THE EFFECTIVENESS OF WORD WALL MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH AT THE SEVENTH GRADE OF SMPN 1 SIMAN PONOROGO

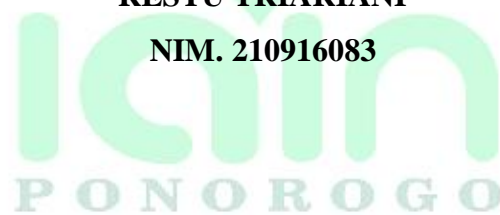## THESIS

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ABSTRACT

TRIARIANI, RESTU. 2020. *The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo in Academic Year 2019/2020.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Nurul Khasanah, M.Pd.

Key Word : Word Wall Media and Vocabulary Mastery

Vocabulary is one of language components and very important for the students. Especially for beginners, vocabulary mastery is the basic knowledge to learn English. Word wall media is a great way to make the teaching and learning process becomes more attractive and fun. The word wall activities were one factor that might have helped to build high frequency word vocabulary. With the development of a more extensive high frequency word vocabulary through the use of word wall activities.

The purpose of this research is to know whether there was a significant difference between students' vocabulary mastery who were taught by word wall media and those who were not taught by word wall media at SMPN 1 Siman Ponorogo in academic year 2019/2020.

This research applied was quasy experimental design. This research used two classes as experimental and control class. The population was taken from the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2019/2020. The number of the sample in this research were 30 students of VII A as experimental class and 25 students of VII C as control class.

The results of the research showed that the value Sig (2–tailed) of the equal varian assumed = 0.026 and α= 0.05. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. So, from the computation above it can be concluded that there is a significant difference between students' vocabulary mastery who are taught by word wall media at the seventh grade of SMPN 1 Siman Ponorogo. In conclusion, the researcher concluded that using word wall media encouraged the students to be more active and can develop their motivation in learning English in vocabulary.

APPROVAL SHEET

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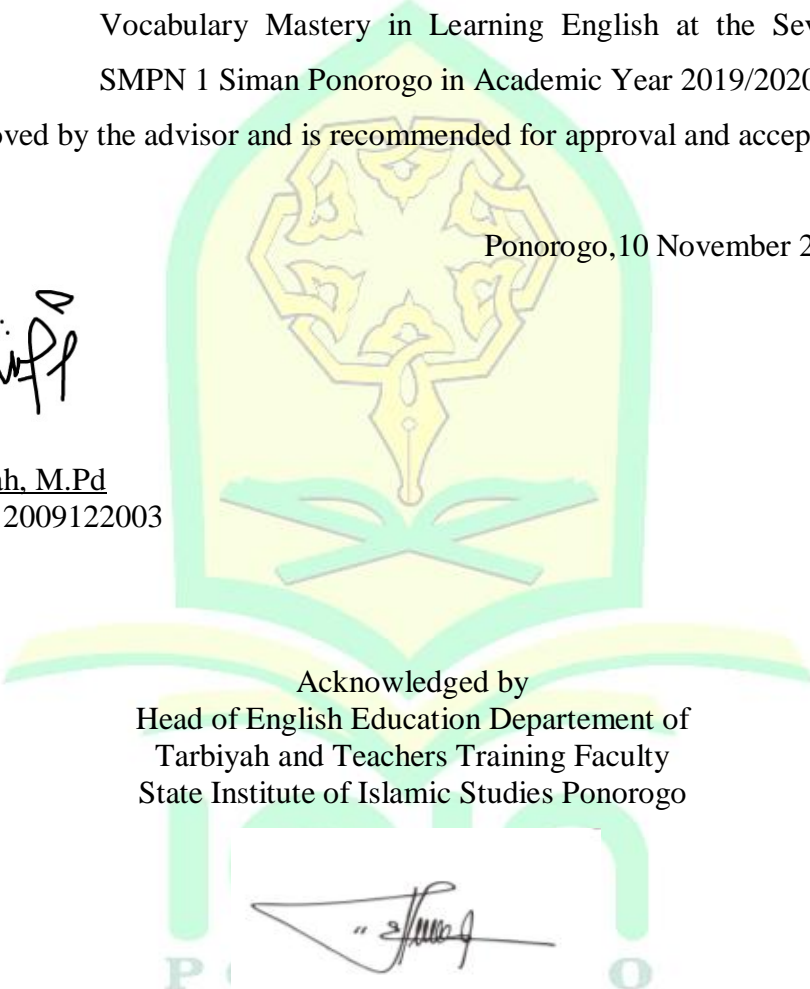
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CHAPTER I

INTRODUCTION

A. Background of the Study

English Language is very important in our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the worlds. There are many languages used in international communication. One of the English skills like that listening, speaking, reading, and writing as good as language elements such as vocabulary and structure must be taught to the students in all levels.

Language skills like listening, speaking, reading, and writing as well as language based on vocabulary and structure will be taught to the students in all levels. David Nunan argues that the acquisition of an satisfcatory vocabulary is an basic for make a good language use because without extensive vocabulary, individual will be uncapable to use structure and function they may have learned for understandable communication. It form an important component in learning a second language.[1]

Vocabulary is one of language elements and significant for the students. Especially for beginners, vocabulary mastery is the ability to learn English. If they master vocabulary, they are going to be easy to understand the written material. Meanwhile, if they have limited vocabulary they will feel hard to understand text. In other word, if the students have low vocabulary mastery, it will be hard for them to know the aim of the text.

According to Nation, P & Newton, J vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex. Vocabulary mastery is not only knowing the words and its meaning, but also knowing about how the words sound and how the words are used in context. Based on the description of vocabulary and reading above, it shows that there is a correlation between vocabulary and reading.[2] In this case, teachers need to use media appropriate teaching which could help students to acquire vocabulary.

Teaching media is tool which is prepare and bring into classroom by a teacher to facilitate teaching-learning activity. Teaching media is tools which can get instruction and stimulated students to learn. Thus, teaching media are expected to help

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[1] David Nunan, *Practical English Language Teaching,* (McGraw-Hill Education, 2003), 125.

[2] Nation P, Newton J, *Teaching Vocabulary.* (Cambridge: Cambridge University Press, 1997), 82.

teacher present the lesson more clearly and interesting to be followed by the students.[3] The media that can be used of word wall media in learning process.

The definition of word wall is a systematically organized collection of words stucture in big letter on a wall or other big stucture place in the classroom. It is a device designed to consider group learning. Regarding to the definition above, word wall is a systematically collection of words in big letter and placed in the classroom wall. It is a tool to used, not just display.

Word wall media is a good to make the teaching and learning activity to be more attractive and fun. A word wall is a group of words that are structure on a wall in a classroom[4]. The words are printed in a big font so the students can simple appeared the seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities.

According to Joanne Jasmine the effect of a word wall and word wall activities to help develop reading fluently with first grade students. The results the student varied academic abilities, the word wall activities were one factor that might have helped to develop high-frequency word vocabulary. The build to more extensive high-frequency word vocabulary the used word wall activity students to increase reading fluently enhancing their reading comprehension.[5]

Based on the results of observation at SMPN 1 Siman Ponorogo, the researcher found some problems in applying a strategy to improve vocabulary mastery in learning English. In the teaching and learning process in SMPN 1 Siman Ponorogo the students found difficulties in spelling the words. 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 had problem in memorizing the meaning of the words and the students had difficulties to speak well and fluently. The students were not confident to pronounce English words. The students' pronunciation were still weak. The studens had limited vocabulary because they were rarely to use vocabulary actively.

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[3] Robert A Reiser, *Instructional Planning: A Guide For Teacher, (*USA: Library of Congress Catalog-in Publication Data, 1996), hlm.68.

[4] Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Clasrooms* (United Kingdom : Cambridge University Press, 2004), 3.

[5] Joanne Jasmine. The Effects of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students. (*Caldwell College, 2009) Reading Horizons: A Journal of Literacy and Language Arts, 49* (4).

