

**THE INFLUENCE OF USING WORD WALL MEDIA
TOWARDS STUDENTS' VOCABULARY MASTERY
AT THE FIRST SEMESTER OF THE EIGHTH GRADE
AT SMP NEGERI 1 KATIBUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR
OF 2018/2019**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

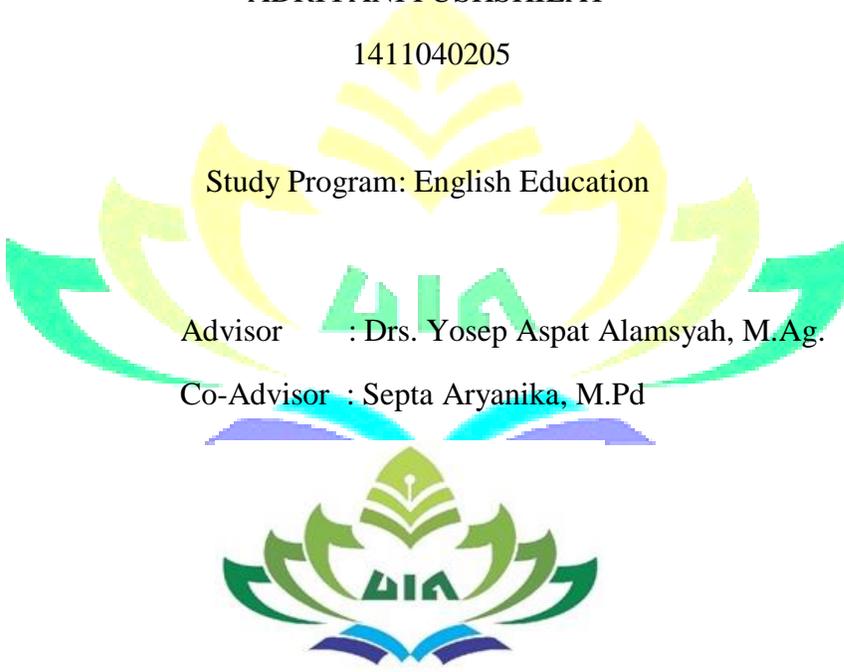
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2018**

ABSTRACT

THE INFLUENCE OF USING WORD WALL MEDIA TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 1 KATIBUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2018/2019

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Vocabulary mastery is as the students' ability to use or to understand all words of the language. Vocabulary of a foreign language is not only memorizing the words, it should be thought in meaningful content and practice to communicate. It must be impossible to learn English without vocabulary. If the students have lack of vocabulary, they can not express their ideas, and is impossible to communicate effectively among people. The objective of the research is to know whether there is significant influence of using word wall media on the students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 1 Katibung Lampung Selatan in the academic year 2018/2019.

The research methodology of this research was quasy experimental design, in this researcher, the population of the research was the eighth grade of SMP Negeri 1 Katibung Lampung Selatan. The sample of this research was two classes consist of 30 students as experimental class and 30 students as control class. In the experimental class the researcher used word wall media and textbook in control class. The treatments were held in three meeting in which 2 x 40 minutes for each class. In collecting the 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-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0,361$ and $\alpha = 0.05$. It means that H_a is accepted because $Sig. < \alpha = 0.05$. Therefore there is a significant influence of using word wall media on the students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 1 Katibung Lampung Selatan.

Keywords: Word Wall Media, Vocabulary Mastery, Quasy Experimental Design



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AT SMP NEGERI 1 KATIBUNG LAMPUNG
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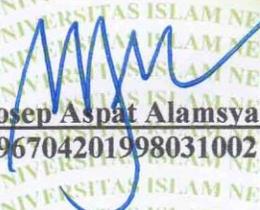
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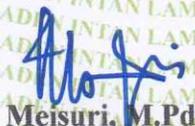

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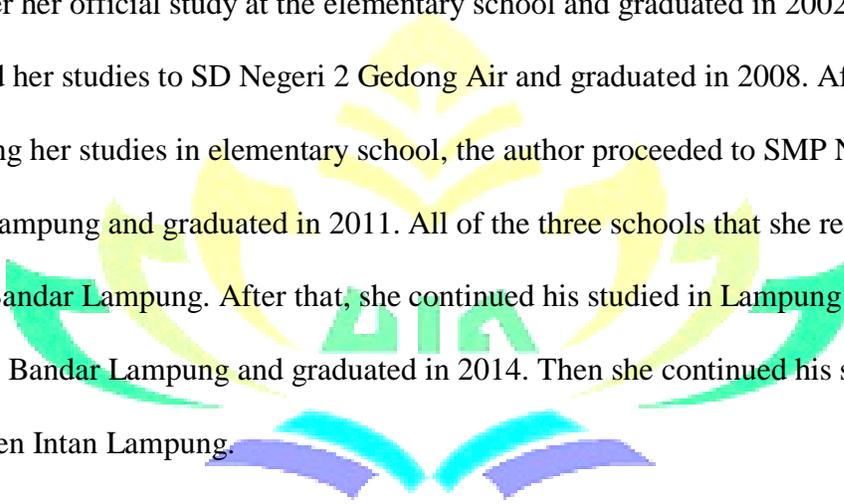
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CURRICULUM VITAE

The writer's name is Adriyani Fushshilat whose nick name is Ani. She was born in Jaya Pura, on 6 April 1997. She is the third child of four siblings from Mr. Suyatno and Mrs. Surati. She has one brother whose name is Zanuvar Shaleh, S.Kom, and two sisters whose names are Nurhayati, S.Pd and Aini Mardiah.

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DECLARATION

I hereby state 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 in this thesis.



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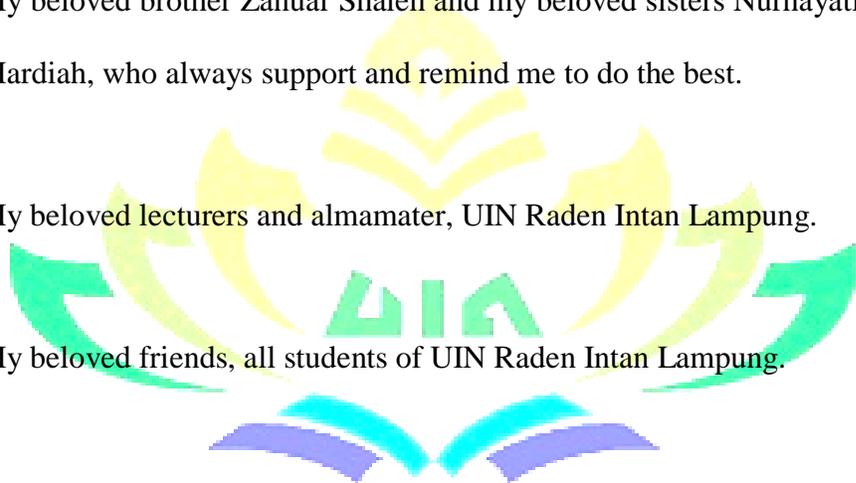
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DEDICATION

This thesis is dedicated to:

1. My beloved Father, Suyatno and Mother, Surati, who have given the best inspirations, pray, love and everything for me.
2. My beloved brother Zanuvar Shaleh and my beloved sisters Nurhayati and Aini Mardiah, who always support and remind me to do the best.
3. My beloved lecturers and almamater, UIN Raden Intan Lampung.
4. My beloved friends, all students of UIN Raden Intan Lampung.
5. My beloved pre-elementary, elementary, junior and senior high school teachers.



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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 taks of students in fulfillment of some requirements to get a S1 degree.

Therefore, the researchers would like to thank the following people for their idea, time and guidance for this thesis.

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and criticism for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, November 2018

The Writer

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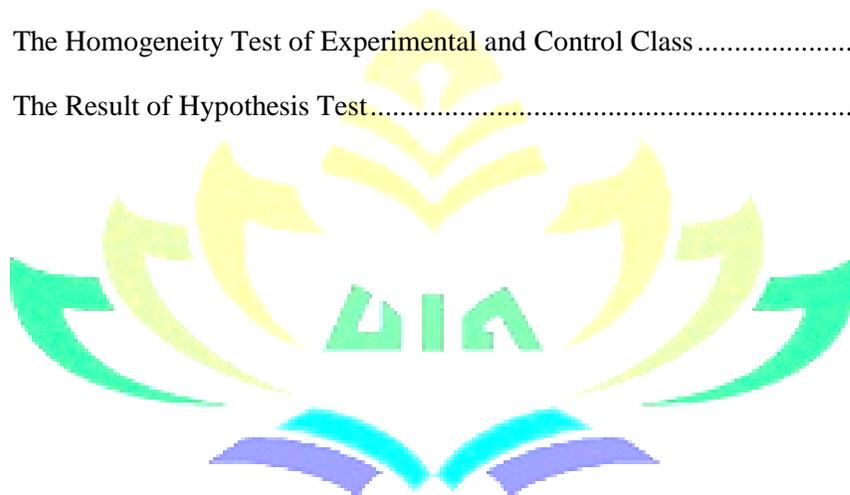
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a set rules used by human as tool of their communication.¹ It is used to communicate ideas, feelings, believe, loves, knowledge, culture, etc among the member of speech community to each other. English is used to communicate with other people. Communication has a very important position in almost every aspect of life such as kinds of business, commerce, technology science, tourism, and the diplomatic circle.² It means that language is important for human because without language, people cannot interest and cannot live perfectly as human being, therefore we must master a language. Learning language means learning to use that language to communicate both in spoken form (listening and speaking) and writing form (reading and writing).

