

TEACHING VOCABULARY USING WORD WALL MEDIA

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ABSTRACT

The purpose of this study was to determine the effectiveness of learning vocabulary using word wall media for seventh grade students of SMP Negeri Selangit in the 2018/2019 Academic Year. This research method is pre-experimental with one group pre-test and post-test design. The results showed that there were four main findings, namely the student's scores on the pre-test 51.25, the student's scores on the post-test 70.53. The normality in the pre-test was 3,200 and 11,070, while the post-test results showed 5,427 and 11,070 and the result of the paired t-test calculation was 11.14. In conclusion, learning vocabulary using word wall media is significantly effective in class VII students of SMP Negeri Selangit in the 2018/2019 Academic Year.

Keywords: Teaching, Vocabulary, Word Wall Media

INTRODUCTION

Vocabulary is a collection of words that is very important part in learning English. Without vocabulary we are not able to speak, communicate, read, listen or write in English. In order words, when people do not have much vocabulary, they cannot say or write something. Vocabulary is needed to improve four language skills that include listening, speaking, reading and writing. It means that the vocabulary plays an important role for the study in their field of study. The students had low vocabulary mastery will be difficult in understanding the text, unable speak English and difficult to write their own idea. Here, learning vocabulary is one of the steps in learning a second of foreign language and the goal of learning vocabulary to communicate with other people.

According to Hornby (2015) vocabulary is all the words that a person knows or uses to have a wide or limited vocabulary, a list a words with their meaning, especially in book for learning a foreign language. Vocabulary development in science can be done by using an interactive science word wall that resembles an organizer chart, strategically targeting academic vocabulary and student output.

Teaching vocabulary means only presenting the words to the students, but it also needs reinforcement activities as well as to increase the student's motivation in learning vocabulary for example songs, games, pictures and reading texts. Teaching vocabulary using word wall media will help the students to enrich their vocabulary because it is very easy to use in the class. Teaching vocabulary using word wall media can help the students easy to remember vocabulary in learning English.

Based on interview that the writer was obtained get information from the teacher of English the conducted on April at SMP Negeri Selangit, it was found that many students had difficulties in learning English. The problems were: (1) the students had low vocabulary mastery; (2) the students had low to memorizing the vocabulary; (3) the

students had low motivation in learning vocabulary. Therefore, the writer choose SMP Negeri Selangit as population of doing study.

In order to give the students more practices in order to get good process and have good vocabulary mastery in learning process. The writer tried to apply effective media like word wall media. Cronsberry (2004) states that word wall is a group of words that are displayed on wall, bulletin board, chalkboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

One of the media used by the writer in vocabulary is word wall media. Word wall is an organized collection of words that displayed in large bold block letters on wall used to teach vocabulary learning. Word wall is one of media that will help teacher easier to teach vocabulary. By using word wall media in teaching vocabulary mastery, the students of junior high school were get new experience and make students become active in learning vocabulary.

According to Tompkin (1997) word wall is list of words that are arranged based on alphabetical that teacher create in the classroom for purpose of word and vocabulary development. Then, Spann (2001) defines a word wall is strategy to reinforce the core of vocabulary of a specific subject. Teacher selects new words, technical terms and words that frequently recur and print these words in bold block letters on cards. Teachers post these cards on a highly visible wall or bulletin boards as students confront them in reading discussion.

The writer selected word wall media because media has not been used in the SMP Negeri Selangit. In the study, the writer used word wall media to improve students ability in English vocabulary. According to Callella (2001) this media has some advantages: First, provides a visual for students that helps them remember connection between words. Second, serves as an important tool for helping students learn to read and spell new words. Third, fostering student independence. Fourth, promote reading and writing. The Last holds students responsible for spelling certain words correctly every time.

The word wall media can raise the students motivation and interest. It can also make effective education process in learning English vocabulary. In word wall media the students understand about the material. The students comprehend when the teacher give some new word by word wall media. It is useful in teaching and learning process in vocabulary.

The previous study that has already discussed about word wall of Nadhiroh (2010) thesis showed that the writer have proven that word wall media significantly improved student's vocabulary. By applying this word wall, the score of the students in vocabulary kept increasing from the pre-test until the post-test. The writer used form of one-group, pretest-posttest design. The methods of collecting data were: test, observation, documentation, and interview and the techniques of data analysis were the qualitative data and quantitative data. Therefore, based on this reason the writer want tried to use word wall media at SMP Negeri Selangit used pre-experimental design, The writer used form of one-group, pretest-posttest design and the techniques of data analysis was the quantitative data. The writer tried to find out whether word wall media effective or not be applied in teaching vocabulary mastery.

Based on the problem above, the writer tried to solve the problem by doing the study entitled “teaching vocabulary using word wall media” to the seventh grade students of SMP Negeri Selangit in the 2018/2019 Academic Year.

RESEARCH METHOD

In this study, the writer used a pre-experimental design with one-group pre-test and post-test design. The experimental is the best way to establish cause and effect relationships among variables. The three kinds of pre-experimental design: 1) the one shot case study; 2) the one group pretest-posttest design; 3) the static group comparison design. In one group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment.

