

**THE EFFECT OF WORD WALL METHOD IN WRITING  
PROCEDURE TEXT AT THE IX GRADE STUDENTS  
OF MTsN 2 TAPANULI SELATAN**



**A Thesis**

*Submitted to the English Educational Department of State Islamic  
University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree of  
Education (S.Pd) in English Department*

**Written by:**

**SAYIDAH ISNAINI PASARIBU**

**Reg. No. 18 203 00119**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2025**



**THE EFFECT OF WORD WALL METHOD IN WRITING  
PROCEDURE TEXT AT THE IX GRADE STUDENTS  
OF MTsN 2 TAPANULI SELATAN**



**A Thesis**

*Submitted to the English Educational Department of State Islamic  
University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree of  
Education (S.Pd) in English Department*

Written by:

**SAYIDAH ISNAINI PASARIBU**  
**Reg. No. 18 203 00119**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
2025**

**THE EFFECT OF WORD WALL METHOD IN WRITING  
PROCEDURE TEXT AT THE IX GRADE STUDENTS  
OF MTsN 2 TAPANULI SELATAN**



**A Thesis**

*Submitted to the English Educational Department of State Islamic  
University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree of  
Education (S.Pd) in English Department*

Written by

**SAYIDAH ISNAINI HASARIBU**

Reg. No. 18.203.00119

**ADVISOR I**

**ADVISOR II**

Zainuddin, M.Hum.

Sri Minda, M.Hum.

NIP. 19760610 200801 1 016

NIP. 19880118 202321 2 003

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF SYEKH ALI  
HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2025**

## LETTER OF AGREEMENT

Term: Thesis  
a.n Sayidah Isnaini Pasaribu

Padangsidempuan, 22 May 2025  
to:  
Dean Tarbiyah and Teacher Training Faculty  
In-  
Padangsidempuan

*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

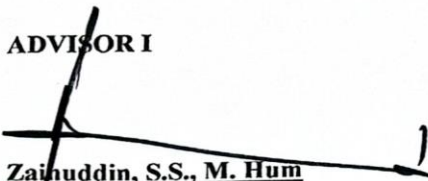
After reading, studying and giving advice for necessary revise on thesis belongs to *Sayidah Isnaini Pasaribu*, entitled "*The Effect of Word Wall Method in Writing Procedure Text at The IX Grade Students of MTsN 2 Tapanuli Selatan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

ADVISOR I

  
Zainuddin, S.S., M. Hum  
NIP. 19760610 200801 1 016

ADVISOR II

  
Sri Minda, M. Hum  
NIP. 19880118 202321 2 033

### **DECLARATION OF THESIS COMPLETION**

The name who signed here:

Name : Sayidah Isnaini Pasaribu  
Registration Number : 18 203 00119  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
The Title of Thesis : The Effect of Word Wall Method in Writing  
Procedure Text at The IX Grade Students of MTsN 2  
Tapanuli Selatan

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan article 14 subsection.

I do this declaration truthfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in students' academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidempuan, 27 May 2025  
Declaration maker,



**Sayidah Isnaini Pasaribu**  
Reg. Num. 18 203 00119

**APPROVAL STATEMENT FOR PUBLICATION OF FINAL TASK  
FOR ACADEMIC CIVITY**

---

As Academic Civity of The State Islamic University of Syekh Ali Hasan  
Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Sayidah Isnaini Pasaribu  
Registration Number : 18 203 00119  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
Kind : Thesis

For development of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan *Non Exclusive Royalty Right* on my thesis entitled: **"The Effect of Word Wall Method in Writing Procedure Text at The IX Grade Students of MTsN 2 Tapanuli Selatan"** with all sets of equipments (if needed). Based on this *Non Exclusive Royalty Right*, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in database form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right.

Above all, this statement is made truthheartedly to be used properly.

Made in : Padangsidimpuan  
Date : 28 May 2025  
Signed,

**Sayidah Isnaini Pasaribu**  
Reg. Num. 18 203 00119





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faxmile (0634) 24023

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Sayidah Isnaini Pasaribu  
Registration Number : 18 203 00119  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
The Title of Thesis : **The Effect of Word Wall Method in Writing Procedure  
Text at The IX Grade Students of MTsN 2 Tapanuli  
Selatan**

Chief,

Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

Secretary

Sri Rahmadhani Siregar, M.Pd.  
NIP. 19860506 202321 2 045

Members,

Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

Sri Rahmadhani Siregar, M.Pd.  
NIP. 19860506 202321 2 045

Sri Minda, M.Hum.  
NIP. 19880118 202321 2 003

Yusni Sinaga, S.Pd., M.Hum.  
NIP. 19700715 200501 2 010

Proposed:

Place : Padangsidempuan  
Date : June, 4<sup>th</sup> 2025  
Time : 08.00 WIB until finish  
Result/ Mark : 78.75/B  
IPK : 3.52  
Predicate : Dengan Pujian



RELIGION MINISTRY REPUBLIC OF INDONESIA  
STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY  
Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733  
Phone (0634) 22080 Fax (0634) 24022

#### LEGALIZATION

**Title Thesis** : The Effect of Word Wall Method in Writing Procedure Text at The IX Grade Students of MTsN 2 Tapanuli Selatan  
**Written By** : Sayidah Isnaini Pasaribu  
**Reg. Num** : 18 203 00119

The thesis has been accepted as a partial fulfilment for graduate the degree of education (S.Pd) in English.



Padangsidempuan, 11<sup>th</sup> January 2024

Dr. Lalya Hilda, M.Si  
NIP.19720920 200003 2 002



Name : Sayidah Isnaini Pasaribu  
Reg. Number : 1820300119  
Faculty : Tarbiyah and Teacher Training Faculty  
Tittle of Thesis : The Effect of Word Wall Method in Writing Procedure  
Text at The IX Grade Students of MTsN 2 Tapanuli Selatan

### **ABSTRACT**

This research is focussed on the effect of word wall method in writing procedure text at the ninth grade students of MTsN 2 Tapanuli Selatan. The problems that faced by students in writing ability are: the students had difficulty to generate their ideas based on their imagination and experiences only when they wrote a procedure text, they could not arrange the procedure text in a good order, and some of students are not interested and do not pay attention to learn possibly due to the lack of variety in the teaching methods or medias used. The purpose of this research is to examine the word wall significantly affects on students' writing ability at the ninth grade students of MTsN 2 Tapanuli Selatan. Quantitative research with experimental by using pretest-posttest control group design is the method of the research. The data were collected through pre-test and post-test in writing test and analyzed by using independent sample T-test. Next, the result of this research showed that mean score of experimental class is higher than mean score of control class after using word wall. Then, the mean score of experimental class in pre-test is lower than in post-test. It can be concluded that word wall affects students' ability in writing procedure text. In addition, the result of the data analysis showed a significant difference between the two groups. So,  $H_a$  is accepted and  $H_o$  is rejected, which means word wall significantly affects students' ability in writing procedure text at the ninth grade students of MTsN 2 Tapanuli Selatan.

*Key Words : Word Wall, Writing, Procedure Text*

Nama : Sayidah Isnaini Pasaribu  
NIM : 1820300119  
Fakultas : Fakultas Tarbiyah dan Keguruan  
Judul Skripsi : Pengaruh Metode Word Wall terhadap Penulisan Teks  
Prosedur pada Siswa Kelas IX MTsN 2 Tapanuli Selatan

### **ABSTRAK**

Penelitian ini difokuskan pada pengaruh metode word wall dalam menulis teks prosedur pada siswa kelas IX MTsN 2 Tapanuli Selatan. Permasalahan yang dihadapi siswa dalam kemampuan menulis antara lain: siswa mengalami kesulitan dalam mengembangkan ide berdasarkan imajinasi dan pengalaman mereka saat menulis teks prosedur, mereka belum mampu menyusun teks prosedur dengan urutan yang baik, serta sebagian siswa kurang tertarik dan kurang memperhatikan proses pembelajaran, yang kemungkinan disebabkan oleh kurangnya variasi dalam metode atau media pembelajaran yang digunakan. Tujuan dari penelitian ini adalah untuk mengkaji apakah word wall berpengaruh secara signifikan terhadap kemampuan menulis siswa kelas IX MTsN 2 Tapanuli Selatan. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen menggunakan desain pretest-posttest control group. Data dikumpulkan melalui tes tulis berupa pre-test dan post-test, kemudian dianalisis menggunakan uji T sampel independen. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol setelah penggunaan media word wall. Selain itu, nilai rata-rata kelas eksperimen pada pre-test lebih rendah dibandingkan dengan post-test. Hal ini menunjukkan bahwa word wall berpengaruh terhadap kemampuan menulis teks prosedur siswa. Hasil analisis data juga menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Dengan demikian, hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_o$ ) ditolak, yang berarti word wall secara signifikan berpengaruh terhadap kemampuan menulis teks prosedur siswa kelas IX di MTsN 2 Tapanuli Selatan.

*Key Words : Word Wall, Menulis, Teks Prosedur*

## ملخص البحث

الاسم : سيدة إسنيي باساريو  
رقم التسجيل : ١٨٢٠٣٠٠١١٩  
عنوان البحث : تأثير طريقة جدار الكلمات على كتابة النصوص الإجرائية لدى تلاميذ الصف التاسع  
في الصف التاسع من المرحلة المتوسطة ٢ جنوب تابانولي

ركزت هذه الدراسة على أثر طريقة حائط الكلمات في كتابة النصوص الإجرائية في الصف التاسع بالمدرسة الثانوية ٢ جنوب تابانولي. وتتضمن المشاكل التي يواجهها الطلاب في مهارات الكتابة: صعوبة الطلاب في تطوير أفكارهم المبنية على خيالهم وخبرتهم عند كتابة النصوص الإجرائية، وعدم قدرتهم على تأليف النصوص الإجرائية بترتيب جيد، وقلة اهتمام بعض الطلاب بالعملية التعليمية وعدم اهتمامهم بها، وقد يكون سبب ذلك عدم التنوع في أساليب التعلم أو الوسائط المستخدمة. الغرض من هذه الدراسة هو دراسة ما إذا كان لجدار الكلمات تأثير كبير على القدرة الكتابية لطلاب الصف التاسع في مدرسة تسناوية ٢ جنوب تابانولي. هذا البحث عبارة عن بحث كمي باستخدام الأسلوب التجريبي باستخدام تصميم مجموعة تحكم قبل الاختبار وبعده. جُمعت البيانات من خلال اختبارات كتابية على شكل اختبار قبلي واختبار بعدي، ثم تم تحليلها باستخدام اختبار العينة المستقلة T. أظهرت النتائج أن متوسط درجات الفصل التجريبي كان أعلى من الفصل الضابطة بعد استخدام وسائط حائط الكلمات. بالإضافة إلى ذلك، كان متوسط درجات الفصل التجريبي في الاختبار القبلي أقل من الاختبار البعدي. وهذا يدل على أن جدار الكلمات له تأثير على قدرة الطلاب على كتابة النص الإجرائي. كما أظهرت نتائج تحليل البيانات وجود فرق كبير بين المجموعتين. وبالتالي، تم قبول الفرضية البديلة ورفض الفرضية الفارغة، مما يعني أن جدار الكلمات يؤثر بشكل كبير على قدرة طلاب الصف التاسع في مدرسة المدرسة التسناوية ٢ جنوب تابانولي على كتابة النصوص الإجرائية.

الكلمات المفتاحية جدار الكلمات، الكتابة، النص الإجرائي



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, all praise and gratitude are due to Allah SWT, the Almighty, for His endless blessings, guidance, and mercy, which have guided and strengthened me throughout the entire process of this journey. Furthermore, sholawat and salam may always be upon the Prophet Muhammad SAW, the last messenger of Allah, who brought us from the darkness era into the brightness era.

I would like to express my sincere gratitude to all parties who have contributed and supported me in their own unique way throughout the completion of this thesis. Therefore, I would like to respectfully express my deepest gratitude to the following people :

1. Mr. Zainuddin S.S, M.Hum as the first advisor, and Mrs. Sri Minda, M. Hum as the second advisor who have guided me patiently and also have given me a million suggestions and ideas during the process of writing and finish the thesis.
2. Mrs. Fitri Rayani Siregar, M. Hum, as the Chief of English department.
3. Special big thanks to the Rector of UIN Syekh Ali Hasan Ahmad Addary, Vice Chancellor I for academic and institutional Development, Vice Chancellor II for General Administration, Planning and Finance, and Vice Chancellor III for students affair and Cooperation.
4. Thanks are to Dean of Tarbiyah and Teacher Training Faculty as the vices.
5. Big thanks to all lecturers, all academic cavities, to chief of library and staff of UIN Syekh Ali Hasan Ahmad Addary who had given so much knowledge and helped during I studied in this university.
6. I am deeply thankful to my dearest parents (Timaria Daulay & Zulkifli Pasaribu). I truly could not have made it this far without their never-ending love, support, prayers, and sacrifices., this Bachelor's degree is wholeheartedly dedicated to them. To my older and younger siblings, as well as my entire

family, I am sincerely grateful for their consistent support, motivation, and prayers that accompanied me through the thesis process.

7. The chief of the school, teachers and all my respondents at IX-2 and IX-3 of MTsN 2 Tapanuli Selatan.
8. Thank you so much to all my bestfriends, Ayu Ashari, Kiki Alipia Ritonga, Khairun Nisa, and Nur Adillah for helped and supported me through the ups and downs to finished my thesis.
9. Thanks to all my friends in TBI-1 that I could not mention one by one, these four years have been full of wonderful memories I'll always cherish.
10. To my self, thanks for all the effort, patience, and late nights. I'm proud of how far I've come.

I realize that there are still many shortcomings in this thesis. Therefore, I would be grateful for correction to level up this thesis.

Padangsidimpuan, May 2025  
Researcher,

Sayidah Isnaini Pasaribu  
Reg. No. 1820300119

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE</b>	
<b>LEGALIZATION OF ADVISORS</b>	
<b>AGREEMENT OF ADVISORS</b>	
<b>DECLARATION OF ACADEMIC CIVITY</b>	
<b>SCHOLAR MUNAQOSYAH EXAMINATIO</b>	
<b>APPROVAL STATEMENT FOR PUBLICATION</b>	
<b>LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER</b>	
<b>TRAINING FACULTY</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>LIST OF APPENDIXES.....</b>	<b>x</b>

### CHAPTER I: INTRODUCTION

A. The Background of the Problem.....	1
B. The Identifications of the Problem .....	6
C. The Limitation of the Problem .....	6
D. The Formulations of the Problem.....	7
E. The Objectives of the Research .....	7
F. The Significances of the Research .....	8
G. The Definition of Operational Variables .....	8
H. The Outline of the Thesis .....	9

### CHAPTER II: THEORITICAL DESCRIPTION

A. The Theoretical Description.....	11
1. General Concept of Writing .....	11
a. The Definition of Writing.....	11
b. The Process of Writing .....	12
c. The Aspects of Writing.....	14
2. Procedure Text .....	17
a. The Definition of Procedure Text .....	17
b. The Social Function of Procedure Text.....	18
c. The Generic Structure of Procedure Text .....	19
d. The Language Feature of Procedure Text .....	20
3. Word Wall .....	21
a. The Definition of Word Wall .....	21
b. The Importance of Using Word Wall .....	23



c. The Steps Teaching Writing Procedure Text with Word Wall Strategies.....	24
d. The Advantages Disadvantages of Word Wall.....	26
B. The Review of Related Findings.....	27
C. The Conceptual Framework.....	31
D. The Hypothesis.....	32

### **CHAPTER III: RESEARCH METHODOLOGY**

A. The Place and Time of the Research.....	33
B. The Research Design.....	33
C. The Population and Sample .....	34
D. The Instrument of Collecting Data.....	35
E. The Validity and Realibility .....	36
F. The Procedure of Collecting Data.....	37
G. The Technique of Analysis Data.....	40

### **CHAPTER IV: RESULT OF THE RESEARCH**

A. The Description of Data .....	43
B. The Data Analysis .....	54
C. The Hypothesis Test .....	56
D. The Discussion .....	57
E. The Limitation of the Research.....	59

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A. The Conclusions.....	61
B. The Suggestions .....	61
C. The Implication .....	62