The researcher will focus the research on the effectiveness of word wall media to improve students vocabulary mastery in learning English. Therefore in this study, the researcher uses the word wall to teach vocabulary mastery antonym of adjectives in reading skill at the seventh grade SMPN 1 Siman Ponorogo is chosen as place of the research because the English teacher of that school had never applied Word Wall in teaching leaning process.

Based on the reason above, the researcher wants to conduct is quasi-experimental in improve vocabulary mastery entitled: The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at the Seventh Grade of SMPN 1 Siman Ponorogo.

B. Limitation of the Study

To avoid a deviation of the discussion, this study focused on some concern identified as follow:

1. The subject of the study is the seventh grade students of SMPN 1 Siman Ponorogo in academic 2019/2020.
2. The object of the study is the effect of using word wall media to improve students' vocabulary in learning English at SMPN 1 Siman Ponorogo in academic 2019/2020.
3. The researcher would like to limit only on improve students' vocabulary of antonym in adjectives in learning English.

C. Statement of the Problem

Based on the background of the study above, the statement of the problem statement is formulated into:

Is there any significant difference on vocabulary mastery for the students who are taught by word wall media and who are not taught by word wall media on vocabulary mastery at the seventh grade at SMPN 1 Siman Ponorogo.

D. Objective of the Study

Based on the formulation of the problem above, this study was aimed to measure the effectiveness of word wall media to improve students' vocabulary mastery in learning English at the seventh grade of SMPN 1 Siman Ponorogo.

E. Significances of the Study

1. Theoretical Significance

   The result of this study is expected to be useful for the teacher and students to give effectiveness of word wall media to improve students' vocabulary mastery in learning English.

2. Practical Significance

   a. For students

      After the use of word wall media for students to be creative and active in learning. The results is a hopefully can to improve students vocabulary.

   b. For the teacher

      This study used word wall media to have a positive impact in improving students' vocabulary. The teachers can also be creative in using other media to make it interesting.

   c. For the researcher

      The results of this research it can be an experience for the researcher. It is expected that this research will give good information ad reference to the researcher in building students' vocabulary mastery.

   d. For the readers

      It was hope that this research can give more information about how to improve the students' vocabulary mastery by using word wall.

F. Organization of Thesis

To provide a clear general contain of this thesis, it is important to organize a process of research report sistematically. This research cover five chapters in which the organization of the research follows the step bellow:

Chapter I is explanation about the introduction of the research. It consist of background of study, limitation of the study, statement of the problem, objective of the study, and the significances of the study. The background of study explains about the important vocabulary mastery. The limitation of the problem consist of one problem. The research question focuss on the question that have the researcher to analyze. The research objective focuse to know whether word wall more effective to improve students' vocabulary mastery for seventh grade of SMPN 1 Siman Ponorogo. The significant of study gives the contributions for teoritically and practically.

Chapter II is previous research finding, theoretical background about the definition of the word wall media, kind of word wall, creating of word wall,

definition vocabulary, the ways to improve vocabulary, kinds of vocabulary and teaching English vocabulary using word wall.

Chapter III is the research method. In this study describes the research design, population, sample, data collection techniques and analysis data.

Chapter IV is describes the results of the sudy and an overview of the research location.

Chapter V is closing. It explains the conclusions of the research results.

CHAPTER II

PREVIOUS RESEARCH FINDING, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

A. Previous Research Finding

There are some previous findings of some researchers that have relation to this research as follows:

Resi Novalia at all, studied about "Using Word Walls Media to Help Improve The Vocabulary Achievement of The Second Year Students of SMP Negeri 5 Tapung Hilir". The word wall media is very supportive in learning vocabulary so that students are more interested in learning English. This study conducted using Classroom Action Reserach (CAR) to improve students' vocabulary achievement the second year students of SMPN 5 Tapung Hilir. This research wa conducted in two test in four meeting in teaching and learning. This research conducted a whether the word walls media can to improve the students' vocabulary achievement. The result of mean score in pre-test is 66,83 mean scores in post-test is 69,16 and mean scores in post-test is 76,66. The result of this research proved that the word walls media can to improve students' vocabulary achievement.

Based on the result of this research, the use of word walls media can help improve the students vocabulary achievement. First, the teacher can motivate the students to improve their vocabulary achievement by using word walls media. Second, the English teacher can apply this method in teaching vocabulary to make the lesson more interesting. It is because the word walls media consists of several activities that the students cooperate with their friends to improve their vocabulary skills. Third, word walls media can be an appropriate method to help the students to solve their problems in vocabulary. It is because the steps of word walls media help the students to know read word vocabulary, pronounce word, and guide the students to make creations such as word walls.[6]

Chusnul Urbayati, studied about " The Effect Of Word Wall Media on Students' Vocabulary at The Seventh Grade Of SMPN 5 Kediri in The Academic Year 2016/2017 ". Vocabulary is important to be mastered by the students because it is needed in all skills of English. One of media that can be used in vocabulary mastery is

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[6] Resi Novalia, all. *Using word wall to help improve the vocabulary achievement at the Second Year Students of SMPN 5Tapung Hilir,* English Study Program Language and Arts Departmen Teachers Trainning and Education Faculty Universitas Riau.

word wall. Teaching vocabulary used word wall get the students improve vocabulary achievement. The purpose of this study was to determine the effect of before and after the use word wall media in improving students' vocabulary.

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.

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 high 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. [7]

The differences of this study the first focused on vocabulary achievement using classroom action research, and second to focused on vocabulary mastery using pre-experimental research. The similarities of this study to the previous study were; use the media word wall in improve vocabulary as measured in their thesis.

B. Theoretical Background

1. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is one of language component that must learn whe the students learning a English language. To learn new vocabulary, the students can improve their skills. Jack C. Richards and Renandya Will A. say that vocabulary is contents of aspect language expertise and provided much of the basic for how to students speak well. listen, read, and write. It means that

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[7] Chusnul Urbayati, *The Effect of word wall media on students' vocabulary mastery at the seventh grade of SMPN 5 Kediri 2016/2017,* Universitas Nusantara PGRI Kediri FKIP , Pendidikan Bahasa Inggris simki.unpkediri.ac.id

vocabulary is an important element that affects the four English skills that are listening, speaking, reading, and writing.[8]

Vocabulary is commonly a matter of remembering, unlike e.g learning grammar, which is a system based mainly on rules.[9] To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students minds and how long term memory is organized.

Vocabulary is a number or list of words that have meaning and are indispensable for express. A learners is expected to continue to build their vocabulary in order to continue to communicate effectively, both in oral and written form. A good to know of vocabulary can also help the students to make good in English test. Vocabulary is a significant to learn, because when student has a limited vocabulary they are not able to express their careful and reply question in test. If students don't know how to improve vocabualry, they will most likely boring in learning English.

b. **Vocabulary Mastery**

Vocabulary is one components of language and very important for the students. Especially for beginners, vocabulary mastery is the knowledge based on learn English. If the students has limited vocabulary they feel hard to understanding text. If the students understanding vocabulary mastery can be easy to know of matters.

According to Nation Paul & Newton John vocabulary is study to knowledge of meaning and words. In addition how to pronounciation of word and how word used on context.[10]

c. **Learning Vocabulary**

Learning vocabulary is a significant for the learners, as Thornbury Scott says without grammar a bit can be inform, without vocabulary nothing can be inform.[11] It means that mastering vocabulary the students needed because they can difficult to say something without grammar and vocabulary.

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[8] Jack C Richards and Renandya Will A, *Methodology Language Teaching: An Anthology of Current Practice.* (New York: Cambridge University Press, 2002), 225.

[9] Scott Thombury, *A Course in Language Teaching*: Practice and Theory. (Cambridge: Cambridge University Press,2004),23.

[10] Nation, P., & Newton, J, *Teaching Vocabulary.* (Cambridge: Cambridge University Press, 1997), 82.

