



APPLYING WORD WALL BY STICKY NOTE: A PRACTICES OF MEDIA TO INVOLVE STUDENTS' WRITING

Putri Novitasari

Universitas Wahidiyah, Kediri, Indonesia

Article info	ABSTRACT
<p>Corresponding Author:</p> <p>Putri Novitasari Drincess.putrinovita@gmail.com Universitas Wahidiyah Kediri</p>	<p>The objective of this study was to find out whether there was significance impact of word wall for solving students' problem in writing a descriptive text. By this research researcher applied word wall in form of making sticky note to guide the students to compose sentences about describing place. Quantitative research was implemented as the research design. The sample was 36 students from seventh grade of junior high school. The result of posttest showed that the students' mean score before learned using word wall was 69.2 and reached to 82.5 after the teacher invited them to use ward wall. The result of t-score was 14.92 and the t-table was 3.59. Furthermore, it can be summed up that there was significant effect between word wall and students' writing. The increasing of mean score proved that there was improvement on students' writing in composing descriptive text by applying word wall in sticky notes as the media for teaching and learning process.</p> <p>Keywords: <i>word wall, sticky note, descriptive text, writing</i></p>
<p>This article distributed under the terms of the Creative Commons Attribution-Share Alike 4.0 International License (https://creativecommons.org/licenses/by-sa/4.0/)</p>	

INTRODUCTION

Composing a good sentence seems being a starting distraction for students when they had to learn English. Especially for junior high school, in the early study of English, instead of reading they also need for writing, speaking, and listening. Many of students struggle to write sentences that remind them English was not their first language. In writing there were some aspects that should be required by students to have good sentence writing. Students must be able to write sentences using correct grammar, spelling, punctuation, and coherent ideas (Rahajeng, et.al., 2015). Related to the aim of helping students' problem in writing descriptive text especially for describing place, finding a good media had a strong relationship to the students' interest especially for writing in English. As stated by Machili (2014) that the ability to write sometimes seems difficult because it has reluctant in composing idea and tailors a communicative goal to the audience. This shows how important it is for the content and language to be easy to understand. It is in line with Enre (1988: 13) who states that writing also called as a process of thinking systematically, so that what is being written can be easily understood. Enhancing students' learning outcomes greatly hinges on their proficiency in written expression. Teachers, as facilitators of knowledge bear the

responsibility of nurturing and developing students' writing abilities as stated by Graham & Alves (in Amri, 2023: 495).

In case of analyzing students' problems in learning English, the researcher focused on writing skill before proposed the solution. The ability of writing proficiently had an important role in learning writing or in writing itself. The ability to write proficiently is an essential skill that holds great significance in both academic and professional settings. Enhancing students' learning outcomes greatly hinges on their proficiency in written expression (Amri and Sukmaningrum, 2023). In teaching writing, the educational institution and the teacher must pay attention to writing instruction to develop students' writing skill. This includes providing explicit instruction, offering real and wide opportunities for practices and feedback, and making correlation with various learning media. They can be applied to involve the writing skill of students. One of the media was "Word Wall." This article aimed to examine and found out the significant effect of word wall to the students' writing skill.

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom (Cronsberry, 2004). The use of word wall had some method to be applied. The function of this media mainly about involving vocabulary mastery of students. But, in case of its relation to writing, it also can be used to support writing mastery and composing sentence. According to Osborn (in Nedia, et.al., 2023), 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 create writing ideas (Iwankovitsch, in Nedia, et.al., 2023). Word wall is media that can be used to build vocabulary, thereby improving reading comprehension, writing style, spelling in written work, and encourage students' independence when reading and writing (Cronsberry, 2004). 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 skill (Nenohai et al., 2022). In addition to its interactive and collaborative features, word wall provides immediate feedback to students, allowing them to identify and rectify writing errors in real-time. By receiving immediate corrections and suggestions, students can learn from their mistakes and refine their writing skill more effectively (Amri and Sukmaningrum, 2023).

Word wall can be used to be an interactive tool for students during writing and reading. Word Wall will use words categorized by written in capital letters that will be attached to the wall or on the board so the students can see the words (Yani and Cica, 2019). Brabham & Villaume (2001), Copper & Kiger (2003) in (Sartika, 2017) state, "Word Wall is a collection of high-frequency sight words that are age appropriate, classified or categories, and is located on the wall of a classroom for children to easily see and learn.

