

USING WORD WALL FOR IMPROVING STUDENTS' WRITING "WHAT ARE YOU DOING"

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Abstract: The objectives of study is to investigate whether students' wrting skills is improved in using "what are you doing" material through *word wall* as media of students of the eighth year at SMP Negeri 2 Sumowono. The difficulties to write sentences and developing ideas, poor understanding about grammar and lack of vocabulary, lack of interest in learning tenses made them confused as writing can be a means for creation mode in supporting, learning, or testing grammar structural concepts. Observation checklist and the test are used to get data of the research. The research results showed that the implementation of word wall was successful to improve progressively in eaach of the cycle I and the cycle II by knowing the passing grade, that is 70. The result of the mean of the pre-test in the cycle I is lower than the mean of the post-test. T-test result in cycle I is 13,899, in cycle 2 are 14,668. While the t-test in the cycle II is higher than the t-test of the cycle I. In conclusion, the writers can conclud that word wall can be used as media to improve the students' writing ability in "what are you doing" at SMP Negeri 2 Sumowono.

Keywords: *Writing; Grammar; Word Wall; Media.*

Introduction

Language is a system of symbols to communicate between one people to other people. Kreidler¹ states that the symbols may be vocal symbol, written, or signed with the hands. Additionally, he says that

¹ Kreidler, Charles. W. *Introducing English Semantics*. London: Routledge, 1998.p.19

people who use a language to communicate with one another constitute a society, a language community and the English language community, for instance. Rizkiyanto² says to communicate between communities; people use language because it is a very important thing for social life. Ramelan³ argued people can reveal their prospects and opinions to other people when they need support, so that other people can be supported by a language.

In the era of globalization, English is one of the languages which is used as a lingua franca, a means for connecting public communication, and the most appropriate language to be used in education area. Penjak & Karninčić⁴ stated that English is learnt not only for the communication but also for the bridge between the national and global context. Therefore, learning English in Indonesia is an obligation for the students in all levels, namely Elementary school, Junior High School, and Senior High School.⁵

In English education there are four skills to be understood. Brown⁶ identified English language teaching in four skills, namely listening, speaking, reading and writing. Richards⁷ states that speaking and writing are classified as the active/productive skills while reading and listening are classified as the passive/receptive skills. In this research, writers focused on the writing skill.

In learning writing, it is important to know that it is one of the language skills as it is defined by Harmer⁸ as a process and the influence of genre force. It is a method of thinking of particular audience and occasion. Javed stated that the students start learning to communicate through written method as they create to interact with others at school

² Rizkiyanto, Aditya. *Comparison between Using Authentic Song Lyrics and Pictures as Media to Teach Students' Writing Competence of Narrative Text*. Journal of English Language Teaching, Vol: 3 (1), 2014. Accessed on April 30th 2019. P.2

³ Ramelan. *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press, 1992.p.8

⁴ Penjak, A. &Karninčić, H. *Attitudes, Motivation and Parental Encouragement in Learning English as a foreign language: the Croatian context*. Journal of Foreign Languages, Cultures, and Civilizations, 3(2): 17-23, 2015. P.17

⁵ Lie, A. *Education Policy and EFL Curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Test Scores*. TEFLIN Journal, 18(1), 01-15, 2007.p.2

⁶ Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd Edition*. New york: Longman, 2001. p.232

⁷ Richards, Jack. C. & Schmidt, Richards. *Dictionary of Language Teaching and Applied Linguistics. Fourth Edition*. New York: Longman, 2010. p.322

⁸ Harmer, J. *How to Teach Writing*. Essex: Longman Group, 2004. P.4

level. Massi⁹ defined writing as a transmission process of ideas from an addresser to an addressee via text.