[11] Thornburry Scott, *How to Teach Vocabulary,* (Harlow: Longman Pearson Education Ltd, 2002), 13.

Tozcu A. and William J. Coady vocabulary is an significant to aspect of language two and foreign language skills and attainment academic.[12]

d. Kinds of Vocabulary

In teaching vocabulary, in addition knowing the methods the teacher should know the material. According to Evelyn Hatch and Cheryl Brown, vocabulary can be classified about kinds of vocabualary into two kinds:

1) Productive vocabulary

Productive vocabulary is the words, which the students can understanding to speak well and constructive in writing. Productive vocabulary can indicate an active process, because the learner can results the word to express to others.

2) Receptive vocabulary

Receptive vocabulary is words that the learners identify and understanding in context, but which can't produce truely. Richard and Rogers say the listening vocabulary on the reading vocabulary is a great than speaking vocabulary and equality to the teaching vocabulary that is relatively great than writing vocabulary.

According Jo Ann Aebersold and Marry Lee Field also classified vocabulary into: active vocabulary and passive vocabulary.

1) Active vocabulary

Active vocabulary is the students produce all of words eventh in lesson tomorrow. This term is used in speaking or writing precise is called as productive vocabulary, more complicated to put into practice. It means that to use the productive vocabulary, the students should to understanding and can ber use grammar of the target language, also to know with collocation and understanding connotation meaning of the word.

2) Passive vocabulary

Passive vocabulary is when the students hear or read the words can to know and understanding in context of reading or listening also called as receptive vocabulary. [13]

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[12] Tozcu, A and J. Coady, *Succesful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed*, Retrieved from http://www.tandfonline.com (2004).

Corson that is quoted by I.S.P Nation called vocabulary to consist to motivate active vocabulary of the word were require and feel no reluctance in life.

1) Words which are only parley understood and are not good knowing to use actively.

2) Words which are not require in daily activity [14]

In addition, Nation states that four kinds of vocabulary in the text: high-frequency words, academic words, technical and low-frequency words. [15]

1) High-frequency words

There is a small groups very important because these words a great a part of the words in speak and write text and in type used of language.

2) Academic words

The text is from contain of the words and academic textbook that are accustoming in different qualify of the text.

3) Technical words

The several words that a cover connected to the topic and subject of the text. These words are suitable common in topic but no common in somewhere.

4) Low - frequency words

This is a bad groups such a no understand of the words, technical words for subject in text. When the learners aplly the word with a great that almost get the high frequency.

e. **Aspect of Vocabulary**

There are three aspects to teach vocabulary. These are:

1) Meaning

The students attempt to give the meaning class without translation. This is not better on grown that translation. It is recommend it possible class without understand the meaning a word that to pronounce.

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[13] Jo Ann Aebersold and Marry Lee Fied, *From Reader to Reading Teacher*, (Cambridge : Cambridge University Press, 1997), 123.

[14] Nation, I.S.P, Teaching *Vocabulary : Strategies and Techniques*.(Boston:Cengage Learning Products,2008).

[15]

2) Spelling

The students can to know how to spelling and how to different from equality pronounced words.

3) Pronouncing

Pronouncing the word make possible the students to recall and identify to more easy. [16]

f. **The ways to Improve Vocabulary**

A big vocabulary can provide communicate clearly and effective and positive reaction were continued understand of journal, communicate as good understanding of listening song, write a good research get memorable speech make influence and more. There were several to improve vocabulary, they were:

1) Read, read, and read

A variety gender when get new word, use of attempt to accept meaning from the context of sentence as better from search the definition in a dictionary.

2) Keep a dictionary and thesaurus handy

Dictionary is can handle to definition of word, and to search in dictionary to find pronounciation and meaning.

3) Use a journal

Keeping a journal for of all new words can get positive afflimation for learning of words.

4) Learn a word a day

Expanding new vocabulary can list of word to learn. It is a good technique.

5) Roots and word families

One of the most strength tool for learning new word and analyse the sense of new words was study Latin and Greek source. Components was significant part of the English laguange and a good for learning new words.

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[16] Robert Lado, *patterns of difficulty in vocabulary Language Learning Vol 6 Issue 1-2,* (University of Michigan, 1972), 1.

6) Games

Defiance word and to find the new sense and new vocabulary were a good and enjoy tool for developing vocabulary.

7) Conversations

To easy speak with other people can to find the learner new word. [17]

g. The Media in Teaching of Vocabulary

Vernon Gerlach and Ely states that media is that something in order situation, which possible the learners to get knowledge, and skilss.[18] Media is instrument for facility the teacher to teaching and learning process. [19]

From the definitions above concluded the use of media is to help the students in understanding and learning a particular lesson. There are some advantages of using media, stated by Kamaludin:

1) Lesson which is presented to be useful and pure for the students.
2) Teaching and learning the other media or methods.
3) The students become more creative in activity.
4) To create an attractive learning.
5) To solve limited spot.

Furthermore Vernon Gerlach and Ely mention various kind of media, that are:

1) Picture

Picture sketch of photograph which may be great or small the object.

2) Audio recording

Recording is make a voice from disc, recording tape, and other media.

3) Motion picture

A moving picture in color black or white the results from graphs actions

4) TV

This type of video electronic system be visible on TV monitor.

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[17] Randall S. Hansen, "*Easy Ways to Improve and Expand Your Vocabulary: Seven Tips for Learning New Word Communicate".* http://enhancemyvocabulary.com/improve-expand-vocabulary.html. Accessed on 30/01/2015. 23:57.

[18] Vernon Gerlach, S and D.P. Ely. *Teaching and Media*. Systematic Approach. (New jersey: Prentice Hall,1980), 24.

[19] H. Douglas Brown, *Principles of language learning and teaching*, (New Jersey : Prentice Hall, 1997),27.

5) Real things, simulation, and model

The events, object as develop with other media, are not replace for the matter object.[20]

Media is one of the teach material without media in teaching and learning activity can't work effective. The several can bee used for teaching and learning activity such as LCD, video, picture, etc. So, the teacher don't worry about media ti teach, because the board of emdia can be used learning English.

The use of media in activity to teaching and learning is a important. The teacher can select one of methods teaching meaning. The teacher need media can help easy to teach make the students fun.

Teaching vocabulary is simple and attractive the used media reasonable. One of media can help the teaching and learning is word wall media. Word wall media is simple, fun, and interesting.

2. **Word Wall**

   a. **Definition of Word Wall**

   The definition of word wall is a collection of the words displayed in big letters on wall or other big display place in the classroom.[21] The definition word wall media is a great to make the teaching and learning activity to be more interest and fun.

   According to Green a word wall is an organized collection of great print words on classroom wall.[22] A word wall helps the students create can wonderful design in group learning.[23]

   b. **Kinds of Word Wall**

   1) Quick definitions

   The students write and choose the word to match definitions. The students can repeat activity to review of the words.

   2) Word Picture

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[20] Vernon Gerlach, S and D.P. Ely. *Teaching and Media*. Systematic Approach. (New jersey: Prentice Hall,1980), 297.

[21] Mc Carrier, Pinnell, *Interrative Writing:How Language Literacy Come Together,* p, 46.

[22] Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Clasrooms* (United Kingdom : Cambridge University Press, 2004), 3.

[23] J, Green, *The Word Wall: teaching vocabulary through immersion,* (Ontario,Canada:Pippin Publishing Limited, 1993), 10.

The students select one of the words from the word wall and illustrate it on the board. The opposing teams got a point for a correct guess and illustrates another word.

3) Guess the Word

The students riddle the word mean and it definition in Indonesian.

4) Mind Readers

The teacher give guidline on a word on the word wall. When the students can easy guess of guidline must write the word. [24]

c. **Creating the Word Wall**

1) Arrange the word on structure card stock.

2) Color codes the words using colored markers for colored paper for arrange.

3) The students use wall to option the word wall from the disk they are work.

