THE EFFECT OF WORD WALL ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X OF SMA SWASTA AL-AZHAR IN THE ACADEMIC YEAR OF 2020/2021

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ABSTRACT

This Research aims at investigating The Effect of Word Wall Media on Students Ability In Writing Descriptive Text. This Research was conducted by Experimental Research. The population of this Reserach was the students at grade X of SMA Swasta Al-Azhar. The total number of the population Fifty students in two class. There were 25 students chosen as the sample by using random sampling technique. The sample was divided into two group, namely Control Group and Experiment Group. The Experiment group was taught by using Word Wall Media and Control group was taught without using Word Wall Media. The instrument for collecting the data was Essay test. The data was analyze by using t-test formula. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Based on the finding of this research, it was found that there is a significant effect of Word Wall Media In Writing Desxriptive Text At Grade X of SMA Swasta Al-Azhar In The Academic Year of 2020/2021.

Key words: Descriptive Text, Word Wall Media

1. INTRODUCTION

Background of the Problem

Language is one of the things that cannot be separated from humans. Language is a communication tool that makes it easier for humans to interact with one another. And language is also an identity for everyone in a particular country. So every country has a different language. The function of language is used to obtain calm and harmony in dealing with fellow humans as social beings. Nowdays, many people are able to master not only their own native language, but also other foreign language. One of them which is well-known at this time in English.

English is the largest language by number of speakers, and the third most-spoken native language in the world, after Standard Chinese and Spanish. It is the most widely learned second language and is either the official language or one of the official languages in almost 60 sovereign states. There are more people who have learned it as a second language than there are native speakers.In Indonesia itself, English is a foreign language.Englishis the most important foreign language studied in Indonesia.Meanwhile, foreign languages are usually taught as one of the subjects in schools with the aim of basic communication and mastering 4 language skills (listening, reading, writing, speaking) in that language within certain limits.

In studying language we must be able towrite. Writingis The act of thinking about an experience, as well as expressing emotions, seems to be important. In this way, writing helps people to organize thoughts and give meaning to a their experience. example write text about the sheep, my room and etc. To stimulate students to be active and have strong interest in teaching and learning English process especially in writing.Therefore, the teacher must choose the best way or method in the learning process. This can also arouse students' enthusiasm in the learning process.

Based on the writer's observation, the most difficult English sub skill to learned is writing. There are some difficulties faced by student's in learning writing descriptive text of student's at grade X of SMA SWASTA AL-AZHAR on Jl.MawarNo.33 Desa Sukaramai Kecamatan Sei Balai Kabupaten Batu-Bara. They are: first, limited vocabulary possessed by students. Second, they often make some mistakes to put the right capital letters according to correct spelling. Third, the students find it difficult to translate their ideas into words / sentences. Fourth, the student's where not enthusiastic with the teaching and learning process about writing.

To solve the problem above, English teachers familiarize them to imagine to learn descriptive text by using various imagine and words that are attached to the wall.By applying the media the teacher gives student's to think for themselves by looking at the picture, namely the media word wall, so that they can writing descriptive text correctly. Furthermore, the teacher must give them the opportunity to write another descriptive text by showing another word wall media. This situation encourages writers to raise issues for this proposal. The writer purpose word wall as an alternative media in teaching writing descriptive text.

Objective of the Problem

In accordance with the problem formulated above, the

objective of the research is to find out : The Effect of Word Wall Media On Student's ability In Writing Descriptive Text At Grade X of SMA SWASTA AL-AZHAR In the Academic Year of 2020/2021.

Significances of the Problem

The significances of the study are :

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a. for the student's

Giving the significance knowledge to the student's, so that they can overcome their difficulty in writing descriptive text.

b. for the teacher

To motivate teacher in finding a new or good method in the teaching and learning process especially in writing.

c. for the readers

To give readers a reference in conducting a research about method of teaching and descriptive text. There are already have been many references about method of teaching and descriptive text but the writer wants to give additional references about them to enrich a source of the topic.

d. for the writer

To motivate the writer and encourage writers to do research and compiling written works as the contribution in developing English teaching.As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make a development in educational field especially in English teaching.

2. RESEARCH METHODOLOGY

This studywas conductedin experimental research. There was two groups of student's, namely control group and experimental group. The experimental group was taught by using Word Wall Media and control group was taught by conventionally. Both groupswas given pre-test and post-test. The design is Follows:

Table 3.1.1The Procedure of Experiment in Experimental Group and Control Group Table

Group	Pre-test	Treatment	Post-test
Experimental Group	1	Taught with using word wall media	2
Control Group	1	Taught with conventional	2

Where : A : Experimental Group

        B : Control Group

        X : Using Word Wall Media

        Y : Using conventional Way

The Technique of Collecting Data

The data collection activities was conducted through several steps. First, fulfilling some formal administrative procedures including getting the school principal's permission to collect data, that will do by doing observation in the school classrooms. As soon as after the permission is give, this research does the observation.