In language learning there are four skills, they are listening, speaking, reading and writing. Brown says the ability to write has become an indispensable skill our global literature community.³ The function of the language is so

¹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta:Graha Ilmu, 2008), p.1

² Lies Sercu, *Foreign Language Teachers And Intercultural Competence An International Investigation*, Cromwell Press Ltd, Canada, 2005, p.1

³ H. Douglas Brown, *Language Assessment Principles and Clasroom Practices* (San Fransisco: Longman, 2004), p.218

important for human life. It is the reason why it is a central of human's interest of science to study.

Based on the explanation above, the researcher assumes that human being who needs communication with each other realizes that language is very important. It has an important role in communication either in spoken or written form. Futhermore, Setiyadi said that language is a system for expressing meaning.⁴ The statement above obviously show how the important of language.

In Indonesia, English is as the foreign language is taught in every school from the elementary to the university level. The study of foreign language as the main lesson for the students who learn their first foreign language. They study of foreign language by mastering the four skills namely: listening, speaking, reading and writing.

Vocabulary is a basic component to communicate, what the students will say in speaking or writing if they do not have enough vocabulary. Without vocabulary nothing can be conveyed.⁵ It is quite reasonable because learning vocabulary means learning the meanings of word. In teaching learning process, teacher acts as a facilitator who helps the students in developing language skills. In this case, the

⁴ Ag.Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta; Graha Ilmu,2006) , p.10

⁵ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p.13.

teacher should be able to choose and to create situation of class into relax situation.

Here, the researcher focus in this research on teaching vocabulary. Because in Junior High School level, teaching English is emphasize on vocabulary before other components and skills of language, and it is hope that students are able to mention kinds of word around them which are not easy to make them memorize on their mind. In other words, the students have difficulty in following the teaching of vocabulary can be bored.. Therefore, the teacher needs appopriate treatments on teaching it to motivate students to learn vocabulary. To motivate them to learn vocabulary, the teacher will be able to createed English as a first subject and lose the stereotype about English as scary subject. Based on the statement above the teacher will be able to createed and choose interesting media.

Based on the preliminary research that researcher did at SMP Negeri 1 Katibung South Lampung at March 1st 2018, the researcher found some problems faced by the students at eighth grade of SMP Negeri 1 Katibung South Lampung. By interviewing the English teacher Nurmalasari, S.Pd,. The researcher found that students' vocabulary mastery is still low. Students difficulties memorize vocabulary. The researcher also had inteviewed students. They said they felt bored, confused, difficulty to remember vocabulary, and the students often hear the sound of vocabulary without seeing the spelling accurately when they were taught English in the classroom. It was caused by the English teacher who may not

reflect students' need. Show that, the result of preliminary the researcher knew that the media used by the teacher in teaching vocabulary is Textbook. Textbook is a basic media in teaching and learning process.

The reseacher conducted a preliminary research by asking the students' vocabulary mastery to the English teacher to know the students' vocabulary score. The result as follow:

Table 1
The Students' Score of Vocabulary Test of
SMP Negeri 1 Katibung in 2017/2018 Academic Year

No	Class	Score		Total
		<72	≥72	
1	VIII A	20	10	30
2	VIII B	17	15	32
3	VIII C	19	11	30
4	VIII D	18	14	32
5	VIII E	24	7	31
Total		98	57	155
Percentage		62,23%	36,77%	100 %

Source: Document of Students' score for English Test at the eighth grade students of SMP Negeri 1 Katibung in 2017/2018 Academic Year

Based on the table above, it can be seen that there are more students who get low score or get score below the criteria of minimum mastery (KKM) of the school, there are 118 students failed category (62,23%) and 64 students in passed

category (36,77). It can be inferred that the achievement of the students in learning vocabulary got low because the criteria of minimum mastery (KKM) in SMP Negeri 1 Katibung is 72. The English teacher said that the students felt nervous and did not have motivation in learning English especially vocabulary, one of the causes was because they get difficulties in mastering vocabulary.⁶

Based on the problem above, the researcher proposes an alternative media to support teaching vocabulary. The researcher gave word wall as media to solve the problem. A good teacher tried to find a good media in teaching learning process in order that the students will be enjoyable, interested, and also challenged by the material. Word wall is a good way to use in teaching learning.

According to Cronsberry, a word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.⁷

In addition previous research conducted by Ridho Istianto, the title is “Improving students’ vocabulary mastery through word wall at the fourth grade of SDIT Wahdatul Ummah Metro in the academic year of 2013”. The research focuses on students’ vocabulary mastery through Word Wall Media allows the students to explore their creativity and knowledge of vocabulary by creating Word

⁶ Nurmalasari, S.Pd, the English teacher in SMP Negeri 1 Katibung

⁷ Cronsberry, Jennifer, *Word Wall A Support For Literacy in secondary School Classroom*, (Canada: Curriculum Service Canada, 2004), p. 3

Wall. So, it can be concluded that Word Wall Media all may give positive effect in improving students' vocabulary mastery.⁸

Another previous research which is related to this study by Dian Rizky Nurcahyani is the research with the title "The effectiveness of using word wall media towards students vocabulary mastery of eighth grade in MTs Negeri Bandung in the academic year of 2016" found that word wall media as the media in teaching vocabulary can be increased, the researcher showed the word wall media can be applied in vocabulary mastery. It is suggested that English teacher to apply word wall media in teaching vocabulary.⁹

Difference of previous research. The previous of Ridho using word wall media to the students' vocabulary mastery, he used word wall media to students' vocabulary deal with part of house, especially noun and verb then used repeated measures T-test. The previous of Dian word wall media to the vocabulary mastery, he used word wall media to look students' vocabulary especially noun on the short story then used pre experimental. Meanwhile the researcher used word wall media to the students' vocabulary mastery especially noun, verb, and adjective then the researcher used quasi experimental.

⁸ Ridho Istianto, *Improving students' vocabulary mastery thought word wall at the fourth grade of SDIT WAHDATUL UMMAH METRO in the Academic Year*, (Lampung: Teacher Training and Education Faculty Lampung University, 2013) , p.i.

⁹ Dian Rizky Nurcahyani, *The Effectiveness of Using Word Wall Media Towards Students Vocabulary Mastery Of Eighth Grade In Mts Negeri Bandung in the Academic Year* , (Tulungagung: Tarbiyah faculty The state institute of islamic studies (IAIN) Tulungagung, 2016), p.i.

Based on the reasons mentioned above, the researcher expects this media can improve the students' vocabulary mastery in descriptive text especially noun, verb and adjective. So, the researcher conducted the research in title "The Influence of Using Word Wall Media Towards Students' Vocabulary Mastery at the First Semester of Eighth Grade of SMP Negeri 1 Katibung South Lampung in the academic year of 2018/2019".

B. Identification of the Problem

From the background of the problem above the researcher identifies the problem as follow:

1. The students' vocabulary mastery is still low.
2. The students still find difficulty to improve their vocabulary, because they felt nervous and do not have any motivations in learning vocabulary.
3. The students bored, confused, and difficult to remember vocabulary in teaching learning process.
4. The technique was used by the teacher may not reflect students' need.
5. The students often hear the sound of vocabulary without seeing the spelling accurately.

C. Limitation of the Problem

Referring to the background and the indentification of the problem in this research on the influence of using word wall media towards students' vocabulary mastery at the first semester the eighth grade of SMP Negeri 1 Katibung South

Lampung in the academic year of 2018/2019. The focus of vocabulary kinds on this research was noun, verb, and adjective that was included in the syllabus at the first semester of the eighth grade in SMP Negeri 1 Katibung Lampung Selatan.

D. Formulation of the Problem

In this research, the researcher formulated the problem as follows: Is there a significant influence of using Word Wall Media towards students' vocabulary mastery at the first semester the eighth grade of SMP Negeri 1 Katibung South Lampung in the academic year of 2018/2019?

E. Objective of the Research

The objective of the research is to know a significant influence of using word wall media towards students' vocabulary mastery at the first semester the eighth grade of SMP Negeri 1 Katibung South Lampung in the academic year of 2018/2019.