### **REFERENCES**

### **CURRICULUM VITAE**

### **APPENDIXES**

### **DOCUMENTATION**

## LIST OF TABLES

	<b>Page</b>
Table III.1 The Pretest-Posttest Control Group Design .....	33
Table III.2 The Population of The Grade Ninth.....	34
Table III.3 The Sample of The Research .....	35
Table III.4 The Instrument of Writing Ability in Procedure Text .....	35
Table III.5 The Indicator of Students' Writing Procedure Text.....	36
Table III.6 The Procedure of Collecting Data.....	39
Table IV.1 The Score of Experimental Class in Pre-Test.....	43
Table IV.2 The Frequency Distribution of Experimental in Pre-Test .....	44
Table IV.3 The Score of Control Class in Pre-Test .....	46
Table IV.4 The Frequency Distribution of Control Class in Pre-Test .....	47
Table IV.5 The Score of Experimental Class in Post-Test .....	49
Table IV.6 The Frequency Distribution of Experimental in Post-Test.....	50
Table IV.7 The Score of Control Class in Post-Test.....	52
Table IV.8 The Frequency Distribution of Control Class in Post-Test.....	52
Table IV.9 The Normality Test in Pre-Test .....	54
Table IV.10 The Normality Test in Post-Test.....	55
Table IV.11 The Homogeneity Test in Pre-Test.....	55
Table IV.12 The Homogeneity Test in Post-Test.....	56
Table IV.13 The Result of T-Test in Post-Test.....	57

## LIST OF FIGURES

	<b>Page</b>
Figure I.IV.1 The Data Description Pre-Test of Experimental Class .....	45
Figure II.IV.2 The Data Description Pre-Test of Control Class .....	48
Figure III.IV.3 The Data Description Post-Test of Experimental Class .....	51
Figure IV.IV.4 The Data Description Pre-Test of Control Class.....	53



## **LIST OF APPENDIXES**

Appendix 1	Rencana Pelaksanaan Pembelajaran Experimental Class
Appendix 2	Rencana Pelaksanaan Pembelajaran Control Claa
Appendix 3	The Instrument of Pre-Test
Appendix 4	The Instrument of Post-Test
Appendix 5	The Validity and Reliability of Pre-Test
Appendix 6	The Validity and Reliability of Post-Test
Appendix 7	The Score of Experimental Class on Pre-Test
Appendix 8	The Score of Control Class on Pre-Test
Appendix 9	The Score of Experimental Class on Post-Test
Appnedix 10	The Score of Control Class on Post-Test
Appendix 11	The Normality, Homogeneity, and T-Test of Pre-Test
Appendix 12	The Normality, Homogeneity, and T-Test of Post-Test
Appendix 13	The Experimental Class Pre-Test
Appendix 14	The Control Class Pre-Test
Appendix 15	The Experimental Post-Test
Appendix 16	The Control Class Post-Test
Appendix 17	The Mean, Median, Modus of Experimental in Pre-Test
Appendix 18	The Mean, Median, Modus of Control Class in Pre-Test
Appendix 19	The Mean, Median, Modus of Experimental in Post-Test
Appendix 20	The Mean, Median, Modus of Control Class in Post-Test

## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

According to Nunan in Harni, Mawarni, and Anjar, writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.<sup>1</sup> It indicates that the students are expected to explore the ideas and arranging into good paragraph. Writing is a progressive activity, it means that when students first write something down, they have already been thinking about what they are going to say and how they are going to say it.

Patel and Jain state that “writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students’ expression at higher stage.”<sup>2</sup>

The purpose of writing is to amuse and entertain. Writing can be applied in a variety of ways in daily lives. In writing, students gain independence, comprehensibility, fluency, and originality. If students acquire these skills, they will be able to write in such a way, that not only they can read what they have written.

---

<sup>1</sup> Harni Basonggo, et al, “Developing Writing Skill of Grade VIII Students Through Personal Letter” *e-Journal of English Language Teaching Society (ELTS)*, Vol. 4 No. 1 (2016). <https://www.neliti.com/id/publications/243210/developing-writing-skill-of-grade-viii-students-through-personal-letter>

<sup>2</sup> Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher And Distributors, 2008) P.125.

In writing, students must understand text genres and students should know various types of genres such as narrative, descriptive, report, explanation, exposition, procedure, spoof, and recount text. The curriculum of English today is based on the texts which that students are expected to be able to write them, and one of the genres taught is procedure text. In this research, the writer focused on procedure text.

Procedure text is a place where the text gives us interactions to do something, how something is accomplished through a sequence of actions or steps or how something is achieved through a sequence of actions or steps.<sup>1</sup> There are two types of procedure text based on the generic structure, they are: how to make something and how to operate something.<sup>2</sup> How to make something that text needs materials and ingredients to achieve the process. In common, the type of procedure on how to make something consist of three parts, they are; goal, materials or ingredients, and steps. How to operate something that text does not need materials or ingredients, it just shows the actions or steps in order to complete the process.

Based on the explanation above, students should be able to write procedure text well. It means, students are expected to be able to access the knowledge by using language skill in order to prepare and educate students

---

<sup>1</sup> Rayendriani Fahmei Lubis, Nur Khoiria Hasibuan, "Students' Writing Procedure Text Mastery" *English Journal for Teaching and Learning*, Vol. 08 No. 2 (December 2020) P. 167. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/3238>

<sup>2</sup> Tari Kurnia Putri, Saunir Saun., "An Analysis of The Second Year Students' Ability in Writing A Procedure Text of A Recipe at SMK N 9 Padang" *Journal of English Language Teaching*, Volume 8 No. 3 (September 2019), P. 337. <https://103.216.87.80/index.php/jelt/article/download/105222/102216>

to be ready to become human resources who have the competencies needed by employment. This goal can be achieved only if students are able to complete this learning well.

However, in fact students' writing achievement is low. It is happen because there are some problems in students' writing ability. Many factors can influence the level of a student's ability to write, such as internal and external factors. Internal factors consisted of talent, interest, motivation, personality, etc. External factors consisted of teacher's ability, facility of school, learning media as a computer, education program, and learning game. In addition, the game used by the teacher is a conventional game that makes students have less interest that affects their ability to write correctly. The teacher just explained the function of grammar without a chance to apply it.

Based on an interview with the English teachers who teach English at IX grade MTsN 2 Tapanuli Selatan, it was found some facts. First, Mrs. Hartati Gultom as an English teacher stated that students have difficulty to develop their ideas in writing, lack of ideas and how to write correctly and less understand about the generic structure and the language features of a text. Second, they are lack of vocabulary and grammar and could not arrange the text in a good order.<sup>3</sup>

---

<sup>3</sup> Hartati Gultom, "Private Interview to Teacher of At The IX Grade MTSN 2 Tapanuli Selatan" (Sipagimbar: MTsN 2, June 20th, 2023).

Then, based on information from the students at ninth grade MTsN 2 Tapanuli Selatan, the researcher found some problems faced by the students in learning writing. Rika Aprilia said that the students are lack in grammar, they less practice in writing, so they felt hard to organize the words into the sentences and the students don't have a strong motivation in writing.<sup>4</sup>

Considering the above problems, the researcher chose the word wall as a using media in the teaching-learning process. Word wall is simple and easy media to use. It is cheap but effective. It is suitable for the school which has limited media to teach English. The teachers do not need to spend too much money on making media. Word wall can help the students to have a good writing process and finally could make students have good capability in writing. According to Cunningham in Frost, who is credited with inventing the word wall, word wall is an area in the classroom where words are displayed, not just any words but truly important ones. A word wall consisted of words that young children frequently see when reading and use when writing. She emphasizes that it is not enough to just have a word wall, you have to do a word wall.<sup>5</sup>

According to Cronsberry in Enloe, the word wall is designed to be an interactive tool for students and contains an array of words that can be

---

<sup>4</sup> Rika Aprilia, Private Interview to students of The IX Grade MTSN 2 Tapanuli Selatan (Sipagimbar: MTsN 2, June 20th, 2023).

<sup>5</sup> Shari Frost, "What's Up with Those Word Walls?", <https://choiceliteracy.com/article/whats-up-with-those-word-walls/>, (December, 27th 2022, at 23:45)

used during writing and reading. Word wall is a smart to create the teaching and learning activity to be a lot of enticing and fun.<sup>6</sup>

Actually, there are some previous researchers that prove that using word wall media is extremely valuable and effective in learning process. The first research related to this study from Sawitri and her friend research concluded that the use of word wall media for teaching writing gave significant effect on students' writing achievement. Word wall will require the students to write down their outline and have their framework of writing without any doubt. Word wall will lead the students to find out the path in doing their writing.<sup>7</sup>

The second research related to this study conducted by Zaharani, the result showed that writing ability of the students was increased by applying the word wall game. It could be stated that the students got a significant improvement in their writing ability. It could be concluded that the effect of the word wall game could be able to change positively the writing ability of students with significantly value.<sup>8</sup>

Based on the explanation previously, it can be concluded that one of students' problem in English is writing. So, the researcher tries to attract the students' interests by using word wall to teach students in writing and make

---

<sup>6</sup> Toni Enloe, "Word Walls" [https://www.readingrockets.org/strategies/word\\_walls](https://www.readingrockets.org/strategies/word_walls), (June, 6th 2023, at 22:59)

<sup>7</sup> I.G. A. L. Sawitri, "The Effect of Word Wall Media on Writing Achievement of The Seventh Grade Students of SMP Negeri 1 Seririt in Academic Year 2018/2019" *Language and Education Journal Undiksha, (LEJU)*, Vol. 2, No. 2 (2019) P. 49. <https://ejournal.undiksha.ac.id/index.php/JJPBI/article/view/20298>

<sup>8</sup> Hetty Zaharani, "The Effect of Word Wall Method On Students' Writing Ability." *Department of English Education, University of Potensi Utama Medan, North Sumatera.* <https://pdfs.semanticscholar.org/a154/efe997cdd588937bce8a31f8c2fb28d69734.pdf>



them enjoy the learning process. The researcher also choose procedure text as the material to be taught using word wall.

The aim of this research is to find out does word wall significantly effect to the students' ability in writing procedure text. Then, the researcher hopes this research will help the other researchers to find out an easy way for learning in teaching writing.

### **B. The Identifications of The Problem**

Based on background above, there are some problems of students that will be taken on this research, they are :

1. The students often find difficulties to generate their ideas based on their imagination and experiences only when they wrote a procedure text.
2. They could not arrange the procedure text in a good order.
3. Some of the students were not interested and did not pay attention to learn, possibly due to the lack of variety in the teaching methods or medias used.

### **C. The Limitation of The Problem**

Remind the many factors affecting English students' achievement of procedure text, as described in the identification of the above problem, it is impossible for the reearcher to examine them all at once. This is due to the limitations of the research, both in terms of ability to research, the availability of reference/reference books, the cost and time available. Therefore, in order for this research to be more focused and not deviate from the intended purpose of the title, the researcher provide the limitation of the

problem that is the effect of word wall in writing ability at the IX grade MTsN 2 Tapanuli Selatan. To know rather there is the effect of using word wall particularly on procedure text found in the students' textbook.

#### **D. The Formulations of Research Problem**

Base on the background of this title above, this research formulation of the problem consists of:

1. How is the students' ability in writing procedure text at the IX grade MTsN 2 Tapanuli Selatan before using word wall method?
2. How is the students' ability in writing procedure text at the IX grade MTsN 2 Tapanuli Selatan after using word wall method?
3. What is the significant effect of word wall method in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan?

#### **E. The Objectives of The Research**

According to the background and focus of the problems, the researcher determined that the purpose of the research can be started as follow:

1. To know the researcher how students' ability in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan before using word wall method.
2. To know the researcher how students' ability in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan after using word wall method.

3. To know wheter there is or there is not significant effect of word wall method on students' ability in writing writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan.

#### **F. The Significances of The Research**

1. For students.

For students, hopefully this research can make easy for them to improve their writing skill in procedure text, also their vocabulary, and will be useful as their references in learning writing.

2. For teachers.

For teachers, this research can be the great movement of the English teacher to start leaning the lesson. They can be creative in using media to make students understanding about the lesson, so that the learning process can be interesting.

3. For the researcher.

For the researcher, this research can provide knowledge about the effect of word wall in writing procedure text and the results of this research are expected to be a reference for readers in the future.

#### **G. The Definition of The Operational Variables**

This research explains about the definition of the key term like word wall, writing and procedure text. The definition of the variables can be described as follow:

## 1. Procedure Text

Procedure Text is a text that explains, tells or shows how to do something, to make something and to get some place that have to be done in a series of sequenced steps.

## 2. Word Wall Method

Word Wall is a literacy tool composed of an organized collection of words which are displayed in large visible letters on a wall, bulletin board, or another display surface in a classroom.

## **H. The Outline of The Thesis**

The following are the specifics of each of the five chapters that make up this study's systematic division into sub-chapters:

Chapter I consisted of background of the problem, identification of the problem, limitation of the problem, formulations of research problem, objectives of the research, significances of the research, and definition of the operational variables.

Chapter II consisted theoretical description of writing, procedure text, and word wall. Also there are review of related findings, conceptual framework, and a hypothetical description.

Chapter III consisted of research methodology, which consists of place and time of research, research design, population and sample, instrument of the research, validity and reliability, and technique of collecting data.

Chapter IV is about the result of the research, this chapter is talking about data analysis and description of the research data.

Chapter V deals with conclusions and suggestions. There are several conclusions that can be drawn from the results of this research. Therefore, researcher has some suggestions for the teacher, another researcher, and students.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. The Theoretical Description

##### 1. General Concept of Writing

###### a. The Definitions of Writing

Writing is one of the important skills that should be mastered by students. In writing, they need to express their feeling in a good way. They need to express their ideas and emotion creatively, so the reader can understand their writing. Writing is one of the important skills that students need to develop. They use it to communicate to each other, as means of ideas and emotional expression.<sup>1</sup> It means that writing is the process of putting thoughts, feelings, and views into written form that will be clear to a reader.

Writing is the activity of a person who pours out the results of his or her mind which have a particular message for the person reading them. In writing, we need a good idea in order to produce a composition or written material. If students do not have ideas, they will get bored and disinterested in writing.<sup>2</sup>

---

<sup>1</sup> Putri Aisyah Ningsih, "The Effectiveness of Teaching Writing Recount Text By Using Facebook", *Thesis* (Jakarta: UIN Syarif Hidayatullah, 2014), P. 1. <https://repository.uinjkt.ac.id/dspace/handle/123456789/26302>

<sup>2</sup> Muhsin, M. A., "Improving Students' Writing Skills of Recount Text by Applying TransitionAction-Details (TAD) Strategy" *IJEE (Indonesian Journal of English Education)*, Vol. 4, No. 2. P. 157. <https://journal.uinjkt.ac.id/index.php/ijee/article/view/2430>



According to Kicha and friends, procedure text is “a type of text that provides step-by-step instructions or directions on how to perform a specific task or achieve a particular goal.”<sup>3</sup> And according to Jophenix, writing is “a process of selecting, organizing, and developing ideas, expressing them in effective language, arranging them in logical sequences, and presenting them in neat, standard forms of handwriting and spelling.”<sup>4</sup>

Based on some definitions above, it can be concluded that writing is one of the important skills that should be mastered by the students. In writing, they need to express their feeling in a good way. They need to express their ideas and emotion creatively, so the reader can understand their writing.

#### **b. The Process of Writing**

Writing focuses not only on a product of writing itself but also on the process of writing. In writing, it is important to pay attention how the process writing is. According to Linse, the process of writing, as follows:

##### **1) Planning**

In this important first step, children are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease children into writing without any hesitation or worry.

##### **2) Write**

Children write down all their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.

---

<sup>3</sup> Leni Kicha, et all, *Exploring Text Types in English*, (Minahasa: Yayasan Syalom Cipta Sumikolah, 2024) P. 44.

<sup>4</sup> Jophenix, *Teaching Writing*, (Canada: Pembroke Publisher Limited, 1990), P. 11.

3) Revise

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

4) Edit

Learners (with the help of their teachers, caregivers, or classmates) proof-read their work to make there are not any content errors or grammatical or spelling errors.

