

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is reviewing the existing literature in the topic area. If we are not yet familiar with the process of conducting a literature review, it simply means becoming familiar with the existing literature (e.g., books, journal articles) on a particular topic.¹ So, this chapter discuss about speaking, genre text's types, descriptive text, media, and word wall.

A. Theoretical Review

1. Speaking

a. Speaking in General

In language teaching, people often talks about the four language skills (listening, speaking, reading, and writing). In terms of their direction and modality language generated by the learners (in speech or writing) is considered as productive skill, and language directed learners (in reading or listening) is known as receptive skill.²

¹ Geoffrey Marczyk, et.all, *Essentials of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc., 2005), p. 32.

² Umiyatun, "The Effectiveness Of Making a simple Television Advertisement to Improve Students" Motivation In Teaching Speaking Procedure Text (An Experimental Research at the Seventh Grade of SMP N 1 Wirosari Grobogan in Academic Year 2010 / 2011)", (Semarang: IAIN Walisongo 2011), unpublished thesis, p. 9.

In Oxford Advanced Dictionary, the definition of speaking is .to express or to communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stages.³

Speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.⁴

Speaking is so much a part of daily life that people take it for granted. The average person produces ten of a thousand words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.⁵

From above explanation, the writer concluded that speaking is an ability or a skill which is possessed by people to express their idea orally or to communicate with other people. It is an important skill that we must

³Oxford Advanced Dictionary. Oxford University Press, 1995, p. 13.

⁴A S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: OxfordUniversity Press, 1987), p. 827.

⁵Scott Thornbury, *How to Teach Speaking*, (Longman, Pearson education limited 2005),p. 1.

have because only through this skill we can express our message orally.

b. Speaking skill

Skill is ability to do something well.⁶Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.⁷

In language teaching, we often talk about the four language skills (reading, listening, speaking, and writing). Reading and listening are called receptive skills, because receptive skills are the ways in which people extract meaning from the discourse they see or hear.⁸When we are listening or reading a topic of material, it means that we receive a topic of material from what we listen or read. And other skills are speaking and writing so that when we are speaking and writing it means that we are

⁶Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Pindar Graphics Origination Scarborough, 1995), p. 403.

⁷David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 39.

⁸Jeremy Harmer, *How to Teach English*, (England : Longman, 1998), p.199.

producing topic of material. So that, speaking and writing skills are called productive skills.

Broughton states that, a student may be at listening and understanding, it does not need follow that he will speak well. A discriminating ear is not always a fluent tongue. There has to be training in the productive skill of speech as well.⁹

For most second or foreign language learners, speaking skill is difficult because effective oral communication requires the ability to use the language appropriately in social interactions.¹⁰

c. The Importance of Speaking

In learning English, speaking is important to support students' ability to use the language. As one of language skills, speaking has an important contribution to human work. Such as, it can be seen in people daily activities and business activities.

As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and

⁹Geoffrey Broughton et, al., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd., 1978), p. 76.

¹⁰Jack C. Ricards and Willy A. Renandya, *Methodology in Language Teaching: an anthology of current practice*, (New york: Cambridge University Press, 2002), p. 204

purpose driven), in other words they genuinely want to communicate something to achieve particular end.¹¹

Based on the above explanation, we concluded that speaking is important to us. Because it can give contribution in our work.

d. Aspect of Speaking

In present a language, speaker cannot speak as he likes. Speaker has to consider to listener and some aspect of speaking.¹² There are some aspects of speaking:

- 1) Pronunciation including the segmental features vowels and consonant, the stress and intonation patterns.
- 2) Grammar as the rules for forming words and making sentences.¹³ Grammar is not only about forming words to be sentences, but also it tells that a word can be a sentence in certain situation. In speaking, grammar is not just concerned with syntax, the way words are formed and can change their form to show different meaning.

¹¹ Jo McDonough and Christopher Shaw, *Materials and Method in ELT ; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134.

¹² Jeremy harmer, *The Practice of English Language teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 35.

¹³ Bull, victoria, *Oxford Advanced Learner's Dictionary*, (Nex York: Oxford Unversity Press, 1995), p. 494.

