

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, Formulation of the research problem, Purpose of the research, Significant of the Research, scope and limitation of the research, Research Hypothesis, and Definition of key terms.

A. Background of the research

Vocabulary plays an essential role in expressing ideas and thoughts. The well-known British linguist, Wilkins (1976) says people could describe few things without grammar, but they could express nothing without vocabulary. Widdowson(1987) thinks that native English speakers can understand language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use.

Lord (Lord, 1993:83) mentions that ‘vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether for a foreign or one’s mother tongue because of thousands of different meanings’. Lewis(1992) holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all can not go without vocabulary.

Learning vocabulary for junior high school is important since the ability of the students to learn English such as to write and read, as well as to comprehend the subject is determined by vocabulary mastery. If the students lack of vocabulary, their ability to communicate and to convey message could not be done. The poor of vocabulary is one of the factors in learning English. The students who have little vocabulary will get difficulties in understanding the oral language or written language. Dellar and Hocking (in Thornbury, 2002: 13) say, that you spend most of your time studying grammar, your English will not improve very much.

Vocabulary is a basic component in learning English because when the students learn English, they must know vocabulary first. According to Linse (2005), vocabulary is the collection of words that an individual knows. In addition, Rasinski et al (2008) states that vocabulary is knowledge of word meanings. It means that one of the best ways to have many vocabularies is by remembering the meaning of words.

Vocabulary is needed to improve four language skills that include listening, speaking, reading and writing. It means that the vocabulary plays an important role for the study in their field of study. The students who are less in vocabulary, will be difficult in understanding the text, unable to speak English, and difficult to write their own idea. Here, vocabulary is so important because it will carry the students in learning process.

Here the researcher propose the word wall media in mastering English language especially on vocabular. This research conducted on

seventh grade students at MTsN Bandung. The researcher mused there are some problem about students' vocabulary when is practicing there. As we know in this era the students of junior high school should be master and understand the reading text of their English lesson and the key to understand it is rich vocabulary. Majority of students problems that they face when do English test is not understand the meaning and the using of words in the correct structure.

However the students need rich vocabulary and master all about the vocabulary in understanding the lesson and passing the examination well. When, they have poor vocabulary they will difficult to understand the lesson and can't answer the questions while in the examination. On this condition, they may fail the exam and only stay on the seventh grade. However, Larning vocabulary is one of the first step in learning a second of foreign language and the goal of learning vocabulary to communicate successfully with other people both orally and textual.

English teachers should make some efforts to help their students to keep their motivation in learning vocabulary for example songs, games, pictures, reading texts, etc. by presenting pictures in teaching vocabulary as well as to increase the students' motivation in learning English, it is believed that most students will remember such sentences by telling the picture.

Teaching vocabulary using word wall will help the student to absorb the vocabulary items in more interesting way. Teaching vocabulary

using word wall can help the students to increase their vocabulary achievement. Word wall activity is recognized as the best way for teaching learning English at school, especially in building the students' vocabulary.

One kind of method is word wall. By applying word wall, the researcher hopes that the students could get new vocabularies and improve their vocabulary. (Cronsberry: 2004:3), it is relevant to Green (1993:1) Word wall is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to effective the students vocabulary.

In teaching word wall media there are some directions. First, make words accessible by putting them where every student can see them. Then, they should be written in large black letters using a variety of background colors to distinguish easily confused words. The next step, teachers should be selective about the words that go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually - a guideline is five to fifteen words per week. Then, use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, and word guessing games as well as writing them.

Then, provide enough practice so that words are read and spelled automatically and make sure that word walls are always spelled correctly

in the children's daily writing. Effective word walls support the teaching of key words and subject-specific terminology, promote independence in reading and writing by building vocabulary, provide visual clues and reference for language learners and help students remember connections between words and concepts.

Building a word wall can be easily integrated into daily activities. Key words and/or terminologies that relate to the lesson or unit of study can be added gradually as they are introduced. A word wall should be organized in a way that is useful to students with additions reflecting the skills or concepts being taught.

One of the media used by the writer in vocabulary is Word Wall media. This media is one of new media that is appropriate in learning vocabulary. A word wall is an organized collection of words prominently displayed in a classroom. By using Word wall media in teaching vocabulary mastery, the students of junior high school will get new experience in learning vocabulary.

The students of SMP prefer to study in an enjoyable situation and more interestingly. The use of word wall game in English language learning has special contribution in making the students active and the class more alive. Word wall media really supports in teaching vocabulary, the students to have more interest in learning English. When they are interested in certain material, it will be easier for them to understand it well. The word wall media can raise the student's motivation and interest.

It can also make affective education process in learning English vocabulary. In word wall media the students understand about the material. The students comprehend when the teacher give some new word by words wall media. It is useful in teaching and learning process in vocabulary.

Another reason is that the researcher found that word wall media the effectiveness word wall media in improving the fifth year students' mastery on vocabulary at SDN 04 Sumberbendo Puncanglaban. It is know from the result of a research which is conducted by Umi Nadhiroh (2010). The researcher using the methods of collecting data were: test, observation, documentation, and interview and techniques of data analysis were the qualitative data and quantitative data. Therefore, based on this reason the researcher tries to use word wall media at MTs used pre-experimental design, The research used form of one-group, pretest-posttest design and the techniques of data analysis was the quantitative data. The researcher tries to find out whether this word wall media effective or not to be applied in teaching vocabulary mastery at students MTs research design and the techniques of data analysis it.

Therefore, the researcher is interested to conduct a research entitled "The Effectiveness Word Wall Media In Teaching Vocabulary on the Seventh Grade Students at MTsN Bandung Tulungagung.

B. Formulation of the research problem

Based on the background of the study above, many problems arise.