Table. 1
The One Group Pre-Test and Post-Test Design

O_1	X	O_2
Pre-test	Treatment	Pos-test

Therefore, In this study the population was all the seventh grade students of SMP Negeri Selangit in the academic year 2018/2019, that consisting of 120 students. The writer used the cluster random sampling to choose the sample. Based on technique, the writer got the students from the class VII.1 as the experimental group consisting of 28 students. Then, for try out the writer took class VII.2 consisted of 29 students.

In collecting the data for this study, the writer used a written test. Test is used to measure the student’s basic ability, knowledge or performance in given domain. In analyzing the data obtained from the test, the writer used three technique, they were: (1) individual score; (2) the minimum mastery criteria; (3) paired t-test. Before the test materials are given to the students, the appropriateness of the test materials are checked to the curriculum and consulted to the under graduated thesis advisors and are also discussed with the English teacher of the seventh grade students of SMP Negeri Selangit. In doing this study, content validity used to make good validity instrument. In addition, the writer used pearson product moment to know the empirical validity such as statistical. To know the result of empirical validity, the writer used on the criterion is shown below:

Table. 2
Criteria of Validity

Score Range	Criterion
$0.800 \leq r_{xy} \leq 1.00$	High Validity
$0.600 \leq r_{xy} \leq 0.800$	Good Validity
$0.400 \leq r_{xy} \leq 0.600$	Medium Validity
$0.200 \leq r_{xy} \leq 0.400$	Low Validity
$0.000 \leq r_{xy} \leq 0.200$	Very Low Validity

The reliability of the test material is evaluated through the internal consistency of reliability. It is a measure of degree to which a test gives consistent results. In this study, the internal consistency of reliability is estimated by Kuder-Richardson (KR-21)

reliability coefficient formula. So, if the result of reliability coefficient was higher than 0.70. It means that the instrument could be considered as reliable.

RESULT

In this study, the writer conducted teaching vocabulary by using word wall media to the seventh grade students of SMP Negeri Selangit in the 2018/2019 Academic Year. The writer conducted on April 2018 by interviewing the English teacher. This study conducted during one month from January 14th 2019-February 09th 2019. There are five meetings for try out, pre-test, treatment and post-test in this study. Based on the writer result, in the pre-test, the student's average scores was 51.25 and in the post-test, the students' average scores was 70.53.

The Student's Scores in the Pre-Test and Post-Test

Table. 3
The Student's Average Scores in the Pre-Test and Post-Test

Test	Average Scores	Highest Score	Lowest Score
Pre-Test	51.25	85	30
Post-Test	70.53	95	45

Based on the table 3 above, it could be concluded that the pre-test, the student's average scores was 51.25, the highest score was 85 and the lowest score was 30. In the post-test, the student's average scores was 70.53, the highest score was 95 and the lowest score was 45.

Table. 4
The Student's Categories in the Pre-Test and Post-Test

No	Category	Pre-Test		Post-Test	
		Total	%	Total	%
1	Passed	6	21	22	79
2	Failed	22	79	6	21

Based on the table 4 above, it could be concluded that the pre-test, there were 6 students (21%) who categorized passed and there were 22 students (79%) who categorized failed. In the post-test, there were 22 students (79%) who categorized passed and there were 6 students (21%) who categorized failed.

The Calculation of Normality

There were some steps to calculate normality test, they were looking for highest score and lowest score, looking for distance, looking for the long interval class, calculate mean score and calculate standard deviation.

Table. 5
The Result of Normality in the Pre-Test

χ^2 obtained	Df	χ^2 table	Category
3.200	5	11.070	Normal

From the result of normality calculation in pre-test (*see appendix C*), the writer found that $\chi^2_{\text{obtained}} = 3.200$ with degree with freedom (df) = k-1 (6-1 = 5). Since the significance level 5% (0.05), and the $\chi^2_{\text{table}} = 11.070$. Based on the criteria for the normality test was if $\chi^2_{\text{obtained}} \leq \chi^2_{\text{table}}$. It could be concluded that the data was normal distribution. In this study, χ^2_{obtained} was 3.200 it was lower than $\chi^2_{\text{table}} = 11.070$. Therefore, the data distribution of pre-test was normal.

Table. 6
The Result of Normality in the Post-Test

χ^2_{obtained}	Df	χ^2_{table}	Category
5.427	5	11.070	Normal

From the result of normality calculation in post-test (*see appendix C*), the writer found that $\chi^2_{\text{obtained}} = 5.427$ with degree with freedom (df) = k-1 (6-1 = 5). Since the significance level 5% (0.05), and the $\chi^2_{\text{table}} = 11.070$. Based on the criteria for the normality test was if $\chi^2_{\text{obtained}} \leq \chi^2_{\text{table}}$. It could be concluded that the data was normal distribution. In this study, χ^2_{obtained} was 5.427 it was lower than $\chi^2_{\text{table}} = 11.070$. Therefore, the data distribution of post-test was normal.

