CHAPTER I

INTRODUCTION

A. The Research Background

In learning writing comprehension, both students and teachers often experience difficulties. In the process of learning writing comprehension, some students consider learning difficult so that students are not active during learning. what is experienced when students are asked by the teacher write an English text. The level of students' writing comprehension skills is still lacking, this can be seen from the results of the exercises given after students finish writing. Meanwhile, the difficulty for the teacher is the lack of creativity in applying the right comprehension writing learning techniques for students. The writing technique used by the teacher makes students feel bored. This is because every time they carry out writing comprehension learning, the teacher only provides a sample text and asks students to rewrite it then the students retell according to the writing. This is like the problem of one of the schools in Central Bengkulu. The researcher tried to visit SMAN 1 Bengkulu Tengah.

Researcher also observed students' ability to answer questions of the given text. Student errors were found in answering questions question. This can be seen from the results of observations class XI students use the instrument of reading text questions, the average student is still wrong in answering the questions because, they do not understand the meaning of the question. There are 50% of students whose scores are below the KKM. Minimum completeness criteria (KKM) is a completeness criterion to state that students achieve learning outcomes. The English KKM at SMAN 01 Bengkulu Tengah is 80. To achieve this KKM, students are able to answer 8-10 questions correctly. One of the causes of student learning outcomes beyond expectations, one of the causes of the media used by teachers in learning to write is less varied to train students in answering English questions. This happens due to the lack of teacher creativity in the development and use of alternative learning media, so that it can hinder students' learning and ability to read English texts (Sri, 2021).

A word walls is a collection of visual words with a high frequency according to age, categorization, or category that are displayed on the classroom wall for children to easily examine and learn (Brabham & Villaume, 2001; Copper & Kiger, 2003). High frequency words are those that appear more frequently in spoken or written language than other words (Cooper & Kiger, 2003). The words "at" and "it," for example, are high-frequency terms. Furthermore, word walls are visualizations that aid pupils in remembering word relationships, retaining word knowledge, and finally reading them instinctively (Callella, 2001). (Ehri, 2005) The use of these words is encouraged through word wall exercises. In primary school, roughly five high-frequency words should be added to the word walls each week until there are between 110 and 120 words on the wall.

B. Identification of The Problems

1. The students are not interested in writing.

2. There are not much variation of teaching media in teaching writing by the teacher.

3. Students have difficulty in writing because they have limited vocabulary.

4. The students have low motivation in writing English text.

C. The Problems of the Research

1. This research only focuses on the effect of using word walls as a scaffold on students' writing mastery at SMAN 1 Bengkulu Tengah.

2. This research is only intended for students class XI Sience at SMAN 1 Bengkulu Tengah.

D. The Research Question

Based on the research background above, the research question is: "Is there an effect on the control class and the experimental class after using the word wall technique?"

E. Objective of the Research

The objectiv of this study is **:** to determine the effect of the word wall technique applied to the control class and experimental class.

F. Significances of the Research

This study's findings are expected to be used both theoretically and practically:

1. Theoretically

This study's findings are critical in providing new insights on how to organize a class and learn electronically or online in the teaching and learning industry.

2.Practically

The findings of the study are expected to be valuable for:

    a. Students This study will help English students figure out which strategies result in increased achievement during the Covid-19 Pandemic.

    b. For educators the English teachers wished to use the outcomes of this research to enhance the methods they

used to teach pupils via E-Learning during the Covid-19

Pandemic.