Some problems that can be identified are as follows:

1. How is the students' vocabulary before being taught by using word wall media?
2. How is students' vocabulary after being taught by using word wall media?
3. Is there any significance different scores of the students before and after being taught by using word wall media?

C. Objective of the Research

The objective of the study is to find out us the following:

1. Find out students' vocabulary score before being taught by using word wall media.
2. Find out students' vocabulary score after being taught by using word wall media.
3. Find out significance different score and after being taught by using word wall media.

D. Significance of the research

The researcher hopes that the result of this research can give information about the level of student vocabulary mastery. And the

researcher hopes that the research of the using of word wall in teaching and learning vocabulary will be useful for both, for the teachers, the students.

For the teacher: Word wall gives and show an alternative way of teaching vocabulary because it is a good opportunity to bring the group together. Word wall can help the teacher to solve the problem for teaching.

For the Students: Students can get different and meaningful experience of learning vocabulary by using Word wall. Word wall can motivate the students in learning English because they can share their ideas easily.

E. Scope and limitation of the research

To avoid misinterpretation of the problem, the authors wi limiting the scope of the study. The author would like to know the effectiveness word wall can improve students' vocabulary mastery. The material initially limited to junior high school.

F. Research Hypothesis

The statement of the problem can be stated on the following hypothesis:

1. Alternative Hypothesis (Ha): There is a significant difference between the achievement of students taught vocabulary using word wall and without using the word wall in MTs Bandung Academic Year 2014/2015.

2. Null Hypothesis (Ho): There is no significant difference between the achievement of students taught vocabulary using word wall and without using the word wall in MTs Bandung Academic Year 2014/2015.

G. Definition of Key Terms

1. Vocabulary Mastery

Vocabulary is list of words used in a book with definition or translation (Hornby; 1963: 1120). Mastery is great skill or knowledge (Handy learner's dictionary of American English, 2000:252). Vocabulary mastery is the knowledge in understanding the words.

2. Word Wall

Helen Van (1997:201) Word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. A word wall consists of words that young children frequently see when reading and use when writing. Each week words are added to help children.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Teaching Vocabulary

1. Definition of Vocabulary

In some literature, the researcher found the meaning of vocabulary. There are some definitions of vocabulary. According to Davies (2006:114), "Vocabulary is of enormous importance in communication, but in sometime neglected in English language courses". Furthermore to according Longman Dictionary (1998: 1764) Vocabulary is word, term, used. It is means that vocabulary is important to know, learn and used. Without having enough vocabulary they can not to make meaningful sentences in communication.

Vocabulary is important to be mastered by language learners, especially English learners, because English vocabulary is large. It is a must for the teachers to help their students to master vocabulary successfully. By mastering vocabulary, students can learn and use language well. It is proved by Laufer (1997) who states that vocabulary learning is at the heart of language learning and language use.

Good (1973:143) defines that vocabulary as the words having meaning when heard and seen even though not produce by the individual himself to communicate with others and the words are considered essential for minimal use a language.

According Hornby (1989:1447) that vocabulary is 1). All the words that a person knows are uses. 2). All the words in a particular language. 3). The words that people use when they are talking. 4). A list of words with her meaning especially in a book for learning foreign language. The other opinion from Webster's (1989:978), states that vocabulary is a list of words and sometimes phrase usually arranged in alphabetical order define a dictionary glossary or lexicon.

Vocabulary is an very important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. In language learning, vocabulary plays an important role. Hedge (1993:27) states that knowing a lot of words in foreign language are very important.

Many factors appear to play a role in vocabulary development, Hedge in teaching and learning in the language classroom, (2003:118) states that there are three factors that influence vocabulary development.

1. Frequency

Frequency has been accorded a high level of significance in English teaching and learning for many years as a result of the use of word frequency counting as a procedure informing syllabus and material design. The rationale for this is quite simply that the most frequently occurring

words in the English language will be those most useful to learners. Repetition of words in materials can the process of lexical inference and has been used as a principle for constructing grade reading material for many years.

2. Pronunciation

In the initial stages of language learning it is common for teachers to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllables. In later stages, this is often discontinued as the focus of learning changes to other aspects of language and as individual learners pick up vocabulary in their own way and at their own rates.

And yet it has been claimed (tarone 1974: Channell 1988) that learners use stress to select what is important as they listen to a stream of English and that they therefore need to know for each word both the stress pattern that would be found in a dictionary and patterns that might be heard in continuous speech. This would suggest that, if the purpose of learning English is to listen and understand, then learning word stress is important. If learners process speech partly by recognizing syllable patterns and stress, knowledge of those stores in the mental lexicon will facilitate quick comprehension. And it goes almost without saying that a learner who wishes to be intelligible in English needs to be able to stress words correctly.

3. Contextualization

Schouten – van parreren, (1989:76) argues that text, present a linguistic and psychological reality, and that presenting words in the context of a text will provide support and reduce inference. It is her contention that if learners have to perform certain activities on unfamiliar words in texts, there is a good change of retaining the words. The activities comprise guessing meaning from context and from word form, verifying meaning by checking in a dictionary, and analysis of the word from to recognize relationships between the new word and others already known.

2. Teaching vocabulary

A teaching theory is viewed as something that is constructed by individual teachers. From this perspective, teaching is viewed as driven by teacher's attempts to integrate theory and practice. Teacher-education programs give teachers grounding in academic theory and research, which they test out against the practical realities of teaching.

Many people say that “Teaching English to Young Learners is full of fun.”ⁱ The teaching process will be more fun if the teacher has competency to develop his/her own ways or techniques according to his/her need, the situation, and the classroom condition. The teacher must always more active and creative to make his/her students interested.

