

ABSTRACT

Tariantika, Tia. 2015. The Implementation of Word Wall Media for Teaching Speaking of The Seventh Grade Students of SMPN 2 Babadan Ponorogo in academic year 2014/2015. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor: Dr. Harjali, M.Pd.

Key word: speaking, word wall media.

English has become one of the principle subjects. English subject in school generally divided into listening, speaking, reading, and writing. English is basic communication to face the global competition. English become the subject in the national curriculum taught from elementary school until university.

Speaking is one of the four basic language skills which plays an important role in the context of English teaching as foreign language in Indonesia. One of the media that can improve the students' speaking skill is word wall media. The goal of word wall media is to build the communication among students and students' vocabulary. The main purposes of this research are: (1) To describe the implementation of word wall media in teaching speaking (2) To know the implication of word wall media for teaching speaking (3) To identify the problem faced by the teacher in implementing word wall media for teaching speaking.

The type of this research was qualitative. In this research, the teacher and the students of class VII D at SMPN 2 Babadan were the subject of the research and the sources of the data. The techniques of data collection used were observation, interview, and documentation.

The results of this research can be concluded: first, the implementation of word wall media in teaching speaking has three activities done in the class. They are pre activities, main activities and post activities. Second, the implication of word wall media can be concluded as follows; students can increase their vocabulary through speaking class activity, students can spoke in front of class and understand the material easily, students had high motivation and active participation in teaching learning process. Third, the problem faced by the teacher in implementing word wall media as follows; it needs the longer time, the teacher to be more creative to used the media, the teacher difficult to gave instruction to the students.

In accordance to the finding above, it is suggested to the teacher in SMPN 2 Babadan in implementing word wall media. Besides it is recommended to the future researchers to examine carefully farther about the implementing of word wall media.

CHAPTER 1

INTRODUCTION

A. Background of The Study

English is basic communication to face the global competition. The Indonesia government works hard to increase human resources energy in education. It is expected to give distribution in facing global era. English become the subject in the national curriculum taught from elementary school until university. English serves as a bridge into the words of higher education, science, international trade, politic, tourism.¹ In English, there are four skills of language, they are speaking, listening, reading, and writing. Speaking is one of central elements of communication.²

Speaking has an important role in learning second language. The student can increase their communicative skill through learning language, students use English in daily life to interact with each other. Those all can give expression, ideas, and spontaneous free think for students. Some people in our life can speak what they want and think but cannot speak very well.

¹Julian Edge, *Essentials of Language Teaching* (England, Longman Group UK, 2001), 25.

²Jack C, Richard & Willy A, Grenada. *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 11), 210.

According to Robert Lado: "Speaking ability is described as the ability to report acts or situations in precise word or sequence the ideas".³ Speaking is a form of language skill as communicative can be developed when it is really used in real life and developed as an important means of expressing meaning.⁴ Speaking is the way of delivering oral presentation by one person or groups or individual. This activity can be informal or formal situations, and the speakers or listener must mutual another to give their contribution.

Speaking is a skill which is used by someone in communication in daily life at college or out side. Speaking is an ability to express voice articulation or words and to extend idea and emotions. In general it can considerate as the most human important tools as a social control. Speaking used to communication, it is make the other person understand our pronunciation and we depend too understand the other persons pronunciation.⁵ Speaking consists of producing systematic verbal utterance to convey meaning. The utterances are simply things people say.⁶

The problems of speaking are found related with the case. This is conducted by Kavin Hetrakul the students difficult in speaking English because the environment does not support the students to speak English frequently. The environment here means the people outside the class.

³ Robert, Lado, Language Testing (1961).

⁴ Jack C, Richard & Willy A, Grenada. Methodology in Language Teaching (Cambridge: Cambridge University Press, 2002).

⁵ Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001), 267

⁶ Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005), 2

Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. According to Kavin Hetrakul:

The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them lose their self-confidence to improve their speaking. The second cause is problem with grammar. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.⁷

Beside that, according to Andry and Engkoem: "One of factor makes students difficulty in communication is environment factor. The meaning of the environment is the condition of communicator and communicant in conversation".⁸

⁷ Hetrakul, Kavin. 1995. The Second Language. <http://eserver.org/courses/spring95/76-100g/KavinHetrakul.html> (Accessed on October 28, 2005).

⁸<https://dianingpadmi.wordpress.com/eeduuccaattiioonn/students%E2%80%99-difficulties-in-speaking-english-and-how-to-solve-it/>

Based on interview with Mr. Edy Triono, as English teacher in SMPN 2 Babadan, it is located at Jl. Ponorogo Madiun Babadan Ponorogo. Teacher has problems in teaching speaking. The problem is teacher rare gives worksheet or handout to the students. He only uses book and white board to explain the material. He also uses monotonous strategy to teach in class. He just uses pair or group strategy. The other problem is less interaction between teacher and students. The teacher gives instruction to the students, they difficult to accept it because they talk with their friends.⁹

A word wall is a media to reinforce the core vocabulary of a specific subject. Teachers select new words, technical terms, and words that frequently recur and print these words in bold block letters on cards. Teachers post these cards on a highly visible wall or bulletin board as students confront them in reading or discussions. The word wall is built one word at a time as students encounter new terminology.¹⁰ Students review terms on the word wall as a "warm up" activity before lessons. Every time one of the words appears in the lesson, the teacher reinforces it by pointing it out on the word wall. Repetition is the key to the word wall's success. Teachers often incorporate word wall terms into learning games.¹¹

Research was conducted by Decy Anggriani indicated that word walls is an effective, enjoyable, and interesting way to each vocabulary because it can help the students to recognize, promote independence,

⁹ Interview in pre-research with Mr. Edy Triyono, S.Pd, as English Teacher in SMPN 2 Babadan, Wednesday, 11.30 WIB, 2 April 2015.

¹⁰Heni Purwo Astuti, *The Use of Word Wall media to Improve Students Speaking Ability* (Under Graduates thesis: Universitas Negeri Semarang, 2001).

¹¹Ibid., 3.

develop a growing core of words, and provide reference support for students during their reading and writing. In this research, the Word Walls strategy was applied in teaching vocabulary provided by games especially alphabet games. It will make students more interested in learning process.

Hopefully the students' vocabulary achievement will be improved. Of course by using games help the students to memorize the words and help the teacher to increase students' interest and to motivate them to learn vocabulary the application of word walls strategy had successfully improved students' vocabulary achievement. The finding of this research is that Word Walls strategy can help the students improve their vocabulary achievement.¹² According to the case, researcher will conduct research and carry out the study by the title "The Implementation of Word Wall Media for Teaching Speaking of The Seventh Grade Students of SMPN 2 Babadan Ponorogo in academic year 2014/2015".

B. Focus of The Study

1. This study focus of the implementation word wall media in teaching speaking at SMPN 2 Babadan Ponorogo.
2. This study focus on the implication of word wall media in teaching speaking at SMPN 2 Babadan Ponorogo.
3. This study focus on the problem faced by the teacher in implementing word wall media in teaching speaking at SMPN 2 Babadan Ponorogo.

¹²Decy Anggraini, *Improving Students' Achievement on Vocabulary through Word Walls* (State University of Medan: 2013).

C. Statement of The Problem

1. How is the implementation word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015?
2. How is the implication of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015?
3. What is the problem faced by the teacher in implementing word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015?

D. Objectives of The Study

1. To describe the implementation of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo.
2. To identify the implication of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo.
3. To identify the problem faced by the teacher in implementing of word wall media in teaching speaking the seventh grade students of SMPN 2 Babadan Ponorogo.

E. Significance of The Study

1. Theoretically

- a. The result of this study will be useful and contribute to scientific treasure in the field of education.
- b. This study can be used as information and reference for other researchers who want to conduct further research with similar research topic.

2. Practically

a. Students

After the teachers use word wall media in teaching speaking, the students can improve their performance and try to be better in their speaking class.

b. Teacher

This research can be used to know the implementation and the positive effect of word wall media in teaching speaking. So that the teachers will know how to use media suitable with purpose to support their teaching learning.

c. Readers

This study can give contribution to the readers. Particularly the students of SMPN 2 Babadan in enriching references with the effectiveness of implementation word wall media in learning speaking.

F. Research Methodology

1. Research Design

This research applies a qualitative research. Qualitative research aims to get a better understanding through first hand experience, truthful reporting, and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior.

Qualitative research can provide further understanding of a subject and its contextual setting, provide explanation of reasons and association, evaluate effectiveness, and aid the development of theories or strategies.¹³ It is multi method in focus, involving and interpretive, naturalistic approach to its subject matter. A qualitative research refers to the meaning, concept, definition, characteristic, symbols and descriptive of things. It will be explored and made from a social phenomenon or environment it is consist of actor, place, action and time.¹⁴

The kind of this research is case study. Case study is attempts to shed light on phenomena by studying in-depth a single case example of the phenomena. The case can be an individual person, an event, a group, or an institution. Researcher from many disciplines use the case study method to build upon theory, to produce new theory, to dispute or challenge theory, to explain a situation, to provide a basis to

¹³Sari Wahyuni, *Qualitative Research Method*, (Salemba Empat, Jakarta: 2012), 3

¹⁴R. Murray Thomas, *Blending Qualitative Research Method in Theses and dissertations* (America: Corwin pressINC, 1921).

apply solutions to situations, to explore or to describe an object or phenomenon. In studying the cases, the researcher should take into consideration whether the researcher studies each case as a whole or if the researcher only studies certain aspects of the case. Here, there is a clear relation with the system theoretical concept of zooming in and out effect.¹⁵

This research describes the process of implementation word wall media in teaching speaking at SMPN 2 Babadan. In teaching speaking the teacher give material to students about statement or something and students describe the vocabulary and takes in wall if the true vocabulary.

2. Researcher Role

Qualitative research is not separable from observation participant, but the role that determine the overall scenario.¹⁶In this research researcher's role is very important because the researcher is a key instrument in this qualitative research.

Researcher plays as an actor and as a data collector. Beside human, researcher use other instrument, the function is a complement only. The researcher is as a full observer, which the subjects of research know about it.

¹⁵ Sari Wahyuni, *Qualitative Research Method*, (Salemba Empat, Jakarta: 2012), 2

¹⁶ Lexy J Muleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2000), 157

3. Research Location

This research takes place at SMPN 2 Babadan on seventh grade students. The research concentrated on implementation of word wall media in teaching speaking.

4. Data Sources

The principle of data source in research is words and actions the other in addition such as data documents.¹⁷ Data source is subject for somebody who given data of analysis research, it is can be seen from subject data. And there are data source related with all population taken a research subject, they are population and subject.¹⁸

Subjects' research and sources in this research in this study there are headmaster, English teachers and some students in the seventh grade students in SMPN 2 Babadan.

5. Technique of Data Collection

a. Observation

Observation is the selection and recording behaviors of people in their environment.¹⁹ The researchers use observation method in this research paper.

According to Nurkancana: "Observation is one of object, and in the particular time. After that, the researches must make a note of the observation systematically. The directly monitoring

¹⁷Ibid., 117.

¹⁸Ibid., 5.

¹⁹Sari Wahyuni, Qualitative Research Method, (Salemba Empat, Jakarta: 2012),21

here, it is an action that is involve the seeing activity, hearing activity or the other activity which is involve sense”.²⁰

Observation based in the directly experience, and observe by self to writes an action and event in the real situation. The researcher write about situation provide knowledge from the data to understand the difficult its situation. Observation became instrument to get many benefits.²¹

Researcher conduct direct observation to the school and get information directly related some implementation of word wall media in speaking class. This research observed the teacher when the teacher teaching use word wall media. The data is referred by real situation and condition from school, so the researcher makes natural experiences there.

b. Interview

Interview is other techniques to gather data in this research. Interview is a basic mode of inquiry of experience has been the major way throughout recorded history that humans have made sense of their experience.²²

Interview provides of contraction about people, event, organization, feels, motivation to change and improve

²⁰Carter, Ronald. 1989. Vocabulary and Language Teaching. London: Longman.

²¹Lexy J Muleong, Metodologi Penelitian Kualitatif (Bandung: PT Remaja Rosdakarya, 2000), 175

²²Irving Seidman, Interviewing as Qualitative Research, (New York, Teacher College Press, 2006), 8.

information development the researcher.²³ According to Wahyuni, the advantages of this interview are questions can be prepared ahead of time. This allows the interviewer to be prepared and appear competent during the interview. This type of interview also allows informants the freedom to express their views in their own terms.²⁴

Researcher make interview by conduct meeting that is done by two or more people to exchange the information. The researcher can reach information by exchange the questions and responses. Beside that, researcher also conducts interview to the English teacher related with the students' difficulties in speaking class and implementation of word wall media in teaching speaking.

Researcher chooses the participants related with implementation of word wall media teaching speaking. They can help researcher to focus on the topic.

c. Documentation

According to Guba and Licon document is written form not record, and this is have a long time to use in research as a data source because document give benefit to try, to interpret, and to

²³ Lexy J Muleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2000), 157

²⁴ Sari Wahyuni, *Qualitative Research Method*, (Salemba Empat, Jakarta: 2012), 3

predict.²⁵ Systematic research for relevant is important to any data collection and documentary evidence is one of the ways in data collection to find the answer of research question.²⁶

Researcher gets data from some pictures during teaching learning process of the seventh grade students in SMPN 2 Babadan. The documentation can be used to reinforce researcher's data from observation and interview method.

So, documentation is important to used collect the data, to improve the research, to know the result of students in learning speaking.

6. Data Analysis

Data analysis is the last process of the research before writing the report of the research. Data analysis in qualitative research is often more time consuming. Researchers have to deal with masses of data to analyze and transcribe.²⁷ Data analysis to get the research data from some sources that is interview, observation, have write or like field note, document. Analysis data qualitative provide data to organize, classify can make a unity to develop the important point for other people.²⁸ The data analysis is gotten when the researcher observes the object of research. It can be gotten from the observation directly or interview the informants. Data analysis can be completed

²⁵ Ibid., 216-217.

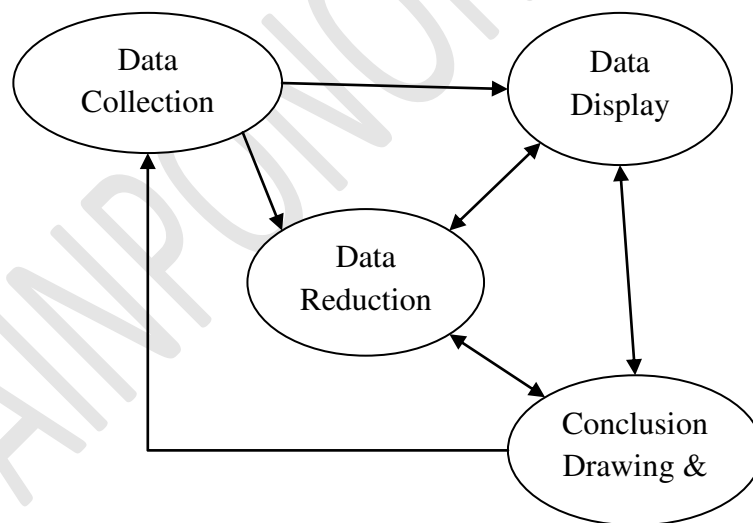
²⁶ Bogdan & Biklen, *Qualitative Research for Education*, (USA: 2007), 59.

