

The Effect Of Word Wall Media On Students' Vocabulary Mastery At The 7th Grade Of SMPN 3 Kec. Pangkalan Koto Baru

Heni Okta Darma¹, Merry Prima Dewi², Loli Safitri³, Widya Safitri⁴

^{1,2,3,4}Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi

Email: heni7084@gmail.com¹, merryprimadewi@gmail.com², safiriloli05@gmail.com³,
widyasyafitri260780@gmail.com⁴

Abstract. *One of the most crucial language components that students should master is vocabulary. It is caused vocabulary is always used in everyday activities. Nevertheless, the students have difficulty when learning vocabulary and the lack of ability of students in remembering new vocabulary in English. Based on the problems, as a resulted to conduct teaching vocabulary mastery by the use of media namely word wall to help students improving their vocabulary mastery. This research was conducted to the seventh grade of SMPN 3 Kec. Pangkalan Koto Baru. In this study, researcher used quantitative method with quasi-experimental design by comparing two classes. The subject of this study was seventh grade, namely VIII and VII2. VIII was experimental class with 25 students and VII2 was control class with 25 students. The research instrument was vocabulary test. The data was analyzed by using Independent Sample t-test in SPSS 26. This study indicated that there was significant difference in achievement of students' vocabulary mastery between the students who were taught by using word wall media and without using Word Wall media. It can be seen from p-value which was smaller than the alpha value ($0.000 < 0.05$). From the results of the data, teaching vocabulary mastery through word wall media gave more significant effect to increase students' vocabulary mastery.*

Keyword : *Word Wall Media, Vocabulary, Vocabulary Mastery*

Abstrak. Salah satu komponen bahasa yang paling penting yang harus dikuasai siswa adalah kosa kata. Hal ini disebabkan kosakata selalu digunakan dalam kegiatan sehari-hari. Namun demikian, siswa mengalami kesulitan ketika mempelajari kosa kata dan siswa kurang memiliki kemampuan untuk mengingat kosa kata baru dalam bahasa Inggris. Berdasarkan permasalahan tersebut, maka dilakukan pengajaran penguasaan kosa kata dengan menggunakan media yaitu word wall untuk membantu siswa meningkatkan penguasaan kosa kata mereka. Penelitian ini dilakukan pada siswa kelas VII SMPN 3 Kec. Pangkalan Koto Baru. Dalam penelitian ini peneliti menggunakan metode kuantitatif dengan desain quasi eksperimen dengan membandingkan dua kelas. Subyek penelitian ini adalah siswa kelas VII yaitu VII1 dan VII2. VII1 merupakan kelas eksperimen dengan 25 siswa dan VII2 merupakan kelas kontrol dengan 25 siswa. Instrumen penelitian berupa tes kosakata. Data dianalisis dengan uji Independent Sample t-test pada SPSS 26. Penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan pencapaian penguasaan kosa kata siswa antara siswa yang diajar dengan menggunakan media word wall dan tanpa menggunakan media word wall. Hal ini terlihat dari nilai p-value yang lebih kecil dari nilai alpha ($0,000 < 0,05$). Dari hasil data tersebut, pengajaran penguasaan kosakata melalui media dinding kata memberikan pengaruh yang lebih signifikan terhadap peningkatan penguasaan kosakata siswa.

Received Maret 30, 2023; Revised April 02, 2023; Accepted: Mei 03, 2023

* Heni Okta Darma, heni7084@gmail.com

Kata Kunci : Media Dinding Kata, Kosakata, Penguasaan Kosakata

INTRODUCTION

Vocabulary one of language components become a basis to the learners for making them can speak, read, listen and write. In language learning, vocabulary is important to be taught to students. Vocabulary plays an important role to improve the four skills; reading, writing, listening, and speaking. Through vocabulary, the students can interpret the meaning and forms of written language in the form of words, sentences, and paragraphs they read. Therefore, vocabulary has become part of learning English both at the junior high school and senior high school levels.

