



**FINAL PROJECT**

**THE EFFECTIVENESS OF USING *WORD WALL* TECHNIQUE**

**TO TEACH WRITING A RECOUNT TEXT**

**(A Quasi-Experimental Research of the Eighth Grade Students of SMP**

**Negeri 17 Semarang in the Academic Year of 2018/2019)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

**RIZKA SARASWATI**

2201415159

**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**UNIVERSITAS NEGERI SEMARANG**

**2019**

APPROVAL

The final project has been approved by the Bored of Examiners of the English Department of Faculty of Languages and Arts of Semarang State University (UNNES) on October 2019.

**Board of Examiners:**

**1. Chairperson**

Dr. Hendi Pratama, S.Pd., M.A.

NIP. 198505282010121006

**2. Secretary**

Galuh Kirana Dwi Areni, S.S., M.Pd.

NIP. 197411042006042001

**3. First Examiner**

Dr. Dwi Anggani L. Bharati, M.Pd.

NIP. 195901141989012001

**4. Second Examiner**

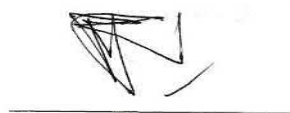
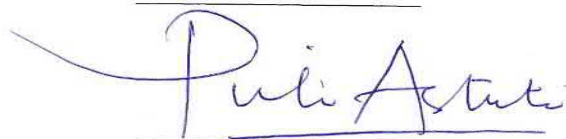
Puji Astuti, S.Pd., M.Pd., Ph.D.

NIP. 197806252008122001

**5. Third Examiners as First Advisor**

Prof. Dr. Dwi Rukmini, M.Pd.

NIP. 195104151976032001



Approved by

The Dean of Faculty of Languages and Arts



Dr. Sri Utmi Rejeki, M.Hum

NIP. 196202211989012001

## DECLARATION OF ORIGINALITY

I Rizka Saraswati hereby declare that this final project titled *The Effectiveness of Word Wall Technique in Teaching Writing A Recount Text (A Quasi-Experimental Research of the Eighth Grade Students of SMP Negeri 17 Semarang in the Academic Year of 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 17 September 2019



Rizka Saraswati

2201415159

## MOTTO AND DEDICATION

*“Allah does not burden a person but according to his ability”. (QS. Al-Baqarah  
268)*

“No one will be poor because he likes to give”. (Anonymus)

“Be a smart person to be grateful for what they have”. (Annonymus)

To my lovely mom and dad

To my beloved sister and brother

To my lecturers and my teacher

To all my friends

## ACKNOWLEDGE

Firstly, I would like to praise Allah SWT who always give me the blessing so that I can finish this final project. Then, sholawat and salaam are only given to Prophet Muhammad SAW, which we always wait the syafaat in the end later.

Secondly, I would like to address my sincere thanks to my advisor, Prof. Dr. Dwi Rukmini M.Pd., for her advice, suggestion, and encouragement so that I was able to finish this final project.

Thirdly, I would like to thank to Mrs. Binti Sholichah, S.Pd as the English teacher of SMP N 17 Semarang who has helped me a lot during the experiment and allowed me to use his class as the subjects of the research. I also thank to all the students of SMP N 17 Semarang in the academic year of 2018/2019 especially VIII F and VIII H who make this experiment success.

To my beloved parents (Mudjahid and Tri Margiyati), my sisters (Retno and Windry), my brothers (Joko and Taufik), my best friends (Selysa, Hilda, Estika, Ayuni, Zindi, Indah), and B3 friends, I would like to deliver my special thanks for praying, supporting, motivating and inspiring me to finish this final project.

Semarang, 17 September 2019



Rizka Saraswati

## ABSTRAK

Artikel ini merupakan hasil dari penelitian quasi-eksperimental yang bertujuan untuk mengetahui keefektifan teknik word wall dalam menulis sebuah teks recount. Subyek dari penelitian ini adalah siswa kelas VIII pada sekolah menengah pertama di Kota Semarang pada tahun ajaran 2018/2019. Sampel penelitian dari 62 siswa dari dua kelas. Data penelitian diperoleh dari tes, kuesioner, wawancara, dan observasi kelas. Data tersebut diolah dan dianalisis menggunakan statistika dan interpretasi data. Hasil menunjukkan bahwa setelah siswa diberikan perlakuan dengan teknik word wall, nilai rata rata dari kelompok eksperimental meningkat 35.43%. Nilai test-t menunjukkan bahwa  $t_{\text{value}}$  (6.786) lebih tinggi daripada  $t_{\text{table}}$  (1.671). Sehingga dapat disimpulkan ( $H_a$ ) yang menyatakan bahwa “Ada perbedaan signifikan dari keefektifan dan pencapaian dalam menulis sebuah teks recount pada siswa yang diajarkan menggunakan teknik word wall dan siswa yang diajarkan dengan menggunakan teknik yang ada, diterima. Dengan demikian teknik word wall efektif dalam meningkatkan pencapaian pada menulis sebuah teks recount.

***Kata Kunci: Teknik Word Wall, Menulis, Penelitian Quasi-Eksperimental***

## ABSTRAC

This paper is based on the quasi-experimental research which aims to find out the effectiveness of word wall technique to improve students' achievement in writing a recount text. The subject of this study was the eighth-grade students of a state junior high school in Semarang in the academic year of 2018/2019. The sample consisted of 62 students from two classes. The data were derived from test, questionnaire, interview, and classroom observation. The data were then measured and analyzed by the statistical and interpretation. The result showed that after the students were given treatment by using word wall technique, the mean scores of the experimental group increased about 35.43%. The t-test showed that  $t_{\text{value}}$  (6.786) was higher than  $t_{\text{table}}$  (1.671). It can be concluded that the working hypothesis ( $H_a$ ) which states that “There is a significant difference of effectiveness and learning achievement in writing a recount text of students who are taught by using word wall technique and those who are taught by using existing technique” is accepted. Therefore, a word wall technique is effective for students to improve their achievement in writing a recount text.

