

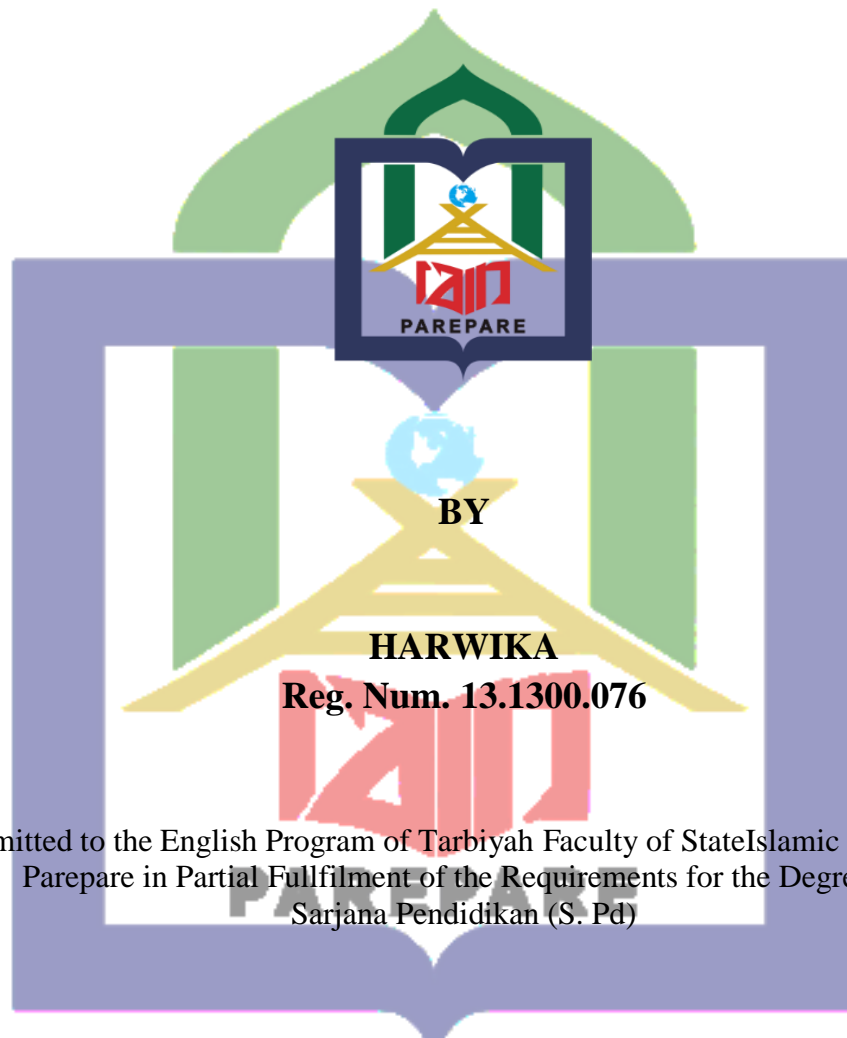
**USING WORD WALL MEDIA TO IMPROVE THE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE OF
SMPN 4 MARIORIAWA KAB.SOPPENG**



**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

**USING WORD WALL MEDIA TO IMPROVE THE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE OF
SMPN 4 MARIORIAWA KAB.SOPPENG**



Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

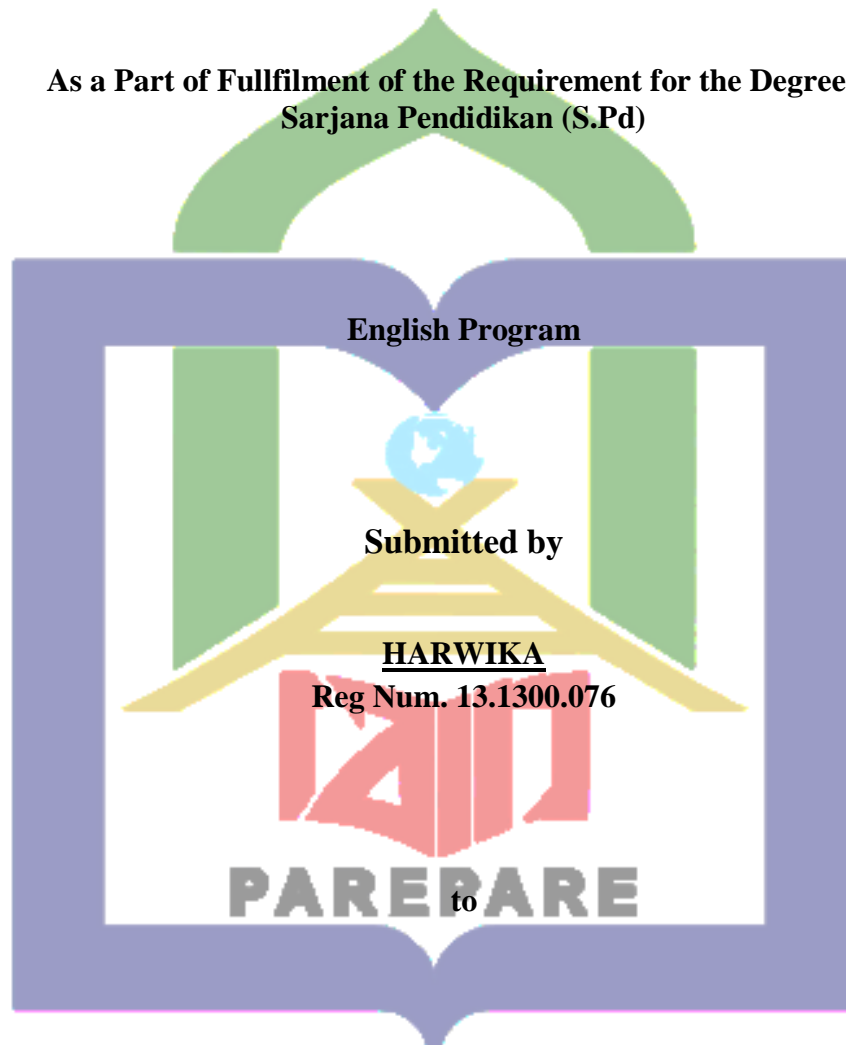
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Skripsi

**As a Part of Fullfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**



**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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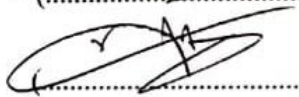
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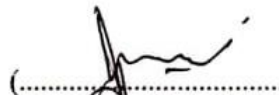
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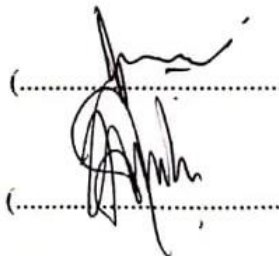
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ACKNOWLEDGEMENTS



First of all, let's thank to our God, praise be on him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for he has given us the mercy and blessing. Shalawat and Salam we convey to our Prophet Muhammad SAW (peace be upon him), the last messenger of Allah SWT. She has already spread the Islamic teaching to all human being in this world.

Secondly, the researcher would thank to her beloved parents, Sudirman and Nur Aini who always never stop teaching their precious meaning of life, giving their knowledge, giving their time and who always pray her every time, her beloved sister Hawaena also her brothers Herman, Mustari, Ridwan and Nur Alang, who always give support and motivation to her and also thank for my big family who always give support every my step.

Thirdly, the researcher also would like to address her thank and great gratitude to Drs.Anwar,M.Pd. as the first consultant and Mujahidah,M.Pd as the second consultant, who has given consultation with full of patience, help and guidance as valuable advice during developing this "Skripsi" and completing her work, may Allah SWT respond to their kindness much better.

The researcher also would like to express her deepest and great thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the rector of State Islamic Institute (IAIN) Parepare.

2. Dr. H. Saepudin, S.Ag., M.Pd. as the dean of Tarbiyah faculty of IAIN Parepare, who has arranged a positive rate of education for the students in faculty of Tarbiyah
3. Mujahidah, M.Pd as the Head of English program of IAIN Parepare, who always give contribution for English program to be better.
4. All lecturers of English Department for teaching precious knowledge, sharing philosophy of life and giving wonderful experiences.
5. Asri, S.Pd., M.M. as the head master of SMPN 4 Marioriawa who has allowed the researcher to conduct and observe the research at the school.
6. Ruslan, S.Pd. as the English teacher in SMPN 4 Marioriawa who has given the researcher advices in teaching and doing the research.
7. Drs. Hatta and Nurmi S.Ag. Ma as the second mother when the researcher stay at 431 cottage, who always give support.
8. Her best friends in senior high school Hernawati, A.Reny batara sofia, Satriani, Nurfahariana, Vera Anggriani, Mariana, Haidir always give motivation and support.
9. Her best friends Marwisa, Masluha, Ummu khair, Sakina Mustafa, Yeni, Nur Azisah, Hilma Mustamin, Asdivayanti, who always give their support and courage as well as their helping for finishing this research.
10. Her best friends in 431 and az-zakiyah cottage always give support.
11. To all of people whose name cannot be mentioned for their contribution to the researcher during finishing her “skripsi”.

Finally, the researcher admints that her writing is still far from being perfect therefore, she hopes some suggestions and critics from the reader for this paper. Hopefully this “skripsi” will have some values for her and the reader.

Parepare, 12th Desember 2018



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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, Desember, 12th2018

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ABSTRACT

Harwika. *Using Word Wall Media to Improve the Students' Vocabulary Mastery at the Seventh Grade of SMPN 4 Marioriawa Kab.Soppeng.* (Supervised by Anwar and Mujahidah).

Vocabulary plays an important role in learning a language. It is one element that links the four skills of speaking, listening, reading and writing together. Using Word Wall Media is a words group showed on the wall, bulletin board, white board, check board in the class. It is a set of word that put on the wall to create an interesting and interactive learning process.

This research aimed to know using Word Wall media to improve the students' vocabulary mastery at the seventh grade of SMPN 4 Marioriawa kab.Soppeng. Generally the use of media as teaching aid mainly aimed at increasing the teaching process to be more motivating and appealing for the students. In this research, the researcher used a pre experimental design pre test and post test, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. The success of the treatment is determined by comparing pre-test and post- test score. To collect the data, the researcher used instrument test that consist of pre-test and post-test.

The result in this research indicated that Word Wall media is able to improve the vocabulary mastery. It indicated by the students' mean score of post-test (80,64) was greater than pre-test (54,2). Even, for the level significant (p) 0,05 and df = 16, and the value of table is 1.746, while the value of t-test is 18,68. It means that, the t-test value is greater than t-table ($18,68 \geq 1.746$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting treatment by using Word Wall media. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

Keywords: Vocabulary mastery, Word Wall Media

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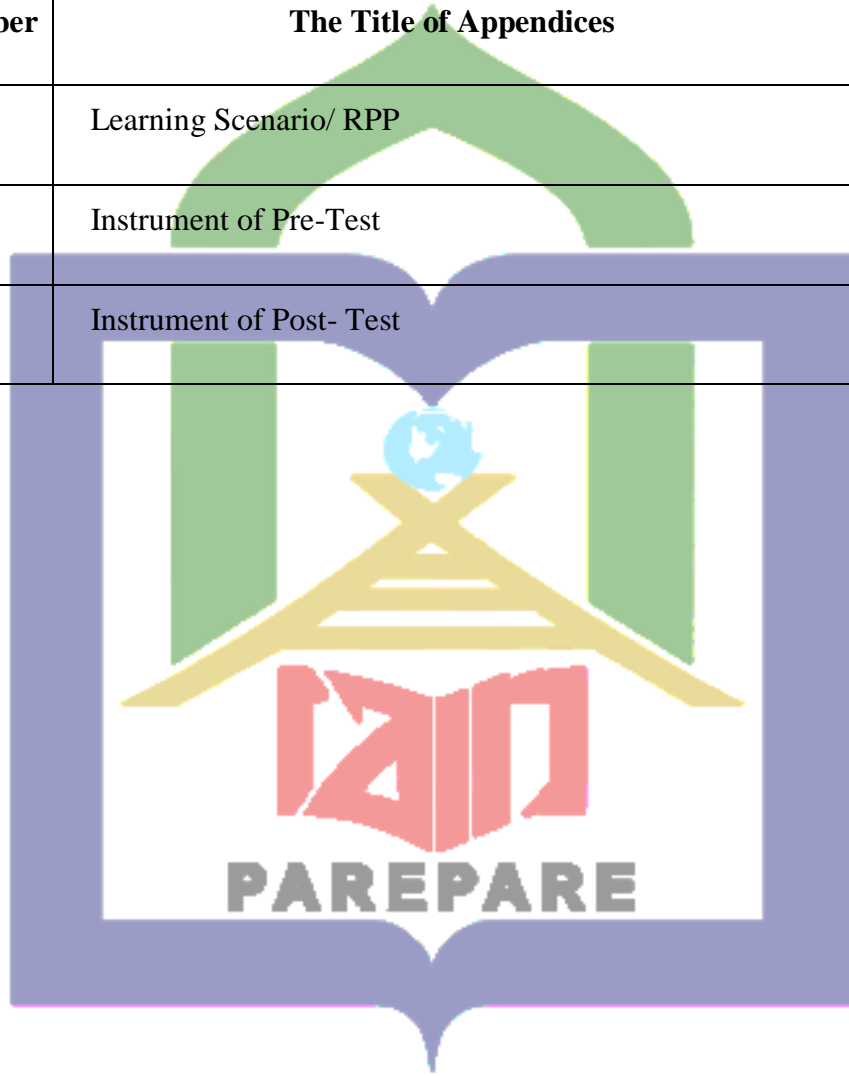
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CHAPTER I

INTRODUCTION

1.1 Background

In learning English, vocabulary plays an important role in learning a language. It is one element that links the four skills of speaking, listening, reading and writing together. It relates with Richard's statement that vocabulary is core components of listening, speaking, reading, and writing¹. Wilkins also states that someone can convey very little ideas without grammar, but nothing can be conveyed without vocabulary.² Someone who has many vocabularies can understand the language accurately and effectively. It is due to the fact that learning vocabulary is essential aspect that cannot be separated from learning other skills in English. Considering the importance role of vocabulary in learning foreign language, the mastery of this element should be ensured and developed.

Learning vocabulary as a foreign language seems easy but most students still feel fear about that. So it must be taught in early, especially for junior high level. Even though it must be given in elementary level because English is not the Indonesian students' mother tongue so junior high level is the level that the students have to be taught the fundamental element of language and it must be understood and remembered well by the students. So that's way this level decides how the students'

¹Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary to Junior High School Students Through Snake-Word Game," *Journal of English Language Teaching*, vol. 1 no. 3 (June, 2013), p. 1. <http> (was accessed on 25th November 2017)

²Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary to Junior High School Students Through Snake-Word Game," p. 2.

comprehension in using the language will be in the next levels like Senior high level until university level, so English teacher should find out the solution by creating an efficient, an appropriate and an effective way in teaching vocabulary. Besides, the teachers should establish condition which makes teaching vocabulary possible. The learning will occur within reasonable period of time.

The common fact of learning and teaching vocabulary showed that the teachers did not teach English vocabulary with an appropriate, efficient, and effective way as the researcher said. It was proved by the result of the researcher's pre research that was conducted of SMPN 4 Marioriawa. It showed that some of the teachers in SMPN 4 Marioriawa taught English only focus on the grammatical rules. They were seldom to take time for focusing in teaching vocabulary. Even if, it can be said that they never taught English vocabulary but they told English vocabulary.

The researcher saw that some of the teachers' ways in teaching English vocabulary were not in effective and efficient way. It proved by some facts. The first was the formulation of the language like the form of tenses was the first explanation and it also was explained clearly and deeply. After that the teachers gave examples of the form of tenses by making sentences. The words that used in the sentences were told the meaning. For example, 'they are eating a fish. They only told the students the meaning of eating is 'makan'. They did not explain the basic of word (eat), why the word becomes 'eating', and when the word becomes 'eat, ate, and eating'. Actually it is not teaching vocabulary but only telling the vocabulary. The second was the students were not introduced the classes of words deeply. The teachers only told them the meaning of the words without explaining more about the class of word. So it can be said that the students actually rich of words, but they were not rich of vocabularies.