One of the text types learnt by students in seventh grade was descriptive text. In which this text describes the characteristics of a specific things, for example person, place, animal, or object. Other experts also describe about descriptive text. Alwasilah and Alwasilah (in Ratu, 2017) states that in descriptive text, writer describes person, object, appearance, landscape or phenomenon naturally so they can make the reader imagine it and feel it. When students wrote about a text, they usually need generic structure to compose a good paragraph. Generic structure used to compile all the part of paragraph that usually start with orientation or part which is mentioned about who, what, and where. After that, the rest of paragraph continued by specific description of person, place, animal, or phenomena. All of those parts

ted with generic structure so that the paragraph will be coherence. That was the function of generic structure. And the generic structure of descriptive text specifically divided into two parts which are introduction and description. Introduction is the part of paragraph that introduces to the character, while description is the part of paragraph that describes the character (Wardiman, et.al., 2008). By conducting this research, researcher limited the text on descriptive text of describing place. Students were invited by the researcher to compose good paragraph of “place around of us.” The place started with “my classroom”, “my canteen”, and “my English laboratory.” Those places chosen because of its familiarity to their activity.

The reasons of using word wall as the media to teach writing could not be separated from its advantages and disadvantages. Those advantages can be seen from these quotations, such as; a word wall graphic is an interactive medium that fosters listening, speaking, reading, and writing in the classroom, as stated by Marhamah & Mulyadi (in Suryadi, 2022); Kieff (2003) stated that word walls promote independent work habits by providing readily available reference as students complete their reading and writing activity; Crosberry (2004) provide visual cues for students and encourage increased student independence when reading and writing; and Aritonang (2010) also referenced that word walls is an effective, enjoyable, and interesting way to each vocabulary because it can help the students to recognize, promote independence, develop a growing core of words, and provide reference support for students during their reading and writing. In line with those statements Irawati (2017) also propose some advantages that summed up from a research that had been conducted before, they were such as; (1) word wall can assist students in teaching important parts of words so that students can better understand vocabulary mastery; (2) word walls can improve vocabulary mastery and development, which is part of reading and writing, so students can read and write better; (3) word walls can train students in communication by using language creatively and being more familiar with English; (4) teachers can make variations of word wall games using he teacher’s own words so that learning in class is not boring and the words can stay in the student's long-term memory. Instead of that, according to Irawati (2017), the disadvantages of using word wall such as First, it takes time to develop; second, making word walls requires equipment because it requires paper, stationery, computers, printers, and boards; and the last, creating a word wall using imagination and creativity to produce a good word wall.

Some previous research that had the result of the impact of word wall to the students’ writing of descriptive text had done by some researchers. Those results such as Yani and Cica (2019) who revealed that in implementing Word Wall strategy students give a positive response. Students revealed that Word Wall strategy helpful in learning, so that students can increase their writing through their ideas. In addition, the implementation of the Word Wall strategy is also as interesting learning, so that students become interested and enjoy in learning. Other research also showed that there was a significant influence on the treatments given to the students in improving writing skill. It can be inferred that the implementation of word wall as a learning media was effective to improve students of XI. IPS 2 in their writing skill. In which their score changed from 73.67 to 79.67. It means that the implementation of Word wall as a learning media has demonstrated its potential to improve students' writing skill (Faisal and Rahmawati, 2023). In line with those results, research by Ratu (2017) explains that the use of Word Wall as the strategy in teaching writing a descriptive text was

helpful for junior high school students by facilitating teacher and students to carry out all the steps in implementing Word Wall Strategy proposed by expert. The result also displayed that Word Wall Strategy have important roles in helping students learn to write a descriptive text with more than 50% responses were positive regarding the students' responses to the use of Word Wall.

Winda Kurniasih, et.al. (2015) explains that the research finding show that the mean score of pre-tests is 49, which is categorized as "Poor". Furthermore, the mean score of post-tests was 72.14, which is categorized as "Average to Good". Based on the data analysis, it was found that the effect size of this research is 2,38 it can be concluded that there is a significant effect in the use of word wall in teaching writing descriptive text in the Senior High School students. Finally, research from Nedia, et.al. (2023) had the same conclusion with those results before. The students' achievement in writing descriptive text by Word Wall Strategy got the mean 76.00 while the students' achievement in writing descriptive text by using conventional method got the mean 62.47. It means that there was significant effect of using Word Wall strategy on students' achievement in writing descriptive text. Finally, those were previous studies that supported the prove of word walls of sticky note's impact for helping students' writing of descriptive.

METHOD

This research belongs to descriptive quantitative research. The design of this research used pre-experimental research of one group pre-test and post-test class since the researcher only had one class as sample of research. In this research the researcher studied about the significant effect from word wall of sticky note to solve students' problem on writing descriptive text. The significancy can be seen from the increase of their writing score. The data collected by using written test conducted to the students after giving pre-test and treatments. After all the data collected, they analyzed using t-test to determine the mean score of data. From the comparison of mean score the researcher got the answer of research problem and proved the hypothesis. The process started with students had pre-test at the beginning and had pot-test at the end of teaching and learning.

