IMPROVING STUDENTS' VOCABULARY MASTERY BY USING WORD WALL MEDIA AT SMP NEGERI 3 TONDANO

MIFTA HULJANAH MAKALALAG, MEITY MUNTUUNTU, FIVY A. ANDRIES

English Education Department
Universitas Negeri Manado
Correspondence author: Meitymuntuuntu@unima.ac.id

Abstract: In carrying out the learning process, teachers can choose and use several learning media that are appropriate to the characteristics of students and subject matter. The aims of this research was to find out the improvement of the students' vocabulary mastery by using Word Wall media of 7th grade students at SMP Negeri 3 Tondano consisted of 33 students as sample. Data collection technique was in the form of Pre-test and Post-test with the quantitative approach. Treatment is done after Pre-test. The test was in the form of multiple choice test and matching test. The result of this research showed that students' English vocabulary mastery sigificantly improved by using Word Wall media, it can be seen from the mean score of Pre-test and Post-test, where the mean score of Post-test (81.81) was higher than the mean score of Pre-test (65.45). It means Word Wall media could improved the students' vocabulary mastery.

INTRODUCTION

"Vocabulary is all of the phrases that someone must know or used to communicate. To have a broad vocabulary we have to start with books to learn foreign languages. Vocabulary improvement in English maybe performed by using Word Walls" (Hornby, 2015). Teaching vocabulary method presenting phrases to students, especially if in English it is called high vocabulary (high vocabulary is a vocabulary that is rarely heard or even rarely used in everyday communication), but also requires strengthening activities such as media to improve student motivation in mastering vocabulary such as

songs, video games, image and analyzing texts. The method of vocabulary learning Because it is so engaging and convenient to utilize in class, Word Wall media will help students expand their vocabulary. Students can learn vocabulary easily when using Word Wall media for vocabulary instruction when learning English.

"A number of words are exhibited on a wall, bulletin board, blackboard, or piece of Styrofoam as part of a Word Wall in a classroom. In order to be easily readable from all student seating areas, words are revised in large fonts or may additionally incorporate graphics. Teachers and students frequently use these words throughout units or terms at various points in various activities" (Cronsberry, 2004). According to Tompkin (1997), "a Word Wall is a list of vocabulary that the teacher posts on the wall in the classroom with the goal of helping students learn new words." Then, according to Spann (2001), "Word Wall media as a method of improving a subject's middle vocabulary. The teacher chooses new words that are never used or heard, technical phrases, and words that frequently reappear, and prints those words in intimidating letters on cards or paper. When students are facing it in a reading discussion, the teacher sticks this card or paper on the wall, a bulletin board, or a Styrofoam board so that it is clearly visible."

To ensure that our students are successful in the four skills of listening, speaking, reading, and writing, we must be clever and innovative in creating engaging instructional materials (Andries., et al 2019).

The researcher asked about how far the students knowledge of English vocabulary and asked whether they got English subject when they in Elementary School and based on pre-observation that the researcher got at SMP Negeri 3 Tondano, students have not mastered English vocabulary well, many students still look stiff in pronunciation, in terms of interpreting, memorizing, writing, even though if it is seen the ability of students to master it. During the English studying method, most of the students do not take note of the concern matter conveyed by the teacher. More students focus on the things they make, like chatting to themselves, having fun with friends, and doing other activities, so that it impacts attention on improved English vocabulary to students, because students not focus on the lesson.

RESEARCH METHOD

In order to get the study's findings and conclusions, the researcher wants to gather data during the analysis process. This study adopted a quantitative approach because the data processing included numbers or statistics. Pre-test and post-test designs are employed in this investigation. In order to assess student achievement and the degree to which they can comprehend it, we administered Pre-tests to students prior to therapy and Post-tests following practice.

"The pre-experimental can be interpreted as the most comprehensive quantitative research approach, in the sense that it fulfills all the requirements for testing cause-and-effect relationships" (Sukmadinata, 2017, page 95).

Data Collection

The Pre-test and Post-test have the same format and content, but they serve different purposes and are given at separate times.If the pre-test was given at the beginning with the aim of knowing the students' abilities before learning, then the post-test was conducted to measure how well the kids had learned.

First, students was given a pre-test before learning begins to determine students' knowledge of the lesson to be taught. Second, students was given the same lesson but with different presentation techniques from learning techniques using Word Wall media. The last step in this experiment is to give post-test to students. Post-test was conducted after the lesson is over, to find out how many students master the words given.

Procedure Teaching Vocabulary Using Word Wall Media

"Just having a Word Wall in the classroom is insufficient. You must complete the Word Wall (Cunningham, 2000). "Teachers can't just hang words around the classroom and tell the students to use them. While creating a Word Wall, it's important to be careful and stick with vocabulary from the unit of study. Making the words visible so that students can see them is part of creating a Word Wall."