The third was the students were not trained to produce the word. The teachers only told the way of spelling words but they did not spend few minutes to train their students how to produce the words.

The three mistakes of the teachers' ways of teaching vocabulary caused some negative effects for the students. The first was the students were very difficult to remember the meaning of the words because they only were told the meaning of words by their teachers. So they were not able to save the words in their mind for a long time. The second was the students were confused by the words that they have known. It is because they did not know how and when the words are used. The third was they were more confused in producing the words because the teachers never train them to produce the word correctly, so most of the students said that English is extremely difficult lesson. They stated that only study about, vocabulary, we have to spend for a long time to master it. How about the rules of English? We probably must spend all time in our life to understand it well. Actually English is not only difficult lesson but it is also very boring lesson. Even if, they also said that we are very impossible to understand English correctly.

This perception should be thought seriously by the English teachers. This is the teachers' assignment to change the students' perception. It cannot be imagined that if the students cannot study English while it is the International language that can open their mind and also it can bright their life in the future. How their life in the future will be if they do not know at all about English? The teachers should pay attention seriously to search the solution of this problem. So their ways in teaching vocabulary will change the students' perception become studying English is easy and

enjoyable. But to make it become real, English vocabulary should be taught through an appropriate, effective and efficient ways as the researcher said previously.

Considering the problems in mastering vocabulary encountered by the students above, the researcher proposes a teaching way of Using Word Wall Media in teaching vocabulary as a solution.

One way that the researcher used in teaching vocabulary was by using word wall. Researcher got, it improved the student's vocabulary mastery. The use of this media is to look the meaning of the words in teaching and learning process that interactive and communicative by using word wall media in teaching vocabulary. The researcher believed that if seeing and hearing was combined, people would easier to catch the new words. It was the main point of this media. Besides, creativeness of students was trained in this process by creating word form uniquely to interest their want. Indirectly, students motivated themselves with competition in each group to get a better result from the words that are formed interestingly, so the students also unaware to study that words. From this media, the researcher solved the problem, especially in SMP Negeri 4 Marioriawa. So, the researcher tried to solve the problem in this research paper with the title "Using Word Wall Media to Improve the Students' Vocabulary Mastery at the Seventh Grade of SMPN 4 Marioriawa Kab. Soppeng.

1.2 Problem Statement

Based on the background above, the researcher designs the problem statement of this research as follows: "Is the use of Word Wall Media in teaching vocabulary able to improve the students' vocabulary mastery at the Seventh Grade of SMPN 4 Marioriawa Kab. Soppeng?"

1.3 Objective of the Research

Based on the problem statements already been named previously, the researcher designs the purposes of this research as follows: To determine whether Use of Word Wall Media is able or not to improve the students' vocabulary mastery at the seventh grade of SMPN 4 Marioriawa Kab. Soppeng.

1.4 Significance of the Research

This research is expected to give contribution for the teachers and the students theoretically and practically that are going to describe as follows:

1.4.1 Theoretically: this research can be a source of theory for those who are going to teach or conduct a research related to vocabulary. The teachers may use the finding of this research as a scientific reference. The students will also get the knowledge on how to study about vocabulary in an appropriate, efficient, and effective way.

1.4.2 Practically: the teachers will be able to teach or conduct a research relate with vocabulary. The students also are able to train themselves in order to spell and produce the words correctly, recognize the meaning of the words well, and place the words in correct sentences.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concepts of Teaching Vocabulary

2.1.1.1 Definition of Vocabulary

In learning a foreign language, in this case English, we have to learn vocabulary because it is essential part of the language. There are several definitions about vocabulary:

Murcia Elite Olsten signs vocabulary with three definitions; all the words that a person knows or uses, all the words in particular language, and the words that the people use when they are talking about a particular subject.³ While Hornby stated in the Journal of English Language Teaching that vocabulary is the total number of words that make up a language. Furthermore Themleton stated that vocabulary is the sum of words used by, understood by, and the command of particular people or group.⁴

Based on the definition above, vocabulary can be concluded as a list or sum of words or term or codes that people know and use in particular language. Or with

³Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2000), p. 1447

⁴Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary to Junior High School Students Through Snake-Word Game," p. 2.

other word vocabulary is stocks of words, written or spoken that have meanings, which are used to communicate between one people to another.

2.1.1.2 Kinds of Vocabulary

According to Hilbert stated that vocabulary consists of two kinds. They are productive vocabulary is the set of words that an individual can use in writing and speaking and receptive vocabulary is that set of words for which an individual can assign meanings when listening and reading. Furthermore Melka stated that active vocabulary used in writing and speaking and passive vocabulary used in listening and reading comprehension.⁵

Based on the explanation above, the researcher can conclude that productive vocabulary is same with active vocabulary. While receptive vocabulary is same with passive vocabulary. It means that when the students are learning listening so they use passive vocabulary to understand the speaker says. Then when the students are learning speaking so they use active vocabulary to speak with other speakers.

2.1.1.3 Kinds of Parts of Speech

As stated by Suherman that parts of speech merupakan hal yang sangat penting dalam kajian Bahasa Inggris karena dari setiap bagiannya mempunyai fungsi dan posisi masing-masing dalam menyusun frase, klausa, atau pun kalimat. Dalam Bahasa Indonesia, parts of speech biasanya disebut dengan istilah kelas kata atau word classes yaitu pengklasifikasian kata-kata berdasarkan kelasnya untuk

⁵Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary to Junior High School Students Through Snake-Word Game," p. 2.

menunjukkan tugas atau fungsi setiap kata dalam suatu rangkaian frase, klausa, atau pun kalimat. Kelas kata atau word classes dalam Bahasa Inggris terdiri dari:⁶

2.1.1.3.1 Kata Kerja (verb)

e.g: love, send, study, swim, take.

2.1.1.3.2 Kata Benda (noun)

e.g: book, chair, John, pen, table.

2.1.1.3.3 Kata Ganti (pronoun)

e.g: I, you, they, he, it, someone.

2.1.1.3.4 Kata Sifat (adjective)

e.g: beautiful, smart, white, young.

2.1.1.3.5 Kata Keterangan (adverb)

e.g: always, easily, here, there, yesterday.

2.1.1.3.6 Kata Sambung (conjunction)

e.g: after, and, because, but, since.

2.1.1.3.7 Kata Depan (preposition)

e.g: at, by, for, with, because of, in line with.

2.1.1.3.8 Kata Seru (interjection)

e.g: o my God!, hush!, wow!.

While John Eastwood stated that there are different classes of word, sometimes called 'parts of speech'. The word come is a verb, letter is a noun and great is an adjective. There are eight main word classes in English. They are going to show in the following table:

⁶Suherman, *Top Grammar: A guide to Write English* (Yogyakarta: Pustaka Ilmu, 2013), p. 7.

Table 2.1 The Eight Main Points of Parts of Speech ⁷

No.	Parts of Speech	Examples
1.	Verb	Climb, eat, welcome
2.	Noun	Aircraft, country, lady, hour
3.	Adjective	Good, British, cold, quick
4.	Adverb	Quickly, always, approximately
5.	Preposition	To, of, at, on
6.	Determiner	The, this, some, forty-five
7.	Pronoun	We, you, them, myself
8.	Conjunction	And, but, so

As John Easwood stated that Verbs, nouns, adjectives and adverbs are 'vocabulary words'. Learning vocabulary means learning verbs, nouns, adjectives and adverbs. Prepositions, determiners, pronouns and conjunctions belong to much smaller classes. These words are sometimes called 'grammatical words'.⁸

Based on the description of the table and the explanation above, the researcher can conclude that there are four main points in learning vocabulary; verb, noun, adjective, and adverb. So in relation to this research, the researcher will choose only

⁷John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), p. 2.

⁸John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), p. 10.

four main points of parts of speech in teaching vocabulary. They are verb, noun, adjective, and adverb.

2.1.1.4 The Eight Main Points of Parts of Speech

The following are the description of the eight main points of parts of speech by Tarr Daniel:⁹

2.1.1.4.1 Noun

A noun (Latin *nomen*, “name”) is usually defined as a word denoting a thing, place, person, quality, or action and functioning in a sentence as the subject or object of action expressed by a verb or as the object of a preposition. In modern English, proper nouns, which are always capitalized and denote individuals and personifications, are distinguished from common nouns. Nouns and verbs may sometimes take the same form, as in Polynesian languages. Verbal nouns, or gerunds, combine features of both parts of speech. They occur in the Semitic and Indo-European languages and in English most commonly with words ending in -ing.

Nouns may be inflected to indicate gender (masculine, feminine, and neuter), number, and case. In modern English, however, gender has been eliminated, and only two forms, singular and plural, indicate number (how

⁹TarrDaniel, *Parts of Speech* (1995), p. 1-3, www.tarrdaniel.com/documents/English/PartsOfSpeech.doc (was accessed on 25th November 2017)

many perform or receive an action). Some languages have three numbers: a singular form (indicating, for example, one book), a plural form (indicating three or more books), and a dual form (indicating, specifically, two books). English has three cases of nouns: nominative (subject), genitive (possessive), and objective (indicating the relationship between the noun and other words).

2.1.1.4.2 Adjective

An adjective is a word that modifies, or qualifies, a noun or pronoun, in one of three forms of comparative degree: positive (strong, beautiful), comparative (stronger, more beautiful), or superlative (strongest, most beautiful). In many languages, the form of adjective changes to correspond with the number and gender of the noun or pronoun it modifies.

2.1.1.4.3 Verb

Words that express some form of action are called verbs. Their inflection, known as conjugation, is simpler in English than in most other languages. Conjugation in general involves changes of form according to person and number (who and how many performed the action), tense (when the action was performed), voice (indicating whether the subject of the verb performed or received the action), and mood (indicating the frame of mind of the performer). In English grammar, verbs have three moods: the indicative, which expresses actuality; the subjunctive, which expresses contingency; and the imperative, which expresses command (I walk; I might walk; Walk!)

Certain words, derived from verbs but not functioning as such, are called verbal's. In addition to verbal nouns, or gerunds, participles can serve as adjectives (the written word), and infinitives often serve as nouns (to err is human).

2.1.1.4.4 Adverb

An adverb is a word that modifies a verb (he walked slowly), an adjective (a very good book), or another adverb (he walked very slowly). Adverbs may indicate place or direction (where, whence), time (ever, immediately), degree (very, almost), manner (thus, and words ending in -ly, such as wisely), and belief or doubt (perhaps, no). Like adjectives, they too may be comparative (wisely, more wisely, most wisely).

2.1.1.4.5 Pronouns

A pronoun is an identifying word used instead of a noun and inflected in the same way nouns are. Personal pronouns, in English, are I, you, he/she/it, we, you (plural), and they. Demonstrative pronouns are thus, that, and such. Introducing questions, who and which are interrogative pronouns; when introducing clauses they are called relative pronouns. Indefinite pronouns are each, either, some, any, many, few, and all.

2.1.1.4.6 Prepositions

Words that combine with a noun or pronoun to form a phrase are termed prepositions. In languages such as Latin or German, they change the form of the noun or pronoun to the objective case (as in the equivalent of the English phrase "give to me"), or to the possessive case (as in the phrase "the roof of the house").

2.1.1.4.7 Conjunctions

Conjunctions are the words that connect sentences, clauses, phrases, or words, and sometimes paragraphs. Coordinate conjunctions (and, but, or, however, nevertheless, neither ... nor) join independent clauses, or parts of a sentence; subordinate conjunctions introduce subordinate clauses (where, when, after, while, because, if, unless, since, whether).

2.1.1.4.8 Interjection

Interjections are exclamations such as oh, alas, ugh, or well (often printed with an exclamation point). Used for emphasis or to express an emotional reaction, they do not truly function as grammatical elements of a sentence.

2.1.1.5 Several Necessary Aspects in Teaching Vocabulary

Vocabulary is one of important aspects of language component. Teaching vocabulary cannot be separated with teaching a language. As Ur stated that the teacher should consider several things in teaching vocabulary. The first is pronunciation and spelling. The students have to know the pronunciation and spelling. The second one is grammar. When the teacher teaches new verb, it will be better if it is followed by its form of grammar. The last one is collocation that aspects of meaning and word formation.¹⁰ Similarly statement came from Harmer points out several aspects in knowing a word that are needed to be taught by the teacher, these are: (a) meaning, (b) word use, (c) word formation, and (d) word grammar.¹¹

¹⁰Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary to Junior High School Students Through Snake-Word Game," p. 3.

¹¹Anita Nvriani, Muhammad Asrori, and Martono, "Improving Vocabulary Mastery Through Hangman Game to Elementary School Students," p. 111.

Vocabulary teaching can fit into a language learning course in any of four ways. Most course make use of all four, but the amount of time spent on each of these ways depends on the teacher's judgment in relation to a large number of factors, such as a time available, the age of the learners, the amount of contact with English outside school hours, and the teachers theory of how language is best learned. The four ways described below are listed from the most indirect.

2.1.1.5.1 Material is prepared with vocabulary learning as a consideration. The most common examples of this are preparation of simplified material and the careful vocabulary grading of the first lessons of learning English.

2.1.1.5.2 Words are dealt with as they happen to occur. This means that if an unknown word appears in a reading passage, the teacher give some attention to it at the moment it causes a problem. A lot of vocabulary teaching is done in this way. Although the selection of vocabulary seems unplanned the way is treated need not be. Teacher may follow principles when dealing with such words.

2.1.1.5.3 Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage.

2.1.1.5.4 Time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activity.¹²

In relation to the background of this research, the researcher considers three indicators as the measurement for students of mastering vocabulary in four main

¹²I.S.P Nation, *Teaching and Learning Vocabulary* (Boston: Heinle & Heinle Publisher. 1990), p. 3.

points of parts of speech. The first is recognizing and understanding the meaning and word formation of words. The second is mastery in spelling and pronouncing the words. The third understands of the words based on its form of grammar.

2.1.1.6 Strategies for Teaching Vocabulary

Bilal Genc stated that having surveyed a large literature on teaching and learning vocabulary the teachers have tried to exhibit major method sand techniques. The teachers, however, could not have included all the techniques found in the literature, so our list is far from being complete due to deliberate negligence of some minor techniques. The techniques to be analyzed fall under two different categories; explicit teaching techniques and implicit teaching techniques. William Grabe and Fredricka L. Stoller provide a list of explicit learning techniques in their article. These techniques are:¹³

- 2.1.1.6.1 analysis of word parts (prefix, root, suffix)
- 2.1.1.6.2 associations (other words which would give clues of the meaning of the unknown word)
- 2.1.1.6.3 cognate awareness (telling students some other words having the same etymology of the unknown word)
- 2.1.1.6.4 dictionary activities
- 2.1.1.6.5 discussion of word meanings
- 2.1.1.6.6 flashcard
- 2.1.1.6.7 games
- 2.1.1.6.8 illustrations, drawings
- 2.1.1.6.9 matching meaning and collocations

¹³Bilal Genc, “New Trends in Teaching and Learning Vocabulary,” p. 121.

- 2.1.1.6.10 mnemonic devices
- 2.1.1.6.11 parts of speech tables (noun, verb, adjective, etc)
- 2.1.1.6.12 semantic mapping and semantic grids
- 2.1.1.6.13 synonyms and antonyms
- 2.1.1.6.14 word family exercises

A speaker's knowledge of word also includes an understanding of how the shape of that word can be altered so that its grammatical meaning can be changed. We call the system of rules that determine how these changes can be made morphology. Using words appropriately means knowing these things and crucially, knowing which grammatical slots they can go into. In order to do this, we need to know what part of speech a word.¹⁴

Based on the description above, the researcher can conclude that Word Wall Media is one of the learning techniques in vocabulary mastery in parts of speech. It is named explicit learning technique. Bit in relation to this research, the researcher will mix some other techniques with media such analysis of word parts (prefix, root, suffix), dictionary activities, discussion of word meanings, matching meaning and collocations in teaching vocabulary especially for four main points of parts of speech.

