

**A COMPARISON OF WORD WALL AND FLASHCARD MEDIA TO  
IMPROVE VOCABULARY MASTERY ON STUDENTS AT SMP NEGERI  
1 PARANG MAGETAN**

**THESIS**



**By**

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## ABSTRACT

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*Key Words: Quantitative, Media, Word Wall and Flashcard, Vocabulary Mastery*

Media is one of the learning components that has an essential role in teaching and learning activities. Media such as Word wall and Flashcards can be offered as an instructional media to teach English for students, especially in vocabulary mastery. Vocabulary mastery is one of the most critical aspects of learning English as a foreign language. In learning vocabulary mastery, the essential problem faced by the students is how to remember the vocabulary. The most common factors that become the obstacles are the limited number of words mastered and difficulties to memorize the meaning of the words. Therefore, by using word wall and flashcard media, students are expected to get more interested in improving their vocabulary mastery.

The objective of this research was to find out whether there is a significant difference in Improving Vocabulary mastery of seventh graders students who taught using Word wall and Flashcard media at SMPN 1 Parang Magetan. Furthermore, the significance of the research was expected to be useful information for English teacher especially in teaching vocabulary. In addition, it can be used as a teaching media to improve vocabulary mastery.

This research applied quantitative approach and used quasi-experimental design. This research, used two classes as experimental group and control group. The population of the research was the seventh grade at SMPN 1 Parang Magetan consist of 199 students. The number of sample in this research were 24 students of experimental class and 25 students of control group. The researcher used simple random sampling as sampling technique. The procedure of data collection were test and documentation. And to analyse data, the researcher used Independent sample t-test formula.

The result showed that mean score of post-test in the experimental class or word wall media was 88.33, and mean score of post-test in the control class or flashcard was 78.13. The value Sig (2-tailed) of the equal variant assumed 0.000 and  $\alpha = 0.05$ . Based on the analysis data and testing of hypothesis, the result of the calculation found that the null hypothesis ( $H_0$ ) was rejected, and the alternative ( $H_a$ ) hypothesis was accepted. So, from the computation above it can be concluded that there is a significant difference between students' vocabulary mastery of seventh grade at SMPN 1 Parang Magetan in using word wall and flashcard media.

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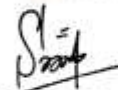
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# CHAPTER I

## INTRODUCTION

In this chapter the researcher discusses about background of the study, identification the problem, limitation of the study, statement of the problem, objective of the study, significant of the study and organization of the study.

### A. Background of the Study

In this time, the media in Indonesia continues to increase. The media has a significant influence on the learning process. E-learning, Google Classroom, Google search, Edmodo, Zoom, and Google meet are digital-based learning media. At the same time, conventional media is media in images or writing, such as flashcards, word walls, word lists, and snowball throwing. Nowadays, teachers only use books as media materials for learning in class. The teacher who doesn't used the media in a lesson will make students find it difficult in receiving the material because students can't receive the point of provided materials optimally.<sup>1</sup> Therefore, the media has a vital role for teachers and students as a learning process in the classroom.

Vocabulary mastery is an important aspect of language when we learn English. Vocabulary mastery is not an easy thing. There are several essential aspects of vocabulary mastery, such as meaning, use, spelling, and pronunciation. From some of these aspects, students have not been able to master it well, mainly meaning entirely. Students still have difficulty finding the meaning of the words they hear every day, because the students lack of vocabulary mastery, especially in English language course. According to students, learning to master vocabulary is a difficult thing to do because they have to memorize and

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<sup>1</sup> "Based on Interview with Mrs. Tri Wahyuni on Wednesday, February 23 2022 at 09.33 Am,".

understand the meanings one by one.<sup>2</sup> Therefore, vocabulary mastery is considered the most critical component in language learning.

The word media come from the Latin *Medius*, which means linguistically means intermediary or introduction. Media is everything that can deliver messages, can stimulate the thoughts, feelings and safety of students, so that it can encourage the creation of a process in itself. Media is one of the learning components that have an essential role in teaching and learning activities. The accuracy of media use can affect the quality of process and result obtained achieved. Communication will not run without the help of conveying a message or media. Media utilization should be a part that must be get the teacher's attention in every activity.<sup>3</sup>

The main function of media is for instructional purposes. The information contained in the media must involve students both in mental and physical form real activities so that learning can occur. In addition to generating students' motivation and interest, media can also help students improve understanding, present data in an attractive, facilitate the interpretation of data, and condense information. Besides that, the media also has benefits, including the delivery of lessons to be more standardized, learning can be more engaging, learning to be more interactive, the length of the teaching time required can be shortened, the quality of learning outcomes can be improved, learning can be given when and where it was desired or needed, positive attitude of students, the role of students, can change in a more positive direction. We know that the media has many functions and benefits for the learning system.<sup>4</sup> Therefore, teachers must be more creative so that students are always enthusiastic when the learning process takes place.

Vocabulary mastery is one of the most critical aspects of learning English as a foreign language. It indicates that the students can comprehend and apply the word and its

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<sup>2</sup> "Based on Observation with Mrs. Tri Wahyuni on Wednesday, February 23 2022 at 10.30 a.m.".

<sup>3</sup> Dr. Nurdyansyah, S.Pd., M.Pd, *Media Pembelajaran Inovatif* (Sidoarjo: UMSIDA Press, 2019).

<sup>4</sup> Rodhatul Jennah, *Media Pembelajaran* (Banjarmasin: Antasari Press, 2009).



meaning. A vocabulary mastery is a helpful and primary instrument for communication and knowledge acquisition that typically grows and evolves with age.<sup>5</sup> Vocabulary mastery is critical for expressing ideas and understanding interpersonal communication. In learning the four language skills, vocabulary mastery is one of the essential components that these four language skills require knowledge of words because they will not get anything without vocabulary mastery. The greater the students' vocabulary mastery, the better they display their language.<sup>6</sup>

In the concept of vocabulary mastery, there are four aspects. These aspects consist of meaning, use, spelling, and pronunciation. First, meaning is the way that form and meaning interact with other words, the concept and the items it refer to, and the associations that spring to mind when individuals think about a certain word or expression. It can be classified into five forms: synonym, antonym, denotation, connotation, guessing. Second, there are several ways to draw attention to the use of words, including quickly demonstrating the grammatical pattern the word fits into (countable uncountable, transitive intransitive), providing a few similar collocates, mentioning any restrictions on the use of the word (formal/informal, impolite) and providing a well-known opposite or well-known word describing the group. Third, spelling is the act of writing a word or words with the proper letters. Fourth, pronunciation is the manner a word or a language is spoken. The main point of pronunciation is words, syllable, and sound.<sup>7</sup> From the explanation above, it can be concluded that vocabulary mastery have many aspects that must be studied more deeply.

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<sup>5</sup> Mofareh Alqahtani, "The Important of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3, no. 3 (2015): 21–34, <https://doi.org/10.20472/TE.2015.3.3.002>.

<sup>6</sup> Eka Pra Setiyawati and Refai, "The Comparison of Using Snake Ladders and Scrabble Media Towards Vocabulary Mastery of Students" 3, no. 1 (2014): 43–50.

<sup>7</sup> Adnan Yilmaz, "Form-Meaning-Use Framework in Grammar Teaching: Research on Noun Clauses in Writing Skills," *Journal of Language and Linguistic Studies* 14, no. 3 (2018): 37–55, <https://doi.org/www.jlls.org>.

Vocabulary mastery is often considered difficult by students. That perceptions lead students to become less interested in the explanation conveyed by the teacher in the class, especially in English lessons. Teachers should use the media as a teaching and learning system because, from this media, students will take an active role in the learning process. From the problems that researcher have found above, the researcher wants to increase students' vocabulary mastery through several media, namely word wall and flashcard media. Recently, the emergency of these problems due to several factors such as teaching vocabulary mastery to the children, the teacher didn't employ media or teaching aids in creatively. The researcher chose this media because its use is quite simple, practical, and has never been used or taught to students so that students can learn new things. Therefore, the researcher wants to know whether using word wall and flashcard media can improve or increase students' vocabulary mastery.

Based on the real conditions that the researcher experienced at the SMPN 1 Parang Magetan, especially in grade 7, researcher found several cases of students' lack of interest in English lessons. This happens, because students don't master English vocabulary mastery. So that, what is conveyed by the teachers, student can't understand it. Students also often feel bored and sleepy in class because some teachers only explain without giving the meaning of the material that has been delivered.<sup>8</sup>

From the interviews with English teachers at SMPN 1 Parang Magetan, researcher found that most students didn't like English lesson in class. They thought English was a complex subject. The teachers themselves realized that this might be because they weren't creative in delivering the material. The teachers only conveys the material through the books that have been provided. They don't use the media for the learning system. According to the teachers, it was too time-consuming. Because indeed, during this pandemic period, student learning time at school is reduced. From the phenomena above,

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<sup>8</sup> "Based on Interview with Mrs. Tri Wahyuni on Wednesday, February 23 2022 at 09.33 Am,".

it can be seen that the reason why students aren't interested in learning English is due to the lack of vocabulary mastery possessed by students, because teachers still use the one-way method or lectures haven't utilized the media properly in the learning process in the classroom.<sup>9</sup>

Based on the background explanation, the writer wants to conduct quasi-experimental study in SMPN 1 Parang. This study is aimed to compare the application of the Word wall media with Flashcards media to improve vocabulary mastery on Seventh grade at SMPN 1 Parang in the academic year 2021/2022. Therefore the will be entitle **"A Comparison of Word Wall and Flashcard Media to Improve Vocabulary Mastery on Students at SMPN 1 Parang Magetan"**.

## **B. Identification of the Problem**

The identification of problems in this study as follow:

1. The lack vocabulary mastery that affects students' motivation in learning English.
2. The strategies, techniques and media that have been given by the teacher aren't attractive to students in the teaching process.

## **C. Limitation of the Study**

Based on the problem of media and vocabulary mastery, the researchers limited the focus on the media used, namely Word wall and Flashcards media. Meanwhile, the students' vocabulary mastery in this study used the Noun and Adjective material. The research subjects were seventh grade students at SMPN 1 Parang.

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<sup>9</sup> "Based on Observation with Mrs. Tri Wahyuni on Wednesday, February 23 2022 at 10.30 a.m,".

#### **D. Statement of the Problem**

Based on the background that has been developed above, the problem can be formulated as follows: Is there any difference in Improving Vocabulary mastery of the seventh graders students who taught using Word wall and Flashcard media at SMPN 1 Parang in the academic year 2021/2022?

#### **E. Objectives of the Study**

The objective of this study is to find out whether differences in Improving Vocabulary mastery of seventh graders students who taught using Word wall and Flashcard media at SMPN 1 Parang in the academic year 2021/2022.

#### **F. Significance of the Study**

##### **1. Theoretical Significance**

The results of this study is expected to be useful for teachers and students, especially in improving vocabulary mastery through word wall and flashcard media.

##### **2. Practical Significance**

- a. For Students: It was hoped that they will be more interested in participating in English learning and will be more motivated in learning so that the quality of learning outcomes can be better.
- b. For Teacher: It was hoped that it can add insight into the use of learning media, especially in English subjects so that children are more enthusiastic in learning.
- c. For Researcher: It can add insight into knowledge about the research that has been done in the use of learning media in English subjects and it is hoped that this research can provide good information and references for researchers in building students' vocabulary mastery.

## **G. Organization of the Study**

To provide a clear general contain of this research, it can be seen in the research systematics below:

The first chapter contains an explanation of the research's introduction. It includes background of study, which is significant because the researcher defined the rationale for choosing the subject in this study. In addition identification of the problems, limitation of the study, statement of the study, objectives of the study, significances of the study, organization of the study, and the study's importance are all explored in this chapter.

The second chapter gives the explanation about Literature review. In this chapter includes theoretical background, previous research finding, theoretical framework, Hypothesis. The theoretical background describes the general concepts of media, word wall and flashcard media, word wall and flashcard as a media in teaching vocabulary mastery. This chapter is critical to discuss because it is dedicated to providing more in-depth research knowledge. The theory was explained regarding the research findings and related to the research findings.

The third chapter describes about method. It is critical to explain since the research method can assist the researcher in gathering data. In this chapter also included research design, population and sample, data collection techniques, and analysis data.

The chapter fourth describes the result of this study and analysis which is a discussion of the findings associated with existing theories. It talks about students' progress in their vocabulary mastery through word wall and flashcard media. In addition, this also contains research locations, and discussion about the comparison of the use of word wall and flashcards media in vocabulary mastery in seventh grade at SMPN 1 Parang Magetan.

