
**IMPROVING STUDENTS' SPEAKING SKILL BY USING WORD
WALL MEDIA AT THE SEVENTH GRADE STUDENTS
OF SMP NEGERI 10 PEMATANGSIANTAR
IN THE ACADEMIC 2019/2020**

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ABSTRACT

In speaking, media are helpful in improving students' speaking skill. This research is about Improving Students' Speaking Skill by Using Word Wall Media at the seventh grade students of SMP Negeri 10 Pematangsiantar in the academic year 2019/2020. The material which will be tested is about descriptive text. The students are lack of confidence in speaking English because they think their pronunciation is not good and it makes them difficult to produce meaningful sentences. In this research, the researcher try to apply the Word Wall Media as the media in teaching speaking. The main objectives of this research are to find out the speaking skill of the students after being taught using Word Wall Media. the samples of this research were 14 students of seventh grade. The data were form of quantitative data. The step of research procedure are conducting pre-test, treatment, post-test, and data analysis. The result of the students' progress during the teaching learning process by using word wall media was good. The finding also proved that in pre-test students average score was 38.571 and post-test score was improved to 81.875 and standart deviation of pre-test score was 3.498 and standart deviation of post-test score was 4.857. It means that the teacher could use Word Wall Media as one of the media in improving students' speaking skill.

Keywords : Word Wall Media, Speaking Skill, Descriptive Text.

INTRODUCTION

The Background of Research

Speaking is one of the four main skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School however it is not easy for the students to communicate in English. Speaking is important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. According to Chastain (2004) in Siti Surinah Harahap, speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. According to Cronsberry (2004 : 3) in Resi Novalia, a word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. Related to those problems above, the writer intends to use a media that can help students improving their capability in speaking. And one of the suitable media in it is Word Wall Media. Because of the material of English subject is very variety, so the teachers are obligated to choose the suitable media in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study.

The Problem of The Research

Based on the background of the research, the research question can be formulated as follows: "Does the Word Wall Media improve students' speaking skill at SMP NEGERI 10 PEMATANGSIANTAR IN THE ACADEMIC YEAR 2019/2020?"

The Objective of the Research

The Objective of the research is to know whether using Word Wall Media improve students' speaking skill at SMP NEGERI 10 PEMATANGSIANTAR IN THE ACADEMIC YEAR 2019/2020?"

The Scope of the Research

The scope of the research in improving students' speaking skill by using Word Wall Media on descriptive text at the seventh grade students of SMP Negeri 10 Pematangsiantar in the Academic Year 2019/2020.

The Significances of the Research

The results of this study are expected to give both theoretical and practical benefits as follows:

1. Theoretically

The result of this study is expected to find out media of improving students' speaking skill by using word wall media.

2. Practically

a. Teacher/candidate of teachers

- 1) Teacher can use the material easier and she/he will have a new method to teach speaking by using word wall media.
- 2) The teacher can make this media to be an interesting in other the students easy to understand in learning english speaking.

b. Students

- 1) The students will be easy to understand about how to say something.
- 2) It will improve the student's ability in speaking.

c. Researcher

- 1) Can use the result of this study to be reference.
- 2) Can search the same variable.

REVIEW OF LITERATURE

Speaking

Teaching Speaking

Teaching is an activity to transfer information, knowledge, skills, attitudes and ideas from teacher to students. Teaching speaking is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning. Teaching speaking is very important part of foreign language learning. Moreover, Harmer (2001:275) explains the role of the teachers in teaching speaking if they are trying to get students to speak fluently: (1) prompter: students sometime get lost, cannot think of to say next, or in some other way lose the fluency we expect of them. However we may able to help them and the activity to progress by offering discrete suggestion; (2) participant: teacher should be good animators when asking to students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm; and (3) feedback provider: the vexed question of when and how to give feedback in speaking activities in answered by considering carefully the effect of possible different approaches.

The Purposes of Speaking

According to Beebe in Fitri Thesis (2017:17) there are general purposes for giving speeches, they are:

a. To Inform

The primary objectives of class lectures, seminars, and workshop is to inform. When you inform, you teach, define, illustrate, clarify, or elaborates on a topic.

b. To Persuade

Ads on Tv and Radio, sermons, political, speeches and sale presentations are design to persuade. When you persuade, you seek to changes or reinforce attitudes, beliefs, values, or behaviour.

c. To Entertain

After-dinner and comic monologues are intended mainlyas entertainment.

The Aspect of Speaking

There are at least five aspects of speaking that the teacher should be concerned with in teaching speaking; they are grammar, vocabulary, pronunciation, comprehension and fluency.