2.1.2 Media for Teaching Vocabulary

2.1.2.1 Definition of Media

Media education in general, is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners

¹⁴Jeremy Harmer, *How to Teach English New Edition* (England: Pearson longman 2008), p. 61.

so as to facilitate the process of learning. Meanwhile, according to Briggs is a physical means of learning media to deliver content / learning materials such as books, movies, videos and so on.¹⁵ Teaching is not only transfer of knowledge to the learners, but also transfer of value. So, every single teacher should be more competent in learning process. There are many factors that can influence learning activity and one of them is media. There are several definitions that have explained like Media is a word which formed from Latin language *medium* that means intermediately or conductor from the sender to the receiver. Association of Education and Communication Technology or AECT in America explain that media is all the things and channel that used by the people to distribute command or information. National Education Association (NEA) has different definition. Media is the form of communication, printed or audiovisual and all the instruments.¹⁶

Media are any devices that assist an instructor to transmit to a learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy ,as it intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.¹⁷ Learning is a process to acquire knowledge. It needs hard work and

¹⁵Hidayat Sariffudin, "Definition of Learning Media" Group *blog of Education Center*. <http://educationalofsaint.blogspot.com/2013/06/deinition-of-learning-media.html> (3 of July 2014)

¹⁶Arief S. Sadiman, at al., eds., *Media Pendidikan, Pengetian, Peengembangan, dan Pemanfaatannya* (Jakarta: PT RajagrafindoPersada, 2005), p.6

¹⁷Zvavanhu, "Types of Media Used in Teaching and Learning for its conducive Environment" *Blog of Zvavanhu*. http://zvavanhuchopper.blogspot.com/2010/10/blog-post_17.html (3 of July 2014).

sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. Media are the means for transferring or delivering messages.¹⁸

Based on some the explanations above can be concluded that media is one of instrument which is used to help in teaching process. Media is needed in teaching to make class be interesting and easy to understand the lesson.

2.1.2.2 Types of Teaching Media

There are four types of media which are print, visual, audio and audio-visual:

1. Printed Media

These include text books, magazines, newspapers, journal, bulletins, web pages, blogs etc. They help learners to get more information through reading widely, research and providing more enjoyment from various sources of facts. It is important to identify all the reading materials before issuing them to children. The use of internet should be monitored both at home and school to protect children from being involved in illicit materials which may take them away from their learning focus. Guide children from what to read so as to achieve the aims and objectives of the subject. If there is variety of material selection the teacher must identify that suits every learner's capabilities, i.e. slow, medium and fast.

2. Visual Media

These composed of photographs, graphics, pictures, maps, models, spacemen, game puzzle, art facts, wall charts etc. These make visual impression to the learner. They attract pupils' attention and aid concentration, as they illustrate meaning more

¹⁸Dia, "The Use of Media in Teaching Learning Process" *Blog of Dian*. <http://dianingpadmi.wordpress.com/edduccaattiioonn/the-use-of-media-in-teaching-learning-process/> (3 of July 2014).

directly and quickly than through verbal explanation. It was discovered that a single picture is equivalent to 1000 words in meaning to a listener. It cuts down unnecessary talking time hence supplement the voice. Visual impact in learner's enhanced making associated language memorable. The real meaning of words is helped by seeing concrete objects. The simplification of color and shapes as it clarify its complexity. The learner then stimulated to think diligently and ask questions and enhanced learning environment's conductivity. Avoid too much use of visual as they may take pupils' attention because of color admiration.

3. Audio Media (CDs, cassettes, and digital sound files)

Audio demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with which digital audio can be deployed was used to support timely interventions and in some cases promoted information currency and responsiveness.

4. Audio -visual Media (Video and film)

Because of the visual element is attractive and commands attention. The sound produced is much easier to understand the facial impressions, gestures, physical background shown and learning becomes close to real life situation. It is very important to preview any programmed and assess its worth to class situation, time, and its content value and how to operate it more effectively to benefit all children in learning the content. The teacher did something good by bringing the community to the classroom situation. When the teacher should plan ahead and inform the resource person in time in order for him to prepare the lesson and give the limits so that the

objectives of the lesson to be achieved. The school administrators should also inform to receive a visitor.¹⁹

Based on the description above, the researcher will use the second types of media. It is visual media, wall chart. The consideration of choosing this type is related with the vocabularies that will be taught to the students.

2.1.2.3 Why Use Media to Enhance Teaching and Learning

According Salomon media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect.²⁰

2.1.2.4 The Advantages Of using Media

2.1.2.4.1 Many media sources (feature films, music videos, visualizations, new stories) have very high production quality capable of showcasing complex ideas in a short period of time. This helps develop quantitative reasoning. Learn more about this technique using the Teaching Quantitative Reasoning with the News module.

¹⁹Zvavanhu, “Types of Media used in Teaching and Learning for its conducive Environment”, (3 February 2017).

²⁰Carleton college, Teaching and Learning Economics, Blog of Carleton. <https://serc.carleton.edu/econ/media/why.html> (7 of May 2018), p.1.

2.1.2.4.2 Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content.

2.1.2.4.3 The use of media sources help connect learners with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date.

2.1.2.4.4 New stories can be used to connect theories taught in the classroom with real world events and policies.²¹

2.1.3 The Concepts of Word Wall

2.1.3.1 Definition of Word Wall

According Janiel M.Wagstaff believing that word walls should be used in everyday reading and writing, Janiel has developed lessons that will help you and your students use the walls to reinforce all the literacy skills and strategies you teach.

²² According Kasim word wall is one of media that used to develop vocabulary of students. A word wall is a words group showed on the wall, bulletin board, white board, check board in the class. Students print the words in a big font for they are easier to see the words that are pointed to continually throughout a part by teacher and student during activities.²³ Meanwhile Anggriani stated a way that effective, interesting, enjoying because it can help the students to remain, increase a growing

²¹Carleton college, *Teaching and Learning Economics*, p.2.

²² Janiel M.Wagstaff, *Teaching Reading and Writing with Word Walls*, (U.S.A: Scholastic Inc, 1999), Retrieved from: <http://books.google.co.id>

²³Nur Aeni Kasim. 2013. Increasing the Students' Vocabulary Mastery by using word wall media. Retrieved from: <http://www.niu.edu/international/images/Nur%20Kasim1>

core of words and give reference support for students as long as their reading and writing.²⁴

Usually, a word wall is a literacy tool used in the classroom for displaying commonly used vocabulary sight words. It is available for students' reference and helps them visually gain familiarity with high frequency words and gain about the words and gain reinforcement of vocabulary.²⁵ Jackson and Narvaez found that teaching potential of word walls increases when student-generated material and visual supports including black-line pictures and cartoons are arranged to illustrate relationships between words and concepts in order to organize learning.²⁶ Word walls displaying previously taught vocabulary words provide a variety of benefits for students with learning disabilities.²⁷

Based on the explanation above, researcher concludes that word wall is a media that is used to increase vocabulary mastery. It is a set of word that put on the wall to create an interesting and interactive learning process.

2.1.3.2 Kinds of word wall

Wells and Narkon divided word wall into some kinds, they are:²⁸

2.1.3.2.1 Traditional word wall

²⁴Decy Anggriani. 2013. Improving Students' Vocabulary Achievement through Word Walls Strategy. Retrieved from: <http://www.google.com/url>

²⁵Jane M.Russel and Patricia Wariua-Nyalwal. 2015. Research-Proven Strategies for Improving Content Vocabulary for Middle School English Language Learners. *International Journal of Bussines and Social Science*. Retrieved from: www.ijbssnet.com.

²⁶Julie Jackson and Rose Narvaez. 2013. Interactive Word Wall. *Science and Children*. Retrieved from: <http://writinginthecontentarea.pbwork.com>.

²⁷Weiser, Beverly. 2013. Effective Vocabulary Instruction for Kindergarten to 12th Grade Students Experiencing Learning Disabilities. Retrieved from: www.councilforlearningdisabilities.org.

²⁸Jenny Wells, Drue E. Narkon. 2012. A Comparison of Traditional Versus Electronic Word Wall Instruction on Word Identification in Kindergarteners with Developmental Disabilities. *Eletronic Journal for Inclusive Education*. Retrieved from: <http://corescholar.libraries.wright.edu/ejie>.

According Wagstaff word wall is reported to offer “an interactive, ongoing display or fords and parts of words, used to teach spelling, reading and writing strategies, letter-sound correspondence and more”. While according Cunningham a word wall is created in the following manner. First, the letters of the alphabet are placed on the board, and then the printed words are cut out following the configuration of the word and placed on colored backing. The words cards are posted in a column under the letters of the alphabet according to their first letter. During the word wall group-instruction, the teacher points to the word and leads the children in saying and spelling the words.

2.1.3.2.2 Electronic word wall

Electronic word wall is a way to guide students to study about the words which is made in the slide to be presented. Each letter is connected with others on the alphabet chart with individual alphabet slide. List the vocabulary words in row with the words in isolation with picture and contextual sentence.

Based on the explanation above, the researcher considers to use the traditional word wall in teaching vocabulary. It is because the facilitation of the school that the researcher has chosen is limited. So the researcher will use the traditional one.

2.1.3.3 Building a Word Wall

While Jackson and Narvaez on his research explained some implementation strategy of traditional word wall as follows:²⁹

2.1.3.3.1 Planning word wall

²⁹ Julie Jackson and Rose Narvaez. 2013. Interactive Word Wall. *Science and Children*. Retrieved from: <http://writinginthecontentarea.pbwork.com>.

Determine vocabulary need. The important thing in this step is teacher has to know the student's need about what they have learned, what they need to learn, and what they will learn in the future. Then, Sketch a concept map. Sketching means manage the word wall. Teacher must make a connection between vocabulary and picture. Then, teacher sketch the concept of word wall that can represent the information and related with science standard.

2.1.3.3.2 Create a student work sheet

The students are given the sketch that teacher build and ask them to complete it as the interactive word wall.

2.1.3.3.3 Place the word wall

In placing the word wall, the important thing we have to pay attention about wall space and room arrangement. Word wall is flexible because it can be put on the cupboard, door, indoor or on the wall of class.

2.1.3.3.4 Build the wall in the class

After place the word wall students will build the wall with teacher's guidance. Students have to categorize the vocabulary according to the concept or the category that have made before in sketch.

2.1.3.3.5 Complete student record sheet and word wall together

After students have completed the word wall, students will copy it to their own sheet as teacher can assess the students based on their note in their sheet.

2.1.3.4 Students perception of Word Wall

There are many students perception about word wall and most of them said word wall is helpful for their remembering new words. According to Jackson in sixth grade students in Ms Bradshaw's first and second were asked to describe how interactive word wall help their learning. Forty one students or about 85% of samples stated that the interactive word wall could help them. In addition Harmon et al in their research stated that students are interviewed to identify the word wall and talk about its function, value and usefulness. Based on the form and function when students are asked to identify word wall, there 41% of students used the term word wall and about 12% students could not identify word wall but almost 60% students have a same perception that word wall was used for learning vocabulary. Some students explain specific uses such as learn and remember words and with spelling help in writing and to review for a test. While, based on use and value of word wall, seventh grader said that students and teachers need word wall. Students used word wall for their learning and teachers need word wall for their teaching.³⁰

Based on the explanation above researcher concludes that word wall is needed by students and teacher in learning process. An interactive is word wall that can help students remembering a new words, make a good spelling, and also in reading and writing process.

2.1.3.5 Word Wall Instructional Design

³⁰ Julie K. Jackson 2014. Interactive, Conceptual Word Walls: Transforming Content Vocabulary Instruction one Word at a Time. *International Research in Education*. DOI: 10.5296/ire.v2il.4232.

Harmon have explained strategy of implementing the word wall as follows:³¹

2.1.3.3.1 Building background knowledge about selecting words

In selecting the word, the student has prepared by teacher discussed how to select a word.

2.1.3.3.2 Introducing words

To introduce the words to the class, each student group selected a color to represent the word and defined the word in at least three different ways.

2.1.3.3.3 Making connection with the words

In this phase, student groups created symbols to represent their words and wrote sentence completions. The teacher explained of an object or idea related to the word.

2.1.3.3.4 Applying the word to real situation

The next step, the student had to think of a situation or context for using word.

2.1.3.3.5 Presenting word to the class

The last step, we interviewed students in the word wall class using similar questions from the initial interviews.

2.2 Review of Related Research Findings

There are some reviews researches which are similar or related to the use of Word Wall media. Here, the writer summarizes some previous researches that can be used as guidelines for the writer in conducting the new one, and explaining the way of this research is different from the previous ones.

³¹Janis M, Harmon. 2009. Interactive word Walls: More Than Just Reading the Writing on The Walls. *Journal of Adolescent and Adult Literacy* 52(5). DOI: 10.1598/jaal.52.5.4

The first research was conducted by Khotimah on her research entitled “The Effectiveness of Using Word Wall on Student’s Mastery in Vocabulary of Recount Text “HOLIDAY” at the Eight Grade Students’ of MTs Khas Kempek Kabupaten Cirebon”. Her research was conducted that the students who were taught without using Word Wall media at control class for pre-test got mean score was 51,13 included “bad” category and the result of pre-test in control class got mean score was 47.22 included “bad” category. The students who were taught by using Word Wall media at experimental class for post-test got mean score was 64.39 included “enough” category. While, the result of post-test in control class got mean score was 55.13 included “enough” categories. The result of t-test computation that t_{obt} was higher than t_{crit} ($3.315 > 1.684$) at the level significance 0.05 indicated alternative hypothesis (H_a) was accepted. H_a : there is positive significant effect of using Word Wall media on students’ Vocabulary skill at the eighth grade students of MTs Khas Kabupaten Cirebon. So, there was significant difference between the post-test score of experimental and control class after the treatments. The calculation result of effect size that the obtained r-value was 0.45. According to Coolidge that r value > 0.371 is categorized large. It means that effect size was categorized as large. Therefore, it could be concluded that there was a great effect of using Word Wall media on students’ Vocabulary skill. So, the Word Wall media is effective on students’ Vocabulary skill at the eighth grade students of MTs Khas Kempek Kabupaten Cirebon.³²

³²Khotimah, The Effectiveness of Using Word Wall on Student’s Mastery in Vocabulary of Recount Text “Holiday” at the Eighth Grade students of MTs Khas Kempek Kabupaten Cirebon. (Unpublished, Cirebon: IAIN Syekh Nurjati Cirebon, 2015).