***Keywords: Word Wall Technique, Writing, Quasi Experimental***

## TABLE OF CONTENT

<b>APPROVAL.....</b>	<b>i</b>
<b>DECLARATION OF ORIGINALITY.....</b>	<b>ii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGE.....</b>	<b>iv</b>
<b>ABSTRAC.....</b>	<b>v</b>
<b>TABLE OF CONTENT.....</b>	<b>vi</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
<b>LIST OF DIAGRAMS.....</b>	<b>x</b>
<b>LIST OF APPENDICES.....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	3
1.3 Research Questions.....	4
1.4 Objective of the Study .....	5
1.5 Statement of Hypothesis .....	5
1.7 Significance of the Study.....	6
1.7 Definition of Keyterms .....	7
1.8 Outline of the Report .....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>10</b>
2.1 Review of Previous Study .....	10
2.2 Review of Theoretical Background .....	18
2.2.1 General Concept of Writing .....	18
2.2.2 The Purpose of Teaching Writing .....	19
2.2.3 The General Concept of Recount Text.....	20
2.2.4 Simple Past Tense.....	21
2.2.5 Word Wall Technique as Media Teaching Writing.....	23
2.3 Theoretical Framework.....	24
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>27</b>
3.1 Research Design .....	27

3.2	Subjects of the Study .....	29
3.2.1	Population.....	29
3.2.2	Sample .....	29
3.3	Research Variables and Hypotheses.....	29
3.3.1	Variables .....	29
3.3.2	Hypotheses .....	30
3.4	Type of Data .....	31
3.5	Instrument for Collecting Data .....	31
3.5.1	Pre-test.....	31
3.5.2	Post-test .....	31
3.5.3	Classroom Observation .....	32
3.5.4	Questionnaire.....	32
3.5.5	Interview.....	32
3.6	Method of Collecting Data .....	33
3.6.1	Pre-test.....	34
3.6.2	Treatment.....	34
3.6.3	Post-test .....	35
3.7	Method of Analyzing Data .....	35
3.7.1	Scoring Technique.....	35
3.8	Data Analysis.....	40
3.8.1	Mean Score Between Experimental and Control Group .....	40
3.8.2	Homogeneity .....	41
3.8.3	Normality.....	41
3.8.4	T-Test .....	41
3.9	Triangulation.....	42
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>		<b>43</b>
4.1	Research Findings.....	43
4.1.1	Result of Pre-Test .....	43
4.1.2	Result of Treatment .....	47
4.1.3	Result of Post-Test .....	48



4.2 Mean Scores Differences between Pre-Test and Post-Test of Experimental Group and Control Group .....	51
4.3 T-Test Statistical Analysis .....	52
4.3.1 T-Test of Experimental and Control Group Pre-Test.....	52
4.3.2 T-Test of Experimental and Control Group Post-Test .....	53
4.4 Questionnaire Findings .....	58
4.5 Interview Findings .....	59
4.6 Discussions .....	66
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>70</b>
5.1 Conclusions .....	70
5.2 Suggestions .....	71
<b>BIBLIOGRAPHY .....</b>	<b>73</b>
<b>APPENDICES.....</b>	<b>78</b>

## LIST OF TABLES

Table	Page
Table 3.1 Test Design .....	28
Table 3.2 Schedule Test .....	33
Table 3.3 Scoring Technique .....	35
Table 4.1 Pre-test Score .....	44
Table 4.2 Homogeneity Test of Pre-Test .....	46
Table 4.3 Normality Test of Pre-Test .....	47
Table 4.4 Post-test Score.....	48
Table 4.5 Homogeneity Test of Post-test.....	49
Table 4.6 Normality Test of Post-test .....	50
Table 4.7 Mean of Pre-test and Post-test .....	52
Table 4.8 T-test of Experimental and Control Pre-Test.....	53
Table 4.9 T-Test of Experimental and Control Post-Test .....	57
Table 4.10 Questionnaire Result.....	58

## LIST OF DIAGRAMS

Diagram	Page
Diagram 2.1 Theoretical Framework .....	24

## LIST OF APPENDICES

Appendix	Page
Appendix 1 List of Students Experimental Group (VIII H).....	79
Appendix 2 List of Students Control Group (VIII F).....	80
Appendix 3 Pre-Test of Experimental Group &Control Group.....	81
Appendix 4 Post-Test of Experimental Group & Control Group.....	82
Appendix 5 Questionnaire List.....	83
Appendix 6 The Interview Guidelines.....	84
Appendix 7 Scoring Rubric.....	85
Appendix 8 Lesson Plan of Experimental Group.....	89
Appendix 9 Distribution Score of Pre-Test.....	102
Appendix 10 Distribution Score of Post-Test.....	103
Appendix 11 Tabulation Data Pre-test of 8H.....	104
Appendix 12 Tabulation Data Pre-test of 8F.....	106
Appendix 13 Tabulation Data Post-test of 8H.....	108
Appendix 14 Tabulation Data Post-test of 8F.....	110
Appendix 15 Students' Work Pre-test.....	112
Appendix 16 Students' Work Pos-ttest .....	113
Appendix 17 Documentation.....	114
Appendix 18 Letter of Research Permission.....	115

## **CHAPTER 1**

### **INTRODUCTION**

This chapter present background of the study, reasons for choosing the topic, research question, objective of the study, hypotheses, significance of the study, key terms and outline of the report.

#### **1.1 Background of the Study**

Language is a communication tool for everyone. It is very important in daily life. According to Wen Qiu (2014) “Human beings rely on language to express themselves, communicate with others, and know the world”. Language will be able to convey every idea and thought. In the era of globalization, people must be mastered English because English is an international language. Almost all people in the world use English as a language to communicate each other. Therefore, everyone should learn this language. People can learn English language in school and internet. In schools, students will be taught how to have English skill correctly. In fact, some students in Indonesia do not mastery English. This is because English language is a foreign language in Indonesia. There are four skills in English lesson that students have to master, they are speaking, writing, listening, and reading appropriately. Writing is an activity of pouring one's ideas and thoughts by using pens on paper. In fact, writing lessons among junior high schools still difficult for students. There are many factors that cause the difficulty of writing activities for students. For example: the limited vocabulary of students, the students do not know

how to write correctly, the students are not interested with the lesson and teachers who do not want to be more creative in teaching.

Based on Curriculum 13, the process of English learning is by using text-based approach. In the eighth-grade students, there are some materials that students have to learn. They are simple present tense, descriptive text, simple past tense and recount text. In the first semester, students learn simple present tense and descriptive text. In second semester, students learn simple past tense and recount text. The students of this current research are the second semester. So, the students learn simple past tense and recount text. Recount text is a text that retelling an event or activity that happened in the past and it have been experienced before. The purpose of recount text is to entertain the reader. In recount text, there are simple past tense that as a structure sentence. In the truth, tenses are very difficult for students. Especially simple past tense. The structure of simple past tense makes students confused. Students have to memorize some vocabulary about past verbs like regular and irregular verbs. If the students cannot understand the structure of simple past tense, it makes the students cannot writing a recount text.