The last chapter give explanation about closing, including conclusion and suggestions. It discusses the conclusion and solution to the problem statement.

## CHAPTER II

### MEDIA AND VOCABULARY MASTERY

In this chapter, the researcher discussed about theoretical background, conceptual framework and previous research finding and hypothesis.

#### A. Theoretical Background

##### 1. Media

###### a. Definition of Media

Media is a tool that has the function of conveying message. Media is a tool that functions and can be used to convey learning messages, so it can be said that this form of communication will not work without the help of media to get notifications. Stimulus form can be used as media, including human relationship or interaction, reality, moving images or not, writing, and recorded sound. With these five forms of stimulus, it will help to learn the lesson material, or it can be concluded that the forms of inspiration that can be used as media are sound, sight, and movement.

Learning media includes tools that are physically used to convey the content of teaching materials, which consisting of among other, books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photographs, pictures, graphics, television, and computers.<sup>10</sup>

In other words, the media is a component of learning resources or physical vehicles that contain instructional materials in the learning environment that can stimulate students to learn.

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<sup>10</sup> Dr. Hujair AH Sanaky, *Media Pembelajaran Interaktif-Inovatif*, First (Yogyakarta: Kaukaba Dipantara, 2013), www.kaukaba.com.

From the explanation above, it can be concluded that the media is a means or educational aid that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals.

#### **b. Purpose of Media**

The purpose of the media as learning aid to:

- 1) Facilitate the learning process in the classroom
- 2) To improve the efficiency of the learning process
- 3) Maintain the relevance of the subject matter with the learning objectives
- 4) Help the concentration of learners in the learning process.<sup>11</sup>

#### **c. The function and benefit of Media**

1) Media serves to stimulate learning by:

- a) We present natural objects and moving objects
- b) Duplicating actual objects
- c) Making abstract concepts into concrete concepts
- d) Giving common perceptions, overcoming barriers of time, place, number, and distance.
- e) Providing a pleasant learning atmosphere.
- f) Unstressed relaxed and enjoyable to achieve learning objectives

2) The benefits of the media both in general and specifically as a learning aid for teachers and learners. So the benefits of media is:

- a) Teaching is more attractive to students so that it can foster learning motivation.
- b) Teaching materials will have a more precise meaning so that students can better understand them and allow students to master the teacher's goal well.

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<sup>11</sup> Prof. Dr. Azhar Arsyad M.A, *Media Pembelajaran*, Second (Depok: PT Raja Grafindo Persada, 2015).

- c) The learning methods are varied, not merely verbal communication through the spoken words of the teacher, the students are not bored, and the teachers aren't exhausted.
- d) Students do more learning activities because they listen to the teacher's explanation and other activities such as: observing, doing, demonstrating, and others.<sup>12</sup>

## **2. Word wall Media**

### **a. Definition of Word wall media**

Word wall media is media that can be used for language learning. Word wall media is a group of words that displayed on the wall, bulletin, and chalkboard in class. The words was printed in capital letters so it's easy to see from all student seats. These words referred continuously by teachers and students during various activities.<sup>13</sup> On learning process using this media is more focused on student's full understanding of the vocabulary mastery given through Word wall media. And the meaning is made as clear as possible through explanations from the teacher using word wall media. It also described media for teaching vocabulary mastery that can help teachers choose vocabulary mastery for the word wall in the classroom to be studied.

Typically, a word wall is a literacy tool used to display frequently used vocabulary words in the classroom. It helps students be visually familiar with frequently used words, understand them better, and expand their vocabulary.

Teachers that use word walls claim that all children can learn critical terms, and word wall media can also be used to teach word analysis and vocabulary construction from unit of study. A word wall is a useful way for children to access

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<sup>12</sup> Rhodatul Jennah, *Media Pembelajaran* (Banjarmasin: Antasari Press, 2009).

<sup>13</sup> Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Classroom* (United Kingdom: Cambridge University Press, 2004).



new words and to become confident in their ability to copy, and eventually internalize, word spelling.<sup>14</sup>

According to the criteria above, word wall is a systematically arranged collection of words exhibited in large letters on a wall or other large display space in the classroom. It is a tool to be used, not only to display. Depending on the needs of specific classes, a word wall can be used in a variety of ways.

Based on the explanation above, a word wall is a collections of words that are displayed in large, visible characters on a classroom wall, bulletin board, or other display surface. It's an interactive media for supporting listening, speaking, reading, writing, vocabulary in the classroom. The focus of this research was on vocabulary mastery.

#### **b. The Function of Word wall Media**

- 1) Encourage the use of keywords and subject-specific terminology in the classroom.
- 2) Encourage reading and writing independence by increasing vocabulary mastery
- 3) Give language learners visual clues and references.
- 4) Assist students in remembering word-to-word and concept-to-concept connections.<sup>15</sup>

#### **c. The Characteristics of Word wall Media**

Every teacher is different when it comes to determining how to display, arrange, and use a word wall in the classroom. But there are some common characteristics:

- 1) They are all groupings of words that are developmentally acceptable for classroom study by students.

<sup>14</sup> Louise Orlando, *Top 25 Easy-to-Make Books, Word Walls, and Charts* (U.S.A: Heather Getman, 2001).

<sup>15</sup> Pipi Uspa, "The Use of Word Walls Media to Improve Students' Vocabulary in Reading Skill at MTS Negeri Bantaeng" (Thesis, Makassar, Muhammadiyah University of Makassar, 2020).

- 2) Words are cumulative as new words are introduced, familiar words remain for further study.
- 3) Word is chosen to have a specific educational goal.
- 4) Conversational scaffolds are provided by activities and discussions concerning word walls, which organized how students study, think, and use words.
- 5) Word walls as visual scaffolds for students who are learning to read independently.<sup>16</sup>

#### **d. Advantages and Disadvantages of Using Word walls Media**

##### **1) Advantages of Using Word wall media**

There are some advantages of using word wall media in teaching vocabulary skills:

- a) Give students a visual aid to help remember words.
- b) Is a valuable instrument for assisting students in learning to read
- c) Encourage student autonomy
- d) Encourage students to reading and writing.

##### **2) Disadvantages of Using Word wall media**

The disadvantages of word wall media as follows:

- a) Take a lot of time
- b) Using adequate equipment.
- c) To make a nice word wall, you'll need imagination and creativity more.

### **3. Flashcard Media**

#### **a. Definition of Flashcard Media**

There are cards on which words and/or pictures are printed or drawn. They should be big enough to be seen clearly by every students in the class. There are

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<sup>16</sup> Nedia Efina Wandefit, "The Effectiveness of Using Word Wall Strategy to Improve Students' Writing Skill in Descriptive Text at Islamic Boarding Senior High School An-Nur Muarojambi" (State Islamic University of Sulthan Thaha Saifudin Jambi, 2021).

published sets of flashcards on the market, but they are also easy to make either as drawings, or with cut out pictures from magazine. Durability can be increased by proper mounting. Use cardboard and cover them with transpaseal so that they don't get smudged. Flashcards can be used for consolidating vocabulary, practising structure and word other, or for a variety of games. They are simple and effective, but they also require careful thought and preparation in advance.<sup>17</sup>

Flashcard is ELT jargon for pictures (or diagrams, words, etc) that you can show to students, typically something you can hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. They are a very useful teaching aid, especially in your earlier years of teaching.<sup>18</sup>

Flashcard can be used for any subject, for example elementary or more advanced language training (vocabulary and grammar), mathematics, biology, and geography. Flashcards are easy-to-use and handy resources for teachers and they can be used on any class level. They are excellent for presenting vocabulary, drilling, and repetition. Using flashcards can be a fun way to learn vocabulary, vocabulary mastery, Grammar in language teaching.<sup>19</sup>

A flashcard is a little card featuring images, writing, or sign symbols that remind or point students to something related to the image. Flashcard is typically 8 x 12 cm in size, however they can be tailored to fit the size of the class.<sup>20</sup>

With the few opinions on the subject, it can be concluded that a flashcard is an effective learning tool. A flashcard has two sides, one with an image, text, or symbol on one side and the other with definitions, captions, answer, or descriptions

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<sup>17</sup> John Haycraft, *An Introduction to English Language Teaching*, First (Singapore: Longman Singapore Publishers Pte Ltd, 1978).

<sup>18</sup> Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching Macmillan Books for Teachers*, Third (Macmillan Education, 2011).

<sup>19</sup> Veronica Gelfgren, *Fun With Flashcards* (Swedish: Svenska Kulturfonden, 2012).

<sup>20</sup> Ashar Arsyad, *Learning Media* (Jakarta: Rajawali, 2011).

on the other side to remind or direct students to something related to the image on the card. Flashcard is normally 8 x 12 cm or 25 x 30 cm in size, but they can be customized to fit the size of the class.

#### **b. The function of Flashcard Media**

Below are some of the functions of flashcards media:

- 1) Introduce and strengthen students about the concepts being studied.
- 2) Attract the attention of students with interesting picture
- 3) Provide variety to students in the learning process, so it is not boring.
- 4) Make it easier for students to provide understanding to students.
- 5) Stimulate students to respond, for example in exercise to facilitate pronunciation of English vocabulary mastery.
- 6) Train students to introduce new vocabulary and new information
- 7) Can create memory games (repetition of lessons at school) guessing games (guessing).<sup>21</sup>

#### **c. The Characteristic of Flashcards Media**

Flashcard is a graphical media that is both useful and easy to understand. The above is an effective learning card that includes two sides, one with images, text, or a sign and the other with symbols, definitions, captions, answers, or descriptions that help remind or refer students to something connected to the diagrams in the card. As a result, it can be concluded that flashcard have the following characteristics:

- 1) A flashcard is a type of picture card that is very effective.
- 2) It has two front and back sides
- 3) A picture or symbol pins are on the front side.

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<sup>21</sup> Laela Vitrotin Maulida, "Pengembangan Media Flashcard Dalam Pembelajaran Bahasa Arab Untuk Meningkatkan Hasil Belajar Siswa Kelas V" (UIN Maulanan Malik Ibrahim Malang, 2018).

- 4) The definitions, captions, answers, or descriptions are found on the back side.
- 5) It's simple and straightforward to make.<sup>22</sup>

**d. Advantages and Disadvantages of Using Flashcards Media**

**1) The advantages of using flashcard media as follows:**

- a) Easy to carry everywhere
- b) Easy to obtain, either from books, internet, magazines or newspaper
- c) Practical, very easy to use because it doesn't require a lot of equipment.
- d) Can be used for various levels of study in the field of study.
- e) Easier to provide understanding to students
- f) Students will find it easier to remember while looking at pictures

**2) The disadvantage of using Flashcard media as follows:**

- a) Can only be used for small group learning
- b) Require meticulousness because it's possible that cards will be scattered and lost.
- c) Students don't always know how to interpret pictures
- d) Can't give an impression related to emotion, motion or sound

**4. Technique of Vocabulary Mastery by Using Word Wall and Flashcards Media**

One of media in teaching vocabulary mastery is word wall and flashcards media. Teachers have a solid learning base in students' daily lives because they provide opportunities for students to be more creative. Word wall and Flashcard media uses as media in mastering English vocabulary are very effective and more enjoyable. Student will memorize vocabulary and enjoy talking about some words on the blackboard. So

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<sup>22</sup> Paramita Kusumawardhani, "The Use of Flashcards For Teaching Writing to English Young Learners (EYL)," *Journal of English Language Teaching* 4, no. 1 (2019): 35–52.

that the use of word wall and flashcards media in vocabulary mastery will provide English learning achievement.

Word wall and flashcards media can increase students' motivation to learn English. They should also benefit by remembering words; it is less likely that students will forget the words. Word wall and flashcards media will help students master the vocabulary they will learn. The teacher explains the technique using word wall and flashcard media so that students are more interested, pay attention and understand the material.

There are some steps that can be applied when teachers use Word wall media:

- a. The teacher explain the use of word wall media to students.
- b. Students are asked to form groups of 3-4 children.
- c. The teacher prepares the word wall media on the board which has various pictures taped on it.
- d. The teacher also prepares some writings that students will paste on the prepared Word wall media.
- e. The teacher asks each group to paste the earlier text into the Word wall media according to each picture.
- f. Every group that has the most points related to the topic will get a reward from the teacher.