Based on the basic competency in curriculum 2013 for junior high school, especially in learning writing, students are expected to write for example, letters, short messages, greeting cards, present continuous tense sentence, report, recount texts and narrative texts. In producing those writing products, especially on present continuous tense or “What Are You Doing” material based on When English Rings a Bell VIII grade book, students have to achieve 3.8 basic competency, as stated as follows: “being able to apply the social functions, text structures, and the linguistic elements of the spoken and written text of interaction which involves how to express giving and asking for information in relation to the actions and events that is being conducted based on the context of its use, reminder the generic structure of present continuous tense and 4.8 basic competency “Creating simple spoken, transactional and short written interactional text which involves the expressions for giving and asking for information in relation to the activity or event which takes place when it is spoken, with attention to the social function, text structure, and the linguistic elements and the context”.¹⁰

Curriculum 2013 implemented scientific approach (observing, questioning, data collecting, associating, and communicating) which is supported by other several innovative approaches such as problem-based learning, discovery learning, explorative learning, project-based learning, and so on. Most of them referred to the meaning of natural according to human nature student-centered, authentic, contextual, and meaningful to the lives of students’ every day.

The result of the interview with the research collaborator on Thursday, January 10th 2019, the writers then took the eighth-year students in the context of teaching-learning through word wall. Syam¹¹ stated that word wall is continuing, organized display of key words that provides visual reference for students throughout a unit of study or a term. In the interview with the teacher, the writers asked the students’

⁹ Massi, Maria Palmira. *Interactive Writing in the EFL Class: A Repertoire of Tasks* Available at <http://iteslj.org/Techniques/Massi-WritingTasks.html>, 2001. Accessed on May 2nd 2019.p1

¹⁰ Depdiknas, Indonesian Educational Department 2017:32-33, Curriculum 2013.p32

¹¹ Syam, Rahmat. *The Effectiveness of Using Word Wall in Teaching Simple Present Tense at The First Year Students of Junior High School 1 Parigi*. Vol. 1 (2): 285-298, 2015. p.287

response during process teaching-learning. The English teacher said that the problem in process teaching-learning was students less attention to the teacher's explanation about lesson.

The next question was about the problem in teaching the basic competence. The English teacher said that teaching tenses is so hard, because the students were not interested when learning about tenses. Many students think that tenses made them confused.

The third question was about the most difficult skill among the four skills. According to the respond given by the English teacher is that writing was the difficult skills when teaching english. One of the important skills to be learned by students was writing. In the fact, that students' writing skill was not good enough, especially in writing a sentence.

The fourth question was about the problem in learning English, especially in writing subject. The English teacher said that the problem was the students' get difficulties to write a sentence and developing idea, the students' understanding about grammar was not good enough in grammar structural and they were lack of vocabulary. It gave the impacts in students' writing skills and made them get bad score in writing skill.

The fifth question was about the Minimum Passing Grade (KKM) of English subject at SMP Negeri 2 Sumowono. The English teacher said that the the Minimum Passing Grade (KKM) of English subject was 70. In SMP Negeri 2 Sumowono, there are at least 50% of students did not reach the minimal score of the passing grade (KKM).

The results of the interview with English teacher, actually writing was the most difficult skills for students, there are some factors including; students did not pay attention to the teacher in the classroom. Second, the basic competence was about tenses, but the students were not interested in learning about tenses. Third, writing was the most difficult skills and the students' achievement were still low. Fourth, the students' got difficulties in writing sentences and developed idea, the students' understanding about grammar was low, and also, they were lack of vocabulary.

In order to solve these problems, the use of appropriate media in teaching writing is important, especially to write sentence in Present Continuous Tense. To improve students writing abilities, the writer used *word wall* as media to improve students' writing abilities. Harmer¹²

¹² Harmer, J. *How to Teach Writing*. Essex: Longman Group, 2004. P.4-5

stated that writing stages including the process of writing which consists of the activity for planning, write the draft, making revision of the draft and editing the products.

In language teaching, learning materials which include the use of different kinds of media such as visual and written, are sometimes known as mixed media. Media are the means for communicating messages and delivering process in teaching-learning, and then it can be an effective content to the learners. Kasihani¹³ stated that in learning activities, media can help the teacher in delivering the materials to the students in order that they can understand the material easily. Brummitt¹⁴ stated that helping students to understand the basic concept of grammar and categorize their words; teachers can create a word wall organized by part of speech (adjectives, adverbs, nouns, verbs).

The writers took simple present continuous tense for conducting a classroom action research (CAR) and it is chosen because the present continuous tense is appropriate to the English learning syllabus for the research. The topic chosen is used to describe actions in the time of talking and the future time to tell a plan. The time signals are used now, right now, at the moment, at the present, today, this morning, etc. Azar¹⁵ states that the present continuous tense expresses an activity that is in progress at the moment of speaking.