F. Uses of the Research

The results of this research are expected to:

1. For the students

To give motivation to the students' in learning English especially in vocabulary learning.

2. For the teacher

To give information to English teacher of SMP Negeri 1 Katibung South Lampung about the influence of using word wall media towards students' vocabulary mastery.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

The subject of the research was the students of the first semester of the eighth grade of SMP Negeri 1 Katibung South Lampung.

2. Object of the Research

The object of the research was the use of word wall towards students' vocabulary mastery.

3. Place of the research

The research was conducted at SMP Negeri 1 Katibung South Lampung.

4. Time of the Research

The research was conducted at the first semester of 2018/2019 academic year.



CHAPTER II FRAME OF THEORIES, FRAME OF THINKING, AND HYPOTHESIS

A. Concept of Teaching English as a Foreign Language

English as foreign language indicates the use of English in non English speaking region so it is not used in daily communication. It is only used in certain place by certain people in doing their activities. Learning of English by student in country where English is not the native language is the definition of English as a foreign language. Harmer states that, English as a foreign language is generally taken to apply students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target language country.¹⁰ It implies that EFL (English as Foreign Language) is a situation where the student learn target language in their own country because they need to learn target situation.

English is used as communication. Since student use their mother language in their daily coversation. English teacher have essential role to make student understand and enjoy the material. It is necessary to make student comfort and enjoy in learning english. Michelle Maxom states that as soon as student feel confident that they can use English for whatever purposes they need, they often get

¹⁰ Jeremy Harmer, *The Practice Of English Language Teaching*, (Singapore: Logman Group UK Limited, 3rd Edition, 2001), p.39

on their lives.¹¹ So, when students' feel confident to use English as their daily communication, they know more vocabulary, use many tense, and able to communication using English language.

Based on the statements above the researcher assumes that in teaching English as a foreign language is the teacher should prepare the material instruction and the application of new techniques well. Because language teaching and learning can be regarded as process, the first role is to facilitate the communication process between participant and the various activities.

B. Concept of Vocabulary

Language is form by words. Is there no words there will be no language. According to Thornbury, a language have words. He also says that the new coming of words is never stop. It means that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.¹²

A word is microcosm of human consciousness.¹³ Then when the human speak, they are removing the words from their mouth by using their language. According to Hiebert and Kamil, "Vocabulary is the set of words for which is known the meanings when it is speak or read orally and the set of words also that

¹¹ Michele Maxom, *Teaching English As A Foreign Language For Dummies*, (England: Wiley, 2009), p.20

¹²Scott Thornbury, *How Teach Vocabulary*, (Logman: Person Education Limited, 2009), p.1

¹³ Scoot Thornbury, *Ibid.* p.1

an individual can use when writing.¹⁴ In order to be able to communicate in English, the students should master adequate personal English vocabulary that covers their needs for communication in real life situations.

Vocabulary is basic knowledge of language, especially in English.¹⁵ Vocabulary is used by the student to understand the sentences of English, in making sentences, students must know words which they want to use. Vocabulary is important to be mastered, because with the vocabulary the student can express their idea and communicate with each other well. Vocabulary is important in learning language because without it, learners cannot use language to communicate to other people. So, the quality of the students' language depends to some extent on the quality of their knowledge of vocabulary.

Based on the statements above, it can be concluded that vocabulary is a list that contains words with the meaning in language. It is clear for us that vocabulary is an important thing besides many factors in learning English. Without vocabulary people could not communicate with others well, therefore vocabulary is an important component of English that should be mastered.

¹⁴ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Research to Practice*. (Lawrence Erlbaum Associates, London, 2012), p.3

¹⁵ Abdul Cahya, *A Study on Teaching Vocabulary Implemented by Real Object*, available at: <http://abdul-cahya.blogspot.com/2011/07/study-on-teaching-vocabulary.html> Marh 8th, 2018 at 03.25 PM

According to Harmer there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are as follows:¹⁶

1) **Word Meaning**

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonyms, hyponyms, and connotation.

2) **Extending Word Use**

Word do not just have different meanings, however. They can also be stretched and twisted to fit different context and different use. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch throw the set our metaphorical an idiom use. For example: “You are an apple in my eyes” this idiom expression show that it began to praise someone.

3) **Word Combination**

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 2003), p. 18

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kind of word which live together in another.

4) **Word Grammar**

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc, we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.¹⁷

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research the researcher focused on the word meaning and word grammar because idioms and word combination do not exist in the junior high school syllabus and difficult to learn.

¹⁷ *Ibid*, p. 18-20

C. Concept of Vocabulary Mastery

Mastering vocabularies means mastering the meaning and the ways to use them in context. According to Cameron “vocabulary is central to learning of a foreign language”.¹⁸ By mastering a great number of vocabularies, the students can learn foreign language easier. There are four types of word classes in the vocabulary there are namely.¹⁹

1. Noun is related with name of something like place, plant, people and others.

For example: john, student, home, table, rose, rabbit leadership, human body.

2. Verb is can used to show the measure and condition of thing

For example : work, write, go, and others.

3. Adjective is a word that describe noun has grammatical property of comparison. For example : beautiful girl, good job, long hair, and other.

4. Adverb is related with the how the process, time and where the thing happen.

Example : now, tomorrow, certainly, maybe and others.

Moreover, according to Nation, to know a word especially in vocabulary, there are some criteria commonly used in measuring it, and they are word form, meaning and use.²⁰ Based on the statement above, the researcher assumes the students’ vocabulary mastery means as the students’ ability to use and to

¹⁸ Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge: Cambridge University Press, 2001), p. 72

¹⁹ Marcella Frank, *Modern English a Practical Reference Guide*, (New York University, 1972), p. 6

²⁰ I.S.P Nation, *Learning Vocabulary in another Language*, New York: Cambridge University Press, 2011, P.40

understand all words of the language, including *Noun*, *Verb*, *Adjective*, and *Adverb*. The researcher also says that mastery vocabulary of a foreign language is not only memorizing the words, its should be thought in meaningful content and practice to communicate.

D. Concept of Teaching Vocabulary

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning of it and also understand and can use it in sentence context.

Harmer says, we saw some of the many ways we can explain meaning, and when teaching vocabulary this is a major part of the teacher art. Students need to see word in context to see how they are used. According, the best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action.²¹ Vocabulary is basic element of language to understand the language; the learner should know the complexity of words, the teacher should decide how to teach vocabulary on the class.

According to Scott Thornbury, "here are the five of factors that have related on teaching set of words be considering by the teacher.

²¹ Jeremy harmer, *The Practice of Language Teaching* (4th Ed) (Essex: Longman, 2007), p.229

1. The level of the learner
2. The learner likely familiarity with words
3. The difficulty of items
4. Their teaching ability
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).²²

From the statement above that students have different level and teacher encourage their students to gain success in learning the language. The media and method or technique might be one motivating them on teaching language. The goal of learning vocabulary is to know the meaning of the words or to understand the meaning of the words. We do not just memorize or write that the teacher speaks.

E. Type of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by expert. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.²³ There are noun, verb, adverb, adjective, pronouns, preposition, conjunctions, and determiner. The researcher just focuses on nouns, verbs, and adjectives in this research because they are included in syllabus. Those can be describes are:

a. Noun

²² Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2009), p. 75-76

²³ Ibid, p.4

According to Frank, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence care which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.²⁴

There are some main types of nouns, namely common nouns (words for people, place, and things are called common noun), proper nouns (the names of particular people, place, and things), countable noun and uncountable noun, and plural noun.

1. Common Nouns

These are names of everyday things that we can see, hear, and touch.²⁵

These kinds of common noun:

a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, calculator, crayons, sofa, axe, truck,*

²⁴ Marcella Frank, *Op. Cit*, p. 7

²⁵ Dykes Barbara, *Grammar for Everyone*, (Victoria Acer Press, 20011), p. 22

television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, lawnmower, bus, computer, courage, telephone, spade, laziness printer, etc.

b) Common nouns are words for animals

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.*

c) Common nouns are words for places

These common nouns are words for places: *bank, airport, hotel, gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.*

d) Common nouns are words for people who do certain things

The common nouns are words for people who do certain things: *singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.*²⁶

2. Proper Noun

As mentioned before the proper noun is word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such as:

- The people's names people's names are proper nouns. Such as: *Robbin Hood, Florence, etc.*

²⁶ Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2009), p. 7-8

- The names of the days of the week and the months of the year are proper nouns.
- The names of special days and celebrations are also proper nouns.
- The names of people who live in a particular country are also proper nouns.²⁷

3. Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept, it is an idea that exists in our minds only (beauty, justice, mankind).²⁸

4. Countable and Uncountable Nouns

Countable noun (singular noun) can be singular or plural: oven(s), exercise(s), etc. We use countable noun separate individual things such as ovens and exercises, things we can count. Many countable nouns are concrete: table(s), car(s), but some are abstract: situation(s), idea(s).²⁹

b. Verbs

The verb is part of the backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence.