In addition, there are several steps that can be applied when the teacher uses Flashcards media:

- a. The teacher explains the use of Flashcards media to students.
- b. The teacher shows Flashcards media containing pictures and writing.
- c. The teacher asks students to form groups of 3-4 children.
- d. The teacher gives a game to students using the Flashcard media.

- e. The teacher ask one children from the group representative to come to the front of the class.
- f. The teacher shows a Flashcard media to the children, and the children conveys it to his group friends by simply mentioning the characteristics of the picture that has been shown earlier.
- g. Each group is only given 1 minute to guess the object described by their friend.
- h. Every group that has the most points related to the topic will get a reward from the teacher.

## 5. Vocabulary Mastery

### a. Definition of Vocabulary Mastery

Vocabulary mastery is individual competence in the set of all words and the word meanings known and used by the sepaker, in both oral and written language. If a person has a adequate vocabulary of the language they are using, they will be able to communicate effectively. It means that mastering vocabulary becomes a necessary aspect of the language.

The entire quantity of words that a person must jnow to communicate and engage with others is vocabulary. Then there's mastery, which is a term that all instructors use and believe they fully comprehend. So, vocabulary mastery is required for anyone who wants to acquire English reaning, speaking, writing and listening. Learners can't accomplish the goal if they dont have enough vocabulary mastery.<sup>23</sup>

Vocabulary mastery is the competency or comprehency knowledge of a list or collection of words that make up a language that may be used by a specific

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<sup>23</sup> Cut Mawar Helamanda and Putri Dini Meutia, "A Study on the Vocabulary Mastery of English Department Students'," *Jurnal Ilmiah Pendidikan dan Pembelajaran* 5, no. 2 (2018): 44–51.

individual, class, or profession. Mastering vocabulary is an essential part of learning English as a foreign language at the beginner, intermediate, and advanced levels.

So, vocabulary mastery is an essential aspect that a person uses to communicate. Vocabulary mastery is also necessary for everyone who wants to master English, especially for students at the beginner, intermediate, and advanced levels, because vocabulary mastery includes various skills, such as speaking, reading, listening and writing.

### **b. Aspects of Vocabulary Mastery**

There are some aspects that have to be discussed in vocabulary mastery:

#### 1) Meaning

Meaning can be classified based on the type of attack they make. It can be divided into three categories: lexical, morphological, and syntactic meaning. The meaning that connects to words as words are known as linguistic meaning. For example, the meaning building for human habitation that attaches to house is lexical meaning. The meaning attached to a morpheme is called morphological meaning. The smallest unit that carries information about meaning or function is the morpheme. The syntactic meaning is the meaning that is attached to the word order in a sentence. For instance, a question can be attached to a student's arrangement.

The link between words can also define a word's meaning. To understand the negative or positive connotations, one must also understand its denotation.

#### a) Antonym

Antonym is words with opposite meanings. Antonyms are often called the opposite of synonyms, but they are still different because a language does not need a proper synonym. Such as the rich is the



opposite of the poor. Another example is passing the opposite of fail, and left is the opposite of right.

b) Synonym

Synonym is another sense relationship between words. synonyms refer to a different word, but they have the same meaning and purpose. Examples are the words sailor and seamen, elevator and lift, and gala and festivity.

c) Denotation

Denotation is the core meaning of a word or phrase, the literal meaning. Denotational meaning, ideational meaning, conceptual meaning, referential meaning, or proportional meaning are some of the terminology used to describe denotation meaning.

d) Connotation

Connotation is the sensation or emotion associated with a word. Connotative meanings may be specific to each individual and they may also be collective, within small or large groups or within cultures. Another example is the word cow.

e) Guesses

Students must guess the answer to the questions based on the features of something available on the question. For example: I eat noodle, I live in the village.<sup>24</sup>

2) Use

Use as all aspects of meaning not dealt with by semantics. There are several ways to draw attention to the use of words, including quickly

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<sup>24</sup> Michael McCarthy, Anne O’Keeffe, and Steven Walsh, *Vocabulary Matrix* (United Kingdom: Jason Mann, 2010).

demonstrating the grammatical pattern the word belongs to countable/uncountable, transitive/intransitive, providing a few similar collocates, mentioning any restrictions on the use of the word formal, informal, impolite, only used with children, and providing a well-known opposite or well-known term describing the group or lexical it belongs to.<sup>25</sup>

### 3) Spelling

Spelling refers to the way we structure words visually (using letters of the alphabet). There are a few crucial considerations to keep in mind (pronunciation and spelling) the learner must understand how a word sounds, as well as its spelling and pronunciation.

### 4) Pronunciation

Pronunciation refers to the way in which these words are form verbally (using different speech sounds). Phonetic transcription is linked to pronunciation. Because the phonetic transcription consistently captures speech sounds, it can be utilized as a dependable guide for controlling spoken language. Sounds, syllables, and words are the primary components of pronunciation.<sup>26</sup>

## c. Kind of Vocabulary Mastery

Vocabulary mastery is one of the difficult processes that learners go through because word acquisition requires them to distinguish between two kind of vocabulary mastery, which are the receptive and productive vocabulary ones. They are explain as follows:

### 1) Receptive Vocabulary

The terms native speakers and foreign learners recognize and understand but rarely use referred to as receptive vocabulary. It is passively employed in

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<sup>25</sup> P Nation, *Learning Vocabulary in Another Language* (United Kingdom: Cambridge University Press, 2001).

<sup>26</sup> Penny Ur, *A Course in Learning Teaching* (Cambridge New York: Cambridge University Press, 1996).

listening and reading. The receptive is large than the productive. A major portion of receptive vocabulary consist of words with a very low frequency, someone doesn't need to know many receptive vocabulary because they are rarely used and it is also hard to learn all of a language's vocabularies.

Expecting what grammatical pattern the word will accrue is part of receptive vocabulary. Knowing a word entails the ability to recall its meaning when it is encountered, as well as the ability to determine which shade of substance is most appropriate for the situation in which it appears. Knowing the definition of a word may also imply the ability to form diverse associations with other words.

## **2) Productive Vocabulary**

Productive vocabulary is a word that learners comprehend can pronounce correctly and use constructively in speaking and writing. It entails receptive vocabulary and the ability to speak or write at the appropriate time. As a result, learners may handle adequate vocabulary as an active process since they can produce the words to express their thoughts to others. Productive vocabulary is a word that the students understand and can pronounce clearly.

Productive vocabulary assumed as the words that are understood and can be pronounced by the learners. In fact, learners can use these words in speech and writing well. Thus, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others. Controlled productive vocabulary indicates the capacity to construct words when the cue is given while, free productive vocabulary knowledge is the ability to use words spontaneously and

without specific encouragement to produce certain words, such as writing independently.<sup>27</sup>

Vocabulary mastery has various types. Types of vocabulary mastery according to Thornbury namely as following:

#### 1) Word Classes

Word classes are language or word usage related to morphology. However, this type is often referred to as parts of speech which can be in the forms of nouns, verbs, pronouns, adverbs, adjectives, prepositions, and conjunctions.

The parts of word classes are as follows:

##### a) Nouns

Nouns are defined as words that denote people, animals, things, or place. The types of nouns are Proper nouns (Adam, Suraj, Pia, Kareen, Kapoor, America, January, Monday, etc.), Common nouns (boy, girl, man, woman, city, country, state, village, etc.), Concrete nouns (whale, table, teacher, television, tiger, etc.), Abstract nouns (fear, excitement, freedom, pain, etc.), Compound nouns (breakfast, bedroom, blackboard, etc.), Uncountable and countable nouns (table, chair, pencil, door, rice, sand, flour, knowledge, etc.), Collective nouns (A troupe of dancers, A hive of bees, A pair of shoes, etc.), Material nouns (gold, wood, iron, etc.), Possessive nouns (students' grade, Shiva's bag, Dito's shoes, etc).

##### b) Pronouns

Pronouns are a word that replaces a noun or a noun phrase in a sentence. The types of pronouns are Personal pronoun (I, you, they, we,

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<sup>27</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary (Bringing Research to Practice)* (Mahwa, New Jersey: Lawrence Erlbaum Associates, 2005).

she, he, it, us, him, her, them), Relative pronoun (who, whose, whom, which, that), Demonstrative pronoun (this, that, these, those), Reciprocal Pronouns (each other and one another), Indefinite Pronoun (any, all, anyone, everybody, few, none, etc.), Interrogative pronouns (who, whom, what, which, whose), Reflexive and intensive pronouns (myself, yourself, himself, itself, themselves, etc.)

#### c) Verbs

Verbs are words that show what a person or thing is doing. The types of verbs are Auxiliary (is, am, are, was, were, been, grow, prove, remain, turn etc.), Modal verbs (can, could, will, would, etc.), Linking verb (be, am, is, are, been, become, seem, etc.), Main verb (act, agree, ask, attack, appeal, etc.), Finite verbs (he eats, she eats, it eats, etc.). Nonfinite verbs (gerund, infinitives, participles). Transitive verbs (I kicked the ball, he loves her), Intransitive verb (she cried, I coughed), Regular verbs (act-acted-acted, accept-accepted-accepted), Irregular verbs (begin-began-begun, draw-drew-drawn).

#### d) Adjectives

Adjectives are words used to describe nouns to limit or characterize the noun. The types of adjectives are Descriptive adjectives (big body, beautiful girl, bad boy), Distributive adjectives (every, each, either, neither, etc.), Possessive adjectives (My, our, your, him, etc.), Demonstrative adjective (this, that, those, these). Interrogative adjectives (what, when, which, where, etc.), Quantitative adjectives (many, much, a few, a little, etc.).

## e) Adverbs

Adverbs are a word used to explain/modify an adjective, verb, or define another adverb. The types of adverbs are Simple adverb (before, ahead, go there, in the office, twice a day, quickly, almost, etc.), Interrogative adverbs (when, how long, seldom, how soon, how often.), Relative adverbs (I asked him how he went, I asked him where he went, etc.). Adverb of Probability (perhaps, may be, possibly), Adverb of negation (No, I can't do it, he has never been to London), Inversion (never again shall I listen to such people, I didn't stop time, and neither did he).

## f) Prepositions

Prepositions are words usually used before a noun and pronoun to show the relationship between the noun and pronoun and other words in the sentence. The types of prepositions are Preposition of time (at four o'clock, in the afternoon, on Monday, etc.), Preposition of place (at Batu Malang, in London), Preposition of movement/direction (running past my house, get into the car, etc.)

## g) Conjunction

Conjunction are used to connect or combine words, phrases, or clauses in a sentence. The types of conjunction are Coordinating conjunction (or, but, for, and, yet, so, etc.) and Subordinate conjunction (after, before, whether, as, how, then, although, since, that, if, because, etc.)

## 2) Word Formation

Word formation is the method of how existing words are formed and how new words are created. The types of word formation is Derivation,

Compounding, Inflection, Internal change, Suppletion, Reduplication, Cliticization, Conversion, Clipping, Blending, Back formation, Acronym, Onomatopoeia, and Coinage.

### 3) Word Families

Word families are groups of words that have a common pattern or groups of letters with the same sound. For example the “ain” word family includes brain, chain, gain, pain, rain, and so on.

### 4) Multi-Word units

Multi-word units are a type of English vocabulary skill that forms a verb phrase or as an idiom. Multi-word units are multi word, conventional, and frequent units that vary in length and cross lexicon and syntax. For example: look after, look at, for, etc.

### 5) Collocation

A natural combination of words is referred to as collocation, and it relates to the way English words are strongly related to one another. For example, do and homework go together, as do make and mistakes, tall goes with man/woman and high with mountain.

### 6) Homonym

We use the term homonym when one form (written or spoken) has two or more unrelated meanings. For examples bank (of a river) – bank (financial institution), pupil (at school) – pupil (in the eye).<sup>28</sup>

## **d. The Problem of Vocabulary Mastery**

In learning vocabulary mastery students might get some difficulties. Some factors that often cause these problems are:

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<sup>28</sup> Scott Thornbury, *How to Teach Vocabulary*, Jeremy Harmer (England: Pearson Longman, 2002), [www.longman.com](http://www.longman.com).

### 1) Pronunciation

Research show that word that are difficult to pronounce are more difficult to learn. Potential difficult words will typically be those that contain sound that are unfamiliar to some groups of learners.

### 2) Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.

### 3) Length and complexity

Long word seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability"

### 4) Grammar

Grammar also became a problem in learning vocabulary because it relates to the words, especially if this different from that of its first language equivalent.