Theoretical Framework

1. Writing

Brown¹⁶ proposed that the skills of writing is used occasionally for supporting and checking grammar structural concepts. Harmer¹⁷ stated that in preparing some activities for students to write sentences as an opening to discussion activities, writing is very useful. Harmer¹⁸

¹³ Kasihani, K. E. *English for Young Learners*. Jakarta Bumi Aksara, 2010. p101

¹⁴ Brummit, J. *10 Great Word Wall Strategies for Classrooms*. Available at <http://www.k12reader.com/10-great-word-wall-strategies-for-classrooms.pdf>. 2012.

¹⁵ Azar, Betty. S. *Understanding and Using English Grammar. 2nd Edition*. New York: Prentice- Hall, Inc, 2001.p.3

¹⁶ Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd Edition*. New york: Longman, 2001:344)

¹⁷ Harmer, J. *The Practice of English Language Teaching, 3rd Edition*. Essex: Longman, 2008.p32

¹⁸ Harmer, J. *The Practice of English Language Teaching, 3rd Edition*. Essex: Longman, 2008.p45

states that writing is a complex classroom activity that must be done by students in leaning english based on the stages suggested.

2. Simple Present Continuous Tense

The simple present continuous tense is used to express an action that occurs at the moment of speaking.¹⁹ It is a temporary activity can be used to express actions at present, and perhaps ends at various theme in the upcoming. The time signals are used the present continuous tense is now, this week, this month, this year, this morning. Formula of Simple Present Continuous Tense is S + to be (am, are, is) + Verb ing.²⁰

3. Word Wall

Word wall is a group of words that are used for various ages, classified into types, and it is located on the wall of classroom for students to easily understand and study.²¹ Students are able to observe the words from all students' seats, because those are written in big size. Teachers used word wall as an instruction strategies and students used word walls as knowledge.²² Therefore, students used word walls for memorizing, learning, writing, and finishing their tasks.

The following are 5 stages of the implementation of word wall according to Tyson (2013): (a) Stage 1: Create word walls with your students. (b) Stage 2: Display the word on your way! (3) Stage 3: Change up your word walls! (4) Stage 4: Add images to accompany words. (5) Stage 5: Review and play games.

4. Media

According to Asnawir²³, media is something that gives messages and can stimulate the mind of feeling and student ability that can be encouraged by the existence of the learning process. Using media creatively can make students learn better and can improve their performance according to the goal of who wants to achieve.

¹⁹ Azar, Betty. S. *Understanding and Using English Grammar. 2nd Edition*. New York: Prentice- Hall, Inc, 2001.

²⁰ Aitken, Rosemary. *Teaching Tenses*. New York: Longman, 1992.p11

²¹ Syam, Rahmat. *The Effectiveness of Using Word Wall in Teaching Simple Present Tense at The First Year Students of Junior High School 1 Parigi*. Vol. 1 (2): 285-298, 2015.p.287-288

²² Harmon, J. M., Wood, Karen D., Hedrick, Wanda B., Vintinner, J., & Willeford T. *Interactive Word Walls: More than Just Reading and Writing on the Walls*. Journal of Adolescent & Adult Literacy. Vol: 52 (5), 2009.:401

²³ Asnawir., and Usman, Basyiruddin. *Media Pembelajaran*. Jakarta Selatan: Ciputat Press, 2002.

Review of Previous Study

In the previous of the study, the writers reviewed the other researches which were related to this study.

The first classroom action research was conducted by Aritonang.²⁴ It is focused for using word wall to improve students' achievements on vocabulary mastery. This media can help the learners to identify and encourage their learning independence by improving words to support students during their writing.

The second study was done by Kurniasih.²⁵ The objective of this research is using word wall to teach descriptive text. It is a pre-experimental study by taking the sample 28 students of SMA Koperasi Pontianak. The writer collected the data by using tests as the instrument. The findings showed that the score of pre-tests is 49 and it is still "poor". While the score of post-tests was 72.14 and it is considered as "Good". The result of the data analysis was that the extent of this study is 2,38 and that there is significant result after teaching writing about descriptive text using word wall as the media.

