

**THE INFLUENCE OF USING WORD WALL ON THE STUDENTS'
VOCABULARY MASTERY AT THE SECOND SEMESTER OF
THE EIGHTH GRADE OF SMP DWI PANGGA
BANDAR LAMPUNGIN 2017/2018
ACADEMIC YEAR**



A Thesis

**Submitted as a Partial Fulfillment of
the requirements for S1-Degree**

By

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ABSTRACT

THE INFLUENCE OF USING WORD WALL ON THE STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP DWI PANGGA BANDAR LAMPUNGIN 2017/2018 ACADEMIC YEAR

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Vocabulary is very important for learners. Learning a language cannot be separated from learning vocabulary because the language itself consists of many vocabularies which make up a language. Knowing a language means knowing the words of that language. It must be impossible to learn English without vocabulary. If the students have lack of vocabulary, they cannot express their ideas, and it is impossible to communicate effectively among people. The objective of the research is to know whether there is significant influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year.

The research methodology of this research was quasy experimental design, in this researcher, the population of the research was the eighth grade of SMP Dwi Pangga Bandar Lampung. The sample of this research was two classes consist of 25 students as experimental class and 30 students as control class. In the experimental class. The researcher used wordwall media and cross puzzle in control class. The treatments were held in three meeting in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice test which had been tried out before giving the treatment, the instrument was given in pre-test and post-test. Before giving treatment, the researcher gave pre-test and post-test for both of classes. After giving pre-test and post-tes, the resarcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0,0009$ and $\alpha = 0.05$. it means that H_a is accepted because $Sig. < \alpha = 0,05$. Therefore there is a significant influence of using wordwall media on the students' vocabulary mastery at the second semester of the eighth grade of SMP Dwi Pangga Bandar Lampung.

Keywords: Wordwall Media, Vocabulary Mastery, Quasy Experimental Design



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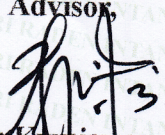
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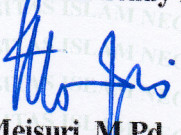
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DECLARATION

I hereby certify that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge text.

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Declared by,

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MOTTO

وَمَا مِنْ دَابَّةٍ فِي الْأَرْضِ إِلَّا عَلَى اللَّهِ رِزْقُهَا وَيَعْلَمُ مُسْتَقَرَّهَا وَمُسْتَوْدَعَهَا كُلٌّ فِي كِتَابٍ مُبِينٍ

And there is not a beast in the earth but the sustenance thereof dependeth on Allah.
He knoweth its habitation and its repository. All is in a clear Record¹

(QS: Hud : 6)



¹ Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, Kuala Lumpur, Islamic Book Trust, 2007, P.325

DEDICATION

This thesis is dedicated to:

1. My beloved Mother, Namidawati and Father, Barazi Hadi, who have given the best inspirations, pray, love and everything for me.
2. My beloved brothers, Syukron Ahmad, Fathur Rahman and Muhammad Ridho Barna, sister , Sabtia Fakhrati, And Nephew Adzkia Samha Saufa, who have motivated and prayed for me a lot in my life to continue my study well.
3. My beloved grandmothers, Aminah, who have motivated and prayed for me.
4. My beloved religious teachers (Beni Antoni and Ibram) who guide, teach, motivate and pray for me in order to make me better.
5. My beloved lecturers and almamater, UIN Raden Intan Lampung.
6. My beloved friends, all students of UIN Raden Intan Lampung.
7. My beloved pre-elementary, elementary, junior and high school teachers.

CURRICULUM VITAE

The writer's name is Ummil Khair whose name is Ummil. He was born in Bandar Lampung, precisely in Bandar Lampung, on 30 August 1992. He is the third child of four brothers from Mrs Dra. Namidawati, M.Pd.I and Mr Drs. Barazi Hadi. He has two brothers whose names are Syukron Ahamad, M.Pd and Muhammad Ridho Barna, and one sister whose name is Sabtia Fakhrati, S.Pd.

The author started his official study at the Se elementary school and graduated in 1998. He continued his studies to SDN I Sepang Jaya and graduated in 2004. After completing his studies in elementary school, the author proceeded to Mts N 2 Bandar Lampung and graduated in 2007. All of the three schools that he rescued were in Bandar Lampung. After that, he continued his studies in Lampung to MAN I Bandar Lampung and graduated in 2010. Then he continued his studies to UIN Raden Intan Lampung.

During the study of UIN Raden Intan Lampung, the authors followed several organizations, such as PMII, and KSR.

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First of all, all praise is addressed to God, the Merciful, the Most Gracious, for his blessings and grace given to me during my studies and in completing this final assignment. Then, may his greetings and honor of the great prophet Muhammad SAW.

This thesis is presented at UIN Raden Intan Lampung English Education course. The main purpose of writing this thesis is to meet some of the tasks of students in fulfillment of some requirements to get a Bachelor's degree.

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Finally, nothing is perfect nor is the final project. Any corrections, comments, and criticisms for the progress of this final project are always welcomed openly.

Bandar Lampung, April 2018
The writer,

Ummil Khair

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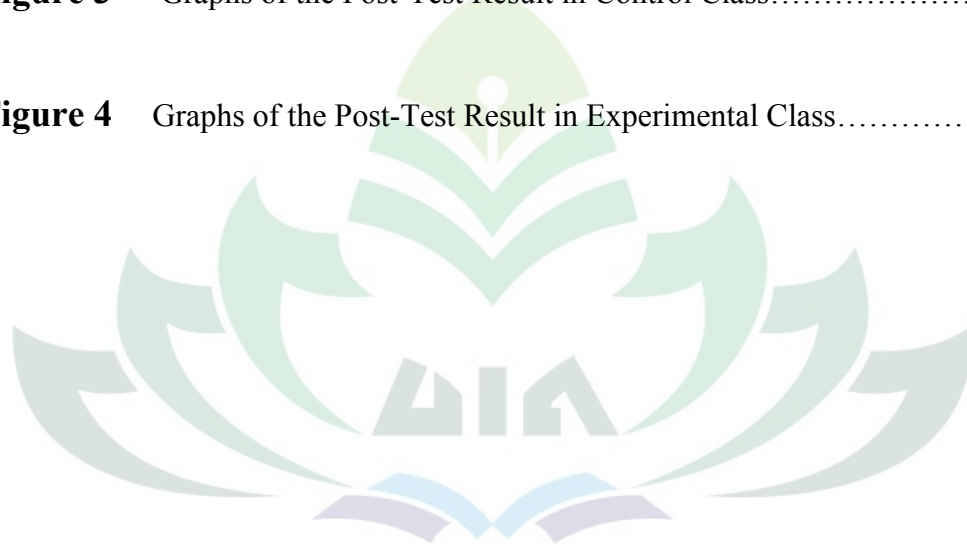
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CHAPTER I INTRODUCTION

A. Background of the Problem

English is by far the most widely used in the world of the 4,000 to 5,000 living languages.¹ In addition, it has been used by almost all countries in the world either as native, second or foreign language.² In Indonesia, English is one of foreign languages. According to Broughton, foreign language is taught in schools, often widely, but it does not play an essential role in national or social life.³ Therefore, it is still in need of being taught to Indonesian students in school in order that they follow the development of the world era in which many aspects of life are delivered in English. Hence, it is not strange if English is learnt from basic level education such as junior high school in Indonesia which it becomes compulsory subject.

According to 2006 English curriculum of Junior High School, the aim of teaching English is to enable the students to communicate both in spoken and written forms⁴. Especially for junior high school level, the aim of teaching English are to enable students to communicate in spoken and written to achieve functional literacy, to make them aware about the importance of English in the middle of competitions among

¹ Geoffrey Broughton, *Teaching English as Foreign Language* (2nded) (New York: Longman, 1980), p. 1.

² Jeremy Harmer, *the Practice of English Language Teaching* (New York: Longman, 2002), p. 17.

³ Geoffrey Broughton, *Op. Cit.*, p. 6.

⁴ Kurikulum Bahasa Inggris KTSP SMP/Mts

notions in the world, and to develop their understanding of relationship between culture and language (*1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi functional; 2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global; 3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya*). In functional literacy, they are hoped to be able to understand and break daily life matters such as reading manual correctly or reading news paper. Thus, it is expected if they have mastered large numbers of vocabulary, they will be able to communicate successfully even though for simple life matters. It means by mastering English they can understand the text easily since a lot of textbooks or product' manuals are written in English. Thus, it will help them to add more knowledge which is most written or shared in English if they master as many as possible English words.

Moreover, there are three basic components that need to be taught, and they are pronunciation, grammar, and vocabulary. All of them have important roles that need to be taught, but vocabulary have a big contribution to support the successful students' of learning English, because with out grammar very little thing can be conveyed, with out vocabulary nothing can be conveyed.⁵ Thus, vocabulary is very important for learners. Learning a language cannot be separated from learning vocabulary because the language it self consists of many vocabularies which make up

⁵Scott Thornburry, *How to Teach Vocabulary*, (New York, Longman, 2002), p.13

a language. Knowing a language means knowing the words of that language. It must be impossible to learn English with out vocabulary. If the students have lack of vocabulary, they cannot express their ideas, and it is impossible to communicate effectively among people.

However, based on the preliminary research at SMP Dwi Pangga Bandar Lampung, the researcher got that there were many students who got lower scores or got scores for vocabulary mastery below the criteria of minimum mastery (*KKM*) of the school 70, as 51 out of 83 students or 60% than those who got scores above the criteria of minimum mastery, as 32 students or 40%. In other words, the number of students who got scores above the criteria is small. It can be seen at the following table :

Table 1
The Students' Score for Vocabulary Mastery at the Eighth Grade of SMP Dwi Pangga Bandar Lampung in 2017/2018 Academic Year

Number	Class	Students' Score		Number of Student
		<70	≥70	
1	8 A	23	12	25
2	8 B	21	17	28
3	8 C	18	12	30
Total		51	32	83
Percentage		60%	40%	100%

Source: Document of Students' score for vocabulary at the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year in the second semester

The researcher found in interview that the students find difficulties to master English vocabulary. In doing their exercises in English they felt difficulty. For example; they could not express their ideas in spoken or writing. Most of the students were reluctant to speak because of their limited vocabularies. Many students said that learning

English was very difficult especially to guess the meaning of word, for they often had to consult to dictionary. They often felt frustrated if they had not been able to find out the words they wanted to express. Because in the class they only got the same technique everyday such as, the teacher only used course book or translated the words or sentences by looking at the dictionary. Thus, sometimes they knew the words, but they did not know how to use them in appropriate sentences and context.

Therefore, to make the students' vocabulary mastery improved, the English teachers have to use interesting techniques or media in teaching English in the classroom. The techniques or media that will be used in classroom should make the learners able to use English words based on the objectives of curriculum. The objectives can be achieved if the students are exercised intensively and communicate by using English gradually.

There are many kinds of techniques or media in teaching vocabulary. Teacher should know the technique and how to implement them in the class. Teacher should vary the technique of presentation to make the students are interested in learning English. Thus, the students do not feel bored in following the lesson in the class. Moreover, as teachers, we have to consider the material that will be given to the students. There are many things that can be used as materials to teach the students, such as game, song, picture, etc. Those materials have aim to teach English to them, because they can make the teacher ease in describing or delivering the material, and make the students are easier in understanding the material given by teacher without feeling afraid.