- 3) Vocabulary means all the words with meaning that all people know and use.¹⁴ Here, the speaker needs to use understandable words and pronunciation them well.
- 4) Fluency is the ease and speed of the flow of speech. Indeed, the term fluency also talks about the pause of speech. A fluent one not only talks quickly, but also pause the speech appropriately.
- 5) Content. Here, oral descriptive text is not the same as oral discussion text, speaker has to talk about descriptive text based on the characteristic of descriptive text appropriately.

e. Teaching Speaking

Learning English as a foreign language is different thing for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar, and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in

¹⁴ Bull, Victoria, *Oxford Advanced Learner's Dictionary*, p. 494.

English in or outside the classroom for study, works or leisure.¹⁵

Speaking is an interactive task and happens under real time processing constraints. It means that students will be able to use words and phrases fluently without conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.¹⁶

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide practical opportunities in real life speaking in the safety classroom.

Besides that, to teach speaking effectively, we need a media to help students to improve their speaking skill. So, the researcher used word wall as a media to improve students' speaking skill of descriptive text.

¹⁵AzidaFauziah, *The Effectiveness of Active Learning Through "Who is in the Class Strategy" for Teaching Speaking Descriptive Text at the Tenth Grade Students of MA NU Nurul Huda Semarang in the Academic Year of 2011/ 2012*, (Semarang: IAIN Walisongo, 2012), unpublished thesis, p. 6.

¹⁶Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 271.

2. Genre Text's Types

Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation.¹⁷ Every genre has a number of features which make it different to other genres; each has a specific purpose, generic structure, and specific linguistic features of the text.¹⁸ Each genre has specific language features. According to Gerrot and Wignel, there are kinds of genre:¹⁹

a. Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

b. Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.

c. Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.

¹⁷EntikaFaniPrastikawati and SitiMusarokah, *Writing 3, Handouts and Assignments*, (Semarang: IKIP PGRI, 2010), p.9.

¹⁸Ken Hyland, *Teaching and Researching Writing, second edition*, (London: Pearson Longman, 2009), p. 15

¹⁹Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 192.

d. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

e. News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.²⁰

h. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

²⁰Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 204 - 217.

i. Description

Description is a genre which has social function to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

l. Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

m. Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts and ballet.

3. Descriptive Text

There are many types of text within text itself. They are called genre. Gerot and Wignell states, "A genre can be defined as a culturally specific text-type which results from using language written or spoken to help accomplish something".

a. Definition of Descriptive Text

Descriptive is kind of text which describes a particular person, place, things.²¹In descriptive text, it uses the simple present tense.

From the opinion about descriptive Text, the writer concluded that the descriptive text is a text which is describes person, place, mood, situation, and etc., it also describes an object that appeal to the sense.

b. The Purpose of Descriptive Text

Based on the definition of descriptive text above, the purpose of description is to describe a particular person, place or thing. As social being, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people.

c. Kinds of descriptive text

- 1) Description of place
- 2) Description of people
- 3) Description of things

d. Generic structure of Descriptive Text

The structure of a text is called generic structure. One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in Junior High School is

²¹Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 217.

divided into the following two elements, namely identification and description.

1) Identification

This part identifies phenomenon to be described.

2) Description

This part describes parts, qualities and characteristics. For examples; describes about Lion. The characteristics of lion can different with the other lion.

e. Grammatical features

1) Adjective

Adjectives are the grammatical class that tend to carry much of the responsibility for describing. Of course all lexical items, for example, nouns, verbs, adjectives and some adverbs (as opposed to grammatical items – conjunctions, prepositions, pronouns and articles) can be used descriptively, but it is adjectives that have describing as their key function. There are a number of single adjectives, for example, *fine*, *peculiar*, *bright*, the writer has mainly used them within noun groups, for example, a *large* sack, a *long* snout, *three small* hair.²²

²² Peter knapp, Megan watkins, *Genre, text, grammar: Technologies for teaching and assessing writing*, (Australia: a unsw press book, 2005), p. 110.

2) Nouns

Noun is word that is the name of a thing, quality, person, etc. and can be the subject or object of a verb.²³ For examples: teacher, house, my cat, etc.

3) Pronoun

A pronoun stands in place of a noun, noun group or name. Pronouns refer to something that has been named (or is about to be named) and has already been written about. For example, *The park* is a popular place. *It* is mostly used by children.