The research by Jasmine (2009).²⁶ The objective of this research is improved reading fluency of first grade students by investigating the use of word walls and word wall activities during station time over a four-week period. The methodology of this research is action research project designed. Word walls are bulletin panels that contain a collection of high-frequency or theme-related words and their activities contain games that emphasis on using the word wall to learn view words. It was found that word wall activities might have been one factor that supported high-frequency word recognition resulting in an increase of words read per minute.

After reviewing the previous researches, the gap among those researches was that they focused on improving vocabularies, writing skills in descriptive text, and reading fluency, one of the previous research implemented the pre-experimental study, while this study focused on the eighth grade basic competence especially on writing about what are you doing.

²⁴ Aritonang, Maria Marshinta. *Improving Students' Achievement on Vocabulary through Word Walls*. Medan: Universitas Negeri Medan, 2013.

²⁵ Kurniasih, Winda. *The Use of Word Wall Media in Teaching Descriptive Writing*. Pontianak: English Education Program FKIP Untan. 1-12, 2015.

²⁶ Jasmine, Joanne. & Schiesl, Pamela. *The Use of Word Walls and Word Wall Activities during Station Time over a Four-Week Period*. NJ: Caldwell College. Vol: 49 (4), 2009.

Research Method

In this research, the writers had the purposes to improve writing ability by implementing a classroom action research approach. Kunandar²⁷ stated that a classroom action research is systematic inquiry conducted by a teacher in the teaching and learning environment, to gather information about the ways in which their particular school operates, and classroom action research can solve the problem during the teaching-learning process.

This study is done in a classroom for improving students' writing abilities through *Word Wall* Media by following some steps. The writers implemented Kemmis and McTaggart's model. There are some steps by Kemmis and McTaggart's, namely planning, acting, observing, and reflecting (Burns, 1999:32).²⁸ This research followed a sequence of two cycles. Below is the figure of those steps:

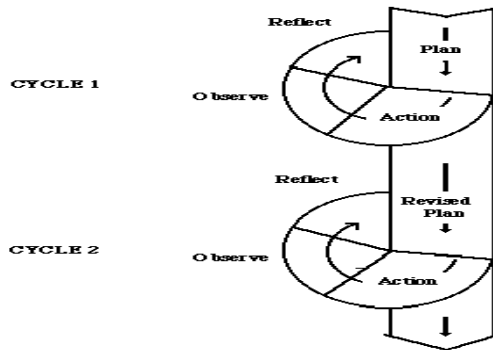


Figure 1.1: The Spiral Model by Kemmis and McTaggart

A classroom action research happens through a complementary and dynamic procedures containing of four steps, those are planning, action, observation and reflection.²⁹ All those steps can be explained as follows:

1. Cycle I

The writers planned the equipments before conducting the research, they are english syllabus of Junior High School, because

²⁷ Kunandar. *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: PT Rajagrafindo Persada, 2008.:41

²⁸ Burns, Anne. *Collaborative Action Research for English Language Teacher*. UK: Cambridge University Press, 1999:32

²⁹ Burns, Anne. *Collaborative Action Research for English Language Teacher*. UK: Cambridge University Press, 1999. p.32

it is used to arrange the lesson plans. It was used to guide the teaching-learning process as a control in the classroom activities. The writers also used observation checklists to know check the activities in the classroom. The teaching materials are simple present continuous tense was consisting of meaning, purpose, the generic structure, the language features, and the examples. The writers also prepared teaching aids such as students' worksheet, board-marker, picture (Verb), double-tape, paper, and handout for students (simple present continuous material). The writers conducted pre-tests and post-tests in different sessions of the actions.

The writers conducted the action for the treatment in two days. As the schools scheduled the writers to do the classroom action research there. The action of the cycle I consisted of two parts. The first parts were done on was done on Tuesday, July 23th, 2019 at 11.30 a.m. until 13.15 p.m. and the second part was done on Thursday, 25th July, at 11.30 a.m. until 13.15 p.m in the VIII-A class. In the first cycle, pre-test and treatment were done on the first day, and then the session of the treatment and the session for post-test were conducted in the second day. The writers as observers observed the teaching learning activities in the classroom. The writers had a collaborator took photos and recorded videos in all the activities of the first cycles for documentations.