There are instructional media and games which are used in teaching learning process, and in this case writer used one of them that is by using visual aids especially word wall to activate the learners in learning vocabulary. According to Hornby, it is a systematically organized collection of words displayed in large letter on a wall or other display place in the classroom.⁶ Word wall is literacy tool composed of an organized (typically in alphabetical order) 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 other to use, and contains an array of words that can be used during writing and/or reading.⁷ Thus, it is clear that word is hoped to be able to increase students' vocabulary mastery.

Anindyajatii and Choiri conducted research, and The result of this research is concluded that word wall media is effectively increased science-based vocabulary of students with hearing impairment of the third grade elementary school in SLB B YRTRW Surakarta in the academic year 2015-2016. In addition, for higher level and students with out disability, there are many other reserachs.

Nuzulina in her study about the influence of word wall towards students' vocabulary in Islamic junior high school (*MTs*), stated that word wall makes students learn independently when used optimally. It also supports students in learning activities including writing, reading and speaking. Besides, it makes classrooms atmosphere

⁶AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, Great Britain, 1987, p. 523

⁷Thompson, Lynn. 2004. *Schools Take Teens Back to 2 of the R's*. The Seattle Times.

more interesting. The result shows that word wall can increase students' vocabulary mastery in junior high school level.⁸In addition, according to Urbayati, 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.⁹Moreover, Kasim did classroom action research related to the problem of vocabulary master of his students. He found that word wall could increase students' vocabulary mastery especially noun and verb.¹⁰Students' comprehension will increase by 33 percentile points when vocabulary instruction focuses on specific words important to the content they are reading.¹¹ Therefore, in line with Kasim's research, in this research the researcher will focus on studying the influence of word wall toward students' vocabulary mastery especially noun only.

Therefore, in this research the researcher tried to find one of good media of teaching vocabulary by using word wall that can influence students' vocabulary. So the writer

⁸SiskaNuzulina, 2011, p.1

⁹ChusnulUrbayati, 2017, p.4

¹⁰NurAeniKasim, 2011, p.1

¹¹Marzano, Robert J. *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2004. (pages 68 and 69)

proposed a research entitled “Influence of using word wall on the students’ vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year”.

B. Identification of the Problem

Based on the background of problem above, the researcher identifyid the problem as follows:

1. Teacher did not use various techniquesor media of presentation of vocabulary lesson.
2. Students found difficulties in mastering adequate vocabulary mastery.

C. Limitation of the Problem

Concerning the background above, the writer limitted the problem in this research on influence of using word wall on the students’ vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year. Focus of vocabulary kinds on this research was noun that was included in the syllabus at the second semester of the eight grade in SMP Dwi Pangga Bandar Lampung. In addition, the students were hoped to master not only knowing the English verb vocabulary but also understanding about the form, meaning, and use of the adjectives as Nation’s theory.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows : is there any influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year?

E. Objective of the Research

The objective of the research is: To know whether there is any influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year.

F. The Use of the Research

The uses of research are as follows:

1. As theoretically, this present research can be used to verify and contribute the previous studies and theories related to theories in this research and for a reference for further research.
2. As practically the research can be used to motivate the students in learning English especially vocabulary and to inform the school about the importance of interesting media in teaching English especially Wall Word Media.

G. Scope of Research

This research scopes wereas follows:

1. The subject of the research

The subject of research was the students of the eighth grade at the second semester at SMP Dwi Pangga Bandar Lampung.

2. The Object of the Research

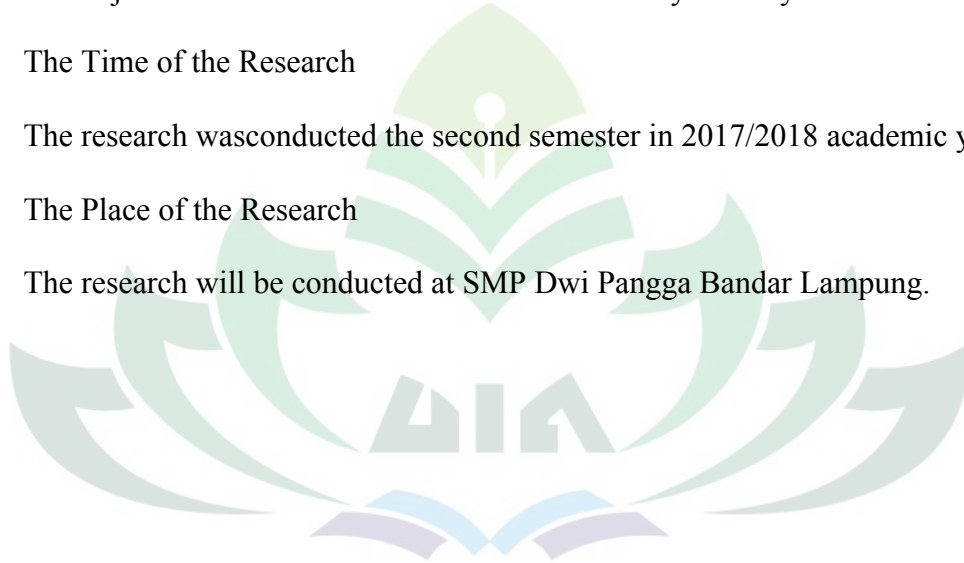
The object of research was the students' vocabulary mastery.

The Time of the Research

The research wasconducted the second semester in 2017/2018 academic year.

3. The Place of the Research

The research will be conducted at SMP Dwi Pangga Bandar Lampung.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING, HYPOTHESIS

A. Frame of Theories

1. Concept of Teaching English as a Foreign Language

It is generally known that no communication takes place without a language. People require a language to interact with other people from different countries. They use a language in common in order that they can express their feelings, opinions, and thoughts. So the human must master some elements and skills in order to be able to communicate by using language that they create understanding and take the advantages from communication.

It is supported by Brown, he says that for more than six decades now, research and practice in English language teaching has identified the “four skill”-listening, speaking, reading, and writing-as of paramount importance¹. English in our country is as foreign language, English such as the other language, has four skills and three elements that should be mastered by the students in order they can use it to communicate.

¹H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pendagogy*, (New York: A Pearson Education Company, 2001), p. 232

Fachrurrazy says “A foreign language is only found in a classroom where the language is being learned”². In TEFL situation there is little or no exposure to the language outside the classroom and since the language is not used in the community there is no social pressure to learn the language³. The problem of motivation becomes even greater if English is a compulsory subject for everyone in a TEFL situation. Teachers in such situations need to pay more attention to motivate students’ interest in learning English. It is supported by Brown, he says that one of the more complicated problems of second language learning teaching has been to define and apply the construct of motivation in the classroom.⁴

To achieve that target, the English teacher should be able to motivate the students in the class room. The students should be given more opportunities to apply the language by giving them in practice in speaking and writing, by giving practices perhaps we are accustomed use that language. As a teacher of English, the teacher should encourage their students to use English as much as possible. The teacher can use English as medium of interaction, medium of communication among, the teacher to the students, and students to the students. It means that the teacher of English has a responsibility to make the condition when teaching and learning process takes place in the class in order to be conducive.

²Fachrurrazy, *Teaching English as Foreign Language*, (Malang: The State University of Malang, 2002), p.7

³Lim KiatBoey, *An Introduction to Linguistics for the Language Teacher*, (Singapore: Singapore University Press, 1982), p.110

⁴H Douglas Brown, *Op. Cit*, p.72

By giving motivation to the learners, all of the goals of learning will be reached. It will arouse the learners' learning interest. That is why the writer uses game as one of the techniques to motivate the students in order to stimulate enthusiasm in following the lesson of English as a foreign language.

Cameron says that using only the foreign language requires that teachers have a repertoire of language for classroom management and organization, for discipline, for giving feedback, for talking about language, and for chatting with children more informally. To be confident in using the foreign language, teachers need initial and in-service training that broadens their range of language skills and keeps them up-to-date and fluent⁵. It means that there are so many factors of quality reduction of learning English, one of that, the boring classroom situation. To create enjoyable learning is the challenging in which the teachers are able to manage all of abilities to be the total learning powerful. The goal of teaching English as a foreign language is to provide the students with the skills which enable them to communicate in the target language.

From the statement above, the researcher infers that teaching EFL is the process of transferring the teacher's knowledge to the students in order to make the students understand the lesson easily. Thus the teacher should have many methods, techniques

⁵Lyne Cameron, *Teaching Languages to Young Learners*, (New York : Cambridge University Press, 2000), p.200

and approaches. So that when the teaching learning activities are well conducted between them, supposedly the learning process run as it is expected.

Based on the theories and explanation above it is clear that the students should have four skills, those are listening, reading, speaking, writing because those skills can make the students success in learning and communicating by using English as foreign language.

2. Concept of Vocabulary

Language is used for communication, and it is made up of sounds. The sounds related to the words, the words to the sentences and the sentences to each other. Language has relationships to the other parts, because when we begin to see those relationships, we can understand how a language works. One of the first things we notice about these relationships is that they are systematic.

Cameron says that vocabulary is fundamental to use the foreign language as discourse, and is essential to participating in it.⁶ It is also supported by Bolton who defines vocabulary as the body of words uses in a particular language or in a particular sphere of activity. It is the body of words known to an individual person. Then, when a person does not have equal knowledge of words with his interlocutor,

⁶Lyne Cameron, *Op. Cit.*, p.95

he would make a communication breakdown⁷. From the statements above means that by having many words, at least we will speak better, arrange the sentences orderly, meaningfully and fast.

Zimmerman adds that “Vocabulary is central to language and of critical importance to the typical language learner”⁸. It means that language has related among components and skills, they are unity, to make idea in communication. Vocabulary is one of the components of language and that no language exists without words. Words are sign or symbol for ideas; they are the means by which people exchange their thought. Hornby says that vocabulary is a total number of words (with rules for combining them), which make a language⁹. It means that vocabulary is the lists of words which are used to make the sentence of a language. It is used as a means of communication, and if we learn a language, automatically we study or learn the vocabulary.

English words have been traditionally classified into some categories or parts of speech (and are still done so in most dictionaries) as follows¹⁰:

⁷Bolton. *Vocabulary*. available at <http://www.bolton.ac.uk/learning/bissto/glossary/>. 1994. [28 January 2016]

⁸Zimmerman. 1997. *Do Reading and Interactive Vocabulary Instruction Make a Difference? An Empirical Study*. TESOL Quarterly, 31,1, pp. 121-140

⁹Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1984), p.959

¹⁰Siska Nuzulina, 2011, p.12-13

a. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example: It is a table.

b. Verb

It is the word which expresses an action or a help to make a statement.

Example: Sabaris learning mathematic.

c. Adjective

It is the word used to qualify noun or pronoun.

Example: Sabar is handsome.

d. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example: Mrs.Bening is teaching in the classroom.

e. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example: I have to call him before he goes.

f. Pronoun

It is the word which can take the place of a noun.