The Function of Speaking

According to Brown and Yule (1983) in Verawaty, there are three language function in speaking;

a. Speaking as an Interaction

Speaking as interaction means that the purpose of speaking itself is a tool of communication between two or more people to maintain the social relationship between them (Brown, 2003).

b. Speaking as a Performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches.

c. Speaking as a Transaction

Speaking as transaction refers to situation where the focus is on the messages about what is said or achieved in order to make people understood clearly and accurately.

Kinds of Text

1. Commentary Text
2. Recount Text
3. Report Text
4. Analytical Exposition Text
5. News Item Text
6. Anecdote Text
7. Narrative Text
8. Procedure Text
9. Description Description Text
10. Hortatory Exposition Text
11. Explanation Text
12. Discussion Text
13. Reviews Text
14. Commentary Text

Descriptive Text

Descriptive text is written to explain or to describe. Most of the printed media has been written in descriptive text. The researcher use the descriptive to give information, to explain, to describe, to persuade the reader. In this research, the researcher uses context to determining the unfamiliar words to improve students' speaking skill of descriptive text. According to Blaylock in Khairunnisa Lubis (2019: 16), state that in descriptive text, you are writing about the person, place or thing is like.

Larson (198:56) says that descriptive text is the text that lists the characteristics of something.

a. Social Function

A descriptive text is a text which potrays the image of a certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of descriptive text

is to inform the readers about the illustration of certain person, places, or some things in specific ways.

b. The generic structure of descriptive text

1. Identification

An introduction to the objects/things described which includes who or what, when, where.

2. Description

A description of an object. For example the color, the size, the smell, the taste, etc. For person: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

3. Language Features

The language features of descriptive text include the following indicators: certain nouns, simple present tense, detailed noun phrases to give information about a subject, various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair.

Word Wall Media

Definition of Word Wall Media

According to Cronsberry (2004 : 3) in Resi Novalia, a word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom.

Teaching by using Word Wall Media

There are many creative ways to use word wall to engage students in learning English. Cronsberry (2004) in Bahasatondea Journal (2015) explains the activities maybe full lessons or brief exercises that encourage students to play with English words. This can be beneficial for strengthening basic skills. The suggested activities can be arranged to include a whole class, small groups, or individuals. The activities are done with all the words posted on the word wall. Teachers should include the students, while using their abilities and strengthening their weakness, in making or creating the word wall. Students can prepare labels and definitions, create illustration, and suggest ways in the concepts are related. The teacher must understand that using the word wall media is not just about displaying the words on the wall. It is important and necessary to have students involvement in the making a word wall as this helps with the learning process.

Function and Advantages of Word Wall Media

The advantages of word wall in teaching English are the word wall students' speaking development as students consciously turn to their word wall in their break time and while there are in the classroom, it provides reference support for students during the English classes for the whole semester, word wall teaches students remember and spell words, see patterns and relationship in words, by using word wall, the word will settled in students' long term memory allowing quick and easy access, it can be use as class decor, to make the students enjoy and not bored with the materials, to make the students practice English for communication and to create using language, to develop a growing core of words that become part of reading and writing vocabulary, to create a variety of word wall game using teacher's own word, to support the teaching of important general principals about words and how they work, to foster reading and writing, the teacher can choose the vocabulary topic or grammar item for a large data base of exercise, to promote independence on the part of young students as they work with words in reading and writing. So the word wall media is very supportive to the students in learning speaking, many teacher believed that the word wall really works for their students, similar researcher on the use of word wall media has not yet been carried out in the local setting. This fact inspired the researcher to conduct this study on

word wall. The disadvantages of Word Wall Media are : the teacher receive no feedback on students' response because not all of the students understand the meaning of word.

Procedures of Word Wall Media

There are some procedures of word wall media, they are :

- a. Prepare the space
Select a place in the room for your word wall. Large sheets of poster paper or a dedicated white board work well.
- b. Build your word wall
Before you begin reading a text, watching a video, or studying new material, assign students, possibly working in pairs, a term to define for the class word wall.
- c. Add to your word wall
New terms can be added to the word wall as needed. Students can also update the definitions on their own word walls as they develop a deeper understanding of key terms.
There are some steps how to use Word Walls, they are:
 - 1) Post the terms you want students to know.
 - 2) Post the terms and their definitions.
 - 3) Make word accessible by putting them where every students can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.
 - 4) Teachers and students should work together to determine which words should go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually a general guidelines is five words per week.
 - 5) Use the word wall daily to practice words.
 - 6) Provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly in the children's daily writing.
 - 7) New information should be added on a regular basis.
 - 8) Use content-area material from the curriculum rather than randomly selected words.
 - 9) Word wall should be referred to often so students come to understand and see their relevance.