²⁷ Sari Wahyuni, *Qualitative Research Method*, (Salemba Empat, Jakarta: 2012), 3

²⁸ Lexy J Muleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2000), 324

and developed while the researcher collects the data from the research object.

After getting the data, the researchers analyze that data through three steps: data reduction, data display, and conclusion drawing and verifying. In data reduction the researchers choose and classify the data into some unit of particular concept. A set of data reduction is also needed to be organized into display data. The data can be displayed as sketch, synopsis, matrix, or other form. That display data is very needed to make easy the process of conclusion drawing and verification.²⁹



a. Data Reduction

Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones.

²⁹ Andrew Goodwyn, English Teaching and Media Education (Philadelphia: Open University Press,1992), .

Through the data reduction, the researcher may focus on the data that will analyze. With data reduction, the potential universe of data is reduced in an anticipatory way as the researcher choose a conceptual framework, research question, cases, and instrument. Once actual field note, interviews, tapes, or other data are available, data summaries, coding, finding themes, clustering, and all instances of further data selection and condensation.³⁰

b. Data Display

Data display is a stage of organizing the data into patterns of relationship. That is make the collected data easier to be understand. Data display as an organized compressed assembly of information that conclusion drawing or action taking, is a second, inevitable, part of analysis. The researcher typically needs to see a reduced set of data as a basis for thinking about its meaning. More focused may include structured summaries, synopsis.³¹

c. Conclusion/ verification

In this stage, the researcher is making a conclusion. That is can be in a form of thick description. The conclusion is the answer of the researcher's problem that have formulated. Conclusion or verification involves the researcher interpretation.

³⁰ Norman, Denzin, Handbook of Qualitative Research, Sage Publications, United State of America: 1994, 429

³¹ Ibid., 429.

Drawing meaning from displayed data. The range of tactics used appears to be large, ranging from the typical and wide use of comparison/contrast nothing of pattern and themes, clustering, and use of metaphors to confirmatory tactics such as triangulation, looking for negative cases, following up surprises, and checking results with respondents.³²

7. Checking of Data Validity

Validity of the data is an important concept of validity and reliability new concept.³³ The level of data validity can be done by using technique:

- a. The strenuous observation. Its mean that the researcher finds the characteristics and elements in the situation that relevant issue.³⁴ The researcher can conduct it by observing the implementation of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan in academic year 2014/2015 for accurately and continuously.
- b. Triangulation. It is to make the study of the data investigated became more comprehensive. It is also keeps the study from accusation that is finding simply and artifact of single method, single data, source or simply.³⁵ In this study the researcher use triangulation technique to investigated data of implementation of

³² Ibid., 429.

³³ Lexy J Muleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2000), 157

³⁴ Ibid.

³⁵ Ibid.

word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan in academic year 2014/2015. It means that the researcher checks the validity of collecting information through the different time and tool in qualitative method.

8. Research Procedure

In this research there are some processes that must be done by the researcher that includes planning, application, and reporting.

a. Planning

Before doing the research activity, the researcher must prepare for research materials. The preparations in this research are: Observe the location of the research, arrange the plan of the research, permission letter of the research license from institution, approval, even research instruments.

b. Application

The activities of the research are: collecting data, analyzing data, making conclusion and suggestion. In application, researcher observes the problems in research location and starts the research by using the instruments. Researcher conducts interview to the participant related with the problem of research. Furthermore, the problem will be analyzed and interpreted to reach the conclusion of study.

c. Reporting

In this activity, the researcher writes a research report in the form thesis writing about implementation of word wall media in teaching speaking.

G. Organization of the Thesis

In this organization of thesis, researcher described thesis design and divided thesis into five chapters. The sequence of the chapter is as follows;

Chapter I is introduction with the background of study, focus of study, statement of problem, objective of research, significance of study, research method, and organization of thesis.

Chapter II is review related literature. It presents theoretical background and previous research finding. The theoretical background involves materials related with speaking, implementation word wall media in teaching speaking. The previous research finding concludes the result of previous studies that have similar cases with this research.

Chapter III is data description. This is described of general data description that consists of information related with the location of research and specific data description

Chapter IV is discussion. This is present of the research. It loads the result of process analyzing data. Researcher analyzes and produces interpretation of data based on the problem.

Chapter V is closing. It consists of conclusion of the research and recommendation. The conclusion loads summary of the discussion based on research problems. The recommendation contains suggestion for further research to make better study.

STANPONOROGO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

1. Definition of Speaking

Speaking is a skill which is used by someone in communication in daily life at college or out side. Speaking is an ability to express voice articulation or words and to extend idea and emotions and in general it can considerate as the most human important tools as a social control. And also speaking used to communication, where is make the other person understood our pronounciation and we demand too understand the other persons pronounciation.³⁶ Speaking consists of producing systematic verbal utterance to convey meaning. The utterances are simply things people say.³⁷

Speaking is communication. Communication is nothing without communicative. It is caused that speaking is the verbal language which is used to communicate with others.³⁸ Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.³⁹ In life, people can speak

³⁶Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001), 264

³⁷Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005),

³⁸Glenn Fulcher, Testing Second Language Speaking (Longman: London, 2003).

³⁹Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005), 2

everywhere and every time. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable.

2. Components of speaking

- a. Fluency, it is the capacity to speak fluidly, confidently, and rate consistently with the norms of the relevant native speech community.⁴⁰ That important dimension of communication, it means that we don't have very ignored quality of speaking, but we have to speak quite and possible. It is the ability units of speech together with facility and without strain or in appropriated slowness, or undue hesitation.⁴¹ Fluency may in many communicative language courses be an initial goal in language teaching.⁴²
- b. Accuracy, it is the ability to speak properly that is selecting the correct words and expression to convey the intended meaning. Accuracy involves over the linguistics code.⁴³ Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. The fluency or accuracy issues often boils down to the

⁴⁰Ibid, Speaking 5.

⁴¹Tricia, Hedge, Teaching and Learning in the Langugae Classroom (New York: Oxford University Press, 2003), 54.

⁴²Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001).

⁴³Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005).

extent to which our techniques should be message oriented current approaches to language teaching learn strongly toward message orientation with language usage offering a supporting role.⁴⁴

- c. Grammar, is a set of language or norms must be follow when learn about language righ. The component is the step language that fulfils in order to receive.
- d. Pronunciation, refers to the way a word or language in spoken, or the manner in which someone utters a word. Pronunciation is the way to talk some word of language.⁴⁵

Speaking effective depends very much on the speaker's ability to interact with an interlocutor.⁴⁶ It can conclude that speaking is the ability to speak communicative and share information, ideas, and spontaneously.

3. The Characteristics Difficulty of Speaking Skill

They are some characteristics of difficulties the spoken language, they are:

- a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

⁴⁴ Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001), 267

⁴⁵ Kasihani, English for Young Lerner, 43.

⁴⁶ Caroline woods, Teaching and Testing Skills in Foreign Language (Cambridge University Press: New York, 2005).

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Form

Contractions, elisions, reduced vowel, all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, quality of speaking that in turn stigmatize them.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

e. Colloquial Language

Make sure your students are reasonable with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to

help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation and that is intonation pattern convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.⁴⁷

According to the explanation above, speaking skill has many difficulties. They are clustering, redundancy, reduced form, performance variable, colloquial of language, rate of delivery, stress, rhythm, intonation, and interaction. Students have to know the mistakes in their speech in order to know the correct.

4. The Characteristic of Successful Speaking

Speaking skill has many factors to encourage student's ability.

The students must have a good speaking to order success in English learning, they are:

⁴⁷ Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001), 263

- a. Learners talk a lot. As much as possible of the period of time to the activity in a fact occupied by the learners talk.
- b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants all of get chance to speak and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak because they are interested in the topic and have something to say about it.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and language acceptable level of language accuracy.⁴⁸

The students get the best score in speaking class. Therefore, the students must have ability to talk a lot, have participation in talking, high motivation, and acceptable level to get speaking successfully.

5. The Assessment of Speaking

The assessment of speaking is to asses oral language on systematic and to have procedures or assessment activities. This activity will increase the validity of assessment approach.

- a. Pronunciation and intonation

The speaker must decide what to say, be able to articulate the words, and created the physical sounds that carry

⁴⁸ Penri UR, A Course in Language Teaching and Theory (Cambridge: University Press, Britain, 1995) ,120.

meaning. Pronunciation and intonation should therefore be more realistic focus on clear, comprehensible pronunciation. The learners surpass that benefit which pronunciation detract from their ability to communicate, and focus on elements that enhance communication, intonation features that go beyond basic pattern, voice quality, phonetic distinctions between registers, and other refinements that are far more important in the overall stream of clear communication than rolling the English.⁴⁹

b. Accuracy and fluency

In spoken language the question who is faced by the teacher, speakers goal to accurate (clear, articulate, grammatically, and phonologically correct). Fluency may in many communicative language courses be an initial goal in language teaching.⁵⁰ Accuracy is the ability to speak properly that is selecting the correct words and expression to convey the intended meaning. Accuracy involves over the linguistics code. The fluency or accuracy issues often boils down to the extent to which our techniques should be message oriented current approaches to language teaching learn strongly toward message orientation with language usage offering a supporting role.

⁴⁹ Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001), 268

⁵⁰ Ibid., 268.

6. Types of Classroom Speaking Performance

Classroom activity can develop learners ability to express themselves through speech would therefore seem an important components on language course.⁵¹ Six categories to apply the kind of oral production that students are expected to carry out in the classroom.⁵² It explains that management of speaking class is important because the classroom activity is expected can develop students' ability.

a. Imitative

This is one of kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking one step beyond imitative to include any speaking performance that is designed to practicesome phonological or grammatical aspect of language. It is can be self initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

⁵¹ Penny Ur, A Course in Language Teaching Practice and Theory, 120.

⁵² Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001), 268

c. Responsive

A good deal of the students speech in the classroom is responsive short replies to teacher or students initiated question or comments.

d. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal

Interpersonal carried out more for the purpose of social relationships than for the transmission of facts and information.

f. Extensive

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative.

B. Teaching speaking

1. Definition of Teaching

Teaching is showing or helping to learn how to do something, give instruction, guiding in the study of something, providing the

knowledge, causing to know or understand.⁵³ Its mean that when a teacher teach, he or she will show or help and guide someone to learn about something that provide with knowledge. Those teaching activity will also give effect to someone who taught become know and understand with something that he or she never know before. Teaching is a complex process intended to facilitate learning.⁵⁴

Teaching is not telling, it is not dispensing information, and it is not marely demonstrating skill.⁵⁵ Instead, teaching is involving the students as an active participant in the learning process. Teaching is also defined as one person's influence aimed at improving and learning of other person.⁵⁶ Usually, people think of teaching as occur in face to face interaction between the teacher and the learner but it can also occur when a teacher creates influential events, in which he or she does not participate. Teaching is general term covering a wide variety of jobs and employers. Not a tteacher's entire job involves working directly with pupils or students.⁵⁷ Teachers has to guide facilitate the learners or students to learn. It is expected that from the teacher guide and facilitated, the students will be enable in understanding the

⁵³ Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition* (New York: Wesley Longman, 2000),7 .

⁵⁴ Kathleen B. Gaberson and Marilyn H. Oemann, *Clinical Teaching Strategies in Nursing*, (New York: Springer Publishing Company, 2010), 60 .

⁵⁵ Ibid.

⁵⁶ Nathaniel, L. Gage, *A Conception of Teaching* (USA: Springer Science+Business Media, 2009), 2.

⁵⁷ Trotman and Company Limited, *Careers in Teaching* (Great Britain: Creative Print and Design Wales, 2001),1.

material. In addition, teacher also has to be able to set a good and comfortable condition for the students to learn.

2. Definition of Teaching Speaking

Teaching speaking is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning.⁵⁸

Teaching language has very complex problem. The teachers of language in the past have not encouragement to inquire the problem. The important to correlate the language teaching with a theoretical and practical activity, effective teaching materials and classroom procedures, depend on principles that derive from an understanding of what language is and how it is used.⁵⁹

Teaching speaking is very important part of foreign language learning. The ability to communicate in foreign language learning contributes the student's success in school and real life. There are three basic reasons why it is a good idea to give students speaking tasks, which provoke them to use it.⁶⁰

Teaching speaking is to teach English Foreign Language Learners to:

- a. Produce the English speech sound and sound pattern
- b. Use the word and sentence stress, intonation pattern and rhythm of the second language

⁵⁸Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001).

⁵⁹Widdowson, Teaching Language as Communication (New York: Oxford University Press, 1978).

⁶⁰Jeremy Harmer, How to Teach English, (England: Longman, 1998), 87

- c. Select appropriate words and sentences and according to the proper social setting, audience, situation and subject matter
- d. Organize their thoughts in meaningful and logical sequence
- e. Use language as a means of expressing values and judgments
- f. Use the language quickly and confidently with few unnatural pauses, which are called fluency.⁶¹

C. Word Wall Media

In other than teaching speaking is needed to students to communicate in classroom activities. The researcher try to analysis the teacher use media in teaching speaking class, it is word wall.

1. Definition of Word Wall

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.⁶² A Word Wall is a categorical listing of words that have been taught in the classroom and displayed on the wall. Students can then refer to these words during direct instruction or throughout the day. Word walls provide students with easy access to words they need to know during activities.⁶³

⁶¹Kay Hayride, Teaching Speaking Activities to Promote Speaking in a Second Language(Cambridge: University Press).

⁶²Jennifer Cronsberry, Word Wall (Canada: www.Curriculum.org: 2004), 3

⁶³ <http://k6educators.about.com/od/ReadingStrategies/a/Word-Walls.htm>

The most effective word walls are used as a learning reference throughout the year. Word Wall is visual media in teaching learning activities.

In secondary schools, where different teachers, different courses, and different grade levels often share the same classroom, finding sufficient space for a word wall may prove to be a challenge. In the Resources section of this document there are references to sources of ideas from teachers who have found ways to display word walls in limited space. When space is limited, the word wall may need to be changed for each unit rather than keeping key terms up all year. Ideally, key terms from a previous unit could be moved to another space in the room to remain available for visual reference throughout the course.

For the ideas there are: Mount the words on construction paper or card stock and laminate of them, color code the words, either using colored markers for lettering or colored paper for mounting. Color coding can be used in numerous ways, e.g., same colors can be used to highlight homonyms, synonyms, parts of speech, frequently misspelled words, or categories, use a wall area that is visible to all students. If the word wall is to be used effectively, students need to be able to glance at the word wall from their desks while they are working, Mount words on the wall in alphabetical order. Using alphabetical order makes it easier for

students to skim the list and find words, Make access to the words easy, use tape or tacks to mount the words so students can move individual words.⁶⁴

2. Create Word Wall Media

Word Walls are successful activities because students tend to learn what you call their attention to. If you post the terms of a unit that they are studying in a conspicuous place, they will then learn them almost passively. Word Walls are successful because they focus attention, give ample opportunities for review, and are pleasant for students to use.