Example: Heare my husband.

g. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example: Ouch, it is hurt!

Considering the definitions above, the researcher concludes that vocabulary is important system on a language. One can communicate with others if he masters adequate vocabulary. One who will learn language means he is trying to learn vocabulary. By mastering a lot of vocabulary one can express his/her ideas and feeling more effectively. Dealing with the ideas above, the researcher states that vocabulary is entirely important for the learners to learn so they can express their minds, make sentences, interact and also catch the meaning from the written symbols or readings.

3. Concept of Noun

Frank states that noun is one of the most important parts of speech.¹¹ It is the basic tools for giving names to and talking about things and concepts.¹² Furthermore, Harmer states that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea, and can be used as the subject or object

¹¹Marcella Frank, *Modern English a Practical Reference Guide*, (New York, Prentice Hall, 1972), p.6

¹²Betty SchramperAzar, Barbara F. Matthies and Shelley Hartle, *Fundamental English Grammar*, (New York, Longman, 1985, 3rded), p. 73

of a verb.¹³ Nouns typically refer to people, animals, places, things, or abstractions.¹⁴

Here are the examples.

- 1) People: George, Adam, woman, etc.
- 2) Place: Jakarta, living room, Mecca, etc.
- 3) Thing: head, book, apple, etc.
- 4) Animal: cat, fish, duck, etc.
- 5) Activity: reading, swimming, dancing, etc.
- 6) Abstraction: happiness, nationality, care, etc.

Noun is a word which (a) can occur as the subject or object of a verb or the object (complement) of a preposition (b) can be modified by an adjective (c) can be used with determiners.¹⁵ By noun, we can call something or concept's name, and usually it can be a subject or the object in a sentence, for example:

- 1) The noun 'orange' in sentence 'Orange is rich of vitamin C.' is as subject.
- 2) The noun 'book' in 'I have a book' is as object of that sentence.
- 3) The noun 'kitchen' in 'I eat in kitchen' is as object of preposition 'in'.
- 4) 'It is a book.' has book as its complement.

¹³Jeremy Harmer, *the practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p. 37

¹⁴Hornby AS, *Oxford a advanced learners dictionary of current English*, 1984 New York, Oxford University Press. p.545

¹⁵ Richard and Schmidt, 2002, p. 366

Moreover, in the case of noun that can be modified by adjective is like the following example: I have nice friends. The noun 'friends' is modified by adjective 'nice', so we can know that the friends meant are nice.

In addition, in the case that noun is usually accompanied by determiners, we may look the following examples.

Related to number:	Singular:	a book, an apple
	Plural:	many books, much money, a lot of cars
Related to pronoun:	Possessive:	my book, their cars
Related to position and number:	Singular:	this book, that book
	Plural:	these books, those books

Eventually, we may say that noun is a word or a group of words that is the name of things, concepts, places, or activities that can take a role as a subject or object in a sentence.

4. Concept of Vocabulary Mastery

Mastering vocabulary not only memorize every words but also know the meaning in order we can use every words but also know the meaning in order we can use every word in a good language. Horby defines learning as going knowledge or skill in learning vocabulary means process of gaining knowledge of vocabulary¹⁶. In mastering vocabulary usually teacher has a lot of kinds to teach vocabulary in order students easier to memorize it because the main purpose learning vocabulary is to increase total students vocabularies.

¹⁶Hornby AS, *Loc. Cit.*, p.545

When the teachers teach a word we must teach three things. (1) the shape or form of the words.(2) the meaning of word, (3) the form and the meaning of the word together, the teacher must convey the meaning of the words and the form together. It means that learning vocabulary must step by step, teacher show the words first and how to spell it than vocabulary, a few mistakes in vocabulary can change the meaning of the words.

Second, in teaching the meaning, teacher must give clue that refers to the words that being discussed, teacher can use body language to make students easier to memorize the meaning of word. The last, teacher and students discuss the words and the meaning together.

Thornbury states that to make an interesting activity, the teacher should consider some factors, the teachers have to teach a related set of words by using these factors:

- a) The level of the learners.
- b) The learners' likely familiarity with words.
- c) The difficulty of the items.
- d) Their teachable. It means that whether the words appropriate with the level of students or not.

- e) Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading)¹⁷.

Moreover, according to Nation, to know a word especially in vocabulary mastery, there are some criteria commonly used in measuring it, and they are word form, meaning and use.¹⁸ Based on the statement above, the researcher has conclusion that learning vocabulary can be success if teacher are able to make students spirit to learning vocabulary, catch the words and the meaning easily, and understand every word. And they can fullfill the indicators of vocabulary mastery such as spelling, meaning, use in sentence and use for appropriate context. For instance, when a student looks 'an apple', in his or her mind, he or she knows the word of apple. Or, when he or she hears someone saying word 'apple', he or she knows the meaning. However, sometimes, word 'apple' is not always referred to a name of fruit. In certain context, it means a name of technology product. Hence, vocabulary mastery needs to be taught in order that the students can master vocabulary comprehensively. Therefore, the researcher concludes that vocabulary mastery is the ability to comprehend and use the proper of word in English.

¹⁷ Thornbury, S., *How to Teach Vocabulary*, 2002, London, Pearson Education Limited, p.75-76

¹⁸ I.S.P Nation, *Learning Vocabulary in another Language*, New York: Cambridge University Press, 2011, p. 40

5. Concept of Teaching Media

a. The Definition of Teaching Media

A medium (plural, media) is a channel of communication.¹⁹ Media are the message's porter from the sender to the receiver.²⁰ According to Gerlach & Ely, media are human, materials or events that build the student's condition to get knowledge, skill, and attitude.²¹ Teaching medium is one of the important things in the process of teaching and learning beside the teaching method.²² At least, the teacher is able to use cheap and efficient media although simple and simply because it is a duty in the effort to get what the process of teaching wants. Besides using the available media, the teacher must have capability to develop their skills to make their own media if the media are unavailable.²³

b. The Kind of Media

Generally, media can be subdivided into three kinds, they are:

1) Visual Media

Visual media are the media that can be watched and touch for example; picture, relief, map, and miniature.

¹⁹Heinich, *Instructional Media and Technologies for Learning*. (USA:Pearson Education, 2002), p.9

²⁰Sadiman, *Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta:CV.Rajawali,1990), p.6

²¹Azhar Arsyad, *Media Pendidikan*, (Jakarta: PT. Raja Grafindo Persada), p.3

²²*Ibid*, p.15

²³*Op. Cit*, Arsyad, p.2

2) Audio Media

Audio media are the media that can be listened. They are used to listen and understand oral text, for example; radio, cassette, and tape recorder.

3) Audio Visual Media

Audio visual media are the media that can be watched and listened, for example; TV, OHP, and film.²⁴

Many teachers complaint not using media to teach because of difficult to make, limited time, and expensive cost. Exactly, that reasons are not really true, because a simple medium is inexpensive, for example, they can cut the picture from the brochure, old magazine, and then stick on the paper or wall²⁵. The english young learner teacher who teach far from city and only has limited facilities can use some simple media, for example circular cards, flip cards, and realia²⁶

c. The Function of Teaching Media

The function of teaching media are generally as follow (1) to clear the material up in order not be so verbal that students can easily catch the explanation. (2) to overcome the limitation of time and sense. (3) to attract the students attention to follow the lecture. (4) to grow students spirit up. (5) to enable students to learn by himself based on his capability and intention. (6) to enable direct interaction between students and

²⁴Kasihani, K. E. Suyanto, *English for Young Learner*, (Jakarta: PT. Bumi Aksara, 2008), p.14

²⁵*Ibid*, Suyanto, p.103

²⁶*Ibid*, Suyanto, p.106

environment. (7) to make similar between experience and students perception in receiving message.

Media have many functions. Munadi stated function of media focuses in two stages that are analysing function base on media and base on usefulness. Analysing function base on media divided into five functions, (1) instructional media as source of learning; (2) semantic function, and (3) manipulative function. For the second function base on usefulness divided into two functions, (4) psychological function, and (5) socio-cultural function.²⁷

According to the Levie and Lentz, there are four functions of teaching media, particularly the visual media:

- 1) Attention: it means that visual media are the central. They are interesting and bring the students to concentrate on teaching material.
- 2) Affective: it means that visual media make students enjoy in the teaching and learning process. They can grow the students' emotion.
- 3) Cognitive: it means that visual media bring the students to understand and remember the information quickly.
- 4) Compensatory: it means that teaching media are useful to accommodate the students who are less and slow to receive and understand the material verbally²⁸.

²⁷YudhiMunadi, *Media Pembelajaran: SebuahPendekatanBaru*. Jakarta: GaungPersadaPers, 2008;p. 6

²⁸*Ibid*, Suyanto, p.16-17

According to Kemp & Dayton as quoted in Arsyad, teaching media have three main functions if they are used individual, group, and big group, they are:

1) Motivation

The teaching media motivate and stimulate the students to do and be responsible.

The purpose is to influence the attitude, value, and emotion of the students.

2) Information

The teaching media are used to show the information to the students. By using teaching media, the teacher hopes the students to be more interested about the information that are given.

3) Instruction

The teaching media are used to prepare the effective instruction. Beside enjoyable, the teaching media must give a pleasant experience and what the student's need.²⁹

Teaching media help the teacher is easier to teach. He/she can choose what the media which are suitable with the subject. He/she can choose simple or modern media to help him/her. For the teachers with limited facilities, may they can make their own media as well as they can. Their creativity, they can make their own media although the media are simple and cheap. Based on limitation above, it can be defined that teaching media is something which can be used to deliver the message (material) from sender (teacher) to receiver (students).

²⁹*Ibid*, Suyanto, p.19

6. Word Wall Media

Cornsberry says a word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating are. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities”.³⁰ Moreover, Green in Kasim states that word wall is an organized collection of large print words on the classroom wall. It helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.³¹ In addition, Urbayati also states that word wall is an organized collection of words prominently displayed in a classroom.³²

Thus, we may conclude here that the characteristics of word wall are: (1) the use for learning vocabulary: collection of words; (2) printed word in classroom wall; (3) can be modified in colourful to seem more wonderful; and (can be used in variety of teaching learning techniques.

Furthermore, Jerry in Kasim explains that teaching vocabulary by using word wall consists of some activities:

³⁰Cronsberry, Jennifer. 2004. Word Wall: A Support for Literacy in Secondary School Classrooms. Available online: www.curriculum.org

³¹NurAeniKasim, 2011, p. 7

³²ChusnulUrbayati, 2017, p.4

- a. Make words accessible by putting them where every student can see them. They should be written in large black letter using a variety of background colours 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;
- c. Use the word wall to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them; and
- d. Provide enough practice so that words are read and spelled automatically and make sure that word walls are always spelled correctly in the students' daily writing.³³

Therefore, we may conclude that word wall is a set of organized printed words that are clung on the classroom wall in order to be learning medium (visual one) as well as display during vocabulary class.

7. Teaching Vocabulary by Using Word Wall

The use of media in teaching and learning process is very important. The teacher can choose one kind of teaching media. He/she also can choose modern or simple media

³³NurAeniKasim, *Loc. Cit.*, p. 7

to help them in the teaching and learning activity, especially in teaching vocabulary. The teacher needs media that can help them easier to teach and make the students more enjoyable.

