use to aid students during reading and writing lessons. Teachers use a variety of activities to help students interact with the Word Wall and increase students' ability to read and to write. A Word Wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning. Through word wall, students are predicted to be motivated to learn the vocabularies that will be used in reading and writing. Kieff (2003:84) stated that word walls promote independent work habits by providing readily available reference as students complete their reading and writing activity. Word wall media 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 word wall media students are expected to be interested in writing activity and explore their abilities in writing descriptive text.

According to Crosnberry (2004:3) there are many functions of word wall: (1) Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills; (2) Build vocabulary, thereby improving reading comprehension and writing style; (3) Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts; (4) Help students improve spelling and awareness of spelling patterns; (5) Provide visual cues for students; (6) Encourage increased student independence when reading and writing.

There were some researches that used the Word Walls strategy to improve the students' vocabulary achievement. One of researchers was Maria Marshinta

Aritonang (2010) had done a research by using word walls in vocabulary. She conducted an action research, it focused on improving students' achievement on vocabulary through word walls. Word walls is an effective, enjoyable, and interesting way to teach vocabulary because it can help the students to recognize, promote independence, develop a growing core of words, and provide reference support for students during their reading and writing. The research was conducted by Decy Anggraini (2013). The researcher used word wall media to improve student vocabulary. She conducted an action research. It focused on improving students' achievement on vocabulary through word walls. She had found that word walls can be a solution for students in facing difficulties of vocabulary learning. The students looked enjoyed the class and active in learning process. This media was very useful to help the students to improve their vocabulary which was lack of stocks of English words. The descriptive text is a text which has text organization such as identification and description. This organization needs collection of words that provided in word wall media. The students will get easiness to write descriptive text with word wall media and the reader will get clear understanding from what the students' want to tell about.

From the certain types of word wall above, the writer chose *Theme Word Wall* as the media that will be used in the treatment. The reason why the writer chose this media because the purpose of this word wall is to help students to collect a variety of describing words like adjectives that they can use in the writing process. In order to create an interesting way to learn descriptive text it is also more fun for students during their writing process.

In teaching writing text for tenth grade students in senior high school, the first thing which can help students in writing a text is to provide a media to help them to write. Word wall media is a kind of media that provide a visual map as a reference for students during their writing activity to help students remember the words and how they work. Word Wall can help the students to have the writing process and finally can produce their own descriptive writing. By using Word Wall, the teacher can apply an interesting media to deliver the lesson easily. There are many Word Wall media that we can choose. But, in this research the writer used Word Wall media in the treatment. In order to make this research become easy to conduct, this research provided several procedures in implemented the material to help students to write a good descriptive text by using word wall media.

Based on the explanation above, the writer intends to conduct a pre experimental study for the tenth grade students by using word wall media in teaching writing descriptive text. The reason in selecting pre experimental study is because the researcher wants to try the new media in the teaching learning process and see the effect of this media. This technique will give new variation in teaching writing for both of teacher and students. This media is also hoped can be applied not only in descriptive text, but also for the other kinds of text. The writer believes that Word Wall Media will give the effect for students' writing ability in writing descriptive text. As a conclusion, the researcher also hopes that this media can be used by the teacher in teaching writing in the classroom.

## METHOD

The writer conducts pre-experimental study in this research. The pre experimental design in this research applies the one-group pre-test post-test. In one-group pre-test post-test design there is no control group and the students are given some experimental instructions or treatments for a period of time. At the beginning of period of time the students have pre-test and at the end of the period of time the students have post-test. The table represents the pre-experimental process with one group pretest and posttest:

**Table 1**  
**The Pre-experimental Process**

<b>Pretest</b> <b>X<sub>1</sub></b>	<b>treatment</b> <b>T</b>	<b>→</b>	<b>posttest</b> <b>X<sub>2</sub></b>
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In conducting this research, the writer gives a pretest to the students. The function of the pretest (X<sub>1</sub>) is to find out the basic acquisition of students on understanding about descriptive text. Then the writer gives three times of treatment (T) to help students understand about the descriptive text itself and also introduce the new media that can used to be easier in learning descriptive text. The last, the writer give a post test (X<sub>2</sub>) to find out the effect of the treatment in improving the students' writing skill in writing descriptive text.