There are many ways to create a Word Wall⁶⁵:

- a. Post the terms you want students to know.
- b. Post the terms and their definitions.
- c. Use bright colors to help students retain meanings.
- d. Post sight words that you want students to learn.
- e. Post photos, drawings, or other illustrations next to the words.
- f. Use the words in a phrase or sentence.
- g. Use 3-D objects to help students recall the words.
- h. Post frequently used words.
- i. Post frequently misused words.
- j. Post variations of words such as politics, politician, political.

⁶⁴Jennifer Cronsberry, Word Wall (Canada: www.Curriculum.org: 2004), 5

⁶⁵<http://teaching.monster.com/benefits/articles/3640-how-to-use-a-word-wall>

- k. Post root words and affixes.
- l. Post words associated with an upcoming unit of study to generate interest.
- m. Post words associated with your discipline.
- n. Post words associated with standardized tests.
- o. Post words that students themselves suggest.

Keep in mind that while some words may be obvious to you, they may be ones that your students do not know.

A Word Wall is a great way to bring these words to your students' attention.

3. Classroom Activities Using Word Walls Media

- a. There are many creative ways to use word walls to engage students in learning. The activities may be full lessons, or brief exercises that encourage students to refer to the word wall and review key terms. Shorter activities encourage students to 'play with' language and can be beneficial for reinforcement of basic skills.
- b. Where possible, students should interact with the word wall words whether it be to affix a prefix, or a plural 's,' or to move words so they are intrinsically engaged by the active, creative, and participatory nature of word wall activities.
- c. Some classroom activities suggest the use of word cards. These activities require at least one set of the words on cards

such as recipe cards. The words could be generated from a computer and glued to recipe cards when multiple sets are needed.

- d. Students should maintain a personal word wall. To make the word wall list stand out, provide an organizational handout that students glue to three-holed construction paper. The construction paper fits into a binder, but sticks out a little more than regular binder paper, thus making the word wall list easily accessible.
- e. The suggested activities are organized as whole class, small groups/partners, or individual activities. Unless specifically indicated, the activities are done with all the words posted on the word wall. Some of the activities could be completed with just the new word(s) introduced on a given day.
- f. The word wall activities are suggestions only and can be adapted or modified for use within different grade levels and subject disciplines.
- g. In presenting word wall activities, teachers must be sensitive to students who may be uncomfortable with completing a task in front of their peers, e.g., spelling exercises are suggested as individual or partner activities.⁶⁶

⁶⁶Jennifer Cronsberry, Word Wall, (Canada: www.Curriculum.org: 2004), 7

4. The Advantages and Disadvantages of Word Wall Media

a. The advantages of word wall media

- 1) To support the teaching of important general principals about words and how they work
- 2) To foster reading and writing
- 3) To promote independence on the part of young students as they work with words in writing and reading
- 4) To develop a growing core of words that become part of reading and writing vocabulary
- 5) To provide reference for children during their reading and writing
- 6) To improve the student's vocabulary
- 7) To make the student's enjoy and not bored with the materials
- 8) To make the students practice English for communication and to create using language
- 9) To create a variety of word wall game using teacher's own word
- 10) The teachers can choose the vocabulary topic or grammar item form a large data base of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

b. The disadvantages of word wall media there are:

- 1) The teacher receive no feedback on student"s performance because not all of the students understand the meaning of word. So, the students are lazy to do exercises
- 2) Good for from beginners to intermediate, but not for an advance level of students because word levels of it are main.⁶⁷

3. Previous Research Finding

This research taken from Indriyanto the title "The Implementation of Learning Community Technique to Improve Speaking Ability in Mts Darul Huda", this research conducted for the purpose to find out whether teaching speaking by Learning Community Technique, can improve the students achievement to the seventh grade at Mts Darul Huda. The result of the research that Learning Community Technique is one active learning technique, it is make the students to be active when they learning, give opportunity and give expression to the students when they study. The speaking skill is increase to the students at the seventh grade, its shown in students mean score in speaking test in the cycle 1 is 50%, in cycle 2 change in 30.5%, and in the cycle 3 change into 72.2%.⁶⁸

The second previous research finding by Maskur Dwi Pratiwi the title is "Implementation of Communicative Approach in Speaking Skill", that is conducted of the purpose to know the reason of

⁶⁷ Jeremy Harmer, How to Teach English, (England: Longman, 1998), 89

⁶⁸Indriyanto, The Implementation Learning Community Technique to Improve Speaking Ability in Mts Darul Huda. (Stain Po: 2012)

Implementating Communicative Approach in Teaching Speaking Skill at STAIN Ponorogo, to describe Implementation of Communicative Approach in Teaching Speaking Skill at STAIN Ponorogo, and to identify the strength and weakness Implementation of Communicative Approach in Teaching Speaking Skill at STAIN Ponorogo. The result of this research in implementing communicative approach that increase students' vocabulary, increase students' self confidence, keep interaction between students and lecture, the students can speak English, and help the students get the high score. This approach in speaking class is success because the students can receive this approach very well, and the students more attractive and know the psychological condition of the students, it is more received by the students.⁶⁹

The third previous research finding by Moh Choliq Nasarudin the title "The Implementation of Word Wall Media to Improve Students' Vocabulary Mastery on Descriptive Text in SMPN 2 Lembeyan in Academic Year 2009/2010. The purpose of this research to study whether word wall media can improve the student's vocabulary mastery on descriptive text at the seventh grade students of SMPN 2 Lembeyan, the use word wall media can improve the student's vocabulary mastery on descriptive text at the seventh grade students of SMPN 2 Lembeyan. This result of the research the

⁶⁹MaskurDwi Pratiwi, Implementation Communicative Approach in Speaking skill (Stain Po: 2013)

students' vocabulary test at cycle 1 showed that the average score was 63.1 (48.1%) and at cycle 2 the average score increased become 70.1 (74.1%) increase was about 26%, that there was significant improvement in student's vocabulary mastery and understanding of student's vocabulary mastery.⁷⁰

According to the previous studies, researcher will conduct the research related with the implementation of word wall media for teaching speaking in SMPN 2 Babadan. Researcher wants to know how the implementation of word wall media in teaching speaking. Researcher also wants to know how the implication the progress for students in participated speaking class. Researcher also wants to know what is the problem faced by the teacher in implementing of word wall media.

⁷⁰Moh Choliq Nasarudin, *The Implemetation of Word Wall Media to Improve Students' Vocabulary on Descriptive Text* (STAIN PO: 2010).

CHAPTER III

DATA DESCRIPTION

A. General Data

1. The History of SMPN 2 Babadan

SMP Negeri 2 Babadan is founded in Year 1997/1998, the school building financed by the World Bank. The school is equipped with adequate infrastructure includes office space, classrooms, skills, library, science lab, prayer and until 2010 there is also the Laboratory of science, media room, library facilities online or Learning Resource Center (LRC) and supporting facilities other.

The organization of school principle in SMPN 2 Babadan there are:

- | | |
|--------|---|
| First | : Drs. H. Achmadi Sofwan, Th 1997-1998 |
| Second | : Nunuk Sri Murni Karyati, S.Pd, Th 1998-2003 |
| Third | : Retno Mumpuni, Th 2003-2007 |
| Fourth | : Drs. Bibit Setiyono, M, Pd, Th 2007-2008 |
| Fifth | : Dra. Asih Setyowati, M, Pd, Th 2008-2011 |
| Sixth | : Didik Yudi Astuti, S.Pd, Th 2011-present |

The Educators of SMP Negeri 2 Babadan is potential workers are always innovating to develop teaching methods in order to achieve the quality of students, with educational backgrounds in accordance with the teaching field.

The learners are graduated from SD / MI district of Babadan and surrounding areas. Two years since the establish of SMP Negeri 2

Babadan are 1999 students of SMP Negeri 2 Babadan be able to excel in the race walk District level, and continuously almost every year students of SMP Negeri 2 Babadan in various fields. Graduates from 2 Babadan Junior High School can compete with the SMP or schools other to be accepted at the senior high school or vocational favorites.

2. The Geographical Place

SMP Negeri 2 Babadan is located at Jl. Ponorogo Madiun 5 km. Pondok Village Babadan District of Ponorogo. Distance 3 km from the north Seloaji bus station, from the east in front of Babadan gas station, from the west BRI Babadan and from the south Pondok Pesantren Al-Iman.

3. The Vision and Mission

➤ Vision : Faith, cultured achievement, and environment

Indicators Vision :

- a. Realization of curriculum development SMP Negeri 2 Babadan.
- b. Realization of innovative learning process.
- c. Achievement in academic affairs (graduation).
- d. Increasing the quality of education.
- e. Fulfillment of education facilities and infrastructure.
- f. Realization of effective school management and participative.
- g. Realization of financing education standards.
- h. Realization of standard assessment of education.
- i. Achievement in academic and non-academic.

- j. The growing character based IMTAQ national culture.
- k. The realization of people's awareness of the culture of the school environment.

➤ Mission:

- a. Implement curriculum development SMP Negeri 2 Babadan.
- b. Implement appropriate curriculum learning process SMP Negeri 2 Babadan.
- c. Increase the score - average value of the subject UN.
- d. Implement human resource development education.
- e. Provide education facilities and infrastructure.
- f. Implement effective school management development and participatory.
- g. Implement development education financing.
- h. Implement development of educational assessment.
- i. Implement development extracurricular activities academic and non-academic.
- j. Implement development activities religious affairs, manners and realize cultured environment.

4. The Organization of Structure

The existence the organizational of structure is an associations or institution is very important. This is will help the implementation of program that has been planned before. So, the works each member can run effectively.

The Organizational of Structure of SMPN 2 Babadan as follow:

Head Master	: Didik Yudi Astuti, S.Pd
Committee of School	: H.Masyhud, BA
Coordinator of TU	: Binti Sulusiah
Deputy of Curriculum	: Kusna Rosidah, S.Pd
Deputy of Students	: Budi Santoso, S.Pd
Deputy of Public Relation	: Elly Soekiswandari, S.Pd
Deputy of Infrastructure facilities	: Adi Siswoyo, S.Pd
Head of Library	: Sri Hartati, S.Pd
Head of Computer Laboratory	: Edy Triyono, S.Pd
Head of Science Laboratory	: Fathul Nur Wahidah, S.Pd

For the more explanation, see the appendix: 03/D/07-V/2015

5. The Condition of Teachers and Students

a. The Condition of Teachers

The teachers who teach in SMPN 2 Babadan are 30 persons. They consist of a headmaster and her name is Didik Yudi Astuti, S.Pd. 16 people of the teachers are male, 14 people of the teachers are female. Background of education the teachers in SMPN 2 Babadan are graduates from senior high school also graduate from education S1 for each teacher in their departement

or their lesson. For the more explanation, see the appendix:
03/D/07-V/2015

b. The Condition of Students

The students are important part of school, in SMPN 2 Babadan has 12 classes. They consist of 4 classes for class VII, 4 classes for class VIII, and 4 classes for class IX. Class VII consist of 87 students, class VIII consist of 82 students, and class IX consist of 81 students. So, totally there are 250 students. For the more explanation, see the appendix: 03/D/07-V/2015

6. The School Facilities and Infrastructure

Facilities and infrastructure are the components that also determine the success of the teaching learning process. The school facilities are equipment that used directly in teaching learning process such as white board, computer and lesson books. The infrastructure is all short of equipment that can be used to easily and make comfortable such as classroom, tables, and chairs.

Infrastructures in SMPN 2 Babadan such as classroom, library, and laboratory. For the complete explanation about the school facilities and infrastructure of SMPN 2 Babadan can be seen at appendices:
03/D/07-V/2015

B. Specific Data

1. The implementation of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.⁷¹

Each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall activities engage students while they learn key vocabulary, whether it be learn to explain a word, to compare it to other key concepts, or to spell it.⁷²

Based on the observation, the teacher started the class with praying, greeting, checking students by call the roll, and giving brainstorming. The teacher asks to students about their last material

⁷¹Jennifer Cronsberry, Word Wall (Canada: www.Curriculum.org: 2004), 3

⁷² Ibid?

and asks to them to open the book. Before going to the lesson, the teacher gives short explanation about the material clearly.⁷³

In the pree activity, the teacher gives the material use word wall media. Teacher puts some of small card on whiteboard, and the students repeat after teacher and read together. The teacher also explains to the students the vocabulary from small card.

According to the observation in seventh grade students of SMPN 2 Babadan, researcher come to the class, class atmosphere was so silent because the students were quite and ready to follow teaching and learning process. In the beginning of teaching and learning process, teacher gives brainstorming.

After the teacher gives brainstorming to the students, the teacher gives question about material. The students answer the question and the teacher explains the use of singular and plural. In other hand, he also gives handout about material to students and the students repeat after him.⁷⁴

The case indicates that some of students can answer questions from teacher. The students seriously and focus about material extended from the teacher. In other hand, teacher also gives handout about material, who make students easier to accept and understand what the teacher say, teacher also asks the students to repeat after him to show the pronunciation of students and all of students can speak loudly.

⁷³ Look at transcript of observation: 01/O/20-IV/2015

⁷⁴ Look at transcript of observation : 01/O/20-IV/2015

Beside that, some of students in this class active and give participation in speaking class activity. But there are students have low motivation in speaking classes, they feel shy, and afraid. The students also difficult get some information from teacher. It is caused lack of vocabulary and less of media. Therefore, the teacher implements about word wall media. This media make students easily to speak, and get the vocabulary.

Based on the next observation, the teacher gives the lesson about material use word wall media. The teacher divides white board into 2 parts first part for singular and second part for plural. The color in this media is very important to give interest, attractive, beautify in teaching learning process.⁷⁵

From the result of observation above, can supported by interview with English teacher of SMPN 2 Babadan:

The use of word wall media should be created in beautiful color. The color can give intract for stidents in learning speaking, and make students interesting. I divide white board into 2 parts, the first part is singular and the other part is plural. The students can understand and easier to catch the material from me.⁷⁶

In another chance, researcher conducts further interview with the seventh grade students of SMPN 2 Babadan related with implementation of word wall media,

All of students focus and try to comprehend what the teacher's instruction and what the teacher say. If the students don't understand, they ask to the teacher to repeat and to explain the

⁷⁵ Look at transcript of documentation: 03/D/21-IV/2015

⁷⁶ Look at transcript of interview: 02/I/04-V/2015

instruction or the material. The teacher gives small card for each student and the small card consist of material about singular and plural. Each student get one small card and all of students have different word in small card.⁷⁷

Based on the researchers' observation, teaching learning process in class very enjoy and seriously. The students are interested because this media help the students more easier to understand the material. The students can differentiate between singular and plural in sentence.⁷⁸

The teacher asks to the students to read and to differentiate about material suitable by small card what they have. The teacher gives 5 minutes to the students to differentiate about material. And if the students finished to read, the teacher ask the students one by one to put small card on white board appropriate with their card.⁷⁹

The material of singular and plural:

Singular	Singular (In sentence)	Plural	Plural (In sentence)
A book	I have a book	Many books	I have many books
An eraser	There is an eraser	4 erasers	I have four erasers
A pen	You have a pen	2 pens	You have two pens
A bag	This is a bag	3 bags	I buy three bags
A novel	I read a novel	2 novels	I read two novels

⁷⁷ Look at transcript of interview: 02/I/04-V/2015

⁷⁸ Look at transcript of observation: 01/O/23-IV/2015

⁷⁹ Look at transcript of documentation: 03/D/23-IV/2015

A paper	I need a paper	2 papers	This is two papers
A board marker	It is a board marker	3 board marker	I need three Board marker

In addition, the students get some material above, one of students also gets one of materials. They try to practice one by one in front of class to put the card on whiteboard. When a student make a mistake, the other students give correct answer. So, all of students know and understand about it. Beside that the teacher gives explanation about material clearly when we use singular and plural. The teacher gives example, so the students can catch and understand about what the teacher say. If any students not understand the teacher will give explanation again until all of students get the point of material.