Teaching vocabulary is easier and interesting if the teacher uses media that are suitable. One of media that can help the teacher is word wall. Word wall is one of visual media that are easy and interesting. For the teacher with limited facilities, costs, and times to make media, it is very suitable and benefits to help him/her.

In teaching vocabulary by using word wall media consists some activities:

a) Mystery

Word: Introduce a new word by writing the letter in a scrambled order. To assist students in unscrambling the word, give clues, either about the word's meaning or about how it is spelled.

Students apply their knowledge of spelling patterns, as well as activate their prior knowledge, depending on the clues given.

b) Visiting Word: After students have worked on a word wall for a substantial period of time, add a "visiting" word. This encourages students to do a review of the word wall as they hunt for the new word. Present the visiting word as the new word for the day.

- c) Missing Word: Take one of the words off the word wall and rearrange the remaining words. Students scan the word wall and figure out which word is missing. Give clues to help to determine the missing word.
- d) Quick Definitions: Provide a definition (orally and/or written on the board) of one of the word wall words. Students choose and write the word to match the definition. Repeat the process encouraging students to review all the words as they select the answer.
- e) Looking at Spelling: Students use masking tape to 'underline' the part of the word that is typically difficult to spell (e.g., because it is an exception to a rule, a homonym, hard to hear phonetically). Using coloured strips of masking tape, students underline common spelling patterns in the words such as 'i' before 'e,' double consonants.³⁴

The activities in teaching vocabulary by using word game :

- a) Word Pictures: Working in teams, students select one of the words from the word wall and illustrate it on the board or on chart paper. The opposing team gets a point for a correct guess and illustrates another word.
- b) Word Relationships: Each student shares the word on their word card with a partner, and together, they decide on a way that their two words are related or

³⁴Jennifer Cronsberry, word walls : *A support for literacy in secondary* (Canada : Curriculum Services, 2004), p. 7

have something in common. A time limit could be imposed after which students rotate to a new partner and repeat the process. After doing this a few times, the pair could join with another pair, and see if they can find a relationship between the four words. Discussing similarities and differences helps students to master new vocabulary meanings.

- c) Word Cards Partner Game: Pairs of students take turns choosing a word card and offering a definition for the word. The partner guesses and spells the word.
- d) Parts of Speech: Each small group is given a part of speech and must decide which words on the word wall fall into the category. If more than one group is looking for the same part of speech, they compare lists and discuss any discrepancies. Small cards can be affixed adjacent to the words on the word wall to identify the part of speech for each word.
- e) Drama: Students choose a word from the word wall and improvise a situation that portrays the word. Peers guess the word.³⁵

8. Advantages and Disadvantage of Teaching Vocabulary by Using Word Wall

a) Advantages of Teaching Vocabulary by Using Word Wall

There are many advantages of teaching Word Wall :

- 1) It creates enjoyable situation.
- 2) It challenges the students' ability.
- 3) It increases the students' vocabulary mastery³⁶

³⁵*Ibid*, p. 8

Kathy Gursky in Nuzulina also stated two advantages of word wall, they are:

- 1) The word wall can attract the students' attention to master vocabulary;
- 2) The word wall activities can make the classroom atmosphere seem to be more interesting.³⁷

b) Disadvantages of Teaching Vocabulary by Using Word Wall

Although there are many advantages of Word Wall in language learning, Word Wall has disadvantages. They are:

- 1) The situation of class is usually noisy.
- 2) The passive students give their responsibility to the active students because this game is played in the group.³⁸

9. Concept of Crossword Puzzle

Crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts.³⁹ Because the need to spell items correctly to complete the puzzle, students will be able too to use the words correctly because they connect facts as the puzzle clue to the words which have to be known the spelling.

³⁶Collin Retter andNeuvelt Valls,77 *Language Game for young Learners*,(London, Longman Group UK Limited, 1984), p.52

³⁷SiskaNuzulina, 2011, p.26

³⁸Collin Retter andNeuvelt Valls. *Op. Cit.*

³⁹Tricia M. Davis1a, Brooke Shepherd b, Tara Zwiefelhofer, *The Journal of Effective Teaching* 2009, Vol. 9, No. 3, 2009, 4-10: Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning? (Bloomer, Organization for Education , 2000), p. 5

Njoroge, Ndung'u and Ganthigia define that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.⁴⁰ In this case, the atmosphere of teaching learning process exactly will be more interesting. Moreover, this game is suitable used to increase the students' vocabulary mastery based on the context and they can use the words correctly with good spelling and sentence pattern.

In addition, Bressan argues that crossword puzzles, among other things, enhance building, orthography and develop and test the student's knowledge of morphology.⁴¹ Crossword puzzle has its form to be filled by the students, and it is very effective to teach vocabulary. Besides, there is usually clue given to help the students guess what word it is, so the students' understanding will increase as well as their vocabulary mastery. Eventually, the students' knowledge about vocabulary included morphology will be wide too.

Moreover, according to Wahyuningsih in Njoroge, M.C., Ndung'u, R.W., and Ganthigia, crossword puzzle is a game in which words guessed from their definitions are fitted into a diagram of white and black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues). The pattern of black squares usually serves to separate each word from adjacent words. Correctly

⁴⁰Njoroge, M.C., Ndung'u, R.W., and Ganthigia, *International Journal of Current Research Vol. 5(2), 313- 321*: The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools, (Nairobi, Resources for Education, 2013), p.1

⁴¹*Ibid*, p. 315

deciphering a crossword requires correct spelling, which for students means practising dictionary skills. Making inferences, evaluating choices, and drawing conclusions are important skills required for completing crossword puzzles.⁴²

The procedures of using crossword puzzle in irregular verbs teaching are as the following⁴³:

- a) The English teacher gives the example of crossword puzzle to the students.
- b) The English teacher explains the crossword puzzle to the students.
- c) The English teacher asks the students to fill the crossword puzzle individually with a deadline that will be given before students do the crossword puzzle.
- d) The English teacher asks the students to exchange their work with their friends.
- e) The English teacher discusses with the students about the correct answer of the crossword puzzle.
- f) The English teacher collects the students' work.
- g) Discussing the correct answer.

Based on the explanation above, it can be concluded that crossword puzzle is a words guessed game fitted into a diagram which is effective as teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts that makes the teaching-learning process

⁴²*Ibid*, p. 315

⁴³<http://ozi379.blogspot.com/2011/04/crossword-puzzle.html> , accessed on January, 2018

attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.

In the case of this research, crossword puzzle was used as a medium in teaching vocabulary in control class when in experimental class word wall will be used.

B. Frame of Thinking

Vocabulary is a component of language that contains information about the meaning and using a word in a language. It is to say that vocabulary is a part of language which makes language meaningful. The more vocabulary the students gain, the more skilfull the students perform the language.

In order to improve the students' vocabulary, teachers are suggested to implement a good teaching technique especially in presenting the word by using media. A good teaching media is a media that can make the studentsare interestedin the lesson. media can offer variety of interesting activity, which the students might explore many enjoyable aspect of learning. Therefore, media is a suitable aid to implement in the class activity.

Based on the theories above, the researcher assumes that teaching vocabulary by using Word Wall will improve the students' vocabulary mastery; because this media there are so many vocabularies appear. The students can catch the words from the flashcards given, that stays long and creates some other ability. This game challenges

the students' ability; it makes the students enthusiasm in following the lesson. So, the situation of class was lively, far from boringness and laziness.

C. Hypothesis

Based on the theories and frame of thinking in this chapter, the researcher formulated the hypotheses as follows:

Ha : There is significant influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year.

Ho : There is no significant influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to know whether there is significant influence of students' vocabulary mastery by using word wall, the writer conducted an experimental research. It is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).¹ In the case of this research, there were two classes which applied two different independent variables; one as experimental class and another one as control class. For the experimental class, the writer used word wall in teaching vocabulary. Meanwhile, the writer used crossword puzzle for the control class in teaching vocabulary.

Furthermore, the writer used quasi-experiment research design. It was lack randomization but employs other strategies to provide some control over extraneous variables. It is used, for instance, when intact classrooms are used as the experimental and control groups.² The research design is presented as follows:

G1 (random) T1 X T2

G2 (random) T1 O T2

¹Donald Ary, et al., *Introduction to Research in Education* (8thed) (Wadsworth, Belmont, 2010), p. 265.

²*Ibid*, p. 302.

Where:

G1= experimental class

G2= control class

T1 = Pre- test

X = Treatments by writing diary

O = Treatments by using controlled writing technique

T2= Post-test³

From the design above, pre-test – post-test design was being administered in this research. Thus, before giving treatment and after it, the researcher gave test of vocabulary mastery to students.

B. Variables of the Research

1. The independent variable of research was Word Wall (X).
2. The dependent variable of research was the students' vocabulary mastery (Y).

³Ag.BambangSetiyadi, *Metode Penelitian Untung Pengajaran Bahasa Asing*, Graha Ilmu, Jogjakarta, 2006, p. 135

C. Operational Definition of Variable

The operational definition variable is to avoid misconception of the variables.

1. Word Wall is one of visual media that are easy and interesting in teaching vocabulary in which the words is glued on the wall and students' must choose when the teacher asks the question about that word.
2. The students' vocabulary mastery is the students' ability to comprehend and use the proper of word in English. Especially comprehend and use the properties of vocabularies in verb, noun, adjective and adverb. In three theme, such as flora and fauna, travel and health.

D. Population, Sample, and Sampling Technique

1. Population

According to Kothari, it is the total of items about which information is desired.⁴ The population of this research was the second semester of the eighth grade students at SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year. There are 83 students in 3 classes.

⁴C.R Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age, 2004). p. 153.

Table 2.
Population of the Research

No.	Class	Genders		Total
		Male	Female	
1.	VII A	8	17	25
2.	VII B	20	8	28
3.	VII C	12	18	30
Total		40	43	83

Source: Document of the Total of Student of the eighth grade students of SMPDwi Pangga Bandar Lampung in 2017/2018 academic year

2. Sample

Sample is a subset of the population.⁵ There were 2 classes as the sample. There were 25 students as sample of experimental class that given Word Wall Media as of teaching vocabulary to know their influence in vocabulary mastery. Mean while, 30 of control class students got another medium used.

3. Sampling Technique

Sampling technique is the process of obtaining information about an entire population by examining only a part of it.⁶ In this research, the researcher uses cluster random sampling. It is referred to as cluster sampling because the unit chosen is not an individual but, rather, a group of individuals who are naturally together.⁷ The steps in determining the sample of research are as follows:

⁵ Geoffrey Marczyk, *Loc. Cit.*, p. 18.

⁶ C.R Kothari, *Op. Cit.*, p. 152.

¹² Donald Ary, et al., *Op. Cit.*, p. 154.

- a. First, the writer provided three pieces of small paper and then write in each piece the name of each class (8A, 8B and 8C).
- b. The paper pieces then rolled and put into a box.
- c. Then, the writer took randomly one piece as the experimental class.
- d. At last, the writer took one as the control class.