Pronouns provide a text with cohesion. Pronouns only work if they are not ambiguous (that is, there is a clear line of reference) and not used too repetitively.²⁴ There are different types of pronouns:

she, he, you, etc.	Personal
mine, hers, yours, etc.	Possessive
himself, yourself, etc.	Reflexive
this, that, these, those	Demonstrative
each, any, some, all	Indefinite

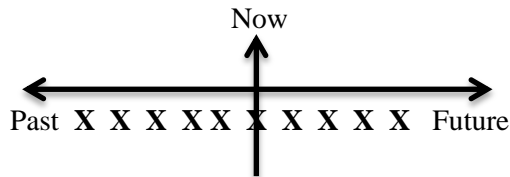
²³Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Pindar Graphics Origination Scarborough, 1995), p. 281.

²⁴ Peter Knapp, Megan Watkins, *Genre, text, grammar: Technologies for teaching and assessing writing*, (Australia: a UNSW Press book, 2005), p. 61.

who, which, what, whose, whom who, which, that	Interrogative Relative
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4) Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or writer. In general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.²⁵



Using of the Simple Present Tense:²⁶

- a) Permanent truths: Summer *follows* spring
- b) The present period: My sister *works* in Bank.
- c) Habitual action: I sometimes *stay up* till midnight.

²⁵Betty Schrampher Azar, *Understanding and Using English Grammar*, 3th edition, (United States of America: Prentice Hall Regents Prentice-Hall Inc, 2000), p. 1.

²⁶ L. G. Alexander, *Longman English Grammar Practice for intermediate students*, (New York: Addison Wesley Longman, 1998), p. 122.

- d) Future reference (for timetables, etc.): The concert *begins* at 7.30 next Friday evening.
- e) Observations and declarations: I *hope* so it. It *says* here that... I *love* you.
- f) Instructions: First *weigh* the ingredients.
- g) Commentaries: Becker *serves* to Lendi.

f. Example of Descriptive Text

The Sea Eagle

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It is a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

Based on “*English in Focus for Grade VIII*”²⁷

The above text, it is example of descriptive text, especially describing animal is a text which saying what an animal is like. The text describes the characteristics and personal features of the animals.

4. Media

Media is the tools that can send and transmits learning messages.²⁸In teaching learning process, media is needed. Not only it can send the learning messages, but alsoit can entertains the students. Occasionally, teachers gives picture to students or show them one movie in their lesson, the students will comforted and feel happy. According to Seels and Glasgow that was adopted by Azhar Arsyad, types of media are divided into two category, they are traditional media choice and technology media choice.²⁹

a. Traditional Media

Traditional media are things that can be used to transmit a message from the sender to receiver

²⁷Artono Wardiman, et.all, *English in Focus 2: for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 16.

²⁸Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 4.

²⁹Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 33-34.

traditionally. There are eight traditional media choice as follow:

- 1) Silent visual that was projected
Examples: slides, filmstrips.
- 2) Visual that wasn't projected
Examples: poster, picture, diagram, word wall, etc.
- 3) Audio
Examples: cassette, reel, cartridge.
- 4) Multimedia presentation
Examples: slide plus sound (tape), multi-image
- 5) Visual dynamic that was projected
Examples: movie, television, video.
- 6) Published
Examples: text book, workbook, hand-out.
- 7) Games
Examples: simulation, puzzle.
- 8) Realia
Examples: model, specimen, manipulative (map, doll)

Traditional media usually used in the elementary school, junior high school and senior high school.

b. Technology Media

Technology media are the opposite of traditional media. There are two technology media choice. They are:

- 1) Telecommunication media

Examples: teleconference and telelecture.

2) Microprocessor media

Examples: computer-assisted instruction, computer games, compact (video) disc.

If traditional media are used in the elementary school, junior high school and senior high school, technology media usually used in University.

So, the suitable media for this study is using traditional media. Word wall is one of the traditional media for teaching English in junior high school.

5. Word Wall

a. The Definition of Word Wall

A word wall is a group of words that are displayed on a wall, bulletin board, black board, or white board in a classroom. The word are printed in a large font so that they are easy visible by all students seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities.³⁰ Word wall is used as a tool to teach a language concept.³¹ Word wall is successful activities

³⁰ Nur Aeni Kasim, Increasing The Students' Vocabulary Mastery by Using Word Wall Media, Postgraduate Student of Universitas Negeri Makassar (UNM), p. 6.

³¹http://shapebooks.org/directory/teaching_extras/word_walls/, 11 November 2015.

because they focus attention, giving sample opportunities for review, and are pleasant for students to use.