### 5) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

### 6) Range, connotation and idiomaticity

Words that can be used in a wide range of context will generally be perceived as easier than their synonym with a narrower range.<sup>29</sup>

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<sup>29</sup> Desi Andriani and Vera Sriwahyuningsih, "An Analysis of Students' Mastery of Vocabulary," *ELT-Lectura* 6, no. 2 (2019): 169–76.



### e. The Important of Vocabulary Mastery

The importance of vocabulary mastery is demonstrated daily in and out the school. The high-achieving students have the most extensive vocabulary in the school. Vocabulary acquisition is critical for effective second language use and plays a vital role in producing entire spoken and written texts. Learning vocabulary items is essential in English as a second language (ESL) and English as a foreign language (EFL) (i.e. listening, speaking, reading, and writing).

Vocabulary is an important thing to know or to learn the English Language. Vocabulary mastery is significant because it comprises three aspects: speaking, reading, and writing, and all of these elements are combined to form a larger framework known as literacy. In other words, someone learning a language shouldn't overlook vocabulary. Indonesian students' poor vocabulary knowledge is a critical worry, and their search for an appropriate technique to improve vocabulary knowledge intensifies. Given the issues above, one of the suggested options is using a vocabulary diary.<sup>30</sup>

Based on fact, it can be concluded that vocabulary mastery is the most important aspect of learning English. When learners listening, speaking, writing and reading in English, they can easily understand the meaning of words because they have mastered vocabulary.

### B. Previous Related Studies

To support this research, the researcher refers to the previous study.

1. The first research was conducted by Rohdearni Wati Sipayung and the title "The Effect of Wordwall Strategy on Students' Vocabulary Achievement at SMP Negeri 5

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<sup>30</sup> Chris Yovie Sitorus and Mujur Simanjutak, "An Analysis of Vocabulary Mastery of Eighth Grade Students at SMP Amalyatul Huda Meda," *Professional Journal of English Education* 4, no. 1 (2021): 139–47.

Pematangsiantar in the Academic Year 2018/2019”. This research aimed to improve students’ vocabulary achievement in antonym of adjective to the research grade of SMP Negeri 5 Pematangsiantar in Academic Year 2018/2019. The study was an action research study. The sample of this research were 32 students of VII-E class. The data were form of quantitative data. The quantitative data were collected from pre-test and post-test. The result of the students’ progress during the teaching learning process by using word wall strategy was good.

The relevance of the text above research with the research to be studied is related to the use of word wall media in students’ vocabulary. This study also used a quasi-experimental with data collection through pre-test and post-test. The focus of the difference is that this research by Rohdearni used an action research study design, while the researcher used a quasi-experimental method. In Rohdearni’s research, only one media is used, namely word walls media, while the researcher used two media, namely word walls and flashcards media.<sup>31</sup>

2. The second research is from Mohammad Reza Ahmadi with the title “Improving Vocabulary Learning in Foreign Language Learning through Reciprocal Teaching Strategy”. This study is aimed to investigate whether reciprocal teaching strategy improves students’ vocabulary learning or not. Reciprocal teaching consists of four basic reading strategies: predicting, questioning, clarifying, and summarizing. The finding indicated that reciprocal teaching had a significantly positive effect on the foreign language learning.

The relevance of the above research with research the focus of the difference is that this research by Mohammad R. Ahmadi to be related to improving vocabulary.

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<sup>31</sup> Rohdearni Wati Sipayung, “The Effect of Wordwall Strategy on Students’ Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019,” *Budapest International Research and Critics Institute-JOURNAL (BIRCI-Journal)* Vol.1 No.3 (2018): 251–63.

While the difference is that the research conducted by Mohammad R. Ahmadi didn't use the media while the researcher used the media.<sup>32</sup>

3. The third research comes from Khotimah with the title "The Effectiveness of Using Word Wall on Students' Mastery in Vocabulary of Recount Text 'Holiday' at the Eighth Grade Students of MTS Khas Kempek". The aims of this research are: (1) to find out the students achievement before using Word Wall media in vocabulary ability, (2) to find out the students achievement after using Word Wall media in vocabulary ability, (3) to find out there is a positive and significant effect of using of Word Wall media to increase vocabulary ability. This research method is quantitative, that used quasi experimental design. Based on the result findings, It mean that there is the difference shown Ha rejected the students' vocabulary abilities significantly between using word wall and without using word wall at MTs Khas Kempek Kabupaten Cirebon.

The relevance of the above research with the research to be studied is related to the use of word wall media in students' vocabulary. The research conducted by Khotimah also used a quantitative research with a quasi-experimental design. The difference between this research and the researcher is that this research by Khotimah only used one media, namely word walls media.<sup>33</sup>

4. The fourth research comes from Ratmanida with the title "The Effect of Digital Flashcard on Stidents' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang". The purpose of this research is to find out the effect of digital flashcards on students' vocabulary mastery at SMPN 12 Padang. This research is quasi-experimental

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<sup>32</sup> Muhammad Reza Ahmadi, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy," *International Journal of Learning & Development* Vol.2 No.6 (2012): 187, <https://doi.org/10.5296/ijld.v2i6.2882>.

<sup>33</sup> Khotimah, "The Effectiveness Of Using Word Wall on Students' Mastery in Vocabulary of Recount Text 'Holiday' at the Eighth Grade Students of MTS Khas Kempek," *Journal of English Education* Vol.2 No.6 (2015): 846.

research. The result in this research, it can be concluded that the students' who are taught by using digital flashcards as teaching media are better than students who are taught by using conventional media.

The relevance of the above research with the research to be studied is related to the use of flashcards media in students' vocabulary. The research conducted by Ratmanida also used a quantitative research with a quasi-experimental design. The difference in this study is that Ratmanida conducted research at SMPN 1 Padang, while the researcher conducted research at SMPN 1 Parang.<sup>34</sup>

5. The last research from Cucu Rahmawati with the title "Improving Students' Vocabulary Mastery Using Flashcard". This research based paper investigates the students' vocabulary mastery improvement applying flash cards of which the aims are: (1) finding out whether and to what extent the use of flash cards may improve students' vocabulary and (2) describing the weaknesses and the strengths of implementing flash cards to teach vocabulary. The writer conducted a CAR at the eighth grade of a junior high in Cilamaya Kulon, This study was conducted in two cycles and conducted in four steps namely; planning the action, implementing, observing, and reflecting. The data of the research were collected by using quantitative collection of data techniques. The result of the investigation noticed that Flash cards could improve the students' mastery of vocabulary. Based on previous study above, the researcher found that there were several differences that to be a basis of this research, from the kind of the research, methodology, variable, until result. It can be a strength of this research.

The relevance of the above research with the research to be studied is related to the use of flashcards media in students' vocabulary. The difference between this study

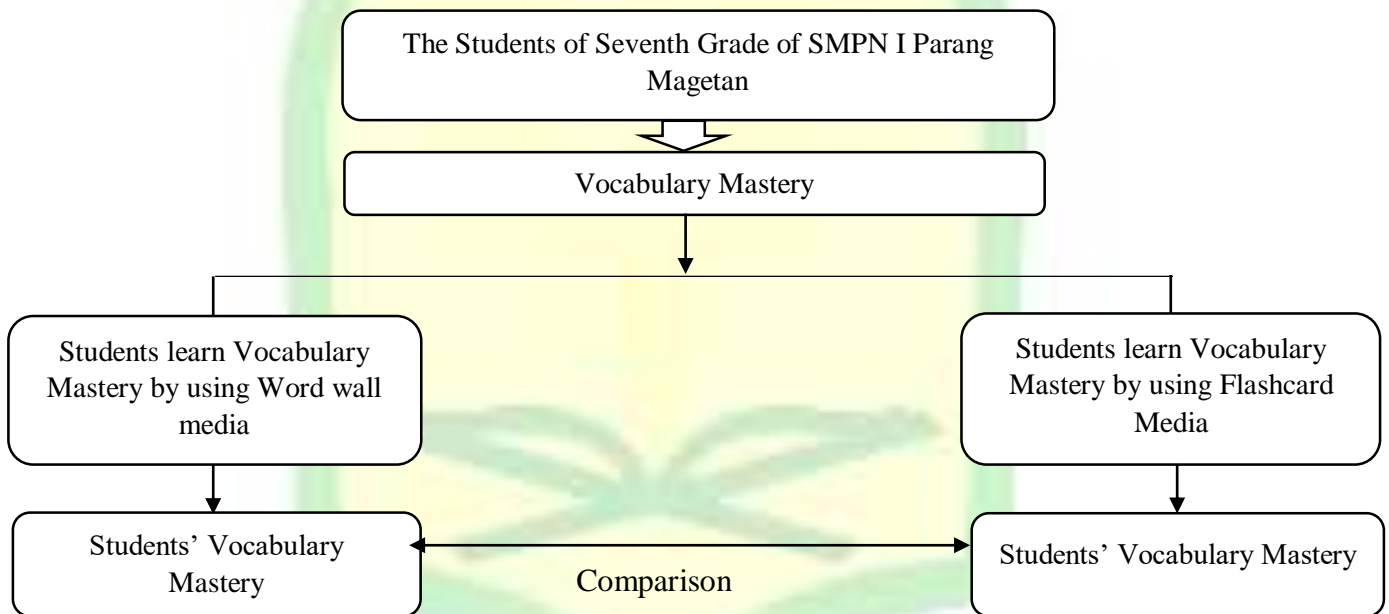
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<sup>34</sup> Ratmanida, "The Effect of Digital Flashcard on Stidents' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang," *Journal of English Language Teaching* Vol. 10 No.3 (2021): 306.

and the researcher is that this researcher by Cucu Rahmawati used the CAR research, while the researcher used a quasi-experimental research.<sup>35</sup>

### C. Conceptual Framework

From the discussion above, the researcher focuses the research on comparing two media in improving vocabulary mastery. The conceptual framework of this research is illustrated as follow:



The diagram above shows that in this research learning vocabulary mastery divided into two parts. They are learning by using Word wall and Flashcards media. The output of the students in learning by using word wall media will be resulting students' vocabulary mastery. The other, output of students in learning by using flashcards media will be resulting students' vocabulary mastery as well. Both results of students' vocabulary mastery above will be compared and will be resulting output of the research.

<sup>35</sup> Cucu Rahmawati, "Improving Students' Vocabulary Mastery Using Flashcard," *Professional Journal of English Education* Vol.2 No.6 (2019): 845–51.

The main focus of this research is comparing both using word wall and flashcard media to improve vocabulary mastery on the seventh grade students at SMPN 1 Parang Magetan.

#### **D. Research Hypothesis**

To find out the differences between word wall and flashcard media to improve students' vocabulary mastery, there are the hypothesis of this research:

If  $t\text{-value} < t\text{-table}$ ,  $H_0$  is accepted and  $H_a$  is rejected