The result of observation was proved by researcher in further interview with Mr. Edy Triono, S.Pd:

The students get the material from me although I give some explanation repeatedly. And the students can do task or instruction from me. They also can put the card on white board based on their card. Beside that, the students are enjoy and happy to do it because this is use word wall media.⁸⁰

In teaching learning process the teacher creates a good condition in class, he makes the class noisy because of learning

⁸⁰ Look at transcript of interview: 02/I/25-IV/2015

process, and he make students active.⁸¹ Based on the data the researcher can conclude that, the students can practice in front of class by putting the card on whiteboard and they can speak English about material what they have. They active and comfortable. So, word wall media is suitable to get the new vocabulary.

After the students practice in front of class and they can speak English, the teacher gives short conversation about material to each student. They can practice again in front of class in pairs (group of 2). The teacher gives 20 minute. This is to know the pronunciation and expression of students.⁸²

The researcher got the result of interview with the students in the seventh grade:

The last activity the students also practice to speak in front of class. They can differentiate between singular and plural in short conversation. They also give expression and give difference which one singular sentence and which one plural sentence. They do with their friends in pair and discuss together. If a group in front of class the other students keep attention and listen to examine carefully.⁸³

In addition, the students can differentiate between singular and plural sentence. They can speak in front of class with their group in pair.⁸⁴ The other interview from English teacher of SMPN 2 Babadan:

⁸¹ Look at transcript of documentation: 03/D/07-V/2015

⁸² Look at transcript of observation: 01/O/27-IV/2015

⁸³ Look at transcript of interview: 02/I/28-IV/2015

⁸⁴ Look at transcript of documentation: 03/D/27-IV/2015

I also give short conversation with students to do in pair. And I ask them to discuss together with their group, to differentiate singular sentence and plural sentence. Each group must practiced in front of class to performance conversation, give expression and speak. The other students can keep attention to listen and give suggestion if the students' performance is false.⁸⁵

Therefore, in the post activity the teacher gives review about the material to the students. Its mean that the teacher gives small card again for some students. Anyone the students get the small card, they will read to the other students and the other students give respon, they speak what the meaning of word.

Based on explanation above, that is the last activity in teaching speaking. Next the teacher gives post activity to students, gives conclusion about the material and gives motivation for students to study hard, diligent and always spirit. Then the teacher closes the lesson by some statement, motivating, and praying.

According to Mr. Edy Triono as English teacher in SMPN 2 Babadan,

I close the lesson by asking to the students to study hard, read English book to develop their English. In addition, this word wall media can increase students' vocabulary, makes students easily to accept the lesson, and makes students active in speaking class.⁸⁶

⁸⁵ Look at transcript of interview: 02/I/29-IV/2015

⁸⁶ Look at transcript of interview: 02/I/30-IV/2015

Some students also give statements about the implementation of word wall media for teaching speaking. And the researcher got the result of interview such as follow:

According to Intan Zulfa R:

Teacher makes warming up. The teacher asks the students to put the card on white board. Then all of students give expression and active to follow the lesson. This media make students interest, easily to understand, increase knowledge. I can more easy to remember English material.⁸⁷

The other students from M Balqhis Al-Fikri:

Teacher gives material for students clearly. The teacher explains fluently and slowly, so it makes the students understand well. Teacher also gives word wall media for students, that is make students are happy and increasing their vocabulary. I think this media suitable for teaching learning speaking.⁸⁸

The case indicates, that some of students interest in teaching learning process. The students have high motivation to speak and have self confidence in speaking class activity.⁸⁹

Beside that, the researcher conduct interview from the other students, the opinion according to Ratna Septya S:

The implementation of word wall media in learning speaking has good variation. This media is carton paper can put on whiteboard with beautiful color. The color is blue, it is can give influence for students in learning speaking. It can make understandable word for word, make the students more

⁸⁷ Look at transcript of interview: 02/I/04-V/2015

⁸⁸ Look at transcript of interview: 02/I/04-V/2015

⁸⁹ Look at transcript of documentation: 03/D/30-V/2015

understand, more know the vocabulary clearly, and we are happy during in speaking class activity.⁹⁰

According to Bagus P:

Actually I don't like English lesson but by using word wall media in learning speaking make me understand and more easier to study English, and make me little by little can speak English. This media is suitable in learning speaking because this media give inspiration to the students when the students say something, and get new vocabulary easier to remember.⁹¹

The teacher has a goal to keep the students learn easy to understand well the material. The teacher gives explanation about material and gives small card to put it in carton paper in white board. Teacher asks the students to discuss, to differentiate about the material and to adhere appropriate with their self in white board. Teacher also gives short conversation for students to differentiate the material in front of class. The students give expression to do in pair. So, this is activity make students practice in speaking class. Students can follow the lesson fluently and good. They have high motivation to speak and increase their vocabulary in teaching speaking. They also keep spirit and active participate in teaching learning process.

2. The implication of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan

Media has important role in teaching learning process.

Media is very needed for teacher and students in class, certainly

⁹⁰ Look at transcript of interview: 02/1/06-V/2015

⁹¹ Look at transcript of interview: 02/1/06-V/2015

media give a good progress for students to active participation. In teaching speaking media also very important to help the students speak and practice in class. Word wall media is one of media to help the students in their study of words and the expanding of their vocabulary, the students made aware of the ways.⁹²

Based on interview with Mr. Edy Triono S,Pd as English teacher at SMPN 2 Babadan:

I think word wall media is suitable in teaching speaking. So, it is has progress in learning speaking activities. The progress is shown in their activity, their practice. The students comprehend about the material, they can practice in front of class little by little, they easily to remember the vocabulary, and they easily to catch the material.⁹³

According to Intan Zulva Rohmawati, one of students in class VII D has statement, the statement include:

In my opinion this media (word wall media) is easier, interesting, and increase vocabulary. This media make class noisy because of learning process. All of students can follow the lesson and give participation. I also know about the meaning of word. I am very enjoy in learning speaking and I like it.⁹⁴

Every media has advantages and disadvantage. There are advantages and disadvantages of word wall media.

The researcher found some advantages. In teaching learning process the teacher gives material for students use this media.

⁹² Adrienne L. Herrell & Michael Jordan. 50 Strategies for Teaching English Language Learners. (United State of America: 2008).

⁹³ Look at transcript of interview: 02/I/08-V/2015

⁹⁴ Look at transcript of interview: 02/I/07-V/2015

Students are happy during in teaching learning process. They are easy to remember the vocabulary. It makes students interested and keep spirit to speak and active participation in class.⁹⁵

The other advantages, according to Jeremy Harmer:

“ Can foster reading and writing, to improve the student’s vocabulary, to make the student’s enjoy with the materials, to make the students practice English for communication and to create using language, to create a variety of word wall media using teacher’s own word, the teachers can choose the topic or material item form a large data base of exercise. All assignment is interactive and simple in learning English, such as: matching word, word association and missing letter”.⁹⁶

Moreover, the researcher found little disadvantage in teaching learning process. When the teacher asks the students to put the card in white board, the carton is not to wide reach in outside class.⁹⁷

Cunningham stated:

“ The students to write their own definitions on word strips and display them on the wall. Next, the students presented their creations to the class and explained the purpose for each. Additionally, the students talked among themselves as they determined the best definition, picture, or other graphic depiction of the words they were assigned that was to be placed on the word wall. Many students created an acrostic that used each letter of the vocabulary word to either define that word or make another word that connected them to the meaning of the word. Some students chose to present a dramatic presentation for one or more of their words. All of these activities provided opportunity for the students to be active in their learning, which allowed

⁹⁵ Look at transcript of observation: 01/O/30-IV/2015

⁹⁶ Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), 87

⁹⁷ Look at transcript of observation: 01/O/30-IV/2015

them to make learning more meaningful. The goal of student engagement is to involve students in the learning process instead of the teacher simply presenting words and definitions to the students and requiring the students to memorize them. The aforementioned activities actively engaged the students in the learning process.”⁹⁸

According to Callella: “Word Walls are also a visual that help students remember connections between words retain knowledge of the word, and ultimately read them with automaticity”.⁹⁹ In this activity the students can absorb some of words in their memory.

According to Mr. Edy Triono, such as English teacher in SMPN 2 Babadan:

Word Wall media is a good media in teaching speaking. The progress for students very quickly and get the new vocabulary. The activities used in this study might be effective in increasing speaking fluency and teacher will continue to utilize them as important components of the speaking program. Teacher observations revealed that students independently used the word wall without teacher promoting as an everyday tool for speaking.¹⁰⁰

Furthermore, the researcher can conclude that the students’ progress in this class have looked in speaking class activity. They can speak in front of class and get the material clearly and. They easily get the new vocabulary, they have high motivation and active participation in learning process.

⁹⁸ Cunningham. Phonics they use. (New York, NY: Longman, 2000).

⁹⁹Callella, Trisha. Making Your Word Wall More Interactive. (Huntington Beach: Creative Teaching Press, 2001) .

¹⁰⁰ Look at transcript of interview: 02/I/06-V/2015

3. The problem faced by the teacher in implementing of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Speaking is verbal language which is used to communicate with others.¹⁰¹ Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹⁰² In life, people can speak everywhere and every time. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often

¹⁰¹Glenn Fulcher, *Testing Second Language Speaking* (Longman: London, 2003).

¹⁰²Kathleen M Bailey, *Practical English Language Teaching* (New York: United State, 2005), 264

spontaneous, open-ended, and evolving, but it is not completely unpredictable.

An interactive word wall requires that a teacher instruct students through consistently referring to the word wall display. In addition, the teacher must teach interactively using multiple modalities for the various learners. The teachers provide the guidance necessary to make social, interactive learning successful.

As Vygotsky stated:

“The teacher fashions, takes apart and puts together, shreds, and carves out elements of the environment, and combines them together in the most diverse ways in order to reach whatever goal he has to reach. The educational process an active one on three levels: the student is active, the teacher is active, and the environment created between them in an active one. The educational process, therefore, may least of all be considered a benignly indifferent and straightforward process. On the contrary, the psychological nature of the educational process discloses itself as a complicated struggle in which thousands of highly developed and heterogenous forces join battle, as a dynamic, deliberate, and dialectical process that recalls not the slow, evolutionary process of growth, but a wavering and revolutionary process of unceasing combat between man and the world.”¹⁰³

Word walls are excellent tools for creating an atmosphere that is conducive to learning, and the visual reminders that are inherent to word walls are beneficial. However, word walls provide much more than a visual reminder of information learned they provide an opportunity for student interaction. The teachers must not simply display words on the wall and instruct students to them.

¹⁰³ Vygotsky, Educational psychology (Boca Raton, FL: St. Lucie Press, 1997)

Instead, she suggested that teachers and students must “do” a word wall. She held that teachers must consistently refer to the word wall and teach interactively from it, using multiple modalities for the various learners.¹⁰⁴

Mr. Edy Triono, S.Pd said:

Word Wall media is important in teaching speaking. And the problem for me about the implementing of word wall media just little thing, it is: less of time in teaching learning process. If I gives many material time is over. So, i gives material suitable with the students’ necessities. Use the word wall media for simple lesson or simple material, this media has small of size don’t looked part of behind just reached inside class.¹⁰⁵

A word wall with which students interact encompasses all of the components of effective teaching strategies and social interaction. In this study, the word wall is the tool that ties together effective teaching strategies and social interaction. As the students created their own definitions, wrote their own contextual sentences, used color, designed a dramatic presentation, worked in small groups, made presentations, and placed their work on the word wall. The components of effective vocabulary instruction and social interaction were fulfilled. The word wall simply tied the effective teaching strategies to the interactive visual component.¹⁰⁶

¹⁰⁴ Cunningham, Phonics they use (New York, NY: Longman, 2000).

¹⁰⁵ Look at transcript of interview: 02/I/06-V/2015

¹⁰⁶ Ganz, J. Word morphology as a strategy for vocabulary instruction. (Ohio Reading, 2008).

Based on the researcher's observation, the teacher rarely creative use the media. It is caused media can used by some color to make the students' attractive. Therefore, the teacher little difficult to gives instruction to the students. It is caused all of students focus the material and prepare the media to put in white board.

The students were required to write their own created definitions for each word. These definitions were placed on colored word strips that in some way reminded them of their vocabulary word. As a variation, the students often created an acrostic using words for each letter that defined the given vocabulary word. The colored sentence strips and any other designs or pictures used for the vocabulary words were placed on the word wall for others to view and use as a reference.

Beside that, the researcher conduct interview from English teacher in SMPN 2 Babadan:

The media used by some color. I only gives blue and white color in white board. Actually the other color can give inspiration to the students. Like red, yellow, or orange. I rare difficult to give instruction to the students. Because the students focus about the material and keep spirit to put small card in white board. So, this class is noisy because of learning process.¹⁰⁷

According to the case, the researcher can conclude that the implementation of word wall media have problems by the teacher

¹⁰⁷ Look at transcript of interview: 02/I/06-V/2015

and those problems can solve it by the teacher in implementing word wall media in speaking class activity to the next meeting, and the teacher get reference in teaching speaking. The teacher can manages time and condition in class. The teacher also gives motivation to students encourage to study and try to speak English every day.

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CHAPTER IV

DISCUSSION

In this chapter, the researcher discusses the result of the research based on the statement of the problem. The results are taken from the result of interview, observation, and documentation at SMPN 2 Babadan Ponorogo. This research was conducted on 20 April to 08 may 2015.

1. The implementation of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015

Speaking is a skill which is used by someone in communication in daily life at college or out side. Speaking is an ability to express voice articulation or words and to extend idea and emotions and in general it can considerate as the most human important tools as a social control. And also speaking used to communication, where is make the other person to understand our pronounciation and we demand to understand the other persons pronounciation.¹⁰⁸ Speaking consists of producing systematic verbal utterance to convey meaning. The utterances are simply things people say.¹⁰⁹

¹⁰⁸Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001), 264

¹⁰⁹Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005), 2

The researcher assumes that speaking is important because the most emphasized aspect which is very useful in every daily life to build good relation in the world. More educators, governments, ministries, of education and employers need people who can speak English well.

Word walls can also create a positive vocabulary learning environment. Rasinski and Padak suggested that “Simply displaying a word wall piques the interest of students as they enter the classroom, and it sends a message that words are important and should be valued. Also, the word wall display often adds color, design, and art work that draw the attention of the students to the material being learned.”¹¹⁰ For example, categories of words can be in different colors to ease their location on the wall. Some students may draw pictures that help connect them to words, and these being displayed can assist students as they recall information. At times, students may place words on a shaped sheet of paper that helps them remember the word’s meaning. From the explanation above, the teacher tries to apply word wall media for teaching speaking in the class, it can improve the students’ motivation.