3. The Approaches of Teaching Vocabulary

Hunt and Beglar discuss three approaches to vocabulary teaching and learning:

a. Incidental learning

Learning vocabulary as a-by product of doing other things such as teaching and learning. A major source of incidental learning is extensive learning.

b. Explicit instruction

Explicit instruction depends on indentifying specific vocabulary-acquisition target for learners. Information is now available on what such targets should be for learners at difference proficiency levels.

c. Independent strategy development

Learners need to be taught strategies for inferring words from context as well as those which can help learners retain the meaning of words they have encountered.

4. The Techniques of Teaching Vocabulary

Before going on how technique of teaching vocabulary, it is necessary to explants the definition of technique and teaching. Technique is the implementation, tactics, and strategies that are done by teacher and student in classroom, which is suitable with the method that used. So technique must be consistent with a method, and therefore in harmony with an approach as well.

According to Richards J.C and Theodore S. Rodgers state as follow:

“A technique is implementation-that which actually takes places in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.” (1986:15)

Learning is a noun word formed from a verb “teach”, means to give lessons to students in a school, college, university, etc or to help somebody learn something by giving information about it (Hornby, 2002: 1386) from that definition, we can understand that teaching is any actions performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learners).

Teaching vocabulary is not simply introducing a new word only to the student. Related to this matter, actually the expert has constructed or designed technique and principles in language teaching; one of them is how to teach vocabulary. According to Diane Larsen-freeman (1986:72-86), suggestopedia is a method that may be used in vocabulary teaching because it emphasizes on the vocabulary. Teaching a foreign language to the children is not easy.

The teacher should know the characteristics of their student, situation of the class, and what makes the student interested in the target language material for learning. It is true that the teacher is the most important factor in language teaching. She is required to be imaginative and reactive in developing her teaching technique. The English teacher

should be creative and imaginative, so they have many ideas to make the student enjoy and interested in their lesson, and not boring. In this research the writer applied teaching technique using picture and reading texts in the English vocabulary.

5. Kinds of Vocabulary

According to Scrivener (1994: 74) an important consideration for teacher planning vocabulary work is the distinction between productive and receptive vocabulary. The clear differences between productive and receptive vocabulary will be seen the function of the using vocabulary.

a. Productive Vocabulary

Usually productive vocabulary called active vocabulary. It is the words which are used in speaking and writing skill. Productive vocabulary is more difficult to be learned than receptive vocabulary. The learner must be able to choose the word which is appropriate with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

b. Receptive Vocabulary

Sometimes receptive vocabulary called passive vocabulary. It is the word which is used in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (Scrivener; 1994: 75). Learner's receptive vocabulary is useful in understanding what the learners have heard and what they have read.

If the learner has much receptive vocabulary, they will understand what the text talking about. Productive and receptive vocabularies are words that the students understand when they use in everyday situation. They can't produce it correctly in reading or listening. In contrast, productive and receptive vocabularies are the set of word that they understand, can pronounce correctly and use constructively in speaking and writing.

6. The Importance of Vocabulary

Eisenstein says that vocabulary is an obvious area for language variation. Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication. Someone who has limited vocabularies will difficult to communicate with other. For the learner who learns English, vocabulary helps them in learning four basic skills: speaking, listening, reading and writing.

Our personal vocabulary reflects our background and previous experience. As long as we continue to grow and learn, our language grows along with us. It helps us label and understand the things we see in the society around us. It helps us identify and take in things that are new and strange.

The basic of teaching learning English is concerned with the student's abilities to use four language skills. In using language skills, they

need many vocabularies because they have important role in language learning. Without having many vocabularies it is impossible to build communication. They will difficult to understand what other people say to them.

B. The Definition of Word Wall

The definition of word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. Regarding to the definition above, word wall is a systematically collection of words in large letter and placed in the classroom wall. It is a tool to use, not just display.

According to Helen Van (1997:201) Word Wall is systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom. It can be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief.

This media can be designed to improve learning and group activities that can involve students in the making process and usage activity. By using word wall method, is expected that students could increase understanding of the English language vocabulary without depend

on the use of a dictionary or even the meaning of the word given by the teacher.

C. Word Wall as Media of Teaching Vocabulary

Word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board 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 item by the teacher and the student during a variety of activities. (Cronsberry: 2004:3). It is relevant to Green (1993:1) argued that a word wall is an organized collection of large print words on the classroom wall. A word wall helps create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

In teaching vocabulary by using Word Wall Media (Jerry 2010:5) consists of some activities:

- a. Make words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.
- b. Teachers should be selective about the words that go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually- a guideline is five words per week.

- c. Use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.
- d. Provide enough practice so that words are read and spelled automatically and make sure that word walls are always spelled correctly in the children's daily writing.

D. How to create a word wall?

There are several ways to make word wall efficient, practical and easy to remember. Word wall is interactive media in the classroom to support the learning of listening, speaking, reading and writing.

The steps to make a word wall:

- a. Use the favorite words that most appropriate on particular theme, so they are easy to remember.
- b. Create these words in a variety of forms that will be more interesting for students.
- c. Make it useful by often using these words in a variety of activities such as, listening, speaking, reading or writing
- d. Make it easy to see, to write a script which is large and placed on a wall in the classroom.

In creating this media, the researcher determines the key words related to the theme and write a script in large letter on a paper as much as, so it possible can be seen clearly by all students in the class. The key

words can be adjectives, nouns, verb, or adverb which is customized with themes that will be studied. For the next stage teachers can collaborate with students in making the word wall.

The students asked to create a collection of vocabulary words on a piece of cardboard that relate to the theme of learning. After that, collected and selected the words are most appropriate with the theme that will be taught. All of student work then collected as the student portfolio and assessed.

There are many things that the teacher can use a word wall for:

- a.** Chunking: Using words to help children spell words that rhyme with other words. For example, using common word families (i.e. "-ike in like).
- b.** Spelling: Displaying the spelling words of the week on the wall. Keep the spelling words throughout the year on the wall to help the students memorize the words.
- c.** Word Recognition: The students see the words on the wall and are able to identify them when the teacher asks to point out a particular word.
- d.** Displaying categories: The teacher can separate words into categories and display them on his/her wall. For example, display the names of the students, names of animals, or maybe the months of the year.
- e.** Alphabetical order: Teach the children a sense of alphabetical order by having the alphabet on a wall (letters enlarged) and have words that begin with those letters underneath the letter they correspond with.