The second research was conducted by Nur Aeni Kasim on her research entitled “Increasing the Students’ Vocabulary Mastery by Using Word Wall Media”. Her research was conducted in Classroom Action Research with objective to increase their vocabulary, especially on teaching noun and verb at the second year students of SM Negeri 6 Makassar. She found that word wall media effective to increase the vocabulary mastery of the students. It can be seen from the observation result was 67.83% at cycle I and increase significantly to be 8200% at cycle II. She used word wall as a media to teach the students The previous research has familiarity this research, in this case for improving vocabulary mastery of students by using word wall. Yet, the researcher used quasi experimental while she used Classroom action research.³³

The third research was conducted by Sakaria. His research was entitled “Increasing Students’ Vocabulary by Using Word Walls Media at Elementary School 270 Negeri Kandoka Kecamatan Lembang Kabupaten Pinrang.” It was proved by the data showed that the mean score of pre-test was 64.72 and the mean score of post-test was 81.38. It means that, there was significant increasing of the students’ vocabulary mastery by using word walls media. Besides that, the indicator of learning achievement in this researcher had been achieved. Therefore, the researcher concluded that the use of word walls media at the elementary school 270 Kandoka kecamatan lembang kabupaten pinrang was able to increase their vocabulary mastery.³⁴

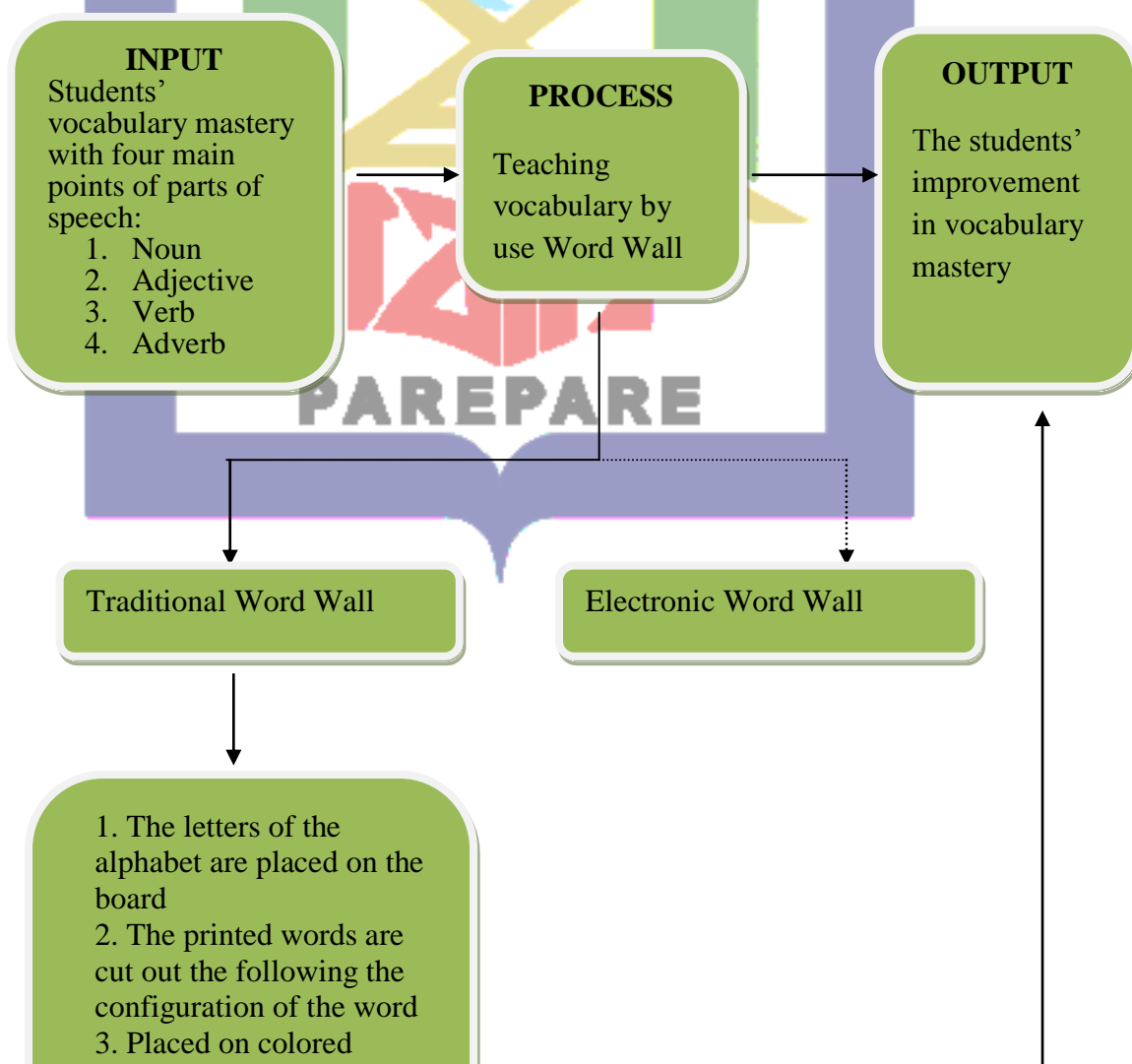
³³Nur Aini Kasim, Increasing the Students’ Vocabulary Mastery by using word wall media. Retrieved from: <http://www.niu.edu/international/images/Nur%20Kasim1>

³⁴Sakaria, *Increasing Students’ Vocabulary by Using Word Walls Media at Elementary School 270 Negeri Kandoka Kecamatan Lembang Kabupaten Pinrang* (Unpublished, Parepare: STAIN Parepare, 2015).

Based on the result of the previous researches, the researcher will try to use Word Wall Media in English another subject matter, especially for vocabulary. The researcher will teach students at the seventh grade of SMPN 4 Marioriawa. The aim of this research is to find out whether using Word Wall Media able or not to improve the students' vocabulary mastery especially in parts of speech with four main points of it.

2.3 Conceptual Framework

The theoretical framework underlying of this research is shown in the following picture:



In the picture above, there were three elements that will be explained as below:

- 2.3.1 Input refers to identify the students' vocabulary mastery.
- 2.3.2 Process refers to the teaching vocabulary by use word wall media with traditional word wall.
- 2.3.3 Output refers to the level of the students' improvement in vocabulary mastery.

2.4 Hypothesis

H_0 : The researcher formulates the hypothesis of this research that there is significant improvement of students' vocabulary mastery at the seventh grade of SMPN 4 Marioriawa.

2.5 Variable and Operational Definition

2.5.1 Variable

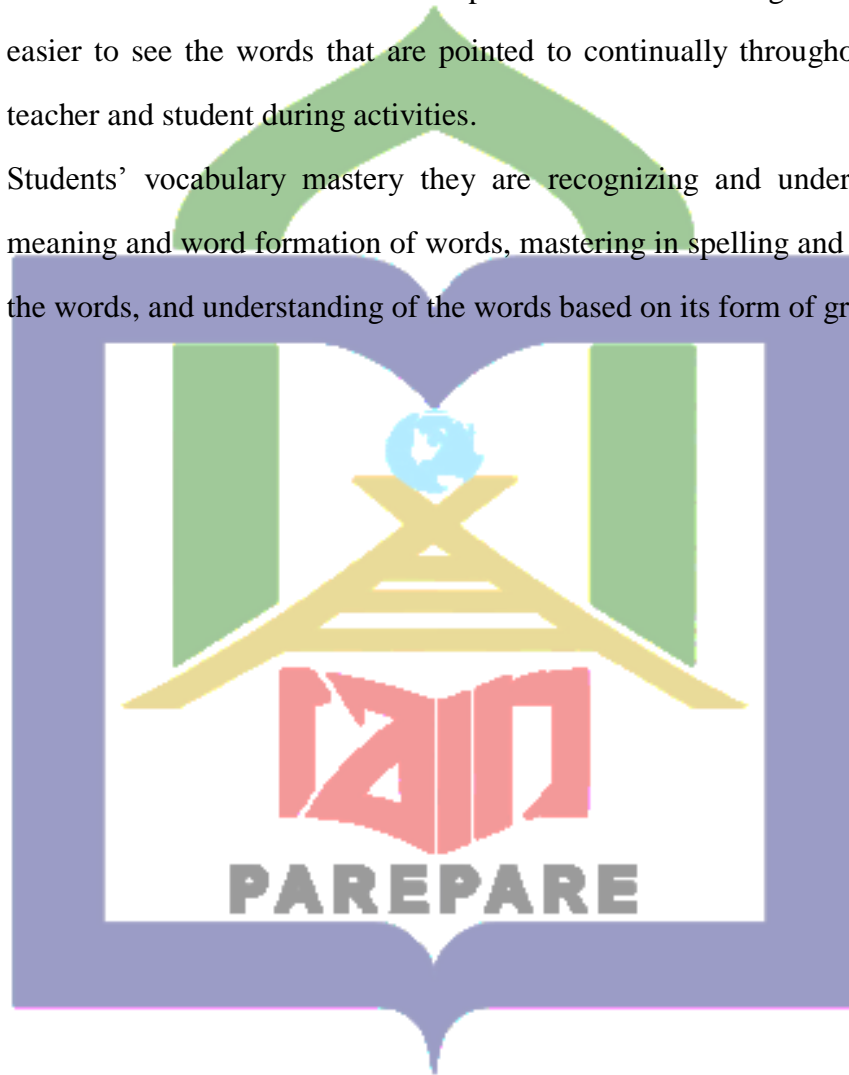
This research has two variables namely independent variable and dependent variable. They will be mentioned as below:

- 2.5.1.1 Independent variable of this researcher is using word wall media.
- 2.5.1.2 Dependent variable of this research is students' vocabulary mastery at the seventh grade SMPN 4 Marioriawa.

2.5.2 Operational Definition of Variable

2.5.2.1 Word wall is one of media that used to develop vocabulary of students. A word wall is a words group showed on the wall, bulletin board, white board, check board in the class. Students print the words in a big font for they are easier to see the words that are pointed to continually throughout a part by teacher and student during activities.

2.5.2.2 Students' vocabulary mastery they are recognizing and understanding the meaning and word formation of words, mastering in spelling and pronouncing the words, and understanding of the words based on its form of grammar.



CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

In this research, the researcher will use pre – experimental design with one group pretest - posttest. In this research, the students will be given pretest, and then do the treatment and then they get post-test to measure their ability vocabulary mastery in parts of speech. The formula of pre-experimental design which apply one group pretest and posttest design was shown as below:

O1 X O2

Which: O1 : Pretest

 X : Treatment

 O2 : Posttest³⁵

³⁵Sugiono, *Metode Penelitian Pendidikan Pendekatan kuantitatif, kualitatif, dan 7D* (Bandung: Alfabeta, 2012), p. 111.

3.2 Location and Time

The location of this research is SMPN 4 Marioriawa. It is located in Jln.Poros Lejja Kec. Marioriawa Kab. Soppeng. While the duration of this research is six meetings namely once in pre-test, four times in treatment and once in post-test. So this research will be finished at least one month to see the improvement of the students' vocabulary mastery in teaching process.

3.3 Population and Sample

3.3.1 Population

The population of this research is the students at the first grade of SMPN 4 Marioriawa that consists of 2 classes. They are class VII 1 consists of 20 numbers of students, class VII 2 consists of 17 numbers of students, and class. So there are 37 students at the seventh grade in two classes of SMPN 4 Marioriawa. The total number of them can be seen in the table below.

Table 3.1 Population of the Students at the seventh grade of SMPN 4 Marioriawa

NO	CLASS	TOTAL
1.	VII 1	20
2.	VII 2	17
TOTAL NUMBER		37

(Source: Administration of SMPN 4 Marioriawa)

3.3.2 Sample

In this research, the researcher will use purposive sampling technique. The researcher's consideration in choosing purposive sampling because the researcher want to know the significance of the students' improvement in vocabulary mastery in parts of speech. So the researcher will choose a class that has low proficiency in learning English. So from this purpose, the researcher will take the class VII 2 as sample that consists of 17 number of students.

3.4 Instrument of the Research

3.4.1 Pre-test

The instrument that the researcher used to improve the vocabulary in SMP Negeri 4 Marioriawa will matching and multiple choices. The total numbers of the test were 30 items. 20 number for multiple choices and 10 numbers for matching. The test will be divided equally. There were 10 numbers which contained verb test, 10 numbers talked adjective test, and 10 numbers contained noun test. For noun test, 7 numbers in multiple choices and 3 numbers in matching. For adjective test, 6 numbers in multiple choices and 4 numbers in matching. The last noun test, 7 numbers in multiple choices and 3 numbers in matching. The test that will be applied by researcher consist of two part, they are pre-test and post test. The pre-test will used to know about the mastery that students' have now before giving treatment.

3.4.2 Post-test

The post-test will used to know how the improvement of the students' vocabulary mastery after the treatment was given.

3.5 Procedures of Collecting Data

In collecting data, the researcher will give the students some steps as follow:

3.5.1 Pre-test

Before doing treatment, this step uses to find out the students' ability of vocabulary mastery. So the researcher will give a treatment by using Word Wall media to improve their vocabulary.

3.5.2 Treatment

This treatment has some steps in conducting it. But the procedures in conducting it were same in each meeting. Because it will be conducted for four meetings so the researcher will take four topics. They are noun, adjective, verb, and adverb. They are going to be taught in each meeting. Only the vocabularies in each of the fourth of parts of speech are different in each meeting. These are the following steps that the researcher would apply in every meeting in this research:

3.5.2.1 The researcher would explain about vocabulary that includes the fourth kinds of parts of speech. They are noun, adjective, verb, and adverb. In this step, the researcher would explain about the definition, kinds, function, and also the researcher would give the examples.

3.5.2.2 The researcher would show the words that have been hung in the wall and also explain them.

3.5.2.3 The researcher would divide the students into four groups that consist of 4 or 5 students in each.

3.5.2.4 The researcher would make some sentences and ask the students to complete them. After that the researcher would explain how to connect the words into sentences.

3.5.2.5 The researcher asks to the each group to make a sentence by using the words that have been hung in the wall. The researcher would ask the students again about the words in the wall and they also would be asked to mention the sentences that they have made before. It is used for making sure that they really understand about the vocabulary that they have learned.

3.5.3 Post-test

This posttest has function as a measurement to decide that whether the treatment that has been applied can improve or not on students' ability of vocabulary mastery. It is also the last activity of this research.

3.6 Technique of Data Analysis

Quantitative research is a survey design provides a quantitative or numeric description of some fraction of the population the sample through the data collection process of asking questions of people.³⁶ From the above, the researcher will apply the statistically analyzing by some of the procedures below:

3.6.1 Scoring Students' Correct Answer

In analyzing the students' score in pre-test and post-test, the researcher will use the following formula:

$$\text{Score} = \frac{\text{Students' Correct answer}}{\text{The Total number of questions}} \times 100^{37}$$

3.6.2 Classifying the Students' Scoring

³⁶John W.Creswell, *Reasearch Desaign*, First edition (London: Sage Publication, 1994), p. 117.

³⁷Igak Wardanhi & KuswayaWihardhit, *Penelitian Tindakan Kelas*, First edition (Jakarta: Universitas Terbuka, 2008), p. 325.

In classifying the students' score in the following criteria at the book that was written by Suharsimi Arikunto that is modified as follow:

Table 3.2 The Classification of the Students Score

SCORE	CLASSIFICATION
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
<39	Very Poor ³⁸

3.6.3 Frequency and Rate Percentage of the Students

In calculating of frequency and percentage of the students, the researcher will use the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Sample³⁹

³⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 245.

³⁹L.R. Gay, *Educational Research Competencies For Analysis and Application*, p.225.

3.6.4 Mean Score Technique

In finding out the mean score of the students, the researcher will use the formula as below:

$$x = \frac{\sum x}{N}$$

Where :
 X = Mean Score
 $\sum x$ = The sum of the all score
 N = Total Number of Students⁴⁰

3.6.5 Standard Deviation

In finding out the Standard Deviation, the researcher will use the formula as below:

$$SD = \sqrt{\frac{\sum x^2 - (\sum x)^2}{n - 1}}$$

Where :
 SD = Standard Deviation
 $\sum x^2$ = The Sum all square
 N = The total number of students
 $(\sum x)^2$ = The sum square of the sum of square⁴¹

⁴⁰Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p. 212.

⁴¹ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p. 212.

3.6.6 Test of the Significance Technique

In finding out the significance differences between pre-test and post-test, the researcher will use the following formula to calculate the value of the test:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : Test of significant

D : The mean score

$\sum D$: The summary total score of difference

$\sum D^2$: The square of summary total score of difference⁴²

⁴²Gay L.R. *Educational Research: Competencies for Analysis and Application* (Columbus: Charles E Merrill Company, 1981), p.331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussions of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery through Word Wall media before giving them the treatment, while post-test was given after treatment to know the students' vocabulary mastery after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find out Using Word

Wall media that be able to improve the students' vocabulary mastery at Junior High School 4 Marioriawa Kab.Soppeng.