Learning English is not easy for students because in Indonesia English is a foreign language. Hence, the English teacher must consider the suitable media in teaching vocabulary to make teaching and learning process enjoyable. The teacher need a creative media in teaching learning process. There are so many media that can be used in teaching vocabulary. One of them is word wall media.

Cronsberry (2004) stated that Word wall media is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in the classroom. It means the media direct students' attention to the words on the wall during the lessons, in this way the students saw the progress in developing their reviewed of vocabulary and have a reference point when working on other vocabulary building activities. Cronsberry stated that there some advantages of word wall media. First, provide an approach to meaning full teaching of vocabulary with an emphasis on student engagement and higher level thinking skills. Second, build vocabulary, thereby improving reading comprehension and writing style. Next, reinforce understanding of subject-specific terminology with a focus on student key concepts. Next, help students improve spelling and awareness of spelling patterns. Next, provide visual cues for students. Finally, encourage increased student independence when reading and writing.

Researcher conducted preliminary research at 7th Grade of SMPN 3 Kec. Pangkalan Koto Baru by doing observation and interview towards students and the teacher. On August 22, 2022, the researcher got the chance to join the class where the teacher was in active teaching process and researcher observed students' activities during the lesson.

When the researcher was doing preliminary research, the researcher found some problems. First, some students lack of vocabulary. When the teacher mentioned the word in English then ask students what is the meaning in Indonesian, they answered “I don’t know miss” they do not know what it is. Another data was found from the score of vocabulary test, the average score of student’s vocabulary was 59, the average score is lower then standard minimum criteria. The score of standard minimum criteria is 65. So, from the information above, it can be concluded the student lack of vocabulary.

Second, the students have difficulties in remembering new vocabularies. When the teacher asked to the students about vocabulary that has been learned, they could not answer and respond it. The English teacher said, almost students was spent the time to check the meaning of words that has been learned in dictionary. It means that they forget it easily.

Finally, the teacher only used the dictionary when learning vocabulary. When learning vocabulary, teacher asks students to take the dictionary in the library. After that the students find the meaning of Indonesian in the dictionary. The students feel bored because the learning process only used book and dictionary. The teacher asks the students to write the vocabulary than teacher asks the students to translate into Indonesian and tell the meaning about the words. As the result the students become bored and can’t enjoy the learning process in the classroom.

Based on the problems above, the researcher used word wall as a media to help the students to solve the problem about vocabulary. Cronsberry (2004) stated that word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in the classroom. It mean the media direct students’ attention to the words on the wall during the lessons, in this way the students saw the progress in developing their reviewed of vocabulary and have a reference point when working on other vocabulary building activities. Cronsberry (2004) state that word wall activity is recognized as the best way for teaching learning English at school, especially in building the students’ vocabulary. On the other hand, word wall media is kinds of visual media. Visual media was able to raise the spirit and motivation of students, because visual media was able to show an event like a real object. This opinion was in line with the theory of Irada, it was visual media can make students easier to understand the material and strengthen students memory. Thus, the researcher would like to do a research to know whether word wall

media is effective on students' vocabulary mastery. So, the researcher conduct the research entitled, "The Effect of Word Wall Media on Students' Vocabulary Mastery at the 7th Grade of SMP N 03 Kec. Pangkalan Koto Baru.

RESEARCH METHOD

1. Research Design

In conducting the research, the researcher used the quantitative research. The quantitative research is a kind of research that collected the data in form of number. According to Gay (2012), the experimental method is the only method of research that can truly test hypotheses concerning cause effect. There are many types of quantitative research. Dealing with the problem of study previously, the researchers use experimental research.

2. Population and Sample

The population of the research is all students at the seventh grade of SMPN 03 Kec. Pangkalan Koto Baru academic year 2022/2023. The sample of this research is students of seventh grade of SMPN 03 Kec. Pangkalan Koto Baru. To choose the classes that will be assigned as the experimental or the control class from these classes, the researcher consulted with the teacher and looked the score of vocabulary test. After consulted, we got the class 7.1 as an experimental class and class 7.2 as a control class. The score of class 7.1 smaller than class 7.2

3. Instrumentations

a. Validity

In this research, the validity used the content validity and items validity. The validators will be the lecturers of UIN Sjech M. Djamil Djambek Bukittinggi and an English teacher of SMPN 3 Kec. Pangkalan Koto Baru. The result of validity is valid.