E. Advantage and Disadvantage Using of Word Wall Method

a. Advantages using word wall method:

1. To support the teaching of important general principals about words and how.
2. To develop a growing core of words that become part of a reading and writing.
3. To make the students practice English for communication and to create using language.
4. To create a variety of word wall game using teacher's own word.
5. The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

b. Disadvantage of using word wall:

Learning use word wall method will require a long time and needs a lot of equipments and colors. Imagination and creativity needed to produce good word wall.

F. How to Implement Word Wall?

1. Establish a purpose for using the word wall.

From the use of word walls aims to improve students' vocabulary in the use of word wall in the learning process in the classroom. Word walls may be used to help students learn high frequency words, or they

may be used to develop vocabulary around a theme. For example, themes for word walls may include the hospital, book, library, teacher or anything you want to teach.

2. Select the words that are targeted for instruction.

Select a few words for teaching and post them on the wall. Teachers choose words that correspond to students' ability who are able to students remember and learn. Words on the wall need to be spelled correctly and written legibly, as students will be encouraged to use the word wall as a resource for their reading and writing.

3. Before reading, teach the words.

Before teaching wall word students should practice vocabulary in other words to make students more creative in teaching vocabulary using word walls. Engage students in a lively discussion of the words. Teachers may decide to write a brief meaning of the word which is able to be mastered by students

4. After reading, students may post words to the word wall.

Of the teaching of the word, the students begin to understand the meaning of a word, so that students are able to learn vocabulary by using the word wall well. Because word walls are effective when they are interactive, teachers guide discussion of the readings to include new and interesting words that student discovered in their readings. These words, along with their meanings, may be posted on the word wall.

5. Initiate activity around the word wall.

The activities conducted by placing the words on the wall or on the blackboard and students are required to mention such words or preferably by using pictures and then look it was written on that board. For the word wall to be effective, members of the learning community must use them. The teacher plays an important role in initiating activity that leads to interactive word walls. For example, using word walls as references in finding interesting words for writing and playing word games will encourage students to make the word walls their own.

There are some tips to support our interactive word walls, (Patricia Antonacci & Catherine M. O'Collaghan, 2012: 105)

- a. Incorporate the Interactive Word Wall strategy as part of the word study instructional routine. It means whenever you teach English, promote the students to always use this strategy when they have any difficulties in words
- b. Select the display wall carefully; making sure that it is at eye level and large enough to post the words. Teachers must create the word wall bigger so students can see clearly.
- c. Decide on how you wish to display the words, such as alphabetically or organized by themes or content areas. There are many kinds of word wall example, there are alphabetically and themes, you can see, that is the example of alphabetical word wall, and that one is the theme word wall.

- d. Write the words legibly on oak tag or paper, demonstrating appropriate handwriting. The teachers or students write the words in an oak tag or paper in a good handwriting, so other students can understand the handwriting.

G. The Definition of Media

Media is one of the components of teaching. By using media that relate to the subject that is given by the teacher. The students are not bored with the situation in the classroom or outside the class.

Azhar (2002:1) states that media is something that used by someone or teacher to make easy on transferring the material or the subject to the student. It includes people or things around.

H. Kinds of Media

Fachrurrazy (1992:36) states that there are some media that can be used by a teacher in teaching speaking; they are pictures, comic strips, news or video which can be used as a basis for discussion.

Generally there are three kinds of media. They are visual media, audio media and audio visual media.

a. Visual Media

Visual media is also called by printing media. Visual media is a kind of media that can be seen or touched by the student. The main component for

this media is verbal material text and visual material. The examples of visual media are: picture, photos, real things, miniature charts, and graphs.

The characteristics of this media are 1) Text is read in visual manner, in other hand visual is exceeded based on the room, 2) texts and visual show one way communication and receptive, 3) texts and visual is shown in tactically, 4) in developing this media depend on the language principle and visual perception, 5) it is oriented to the student, 6)the information can be rearranged by the user.

b. Audio Media

Audio media is also called by listen media, usually it is used to listen and understand the passage. Sunyoto (2004:42) says that the characteristic for media is that they show one way communication for example: radio, tape recorder.

c. Audio Visual Media

Audio visual media is the function of two kinds of media, they are audio media and visual media. The audio visual media need mechanic electronic to show the message of audio visual media.

They are many kinds of media used in English class. However, to decide kind of media in teaching must be determined by the requirements of the students, the instructional material, the technique or teaching, and evaluation. After knowing some considerations of selecting media, a teacher may choose the appropriate media for teaching English.

CHAPTER III

THE RESEARCH METHOD

This chapter presents the research method employed in this research. The major components include research design, population and sample, Variable, Instrument, Data collecting method, Data analysis.

A. Research Design

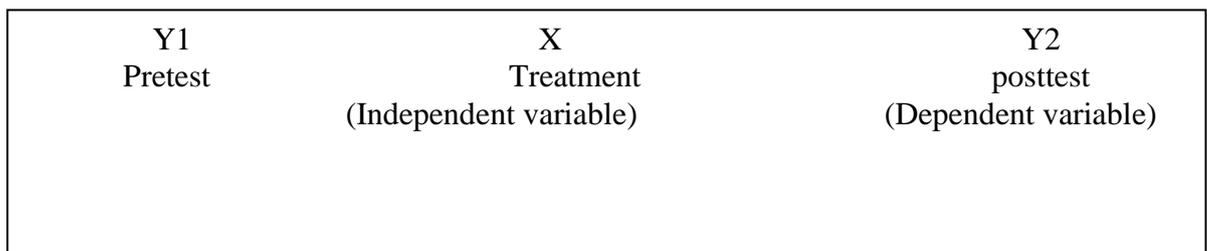
This study was conducted in pre-experimental design with one-group pretest- posttest design using quantitative approach. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulation on the dependent variables (Ary et al, 2002:276). Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research was done in the class with taking students as population.

