



Using Word Wall Game to Improve Students' Writing Ability at the Second Grade Students of Junior High School

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Abstract

This study aimed to determine whether the use of the Word Wall game can improve students' writing skills in learning English at 7th State Junior High School in Padang. The population and sample of this research were 33 students of class VIII. The type of research was quantitative. The method used was a pre-experimental method design, with one group. The data collection technique used in this research was tests, including a pre-test and post-test. The results of the data showed that the average student score on the post-test was (82,5), higher than the average score on the pre-test (39,75). From the t-test, the study showed that the t-test value (29,14) is higher than the t-table (1,697) at a significance level of 0.05 with degrees of freedom (df) = 32. This result meant that there was a significant difference. This indicated that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. Hence, it can be concluded that the use of Word Wall significantly improves students' writing skills.

Keywords: *Junior High School Students, Learning Media, Word Wall Game, Writing Skill*

INTRODUCTION

Teaching writing is not as easy as we think. Writing process is considered a complex skill for students. Because, when students want to write, they have to use their eyes, brain, and hands. According to Utami (2019), Writing is also a skill where a person can express ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using the eyes, brain, and hands. Writing is also utilized to communicate with each other. After that, the researcher also found other surveys have stated that writing is a difficult and complex process. Even though writing is a difficult part, students must master this skill because it is important in learning English.

Actually, writing lessons in junior high school is still difficult for students. This was evidenced when researchers conducted initial observations with eighth-grade students at 7th State Junior High School in Padang on August 5 to uncover issues related to the students' writing skills. The results of this study indicate that several factors contributing to the difficulties in writing activities among students at 7th State Junior High School in Padang are due to the students' lack of vocabulary. They have to memorize a lot of vocabulary, and they

need help to remember it. Another reason is that students do not know how to spell words in English. The students remember the word, but they do not know how to spell it correctly. This is because the pronunciation of words in English differs from the spelling of those words. Researchers found that most students still write words according to their sounds; for example, the word intelligent is written as 'intelejen', quickly is written as 'kuikly', and so on. On the other hand, students are not interested in the writing process, and they are also not interested in the lessons. Students' perceptions about writing: students still consider writing as a difficult skill. The need to enhance student motivation in learning to write is very important. Teachers can help increase students' enthusiasm for learning through engaging teaching methods, such as games or media.

One of the strategies that teachers can use is using media to support the teaching writing process. The researcher used word wall as a medium to support teaching English writing. Word Wall is an online platform that provides many learning activities you can do. Word Wall has a range of interactive activities and templates designed to foster creativity, critical thinking, and effective communication. Those activities can be adapted for different grade levels and writing objectives, providing a diverse and engaging learning experience. This word wall can be used to play games or do quizzes. For instance, Word Wall's "Fill in the Blanks", "Match Up", and "Find the Match" activity allows students to practice grammar and sentence construction, while "Word Search", "Open the Box", and "Spinning Well" promote vocabulary expansion and word recognition. There are so many activities you can do on the word wall. According to Nenohai et al (2022), by integrating the activities of word wall into the process of learning, teachers can stimulate an interactive and dynamic learning environment that nurtures students' writing skills.

Based on the explanation above, the researcher is interested in conducting word walls as a learning media for teaching writing. Word walls can be an efficient media for teaching writing because teachers can share several necessary points creatively and briefly by providing several activities on word walls. Research also hopes this word wall could be fun for the students as well as provide some creative strategy. The research wants to find the result after using a word wall to improve students' writing ability at the second-grade students of 7th State Junior High School, Padang.

LITERATURE REVIEW

Writing is one of the most essential skills which should be mastered by English learners. This is because its function is to provide information, convey thoughts, feelings, or ideas, and to communicate. Utami (2019) said that writing is an activity to express ideas, events, feelings, or thinking in written form that can be a tool to communicate with other people. Writing is a skill in which we can express our feelings or ideas which are arranged in words, sentences, and paragraphs by using our brains and hand. When we write, our mind gets to think and express an idea which is poured into the writing.