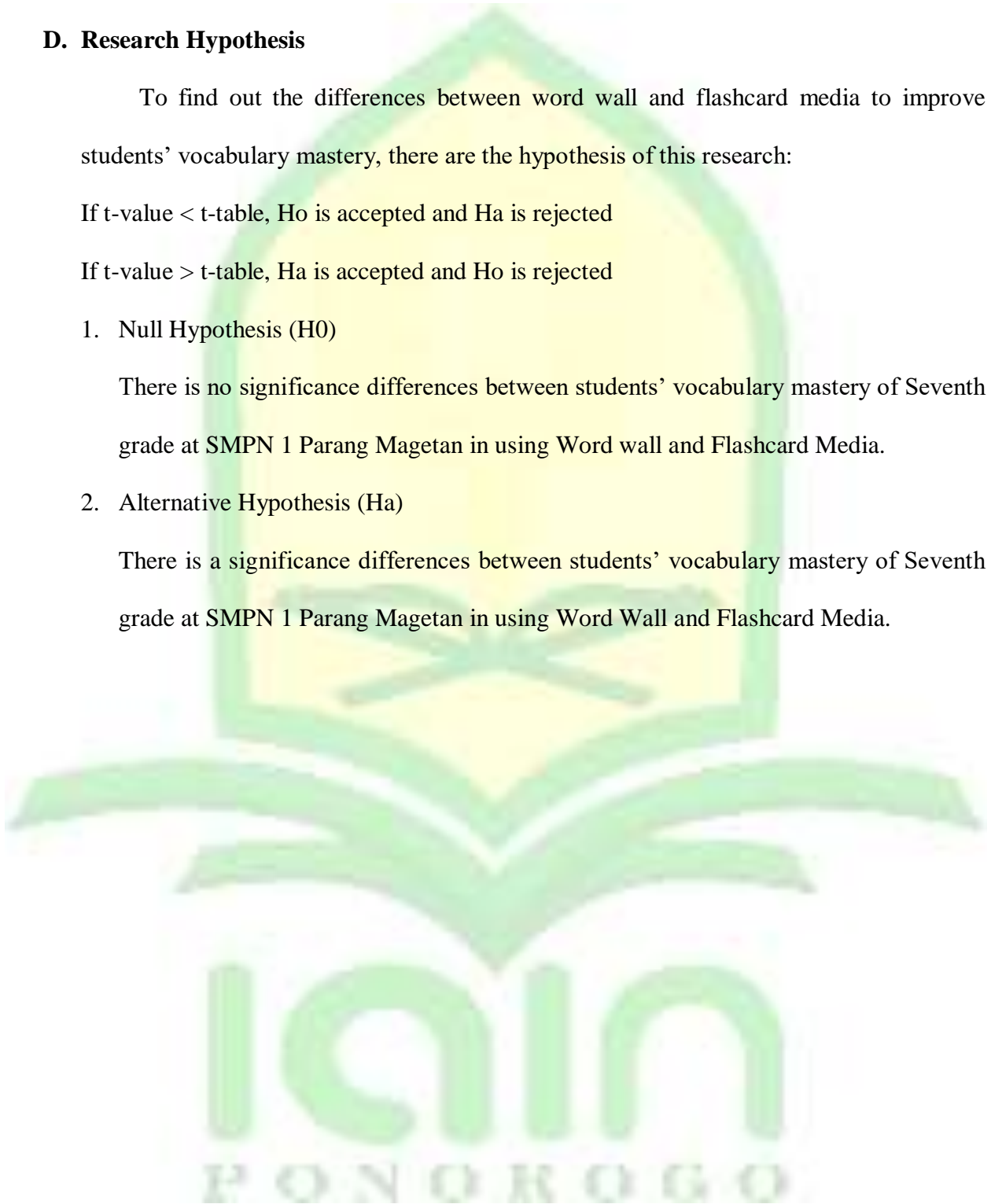
If  $t\text{-value} > t\text{-table}$ ,  $H_a$  is accepted and  $H_0$  is rejected

1. Null Hypothesis ( $H_0$ )

There is no significance differences between students' vocabulary mastery of Seventh grade at SMPN 1 Parang Magetan in using Word wall and Flashcard Media.

2. Alternative Hypothesis ( $H_a$ )

There is a significance differences between students' vocabulary mastery of Seventh grade at SMPN 1 Parang Magetan in using Word Wall and Flashcard Media.



## CHAPTER III

### RESEARCH METHODS

In this chapter the researcher methods, the researchers discusses about research design, research setting, population and sample, operational definition of variable, instrument and data collection technique and data analysis technique.

#### A. Research Design

This research uses a quantitative approach, the method used in this research is quasi-experimental. A quasi-experimental design was used to overcome difficulties in determining the control group in this study.<sup>36</sup> The form of quasi-experimental Design in this study is the *Nonequivalent Control Group Design*. The research design form is *Nonequivalent Control Group Design*, the experimental group, and the control group wasn't chosen randomly. This design in both the experimental group and the control group was compared.

**Table 3.1**

**Research Design of *Nonequivalent Control Group Design*.**

Groups	Pre-test	Treatment	Post-test
Experiment	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	Y	O <sub>4</sub>

#### Notes:

X : Treatment by applying Word wall media

Y : Treatment by applying Flashcards media

O<sub>1</sub> : A pre-test is given before treatment in the experimental class

O<sub>2</sub> : A post-test is given before treatment in the experimental class

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<sup>36</sup> Prof.Dr.Sugiyono, *Metode Penelitian Kombinasi* (Bandung: Alfabeta, 2016), www.cvalfabeta.com.

O<sub>3</sub> : A pre-test is given before treatment in the control class

O<sub>4</sub> : A post-test is given before treatment in the control class

In this *Nonequivalent Control Group Design* study, experimental and control groups were used, starting with a pre-test given to both groups. Then, two groups were given different treatments. The experimental class used word wall media, and the control class used flashcard media. In the final stage, a post-test was used for both groups.

## **B. Research Setting**

The research setting is the place where the research is conducted. Research setting is plays an important role in supporting the success of the research. Determination of research setting is very important stage in quantitative research because determining the research setting means that the subject, object, and research objectives have been determined, making it easier for researchers to conduct research. This study was conducted in SMPN 1 Parang Magetan. The location of SMPN 1 Parang Magetan in Parang-Lembeyan streets, Parang district, Magetan regency.

## **C. Population and Sample**

### **1. Population**

Population is generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions.<sup>37</sup> The population in this research are the seventh grade students of SMPN 1 Parang Magetan in academic year 2021/2022. There are seven classes. The total of the population are 199 students.

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<sup>37</sup> Syofian Siregar, *Metode Penelitian Kuantitatif*, Fourth (Jakarta: Prenadamedia Group, 2013), [www.prenadamedia.com](http://www.prenadamedia.com).



## **2. Sample**

The sample is part of the number and characteristics possessed by the population. In selecting sample, the research used simple random sampling. Simple random sampling is taking sample members from the population are carried out randomly regardless of the strata that exist in the population. In conducting the research, the researcher used 7E as an experiment class will be taught by Word wall media and 7F as a control class will be taught by Flashcard media. The total number of sample is 49 students that consist of 24 students for class 7E and 25 students for class 7F.

### **D. Operational Definition of Variable**

The variable in this study is improving vocabulary mastery using word wall and flashcards media. The operational definition is as follows:

#### **1. Vocabulary mastery**

Vocabulary mastery is the competency or comprehensive knowledge of a list or collection of words that make up a language that may be used by a specific individual, class, or profession. Vocabulary mastery is a necessary component of mastering English as a foreign language, from beginner to advance. Learning vocabulary mastery is essential in all language skills (listening, speaking, reading and writing) in English as a second language (ESL) and English as a foreign language (EFL). So, Studying vocabulary mastery is critical for persons learning English as a second language or foreign language. Learning vocabulary mastery is necessary as a basis for developing English skills.

#### **2. Word wall media**

Word wall media can be used as language learning. Word wall media is a group of words displayed on the wall, bulletin, and blackboard in the class. The words was printed in capital letter, so it's easy to see from all students seats. These words are

referred to continuously by teachers and students during various activities. On learning process using this media is more focused on students' complete understanding of the vocabulary given through word wall media. And the meaning is made as straightforward as possible through explanations from the teacher using the word wall media.

### **3. Flashcard Media**

Flashcard is a piece of cardboard with a word, a sentence, or a basic image printed on it. Flashcard is an effective learning tool. A flashcard has two sides, one with image, text or symbol on one side and the other with definitions, captions, answers, or descriptions on the other side to remind or direct students to something related to the image on the card. Flashcard usually are 8 x 12 cm or 25 x 30 cm in size, but they can be customized to fit the size of the class.

## **E. Research Instrument and Data Collection Technique**



### **1. Research Instrument**





The instrument has an essential function in this research. The instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. A research instrument is a tool for collecting data that should be valid and reliable. In this research, the researcher give multiple choice question test pre-test and post-test. The researcher used 20 multiple choice questions to be applied to the students. Each correct number got 1 points and the 0 point was indicated if the test answered incorrectly by the students. The test is given to class VII E and VII F students at SMP Negeri 1 Parang Magetan to measure students' knowledge and vocabulary mastery.


Table 3.2

## Rubric of the Pre-test Instrument

Nama Sekolah	: SMP Negeri 1 Parang	Ruang Belajar/ Semester	: VII/Genap
Mata Pelajaran	: Bahasa Inggris	Jumlah Soal	: 20 Pilihan Ganda
Materi	: Things Around Us	Penyusun	: Salma Dyah Nirmala

Kompetensi Inti	Kompetensi Dasar	Indikator	Indikator Soal	Butir Soal	Nomor Soal	Level Kognitif
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena, dan kejadian tampak mata.	3.4 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1 Mengklasifikasikan nama binatang, benda, dan bangunan publik yang ada di sekitarnya.	• Mengkategorikan binatang di sekitarnya.	- Below is the animals that like to eat grass...	20	Pemahaman (C2)
			• Mengkategorikan benda di sekitarnya.	- Below are the things in the kitchen...	10	Pemahaman (C2)
			• Mengkategorikan bangunan publik di sekitarnya.	- Below is a public buildings...	14	Pemahaman (C2)
		3.4.2 Menganalisis nama binatang, benda, dan bangunan publik beserta sifat-sifatnya.	• Menganalisis binatang	 What is it? It is a...	12	Analisis (C4)
				 What is it? It is a...	18	
	3.4 Mengidentifikasi fungsi social, struktur					

<p>teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan</p>	<ul style="list-style-type: none"> <li>Menganalisis benda</li> </ul>	 <p>What is it? It is a...</p>	3	Analisis (C4)
		<p>- My father is reading ... in the office now.</p>	4	
	 <p>Andi : What do you have for breakfast? Bani : I have ... for breakfast</p>	6		
	<ul style="list-style-type: none"> <li>Menganalisis bangunan publik</li> </ul>	 <p>What is it? It is a...</p>	5	Analisis (C4)
		 <p>What is it? It is a...</p>	11	
	<ul style="list-style-type: none"> <li>Menganalisis binatang, benda dan bangunan public beserta sifat-sifatnya.</li> </ul>	<p>- Rindha is a ... girl. She never shares her food to her friend.</p>	2	Analisis (C4)
		<p>- Yogyakarta is popular for its delicious pastry named bakpia. The adjective of the sentence is...</p>	13	

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.			- Mom : Don't read a book in the... room. It is not good for your eyes. Mika : Okay, mom.	19	
			- Money is not everything, the most important one is a .....where we can be with our lovely family and friend around us.	17	
	3.4.3 Membedakan nama binatang, benda dan bangunan publik beserta sifat-sifatnya.	• Membedakan antara kata benda ( <i>noun</i> ) dan kata sifat ( <i>adjective</i> ).	- The word below is a noun, except...  - The word below is an adjectives...	1  15	Pemahaman (C2)
	4.4.1 Menyusun kata benda, nama binatang dan bangunan publik sesuai dengan gambar yang telah disediakan.	• Menyusun jumble word berdasarkan gambar.	- Arrange these jumble words based on the picture!  <b>W-E-L-O-T</b>	16	
	4.4.2 Membuat kalimat dengan menggunakan nama binatang, benda dan bangunan publik beserta sifatnya.	• Menentukan sinonim dan antonim kata dari teks bacaan.	<b>Text for number 7-9</b> My name is Nuri. I have a hamster. It is small and cute.... - What is the synonym of "cute"? - What is the antonym of "near"? - "My Kao looks happy eating the grass." The synonym	7  8  9	Penerapan (C3)

				of the underlined word is...		
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Table 3.3

## Rubric of the Post-test Instrument

Nama Sekolah : SMP Negeri 1 Parang  
Mata Pelajaran : Bahasa Inggris  
Materi : Things Around Us

Ruang Belajar/ Semester : VII/Genap  
Jumlah Soal : 20 Pilihan Ganda  
Penyusun : Salma Dyah Nirmala