To get students interested in writing a recount text, many things can do like teaching a recount text by using wall word technique. According to Ratu Sartika (2017), Word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. Word wall has some positive effect for student. It is known whether students are interested in new images and words. Students are very like a new thing. The reason that the researcher chose this topic because it makes students fun and active in English lesson. When

the researcher was practical teaching (PPL) at SMPN 17 Semarang, the researcher see that students are not enthusiastic with English lesson. It because the teacher only asked students to read and translate the text together. The researcher thought that it's not interested for students. And also, nothing some challenges for students. The researcher wants to introduce a word wall technique for students in English learning. Especially in writing a recount text. The researcher hopes that using this technique the students can enjoy in English lesson and good in writing a recount text.

### **1.2 Reason for Choosing the Topic**

In this study, I chose the topic "The Effectiveness of Using Word Wall to Teach Writing a Recount Text, with following reasons:

The first is the eighth-grade students in Seventeen Junior High School Semarang cannot good in writing a recount text. Writing is one of the skills which must be mastery for students. In reality, students cannot write correctly because students do not know the good structure in writing a recount. Not only structures, students also have limited vocabularies. It why the teacher must have a fun technique that make students happy in English learning process. If the teachers can do that, the students will not bore in the class and they can enjoy the class.

The second reason is the difficulties of simple past tense. In eighth grade, students learn about simple present tense and past tense. Past tense is a tense sentence that tell about something that has happened. Many students cannot know how to make a simple past tense sentence. Because the students have to remind many vocabularies about past verbs. Students confused about how to differentiate between using regular and irregular verbs. So, in this research, the researcher wants to

introduce a technique that make students can memorize past verbs and make a recount text.

The last reason is teacher do not use a media or a fun technique in teaching a recount. So, nothing a fun technique that makes students interested in the lesson. When the researcher was practical teaching (PPL) at SMPN 17 Semarang, the researcher sees that students are not enthusiastic with English lesson. Because the teacher just asks the students to read and translate the text together. If the teacher often gives that, I think that the goal of material will not reach by the students. The teacher must give often a fun technique for students. Because of that, I using word wall technique to teach writing a recount text for students.

So, the conclusion of the researcher chosen the topic is the researcher want to improve student skill in writing a recount text in Junior High School by using Word Wall technique. Word wall is a teaching technique that students have to write some words in the paper and then patch the words on the wall appropriate with the letters of the alphabet. It makes students not bored in class. Because students can create the words by themselves. Students can see the words every day. It because the words patch on the wall. If students see the word wall every day, students can memorize the words automatically. Because word wall is very effective to make students active and creative in English lesson.

### **1.3 Research Question**

From the statement above this study outlines these following research questions:

1. How is the students' skill in writing a recount text taught by the existing technique?



2. How is the students' skill in writing a recount text taught by using a word wall as technique?

3. Are there any significant differences in the students' skill in writing a recount text between the students taught by using the existing technique and using word wall technique?

#### **1.4 Objective of Study**

Based on the statement of the problems, the objectives of the study can be stated as follow:

1. To describe the students' skill in writing a recount text taught by the existing technique.
2. To describe the students' skill in writing a recount text taught by using a word wall technique.
3. To find out the significant or not using word wall technique to improve student's ability in writing a recount text in Junior High School.

#### **1.5 Statement of Hypothesis**

There are two hypotheses for the first research question in this study. The first hypothesis is the null hypothesis ( $H_0$ ). The second hypothesis is the working hypothesis ( $H_a$ ).

$H_0$ : There is no significant difference of effectiveness and learning achievement in writing a recount text of students who are taught by using word wall technique and those who are taught by using existing technique.

H<sub>a</sub>: There is a significant difference of effectiveness and learning achievement in writing a recount text of students who are taught by using word wall technique and those who are taught by using existing technique.

### **1.6 Significant of Study**

The significances of this study are as follows:

#### **1. Theoretical Significance**

The results of this study are expected to give some benefit to the teacher or the other researcher in majoring education who want to use the word wall technique as an alternative technique in teaching. Furthermore, Researchers from English Education can use word wall technique to teach writing a recount text.

#### **2. Practical Significance**

This research is expected to help and improve the students writing skill in writing a recount text which is needed past verb as a structure sentence. Using a word wall technique as a teaching technique will make students know how the right structure of simple past tense. When the students can know the generic structure and the past verbs like regular and irregular verbs so students can write correctly. And also, students can active and creative in English learning. From the teacher side, some benefits can get for teacher. For example, from this research, teacher can plan some teaching strategy which is fun and makes students interest with the lesson. As well as school, the school can utilize some teaching technique which is very liked for students, so that it can improve the quality of learning.

## **1.7 Definition of Key Terms**

### **1.7.1 Writing**

Students must be mastery the fours skill in English. There are listening, speaking, reading, and writing skill. I Dewa (2014) said that “Writing is one form of communication where the students can express their ideas, feelings, and experiences freely”. Every student must be mastery in writing. Writing is difficult because write must be organized. In writing, students have to attend in grammar, punctuation, spelling, and so on. Teachers have to learn the students by using good method. According to Yr. Adran (2008), “To support the development of students’ written skill, it is essential to provide plenty of opportunities for children to develop, use and improve their hand-eye coordination, their gross motor, and fine manipulative skills”.

### **1.7.2 Recount Text**

Recount text is a text that retelling an event or activity that happened in the past and it has been experienced before. The purpose of recount text is to inform the event that happened in the past to readers. Eni, Clarry, and Dewi (2012) said that “In recount text, the students need to understanding the use of simple past tense because one of the language features of a recount text is the use of simple past tense”. Therefore, simple past tense is important for students.

### **1.7.3 Simple Past Tense**

The eighth-grade students learn simple present and simple past tense. In the first semester, students learn simple present and it uses to make a descriptive

text. In the second semester, students learn simple past tense and it uses to build a recount text. The students of this current research are the second semester. So, the students learn recount text and also simple past tense. Simple past tense is a tense that explains about last happened. Sometimes, students confusing with simple past tense because it uses past verbs like regular and irregular verb that students have to memorize. If the students cannot understand simple past tense, so the students cannot good in writing a recount text. Because in writing a recount text, students required to know the past verbs.

#### 1.7.4 Word Wall

Word wall is fun media to improve writing skill. According to Ratu Sartika (2017) “Word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display. Word wall can make students creative. Word wall is very interesting for students. Because word wall has many colors, words, and pictures that make students feel interesting.

### **1.8 Outline of the Research Report**

The discussion of the research report is divided into five chapters:

Chapter I introduces about background of the study, reasons for choosing the topic, research questions, objective of the study, hypotheses, significance of the study, key terms and outline of the report.