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a simple conventional experiment reference is usually made to an experimental group and to a control group.

This research is intended to investigate the influence of word wall as media in teaching vocabulary for the seventh year students of MTs

Negeri Bandung. The research design used by the researcher is pre-experimental design in the form of one-group, pretest-posttest design.

A diagram of one- group pretest- posttest design:



B. Population, Sample and Sampling

1. Population

Population is a set to which a researcher wishes to generalize. More technically, the population is a sample space of elementary events. Another way to think of the population is a set of units from which the researcher will sample. The units need not to be restricted to people; researchers may be interested in populations of animals or objects (Wampold, 1990:84).

The population of this research was the seven grade (VII H) students of MTS Negeri Bandung in academic year the 2014- 2015. The number of population 340 students consisted of nine classes; each class consisted of 34– 46 students.

2. Sample

A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research

project (Brink 1996:133; Polit & Hungler 1999:227). In this study, the researcher took the H class as a sample of this research. This class consisted of 45 students of first grade at MTs Negeri Bandung Tulungagung. The sample consisted of 21 boys and 24 girls.

3. Sampling

Sampling is also as a way the researcher select number of individuals as a sample which represents the population. Sampling is the process of selecting a number of individuals for a study in such as a way that the individuals represent the large group from which they were selected. The purpose of sampling is to gain information about a population; rarely is a study conducted that includes the total population of interest as subject (Gay, 1992:123).

Sampling is a technique of taking sample which gives opportunity for every element or population member to be chosen as sample. In this study the researcher used purposive sampling. Purposive sampling was technique to determine sample with a particular consideration.

Often many restrictions that prevent researchers took samples at random (random). So if using random sampling (random sampling), will complicate the researcher. By using purposive sampling, the expected criteria for samples obtained completely in accordance with the research to be conducted.

Choosing the sample is based on purposive sampling depends on what criteria are used. So first determined what criteria samples taken researchers took samples of class VII. The researcher chose the class VII-H at the sample because among other classes the students of the class VII-H had average proficiency.

C. Variable

According to Ary (1979:124) variable is an attribute that is regarded as reflecting or expressing some concept or construct. Variable is something that may vary or differs. Referring to the title of this research, "comparative study on the students vocabulary achievement between taught by using picture and reading text of the seventh years students at MTs Negeri Bandung Tulungagung", there are two variables of the research. The dependent variable and independent variable. This research consists of two variables. They are:

1. Independent Variable

Independent variable is an antecedent of the depend variable (Ary, 1979:29). Independent variable is variable selected by the research to the effect on or relationship with dependent variable.

The independent variables are the conditions or characteristics that the experimenter manipulates in his or her attempt to ascertain their

relationship to observed phenomena. In this research, the independent variable is the use of word wall.

2. *Dependent variable*

The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables. The dependent variables are the measured changes in students' performance attributable to the influence of the independent variables. In this research, the dependent variable is students' vocabulary.

D. Instrument of The Research

Instrument has important function in this research. Using an instrument is one of the significant steps in conducting this research. Therefore, the writer must choose some instrument in the process of collecting data.

A test is said to have content validity if the content constitutes a representative sample of the language, skill which is meant to be measured (Huges, 1989: 22). It was under the consideration, how far the students achieved the material given during the treatment.

The kinds of tests used are pretest and posttest. The test form of fill in the blank, multiple choice and matching the word. Between pretest and posttest the students are growing mentally and physically and they may

have learning experiences that could affect the dependent variable. The test items for pretest consist of 30 questions.

The pretest is given to students before the teacher teaches them by using word wall. While the post test is given to the students after they are given the treatment. The format tests are made in the following form:

- a. Fill in the blank tests that consist of 10 items. The students must choose the answer. The score for item is, so all scores are 10
- b. Multiple choice tests that consist of 10 items. The students must choose the correct answer. The score for each item is 1, so all scores are 10.
- c. Matching the word tests that consist of 10 items. The students must choose the correct answer. The score for each item is 1, so all scores are 10.

E. Validity and Reliability Testing

Validity is the degree to which a test measure what it is supposed to measure. A common misconception is that a test is, or, is not valid. Isnawati in Brown (2012:27) explains that validity is the most complex criterion of an effective test and the most important principle of language testing. It is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. A test should test what the writer wants to test.

Michael McCarthy in Vocabulary in use upper intermediate (2000), there are some indicators of Vocabulary Mastery; countable nouns, uncountable nouns, Collective nouns, abstract nouns, suffixes, roots,

synonyms, context clues, and punctuations. In this case, a countable noun can be used with a or an with singular form, and ending in s/es for plural constructions. Meanwhile, an uncountable noun is not normally used with a or an, but it is used with articles some and any.

There are four types of validity; 1). Content validity, 2) construct validity, 3) face validity. The researcher used content validity.

a. Content validity

Content validity is a kind of validity which depends on careful analysis of the language being tested and particular test. The try out test of this study had content validity because the items were taken from sources for the seventh grade students in MTs Negeri Bandung. The researcher made vocabulary test which consist of multiple choice, fill in the blank and matching word. In this test, the students' are asked to answer the test to measure their vocabulary achievement.

Standard Competence	Basic Competence
3. Express the meaning of the functional written text and simple short essay in the form of descriptive, and recount to interact with the surrounding environment.	a. Express the meaning the form of simple short functional written text by using a variety of written language accurately, fluently and appropriately to interact with the surrounding environment. b. Reveal the meaning and rhetorical stages of a simple short essay using a variety of written language accurately, fluently and appropriately to interact with the surrounding environment in the form of desriptive and recount text.