²⁷ *Ibid*, Pp. 8-9

²⁸ Marcella Frank, *Op.Cit*, Pp. 6-7

²⁹ Howard Sargeant, *Op.Cit*, p. 11.

The verb lives in what grammarians call the predicate, which contains the verb plus all the words that relate specifically to it. The verb gives the subject its action or expresses its state of being.³⁰ Sentences are complete only if they contain both a subject and a verb. Most verbs describe actions, so they called action verb. Action verb tell what people or thing are doing. Here common action verbs such as: drink, eat, etc.³¹ There are at least seven kinds of verbs. There are transitive verbs, intransitive verb, copular, ambitransitive verbs, regular and irregular verb. In this research the researcher just focuses on intransitive and transitive verbs.

1. Transitive Verb

Transitive verbs are verbs that take a direct object in the sentence.³² To identify them we can ask the question what is the/did the subject-verb?

Example: He is tasting the soup

Here the verb is **tasting** and the subject is **he**. If we form the question, what is he tasting? The answer is soup.

2. Intransitive Verb

³⁰ Phyllis Dutwin, *English Grammar Demystified*, (New York: McGraw Hill, 2010), p. 30.

³¹ Howard Sargeant, *Op.Cit*, p. 52.

³² Marjolijn Vespoor and Kim Saute, *English Sentence Analysis: An Introductory Course*, (Amsterdam: John Benjamins Publishing Company, 2000), p. 65

Intransitive verbs are that do not take an subject or object attribute in the sentence.³³ It is testing us about the action the subject but there is no specific object for the action.

- Example: - He is **running**.
- He is **turning around**.
- He **is** in London at the moment.³⁴

c. Adjective

Adjective describe noun and pronoun.³⁵Harmer states that adjective is a word that gives more information about a noun or pronoun, and it can be used before or after noun.³⁶ Besides, it can be group of word. Hence, its most usual position is before the noun or pronoun that is modifies, but it fills other positions as well. They give information about people, place, and things. There are kinds of adjective.

- Adjective about size of people or thing.

Example: a **big** house

a **high** mountain

- Adjective about color of things.

Example: a **red** carpet

a **black** shoes

- Adjective about describing quality

³³ *Ibid*, p. 65

³⁴ *Ibid*. p. 65

³⁵ Dykes Barbara, *Grammar for Everyone*, (Victoria Acer Press, 2011), p. 26

³⁶ Jeremy Harmer, *How to Teach English* (England: Logman, 1998),p. 37

Example: a **beautiful** woman

a **rich** family

- Adjective about what things are made of. They refer to substances

Example: a **plastic** folder

a **paper** bag

- Adjective are made from proper nouns of place called adjectives of origin.

Example: a **Mexican** hat

a **Japanese** lady.³⁷

F. Concept of Media

A media (plural, media) is means of communication and some of information. Devired from latin word meaning the term refers to anything that carries information between a source nd receiver, example include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide message with an instructional purpose.

Media come from Greek Language (Medius) is means, mediator, or escort.

Media also derived from the Latin word “Medium” that means

³⁷ Howard Sargeant, Op.Cit, p.32-33

“Between”. The term refers to anything that carries information between a source and receiver. The specific word, the understanding from media in learning process means graphic instruments, photographic, or electronic to cheat, processes and arrange the visual information or verbal.³⁸ Media is one of communication component, as a bearer of message from communicator to communicant.³⁹ Media is means of expressing message and information.

Based on definition above, it can be concluded that media is one tool or method and technique can be used to send the message or information from source to receiver. In this case source is teacher and receiver is a student. Media can used to transfer knowledge in teaching learning process.

Based on Patel, There are three types of teaching and instructional material as follows:

- 1) Visual aids:
 - a. Boards: Blackboard, Flannel boards, soft boards.
 - b. Charts, Maps, Pictures, Drawings.
 - c. Statistic and Working Modal.
 - d. Film strip, Slide Projector, OHP, Transparencies and Episcopes.
- 2) Audio aids :

³⁸ Azhar Arsyat. *Media Pembelajaran*, (Jakarta: Grafindo Persada, 2005) p.3

³⁹ Drs. Daryanto, *Media Pembelajaran, Perannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran*, (Yogyakarta: Graha Media 2013), p.4

- a. Audio Cassette Player
 - b. Radio
- 3) Audio Visual aids:
- a. Video Cassette player
 - b. video Compact Disc Player
 - c. Television
 - d. Film Projector⁴⁰

It can be concluded that many types of media that can be used in teaching learning process. We can use those media depend on our need. Then for the teachers, they can use various types media to help them teaching in the class.

G. Concept of Word Wall Media

According to Cronsberry, a word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.⁴¹ According to LeDale, word wall is the tool ties together effective teaching strategies and social interaction.⁴² A word wall helps to created a print rich envirounment for student, can be a

⁴⁰ Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, & Techniques)*, (Sunrise Publishers & Distributors: Jaipur : 2008) , p. 59

⁴¹ Cronsberry, Jennifer, *Word Wall A Support For Literacy in secondary School Classroom*, (Canada: Curriculum Services Canada, 2004) , p.3

⁴² Le Dale Southerland, *The Effect of Using Interactive Word Wall to Teach Vocabulary to Middle School Students*, (University of Nourth Florida: Theses and Dissertations, 2011), p. 65

wonderful tool that is designed to promote group learning. Word wall is a tools or media an can be a good strategy or technique in teaching learning process, especially for help students to memorize many vocabularies in vocabulary mastery.

According to LeDale, word wall are often used in the elementary grades for multiple purpose.⁴³ Word wall include many of the teaching media researched, and elementary teachers have found this tool to be successful in teaching various concepts to their students', including vocabulary. However, few studies are available that have studied the used word wall media to teach intermediate school students, because word wall media have been shown to be improve in teaching concepts to intermediate students' including vocabulary.

Futhermore, according to Salinas and Ortlieb, a word wall is collections of words and word parts used to help students learn vocabulary. They, provide a “word bank” that can be drawn on for verbal on written explanations communicating mathematical understandings. To be effective, word walls need to be more than decoration on the wall.⁴⁴ Teacher must be creative to create decoration of word wall. Teacher can be organized by topic concept or simply list. So student can get function of word wall effectively.

⁴³ Le Dale Southerland, *Ibid*, p, 1

⁴⁴ Shere Salinas and Evan Ortlieb, *Best Vocabulary Practices to Support Mathematics in the Age of Common Core Standars, Journal of Studies Education, Volume 1* (United States: Corpus Shisti Independent School District,2011), p.6

Each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall activities engage students while they learn key vocabulary, whether it can be learning to explain a word, to compare it to other key concepts, or to spell it.⁴⁵ Function of word wall as media is not just for learning about vocabulary, but it can develop English skills, like as listening, speaking, reading and writing.

From that statement above, the researcher concludes that Word Wall is a tool or media and can be a good strategy or technique in teaching learning process. Word Wall media is a group of words which are displayed in large visible letters, on wall, bulletin board, chalkboard, or whiteboard in classroom, so that students are easily visible from all student seating areas.

Function of word wall as media is not just for learning about vocabulary or speaking ability, but it can develop English skills, like as listening, speaking, reading, and writing.

H. Procedure of Teaching Vocabulary through Word Wall Media

⁴⁵ Cronsberry, Jeniffer, *Op.Cit.*, p.3

According to Dewa, Ketut, and Marhaeni, the application of the word wall on the students to make students have opportunity to explore the ability. So, that when the learning process occurs students are able to develop the skills they have optimally.⁴⁶ According to Cronsberry, there are many creative ways to use Word Walls to engage students in learning. The activities may be full lessons, or brief exercises that encourage students to refer to the Word Wall and review key terms. Shorter activities encourage students to ‘play with’ language and can be beneficial for reinforcement of basic skills.⁴⁷ To teach by using Word Wall as media there are procedure, Cronsberry says in ‘ Word Wall A Support for Literacy Secondary School Clasrooms’ as follows:

Mystery Word

1. Introduce a new word by writing the letters in scrambled order.
2. Assist students in unscrambling the word, give clues, either about the word’s meaning or about how it spelled.
3. Students’ apply their knowledge of spelling patterns, as well as activiate their prior knowledge, depending on the clues given.⁴⁸

Based on theory above, process of Word Wall as media is starting from asking students to write vocabulary related spelling pattern by the clues has given

⁴⁶ Dewa Ayu Oka Trisnawati, Ni ketut Suarni, A.A.I.n. Marhaein, *Pengaruh Metode Pembelajaran Visual Word Wall dan Assesment Projek Terhadap Kemampuan Kosa Kata Bahasa Inggris Siswa SD Kelas V Gugus I Kecamatan Giayar, e-journal Program Study Penelitian dan Evaluasi Pendidikan , Volume 3*(Universitas Pendidikan Ganesha :2013), p. 8.