The populations of this research are the tenth Grade Students of SMA Koperasi Pontianak in Academic Year 2014/2015. The number of population is 58 students who come from class XA is 28 students and class XB is 30 students. In this research, the researcher uses cluster sampling. Gray (2004:395) defines cluster sampling as a sampling strategy involving successive sampling of units or clusters the whole population. In this research there are three classes as the collection of clusters and the researcher choose randomly one of the clusters as the sample of the research. Therefore, only one class being a sample of the research that is class "XA" which consists of 28 students.

The tool of data collecting of this research is writing test. The test used twice in pretest and posttest. The test is same for both of pretest and posttest in form of making a simple text of descriptive. The result compared for pretest and posttest. In writing descriptive text, the writer provides some criteria to measure students' writing as following table:

**Table 2**  
**Items of Specification Items of Writing Test**

<b>No</b>	<b>The writing item to be evaluated</b>	<b>Specification</b>
1	Text Organization	It refers to title, identification and description.
2	Vocabulary	It refers to the variation and appropriateness in words choice.
3	Language Features	It refers to the tense used and word

	(Grammar; using simple present tense, verb 1, be, adjectives)	order in a text
4	Mechanics :	It refers to the correct words in writing.
	1. Spelling	
	2. Punctuation	It refers to the correctness in using period and comma and other punctuation.
	3. Capitalization	It refers to the correctness in capital writing.

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(Adapted and modified from Writing English Language Test by J.B Heaton, 1988:135)

The technique of data analysis in this research are: (1) the analysis on students' mean score of pre-test; (2) the analysis on students' mean score of post-test; (3) analysis on the students' interval score of pretest and posttest; (4) Analysis on the students' significant difference of pre-test and post-test; (5) Analysis of the effect of the treatment.

The stages of the procedure in this research, including preparation of research and implementation of the research.

#### **Preparation of research**

Before doing the research, there are some preparations that be the writer done as follows: (1) Proposing the research proposal to her Academic Supervisor and to the Chief of English Study Program; (2) Proposing the research design to her Supervisor; (3) Having seminar of research design on July, 10<sup>th</sup> 2014; (4) Revising the result of seminar of research design.

#### **Implementation of research**

The implentations of this research are:

**(1)Pre-test:**Pre-test was given before teaching was held. The purpose is to know the students pre condition in writing. The pre-test was given to the class X C students of SMA KOPERASI Pontianak as the sample. The pre-test was held on January 6<sup>th</sup>, and attend by 28 students. In the pre-test, the students were asked to write descriptive text. The time was 90 minutes, and the result of the pre-test was analyzed.

**(2)Treatment:**The treatment was held three times, on January 13<sup>th</sup>, 20<sup>th</sup>, and 27<sup>th</sup>, 2015 the treatment was the teaching writing using word wall media. In the teaching and learning process, the students involves activity, whereas the teacher; she was facilitating and monitoring the process. The teacher firstly told the students about the material and explained about word wall media and the students learn how to increase their writing in a good way. After that, the students were encourages to write a descriptive text that given by the teacher.

The implementation of using word wall media is follow:

1) First, before applying the treatment, the teacher showed the example of descriptive text and explained the definition of descriptive text.

- Descriptive text is a text which describes the characteristics of a person, a place or a thing. Example of descriptive text:

My Toy

I have a toy. It is a doll, a bear doll and I call it teddy.

Teddy is an American origin. My dad bought me it as a present for my tenth birthday anniversary last year. The doll is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Because my teddy bear is a doll, I do not need to feed it. Every night teddy accompanies me sleeping. Teddy is very nice, adorable and charming toy. I love my teddy bear very much.

2) Second, the teacher explained the generic structure of descriptive text

- The generic structures of descriptive text is as follow:
  - Identification, means introduce the topic to be described.  
Example: *I have a toy. It is a doll, a bear doll and I call it teddy.*
  - Description, means describing the object, parts, qualities, characteristics, habits and behavior. For instance: where something comes from, the size, hobby, etc.

Example: *Teddy is an American origin. My dad bought me it as a present for my tenth birthday anniversary last year. The doll is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Because my teddy bear is a doll, I do not need to feed it. Every night teddy accompanies me sleeping. Teddy is very nice, adorable and charming toy. I love my teddy bear very much.*

3) Third, the teacher explained the language features of descriptive text

- The language features of descriptive text:
  - Specific noun. Example: *My toy*
  - Simple present tense. Example: *I have a toy. It is a doll, a bear doll and I call it Teddy.*
  - Adjective. Example: *The doll is small, fluffy, and cute.*
  - Relating verbs / linking verbs, to give information about subject.  
Example: *Teddy is very nice, adorable and charming toy.*

4) Fourth, the teacher taught students how to write descriptive text. In this step, the teacher used Word Wall to teach descriptive text writing. Teacher put the Word Wall on the white board. This Word Wall titled “My new desk fan”, it contains several adjectives. Then the teacher asked the student one by one to go to in front of the class and choose the appropriate words that describes the thing.