Furthermore, the writer found that the result of paired t-test calculation show that t_{obtained} was 11.14. Meanwhile, the critical value of t_{table} with the significance level of 5% (0.05) for df = n-1 (28-1=27) was 1.703. it means that the null hypothesis (Ho) was rejected and automatically the alternative hypothesis (Ha) was accepted. In other words, learning vocabulary using word wall media is significantly effective in class VII students of SMP Negeri Selangit in the 2018/2019 Academic Year.

DISCUSSION

Language cannot be separated from human life. Humans as social creatures cannot live without other humans. Every human being is endowed with weaknesses and strengths so that one another always needs and complements each other. These differences in abilities and needs encourage people to get to know each other, help and interact. Language unites human interaction in the form of communication (Paramesti, 2015).

Vocabulary is defined as a set all the words the person understands or all the words the person is likely to use to construct a new sentence. The wealth of vocabulary is generally considered to be a description of intelligence or level of education. Therefore, someone with a limited vocabulary will have difficulty expressing his ideas and conditions (Zuchdi, 2007). The use of words in language activities is generally limited to words that are often used. People cannot use all the words in a language. Then in this case the vocabulary is grouped into two. The first is active vocabulary, which is vocabulary that is often used in writing and speaking. Second, passive vocabulary or vocabulary that is rarely used or never used (Nurjannah, 2016).

According to Utami (2018) vocabulary can be classified into two groups, receptive and productive vocabulary. Receptive vocabulary are words that students recognize and understand when they appear in context but they cannot produce them correctly. In addition, productive vocabulary is words that are understood and pronounced correctly by students and used constructively in speaking and writing. That

means, in receptive vocabulary, students know the meaning of words but they cannot pronounce them well.

There are four ways to understand vocabulary namely: a) form; b) pronunciation; c) meaning of words; d) usage (Brewster & Girard, 2003). The form is learning: (a) listening and repeating; (b) listening to certain phonological information (consonants, vowel sounds, syllable sources, stress patterns); (c) seeing or observing writing for shapes, first and last letters, groups of letters, spelling; (d) pay attention to grammar information; 5) copy and organize. Pronunciation is pronunciation or pronunciation. The meaning of words is to learn the meaning of vocabulary and its relation to material concepts and other vocabulary. Its use is to learn how to use the vocabulary itself.

Generally someone with a little vocabulary will experience difficulties in teaching and learning activities such as reading, speaking, and writing activities due to the lack of understanding of the vocabulary they have mastered. According to the Wisma Bahasa (2011) understanding vocabulary is not only related to the number of vocabulary mastered but also related to the accuracy of using the word in a linguistic context.

Learning media can enhance the process and results of teaching with regard to students' level of thinking. The level of human thinking follows a developmental stage starting from concrete thinking to abstract thinking, starting from simple thinking to complex thinking. The use of teaching media is closely related to the thinking stage because through teaching media, abstract things can be concretized, complex things can be simplified (Sudjana & Rivai, 2009).

In this study, the results of the application of teaching using word wall media indicate that there is a significant progress in the achievement after learning vocabulary using word wall media. This is in accordance with what was conveyed by Meiyanti (2013) that the word wall media is one type of learning media that can improve students' vocabulary skills. The word wall is a systematic vocabulary collection displayed in capital letters and pasted on the classroom wall. Word wall is a learning medium that should be used not only for display or display. This media can be designed to improve group learning activities and can also involve students in creating and using it. By using word wall media, it is hoped that students can improve their understanding of English vocabulary without always having to depend on the use of a dictionary or also the meaning of words given by the teacher. Word wall is an interactive medium in the classroom to support learning to listen, speak, read and write.

CONCLUSION

There was significantly effective to teach vocabulary by using word wall media to the seventh grade students of SMP Negeri Selangit in the 2018/2019 Academic Year. There was a difference between the students mean score of pre-test and post-test. The student's average score from the pre-test (51.25) and the student's average score from the post-test (70.53). It means that there was significant difference between the student's ability in learning vocabulary after the treatment process teaching vocabulary by using word wall media.

By using word wall media in teaching vocabulary mastery, the students of Junior High School were get new experience, more enjoyed and interested because this activity was fun in learning vocabulary. There was significant progress on the achievement after teaching vocabulary by using word wall media.

SUGGESTION

The English teacher should choose one of media such as word wall media which could increase the students become active in learning English vocabulary. The English teacher should motivate the students to learn English especially in teaching English vocabulary. The English teacher should use various strategies teaching media in teaching vocabulary mastery so the students are more interested and motivated in learning English.

The students should attention to the teacher explanation, especially in learning English vocabulary. The students should be more active during teaching and learning process. The students should add and develop their own vocabularies by trying to write many unknown words and then try to find the meaning in dictionary. The students are expected to have supplementary books to add their vocabularies.

The writer suggests to the other researches to conduct another research on the different topic of vocabulary. The author also suggests that other researchers can use methods, media and techniques to support and motivate students in teaching vocabulary.

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