The implementation of the research divided into pre-test, treatments, and post-test. Pre-test was given to get the information about pre-condition of writing skill. In the pre-test, students were asked to write descriptive text. The teacher give command to start writing without any media applied. The instruction directly spoken by the teacher in conventional way. In the treatment stage, firstly the researcher explained about the topic then showed the example of descriptive text in form of describing place. The text that showed by the researcher had a title of "my school." By showing the example, researcher also showed the generic structure of descriptive text. Second, the researcher explained about noun, adjective, adverb, and expression word to make a descriptive text. Researcher gave the example of each word from the context of "my school" such as my school, field, laboratory, library, parking a lot, garden, flagpole, teacher's room, principal room, canteen (noun), big, wide, narrow, small, clean, complete, nice, fresh, tidy, crowded (adjective), and completely, naturally, beautifully, carefully, softly (adverb). Third, the researcher taught students how to write descriptive text. In this step, the researcher used word wall to teach descriptive text. Teacher put the Word Wall on the white board. This Word Wall entitled "My classroom", it contains

several adjectives. After that the researcher distributed some colorful paper. Each student got three sticky notes, then they wrote their noun, adjective, and adverbs and stucked in a word wall that have prepared before at the beginning of meeting. The next step was the researcher asked the student to take one sticky note and made a description using clues in that note. The description was about “*my classroom.*” After the students made it, they stucked their description note on another word wall. And the last, researcher examined their work and took a score.

RESULT AND DISCUSSION

Finding

The result from pre-test and post-test was in form of students’ score of writing descriptive text before and after being taught using word wall of sticky note. Both scores were analyzed using t-test then compared the mean score and t-table. The computation result of mean score can be seen from this following table.

Table 1: Descriptive Statistics

Descriptive Statistics				
Stage	N	Minimum	Maximum	Mean
Pre-test	36	60	75	69.2
Post-test	36	75	89	82.5
df (N-1)			35	

After getting the data from 36 sample, the researcher got pre-test and post-test score. The data calculated into mean score for each. The calculation of mean score for pre-test was 69.2. On the other hand, students’ after being taught using word wall of sticky note had improvement to 82.5. By using 35 as the degree of significance and 0,05 for the significancy level, the calculation of t-score was 14.92. The result would be significant because t-score was higher than t-table ($14.92 > 3.59$). It means that the research question answered by there was significant influence between word wall of sticky note and students’ writing of descriptive text.

Discussion

According to the explanation before, the researcher concluded that this research was success. Based on the objective of the study, the aim of the research was to find out the significant effect from word wall of sticky note to the students’ descriptive writing. And, from the research computation of pre and post-test revealed that there was significant effect from both variables.

As the table above shows, the pre-test was administered to 36 students with gotten minimum score of 60 and maximum score of 75. After students had finished the pretest, they got the treatment used word wall of sticky note. Then, the post-test was administered to 36 students got minimum score of 75 and maximum score of 82.9. The ability of students’ descriptive writing was increased after the treatment done. One of them was the score of tests that increased with the total 69.2 score of average in pretest increased become 82.5 in posttest. Moreover, teacher also could know the new media to teach writing, especially for composing a monologue text in the classroom that made students interested to follow their writing class. Based on the research result above, the implementation of word wall of sticky note could improve students’ writing skill of seventh grade. The result of t-test used to know the average of score before and after the treatment done and to find out there is significant or

no. Calculation the score of t_{count} was 14.92 and t_{table} was 3.59 so, $t_{\text{count}} > t_{\text{table}}$ H_0 was rejected and H_a was accepted. From the result above it can be conclude that there is significant influence of using word wall of sticky note toward seventh grade's descriptive writing on composing describing place around of us.

CONCLUSION

In conclusion, the implementation of word wall especially using sticky note, had shown the effective or significant effect to the students' writing skill. By conducting this research, the researcher knew that students' problem in the early learning of English writing will be significantly decreased by having a media to lead them in writing. Descriptive text was such as a new genre of the text in spite of narrative for their daily material on monologue text. In learning a monologue text students would also learn about generic structure and functional language of certain text. By applying this media, the researcher helped them to understand how to compose a good descriptive text that had a good structure, proper vocabulary, and coherence idea.