Based on the above explanation, it can be concluded that word wall is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. It is an interactive medium in the classroom to support listening, speaking, reading, and writing. This study was focused on speaking.

b. The Characteristic of Word Wall.

According to Brabham & Villaume, every teacher is different when deciding on how to display, to arrange, and to use word wall in the classroom, but there are some common characteristics:³²

- 1) All are collections of words that are developmentally appropriate for study by students in the classroom.
- 2) Words are selected for specific instructional purposes.
- 3) Collections are cumulative; as new words are introduced; familiar words remain for further study.

³²http://wik.ed.uiuc.edu/index.php/Word_Wall, 11 November 2015.

- 4) Activities and talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- 5) Words on walls serve as visual scaffolds that temporarily assist students in independent reading.

c. The Strengths of Word Wall.

Word wall is used by many teachers because it has many strengths, they are:³³

- 1) Word wall is very simple, cheap, and very easy to do.
- 2) It doesn't need a long time to be given.
- 3) The students easy to remember.
- 4) It can be done by using many variations.
- 5) It makes the students more impressed and interested to learn English.

d. The Goal of Word Wall.

According to Olson, word wall has many goals; they are as follow:

- 1) Support the teaching of important general principles about words and how they work.
- 2) Foster speaking, reading, and writing.

³³<http://alamsetiadi08.wordpress.com/upaya-peningkatan-vocabulary-siswa-dengan-media-wordwall/>, 9 November 2015.

- 3) Provide reference support for children during their speaking.
 - 4) Promote independence on the part of young students as they work with words in speaking
 - 5) Provide a visual map to help children remember connections between words and the characteristics that will help them form categories.
 - 6) Develop a growing core of words that become part of a speaking, reading and writing vocabulary.
- e. Word Wall Activities Used in Study

Word wall activities are incorporated to give students the opportunity to use these words in various ways. These words then become anchored in long-term memory allowing quick and easy access, promoting detection of patterns, and encouraging connections between words. Therefore, word wall activities provide interactive ways to learn high-frequency words as they build word recognition by providing a visual and active engagement with words. The various activities of word wall as follow:³⁴

³⁴ Jasmine, Joanne “The Effects of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students”. Jurnal, Volume 49, Issue 4, No 4, Desember 2009.

- 1) Be the Teacher — students make up a quiz and quiz their partners • on the word wall words through a spelling test.
- 2) Guess That Word — students give hints to what word they are thinking of by describing the formation of the word.
- 3) Let's Be Creative — students write a story that consists of as many word wall words as possible.
- 4) Letters in My First Name — students write their name vertically and then match two word wall words to each letter in their name.
- 5) Letters in Words — students pick ten word wall words and then find two or more words that have the same letter as the original word.
- 6) Rainbow Writing — students write the words from the word wall in different crayons focusing on the configuration of the word while writing.
- 7) Shape of Words — students focus on letter formation (tall, small, and dropped letters) in the word wall words and write the words that are tall, small, and dropped.
- 8) Word Wall Toss — student passes a beach ball to another student • and asks him or her to say and spell a word that is currently on the word wall.

9) Wordo — similar to Bingo, but with word wall words in the game squares.

10) Words in ABC Order — students pick ten words and place them in the correct alphabetic order.³⁵

Word wall is suitable for teaching vocabulary, speaking, listening, reading, and writing skill. It is collecting of words can be used to help some skills. This study, word wall is used to teach speaking skill in descriptive text.

6. Word Wall as Teaching Media in Speaking Descriptive Text

Word wall is a systematically organized collection of words displayed in large letters on a wall or other large display in the classroom. It is a tool to use, not just display. Word walls are designed to promote group learning and be shared by a classroom of students.³⁶

From the above definition, it can be said that word wall is visual media in teaching learning activities and it is a kind of word that display in the class where students do most their activities, especially in speaking descriptive text. The

³⁵ Jasmine, Joanne “The Effects of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students”. Jurnal, Volume 49, Issue 4, No 4, Desember 2009.

³⁶Heni Purwo Astute, The use of word wall as a media to improve students’ speaking ability: *An action research at the first year students of SMPN 1 Temanggung in the academic year of 2009/2010*, (Semarang: UNNES, 2011). p. 12.

students can practice describing people, place, or things orally.