5) Publish

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or a computer so that it can be displayed or shared.<sup>5</sup>

The steps above are similar to Oshima and Hogue's opinion state that there are four main stages in the writing process: prewriting, planning (outlining), and writing and revising drafts, and writing the final copy to hand in. They add a simple conclusion about some steps in the writing process, such:

- 1) Step 1 (Prewriting): brainstorming.
- 2) Step 2 (Planning): developing an outline.
- 3) Step 3 (Writing): writing a rough draft.
- 4) Step 4 (Revising): editing the rough draft for content and organization.
- 5) Step 5 (Rewriting): writing a second draft.<sup>6</sup>

So, before writing, it is important to make concept of the text. So, when a researcher will be doing the writing process, we will not be overlap from the topic. Thus, those steps of writing should be done by students in order to get a good writing.

---

<sup>5</sup> Croline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, Inc., 2005) P. 102.

<sup>6</sup> Oshima, A. and Hogue, A. 1988. *Introduction to Academic Writing*. (New York: Addison-Wesley Publishing Company, Inc) P. 3-12.

### c. The Aspects of Writing

Writing consisted of several elements such as contents, organization, vocabulary, language use, and the mechanics as well.

The explanation of each element in writing are as follows:

- 1) Content refers to the substance of writing, the experience of the main idea (unity).
- 2) Organization, refers to the logical organization of the content (coherence).
- 3) Vocabulary refers to the selection of the words those are suitable with content.
- 4) Language use refers to the use of the correct grammatical and syntactic pattern.
- 5) Mechanic refers to the use of the graphic convention of language.<sup>7</sup>

In writing there are five indicators that should be attention includes: content, organization, vocabulary, language use and mechanics. For more be clear, the writer will explain as follows:

#### 1) Content

Writing refers to a tool connecting between the writer's and the reader's though. Content is one of important aspect in writing. Manik & Sinurat states the score of the content depends on the students' ability to write their ideas and information in logical sentence form.

It means that content is something explain from sentence that should have meaning, refers to knowledgeable and development to assigned the relevant topic.

---

<sup>7</sup> Sondang Manik, Jernih Donda Sinurat. "Improve Students' Narrative Writing Achievement Through Film at SMA Negeri I Palipi" *International Journal.of English Linguistic*, Vol. 5, No. 2. P. 175. <http://www.ccsenet.org/journal/index.php/ijel/article/download/46999/25392>.

## 2) Organization

Organization is the term coherence relates to the ideas or thought sticks together so that the thought flow run smoothly within the text. According to Brown, “Organization express fluent expression such as: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive.”<sup>8</sup> The organization refers to the students’ achievement in writing the ideas and information in good logical order. The topic and supporting sentences are clearly stated. From the explanation above the researcher concludes that organization is the arrangement of expressing idea, incidents, evidence, or details in a paragraph.

## 3) Vocabulary

Vocabulary is a collection or list of words and phrases usually alphabetically arranged and defined. According to Maskoret et al., “Vocabulary knowledge is known as the knowledge of the word.”<sup>9</sup> It means that vocabulary is one of the aspects that support the writing activities, in other words, the

---

<sup>8</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. 2nd Edition. (New York: Pearson Education Inc., 2010) P. 285.

<sup>9</sup> Zunita Mohamad Maskor Harun Baharudin, “Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill.” *International Journal of Academic Research in Business and Social Sciences*. Malaysia. Vol. 6, No. 11 (2016) P. 261. [https://hrmars.com/papers\\_submitted/2395/Receptive\\_Vocabulary\\_Knowledge\\_or\\_Productive\\_Vocabulary\\_Knowledge\\_in\\_Writing\\_Skill,\\_Which\\_One\\_Important.pdf](https://hrmars.com/papers_submitted/2395/Receptive_Vocabulary_Knowledge_or_Productive_Vocabulary_Knowledge_in_Writing_Skill,_Which_One_Important.pdf)

students are expected have vocabulary refers to the words choice or diction in order to convey the ideas to the readers.

#### 4) Language Use

Language use is the variation sentence, kinds of sentence, which structure variation words or sentence becomes effectiveness sentence in writing. Manik and Sinurat states that, "Language refers to the students' ability in writing the sentence, simple complex, and compound sentences correctly and logically."<sup>10</sup> It also refers to the ability to use agreement in the sentences and some other words such as noun signal.

#### 5) Mechanics

Mechanics is spelling, punctuation, quotation reference, cleanness in writing and orderly in creative writing. According to Brown, "Mechanic use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing."<sup>11</sup> Mechanism refers to the students' ability to use words' function and spelling appropriately; paragraph and text can be read correctly. Based on explanation above, the writer concludes that mechanic is term to use in

---

<sup>10</sup> Sondang Manik, Jernih Donda Sinurat. "Improve Students' Narrative Writing Achievement Through Film at SMA Negeri I Palipi" *International Journal.of English Linguistic*, Vol. 5, No. 2. P. 175. <http://www.ccsenet.org/journal/index.php/ijel/article/download/46999/25392>.

<sup>11</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. 2nd Edition. (New York: Pearson Education Inc., 2010) P. 285.

technical aspects of writing such as spelling, punctuation, and capitalization in paragraph.

It can be concluded that a writing test has five components: content, organization, vocabulary, language use, and mechanics. Writing for students must be done well because it will have an impact on their ability to improve their writing skills. Writing helps students in connecting their thoughts and communicate with others.

## **2. Procedure Text**

### **a. The Definition of Procedure**

Procedure text is the text to describe how something is accomplish through a sequence of action or steps. According to Iwuk procedure text contains directions or instructions to do something. This text is used to show how something should be done based on certain steps. The steps are a series of activities that cannot be placed randomly.<sup>12</sup> Procedure text is a kind of text which aims to give guidance about steps to do something. Basically, this text consists of tips or sequence of steps in making something or in doing such activity.

Maharani says that procedure text is a text that contains information that can help us to do something or make something. The information in the text procedure contains a sequence of steps

---

<sup>12</sup> Iwuk P, *A Guide for Reading Comprehension*, (Yogyakarta: Citra Aji Parama, 2007) P. 70.



that we must perform.<sup>13</sup> Procedure text is a text to direct and explain how to do something through a sequence of actions or steps. Thus, procedure text means a text to explain how something can be done through a sequence of steps. There is two types of procedure text based on the generic structure, they are: how to make something and how two operate something.

Based on some descriptions above, the researcher can be concluded that procedure text is a type of genre that actually explains about how to do or how to make something and usually provides the steps. It means that to describe how something is completely done through a sequence of series by use of time words or number and action verb. For example, the steps may begin with an initial action, followed by subsequent steps in a specific order. Each step must be clearly and explicitly written so that the reader can carry out the same activity.

#### **b. The Social Functions of Procedure Text**

In writing, there are many kinds of genre. Genre-based approaches are concerned with the social purposes of language. The genres in focus are generally defined according to social purposes communication. Every text has a different purpose. Maharani states

---

<sup>13</sup> Ida Maharani, *How to Write Effectively: Menulis Secara Efektif*, (Yogyakarta: Citra Aji Parama, 2007) P. 54. <https://balaiyanpus.jogjaprovo.go.id/opac/detail-opac?id=265556>

that social function of procedure text is gives instructions on how to do something through a series of actions or steps.<sup>14</sup>

Social function of procedure text is to inform readers or people about steps or methods of how to do or make something through a series of steps in chronological order. Djuharie says that the social function of procedure text is to give indication about some ways or steps to do something. the purposes of procedure text is to show the way to do or provide something through sequence of time.<sup>15</sup>

Based on some description above, it can be concluded that the social function of procedure text makes the students can easily develop the procedure text especially with the content of the procedure text that they want to make.

### c. The Generic Structures of Procedure Text

Procedure text aims to help or notify the reader how to do or create something. Information is presented in a logical sequence of events. The event is divided into several steps and has a general generic structure that is goal, material needed, and games or steps.

Iwuk states that the form on generic structure in procedure text are:

- 1) Aim/goal is the purpose of writing text. Aim or goal a text procedure is usually also cursed as the title of the text. Therefore, the aim / goal is placed at the top of the text,
- 2) Material is information about the materials needed,

---

<sup>14</sup> Ida Maharani, *How to Write Effectively: Menulis Secara Efektif*, (Yogyakarta: Citra Aji Parama, 2007) P. 70. <https://balaiyanpus.jogjaprovo.go.id/opac/detail-opac?id=265556>

<sup>15</sup> Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV.Parma Widya, 2007) P. 38.

- 3) Games are the steps that must be done. The steps are listed in sequence. To make it easier for readers to identify the sequence, the steps in the game are written using bullet/grain.<sup>16</sup>

Generic structure in procedure text to make sure that the content connects each other. Maharani also states that the generic structure of procedure text is as follow: Aim- Materials-Steps. Aim contains the purpose of the activity or title. Materials contain the materials needed. In the materials section is optional (may or may not exist). Steps in the form of steps to perform such activities.<sup>17</sup>

Based on some description above, the researcher can be concluded that generic structure of procedure text is goal (intention/aim), materials (tools/things that needed), and games (steps in sequential order). So, procedure text is one type of English text to show a series of activities that are written correctly and based on the generic structure that is in the text type.

#### **d. The Language Features of Procedure Text**

Procedure Text is one type of English text or commonly called a genre that shows a process in making or operating something that serves to illustrate how something is done through regular steps. Iwuk says the language feature of procedure text as follows:

---

<sup>16</sup> Iwuk P, *A Guide for Reading Comprehension*, (Yogyakarta: Citra Aji Parama, 2007) P. 55.

<sup>17</sup> Ida Maharani, *How to Write Effectively Menulis Secara Efektif*, (Yogyakarta: Citra Aji Parama, 2007) P. 70. <https://balaiyanpus.jogjaprovo.go.id/opac/detail-opac?id=265556>

- 1) Contain direction or instruction.
- 2) Use simple present tense.
- 3) Use imperative sentence. Imperative sentence informs us the steps or what action that must we take. For instance: make, add, put, take, and so on.
- 4) Use temporal conjunction words, such as first, secondly, then, finally, and next.
- 5) Use specific information about how (firmly, slowly, carefully, etc), where (from the top, at the end), when (afterthis, before that).
- 6) Some procedures text is complete with illustrations, pictures, or diagrams to explain the information inside.<sup>17</sup>

### 3. Word Wall

#### a. The Definition of Word Wall

According to Cunningham in Frost, who is credited with inventing the word wall, “the word wall is an area in the classroom where words are displayed, not just any words but truly important ones. They are systematically organized and a tool designed to promote group learning.”<sup>18</sup>

Word wall is a collection of the words displayed in big letters on wall or other big display place in the classroom. The definition word wall media is a great to make the teaching and learning activity to be more interest and fun.<sup>19</sup> Word wall is absolutely essential in the classroom, because the teacher and the students work together.

---

<sup>17</sup> Iwuk P, *A Guide for Reading Comprehension*, (Yogyakarta: Citra Aji Parama, 2007) P. 62-63.

<sup>18</sup> Shari Frost, “What’s Up with Those Word Walls?”, <https://choiceliteracy.com/article/whats-up-with-those-word-walls/>, (December, 27th 2022, at 23:45)

<sup>19</sup> Restu Triariani, “The Effectiveness of Word Wall Media to Improve Students’ Vocabulary Mastery in Learning English at the Seventh Grade of SMPN 1 SIMAN PONOROGO”, *Thesis*, (Ponorogo : IAIN Ponorogo) P. 2. <https://etheses.iainponorogo.ac.id/12611/>

Cronsberry states that a word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in the classroom.<sup>20</sup> These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities. It is a teaching tool that teachers use to aid students during reading and writing lessons. Teachers use a variety of activities to help students interact with the word wall and increase students' ability to read and to write.

Word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. According to Kieff in Arifin, et al state that word walls promote independent work habits by providing readily available reference as students complete their reading and writing activity. Word wall media has very useful for students to help them in the process of writing. The new words, unfamiliar words, and their spelling can help them in learning the language.<sup>21</sup> By using word wall media students are expected to be interested in writing activity and explore their abilities in writing procedure text.

---

<sup>20</sup> Jennifer Cronsberry, *Word Wall, a Support for Literacy in Secondary School Classroom*, (2004) P. 3. [https://www.readingrockets.org/sites/default/files/migrated/content/pdfs/World\\_Walls\\_-\\_A\\_Support\\_for\\_Literacy\\_in\\_Secondary\\_School\\_Classrooms.pdf](https://www.readingrockets.org/sites/default/files/migrated/content/pdfs/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf)

<sup>21</sup> Arifin, et al, "The Use Of Word Wall Media In Teaching Descriptive Writing." *English Journal*. English Education Program FKIP Untan, Pontianak, (2021) <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/12549>

Word wall can help students to have the writing process and eventually create their own writing text. When teaching a writing text, the first thing you can do to help your students write the text is to provide them with a media. It is a kind of strategy to provide students with a visual map for reference during the writing activity to help them remember. A word wall helps students to have the writing process and finally can produce their own writing.<sup>22</sup>

Regarding to the definition above, Word Wall is a systematically organized collection of words displayed in letters on a wall or other large display place in the classroom. It is a tool to use, not just display. It is not enough to simply have a word wall in the classroom.

#### **b. The Importance of Using Word Wall**

According to Callela in Pratiwi, word walls provided students with easy access to words they need to know during activities, there are some point of the important of using Word Walls in teaching vocabulary included the following:

- 1) Provides a visual for students that help them to remember words.
- 2) Serves as an important tool for help students learn to read.
- 3) Foster students' independence.

---

<sup>22</sup> Nedia Efina Wandefit, "The Effectiveness of Using Word Wall Strategy to Improve Students' Writing Skill in Descriptive Text at Islamic Boarding Senior High School An-Nur Muaro Jambi", *Thesis*, (Jambi: UIN STS, 2021) P. 16. <https://scispace.com/papers/the-effectiveness-of-using-word-wall-strategy-to-improve-4amh5sn8eq>



4) Promotes reading and writing.<sup>23</sup>

**c. Steps Teaching Writing Procedure Text with Word Wall Strategies**

The steps of using Word Wall will be used in the teaching writing procedure text activities. According to Jackson in Sartika, the following are steps of the implementation of word wall as follow:

**1) Step 1: Brainstorm a list of words with the students.**

Arrange the words in alphabetical order or classify them into groups or categories on a wall designated the “word wall”. For a multilingual classroom, add translations and illustrations to the words to support understanding. In the implementation, the students will be asked to create their own word wall. In creating this media, the researcher determines the key words related to the theme and write a script in large letter on a paper, so it possible can be seen clearly by all students in the class. The key words can be instruction, simple present tense, imperative which is customized with themes that will be studied.

The students asked to create a collection of vocabulary words on a piece of cardboard that relate to the theme of learning. The word wall will be classifies into some categories in order to make the students easy to find a word that they need. For instance, the

---

<sup>23</sup> Pratiwi, The Effect Of Using Word Wall Strategy Toward Students’ Vocabulary Mastery At The Seventh Grade Of Mts Al Hamidiyah Pangkalan Bunut”, *Thesis*, (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2023) P. 25. <https://repository.uin-suska.ac.id/65558/>

words “first, second, and last” will be classified into instruction. In brainstorm activity, students will be asked to do some words activities to help them memorize the words such as words match, group presentation, and arranging letters into words.

**2) Step 2: Refer to the word wall whenever a word is discussed in class.**

Point out the possibilities of the word wall to the students and allow them to experiment with new words on the word wall. In word wall activity, the students can choose some words to arrange sentence. For example, students have to choose 10 words from word wall to make an apple juice. Another example is, students have to find words that are consist in word wall from the puzzle. From puzzle activity, students can brainstorm words from word wall and help them to memorize new words from word wall. The activity can be full lesson or shorter activities that makes students play with this game and teaches them the materials indirectly.

**3) Step 3: Review Words**

Multiple exposures to new words is key to understanding the nuances of a word’s meaning. Review words and continually use them in new and varied contexts. The review activity in this research is writing activity. The students will be asked to write

sentences in describing someone and paragraphs of procedure text in the end of the teaching program.<sup>24</sup>

Based on some descriptions above, it can be concluded that, there are some tips to support our interactive word walls, first, incorporate the Interactive Word Wall as part of the word study instructional routine. It means whenever you teach English, promote the students to always use this game when they have any difficulties in words. Second, select the display wall carefully; making sure that it is at eye level and large enough to post the words. Teachers must create the word wall bigger so students can see clearly. Third, decide on how you wish to display the words, such as alphabetically or organized by themes or content areas. Last, write the words legibly on oak tag or paper, demonstrating appropriate handwriting. The teachers or students write the words in an oak tag or paper in a good handwriting, so other students can understand the handwriting.