Writing is not just writing an idea or expressing a feeling by using pens on paper. Writing is a tool of communication. Writing can be used to make people able to communicate with each other over long distances or at different times. It is supported by Harlena, at all (2019), who said that writing allows people to communicate with others over both distance and time. Writing is a communication tool other than speaking that connects people over long distances.

The purpose of writing is to give information or send a message. Writing is a kind of activity that is used to share new information with the reader. It means that writing is used

to deliver or to state someone's ideas, opinions, and feelings indirectly to the reader. A written text is used to convey the written message of information correctly and effectively.

METHODOLOGY

In conducting this research, the researcher applied one of the research methods known as quantitative research. According to Sugiyono (2015), the quantitative method is a research approach based on a positive philosophy used to examine a specific population or sample, including data collection utilizing research equipment and quantitative data analysis/statistics with the goal of testing the hypothesis given. The most important thing in quantitative data is data collection.

Moreover, this research design was a pre-experimental research design to analyze the data that collected through pre-test and post-test. Arikunto (2010) stated that a one-group pre-test and post-test design is a research activity that includes an initial test (pre-test) before treatment begins and a final test after treatment (post-test). This aims to evaluate whether there was significant development before and after using the Word wall, as well as whether using the Word wall can improve students' writing skills.

According to Gay (2012), the form of this design is as follows:

Table 3. 1 Research Design

O1	X	O2
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Explanation:

- O1 : Pre-test
- X : Treatment
- O2 : Post-test

This research was conducted on second-grade students of 7th State Junior High School in Padang, which is located on Jl. S. Parman, Lolong Belanti, Kec. North Padang, Padang City, West Sumatra. 7th State Junior High School Padang was selected as the research site because it was the location of the six-month preservice teaching that the researcher conducted there. The researcher discovered difficulties in students at this school, with low students' writing learning scores. This was due to the decision of the researcher to conduct this research by applying the Word Wall to the students in the second grade of 7th State Junior High School, Padang.

In this research, the population was the students in second grade at 7th State Junior High School, Padang. There are 8 classes in that school which are VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, and VIII 8. The total population would be 256 students in those classes obtain the same English learning. There is one class selected as a sample in this research. This class was selected using cluster random sampling. The class is VIII 2 class which involves 33 students.

In this study, a quantitative technique was utilized to analyze the data. This analysis employed statically calculation to test the hypotheses. The researcher must determine the standard score for the entire value of the students' writing by computing the standard score as follows:

Table 3. 2 Assessment Rubric

Components of Writing	Score	Level	Indicators
Content (C)	4	Excellent	Present the information well-chosen details across the paragraph
	3	Good	Present the information with details in parts of the paragraph
	2	Fair	Present the information with some details
	1	Poor	Present no clear information
Organization (O)	4	Excellent	Well-organized and perfectly coherent (complete generic structure)
	3	Good	Fairly well organized and generally coherent (contains 2 generic structures)
	2	Fair	Loosely organized (contain 1 generic structure)
	1	Poor	No organized (generic structure missing)
Vocabulary (V)	4	Excellent	Good in vocabulary choice
	3	Good	Error in vocabulary choice are few and do not interfere with understanding
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding
	1	Poor	Many error in vocabulary choice that severally interfere with understanding
Grammar (G)	4	Excellent	Good in grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding
	1	Poor	Many error in grammar choice that severally interfere with understanding
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding
	1	Poor	Error in spelling, punctuation, capitalization and severely interfere with understanding