⁴⁷Chonsberry, Jennifer, *Word Wall A Support for Literacy in Secondary School Classroom*, (Canada:Curriculum Service Canada, 2004) , p.7

⁴⁸ *Ibid*, p.7

by researcher. After that, students can make their word with Word Wall as media for help their imagination. Students can develop their vocabulary well.

I. Advantages and Disadvantages of Word Wall Media

Word wall is a media that should be used not only in show or view.⁴⁹ Cronsberry says, there are some advantages and disadvantage of using word wall media in teaching vocabulary, as follow:

1) Advantages of Using Word Wall Media

- a) Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skill;
- b) Build vocabulary, there by improving reading comprehension and writing style;
- c) Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts;
- d) Help students improve spelling and awareness of spelling patterns;
- e) Provide visual clues for students;
- f) Encourage increased student independence when reading and writing⁵⁰.

⁴⁹ Alam Setiadi, *Upaya Peningkatan Vocabulary Siswa Dengan Media Word Wall*, Available at: <file:///F:/yy/Upaya%20Peningkatan%20Vocabulary%20Siswa%20dengan%20Media%20Wordwall%20-%20Alamsetiadi08's%20Weblog.html> on October 5th 2017 at 10.52 AM

⁵⁰ Cronsberry, Jeniffer, *Loc. Cit.*, p. 3

Based on the statement above, this vocabulary media helps students to construct and build their own ideas become a simple text. Furthermore, through this media can engage students' imagination or experience to make easier to vocabulary English very well.

2) Disadvantages of Using Word Wall Media

- a) Word Wall as media need a lot of time in the classroom to make word wall as media before teacher explain subject matter, in this case speaking ability.
- b) Only considered as a regular record by students', easy to forget, not memorable and the students too often open the list of words in the learning process.⁵¹

Based on the statement above, this vocabulary media helps students to construct and build their own ideas become a simple text. But, students need a lot of time in the classroom to make word wall as media and only considered as a regular record by students'.

J. Theories of Textbook

a. Concept of Textbook

⁵¹ Alam Setiadi, *Upaya Peningkatan Vocabulary Siswa Dengan Media Word Wall*, Available at: <file:///F:/yy/Upaya%20Peningkatan%20Vocabulary%20Siswa%20dengan%20Media%20Wordwall%20-%20Alamsetiadi08's%20Weblog.html> on October 5th 2017 at 10.52 AM

There are many kinds of media that can be used in the process of learning and textbook is a basic media in teaching and learning process. According to Richards, textbooks are used in different ways in language programs, for example, a speaking text might provide passage for students to read and discuss.⁵² It means that we can use textbooks in many ways which skill that our need to increase. Onasanya states that:

The print media are some of the oldest media in education. This category of media are useful for informational or motivational purposes. They are used to convey verbal information through print. They form the most widely used media in education and they include textbooks, periodicals encyclopedia, newspapers, magazines, file records minutes, and so on.⁵³

From the statement above, textbook is the print media that can give motivation students to get many information in teaching and learning process, also this media include of oldest media in education.

b. Procedure of Teaching Vocabulary Using Textbook

In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language too is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher ‘conducting’), individual repetition

⁵² Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Press Syndicate of the University of Cambridge, 2001), p. 254.

⁵³ Onasanya, S.A, *Selection and Utilization of Instructional Media for Effective Practice Teaching* (Institute Journal of Studies in Education Vol. 2 No. 1 June 2004, ISSN 0795-2199), p. 128.

(where individual students repeat a word, phrase, or sentences at the teacher's urging) and cue-response drills (where the teacher gives cue) these have similarities with the classic kind of audio-lingual that has been presented, they carry more meaning than a simple substitution drill. Latter the students, using the new language, make sentence of their own, and this is refer to as production. The following elementary-level example demonstrates this procedure:

1. Presentation

In this stage, the teacher presented the new material of the students.

The teacher did it by asking the students some questions related to the material or the topic being discussed by using textbook media.

2. Practice

In the second activity, the teacher began to explain the material to the students. In this step, the teacher use textbook media of teaching to help the teacher explain the material easily. The teacher gets the students to repeat the sentence from the picture in the textbook. This activity is used to know the students' progress in the material that has been explained before.

3. Production

This is the last step in teaching and learning activity. It is carried out to know how far the students understand the material. It is also used to know the teacher's way of teaching as an input to make a better way of learning. The end point of PPP cycle is a production, which some trainers

have called 'immediate creativity'. Here the students are asked to use the new language in sentences of their own.⁵⁴

That is some steps in teaching vocabulary through Textbooks that can help students especially in junior high school to understand their material. This media can be used with a whole class, small group, pairs, or individual to lead students to inquiry about words and adding them to their vocabulary.

c. The Advantages and Disadvantages of Using Textbook

1. The advantages of Using Textbook

According to Richards, there are some advantages of using textbook as media in the classroom.

1. Textbooks can save teachers' time.
2. Textbooks can provide support for teachers whose first language is not English.
3. Textbooks may serve primarily to supplement the teachers' instruction.⁵⁵

From the statements above, it means that textbook is the basic media for learn, it can make easily for teacher to explain and understand the material for the learners. Textbook can also support the teacher and

⁵⁴ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed, (Edinburgh Gate: Logman), p. 80

⁵⁵ Jack C. Richards, *Op. Cit*, p. 255

students in teaching and learning process because it matches the needs of that situation perfectly.

2. The Disadvantages of Using Textbook

According to Richards, there are also some disadvantages of using textbook as media in the classroom:

1. They sometimes present inauthentic language.
2. Textbooks often present an idealized view of the world or fail represent real issue.
3. Textbooks may not reflect students' need.⁵⁶

Based on the statement above, it means that textbook must be appropriate to the context, the language should be clear and based on the level of students as well as in accordance with the needs of the students to understand the material. But, students need other media that it can makes them interest to learn in the classroom because information of textbooks is not current and relevant, students only see one perspective on a concept or issue.

K. Frame of Thinking

In teaching and learning English we much teach using appropriate media, media and technique in order to easier the students to memorize and enjoy to make it firstly we make students interested in teaching learning. The teacher in teaching

⁵⁶ Jack c. Richards, *Op. Cit*, p. 255

learning process to use textbook media, but the textbook media is not appropriate to increase students' vocabulary mastery because the students often hear the sound of vocabulary without seeing the spelling accurately.

The researcher thought that word wall seems can give influence students' mastery is vocabulary. It means that the students can increase in their vocabulary. By using word wall, the students be more active, creative, fun, exciting and enjoyable in learning vocabulary.

Word wall media can help the students easy to learning English, especially vocabulary. The students also can think freely by using their sentences based on experiences and their vocabulary knowledge. Therefore, the researcher assumes that word wall media will be increase students vocabulary mastery and give self-motivation.

L. Hypothesis

Based on the theories and frame of thinking, the researcher purposes the following hypotheses :

Ha : There is a significant influence of using word wall media towards students' vocabulary mastery at the first semester of eighth grade of SMP Negeri 1 Katibung South Lampung in the academic year of 2018/2019.

Ho : There is no a significant influence of using using word wall media towards students' vocabulary mastery at the first

semester of the eighth grade of SMP Negeri 1 Katibung South
Lampung in the academic year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research. Marguerite says that, the goal of experimental research is to test hypotheses to establish cause and effect relationships.⁵⁷ One is the experimental class, which used word wall media and another is control class which used ordinary media. Ordinary media is the media usually by the teacher there before using word wall media. Sugiyono says that, “Experimental research is research method used to look for influence to do treatment towards another is controlled conditions.⁵⁸ Experimental design refers to the conceptual frame work which the experiment is conducted.

Experimental has three types they are:

- 1) Pre experimental design, this section presents two design that have been as pre experimental because they provide little or no control of extraneous variabel. unfortunately one finds that this design is still used in educational research.
- 2) True experimental design, the design is this category is the most highly recommended design for experimentation is educational because of the control that they provide.

⁵⁷ Marguerite g.Lodico, Dean T. Spaulding, and Khatrie H. Voegtle, *Methods and Educational Research* (United States of America: Jossey-Bass 2006, p.12)

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif , kualitatif dan R&D* (Bandung: Alfabeta 2016, p.7)

- 3) Factorial experimental design, the design consist of two or more factors, each with discrete possible, and whose experimental units take on all possible combinations of these levels across all such factors.
- 4) Quasi experimental design, the goal of the experiments is to use design that provide full experimental control through the use of randomization procedures. Besides, Setiyadi says that true experimental has three criteria, namely is there is control group, both of the subject are choosen by random, pre-test will be given to see the begining students' ability from both of groups.

