

**DEVELOPING WORD WALLS AS MEDIA IN TEACHING WRITING
SKILLS ON DESCRIPTIVE TEXT FOR SEVENTH GRADE
STUDENTS AT MTS S NURUL HAKIM TEMBUNG**

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ARTIKEL
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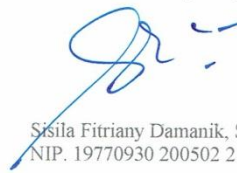
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STUDENTS AT MTS S NURUL HAKIM TEMBUNG**

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ABSTRACT

The aim of this study is to develop Word Walls as media for teaching writing descriptive text at the seventh grade students of MTs S Nurul Hakim Tembung. The researcher used Research and Development (R & D) method through six steps: gathering data and information, need analysis, media design, validating to experts, revising, and final product. The subjects of this research were 26 students from VII A at MTs S Nurul Hakim Tembung. The instrument of collecting data was using questionnaires and interviewing the teacher. The data were analyzed by descriptive text technique. The product was assessed from two experts. The average scores of the product assessment were 90 from English teacher, and 92 from English lecturer. The total average scores from two experts were 91 which was in very good quality. It means that the developed product/Word Walls is eligible to be used for teaching writing descriptive text for the seventh grades students at MTs S Nurul Hakim Tembung.

***Keywords:** Research and Development (R & D), writing descriptive text, word walls.*

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INTRODUCTION

Background of the Study

In the process to practice English language, there are some language skills to complete students' need. All language skills such as listening, speaking, reading and writing. It must be applied in teaching English. We can understand the information through listening and reading. In addition, through speaking and writing, we can communicate our feeling, need, desires, and idea.

The basic purpose of teaching language is the students are expected to master all the language skills. All languages can not be separated due to they are related to each other and integrated in teaching English, especially writing. Writing is one of the productive skills that must be mastered by the students besides the other language skills.

Writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcement to others. According to Brown (2001: 43) states the writing is a process of putting ideas down on paper to transform thoughts into words to sharpen main idea, and to give structure and coherent organization into its work. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. It can be concluded that not only needs a good model and idea, but writing also needs to link them together from the letters, words, and sentences. In addition, students can convey their ideas in their mind organizing them into a good text so that the others know them and they can think critically. Therefore, teaching writing in a classroom is considered important and must be given a great

attention by the teacher. It is because writing is one form of communication where the students can express their feelings, ideas, and experiences freely.

But, to master the four skills itself, we have to master vocabulary also. The first step that we have to reach in mastering vocabulary is by knowing the meaning of through vocabulary mastery. Vocabulary is the words units that the meaning is known and can be used by a person in a language to arrange a new sentences. Teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it concerns to all four language skills, they are speaking ability, reading ability, listening ability, and writing ability.

Based on the observation in Mts S Nurul Hakim Tembung, the researcher found that MTs S Nurul Hakim Tembung applies Curriculum 2013 (K13) as the school curriculum in which the syllabus is loaded with a lot of matters about descriptive and narrative text. In descriptive text, students will be taught how to describe something, such as describe thing, people, animals, or etc. It means that the students should master vocabulary in verbs, nouns, and adjectives. However, the condition of students being lack of vocabulary is seen there. They always ask teacher what is the meaning of the words itself, and they seem not interested because they don't understand the meaning and think that English is very difficult major. In this case, teacher should know how to increase their interesting and should help them to understand the text.

Based on the observation of teaching learning process and interviewing the English teacher, the researcher found that the teacher only used the simply media for teaching writing descriptive text to her students in the class. When

she asked students to create or write the text, and some students doesn't understand clearly, she only asked students to open the dictionary, write the difficult word in the blackboard and asked her students to memorize it.

Based on the background, it is believed that it is important to find ways to overcome the problem. It is recommended that teachers have to develop media in teaching writing skill on descriptive text based on students' needs. Dealing with the phenomenon above, the researcher focuses on developing Word Walls as Media in teaching writing skills on descriptive text for seventh grade students at MTs S Nurul Hakim Tembung.

REVIEW OF LITERATURE

Writing is a skill that produces language from the mind by creating text. It needs a good communication to link the model with the idea in the mind into a good text. Harmer (2001:250) states that writing is one of productive skills which are closely bound up with the receptive skill work. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

To to reach the goal of the learning process, especially in writing. Teachers are trying to develop the effective and appropriate media to ease teachers in teaching students. Some believe that media is the key to move students to higher-level thinking. According to Carol et al (2010:3), media is a form of communication that people use to exchange information. These would include newspaper, magazines, radio, novels, television, textbooks,

photographs, cartoons, films, advertising leaflets, billboards, songs, internet, and so on. Arsyad also stated that media in teaching learning process is the tool for conveying or delivering the learning messages. (2013:3).