Source: Brown, 2007 in Firda Afkarina Ali (2022)

$$\text{Final Score: } \frac{3C+2O+2V+1.5G+1.5M}{40} \times 100.$$

FINDINGS AND DISCUSSION

This section presents the main findings of the research on the development of writing skills among second-grade students of SMP Negeri 7 Padang by using Word Wall Game. The researcher conducted a test to determine the answer to the previous chapter's research question. The test was given twice, which were pre-test and post-test. The first test was a pre-test. A pre-test was given before the treatment to determine students' abilities in writing comparison sentences. A post-test was conducted following the conclusion of the treatment, and the findings of this study indicate that the post-test could answer the first question of this study, which was to determine the improvement of students' writing skills after utilizing Word Wall. Before collecting treatment with the Word Wall game, the researcher found that the majority of pupils (60%) had really poor categorization. Meanwhile, some students have poor ability, and just a small percentage achieved fair writing. Furthermore, no students received either an excellent or a good category. Therefore, before being given treatment, the second-grade students of 7th State Junior High School in Padang only achieved a fair grade position in writing texts.

Furthermore, the findings showed that the mean score in the pre-test was 39,75 and after treatments became 82,5, indicating the post-test score was higher than the pre-test. Another finding of this research showed a t-test value higher than the t-test table value ($29,14 > 1,697$). When the t-test was greater than the t-table, it indicated that there was a significant difference between the pre-test and post-test after using treatment. It meant that H_0 was rejected. Otherwise, the alternative hypothesis (H_1) was accepted. It was discovered that there was a positive effect of using the Word Wall in improving students' writing skills in the second grade in 7th State Junior High School in Padang.

According to the research mentioned above, the reason that the minimum score for English subjects in the tenth grade was 60, it is known that 31 students failed the pre-test while only two students almost passed. This indicates that just 9% of students received a fair classification. The majority of them have difficulties with vocabulary and grammar. This is supported by Paul (2019) who stated that grammar problems and a limited vocabulary may cause students to communicate their thoughts and make mistakes in their writing.

In other words, using Word Wall can help students enhance their writing skills, especially for writing comparison sentences. Using Word Wall increased the students' enthusiasm and interest in the writing teaching and learning process. Since they can see one other's final scores, the students are more challenged to complete tasks. Markub (2023) supports this research by stating that through this game, students compete with one another to achieve the greatest results. They did this to complete the game as quickly as possible and achieve a higher score. The media, on the other hand, may stimulate students' enthusiasm for learning to write. Therefore, it can be concluded that by implementing learning using technology, students will be enthusiastic about participating in learning activities.

CONCLUSION

Based on the result of research findings and discussion, it can be stated that the use of a word wall game can improve students' writing ability in the second grade of 7th State Junior High School in Padang. It was proven by the students' mean scores from the pre-test and the post-test. The students' mean score on the pre-test was 39,75 whereas the mean score on the post-test was 82,5. Furthermore, the hypothesis test showed that H_0 was rejected and H_1 was accepted. The result of the pre-test and post-test scores of the level of significance = 0,05, and degree of freedom (df)=32 indicated that the t-test was value higher

than the t-test value (29,14 >1.697). In other words, it indicates that there is an improvement in students writing abilities after learning writing by using the word wall, as conducted by the researcher at 7th State Junior High School, Padang.

The researcher hopes in the teaching and learning process, the English teacher teaches the students to be more innovative and creative. The researcher hoped the teacher could apply the Word Wall Games as an alternative to teaching writing to make the students more creative and enjoyable in teaching writing. In the English lesson, the researcher hoped that the students were interested and motivated in this lesson. They should be conscious that English is essential to learn. This study is about implementing the Word Wall Game to increase the students' writing skills. The researcher also hopes for future research with similar topics to improve this kind of research next time and try to analyze the impact of the recitation method and make a new collaboration of this method to improve the students' writing skills. The researcher hopes that doing this research can help other researchers able to find really interesting information.

A great instrument for helping students become better writers is the word wall. Features like word search, find and match, spinning wheels, unjumble, and learn help students with their learning tasks. Students will be less bored and more interested in studying English by utilizing the activities and materials contained in the features mentioned above.

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