From statement above, the researcher used quasi experimental design to know the students' vocabulary mastery by using Word Wall. The researcher used quasi-experimental method, because the results of a quasi experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considers these factors in their interpretation.⁵⁹

Conceptualty, the reseracher employed two classes of students, one class as an experimental class and the other one as a control class. In this research, the students in the experimental class was given the treatment (X) by using Word

⁵⁹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen. *Eighth Edition, Intoduction to Research in Education*, (Canada, Wadsworth Cengage Learning 2006). p. 310

Wall, the students is the control class (O) was given treatments by using textbook media. After getting the data, the researcher will analysis them by using quantitative approach, the design is illustrated as follows:

G1 (Random) = T1 X T2

G2 (Random) = T1 O T2

Where :

G1: Group one (Experimental Class)

G2: Group two (Control Class)

T1: Pre- test

T2: Post test

X : Treatment by using Word Wall Media

O : Treatment by using Textbook⁶⁰

B. Variable of the Research

In this research there are two variables, they are as follows:

1. The independent variable of the research was word wall media in teaching vocabulary (X),
2. The dependent variable of the research was the students' vocabulary mastery (Y).

C. Operational Definition of Variables

⁶⁰Sugiyono, *Op.Cit*, p. 111.

The operational definition of variable used to describe the variables which are used in this research to avoid misconception of variables presented in this research. It is also aim in other the research has clarity about the data needed, so the researcher investigates the data that was related with the variables of this research. The operational definitions of the variables of this research are as follows:

The operational definition of variable of this research is:

1) Independent variable (X)

Word Wall Media is used kind of media in teaching learning process in the front of real things that can be seen, heard or teacher directly the make students more interesting and easy to undersand the lesson.

2) Dependent variable (Y)

The students' vocabulary mastery is as the students' ability to use or to understand all words of the language. Vocabulary of a foreign language is not only memorizing the words, its should be thought in meaningful content and practice to communicate.

D. Population, Sample, and Sampling Technique

1. Population of the Research

Population is all subject of the research.⁶¹ The population of this research is the students at the eighth grade of SMP Negeri 1 Katibung South Lampung, which consist of five classes with total 155 students.

Table 2
The Total Number of the Eighth Grade Students of SMP NEGERI 1 Katibung in 2017/2018 Academic Year

No	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	VIII A	10	20	30
2	VIII B	15	17	32
3	VIII C	17	13	30
4	VIII D	15	17	32
5	VIII E	11	20	31
TOTAL		68	87	155

Source Documentation at the tenth grade students of SMP NEGERI 1 Katibung 2017/2018 Academic Year

2. Sample of the Research`

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶² It can be elaborated that sample is a group of individuals as a part of population which is chosen as representative data of the whole population. Therefore, the researcher took two classes as the sample of this research.

⁶¹ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta, Bhineka Cipta:2006), p. 173

⁶² John W. Creswall, *Education Research : Planning Conducting, Evaluating Quatitative and Qualitative Research 4th ed*, (Boston,; Pearson Education, 2012), p. 142

3. Sampling Technique

In conducting this research, the researcher took sample from the population of the research by using cluster random sampling technique. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. The researcher used Cluster Random Sampling technique because the population is in groups and homogenous.

Based on the explanation above, to determine the class of cluster random sampling, the researcher took the sample from group of class. Steps in determining the experimental class and control class are as follows:

1. The first, the researcher provided five pieces of paper, each piece of paper contains the name of class.
2. The papers are rolled.
3. Then, the researcher shaken the rolled papers to determine both of the classes, one paper is for the experimental class and another paper is for the control class.

E. Data Collecting Technique

To know the influence of using Word Wall Media in this quantitative research, the researcher used test as the instruments to get the data through multiple choice questions. There are two kinds of test used:

1. Pre-test

Pre-test was conducted before presenting the special treatment. The material that is test related to K13 and the suitable with the students' level. It was intended to know the students' competence in using vocabulary. Pre-test are administered to the students in the control class and experimental class in order to find out the students' quality before treatment.

2. Post- test

The researcher asked the students to answer some questions. It gave after the treatment. After knowing the student's score at the post test, so the researcher can compare their scores before and after gave treatment to draw a conclusion about the used of word wall media.

F. Instrument of the Research

The research instrument is a tool to get data that used by the researcher. In this research the researcher used a test to get the data about vocabulary mastery with the noun, verb, and adjective with the topic about descriptive animal, people, and place. The test items are made based on the indicators of syllabus of English curriculum and they is gotten from course book. The specification of test for pre test and post test items.

Table 3
The Specification of Test for Pre Test After Validity Test

Aspect	Indicator	Sub-Indikator	O dd	Even	Total	Distribution	
						Odd	Even
Word Meaning	Noun	Concrete	-	1	1	-	16
		Abstract	1	-	1	11	-
		Common	1	-	1	7	-
		Countable	-	1	1	-	22
		Uncountable	1	-	1	5	-
		Proper	-	1	1	-	8
	Verb	Tansitive	1	-	1	17	-
		Intransitive	-	1	1	-	12
	Adjective	Describing Quality	1	1	2	19	4
Describing Size		1	-	1	21	-	
Word Grammar	Noun	Concrete	1	1	2	1	14
		Abstract	-	1	1	-	20
		Common	1	1	2	23	10
		Contable	-	1	1	-	6
		Uncontable	1	-	1	13	-
		Proper	-	1	1	-	18
	Verb	Tansitive	1	-	1	15	-
		Intransitive	1	-	1	9	-
	Adjective	Describing Quality	1	1	2	3	24
Describing Size		1	1	2	25	2	
Total			13	12	25	13	12
			25			25	

Based on the table 3 above, the pre test items after validity with 2 aspect : word meaning and word grammar. In aspect word meaning in subject noun are 6 items consisting of 3 even numbers and 3 odd numbers, in subject verb are 2 items consisting of 1 even number and 1 odd number, in subject adjective are 3 items consisting of 1 even number and 2 odd numbers. Besides that, in the aspect of word grammar, noun there are 8 items consisting 5 even numbers and 3 odd

numbers, in subject verb there are 2 items consisting 2 even numbers, in subject adjective there are 4 items consisting 2 even numbers and 2 odd numbers. The total of the pre test and post test items after validity are 25 items with 12 even numbers and 13 odd numbers.

Table 4
The Specification of Test for Post Test After Validity Test

Aspect	Indicator	Sub-Indikator	O dd	Even	Total	Distribution	
						Odd	Even
Word Meaning	Noun	Concrete	-	1	1	-	10
		Abstract	1	-	1	9	-
		Common	-	1	1	-	18
		Countable	-	1	1	-	20
		Uncountable	-	1	1	-	16
	Verb	Proper	1	-	1	15	-
		Tansitive	1	1	2	21	2
	Adjective	Intransitive	1	-	1	23	-
		Describing Quality	-	1	1	-	4
		Describing Size	1	1	2	3	8
Concrete		1	1	2	1	12	
Word Grammar	Noun	Abstract	-	1	1	-	6
		Common	1	1	2	19	14
		Contable	-	1	1	-	24
		Uncontable	1	-	1	11	-
		Proper	1	-	1	17	-
	Verb	Tansitive	1	-	1	13	-
		Intransitive	1	-	1	7	-
	Adjective	Describing Quality	1	-	1	5	-
		Describing Size	1	1	2	25	22
	Total			13	12	25	13
			25		25	25	

Based on the table 3 above, the pre test items before validity with 2 aspect : word meaning and word grammar. In aspect word meaning in subject noun are 6 items consisting of 4 even numbers and 2 odd numbers, in subject verb are 3 items

consisting of 1 even number and 2 odd numbers, in subject adjective are 3 items consisting of 2 even numbers and 1 odd number. Besides that, in the aspect of word grammar, noun there are 8 items consisting 4 even numbers and 4 odd numbers, in subject verb there are 2 items consisting 2 odd numbers, in subject adjective there are 6 items consisting 1 even number and 32 odd numbers. The total of the pre test and post test items after validity are 25 items with 13 even numbers and 12 odd numbers.

G. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. The highest score was 100. The score of pre-test and post-test was calculate by using the following formula:

$$S = \frac{r}{n} \times 100$$

Note : S : Score of the test

r : Total of the right answer

n : Total items⁶³

H. Research Procedure

In this research, the researcher was conducted three steps, they are as follows:

1. Planning

⁶³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 2013)

Before the researcher applying the research procedure, the researcher make some planning to run rthe application well. There were some steps that plan. The procedure of making planning of the research can be seen as follows:

a. Determining the subject

The subject of the researcher chose the eighth grade of SMP Negeri 1 Katibung South Lampung.

b. Preparing Try-out

The researcher was prepared a kind of test (called try-out test) that gave to the students. The researcher was prepared the try-out for pre-test. The total number of test 50 questions. Then, the researcher evaluate the test items to get good items that is given in pre-test and post-test.

c. Preparing Pre-test

The researcher was prepared a kind of test that gave to the students.

d. Detemining the material to be taught

The researcher was determined the material to be teacher to the students. The theme of the material about descriptive text. These material

are based on syllabus at the second semester of SMP Negeri 1 Katibung South Lampung.

e. Preparing the Post-test

The researcher was prepared a kind of test that gave to the students. The post-test gave to know the students vocabulary mastery after being given the treatment.