Kompetensi Inti	Kompetensi Dasar	Indikator	Indikator Soal	Butir Soal	Nomor Soal	Level Kognitif
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena, dan kejadian tampak mata.	3.4 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan	3.4.1 Mengklasifikasikan nama binatang, benda, dan bangunan publik yang ada di sekitarnya.	• Mengkategorikan binatang di sekitarnya.	- Below is the animals that like to eat meat...	5	Pemahaman (C2)
			• Mengkategorikan benda di sekitarnya.	- Below are the things in the bathroom...	10	Pemahaman (C2)
			• Mengkategorikan bangunan publik di sekitarnya.	- Below is a public buildings, except...	11	Pemahaman (C2)
		3.4.2 Menganalisis nama binatang, benda, dan bangunan publik beserta sifat-sifatnya.	• Menganalisis binatang	- The animal has four legs, but the front legs are shorter than the back ones. It has pocket on its belly and it put its babies in it. It is a...	1	Analisis (C4)

siswa sehari-hari, sesuai dengan konteks penggunaannya.	3.4 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.			- This animals is tall. It is herbivorous. It has some stripes on its body. It has long neck. It has light orange body. It is a...	5		
				- It has either one or two humps on its back. It used in desert countries for riding and for carrying goods. It is a...	19		
siswa sehari-hari, sesuai dengan konteks penggunaannya.	4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda dan bangunan publik	•	Menganalisis benda		- What is it? It is a....	4	Analisis (C4)
				- We need ... to bring our school books.	6		
			Menganalisis bangunan publik		- What is it? It is a...	8	Analisis (C4)
					- What is it? It is a...	18	
			Menganalisis binatang, benda dan bangunan public	- Junita always gets first place for every test, but she never shows off or be arrogant to other people. She is a very...	3	Analisis (C4)	

yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		beserta sifat-sifatnya.	- We have to be careful with the tiger. It is a... animals.	7				
			- The motorcycle is expensive, but the bicycle is ...	9				
			- My mother is ... person. She always love her children.	15				
			- The word below is a noun, except...	2				
	3.4.3 Membedakan nama binatang, benda dan bangunan publik beserta sifat-sifatnya.	• Membedakan antara kata benda ( <i>noun</i> ) dan kata sifat ( <i>adjective</i> ).	- The word below is an adjectives, except...	16	Pemahaman (C2)			
			4.4.1 Menyusun kata benda, nama binatang dan bangunan publik sesuai dengan gambar yang telah disediakan.	• Menyusun jumble word berdasarkan gambar.		- Arrange these jumble words based on the picture!	17	Sintesis (C4)
						 <b>U-R-T-T-L-E</b>		
	4.4.2 Membuat kalimat dengan menggunakan nama binatang, benda dan bangunan publik beserta sifatnya.	• Menentukan sinonim dan antonim kata dari teks bacaan.	<b>Text for number 12-14</b> I have some pets. However, my favourite pets is Mocha...	12	Penerapan (C3)			
			- What is the synonym of “adorable”?	13				
			- What is the antonym of “angry”?					
			- “Most of the time, he’s a good cat” The antonym of the underlined word is...	14				



## 2. Data Collection Technique

### a. Test

To collect the data, the researcher conducted a test to determine the vocabulary mastery of students in grades VII E and VII F at SMP Negeri 1 Parang Magetan. There are two kinds of a test that will be used in this research, pre-test and post-test. The test will be given to the experimental class and the control class to find out the differences in the use of word wall and flashcard media in improving students' vocabulary mastery. Both of the test is arranged into 20 multiple choice questions about vocabulary mastery. The pre-test was given before treatment, while the post-test was given after treatment. Before beginning treatment as part of the teaching process, a pre-test was conducted to ensure that students learning outcomes were met. After the teaching procedure was completed, a post-test was conducted to determine whether students had achieved their learning objectives.

### b. Documentation

Documentation is a form of activity or process in providing various documents by utilizing accurate evidence-based records from various sources.<sup>38</sup> Documentation is done to collect data to make it easier to find information and support research activities. Other documentation sheets are school profile documentation, student scores on the previous material, and student activity observation sheets during research activities.

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<sup>38</sup> A Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, First (Jakarta: Prenadamedia Group, 2014), [www.prenadamedia.com](http://www.prenadamedia.com).

## F. Validity and Reliability

### 1. Validity test

Validity shows the extent to which a measuring instrument can measure what it wants to measure (*a valid measure if it successfully measure the phenomenon*). In this study, to determine the validity of instrument the researcher used formula Karl Person product moment.

$$r = \frac{n\Sigma - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

- X : first score, the score of each item
- Y : second score, the score of each respondent
- $\Sigma X$  : the total score of each item
- $\Sigma Y$  : the total score of each respondent
- $\Sigma XY$  : the total of multiplying results of first score and second score
- $\Sigma X^2$  : the total of square result of first score
- $\Sigma Y^2$  : the total score of square result of second score

In this research, the researcher used SPSS 23.0 to measure the validity. With df or db is (n) 30 in 5% significance the price of *r table* is 0.361. When the price of *r count* is under *r table* it could be concluded that the grains were not valid instruments. It can be concluded that the *r count* is greater than the *r table* value, suggesting that the item is *valid*. When the value of *r count* is less than the value of *r table*, it indicates that the thing is *invalid*.

In this validity and reliability test research, the researcher used a total sample 30 responses from students in class VII B and delivered 50 question to this class. As a result, the validity and reliability test was calculated by the researcher. The researcher

utilized the SPSS 23 for Windows application to determine the validity and reliability test score. Finally, the result of validity and reliability test can be seen as follow:

**Table 3.4**

**The result of Validity Calculation**

No	r Calculate	r Table (0,05)	Criteria
1	0.124	0.361	INVALID
2	0.360	0.361	INVALID
3	0.294	0.361	INVALID
4	0.534	0.361	VALID
5	0.188	0.361	INVALID
6	0.365	0.361	VALID
7	0.380	0.361	VALID
8	0.522	0.361	VALID
9	0.269	0.361	INVALID
10	0.430	0.361	VALID
11	0.417	0.361	VALID
12	0.704	0.361	VALID
13	-0.012	0.361	INVALID
14	0.488	0.361	VALID
15	0.126	0.361	INVALID
16	0.358	0.361	INVALID
17	0.044	0.361	INVALID
18	0.420	0.361	VALID
19	0.128	0.361	INVALID
20	0.186	0.361	INVALID
21	0.321	0.361	INVALID
22	0.075	0.361	INVALID
23	0.358	0.361	INVALID
24	0.233	0.361	INVALID
25	0.263	0.361	INVALID
26	0.369	0.361	VALID
27	0.636	0.361	VALID
28	0.648	0.361	VALID
29	0.447	0.361	VALID
30	0.392	0.361	VALID
31	-0.128	0.361	INVALID
32	0.423	0.361	VALID
33	0.450	0.361	VALID
34	0.577	0.361	VALID
35	0.367	0.361	VALID
36	0.439	0.361	VALID

No	r Calculate	r Table (0,05)	Criteria
37	0.025	0.361	INVALID
38	0.420	0.361	VALID
39	0.155	0.361	INVALID
40	0.200	0.361	INVALID
41	0.417	0.361	VALID
42	0.370	0.361	VALID
43	-0.002	0.361	INVALID
44	0.136	0.361	INVALID
45	0.340	0.361	INVALID
46	0.390	0.361	VALID
47	0.309	0.361	INVALID
48	0.513	0.361	VALID
49	0.477	0.361	VALID
50	-0.147	0.361	INVALID

According to the data above, 25 question were valid, and 25 questions were invalid out of a total of 50 questions.

## 2. Reliability test

Reliability is to determine the extent to which the measurement results remain consistent if the measurement is carried out twice or more for the same symptom using a measuring instrument. The reliability data was measured with SPSS 23.0 by using reliability analysis.

To measure reliability, formula that used is Alpha Coefficient Cronbach:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Where:

$R_{11}$  : alpha coefficient

$K$  : the number of items

$\sum \sigma_i^2$  : the number of varians

$\sigma_t^2$  : the total of varians

N : the total of respondents

If alpha more than or equal to the  $r$  table, the instrument is reliable; if alpha is less than or equal to the  $r$  table, the instrument is unreliable. Finally the result of calculation reliability test was presented below:

**Table 3.5**  
**The result of Reliability calculation**

Reliability Statistics	
Cronbach's Alpha	N of Items
.716	51

**Table 3.6**  
**Test Item Reliability**

r alpha	r table	Criteria
0.716	0.361	Valid

Based on the calculation above, the value of the students' reliability instrument is 0.716. The reliability value is explained by the  $r$  table of the significance level of 5%. The value of  $r$  table is 0.361. Because the value of  $r$  index reliability is  $0.761 > r$  table 0.361, so the test is reliable.

### G. Data Collection Technique

Data analysis is defined as a process of cleaning, transforming, and modelling data to discover useful information for business decision-making.<sup>39</sup> The purpose of data analysis is to extract useful information from data and make a decision based on the data analysis. The technique can be used to prove whether or not the result from the experimental and control groups are statistically different. The researcher used the  $T$ -test to find data in order

<sup>39</sup> Agung Widhi Kurniawan and Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif*, First (Mantrijeron Yogyakarta: Pandiva Buku, 2016), www.pandivabuku.com.

to determine significant differences between the experimental and control groups. Before the analysing the data with *t-test*, the researcher measured normality and homogeneity of the data. It was aimed to see whether the date is normally distributed and homogenous or not.

### **1. Normality test**

The normality test is intended to determine whether the data from each class is normally distributed or not. The normality in this research will use *Kolmogorov Smrinov* method in SPSS. The criteria to measure normality of the data were; if the significance  $>0,05$  it means that the data is normally distributed, and if the significance  $<0,05$  it means that the data isn't normally distributed.

### **2. Homogeneity test**

The homogeneity test is intended to determine whether the two classes have variance (diversity) that is not much different. Before comparing some groups, the homogeneity test was employed. To calculate the homogeneity of the test, the researcher used SPSS 23.0 program for windows.

### **3. Hypothesis test**

After testing of normality and homogeneity test were carried out, the researcher continued to analyse the data. Test the hypothesis in this study using the *t-test*. The *t-test* was used to test the effect of each independent variable on the dependent variable. The writer will use *Independent sample t-test* in SPSS 23.0 to measure the data. Independent sample *t-test* is a comparative test or different test for know whether there is a significant difference in the mean or mean between the two independent groups on an interval or ratio scale. Then the result will show is there a comparison between using word walls and flashcards to improve students' vocabulary mastery.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSIONS

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

#### A. Data Description

From the results of research conducted at SMP Negeri 1 Parang, 48 data were obtained in the form of students' vocabulary mastery. The researcher used a quasi-experimental design in this study. The researcher took two classes as sample, 7E as an experiment class and 7F as a control class. The data was spread in two treatment classes with details of 24 data obtained from classes treated with Word wall learning media and 24 data obtained from classes treated with Flashcard learning media. In the end of this research, the researcher compared between students who were taught by using Word wall media and who were taught using Flashcards.

Before the researcher taught the students both in the experimental class and the control class, the researcher made a lesson plan for the material in advance for guidance in class. The lesson plan consisted of six meetings consisting of the experimental class and the control class.

##### 1. Schedule of the research

There are five meetings of this research. In the experimental class included: pre-test, giving first treatment, second treatment, and third treatment by using Word wall media, and post-test. On March 22<sup>th</sup> 2022 the researcher give pre-test for the class 7E. The researcher conducted a pre-test at the first meeting to determine the students' vocabulary mastery before to the treatment. On March 30<sup>th</sup> 2022 the researcher gave first treatment for the student with Word wall media. The material was Noun. The researchers explain animals, objects, and public buildings that are around them. On

April 16<sup>th</sup> 2022 the researcher conducted the second treatment using word wall media. The material was adjectives. On April 20<sup>th</sup> 2022 the researcher conducted the third treatment. In the last treatment, the material was distinguished between nouns and adjectives. The post-test was administrated on Mei 11<sup>th</sup> 2022. The researcher administered a post-test to determine the students' vocabulary mastery. In control class included: pre-test, giving first treatment, second treatment, and third treatment by using Flashcards media, and post-test. On March 22<sup>th</sup> 2022 the researcher give pre-test for the class 7F. On April 30<sup>th</sup> the researcher conducted the first treatment use Flashcards media. The researcher use noun material. On April 15<sup>th</sup> 2022 the researcher conducted the second treatment with adjectives material. The last treatment on April 20<sup>th</sup> 2022 the material was distinguished between nouns and adjectives. The researcher administered a post-test to determine the students' vocabulary mastery.

## **2. The Procedure of the Research**

### **a. The procedure of the research in Experimental Class**

The researcher chose class 7E for the experimental class. The number of this class are 24 students. At this first meeting, the researcher gave a pre-test to the students at the beginning of the research. The multiple choice test consists of 20 questions about nouns and adjectives. This test takes about 40 minutes. After that, at the next meeting, the researcher taught students using Word wall media which contained the names of animals, things, and public buildings and their characteristics. The researcher explains what a noun is along with an example. Then, the researcher introduced the word wall media to them, then the researcher asked the students to apply the media. At the second meeting, the researcher explained about adjectives and their examples. Here the researcher also invites students to apply word wall media at the previous meeting. At the end of the



teaching-learning process, the researcher gave questions to students to determine students understanding of the material that had been delivered.