#### **d. The Advantages and Disadvantages of Word Wall**

There are some advantages of using word wall in teaching writing. According to Callella, word walls provided students with easy access to words they need to know during activities.<sup>25</sup> Other

---

<sup>24</sup> Ratu Sartika, "Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students", *Journal of English and Education* Vol. 5, No. 2 (October 2017) P. 181. <https://ejournal.upi.edu/index.php/L-E/article/download/9948/6333>

<sup>25</sup> Trisha Callella, *Making Your Word Wall More Interactive* (Huntington Beach: Creative Teaching Press., 2001) P. 3.

advantages a word wall serves a variety of purposes, included the following:

- 1) Provides a visual for students that help them to remember words.
- 2) Serves as an important tool for helping students learn to read.
- 3) Foster student independence.
- 4) Promotes reading and writing.
- 5) The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise in interactive and simple in learning English, such as: matching word, word association and missing letter.

The disadvantages of using word wall technique as follows:

- 1) Require time to develop.
- 2) Require equipment to reproduce.
- 3) There are sometimes viewed as busy work.

To overcome the disadvantages above the teacher will prepare the material and word wall well, gave explanation how to make it clearly, and manage the class effectively.

## **B. The Review of Related Findings**

The researcher finds some researches that related to this research.

The first is Saraswati's research. She concluded that there was a significant effect of Word Wall Technique to Teach Writing A Recount Text at the Eighth Grade Students of SMP Negeri 17 Semarang in the Academic Year of 2018/2019. She analyzed the data and saw how effective it is to use word

wall technique to teach writing a recount text for eighth-grade students in Semarang Seventeen Junior High School. The result showed the mean scores of the experimental group pre-test and post-test increased significantly from 51.87 to 70.25. It increased 35.43%. In the t-test, the tvalue was higher than ttable. Tvalue obtained 6.786 and ttable was 1.671. Then, the result from independent t-test showed that  $\text{sig } 0.03 < 0.05$ . Thus, the null hypothesis was rejected.<sup>26</sup>

The second is Ardiyanto's research. His research is The Use Of Word Wall Game To Teach Writing Skill At The First Semester Of The Eighth Grade Of SMPN 2 Way Tenong. Based on the result of analysis the data is significant, which is  $t_{\text{test}} > t_{\text{tab}}$ . There is an influence of Word Wall Game towards students' writing ability. The average score of the students' writing ability that was taught by Word Wall Game was higher than that was taught by direct instruction.<sup>27</sup>

The third is Wandefit's research. According to her research, it can be seen that the result of the Students' Writing in Descriptive Text by using Word Wall strategy is higher than that by using conventional method at the tenth grade of Islamic Boarding Senior High School An-Nur Muaro Jambi. Word Wall strategy is significant to be used in improving the students' writing in descriptive text. The result of is 6.564 and ttable is 2.009

---

<sup>26</sup> Rizka Saraswati, "The Effectiveness of Using Word Wall Technique to Teach Writing A Recount Text", *Thesis*, (Semarang: UNNES, 2019) P. 70.

<sup>27</sup> Yogi Ardiyanto, *The Use Of Word Wall Game To Teach Writing Skill At The First Semester Of The Eighth Grade Of SMPN 2 Way Tenong* (Lampung: UIN RI, 2020) <https://repository.radenintan.ac.id/13576/1/PERPUS%20PUSAT.pdf>

(tobserved > ttable, 6.564 > 2.009). It means that H0 is rejected and Ha is accepted. There is a significant effect of Word Wall strategy on the students' achievement in writing descriptive text.<sup>28</sup>

Next, in Zahrani's research. Her research is The Effect of Word Wall Method on Students' Writing Ability. She found the mean of Pre-Test was 38, Post-Test Cycle-1 was 57 and Cycle 2 was 82. It showed that the word wall method influenced the improvement of students' writing ability significantly. The average score set for each cycle was much higher than the pre-test average. The findings of this study conclusively reveal that the word wall method could be used to improve students' writing ability. In addition, the results of the analysis of the percentage of questionnaire scores clearly showed a significant improvement in student learning using the word wall method. Therefore, this finding clearly shows there are improving writing ability through the word wall method is very effective. Therefore, the findings of this study are valid and reliable for students in the English lesson of Nahdatul Ulama school.<sup>29</sup>

Last, Kamilah and Ansi's journal. The title is The Effect of Word Wall on Students' Ability in Writing Descriptive Text at Grade X of SMA Swasta Al-Azhar in The Academic of 2020/2021. The mean students' score on the post test of the experimental group was 81.6 while the mean students'

---

<sup>28</sup> Nedia Efina Wandefit, "The Effectiveness of Using Word Wall Strategy to Improve Students' Achievement in Writing Descriptive Text at Islamic Boarding Senior High School An-Nur Muaro Jambi", *Thesis*, (Jambi: UIN STS, 2021) P. 55-56. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/43778/1/FARAH%20AINY-FITK.pdf>

<sup>29</sup> Hetty Zahrani, "The Effect of Word Wall Method on Students' Writing Ability" *MELT Journal*, Vol 6, Issue 2, (December 2021) P. 118.

score on the post test of the control group was 76.6. The mean scores of the both of group could not prove that the higher mean score was the high score in T-test also. After analyzing the data into t-test, the calculation of the scores by using T-test for the degree of freedom (df) 48 at level significance 0.05 where the T-critical value is = 2.0126. The result of computing the T-test shown that T-test is higher than T-table or it can be seen that  $T\text{-test} > T\text{-table}$  (0.005) with df 48 or  $2.32 < 2.0126$  (0,05) with df 48. From the data result of the test that this research had been successfully,  $H_a$  is accepted and it revealed that hypothesis using Word Wall Media In Writing Descriptive Text is effective because using Media Word Wall.<sup>30</sup>

The difference between the five researchers is in the variable. Rizka Saraswati's variables are word wall and recount text. Yogi Ardiyanto's variables are word wall and writing skill, and Nadia Efina Wandefit, Hetty Zahrani, Kamilah and Rahma Yunita Ansi's variables are descriptive text and word wall.

Based on the researchers above, the researcher will do the research by using word wall in writing procedure text. The researcher want to do this research because most researchers use word wall in researching vocabulary, recount text and descriptive text. So, the researcher is interested in procedure text, wether the results will be the same as the results of previous research. Thus, the researcher want to try this media in MTsN 2 Tapanuli

---

<sup>30</sup> Kamilah, Rahma Yunita Ansi "The Effect of Word Wall on Students' Ability in Writing Descriptive Text at Grade X of SMA Swasta Al-Azhar in The Academic Year of 2020/2021" *Jurnal Pionir LPPM Universitas Asahan* Vol. 8, No. 1 (2022) P. 59.



Selatan to find out is there any significant effect of word wall on students' ability in writing procedure text at tenth grade.

### **C. The Conceptual Framework**

The conceptual framework of this research is started from the hypothesis that it is effective to use word wall in writing a procedure text for ninth grade students. Writing is the process of expressing ideas, opinions, thoughts or creativity into the form of written form. There are four the process of writing according to Harmer, they are planning, drafting, editing and final version. Writing consisted of several elements such as contents, organization, vocabulary, language use and the mechanics.

An example of a written form is a text. Text is a passage of words that conveys a set of meanings to the person who is reading it. Text is divided into two main categories. They are literacy text and factual text. In literacy text, there are narrative, poetic and dramatic. Factual text include recount, response, explanation, discussion, information report, exposition and procedure.

Procedure text is a text that is designed to explain or help us to make or use something. The generic structures of this text are aim, material, and a sequence of steps. A procedure text also has significant language features, they are using verb in present tense, using comparative sequence to make it better and easy to follow, like as first, second, then, next, finally and other similar things.

From the explanation above, the researches will use word wall as media to know if word wall gives a significant effect on students' ability in writing procedure text. Word wall is a collection of words which are displayed on a wall or other display place in the classroom. The sample of this research are students of IX 1 from MTsN 2 Tapanuli Selatan as the experimental group, and students of IX 2 of the same school as the control group.

Firstly, the researches gives a pre-test for the students to know their knowledge about procedure text. Then dividing them into experimental class by using word wall and control class with existing technique. After giving a treatment, researcher gives a post-test for the students to find out there is the significant effect of word wall on students' ability in writing procedure text at the IX grade MTsN 2 Tapanuli Selatan.

#### **D. The Hypothesis**

The hypothesis of this research is there is significant effect of word wall method in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan ( $H_a$ ).

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. The Place and Time of The Research

The researcher was done a research at MTsN 2 Tapanuli Selatan from October 9 to 17, 2023. It is located at Sipagimbar Kec. Saipar Dolok Hole, Kab. Tapanuli Selatan, Prov. Sumatera Utara.

##### B. The Research Design

A research design is considered experimental when the researcher wants to determine the possibility of a cause and effect between independent variable and dependent variable. This research categorized quantitative research with pre-test and post-test control group design in order to figure out the effect of word wall strategy of students' writing procedure text. The researcher used two classes, experimental class and control class. The experimental class is a class that taught by using word wall as the media and the control class as a class that taught by teachers teaching learning.

The following research design is based on Sugiyono which is known as the Pretest-Posttest Control Group Design<sup>1</sup> :

**Table III.1**  
**Pretest-Posttest Control Group Design**

<b>Class</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental Class	√	Word Wall	√
Control Class	√	Teacher's Way of Teaching	√

---

<sup>1</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (2013) P. 113.

### C. The Population and Sample

#### 1. Population

The population of this research is all the students at the ninth grade MTsN 2 Tapanuli Selatan as the subject of this research. The population of the research consisted of three classes with 21-25 students in each class than the whole students are around 115 persons. It can be seen as the table follow:

**Table III.2**  
**The Population of The Grade Ninth MTsN 2 Tapanuli Selatan**

No.	Class	Total Students
1	IX-1	23 students
2	IX-2	22 students
3	IX-3	22 students
4	IX-4	25 students
5	IX-5	23 students
<b>TOTAL</b>		115 students

#### 2. Sample

Sample is a small group in population. The researcher took class IX as a sample of this research and used simple random sampling. Simple random sampling is a technique where every item in the population has an even chance and likelihood of being selected. The researcher used wheel of names on google to determine the sample of the five classes.<sup>2</sup> And the results are IX-3 as experimental class that consists of 22 students and IX-2 as the control class that also consists of 22 students. Total of the samples are 44 students.

---

<sup>2</sup> Wheel of Names, <https://old.wheelofnames.com>

**Table III.3**  
**Sample of The Research**

<b>No.</b>	<b>Class</b>	<b>Students</b>
1.	Experimental Class/IX-3	22
2.	Control Class/IX-2	22
TOTAL		44

#### **D. Instrument of the Research**

Instrument is a tool used at the time of research. The researcher used written test as instrument to measure the students' ability. Written test is a test to assess students' knowledge, skills or abilities. The test was an essay where students are asked to write a procedure text about a title that has been prepared by the researcher.

**Table III.4**  
**Instrument of Writing Ability in Procedure Text**

<b>No</b>	<b>Title/ Theme of Writing Procedure Text</b>	<b>The Number of Test</b>	<b>Time</b>
1	How to make an apple juice	2	60'
2	How to make fried chicken		

The researcher used essay test about writing English procedure text based on the teacher's assessment, which includes the elements of writing that are content, organization, vocabulary, and language use.

**Table III.5**  
**Indicator of Students' Writing Procedure Text**

Aspect	Description	Score
Content	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Organization	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Grammar	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Vocabulary	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Punctuation	Obvious	4
	Quite obvious, but there are still errors	3
	Difficult to understand	2
	Not clear	1

$$Mark = \frac{Obtained\ Score}{Maximum\ Score\ (20)} \times 100$$

#### **E. Validity and Reliability Instrument**

Validity and reliability testing is a test conducted to the extent that the questionnaire as a measuring tool to be used can be trusted and the results are accountable.<sup>3</sup>

---

<sup>3</sup> Silsila Thyra, et al, "Measurement of Validity and Reliability of Customer Satisfaction Questioner in E-Boarding Applications" *Jurnal Pilar Nusa Mandiri*. Vol. 16, No. 1 (2020) P. 2. <https://download.garuda.kemdikbud.go.id/article.php?article=1619583&val=10907&title=MEASUREMENT%20OF%20VALIDITY%20AND%20RELIABILITY%20OF%20CUSTOMER%20SATISFACTION%20QUESTIONER%20in%20E-BOARDING%20APPLICATIONS>

### 1. Validity

Internal validity is usually making conclusions about some kind of cause and effect relationship, such as concluding that personality affects spelling ability. So, internal validity is defined as making sure that the cause-effect relationship identified in the study is really there, and there are no other explanations for the results. The researcher will ask Mrs. Hartati Gultom as a validator in this research.

### 2. Reliability

Interrater reliability (also called interobserver reliability) measures the degree of agreement between different people observing or assessing the same thing. You use it when data is collected by researchers assigning ratings, scores or categories to one or more variables, and it can help mitigate observer bias. The researcher will use interrater reliability to score the students' essays. Interrater reliability is the same test conducted by different people.

## **F. The Procedure of Collecting Data**

### 1. Pre-test

The pre-test was given to both of experimental class and control class to measure the students' ability in writing procedure text and also to find out whether they were in the same level or not. The steps of giving pre-test as follows :

- a. The researcher prepared a writing test in the form of a task to write a procedure text based on a given topic.

- b. The researcher distributed the writing test paper to the students in both classes.
- c. The researcher explained the instructions and what the students needed to do.
- d. The researcher set a time limit for the students to complete the writing task.
- e. The students wrote the procedure text based on the topic given.
- f. After finishing, the students submitted their writing to the researcher.
- g. Lastly, the researcher checked the students' work and scored their writing based on a writing rubric.

## 2. Treatment

The experimental class and the control class were given some material that was taught by the researcher in different ways. The experimental class received treatment and was taught by using word wall and the control class was taught by teacher's way of teaching.



**Table III.6**  
**Procedure of Collecting Data**

Control Class	Experimental Class
The researcher asks students to make groups.	The researcher asks students to make groups.
	The researcher explains what and how the learning process using word wall.
The researcher starts learning about procedure text using teachers' way of teaching.	Then the researcher will start learning about procedure text material using word wall.
The researcher gives uncompleted exercise	The researcher gives uncompleted exercise and some shuffle words on the wall.
The students answer the exercise.	The students answer with arrange the scramble letter and make sentences using words provided on the wall.

### 3. Post-test

The post test is given to both of experimental class and control class to know the ability of students in writing procedure text ability. Post-test is done to find out the difference between using teacher's way of teaching and using word wall in teaching writing procedure text.

- a. The researcher prepared a writing test in the form of a task to write a procedure text based on a given topic.
- b. The researcher distributed the writing test paper to the students in both classes.
- c. The researcher explained the instructions and what the students needed to do.
- d. The researcher set a time limit for the students to complete the writing task.
- e. The students wrote the procedure text based on the topic given.

- f. After finishing, the students submitted their writing to the researcher.
- g. Lastly, the researcher checked the students' work and scored their writing based on a writing rubric.

## **G. The Technique of Analysis Data**

### **1. Normality Test**

A normality test can determine whether research data are normal or not. Test of normality in this research used SPSS v.20 using the *Shapiro-Wilk* test with a significant level of 5% or 0.05 with criteria. If the value is significant ( $\text{sig} > 0.05$ ), the students' pre- test and post-test were normally distributed. If the significant value ( $\text{sig} < 0.05$ ), the students' pretest and post- test were not normally distributed.

### **2. Homogeneity Test**

Homogeneity test was used to see the data from two classes was same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used SPSS V. 20 to calculate the data.

The test Criteria are:

- a) If the significance value ( $\text{sig} > 0.05$ ), the the data variance of the two classes is homogeneous ( accept  $H_0$ ).
- b) If the significance value ( $\text{sig} < 0.05$ ), the data variance of the two classes is not homogeneous ( accept  $H_a$ ).

### 3. Hypothesis Test

T-test was used to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS v.20. The result can be seen from the mean of score. The mean score score would show whether there is the difference between mean score of control group and mean score of experimental group.

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$t' = \frac{x^1 - x^2}{\sqrt{\left(\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}\right)}}$$

$t'$  : the value which the statistical significant

$\rightarrow x^1$  : the mean score of the experimental class

$\leftarrow x^2$  : the mean score of the control class

$S_A^2$  : deviational of the experimental class

$S_B^2$  : deviational of the control class

$n_A$  : number of experimental class

$n_B$  : number of control class

The researcher made the hypothesis from the data that have been analyzed by looking at the  $t_{\text{count}}$  and compare it to  $t_{\text{table}}$ .