Chapter II presents about the review of related literature. It consists of review of previous study, review of theoretical study, and theoretical framework.

Chapter III discusses about the methods of investigation which covers research design, subjects of the study, research variables and hypotheses, type of data, instrument for collecting data, method of collecting data, method of analyzing data, and triangulation.

Chapter IV deals with research findings and discussion. It consists of general description, detail results, and discussion.

Chapter V covers the conclusions and suggestions based on the result of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of literature related to the study. The first presents about the review of previous study. The second shows about the review of theoretical study. The third is about the theoretical framework.

#### **2.1 Review of Previous Study**

There are some researchers conducted similar studies about the effectiveness of word wall technique in teaching English. In this part, I will explore some previous studies related to this field.

The first one was a study conducted by Indrayana (2014). The study is about using word wall game to teach writing skill of the eighth-grade students. The result of the study showed there are a significant by using word wall as a media in the students' writing skill. The researcher uses two cycles. It conducted which each cycle consisted of two sessions and the end of last session in each cycle, there was a post-test administered and questionnaire was administered as additional data. The researcher gave the subjects initial reflection in which the researcher did observation and administered pre-test. The mean score of the pre-test which was followed by 38 subjects was 49.47. The mean score of the post-test is 66.15. In cycle II, the mean score significantly improved that was 78.97. Besides, the established mean score for each cycle increased from pre-test and mean score of cycle I to cycle II. To sum up, the resulted mean score increased significantly. In addition, the result of the analysis of questionnaire scores was clearly shown on the

comparative percentages which were for items A was 60%, B was 35%, C was 5%, and D was 0%. These findings were significantly proved that the responses of the subjects under study quite positively. From the data, I think that word wall technique will be effective to improve students writing skill.

The second was conducted by Fatimah (2016). The study is using wall magazine to improve students writing skill of the second-year students of MAN 1. Wall magazine is closely related to something that is liked by students and usually something nice and easy to be memorized. The researcher shows that using wall magazine is significant to improve students writing skill. The researcher uses pre-test and post-test to collect the data. The result of data shows that the score pre-test is 69 and post-test is 76. It means that using wall magazine is effective for students. I think that wall magazine and word wall technique is same. Word wall and wall magazine is same. Because it uses wall as media, then create some words, and patch it on the wall.

The next study by Rahmat (2015) entitled “The Effectiveness of Using Word Wall in Teaching Simple Present Tense at The First Year Students of Junior High School 1Parigi”. The researcher uses quasi experimental design. The population is eighth-grade students of Junior High School 1 Parigi in academic year 2014/2015. There are 48 students. The sample of the research was selected by using total sampling technique. They were divided into two classes. The first class is for experimental class. The second class is for control class. The researcher collects the data with use pre-test and post-test. After the treatment, the students’ achievement from the pre-test to the post-test has improved highly. It can be seen that, the

improvement of their score from the pre-test till the post-test. The mean score of the pre-test for the controlled class is 42.50, but it has increased to 68.95 at the post-test. The mean score of the pre-test for the experimental class is 48.33, but it has increased to 80.20 at the post-test. It means that the experimental class is better than the controlled class. World wall technique has some advantages for the learning process, such as the colorful design of the word wall technique which could activate the student's thinking process and students will not be bored and passive in class because they will interest in the word wall technique.

There was also a study of "The Effectiveness of Using Word Wall on Student's Mastery in Vocabulary of Recount Text "Holiday" at The Eighth Grade Students of MTS Khas Kempek Kabupaten Cirebon" by Khotimah (2015). This study uses quasi-experimental design. It consists of two classes. They are experimental class and control class. The subject of this research was eight grade students of MTS Khas Kempek Kabupaten Cirebon. Each class consists of 23 students. The researcher uses t-test and SPSS for collecting the data. The result findings of this research are students who were taught by using Word Wall media at experimental class for pre-test got mean score 51.13 and for post-test got mean score 64.39. While students who were taught without using Word Wall media at control class for pre-test got mean score 47.22 and for post-test got mean score 55.13. the result of calculated by independent sample t-test shows that the obtained sig. (2-tailed) =  $0.002 < 0.05$ . Then,  $t_{count} 3.315 > t_{table} 1.672$ ) indicates that alternative hypothesis ( $H_a$ ) was accepted and the effect size ( $r = 0,45$ ). From the data, it can be concluded that there is significant effect of Using Word Wall media on students' vocabulary



skill. I think that vocabularies skill and writing skill is related. It because the students learn vocabulary, they learn about writing too. So, I think that word wall technique can improve students in writing a recount text and many vocabularies in a recount text.

The next study was “Improving Students Recount Writing by Using Picture Series” by Dewi, Eni, and Clarry (2012). This research is about improving students’ recount text writing by using picture series. The objective of this research is to improve the students’ recount text writing by using picture series. Based on the writer experience during teaching, the students were difficult to get ideas in recount text paragraph. For example, the students were difficult to get the ideas without the clue of picture series. The methodology of this research is a classroom action research which consisted of 2 cycles. The subject of this research was the tenth-grade students. The number of participants in this research was 40 students. In completing the research, the researcher used the observation, written test, and field notes as the instruments of collecting the data. By conducting the classroom action research, it was found out that using picture series improved the students’ recount text writing. The result of this research has shown that the students’ progress in improves writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycle was 66.0 (Achieved) which was higher than the KKM score. So, the use of picture series will help the students in improving recount text writing. I think that picture series are almost same with word wall technique. Both of them use blackboard/ wall to show the material. If the picture series uses a picture as

media. Word wall technique use some word as media. It means that word wall technique can improve student's skill in writing a recount text too.

There was also a study of "Improving Students' Vocabulary Mastery by Using Word Walls Strategy and Alphaboxes Strategy to Understand Descriptive Text" by Mansye Sekewael & Wanti Josinta Maria Leni (2015). Based on this article, they have a purpose to make this study. The aim of this study is to measure how far the Words Walls Strategy and Alphaboxes Strategy can improve students' vocabulary mastery in understanding descriptive text. The researcher conducted the research at the first grade of SMP Naskat Maria Mediatrix in 2014/2015 Academic year. The subject of this study is 22 students in first grade. The researcher used two cycle to apply those strategies. The first cycle consisted of six meetings where three meetings for use of Word Walls Strategy and Alphaboxes Strategy was successful in improving students' vocabulary mastery in implementing Words Walls Strategy and another three meetings for the Alphaboxes strategy. For the second cycle, the writer used four meetings for applying both strategies. The researcher used the students' test result to measure the improvement of their vocabulary achievement. The writer found out that there were significant differences scores after implementing both strategies. The mean of the students in the post-test II for "Word Wall Strategy" was 84 and for "Alphaboxes Strategy" was 88 if we compared in the pre-test where the result of the students in "Word Wall Strategy" was 65 and "Alphaboxes Strategy" was 77. So, the conclusion is the students' understanding of descriptive text well toward those strategies (word wall strategy and alphaboxes

strategy). I think that descriptive, recount and narrative text is a text that we can apply many strategies to teach them. It because the text which needs a grammar.