Items	Score				Analysis Process								
	Validator 1	Validator 2	Validator 3	Validator 4	S1	S2	S3	S4	S	n(c-1)	CVI	Criteria	
1	4	4	4	4	1	4	0	3	8	12	0,66666667	MV	
2	4	4	4	4	4	0	0	3	7	12	0,58333333	MV	
3	4	4	4	4	1	4	0	1	6	12	0,5	MV	
4	4	3	4	4	3	0	0	2	5	12	0,41666667	MV	
5	4	4	4	4	4	4	4	4	16	12	1,33333333	HV	
6	4	3	4	4	3	4	4	3	14	12	1,16666667	HV	
7	4	4	4	4	4	4	4	4	16	12	1,33333333	HV	
											0,85714286		
	hasil validity dari expert valid												

b. Reliability

Reliability is the measurement of a test with consistent or the same results at different times. According to Craswell (2012), reliability means the score of an instrument that is obtained in a stable and consistent manner. The score obtained must be the same and consistent at different times.

5. Technique of Data Analysis

In analyzing the data, the researcher used the scores from experimental class and control class. The researcher obtained the data from students' pre-test and post-test and data were evaluated by using statistical procedures (SPSS).

RESULT AND DISCUSSION

1. Result

1.1 Description of the data

	Class	N	Mean	Std. deviation	Std.Error Mean
Pre-test	Experiment	25	58, 84	9, 21	1, 26
	Control	25	49, 28	10, 02	1, 74
Post-test	Experiment	25	81, 96	12, 7	1, 46
	Control	25	61, 72	12, 98	1, 87

Based on the table, it can be seen that the number of the students (N) in the experimental class was 25 students, and the number of students from the control class was 25. The standard deviation of the experimental class was 12.7 and for the control class was 12.98. Then the standard error of the mean for experimental class was 1.46 and for the control class was 1.87. It can be concluded that there were significant differences in students' scores of both classes. The data shows that the scores of the experimental class were higher than the scores of the control class. It means that the students' achievement which was treated by using word wall as media achieves much better than students that were treated without word wall as media.

1.2 Testing the hypothesis

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Ujian Vocabulary	Equal variances assumed	2.205	.144	5.498	48	.000	27.20000	4.94705	17.25328	37.14672
	Equal variances not assumed			5.498	43.219	.000	27.20000	4.94705	17.22478	37.17522

Based on the independent samples test above in equal variances assumed row, the result of post-test in both classes showed that the obtained significant value or Sig. (2-tailed) is 0.000. It means that alternative hypothesis was accepted and the two-tailed significant showed that $p < 0.05$ ($p = 0.000$). It can be concluded that there was significant differences of students' vocabulary mastery who were taught by using word wall media and without word wall media. In other words, null hypothesis was rejected and alternative hypothesis was accepted.

2. Discussion

Vocabulary is one of the components that are taught in English learning. In consider as an important aspect for the learner of foreign language. The students who acquire a lot of vocabulary will be able to construct good communication. They will able to interact with others through listening, speaking, reading, and writing. There has many media that might be used to improve the students' vocabulary; one of them was word wall media as proposed by Cristine Dugan (2004) that word wall media is a bulletin board display of vocabulary words grouped together in a way that makes sense to students. It allows students to see key social studies words daily and use the

visual support to deepen their understanding of new words. Word wall media is a part of visual media. Eliza (2022) state that visual media was one of the most crucial forms of vocabulary instruction. Students may learn more easily and retain information when using visual media. So, Word Wall is can be designed to improve learning and group activities that can involve students in the making process could increase understanding of English language vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher.