The test Criteria are:

- a)  $H_0 : \mu_1 = \mu_2$  (hypothesis was accepted if  $t_{\text{count}} < t_{\text{table}}$  or Sig.(2-tailed)  $> 0.05$ ), it means there is no significant effect of word wall

method in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan).

- b)  $H_a : \mu_1 \neq \mu_2$  (hypothesis was accepted if  $t_{count} > t_{table}$  or  $\text{Sig. (2-tailed)} < 0.05$ ), it means there is a significant effect of word wall method in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan).

## CHAPTER IV

### THE RESULT OF THE RESEARCH

This chapter is presenting the research result. It is talking about the effect of word wall method in writing procedure text at the ninth grade students of MTsN 2 Tapanuli Selatan. The data collected through pre-test and post-test. A pre-test used to evaluate students' writing ability in writing procedure text before introducing the word wall method, while post-test was conducted to evaluate the method's impact on students' writing performance. This research used a quantitative research and the hypothesis was tested using the formulation of t-test.

#### A. The Description of Data

##### 1. The Data Description of Pre-test Experimental Class

The experimental class in this research is class IX-3, the researcher has calculated the mean, median, mode, range, minimum, maximum, variance, and standard deviation based on the students' performance in the pre-test. The summary of these statistical measures is displayed in the following table:

**Table IV.1**  
**The Score of Experimental Class in Pre-Test**

<b>Description</b>	<b>Pre-Test</b>
Total Score	1320
Highest Score	80
Lowest Score	35
Mean	60.00
Median	60.00
Modus	60
Range	45
Interval	10
Standard Deviation	13.093
Variant	171.429

From the data above, it can be seen that the highest score done by the students is 80 and the lowest score is 35. The difference between the highest and the lowest score is 45. Most students scored below the minimum passing grade, and only three students achieved a score of 75 or above, this score was obtained before the treatment was given. The mean score is 60.00, the median score is 60.00 also, while the mode is 60. Based on these scores, it can be concluded that many students still faced difficulties in writing effective procedure texts.

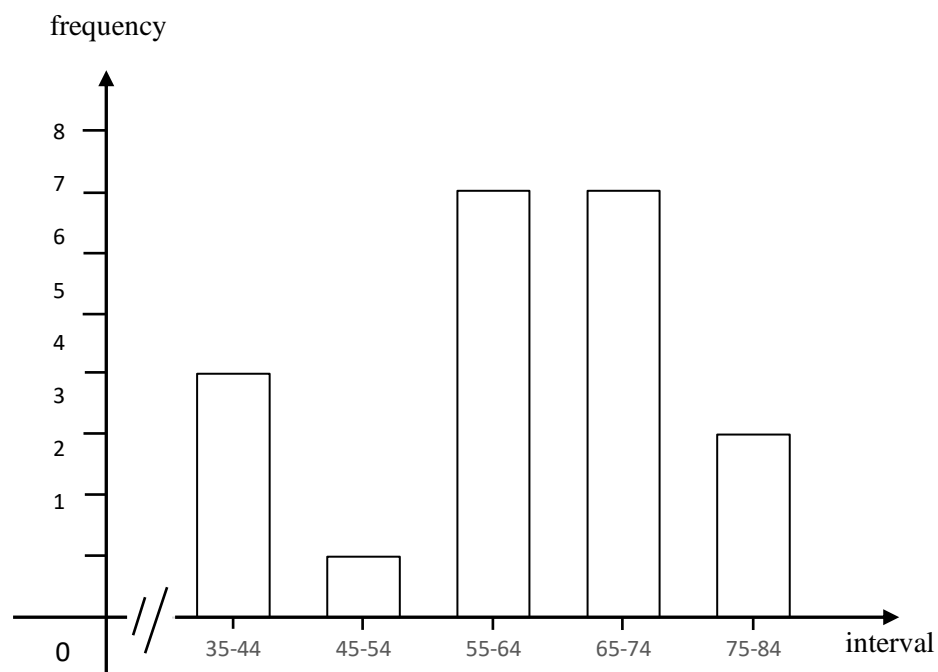
For frequency distribution of experimental class in pre-test can be seen in the table below:

**Table IV.2**  
**The Frequency Distribution of Experimental Class in Pre-Test**

No	Interval Class	Frequency	Percentages
1	35-44	4	18.1%
2	45-54	1	4.5%
3	55-64	7	31.8%
4	65-74	7	31.8%
5	75-84	3	13.6%
	<i>i=10</i>	22	100%

Based on the table above, only 3 students out of 22 students scored at or above the standard of the minimum completeness (kkm), there are 55 and 65 frequent scores that gotten by 7 students out of 22 students in each number, it is almost 32%. There are 4 students who got 35 frequent score, it is 18.1% and only a student who got 45 frequent score.

For a detailed and clear presentation of the data based on the table above, the pre-test of the experimental class is shown in the form of a histogram, as illustrated in the figure below:



**Figure I : Data Description Pre-Test of Experimental Class**

This histogram shows the writing scores of students in the experimental class before they received the treatment. Most of the students scored between 55 and 65, which means their understanding of how to write a procedure text was average at that point. Only a few students scored higher, around 75, some scored quite low, around 35, and only a student got 45 score. These results show that before the treatment, many students were still in the process of learning how to write a proper procedure text.

## 2. The Data Description of Pre-test Control Class

The control class in this research is class IX-2. Based on the students' performance in the pre-test, the mean, median, mode, range, minimum, maximum, variance, and standard deviation are presented in the following table:

**Table IV.3**  
**The Score of Control Class in Pre-Test**

<b>Description</b>	<b>Pre-Test</b>
Total Score	1150
Highest Score	70
Lowest Score	30
Mean	52.27
Median	55.00
Modus	55
Range	40
Interval	10
Standard Deviation	10.990
Variant	120.779

The table above showed the data from the control class. It could be seen that the mean score for students' ability in writing procedure texts is 52.27 with a median is 55.00 and a mode is 55. The minimum score is 30, and the maximum is 70, and the difference between the highest and the lowest score is 40. Based on these scores, it can be concluded that many students in this control class also still faced difficulties in writing procedure texts.

For frequency distribution of experimental class in pre-test can be seen in the table below:

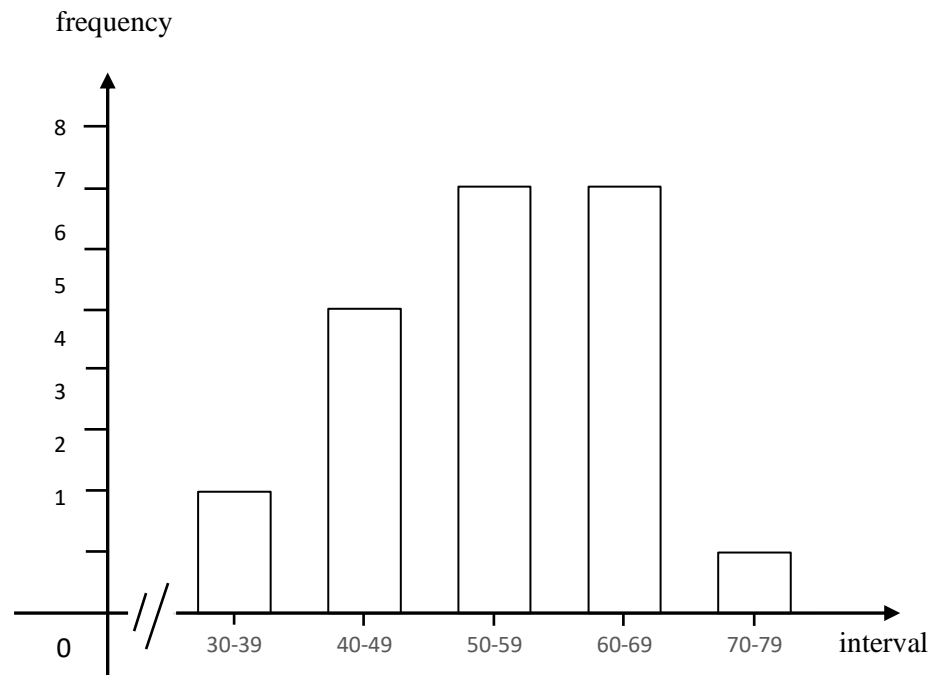


**Table IV.4**  
**The Frequency Distribution of Control Class in Pre-Test**

No	Interval Class	Frequency	Percentages
1	30-39	2	9%
2	40-49	5	22.7%
3	50-59	7	31.8%
4	60-69	7	31.8%
5	70-79	1	4.5%
	<i>i:10</i>	22	100%

Based on the table above, the students' scores in writing procedure texts in the control class were distributed as follows: a total of 2 students (9%) scored between 30 and 39. Then, 5 students in percentage 22.7% obtained scores within the 40-49 interval. There are 7 students were found in two consecutive intervals, 50–59 and 60–69. Last, only 1 student scored in the 70-79 interval, it is 4.5%.

For a detailed and clear presentation of the data based on the table above, the pre-test of the control class is shown in the form of a histogram, as illustrated in the figure below:



**Figure II : Data Description Pre-Test of Control Class**

This histogram shows the pre-test results of students in the control class for writing a procedure text. Most students scored between 50 and 60, which suggests that their writing skills were still average. A few students scored lower around 30 to 40, showing that they were still struggling with the task. Only one student managed to score above 70, meaning that strong performance was quite rare. Overall, the results indicate that many students in the control class still needed support in writing procedure texts at this early stage.

### **3. The Data Description of Post-test Experimental Class**

After applying the treatment in the experimental class, the researcher gave a test to measure the effectiveness of the word wall method. Students had to choose one of two given topics and write a procedure text based on

their choice. The calculation of the mean score, median, mode, range, minimum and maximum, variance, and standard deviation of the students' test results after the researcher conducted the treatment using the word wall method is presented in the table below:

**Table IV.5**  
**The Score of Experimental Class in Post-Test**

<b>Description</b>	<b>Post-Test</b>
Total Score	1820
Highest Score	100
Lowest Score	65
Mean	82.73
Median	82.50
Modus	80
Range	35
Interval	10
Standard Deviation	12.025
Variant	144.589

Based on the results of the post-test in the experimental class, the total score obtained is 1820. The highest score achieved by the students is 100, while the lowest score is 65. The mean score is 82.73, which indicates that the overall performance of the students was relatively high. The median is 82.50, and the mode is 80. These results suggest that the use of the word wall method had a positive effect on students' writing of procedure texts.

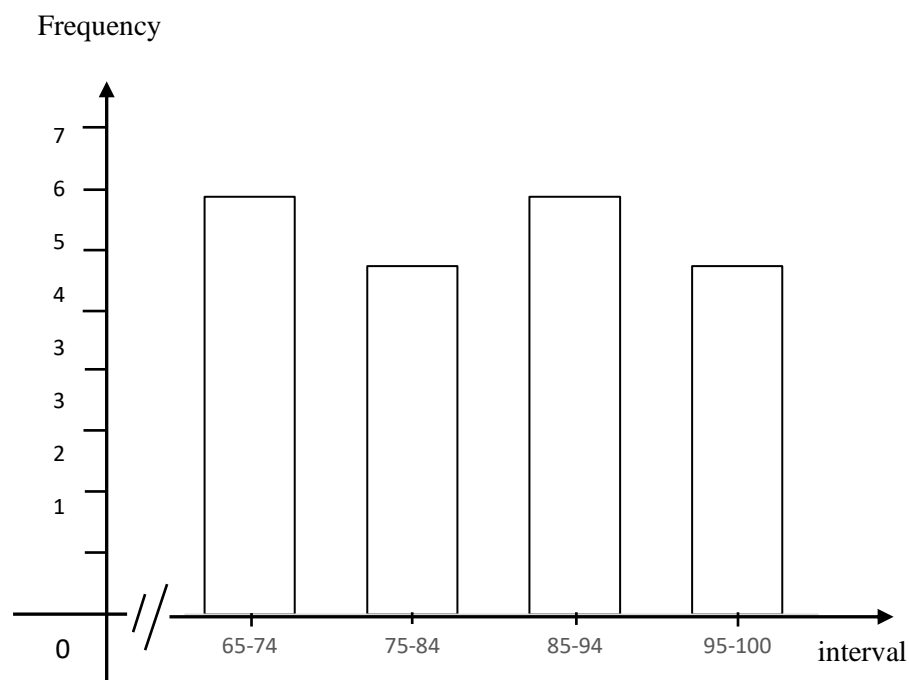
For frequency distribution of experimental class in pre-test can be seen in the table below:

**Table IV.6**  
**The Frequency Distribution of Experimental Class in Post-Test**

No	Interval Class	Frequency	Percentages
1	65-74	6	27.2%
2	75-84	5	22.7%
3	85-94	6	27.2%
4	95-100	5	22.7%
	<i>i:10</i>	22	100%

The frequency distribution table shows how the students' scores in the post-test were spread across different score intervals. There were 6 students (27.2%) who scored between 65 and 74, and 5 students (22.7%) who scored between 75 and 84. Another 6 students (27.2%) obtained scores ranging from 85 to 94. Lastly, 5 students (22.7%) achieved high scores in the range of 95 to 100. This distribution supports the conclusion that the word wall method positively effected students' performance in writing procedure texts.

For a detailed and clear presentation of the data based on the table above, the post-test of the experimental class is shown in the form of a histogram, as illustrated in the figure below:



**Figure III : Data Description Post-Test of Experimental Class**

This histogram shows the post-test scores of students in the experimental class after they were taught using the word wall method. Compared to before, the scores are much better, these results suggest that the word wall method had a positive effect on the students' ability to write procedure texts.

#### **4. The Data Description of Post-test Control Class**

In control class, students were also given two topics and asked to choose one to write as a procedure text. However, unlike the experimental class, they did not receive the word wall treatment. This was done to examine whether the word wall method had an effect on students' ability to write procedure texts. The calculation of the mean score, median, mode, range, minimum and maximum, variance, and standard deviation of the students' test results is presented in the table below:

**Table IV.7**  
**The Score of Control Class in Post-Test**

<b>Description</b>	<b>Post-Test</b>
Total Score	1650
Highest Score	100
Lowest Score	60
Mean	75.00
Median	75.00
Modus	60
Range	40
Interval	10
Standard Deviation	12.344
Variant	152.381

The post-test results of the control class, which was taught without the use of the word wall method, show a total accumulated score of 1650. The highest score achieved by a student is 100, while the lowest score is 60, resulting in a range of 40 points. The mean score is 75.00, the median score is 75.00, and the mode is 60. There were some students performed well, the overall achievement was lower compared to the experimental class.

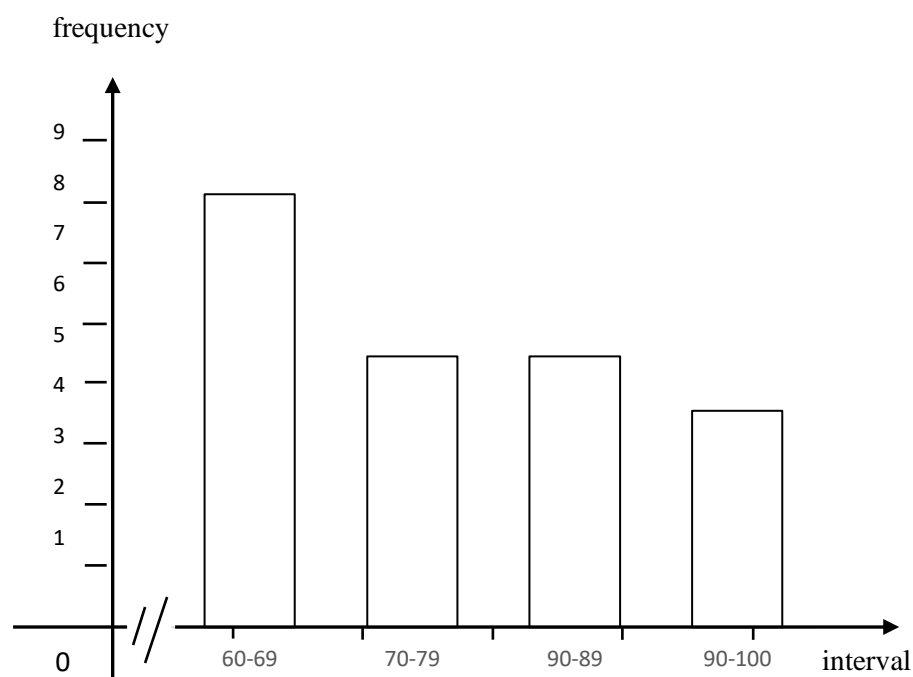
For frequency distribution of experimental class in pre-test can be seen in the table below:

**Table IV.8**  
**The Frequency Distribution of Control Class in Post-Test**

<b>No</b>	<b>Interval Class</b>	<b>Frequency</b>	<b>Percentages</b>
1	60-69	8	36.3%
2	70-79	5	22.7%
3	80-89	5	22.7%
4	90-100	4	18.1%
	<i>i:10</i>	22	100%

Based on the table above, a total of 8 students (36.3%) scored between 60 and 69, which was the highest frequency among all intervals. This indicates that a significant number of students in the control class achieved relatively low scores. Meanwhile, 5 students (22.7%) scored in the 70–79 range, and another 5 students (22.7%) were in the 80–89 range. Only 4 students (18.1%) managed to reach scores between 90 and 100, indicating that only a small number of students reached high achievement in the post-test.