Material	Indicator	Sub Indicator
Vocabulary related to the theme and text Simple Present Tense Descriptive text.	4. The students are able to use various vocabulary in writing descriptive paragraf	4.1 Students are able to answer the missing word, multiple choice and match the word in noun 4.2 Students are able to answer the missing word, multiple choice and match the word in adjective 4.3 Students are able to answer the missing word, multiple choice and match the word in adverb 4.4 Students are able to answer the missing word, multiple choice and match the word in verb

b. Construct validity

Table 3.4 Construct Validity

No	Standart Competence	Test Items	Presentages
1.	The students are able to answer the missing words (gap filling)	1-10	33.3%
2.	The students are able to answer the multiple choice	1-10	46.7%
3.	The students are able to answer the question by matching words	1-10	20%
	Total		100%

According to Brown (2004:25) mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena

in our universe of perception. Based on the theory above, in the test, the researcher asked the students to answer the question based on descriptive text to measure to the students' vocabulary mastery and fulfill the construct of vocabulary test and therefore valid in term of construct validity.

Reliability

Reliability is a necessary characteristic of any good test for it to be valid at all and test must be reliable as measuring instrument. The researcher gives test 30 questions for students of MTs Negeri Bandung to know the reliability of test. The reliability of whole test can be estimated by using SPSS 16.0 for windows.

Correlations

		VAR00005	VAR00006
PRE	Pearson Correlation	1	.768
	Sig. (2-tailed)		.009
	N	10	10
POST	Pearson Correlation	.768	1
	Sig. (2-tailed)	.009	
	N	10	10

From the correlation analyzing, the researcher got differences of two score. The value of correlation was 0.768 it means that correlation of

score pre-test and post-test was strong. Based on the correlation, it can be concluded that both of test is.

Based on the coefficient of correlation, the class of reliability test can show in the criteria of coefficient of correlation below:

No	Criteria	Score of Coefficient
1.	Very high	Between 0.90 and 1.00
2.	High	Between 0.70 and 0.89
3.	Sufficient	Between 0.50 and 0.69
4.	Low	Between 0.30 and 1.49
5.	Very low	≤ 0.30

Therefore, it can be inferred that both the test have a high scores of reliability.

F. Data Collecting Method

1. *Pretest*

Before doing treatment, the researcher applied a pre-test which was carried out on Friday morning, May 15th 2015. It lasted in 60 minutes. The test consists of 30 question. The items were 10 question for multiple choice, 10 items for fill in the blank dand 10 items for matching test. The researcher distributed to identify the students' to know how far the vocabulary mastery of the students is before they use of word wall.

2. *Posttest*

After doing treatment was on Thursday morning, May 21th 2015. The writer post-test for the experimental class. It lasted for 60

minutes. The students have to answer 30 question. Post test is to know the increasing of vocabulary mastery after they have use word wall. Pre and post test are to knowing the differences of the students" ability before and after the teacher use the method.

G. Technique of Data Analysis

Data analysis is a time – consuming and difficult process, because typically the researcher faces massive amounts of field notes, interview transcripts, reflections, and information from documents to examine and interpret (Ary, 2002:465). The data obtained from research result is the results of students' test that were analyzed quantitatively. Quantitative analysis was done using statistics which is called statistical analysis or inferential statistics.

The quantitative data of this research in analyzed using statistical computation. This technique was used to find the significant difference on the students' vocabulary mastery after being taught by using *word wall media*. The researcher uses by SPSS 16.0

After getting the data either from pretest or posttest, the researcher analyzes the data by using formula of t-test according to Ary et al (2006:195) with the following formulation:

$$t = \frac{\bar{X}D - \mu_0}{SD/\sqrt{n}}$$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presents research finding and discussion. The research finding discuss about the result of data analysis and the result of hypothesis testing. The discussion section consists of discussion about the research finding.

A. Research Finding

Refer to the last chapter, the researcher used test in collecting data. It was given to the second grade students of H class at MTsN Bandung Tulungagung as a subject of the research. The test is consist of 30 questions. The types of test are 10 gap filling, 10 multiple choice, and 10 matching words. There were 45 students as a subject at the research.

The students were given pre-test before giving treatment. The result of pre-test indicated that students in vocabulary is good although sometimes they are difficult to interpret the words in a context.

After getting the result of students pre-test, the researcher gave treatment for the students by teaching them using word wall media. When teaching learning process was running, the students felt happy, enjoy, and comfortable in participating the learning process.

After the treatment is done, the reseacher gave a post test to all the students. This post test used to know students vocabulary mastery after taught by using word wall. The researcher wanted to know how far the

students understanding about the use of some vocabulary in a context and remember about some words that given to the students when treatment process is done.

1. Students' vocabulary mastery before being taught by using word wall.

This pretest was given by asking students. The students must answer 30 questions. There are 45 students as respondent or subject of the research. It was done before the treatment process by using word wall media in teaching vocabulary. The data of students' achievement in pre test and post test can be seen in appendix III. The descriptive statistics of pre test which consist of mean (Table 4.3), the frequency of pretest (Table 4.4).

Table 4.2 Criteria of Students' Score

Criteria of score	Criteria of success
21 – 30	Good/Very good
11 – 20	Enough/Fair
0 – 10	Poor

Table 4.3**Descriptive Statistic of Pre-test Score****Statistics**

PRE

N	Valid	45
	Missing	0
	Mean	20.0000
	Median	20.0000
	Mode	24.00

Descriptive statistics is a functioning to describe the condition of a certain group of people or a group of entities. Based on the Table 4.3 above can that consist of 45 students. It shows that the mean score of pretest is 20.00, it means that the average of 45 students got score 20. Based on the criteria of students score, 20 was included in enough score. Then, it was known that median score is 20; there is an equal score above and below the median. There are 21 data scores greater than this value and 19 data scores less than this value (see table 4.4). In this case the mode score is 24. Mode is simply that value which has the highest frequency. It means that the most frequent score is 24 which indicated that many students got enough score.

