

**IMPROVING STUDENTS' WRITING SKILL ACHIEVEMENT
BY USING GRAFFITI WALL TECHNIQUE AT THE TENTH
GRADE STUDENTS OF SMA NEGERI 11 PALEMBANG**

A Thesis by

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English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF TRIDINANTI**

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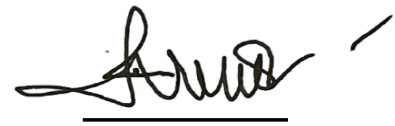
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DEDICATION

This thesis is dedicated to:

- Allah SWT for his blessings that enabled me to complete this thesis, and to the Prophet Muhammad SAW as my role model.
- My beloved parents (A. Dul Hadi and Tumirah), who has sacrificed greatly for me and never grows tired of supporting me.
- My beloved brother, Aldian Putra and my sister Keisha Aulia Putri. Thank you for your continuous support.
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MOTTO

“As long as a mother is still alive in this world and raises her hands in prayer after every salah, Allah never hesitates to grant the prayers of a mother who prays for her children in their pursuit of education”.

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SURAT PERNYATAAN

Saya dengan ini menyatakan bahwa skripsi saya yang berjudul “Improving Students’ Writing Skill Achievement by Using Graffiti Wall Technique at The Tenth Grade Students of SMA Negeri 11 Palembang”. Semua data, informasi, interpretasi, dan pernyataan yang terdapat dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang dikutip sebagai sumber, merupakan hasil dari pengamatan, penilaian, pengelolaan, dan pemikiran saya berdasarkan bimbingan dari pembimbing yang ditugaskan kepada saya.

Jika terbukti bahwa tesis ini mengandung unsur plagiarisme, saya setuju bahwa tesis ini akan dicabut dan gelar akademik saya (Sarjana) akan dibatalkan. Saya juga setuju untuk diproses sesuai dengan peraturan perundang-undangan yang berlaku (Undang-Undang) Nomor 20 Tahun 2003, Pasal 25 ayat 2 dan Pasal 70.

Palembang, 31Maret 2026

Yang Menyatakan



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ABSTRACT

The purpose of this study was to determine whether or not it was effective to use graffiti wall technique and was there any significant difference on students writing skill achievement between students who were taught using graffiti wall and those who were not in improving students' writing skill. This study used a quasi-experimental design involving an experimental group and a control group. The population of this study consisted of students at SMA Negeri 11 Palembang, and the sample was the tenth grade students which was selected using purposive sampling. The experimental group was taught using graffiti wall techniques, while the control group received conventional teaching. Data were collected through writing tests in the form of pre-tests and post-tests. The results of data analysis showed that students' writing skills improved after the graffiti wall technique was applied, meaning that the first alternative hypothesis (Ha1) was accepted, while the last null hypothesis (Ho1) was rejected. The findings also revealed that there was a significant difference in writing skill between students taught using the graffiti wall technique and those taught using conventional method, meaning that the second alternative hypothesis (Ha2) was accepted, and the last null hypothesis (Ho2) was rejected. Therefore, it could be concluded that the graffiti wall technique significantly improved students' writing skill.

Keywords: *Writing skill, Graffiti wall, Achievement*

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) the problem of the research, (3) the objectives of the research, and (4) the significances of the research.

1.1 Background

Language is communication that has increased dramatically in the modern world. Language is a tool that humans use to communicate messages, thoughts, feelings, and goals to one another (Harmer, 2001). In addition, according to Rao (2019, p. 66), the language most commonly used in international trade, diplomacy, mass entertainment (for instance, television, film or radio), scientific publications and newspaper printing. In the world of education, language has an important role as the main means in learning and teaching activities. As part of the educational process, language functions as a means of communication, a medium of thought, and a place to develop science and culture.

English has emerged as the first global lingua franca and is the most widely spoken language. Because, English Lingua Franca (EFL) is a language used by people who have different native or national languages and choose English as a foreign language to communicate. Nordquist (2019) says that English as a second language (ESL) is essential for global communication and school learning. The elements also encompassed related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. Optimal ESL communication is achieved when all these skills are integrated during instruction. Then, English is taught as a worldwide communication tool, with focus on developing students'

skill. One of the skills that should be developed in learning English is writing skill.