The next is a study by Kodoatie, Lesna (2012) “Improving Students’ Skills of Writing Recount Text by Using Picture Series for The Eighth Grade Students of SMPN 1 Seyegen in The Academic Year of 2012/2013”. Based on the thesis above, this study was carried out in two cycles. The first cycle was divided into two meetings and the second cycle into three meetings. The instruments used to collect data were observation checklists, interview guidelines, and tests. The validity of the data was obtained through process validity, outcome validity, democratic validity, dialogic validity, and catalytic validity. The result of the research showed that the strategies of using picture series effectively improved the students’ ability in writing recount texts. In the pre-test, the students had difficulties in constructing paragraphs of a recount text which met unity and coherence. They also only produced limited development of the topic. After implementing the actions, the students could develop and organize their ideas easily in good chronological order. The implementation of picture series also brought some improvements in the other writing aspects such as vocabulary and language use. In reference to the students’ writing scores, the gain score of organization aspect is 1.39. The students’ gain score in the content aspect is 1.29. While the students’ gain score in the vocabulary aspect is 1.16 and 1.06 in the language use aspect. Moreover, the majority of the students gave positive responses to the implementation of picture series. It made the students enthusiastic on the writing process. I think that this technique is effective for students because it can see from the significant score of students before

and after. Word wall technique and Picture series have the same. Both of them, using some words about verb of past tense. The difference is picture series use pictures with the words, and word wall technique just some words without a picture, but they have same aim. The purpose is to improve students writing skill in writing a recount text.

Dyah Ayu (2018) in her study “The use of Peer-Assessment and Self-Assessment in the recount text writing activity with blog comment box as media to write the comment of students' work”. This study is aimed to find out whether there is significant difference on students' score between students who do Peer-Assessment and students who do Self-Assessment during the learning of recount text writing. This study also describes students' attitude toward the use of Peer-Assessment and Self-Assessment by using blog comment box in the teaching and learning of recount text writing activity. The study used quasi experimental design with pre-test and post-test. The samples of the research were students of XMIPA 2 and XMIPA 3 at SMA Negeri 1 Wirosari in the Academic Year 2017/2018. The samples were chosen using purposive sampling method. The XMIPA 2 class was used as control class while XMIPA 3 as experimental class. The self-assessment was taught in the control class and Peer-Assessment was taught in the experimental class. The data was collected from test and questionnaire sheet. The test instrument was tried-out to XMIPA 1 first before given to XMIPA 2 and XMIPA 3 for pre-test and post-test. The mean of pre-test score for experimental and control groups were 69.7 and 67.6. While the post-test mean was 77.4 and 69.27. It can be concluded that there is a significant difference on students' post-test score between students'

who do Peer-Assessment and students who do Self- Assessment. In the Peer-Assessment, one student got more suggestions than student (who did Self-Assessment). Therefore, students' writing skill in experimental class (who did Peer-Assessment) is more developed than students in control class. It is suggested that the teacher should consider using Peer-Assessment method in teaching writing since it gives ore suggestion for developing the writing. From this study, I think that peer assessment is good enough for students. It because students can learn together. The high students can help the low students. It is same with word wall technique. The students make a group to do writing a recount text in treatment.

Risqi Sugiarti (2014) in his study “The Effectiveness of Writing Workshop to Improve Students Writing Skill of Recount Text (An Experimental Study on the Eleventh Graders at SMK Negeri 1 Pekalongan in the Academic Year of 2013/2014)”. This final project is an experimental study. It aims to find out the significant difference of students' achievement between those taught by using writing workshop and those who were taught by conventional technique. The subject of the project was the eleventh-grade students of SMK Negeri 1 Pekalongan. The writer used purposive sampling technique that involved 60 students from the two different classes. The experimental group (XI Perhotelan) was taught by using writing workshop, while the control group was taught by using conventional technique (unstructured discussion). This study used pre-test and post-test. The research findings showed that the pre-test score of the experiment was 63.13 and 61.53 for the control class. In other hand, the post-test result of experimental group was 79.80 and 73.60 for the control group. It means that there was a significant

difference in students' achievement that were taught using writing workshop and using conventional technique. Finally, it is suggested that students should practice a lot their English skill especially writing. Teacher should choose the appropriate technique to improve students' writing skill through writing workshop. According to her research, the use writing workshop is very beneficial for the students in improving the students' skill in writing a recount text.

By reviewing the previous studies, I find out that the word wall technique can develop the students' skill in writing a recount text. I believe that word wall technique is an appropriate technique that can be applied for doing this research. Because of this, I decided to use word wall technique in my experimental research. Moreover, I asked the teacher to teach this technique to the students in writing a recount text for the eighth grade of junior high school. I want to find whether a word wall technique is effective to teach writing a recount text or not.

## **2.2 Review of Theoretical Study**

The review of theoretical study in this study includes the explanation of general concept of writing, concept of teaching writing, recount text, simple past tense, and word wall technique.

### ***2.2.1 General Concept of Writing***

According to NAEP (2016), Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools. The statement means that writing is a way to communicate complexly in various environments with times, resources, and technology. In addition, writing in

process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure (Badger & White, 2015:154). It means that writing is a linguistic skill in composing grammar and structure text. From the two statement above, the researcher concluded that writing is a process to communicate by write on the paper and contains some information which is arrange of structure text and used by all people in the world.

### ***2.2.2 The Purpose of Teaching Writing***

Writing is very important for students because it's very useful for their skill. In general, students are taught by teachers at school. Hyland (2004:87) stated that teachers work to teach in various levels of education with the educational background that they have. Writing teachers work in a range of teaching situations in schools, colleges, universities, corporate training divisions, and language institutes-and with different motivations, proficiencies, language background, and learning needs (Hyland, 2004:87). Writing is beginning from students in kindergarten till adult. Hyland (2002:34) states that the purpose of writing is a matter of elaborating text in accordance with that the writer can reasonably assume that the reader knows and expects, and the process of reading is a matter of predicting text in accordance with what the reader assumes about the writer's purpose. Moreover, writing always involves making choices about how best to get one's meanings across effectively to particular readers by writing in ways they will recognize and understand (Hyland, 2004:88). The purpose of writing is writing can help students to think critically and deeply to build good writing. By learning

writing, the students will get knowledge on how to write effectively, how to express ideas, how to share their thought with anyone else through writing (Desi,2015). It means that the students can write all ideas on the paper and recognize the idea with good structure.