For a detailed and clear presentation of the data based on the table above, the post-test of the control class is shown in the form of a histogram, as illustrated in the figure below:



**Figure IV : Data Description Post-Test of Control Class**

These results show that most students in the control class struggled to achieve higher scores, possibly due to the lack of additional learning support or engaging strategies such as the word wall method. When compared with the experimental class, which showed a more balanced and higher frequency in the upper score intervals, the control class results demonstrate a limited overall improvement.

## B. The Data Analysis

### 1. Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk*, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

$H_0$  : The students are not distributed normally.  $H_0$  is accepted when the shapiro-wilk  $< 0.05$ .

$H_a$  : The students are distributed normally.  $H_a$  is accepted when the shapiro-wilk  $> 0.05$ .

**Table IV.9**  
**Normality Test in Pre-Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimental_class	.227	22	.004	.917	22	.065
control_class	.143	22	.200*	.949	22	.304

Based on the Shapiro-Wilk test results for the pre-test scores, the experimental class showed a significance value (sig.) of 0.065, which is greater than 0.05, indicating that the data are normally distributed. The



control class had a significance value of 0.304, also greater than 0.05, meaning its data are normally distributed as well.

**Table IV.10**  
**Normality Test in Post-Test**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimental class	.128	22	.200 <sup>*</sup>	.922	22	.085
control class	.155	22	.185	.922	22	.082

Based on the Shapiro-Wilk test for the post-test scores, the experimental class obtained a significance value (sig.) of 0.085, and the control class obtained a Sig. of 0.082. Both values are greater than 0.05, indicating that the post-test scores of both classes are normally distributed. In particular, the Shapiro-Wilk test is often preferred for smaller sample sizes (less than 50 participants), making the normality conclusion based on this test more reliable.

## 2. Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous variance)}$$

**Table IV.11**  
**Homogeneity Test in Pre-Test**

Levene Statistic	df1	df2	Sig.
.084	1	42	.773

Based on the results of the homogeneity of variance analysis of the pre-test data using SPSS v.27, the significance value (sig.) obtained was 0.773. Since  $0.773 > 0.05$ , it can be concluded that the pre-test scores of the sample have homogeneous variance.

**Table IV.12**  
**Homogeneity Test in Post-Test**

Levene Statistic	df1	df2	Sig.
1.122	5	14	.393

Based on the results of the homogeneity above, a significance value (sig.) of 0.393. According to the standard criteria, if the significance value is greater than 0.05, it indicates that there is no significant difference in variance between groups, meaning the data are homogeneous, it can be concluded that the variance of post-test scores in the sample groups is homogeneous.

### **C. The Hypothesis Test**

Based on the results of the data analysis requirement tests, it can be seen that both classes after the treatment have normally distributed data and homogeneous variance. Therefore, hypothesis testing was conducted using the Independent Sample T-Test in SPSS v.20. The hypothesis tested is as follows:

If  $H_0 : \mu_1 = \mu_2$  means there is no significant effect of word wall method in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan.

If  $H_a : \mu_1 \neq \mu_2$  means there is significant effect of word wall method in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan.

**Table IV.13**  
**The Result of T-Test in Post-Test**

Post-test	
$t_{\text{count}}$	$t_{\text{table}}$
2.103	2.01669

Based on the calculation in the post-test,  $t_{\text{count}} > t_{\text{table}}$  or  $2.103 > 2.01669$ . According to the test criteria, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. This means that there is a significant difference between the experimental and control groups, it can be concluded that there is a significant effect of word wall in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan, as stated by  $H_a : \mu_1 \neq \mu_2$ .

#### **D. The Discussion**

This research aimed to prove Allen's theory in Ritonga's that said using word wall can work in a variety of ways to support reading, writing, and talk in classrooms.<sup>1</sup> Based on the results of the data analysis, it can be concluded that there is significant effect of word wall method in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan.

---

<sup>1</sup> Rahmayani Ritonga, "The Effect of Using Word Wall Strategy on Students' Vocabulary Mastery at Grade VII MTsN 2 Padangsidempuan", *Thesis*, (Padangsidempuan: IAIN Padangsidempuan, 2019), P. 20. <https://etd.uinsyahada.ac.id/2892/1/1520300100.pdf>

The mean score of the experimental group, which received instruction through the word wall method was 82.73, whereas the control group, which was taught using conventional methods, obtained a lower mean score of 75.00. This difference in average scores demonstrates a meaningful improvement in the writing performance of students who were exposed to the word wall intervention.

It also proved by hypothesis that showed  $t_{count} = 2.103$  significance value (sig)  $\alpha = 0.05$  and  $t_{table} = 2.01669$  means  $t_{count} > t_{table}$ . It was also sharpen by looking at Sig.(2-tailed)  $< 0.05$  ( $0.01 < 0.05$ ).

In addition, the researcher referred to a similar case that aligns with the findings of this research. First, Rachmanita's research showed that using word wall had a positive effect on seventh grade students' ability to write descriptive text at MTs Nur Asy-Syafi'iyah. The results showed a p-value of 0.0382, which is smaller than the standard value of 0.05, and the effect size was 0.316, which means the impact was moderate. This means the improvement was statistically significant.<sup>2</sup>

The second is Riswanto and friends' journal. The results showed a clear improvement in the experimental class, with an average post-test score of 71.63, compared to 58.37 in the control class. These findings suggest that

---

<sup>2</sup> Fanny Rachmanita, "The Effect of Using Word Wall Media on Students' Writing Ability of Descriptive Text (A Quasi-experimental Study at the Seventh Grade Students of MTs Nur Asy-Syafi'iyah (Yaspina) in Academic Year 2018/2019)", *Thesis*, (Jakarta: UIN Syarif Hidayatullah, 2021).  
[https://repository.uinjkt.ac.id/dspace/bitstream/123456789/57239/1/11140140000025\\_FANNY%20RACHMANITA.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/57239/1/11140140000025_FANNY%20RACHMANITA.pdf)

the Word Wall strategy can help improve students' writing skills. Therefore, it can be considered an effective method to support students in developing their writing abilities.<sup>3</sup>

In conclusion, the word wall contributed positively to students' learning by helping them recall and apply key vocabulary commonly used in procedure texts. In addition, it served as a visual reinforcement tool, enabling students to better understand the organization of procedure texts, including the use of imperative verbs, sequence connectors, and technical terms relevant to the topic.

#### **E. The Limitation of The Research**

Throughout the course of this research, the researcher became aware of several challenges the implementation of this research, including issues related to the title, data analysis methods, the structure of the proposal, and the overall completion of the thesis. As a result, the researcher recognized that this thesis far from being of high quality.

The researcher also stated that this study faced several obstacles, such as limited time for testing. The students had only a short amount of time to learn in class, which resulted in only a few students being able to write several sentences in a procedure text. Some students submitted their answers on the same sheet of paper, which made the data collection process

---

<sup>3</sup> Riswanto, et al. "The Use of Word Walls Technique to Improve Students' Eleventh Grade Writing Ability in Descriptive Text." *Journal of Development and Innovation* 3, No. 1 (2023) P. 59. <https://jadila.yayasancec.or.id/index.php/jadila/article/view/372/324>

confusing. This situation occurred without the researcher realizing in advance that such an issue could arise.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. The Conclusions**

Based on the results of quantitative research using an experimental method, the researcher summarized several main points as follows:

1. Before using word wall method, the students' ability in writing procedure text at the IX grade MTsN 2 Tapanuli Selatan can be seen in the pre-test mean scores. Mean score of experimental class is 60.00.
2. After using word wall method, the students' ability in writing procedure text at the IX grade MTsN 2 Tapanuli Selatan can be seen in the post-test mean scores. Mean score of experimental class is 82.73.
3. Word wall significantly affects students' ability in writing procedure text at the IX grade students of MTsN 2 Tapanuli Selatan. This conclusion is supported by the fact that the result of the T-test which shows that  $t_{count} = 2.103$  significance value (sig)  $\alpha = 0.05$  and  $t_{table} = 2.01669$  means  $t_{count} > t_{table}$ . The null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

#### **B. The Suggestions**

The researcher gathered a lot of information and experience in learning English. The researcher gives some suggestions:

1. To English teachers are hoped to use word wall in teaching writing also vocabulary to increase the students' comprehension.

2. To students, hoped to be more active while learning and can increase learning result in English, especially in writing subject.
3. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.

### **C. The Implications**

The implication of this research is to determine whether the use of word wall method is effective in enhancing students' writing skills. The findings indicate that word walls can serve as an effective teaching and learning strategy to support students' writing comprehension. The results of this study are expected to be beneficial for the following:

#### **1. MTsN 2 Tapanuli Selatan**

This research is expected to provide MTsN 2 Tapanuli Selatan with deeper insight into the implementation of word wall media in the teaching and learning process. The implication of the study showed that students became more active in classroom activities when the word wall was used. Furthermore, based on the students' scores in the experimental class, it can be concluded that the word wall had a significant impact on improving students' writing abilities.



## 2. Readers

This study is valuable for readers as it offers useful material to expand their knowledge and understanding of the theoretical concepts learned during lectures.

## REFERENCES

- A, Muhsin, M., "Improving Students' Writing Skills of Recount Text by Applying TransitionAction-Details (TAD) Strategy" *IJEE (Indonesian Journal of English Education)*, Vol. 4, No. 2. P. 157.  
<https://journal.uinjkt.ac.id/index.php/ijee/article/view/2430>
- A, Oshima, and Hogue,A, *Introduction to Academic Writing*. (New York: Addison-Wesley Publishing Company, Inc, 1988) P. 3-12
- Ardiyanto, Yogi, *The Use Of Word Wall Game To Teach Writing Skill At The First Semester Of The Eighth Grade Of SMPN 2 Way Tenong* (Lampung: UIN RI, 2020) <https://repository.radenintan.ac.id/13576/1/PERPUS%20PUSAT.pdf>
- Arifin, et all, "The Use Of Word Wall Media In Teaching Descriptive Writing." *English Journal*. English Education Program FKIP Untan, Pontianak, (2021) <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/12549>
- Basonggo, Harni, et al, "Developing Writing Skill of Grade VIII Students Through Personal Letter" *e-Journal of English Language Teaching Society (ELTS)*, Vol. 4 No. 1 (2016).  
<https://www.neliti.com/id/publications/243210/developing-writing-skill-of-grade-viii-students-through-personal-letter>
- Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices. 2nd Edition*. (New York: Pearson Education Inc., 2010) P. 285.
- Callella, Trisha, *Making Your Word Wall More Interactive* (Huntington Beach : Creative Teaching Press., 2001) P. 3
- Cronsberry, Jennifer, *Word Wall, a Support for Literacy in Secondary School Classroom*, (2004) P. 3.  
[https://www.readingrockets.org/sites/default/files/migrated/content/pdfs/Word\\_Walls\\_-\\_A\\_Support\\_for\\_Literacy\\_in\\_Secondary\\_School\\_Classrooms.pdf](https://www.readingrockets.org/sites/default/files/migrated/content/pdfs/Word_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf)
- Djuharie, Otong Setiawan, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV.Parma Widya, 2007) P. 38
- Enloe, Toni, "Word Walls" [https://www.readingrockets.org/strategies/word\\_walls](https://www.readingrockets.org/strategies/word_walls)
- Frost, Shari, "What's Up with Those Word Walls?",  
<https://choiceliteracy.com/article/whats-up-with-those-word-walls/>
- Jophenix, *Teaching Writing*, (Canada: Pembroke Publisher Limited, 1990), P. 11.
- Kamilah, Rahma Yunita Ansi "The Effect of Word Wall on Students' Ability in Writing Descriptive Text at Grade X of SMA Swasta Al-Azhar in The

Academic Year of 2020/2021” *Jurnal Pionir LPPM Universitas Asahan* Vol. 8, No. 1 (2022) P. 59

Kicha, Leni, et all, *Exploring Text Types in English*, (Minahasa: Yayasan Syalom Cipta Sumikolah, 2024) P. 44.

Linse, Croline T., *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, Inc., 2005) P. 102

Lubis, Rayendriani Fahmei, Nur Khoiria Hasibuan, “Students’ Writing Procedure Text Mastery” *English Journal for Teaching and Learning*, Vol. 08 No. 2 (December 2020) P. 167.  
<https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/3238>

Maharani, Ida, *How to Write Effectively: Menulis Secara Efektif*, (Yogyakarta: Citra Aji Parama, 2007) P. 54. <https://balaiyanpus.jogjaprovo.go.id/opac/detail-opac?id=265556>

Manik, Sondang, Jernih Donda Sinurat. “Improve Students’ Narrative Writing Achievement Through Film at SMA Negeri I Palipi” *International Journal of English Linguistic*, Vol. 5, No. 2. P. 175.  
<http://www.ccsenet.org/journal/index.php/ijel/article/download/46999/25392>.

Maskor, Zunita Mohamad, Harun Baharudin, “Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill.” *International Journal of Academic Research in Business and Social Sciences*. Malaysia. Vol. 6, No. 11 (2016) P. 261.  
[https://hrmars.com/papers\\_submitted/2395/Receptive\\_Vocabulary\\_Knowledge\\_or\\_Productive\\_Vocabulary\\_Knowledge\\_in\\_Writing\\_Skill\\_Which\\_One\\_Important.pdf](https://hrmars.com/papers_submitted/2395/Receptive_Vocabulary_Knowledge_or_Productive_Vocabulary_Knowledge_in_Writing_Skill_Which_One_Important.pdf)

Ningsih, Putri Aisyah, “The Effectiveness of Teaching Writing Recount Text By Using Facebook”, *Thesis*, (Jakarta: UIN Syarif Hidayatullah, 2014), P. 1.  
<https://repository.uinjkt.ac.id/dspace/handle/123456789/26302>

P, Iwuk, *A Guide for Reading Comprehension*, (Yogyakarta: Citra Aji Parama, 2007) P. 70

Patel, Dr. M.F., Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher And Distributors, 2008) P. 125.