Based on statement above, the teacher provides the Word Wall media in teaching speaking. It is prescribed of way applied to convey skill and competence for students.

¹¹⁰ Rasinski, T., & Padak, N, *Effective reading strategies* (Upper Saddle River, NJ Prentice-Hall, 2000).

Activity is the applied of time. Sometime activity also call situation in which something is happening or a lot of thing are being done. The goal of activity it is to make students understand the lesson at the class. In the beginning of the teaching learning process, the teacher give greeting the students, opening the lesson and give brainstorming, and than the teacher ask to the students about material the lesson and give handout to repeat after teacher. The teacher also gives short explanation to the students about material.

The first step of implementation word wall media is the teacher divides white board two parts, and teacher writes for first part is singular and second part is plural. Each part have done adhere blue carton paper. The second steps the teacher gives card short to the students. Each students get one card short and the card short about material. The third steps the teacher asks to the students to discuss the material with other friends group in pair. And than next the teacher asks to the students one by one in front of class to put their card short on white board asuitable with material. It is the main part of word wall media. The goal are to make students understand in the material, increase their vocabulary, easier to speak with other friends, provide enough practice that words are read and spelled automatically and make sure that words from the wall, new information should be added on a regular basis, word wall should be referred to often students come to understand and see their relevance.

The teacher gives card short to students to know the differences about singular and plural, and they can in front of class to put their card on white board. So, they also think and differences about the material before they in front class and put their card short in carton paper. There are students don't understand they can ask the other students because the activity can discuss together and the teacher also help the students, give opportunity to ask for the teacher.

The students understood about vocabulary, can differences singular and plural by discuss and ask to the teacher. Without students' active and give participate in class it is impossible for the students to know and understand about the material.

The last activity the teacher also gives short conversation for students in pair. In the short conversation there are many singular and plural sentence and the students can know the differences singular and plural sentence. The teacher asks to the students to practice in front of class when a group doing activity the other students or other group keep silent, give attention and suggestion. The goal of practice in front of class in order to know the students' understanding the material, students' speaking ability, and the students do an activity regularly to improve their skill.

During the teaching learning process, the students have community and they still keep position in each of their community.

They not shy to speak and feel happy and have motivation or spirit in speaking class activity.

The researcher can conclude that the Implementation of Word Wall Media for Teaching Speaking of the Seventh Grade Students successful because the students tend to learn what teacher call their attention, make students understand in the material, increase their vocabulary. The students easier to speak with other friends, provide enough practice that words are read and spelled automatically and make sure that words from the wall, they also get new information should be added on a regular basis, word wall should be referred to often students come to understand and see their relevance. The students follow the lesson appropriate with some steps in implementation of word wall media.

2. The implication of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015

Media is material, tool, or technique that used in learning process in order to make interaction between teacher and students effectively and efficiently. Media is everything that can be used in learning process in order to stimulate mind, feeling, interest, and attention of the students so that process of communication interaction between teacher and student pass well.

As the data in Chapter III, the progress of implication word wall media for students very looked in their activity, their practice, and their to do tasks. The students are confidence in their speaking. The students understand the information that they get some information from teacher or other students. The students have be sure of what they are saying confidence because they have to practice in front of class.

The students also can build motivation because of good class condition. The teacher should create an atmosphere of cooperation among the students so that the lesson can be more effective and efficient. The situation can help the students to acquire the information and idea. So, this media can also to avoid the students to be bored of the classroom atmosphere make them more spirit in exploring their knowledge. It is also found word wall media make class more relax but keep serious. The material is more understandable, the teacher is nice for sharing. Finally, the teacher and students feel comfortable and confidence in teaching learning speaking.

Moreover, the advantages of word wall media are: to support the teaching of important general principals about words and how they work, to foster reading and writing, to promote independence on the part of young students as they work with words in writing and reading, to develop a growing core of words that become part of a reading and writing vocabulary, to provide reference for children during their reading and writing, to improve the student's vocabulary, to make the

student's enjoy and not bored with the materials, to make the students practice English for communication and to create using language, to create a variety of word wall game using teacher's own word, the teachers can choose the vocabulary topic or grammar item form a large data base of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

Beside that the disadvantages of word wall media there are: the teacher receives no feedback on student's performance because not all of the students understand the meaning of word. So, the students good for from beginners to intermediate, but not for an advance level of students because word levels of it main.¹¹¹ From the researcher's observation that the teacher ask the students to adhere cardboard in carton paper in white board, that are carton paper don't wide a reach in outside class.

Based on the explanation above, the researcher's observation found some advantages in teaching learning process use word wall media. The teacher give material for students use this media and this media can apply some variation to extend the lesson. Students happy during teaching learning process, easy to remember for students can involve directly finding from word, make students interest and spirit to speak and active in class. According to Callella: "Word Walls are also a visual that help students remember connections between words retain

¹¹¹ Jeremy Harmer, How to Teach English, (England: Longman, 1998).

knowledge of the word, and ultimately read them with automaticity”.

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Word Wall media is a good media in teaching speaking. The activities used in this study might be effective in increasing speaking fluency and teacher will continue to utilize them as important components of the speaking program. Teacher observations revealed that students independently used the word wall without teacher promoting as an everyday tool for speaking.

The researcher can conclude that the implication of word wall media in teaching speaking has quick advancement. There are can help the teacher to build good atmosphere in the class that can influence the students in the learning process. So, the students have enthusiastic in learning speaking without realizing that they are in teaching learning activity. Teacher makes the class more active in teaching learning process because the students are being interested in learning speaking.

3. The problem faced by the teacher in implementing word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015

Language is an important aspect in our daily life. Without language people cannot cooperate and communicate with other. Language is a fundamental faculty used for creative expression, face to face, communication, scientific inquiry and many other purposes. It

¹¹²Callella, Trisha. Making Your Word Wall More Interactive. (Huntington Beach: Creative Teaching Press, 2001) .

shows that language has many purposes in human everyday life. People find the subject of language interesting and worth studying for many different reasons.

It is also common to think of language as a way of describing and giving information about the world around us like psycholinguistic, applied linguistics, sociolinguistics, philosophy, anthropology, and artificial intelligence.

There are four skills in language. There are listening, speaking, reading, and writing. Speaking is communication. Communication is nothing without communicative. It is caused that speaking is the verbal language which is used to communicate with others.¹¹³ Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹¹⁴

Word wall media is one of media used in teaching speaking. That media are alphabetical lists of word created in the classroom for the purpose of word study and vocabulary development. They can be as a simple as a list of words written in large sheet of butcher paper.¹¹⁵

In teaching speaking teacher use word wall media to help the students speak English and get some vocabulary to practice their pronunciation. From some explanations about the implementation, the implication or progress, and the advantages and disadvantages of

¹¹³Glenn Fulcher, *Testing Second Language Speaking* (Longman: London, 2003).

¹¹⁴Kathleen M Bailey, *Practical English Language Teaching* (New York: United State, 2005), 57

¹¹⁵Adrienne L. Herrell & Michael Jordan. *50 Strategies for Teaching English Language Learners*. (United State of America: 2008).

word wall media, beside that teacher have little problems. The researcher found the problems when the teacher conducts teaching and learning process. The problems are less of time in teaching learning process, it is need longer time because students need more enough time to think and speak. The teacher rare creative use word wall media, this media can used with beautiful color in speaking class. The teacher rare difficult to gives instruction to the students because the students focus in material and prepare the media to put in whiteboard.

According to Callela:

The teacher used whole class instruction when new concepts were introduced and small group instruction with students working collaboratively for reinforcement. The teacher also followed the process of scaffolding by providing support for learners until work could be completed independently. The word wall activities used in this study might be effective in increasing speaking and reading fluency and the teacher will continue to utilize them as important components of the reading program. The word wall activities were one factor that might have helped to build high-frequency word vocabulary. With the development of a more extensive high-frequency word vocabulary through the use of word wall activities, students might further increase reading and speaking fluency ultimately enhancing their speaking ability.¹¹⁶

The teacher revealed that students independently used the word wall without teacher prompting as an everyday tool for reading, speaking and writing. Additionally, this teacher saw improvement with

¹¹⁶ Callella, Trisha. Making Your Word Wall More Interactive. (Huntington Beach: Creative Teaching Press, 2001) .

student ability to recognize sight words in books, directions, and activities.

The teacher should be able to employ various media in teaching speaking. The use of various in teaching speaking could keep the students' interest in learning. When it learned, it would help the students to keep the concentration in their subject.

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CHAPTER II

REVIEW OF RELATED LITERATURE

D. Speaking

7. Definition of Speaking

Speaking is a skill which is used by someone in communication in daily life at college or out side. Speaking is an ability to express voice articulation or words and to extend idea and emotions and in general it can considerate as the most human important tools as a social control. And also speaking used to communication, where is make the other person understood our pronounciation and we demand too understand the other persons pronounciation. Speaking consists of producing systematic verbal utterance to convey meaning. The utterances are simply things people say.¹¹⁷

Speaking is communication. Communication is nothing without communicative. It is caused that speaking is the verbal language which is used to communicate with others.¹¹⁸ Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹¹⁹ In life, people can speak everywhere and every time. Speaking is an interactive process of

¹¹⁷Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005)

¹¹⁸Glenn Fulcher, Testing Second Language Speaking (Longman: London, 2003)

¹¹⁹Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005)

constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable.

8. Components of speaking

- e. Fluency, it is the capacity to speak fluidly, confidently, and rate consistently with the norms of the relevant native speech community.¹²⁰ That important dimension of communication, it means that we don't have very ignored quality of speaking, but we have to speak quite and possible. It is the ability units of speech together with facility and without strain or in appropriated slowness, or undue hesitation.¹²¹ Fluency may in many communicative language courses be an initial goal in language teaching.¹²²
- f. Accuracy, it is the ability to speak properly that is selecting the correct words and expression to convey the intended meaning. Accuracy involves over the linguistics code.¹²³ Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. The fluency or accuracy issues often boils down to the extent to which our techniques should be message oriented

¹²⁰Ibid, Speaking 5

¹²¹Tricia, Hedge, Teaching and Learning in the Langugae Classroom (New York: Oxford University Press, 2003), 54

¹²²Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001)

¹²³Kathleen M Bailey, Practical English Language Teaching (New York: United State, 2005)

current approaches to language teaching learn strongly toward message orientation with language usage offering a supporting role.¹²⁴

- g. Grammar, is a set of language or norms must be follow when learn about language righ. The component is the step language that fulfils in order to receive.
- h. Pronunciation, refers to the way a word or language in spoken, or the manner in which someone utters a word. Pronunciation is the way to talk some word of language.¹²⁵

Speaking effective depends very much on the speaker's ability to interact with an interlocutor.¹²⁶ It can conclude that speaking is the ability to speak communicative and share information, ideas, and spontaneously.

9. The Characteristics Difficulty of Speaking Skill

They are some characteristics of difficulties the spoken language, they are:

- i. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

¹²⁴ Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001)

¹²⁵ Kasihani, English for Young Lerner, 43

¹²⁶ Caroline woods, Teaching and Testing Skills in Foreign Language (Cambridge University Press: New York, 2005)

j. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

k. Reduced Form

Contractions, elisions, reduced vowel, all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, quality of speaking that in turn stigmatize them.

l. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

m. Colloquial Language

Make sure your students are reasonable with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

n. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

o. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation and that is intonation pattern convey important messages.

p. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.¹²⁷

According to the explanation above, speaking skill has many difficulties. They are clustering, redundancy, reduced form, performance variable, colloquial of language, rate of delivery, stress, rhythm, intonation, and interaction. Students have to know the mistakes in their speech in order to know the correct.

10. The Characteristic of Successful Speaking

Speaking skill has many factors to encourage student's ability. The students must have a good speaking to order success in English learning, they are:

- e. Learners talk a lot. As much as possible of the period of time to the activity in a fact occupied by the learners talk.

¹²⁷ Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001)

- f. Participation is even. Classroom discussion is not dominated by a minority of talk active participants all of get chance to speak and contributions are fairly evenly distributed.
- g. Motivation is high. Learners are eager to speak because they are interested in the topic and have something to say about it.
- h. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and language acceptable level of language accuracy.¹²⁸

The students get the best score in speaking class. Therefore, the students must have ability to talk a lot, have participation in talking, high motivation, and acceptable level to get speaking successfully.

11. The Assessment of Speaking

The assessment of speaking is to asses oral language on systematic and to have procedures or assessment activities. This activity will increase the validity of assessment approach.

c. Pronunciation and intonation

The speaker must decide what to say, be able to articulate the words, and created the physical sounds that carry meaning. Pronunciation and intonation should therefore be more realistic focus on clear, comprehensible pronunciation.

¹²⁸ Penri UR, A Course in Language Teaching and Theory (Cambridge: University Press, Britain, 1995) ,120

The learners surpass that benefit which pronunciation detract from their ability to communicate, and focus on elements that enhance communication, intonation features that go beyond basic pattern, voice quality, phonetic distinctions between registers, and other refinements that are far more important in the overall stream of clear communication than rolling the English.¹²⁹

d. Accuracy and fluency

In spoken language the question who is faced by the teacher, speakers goal to accurate (clear, articulate, grammatically, and phonologically correct). Fluency may in many communicative language courses be an initial goal in language teaching.¹³⁰ Accuracy is the ability to speak properly that is selecting the correct words and expression to convey the intended meaning. Accuracy involves over the linguistics code. The fluency or accuracy issues often boils down to the extent to which our techniques should be message oriented current approaches to language teaching learn strongly toward message orientation with language usage offering a supporting role.

12. Types of Classroom Speaking Performance

¹²⁹ Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001)

¹³⁰ Ibid, Hal 268

Classroom activity can develop learners ability to express themselves through speech would therefore seem an important components on language course.¹³¹ Six categories to apply the kind of oral production that students are expected to carry out in the classroom.¹³² It explains that management of speaking class is important because the classroom activity is expected can develop students' ability.

g. Imitative

This is one of kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

h. Intensive

Intensive speaking one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. It is can be self initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

i. Responsive

¹³¹ Penny Ur, A Course in Language Teaching Practice and Theory, 120

¹³² Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001)

A good deal of the students speech in the classroom is responsive short replies to teacher or students initiated question or comments.

j. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

k. Interpersonal

Interpersonal carried out more for the purpose of social relationships than for the transmission of facts and information.

l. Extensive

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative.

E. Teaching speaking

4. Definition of Teaching

Teaching is showing or helping to learn how to do something, give instruction, guiding in the study of something, providing the knowledge, causing to know or understand.¹³³ Its mean that when a teacher teach, he or she will show or help and guide someone to learn

¹³³ Douglas Brown, Principles of Language Learning and Teaching: Fourth Edition (New York: Wesley Longman, 2000),7

about something that provide with knowledge. Those teaching activity will also give effect to someone who taught become know and understand with something that he or she never know before. Teaching is a complex process intended to facilitate learning.¹³⁴

Teaching is not telling, it is not dispensing information, and it is not merely demonstrating skill.¹³⁵ Instead, teaching is involving the students as an active participant in the learning process. Teaching is also defined as one person's influence aimed at improving and learning of other person.¹³⁶ Usually, people think of teaching as occur in face to face interaction between the teacher and the learner but it can also occur when a teacher creates influential events, in which he or she does not participate. Teaching is general term covering a wide variety of jobs and employers. Not a teacher's entire job involves working directly with pupils or students.¹³⁷ Teachers has to guide facilitate the learners or students to learn. It is expected that from the teacher guide and facilitated, the students will be enable in understanding the material. In addition, teacher also has to be able to et a good and comfortable condition for the students to learn.