4) Arrange words on the wall in alphabetical order makes it simple or students to skim the list and find words.

5) Make simple the students can simple access of the words.[25]

d. **The Advantages and Disadvantages of Word Wall**

There are several advantages of word wall in teaching vocabulary. Word wall get the students easier access to word they need in process learning.

Advantages a word wall serve a kinds of aim include the following:[26]

1) Provides a tool for the students can help to recall word.

2) Serves as an significant for help students learn to read.

3) Development the students.

The disadvantages of using word wall technique as follows:

1) Needed time to foster.

2) Needed to instrument.

3) Sometimes viewed as busy work.

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[24] Lori Jamison Rog, *Climbing the Word Wall,* www.lorijamison.com, p. 7.

[25] Jennifer Cronsberry, *Word Walls: a Support for Literacy in Secondary School Clasrooms,* p. 5.

[26] Trisha Callella, *Making Your Word Wall More Interactive,* (Creative Teaching Press, 2001), p. 3

To overcome the disadvantages above the teacher will prepare the material and Word Wall well, gave explanation how to make it clearly, and manage the class effectively.

e. Teaching Vocabulary by Using Word Wall

The use of media activity in teaching and learning is very important. The teacher can choose one kind modern or simple media to help the teaching and learning process. The media can help the simple to teach and make students more fun. Teaching vocabulary is simple attractive if the teacher use media that reasonable. Word wall media that are simple and attractive.

In teaching vocabulary by using word wall media consists some activies:

1) Mystery Word

Introduce a new word by writing the paper in scrambled order. To help students in analysis the word, give guidline, and either word meaning about how to spelling. The students can arrange knowledge of repeat again on the guidline given.

2) Visiting Word

The students had worked on word wall for a substantial period time.

3) Missing Word

Choose one of the word wall rearrange the word. Give guidelines to help to determine of missing word.

4) Quick Definitions

The students selections and write the words to matching definitions. The students can repeat the activity to review all the word as they choose the answer.

4) Looking at Spelling

The students underlines part of the word are difficults words to spell using colour strips.[27]

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[27] Jennifer Cronsberry, word walls : *A support for literacy in secondary* (Canada : Curriculum Servies, 2004), 7.

The activities in teaching vocabulary by using word game :

1) Word Pictures

Work in group, students choose one of the from word wall and describe on the board. The group other get a point for exact assumptions and explain another words.

2) Word Relationships

The students can share the word on word card with words. The students repeat the activity with change new patner. After doing a few times, they can participate with another birary to can find the relationship. Discussion similarities and difference can get the students to mastery new vocabulary meaning.

3) Word Cards Partner Game

the sections of students took choosing of word card and bid a definition for the word. The partnership get clues and spell the words.

4) Parts of Speech

Part of speech and must determine which word on the word wall relate in category. The one team look for equal part of speech comparison list and discussion be different.

5) Drama

Students choose a word from the word wall and arrange condition that illustrate the words. Get riddle the word.[28]

C. Theoretical Framework

Vocabulary is one of language aspect and important for the students. Especially for beginners, when the students to know vocabulary mastery can to help easy for understand in material. If the students has limited vocabulary can feel hard to understand material.

Teaching media can help the teacher to teaching and learning process, because the media more interesting and fun. The teacher can used word wall media in teaching and leraning activity.[29]

The media to help teacher can the learning to be more distinct interesting. Media can help the students build the knowledge, skill, and strategies.

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[28] Ibid.,8.

[29] Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Clasrooms* (United Kingdom : Cambridge University Press, 2004), 3.

D. Hypothesis

The hypothesis the research in quantitative research to search of a supposition about a context between characteristic. The research is a significant differences the effect of word wall media to improve students vocabulary mastery. This research had two variable; the variable X as effectiveness word wall media, and improve students vocabulary mastey as variables Y. The hypothesis in this research are:

a. H_0 = There was as no significant difference between using word wall media in improving students' vocabulary mastery.

b. H_1 = There was a significant difference between using word wall media in improving students' vocabulary mastery.
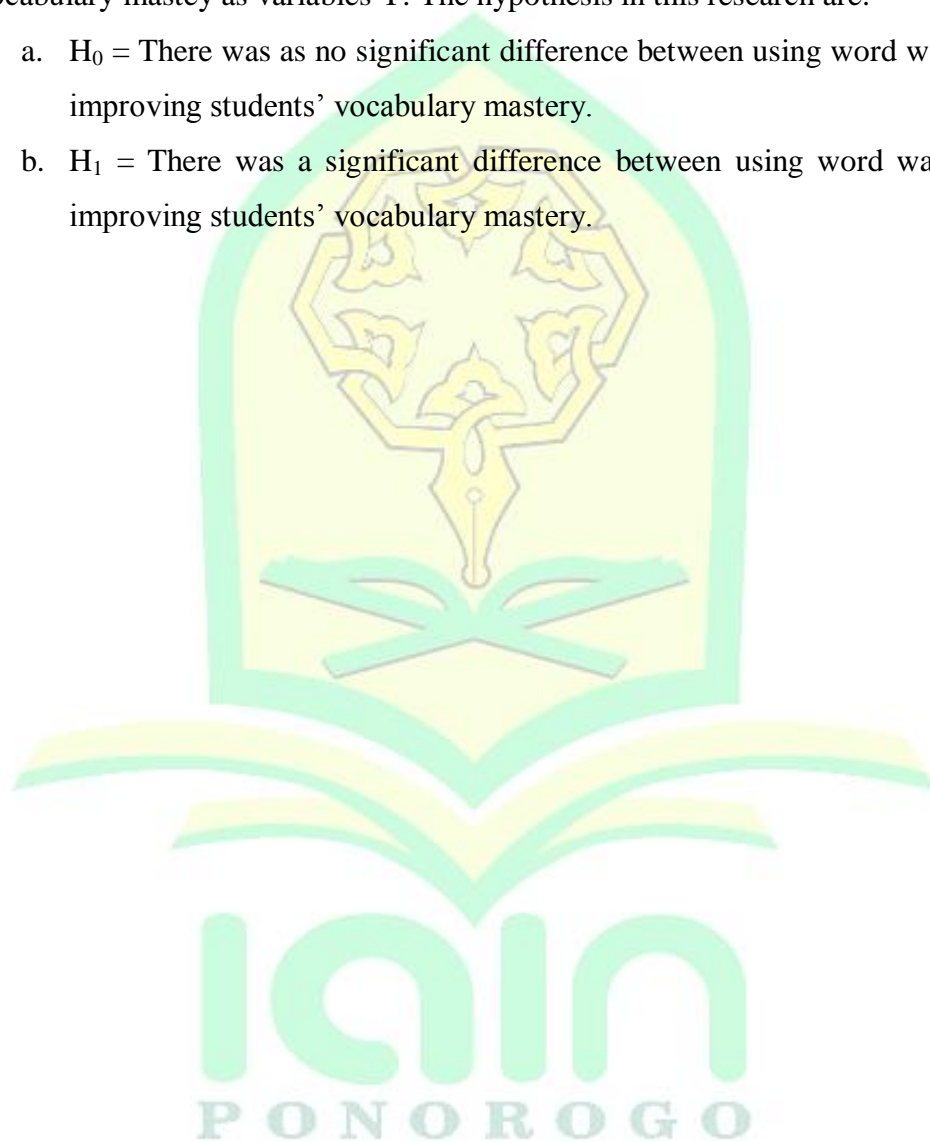
CHAPTER III
RESEARCH METHODS

A. Research Design

The design of this research was quasi experimental research design with pre-test and post-test non-equivalent group design. Fraenkel and Wallen say that quasi experimental research design is a research conducted directly affecting certain of variable, and when applied correctly for to test hypothesis about cause – effect relationships.[30] Quasi-experimental design is used when true experiments cannot be done for instance educational research. Therefore, this research used quasi experimental research design because true experimental research cannot be done here.

