

**JURNAL**

**THE EFFECT OF WORD WALL MEDIA ON STUDENTS' VOCABULARY  
MASTERY AT THE SEVENTH GRADE OF SMPN5 KEDIRI IN THE ACADEMIC  
YEAR 2016/2017**



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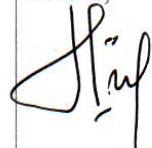
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# **THE EFFECT OF WORD WALL MEDIA ON STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF SMPN 5 KEDIRI IN THE ACADEMIC YEAR 2016/2017**

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## **ABSTRAK**

Vocabulary is important to be mastered by the students because it is needed in all skills of English. One media that can be used in mastering vocabulary is word wall. Teaching vocabulary using word wall will help the students to absorb the vocabulary items in more interesting way. Teaching vocabulary using word wall can help the students increase their vocabulary achievement. The aim of this research is to find out the effect of teaching vocabulary mastery before and after being taught using word wall and to find out any effect of teaching vocabulary mastery using word wall. This research used quantitative pre experimental research. The population of the study was seventh grade of SMPN 5 Kediri. The sample was the VII-I class consisted of 32 students. The result was analyzed by using SPSS program for Windows version 18.0, the mean of post-test (85,16) was higher than the mean of pre-test (77,03). It means that students' vocabulary mastery after being taught using word wall was increased. In addition, the result reports that t-score (7,588) was higher than t-table (2,039). In conclusion, there was a significant effect of teaching vocabulary using word wall. The teacher can apply word wall because it makes the students easy to comprehend and answered the task which consist some indicators of vocabulary. And for the students they have to participate actively during the teaching-learning process.

**KEYWORDS:** Vocabulary Mastery, Word Wall.

## **I. INTRODUCTION**

Vocabulary is really needed in language acquisition. Vocabulary is one of the components of language. Orchards and Renandya (2002:255) say "Vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write." It means that vocabulary is a crucial element which influences the four English skills that are Listening, Speaking, Reading, and Writing. Thus, the students

must have a lot of vocabularies to support their skill.

Learning vocabulary is important for the learner, as Wilkins (1990) in Thornbury (2002:13) says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that mastering vocabulary is needed by the students because they will hard to say something without mastering grammar and without

mastering vocabulary there is nothing to say.

Mastering vocabulary is not easy because there are many factors that make a word difficult to learn. Thornbury (2002:27) states that there are some factors that make word difficult, such as pronunciation, spelling, length, and complexity, grammar, meaning, range, connotation and idiomaticity. Good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading), and productive (Speaking and Writing). It can be known that it is important to learn vocabulary for mastering language skills as well. Vocabulary has many aspects. Ur (1991: 60) also states that the aspects in vocabulary mastery include pronunciation, spelling, grammar, collocation, aspect of meaning and word formation.

When the researcher had teaching practice in one of Junior High School in Kediri, the researcher found some students' problem in learning vocabulary. They are still difficulties in understanding or comprehending the meanings of unfamiliar words. They don't know the meaning when the teacher explains the material with English language. The students could not pronounce the word correctly. The students tended to pronounce the letters of the words and the

students found difficulties in spelling the words. The students found difficulties in memorizing the meaning of the words. The students get difficulties such as they cannot know how to recognize spelling a word and find the meaning of vocabulary based on the text, finding synonym and antonym. Thus, it seems that they do not get the vocabulary development anymore.

Based on these problems, the researcher uses a media to teach vocabulary. Teaching vocabulary by using media can be used to give practice in all language skill and used to practice many type of communication. Media as teaching aids are needed to help students' understanding and to increase the effectiveness in the communication between teacher and students in teaching and learning process. It is also used to stimulate the students' motivation and students' interest to the lesson

One of the beneficial media in improving students' mastery of vocabulary is the word wall. By applying word wall, students can remember the vocabulary without feeling that they are very serious in studying. Through the habit such as looking the word wall, indirectly they remember the vocabulary.

Therefore in this study, the researcher uses the word wall to teach vocabulary in reading skill at the seventh grade Junior

High School. SMPN 5 Kediri is chosen as place of the research because the English teacher of that school had never applied Word Wall in teaching learning process. The researcher assumed that the Word Wall can help student to improve their vocabulary. Hopefully, the activities in this study will be one of the alternatives for English teacher of SMPN 5 Kediri in improving the activity of teaching and learning English, especially in improving vocabulary.