Many researchers have proven that media is very useful to enhance students' vocabulary mastery. Previous researches have showed that word wall media actively increase students' vocabulary mastery. After conducting the research and processing the data, researcher found that there is significant difference in achievement between students who were taught by using word wall media and without word wall. It can be seen through the score of pre-test to post-test from each class, experimental class after being treated by using word wall as media and control class after being treated word wall media.

Based on its statistical data analysis, the results showed a significant difference in the scores of students between experimental class and control class. It can be seen from the difference of post-test scores towards existing data from experimental group and control group. The mean score of post-test in experimental class was 83 and the mean score of post-test score in control class was 55.08. The calculation of independent t-test using SPSS 26 showed that the class significance value is 0.000. Due to 0.000 is smaller than 0.05, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This can be concluded that there was a significant difference in vocabulary mastery between students who were taught by using word wall media and without word wall media.

From the research, the researcher also found that the students who used word wall media were more interested in learning vocabulary. They would be easier to memorize the new words. Because word wall media, students be encouraged to produce as much language as possible. In addition, word wall media used the real object in teaching vocabulary. It can be concluded that word wall are the useful media in helping the students to improve their vocabulary. Then, by using word wall media in teaching

new words made the teaching process enjoyable and memorable. It also attracted the students' attention in understanding vocabulary.

CONCLUSION

Based on finding and discussion of the research about the effect of using song and podcast as media towards students' listening skills, the researcher concluded that:

1. There is significant improvement from experimental class after being taught by using word wall as a media in teaching. It can be conclude that word wall media can improve students' vocabulary mastery. This can be seen from their pretest and posttest scores.
2. There is a significant difference in achievement of students' vocabulary mastery between the students who were taught by using word wall media and without word wall media.
3. The use of word wall media in teaching vocabulary mastery is better than the one that is not word wall as a media in teaching. It is proved by the data of the post-test of both classes where the mean score of experimental class is 77.32 and the mean score of control class is only 64.6 meanwhile both of classes have the same level of ability in the pre-test.

In conclusion, there is a significant different in achievement between students' vocabulary mastery who are taught by using word wall media at 7th Graders of SMPN 03 Kec. Pangkalan Koto Baru. Word wall media gives more significant effect to increase students' vocabulary mastery. This conclusion gathered not only from the experts and previous researcher ideas but from the empirical data that had been found by the researcher itself.

REFERENCES

- Aiken, L. R. 1980. *Content validity and reliability of single items questionnaires. Educational and psychological measurement.* 40(4), 955-959.
- Alqahtani, Mofareh. 2015. *The Importance of Vocabulary in Language Learning and How to be Taught.* International Journal of Teaching and Education, Vol. 3
- Arikunto, Suharsimi. 2012. *Dasar-Dasar Evaluasi Pendidikan.* Jakarta: Bumi Aksara.
- Bergeron, Bette S. and Melody Bradbury-Wolff. 2002. *Teaching Reading Startegies in The Primary Grades.* New York: Scholastic Teaching Resouches.
- Buana N and Widya Safitri, *the effect of extensive reading towards students vocabulary mastery at tenth grade of MTI Koto Tinggi,* Journal of English language and educational vol. 6 No. 1 may 2021.p. 1
- Callella, Trisna. 2001. *Making Your Word Wall More Interactive.* Boston: Creative Teaching Press.
- Cameron, Lynne. 2001. *Teaching Language to Young Learners.* Cambridge: Cambridge University Press.
- Cronsberry, Jenifer. 2004. *Word Walls: A Support of Literacy in Secondary School Classroom.* United Kingdom: Cambridge University Press.
- Coombe Christine. 2010. *Assessing Vocabulary in the Language Classroom.* Harlow: Longman
- Djudin, Tomo. 2013. *Statistik Parametik: Dasar Pemikiran dan Penerapannya Dalam Pendidikan.* Yogyakarta: Tiara Wacana.
- Dr. M. F. Patel and Praveen M. Jain, 2008. *English Language Teaching (Methods, Tools, & Techniques).* Jaipur: Sunrise Publishers & Distributors.
- Dugen, Cristine. 2004. *Strategies for Building Vocabulary in Sosial Studies.* Harlow: Longman Pearson Education.
- Esteves, Kelli J, Ed. D, and Elizabeth Whitten. 2014. Ph. D. *RTI in Middle School Classroom.* New York: Pearson.
- Fahrurrazy. 1992. *Teaching English Language Skills and Component.* Malang: IKIP Malang.
- Gay, L. R. 1990. *Educational Research: Competencies for Analysis and Application 3th,* New York: Mc Milan Publishing Company.
- Gay, L. R. 2011. *Educational Research: Competencies for Analysis and Application.* New Jersey: Pearson Education, Inc.
- Gay, L.R., Mills, G.E., Airasian, P.W “*Educational Research: Competencies for Analysis and Applications, Tenth Edition*”. New York: Pearson.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching.* New York: Ashford Colour Press Ltd.
- Harold S. Madsen. 1983. *Technique in Testing (Teaching Techniques in English as a Several Language.* Oxford: Oxford University Press