At the third meeting, the researcher conducted a third treatment on the topic of distinguishing between nouns and adjectives. The researcher asked students to distinguish between nouns and adjectives along with examples as they had previously learned. After that, students were given questions to find out how far their understanding was. Finally, students can understand and distinguish what nouns and adjectives are. This can be seen from the evaluation of student scores which have increased at each meeting. Finally, the researcher can conclude that students' vocabulary mastery is greatly improved using the word wall media. Word wall media has succeeded in helping students' ability to vocabulary mastery. It is effective and applicable. At the end of the meeting, the researcher gave a post-test to students.

**b. The Procedure of the Research in Control Class**

The researcher chose class 7F for the control class. The number of this class are 24 students. At this first meeting, the researcher gave a pre-test to the students at the beginning of the research. The multiple choice test consists of 20 questions about nouns and adjectives. This test takes about 40 minutes. After that, at the next meeting, the researcher taught students using Flashcards media which contained the names of animals, things, and public buildings and their characteristics. The researcher explains what a noun is along with an example. Then, the researcher introduced the flashcards media to them, then the researcher asked the students to apply the media. At the second meeting, the researcher explained about adjectives and their examples. Here the researcher also invites students to apply flashcards media at the previous meeting. At the end of the teaching-learning process, the

researcher gave questions to students to determine students understanding of the material that had been delivered.

At the third meeting, the researcher conducted a third treatment on the topic of distinguishing between nouns and adjectives. The researcher asked students to distinguish between nouns and adjectives along with examples as they had previously learned. After that, students were given questions to find out how far their understanding was. Finally, students can understand and distinguish what nouns and adjectives are. At the end of the meeting, the researcher gave a post-test to them.

### 3. The Students' Achievement of Experimental Class

The following are the pre-test and post-test scores of class 7E (Experimental class) which are taught using Word wall media, such as in the table.

**Table 4.1**

**The Score of Students' Pre-test and Post-test in Experimental Class**

No	Name	Score	
		Pre-test	Post-test
1	Abdul Fikri Ibnu A	70	90
2	Adam Baim N	80	100
3	Alfin Nur H	70	85
4	Alif Rizki F	80	90
5	Almira Tungga D	75	95
6	Aprilia Zihan N	75	95
7	Ari Prayoga	65	85
8	Atarluqman Nur H	70	80
9	Dhevin Marcioza S	60	85
10	Dino Rizky Dwi S	70	95
11	Erlinda Ayu E	80	80
12	Firhat Aji Satria P	85	100
13	Ilya Aulya Rahayuning	65	85

No	Name	Score	
		Pre-test	Post-test
14	Luna Alisa	70	95
15	Lybikha Zalfa Nabihan	80	95
16	Narindra Gazza Fahreza	80	85
17	Nasywa Laura P	75	90
18	Nindia Tri W	65	75
19	Nur Afrilia Koirul R	85	100
20	Oktavia Raras Putri P	65	70
21	Prima Gionarta A	65	80
22	Reihan Adi S	60	85
23	Reyhan Marvela	70	95
24	Satriya Bayuaji R	80	85
Total		1740	2120

The data above is the result of a students' vocabulary mastery in experimental class before learning using Word wall media, where the maximum score obtained before using Word wall media in the experimental class was 100, while the lowest score was 60. The total score in the Experimental class was for the pre-test was 1720 and the post-test was 2120.

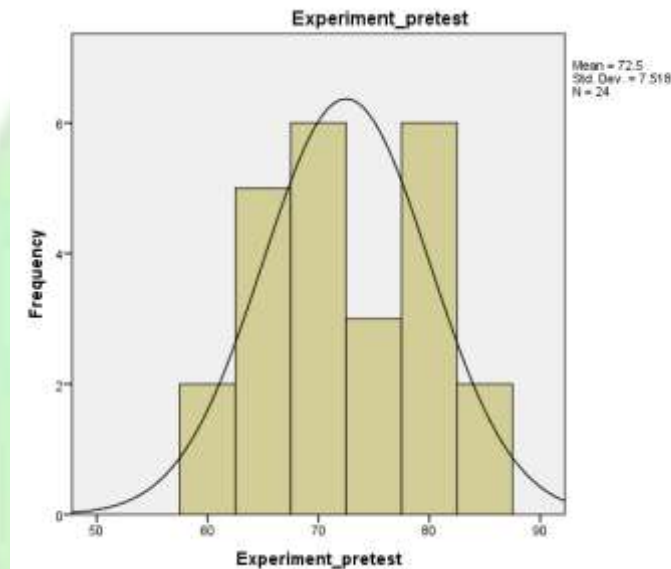
**Table 4.2**

**Frequency distribution of pre-test in experimental class**

**Experiment\_pretest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	8.3	8.3	8.3
65	5	20.8	20.8	29.2
70	6	25.0	25.0	54.2
75	3	12.5	12.5	66.7
80	6	25.0	25.0	91.7
85	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Based on the distribution data, it can be concluded that the students' vocabulary mastery scores are very diverse. There are 8.3% for 2 students obtained score 60, 20.8% for 5 students obtained score 65, 25.0% for 6 students got a score of 70, 12.5% for 3 students got a score of 75, 25.0% for 6 students obtained score 80, 8.3% for 2 students got a score of 85.



**Histogram 4.1**

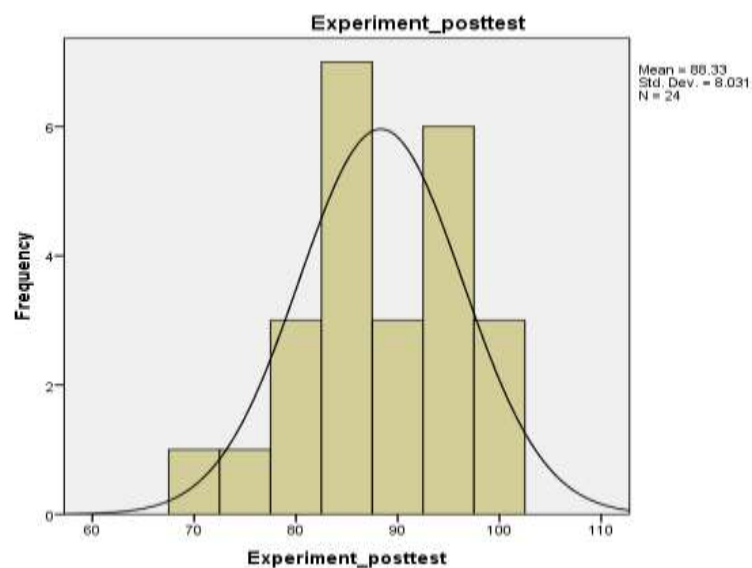
**Score pre-test in experimental class**

**Table 4.3**

**Frequency Distribution of Post-test in Experimental Class**

		Experiment_posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	4.2	4.2	4.2
	75	1	4.2	4.2	8.3
	80	3	12.5	12.5	20.8
	85	7	29.2	29.2	50.0
	90	3	12.5	12.5	62.5
	95	6	25.0	25.0	87.5
	100	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Based on the distribution data of post-test in experimental class, it can be concluded that the students' vocabulary mastery was variety. There are 4.2% for 1 students obtained scores 70. 4.2% for 1 students obtained scores 75. 12.5% for 3 students obtained score 80. 29.2% for 7 students obtained scores 85. 12.5% for 3 students got a score of 90. 25.0% for 6 students got a score 95. Then, 12.5% for 3 students got a score 100.



**Histogram 4.2**

**Score post-test in experimental class**

#### 4. The Students' Achievement of 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 4.4**  
**The Score of Students' Pre-test and Post-test in Control Class**

No	Name	Score	
		Pre-test	Post-test
1	Akmal Erbin Putranto	65	70
2	Alvin Rahman H	50	75
3	Ardan Gagah M	60	85
4	Ayu Permatasari	50	70
5	Denis Ady S	55	80

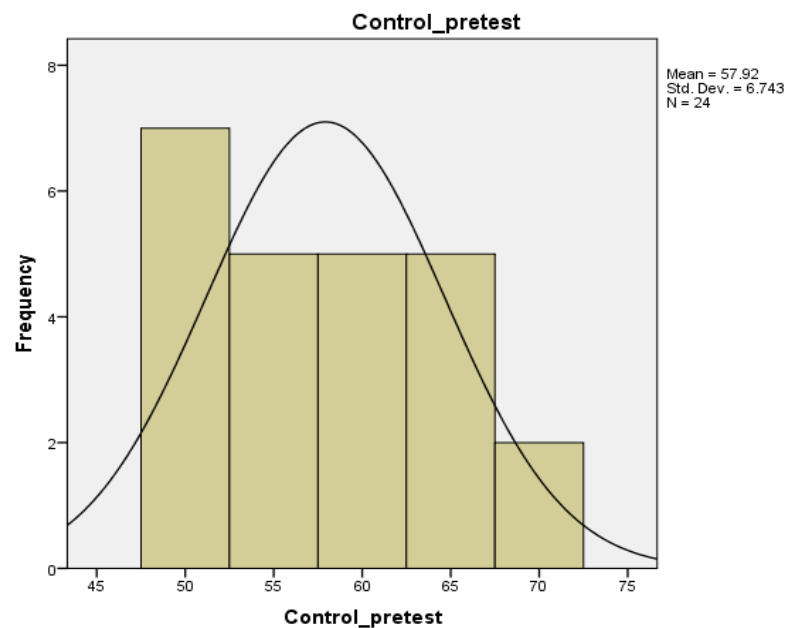
No	Name	Score	
		Pre-test	Post-test
6	Devina Wahyu P	60	80
7	Dio Ilham S	70	90
8	Fajar Utomo	50	75
9	Farel Eka S	65	80
10	Ilham Faturrahman	50	75
11	Kevin Wicaksono S	55	85
12	Kheisa Naura Z R	60	80
13	Maulidya Isna I	70	85
14	Melda Ardy Pramesti	60	90
15	Nadila Vina S	65	80
16	Nanik Romadhoni	50	75
17	Neysha Hunafa C P	55	70
18	Nilna Izzati	60	80
19	Rani Septya P	55	75
20	Ririn Oktafin N	65	80
21	Rizky Hafis Y	50	70
22	Rizky Kevin J	55	75
23	Windra Mustofa	50	80
24	Zaenal Abidin	65	70
Total		1390	1875

The data above showed the highest and the lowest pre-test and post-test score in Control class. It can be seen that the highest score in the pre-test was 70, and the lowest score was 50. Meanwhile, the highest score in the post-test of Control class was 90 and the lowest score post-test was 70. The total of pre-test score was 1390 and the total of post-test score was 1875.

**Table 4.5**  
**Frequency Distribution of Pre-test in Control Class**

		Control_pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	7	29.2	29.2	29.2
	55	5	20.8	20.8	50.0
	60	5	20.8	20.8	70.8
	65	5	20.8	20.8	91.7
	70	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on distribution data above, it can be concluded that students' vocabulary mastery was variety. There are 29.2% for 7 students got a score 50. 20.8% for 5 students got a score 55. 20.8% for 5 students got a score 60. 20.8% for 5 students got a score 65. 8.3% for 2 students got a score 70.

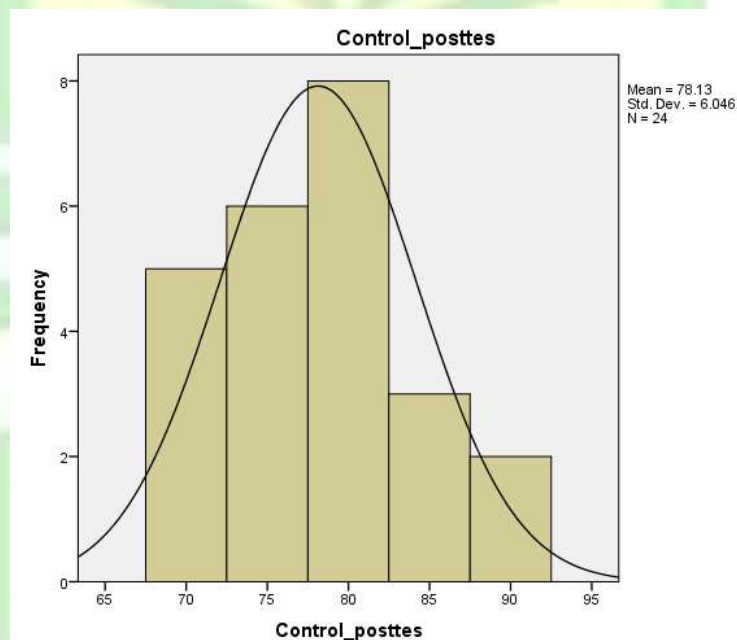


**Histogram 4.3**  
**Score pre-test in control class**

**Table 4.6**  
**Frequency Distribution of Post-test in Control Class**

		<b>Control_posttest</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	5	20.8	20.8	20.8
	75	6	25.0	25.0	45.8
	80	8	33.3	33.3	79.2
	85	3	12.5	12.5	91.7
	90	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on the distribution data of post-test in control class, it can be concluded that students' vocabulary mastery was very variety. There are 20.0% for 5 students got a score 70, 25.0% for 6 students' got a score 75, 33.3% for 8 students got a score 80, 12.5% for 3 students got a score 85, and 8.3% for 2 students got a score 90.