In other words, media is one tool to teaching in learning process which aims to help teachers and also the students in delivering learning messages. It also aims to stimulate students' thoughts, feelings, and interest, and to encourage their abilities or skills.

It is really important to use varieties of media to encourage and motivate students to more active in learning process, especially in learning English. There are some creative media that can be used by teachers: one of them is word wall.

A word walls is a group that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large font, so that, the students are easy visible from all student seating area. These words are referred to continue throughout a unit or term by teacher and the students during a variety of activities (Cronsberry: 2004: 3). It is relevant to Green (1993:1) argued that word walls is an organized collection of large print words on the classroom wall. A word walls help to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

Therefore Word walls is collection of words posted in the classroom that are support the development of students' independent and strategic reading and writing. And words for the walls can be written on large sheets of butcher

paper or on cards displayed in pocket charts, and they are often written in alphabetical orders so that students can locate the words more easily.

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RESEARCH METHODOLOGY

The researcher used Research and Development (R&D) methodology and developed the materials through 6 phases; 1) Gathering information and data, 2) Analyzing data, 3) Designing the materials, 4) Validating new materials by experts, 5) Revising materials based on experts' suggestion, 6) Revised-developing reading materials (final product). The main goal of the researcher was to developed word walls as media in teaching writing skills for seventh grade students at MTs S Nurul Hakim Tembung.

The data were analyzed in form of qualitative and quantitative. The qualitative data were collected from the result of interview section with the teacher. Then, the quantitative data were collected from the tabulation of the result of students' questionnaires and the checklist from expert validation.

The subject of this research was the seventh grade students of MTs S Nurul Hakim Tembung. The reason why the researcher chose the school was because there was no previous research in this school related to developing Word Walls as media in teaching writing skills for seventh grade students

because it was the introductory period and would be introduced this media.

RESEARCH FINDINGS

Based on the data analysis, the writer found out some findings as following:

1. There were 12 questions answered by the students. They contained of students' need analysis (students' necessities, lacks and wants).
2. The researcher identified that the existing media were not appropriate to the students of seventh grade students at MTs S Nurul Hakim Tembung. It caused the students were not interested to study English lesson. In other words, it was hard to the students to write descriptive text in English because the media were not appropriate to teach writing skills for seventh grade students. Thus, the results of the needs analysis were used by the researcher as guidance in developing appropriate Word walls media in teaching writing skills on descriptive text for 7th grade students at MTs S Nurul Hakum Tembung.

In this study, the researcher developed Word Walls as Media in teaching writing skills on descriptive text for seventh grade students at MTs S Nurul Hakim Tembung. There was two product here, they are Wall sheet and Alphabox sheet. The researcher designed the layout, added some authentic pictures and colour, and made the vocabularies for writing skills more interested and also the researcher developed some questions or task.

CONCLUSION AND SUGGESTIONS

The Conclusion

Based on Research questions and background of the study that described, the learning needs as follows:

1. Developing *Word Walls* media for writing descriptive text at Junior High School follows Research and Development (R & D) model by Borg and Gall's (2003) which consist of a set of steps to develop new educational product, they are: (1) Gathering data and information, (2) Need analysis, (3) Media Design, (4) Validating to Experts, (5) Revising, (6) Final Products.
2. The product of developing *Word Walls* media for teaching writing for seventh grade students of MTs. Nurul Hakim Tembung has validated by expert validation (material and media).
3. The product of developing Word Walls media in teaching writing skill was divided into two, they were Wall sheet and Alphabox Sheet to teach writing skill especially in Descriptive was more creative.

The Suggestions

In relation to the conclusion, the suggestions are recommend as follows:

1. The students should learn and remember the words on the word walls, so they can provide and write the descriptive text easily. By knowing and remembering the vocabularies, the student will not get difficult to arrange the sentences, because they will not get lacks of vocabularies more.

2. The teacher should use this media for teaching descriptive text. It uses to attract students' enthusiasm and provide the opportunity to write the text, because this media has an interesting activities.
3. And other researchers should conduct further studies on developing Word Walls for another lesson which is relevant to students' need in order to increase students' comprehension and enthusiasm.

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