Pratiwi, “The Effect Of Using Word Wall Strategy Toward Students’ Vocabulary Mastery At The Seventh Grade Of Mts Al Hamidiyah Pangkalan Bunut”, *Thesis*, (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2023) P. 25.  
<https://repository.uin-suska.ac.id/65558/>

Putri, Tari Kurnia, Saunir Saun., “An Analysis of The Second Year Students’ Ability in Writing A Procedure Text of A Recipe at SMK N 9 Padang” *Journal*

*of English Language Teaching*, Volume 8 No. 3 (September 2019), P. 337.  
<https://103.216.87.80/index.php/jelt/article/download/105222/102216>

Rachmanita, Fanny, “The Effect of Using Word Wall Media on Students’ Writing Ability of Descriptive Text (A Quasi-experimental Study at the Seventh Grade Students of MTs Nur Asy-Syafi’yah (Yaspina) in Academic Year 2018/2019)”, *Thesis*, (Jakarta: UIN Syarif Hidayatullah, 2021).  
[https://repository.uinjkt.ac.id/dspace/bitstream/123456789/57239/1/11140140000025\\_FANNY%20RACHMANITA.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/57239/1/11140140000025_FANNY%20RACHMANITA.pdf)

Riswanto, et al. “The Use of Word Walls Technique to Improve Students’ Eleventh Grade Writing Ability in Descriptive Text.” *Journal of Development and Innovation* 3, No. 1 (2023) P. 59.  
<https://jadila.yayasancec.or.id/index.php/jadila/article/view/372/324>

Ritonga, Rahmayani, “The Effect of Using Word Wall Strategy on Students’ Vocabulary Mastery at Grade VII MTsN 2 Padangsidempuan”, *Thesis*, (Padangsidempuan: IAIN Padangsidempuan, 2019), P. 20.  
<https://etd.uinsyahada.ac.id/2892/1/1520300100.pdf>

Saraswati, Rizka, “The Effectiveness of Using Word Wall Technique to Teach Writing A Recount Text”, *Thesis*, (Semarang: UNNES, 2019) P. 70

Sartika, Ratu, “Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students”, *Journal of English and Education* Vol. 5, No. 2 (October 2017) P. 181. <https://ejournal.upi.edu/index.php/L-E/article/download/9948/6333>

Sawitri, I.G. A. L., “The Effect of Word Wall Media on Writing Achievement of The Seventh Grade Students of SMP Negeri 1 Seririt in Academic Year 2018/2019” *Language and Education Journal Undiksha, (LEJU)*, Vol. 2, No. 2 (2019) P. 49.  
<https://ejournal.undiksha.ac.id/index.php/JJPBI/article/view/20298>

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (2013) P. 113.

Thya, Silsila, et al, “Measurement of Validity and Reliability of Customer Satisfaction Questioner in E-Boarding Applications” *Jurnal Pilar Nusa Mandiri*. Vol. 16, No. 1 (2020) P. 2.  
<https://download.garuda.kemdikbud.go.id/article.php?article=1619583&val=10907&title=MEASUREMENT%20OF%20VALIDITY%20AND%20RELIABILITY%20OF%20CUSTOMER%20SATISFACTION%20QUESTIONER%20in%20E-BOARDING%20APPLICATIONS>

Triariani, Restu, “The Effectiveness of Word Wall Media to Improve Students’ Vocabulary Mastery in Learning English at the Seventh Grade of SMPN 1 SIMAN PONOROGO”, *Thesis*, (Ponorogo: IAIN Ponorogo) P. 2.

<https://etheses.iainponorogo.ac.id/12611/>

Wandefit, Nedia Efina, “The Effectiveness of Using Word Wall Strategy to Improve Students' Writing Skill in Descriptive Text at Islamic Boarding Senior High School An-Nur Muaro Jambi”, *Thesis*, (Jambi: UIN STS, 2021)  
P. 16. <https://scispace.com/papers/the-effectiveness-of-using-word-wall-strategy-to-improve-4amh5sn8eq>

Zaharani, Hetty, “The Effect of Word Wall Method On Students’ Writing Ability.” *Department of English Education*, University of Potensi Utama Medan, North Sumatera.  
<https://pdfs.semanticscholar.org/a154/efe997cdd588937bce8a31f8c2fb28d69734.pdf>

## CURRICULUM VITAE

### A. Identify

- a. Name : Sayidah Isnaini Pasaribu
- b. Reg. Number : 18 203 00119
- c. Date of Birth : Sipagimbar, March 6<sup>th</sup> 2000
- d. Gender : Female
- e. Religion : Islam
- f. Address : Sipagimbar, Kec. Saipar Dolok Hole, Kab.  
Tapanuli Selatan
- g. Phone number : 0822-6110-6129
- h. E-mail : [sayidahisnaini@gmail.com](mailto:sayidahisnaini@gmail.com)

### B. Parents

- a. Father : The late Zulkifli Pasaribu  
Job : -
- b. Mother : Timaria Daulay  
Job : Civil Servant
- c. Address : Sipagimbar, Kec. Saipar Dolok Hole, Kab.  
Tapanuli Selatan

### C. Educational Background

- a. Elementary School : SD Negeri No. 101001 Sipagimbar
- b. Junior High School : MTsN 1 Padangsidimpuan
- c. Senior High School : MAN 2 Padangsidimpuan
- d. Collage : State Institute University of Syekh Ali  
Hasan Ahmad Addary Padangsidimpuan

## **Appendix 1**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

#### **Experimental Class**

Nama Sekolah : MTsN 2 Tapanuli Selatan  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : IX / Ganjil  
Materi Pokok : Procedure Text  
Alokasi Waktu : 2 × 35 menit

#### **A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), percaya diri, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar**

- 1.1 : Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.
- 1.2 : Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.

#### **C. Indikator**

- 2.1 : Mengidentifikasi fungsi sosial unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.
- 2.2 : Membuat teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.

#### **D. Tujuan Pembelajaran**

Selama dan setelah mengikuti kegiatan pembelajaran mengenai materi tersebut, siswa dapat :

1. Memahami fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda dengan baik.
2. Menjelaskan fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda dengan baik.
3. Membuat kalimat sesuai dengan fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda dengan baik.

#### **E. Media dan Sumber Belajar**

Spidol, papan tulis, wordwall, buku, internet, worksheet.

#### **F. Langkah-Langkah Pembelajaran**

<b>Teacher Activity</b>	<b>Students Activity</b>
<b>A. Pre-Teaching</b>	
1. The teacher welcome everyone to class and instructs them to pray before learning.	1. Students pay attention to the teacher. 2. Before learning, students welcome the teacher and say a prayer.
2. The students attendance list is checked by the teacher.	3. Students pay attention to the teacher. 4. Students state the attendance by saying present.
3. The last material is asked by the teacher and relate it with the new material.	5. Students pay attention to the teacher's inquiries.
4. The new material is told by the teacher.	6. Students focus and listen while the teacher is explaining. 7. Students add some of the notes given by the teacher into their notebooks.
<b>B. While Teaching</b>	
5. The teacher introduces the topic about procedure text to the students.	8. The students listen to the teacher. 9. The students remember the topic of the material.
6. The teacher organizes the words alphabetically and places them on a wall, grouping them by category, this wall is called the word wall. Then, the teacher explains the procedure text with that word wall.	10. Students pay close attention as the teacher arranges the words in alphabetical order on the word wall and look at the new vocabularies.



<p>7. The teacher divides students into four groups.</p> <p>8. The teacher scrambles the words and invites the students to sort them back into the right categories. This helps improve their memory and understanding of the vocabulary.</p>	<p>11. Students work in small groups to reorganize the scrambled words into the correct categories. They discuss and decide where each word belongs based on what they have learned.</p>
<p>9. The teacher gives feedback on each group's answers, corrects any mistakes, and explains why certain words belong in specific categories.</p>	<p>12. Each group shares their answers, and the class reviews them together with the teacher.</p>
<p>10. The teacher asks students to write a text about how to make an avocado juice with those vocabularies.</p>	<p>13. The students write a procedure text with those words.</p>
<p><b>C. Post-Teaching</b></p> <p>11. The teacher checks students' understanding by asking questions related to the material.</p>	<p>14. Students listen to the teacher's questions and respond based on what they have learned to show their understanding.</p>
<p>12. The teacher and students review and summarize the lesson together.</p>	<p>15. Students respond to the teacher's review questions and help restate the main points of the lesson. Some students may be invited to share what they learned in their own words.</p>
<p>13. The teacher asks the class leader to lead a prayer before ending the lesson.</p>	<p>16. Students quietly listen and follow the class leader during the prayer.</p>

#### G. Penilaian

Aspect	Description	Score
Content	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Organization	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1

Grammar	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Vocabulary	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Punctuation	Obvious	4
	Quite obvious, but there are still errors	3
	Difficult to understand	2
	Not clear	1

$$Mark = \frac{Obtained\ Score}{Maximum\ Score\ (20)} \times 100$$

## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### Control Class

Nama Sekolah : MTsN 2 Tapanuli Selatan  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : IX / Ganjil  
Materi Pokok : Procedure Text  
Alokasi Waktu : 2 × 35 menit

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), percaya diri, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar

- 1.1 : Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.
- 1.2 : Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.

#### C. Indikator

- 2.1 : Mengidentifikasi fungsi sosial unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.
- 2.2 : Membuat teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda.

#### D. Tujuan Pembelajaran

Selama dan setelah mengikuti kegiatan pembelajaran mengenai materi tersebut, siswa dapat :

4. Memahami fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda dengan baik.
5. Menjelaskan fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda dengan baik.
6. Membuat kalimat sesuai dengan fungsi sosial dan unsur kebahasaan teks prosedur terkait dengan resep makanan/minuman dan mengoperasikan benda dengan baik.

#### **E. Media dan Sumber Belajar**

Spidol, papan tulis, buku, internet.

#### **F. Langkah-Langkah Pembelajaran**

<b>Kegiatan Pendahuluan (10 menit)</b>	
Mengucapkan salam dan menanyakan kabar siswa dan mengajak siswa untuk berdoa serta memeriksa kehadiran sebagai sikap disiplin.	
Melakukan ice breaking untuk menarik perhatian dan kefokusannya siswa sebelum pembelajaran dimulai agar siswa lebih relax dalam proses pembelajaran.	
Memberikan beberapa pertanyaan terkait materi dan mengaitkan materi kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi kegiatan sebelumnya serta kegiatan selanjutnya.	
Memberi gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari sebagai bentuk motivasi.	
<b>Kegiatan Inti (50 menit)</b>	
<b>Kegiatan Literasi</b>	Peserta didik diberi arahan mengenai apa yang akan mereka lakukan dalam proses pembelajaran, serta guru mempersiapkan alat-alat yang diperlukan dalam proses pembelajaran seperti worksheet, boardmarker, and whiteboard.
<b>Critical Thinking, Collaboration, Communication</b>	<p>Peserta didik diminta untuk menyimak guru menjelaskan teks prosedur di depan kelas.</p> <p>Peserta didik dibentuk dalam kelompok kecil terdiri dari 5 orang serta diminta untuk menjawab dan mencari informasi tentang fungsi sosial, struktur teks, unsur kebahasaan dari teks prosedur.</p> <p>Dengan bimbingan guru, peserta didik diajak memberikan penjelasan tentang fungsi sosial, struktur teks, unsur kebahasaan tentang teks prosedur.</p>

	<p>Peserta didik berdiskusi dalam kelompok untuk membuat teks prosedur sesuai topik permasalahan yang dipilih dan mempresentasikan hasil teks prosedur di depan kelas.</p> <p>Guru membagikan worksheet kepada para peserta didik dan peserta didik diminta agar kembali ke tempat duduk masing-masing untuk menjawab soal teks prosedur teks yang telah dibagikan.</p>
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal –hal yang telah dipelajari terkait materi teks procedure. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal –hal yang belum dipahami.
<b>Penutup (10 menit)</b>	
<p>Peserta didik diarahkan untuk membuat kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang baru saja dilakukan.</p> <p>Guru membuat kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang baru saja dilakukan.</p> <p>Peserta didik menerima tugas dan sekilas rencana pertemuan selanjutnya.</p> <p>Peserta didik diberi semangat dalam belajar, mengerjakan tugas, dan mengulangi pelajaran di rumah.</p> <p>Peserta didik bersama guru mengakhiri kegiatan belajar mengajar dengan doa syukur dan salam .</p>	

#### G. Penilaian

Aspect	Description	Score
Content	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Organization	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Grammar	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1
Vocabulary	True and correct	4
	Sometimes it's not quite right but it doesn't affect the meaning	3
	Inaccurate and affects the meaning	2
	Difficult to understand	1

Punctuation	Obvious	4
	Quite obvious, but there are still errors	3
	Difficult to understand	2
	Not clear	1

$$Mark = \frac{Obtained\ Score}{Maximum\ Score\ (20)} \times 100$$

## Appendix 3

## INSTRUMENT FOR PRE-TEST

Write a procedure text and choose one of the title below!

- How to make a fried rice.
- How to make a fried noodle.

The text should be consisting of:

- Goal
- Material
- Steps

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Appendix 4

## INSTRUMENT FOR POST-TEST

Write a procedure text and choose one of the title below!

- c. How to make an apple juice.
- d. How to make a fried chicken.

The text should be consisting of:

- d. Goal
- e. Material
- f. Steps

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Appendix 5

### Validity and Reliability of Experimental Class in Pre-Test

		Correlations					
		c	o	g	v	p	total
c	Pearson Correlation	1	1.000**	.411	.188	.388	.836**
	Sig. (2-tailed)		.000	.058	.403	.075	.000
	N	22	22	22	22	22	22
o	Pearson Correlation	1.000**	1	.411	.188	.388	.836**
	Sig. (2-tailed)	.000		.058	.403	.075	.000
	N	22	22	22	22	22	22
g	Pearson Correlation	.411	.411	1	.522*	.491*	.731**
	Sig. (2-tailed)	.058	.058		.013	.020	.000
	N	22	22	22	22	22	22
v	Pearson Correlation	.188	.188	.522*	1	.426*	.602**
	Sig. (2-tailed)	.403	.403	.013		.048	.003
	N	22	22	22	22	22	22
p	Pearson Correlation	.388	.388	.491*	.426*	1	.705**
	Sig. (2-tailed)	.075	.075	.020	.048		.000
	N	22	22	22	22	22	22
total	Pearson Correlation	.836**	.836**	.731**	.602**	.705**	1
	Sig. (2-tailed)	.000	.000	.000	.003	.000	
	N	22	22	22	22	22	23

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Validity and Reliability of Control Class in Pre-Test

		Correlations					
		c	o	g	v	p	total
c	Pearson Correlation	1	.200	-.014	.129	.478*	.467*
	Sig. (2-tailed)		.371	.950	.569	.025	.029
	N	22	22	22	22	22	22
o	Pearson Correlation	.200	1	.250	.957**	.373	.805**
	Sig. (2-tailed)	.371		.263	.000	.088	.000
	N	22	22	22	22	22	22
g	Pearson Correlation	-.014	.250	1	.231	.068	.569**
	Sig. (2-tailed)	.950	.263		.301	.764	.006
	N	22	22	22	22	22	22
v	Pearson Correlation	.129	.957**	.231	1	.351	.779**
	Sig. (2-tailed)	.569	.000	.301		.109	.000
	N	22	22	22	22	22	22
p	Pearson Correlation	.478*	.373	.068	.351	1	.608**
	Sig. (2-tailed)	.025	.088	.764	.109		.003
	N	22	22	22	22	22	22
total	Pearson Correlation	.467*	.805**	.569**	.779**	.608**	1
	Sig. (2-tailed)	.029	.000	.006	.000	.003	
	N	22	22	22	22	22	23

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## Appendix 6

### Validity and Reliability of Experimental Class in Post-Test

		Correlations					
		c	o	g	v	p	total
c	Pearson Correlation	1	-.171	-.219	.847**	-.058	.621**
	Sig. (2-tailed)		.445	.328	.000	.799	.002
	N	22	22	22	22	22	22
o	Pearson Correlation	-.171	1	.703**	.026	.807**	.638**
	Sig. (2-tailed)	.445		.000	.910	.000	.001
	N	22	22	22	22	22	22
g	Pearson Correlation	-.219	.703**	1	-.118	.518*	.449*
	Sig. (2-tailed)	.328	.000		.602	.014	.036
	N	22	22	22	22	22	22
v	Pearson Correlation	.847**	.026	-.118	1	.114	.689**
	Sig. (2-tailed)	.000	.910	.602		.615	.000
	N	22	22	22	22	22	22
p	Pearson Correlation	-.058	.807**	.518*	.114	1	.623**
	Sig. (2-tailed)	.799	.000	.014	.615		.002
	N	22	22	22	22	22	22
total	Pearson Correlation	.621**	.638**	.449*	.689**	.623**	1
	Sig. (2-tailed)	.002	.001	.036	.000	.002	
	N	22	22	22	22	22	23

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Validity and Reliability of Control Class in Post-Test