The methods of research was applied a quantitative research. Quasi-experimental design is similar to randomized experimental which involves of the independent variable but differ in that subjects are not randomly assigned to treatment group.[31] According to Johnson and Christensen, a quasi-experimental research design is an experimental research design that does not provide for full control of potential confounding variables.[32] The important three types of quasi-experimental are non-equivalent (pre-test and post-test) control group design, single-group interrupted time series design, and control-group interrupted time series design.

The researcher was use Nonequivalent (Pre-Test and Post Test) control group design. In this design, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.[33]

One of the most commonly used quasi experimental designs in educational research can be represented as:[34]

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[30] Fraenkel, J. R and Wallen, N. E, *How to Design and Evaluate Research in Education*. (San Fransisco: McGraw-Hill Company, 2006), 283.

31 Donal Ary, Lucy Cheser Jacobs, Introduction to Research in Education, 8th edition (Canada: Wadsworth, Cengage Learning, 2010), 316.

[32] Johnson, R, Burkhe, and Christensen Larry, Educational Research: Quantitative, qualitative and mixed approach, (USA: SAGE Publications, 2014).

[33] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 160-161.

[34] Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

*Experimental O*1   X   *O*2

Control   *O*3   *O*4

Notes:

X   : Treatment by using Word Wall Media

O1   : Pre-test for the experimental class

O3   : Pre-test for the control class

O2   : Post-test for the experimental class

O4   : Post-test for the control class

There are two classes of the sample 7C as a control class. Where the class was given the strategy appropriate with their teacher apply with them in every lesson. Then, the class of 7A is an experimental class. Where the class was given experiment by using Word Wall media.

In this research, the researcher was conducted into three steps, they are:

1) Pre research step

The first step is preparation. The researcher is determined the experimental class and control class, prepare of lesson plan and instrument to get the data.

2) Research step

The second step is acting. The researcher was applied the treatment in experimental class by using Word Wall media. So, in this treatment to get data from two tests, the tests are pre-test and post-test.

3) Data analysis step

The third measure is collecting data. The data which were collected was be describe by researcher. The measure were as follows:

a. Collect the data score of post-test from experimental class and control class.

b. Test the data using T-test

T-test is a comparative test to see the criteria for whether there is a difference in the meanor there is a difference between two groups that were given treatment or not.[35]

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[35] Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151.

B. **Population and Sample**

　　1. **Population**

A population was a group of individuals who had the same characteristic.[36] The researcher uses the word wall to teach vocabulary at the seventh grade of SMPN 1 Siman Ponorogo. SMPN 1 Siman Ponorogo is a chosen as place of the research because the English teacher of that school had never applied Word Wall in teaching leaning process. The population in this research was the seventh grade of the students at SMPN 1 Siman Ponorogo, in which the total of class VII are four classes and in this research just conducted in two class. The total number of the seventh grade of the students at SMPN 1 Siman Ponorogo is 101 students, and the total number of the total of population is 101.

　　2. **Sample**

A sample was a subgroup of the target population that the researcher planned to study for generalizing about the target population.[37] Sample is set of data took from a part population, but not entire. The devision of population is a sample. The researcher conducted a research in VII of SMPN 1 Siman Ponorogo because she found some problem in teaching and learning process in SMPN 1 Siman Ponorogo. The students get to hard the words, the students had problem in remembering the words; the students had difficulties to understand how to speak well and fluently; the students were not confident to pronounce English words; the students' pronunciation were still weak; the studens had limited vocabulary because they were rarely to use vocabulary actively.

The sampling technique applied in the research was cluster random sampling. Cluster random sampling is ideal when it is impossible or impractical to arrange a list of the elements composing the population.45 The researchers choose this sampling technique because cluster random sampling was simple in the implementation and organize than the others technique.

Sample is a subset of the population. There were 2 classes as the sample. There were 30 students of VII A class as sample of experimental that given Word Wall Media as of teaching vocabulary to understand to improve vocabulary

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[36] Creswell, J, *Research design: qualitative, quantitative, and mixed methods approaches* (3rd ed.). (Thousand Oaks, Calif: Sage Publications, 2009),

[37] Ibid,.

mastery. Mean while, 25 students of VII C class as sample of control class students got another medium used.

C. Instrument of Data Collection

The device of the research is a test. The researcher give the tests (try out, pre-test, and post-test) to the sample. The type of test is objective test. The test is a multiple choice and matching test using adjective of antonym. Before the pre-test and post-test were given to check validity and reliable of the test at the class 7B in SMPN 1 Siman Ponorogo.

There are 40 questions about vocabulary for seventh grade students' of junior high school. In this research, the researcher focused on adjectives of antonym only. The total number questions from the result of validity and reliability test were 20 from 40 questions. In other words, 20 questions were not valid and reliable.

The test items are made based on the indicators of syllabus of English curriculum and they is gotten from course book of school.

Research	Variable	Indicators	Subject	Technique	Question
The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo	Word Wall Media	a. Divining students into group b. Students work in group c. Conducting roundtable around students during activity. d. Using word wall media.	VII grade students	Test	
	Vocabulary Mastery	1. The students are	VII grade students	Test	

		easier to comprehend a text.			
		2. A strong vocabulary can be a valuable asset.			
		3. The students' vocabulary increase after getting the treatment.			
		4. Vocabulary and antonym			

D. Technique of Data Collection

1. Documentation

Documentation is the method to get data and information about the research.[38] The data can help the researcher to accumulate the data. This method is used to collect the data from the result of students' test. In addition, to get students' name list that included in population and sample of research documentation on teaching and learning process in English subjects.

2. Test

Test is a series of questions for measuring the skill, knowledge, intelligence or capability of an individual.[39] That test is multiple choices and matching test. The purpose of a test some, for example to measure studennts' learning progress, lower, and difficult. Test were used to measure students' improve vocabulary mastery and were administrated twice, namely the pre-test and post-test.

a. Pre-test

The researcher give pre-test for the students in the first meeting to know the ability of the students' capability between the experimental class and

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[38] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta 2011), 237.

[39] Suharsimi Arikunto, *Dasar- dasar Evaluasi Pendidikan 3rd Edisi*(Jakarta: Bumi Aksara, 2002),157.

control class. The researcher gave the student 20 multiple choice and matching test question for the pre-test.

b. Post-test

The post-test was given in experimental and control class. The experimental class taught to improve vocabulary using word wall media. In collecting the required data in the test the researcher gave 20 question in the form multiple choices and matching test. There are two methods to measure in the test:

1) Test of Reliability

Reliability refers to how dependability or consistency.[40] Reliability is the extend to which the measurement of a test remains consisten after being repeated on the subject an the same conditions. Fro the results, this data can be called reliable. Besides having high validity, a good test should have high reliability too.

The collect data of reliability of this tools was Cronbach Alpha coefficient.[41] The researcher calculate reliability using SPSS 16 for windows. Finally of the results of the calculation reliability is as follow.

Table 3.1.

The Result of Reliability

Cronbach's Alpha	N of Items
.908	40

Based on computation research of reliability was the value of the students reliability instrument is 0,908. Then the value of reliability is consulted with "r" table of the significance level of 5%. The value of "r" table is 0.413. Because of the value of "r" index of reliability 0,908 > 0.413, so the test is reliable.

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[40] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004),20.

[41] James Dean Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment International,* (New York : Mc Graw Hill, 2005), 179.

2) Test of Validity

Validity is concerned chiefly with the content of the sample. An instrument is valid if it is able to measure what it wants and able to open the data of variable with clearly and appopriate.[42] The validity is an important quality of any test. It is a situation in which a test can standard what is supposed to be standard.[43] According to H Douglas Brown, validity refers to how accurately test actually measures what it is intended to measures.[44] Validity is the most important to make sure researchers consideration in developing and measuring instruments.[45]

Table 3.2.