- Hatch, Evelyn – Cheryl Brown. 1995. *Vocabulary, Semantic and Language Education*. New York: Cambridge University Press.
- Husaini, Usman dkk. 2008. *Pengantar Statistik*. Jakarta: PT Bumi Aksara.
- Imas Febriansyah, improving students vocabulary mastery through Bimo Game for grade x of SMAN 4 purworejo in academic year of 2014/2015, perpustakaan UNY: Unpublished Thesis, 2015) p, 13
- Irvin, Juidith L. 1990. *Vocabulary Knowledge: Guidelines for Instruction*. United States: National Education Association.
- Irwandi, Gusti Milla Quaidy, and Albert, *teaching vocabulary in contextualization for young learners*, English education department, IAIN Bukittinggi, Indonesia. P.3
- Larasati Iranada dkk, *the Use of Visual Media in Teaching Writing*. Vol 1, No 1, 2016, P38
- Linee, T Caroline. 2005. *Practical English Language Teaching: Young Learners*. New York: Mc Grow- Hill.
- Lodico, et.al. 2001. *Education Research*. San Fransisco: John Wiley & Sons, Inc.
- Mardianti, N. & Eliza. 2022. *The Use of Visual Media in Teaching Vocabulary*. Journal of English Language Pedagogy. Vol. 7, No. 2.
- Margono. 2007. *Metodologi Penelitian Pendidikan*, Jakarta: PT. Rineka Cipta.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: Mc Grow Hill.
- Norbert Schmitt, *researching vocabulary* (UK: University of Nottingham, 2010), p. 17
- Novia Alfitri, Arifmiboy, and Merry Prima Dewi, *The students vocabulary acquisition addicted to playing online games*, Journal of English language pedagogy Vol. 6 No. 1, January 2021, p. 1
- Patricia A. Antonacci, and Catherine M. O'Callaghan. 2012. *Research-Based Strategies for K-8 Learners*. Harlow: SAGE Publications.
- Penny Ur, *A Course in language teaching*(New York: Cambridge Teacher Trainers and Development 1996). P. 60-63.
- Read John. 2000. *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Richard, Jack C and Willy A. Renandya. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.
- Roza, V. 2018. *The Effect of Using Card Short Toward Students' Vocabulary Matery at Eight Grade of SMPN 7 Bukittinggi in the Academic Year 2017/2018*. Journal of English Language Teaching and Research. Vol 2, no 1.
- Sadiman, Aried. Et al.2011. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Rajawali Pers.
- S. P. Nation. 1990. *Teaching and Learning Language*. New York: New Burry House.
- Subraba, Dewi. *Improving students' vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High school Number 1 Palopo*. IAIN Palopo.

Thornbury Shoot. 2002. *How to Teach Vocabulary*. Harlow: Longman Pearson Education Ltd.

Urbayati, Chusnul. *The effect of Word Wall Media on Students' Vocabulary Mastery at the Seventh Grade of SMPN 5 Kediri*. Universitas Nusantara PGRI Kediri FKIP.

Wagstaff, J.M. 1999. *Teaching Reading and Writing With Word Wall*. New York: Scholastic inc.