### ***2.2.3 The General Concept of Recount Text***

According to Syaiful (2019), “Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. It means that recount text is a text that retelling an event or activity that happened in the past and it has been experienced before. The purpose of recount text is to inform others about something that happened to the reader.

The generic structure of recount text is:

1. Orientation : it's part about providing information about who, where, and when the event occurred in the past.
2. Events : it's part about the event happened according to the sequence chronological
3. Re-orientation: this is the closing part and conclusion. It usually contains of opinion.

According to Ken Hyland (2004; 135) “The language feature of recount text is:

1. Use of nouns and pronouns to identify people, animals, or things involved
2. Use of action verbs to refer events
3. Use of past tense to locate events in relation to the writer's time
4. Use of conjunction and time connectives to sequence the events



5. Use of adverbs and adverbial phrases to indicate place and time
6. Use of adjective to describe nouns.

#### ***2.2.4 Simple Past Tense***

Simple past tense is a language feature of recount text. The main function of simple past tense is to declare an event in the past. Besides that, the object of writing a recount text is experience. The experience contains an event. Because it is experiential, the event has happened, so that simple past tense is the most commonly used in writing a recount text. Simple past tense indicates that an activity or situation began and ended at a particular time in the past. Since verbs change form to show the time of the action, there are two kinds of verb in the simple past tense. They are: (1) Regular verb and (2) Irregular verb. When Indonesian students confront grammar about the simple past tense, they sometimes make some errors in the changing verb, there is no changing verb in Bahasa. From the statement above, it concluded that simple past tense is a sentence used to express events that have occurred in the past and have ended in the past. In simple past tense sentences, the verb used is the second form of the verb. There are two types of verb, regular and irregular verbs. For the regular verb add -ed/d behind of verb or after the first form verb. The structure of simple past tense is:

##### **A. Simple Past Tense (Positive)**

For regular verb:

Subject + Verb 2 (ed) + Object
--------------------------------

For irregular verb:

Subject + Verb 2 + Object
---------------------------

### B. Simple Past Tense (Negative)

Subject + did + not + bare infinitive
--

### C. Simple Past Tense (Interrogative)

Did + Subject + bare infinitive
---------------------------------

There are two reasons why learners may make mistakes in using regular verbs and irregular verbs. They are:

- a) (Consciously or unconsciously) have learned the wrong form of a particular verb.
- b) Be guessing the form because they do not know what it is.

Richards and Schmidt (2010: 493) defines that regular verb is a verb which has the most typical forms in its language for grammatical categories such as tense or person. I written English regular verbs, form the past tense:

- (a) by adding –ed to the verb base; walk - walked
- (b) by adding –d to the base; smile - smiled
- (c) by changing –y- ied; cry – cried

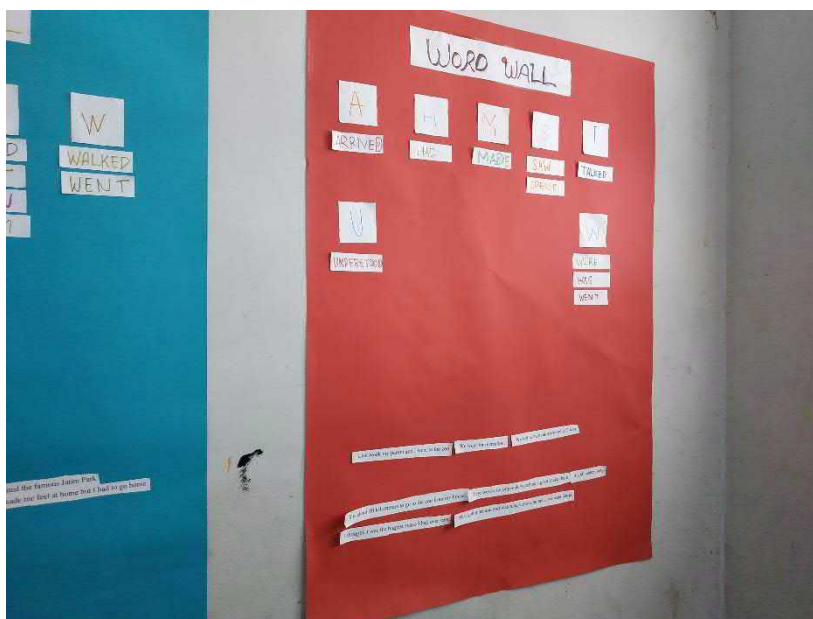
### ***2.2.5 Word Wall Technique as Media Teaching Writing***

According to Tracy Dennis (2013) “Word Wall is a teaching tool used to enhance literacy by displaying a collection of common vocabulary or sight words”. Moreover, Ratu Sartika (2017) said that “Word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display. There are some advantages from another researcher. Devi Monita (2013) said that “The advantages of using word wall in the teaching-learning process:

1. Build vocabulary, thereby improving reading comprehension.
2. Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts.
3. Help students improve spelling and pronunciation
4. Provide visual cues for students
5. Encourage increased student independence when reading
6. The process of learning will be attractive and enjoyable because students involve in games activity.