4.1.1 The vocabulary mastery Using Word Wall media at students of Junior High School 4 Marioriawa Kab.Soppeng.

This part covers the result of data description about the vocabulary mastery Using Word Wall media at student:

4.1.1.1 The students' score in pre-test

The pre-test had done before implementation Word Wall media. It was conducted on Thursday, Desember 13th, 2018. The students was given the pre-test. The researcher found out the result of the students' pre-test based on the scoring of vocabulary before giving treatment using Word Wall media which were description and resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-Test

NO	STUDENTS	PRE- TEST	
		CORRECT ANSWER	SCORE
1	2	3	4
1	Selvina Maharani	16	53
2	Nurul Nasywa Juniar	17	57
3	Salma	16	53

4	Syarwana	17	53
5	Nur Hidayatullah	17	57
6	Muhammad Iqbal	15	50
7	M.Fauzan	16	53
8	Selfiani	18	60
9	Hasrullah	16	53
1	2	3	4
10	Nurul Aiza	18	60
11	Nuhardi	15	50
12	Nur Asma	15	50
13	Nur devianti	17	57
14	Kartini	17	57
15	Irwan	15	50
16	Umrah	18	60
17	Lina	15	50
TOTAL		278	923

(Data' source: the Students' Score in Pre-Test)

After knowing the students' score in pre-test, the researcher following table are students' score to find out the mean score:

Table 4.2 The Students' Score in Pre-Test Classification

NO	STUDENTS	PRE-TEST OF THE STUDENTS (X_1)		X_2	CLASSIFICATION
		MAX SCORE	SCORE X_1		
1	2	3	4	5	6
1	S1	100	53	2809	POOR
2	S2	100	57	3249	FAIR
1	2	3	4	5	6
3	S3	100	53	2809	POOR
4	S4	100	53	2809	POOR
5	S5	100	57	3249	FAIR
6	S6	100	50	2500	POOR
7	S7	100	53	2809	POOR
8	S8	100	60	3600	FAIR
9	S9	100	53	2809	POOR
10	S10	100	60	3600	FAIR
11	S11	100	50	2500	POOR
12	S12	100	50	2500	POOR
13	S13	100	57	3249	FAIR
14	S14	100	57	3249	FAIR
15	S15	100	50	2500	POOR

16	S16	100	60	3600	FAIR
17	S17	100	50	2500	POOR
TOTAL			923	50341	

(Data' source: the Students' Score in Pre-Test)

Based on the table above, showing the result of students' vocabulary mastery score before giving treatment using Word Wall Media, seven students in fair classification, ten students in poor classification, then no one in excellent, good and very poor classification. Total score in pre-test was 923. It could be seen that almost of the VII.2 students' ability in vocabulary was low. Because most of students gained poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Firstly, the researcher calculated the mean score of the pre-test with formula:

$$X = \frac{\sum Xi}{n}$$

$$X = \frac{923}{17}$$

$$X = 54,2$$

Where:

X : Mean score

$\sum x$: Total of row score

n : Number of students⁴³

So, the mean score (X_1) of pre-test is 54,2

Based on the result of the pretest, the data showed that the mean score of pretest was 54,2 . Lowest achievement gained score 50. From that analyzing, it could be seen that almost of the 17 students' ability in vocabulary was still low because most of students gained poor score.

Secondly, the researcher calculated the standard deviation of the pre-test with formula:

$$SD = \sqrt{\frac{X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{50341 - \frac{(923)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{50341 - \frac{851,929}{17}}{16}}$$

$$SD = \sqrt{\frac{50341 - 50,113}{16}}$$

$$SD = \sqrt{\frac{228}{16}}$$

⁴³ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p. 212.

$$SD = \sqrt{14,25}$$

$$SD = 3,77$$

Where :

SD : Standard Deviation

$\sum x$: The Sum all square

N : The total number of students

$(\sum x)^2$: The sum square of the sum of square⁴⁴

So, the result of the standard deviation of the pre-test is 3,77

After determining the mean score (X_1) of pre-test was 54,2 and standard deviation (SD) of the pre-test was 3,77 , it could be seen that the students' vocabulary mastery were in a low category.

4.1.1.2 The students' score in post-test

Meanwhile, the students' score on post-test would be presented in the following table:

Table 4.3 The Students' Score in Post-Test

NO	STUDENTS	POST- TEST	
		CORRECT ANSWER	SCORE
1	2	3	4

⁴⁴ Gay, L. R., *Education Research: Competencies for Analysis & Application*(United States of America: Charles E Merrill Company, 1981) ,p. 446.

1	Selvina Maharani	22	73
2	Nurul Nasywa Juniar	26	87
3	Salma	24	80
4	Syarwana	22	73
5	Nur Hidayatullah	26	87
6	Muhammad Iqbal	23	77
7	M.Fauzan	25	83
8	Selfiani	26	87
9	Hasrullah	21	70
10	Nurul Aiza	27	90
11	Nuhardi	26	87
12	Nur Asma	21	70
13	Nur devianti	23	77
14	Kartini	27	90
15	Irwan	21	70
16	Umrah	26	87
17	Lina	25	83
Total		411	1371

(Data' source: the Students' Score in Post-Test)

After knowing the students' score in post-test based on scoring rubric of writing, the following table are students' score to find out the mean score:

Table 4.4 The Students' Score in Post-Test Classification

NO	STUDENTS	POST-TEST OF THE STUDENTS (X_1)		X_2	CLASSIFICATION
		MAX SCORE	SCORE X_2		
1	2	3	4	5	6
1	S1	100	73	5329	GOOD
2	S2	100	87	4489	EXCELLENT
3	S3	100	80	3969	EXCELLENT
4	S4	100	73	5329	GOOD
5	S5	100	87	3969	EXCELLENT
6	S6	100	77	3600	GOOD
7	S7	100	83	4900	EXCELLENT
8	S8	100	87	3969	EXCELLENT
9	S9	100	70	3600	GOOD
10	S10	100	90	3600	EXCELLENT
11	S11	100	87	3600	EXCELLENT

12	S12	100	70	4489	GOOD
13	S13	100	77	5929	GOOD
14	S14	100	90	3600	EXCELLENT
15	S15	100	70	4900	GOOD
16	S16	100	87	3600	EXCELLENT
17	S17	100	83	6889	EXCELLENT
TOTAL			1371	75761	

(Data' source: the Students' Score in Post-Test)

The table above showed that there was an improvement of students' score after giving treatment through Word Wall, ten students in excellent classification, six seven students in good classification, no one student in fair, poor, very poor classification. It means that the students vocabulary ability has improved using Word Wall media. The total score in post-test is 1371. It proved that there were increasing of students' score in post-test.

In this, the researcher description the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process through Word Wall media in vocabulary ability.

The first, to get the mean score of the post-test, used formula:

$$X = \frac{\sum Xi}{n}$$

$$x = \frac{1371}{17}$$

$$\bar{x} = 80,64$$

Where:

\bar{X} : Mean score

$\sum x$: Total of row score

n : Number of students⁴⁵

So, the mean score (\bar{X}_2) of post-test is 80,64

Based on the result of the posttest, the data showed that the mean score of posttest was 80,64 . The lowest achievement gained score 90. From that description, it could be seen that almost of the 17 students' vocabulary mastery was excellent because there was an improvement of students' score ten students in excellent classification, seven students in good classification, no one student in fair, poor, and very poor classification.

The second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{75761 - \frac{(1371)^2}{17}}{17 - 1}}$$

⁴⁵ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p. 212.

$$SD = \sqrt{\frac{75761 - \frac{18796}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{75761 - 11056}{16}}$$

$$SD = \sqrt{\frac{64705}{16}}$$

$$SD = \sqrt{4,044}$$

$$SD = 63,5$$

Where :

SD : Standard Deviation

$\sum x$: The Sum all square

N : The total number of students

$(\sum x)^2$: The sum square of the sum of square⁴⁶

So, the SD of the post-test is 63,5

After determining the mean score (X_2) of post-test was 80,64, and standard deviation (SD) of the post-test was 63,5 , it could be seen that the students' vocabulary mastery were in a excellent category.

⁴⁶ Gay, L. R., *Education Research: Competencies for Analysis & Application*(United States of America: Charles E Merrill Company, 1981) ,p. 446.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.5 the Mean Score and Standard Deviation of the Pre-Test and Post-Test

Test	Mean Score	Standard Deviation (SD)
Pre-test	54,2	3,77
Post-test	80,64	63,5

(Data' source: the mean score and standard deviation of the pre-test and post-test)

The data in table 4.5 indicates that there was an improvement while doing pre-test up to post-test. in pre-test had score 54,2 and the post-test score increased become 80,64 The standard deviation of pre-test was 3,77 (SD) while the standard deviation of the post-test was 63,5 (SD).

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It meant that the students' vocabulary mastery had improvement after doing the learning process that used in class.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The Rate Percentage of the Frequency of the Pre-Test and Post-Test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	86-100	0	10	0	59%
2.	Good	71-85	0	7	0	41%

3.	Fair	56-70	7	0	41%	0
4.	Poor	41-55	10	0	59%	0
5.	Very Poor	≤ 40	0	0	0	0
Total			17	17	100%	100%

(Data' source: the Rate Percentage of the Frequency of the Pre-Test and Post-Test)

The table 4.6 showed the students' percentage of pretest was most common in poor score namely ten students and it was the high percentage 59%. then there is no students who are in excellent score. It means that the students' vocabulary mastery was still low. Where as the percentage of posttest indicated that there was increasing percentage a great majority of the students in vocabulary mastery because there were ten students had gotten excellent scores with 59%. As can be seen also, the score was good score namely seven students with 41%. There was no student in fair, poor and very poor score. It meant that there was an increasing percentage after doing pretest up to posttest.

4.1.2 The Implementation of Word Wall Media to Improve Students' vocabulary mastery in Junior High School 4 Marioriawa Kab.Soppeng.

This part discusses the result of data analysis about the implementation of Word Wall Media to improve students' vocabulary mastery at Junior high school 4 Marioriawa Kab.Soppeng.

4.1.2.1 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' vocabulary Mastery

NO	Total score of pre-test		Total score of post-test		D	D ²
	x_1	x_1^2	x_2	x_2^2	$(x_1 - x_2)$	$(x_1 - x_2)^2$
1.	2	3	4	5	6	7
1	53	2809	73	5329	20	400
2.	57	3249	87	7569	30	900
3	53	2809	80	6400	27	729
4	53	2809	73	5329	20	400
5	57	3249	87	7569	30	900
6	50	2500	77	5929	27	729
7	53	2809	83	6889	30	900
8	60	3600	87	7569	27	729
9	53	2809	70	4900	17	289
10	60	3600	90	8100	30	900
11	50	2500	87	7569	37	1369
12	50	2500	70	4900	20	400
13	57	3249	77	5929	20	400

14	57	3249	90	8100	33	1089
15	50	2500	70	4900	20	400
16	60	3600	87	7569	27	729
17	50	2500	83	6889	33	1089
TOTAL	923	50341	1371	111439	448	12352

(Data' Source: the Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' Vocabulary mastery using Word Wall Media)

In the other to see the students' score, the following is t-test was statistically applied:

To Find out D used formula as follow:

$$D = \frac{\sum x}{N} = \frac{448}{17} = 26,35$$

Where:

D : mean score

$\sum x$: The sum of the all score

N : total number of students⁴⁷

So, the mean score t-test value is 26,35

The calculation the t-test value

⁴⁷ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group, 2010), p. 212.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{26,35}{\sqrt{\frac{12352 - \frac{448^2}{17}}{17(17-1)}}$$

$$t = \frac{26,35}{\sqrt{\frac{12352 - \frac{200,704}{17}}{17(17-1)}}$$

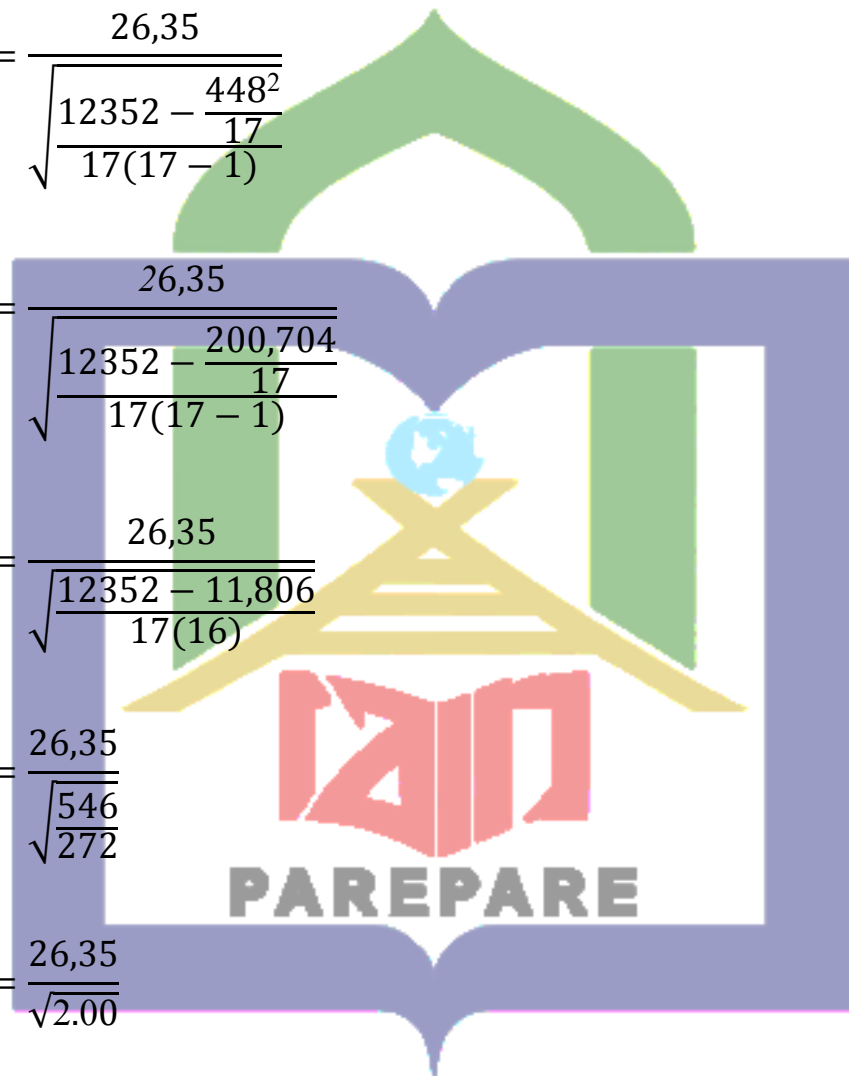
$$t = \frac{26,35}{\sqrt{\frac{12352 - 11,806}{17(16)}}$$

$$t = \frac{26,35}{\sqrt{\frac{546}{272}}}$$

$$t = \frac{26,35}{\sqrt{2.00}}$$

$$t = \frac{26,35}{1,41}$$

$$t = 18,68$$



Where:

t : Test of significant

D :The mean score

ΣD : The summary total score of difference

ΣD^2 : The square of summary total score of difference⁴⁸

So, the t-test value is 18,68 It was greater than t-table.

Table 4.8 the Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	18,68	1,746

(Data' Source: the Test of Significance)

The data above showed that the value of t-test was greater than t-table value.

It indicated that there was a significance difference between the result students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 17 - 1$$

$$= 16$$

⁴⁸ Gay L.R. *Educational Research: Competencies for Analysis and Application* (Columbus: Charles E Merrill Company, 1981), p.331.

For the level, significant (p) 0,05 and $df = 16$, and the value of the table is 1,746, while the value of t-test is 18,68. It means that the t-test value is greater than t-table ($18,68 \geq 1,746$). Thus, it can be concluded that the students' vocabulary mastery using Word Wall media is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It has been found that there is improvement the students' vocabulary mastery at the seventh grade of SMPN 4 Marioriawa Kab.Soppeng.