Previous Study

There is a researcher used Word Wall Media in teaching English for students, there is :

1. "The Effect of word wall media on students' vocabulary mastery at the seventh grade of SMP N 5 Kediri in the academic year 2016/2017." English education Simki-Pedagogia vol.01 No.02 2017 Journal by Chusnul Urbayati. In this journal researcher used quantitative research. Then, the researcher used pre experimental research to analyzing how the students' vocabulary is before and after being taught using word wall and to know the effect of word wall on students' vocabulary. The researcher limits the study in teaching vocabulary in reading skill. The researcher used pre-test, treatment, and post-test to collect data. The population of the study was seventh grade of SMP N 5 Kediri in Academic year 2016/2017. The researcher used SPSS Program for window version 18, 0, the mean of post-test (85,16) was higher than the mean of pre-test (77,3). And the result reports that t- score (7,588) was higher than t- table (2,039). It means that students' vocabulary mastery after being taught using word wall was increase. And this media can help the students' got the better comprehend the text.
2. "Teaching vocabulary to grade VIII students at SMP Negeri 9 Palu by using word wall strategy." Journal of student and lecturer English department of Pascasarjana Universitas Tadulako e- Journal Bahasatondea, Vol.3 No.2, April 2015 hlm 23-35 Journal by Ananda Wilsana. The researcher taught the vocabulary at Grade VIII consistsof 20 classes. The researcher used purposive sampling method for this research which class VIII C. The class

consists of 31 students. To collect the data researcher used some instruments, such as observations sheets, questionnaire, and test. Its qualitative data used were obtained through observation and questionnaire. Questionnaire was a tool for collecting and recording information about students' response in learning English vocabulary using word wall strategy. Its quantitative data used were obtained through tests consisted of pre-test and post-test. The finding of the research proved that word wall can improve students' vocabulary. It can be seen from the improvement of students' score, the students average score in the pretest was 53.4. After the implementation of word wall, the average score in the post-test of cycle I was 73.4. Then the researcher continued to the cycle II with the average score of the post-test was 80.3 or 81 % of students achieved the KKM as the criteria of success determined. Besides, improving the students' score, the implementation of word wall got positive response from the students in learning English Vocabulary.

3. "The Effectiveness of using word wall in teaching simple present tense at the first year students of junior high school 1 Parigi." *Journal of English Education Department of UIN Alauddin Makasar*, Vol.1 No.02 Desember 2015 Journal by Rahmat Syam. Teaching Simple Present Tense through Word Wall Media Strategy at Junior High School 1 Parigi in academic year 2014/2015 the researcher uses the journal as one of the reference because it is similarity of the strategy in research. The Strategy is Word Wall Media in mastering present tense. It also use the same research approach, it is quantitative research. The researcher used quasi-experimental design. The population of this research was selected by using sampling technique. They were divided into two classes, one of the two classes was experimental class and other became the controlled class. The data were collected through 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. It means that Word Wall can increase the students' ability in mastering simple present tense. And word wall is effective to be used in teaching simple present tense.

From those Journals, the researcher get the summary of the journals that teaching speaking using word wall media can help the students increase their speaking skill it means that students' speaking skill after being taught using word wall was increased. Word wall has some advantages for the learning process, such as the colorful design of the word wall which could activate the students thinking process and students will not be bored and passive in class because they will interact with the word wall.

METHODOLOGY OF RESEARCH

Research Design

This research used quasi experiment because this type of research does not meet the requirements such as an experimental method that can be said to be scientifically following certain rules with quantitative approach, because this study was intended to know whether the Improving the students' speaking skill by using word wall media at SMP Negeri 10 Pematangsiantar in the Academic Year 2019/2020 between the students' scores before and after they are taught by using Word Wall Media.

Population and Sample

Population

Population is the overall subject of the research (Arikunto 2010:173). The population of this study is the seventh grade students of SMP Negeri 10 Pematangsiantar consists of 7 Class with the total of population was 224 students. The data of the population was gotten from the staff of administration at SMP Negeri 10 Pematangsiantar.

Sample

According to Arikunto, (2010: 174) the sample is a portion or representative of the population to be studied”. This study uses quota sampling, this sampling technique is carried out not based on strata or region, but based on a predetermined number. In collecting data, the researchers contact subjects who meet the requirements for population characteristics, regardless of where the subject is from (still in the population). And the total of the sample of this research is 14 students.

“Sampel adalah sebagian atau wakil populasi yang diteliti. Penelitian ini menggunakan teknik sample quota. Teknik sampling ini dilakukan tidak mendasarkan diri pada strata atau daerah, tetapi mendasarkan diri pada jumlah yang sudah ditentukan. Dalam mengumpulkan data, peneliti menghubungi subjek yang memenuhi persyaratan ciri-ciri populasi, tanpa menghiraukan dari mana asal subjek tersebut (asal masih dalam populasi).”