Therefore, in this learning activity, there are the procedures were as follows RPP on Appendix. They are :

1. The teacher explains the vocabulary and Countable and Uncountable Noun to be studied to students.
2. Giving the pre-test.
3. The teacher explains the media, how to work, or the usege of Word Wall media to students.
4. The teacher write Countable and Uncountable Nouns on sticky note.
5. The students are asked to stick the sticky notes on the Styrofoam on the wall based on the instructions, Countable or Uncoutable Nouns.
6. Giving the post-test through Word Wall media.

Pre-test and Post-test Design

Pre-test	Treatment	Post-test
T1	X	T2

T1 = Test Before Treatment (pre-test)

X = Treatment Using Word Wall Media

T2 = Test After Treatment (post-test)

Hatch and Farhady (1982: 178) utilized the following formula to analyze the test-related data. The mean calculation is a formula for determining the average student grade. Here is how the formula is explained :

$$\overline{X} = \frac{\Sigma X}{N}$$

X = The Mean Scores of Students

ΣX = Total Number of Student's Scores

N = Total Number of Students

FINDINGS AND DISCUSSION

Table 1. The scores of students in Pre-test, Post-test, and Gained

Subject / Students	T1 Pre-test	T2 Post-test	Gained Score
1	50	60	10
2	50	60	10
3	70	80	10
4	60	80	20
5	80	90	10
6	70	80	10
7	90	100	10
8	50	70	20
9	50	70	20
10	80	100	20
11	70	80	10
12	80	100	20
13	60	70	10
14	40	60	20
15	20	80	60
16	70	80	10
17	70	80	10
18	60	90	30
19	50	70	20
20	80	90	10
21	70	80	10
22	60	80	20
23	60	80	20
24	70	80	10
25	80	90	10
26	70	80	10
27	70	80	10
28	50	100	50
29	70	80	10
30	60	80	20
31	70	80	10
32	90	100	10
33	90	100	10
N = 33	2.160	2.700	

From the table 1, there are 33 (thirty three) students taking part in the test. In the Pre-test, there were 6 students getting the score of 50, 11 students getting the score of 70, 6 students getting the score of 60, 5 students getting the score of 80, 3 students

getting the score of 90, 1 students getting the score of 40 and 1 students getting the score of 20. The Pre-test showed which students had mastered vocabulary before using the Word Wall media, but the Pre-test result was still unsatisfactory.

From 33 students, there were 20 students that got improving 10 point, there 10 students that got improving 20 point, there 1 students that got improving 60 point, there 1 students that got improving 30 point, and there were 1 students that got improving 50 point. The researcher used the data based on an instrument and showed the gained findings as reported before.

Table 2. Computation of mean score of Pre-Test (T1)

Subject	T1
1	50
2	50
3	70
4	60
5	80
6	70
7	90
8	50
9	50
10	80
11	70
12	80
13	60
14	40
15	20
16	70
17	70
18	60
19	50
20	80
21	70
22	60
23	60
24	70
25	80
26	70
27	70
28	50

29	70
30	60
31	70
32	90
33	90
N = 33	ΣX = 2.160

Mean Scores of Pre-test (T1) :

$\Sigma X = 2.160$

$N = 33$

$\overline{X} = \dfrac{\Sigma X}{N}$

$\overline{X} = \dfrac{2.160}{33}$

$= 65.45$

Table 3. Computation of mean score of Post-Test (T2)

Subject	T2
1	60
2	60
3	80
4	80
5	90
6	80
7	100
8	70
9	70
10	100
11	80
12	100
13	70
14	60
15	80
16	80
17	80
18	90
19	70
20	90
21	80

22	80
23	80
24	80
25	90
26	80
27	80
28	100
29	80
30	80
31	80
32	100
33	100
N = 33	ΣX = 2.700

Mean Scores of Post-test (T2) :

ΣX   = 2.700

N   = 33

$\overline{X}$ $= \frac{\Sigma X}{N}$

$\overline{X}$ $= \frac{2.700}{33}$

     = 81.81

Table 4. Mean score of Pre-test (T1) and Post-test (T2)

Pre-test (T1)		Post-test (T2)	
ΣX	2.160	ΣX	2.700
N	33	N	33
Mean Scores	65.45	Mean Scores	81.81