The Result of Validity Calculation

No	R_{hitung}	r_{tabel}	Criteria
1.	0,601	0,413	Valid
2.	0,477	0,413	Valid
3.	0,353	0,413	Invalid
4.	0,239	0,413	Invalid
5.	0,482	0,413	Valid
6.	0,564	0,413	Valid
7.	0,504	0,413	Valid
8.	0,651	0,413	Valid
9.	0,530	0,413	Valid
10.	0,456	0,413	Valid
11.	0,543	0,413	Valid
12.	0,674	0,413	Valid
13.	0,373	0,413	Invalid
14.	0,030	0,413	Invalid
15.	0,384	0,413	Invalid
16.	0,469	0,413	Valid
17.	0,348	0,413	Invalid

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[42] Suharsimi Arikunto,*ProsedurPenelitian*,(Yogyakarta,RinekaCipta,2002), p.245.

[43] James Dean Brown, *Testing in Language Programs* (New Jersey: Practice Halls, 1996), 231.

[44] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd edition* (San Fransisco: San Fransisco State University, 1991), 387.

[45] Donal Ary, et.al, *Introduction to Research in Education 8th edition* (Canada: Sadsworth Cengage Learning, 2010), 225.

18.	0,404	0,413	Invalid
19.	0,725	0,413	Valid
20.	0,430	0,413	Valid
21.	0,561	0,413	Valid
22.	0,561	0,413	Valid
23.	0,371	0,413	Invalid
24.	0,348	0,413	Invalid
25.	0,301	0,413	Invalid
26.	0,285	0,413	Invalid
27.	0,725	0,413	Valid
28.	0,611	0,413	Valid
29.	0,671	0,413	Valid
30.	0,401	0,413	Invalid
31.	0,553	0,413	Valid
32.	0,583	0,413	Valid
33.	0,601	0,413	Valid
34.	0,613	0,413	Valid
35.	0,381	0,413	Invalid
36.	0,310	0,413	Invalid
37.	0,509	0,413	Valid
38.	0,127	0,413	Invalid
39.	0,639	0,413	Valid
40.	0,381	0,413	Invalid

With df 23 in 5% significance the price of r table is 0,413. When the price of rxy is under r table it could be concluded that the grains were not valid instrument. Thus, the item said to be valid instruments if the coefficient of correlation rxy of magnitude more than 0,413. Among 40 questions, there were 20 were valid and 20 question were invalid.

3. Data Analysis

After the researcher obtain students score of vocabulary pre-test and post-test between experimental and control classes. The researcher clarified the data by using requirement test before. It consist of normality and homogeneity.

1. Assumption Test

   a. Normality Test

      The normality test is used to standard weather the data in the experimental class and control classses are normally distributed or not. In the research, the researcher used statistical computation using SPSS.

   b. Homogeneity test

      Homogeneity test is used to establish whether the data get from the sample homogenerous or not. This test is needed to compare some class of data. It is also needed to test the homogeneity of difference in compare two or more class. In quasi-experimental research, homogeneity is used to know whether experiment and control class that are get from population have same variant or not. The researcher used statistical computation by usig SPSS.

2. Hypothesis

   a. T-test

      After testing of normality and homogeneity, the researcher to analyze the data by using T-test. T-test is used to determine if there is a significant difference between the means of two class, which may be related in certain features.[46] In T-test, the researcher analyzed data on the comparison of pre-test and post-test score between the experimental and control class. In this case, the researcher used statistical computation by using SPSS.

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[46] Ibid,.151.

CHAPTER IV
RESEARCH RESULTS

A. General Data Research Location

1. Place of The Research

   The researcher took place at SMPN 1 Siman Ponorogo. It is located at Demangan, Siman, Ponorogo. The reason for the school because the researcher conducted the teaching practice for one month at the school of SMPN 1 Siman Ponorogo. Based on the results of teaching practice, the researcher found some problems in applying a strategy to improve vocabulary mastery in learning English. The students had limited vocabulary because they were rarely to use vocabulary actively. The students had problem in memorizing the meaning of the words and the students had difficulties to speak well and fluently.

2. The History of SMPN 1 Siman Ponorogo

   SMPN 1 Siman Ponorogo on 1983/1984 at Demangan, Siman, Ponorogo by the Indonesia ministry of education and culture decree number 0472/0/1983 07 November 1983. It the beginning, there are three classes with 120 students. The number of educators was 12 teacher and 2 staffs of administration. The first headmaster of SMPN 1 Siman is has Drs. Trisoeka. Before building of SMPN 1 Siman Ponorogo had finished, the teaching and learning process at the first year was done in kepuhrubuh elementary school, Siman, Ponorogo. It is about 1 kilometer south of the current location of SMPN 1 Siman Ponorogo. Then, at 19th December 1984, the building SMPN 1 Siman finished and had legitimated by Wahono as the governor of East Java.

   SMPN 1 Siman Ponorogo had progressed from year to year the increase of teachers, education staff, students, classrooms, facilities, and other supporting rooms. In 2020 SMPN 1 Siman Ponorogo has 41 teachers, and 386 students of 3 classes. The period of SMPN 1 Siman Ponorogo was led 12 headmaster. Then, years 2020 headmaster is H. Subesri, S.Pd, M.Pd.

3. The Vision, Mission of SMPN 1 Siman Ponorogo

   a. Vision : having high achievement, cultured environment based on faith and belief.

b. Mission :

1) Realizing a complete curriculum.

2) Building active, creative, and enjoy learning activity.

3) Creating competitive and smart graduated.

4) Making good achievement in the extracurricular activities.

5) Realizing graduated who have faith and belief to God, have good character, quality academic competence, and have the personality the Indonesian nation.

6) Realizing a culture of clean and healthy school environment.

7) Realizing relevant and up to date facilities and infrastructure.

8) Producing learning media.

9) Creating the qualified human who are consistent their fields.

10) Realizing participatory school management.

11) Creating a harmonious work.

12) Conducting the participation in school programs.

4. The Facilities and Infrastructure of SMPN 1 Siman Ponorogo

SMPN 1 Siman was built in 11.100 m^2 area. SMPN 1 Siman also have other facilities and some room to support learning process.

Table 4.1.

The Facilities and Infrastructure of SMPN 1 Siman Ponorogo

No	Type	Total
1.	Classroom	12
2.	Laboratory	3
3.	Basketball	1
4.	Library	2
5.	Ceremony field	1
6.	Multimedia room	1
7.	Auditorium	1
8.	Health room	1
9.	Headmaster room	1
10.	Counselling room	1
11.	Teacher room	1

12.	Administration	1
13.	Students' organization room (OSIS)	1
14.	Teachers' toilet	2
15.	Students' toilet	3
16.	Warehouse	1
17.	Mosque	1
18.	Caferia	1

5. The Teachers and The Students of SMPN 1 Siman Ponorogo

The total of teachers in SMPN 1 Siman Ponorogo are 41 teachers. They are consist of 24 permanent teachers and 12 non-permanent teachers. Almost all teachers teach based on their ualification of education. The description of the teachers' condition of SMPN 1 Siman Ponorogo are describe as follow :

Table 4.2.

The Teachers Condition of SMPN 1 Siman Ponorogo

Status	Male	Female	Total
Permanent	7	17	24
Non-Permanent	8	4	12
Total	15	21	36

There are 386 students three grade of SMPN 1 Siman Ponorogo in academic year 2019 /2020. The total number of seventh grade is 101 students. The total number of eight grade is 121 students and ninth grade is 164 grade.

Table 4.3.

The students condition of SMPN 1 Siman Ponorogo

Class	Total
VII	101
VIII	121
IX	164

B. Data descriptions

The population that was the seventh grade of SMPN 1 Siman Ponorogo in academic 2019/2020. The researcher took 55 students as sample. The researcher divide the into groups experimental using word wall media of 30 students and 25 students groups class control not using word wall media.

1. Data Experimental Class

The data were collected from the results of students of pre-test and post-test. The following are the description of the students' score in experimental class.

Table 4.4.