2 Application

After making the planning the researcher gave try-out to apply the research procedure that has already been planned. There are some steps in doing this research.

a. In the first meeting, the researcher gave the try-out

The test is multiple choice consist of 50 items with options (a, b, c, and d). Try-out test gave to evaluate the test items before uses to pre-test and post-test items.

b. In the second meeting, the researcher gave pre-test

This tes is multiple choicee with 4 options (a, b, c, and d). The number of the test items is determined by the validity and reliability analysis of the try out. It means that only the valid and reliabel test items that is uses in the pre test.

c. In the third meeting, the researcher conducted the treatment

After give the pre-test to the students, the researcher conducted the treatment in the control class and experimental class. In the control

class, the teacher conducted the treatment by using textbook, while the experimental class the researcher gave the treatment by using word wall. Both control class and experimental class were given three treatments.

d. In the last meeting, the researcher gave the post-test

The test is multiple choice with 4 options (a, b, c, and d). The number of the test items is determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that were used in the pre-test.

3. Reporting

The last point that have done in this research procedure was reporting.

They were:

- a. Analyzing the data that are already receive from try-out test.
- b. Analyzing the data that are already receive from pre-test and post-test.
- c. Making a report on findings.

I. Validity and Reliability of the Test

1. Validity of The Test

A good test is test that has validity. The test can be said valid if the instrument item can be use yo measure what should be measured.⁶⁴ In other words, a test is valid if the test can really test what needs to be test correctly.

⁶⁴Sugiyono, *Op. Cit.*, p. 173.

The researcher analysed the test from content and construct validity to measure whether the test is validity or not.

a. Content validity

Content validity is the extent to which the question on the instrument and the scores from the questions are representative of all the possible questions that could be asked about the content or skills.⁶⁵ Content validity can be found by related the material of the test with the curriculum for SMP. It means that the researcher gave the test to the sample based on the current curriculum in the school.

To got contents validity of the writing test, the researcher tried to arrange the material based on the objective of teaching in the school based on the curriculum for the eight grade of SMP Negeri 1 Katibung then the researcher consulted the instrument to the English teacher of SMP Negeri 1 Katibung, to make sure that the instrument is valid.

b. Construct validity

Construct validity is a determination of the significant, meaning, purpose, and use of scores from an instrument.⁶⁶ Construct validity is concern with whether the test is actually in line with the theory of what it means to know the language. Construct validity focus on the kind of the test that is used to measure the students' vocabulary mastery.

¹⁰John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*,(Boston: Pearson, 2012), p.618.

¹¹*Ibid.* p.618.

c. Item Validity

The researcher gave some question to know valid or not the question that give the students. The item validity calculated to measure the validity of the test items. In this researcher used *Product Moment* to calculated the data obtained from the try out to find the item validity of each item. The formula is as follows:

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

Keterangan:

r_{xy} = Correlation coefficien between variabel x and variabel y

N = number of cases

$\sum xy$ = number of multiplication between score x and score y

$\sum x$ = all of the score x

$\sum y$ = all of the score Y.⁶⁷

It is known that if the significance level is 5% if the result of the calculation is obtained $r_{hitung} \geq r_{tabel}$ m hen it is said that the item number has been significant or valid. If $r_{hitung} \leq r_{tabel}$ then the item is not significant or invalid..Interpret the r_{xy} correlation coefficient. The r_{xy} value is the correlation coefficient value of each item

⁶⁷ *Ibid*, h. 87

before the question is correlated, then the corrected item-total correlation coefficient is searched with the following formula:

$$r_{x(y-1)} = \frac{r_{xy}S_y - S_x}{\sqrt{S_y^2 + S_x^2 - 2r_{xy}(S_y)(S_x)}}$$

Note:

x_i : The value of the respondent's answer from the question item

y_i : The total value of the respondent

r_{xy} : Correlation coefficient on item before corrected

S_y : Total standard deviation

S_x : Standard deviation of item

$r_{x(y-1)}$: *Corrected item-total correlation coefficient*

$r_{x(y-1)}$ will be compared with correlation coefficient table $r_{table} = r_{(a,n-2)}$.

If $r_{x(y-1)} \geq r_{table}$, then the instrument is valid.⁶⁸

2. Reliability of The Test

Arikunto says that reliability show that an instrument can be believe to be use as a tool of data collecting technique when the instrument is good

⁶⁸Novalia and Muhamad Syazali, *Olah Data Penelitian Pendidikan*, (Bandar Lampung:Aura,2014), p.38

enough.⁶⁹

A test is reliable if the test is able to give constant result even though the test give repeatedly to the same individuals or sample. In addition, Sugiyono states that the reliable instrument which is if use to measure the same object for some times will result same data.⁷⁰

To got the reliability of the test, the researcher used *Cronbach Alpha* reliability. The score got from two raters; they were the researcher and the English teacher. To see the reliability of the test, the researcher used formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

r_{11} : The reliability of the test

k : The total items,

V_t : The total variants

$\sum pq$: Sum of p x q

P : Total of the students' who get right in the test

q : Total of the students who get wrong in the test ($q = 1-p$)⁷¹

⁶⁹Suharsimi Arikunto, *Op. Cit.*, p. 221.

⁷⁰Sugiyono, *Loc. Cit.*

⁷¹Novalia and Muhamad Syazali, *Op. Cit.*, p. 39

Furthermore, to know the degree or the level of the reliability of writing test the writer also use the criteria of reliability as follows:

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low⁷²



3. Data Analysis

a. Fulfilment of The Assumptions

The data gain is statistically analyz by using Strategy and steps as the following.

b. Normality Test

The normality of the test is used to measure whether the data in experimental class and control class are normally distributed or not. In this research the researcher used statistical computation by using SPSS

⁷²*Ibid*, p. 311

(Statistical Package for Social Science) for normality. The test of normality employed are Kolmogorov- Smirnov and Shapiro Wilk thus, the result of the test should be ≥ 0.05 .

The hypothesis for the normality test are formulated as follows :

H₀: The data are normally distributed.

H_a: The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis normality test are as follows:

H₀: is accepted if $\text{Sig} > \alpha = 0.05$

H_a: is accepted if $\text{Sig} < \alpha = 0.05$

c. **Homogeneity Test**

After the researcher gets the conclusion of normality test, the researcher was do the homogeneity test in order to know whether the variance data is homogeneous or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science). The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity tests are formulated as follows :

H₀ : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity test are as follow:

H_0 is accepted if $\text{Sig} < \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

J. Hypothesis of Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. 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 for practicality and efficiency in the study.

The hypotheses formulas are:

H_a : There is a significant influence of word wall media towards the students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 1 Katibung South Lampung in the Academic Year of 2018/2019.

H_0 : There is no a significant influence of word wall media towards the students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 1 Katibung South Lampung in the Academic Year of 2018/2019.

While the criteria of hypothesis are:

H_0 is accepted if $\text{Sig} < \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Data Collection

1. Data of Pre Test

a. Control Class

The pre-test was administered on August 13th for class VIII A. It was the first meeting where the reseacher conducted pre-test in order to know the students' vocabulary mastery before the treatment. The minimum score was 32 and the maximum score was 56. There were 3 students who got the score 56, 1 student who got the score 32, 26 students who got the score lower than 56. The mean of the pre-test was 46,4. (See appendix 18).

b. Experimental Class

The pre-test was administered on August 14th for class VIII C. It was the first meeting where the reseacher conducted pre-test in order to know the students' vocabulary mastery before the treatment. The minimum score was 40 and the maximum score was 60. There were 4 students who got the score 40, 3 students who got the score 60, 23

students who got the score lower than 60. The mean of the pre-test was 50,46. (See appendix 19).

2. Data of Post Test

a. Control Class

The post-test was administered on September 10th for class VIII A. The researcher conducted post-test in order to know the students' vocabulary mastery after the treatment. The minimum score was 60 and the maximum score was 68. There were 13 students who got the score 60, 5 students who got the score 68, 12 students who got the score lower than 68. The mean of the post-test was 62,93. (See appendix 18).

b. Experimental Class

The post-test was administered on September 12th for class VIII C. The researcher conducted post-test in order to know the students' vocabulary mastery after the treatment. The minimum score was 64 and the maximum score was 80. There were 3 students who got the score 64, 2 students who got the score 80, 25 students who got the score lower than 80. The mean of the post-test was 71,93. (See appendix 19).

