

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing skills are one of the four basic skills after speaking, listening, and reading that language students must learn. Students who can be considered to have good writing skills can be seen by their readers who easily understand the meaning of the text. Writing is most important for English learners because it allows them to convey ideas to others. However, Students experience difficulties in writing because writing is not a natural skill, this ability cannot be acquired automatically and easily. Latifah (2017) stated that writing is more formal and impact, it is a tough ability to develop. Writing is not an innate natural ability like speaking but students can acquire it through years of training or school.

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.

In reality, writing lessons among junior high schools is still difficult for students. This was proven when the researcher conducted pre-observation to the eighth-grade students of SMP Negeri 7 Padang on the 5th of August to discover students writing skill problems. The results of the research show that several factors causing the difficulty of students' writing activities at SMP Negeri 7 Padang are due to the students' lack of vocabulary. They have to memorize a lot of vocabulary, while they have difficulty remembering it. Another reason is students do not know how to write the spelling of English words. Students know the word but students do not know how to write the correct spelling of the word. This is because the pronunciation of words in English is different from the spelling of words. Researchers found that most students still write words according to their sound, for instance the word intelligent with 'intelejen', quickly with 'kuikly', and etc. Others, students are not interested in the writing process and students are also not interested in lessons. And students' perceptions of writing, students still consider writing to be a difficult skill. The need to increase students' learning motivation towards writing is very important. Teachers can help increase students' enthusiasm for learning through interesting teaching, for example through games.

Teaching writing through games can be more effective for students in achieve their learning. According to Allen, et.al (2014), found that educational games successfully benefit students in areas including attitude and motivation for writing. Furthermore, when they practice their writing abilities, students may use educational games to acquire the feedback they need and fix writing

errors. The reasons show that educational games can make positive contributions to learners in the process of teaching writing. Students can be more interested in learning when using media; especially media such as games or quizzes.

One of the strategies that can be used by teachers is using media to support the teaching writing process. The researcher used word wall as a media 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 SMP Negeri 7 Padang.

B. Identification of the Problem

Based on the problem in the background above, the researcher finds that Students have difficulty in writing English. The students' perceptions in writing English are students must be mastery of grammar, mastery of large vocabulary, and do not make any mistakes in writing like a native. The students think that when they write, they should not make any mistakes. They are having thought too much about perfection in writing without wanting to try. The researcher also finds that some students had difficulty to express their ideas in writing English because they have lack of vocabulary. Students' has difficult to express their feeling or thinking because they do not know the word in English. Most of the students' have difficulty memorizing words in English. Besides that, Students struggle with vocabulary because they lack the initiative to check the meaning of unfamiliar words in the dictionary. That is way students' lack of vocabulary because the students still think they are have to memorizing all of vocabulary in English. Another reason is students had difficulty the spelling of word. The pronunciation of word in English is different from the spelling of words. In addition, the researcher finds some

problems with their writing skill in write good spelling of some words in English such as adjective, adverb, pronounce, nouns, name of animals, family members, things, and etc. The researcher found most of the students' still write a word with the sounds, for instance, the word intelligent with 'intelejen', quickly with 'quikly', giraffe with 'jiref', turtle with 'tartel', notebook with 'notbook', or chair with 'ceir'. It can be concluded that the eighth-grade students of SMP N 7 Padang still write the word in English based on the sounds of their pronounce.

C. Limitation of the Problem

Based on the identification of the problem, this research will focus on teaching writing using Word Wall, specifically about grammar, vocabulary, content, and mechanism to the second grade students of SMP Negeri 7 Padang, in academic year of 2023/2024.

D. Formulation of the Problem

Based on limitation of the problem above, the formulation of this research is about whether using word wall can be utilized to improve students' writing skill and whether there is an impact after using word wall improving students' writing skill at the eighth-grade students' of SMP Negeri 7 Padang.

E. Research Question

According to the formulation of the problem, the research questions can be formulated as follows:

1. How does the use of word wall can improve the writing skills at the second grade students of SMP Negeri 7 Padang?
2. Is there any significance influence after using word wall improves students' writing skill at the second grade students of SMP Negeri 7 Padang?

F. Purpose of the Research

The purposes of this research based on the identification of the problems are:

1. To find out the improvement of students' ability in writing skill after using of Word Wall at the second grade students of SMP Negeri 7 Padang.
2. To find the influence on students' writings skill after using word wall at the second grade students of SMP Negeri 7 Padang.

G. Significant of the Research

The result of this research is expected to give important contributions for the teacher, the students, the reader, and other researcher not just theoretically but also practically. The significance of the research both theoretically and practically can be seen as follows:

1. Theoretical Significance

a. The Students

The researcher expects that this research can help them to find meaningful strategies to solve their problem in writing skills such as

word wall game. There is having many activities the students can use for learning.

b. The Teacher

The researcher expects the result of this study can be used by the teacher as reference and feedback for effective in learning. Hopefully, the result of this study can be used to enhance their knowledge in use of various techniques or strategies in teaching writing, and the learners more focus in learning.

c. The Researcher

The researcher expects this result of this study will facilitate then as reference in conducting further study about teachers' activity in supporting student learning and teaching writing.

d. The Reader

The researcher hopes that this study can provide readers with useful knowledge about teaching writing skills using word wall and getting the required benefits from it.

2. Practically Significance

a. The Students

The result of this study do not just can stimulate their ability in learning English especially writing ability. It is also make students' feel fun in the teaching learning process because word wall have many activities. It is hoped able to improve their abilities.

b. The Teacher

The researcher expected this result of this study can be used to enhance their knowledge in use of various techniques or strategies in teaching writing. Hopefully, the teacher can more easily in teaching learning process through word wall.

c. The Researcher

The author hopes that researchers can provide information on whether to improve students' writing skills by using word walls or not.

d. The Reader

The researcher expects that the reader can get a new information and knowledge about using word wall as learning media. The research hopes that the reader can applied well, word wall can be more fun learning activities.

H. Definition of Key Term

In order to clarify the key terms used in this study, some definitions are put forward:

1. Students' Writing Skills

Student writing skills are an important instrument for assessing students' success in learning.

2. Writing Ability

Writing ability is the skill of putting together what you think and what you want to say using words, which a person who reading it is able to

know your thoughts, ideas and feelings as near to what you want to convey.

3. Word Wall

Word walls are designed to support the teaching of words and the teaching of how words "work". As reference points for students, word walls promote independent reading and writing.

4. Writing

Writing as one of the four basic skills in English (listening, speaking, reading, and writing) is the important thing to study by students' when they are learning English.

5. Improve

Improve is you have increase something better as by revision, addition or change. When you improve something, you make it better or have been updated in some way.

6. Using

Using is taking or holds something into action with the purpose of achieving a result.

7. Game

Game is the activity to involving skill or changes something on the part of two or more persons. Every game has the rules. Who is plays the game must to comply with these rules.