Based on the Table 4.4 of the frequency score of pre-test can be seen in appendix III. That three students (6.7%) got score 14, it means that the students' ability in vocabulary of MTsN Bandung is enough. There were two students (4.4%) who get score 15, two students (4.4%) got score 16, there were four students (8.9%) who get score 17, there were five students (11.1%) who get score 18, three students (6.7%) who get score 19, five students (11.1%) who get score 20 got enough score, it also means that they got enough score. It means the score is the students are only able to answer some of the questions that have been tested. There were three students (6.7%) who get score 21, it means that they got good score. There were five students (11.1%) who get score 22, five students (11.1%) who get score 23, seven students (15.6%) who get score 24 and there were one students (2.2%) who get score 25, it also means that they got good score. It means the score is the students can be able to answer almost all the questions that have been tested in teaching vocabulary.

2. Students' vocabulary mastery after being taught by using word wall media

After got treatment, the students were given post test. The test is different with the pre test but both of them have same level difficulties. The students must answer 30 questions. There are 45 students as subject of the research. The data of students' achievement in post test can be seen in appendix III.

Table 4.5
Descriptive Statistic of Post test
Statistics

POST

N Valid	45
Missing	0
Mean	24.9333
Median	25.0000
Mode	28.00
Std. Deviation	3.04063

Descriptive statistics is a functioning to describe the condition of a certain group of people or a group of entities. Based on the Table 4.5 above can that consist of 45 students. It shows that the mean score of post-test is 24.9, it means that the average of 45 students got score 25. Based on the criteria of students score, 25 was included in good score. Then, it was known that median score is 25; there is an equal score above and below the median. There are 21 data scores greater than this value and 20 data scores less than this value (see Table 4.6). In this case the mode score is 28. Mode is simply that value which has the highest frequency. It means that the most frequent score is 28 which indicated that many students got very good score.

Based on the Table 4.6 of the frequency score of post-test can be seen in appendix III. It can be seen that one students' (2.2%) got score 18, it means that they got enough. There were one students (2.2%) who get score 19, three students (6.7%) got score, two students (4.4%) who get score 21, three students (6.7%) who get score 22, four students (8.9%) who get score 23, six students (13.3%) who get score 24, four students (8.9%) who get score 25, it means that they got good score. It means the score is the students can be able to answer almost all the questions that have been tested in teaching vocabulary. There were two students (4.4%) who get score 26, it also means that they got very good score, seven students (15.6%) who get score 27, eight students (17.8%) who get score 28, and there were four students (8.9%) who get score 29, it means that they got very good score. It means the score is the students can be able to answer all the questions that have been tested in teaching vocabulary.

3. The significant difference between the students' vocabulary mastery before and after being taught by using word wall media.

There are differences data presentations between before and after taught by using word wall media. The data present that the score after taught by using word wall media better than higher before taught by using word wall.

The researcher uses statistical test using paired sample t-test stated by SPSS 16.00 to ensure the effectiveness of using word wall media. The result as follows.

Table 4.7

Paired Sample Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE	20.0000	45	3.21219	.47885
POST	24.9333	45	3.04063	.45327

Based on the Table 4.7, output paired samples statistic shows mean of pretest (20.00) and mean of posttest (24.9), while N for cell there are 45. Meanwhile, standard deviation for pretest (3.212) and standard deviation for post-test (3.040). Mean standard error for pretest (0.478), while posttest (0.453). So, that means of pre-test and post-test is different from the 45 students.

Table 4.8
Paired Sample Test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE-POST	-4.93333	2.75846	.41121	-5.76207	-4.10460	-11.997	44	.000

Based on the Table 4.8, output paired samples test show the result of compare analysis with using t-test. Output shows mean pre test and post test is (-4.933), standard deviation (2.758), mean standard error (0.411). The lower different (-5.762), while the upper different (-4.104). The result test $t = (-11.997)$ with df 44 and significance 0.000. Mean there is a difference of -4933 (see Table 4.8). This figure comes from: The score before using the treatment and the score after using treatment (20.00 - 24.9 = -4933).

- The difference in the value -4933 has a range between lower / limit down by -5762, to upper / upper limit -4104.
- From t-test proved that the differences -4 933 with a range of > 0 to -4104 the data is significant to state that the test is effective for teaching vocabulary.

Interpretation toward t_c conducted by two methods:

1. Based on the test score t with compare t_c (t count) with t_t (t table), where $df = 44$, the result of numeral: 2.004 for standard significant 5% and 2.668 for standard significant 1%. With $t_0 = -11.997$, it means that more large from t_t (symbol minus in this matter ignored at standard significant 1%, it means the hypothesis null was rejected.
2. Based on the large of digit significant. In this case decision taken from determine:
 - a. If the probability > 0.05 then the hypothesis null accepted.
 - b. If the probability < 0.05 then the hypothesis null rejected.

With the numeral of significant 0.000, it means that smaller from 0.05, then the hypothesis null clarify that there is no significant different score using by word wall media in teaching vocabulary mastery of the seventh grade students at MTsN Bandung Tulungagung is rejected.

B. Hypothesis Testing

As stated earlier, the null hypothesis (H_0) and alternative hypothesis (H_a) of this research are:

- a. Null Hypothesis (H_0): there is no significant different on the students vocabulary mastery who were taught before using word wall media and after using word wall media on the seventh grade students at MTsN Bandung.

- b. Alternative Hypothesis (Ha): there is significant different on the students vocabulary mastery who were taught before using word wall media and after using word wall media on the seventh grade students at MTsN Bandung.