5. Definition of Teaching Speaking

¹³⁴ Kathleen B. Gaberson and Marilyn H. Oemann, *Clinical Teaching Strategies in Nursing*, (New York: Springer Publishing Company, 2010), 60

¹³⁵ Ibid,

¹³⁶ Nathaniel, L. Gage, *A Conception of Teaching* (USA: Springer Science+Business Media, 2009), 2

¹³⁷ Trotman and Company Limited, *Careers in Teaching* (Great Britain: Creative Print and Design Wales, 2001),1

Teaching speaking is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning.¹³⁸

Teaching language has very complex problem. The teachers of language in the part have not encouragement to inquire the problem. The important to correlate the language teaching with a theoretical and practical activity, effective teaching materials and classroom procedures, depend on principles that derive from an understanding of what language is and how it is used.¹³⁹

Teaching speaking is very important part of foreign language learning. The ability to communicate in foreign language learning contributes the student's success in school and real life. There are three basic reason why it is a good idea to give students speaking task, which provoke them to use it.¹⁴⁰

Teaching speaking is to teach English Foreign Language Learners to:

- g. Produce the English speech sound and sound pattern
- h. Use the word and sentence stress, intonation pattern and rhythm of the second language
- i. Select appropriate words and sentences and according to the proper social setting, audience, situation and subject matter
- j. Organize their thoughts in meaningful and logical sequence

¹³⁸Douglas Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001)

¹³⁹Widdowson, Teaching Language as Communication (New York: Oxford University Press, 1978)

¹⁴⁰Jeremy Harmer, How to Teach English, (England: Longman, 1998)

- k. Use language as a means of expressing values and judgments
- l. Use the language quickly and confidently with few unnatural pauses, which are called fluency.¹⁴¹

F. Word Wall Media

In other than teaching speaking is needed to students to communicate in classroom activities. The researcher try to analysis the teacher use media in teaching speaking class, it is word wall.

5. Definition of Word Wall

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.¹⁴² A Word Wall is a categorical listing of words that have been taught in the classroom and displayed on the wall. Students can then refer to these words during direct instruction or throughout the day. Word walls provide students with easy access to words they need to know during activities.¹⁴³ The most effective word walls are used as a learning reference throughout the year. Word Wall is visual media in teaching learning activities.

¹⁴¹Kay Hayride, Teaching Speaking Activiyies to Promote Speaking in a Second Language(Cambridge: University Press)

¹⁴²Jennifer Cronsberry, Word Wall (Canada: www.Curriculum.org: 2004)

¹⁴³ <http://k6educators.about.com/od/ReadingStrategies/a/Word-Walls.htm>

In secondary schools, where different teachers, different courses, and different grade levels often share the same classroom, finding sufficient space for a word wall may prove to be a challenge. In the Resources section of this document there are references to sources of ideas from teachers who have found ways to display word walls in limited space. When space is limited, the word wall may need to be changed for each unit rather than keeping key terms up all year. Ideally, key terms from a previous unit could be moved to another space in the room to remain available for visual reference throughout the course.

For the ideas there are: Mount the words on construction paper or card stock and laminate of them, color code the words, either using colored markers for lettering or colored paper for mounting. Color coding can be used in numerous ways, e.g., same colors can be used to highlight homonyms, synonyms, parts of speech, frequently misspelled words, or categories, use a wall area that is visible to all students. If the word wall is to be used effectively, students need to be able to glance at the word wall from their desks while they are working, Mount words on the wall in alphabetical order. Using alphabetical order makes it easier for students to skim the list and find words, Make access to the words

easy, use tape or tacks to mount the words so students can move individual words.¹⁴⁴

6. Create Word Wall Media

Word Walls are successful activities because students tend to learn what you call their attention to. If you post the terms of a unit that they are studying in a conspicuous place, they will then learn them almost passively. Word Walls are successful because they focus attention, give ample opportunities for review, and are pleasant for students to use.

There are many ways to create a Word Wall¹⁴⁵:

- p. Post the terms you want students to know
- q. Post the terms and their definitions
- r. Use bright colors to help students retain meanings
- s. Post sight words that you want students to learn
- t. Post photos, drawings, or other illustrations next to the words
- u. Use the words in a phrase or sentence
- v. Use 3-D objects to help students recall the words
- w. Post frequently used words
- x. Post frequently misused words

¹⁴⁴Jennifer Cronsberry, Word Wall (Canada: www.Curriculum.org: 2004)

¹⁴⁵<http://teaching.monster.com/benefits/articles/3640-how-to-use-a-word-wall>

- y. Post variations of words such as politics, politician, political
- z. Post root words and affixes
- aa. Post words associated with an upcoming unit of study to generate interest
- bb. Post words associated with your discipline
- cc. Post words associated with standardized tests
- dd. Post words that students themselves suggest

Keep in mind that while some words may be obvious to you, they may be ones that your students do not know.

A Word Wall is a great way to bring these words to your students' attention.

7. Classroom Activities Using Word Walls Media

- h. There are many creative ways to use word walls to engage students in learning. The activities may be full lessons, or brief exercises that encourage students to refer to the word wall and review key terms. Shorter activities encourage students to 'play with' language and can be beneficial for reinforcement of basic skills.
- i. Where possible, students should interact with the word wall words whether it be to affix a prefix, or a plural 's,' or to move

words so they are intrinsically engaged by the active, creative, and participatory nature of word wall activities.

- j. Some classroom activities suggest the use of word cards. These activities require at least one set of the words on cards such as recipe cards. The words could be generated from a computer and glued to recipe cards when multiple sets are needed.
- k. Students should maintain a personal word wall. To make the word wall list stand out, provide an organizational handout that students glue to three-holed construction paper. The construction paper fits into a binder, but sticks out a little more than regular binder paper, thus making the word wall list easily accessible.
- l. The suggested activities are organized as whole class, small groups/partners, or individual activities. Unless specifically indicated, the activities are done with all the words posted on the word wall. Some of the activities could be completed with just the new word(s) introduced on a given day.
- m. The word wall activities are suggestions only and can be adapted or modified for use within different grade levels and subject disciplines.
- n. In presenting word wall activities, teachers must be sensitive to students who may be uncomfortable with completing a task in

front of their peers, e.g., spelling exercises are suggested as individual or partner activities.¹⁴⁶

8. The Advantages and Disadvantages of Word Wall Media

c. The advantages of word wall media

11) To support the teaching of important general principals about words and how they work

12) To foster reading and writing

13) To promote independence on the part of young students as they work with words in writing and reading

14) To develop a growing core of words that become part of reading and writing vocabulary

15) To provide reference for children during their reading and writing

16) To improve the student's vocabulary

17) To make the student's enjoy and not bored with the materials

18) To make the students practice English for communication and to create using language

19) To create a variety of word wall game using teacher's own word

20) The teachers can choose the vocabulary topic or grammar item form a large data base of exercise. All

¹⁴⁶Jennifer Cronsberry, Word Wall, (Canada: www.Curriculum.org: 2004)

exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

d. The disadvantages of word wall media there are:

- 3) The teacher receive no feedback on student's performance because not all of the students understand the meaning of word. So, the students are lazy to do exercises
- 4) Good for from beginners to intermediate, but not for an advance level of students because word levels of it are main.¹⁴⁷

6. Previous Research Finding

This research taken from Indriyanto the title "The Implementation of Learning Community Technique to Improve Speaking Ability in Mts Darul Huda", this research conducted for the purpose to find out whether teaching speaking by Learning Community Technique, can improve the students achievement to the seventh grade at Mts Darul Huda. The result of the research that Learning Community Technique is one active learning technique, it is make the students to be active when they learning, give opportunity and give expression to the students when they study. The speaking skill is increase to the students at the seventh grade, its shown in

¹⁴⁷ Jeremy Harmer, How to Teach English, (England: Longman, 1998)

students mean score in speaking test in the cycle 1 is 50%, in cycle 2 change in 30.5%, and in the cycle 3 change into 72.2%.¹⁴⁸

The second previous research finding by Maskur Dwi Pratiwi the title is “Implementation of Communicative Approach in Speaking Skill”, that is conducted of the purpose to know the reason of Implementating Communicative Approach in Teaching Speaking Skill at STAIN Ponorogo, to describe Implementation of Communicative Approach in Teaching Speaking Skill at STAIN Ponorogo, and to identify the strength and weakness Implementation of Communicative Approach in Teaching Speaking Skill at STAIN Ponorogo. The result of this research in implementing communicative approach that increase students’ vocabulary, increase students’ self confidence, keep interaction between students and lecture, the students can speak English, and help the students get the high score. This approach in speaking class is success because the students can receive this approach very well, and the students more attractive and know the psychological condition of the students, it is more received by the students.¹⁴⁹

The third previous research finding by Moh Choliq Nasarudin the title “ The Implementation of Word Wall Media to Improve Students’ Vocabulary Mastery on Descriptive Text in SMPN 2

¹⁴⁸Indriyanto, The Implementation Learning Community Technique to Improve Speaking Ability in Mts Darul Huda. (Stain Po: 2012)

¹⁴⁹MaskurDwi Pratiwi, Implementation Communicative Approachin Speaking skill (Stain Po: 2013)

Lembeyan in Academic Year 2009/2010. The purpose of this research to study whether word wall media can improve the student's vocabulary mastery on descriptive text at the seventh grade students of SMPN 2 Lembeyan, the use word wall media can improve the student's vocabulary mastery on descriptive text at the seventh grade students of SMPN 2 Lembeyan. This result of the research the students' vocabulary test at cycle 1 showed that the average score was 63.1 (48.1%) and at cycle 2 the average score increased become 70.1 (74.1%) increase was about 26%, that there was significant improvement in student's vocabulary mastery and understanding of student's vocabulary mastery.¹⁵⁰

According to the previous studies, researcher will conduct the research related with the implementation of word wall media for teaching speaking in SMPN 2 Babadan. Researcher wants to know how the implementation of word wall media in teaching speaking. Researcher also wants to know how the implication the progress for students in participated speaking class. Researcher also wants to know what is the problem faced by the teacher in implementing of word wall media.

¹⁵⁰Moh Choliq Nasarudin, *The Implemetation of Word Wall Media to Improve Students' Vocabulary on Descriptive Text* (STAIN PO: 2010)

STAINPONOROGO

CHAPTER III

DATA DESCRIPTION

C. General Data

7. The History of SMPN 2 Babadan

SMP Negeri 2 Babadan is founded in Year 1997/1998, the school building financed by the World Bank. The school is equipped with adequate infrastructure includes office space, classrooms, skills, library, science lab, prayer and until 2010 there is also the Laboratory of science, media room, library facilities online or Learning Resource Center (LRC) and supporting facilities other.

The organization of school principle in SMPN 2 Babadan there are:

- First : Drs. H. Achmadi Sofwan, Th 1997-1998
- Second : Nunuk Sri Murni Karyati, S.Pd, Th 1998-2003
- Third : Retno Mumpuni, Th 2003-2007
- Fourth : Drs. Bibit Setiyono, M, Pd, Th 2007-2008
- Fifth : Dra. Asih Setyowati, M, Pd, Th 2008-2011
- Sixth : Didik Yudi Astuti, S.Pd, Th 2011-present

The Educators of SMP Negeri 2 Babadan is potential workers are always innovating to develop teaching methods in order to achieve the quality of students, with educational backgrounds in accordance with the teaching field.

The learners are graduated from SD / MI district of Babadan and surrounding areas. Two years since the establish of SMP Negeri 2

Babadan are 1999 students of SMP Negeri 2 Babadan be able to excel in the race walk District level, and continuously almost every year students of SMP Negeri 2 Babadan in various fields. Graduates from 2 Babadan Junior High School can compete with the SMP or schools other to be accepted at the senior high school or vocational favorites.

8. The Geographical Place

SMP Negeri 2 Babadan is located at Jl. Ponorogo Madiun 5 km. Pondok Village Babadan District of Ponorogo. Distance 3 km from the north Seloaji bus station, from the east in front of Babadan gas station, from the west BRI Babadan and from the south Pondok Pesantren Al-Iman.

9. The Vision and Mission

➤ Vision : Faith, cultured achievement, and environment

Indicators Vision :

- l. Realization of curriculum development SMP Negeri 2 Babadan
- m. Realization of innovative learning process
- n. Achievement in academic affairs (graduation)
- o. Increasing the quality of education
- p. Fulfillment of education facilities and infrastructure
- q. Realization of effective school management and participative
- r. Realization of financing education standards
- s. Realization of standard assessment of education
- t. Achievement in academic and non-academic

- u. The growing character based IMTAQ national culture
- v. The realization of people's awareness of the culture of the school environment
 - Mission:
- k. Implement curriculum development SMP Negeri 2 Babadan
- l. Implement appropriate curriculum learning process SMP Negeri 2 Babadan
- m. Increase the score - average value of the subject UN
- n. Implement human resource development education
- o. Provide education facilities and infrastructure
- p. Implement effective school management development and participatory
- q. Implement development education financing
- r. Implement development of educational assessment
- s. Implement development extracurricular activities academic and non-academic
- t. Implement development activities religious affairs, manners and realize cultured environment.

10. The Organization of Structure

The existence the organizational of structure is an associations or institution is very important. This is will help the implementation of program that has been planned before. So, the works each member can run effectively.

The Organizational of Structure of SMPN 2 Babadan as follow:

Head Master	: Didik Yudi Astuti, S.Pd
Committee of School	: H.Masyhud, BA
Coordinator of TU	: Binti Sulusiah
Deputy of Curriculum	: Kusna Rosidah, S.Pd
Deputy of Students	: Budi Santoso, S.Pd
Deputy of Public Relation	: Elly Soekiswandari, S.Pd
Deputy of Infrastructure facilities:	Adi Siswoyo, S.Pd
Head of Library	: Sri Hartati, S.Pd
Head of Computer Laboratory	: Edy Triyono, S.Pd
Head of Science Laboratory	: Fathul Nur Wahidah, S.Pd

For the more explanation, see the appendix: 03/D/07-V/2015

11. The Condition of Teachers and Students

c. The Condition of Teachers

The teachers who teach in SMPN 2 Babadan are 30 persons. They consist of a headmaster and her name is Didik Yudi Astuti, S.Pd. 16 people of the teachers are male, 14 people of the teachers are female. Background of education the teachers in SMPN 2 Babadan are graduates from senior high school also graduate from education S1 for each teacher in their departement

or their lesson. For the more explanation, see the appendix:
03/D/07-V/2015

d. The Condition of Students

The students are important part of school, in SMPN 2 Babadan has 12 classes. They consist of 4 classes for class VII, 4 classes for class VIII, and 4 classes for class IX. Class VII consist of 87 students, class VIII consist of 82 students, and class IX consist of 81 students. So, totally there are 250 students. For the more explanation, see the appendix: 03/D/07-V/2015

12. The School Facilities and Infrastructure

Facilities and infrastructure are the components that also determine the success of the teaching learning process. The school facilities are equipment that used directly in teaching learning process such as white board, computer and lesson books. The infrastructure is all short of equipment that can be used to easily and make comfortable such as classroom, tables, and chairs.