B. Previous Research

The researcher chose research topics based on the results of prior research, whether conducted by them or by someone else. Researchers will likely attest that previously conducted research is a rich and plentiful source of research ideas.³⁷

In composing this proposal, the writer considered some previous researches related to this study, those are:

1. The thesis entitled: The Effectiveness of Using Describing Picture To Improve students' Speaking Skill In Descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in the Academic Year of 2010/2011) by Inta Aulia Asfa (063411061) IAIN Walisongo Semarang.

This study is about the use of describing picture as technique/method to improve student's speaking skill in descriptive text of the eighth grade students of SMP H. Isriati Semarang in the 2010/2011 academic year. The statement of the problem in this study is; how effective is describing picture to improve students' speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang? The objective of the study was to know

³⁷Geoffrey Marczyk, et.all, *Essentials of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc., 2005), p. 30.

the effectiveness of using describing picture to improve students speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang in the academic year 2010/2011.

The result of this research, describing picture was effective technique/method in improving students' speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang.

The similarities between this previous research and my research are about speaking skill and descriptive text. The difference is about media, this previous research is using describing picture and my research is using word wall.

2. The thesis entitled: The Effectiveness of Active Learning Through "Who is in The Class Strategy" For Teaching Speaking Descriptive Text at The Tenth Grade Students of MA NU Nurul Huda Semarang in The Academic Year of 2011/2012. By Azida Fauziah (073411080) IAIN Walisongo Semarang.

The study shows that the students who were taught by using "Who is in the Class Strategy" have been improved their speaking skill in descriptive text that the students who were taught without "Who is in the Class Strategy". The students who were taught by "Who is in the Class Strategy" can be more active in the process of teaching speaking descriptive text and they can produce words actively. The

most important is the students can enjoy the learning process so that the students can absorb the material easily. It meant that the application of active learning through “Who is in the Class Strategy” is effective for teaching speaking descriptive text.

The similarities between this previous research and my research are about speaking skill and descriptive text. The difference is in method and media, this previous research is using “Who is in the Class Strategy” and my research is using “word wall”.

3. The thesis entitled: The Effectiveness of Word Wall Media in Improving the Fifth Year Students Mastery on Vocabulary at SDN. 04 Sumberbendo, Pucanglaban, Tulungagung. By Umi Nadhiroh (3213063093) STAIN Tulungagung.

Based on the result of this study, The students’ mastery on vocabulary before taught by using word wall are: 6 students get insufficient score, 1 student gets sufficient score, 3 students get good score, and nobody gets very good and excellent score. It means that there are 60% students get insufficient score, 10% students get sufficient score, 30% students get good score and 0% students who get very good and excellent score in mastering vocabulary before taught by using word wall. 2) The students’ mastery on vocabulary after taught by using word wall are: 2 students get

insufficient score, nobody gets sufficient score, 2 students get good score, 5 students get very good score, and 1 student gets excellent score. It means that there are 20% students get insufficient score, 0% students get sufficient score, 20% students get good score, 50% students get very good score, and 10% students who get excellent score in mastering vocabulary after taught by using word wall. The students' mastery on vocabulary is improved.

The similarities between this previous research and my research are the same in media. That is word wall. The difference is about material. This previous research focus on vocabulary and my research focus on descriptive text.

C. Hypothesis

Hypothesis is the assumption temporary about the result of an experiment.³⁸ It is a weak truth statement towards problems on research and need to prove the truth.³⁹ Hypothesis testing will bring the conclusion to accept or reject the hypothesis. Thus there are two options, so that in the formulation one of the choices can detail specified and easier to do. Consequently, it uses the formulation to whatever extent necessary.⁴⁰ It is provisional truth

³⁸Turmudi and Sri Harini, *Metode Statistika: Pendekatan Teoritis dan Aplikatif*, (Malang: UIN-Malang Press, 2008), p. 20.

³⁹ Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

⁴⁰Sudjana, *Metoda Statistika, 6th edition*, (Bandung: PT. Tarsito, 1996), p. 221-222.

determined by researcher that should be tested and proved. Because the hypothesis was the provisional answer, it must be proof whether the hypothesis could be accepted or not received.

Based on the result of that literature review, the writer conclude that “there will be significant differences (H_a) speaking skill in descriptive text between the students who are taught by using word wall and those who are taught without using word wall”.