E.Data Collecting Technique

To find out the research, the researcher uses data collecting technique. To know students' vocabulary mastery, the researcher gave the test. Pre-test is the test before the samples get the treatment and Post – test is the test after the samples get the treatment.

F.Research Procedure

In conducting the research, the researcher did the following steps:

1. Determining the research subject, that is the students at the first semester of the eighth grade of SMP Dwi Pangga Bandar Lampung.
2. Determining the sample of research.
3. Designing the test given to the sample of research.
4. Giving Try Out test to the subject out of sample.
5. Giving vocabulary pre - test to the sample of research.

6. Performing the teaching and learning process by using Word Wall Media to experimental class.
7. Giving vocabulary post - test to the sample.
8. Testing the hypothesis and making conclusion.
9. Reporting the result of the research.

G. Instrument of the Research

The instrument of the research is a test. The researcher gave the tests (try out, pre-test, and post-test) to the sample. The type of test is objective test. The test is a multiple choice with four options; a, b, c, and d. There are 40 items of vocabulary test items, for junior high school level, especially for the eighth grade. In this research, the researcher focused on adjectives only. The test items are made based on the indicators of syllabus of English curriculum and they are gotten from course book of school.

The specifications of pre-test and post-test items before validity test are as follows :

Table 3
The Specification of Pre – Test before Validity Test

No	Theme	Subject	Even	Odd	Distribution		Total
					Even	Odd	
1	Flora and Fauna	Noun	2	3	25,47	12,48,50	5
		Verb	3	2	11,45,49	24,46	5
		Adjective	2	2	23,43	10,44	4
		Adverb	2	2	9,41	22,42	4
Total			25	25	25	25	50

H. Try Out

The test instrument of this research was tried-out to students before the instruments used. This is intent to know the validity and reliability of the instrument. The researcher measured the validity and reliability by trying out the instrument to the students that chosen as sample that is out of research sample.

I. Validity and the Reliability of the Test

1. Validity of the test

In the research the researcher used construct and content validity. Construct means that the researcher made the test items by herself and it was consulted by the experts and content validity means that the material of test was designed based on the current curriculum. Validity is concerned chiefly with the content of the sample. An instrument is valid if it is able to measure what it wants and able to open the data of variable with clearly and exactly.⁸

Fraenkel and Wallen say that “validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes”⁹. Based on the statement validity is the most important idea to consider when preparing or selecting an instrument for use. A test can be said valid if the test measures the object to be measured and suitable with the criteria. There is some criterion of good validity as follows:

⁸ Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta, Rineka Cipta, 2002), p.245

⁹ Jack R. Fraenkel & Norman E. Wallen, *How to Design and Evaluate Research in Education (Sixth Edition)*, (New York, McGraw Hill Inc, 2003), p.150

a. Content Validity

Content validity is the extent to which the items on the data collection instrument are sampling the content area or domain of interest in a representative. A data collection instrument has high content validity when it reflects the content of interest.¹⁰In this case, the researcher made the test based on the English for eighth grade syllabus applied in SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year which is still using School Based Curriculum (*KTSP*). Moreover, the material to be involved in the treatment and for the test was suited with the students' book(s) which is (are) suitable with the syllabus applied.

b. Construct Validity

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct¹¹. It means construct validity concerns with whether the test is actually in line with the theory or not. This the items should really show whether they have vocabulary mastery that has been taught or not, and should really measure the student's vocabulary mastery. To know whether the test have a good construct validity, the items of the test was consulted to the English teacher of SMP Dwi Pangga Bandar Lampung.

¹⁰James Schreiber & Kimberly Asner-Self. *Education Research*, (USA, John Wiley & Sons, Inc, 2011), p. 114

¹¹*Ibid.*

c. Internal validity

The point biserial correlation is one of analysis technique is used to test the internal validity of each item it self proposed in this test in which scores of the test result of each item will be correlated with the score about the totality of the test result. To found the correlation indicates biserial point by using following formula :

$$r_{pbi} = \frac{Mp}{SDt} \sqrt{\frac{p}{q}}$$

Notes:

R_{pbi} = The amount of point biserial correlation index

M_p = Mean of average score

M_t = Mean of total score

SD_t = Standard of total deviation

p = Proportion of test participatory with right answer

q = Proportion of test participatory with wrong answer¹²

2. Reliability of the Test

The researcher used Split-Half method to measure reliability test on this research. To know this the researcher did some steps, they are:

¹²Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta, Raja Grafindo Persada, 2015, p.185

- a) The test was determined by using 'Product Moment' formula as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} = The correlation between X and Y

n = The number of student in the sample

$\sum X$ = The number of X score (odd items)

$\sum Y$ = The number of Y score (even items)

$\sum X^2$ = The number of squares of X scores

$\sum Y^2$ = The number of squares of Y scores

$\sum XY$ = The total of X and Y

- b) Then used 'Spearman Brown' formula to determine the reliability of the test as follow:

$$r_{gg} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_{gg} = The reliability of the test

r_{xy} = The reliability of half of the test

1&2 = Constant number

c) Next step, the researcher consulted the result to the criteria of reliability as follows:

Between 0.800 until 1.000 (Very High)

Between 0.600 until 0.800 (High)

Between 0.400 until 0.600 (Fair)

Between 0.200 until 0.400 (Low)

Between 0.000 until 0.200 (VeryLow).¹³

J. Data Analysis

To analyze the data, the researcher use dparametric statistics, t-test. In parametric statistics, there are assumptions which must be fulfilled, they are normality and homogeneity tests.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions under lying them such as normality and homogeneity test must be satisfied.¹²

a. Normality Test

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not. In this research, the researcher used

¹³Suharsimi Arikunto,*Prosedur Penelitian*,(Yogyakarta,RinekaCipta, 2005), p.245

statistical computation by using SPSS (*Statistical Package for Social Science*) for normality of test. The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses formula are :

H_0 = The data have normal distribution.

H_a = The data do not have normal distribution.

While the criteria acceptance or rejection of hypothesis test are:

H_0 is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homo generous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity of test. The test of homo geneity employing Levene statistic test.

The hypotheses are :

H_0 = The variance of the data is homogeneity

H_a = The variance of the data is not homogeneity

While the criteria acceptance or rejection of hypothesis test are

H_0 is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

K. Hypothesis Test

To investigate whether there is influence of using phonic dominoes game toward students' pronunciation the researcher used independent sample t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are :

H_a : There is a significant influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year.

H_o : There is no significant influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year.

While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if Sig. $< \alpha = 0.05$

H_o is accepted if Sig. $> \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Data Collection

1. Data of Pre-test

a. Control Class

The pre-test was administered on February 6th, 2018 at 09.00 a.m for class VIII C. It was the first meeting where the researcher conducted pre-test in order to know the students' vocabulary mastery before the treatment. The minimum score was 40 and the maximum score was 54. There were 8 students who got the score 40, 2 students who got the score 54, 21 students who got the score lower than 54. The mean of the pre-test was 47.93. (See appendix 18).

b. Experimental Class

The pre-test was administered on February 6th, 2018 at 07.30 a.m for class VIII A. It was the first meeting where the researcher conducted pre-test in order to know the students' vocabulary mastery before the treatment. The minimum score was 40 and the maximum score was 62. There were 4 students who got the score 40, 1 student who got the score 62, 20 students who got the score lower than 62. The mean of the pre-test was 51.36 (See appendix 18).

2. Data of Post-test

a. Control Class

The post-test was administered on September 21th, 2018 at 09.00 a.m for class VIII C. The researcher conducted post-test in order to know the students' vocabulary after the treatment. The minimum score was 54 and the maximum score was 68. There were 1 student who got the score 54, 3 students who got the score 68, 26 students who got the score lower than 68. The mean of the post-test was 61.13. (See appendix 19).

b. Experimental Class

The post-test was administered on September 20th, 2018 at 07.30 a.m for class VIII A. The researcher conducted post-test in order to know the students' vocabulary mastery after the treatment. The minimum score was 66 and the maximum score was 84. There were 4 students who got the score 66, 1 student who got the score 84, 20 students who got the score lower than 84. The mean of the post-test was 73.84 (See appendix 19).

3. Combined Data of Pre-test and Post-test

Based on the result of the pre-test and post-test score, it found that there was influence between the experimental class and the control class where the pre-test and post-test score of the experimental class were higher. It could be seen from the mean in pre-test score of control class was 47.93 and in the post-test was 61.13 while the mean of pre-test score of experimental class was 51.36 and in the post-test was 73.84. It meant that the most improvement was in the experimental class.

B. Data Analysis

1. The Result of Pre-test

The researcher conducted pre-test in order to see students' vocabulary mastery before the treatment. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and Figure 2.

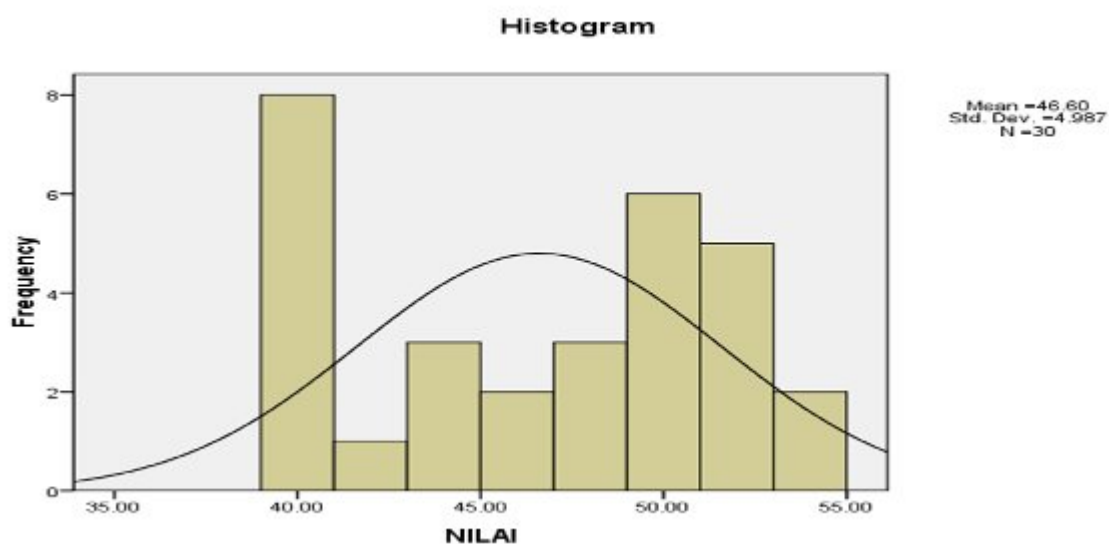


Figure 1
Graphs of the Pre-test Result in Control Class

Based on the figure 1 that the mean of pre-test in control class was 46.60 deviation standard = 4.987, N = 30, median = 48.00, mode = 40, variance = 24.869, minimum score = 40 and maximum score = 54.