Infrastructures in SMPN 2 Babadan such as classroom, library, and laboratory. For the complete explanation about the school facilities and infrastructure of SMPN 2 Babadan can be seen at appendices:
03/D/07-V/2015

D. Specific Data

4. The implementation of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.¹⁵¹

Each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall activities engage students while they learn key vocabulary, whether it be learn to explain a word, to compare it to other key concepts, or to spell it.¹⁵²

Based on the observation, the teacher started the class with praying, greeting, checking students by call the roll, and giving brainstorming. The teacher asks to students about their last material and asks to them to open the book. Before going to the lesson, the teacher gives short explanation about the material clearly.¹⁵³

In the pree activity, the teacher gives the material use word wall media. Teacher puts some of small card on whiteboard, and the

¹⁵¹Jennifer Cronsberry, Word Wall (Canada: www.Curriculum.org: 2004)

¹⁵² Ibid'

¹⁵³ Look at transcript of observation: 01/O/20-IV/2015

students repeat after teacher and read together. The teacher also explains to the students the vocabulary from small card.

According to the observation in seventh grade students of SMPN 2 Babadan, researcher come to the class, class atmosphere was so silent because the students were quite and ready to follow teaching and learning process. In the beginning of teaching and learning process, teacher gives brainstorming.

After the teacher gives brainstorming to the students, the teacher gives question about material. The students answer the question and the teacher explains the use of singular and plural. In other hand, he also gives handout about material to students and the students repeat after him.¹⁵⁴

The case indicates that some of students can answer questions from teacher. The students seriously and focus about material extended from the teacher. In other hand, teacher also gives handout about material, who make students easier to accept and understand what the teacher say, teacher also asks the students to repeat after him to show the pronunciation of students and all of students can speak loudly.

Beside that, some of students in this class active and give participation in speaking class activity. But there are students have low motivation in speaking clases, they feel shy, and afraid. The students also difficult get some information from teacher. It is caused lack of

¹⁵⁴Look at transcript of observation : 01/O/20-IV/2015

vocabulary and less of media. Therefore, the teacher implements about word wall media. This media make students easily to speak, and get the vocabulary.

Based on the next observation, the teacher gives the lesson about material use word wall media. The teacher divides white board into 2 parts first part for singular and second part for plural. The color in this media is very important to give interest, attractive, beautify in teaching learning process.¹⁵⁵

From the result of observation above, can supported by interview with English teacher of SMPN 2 Babadan:

The use of word wall media should be created in beautiful color. The color can give intract for stidents in learning speaking, and make students interesting. I divide white board into 2 parts, the first part is singular and the other part is plural. The students can understand and easier to catch the material from me.¹⁵⁶

In another chance, researcher conducts further interview with the seventh grade students of SMPN 2 Babadan related with implementation of word wall media,

All of students focus and try to comprehend what the teacher's instruction and what the teacher say. If the students don't understand, they ask to the teacher to repeat and to explain the instruction or the material. The teacher gives small card for each student and the small card consist of material about singular and plural. Each student get one small card and all of students have different word in small card.¹⁵⁷

¹⁵⁵ Look at transcript of documentation: 03/D/21-IV/2015

¹⁵⁶ Look at transcript of interview: 02/I/04-V/2015

¹⁵⁷ Look at transcript of interview: 02/I/04-V/2015

Based on the researchers' observation, teaching learning process in class very enjoy and seriously. The students are interested because this media help the students more easier to understand the material. The students can differentiate between singular and plural in sentence.¹⁵⁸

The teacher asks to the students to read and to differentiate about material suitable by small card what they have. The teacher gives 5 minutes to the students to differentiate about material. And if the students finished to read, the teacher ask the students one by one to put small card on white board appropriate with their card.¹⁵⁹

The material of singular and plural:

Singular	Singular (In sentence)	Plural	Plural (In sentence)
A book	I have a book	Many books	I have many books
An eraser	There is an eraser	4 erasers	I have four erasers
A pen	You have a pen	2 pens	You have two pens
A bag	This is a bag	3 bags	I buy three bags
A novel	I read a novel	2 novels	I read two novels
A paper	I need a paper	2 papers	This is two papers
A board marker	It is a board marker	3 board marker	I need three Board marker

¹⁵⁸ Look at transcript of observation: 01/O/23-IV/2015

¹⁵⁹ Look at transcript of documentation: 03/D/23-IV/2015

In addition, the students get some material above, one of students also gets one of materials. They try to practice one by one in front of class to put the card on whiteboard. When a student make a mistake, the other students give correct answer. So, all of students know and understand about it. Beside that the teacher gives explanation about material clearly when we use singular and plural. The teacher gives example, so the students can catch and understand about what the teacher say. If any students not understand the teacher will give explanation again until all of students get the point of material.

The result of observation was proved by researcher in further interview with Mr. Edy Triono, S.Pd:

The students get the material from me although I give some explanation repeatedly. And the students can do task or instruction from me. They also can put the card on white board based on their card. Beside that, the students are enjoy and happy to do it because this is use word wall media.¹⁶⁰

In teaching learning process the teacher creates a good condition in class, he makes the class noisy because of learning process, and he make students active.¹⁶¹ Based on the data the researcher can conclude that, the students can practice in front of class by putting the card on whiteboard and they can speak English about

¹⁶⁰ Look at transcript of interview: 02/I/25-IV/2015

¹⁶¹ Look at transcript of documentation: 03/D/07-V/2015

material what they have. They active and comfortable. So, word wall media is suitable to get the new vocabulary.

After the students practice in front of class and they can speak English, the teacher gives short conversation about material to each student. They can practice again in front of class in pairs (group of 2). The teacher gives 20 minute. This is to know the pronunciation and expression of students.¹⁶²

The researcher got the result of interview with the students in the seventh grade:

The last activity the students also practice to speak in front of class. They can differentiate between singular and plural in short conversation. They also give expression and give difference which one singular sentence and which one plural sentence. They do with their friends in pair and discuss together. If a group in front of class the other students keep attention and listen to examine carefully.¹⁶³

In addition, the students can differentiate between singular and plural sentence. They can speak in front of class with their group in pair.¹⁶⁴ The other interview from English teacher of SMPN 2 Babadan:

I also give short conversation with students to do in pair. And I ask them to discuss together with their group, to differentiate singular sentence and plural sentence. Each group must practiced in front of class to performance conversation, give expression and speak. The other students can keep attention to

¹⁶² Look at transcript of observation: 01/O/27-IV/2015

¹⁶³ Look at transcript of interview: 02/I/28-IV/2015

¹⁶⁴ Look at transcript of documentation: 03/D/27-IV/2015

listen and give suggestion if the students' performance is false.¹⁶⁵

Therefore, in the post activity the teacher gives review about the material to the students. It means that the teacher gives small cards again for some students. Anyone the students get the small card, they will read to the other students and the other students give response, they speak what the meaning of word.

Based on explanation above, that is the last activity in teaching speaking. Next the teacher gives post activity to students, gives conclusion about the material and gives motivation for students to study hard, diligent and always spirit. Then the teacher closes the lesson by some statement, motivating, and praying.

According to Mr. Edy Triono as English teacher in SMPN 2 Babadan,

I close the lesson by asking to the students to study hard, read English book to develop their English. In addition, this word wall media can increase students' vocabulary, makes students easily to accept the lesson, and makes students active in speaking class.¹⁶⁶

Some students also give statements about the implementation of word wall media for teaching speaking. And the researcher got the result of interview such as follow:

According to Intan Zulfa R:

¹⁶⁵ Look at transcript of interview: 02/I/29-IV/2015

¹⁶⁶ Look at transcript of interview: 02/I/30-IV/2015

Teacher makes warming up. The teacher asks the students to put the card on white board. Then all of students give expression and active to follow the lesson. This media make students interest, easily to understand, increase knowledge. I can more easy to remember English material.¹⁶⁷

The other students from M Balqhis Al-Fikri:

Teacher gives material for students clearly. The teacher explains fluently and slowly, so it makes the students understand well. Teacher also gives word wall media for students, that is make students are happy and increasing their vocabulary. I think this media suitable for teaching learning speaking.¹⁶⁸

The case indicates, that some of students interest in teaching learning process. The students have high motivation to speak and have self confidence in speaking class activity.¹⁶⁹

Beside that, the researcher conduct interview from the other students, the opinion according to Ratna Septya S:

The implementation of word wall media in learning speaking has good variation. This media is carton paper can put on whiteboard with beautiful color. The color is blue, it is can give influence for students in learning speaking. It can make understandable word for word, make the students more understand, more know the vocabulary clearly, and we are happy during in speaking class activity.¹⁷⁰

According to Bagus P:

Actually I don't like English lesson but by using word wall media in learning speaking make me understand and more easier to study English, and make me little by little can speak

¹⁶⁷ Look at transcript of interview: 02/I/04-V/2015

¹⁶⁸ Look at transcript of interview: 02/I/04-V/2015

¹⁶⁹ Look at transcript of documentation: 03/D/30-V/2015

¹⁷⁰ Look at transcript of interview: 02/I/06-V/2015

English. This media is suitable in learning speaking because this media give inspiration to the students when the students say something, and get new vocabulary easier to remember.¹⁷¹

The teacher has a goal to keep the students learn easy to understand well the material. The teacher gives explanation about material and gives small card to put it in carton paper in white board. Teacher asks the students to discuss, to differentiate about the material and to adhere appropriate with their self in white board. Teacher also gives short conversation for students to differentiate the material in front of class. The students give expression to do in pair. So, this is activity make students practice in speaking class. Students can follow the lesson fluently and good. They have high motivation to speak and increase their vocabulary in teaching speaking. They also keep spirit and active participate in teaching learning process.

5. The implication of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan

Media has important role in teaching learning process. Media is very needed for teacher and students in class, certainly media give a good progress for students to active participation. In teaching speaking media also very important to help the students speak and practice in class. Word wall media is one of media to

¹⁷¹ Look at transcript of interview: 02/I/06-V/2015

help the students in their study of words and the expanding of their vocabulary, the students made aware of the ways.¹⁷²

Based on interview with Mr. Edy Triono S,Pd as English teacher at SMPN 2 Babadan:

I think word wall media is suitable in teaching speaking. So, it is has progress in learning speaking activities. The progress is shown in their activity, their practice. The students comprehend about the material, they can practice in front of class little by little, they easily to remember the vocabulary, and they easily to catch the material.¹⁷³

According to Intan Zulva Rohmawati, one of students in class VII D has statement, the statement include:

In my opinion this media (word wall media) is easier, interesting, and increase vocabulary. This media make class noisy because of learning process. All of students can follow the lesson and give participation. I also know about the meaning of word. I am very enjoy in learning speaking and I like it.¹⁷⁴

Every media has advantages and disadvantage. There are advantages and disadvantages of word wall media.

The researcher found some advantages. In teaching learning process the teacher gives material for students use this media.

Students are happy during in teaching learning process. They are

¹⁷² Adrienne L. Herrell & Michael Jordan. 50 Strategies for Teaching English Language Learners. (United State of America: 2008)

¹⁷³ Look at transcript of interview: 02/I/08-V/2015

¹⁷⁴ Look at transcript of interview: 02/I/07-V/2015

easy to remember the vocabulary. It makes students interested and keep spirit to speak and active participation in class.¹⁷⁵

The other advantages, according to Jeremy Harmer:

“ Can foster reading and writing, to improve the student’s vocabulary, to make the student’s enjoy with the materials, to make the students practice English for communication and to create using language, to create a variety of word wall media using teacher’s own word, the teachers can choose the topic or material item form a large data base of exercise. All assignment is interactive and simple in learning English, such as: matching word, word association and missing letter”.¹⁷⁶

Moreover, the researcher found little disadvantage in teaching learning process. When the teacher asks the students to put the card in white board, the carton is not to wide reach in outside class.¹⁷⁷

Cunningham stated:

“ The students to write their own definitions on word strips and display them on the wall. Next, the students presented their creations to the class and explained the purpose for each. Additionally, the students talked among themselves as they determined the best definition, picture, or other graphic depiction of the words they were assigned that was to be placed on the word wall. Many students created an acrostic that used each letter of the vocabulary word to either define that word or make another word that connected them to the meaning of the word. Some students chose to present a dramatic presentation for one or more of their words. All of these activities provided opportunity for the students to be active in their learning, which allowed them to make learning more meaningful. The goal of

¹⁷⁵ Look at transcript of observation: 01/O/30-IV/2015

¹⁷⁶ Jeremy Harmer, *How to Teach English*, (England: Longman, 1998)

¹⁷⁷ Look at transcript of observation: 01/O/30-IV/2015

student engagement is to involve students in the learning process instead of the teacher simply presenting words and definitions to the students and requiring the students to memorize them. The aforementioned activities actively engaged the students in the learning process.”¹⁷⁸

According to Callella: “Word Walls are also a visual that help students remember connections between words retain knowledge of the word, and ultimately read them with automaticity”.¹⁷⁹ In this activity the students can absorb some of words in their memory.

According to Mr. Edy Triono, such as English teacher in SMPN 2 Babadan:

Word Wall media is a good media in teaching speaking. The progress for students very quickly and get the new vocabulary. The activities used in this study might be effective in increasing speaking fluency and teacher will continue to utilize them as important components of the speaking program. Teacher observations revealed that students independently used the word wall without teacher promoting as an everyday tool for speaking.¹⁸⁰

Furthermore, the researcher can conclude that the students’ progress in this class have looked in speaking class activity. They can speak in front of class and get the material clearly and. They easily get the new vocabulary, they have high motivation and active participation in learning process.

¹⁷⁸ Cunningham. *Phonics they use*. (New York, NY: Longman, 2000)

¹⁷⁹ Callella, Trisha. *Making Your Word Wall More Interactive*. (Huntington Beach: Creative Teaching Press, 2001)

¹⁸⁰ Look at transcript of interview: 02/I/06-V/2015

6. The problem faced by the teacher in implementing of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Speaking is verbal language which is used to communicate with others.¹⁸¹ Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹⁸² In life, people can speak everywhere and every time. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often

¹⁸¹Glenn Fulcher, *Testing Second Language Speaking* (Longman: London, 2003)

¹⁸²Kathleen M Bailey, *Practical English Language Teaching* (New York: United State, 2005)

spontaneous, open-ended, and evolving, but it is not completely unpredictable.

An interactive word wall requires that a teacher instruct students through consistently referring to the word wall display. In addition, the teacher must teach interactively using multiple modalities for the various learners. The teachers provide the guidance necessary to make social, interactive learning successful.