In this research the researcher wants to identify the students' problem on learning vocabulary in reading skill. Based on the background above, the researcher found some problem in teaching vocabulary. In fact of one of Junior High School students' in Kediri got some difficulties in learning vocabulary. They are still difficult to memorize the unfamiliar words that they heard or read in the text. They have difficulties in understanding or comprehending the meaning of unfamiliar words. They don't know the meaning when the teacher explains the material with English language. The students could not pronounce the word correctly. The students tended to pronounce the letters of the words and the students found difficulties in spelling the words. The students found difficulties in memorizing the meaning of the words. The students get difficulties

such as they cannot know how to recognize spelling a word and find the meaning of vocabulary based on the text, finding synonym and antonym.

Based on the condition above, the teacher should have the effective way to teach vocabulary. A word wall is an organized collection of words prominently displayed in a classroom. By using Word wall media in teaching vocabulary mastery, the students of junior high school will get new experience in learning vocabulary. Word wall media really supports in teaching vocabulary, the students to have more interest in learning English. When they are interested in certain material, it will be easier for them to understand it well. The word wall media can raise the student's motivation and interest. It can also make affective education process in learning English vocabulary. In word wall media the students understand about the material. The students comprehend when the teacher give some new word by words wall media. It is useful in teaching and learning process in vocabulary.

In this research, the researcher limits the study in teaching vocabulary in reading skill for VII-I class of first grade students of SMPN 5 Kediri in Academic Year 2016/2017. This study is purposed to know the effect of word wall as a media to teach

vocabulary in teaching reading descriptive text that focused on word meaning (synonym, antonym) and spelling for the seventh grade students at SMPN 5 Kediri.

## II. RESEARCH METHOD

The research design applied in this research is quantitative research. Then, the researcher used pre experimental research to analysing how the students' vocabulary is before and after being taught using word wall and to know the effect of word wall on students' vocabulary.

The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about descriptive text which Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym and antonym), and spelling. The researcher hopes the same kind of test hoped can draw the difference of students' vocabulary before and after being taught using word wall and to answer the question number one, two and three of formulation of the problem. The score of students' vocabulary before and after being taught using word wall analyzed using Paired sample t-test in SPSS for Windows 18.0 to see the effect of word wall on students' vocabulary with a significant level= 5%.

This research was held in SMPN 5 Kediri which is located in Jl. Raya Kleco Kel. Jamsaren Kec. Pesantren Kediri. The researcher decided seventh grade students of SMPN 5 Kediri as populations. Thus, the researcher chooses seventh grade students of VII-I as the sample of this research that consists of 32 students, which is divided into 17 male and 15 female.

## III. FINDING AND DISCUSSION

The finding of the questions study were asking about how the students' vocabulary mastery before being taught using word wall, how the students' vocabulary mastery after being taught using word wall and whether there is significant effect or not word wall on students' vocabulary mastery.

First, pre-test was held at the first meeting of the research. It was done on April 27<sup>th</sup> 2017. The total scores of students' vocabulary mastery before being taught using word wall of VII-I were 2645. The total sample was 32 students. There were 1 student got score 55 – 61 with poor categories, 4 students got score 62 – 68 with fair categories, 10 students got score 67 – 75 with fair categories, 6 students got score 76 – 82 with good categories, 9 students got score 83 – 89 with very good categories and 2 students got score 90-96 with excellent categories.



The second step to know the result is treatment. Treatment was given to the students after the researcher had conducted pre-test. It was done on May 4<sup>th</sup> 2017. There were all 32 students in this meeting. In this activity the researcher would introduce the topic and word wall media to the students briefly. After the students understand the research gives a short story but before that the research divides in the few groups. Then research gives 15minutes to discussion with the group. The researcher wants the students look for vocabulary in the text. The research ask students to write one word in the focused of noun in the short story. Finally, the students write result in the sheet. Then the research chooses the word to make word wall. After that, the researcher writes the word in the colors sheet to can interesting when the vocabulary read. Finished write the vocabulary in the colors sheet the researcher patch the sheet in the wall or blackboard. The researcher requests the students to remember the vocabulary. After the students remembers the vocabulary. The researcher in the next meeting requests the group to make a sentence from the vocabulary. Then, the students' in front of the class to write result from the discussions. The researcher crosschecks the work every groups. The research subject of this quantitative research is the

first grade students in class VII. After the researcher has done her study, the researcher can conclude that the students who are taught word wall media better.