Writing is one of the four fundamental language skills out of listening, speaking and reading. The four skills are closely connected and can not be separated. Furthermore, (Brown, 2004, p. 255), as cited in Ramadhani and Kumala (2014) mentioned that writing is a process of transforming students' ideas and knowledge into written form. A widely recognized shift in language teaching is the move away from treating skills as separate entities, with the idea that listening and reading are grouped as receptive skills (related to receiving communication), while speaking and writing are typically categorized as productive skills (related to producing communication) Harmer (2015), as cited in Burns & Siegel (2018). This is in line with (Raimes as cited in Purnomowati, et al., 2018), writing is an effective method for reinforcing what students learn, students greatly assisted from seeing new or unfamiliar language in written form. It serves as a useful way to practice grammatical structures, helps students to review and to explore new vocabulary, and allows them to learn the rules of English punctuation.

There are several problems of writing skill. Peter & Singaravelu (2020) mention that teachers believe that the current composition teaching system does not help students to write effectively, poor teaching methods, unclear objectives, weak assessment, and limited materials are to blame for this problem. Then, overcrowded classes, lack of motivation, and a heavy syllabus make matters worse. As a result, students' writing skills fall short of expectations.

Meanwhile, Elbashir (2023, p. 57) says that some of the causes of writing problems are lack of practice, time, motivation, teacher feedback, and the nature of the writing process itself. Addition, writing is important for students because it improves their cognitive skills. It helps them to express their ideas and thoughts in writing. Teachers also need to encourage students who have difficulties in writing, for example, when they are confused about what to write or when they find it difficult to think. If the teacher only encourages the students, their minds will not open and they will be confused about where to start. Then, if the teacher does not approach them to ask what is making them have difficulty in writing, the students will not ask about the obstacles they are experiencing.

In addition, one of the ways where students can share their thoughts, fears, interests and opinions is by writing graffiti. Graffiti gives them privacy and anonymity, allowing them to express themselves freely without fear of consequences (Kariuki et al., 2016, p. 161). The graffiti wall is used to encourage students to listen each other's ideas. One of the advantages of strategy is its short implementation time of five to ten minutes, it provides a way for shy students to take part in conversation, it records students' ideas and questions for later reference also gives students time and space to process emotional material.

Graffiti Wall is a collaborative method used to review, assess understanding, discuss, respond and improve memory. Graffiti in written on the walls and desks, is created with various motivations, because it serves highly effective media that attract significant attention. Generally, graffiti especially on wall and desks, is considered as a part of language in use and is studied by linguist. The scribbles on

walls and desks are a long-standing phenomenon that is not confined to a specific region of the world. This phenomenon represents a form of protest and an emotional expression by individuals against the surrounding social structure. The writing on walls and desks, motivated by different reasons, are sometimes warned and convey advice. Despite their interactive nature, the interaction between the writer and the surface is not concurrent. These wall and desk scribbles represent silent conversation. While Tahririan and Moghadam (2015) mention that discourse is one-way communication, and the written context of these desk and wall scribbles can be analyzed using critical discourse.

Sehgal (2013) argues that Graffiti can be introduced as a classroom subject where students are given the freedom to draw or paint the wildest corners of their imagination. Through the patterns and images they create (p. 43). Therefore, graffiti in the classroom can make learning more engaging and interactive, helping students develop confidence in their artistic expression. Further, Farnia (2014) explains what motivates and encourages people to write inscriptions on the walls they pass. She states that graffiti serves as a way for people to express their voice in public or private spaces, showing their annoyance, quick thoughts, affection, personal messages, political statements, or even their cries for help.

There are some benefits of using graffiti wall. The technique assists to build students' confidence in expressing their opinions. Brookfield and Preskill (2012) state that "when students see their ideas valued in a public space, it boost their confidence and motivates them to contribute more actively to discussion". It shows that the graffiti wall is not only a tool for sharing ideas, but also a strategy

for building students' courage to participate academically. Meanwhile, Daniel (2013) points out that graffiti wall increases student engagement as it gives them a sense of control over how they contribute to learning. The technique not only helps improve concept understanding, but also it builds students' confidence and social skills as they work together with their peers.