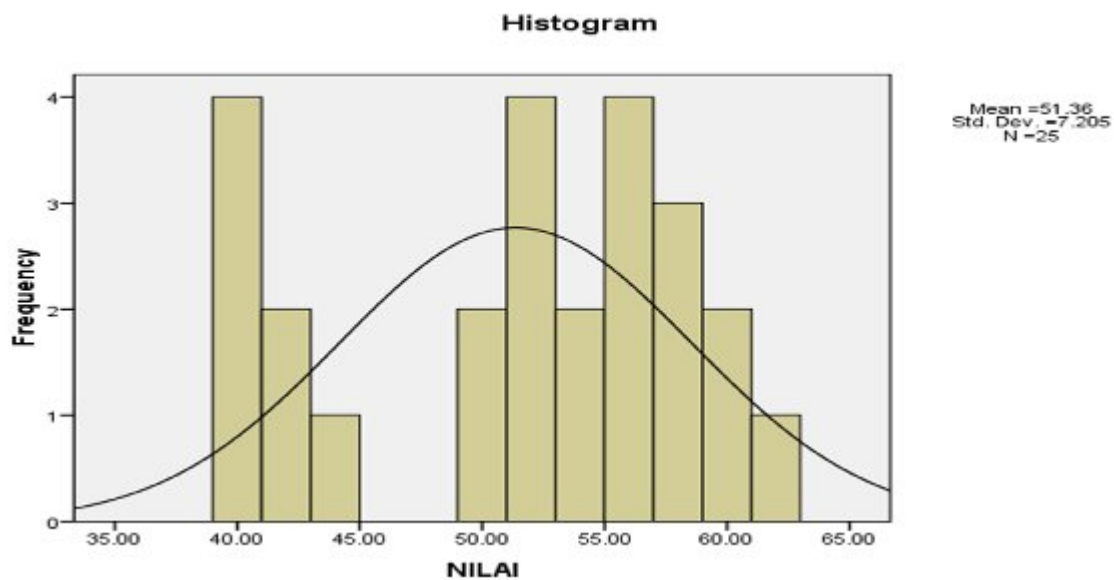


Figure 2
Graphs of the Pre-Test Result in Experimental Class

Based on the figure 2 that the mean of pre-test in experimental class was 51.36, deviation standard = 7.205, N = 25, median = 52.00, mode = 40, variance = 51.907, minimum score = 40 and maximum score = 62.

2. The Result of Post-test

The researcher also conducted post-test in order to know students' vocabulary mastery after the treatment. The scores of the students' vocabulary mastery that were tested in post-test can be seen in Figure 3 and Figure 4.

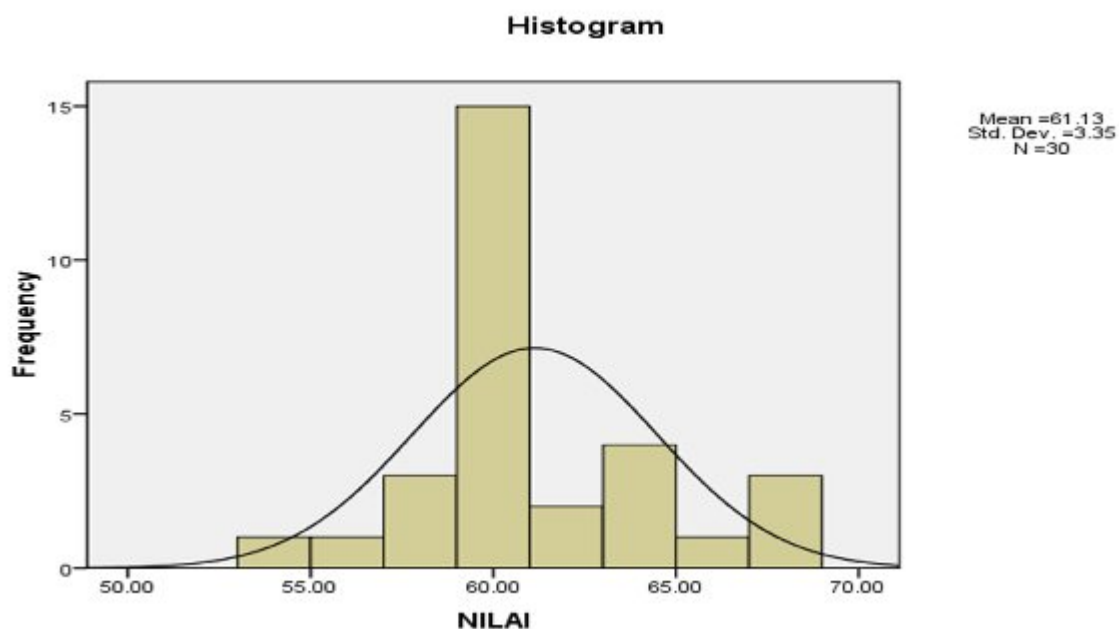


Figure 3
Graphs of the Post-Test Result in Control Class

Based on the figure 3 that the mean of post-test in control class was 61.13, deviation standard = 3.35, N = 30, median = 60.00, mode = 60, variance = 11.223, minimum score = 54 and maximum score = 68.

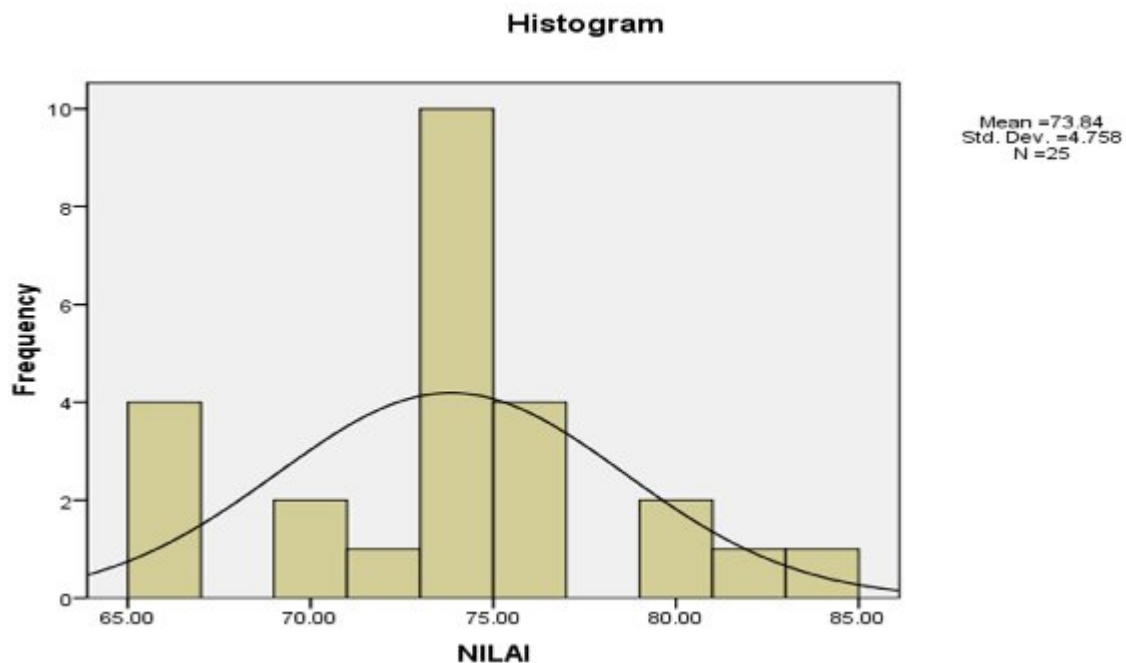


Figure 4
Graphs of the Post-Test Result in Experimental Class

Based on the figure 4 that the mean of post-test in experimental class was 73.84, deviation standard = 4.758, N = 25, median = 74.00, mode = 74.00, variance = 22.640, minimum score = 66 and maximum score = 84.

3. The Result of Normality Test

The researcher did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follow :

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 4
The Normality Test of Experimental and Control Class

technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nil 1	.169	25	.063	.960	25	.406
ai 2	.122	30	.200*	.950	30	.174

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the Table 4, it can be seen that $\text{Sig. (p}_{\text{value}})$ in the table of Kolmogorov-Smirnov was .063. and $\alpha = 0.05$. It means that $\text{Sig. (p}_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the population is in the normal distribution. It is calculated based on the gain of the experimental and control class.

4. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variance of the data homogenous

H_a = The variance of the data not homogenous

While the criteria for the homogeneity test are as follows :

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 5
The Homogeneity Test of Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Nil ai	Based on Mean	7.257	1	53	.009
	Based on Median	4.278	1	53	.043
	Based on Median and with adjusted df	4.278	1	39.577	.045
	Based on trimmed mean	7.141	1	53	.010

Based on the Table 5, it can be seen that $\text{Sig. (p}_{\text{value}})$ based on mean was 0.09, and $\alpha = 0.05$. It means that $\text{Sig. (p}_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the data has same variance or homogenous. It is calculated based on the gain of the experimental and control class.

5. The Result of Hypothetical Test

After the researcher knew that the data were normal and homogeneous, the data were then analyzed by using independent sample test in order to know the significance of the treatment effect.

The hypotheses are:

H_0 : There is no significant influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year .

H_a : There is a significant influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in 2017/2018 academic year

While the criteria for acceptance and rejection of the hypothesis are:

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 6
The Result of Hypothesis Test

		Levene's Test for Equality of Variance s		t-test for Equality of Means						
		F	Sig .	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variance s assumed	7.257	.009	4.296	53	.000	8.58000	1.99724	4.57404	12.58596
	Equal variance s not assumed			4.134	39.511	.000	8.58000	2.07557	4.38350	12.77650

Based on the results obtained in the table above, it is clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.009, and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of using word wall on the students' vocabulary mastery at the second semester of the eighth grade students of SMP Dwi Pangga Bandar Lampung in the academic year 2017/2018.

C. Discussion

The research result has shown that there was significant influence of using word wall on the students' vocabulary mastery. From the result above, it can be seen that the average score of students' simple present tense that were taught by using word wall was higher than those who are taught by using crosspuzzle.

At the beginning, the pre-test was administered to know the students' vocabulary mastery before they were given treatments by word wall media. The result showed that the average score of control class was 46.60 and the average score of experimental class was 51.36. The normality and homogeneity test showed that the data were homogenous and normal. Therefore, it can be concluded that the two groups, experimental class and control class had the same mastery at the beginning of the research. Afterward, the students were taught by using word wall media in the experimental class and using crosspuzzle in control class. The material was three topics for three treatments.

At the end of the research, post-test was given to measure the improvement of students' vocabulary in both classes after treatment done. The average score of control class was 61.13 and the average score in the experimental class was 73.84.

The way to encourage the students to be more active in teaching and learning process, the teacher should apply a method, a strategy or media. Therefore, learning vocabulary would be more effective and it would make the students be

more active in the class if the teacher used helpful and interesting media. Due to use word wall can make the students active and interesting in learning vocabulary.

It was also supported by the result of the data analysis. It showed that using word wall in teaching vocabulary seemed to be applicable at the second semester of the eighth grade of SMP Dwi Pangga Bandar Lampung. Word wall encouraged the students to be more active and can develop their motivation in learning English especially in vocabulary.

In conclusion, the researcher concluded that using word wall media encouraged the students to be more active and can develop their motivation in learning English especially in vocabulary. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

So in this case, the researcher would like to say that inductive approach is a good media to teach vocabulary. Therefore it was along with the researcher's assumption at the beginning of the research that word wall has significant influence towards students' vocabulary mastery.

