

**THE EFFECTIVENESS OF USING WORD WALL STRATEGY TO
IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT
ISLAMIC BOARDING SENIOR HIGH SCHOOL
AN-NUR MUARO JAMBI**

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ABSTRACT

This study discussed about using Word Wall Strategy on students' writing achievement at Islamic Boarding Senior High School An-Nur Muaro Jambi. The goals of the research are to find out the effect of Word Wall Strategy on Students' writing achievement after being taught by using Word Wall Strategy and to find out significant different between students' who are taught by using Word Wall Strategy and those who are not. This research method is quantitative research. Sample of the research were 60 students which experimental class was 30 students and control class 30 students. The data collection is used pre-test and post-test. The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' achievement in writing descriptive text by Word Wall Strategy got the mean 76.00 and standard deviation was 8.06; (2) The students' achievement in writing descriptive text by using conventional method got the mean 62.47 and standard deviation was 7.30. The value of $t_{observed}$ was 6.564 and that of t_{table} was 2.009. So the value of $t_{observed}$ was higher than that of t_{table} . It means that there was significant effect of using Word Wall strategy on students' achievement in writing descriptive text.

Keywords: Word Wall Strategy, Writing Achievement, Descriptive text.

A. INTRODUCTION

International language skills are crucial in today globalized world. An important international language to master is English. Almost everyone communicates globally in English. Lingua franca: a language used to communicate amongst speakers of other languages (Fromkin, Rodman, Hyams, 2007, p.433). English is also a global language of instruction (Prayoga, Sutarsyah & Ginting, 2017, p.2). English is crucial to learn since it allows global communication.

To learn English, you must master hearing, speaking, reading, and writing. Writing is a crucial talent in today globalized world. Brown (2004, p.218) agrees that writing is essential in the global age. The ability to write ideas down. It can help kids organize, explore, and improve ideas (saddler, et al., 2018). Many people prefer composing business letters, emails, and product details. People can communicate without spending a long time face-to-face. Sipayung (2016, p.21) states that writing indirectly builds social relationships between writer and reader. As explained above, writing is an effective way of writer-reader communication. Students in Indonesia must learn to write English as well as speak it. In Curriculum 2013, English teaching focuses on strengthening students' ability in using the language to communicate in various circumstances, both spoken and written in simple form. Students must learn writing as well as speaking. Later, the Curriculum 2013's English syllabus stated the goal of creating a brief narrative to record events, describe items, people, and locations. Students should often describe actions or objects in writing. The curriculum requires pupils to compose any genre in basic text. One type is descriptive text.

Indonesian junior high school pupils learn descriptive text. It is reinforced by Noprianto (2017, p.65), indicated that Indonesian high school pupils must learn descriptive text. This is true because Indonesian English curriculum includes descriptive text (Kemendikbud, 2013). Descriptive text describes an item, person, animal, place, or event to readers or listeners. Students should learn descriptive text.

Many internal and environmental influences can affect a student's descriptive writing skills. Internal aspects include interest, motivation, element language, personality, etc. Teacher ability, school facility, learning media, and strategy are external influences. Learning strategies are the general patterns of actions teachers and students use to attain learning objectives. The goal of learning strategy is to make students smart and trustworthy.

According to an interview with tenth-grade English teacher Ahmad Hanif Salafi at MA An-Nur Muaro Jambi on November 15, 2020, students struggle to write descriptive language. They have trouble shaping their thoughts for writing. If the teacher can use a learning approach that fits the learner, it will make them more engaged in the content and improve their

comprehension. However, some pupils struggle to understand the information. According to Kusuma and Adnyani (2016, p.14), motivation strongly affects second- and foreign-language learning. They also struggle to memorize language, which might lead to imprecise sentences that confuse readers (Luke & Oktriono, 2015, p.689). This happens when kids struggle with descriptive writing. They have trouble shaping their thoughts for writing.

In addition to the issues mentioned, the teacher's usual method bores students and hinders their descriptive writing. The teacher defined descriptive text, social function, generic structure, and provided an example. According to Hasibuan (2013) in Damayanti (2019, p.3), students passively accept material from the teacher as an information center. Students can't create their own words because the teacher doesn't help them build a concept.

Due to the foregoing issues, the researcher picked the word wall as a teaching tool. Word wall media is straightforward to utilize. It's affordable and intriguing. It suits English-teaching schools with limited media. Teachers need not spend much on teaching media. Word walls can help children write descriptively and produce their own. By employing Word Wall, teachers can employ an engaging method for easy lesson communication. A word wall is a collection of words on a classroom announcement board, wall, whiteboard, or blackboard, according to Cronsberry (2004:3). Southerland (2011:1) says word walls educate descriptive text. According to Cunningham in Osborn (2007:13), a word wall is a classroom wall specifically for posting words. Reading, writing, spelling, word usage, and other skills are taught in the primary school through various exercises and games. Word walls are designed to help English Language Learners (ELL) create writing ideas, according to Iwankovitsch (2013:32). Word walls assist teachers teach descriptive writing. Accordingly, the researcher wanted to perform an experimental study on teaching descriptive writing using word walls. The researcher wants to investigate how word wall writing education works, especially in descriptive literature.