Correlations		c	o	g	v	p	total
c	Pearson Correlation	1	.247	-.164	.154	.064	.456*
	Sig. (2-tailed)		.267	.466	.493	.777	.033
	N	22	22	22	22	22	22
o	Pearson Correlation	.247	1	.189	.581**	-.198	.583**
	Sig. (2-tailed)	.267		.400	.005	.376	.004
	N	22	22	22	22	22	22
g	Pearson Correlation	-.164	.189	1	.033	.685**	.714**
	Sig. (2-tailed)	.466	.400		.886	.000	.000
	N	22	22	22	22	22	22
v	Pearson Correlation	.154	.581**	.033	1	-.260	.428*
	Sig. (2-tailed)	.493	.005	.886		.243	.047
	N	22	22	22	22	22	22
p	Pearson Correlation	.064	-.198	.685**	-.260	1	.548**
	Sig. (2-tailed)	.777	.376	.000	.243		.008
	N	22	22	22	22	22	22
total	Pearson Correlation	.456*	.583**	.714**	.428*	.548**	1
	Sig. (2-tailed)	.033	.004	.000	.047	.008	
	N	22	22	22	22	22	23

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## Appendix 7

**Score of Experimental Class on Pre-Test**

<b>No</b>	<b>Students Name</b>	<b>Score</b>	<b>C</b>	<b>O</b>	<b>G</b>	<b>V</b>	<b>P</b>
1	ARR	60	2	4	2	2	2
2	APM	60	3	3	2	2	2
3	AAS	40	2	2	1	2	1
4	DR	60	2	2	2	3	3
5	ENS	70	3	3	2	3	3
6	FRH	35	2	2	1	1	1
7	IP	65	3	3	1	2	4
8	ITL	50	2	2	2	2	2
9	LAP	65	2	2	4	3	2
10	MWS	80	4	4	3	3	2
11	MNP	70	4	4	2	2	2
12	MRR	35	1	1	2	2	1
13	MG	65	3	3	1	3	3
14	NHR	80	4	4	2	3	3
15	PH	75	3	4	2	3	3
16	RFS	60	2	2	1	4	3
17	SH	60	3	3	3	2	1
18	SMD	55	2	2	3	2	2
19	SN	40	2	2	1	1	2
20	SMR	70	3	3	3	3	2
21	TRS	65	3	3	1	4	2
22	TMR	60	2	2	3	2	2
	<b>Total</b>	1320					

## Appendix 8

**Score of Control Class on Pre-Test**

No	Students Name	Score	C	O	G	V	P
1	AFR	55	3	2	2	2	2
2	AD	50	2	2	2	2	2
3	AP	40	2	2	1	2	1
4	DAD	60	2	3	2	3	2
5	ENS	65	2	3	2	4	2
6	FR	55	3	2	2	2	1
7	FMSH	45	2	2	1	2	2
8	H	30	2	1	1	1	1
9	ISR	55	2	3	2	3	1
10	LR	65	4	3	2	3	3
11	MS	60	3	2	4	2	1
12	MF	40	2	2	1	2	1
13	NR	30	2	1	1	1	1
14	NAS	60	2	2	4	2	2
15	NKP	45	3	2	1	2	1
16	NHR	50	2	2	2	2	2
17	RS	45	2	2	1	2	2
18	RSN	50	3	2	1	2	2
19	RAR	60	3	2	2	2	3
20	SSR	55	2	3	2	3	1
21	UP	65	2	3	3	3	2
22	WSN	70	4	3	1	3	3
	<b>Total</b>	1150					

## Appendix 9

**Score of Experimental Class on Post-Test**

<b>No</b>	<b>Students Name</b>	<b>Score</b>	<b>C</b>	<b>O</b>	<b>G</b>	<b>V</b>	<b>P</b>
1	ARR	95	3	4	4	4	4
2	APM	65	3	2	3	3	2
3	AAS	75	4	2	2	3	2
4	DR	70	1	4	4	1	4
5	ENS	80	2	4	4	2	4
6	FRH	90	4	3	3	4	3
7	IP	85	2	4	4	3	4
8	ITL	100	4	4	4	4	4
9	LAP	85	4	3	3	4	3
10	MWS	90	4	3	3	4	4
11	MNP	65	2	3	3	2	3
12	MRR	65	3	2	2	3	3
13	MG	80	3	3	3	4	4
14	NHR	80	3	3	4	3	3
15	PH	70	3	2	4	3	2
16	RFS	70	2	3	3	3	3
17	SH	90	4	3	3	4	4
18	SMD	100	4	4	4	4	4
19	SN	85	3	4	3	4	3
20	SMR	80	2	4	4	2	4
21	TRS	100	4	4	4	4	4
22	TMR	100	4	4	4	4	4
	<b>Total</b>	1820					

## Appendix 10

**Score of Control Class on Post-Test**

<b>No</b>	<b>Students Name</b>	<b>Score</b>	<b>C</b>	<b>O</b>	<b>G</b>	<b>V</b>	<b>P</b>
1	AFR	60	2	2	2	3	3
2	AD	65	2	3	2	3	3
3	AP	90	4	4	4	2	4
4	DAD	75	2	4	3	3	3
5	ENS	65	3	3	2	3	2
6	FR	80	4	3	2	3	4
7	FMSH	75	3	4	2	4	2
8	H	70	1	3	4	3	3
9	ISR	95	4	4	3	4	4
10	LR	65	2	3	2	3	4
11	MS	60	4	2	1	2	3
12	MF	100	4	4	4	4	4
13	NR	80	2	3	4	3	4
14	NAS	80	2	3	4	3	4
15	NKP	85	3	4	3	4	3
16	NHR	60	2	3	2	3	2
17	RS	80	4	4	2	4	2
18	RSN	75	3	4	2	4	2
19	RAR	65	3	4	1	4	1
20	SSR	70	3	1	3	3	4
21	UP	60	3	3	1	3	2
22	WSN	95	3	4	4	4	4
	<b>Total</b>	1650					



## Appendix 11

### Normality, Homogeneity, and T-Test of Pre-Test

#### A. Normality of Pre-Test

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimental_class	.227	22	.004	.917	22	.065
control_class	.143	22	.200*	.949	22	.304

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### B. Homogeneity of Pre-Test

**Test of Homogeneity of Variances**

Result of writing test

Levene Statistic	df1	df2	Sig.
.084	1	42	.773

#### C. T-Test of Pre-Test

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of writing test	Equal variances assumed	.084	.773	2.120	42	.040	7.727	3.644	.372	15.082
	Equal variances not assumed			2.120	40.775	.040	7.727	3.644	.366	15.089

## Appendix 12

### The Normality, Homogeneity, and T-Test of Post-Test

#### A. Normality and Homogeneity of Post-test

##### Tests of Normality

	class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of writing test	experimental class	.128	22	.200*	.922	22	.085
	control class	.155	22	.185	.922	22	.082

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### B. Homogeneity of Pre-Test

##### Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.122	5	14	.393

#### C. T-Test of Post Test

##### Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of writing test	experimental class	22	82.73	12.025	2.564
	control class	22	75.00	12.344	2.632

##### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of writing test	Equal variances assumed	.000	1.000	2.103	42	.041	7.727	3.674	.313	15.142

	Equal variances not assumed			2.10 3	41.9 71	.041	7.727	3.674	.313	15.142
--	-----------------------------------	--	--	-----------	------------	------	-------	-------	------	--------

## Appendix 13

### Experimental Class Pre-Test

#### Statistics

Result

N	Valid	22
	Missing	1
Mean		60.00
Median		60.00
Mode		60
Std. Deviation		13.093
Variance		171.429
Range		45
Minimum		35
Maximum		80
Sum		1320

#### result

	Frequency	Percent	Valid Percent	Cumulative Percent
35	2	8.7	9.1	9.1
40	2	8.7	9.1	18.2
50	1	4.3	4.5	22.7
55	1	4.3	4.5	27.3
60	6	26.1	27.3	54.5
65	4	17.4	18.2	72.7
70	3	13.0	13.6	86.4
75	1	4.3	4.5	90.9
80	2	8.7	9.1	100.0
Total	22	95.7	100.0	
Missing System	1	4.3		
Total	23	100.0		

## Appendix 14

### Control Class Pre-Test

#### Statistics

result

N	Valid	22
	Missing	1
Mean		52.27
Median		55.00
Mode		55 <sup>a</sup>
Std. Deviation		10.990
Variance		120.779
Range		40
Minimum		30
Maximum		70
Sum		1150

a. Multiple modes exist. The smallest value is shown

result

	Frequency	Percent	Valid Percent	Cumulative Percent
30	2	8.7	9.1	9.1
40	2	8.7	9.1	18.2
45	3	13.0	13.6	31.8
50	3	13.0	13.6	45.5
Valid 55	4	17.4	18.2	63.6
60	4	17.4	18.2	81.8
65	3	13.0	13.6	95.5
70	1	4.3	4.5	100.0
Total	22	95.7	100.0	
Missing System	1	4.3		
Total	23	100.0		

## Appendix 15

### Experimental Post-Test

#### Statistics

result

N	Valid	22
	Missing	1
Mean		82.73
Median		82.50
Mode		80 <sup>a</sup>
Std. Deviation		12.025
Variance		144.589
Range		35
Minimum		65
Maximum		100
Sum		1820

a. Multiple modes exist. The smallest value is shown

result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	3	13.0	13.6	13.6
	70	3	13.0	13.6	27.3
	75	1	4.3	4.5	31.8
	80	4	17.4	18.2	50.0
	85	3	13.0	13.6	63.6
	90	3	13.0	13.6	77.3
	95	1	4.3	4.5	81.8
	100	4	17.4	18.2	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

## Appendix 16

### Control Class Post-Test

#### Statistics

result

N	Valid	22
	Missing	1
Mean		75.00
Median		75.00
Mode		60 <sup>a</sup>
Std. Deviation		12.344
Variance		152.381
Range		40
Minimum		60
Maximum		100
Sum		1650

a. Multiple modes exist. The smallest value is shown

result

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	17.4	18.2
	65	4	17.4	36.4
	70	2	8.7	45.5
	75	3	13.0	59.1
	80	4	17.4	77.3
	85	1	4.3	81.8
	90	1	4.3	86.4
	95	2	8.7	95.5
	100	1	4.3	100.0
	Total	22	95.7	100.0
Missing System	1	4.3		
Total	23	100.0		

## Appendix 17

### The Mean, Median, and Modus of Experimental Class in Pre-Test

Statistics						
	c	o	g	v	p	total
N	Valid	22	22	22	22	23
	Missing	1	1	1	1	0
Mean	2.59	2.73	2.00	2.45	2.18	114.78
Median	2.50	3.00	2.00	2.00	2.00	60.00
Mode	2	2	2	2	2	60
Std. Deviation	.796	.883	.873	.800	.795	263.039
Variance	.634	.779	.762	.641	.632	69189.723
Range	3	3	3	3	3	1285
Minimum	1	1	1	1	1	35
Maximum	4	4	4	4	4	1320
Sum	57	60	44	54	48	2640

total				
	Frequency	Percent	Valid Percent	Cumulative Percent
35	2	8.7	8.7	8.7
40	2	8.7	8.7	17.4
50	1	4.3	4.3	21.7
55	1	4.3	4.3	26.1
60	6	26.1	26.1	52.2
Valid 65	4	17.4	17.4	69.6
70	3	13.0	13.0	82.6
75	1	4.3	4.3	87.0
80	2	8.7	8.7	95.7
1320	1	4.3	4.3	100.0
Total	23	100.0	100.0	



## Appendix 18

### The Mean, Median, and Modus of Control Class in Pre-Test

		Statistics					
		c	o	g	v	p	total
N	Valid	22	22	22	22	22	23
	Missing	1	1	1	1	1	0
Mean		2.45	2.23	1.82	2.27	1.73	100.00
Median		2.00	2.00	2.00	2.00	2.00	55.00
Mode		2	2	2	2	2	55 <sup>a</sup>
Std. Deviation		.671	.612	.907	.703	.703	229.144
Variance		.450	.374	.823	.494	.494	52506.818
Range		2	2	3	3	2	1120
Minimum		2	1	1	1	1	30
Maximum		4	3	4	4	3	1150
Sum		54	49	40	50	38	2300

a. Multiple modes exist. The smallest value is shown

		total			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	8.7	8.7	8.7
	40	2	8.7	8.7	17.4
	45	3	13.0	13.0	30.4
	50	3	13.0	13.0	43.5
	55	4	17.4	17.4	60.9
	60	4	17.4	17.4	78.3
	65	3	13.0	13.0	91.3
	70	1	4.3	4.3	95.7
	1150	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

## Appendix 19

### The Mean, Median, and Modus of Experimental Class in Post-Test

Statistics						
	c	o	g	v	p	total
N	Valid	22	22	22	22	23
	Missing	1	1	1	1	0
Mean	3.09	3.27	3.41	3.27	3.41	158.26
Median	3.00	3.00	3.50	3.50	4.00	85.00
Mode	4	4	4	4	4	80 <sup>a</sup>
Std. Deviation	.921	.767	.666	.883	.734	362.437
Variance	.848	.589	.444	.779	.539	131360.474
Range	3	2	2	3	2	1755
Minimum	1	2	2	1	2	65
Maximum	4	4	4	4	4	1820
Sum	68	72	75	72	75	3640

a. Multiple modes exist. The smallest value is shown

total				
	Frequency	Percent	Valid Percent	Cumulative Percent
65	3	13.0	13.0	13.0
70	3	13.0	13.0	26.1
75	1	4.3	4.3	30.4
80	4	17.4	17.4	47.8
85	3	13.0	13.0	60.9
90	3	13.0	13.0	73.9
95	1	4.3	4.3	78.3
100	4	17.4	17.4	95.7
1820	1	4.3	4.3	100.0
Total	23	100.0	100.0	

## Appendix 20

### The Mean, Median, and Modus of Control Class in Post-Test

Statistics						
	c	o	g	v	p	total
N Valid	22	22	22	22	22	23
N Missing	1	1	1	1	1	0
Mean	2.86	3.27	2.59	3.27	3.05	143.48
Median	3.00	3.00	2.00	3.00	3.00	75.00
Mode	3	4	2	3	4	60 <sup>a</sup>
Std. Deviation	.889	.827	1.054	.631	.950	328.632
Variance	.790	.684	1.110	.398	.903	107998.715
Range	3	3	3	2	3	1590
Minimum	1	1	1	2	1	60
Maximum	4	4	4	4	4	1650
Sum	63	72	57	72	67	3300

a. Multiple modes exist. The smallest value is shown

total				
	Frequency	Percent	Valid Percent	Cumulative Percent
60	4	17.4	17.4	17.4
65	4	17.4	17.4	34.8
70	2	8.7	8.7	43.5
75	3	13.0	13.0	56.5
80	4	17.4	17.4	73.9
Valid 85	1	4.3	4.3	78.3
90	1	4.3	4.3	82.6
95	2	8.7	8.7	91.3
100	1	4.3	4.3	95.7
1650	1	4.3	4.3	100.0
Total	23	100.0	100.0	



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 347 /Un.28/E.1/TL.00/07/2023 26 Juli 2023  
Lampiran :  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

Yth. Kepala MTsN 2 Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama : Sayidah Isnaini Pasaribu  
Nim : 1820300119  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Sipagimbar

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Word Wall Method on Students' Ability in Writing Procedure Text at The IX Grade MTsN 2 Tapanuli Selatan"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an Dekan  
Wakil Dekan Bidang Akademik



Dr. Lis Pulanti Syafrida Siregar, S.Psi., MA  
NIP 19801224 200604 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN**  
**MADRASAH TSANAWIYAH NEGERI 2 TAPANULI SELATAN**  
*Jln. Pendidikan Kelurahan Pasar Sipagimbar Kecamatan Saipar Dolok Hole*

Sipagimbar, 09 Oktober 2023

No : B.138/Mts.09.02/PP.00.3/10/2023  
Hal : Izin Penelitian Penyelesaian Skripsi

Kepada Yth :  
Bapak/Ibu Dekan UIN Syekh Ali Hasan  
Ahmad Addary Padangsidempuan  
di-  
Tempat

Dengan Hormat,

Sesuai dengan Surat Dekan Wakil Bidang Akademik Tanggal 26 Juli 2023 Nomor : B-3647/Un.28/E.1/TL.00/07/2023 bersama ini kami memberikan izin kepada mahasiswa :

Nama : Sayidah Isnaini Pasaribu  
Nim : 1820300119  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris

Untuk melakukan kegiatan Penelitian Penyelesaian Skripsi pada Madrasah Tsanawiyah Negeri 2 Tapanuli Selatan.

Demikian kami sampaikan, atas kerjasama yang baik kami ucapkan terimakasih.

Kepala MTsN 2 Tapanuli Selatan  
  
**SABBAN SIREGAR, S.Pd**  
NIP. 19691012 199903 1 006