**Table 4**  
**World Wall**

TITLE : My New Desk Fan		
Color: red orange yellow green blue purple white light blue		Shape: Circular Oval Triangular square
Opinion: Good Bad Useful Important wonderful	Purpose: working Fishing sleeping cooling cooking folding	Material: Wood Plastic Metal Ceramic Paper silk

- 5) Fifth, after students chose the words. Then, the teacher guides them to make sentences using those words. The sentence possibilities as follow:
- It is a desk fan
  - It is used for cooling and making air fresher
  - It is a colorful desk fan. They are white and light blue
  - The shape of the desk fan is round on the head and flat-square on its foot
  - It is made of very good quality of plastic.
- 6) Sixth, the teacher asks students to arrange those sentences into a proper short descriptive text. The descriptive text possibility as follow:

My new desk fan

It is a desk fan. It used for cooling and making the air fresher. I use it whenever the air gets hot.

It is a colorful desk fan. They are white and light blue so it looks more interesting. The shape of this desk fan is round on the head and flat-square on its foot. This desk fan is made of very good quality of plastic.

- 7) At last, the teacher checked students work and gave feedback by correcting their sentences, word choice, spelling, capital letter or punctuation in form of written comment.

**(3)Post-test:**After having the treatments, the students of class X A of SMA Koperasi Pontianak had the post-test. It means to see the achievement of the result students' writing by using word wall media. The post-test was held on February 3<sup>rd</sup>. In post-test, the students were asked to write a descriptive text.

## FINDING AND DISCUSSION

### Finding

In this part, the data is calculated to show mean score of pre-test and post-test, interval score of pre-test and post-test, significant test of students' score and the analysis of the effect from the treatment.

The pre-test was given before the treatment or the process of teaching. The maximum score of pretest was 76 and the minimum score of the pretest was 28. The result of pre-test showed the total score of the students was  $\sum X_1 = 1378$  and the mean score was  $\bar{X}_1 = 49.21$  and it is qualified was poor. The post-test was held after the treatments. The maximum score of posttest was 86 and the minimum score was 60. The total score of the students in this test was  $\sum X_2 = 2020$  and the mean score was  $\bar{X}_2 = 72.14$ . It is qualified was average to good. The students different score is taken based on students mean score of post-test minus by the students mean score of the pre-test. In this research, the result showed that the students' different score of pre-test and post-test is  $\bar{X}_d = 23.12$ .

The students different score of pre-test and post-test :

$$\begin{aligned} X_d &= X_2 - X_1 \\ &= 72.14 - 49.21 \\ &= 22.93 \end{aligned}$$

**Table 3**  
**The Students' Qualification Score Of Pre-Test and Post-Test**

Test	Mean	Qualification
Pre-test	49.21	Poor
Post-test	72.14	Average to good
<b>Interval</b>	<b>22.93</b>	

Based on the result of SPSS application and computation, it was obtained that the value of t-test observed is bigger than t-table. Thus, it means that the mean score of pre-test and post-test of the experiment group being observed have



a significant difference. The calculation of t-test indicates 14.03. First, the degree of freedom or  $df = N-1$  is determined. There are 28 students who take the test in this research, then  $df = 27$  ( $14.03 > 2.052$ ). After counting the significant score of the pre-test and post-test, the writer describes the finding of the effect of the treatment in order to see how significant is the effect of the use of Word Wall in teaching descriptive text writing. The computation of the effect of the treatment can be seen as follows:

$$ES = t \sqrt{\frac{1}{N}} = 14.03 \sqrt{\frac{1}{28}} \\ = 2.38$$

Based on the result, the significant score of the effect size is categorized as “strong effect” with  $ES > 0.5$  ( $2.38 > 0.5$ ). It means that Increasing Students’ writing by using word wall give a strong significant effect to increase the students’ achievement in writing descriptive text.

## Discussion

In this research, there are five meetings being conducted which are consisted of two meetings were for the test namely pretest and posttest. The other three meetings were for implementing the treatment. The experimental group was class XA SMA Koperasi Pontianak. They consisted of 28 students.