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

After conducting the treatments and analyzing the data, the researcher could conclude that word wall can improve students' vocabulary mastery. It was supported by the scores the students achieved, in which they received higher scores after the researcher gave the treatment of word wall as an media in learning vocabulary. The mean score of post-test in experimental class was 76.77 and the mean score of post-test in control class was 68.91. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

It can be proved from the hypotheses test. In the hypotheses test, H_a was accepted and H_o was rejected. The researcher used $t_{\text{critical}} (0.05) = 2.00$. H_a is accepted if t_{observed} is higher than t_{critical} , or ($t_{\text{observed}} > t_{\text{critical}}$). H_o is rejected if t_{observed} is lower than t_{critical} , or ($t_{\text{observed}} < t_{\text{critical}}$). Since $3.87 > 2.00$, there was a significant difference.

Based on the result the data analysis, the researcher concluded that there was influence of using word wall on the students' vocabulary mastery at the second semester of eighth grade students at SMP Dwi Pangga Bandar Lampung in the academic year of 2017/2018.

B. Suggestions

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

- a. Word wall as an alternative media of the teaching learning process especially vocabulary is a good way to be applied in the eighth grade of SMP Dwi Pangga Bandar Lampung.
- b. The teachers should give more chances to the students to be more active that they are able to do those activities by themselves and the researcher suggests to English teacher to try to use word wall in teaching vocabulary.
- c. The English teacher can help students to increase vocabulary mastery by using other effective and relevant technique or media. This can be done, based on the approach or media, so they can develop their mastery in vocabulary.

2. Suggestion for the Students

- a. The students should learn and be more seriously in learning English in order that the student can improve their vocabulary.
- b. The students should practice the vocabulary they have to learn with their environment even with their friends or teacher.
- c. The students had to manage time in learning process because learning vocabulary needs long time to do.

3. Suggestion for the School

- a. The school provides more English books and media in teaching learning English such as cassette, CD, and the other related media so that the students can practice the media to increase their knowledge
- b. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.
- c. The school should provide another program of English for students such as English club or English course for students to practice their English competency.
- d. The school should provide another facility for students to practice their English competency.

4. Suggestion for the other researchers

- a. The researcher applied word wall to increase students' vocabulary mastery. The other researchers can apply word wall to increase students' mastery to other skill.
- b. In this research, the treatments were done in five meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research, the researcher used word wall to help students of junior high school. The next researchers can do it in the different level.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher drew some conclusions as follows: There was a significant influence of using word wall on students' vocabulary mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher assumption is true that is to say, wordwall media can give a significant influence on students' vocabulary mastery. T-test formula shows the result obtained that the value of significant generated Sig (Pvalue) = $0.00 < \alpha = 0.05$. It was supported by the scores achieved by the students in which they got high scores after the researcher gave the treatment (wordwall) as a media in teaching vocabulary. It can be proved from the hypothesis test. In the hypothesis test, H_a was accepted and H_0 was rejected.

B. Suggestions

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

- a. Word wall as an alternative media of the teaching learning process especially vocabulary is a good way to be applied in the eighth grade of SMP Dwi Pangga Bandar Lampung.
- b. The teachers should give more chances to the students to be more active that they are able to do those activities by themselves and the researcher suggests to English teacher to try to use word wall in teaching vocabulary.
- c. The English teacher can help students to increase vocabulary mastery by using other effective and relevant technique or media. This can be done, based on the approach or media, so they can develop their mastery in vocabulary.

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- a. The students should learn and be more seriously in learning English in order that the student can improve their vocabulary.
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- b. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.
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- b. In this research, the treatments were done in five meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research, the researcher used word wall to help students of junior high school. The next researchers can do it in the different level.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Dwi Pangga Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / II (Experimental)
Alokasi Waktu	: 2 x 40 Menit (Pertemuan 1)
Tahun Pelajaran	: 2017-2018

Standar Kompetensi

1.1 Memahami dan mendengarkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar

1.2 Merespon makna dalam percakapan transaksional dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

Indikator

1. Mengidentifikasi pilihan ganda berbentuk deskriptif tentang noun yang disajikan.
2. Merespon pilihan ganda berbentuk deskriptif noun yang disajikan dengan benar secara tulisan.
3. Mengungkapkan pilihan ganda berbentuk deskriptif tentang noun dengan benar secara tulisan.

Tujuan pembelajaran

1. Siswa dapat mengidentifikasi pilihan ganda berbentuk deskriptif tentang noun yang di sajikan.
2. Siswa dapat merespon pilihan ganda berbentuk deskriptif tentang noun yang disajikan secara lisan.
3. Siswa dapat mengungkapkan pilihan ganda berbentuk deskriptif tentang noun secara tertulis.

Materi pokok

Definition : descriptive text is describing a particular person, place or thing.

Purpose : to tell about the subject by describing its features without including personal opinion.

Vocabulary : mango, watermelon, book, pencil, bags, nose, lips, garden ,cat,and cow.

1. Concept of Noun

Frank states that noun is one of the most important parts of speech. It is the basic tools for giving names to and talking about things and concepts. Furthermore, Harmer states that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea, and can be used as the subject or object of a verb. Nouns typically refer to people, animals, places, things, or abstractions. Here are the examples.

- 1) People: George, Adam, woman, etc.
- 2) Place: Jakarta, living room, Mecca, etc.
- 3) Thing: head, book, apple, etc.
- 4) Animal: cat, fish, duck, etc.
- 5) Activity: reading, swimming, dancing, etc.
- 6) Abstraction: happiness, nationality, care, etc.

Noun is a word which (a) can occur as the subject or object of a verb or the object (complement) of a preposition (b) can be modified by an adjective (c) can be used

with determiners. By noun, we can call something or concept's name, and usually it can be a subject or the object in a sentence, for example:

- 1) The noun 'orange' in sentence 'Orange is rich of vitamin C.' is as subject.
- 2) The noun 'book' in 'I have a book' is as object of that sentence.
- 3) The noun 'kitchen' in 'I eat in kitchen' is as object of preposition 'in'.
- 4) 'It is a book.' has book as its complement.

Moreover, in the case of noun that can be modified by adjective is like the following example: I have nice friends. The noun 'friends' is modified by adjective 'nice', so we can know that the friends meant are nice.

In addition, in the case that noun is usually accompanied by determiners, we may look the following examples.

Related to number:	Singular:	a book, an apple
	Plural:	many books, much money, a lot of cars
Related to pronoun:	Possessive:	my book, their cars
Related to position and number:	Singular:	this book, that book
	Plural:	these books, those books

Eventually, we may say that noun is a word or a group of words that is the name of things, concepts, places, or activities that can take a role as a subject or object in a sentence.

Metode pembelajaran : ceramah, demonstrasi, penugasan, tanya jawab.

Langkah-langkah pembelajaran

1. Kegiatan awal

- Greeting.
- Berdoa sebelum memulai pelajaran.
- Mengecek kehadiran siswa.
- Introduction.
- Menginformasikan tujuan pembelajaran.

2. Kegiatan inti

Eksplorasi

- guru menjelaskan definisi tentang noun.
- guru memberikan vocabulary sesuai dengan tema hari ini.
- guru menerangkan contoh-contoh noun
- guru menjelaskan media wordwall
- guru memberikan 10 noun wordwall.

Elaborasi

- Guru meminta siswa untuk memilih kosakata pada media wordwall yang ditunjukkan guru.
- Guru meminta siswa untuk mengilustrasikan kosakata tersebut di papan tulis
- Guru meminta siswa untuk mengeja kosakata pada media wordwall
- Guru meminta siswa untuk mengkategorikan kosakata pada media wordwall

Konfirmasi

- guru mengulang materi yang telah dipelajari

3. Kegiatan akhir

- Guru menutup kegiatan belajar.
- Guru mengucapkan salam.

Sumber / Alat / Bahan

- Buku
- Wordwall

Prosuder Penelitian

- Prosuder penelitian : Dilakukan selama KBM

- Kriteria penelitian : Pre Test – Post Test

Bandar lampung, Februari 2018

Guru Mata Pelajaran

Mahasiswa

Nova dian A,S.Pd

Ummil Khair

Mengetahui,
Kepala SMP DWI Pangga

Amiatun, S.Pd



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Dwi Pangga Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / II
Alokasi Waktu	: 2x40 menit (Pertemuan ke 2)
Tahun Pelajaran	: 2017-2018

Standar Kompetensi

1.1 Memahami dan mendengarkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar

1.2 Merespon makna dalam percakapan transaksional dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

Indikator

1. Mengidentifikasi pilihan ganda berbentuk deskriptif tentang noun yang disajikan.
2. Merespon pilihan ganda berbentuk deskriptif noun yang disajikan dengan benar secara tulisan.
3. Mengungkapkan pilihan ganda berbentuk deskriptif tentang noun dengan benar secara tulisan.

Tujuan pembelajaran

1. Siswa dapat mengidentifikasi pilihan ganda berbentuk deskriptif tentang noun yang disajikan.
2. Siswa dapat merespon pilihan ganda berbentuk deskriptif tentang noun yang disajikan secara lisan.

3. Siswa dapat mengungkapkan pilihan ganda berbentuk deskriptif tentang noun secara tertulis.
4. Siswa dapat menghafal banyak kosa kata dalam bentuk kalimat.

Materi pokok

Example : kinds of nouns when used the subject or object of a verb and subject or the object in a sentence.

Vocabulary : avocado, apple, shoes, sandals, feet, tiger, chicken, yellow, red, white and watching room.

- **Concept of Noun**

Frank states that noun is one of the most important parts of speech. It is the basic tools for giving names to and talking about things and concepts. Furthermore, Harmer states that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea, and can be used as the subject or object of a verb. Nouns typically refer to people, animals, places, things, or abstractions. Here are the examples.

- 7) People: George, Adam, woman, etc.
- 8) Place: Jakarta, living room, Mecca, etc.
- 9) Thing: head, book, apple, etc.
- 10) Animal: cat, fish, duck, etc.
- 11) Activity: reading, swimming, dancing, etc.
- 12) Abstraction: happiness, nationality, care, etc.

Noun is a word which (a) can occur as the subject or object of a verb or the object (complement) of a preposition (b) can be modified by an adjective (c) can be used with determiners. By noun, we can call something or concept's name, and usually it can be a subject or the object in a sentence, for example:

- 5) The noun 'orange' in sentence 'Orange is rich of vitamin C.' is as subject.
- 6) The noun 'book' in 'I have a book' is as object of that sentence.
- 7) The noun 'kitchen' in 'I eat in kitchen' is as object of preposition 'in'.
- 8) 'It is a book.' has book as its complement.

Moreover, in the case of noun that can be modified by adjective is like the following example: I have nice friends. The noun 'friends' is modified by adjective 'nice', so we can know that the friends meant are nice.

In addition, in the case that noun is usually accompanied by determiners, we may look the following examples.

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Eventually, we may say that noun is a word or a group of words that is the name of things, concepts, places, or activities that can take a role as a subject or object in a sentence.

Metode pembelajaran : ceramah, demonstrasi, penugasan, tanya jawab.