The writers observed the teaching learning activities by using students' observation checklist and teachers' observation checklist. It was used to collect the qualitative data.

Table 4.1 Form the Result of Students' Observation Checklist Cycle I

No.	The students' activity	Yes	No
1.	Students paid attention to the teaching learning activities	√	
2.	Students asked questions to the teacher	√	
3.	Students responded to the questions raised by the teacher	√	
4.	Students accomplished the tasks provided by the teacher	√	

5.	Students were so enthusiastic in joining writing class	√	
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**Table 4.2 Form of Result Teacher's Observation Checklist
Cycle 1**

No.	The teacher' activity	Yes	No
1.	The teacher prepared the material completely	√	
2.	The teacher has greeted the students before the lesson began	√	
3.	The teacher checked students attendance	√	
4.	The teacher motivated students to be smart students	√	
5.	The teacher recalled the students related to the previous materials	√	
6.	The teacher explained the material	√	
7.	The teacher used of <i>Word Wall</i> as Media to teach writing abilities	√	
8.	The teacher provided opportunity for students to ask the questions	√	
9.	The teacher helped students' to solve their difficulties during learning	√	
10.	The teacher provided feedbacks to students after the lesson	√	

Moreover, to know the significant improvement in writing simple present continuous tense sentence, the writers calculated the data according to rubrics of writing. There were two aspects of writing in each correct answer is 10 and 0 to each wrong answer. Each aspect of writing simple present continuous tense sentence were given the point that were divided into four: Excellent, Good, Fair, and Poor.

Then, the writers analyzed the data of the tests conducted for the purpose of this study. After getting the results of all the tests then the writers calculated the number of students who passed the passing grade.

Table 4.3 the Pre-test and Post-Test in Cycle I

Criterion	Score of Pre-Test	Presentation of Pre-Test	Score of Post-Test	Percentage of Post-Test
<70	25	71,43%	10	28,57%
70	7	20%	14	40%
>70	3	8,57%	11	31,43%
Total	35	100%	35	100%

2) Descriptive Statistic Cycle I

Table 4.5 The Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pretest_1	35	30	90	55,71	15,957
Posttest_1	35	50	100	70,00	13,061
Valid N (listwise)	35				

In analyzing the data, the writers used SPSS 20.00. to calculate the deviation standard. The results of the calculation in cycle 1 were 55, 71 and the deviation standard was 15,957. While the mean of post-test in the Cycle I is 70,00 with deviation standard 13, 061. The quantity (N) of the students were 35.

(a) The Passing Grade of the Cycle I

In the cycle 1, it was found that the students' ability in writing simple present continuous tense improved and it can be seen from their English score. The results of calculating the mean of post-test was 70,00, it is higher than the mean of pre-test 55,71. As it is known that the passing grade was 70.

(b) Significant

The writers analyzed students' writing ability to know that they can improve it significantly. The results showed the level of significancy is 0.05 form the quantity (N) 35 and Df = N-1 (35-1=34). Therefore, the T-table is 2,032.

3) Paired Samples Test Cycle I

Table 4.6 Paired Samples Test Cycle I

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1: Posttest_1 - Pretest_1	14,286	6,081	1,028	12,197	16,375	13,899	34	,000

Paired-sample t-test were significant if sig. (2-tailed) value was < 0.05 and t-table was lower than t-test, while the paired-sample t-test would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was higher than t-test. T-test in the table above was 13,899 while t-table showed 2,032 for df 34 and significance 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0,000 and t-test was 13,899 thus, the sig. 2 (tailed) value < 0.05 and t-test was bigger than t-table. It means that H_a was accepted. For the quarrel of mean is 14,286. From the explanation above, it can be concluded that there is a significant improvement of students' ability in writing simple present continuous tense sentence using word wall.

From the explanation above can be seen that:

- T-test results in cycle I was 13,899.
- T-table ($\alpha=0,05$) from the df 34 is 2,032.
- T-test $>$ T-table = 13,899 $>$ 2,032.