Word wall provided various medias, games, and models to be applied. One of them was using sticky note that had chosen in this research. By implementing of sticky note made the students and the teacher engage in supportive and interactive environment of study. So, the learning process would be more enjoyable and motivating for students. By actively participating in writing activities through word wall of sticky note, students had the opportunity to practice and refine their writing skill in a communicative condition. Studies had consistently shown the effective outcomes in term of improved writing skill when using the word wall of sticky note. The implementation of it resulted in increasing motivation, engagement, and active participation among students. By using word wall of sticky note as media, both researcher as tutor and the students had good communication while transferred and gave command or instruction to conduct the activity or assessment. By integrating word wall of sticky note media into the writing process, it enabled students to develop main component of writing skill to support their acquisition in this skill such as organization, coherence, grammar, and vocabulary usage.

The success of teaching learning process and students' achievement also could not be separated from teacher's role and guidance. In this occasion, researcher as a tutor tried to help the students by giving clear instruction to them so they could engage in writing activities. Additionally, the alignment of teacher, media, students and specific learning objectives contribute to the effectiveness of the word wall of sticky note. So, in conclusion, the implementation of word wall on sticky note needed a good combination or teamwork both teacher and students. Teacher as an instructor had role to guide the activity and students as the subject had a role to apply the media in their activity. By maximizing the implementation of word wall on sticky note offered and engaging and interactive opportunity that foster and motivate the students into an active participation and better achievement or score in writing activities. This media would help the learning environment being dynamic and active.

BIBLIOGRAPHY

Crosberry, Jennifer. (2004). *Words Walls a Support for Literacy in Secondary School Classroom*. Canada: Curriculum Services.

- Faisal Amri, et.al.. (2023). Implementation of Word Wall as a learning Media to Improve Students' Writing skill. *International Journal of Multidisciplinary Approach Research and Science*. Volume 1 Issue 03, September 2023. Page 495-502. ISSN 2987-226X P-ISSN 2988 0076.
- Irawati. (2017). Improving Students' Vocabulary Using Word Wall Media in Reading Skills in the Second Grade of Junior High School 3 Mallusetasi in Barru. (Bachelor's Thesis, Universitas Muhammadiyah Makasar).
- Machili, I. (2014). Writing in the Workplace: Variation in the Writing Practices and Formality of Eight Multinational Companies in Greece. Unpublished Doctoral Desertation.
- Marhamah, M. and Mulyadi, M.. (2020). The Effect of Using Word Wall PictureMedia and Linguistics Intelegence to Enhance Learning Outcomes of English Vocabularies. *Jornal of Education and Social Research*. 10(2), 134–142.
- Maria Marshinta Aritonang. (2010). *Improving Students' Achievement on Vocabulary Through Word Walls*. Thesis. Medan: Medan State University.
- Nedia Efina Wandefit, et.al.. (2023). The Effectiveness of Using Word Wall Strategy to Improve Students' Writing Skill in Descriptive Text at Islamis Boarding Senior High School An-Nur Muaro Jambi. *Journal Research in English Language Teaching JR-ELT*. Vol. 7, (1) 2023, Page 37-44. E-ISSN: 2549-1806.
- Nenohai, J.A., et.al.. (2022). Development of Gamification-Based Word Wall Game Platform on Reaction Rate Materials. *Orbital International Journal of Multidisciplinary Approach research and Science*. 14(2), 116-122.
- Rahmawati, A. P., and Wijayanti, P. R. (2022). Implementing Joyful Learning Strategy Using Wordwall in Order to Improve Reading Comprehension Skills. *Proceedings Series on Physical & Formal Sciences*, 3(2001), 32–35.
- Rahajeng Gienovita, A., Martono, A.D.R.. (2015). Improving Students' Writing skill by Using Comic Strips. *English Education Journal*, 4 (1), 1-8.
- Ratu Sartika. (2017). Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School. *Journal of English and Education*, 5(2), 179–186.
- Suryadi. (2022). Using Word Wall Technique and Vocabulary Masteru on Students' Writing Skill. *Pioneer: Journal of Language and Literature*. Volume 14, Issue 1, June 2022: 75-78.
- Winda Kurniasih, et.al.. (2015). *The Use of Word Wall Technique in Teaching Descriptive MELT (Medium for English Language Teaching)*, 6(2), 107. *Writing. Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4 (11), 2015.
- Yani Darliani and Cica Farida Agustina. (2019). The Implementation of word Wall Strategy in Teaching Writing Descriptive Text. *The Journal of English Language Teaching, Literature, and Applied Linguistics [JELA]*. ISSN 2656-9094 Volume 1, Number 2, Page 61. October 2019.
- Zaharani, H. (2022). The Effect of Word Wall Method on Students' Writing Ability. *Journal*. <https://doi.org/10.22303/melt.6.2.2021.107-121>