Langkah-langkah pembelajaran

4. Kegiatan awal
 - Greeting.
 - Berdoa sebelum memulai pelajaran.
 - Mengecek kehadiran siswa.
 - Menginformasikan tujuan pembelajaran.
5. Kegiatan inti
 - Eksplorasi
 - guru mengulangi pelajaran yang lalu.
 - guru memberikan vocabulary sesuai dengan tema hari ini.

Elaborasi

- Guru meminta siswa untuk memilih kosakata pada media wordwall yang ditunjukkan guru.
- Guru meminta siswa untuk mengilustrasikan kosakata tersebut di papan tulis
- Guru meminta siswa untuk mengeja kosakata pada media wordwall
- Guru meminta siswa untuk mengkategorikan kosakata pada media wordwall

Konfirmasi

- guru mengulang materi yang telah dipelajari

6. Kegiatan akhir

- Guru menutup kegiatan belajar.
- Guru mengucapkan salam.

Sumber / Alat / Bahan

- Buku
- wordwall

Prosuder Penelitian

- Prosuder penelitian : Dilakukan selama KBM
- Bentuk penelitian : Pilihan ganda
- Kriteria penelitian : Pre Test – Post Test

Bandar lampung, Februari 2018

Guru Mata Pelajaran

Mahasiswa

Nova dian A,S.Pd

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Mengetahui,
Kepala SMP DWI Pangga

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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Dwi Pangga Bandar Lampung
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2. Siswa dapat merespon pilihan ganda berbentuk deskriptif tentang noun yang disajikan secara lisan.
3. Siswa dapat mengungkapkan pilihan ganda berbentuk deskriptif tentang noun secara tertulis.

Materi pokok

Definition : descriptive text is describing a particular person, place or thing.

Purpose : to tell about the subject by describing its features without including personal opinion.

Vocabulary : orange, pears, hats, erasers, bathroom, eye, black, goat, silver, gray, giraffes and butterfly

- **Concept of Noun**

Frank states that noun is one of the most important parts of speech. It is the basic tools for giving names to and talking about things and concepts. Furthermore, Harmer states that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea, and can be used as the subject or object of a verb. Nouns typically refer to people, animals, places, things, or abstractions. Here are the examples.

13) People: George, Adam, woman, etc.

14) Place: Jakarta, living room, Mecca, etc.

15) Thing: head, book, apple, etc.

16) Animal: cat, fish, duck, etc.

17) Activity: reading, swimming, dancing, etc.

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Eventually, we may say that noun is a word or a group of words that is the name of things, concepts, places, or activities that can take a role as a subject or object in a sentence

Metode pembelajaran : ceramah, demonstrasi, penugasan, tanya jawab.

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 - Greeting.
 - Berdoa sebelum memulai pelajaran.
 - Mengecek kehadiran siswa.
 - Introduction.
 - Menginformasikan tujuan pembelajaran.

2. Kegiatan inti

Eksplorasi

- guru mengulangi pelajaran yang lalu.
- guru memberikan vocabulary sesuai dengan tema hari ini.

Elaborasi

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- Guru meminta siswa untuk mengilustrasikan kosakata tersebut di papan tulis
- Guru meminta siswa untuk mengeja kosakata pada media wordwall
- Guru meminta siswa untuk mengkategorikan kosakata pada media wordwall

Konfirmasi

- guru mengulang materi yang telah dipelajari

3. Kegiatan akhir

- Guru menutup kegiatan belajar.
- Guru mengucapkan salam.

Sumber / Alat / Bahan

- Wordwall
- Buku

Prosuder Penelitian

- Prosuder penelitian : Dilakukan selama KBM
- Kriteria penelitian : Pre Test – Post Test

Bandar lampung, Februari 2018

Guru Mata Pelajaran

Mahasiswa

Nova dian A,S.Pd

Ummil Khair

Mengetahui,
Kepala SMP DWI Pangga

Amiatun, S.Pd



APPENDIX 9

TEST ITEMS FOR PRETEST AND POSTEST

Subject : English
Subject Matter : Vocabulary
Level : Junior high school (*SMP*)
Class / Semester : VIII / II
Time : 60 Minutes

Read the following questions and choose the best answer by cross mark (X) a, b, c, or d on your answer sheet in 60 minutes.

1. It is said that honey can cure all .. except death.
a. Sadness b. sickness c. lack d. poverty
2. Today's social media have given ... for lonely busy person to communicate with many people around the world.
a. Difficulty b. easiness c. oddness d. responsibility
3. ... lemon juice MANISE will make your body fresh and healthy.
a. Planting b. selling c. eating d. consuming
4. By our travel, you will get big promo, and we promise and prove wonderful ... for you.
a. Planting b. marketing c. travelling d. shopping
5. I am gonna make brownish cake. I need a bar of ... made of black cacao.
a. Flavor b. cheese c. chocolate d. butter
6. Waterproof. Better pixel camera quality. Easier touch screen. Signal got anywhere anytime. Triple *SIM* card.
This ... is the newest Sangsang Galaxy 2020.
a. Handphone b. television c. photo copy machine d. digital camera
7. I go to a great ... in this city. There are many alumni of it now working in big companies and become great people.
a. Hospital b. university c. company d. office
8. The poultry is rich of protein and low of fat. It is produced in poultry ... in Kalianda.
a. Farm b. garden c. market d. Husbandr

APPENDIX 10

ANWSERS KEY OF PRE-TEST AND POST-TEST

- | | |
|-------|-------|
| 1. D | 11. A |
| 2. D | 12. A |
| 3. D | 13. A |
| 4. B | 14. C |
| 5. C | 15. C |
| 6. A | 16. C |
| 7. C | 17. D |
| 8. A | 18. C |
| 9. A | 19. C |
| 10. A | 20. A |



APPENDIX 7

SMP DWI PANGGA BANDAR LAMPUNG

Jl. Pajajaran No. 4 Jagabaya II, Way Halim *Bandar Lampung* 35132

Telp : (0721) 785984 - 7309014 - 7313812

VOCABULARY TEST FOR PRE-TEST AND POST-TEST

Subject : English
Subject Matter : Vocabulary
Level : Junior high school (*SMP*)
Class / Semester : VIII / II
Time : 60 Minutes

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a. Difficulty b. easiness c. oddness d. responsibility
b.
3. ... lemon juice MANISE will make your body fresh and healthy.
a. Planting b. selling c. eating d. consuming
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Triple *SIM* card.
This ... is the newest Sangsang Galaxy 2020.
a. Handphone b. television c. photo copy machine d. digital camera

7. I go to a great ... in this city. There are many alumni of it now working in big companies and become great people.
a. Hospital b. university c. company d. office
8. The poultry is rich of protein and low of fat. It is produced in poultry ... in Kalianda.
a. Farm b. garden c. market d. husbandr
9. This is heritage of my family. It is made by my father's mother. My ... made it when I was young, . . . and now if it is sold it is very expensive.
a. Father b. grandfather c. great grandfather d. uncle
10. The real bridge was constructed in 1916 by Pakiah Soka.
Constructed has the same meaning as
a. made b. rebuilt c. damaged d. repaired
11. The poultry is rich of protein and low of fat. It is produced in poultry ... in Kalianda.
a. Farm b. garden c. market d. husbandr
12. This is heritage of my family. It is made by my father's mother. My ... made it when I was young, . . . and now if it is sold it is very expensive.
a. Father b. grandfather c. great grandfather d. uncle
13. Cat, dog, and chicken are the ... animals.
a. tame b. wild c. bad d. good
14. The fruits cover the seeds and the seeds will grow to ... plants.
a. old b. good c. new d. bad
15. This rice is super quality. Pringsewu ... plant it with irrigation program.
a. dentist b. fisherman c. farmer d. gardener
16. _____ is the place to borrow some books at school.
a. Canteen b. Classroom c. Library d. Teacher office
17. I do not know the _____ to buy some books.
a. House b. Studio c. Clinic d. Place
18. Will you and your sister go to the _____ to watch a football match?
a. Hospital b. Cinema c. Stadion d. Theater

19. Before entering someone's house, we need to take off our _____ outside.
a. Bags b. Shoes c. Clothes d. Caps
20. I need _____ to buy food or drink.
a. Money b. Paper c. Book d. Wallet
21. I am so sorry, all _____ in this restaurant have been booked.
a. Rooms b. Chairs c. Pools d. Tables
22. _____ is a kind of Indonesian food.
a. Pizza b. Sushi c. Fried rice d. Kebab
23. My mother always remind me to brush my _____ before sleeping.
a. Foot b. Teeth c. Shoes d. Dress
24. My mother is watching _____ now.
a. A TV b. A magazine c. A newspaper d. A radio
25. "The most suitable place for the animals is the ..."
I suggest to my classmates.
a. zoo b. mall c. museum d. botanical garden
26. I love a person who gives me birth and until now always cooks this cereal for me.
She is my ...
a. Grandmother b. Mother c. Teacher d. Sister
27. You must watch the concert. The ... are world stars whose their songs are very popular now.
a. Singers b. managers c. fans d. audiences
28. A : Where are you going?
B : I'm going to Jakarta. I will take this afternoon flight.
A : So, you want to go to Raden Intan ..., don't you?
B : Yes. There is also a big promo of Jakarta flight.
a. Railway station b. harbor c. airport d. post office
29. This product is very popular in ... Many customers buy it and feel satisfied. The sellers are also , . happy to get much income from this product.
a. Library b. market c. office d. factory

30. Dita went to drugstore this morning. She bought .. for her sick husband.
a. Candy b. milk c. medicine d. hand and body lotion
31. I always ... my the garden every morning in order my plants growing up.
a. washing b. frying c. watering d. boiling
32. My mother is ... a rose in the garden.
a. cooking b. planting c. baking d. shopping
33. I am sorry, Bill. I could not ... your invitation to go to the beach. I was sick.
a. fulfill b. accept c. reject d. make
34. Cameras to ... a picture of a certain event.
a. protect b. pull c. make d. bring
35. The patient have to ... his healthy regularly.
a. check out b. check up c. look for d. check in
36. Call the _____ to help the patient to go to the hospital.
a. Police office b. Post office c. Ambulance d. Clinic
37. Salon Rara optimizes and shows your ... with natural nice make up.
a. Beauty b. care c. responsibility d. excitement
38. This drug should be given with prescription. It contains sedation to decrease ...
a. Happiness b. depression c. laziness d. cheer
39. ... in your kitchen will be more exciting with these perfect utensils.
a. Reading b. washing c. ironing d. cooking
40. Buy one, get one!
Your cloth will be tidier for longer time.
This product is ...
a. Washing machine b. belt c. perfume d. iron

APPENDIX 8



GOOD LUCK



KEY ANSWER OF VOCABULARY POST –TEST

1. D	11. A	21. B	31. C
2. D	12. A	22. C	32. A
3. D	13. A	23. B	33. C
4. B	14. C	24. A	34. C
5. C	15. C	25. A	35. B
6. A	16. C	26. B	36. C
7. C	17. D	27. A	37. A
8. C	18. C	28. C	38. A
9. A	19. C	29. D	39. D
10. A	20. A	30. C	40. D