4.2 Discussion

4.2.1 The Improvement of Students' vocabulary mastery Using Word Wall media.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got excellent, no one students got good score, seven (41%) students got fair score, ten (59%) students got poor score and no one students got very poor score. Whereas in the post-test, ten (59%) students got excellent score, seven (41%) students got good score, no one students good fair score and no one students got poor and very poor score. From the result, the researcher concluded that the students' vocabulary mastery from poor up to fair and excellent classification.

In addition, the mean score of pre-test was and the mean score of post-test was. As conclusion, the mean score of post-test (80,64) was greater than pre-test (54,2). Even, for the level significant (p) 5% and $df = 16$, and the value of table is 1,746 while the value of t-test is 18,68 it means that, the t-test value is greater than t-

table ($18,68 \geq 1,746$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

In the preface study that the researcher did in Junior High School 4 Marioriawa Kab.Soppeng it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the students seldom use media such as video, pictures and CD before doing the test, it also confirmed by the students that media used in class is monotonous so that they got bored. As consequences the students lack in vocabulary mastery.

The researcher concluded that one of the main factor which made the students lack in vocabulary mastery caused by the strategy or media used in class is monotonous, the students seldom study using media or game in class since in vocabulary learning so many vocabularies were not familiar to them. So the students can not to conclude the meaning of words from the context.

According Kasim word wall is one of media that used to develop vocabulary of students. A word wall is a words group showed on the wall, bulletin board, white board, check board in the class. Students print the words in a big font for they are easier to see the words that are pointed to continually throughout a part by teacher and student during activities.⁴⁹ On the other hand, according Salomon is media can be

⁴⁹ Nur Aeni Kasim. 2013. Increasing the Students' Vocabulary Mastery by using word wall media. Retrieved from: <http://www.niu.edu/international/images/Nur%20Kasim1>

used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments.⁵⁰

According Janiel M.Wagstaff believing that word walls should be used in everyday reading and writing, Janiel has developed lessons that will help you and your students use the walls to reinforce all the literacy skills and strategies you teach.⁵¹ Word Wall media could be used to improve the students' vocabulary mastery in vocabulary learning for the students. By using the Word Wall media, students learned proper the meaning and pronunciation. And then the students felt enjoy and be active in learning process in the class.

After the researcher applied Word Wall media in the class during teaching vocabulary, the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and description. After calculating and description the data, the researcher found that the result showed Word Wall media can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

In the first meeting when did the treatment , the students were very enthusiastic in learning vocabulary through Word Wall media. It was because the teacher never used Word Wall in teaching vocabulary so the students be curious.

⁵⁰ Carleton college, Teaching and Learning Economics, Blog of Carleton.<https://serc.carleton.edu/econ/media/why.html> (7 of May 2018), p.1.

⁵¹ Janiel M.Wagstaff, Teaching Reading and Writing with Word Walls, (U.S.A: Scholastic Inc, 1999), Retrieved from: <http://books.goedge.co.id>

During the time of teaching vocabulary, the researcher started to explain the applying of Word Wall in teaching vocabulary. The researcher began to guide the students to understand the process of Word Wall in rearranging the word to find out the new vocabulary. The used of Word Wall media made the students easily understood the materials given and it also improved the students confidence and comprehension in teaching vocabulary.

According Carleton the advantages of using media this helps develop quantitative reasoning, media offers both cognitive and affective experiences, the use of media sources help connect learners with events that are culturally relevant.⁵² Media can be used not only to make teaching interesting but also to make teaching more effective in terms of students' improvement. Eventhough, some students' score still remained the same but most of students' vocabulary in post test were better than their score in the pre test.

Based on the findings above, the researcher concluded that there is an improvement of students' vocabulary mastery used Word Wall media at Junior High school 4 Marioriawa Kab.Soppeng.

4.2.2 The Ways of the Implementation Word Wall Media to Improve Students' vocabulary mastery.

⁵²Carleton college, Teaching and Learning Economics, Blog of Carleton.<https:serc.carleton.edu/econ/media/why.html> (7 of May 2018), p.1.

To find out how the implementation Word Wall media is able to improve the students' vocabulary Mastery, the researcher got some pieces of information from the students' activities in learning process.

There were six meetings for doing this research. Two meeting for doing the test and four meetings for doing the treatment to prove that is the implementation of Word Wall media can improve the students' vocabulary mastery. At the first meeting, the researcher asked the students to answer test where there were twenty numbers in multiple choice, ten numbers in matching based on the clue. It aimed to know the students' ability in vocabulary text before got the treatment. In this case, the researcher gave score to the students' work at home based on scoring rubric of vocabulary.

In the second meeting, the researcher gave the students material about descriptive text of people. The students needed to find verb kinds of the text. The researcher asked the students to make fourth group. The researcher explained and gave same example the material. The researcher described the process of Word Wall. The researcher will ask to students to analyze several vocabularies which relates based on the topic about "*verb*". The researcher asked to each group to make a sentence by used the words that had been hung in the wall.

In the third meeting, The researcher explained and gave same example the material. The researcher described the process of Word Wall. The researcher will ask to students to analyze several vocabularies which relates based on the topic about

“*adverb*”. The students discussed and showed the words that had been hung in the wall and the researcher made sure that they really understand about vocabulary.

In the fourth meeting, The researcher explained and gave same example the material. The researcher described the process of Word Wall. The researcher would ask to students to analyze several vocabularies which relates based on the topic about “*noun*”. The researcher gave assignment and the students discussed and checked the answers.

In the fifth meeting, The researcher asked the students to make fourth group. The researcher explained and gave same example the material. The researcher described the process of Word Wall. The researcher will ask to students to analyze several vocabularies which relates based on the topic about “*adjective*”. While in the fifth meeting students have to find synonym of noun, verb and adjective of the descriptive test. Every group was asked by the researcher to answer the test. Then researcher gave correction on their assignment. In the end of the meeting, before closing the class, firstly the researcher asked the students difficulties during the teaching and learning process. Some advise were given to motive them to always practice their english. While to close the class teacher closed by saying greeting or Salam.

In the last meeting, the researcher gave a post-test. The students answered the test was the form of test same as when researcher give in pre-test with the topic that had been provided by the researcher. It aimed to know whether this treatment has an impact or not.

Using Word Wall a way that effective, interesting, enjoying because it can help the students to remain, increase a growing core of words and give reference support for students as long as their reading and writing stated Anggriani.⁵³ Using Word Wall in teaching vocabulary making students is enthusiastic to recognize many vocabularies.

Beside that, this media also proved that using Word Wall media has a lot of advantages over language learning process especially for teaching vocabulary, such as media offers both cognitive and affective experiences the student during the learning process.

The implementation Word Wall media changed classroom situation in class and in learning process was better than the previous meeting. The students who were able to focus and to pay attention on the researcher explanation. They did not do the useless activity during the lesson, the students were more motivated and they enjoy in writing class, the students were more active to ask about the lesson what they did not understand, the students gave more responses when the researcher asked them to do the task in front of the classroom, and students were pleasant with the situation, the students were very enthusiastic in learning vocabulary, the students were very responsive in learning vocabulary . Word Wall media could increase motivation of the students and teaching vocabulary. Using word wall help the students absorb the vocabulary items in more interesting way.

⁵³ Decy Anggriani. 2013. Improving Students' Vocabulary Achievement through Word Walls Strategy. Retrieved from: <http://www.google.com/url>

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the research that was done at Junior High School 4 Marioriawa.

5.1 Conclusions

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether the implementation of Word Wall media was able or not to improve students' vocabulary mastery. Therefore, this study is using quantitative research. The results of data description: The mean score of pre-test (54,2) and standard deviation (3,77). The mean score of post-test (80,64) and the standard deviation (63,5). T-test result in which the value of t-test was 18,64 It was greater than t-table was 1,746 at the level significance 5% and degree of freedom (df) was 16. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted

The result of the research showed that using Word Wall media was able to improve the students' vocabulary mastery where could increase their knowledge about vocabulary, to know how to pronoun that vocabularies, to understand classifying the kind of vocabulary especially noun, adjective, verb and adverb to use the proper word in writing, and to recognize the vocabulary which suitable using in sentence. The enhancement of the students' writing skill is also supported by the result of the test scores. Based on the description of the result above, it proved that the using Word Wall in teaching vocabulary able to improve the students' vocabulary mastery.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

5.2.1 For the English Teacher

5.2.1.1 The English teacher to give useful information in varying their teaching media in classroom and choose the materials that can encourage the students' motivation in teaching learning English especially in teaching vocabulary.

5.2.1.2 The teachers can use Word Wall in teaching vocabulary and to create variety of teaching learning English process

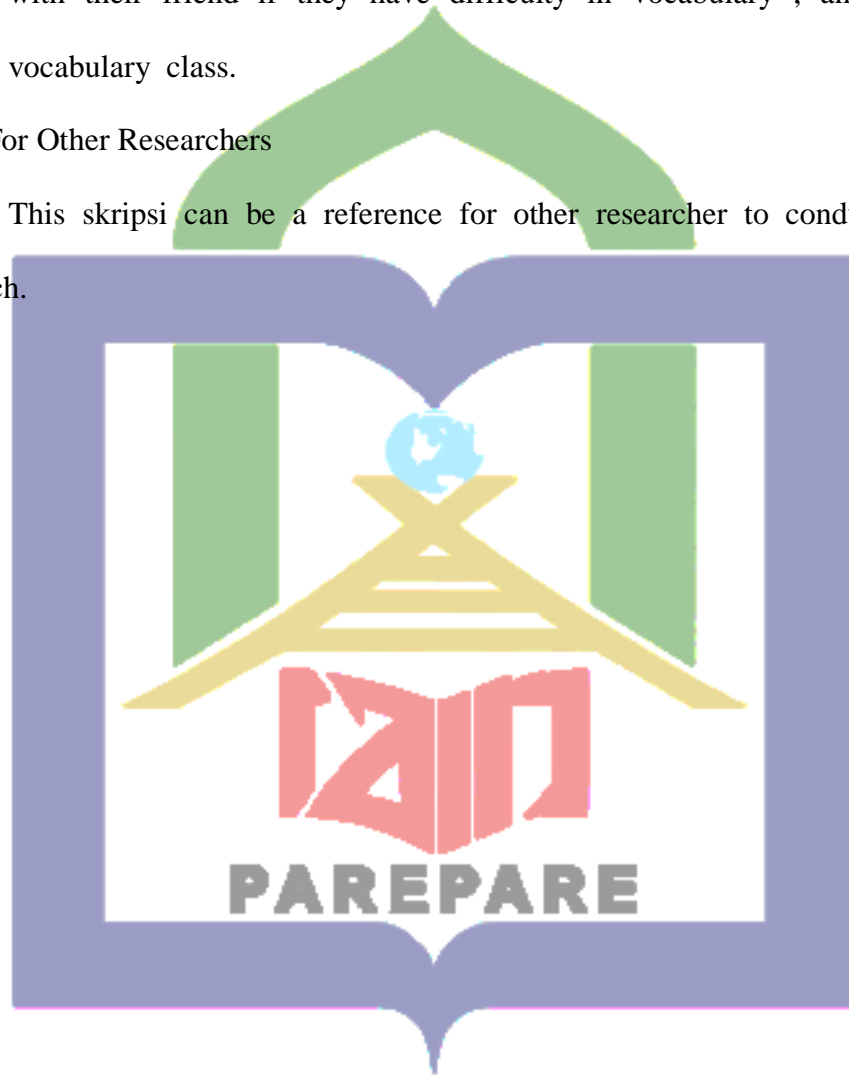
5.2.2 For the Students

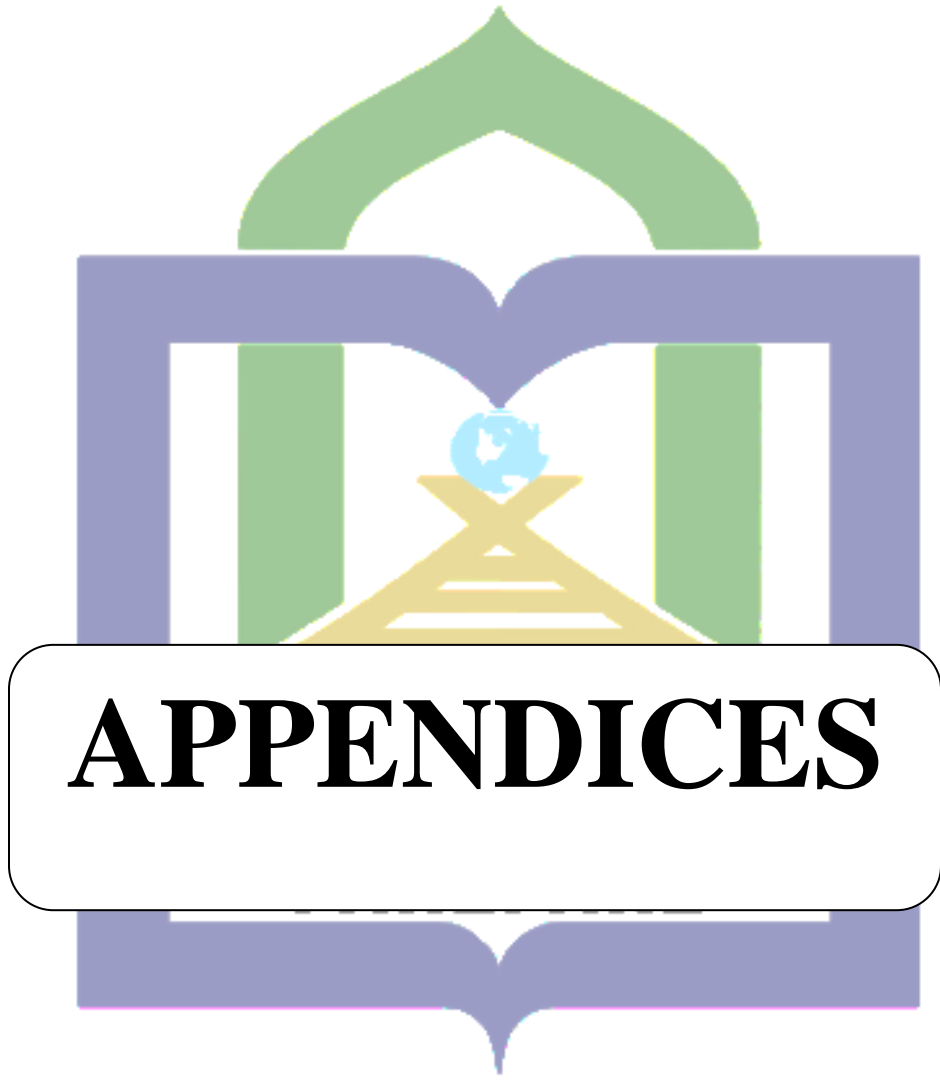
5.2.2.1 The students motivate them more in learning English and enriching their vocabulary mastery.

5.2.2.2 They should practice and measure their vocabulary in English, discussing with their friend if they have difficulty in vocabulary, and enjoy the vocabulary class.

5.2.3 For Other Researchers

This skripsi can be a reference for other researcher to conduct the next research.





APPENDICES

Appendix 1. Learning Scenario/RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Marioriawa
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII 2 / 1
Materi Pokok	: Teks deskriptif
Alokasi Waktu	: 1x pertemuan (2x45') pertemuan 1

A. Kompetensi Inti (KI)

3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi seni, budaya terkait dengan fenomena dan kejadian tampak nyata
4. Mengelola, menyaji dan menalar dalam ranah konkret (menggunakan mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait orang, binatang dan benda

- 4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

- 3.7.1. Mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang
- 4.7.1. Mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks deskriptif lisan dan orang tulis terkait
- 4.7.2 Mampu menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang

D. Tujuan pembelajaran

Setelah mempelajari materi ini siswa diharapkan mampu:

- 3.7.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait orang
- 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang

E. Materi pembelajaran

Associating

I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English to us, and we speak English to her too. She often reads us good stories from different parts of Indonesia. She knows many stories from other countries too.