Based on statistical calculation using SPSS 16.00, the researcher gave interpretation to significant value. The significant value of the research is 0.000, the significant level 0.05 and the t_{table} 2.004 the df : 44 where as the t_{count} 11.997. When the significant value (0.000) < significant level (0.05) the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. While significant value (0.000) > significant level (0.05) the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is different score on the students' vocabulary mastery before and after being taught by using word wall media.

There is different on paired Sample Statistic that the mean before taught using word wall media is 20.00, and after taught using word wall media is 24.9, means that the mean before taught using word wall media is lower than after taught using word wall media. Thus, it can conclude that by using word wall media in teaching vocabulary on the seventh grade students at MTsN Bandung Tulungagung is effective.

C. Discussion

Based on the research finding, it showed that the mean scores between pre test and post test is different. The objectives of the study is to know if there is an effect in applying that word wall media in teaching vocabulary at the Seventh Grade of MTsN Bandung Tulungagung in academic year 2014/2015. Based on the result of the statistical computation, showed that the result after taught vocabulary by using word wall media is 11.997, and to know what the different was significant or not, the researcher used t distribution. If $t_{count} > t_{table}$ ($11.997 > 2.004$). So, null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted.

In the pre test, the average score is 20, while the average score in post test is 24.9. From the mean score look difference value, the result shows that the post test was better than pre test. From the result above, the conclusion is the students get good achievement in mastering vocabulary after taught by using word wall. The students' vocabulary achievement improve significantly. So teaching vocabulary using word wall media is effective toward the students' vocabulary achievement especially for the seventh grade students in MTsN Bandung Tulungagung. By using this media, the students felt happy, enjoy, and comfortable in participating the teaching and learning process. In the other words, word wall media could motivate the students in learning activities and improve students, understand about the subject being taught.

Based on the researcher method, in teaching learning process was divided into three steps. Firstly, the step is giving pretest for the students, its mean that to know the students' vocabulary before being taught by word wall media. Secondly, the step was giving treatment to the students, the treatment here was teaching vocabulary by word wall media. Thirdly, the step was giving post-test, in the posttest the students were given a test to know their vocabulary after they were got a treatment by word wall as a media.

Word wall media is an effective for teaching vocabulary. The word "effective" here means that word wall media gives positive change in the teaching and learning process. Here word wall media helps the students to vocabulary mastery in interesting and communicative way. The word wall technique is developed by Green (1993). Eyraud (2000: 2-11) have adapted Green's technique for a range of L2 instruction settings without sacrificing its commitment to vocabulary development. Furthermore, they have also developed several explicit instructional activities and media using the word wall. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills.

Word wall activities engage students while they learn key vocabulary, whether it be learning to explain a word, to compare it to other key concepts, or to spell it. According to Helen Van (1997:201) Word Wall game is systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom. It can

be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief.

It is relevant to Green (1993:1) argued that a word wall is an organized collection of large print words wall on the classroom. A word wall helps create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

From the explanation above, it can be concluded that word wall media is an effective technique in teaching vocabulary. Such as the previous research which have been done by Umi Nadhiroh (2010) at the fifth year students' mastery on vocabulary at SDN 04 Sumberbendo Puncanglaban. Her research was successes and shows a better result. The teacher can use this media as alternative way in teaching English. Hence, the class will more live because the students' active to participate in the study so that they will not feel bored. So the teachers can use this media for their class based on some certain learning objective even in the Elementary School, Junior High School level.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter is devoted to draw some conclusions and suggestions based on the research findings and presented in the previous chapter.

A. Conclusion

Based on the result of data analysis, some conclusion are draw as follow:

1. The students vocabulary achievement before being taught by using word wall is enough score. It means the score is the students are only able to answer some of the questions that have been tested. It can be seen from the score obtained by the students before taught using word wall media that from 45 students.
2. The students vocabulary achievement after being taught by using word wall is very good score. It means the score is the students can be able to answer almost all the questions that have been tested in teaching vocabulary. It can be seen from the score obtained by the students before taught using word wall media that from 45 students.
3. There is significant difference of the students' vocabulary achievement before and after they are taught by using word wall media. The average score before being taught by using word wall media is 20, while the

average score after being taught by using word wall media is 24,9. It means that the score of the students after they are taught by using word wall media is higher than the students' score before they are taught by using word wall media. In conclusion, word wall media is effective used in teaching vocabulary mastery for the seventh grade at MTs Negeri Bandung Tulungagung in the academic year 2014/2015.

It is identified that the large numeral significance is 0.000 and it is smaller from 0.05 so that the null hypothesis is rejected. The hypothesis clarifies that word wall media is effective used in teaching vocabulary.

B. Suggestion

From the conclusion above, there some suggestions that might be useful for those who are going to improve their English vocabulary achievement, such as:

a. English Teacher

The English teacher should be able design the teaching learning process as interesting as possible. It aims to make students enjoy, anthusiasm, and more interesting in joining teaching learning process. In addition, the students are more motivated and more easy in learning English language especially in vocabulary. The English teacher should design the students activity that are not only interesting but also appropriate with the subject and the students needs. The teacher can apply

word wall as a media of teaching learning process because it can help the students easier in memorizing vocabulary.

b. The Students

The students have to improve their vocabulary achievement to make easy in understanding English subject, because vocabulary as a key part in understanding English language. The students may improve their ability by themselves by many kinds of activities. They may use word wall activity which can be applied on their daily in their own environment. This media can improve students' vocabulary achievement and their critical thinking.

c. Other researchers

The researcher hopes for the further researchers to conduct a research that is related with word wall media in teaching learning process especially for English subject and commonly for other subject. The researcher suggest that this media is flexible which can be adapted with kinds of subject. Based on the result of this research that the using word wall media is effective in teaching vocabulary.