Then, Rahmat (2015) state that “World wall has some advantages for the learning process, such as the colorful design of the word wall which could activate the student’s thinking process and students will not be bored and passive in class because they will interact with the word wall.” From the statements above, the researcher concluded that word wall technique make students can active in English

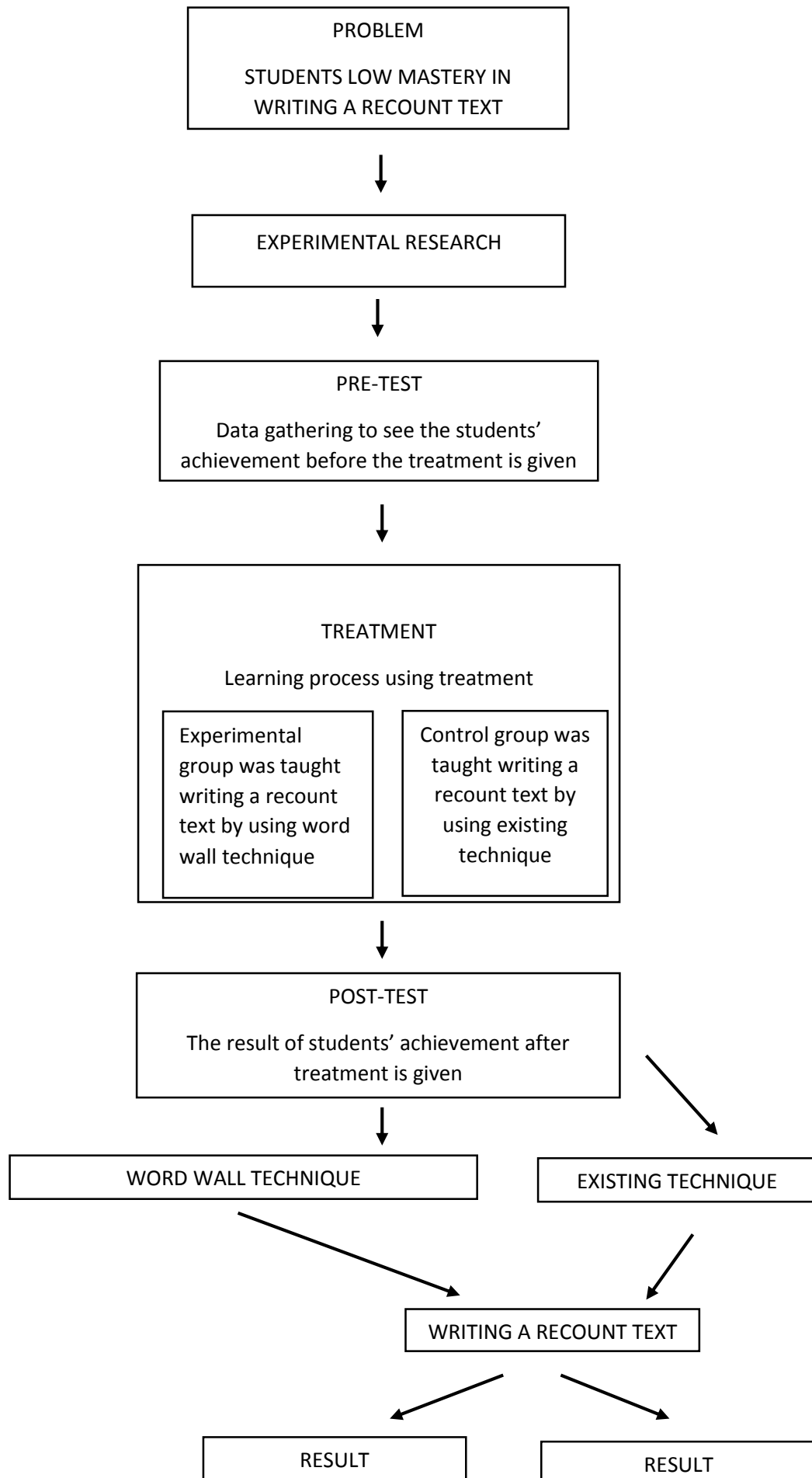
learning process. Because students have to write some regular and irregular verbs. After that, the students have to know the meaning of the verbs. And also, students cut the verbs on the paper. Then, they have to patch the verbs on the wall appropriate with the alphabet. Afterward, word wall has many colors, words, and pictures that make students feel interesting. If the students interested in English lesson, so the learning process can work easily. This is an example of word wall:



### 2.3 Theoretical Framework

The theoretical framework of this study is started from the hypothesis that it is effective to use word wall technique to teach writing a recount text for eighth grade students in junior high school. The framework of the study can be illustrated as follows:

*Diagram 2.1 Theoretical Framework*



From the design above, it is shown that this research proposes word wall technique to teach writing a recount because the students' mastery in writing a recount text is still low and there have not been any interesting media to teach a recount text for students. The purpose of the research is to describe how effective it is to use word wall technique to teach writing a recount text for eighth-grade students in junior high school. The subjects of the study were students of VIII H from Junior High School Semarang Seventeen in the academic year of 2018/2019 as the experimental group, and students of VIII F of the same school in the academic year of 2018/2019 as the control group. Beginning from the input stage, the researcher gathered the information of the first condition before the research was conducted, including the teaching process and the students' achievement in mastering a recount text. They still difficulties in mastering writing a recount text. Such as, they do not know about the structure of recount text, applying the correct form of these verbs, and changing some verbs into the past forms. The material was previously taught in a conventional way. The English teacher just give a text about recount, then the students have to read the text. After that, the teacher and the students translate the text together. They became bored with this situation easily. Therefore, the researcher conducted an experiment and implemented a treatment in class to teach writing a recount text by using word wall technique. In the output stage, the researcher gathered the data of the students' scores as the measurement of their achievement after getting a treatment. Then, the researcher analyzed the data and saw how effective it is to use word wall technique to teach writing a recount text for eighth-grade students in Semarang Seventeen Junior High School.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter provides the conclusions of this experimental research and some suggestions for English teachers, students, and next researchers based on the discussions of data analysis and research findings.

#### **5.1 Conclusions**

Based on the result of the data analysis in the previous chapters, it can be concluded that:

The main objective of this study was to find out whether or not the word wall technique was significantly effective to improve junior high school students' achievement in writing a recount text. The result showed the mean scores of the experimental group pre-test and post-test increased significantly from 51.87 to 70.25. It increased 35.43%.

In the t-test, the  $t_{\text{value}}$  was higher than  $t_{\text{table}}$ .  $T_{\text{value}}$  obtained 6.786 and  $t_{\text{table}}$  was 1.671. Then, the result from independent t-test showed that  $\text{sig } 0.03 < 0.05$ . Thus, the null hypothesis was rejected, while the working hypothesis (There is a significant difference of effectiveness and learning achievement in writing a recount text of students who are taught by using word wall technique and those who are taught by using existing technique) was accepted. Therefore, the use of word wall technique is effective for teaching writing and improving students' recount writing skill.

The findings of questionnaire and interview also showed how the word wall technique can be applied in teaching writing a recount text to the eighth grade of

junior high school students. Word Wall technique made students interested in writing a recount text. They were easier to string up their past experience story and arrange the structure. They also said that it was an interesting technique because they liked how to create the word by colorful felt-tip marker. They can design by themselves. It was a fun group work. Then, they can look the words every day in the class so that they can memorize the words automatically. Not only memorize the words, the students also can remember about the generic structure.