B. METHOD

This study classified quantitative research employing a quasi-experimental design. According to Sugiyono (2014), the use of a quasi-experimental design is necessary because it is difficult to procure a control group for research. The purpose of this quasi-experimental study is to determine the effect of the word wall strategy on students' descriptive writing. A research

design is an experiment when the author desires to determine the possibility of a causal relationship between an independent variable and a dependent variable. In this study, pre- and post-tests are administered to experimental and control groups. The experimental class was treated with a word wall, while the control group did not receive any treatment. According to Sugiyono (2013, p.77), although quasi-experimental research employs a control group design, it cannot completely control the external variables that influence the execution of the experiment. In his quasi-experimental study, the researcher employed an unequal control group design.

C. FINDING AND DISCUSSION

In conclusion, the research findings strongly support the hypothesis that implementing the Word Wall strategy at Islamic Boarding Senior High School An-Nur Muaro Jambi has proven to be highly effective in enhancing students' writing achievement. The primary objectives of this study were to assess the impact of using the Word Wall strategy on students' writing performance and to determine whether there was a significant difference between students who were instructed using this strategy and those who were not.

As elaborated in Chapter II, a Word Wall is a visual display of words prominently exhibited in the classroom, serving as a versatile tool for vocabulary instruction and fostering students' engagement and learning. Researchers like Southerland, Cronsberry, and Sartika have emphasized its benefits in teaching critical words, word analysis, and constructing vocabulary within various learning contexts.

The empirical results of this research indicate a marked difference in students' writing performance. The statistical analysis, with $t_{\text{observed}} = 6.564$ compared to the $t_{\text{table}} = 2.009$ at a significance level of 0.05, clearly demonstrates that students who were taught using the Word Wall strategy outperformed those taught using conventional methods. This underscores the effectiveness of Word Wall as a powerful pedagogical tool for enhancing students' writing abilities in descriptive text.

In summary, the research confirms that the Word Wall strategy is a valuable addition to the educational arsenal of teachers, facilitating not only improved writing skills but also promoting cooperative learning, individual thinking, and social and academic language development

among students. This research provides valuable insights for educators and administrators seeking innovative approaches to elevate students' writing achievements and enhance the overall learning experiences.

Word Wall approach improved writing achievement at Islamic Boarding Senior High School An- Nur Muaro Jambi, according to this study. This study examined how Word Wall teaching affected students' writing. Additionally, it compares students taught utilizing Word Wall method to those who are not. Word walls teaches vocabulary to young learners. It uses the notion to teach. Word walls work because they focus attention, provide samples, allow for review, and are fun for pupils. Word walls can help children write descriptively and produce their own. Word Wall lets teachers quickly educate with an engaging method. A word wall is a collection of words on a classroom announcement board, wall, whiteboard, or blackboard, according to Cronsberry (2004:3). Sartika (2017:180) claims that word wall teachers say all children can learn critical words and that word walls teach word analysis to build vocabulary from units of study.

A word wall is a systematic collection of words presented in enormous letters on a classroom wall or other large display. A tool to use, not display. Classrooms can employ word walls in many ways (Rosier, 2014:6). One of the best cooperative learning tools is Word Wall. Students brainstorm but do not elaborate, clarify, assess, or challenge their ideas. Group members take turns answering questions using words, phrases, or brief statements. So each kid can express themselves and obtain help from classmates. It also fosters student social and academic language development and participant contributions. The calculated tobserved = 6.564, while the t table = 2.009. Students' descriptive writing utilizing Word Wall method was significant at 0.05. The researcher observed that Word Wall approach contributed to students' descriptive writing. This suggests Word Wall tactic improved pupils' descriptive writing more than conventional way.

D. CONCLUSION

Students have trouble creating descriptive writings because of this. They have trouble shaping their thoughts for writing. The teacher's usual method bores students and hinders descriptive

writing. The teacher defined descriptive text, social function, generic structure, and provided an example. This assertion is corroborated by Hasibuan (2013) in Damayanti (2019, p.3), who said that students passively accept material from the teacher.

According to Islamic Boarding Senior High School An-Nur Muaro Jambi research, Word Wall method improves writing achievement. Word Wall method improves writing instruction. Students taught with Word Wall method score higher than those taught. Word walls can help Islamic Boarding Senior High School An-Nur Muaro Jambi pupils write better. The investigation found a substantial difference in student scores while employing Word Wall method.

Based on hypothesis test results, we can conclude: The results shows that tenth-grade students at Islamic Boarding Senior High School An-Nur Muaro Jambi write descriptive text better utilizing Word Wall tactic than using conventional method. Students' descriptive writing can be improved with Word Wall approach. Based on the observation, H_a is approved and H_0 denied. Word Wall method improves descriptive writing in pupils. This suggests Word Wall tactic improved pupils' descriptive writing more than conventional way.

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