Research exploring the motives behind wall writings highlights various reasons why young people engage in graffiti. Taylor (2012) argues that boredom, peer influence, aggression, identity formation, and retaliation drive early adolescents (12-14 years), mid-to-late adolescents (15-17 years) and adults to take part in graffiti writing. Furthermore, factors like the excitement of risk, the desire for recognition, and the respect gained from the graffiti lifestyle are shown to impact all age groups involved in graffiti activities. After that, to identify the communicative strategies used in graffiti writing and the impact of learning graffiti language on English. Mwangi (2012) finds that students apply techniques such as humor, symbolism, irony, abbreviations, acronyms, and short forms in their graffiti.

There are several studies related to the researcher's study entitled by Farnia (2014), "A thematic Analysis of Graffiti on the University Classroom Walls - A Case of Iran". The research found that graffiti written by university students in Iran largely serves as a way to express personal feelings such as love, heartbreak and frustration. Graffiti also serves as a form of anonymous communication. Religious messages appear frequently, while political content appears limited, perhaps due to self-censorship or social restrictions. Some graffiti includes

academic notes or exam-related content, indicating its practical use as a study aid or even for cheating. Overall, graffiti on campus reflects students' inner thoughts, personal identities and social realities, often expressed in a simple and flexible style.

Furthermore, Rafiq Putri. H (2019) conducted a study entitled “The Effect of Graffiti Strategy and Prior Knowledge on Students’ Reading Comprehension at SMA Plus Binabangsa Pekanbaru”. The findings showed that students who were taught using the graffiti strategy performed significantly better in reading comprehension compared to those who were not. In addition, there was a significant difference in reading comprehension between students with low prior knowledge and students with high prior knowledge. Furthermore, this study showed an interaction effect between learning strategies and students' prior knowledge on reading comprehension. Another study entitled "Writing Graffiti: Unlocking Creative Strategies to Promote Text Interaction " by Dana M. Evans (2024) found that Pre-service teachers in a content area reading course used graffiti writing to explore an assigned informational text. This strategy offered a creative way for them to engage in collaborative discussions about the reading. Graffiti writing is recommended for use in elementary school classrooms and in teacher education courses that focus on multimodal text engagement.

There were several reasons why the researcher chose SMA Negeri 11 Palembang as the research sample. First, the researcher conducted teaching practice at the school for 40 days. Second, the researcher conducted interviews with English teachers regarding students’ writing problems. Third, during the

practicum, the researcher observed that the students faced several problems in writing, such as lack of interest and motivation, limited vocabulary mastery, and noisy classroom conditions that made other students lose focus when writing.

Based on the explanation above, the researcher conducted a study entitled “Improving Students’ Writing Skill Achievement by Using Graffiti Wall Technique at the Tenth Grade Students of SMA Negeri 11 Palembang”. This study explored how the graffiti wall technique improves students’ writing skill achievement.

1.2 The Problem of the Research

1.2.1 Limitation of the Problem

The research focused on the used of Graffiti Wall method in teaching writing skill to the tenth grade students of SMA Negeri 11 Palembang.

1.2.2 Formulation of the Problems

The problems of this research were formulated as follows:

1. Was it effective to use Graffiti Wall technique to improve students’ writing skill achievement at the tenth grade students of SMA Negeri 11 Palembang?
2. Was there any significant difference on students writing skill achievement between students who were taught using Graffiti Wall and those who were not?

1.3 The Objectives of the Research

The objectives of the study were:

1. To find out whether or not it was effective to use Graffiti Wall technique to improve students' writing skill achievement at the tenth grade students of SMA Negeri 11 Palembang.
2. To find out whether or not there was any significant difference on students writing skill achievement between students who were taught using Graffiti Wall and those who were not.

1.4 The Significances of The Research

The researcher expects of the study would be useful for: the teachers, students, and other researcher.

1. For the Teachers

The findings of this study can provide teachers with insights about this method. Consequently, they may consider using this method, the Graffiti Wall method, in the future to enhance students' writing achievement.

2. For the Students

The use of Graffiti Wall in teaching writing can make the teaching and learning process more effective and help students enhance their writing skills. Additionally, working in groups enables students to write summaries more easily and share their understanding about the lesson with one another.

3. For Other Researchers

This study can serve as a source of information for other researchers for conducting other studies related to writing. In other hand, particularly achieved by using the graffiti wall technique applied in class, as it helps students to boost their confidence and express themselves freely wiyhout fear of judgement.