Data and Source of the Data

Data

The data of the research were taken from score of pre-test and post test from the students speaking test at VII grade of SMP Negeri 10 Pematangsiantar in academic year 2019/2020.

Source of the Data

The researcher takes the data from pre-test and post-test at the seventh grade students of SMP Negeri 10 Pematangsiantar in academic year 2019/2020.

Instrument of Collecting the Data

The instrument in this research are test (pre-test and post-test). In collecting the data the researcher gave the students speaking test into descriptive text with the source of the book is *When English Rings a Bell*.

Technique of Collecting Data

To collect the data of this research, the researcher goes with the following techniques:

1. Pre-test

Pre-test was done before implementation of Word Wall Media and before treatment process. So the researcher is known of the students’s ability in speaking.

2. Post-test

After pre-testing, the sample were treated/taught by using Word Wall Media via online because of the Pandemic Covid 19. They tested using by Post-test using same item as pre-test. Post-test is implemented after using Word Wall Media. Researcher asks the students to do this with using some part in it. After that in the end of the learning researcher give a test to all students to get the result from the technique.

Technique Analysis of the Data

Mean

To get the mean score, the researcher use the formula as the following :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} = mean score

N = Total of students

x = Total of the scores

Standart Deviation

Standard deviation is a number used to tell how measurements for a group are spread out from the mean or expected value. To get the standard deviation is calculated by the formula as follows:

$$SD = \frac{1}{N} \sqrt{N \sum X^2 - (\sum X)^2}$$

Where :

SD = Standard deviation

1 = Constanta value

N = Number of sample

$\sum X$ = Score pre-test/ post-test

$\sum X^2$ = Total squared scores

DATA ANALYSIS

Findings

Based on the result of the data analysis from pre-test and post-test data, there are some findings found by researcher, they are:

1. In pre-test, the students' score of 14 students are 540 and the average is 38.571. In post-test, the students' score of 14 students are 1145 and the average is 81.875.
2. The standard deviation (SD) that the researcher got from pre-test is 3,498, and the standard deviation (SD) from post-test is 4,857. We can see the differences Standard Deviation between pre-test and post-test.
3. It can be concluded that students' speaking skill improved by using Word Wall Media.
4. With teaching speaking by using Word Wall Media, can be concluded that students' active in class and they share each other enthusiasm.

Discussion

Based on the result of data analysis, the researcher could be shown as following as: The students score in pre-test are 540 where the average is 38.571 and the students score in post-test are 1145 where the average is 81.785. Before the treatment of word wallmedia, the students' prior knowledge in descriptive text was less and after the treatment of word wall media, the students' speaking skill in descriptive text had been improved. And after using Word Wall Media has found the students' score and the average are higher, they are 1145 and 81.875. The standard deviation in pre-test is 3,498 and in post test is 4,857. It means that there are differences in students learning outcomes by using word wall media and without using word wall media in English subject about descriptive text in seventh grade students of SMP Negeri 10 Pematangsiantar. There are significant differences scores between pre-test and post-test because the word wall media worked well of effect significantly in this research to improve students speaking skill especially in descriptive text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis in chapter IV, the writer gives a conclusion about improving students' speaking skill by using Word Wall Media at the seventh grade students of SMP Negeri 10 Pematangsiantar in the academic year 2019/2020 as follows :

1. The students score in pre-test was 540 and the mean was 38,571.
2. The students score in post-test was 1145 and the mean was 81,785.
3. Standart deviation of pre-test was 3,498 and post-test was 4,857 of VII grade students at SMP Negeri 10 Pematangsiantar in the academic year 2019/2020.
4. Hypothesis Alternative (Ha) is accepted and Hypothesis Null (Ho) is rejected; it means that the improving students' speaking skill on descriptive text increase by using Word Wall Media at the seventh grade students of SMP Negeri 10 Pematangsiantar in the academic year 2019/2020.

Suggestion

The researcher would like to give some suggestions as follow :

1. For English Teacher
In teaching speaking the teacher must be creative and innovative. The teacher is suggested to apply suitable media in teaching speaking like word wall media, students will be easy in speaking.
2. For students
The students are suggested to be active in their participation in speaking class. The researcher suggested for the teachers to use word wall media in teaching speaking because word wall media helps students to learn speaking easily.
3. For researcher
The result of this research can be used as an additional reference and the researcher hopes for the future researcher conduct similar research by using word wall media in different context in order to know more advantages or word wall media.

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