Table 4 showed that the result of Pre-test (T1) and Post-test (T2) with total number of students (N), 33 (thirty three). Total number of student's score in Pre-test are 2.160 and got the mean scores 65.45, while Post-test are 2.700 and got the mean scores 81.81. According to the result, Word Wall as one of the media ways, to make student's interest to learning English especially in learning vocabulary and can impriving students vocabulary mastery.
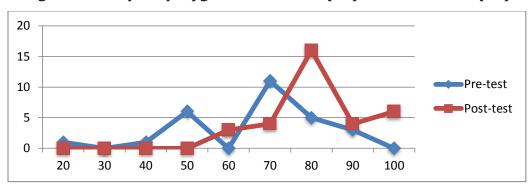
Figure 1. Graphic polygon of Pre-test (T1) and Post-test (T2)

Describing of figure 1 about graphic polygon of Pre-test and Post-test were the students got score 20 in Pre-test graphic were 1, students got score 40 in Pre-test graphic were 1, students got score 50 in Pre-test graphic were 6, students got score 60 in Pre-test graphic were 6, students got score 70 in Pre-test graphic were 11, students got score 80 in Pre-test graphic were 5, students got score 90 in Pre-test graphic were 3, while students got score 60 in Post-test graphic were 3, students got score 70 in Post-test graphic were 4, students got score 80 in Post-test graphic were 16, students got score 90 in Post-test graphic were 4, students got score 100 in Post-test graphic were 6.

Teaching languages involves more than just a teacher's use of methods, strategies, and teaching aids; it also involves factors related to the environment in which the teaching and learning process takes place. Relationships between students, teacher-student interactions, and the role of parents and relationships with teachers are other ingredients that should be taken into account in the effort to have an active EFL class" (Maru 2009). English vocabulary is very important in daily life. That is why students have to learn vocabulary. (Liando, 2009), said that "vocabulary is very important because a word expresses meaning. The process of knowing, remembering, understanding words. both teachers and students have to repeat words every day while learning or teaching vocabulary."

A Word Wall is a teaching tool that consists of a prepared list of words that are visible on a wall, bulletin board, or piece of foam, displayed in upper- or lowercase letters. This media helps facilitate students to improve their vocabulary. Wagstaff,

(1999, p. 5) said that "the Word Wall serves as a permanent record of language learning by students. Teaching used Word Wall media supports the development of students' abilities. Word Wall is a mastery tool that ought to be used on a daily basis rather than just for show or visibility. Word Wall media can be used to enhance both group and individualized learning activities. It also allows students to participate actively in the creative process."

In this chapter, the researcher discussed the processing and scrutinize of the data obtained through the research carried out, namely by using the instrument method that the researcher determined in the previous chapter. The research data obtained through treatment as the main method in data collection. This research was conducted on 13 until 20 October 2022 with 3 times meetings, the first meeting was Pre-test, the second meeting was treatment and the third meeting was Post-test at SMP Negeri 3 Tondano. Total students in class VII A is 33 students, 16 are male and 17 are female. Regarding descriptive data analysis, this section described the results of observations of used the Word Wall media in improving the vocabulary of 7th grade students at SMP Negeri Tondano that first, the teacher provides motivation through media according to the learning material. The media supplied through the teacher is in the form of Word Wall media that could made students feel interested in following the lesson. Second, the teacher introduces the type of vocabulary to be studied and the supporting tools that will be used. Before learning, the teacher needs to introduce the teaching materials that will be used. Third, the teacher must also notify the rules of learning, so the teacher must supervise students when studying so that students do not fight with each other and do not interfere with each other's friends.

According to the results of the students' initial abilities, which were previously low with a score of 20 and a percentage of 3.03%, the implementation of vocabulary mastery learning through the use of Word Wall media produced low outcomes. The lack of utilization of Word Wall media as a tool for developing vocabulary mastery accounts for the low ability. Also, after using the Word Wall media, students demonstrated an improvement of 60 points, and the best score they were able to get was 100, with a 30.3% success rate. Hence, it has been demonstrated that implementing vocabulary

mastery learning through the use of Word Wall media would improved students' motivation and interest, as well as their success in developing their writing abilities and acquiring new words.

CONCLUSION

The use of Word Wall media in the classroom has been shown to improve student mastery of the English language, particularly with regard to Countable and Uncountable Nouns in 7th grade students at SMP Negeri 3 Tondano, according to the final results of research with classroom treatment and Pre-test and Post-test. The performance of students who receive a higher score on the Post-test than they did on the Pre-test demonstrates this improvement. The average score for the total learning outcomes on the Pre-test and Post-test is 65.45 for the Pre-test and 81.81 for the Post-test, respectively. The use of Word Wall media enhances the learning activities that students engage in in the classroom.

The researcher makes recommendations to relevant parties based on the study's findings, namely: To Schools As much as possible to seek to procure various English learning media for all classes, in order to be able to increase student learning activities. To Teachers Teachers must be creative and innovative in implementing a learning media. For Researchers For further researchers who are interested in researching students' vocabulary mastery, they can conduct similar research with the application of other media and it is recommended to involve more scrutinizing.

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