As a reflection session, the writers and the teacher discussed about teaching learning process using word wall as media in VIII-A Class was not effective yet. The students were still confused in using the to be. The writers found that the students' writing ability had incorrect word choice, grammatical errors and low of vocabulary, especially in verb. However, the students were able to develop ideas in writing a sentence as it can be categorized improved. The writers can see the result of students' worksheet in all the tests and it seemed that they did not have any difficulty in developing ideas when the teacher used picture to write a verb,

then create simple present continuous tense sentence based on the verb in word wall.

The results of the reflection was that they did not reach the passing grade scores. The minimum passing grade (KKM) was 70, and the target of the passing grade was 85%, there were only 8,57% of students' pre-test score above the Minimum Passing Grade (KKM). Temporarily, about 31,43% of students' post-test score above the Minimum Passing Grade (KKM), so the writers decided to do the research for the next cycle.

2. Cycle II

After getting the results of the reflection in the first cycle, the writers went on to the cycle II:

The writers took some instruments to conduct the sessions of the research in this cycle such as the English syllabus of Junior High School to write the lesson plans. The writers wrote the lesson plan based on the problems found as the result of the cycle I. It was used to accomplish the activities in this research. The writers managed the time allotment and activities in the classroom. After that the writers used the observation checklist to observe the activities in the classroom. The teaching material which were chosen is simple present continuous tense containing meaning, purpose, the generic structures, language features, and examples.

The writers also provided several teaching aids, for example: students' worksheet, board-marker, picture (Verb), double-tape, paper, and handout for students (simple present continuous material). The tests items for pre-test and post-test were also written and were tested before implementing word wall in order to know students' mastery in writing simple present continuous tense sentence. Then, the writers conducted post-test after implementing *word wall* to measure students' achievements when using *word wall*.

The writers conducted the research in two days consisted of two parts. The first part was done on Tuesday, 30th July, 2019 at 11.30 a.m. until 13.15 p.m. by conducting pretest and the treatment and the second part was done on Thursday, 1st August, at 11.30 a.m. until 13.15 p.m. for having post-test for the VIII-A class. The writers observed them in the classroom. The writers asked the

assistant to take photos and videos in pre-test, treatment, and post-test for documentations.

In this second cycle, the writers similarly observed the teaching-learning process in the class by using the observation checklist to get the information related to the situation and the involvements of the students and the teachers activity during the research. Then the writers evaluated the sessions in the classroom and collected the data.

**Table 4.7 Form the Result of Students' Observation Checklist
Cycle II**

No.	The students' activity	Yes	No
1.	The students paid attention to the teacher's explanation	√	
2.	The students asked questions related to the materials taught by the teacher	√	
3.	The students responded to the questions	√	
4.	The students accomplished the tasks	√	
5.	The students being enthusiastic joining writing class	√	

**Table 4.8 Form the Result of Teacher's Observation Checklist
Cycle II**

No.	The teacher' activity	Yes	No
1.	The teacher taught the material to the students	√	
2.	The teacher opened the class by greeting them	√	
3.	The teacher checked students' attendance	√	
4.	The teacher gave students spirits and motivation	√	
5.	The teacher recalled the previous materials	√	
6.	The teacher explained students the material	√	
7.	The teacher taught using <i>Word Wall</i> for writing abilities	√	
8.	The teacher provided opportunity for students to ask the question	√	
9.	The teacher helped students' difficulties during learning	√	

10.	The teacher gave feedback after lesson	√	
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Moreover, to know the significant improvement in writing simple present continuous tense sentence, the writers calculated the scores of the tests in the second cycle according to rubric if scoring system. The two aspects of writing in each correct answer is 10 and 0 to each wrong answer. Each aspect of writing simple present continuous tense sentence were given the point and divided into four: Excellent, Good, Fair, and Poor.

Then, the writers counted the results of both tests as presented below:

- 1) The score of Pre-test and Post-test Cycle II
- From the students' score in the second cycle above, the writers can find the the number of students who passed the passing grade.