Aunt Dina

Aunt Dina is very healthy. She is rarely sick. She is married and has two children. She is more than 40 years old, but her skin is smooth and her face always looks young and beautiful. Oh ya, she exercises almost everyday. She works at a bank. It is almost 2 kms from her home. She has a motorcycle, but she goes to work on foot.

My father

My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.

My mother

I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.

My father

My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.

Pertemuan 1

- Pendekatan : Scientific Approach
- Media : Word Wall

G. Media, Alat, dan Sumber Pelajaran

1. Media : Papan tulis, karton / Styrofoam, kertas warna / sticky note
2. Alat : Spidol, pensil warna / pulpen
3. Sumber : Buku kurikulum 2013, internet.

H. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1

1. Kegiatan Pendahuluan (5 menit)

- Mengucapkan salam ketika memasuki kelas
- Siswa mempersiapkan kelas untuk memulai pelajaran bahasa Inggris
- Siswa di cek kehadirannya
- Siswa mendengarkan tujuan pembelajaran dan kompetensi dasar yang akan dicapai
- Apersepsi

2. Kegiatan Inti (65 menit)

✓ *Mengamati (observing)= 10"*

- Siswa mengamati dengan cermat penjelasan mengenai teks deskriptif tentang orang
- Siswa mengamati contoh teks deskriptif tentang orang

✓ *Mengumpulkan informasi= 5"*

- Siswa mencari kata-kata kerja (verb) dalam teks deskriptif tentang orang

✓ *Menanya= 5"*

- Sesuai dengan arahan guru, siswa menanyakan hal yang berkaitan dengan teks deskriptif serta bertukar informasi satu sama lain dengan temannya

✓ **Mengasosiasi= 20"**

- Siswa dibagi kedalam 4 kelompok
- Siswa menempelkan kata kerja yang ditemukan dan menyusun kata-kata pada bidang yang sudah disiapkan (kreatifitas siswa dinilai).

✓ **Mengkomunikasikan= 25"**

- Siswa mengkomunikasikan kata kerja yang telah didapatkan bersama guru
- Siswa memilih 3 kata kerja pada dinding kata untuk membentuk sebuah kalimat

3. Kegiatan Penutup (20 menit)

- Siswa diberi umpan balik tentang hasil pekerjaan mereka
- Siswa diberi penyampaian mengenai materi pada minggu selanjutnya
- Siswa mempersiapkan kelas untuk menutup mata pelajaran
- Mengucapkan salam penutup

I. Penilaian

1. Instrument penilaian

Tes tertulis : Terlampir

2. Teknik penilaian

Kriteria	Perolehan nilai
Jawaban benar	1
Jawaban salah	0

$$\text{Students' score} = \frac{\text{students' gained score}}{\text{maximum score}} \times 100$$

Parepare, 12 Desember 2018

Mahasiswa peneliti,



Harwika

NIM: 13.1300.076

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMPN 4 Marioriawa
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII 2/ 1
Materi Pokok : Teks deskriptif
Alokasi Waktu : 1x pertemuan (2x45') pertemuan 2

A. Kompetensi Inti (KI)

3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi seni, budaya terkait dengan fenomena dan kejadian tampak nyata
4. Mengelola, menyaji dan menalar dalam ranah konkret (menggunakan mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait orang, binatang dan benda
- 4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

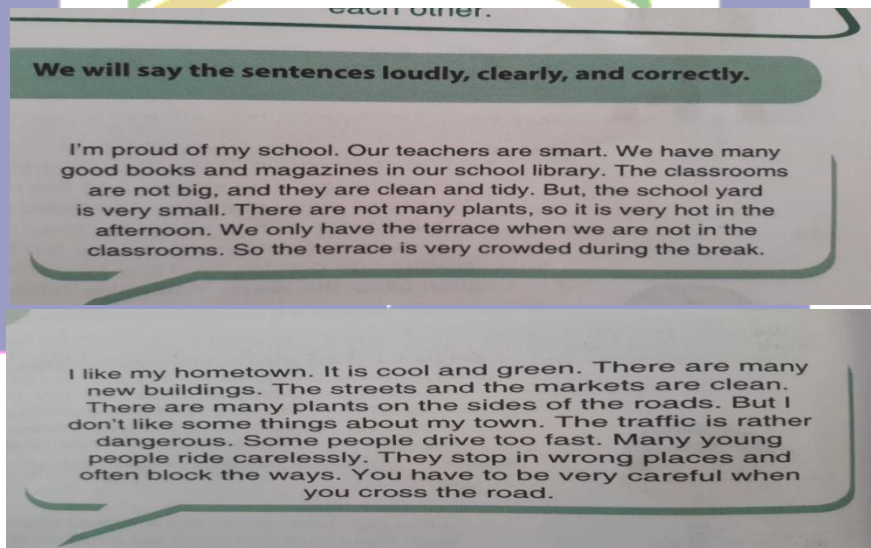
- 3.7.1. Mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi tempat
- 4.7.1. Mampu menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait tempat
- 4.7.2 Mampu menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait tempat

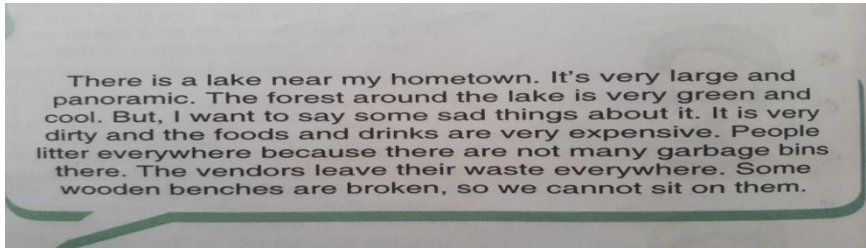
D. Tujuan pembelajaran

Setelah mempelajari materi ini siswa diharapkan mampu:

- 3.7.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi tempat
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait tempat
- 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait tempat

E. Materi pembelajaran





F. Metode Pembelajaran

Pertemuan 2

- Pendekatan : Scientific Approach
- Media : Word Wall

G. Media, Alat, dan Sumber Pelajaran

1. Media : Papan tulis, karton / Styrofoam, kertas warna / sticky not
2. Alat : Spidol, pensil warna / pulpen/ stabilo
3. Sumber : Buku kurikulum 2013, internet.

H. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1

1. Kegiatan Pendahuluan (5 menit)

- Mengucapkan salam ketika memasuki kelas
- Siswa mempersiapkan kelas untuk memulai pelajaran bahasa inggris
- Siswa di cek kehadirannya
- Siswa mendengarkan tujuan pembelajaran dan kompetensi dasar yang akan dicapai
- Apersepsi

2. Kegiatan Inti (65 menit)

✓ *Mengamati (observing)= 10"*

- Siswa mengamati dengan cermat penjelasan mengenai teks deskriptif tentang tempat
- Siswa mengamati contoh teks deskriptif tentang tempat dengan cara membaca

✓ **Mengumpulkan infomasi= 5"**

- Siswa mencari kata-kata dan sifat dalam teks deskriptif tentang tempat

✓ **Menanya= 5"**

- Sesuai dengan arahan guru, siswa menanyakan hal yang berkaitan dengan teks deskriptif khususnya dalam menemukan kata sifat serta bertukar informasi satu sama lain dengan temannya

✓ **Mengasosiasi= 20"**

- Siswa dibagi kedalam 4 kelompok dan diberikan materi masing-masing pada setiap dan menyusun kata-kata pada bidang yang sudah disiapkan (kreatifitas siswa dinilai) hingga dinding tersebut siap untuk di pameran kepada kelompok lain.

✓ **Mengkomunikasikan= 25"**

- Setiap kelompok mempresentasikan hasil karya yang dinding kata yang telah dibuat kepada teman-temannya
- Siswa mencermati penampilan dari setiap kelompok dan menanyakan sesuatu yang kurang dipahami dari kelompok presenter

3. Kegiatan Penutup (20 menit)

- Siswa diberi umpan balik tentang hasil pekerjaan mereka
- Siswa diberi penyampaian mengenai materi pada minggu selanjutnya
- Siswa mempersiapkan kelas untuk menutup mata pelajaran
- Mengucapkan salam penutup

I. Penilaian

1. Instrument penilaian

Tes lisan: terlampir

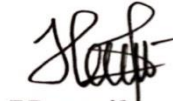
2. Tehnik penilaian

	Perolehan nilai
Jawaban benar	1
Jawaban salah	0

$$\text{Students' score} = \frac{\text{students' gained score}}{\text{maximum score}} \times 100$$

Parepare, 12 Desember 2018

Mahasiswa peneliti,



Harwika

NIM: 13.1300.076

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Marioriawa
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII 2/ 1
Materi Pokok	: Teks deskriptif
Alokasi Waktu	: 1x pertemuan (2x45') pertemuan 3

A. Kompetensi Inti (KI)

3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi seni, budaya terkait dengan fenomena dan kejadian tampak nyata
4. Mengelola, menyaji dan menalar dalam ranah konkret (menggunakan mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7.1. Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait orang, binatang dan benda

- 4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

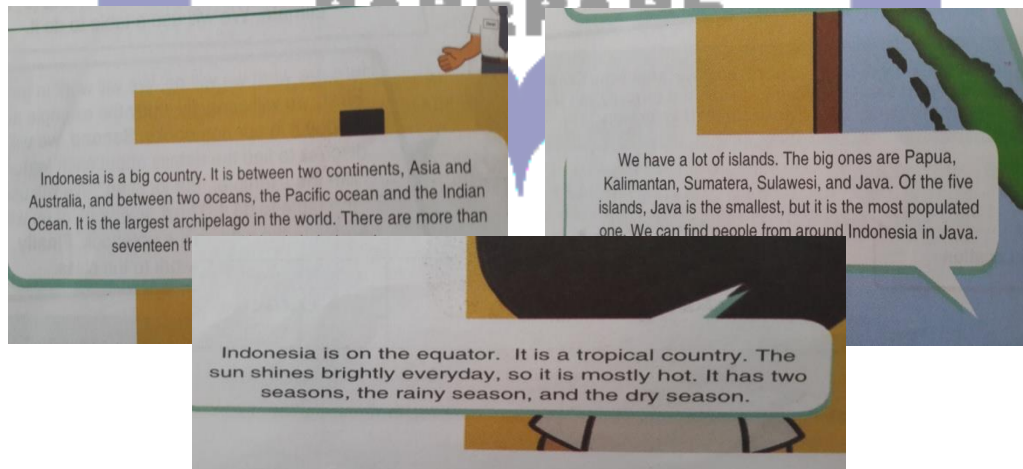
- 3.7.1. Mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi tempat (Indonesia)
- 4.7.1. Mampu menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait tempat (Indonesia)
- 4.7.2 Mampu menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait tempat (Indonesia)

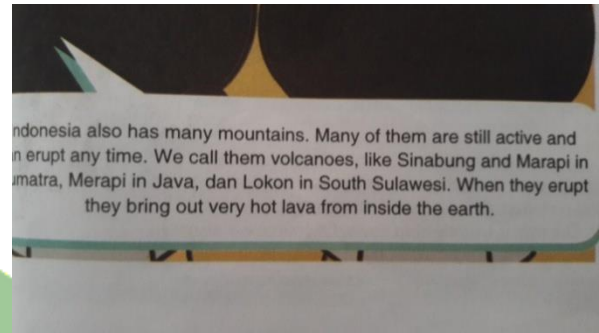
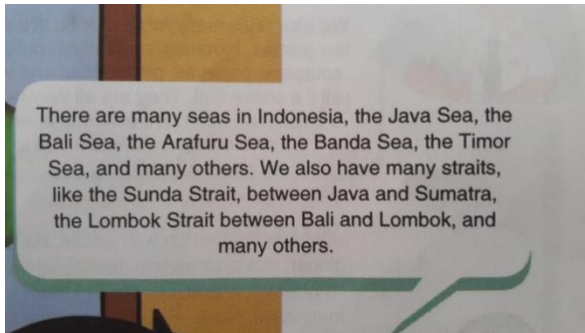
D. Tujuan pembelajaran

Setelah mempelajari materi ini siswa diharapkan mampu:

- 3.7.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi tempat (Indonesia)
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait tempat (Indonesia)
- 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait tempat (Indonesia)

E. Materi pembelajaran





F. Metode Pembelajaran

Pertemuan 3

- Pendekatan : Scientific Approach
- Media : Word Wall

G. Media, Alat, dan Sumber Pelajaran

1. Media : Papan tulis, karton / Styrofoam, kertas warna / sticky not
2. Alat : Spidol, pensil warna / pulpen
3. Sumber : Buku kurikulum 2013, internet.

H. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1

1. Kegiatan Pendahuluan (5 menit)

- Mengucapkan salam ketika memasuki kelas
- Siswa mempersiapkan kelas untuk memulai pelajaran bahasa Inggris
- Siswa di cek kehadirannya
- Siswa mendengarkan tujuan pembelajaran dan kompetensi dasar yang akan dicapai
- Apersepsi

2. Kegiatan Inti (65 menit)

✓ *Mengamati (observing)*= 10"

- Siswa dibagi kedalam 4 kelompok
- Setiap kelompok diberi bacaan tentang text descriptive

✓ *Mengumpulkan informasi*= 5"

- Siswa menemukan kata benda dari teks deskriptif yang dibaca
- Siswa membentuk dinding kata dari kata beda yang ditemukan

✓ **Menanya= 5"**

- Sesuai dengan arahan guru, siswa menanyakan hal yang berkaitan dengan teks deskriptif serta bertukar informasi satu sama lain dengan temannya

✓ **Mengasosiasi= 20"**

- siswa bertukar kelompok dari satu kelompok kedalam kelompok lain

Mengkomunikasikan= 25"

- Siswa saling bertukar informasi dari kelompok baru yang terbentuk dari masing-masing kata benda yang ditemukan

3. Kegiatan Penutup (20 menit)

- Siswa diberi umpan balik tentang hasil pekerjaan mereka
- Siswa diberi penyampaian mengenai materi pada minggu selanjutnya
- Siswa mempersiapkan kelas untuk menutup mata pelajaran
- Mengucapkan salam penutup

I. Penilaian

1. Instrument penilaian

Tes tertulis : Terlampir

2. Tehnik penilaian

Kriteria	Perolehan nilai
Jawaban benar	1
Jawaban salah	0

$$\text{Students' score} = \frac{\text{students' gained score}}{\text{maximum score}} \times 100$$

Parepare, 12 Desember 2018

Mahasiswa peneliti,



Harwika

NIM: 13.1300.076

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Marioriawa
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII 2/ 1
Materi Pokok	: Teks deskriptif
Alokasi Waktu	: 1x pertemuan (2x45') pertemuan 4

A. Kompetensi Inti (KI)

3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi seni, budaya terkait dengan fenomena dan kejadian tampak nyata
4. Mengelola, menyaji dan menalar dalam ranah konkret (menggunakan mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

- 4.7.1. Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait orang, binatang dan benda
- 4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

- 3.7.1. Mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi tempat (Indonesia 2)
- 4.7.1. Mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait tempat (Indonesia 2)
- 4.7.2 Mampu menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait tempat (Indonesia 2)

D. Tujuan pembelajaran

Setelah mempelajari materi ini siswa diharapkan mampu:

- 3.7.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi tempat (Indonesia 2)
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks deskriptif lisan dan tulis terkait tempat (Indonesia)
- 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait tempat (Indonesia 2)

E. Materi pembelajaran

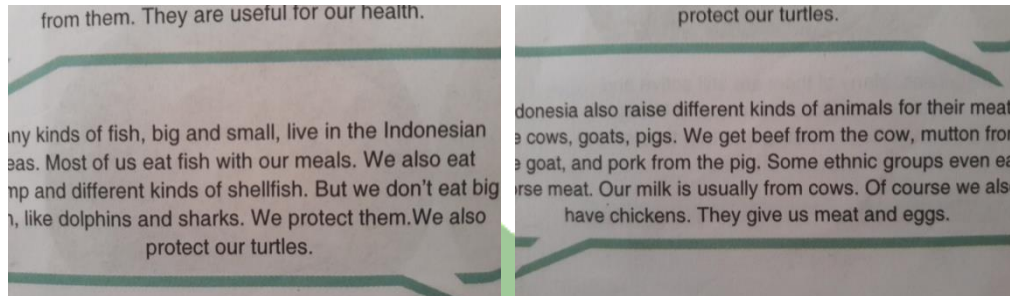
e description meaningfully to each other.

the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We use them to make crackers. We also use them to make delicious juice of them.

Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.



F. Metode Pembelajaran

Pertemuan 1

- Pendekatan : Scientific Approach
- Media : Word Wall

G. Media, Alat, dan Sumber Pelajaran

1. Media : Papan tulis, karton / Styrofoam, kertas warna / sticky not
2. Alat : Spidol, pensil warna / pulpen
3. Sumber : Buku kurikulum 2013, internet.

H. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1

1. Kegiatan Pendahuluan (5 menit)

- Mengucapkan salam ketika memasuki kelas
- Siswa mempersiapkan kelas untuk memulai pelajaran bahasa Inggris
- Siswa di cek kehadirannya
- Siswa mendengarkan tujuan pembelajaran dan kompetensi dasar yang akan dicapai
- Apersepsi

2. Kegiatan Inti (65 menit)

- ✓ *Mengamati (observing)* = 10"
- Siswa mengamati dengan cermat penjelasan mengenai teks deskriptif tentang Indonesia (2)

- Siswa mengamati contoh teks deskriptif tentang Indonesia (2)
 - ✓ **Mengumpulkan informasi= 5”**
 - Siswa mencari kata-kata kerja, kata benda dan sifat dalam teks deskriptif tentang Indonesia
 - ✓ **Menanya= 5”**
 - Sesuai dengan arahan guru, siswa menanyakan hal yang berkaitan dengan teks deskriptif serta bertukar informasi satu sama lain dengan temannya
 - ✓ **Mengasosiasi= 20”**
 - Siswa mencari synonym dan makna dari kata kata yang telah ditemukan
 - Mengkomunikasikan= 25”**
 - Siswa menempelkan kata beserta synonymnya dan dijelaskan kepada teman-temannya
- 3. Kegiatan Penutup (20 menit)**
- Siswa diberi umpan balik tentang hasil pekerjaan mereka
 - Siswa diberi penyampaian mengenai materi pada minggu selanjutnya
 - Siswa mempersiapkan kelas untuk menutup mata pelajaran
 - Mengucapkan salam penutup

I. Penilaian

1. Instrument penilaian

Tes tertulis : Terlampir

2. Teknik penilaian

Kriteria	Perolehan nilai
Jawaban benar	1
Jawaban salah	0

$$\text{Students' score} = \frac{\text{students' gained score}}{\text{maximum score}} \times 100$$

Parepare, 12 Desember 2018

Mahasiswa peneliti,



Harwika

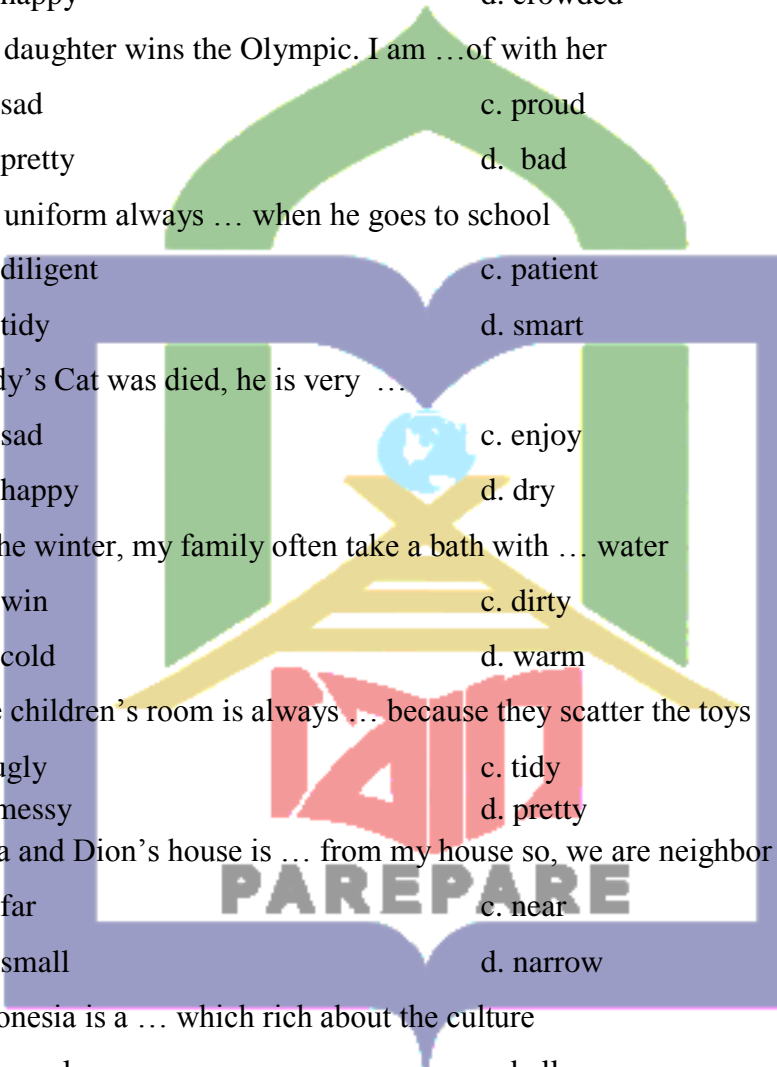
NIM: 13.1300.076

Appendix 2. Instrument of the Pre-Test

PRETEST

A. Give the cross mark (X) on the correct answer

1. They ... English together for practice
 - a. talk
 - b. save
 - c. give
 - d. kick
2. A: Do you ... the way to the park from here?
B: No, I don't
 - a. walk
 - b. know
 - c. think
 - d. take
3. They like to ... a song in the party
 - a. dance
 - b. come
 - c. sing
 - d. enjoy
4. The teachers asks the students to ... the material
 - a. read
 - b. speak
 - vvc. roll
 - d.walk
5. Her skin is smooth and her face ... young and beautiful
 - a. views
 - b. skins
 - c. looks
 - d. faces
6. Every weekend my father brings me to ... the coffee in the cafe

- 
- a. eat
b. interest
- c. make
d. enjoy
7. Bali is very on holidays
- a. noisy
b. happy
- c. quite
d. crowded
8. My daughter wins the Olympic. I am ...of with her
- a. sad
b. pretty
- c. proud
d. bad
9. His uniform always ... when he goes to school
- a. diligent
b. tidy
- c. patient
d. smart
10. Andy's Cat was died, he is very ...
- a. sad
b. happy
- c. enjoy
d. dry
11. In the winter, my family often take a bath with ... water
- a. win
b. cold
- c. dirty
d. warm
12. The children's room is always ... because they scatter the toys
- a. ugly
b. messy
- c. tidy
d. pretty
13. Lina and Dion's house is ... from my house so, we are neighbor
- a. far
b. small
- c. near
d. narrow
14. Indonesia is a ... which rich about the culture
- a. people
b. country
- c. ball
d. television
15. Fisherman catches the fish in the ...
- a. sea
b. market
- c. house
d. beach

16. He said to his mother that he was climbing the

- | | |
|----------|-------------|
| a. river | c. mountain |
| b. field | d. stone |

17. He likes to drink a cup of ...

- | | |
|----------|----------|
| a. land | c. fruit |
| b. glass | d. milk |

18. The ... is very hot. It burns my skin

- | | |
|----------|---------|
| a. moon | c. sun |
| b. paper | d. star |

19. Grape, watermelon, and guava are kinds of ...

- | | |
|----------|--------------|
| a. snack | c. vegetable |
| b. fruit | d. body |

20. Now the island is coming back, bigger and more luxurious than ever. The word island in Indonesia is

- | | |
|-----------|-----------|
| a. pulau | c. selat |
| b. tempat | d. negara |

B. Matching the words with synonym!

- | | |
|----------|------------|
| 1. Nice | a. Hot |
| 2. Grow | b. Ocean |
| 3. Land | c. Large |
| 4. Bad | d. Ugly |
| 5. Spicy | e. Helpful |
| 6. Big | f. Earth |

- | | |
|---------------|----------|
| 7. Protect | g. Raise |
| 8. Sea | h. Tasty |
| 9. Useful | i. Keep |
| 10. Delicious | j. Good |

Appendix 3. Instrument of the Post-Test

POSTTEST

C. Give the cross mark (X) on the correct answer

- Now the island is coming back, bigger and more luxurious than ever. The word island in Indonesia is

c. selat	c. pulau
d. negara	d. tempat
- Fisherman catches the fish in the ...

c. house	c. sea
d. beach	d. market
- Grape, watermelon, and guava are kinds of ...

c. vegetable	c. snack
d. body	d. fruit
- The ... is very hot. It burns my skin

c. sun	c. moon
d. star	d. paper
- Indonesia is a ... which rich about the culture

c. ball	c. people
d. television	d. country

6. He said to his mother that he was climbing the
- | | |
|-------------|----------|
| c. mountain | c. river |
| d. stone | d. field |
7. He likes to drink a cup of ...
- | | |
|----------|----------|
| c. fruit | c. land |
| d. milk | d. glass |
8. I feel so ... when rainy season
- | | |
|----------|---------|
| c. dirty | c. win |
| d. warm | d. cool |
9. Andy's Cat was died, he is very ...
- | | |
|----------|----------|
| c. enjoy | c. sad |
| d. dry | d. happy |
10. His uniform always ... when he goes to school
- | | |
|------------|-------------|
| c. patient | c. diligent |
| d. smart | d. tidy |
11. Bali is very on holidays
- | | |
|------------|----------|
| c. quite | c. noisy |
| d. crowded | d. happy |
12. The classroom is very ... because the students enter by using shoes
- | | |
|-----------|----------|
| a. tidy | c. ugly |
| b. pretty | d. dirty |
13. Lina and Dion's house is ... from my house so, we are neighbor
- | | |
|-----------|----------|
| c. near | c. far |
| d. narrow | d. small |
14. My daughter wins the Olympic. I am ...of with her
- | | |
|----------|-----------|
| c. proud | c. sad |
| d. bad | d. pretty |
15. Her skin is smooth and her face ... young and beautiful
- | | |
|----------|----------|
| a. looks | c. views |
|----------|----------|

- b. faces
d. skins
16. The teachers asks the students to ... the material
c. roll
c. read
d. walk
d. speak
17. They ... English together for practice
c. give
c. talk
d. kick
d. save
18. They like to ... a song in the party
c. sing
c. dance
d. enjoy
d. come
19. Every weekend my father brings me to ... the coffee in the cafe
a. make
c. eat
b. enjoy
d. interest
20. A: Do you ... the way to the park from here?
B: No, I don't
c. think
c. walk
d. take
d. know

D. Matching the words with synonym!

- | | |
|------------|------------|
| 1. Nice | a. Hot |
| 2. Grow | b. Ocean |
| 3. Land | c. Large |
| 4. Bad | d. Ugly |
| 5. Spicy | e. Helpful |
| 6. Big | f. Earth |
| 7. Protect | g. Raise |

8. Sea

h. Tasty

9. Useful

i. Keep

10. Delicious

j. Good





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

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Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3563 /In.39/PP.00.9/12/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SOPPENG
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. SOPPENG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : HARWIKA
Tempat/Tgl. Lahir : MARIO , 01 Juli 1995
NIM : 13.1300.076
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : MARIO, KEC. MARIORIAWA, KAB. SOPPENG

Bermaksud akan mengadakan penelitian di wilayah **KAB. SOPPENG** dalam rangka penyusunan skripsi yang berjudul :

" USING WORD WALL MEDIA TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 4 MARIORIAWA KAB. SOPPENG

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

10 Desember 2018



Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi



SRN CO0003059

**PEMERINTAH KABUPATEN SOPPENG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**

Jl. Salotungo No. 2 Tlp. 0484 - 23743 Watansoppeng 90812

IZIN PENELITIAN

Nomor : 424/IP/DPM-PTSP/XII/2018

DASAR	1. Surat Permohonan HARWIKA	Tanggal 11-12-2018
	2. Rekomendasi dari BAPPELITBANGDA	
	Nomor 422/IP/REK-T.TEKNIS/BAP/XII/2018	Tanggal 11-12-2018

MENGIZINKAN

KEPADA
NAMA : **HARWIKA**
UNIVERSITAS/ : **IAIN PARE-PARE**
LEMBAGA

Jurusan : **TARBIYAH**

ALAMAT : **MARIO**

UNTUK : melaksanakan Penelitian dalam Kabupaten Soppeng dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **USING WORD WALL MEDIATO IMPROVE THE STUDENT'S VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 4 MARIORIAWA KAB. SOPPENG**

LOKASI PENELITIAN : **SMPN 4 MARIORIAWA**

JENIS PENELITIAN : **KUANTITATIF**

LAMA PENELITIAN : **12 Desember 2018 s.d 12 Januari 2019**

- a. Izin Penelitian berlaku selama penelitian berlangsung
b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng

Pada Tanggal : 11-12-2018

an. **BUPATI SOPPENG**
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN SOPPENG



FIRMAN, SP, MM

Pangkat : **PEMBINA**

NIP : **19621012 198603 1 027**

Biaya : Rp. 0,00



PEMERINTAH KABUPATEN SOPPENG
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN FORMAL SMP NEGERI 4 MARIORIAWA
KABUPATEN SOPPENG

Alamat: Jl. Datuk Mario Desa Bulue Kec. Marioriawa Kab. Soppeng

SURAT KETERANGAN

NOMOR : 421.3 / 317 / SMPN.4/MRA/XII/2018

Yang bertanda tangan dibawah ini:

Nama : ASRI,S.Pd,M.M
Jabatan : Kepala Sekolah SMPN 4 Marioriawa Kec.Marioriawa Kab.Soppeng

Menerangkan dengan sesungguhnya bahwa Mahasiswa IAIN Parepare yang tersebut di bawah ini:

Nama : HARWIKA
Nim : 13.1300.076
Jurusan : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan kegiatan penelitian di SMPN 4 Marioriawa Kecamatan Marioriawa Kabupaten Soppeng untuk penulisan skripsi dengan judul "**USING WORD WALL MEDIA TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 4 MARIORIAWA KAB.SOPPENG**" Pada tanggal 12 Desember s/d 31 Desember 2018.

Demikian Surat Keterangan ini diberikan dan untuk digunakan sebagaimana mestinya.

Mario, 18 Desember 2018


ASRI,S.Pd,M.M
NIP. 19611231 198301 1 037

CURRICULUM VITAE



HARWIK, the writer was born on 01nd Juli 1995 in Soppeng, South Sulawesi. She lives on Jln.Poros Lejja in Mario. She is the fourth child from six children in her family. From the couple, Sudirman and Nuraini. She has one sisters is Hawaena, and She has four brothers are Herman, Mustari, Ridwan and Nur Alang.

She started her school at elementary school at SDN 249 Mattirobulu in 2002 and finished in 2007. After that, she continued her study at Junior High School at SMP Negeri 4 Marioriawa in 2007 and finished in 2010. Directly, she continued to the next step of SMA Negeri 6 Soppeng in 2010 and finished in 2013. Then, she continued to the level university in S1 at Program Studi Pendidikan Bahasa Inggris IAIN Parepare In academic year 2013/2014. She completed her skripsi in the title “Using Word Wall Media to Improve the Students’ Vocabulary Mastery at the Seventh Grade of SMPN 4 Marioriawa Kab.Soppeng”.