3. Combined Data of Pre Test and Post Test

Based on the result of 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 46,4 and in the post-test was 62,93

while the mean of pre-test score of experimental class was 50,46 and in the post –test was 71,93. 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 score of the students' vocabulary mastery that were tested in pre-test can be see in Figure 1 and Figure 2.

Figure 1

Graphs of Pre-Test Result in Control Class

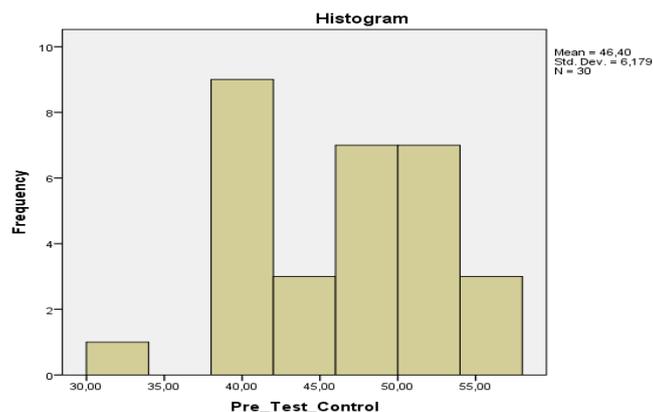
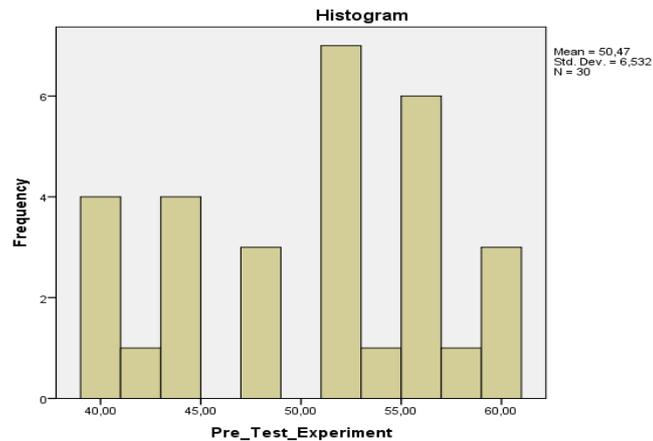


Figure 2
Graphs of Pre-Test Result in Experimental Class



From the figures above, the result of pre-test in control class showed that the score of pre-test in control class was N was 30, mean was 46.40, standard deviation was 6.179, median was 48, variance was 38.180, the highest score was 56 and the lowest score was 32.

While the result of pre-test in experimental class showed that the result of N was 30, mean was 50.47, standard deviation was 6.532, median was 52, variance was 42.671, the highest score was 60 and the lowest score was 40. It can be concluded that the result of mean score pre-test in control and experimental class was low.

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 Post-Test Result in Control Class

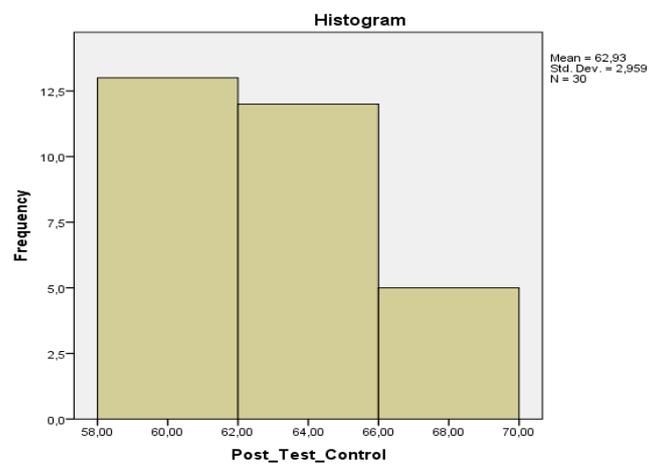
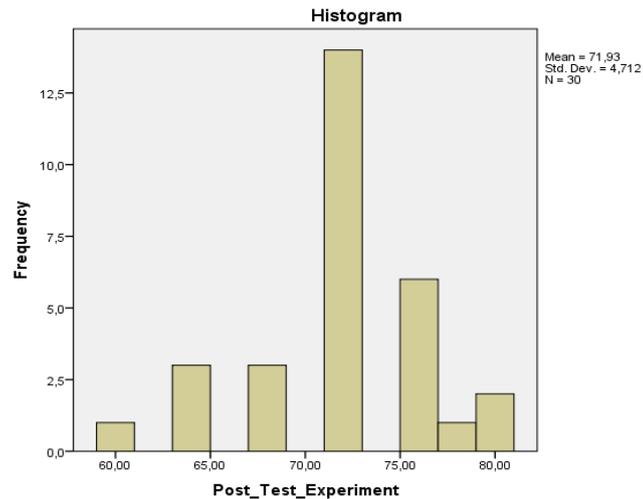


Figure 4

Graphs of Post-Test Result in Experimental Class



From the figures above, the result of post-test in control class showed that the score was N was 30, mean was 62.93, standard deviation was 2.958, median was 64, variance was 8.754, the highest score was 68 and the lowest score was 60.

While, the result of post-test in experimental class showed that the result of N was 30, mean was 71.93, standard deviation was 4.711, median was 72, variance was 22.20, the highest score was 80 and the lowest score was 64. So, the result post-test in experimental class was very significant.

It can be seen from result of means, from pre-test was 46.40 became 62.93 in post-test. But in experimental class the result of means was 50.46 in pre-test and post-test was 71.93. It can be concluded that the score in experimental class increased and the score in control class did not increase.

3. The Result of Normality Test

The researcher did her 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 Sig. (ρ_{value}) $>$ $\alpha = 0.05$

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

Table 5
The Normality Test of Experimental and Control Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	,158	30	,054	,937	30	,077
Control	,195	30	,005	,907	30	,012

a. Lilliefors Significance Correction

Based on the Table 5, it can be seen that Sig (ρ_{value}) in the table of Kolmogorov-Smirnov was 054 and $\alpha = 0.05$. It means that Sig (ρ_{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 experimental and control class.

4. The Result of Homogeneity Test

The researcher did her normality test to know whether the data is homogeneous or not. The hypothesis for the homogeneity test are formulated as follow:

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 follow:

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

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

Table 6

The Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,003	1	58	,958

Based on the Table 6, it can be seen that Sig (ρ_{value}) based on mean was 958 and $\alpha = 0.05$. It means that Sig (ρ_{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. (See appendix 18 and 19).

5. The Result of Hypothetical Test

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

The hypotheses were :

Ha : There is a significant influence of word wall media towards the

students' vocabulary mastery at the first semester of the eighth

									Lower	Upper
Score	Equal variances assumed	,849	,361	8,860	58	,000	9,00000	1,01581	6,96663	11,03337
	Equal variances not assumed			8,860	48,792	,000	9,00000	1,01581	6,95843	11,04157

Based on the result obtained in the table above, it is clear that value of significant generated Sig. (ρ_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.361, and $\alpha = 0.05$. It means that Sig. (ρ_{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 media on the students' vocabulary mastery at the first semester of the eighth grade students' of SMP Negeri 1 Katibung Lampung Selatan in the Academic Year 2018/2019.

C. Discussion

The researcher result has shown that there was significant influence of using Word Wall Media on the students' vocabulary mastery. From the result above, it can be seen that the average score of students' descriptive text that were taught by using Word Wall Media was higher than those who are taught by using textbook.

After 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 46.40 and the average score of experimental class was 50.46. 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 textbook 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 control was 62.93 and the average score in the experimental class was 71.93.

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

Therefore, learning vocabulary would be more effective and would make the students be more active in the class if the teacher used helpful and interesting media. Due to use word wall media 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 media in teaching vocabulary seemed to be applicable at the first semester of the eighth grade of SMP Negeri 1 Katibung Lampung Selatan. 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 Media has significant influence towards students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After conducting the research and analyzing the data, the researcher drew a conclusion as follows: There is a significant influence of word wall media towards 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's assumption is true that is to say, word wall media can give a significant influence to improve students' vocabulary mastery.

It can be seen from the scores achieved by those students in which they got higher scores after the researcher gave the treatment by word wall as a media in teaching vocabulary. It could be showed by a mean score of pre-test in experimental class was 50.46 and post-test in experimental class was 71.93 and the mean score of pre-test in control class was 46.40 and the mean score of post-test in control class was 62.93. It showed that the students' pre-test and post-test score in experimental class were higher than students' post-test score in control class.

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 first semester of eighth grade students at SMP Negeri 1 Katibung Lampung Selatan in the academic year 2018/2019.

B. Suggestion

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 Negeri 1 Katibung Lampung Selatan.
- 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 students 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 media to increase students' vocabulary mastery. The other researchers can apply Word Wall media to increase students' mastery to writing 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 media to help students of junior high school. The next researcher can do it in the different level.

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