1. Pre-test

Pre-test was conducted to find out the students' ability in writing

before having the experiment. The pre-test will begiven to the group and their task will be scored. The result of the pre-test is considered as the preliminary data.

2. Experiment
The experiment was conducted after the administration pre-test. There conducted was two experiments classesin this research. The group wastaught by using Word Wall Media and control group will be taught by conventional.

3. Post-test
The post-test was administrated to measure the student's ability after the treatment. Then the data will be taken from the test that has been analyzed. The test for the post-test will be the same.

4. Scoring Test
After giving the post-test, all the answers will be checked and score. In this case this research will make the tests. Because of this research focus on the students' writing ability, for scoringthe tests, this research is based on the indicators of writing to measure the students' writing ability.

Each indicators of writing will different mark. Ifthe students get the perfect in writing, the total of the score that will be got by the students is 100 score. Then, bothscore can be analyzed to compare between control class and experiment class so that it can be concluded whether word wall media can improve student's in writing descriptive text or not.

3.DISCUSSION
The application of Word Wall Media In Writing Descriptive Text to experimental group and control group

helped the teacher to design teaching materials. Since models were applied to the experimental group, the achievement was different. It could be proven from the scores obtained by the students where the experimental group was higher scores than the control group. The mean students' score on the post test of the experimental group was 81,6 while the mean students' score on the post test of the control group was 76,6. The mean scores of the both ofgroup could not prove that the higher mean score was the high score in T-test also. T-test proved that experimental group was not high score than control group, although the mean of experimental group was higher than the mean of control group.

It conclude that After analyzing the data into t-test,the calculation of the scores by using T-test for the degree of freedom (df) 48 at level significance 0,05 where the T-critical value is = 2,0126. The result of computing the T-test shown that T-test is higher than T-table or it can be seen that T-test> T-table (0,005) with df 48 or 2,32< 2,0126 (0,05) with df 48. From the data result of the test that this research had been successfully, Ha is accepted and it revealed that hypothesis using Word Wall Media In Writing Descriptive Text is effective because using Media Word Wall.

Finally, Based on the analysis in the table 4.1, it can be seen that the students' score in the post-test is higher than pre-test. It means that the students'ability in writing descriptive text by using Word Wall Media is effective. Meanwhile, the mean of differences score between pre-test and post-test experimental group is 200. It

means Word Wall Media is effect of writing ability of students.

So, Based on the analysis in the table 4.2, it can be seen that the students' score in the post-test is higher than pre-test But there is no significant effect to the students' score. Meanwhile, the mean of differences score between pre-test and post-test experimental group is 195. After the researcher calculated the data, the score of experimental group was higher than control group, 90% students have ability to write descriptive text.

4.CONCLUSION

From the discussion in the previous chapter, it can be concluded that using Word Wall Media can increase the students' ability in Writing Descriptive Text. The students' in Writing Descriptive Text before using Word Wall is very poor. It is different from the students' mastery after using Word Wall. It was found in students' post-test was higher than the pre-test, which proved that used of Word Wall in learning activity contributed to the students' more effective in teaching Writing Descriptive Text. Word Wall can increase the students' ability in Writing Descriptive Text. Therefore, Word Wall is helpful to active the students' background knowledge that is very important to help students practice their mastering in writing descriptive text.

The students' achievement in learning Writing Descriptive Text by Word Wall Media has a significant improvement. It can be seen in the following facts:

1. The students' improvement in Writing Descriptive Text can be seen in the improvement of their achievements in pre-test, post-test I and post-test II.
2. From the result of field notes, it showed that the class condition during teaching and learning process creates the positive atmosphere in the classroom, and also makes students actively in teaching and learning process.
3. From the result of observations and interviews showed the were motivated and interested to participate and actively in teaching and learning writing descriptive text by word wall media.

Suggestion

Based on the data prescribed previously, this research gives some suggestions as follows:

1. Suggestion for the students
   Students should learn other components or descriptive text such as; Definition of Descriptive Text, Generic Structure of Descriptive Text and etc.
2. Suggestion for the teachers
   Teacher should use particular technique that minimize students' problem in writing. The media suggested should brings students fun and encourge students to write more easy. Media Word Wall is one of the Media suggested in helping to write more easy and fun, students use this kind of visual Media in exploring ideas in mind example in writing descriptive text until it become a good piece of writing.
3. Suggestion for other researchers.
   Other researchers should have a good mastery of teaching material and enough skill of demonstrating the media of word wall in the classroom since these things

influence the students' succesfull of their achievements in learning writing descriptive text. Furthmore, the researchers should varied the media in classroom teaching to avoid students' boredom since in some meetings of the research conduction they have to learn the same material with the same media. Teacher should have a competence in applying particular media. In class to bring the media understood by the students so that they can apply the media in their own work. The instruction must be clearly pronounced by the teacher so that the explanation must be easily unnderstood by students.

The suggestion above are given based on the research that was done by the writer. The writer hopes the suggestion can give positive contribution for improving the teaching and learning process in SMA SWASTA AL-AZHAR.

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