Table 4.10
Count of Passing Grade of the Pre-Test and Post-Test in the Cycle II

Criteria	Score of Pre-Test	Percentage of Pre-Test	Score of Post-Test	Percentage of Post-Test
<70	6	17,14%	3	8,57%
70	18	51,42%	1	2,86%
>70	11	31,43%	31	88,56%
Total	35	100%	35	100%

- 2) Descriptive statistic cycle II

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_2	35	50	90	71,43	10,042
Posttest_2	35	60	100	84,29	10,651
Valid N (listwise)	35				

The results of the analysis were that the mean of pre-test in the second cycle was 71,43 with deviation standard 10,042. While mean of post-test in the second cycle was 84,29 with deviation standard 10,651. The quantity (N) of the students is 35 students.

(a) The Passing Grade of the Cycle II

In the second cycle, the writers concluded that the students can improve their English achievement in writing simple present continuous tense with the mean of post-test 84,29, it is higher than the mean of pre-test 71,43. Similarly, the writers determines the passing grade is 70.

(b) Significant

The writers analyzes the data of all the tests by using SPSS 20.00.

Table 4.12 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Posttest_2 - Pretest_2	12,857	5,186	,877	11,076	14,638	14,668	,000

The results of calculating the paired-sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test, while it would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 14,668 while t-table showed 2,032 for df 34 and significancy 5%. The results can be found that the sig. 2 (tailed) value was 0,000 and t-test was 14,668 thus, the sig. 2 (tailed) value < 0.05 and t-test was bigger than t-table. The conclusion, H_a was accepted. For the quarrel of mean is 12,857. The writers can conclude that students made significant improvement on their ability in writing simple present continuous tense sentence using word wall.

From the explanation above can be seen that:

- (a) T-test cycle II is 14,668.
- (b) T-table ($\alpha=0,05$) from the df 34 is 2,032.
- (c) T-test > T-table = 14,668 > 2,032.

The teacher and the writers made reflection on the research of the second cycle. The students' scores and the observations checklists were used to make an accurate reflection. In the cycle II, the teacher emphasized learning material about the some verbs and formula of simple present continuous tense. The teacher similarly delivered the material by implementing the *word wall*. The writers and the teacher discussed about the results of the second cycle which were successful enhanced.

The KKM for English subject is 70 and the students' achievemem in the pre-test cycle II, there are 82,85% of the students who get the score which passed and higher than KKM, and in the post-test were 91,42% and the students passed the KKM. In conclusion, there was a significant improvement of using word wall as media at the eighth-grade students of SMP Negeri 2 Sumowono. Finally, the teacher and the writers end the cycle because 88,56% of the students passed above the passing grade (KKM).

Conclusion

After analyzing the data, the writers concluded that using *word wall* as media in writing abilities which were done in two cycles showed that there is an improvement of the students that can be seen on the observation checklist and the result of test on both cycles. The word wall is appropriate as one-way teaching writing ability in order to improve students writing ability for the eighth-grade students at SMP Negeri 2 Sumowono.

In this study the writers implemented pre-test, the teaching sessions, and post-test. The eighth-grade students' writing ability was analyzed and they can improve their writing ability. The implementation of word wall could improve the eighth-grade students writing ability on present continuous tense material by implementing word wall as media in the class.

After analyzing the students' score in each cycle, the writers concluded that there was significant improvement on their writing ability. The writers showed the results of calculation of each cycle. In

the cycle I, the mean of pre-test was 55,71 and the mean of post-test was 70,00. In this cycle, 71,43% students still got poor score. The mean of pre-test was lower than the mean of post-test. It means there was significant improvement. In this research, the writers used significant level 0,05%. The value of T-table was 2,032. After calculating the students' score, the writers found that the value of T-test was 13,899. The value of T-test was higher than T-table. Then, the writers concluded that word wall which was used in teaching "what are you doing" material was able to improve students' writing ability. While there was not any improvement yet in the first cycle, because the eighth-grade students did not passed the grade 70, then the writers conducted cycle II.

In the cycle II, the mean of pre-test was 70,00 and the mean of post-test was 84,29. In this cycle, 88,56% the eighth-grade students got excellent score. The mean of pre-test was lower than the mean of post-test. It means there was significant improvement. In this research, the writers used significant level 0,05%. The value of T-table was 2,032. After calculating the students' score, the writers found that the value of T-test was 14,668. The value of T-test was higher than T-table. Lastly, the writers ended the cycle because VIII A-class at SMP Negeri 2 Sumowono was passed the passing grade 70.

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