The first meeting of this research was held on January 6<sup>th</sup>, 2015. In this meeting the writer greeted and introduced herself and explained the aim of those meeting which were planned in this research. After that, pre-test was given before the teaching was held to know the students ability in writing mastery. The students were given 90 minutes to do the test items by writing descriptive text. After administering pretest, the second meeting was the first day of treatment.

The writer greeted students and did pre-activity such as apperception and brainstorming for about 5 second. Then the writer gave explanation about descriptive text to the students. The writer explained about the purpose of writing it, the generic structure, language features and also the example of descriptive text. Next, the writer also explained about word wall itself which was used as a media to make the students having real description about the things to be described. During the treatment, the writer instructed the students to form group. Each group consisted of four students. Every group had to learn cooperatively by discussing the material given, that was writing descriptive text. This cooperative learning was intended to encourage the students to work together during the treatment. After the students seat in their own group, the writer distributed the word wall to each group entitled “My New Desk Fan”. Every member of group was instructed to learn it together. They were free to come close to the word wall and observe the media and then write down based on its characteristics, shape, color and size of the thing they were described. Each student were asked to write

descriptive text by using words from word wall into sentences and arranged it into a proper descriptive text.

In the second meeting, the writer still used the same method and technique. In this meeting the students were to write descriptive text based on one particular theme entitled "My Favorite Fruit". In this meeting the writer provide list of words that may describe three things such as apples, oranges, grapes, bananas, and watermelon Then, the writer provided list of describing words. The students looked more enthusiastic to write because of the used of word wall gave them variety of new vocabulary and interesting media to help them in writing process.

In the last meeting, the writer asked students to write descriptive text about particular thing titled "My Birthday Gift", the writer prepared two pictures such as shirt, cell phone, ball, shoes, watch and bag. They were free to choose the one thing that they were going to described. Then, the writer provided list of words that may described those things. The students were created their own word wall by chose the words and make it into describing sentences and arrange it into descriptive text. Then, the writer provided list of describing words. The writer reminded them to pay attention and to be more serious because this was the last meeting of treatment.

In the posttest, that was the last meeting for all series of conducting the research, the writer administered the posttest by distributing the test item which the same test given on the pretest. This posttest was administered to know the students' improvement to write descriptive text after they were given the treatment by the writer. The writer found that the significant difference between the pretest and posttest score. This was known that before the treatment, the students' mean score of the experimental group was 49.21 then after the treatment was given the mean score of the experimental group was 72.14. It means that this finding indicates that the use of word wall media during the treatment process influences the achievement of students writing descriptive text.

In implementing the word wall of increasing students' vocabulary, the writer who also becomes the teacher got some difficulties, as follows: (1) The students were more likely to listen to the teacher's explanation rather than try to understand the instruction of Word Wall media; (2) The writer needed to control the process of students writing activity since many students were lazy and difficult to express their idea in written text.

Finally, based on the data analysis, the writer found that there was an increasing of the students' achievement in vocabulary mastery. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' performance in post-test was better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

## CONCLUSION AND SUGGESTION

### Conclusion

Referring to the research findings and the analysis of the test result, the writer draws conclusion as follows: 1) The use of Word Wall is effective to increase students' writing ability. It is shown by the students' score in post-test which is better than pre-test; 2) The use of Word Wall as a media that was applied in teaching descriptive text is considered as an effective media. It could be seen from the result effect of treatment; 3) Using Word Wall media is an effective way to teach the students to improve their descriptive text writing. The students became more encouraged to write, actively involved, paid more attention and interesting in teaching learning process. It can be proven from the result of pre-test and post-test.

### Suggestion

Regarding the results of this research, the writer would like to provide some constructive suggestions as follows: 1) It is suggested that English teacher should be creative to choose appropriate teaching media that is interesting for the students. For example Word Wall as one of media to teach writing descriptive text since Word Wall media provides words that student's need in writing descriptive text. It can help the students more interested in teaching learning process so that they will be stimulated to write descriptive text. 2) The teacher should get involved in students' activities as collaborator and gave some guidance or directions to the students that had difficulty in using Word Wall media. 3) The teachers and researchers are suggested to use word wall media as the media not only in teaching descriptive text but also in teaching another text type. 4) Finally, the writer hopes that the result of this research will be useful for the readers. The writer expects that the readers will have more information about the use of word wall media to improve students' skills in writing descriptive text. This research can also be one of the references for the next researches.

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