**Histogram 4.4**

**Score post-test in control class**



## B. Inferential Statistics

The section was used to answer the problem formulation. Where this section will be answered using inferential statistics. In this analysis, the stage is to find out whether there are differences in vocabulary mastery using word wall and flashcards media. The stages in question are testing for normality, homogeneity, and hypothesis testing with an independent sample t-test.

### 1. Normality Test

Testing the normality of the data was used to determine whether the data is normally distributed or not. Normality test was carried out on the results of the two samples, namely the results of vocabulary mastery in the experimental class and the results of vocabulary mastery in the control class. Normality test of the data was used to determine whether the data was normal or not. If the data was normally distributed then  $\text{sig} > 0.05$  and if the data was not normally distributed then  $\text{sig} < 0.05$ . Normality test on the experimental class and control class data can be seen in the SPSS 23.0 output below.

**Table 4.7**

**The result of Normality test from Experimental Class and Control Class**

One-Sample Kolmogorov-Smirnov Test					
		Pretest_Experiment	Posttest_Experiment	Pretest_Control	Posttest_Control
N		24	24	24	24
Normal Parameters <sup>a,b</sup>	Mean	72.50	88.33	57.92	78.13
	Std. Deviation	7.518	8.031	6.743	6.046
Most Extreme Differences	Absolute	.174	.172	.171	.170
	Positive	.172	.161	.171	.170
	Negative	-.174	-.172	-.145	-.163
Test Statistic		.174	.172	.171	.170
Asymp. Sig. (2-tailed)		.058 <sup>c</sup>	.065 <sup>c</sup>	.066 <sup>c</sup>	.071 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, shows the result of normality test from experimental class and control class. It can be seen that the test used *One-Sample Kolmogorov-Smirnov Test*. The asymp. Sig (2-tailed) from Experimental class are 0.058 for pre-test and 0.065 for post-test. While the asymp. Sig (2-tailed) from Control class are 0.066 for pre-test and 0.071 for post-test. So, the data of experiment class and control class is normality distributed, because the results was higher than 0.05.

## 2. Homogeneity Test

To establish if a test was homogeneous or not, homogeneity test were performed, it was crucial because the degree of resemblance between the two groups would influence the test's outcome. The following calculations were made with SPSS 23.

**Table 4.8**

### **The Result of Homogeneity Test from Experimental and Control Class**

<b>Test of Homogeneity of Variances</b>			
nilai			
Levene Statistic	df1	df2	Sig.
1.098	3	92	.354

Table 4.7 showed the result test of homogeneity test from experimental and control class. Based on the table above, the reseacher concluded that the data was homogeneous distributed. The result (Sig.) based on mean is 0.354 at the significannce level 0.05. So the result is  $0.354 > 0.05$ .

## 3. Hypothesis Test

To determine whether there was a significant difference, the researcher used SPSS 23.0 to calculate a t-test. The data should have a normal distribution and homogeneity before computing the t-test.

Table 4.9

## The Result of Independent Sample t-Test from Experimental and Control Class

		Independent Samples 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
Nilai	Equal variances assumed	.033	.856	-7.051	46	.000	-15.833	2.246	-	-
	Equal variances not assumed			-7.051	45.801	.000	-15.833	2.246	20.353	-11.3134

Based on table 4.8, can be concluded that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted, because the result of (Sig. 2-tailed) is 0.000 which is lower than the level of significance 0.05.

### C. Discussion

This study used two different learning media, namely word wall and flashcards media. The word wall media was implemented in class VII E (experimental class) while the flashcards media was implemented in class VII F (control class) and each consisted of 24 students.

The choice of word wall media and flashcards media was helped students master vocabulary. With wordwall media, students in groups could supported and help each other in mastering vocabulary in English lesson taught by the teacher. Students will be more active in the learning process because they will try each other in getting the highest score for their team.

Likewise, with flashcards media, students are required to learn and understand the vocabulary conveyed by the teacher by using a set of picture cards accompanied by writing

below, then they mention the pictures and vocabulary according to the pictures. So that, other students can record the vocab they may have just heard.

Before being give treatment, both classes were given a pre-test to determine the student's initial abilities. The mean value of the pre-test for the experimental class was 72.50 and the mean of the pre-test for the control class was 57.92. Based on the homogeneity test, it was found that the two classes had the same or homogeneous variance.

After knowing the initial ability (pre-test) of students from both classes, then students are given different learning media on vocabulary mastery with noun and adjectives material. Students in the experimental class were taught using the word wall media and students in the control class were taught using flashcards.

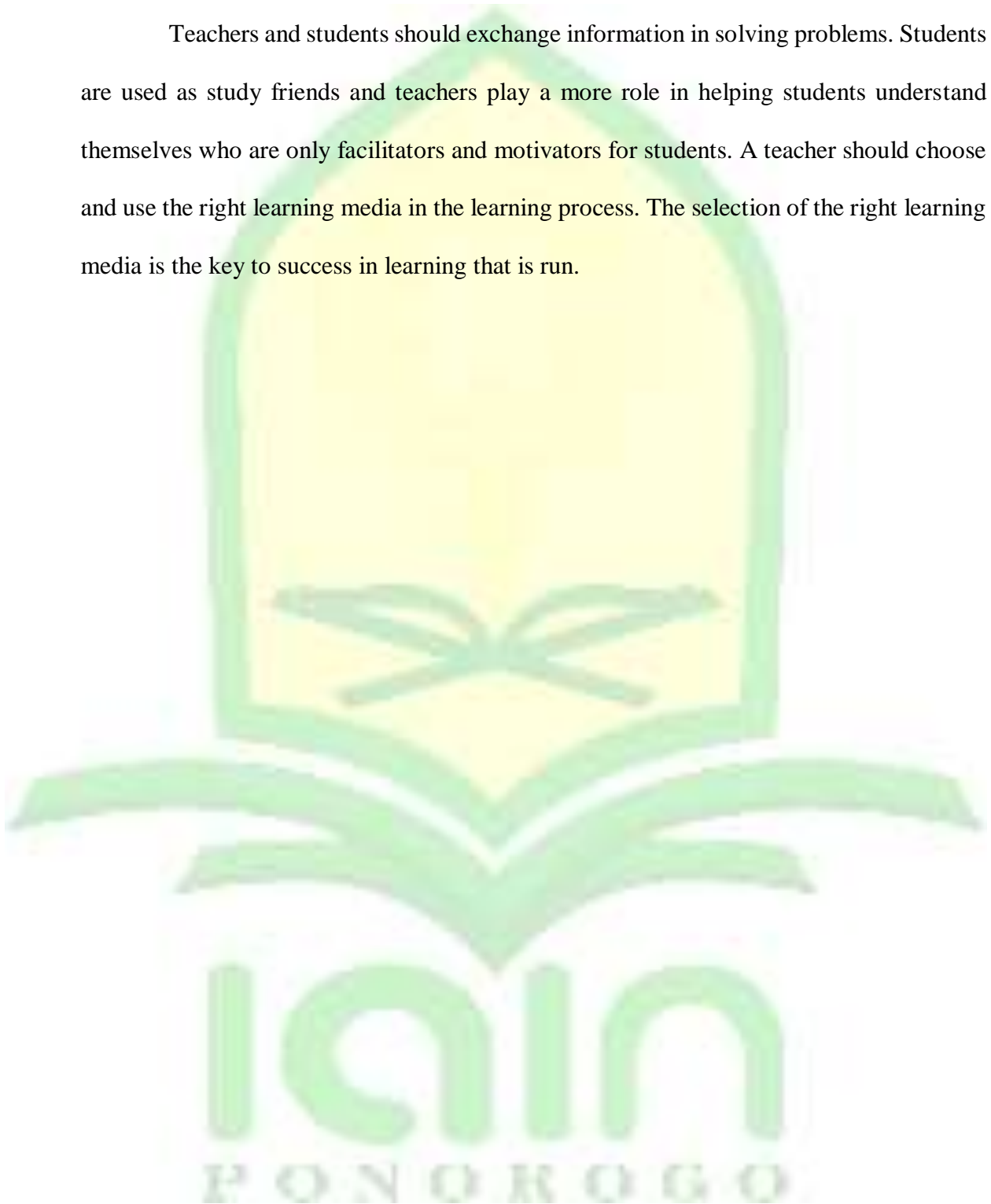
After being given treatment, at the end of the meeting the researcher gave a post-test with a total of 20 items in the form of multiple choice. The mean post-test results in the experimental class was 88.33 and the mean post-test score in the control class was 78.13. Based on the results of the normality and homogeneity tests for the two-class groups, the post-test score were normally distributed and homogeneous.

The word wall media in the experimental class greatly affects students' vocabulary mastery. This can be seen in a significant increase in the mean score of students before being given treatment has a mean of 72.50 and the after being treatment has a mean of 88.33. Similarity, the flashcards media in the control class greatly affect students learning outcomes. This can be seen in a significant increase in the mean score of students before being treatment with a mean of 57.92 and after being treatment with a mean of 78.13.

To prove the validity of the proposed hypothesis, the hypothesis was tested using Independent Sample t-test. From the results of hypothesis testing, it was obtained that 0.000 which is lower than the level of significant 0.05, the meaning that  $H_a$  is accepted and  $H_0$  is rejected, so there were differences in the use of word wall and flashcards media. If it was

seen from the post-test mean score in the two-class groups, the mean value in the experimental class using word wall media is better than the control class using flashcards media.

Teachers and students should exchange information in solving problems. Students are used as study friends and teachers play a more role in helping students understand themselves who are only facilitators and motivators for students. A teacher should choose and use the right learning media in the learning process. The selection of the right learning media is the key to success in learning that is run.



## CHAPTER V

### CLOSING

In this chapter, the researcher would like to give conclusion and recommendations about the result of study.

#### A. Conclusion

Based on the data analysis and discussion of research results that had been described in chapter IV, the researcher concluded that using word wall media can improve students' vocabulary mastery at the seventh grade students of SMP Negeri 1 Parang Magetan in academic year 2021/2022. The students who were taught by using word wall media have a better score than those who were taught by using flashcards media. It can be seen from the students' post-test mean score in the experimental class is 88.33, while the students' post-test mean score in control class is 78.13. It is indicated that students who were taught by using word wall media got better score than the students who were taught by using flashcards media.

The conclusion can be seen from the result of statistical in the previous chapter, where the value Sig. (2-tailed) of the equal varian assumed = 0.000 and  $\alpha = 0.05$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there are significance differences between students' vocabulary mastery of seventh grade at SMPN Negeri 1 Parang Magetan in using word wall and flashcards media.

#### B. Recommendations

Based on the implementation and research results. There are several suggestions that researchers can convey as follows:

**1. For English Teacher:** Many students may not be interested in learning English.

According to them, English is the most difficult subject for them. Students feel bored

in English lessons, especially in memorizing vocabulary. So, the teachers must use interesting methods or media in the teaching and learning process, so that students will be enthusiastic about learning English. To improve students' vocabulary mastery, teachers can use word wall or flashcards media in their teaching and learning process, because these media are good way to teach students, especially in teaching students' vocabulary mastery. Using the word wall or flashcards media can improve the teaching and learning process to be active and conducive, and it was easy for students to master vocabulary.

2. **For Students:** The students have to motivate themselves to learn English. They know that word wall or flashcards media can improve their English, especially in vocabulary mastery. By using word wall or flashcards media, they can study together, exchange ideas or opinions, and have good self-confidence to memorize English vocabulary or practice English in front of their friends. In addition, the students know how important and functional English is for them in the future. They are more diligent in learning English and easier to memorize vocabulary.
3. **For Other Researchers:** The researchers suggested for further researchers who are interested in using the word wall and flashcards media in students' vocabulary mastery and adding them as their reference in the learning process. This can make the teaching and learning process more interesting and effective. Students can understand the material easily without feeling wrong, and more confident. Can be used for all levels, but depending in the needs and condition of students.

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