At last, post-test was held after treatments given to students. It was done on May 11<sup>th</sup> 2017. The total scores of post-test was 2725. There were 3 students got score 65 – 70 with fair categories, 4 students got 71 – 76 with good categories, 6 students got score 77 – 82 with good categories, 3 students got score 83 – 88 with very good categories, 9 students got score 89 – 94 with very good categories and 7 students got score 95 – 100 with excellent categories.

To analiyze the data result, there are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

**Table 4.4**

**The mean score of Pre-test and Post-test  
Paired Samples Statistic**

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	77,03	32	8,968	1,585
POSTTES	85,16	32	9,113	1,611

From the Paired Samples Statistics table above, it showed the mean score of pre-test was 77,03 with standard deviation 8,968 and the mean score of post-test was 85,16

with standard deviation was 9,113. The number of participants in each test (N) is 32.

**Table 4.5**  
**The correlation score of Pre-test and Post-test**  
**Paired Samples Correlation**

	N	Correlation	Sig.
Pair 1 PRET EST & POST TEST	32	,776	,000

From Paired Samples Correlations table above, the output shown the data before and after being taught using word wall media was 0,776 with significance value (sig.) 0,000. It means there is any correlation between students' vocabulary before and after being taught using word wall media.

**Table 4.6**  
**The T-score of Pre-test and Post-test**  
**Paired Samples Test**

		Paired Differences				t	D f	Sig. (2- tailed)	
		Me an	Std. Devi ation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pai r 1	PR ET ES	- 8,1 25	6,058	1,071	-10,309	-5,941	7, 5 8 8	3 1	,000
	T - PO ST TE ST								

From Paired Samples Test table above, it showed t-test is 7,588 and the t-

table with degree of freedom 31 is 2,039 at the level of significance of 5%. It means t-test was higher than t-table ( $7,588 > 2,039$ ) and Sig. (2-tailed) is 0,000 was lower than 0.05.

Based on the data that has been analyzes by using SPSS program for Windows version 18.0. The first finding shown the result of students' vocabulary after being taught using word wall was increased. It is proven by the mean of post-test (85, 16) is higher than the mean of pre-test (77,03). From the data analysis above it can also be concluded that there is any significant correlation between word wall and students' vocabulary.

The first finding, shown the result of students' vocabulary increased after being taught using word wall. It is proven by the mean of post-test (85, 16) is higher than the mean of pre-test (77, 03). From the data analysis above it can also be concluded that there is any significant correlation between word wall and students' vocabulary. This result is in line with the theory proposed by Helen Van (1997:201) Word Wall game is systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom. It can be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is



concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief.

The second finding, shown there was very significant effect of using word wall on students' vocabulary to be used in teaching vocabulary. It is proven by the result of t-score (7,588) is higher than t-table in the level of significance 5% (2,039) and P value t-test is lower than level of significance of 5% ( $0,000 < 0,05$ ). This result is in line with the previous research conducted by Green (1993:1) argued that a word wall is an organized collection of large print words wall on the classroom. A word wall helps create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

It can be concluded that the students' vocabulary before being taught word wall was low. Then, students' vocabulary after being taught using word wall was increased. From the data that have been analyzed by using SPSS program for Windows version 18.0, the result of the t-test scores was (7,588) and the t-table was 2,039 (in significant 5%). In other words, the t-score was higher than t-table. It means  $H_a$  is accepted and  $H_o$  is rejected. Based from the result, the researcher concluded that there was a

significant effect of word wall media on students' vocabulary.

Based on the results above the researcher concluded that Word Wall was suitable for students' vocabulary, because this media can help the students got the better comprehend the text. Most of the students can answered some questions which consists of some indicators of vocabulary such us word meaning (synonym and antonym), and spelling.

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