## **5.2 Suggestions**

Based on the result of study, I would like to offer some suggestions for English teachers, students, and future researchers.

First, for English teachers, they should find out the appropriate strategy for teaching writing recount text. They should be able to create the teaching and learning environment more enjoyable and interesting so that the students will get easier in practicing writing. Especially in writing a recount text. It is recommended for teachers to use word wall technique in teaching writing recount text. This technique is fun for them because it contains a lot of words that help them arrange the past experience story. If the word wall is mounted on the wall. The students can see the words. It means that if they see it every day, it makes students memorize the words automatically. Moreover, this technique has been proven in developing students' recount writing skill.

Second, for students, they should believe that they can write a text well. They should change their mindset that writing is hard. They need to have more practice in writing activity because writing is a continuous activity that will not



easily be done and mastered in a short time, but it needs to be practiced regularly. And also, they need to be more active to ask the teacher when they find difficulties in English lesson, especially in writing activity.

Last, for future researchers, I wish that this study can encourage them to find new techniques, strategies, or media to teach writing and improve students' writing skills. Especially in writing a recount text. I also hope that this research can be used as a reference in conducting their future research.

In this study, I did not use validity and reliability because the test is about writing a simple recount text that consists of four until five sentences. This study just needs the writing product of students. I changed validity and reliability in another way. I used questionnaire, interview, and documentation to strengthen the data. So, there was more than one data that complemented each other in this study.

## BIBLIOGRAPHY

- Azhar, Syaiful. 2015. *Analysis of Generic Structure of Recount Text*. A Final Project. English Education Departement of Teacher Training and Education Faculty, IAIN Salatiga.
- Badger, Richard and Goodith White. 2000. *A Process Genre Approach to Teaching Writing*. ELT Journal. University of Leeds and University College Dublin.
- Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Brown, J.D. 2005. *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press.
- Fatimah. 2016. *The Use of Wall Magazine to Improve Students Writing Skill of The Second Year Students of MAN 1 Tengeran in the Academic Year 2011/2012*. A Final Project. English Education Departmen of UIN Salatiga.
- Hales, David. (n.d.). *UNAIDS: An Introduction to Triangulation*. Online. Available at: [http://www.unaids.org/sites/default/files/sub\\_landing/files/10\\_4-Intro-to-triangulation-MEF.pdf](http://www.unaids.org/sites/default/files/sub_landing/files/10_4-Intro-to-triangulation-MEF.pdf) [accessed 17/06/16]
- Heaton, J. B. 1990. *Writing English Language Test*. Essex: Longman Group UK Limited. Online. Available at:

<https://ipinjhon.files.wordpress.com/.../writing-english-language-tests-lon.pdf> [accessed 15/01/16]

Hyland, K. 2002. *Teaching and Researching Writing*. London: Pearson Education Limited.

Hyland, K. 2004. *Genre and Second Language Writing*. Michigan: University of Michigan Press.

Indrayana. I.D.G.A. 2014. *The Use of Word Wall Game to Teach Writing Skill of The Eighth Grade Students of SMPN 2 Blahbatuh in Academic Year 2013/2014*. Thesis, Bali: Universitas Mahasaraswati.

Kaur, Simer Preet. 2013. Variables in Research. Journal of Samarpan Institute of Nursing Sciences.

Khotimah. 2015. *The Effectiveness of Using word Wall on Students Mastery in Vocabulary of Recount Text "Holiday" at The Eighth Grade Students of Mts Khas Kempek Kabupaten*. A Thesis. English Language Teaching Department, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon.

Kodoatie, Lesna Henny Mia. 2013. *Improving Students' Skills of Writing Recount Text by Using Picture Series for The Eighth Grade Students of SMP N 1 SEYEGAN in The Academic Year 2012/2013*. A Thesis. English Education Department, Faculty Language and Arts Yogyakarta State University.

- Komariyah, Desi Nur. 2015. *Writing Strategies Used by The Fourth Semester Students of English Education Department. A Thesis.* English Education Faculty, University of Muhamadiyah Purwokerto.
- Litosseliti, Lia. 2000. *Research Methods in Linguistics.* MPG Books Group: New York.
- Monita, Devi. 2015. *Improving Junior High School Students' Vocabulary Achievement in Reading by Applying Word Wall.* Journal of English Language Teaching and Learning of FBS Unimed.
- Plant, Adran Yr.2008. *Language, Literacy and Communication Skills.* Welsh Assembly Government:United Kingdom.Page 27.
- Puspita, Dyah Ayu. 2018. *The Use of Peer-Assesment and Self-Assessment by Using Blog Comment Box to Teach Recount Text Writing: The Case at SMA Negeri 1 Wirosari in The Academic Year 2017/2018.* A Final Project. English Department, Faculty of Languages and Arts, Universitas Negri Semarang.
- Qiu, Wan. 2014. *Aristotle's Definition of Language.* International Journal of English Literature and Culture. Vol.2 (8), pp. 194-202. Online. Available at:  
<https://www.academicresearchjournals.org/IJELC/PDF/2014/August/Qu.pdf>
- Richards, J. C., & Rodgers, T. S. 2003. *Approaches and Methods in Language Teaching.* Cambridge : Cambridge University Press.

Sartika, Ratu. 2017. *Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School*. Journal English and Education (Vol.5 No.2). Department of English Education, Indonesia University of Education. Available at: <http://ejournal.upi.edu/index.php/L-E/article/view/9948/6333>

Sekewael, M. & Leni, W. J. M. (2015). Improving students' vocabulary mastery by using word walls strategy and alphaboxes strategy to understand descriptive text. Indonesian EFL Journal, 1(2), 242-249.

Sugiarti, Risqi. 2013. *The Effectiveness of Writing Workshop to Improve Students Writing Skill of Recount Text: An Experimental Study on the Eleventh Graders at SMK Negeri 1 Pekalongan in the Academic Year of 2013/2014*. A Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang.

Syam, Rahmat. 2015. *The Effectiveness of Using Word Wall in Teaching Simple Present Tense at The First Year Students of Junior High School 1 Parigi*. A Final Project, English Education Department. State Islamic Alaudin University of Makasar.

Wixson, Karen K. 2013. A Study of NAEP Reading and Writing Frameworks and Assessments. Journal of National Assessment of Educational Progress. America.

Yusnita E, Clarry S, and Dewi Novita. 2011. *Improving Students Recount Text Writing by Using Picture Series (A Classroom Action Research*

*to the Tenth Grade Students of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012).* Journal English Education Study Program, Teacher Training and Education Faculty Tanjungpura University, Pontianak.