As Vygotsky stated:

“The teacher fashions, takes apart and puts together, shreds, and carves out elements of the environment, and combines them together in the most diverse ways in order to reach whatever goal he has to reach. The educational process an active one on three levels: the student is active, the teacher is active, and the environment created between them in an active one. The educational process, therefore, may least of all be considered a benignly indifferent and straightforward process. On the contrary, the psychological nature of the educational process discloses itself as a complicated struggle in which thousands of highly developed and heterogenous forces join battle, as a dynamic, deliberate, and dialectical process that recalls not the slow, evolutionary process of growth, but a wavering and revolutionary process of unceasing combat between man and the world.”¹⁸³

Word walls are excellent tools for creating an atmosphere that is conducive to learning, and the visual reminders that are inherent to word walls are beneficial. However, word walls provide much more than a visual reminder of information learned they provide an opportunity for student interaction. The teachers must not simply display words on the wall and instruct students to them.

¹⁸³ Vygotsky, Educational psychology (Boca Raton, FL: St. Lucie Press, 1997)

Instead, she suggested that teachers and students must “do” a word wall. She held that teachers must consistently refer to the word wall and teach interactively from it, using multiple modalities for the various learners.¹⁸⁴

Mr. Edy Triono, S.Pd said:

Word Wall media is important in teaching speaking. And the problem for me about the implementing of word wall media just little thing, it is: less of time in teaching learning process. If I gives many material time is over. So, i gives material suitable with the students' necessities. Use the word wall media for simple lesson or simple material, this media has small of size don't looked part of behind just reached inside class.¹⁸⁵

A word wall with which students interact encompasses all of the components of effective teaching strategies and social interaction. In this study, the word wall is the tool that ties together effective teaching strategies and social interaction. As the students created their own definitions, wrote their own contextual sentences, used color, designed a dramatic presentation, worked in small groups, made presentations, and placed their work on the word wall. The components of effective vocabulary instruction and social interaction were fulfilled. The word wall simply tied the effective teaching strategies to the interactive visual component.¹⁸⁶

¹⁸⁴ Cunningham, Phonics they use (New York, NY: Longman, 2000)

¹⁸⁵ Look at transcript of interview: 02/I/06-V/2015

¹⁸⁶ Ganz, J. Word morphology as a strategy for vocabulary instruction. (Ohio Reading, 2008).

Based on the researcher's observation, the teacher rarely creative use the media. It is caused media can used by some color to make the students' attractive. Therefore, the teacher little difficult to gives instruction to the students. It is caused all of students focus the material and prepare the media to put in white board.

The students were required to write their own created definitions for each word. These definitions were placed on colored word strips that in some way reminded them of their vocabulary word. As a variation, the students often created an acrostic using words for each letter that defined the given vocabulary word. The colored sentence strips and any other designs or pictures used for the vocabulary words were placed on the word wall for others to view and use as a reference.

Beside that, the researcher conduct interview from English teacher in SMPN 2 Babadan:

The media used by some color. I only gives blue and white color in white board. Actually the other color can give inspiration to the students. Like red, yellow, or orange. I rare difficult to give instruction to the students. Because the students focus about the material and keep spirit to put small card in white board. So, this class is noisy because of learning process.¹⁸⁷

According to the case, the researcher can conclude that the implementation of word wall media have problems by the teacher

¹⁸⁷ Look at transcript of interview: 02/I/06-V/2015

and those problems can solve it by the teacher in implementing word wall media in speaking class activity to the next meeting, and the teacher get reference in teaching speaking. The teacher can manages time and condition in class. The teacher also gives motivation to students encourage to study and try to speak English every day.

STANPONOROGO

CHAPTER IV

DISCUSSION

In this chapter, the researcher discusses the result of the research based on the statement of the problem. The results are taken from the result of interview, observation, and documentation at SMPN 2 Babadan Ponorogo. This research was conducted on 20 April to 08 May 2015.

4. The implementation of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015

Speaking is a skill which is used by someone in communication in daily life at college or outside. Speaking is an ability to express voice articulation or words and to extend idea and emotions and in general it can be considered as the most important tool as a social control. And also speaking is used in communication, where it is made so that other people can understand our pronunciation and we demand to understand the other person's pronunciation.¹⁸⁸ Speaking consists of producing systematic verbal utterances to convey meaning. The utterances are simply things people say.¹⁸⁹

¹⁸⁸Douglas, Brown, Teaching By Principle An Interactive Approach To Language, (Pedagogy: 2001)

¹⁸⁹Kathleen M Bailey, Practical English Language Teaching (New York: United States, 2005)

The researcher assumes that speaking is important because the most emphasized aspect which is very useful in every daily life to build good relation in the world. More educators, governments, ministries, of education and employers need people who can speak English well.

Word walls can also create a positive vocabulary learning environment. Rasinski and Padak suggested that “Simply displaying a word wall piques the interest of students as they enter the classroom, and it sends a message that words are important and should be valued. Also, the word wall display often adds color, design, and art work that draw the attention of the students to the material being learned.”¹⁹⁰ For example, categories of words can be in different colors to ease their location on the wall. Some students may draw pictures that help connect them to words, and these being displayed can assist students as they recall information. At times, students may place words on a shaped sheet of paper that helps them remember the word’s meaning. From the explanation above, the teacher tries to apply word wall media for teaching speaking in the class, it can improve the students’ motivation.

¹⁹⁰ Rasinski, T., & Padak, N, *Effective reading strategies* (Upper Saddle River, NJ Prentice-Hall, 2000)

Based on statement above, the teacher provides the Word Wall media in teaching speaking. It is prescribed of way applied to convey skill and competence for students.

Activity is the applied of time. Sometime activity also call situation in which something is happening or a lot of thing are being done. The goal of activity it is to make students understand the lesson at the class. In the beginning of the teaching learning process, the teacher give greeting the students, opening the lesson and give brainstorming, and than the teacher ask to the students about material the lesson and give handout to repeat after teacher. The teacher also gives short explanation to the students about material.

The first step of implementation word wall media is the teacher divides white board two parts, and teacher writes for first part is singular and second part is plural. Each part have done adhere blue carton paper. The second steps the teacher gives card short to the students. Each students get one card short and the card short about material. The third steps the teacher asks to the students to discuss the material with other friends group in pair. And than next the teacher asks to the students one by one in front of class to put their card short on white board asuitable with material. It is the main part of word wall media. The goal are to make students understand in the material, increase their vocabulary, easier to speak with other friends, provide enough practice that words are read and spelled automatically and

make sure that words from the wall, new information should be added on a regular basis, word wall should be referred to often students come to understand and see their relevance.

The teacher gives card short to students to know the differences about singular and plural, and they can in front of class to put their card on white board. So, they also think and differences about the material before they in front class and put their card short in carton paper. There are students don't understand they can ask the other students because the activity can discuss together and the teacher also help the students, give opportunity to ask for the teacher.

The students understood about vocabulary, can differences singular and plural by discuss and ask to the teacher. Without students' active and give participate in class it is impossible for the students to know and understand about the material.

The last activity the teacher also gives short conversation for students in pair. In the short conversation there are many singular and plural sentence and the students can know the differences singular and plural sentence. The teacher asks to the students to practice in front of class when a group doing activity the other students or other group keep silent, give attention and suggestion. The goal of practice in front of class in order to know the students' understanding the material, students' speaking ability, and the students do an activity regularly to improve their skill.

During the teaching learning process, the students have community and they still keep position in each of their community. They not shy to speak and feel happy and have motivation or spirit in speaking class activity.

The researcher can conclude that the Implementation of Word Wall Media for Teaching Speaking of the Seventh Grade Students successful because the students tend to learn what teacher call their attention, make students understand in the material, increase their vocabulary. The students easier to speak with other friends, provide enough practice that words are read and spelled automatically and make sure that words from the wall, they also get new information should be added on a regular basis, word wall should be referred to often students come to understand and see their relevance. The students follow the lesson appropriate with some steps in implementation of word wall media.

5. The implication of word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015

Media is material, tool, or technique that used in learning process in order to make interaction between teacher and students effectively and efficiently. Media is everything that can be used in learning process in order to stimulate mind, feeling, interest, and

attention of the students so that process of communication interaction between teacher and student pass well.

As the data in Chapter III, the progress of implication word wall media for students very looked in their activity, their practice, and their to do tasks. The students are confidence in their speaking. The students understand the information that they get some information from teacher or other students. The students have be sure of what they are saying confidence because they have to practice in front of class.

The students also can build motivation because of good class condition. The teacher should create an atmosphere of cooperation among the students so that the lesson can be more effective and efficient. The situation can help the students to acquire the information and idea. So, this media can also to avoid the students to be bored of the classroom atmosphere make them more spirit in exploring their knowledge. It is also found word wall media make class more relax but keep serious. The material is more understandable, the teacher is nice for sharing. Finally, the teacher and students feel comfortable and confidence in teaching learning speaking.

Moreover, the advantages of word wall media are: to support the teaching of important general principals about words and how they work, to foster reading and writing, to promote independence on the part of young students as they work with words in writing and reading, to develop a growing core of words that become part of a reading and

writing vocabulary, to provide reference for children during their reading and writing, to improve the student's vocabulary, to make the student's enjoy and not bored with the materials, to make the students practice English for communication and to create using language, to create a variety of word wall game using teacher's own word, the teachers can choose the vocabulary topic or grammar item form a large data base of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

Beside that the disadvantages of word wall media there are: the teacher receives no feedback on student's performance because not all of the students understand the meaning of word. So, the students good for from beginners to intermediate, but not for an advance level of students because word levels of it main.¹⁹¹ From the researcher's observation that the teacher ask the students to adhere cardboard in carton paper in white board, that are carton paper don't wide a reach in outside class.

Based on the explanation above, the researcher's observation found some advantages in teaching learning process use word wall media. The teacher give material for students use this media and this media can apply some variation to extend the lesson. Students happy during teaching learning process, easy to remember for students can involve directly finding from word, make students interest and spirit to

¹⁹¹ Jeremy Harmer, How to Teach English, (England: Longman, 1998)

speak and active in class. According to Callella: “Word Walls are also a visual that help students remember connections between words retain knowledge of the word, and ultimately read them with automaticity”.

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Word Wall media is a good media in teaching speaking. The activities used in this study might be effective in increasing speaking fluency and teacher will continue to utilize them as important components of the speaking program. Teacher observations revealed that students independently used the word wall without teacher promoting as an everyday tool for speaking.

The researcher can conclude that the implication of word wall media in teaching speaking has quick advancement. There are can help the teacher to build good atmosphere in the class that can influence the students in the learning process. So, the students have enthusiastic in learning speaking without realizing that they are in teaching learning activity. Teacher makes the class more active in teaching learning process because the students are being interested in learning speaking.

6. The problem faced by the teacher in implementing word wall media for teaching speaking of the seventh grade students of SMPN 2 Babadan Ponorogo in academic year 2014/2015

Language is an important aspect in our daily life. Without language people cannot cooperate and communicate with other.

¹⁹²Callella, Trisha. Making Your Word Wall More Interactive. (Huntington Beach: Creative Teaching Press, 2001)

Language is a fundamental faculty used for creative expression, face to face, communication, scientific inquiry and many other purposes. It shows that language has many purposes in human everyday life. People find the subject of language interesting and worth studying for many different reasons.

It is also common to think of language as a way of describing and giving information about the world around us like psycholinguistic, applied linguistics, sociolinguistics, philosophy, anthropology, and artificial intelligence.

There are four skills in language. There are listening, speaking, reading, and writing. Speaking is communication. Communication is nothing without communicative. It is caused that speaking is the verbal language which is used to communicate with others.¹⁹³ Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹⁹⁴

Word wall media is one of media used in teaching speaking. That media are alphabetical lists of word created in the classroom for the purpose of word study and vocabulary development. They can be as a simple as a list of words written in large sheet of butcher paper.¹⁹⁵

In teaching speaking teacher use word wall media to help the students speak English and get some vocabulary to practice their

¹⁹³ Glenn Fulcher, *Testing Second Language Speaking* (Longman: London, 2003)

¹⁹⁴ Kathleen M Bailey, *Practical English Language Teaching* (New York: United State, 2005)

¹⁹⁵ Adrienne L. Herrell & Michael Jordan. *50 Strategies for Teaching English Language Learners*. (United State of America: 2008)

pronunciation. From some explanations about the implementation, the implication or progress, and the advantages and disadvantages of word wall media, beside that teacher have little problems. The researcher found the problems when the teacher conducts teaching and learning process. The problems are less of time in teaching learning process, it is need longer time because students need more enough time to think and speak. The teacher rare creative use word wall media, this media can used with beautiful color in speaking class. The teacher rare difficult to gives instruction to the students because the students focus in material and prepare the media to put in whiteboard.

According to Callela:

The teacher used whole class instruction when new concepts were introduced and small group instruction with students working collaboratively for reinforcement. The teacher also followed the process of scaffolding by providing support for learners until work could be completed independently. The word wall activities used in this study might be effective in increasing speaking and reading fluency and the teacher will continue to utilize them as important components of the reading program. The word wall activities were one factor that might have helped to build high-frequency word vocabulary. With the development of a more extensive high-frequency word vocabulary through the use of word wall activities, students might further increase reading and speaking fluency ultimately enhancing their speaking ability.¹⁹⁶

¹⁹⁶ Callella, Trisha. *Making Your Word Wall More Interactive*. (Huntington Beach: Creative Teaching Press, 2001)

The teacher revealed that students independently used the word wall without teacher prompting as an everyday tool for reading, speaking and writing. Additionally, this teacher saw improvement with student ability to recognize sight words in books, directions, and activities.

The teacher should be able to employ various media in teaching speaking. The use of various in teaching speaking could keep the students' interest in learning. When it learned, it would help the students to keep the concentration in their subject.

CHAPTER V

CLOSING

A. Conclusion

Based on the description and analysis of data the researcher can conclude as follow:

1. The implementation of word wall media in teaching speaking are: the teacher gives material using word wall media, the teacher puts some of small card on whiteboard, and the students repeat after teacher and read together. The teacher also explains to the students the vocabulary from small card. Next the teacher divides whiteboard into 2 parts, first part is singular second part for plural. The teacher gives small card for each student and he asks to the students to read and to differentiate the material based on small card what they have. Next the teacher asks to the students to put small card one by one on whiteboard, the students practice in front of class. The last activity the teacher gives short conversation about material and the students practice in front of class.
2. The implication of word wall media for teaching speaking has progress quickly. Word wall media is suitable in teaching speaking and students have progress in learning speaking activities. They can speak in front of class and easily to catch the material. They have high motivation and active participation in learning process, they more easier to remember the vocabulary and increasing their vocabulary. They know about the meaning of word. The students very enjoy in learning speaking class.

3. The problem faced by the teacher in implementing word wall media for teaching speaking for the teacher are: less of time in teaching learning process. It needs the longer time. The teacher to be more creative to use the media. The teacher difficult to give instruction to the students.

B. Recommendations

After analyze the result of the research, the researcher would like to give some recommendations.

1. For English teacher

In teaching speaking the teacher has to be creative, innovative and it is always able to develop their imagination to create enjoyable learning. The teacher is suggested to apply suitable media in teaching speaking. Here, the teacher oral feedback can choose as the attractive way to improve students speaking achievement.

2. For students

The students are suggested to be active in their participation in attending speaking classroom activity. By having active participation in asking problem, they can reduce their difficulties in speaking process.

3. For the researcher

The result of this study can be used as an additional reference or further research by different discussion.