The Students Score in Experimental Class

No	Nama	Pre-test	Post-test
1.	Abid Adh Dhuhaa Qoirul Anam	60	85
2.	Aditya Arya Ryan Andika	65	80
3.	Alif Tyas Suyatmoko	50	75
4.	Bajang Ngabekti	55	75
5.	Benaldo Haessel Saputra	60	80
6.	Budi Prasetio	70	85
7.	Carla Megan Pratama	65	85
8.	Danang Setiadi	65	70
9.	Depi Erfana	55	80
10.	Dimas Apriliano	75	80
11.	Fareza Zidane Julyanda	60	75
12.	Fernan Dito Rizki Ivani	65	85
13.	Fitri Nur Habidah	60	80
14.	Hendika Chandra Dewa Saputra	55	80
15.	Khusnul Wulan Ramadhani	70	90
16.	Maya Dwi Ratna Sari	60	80
17.	Moh Wiradafa Ilyasa	65	85
18.	Mohamad Ivan Agung Ksatria	55	75
19.	Muh.Andi Hafidz Vebryansah	65	75
20.	Muhammad Adryan Syah Eka Saputra	60	70
21.	Muhammad Ajie Bagas Rudiansyah	50	80

22.	Muhammad Syarif Ramadhan	75	80
23.	Rika Puspitasari	80	85
24.	Satrio Bagus Saputro	75	85
25.	Sawa Alfia Aprilia	80	95
26.	Sebryan Bagas Rangga Kusuma	70	80
27.	Serli Nina Ayu Purnami	75	85
28.	Tri Hidayatulloh	60	75
29.	Varrel Subyanmoriano	70	90
30.	Vitri Rahmawati	75	85

The pre-test was administered on March 9th, 2020 for class VII A. It was the first meeting where the researcher conducted pre-test in order to know the students' vocabulary mastery before the treatment. The researcher gave the student 20 question in the form multiple choice and matching test. The minimum score was 50 and the maximum score was 80. There were 2 students who got the score 50, 2 student who got the score 80, 26 students who got the score lower than 80. The mean of the pre-test was 64.83.

On March 11th 2020 the researcher conducted the first treatment use word wall media. The material used descriptive text. The researcher explains the adjectives and provides vocabulary according today's theme. The researcher explains the word wall media and gives an example of an adjective word wall.

On March 16th 2020 the researcher conducted the second treatment repeating the previous material. The researcher asks the students to choose the vocabulary in the word wall, asks the students to spelling the words on word wall media.

On April 20th 2020 the researchers gave post-test to students conducted online because the effect Covid 19. The researcher conducted post-test in order to know the students' vocabulary mastery after the treatment. The results of post-test a minimum score 70 and maximum score 95.

2. Data Control Class

The data were collected from the results of students of pre-test and post-test. The following are the description of the students' score in control class.

Table 4. 5.

The Students Score in Control Class

No	Nama	Pre-test	Post-test
1.	Alisa Isnani Syifa'ul Mauziah	60	80
2.	Ardana Regan Syahiran	65	70
3.	Bimo Widyanto	70	70
4.	Bintang Salsa Hardika Putri	65	80
5.	Cahya Januar Glendy Reisya	65	75
6.	Chelsea Nindi Nur Apriliani	75	85
7.	Dafa Hardianto Syah Putra	70	75
8.	Desta Tyo Ardiansyah	75	75
9.	Deviana Amanda Putri	75	80
10.	Dewa Prasetyo	65	75
11.	Diovani Fernando	80	85
12.	Farid Anang Ardiansyah	70	80
13.	Fedora Faustina	60	80
14.	Fharel Victory Pio Alfariz	75	65
15.	Heny Dwi Nur Anisa	75	80
16.	Lina Munawasaroh	75	90
17.	M. Ihsan Arrafi`u Nurulhuda	85	85
18.	Muhammad Yusuf Maulana Ahnaf	70	80
19.	Primurdya Rehan Dildar	55	70
20.	Putra Prayoga Dias	75	80
21.	Ridho Ajhi Pangestu	70	75
22.	Sandy Muhammad Abshor Sumilat	80	80
23.	Selfa Febryanti	65	75
24.	Sugiono	55	70
25.	Trisna Darmawati	60	75

The pre-test was administered on March 6th 2020 for the class VII C. It was the first meeting where the researcher conducted pre-test in order to know the

students' vocabulary mastery before the treatment. The minimum score was 55 and the maximum score was 85.

On March 11th 2020 the researcher give first treatment for the students with lecturing technique. The material was descripyive text. The researcher explains the adjectives and provides vocabulary according today's theme.

On March 13th 2020 the researcher conducted the second treatment repeating the previous material. The researcher asks the students to choose the vocabulary.

On April 22th 2020 the researchers gave post-test to students conducted online because the effect Covid 19. The researcher conducted post-test in order to know the students' vocabulary mastery after the treatment. The results of post-test a minimum score 65 and maximum score 90.

C. Data analysis

The population used in the research of seventh grade students at SMPN 1 Siman Ponorogo. The researcher took students of VII A as experimental class consist of 30 students and VII C as control class consist of 25 students.

1. The Score of Experimental Class

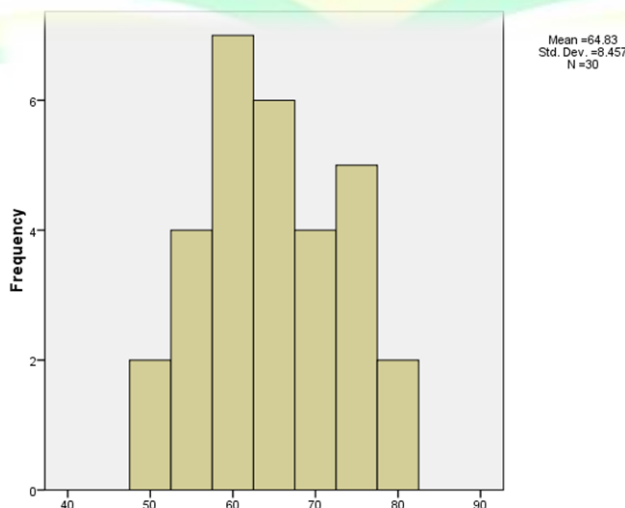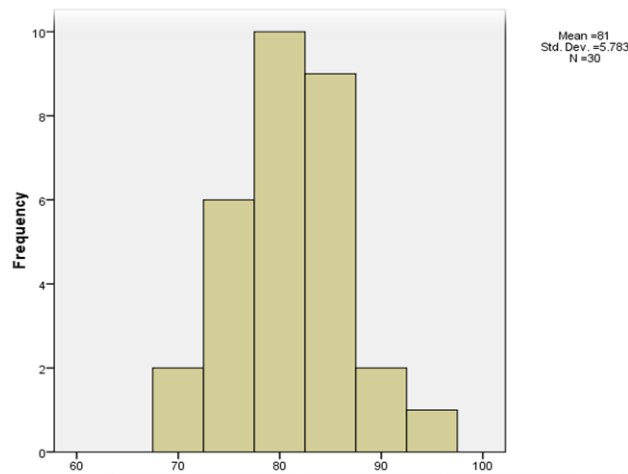The results of the data collected were the students' score of pre-test and post-test in the experimental class.

Figure 4.1.

Graphs of The Pre-test Results in Experimental Class

Based on the histogram the mean of the pre-test in experimental class was mean = 64.83, standard deviation = 8.457, N = 30, minimum score = 50, maximum

score = 80.

Figure 4.2.

Graphs of The Post-test Results in Experimental Class

Based on the histogram the mean of the post-test in experimental class was = 81, standard deviation = 5.783, N = 30, minimum score = 70, maximum score = 95.

2. **The Score of Control Class**

The results of the data collected were the students' of pre-test and post-test in the control class.
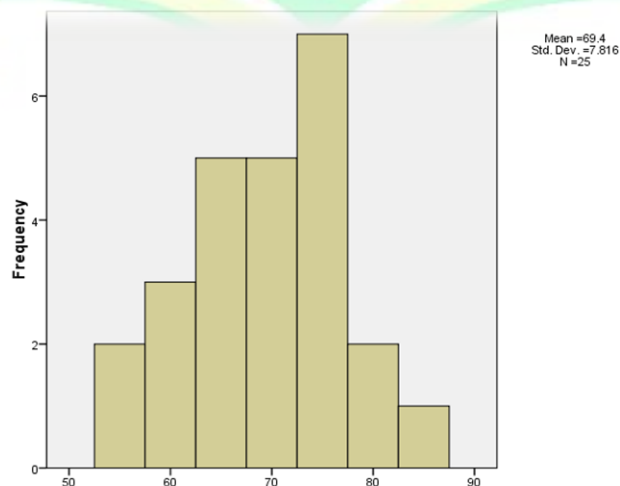

Figure 4.3.
Grapsh of The Pre-Test Results in Control Class

Based on the histogram the mean of the pre-test in control class was 69.4, standard deviation = 7.816, N = 25, minimum score = 55, maximum score 85.
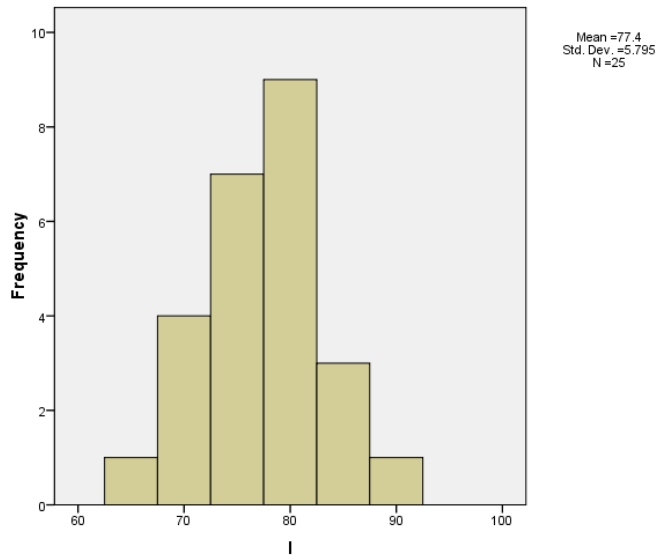
Figure 4.4.

Based on the histogram the mean of the post-test in control class was 77.4,

standard deviation = 5.795, N = 25, minimum score = 65, maximum score = 90.

D. Assumption Test

1. Normality test

The researcher conducted a normality test to know the data has normal distribution or not. The hypothesis for the normality test are formulated as follow :

H_0 : the data are normally distributed

H_1 : the data are not normally distributed

While the criteria of normality test are as follow:

H_0 is accepted if Sig. (ρ_{value}) > α = 0.05

H_1 is accepted if Sig. (ρ_{value}) < α = 0.05

Table 4.6.

The Normality Test of Experimental and Control Class

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil	Eksperimen	.150	30	.085	.949	30	.158
	Kontrol	.163	25	.085	.954	25	.302

a. Lilliefors Significance Correction

Based on table 4.6, it can seen that Sig. (ρ_{value}) in the table Kolmogorov-Smirnov was 0.85 and α=0.05. It means that Sig. (ρ_{value}) > 0.05 the conclusion is the population is normally distribution. It is calculated based on SPSS 16.

2. **Homogeneity test**

The researcher conducted a homogeneity test to know the data is homogenous or not. The hypothesis for the homogeneity test are formulated as follow :

H_0 : the variance of the data homogenous

H_1 : the variance of the data not homogenous

While the criteria of homogeneity test are as follow :

H_0 is accepted if Sig. (ρ_{value}) > α = 0.05

H_1 is accepted if Sig. (ρ_{value}) > α = 0.05

Table 4.7.

The Homogeneity Test of Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Hasil belajar siswa	Based on Mean	.035	1	53	.853
	Based on Median	.058	1	53	.810
	Based on Median and with adjusted df	.058	1	52.418	.810
	Based on trimmed mean	.041	1	53	.840

Based on table 4.7, it can seen that Sig. (ρ_{value}) in the table Kolmogorov-Smirnov was 0.853 and α=0.05. It means that Sig. (ρ_{value}) > 0.05 the conclusion is the data has same variance or homogenous. It is calculated based on SPSS 16.

3. **T–test**

After calculated the data normality test and homogeneity test the researcher conducted a T–test to know to determine if there is a significant difference between the means of two groups. The researcher analysis the data using independent samples test.

The hypothesis for T–test are formulated as follow :

H_0 : if the value of Sig. (2–tailed) < 0.05, there is a significant difference between the two groups

Ha : if the value of Sig. (2–tailed) > 0.05, there is no significant difference between the two groups.

Table 4.8.

The Results of T–test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Hasil belajar siswa	Equal variances assumed	.035	.853	2.297	53	.026	3.600	1.568	.456	6.744
	Equal variances not assumed			2.296	51.189	.026	3.600	1.568	.453	6.747

Based on the table 4.8, the value Sig (2–tailed) of the equal varian assumed = 0.026 and α= 0.05. It means that H_0 is rejected and Ha is accepted. It can be concluded there is a significant difference between experimental and control class.

From the data above, the researcher formulates the test of hypothesis as follow :

H_α : There is a significant difference in the improvement of students' vocabulary mastery using word wall media.

H_0 : There is not significant difference in the improvement of the students' vocabulary mastery using word wall media.

E. Discussion

The results of the research showed that there were differences in improvement of vocabulary students who were taught using word wall media.

At the beginning, the researcher conducted pre-test before treatment. Then, the results of the average pre-test experimental and control class is 64.83. After that the researcher calculated the normality and homogeneous data to determine whether the data is normal and homogeneous. Furthermore, the researchers conducted a post-test using treatment. The results of the average post-test experimental and control class is 77.40.

In conclusion, the researchers concluded that using word wall media encouraged the students to be more active and can develop their motivation in learning English in vocabulary. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted

A method like this the teacher can be creative and apply with other methods, strategies, and media. Teaching media can help the teacher to teaching and learning process, because the media more interesting and fun.. The researcher used word wall media is a great to make the teaching and learning activity to be more interest and fun. The used of word wall media to improve students' vocabulary mastery. This media helps to motivate students, to be more creative and active in learning vocabulary. However, the conditions experienced in Indonesia and the whole world has disaster namely Covid 19. The impact of Covid 19 greatly affects everything as this research was conducted online.

For the researchers was not satisfied because they can't meet face to face with students. The results of this study that the word wall media has an effect to improve students' vocabulary mastery.

CHAPTER V

CLOSING

A. Conclusion

After conducting treatment and data analysis, the researchers concluded that the word wall media to improve students' vocabulary mastery. This can be seen from the results of the pre-test and post-test conducted by researcher after treatment using word wall media. The mean score of post-test in experimental class was 81 and post-test in control class was 77.4.

The data can be proved from the hypothesis test with the value Sig. (2-tailed) of the equal varian assumed = 0.026 and α = 0.05. It means that H0 is rejected and Ha is accepted. It can be concluded there is a significant difference between experimental class and control class.

From the results of the research, the researcher concludes that there is an effect of word wall media to improve students' vocabulary mastery in learning English at the seventh grade students of SMPN 1 Siman Ponorogo in academic year 2019/2020.

B. Recommendation

1. For teachers

   Teachers can make changes to students to be more active, creative in learning activities. The teachers can be creative and apply other methods, strategies, and media to improve students' vocabulary mastery. This word wall media is interesting and effective for learning vocabulary.

2. For students

   Word wall media can help students overcome the in vocabulary such as spelling and pronunciation. This media helps to motivate students, to be more creative and active in learning vocabulary.

3. For readers

   It was hope give information about word wall media and can apply methods, strategies, and other media in learning English.

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