

**THE IMPLEMENTATION OF WORD WALL MEDIA TO IMPROVE
STUDENTS' VOCABULARY MASTERY AT MTS AL-HIKMAH
BANDAR LAMPUNG**

(Undergraduate Thesis)

By

Raudhah Diara Putri

1813042003



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2022**

ABSTRACT

THE IMPLEMENTATION OF WORD WALL MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTS AL-HIKMAH BANDAR LAMPUNG

By

Raudhah Diara Putri

The purposes of this research are to find out significant improvement of students' vocabulary achievement and students' responses through the implementation of the Word Wall media. It was conducted in the first year of Mts Al Hikmah. The sample of this research is class VII E which consisted of 24 students. This research was done in five meetings. In the first meeting, the class started by giving the pre-test. In the following meeting, the researcher gave three meetings of treatments. The posttest and the questioner were given in the last meeting. The researcher used one group pre-test and post-test design; vocabulary tests and questionnaire were used to obtain the data. The data were analyzed by using the Repeated Measure T-test with a significance level of 0.05. The results show that there is a significant difference in students' vocabulary mastery after being taught through Word Wall media by comparing their scores from the pre-test to the post-test. It could be seen from the computation that the t-value (16.431) is higher than the t-table (2.064). It indicates that there is a significant difference of students' vocabulary mastery. This result proves the Word Wall media could be an effective way to help the students' vocabulary achievement.

Keywords: *vocabulary mastery, word wall media, response*

**THE IMPLEMENTATION OF WORD WALL MEDIA TO IMPROVE
STUDENTS' VOCABULARY MASTERY AT MTS AL-HIKMAH
BANDAR LAMPUNG**

By

Raudhah Diara Putri

Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2022**

Research Title : **THE IMPLEMENTATION OF WORD WALL MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTS AL-HIKMAH, BANDAR LAMPUNG**

Student's Name : **Raudhah Diara Putri**

Student's Number : **1813042003**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



APPROVED BY
Advisory Committee

Advisor

Prof. Dr. Cucu Sutarsyah, M.A.
NIP 19570406 198603 1 001

Co-Advisor

Khairun Nisa, S.Pd., M.Pd.
NIK 231804921003201

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 19640106 198803 1 001

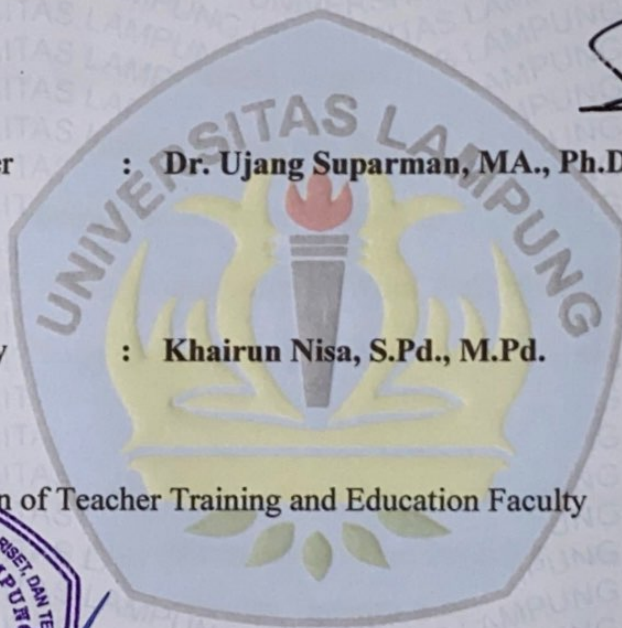
ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A.**

Examiner : **Dr. Ujang Suparman, MA., Ph.D.**

Secretary : **Khairun Nisa, S.Pd., M.Pd.**



[Handwritten signatures of Prof. Dr. Cucu Sutarsyah, M.A., Dr. Ujang Suparman, MA., Ph.D., and Khairun Nisa, S.Pd., M.Pd.]

2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.
NIP. 19620804 198905 1 001

Graduated on: August 30th, 2022

LEMBAR PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Raudhah Diara Putri

NPM : 1813042003

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : The Implementation of Word Wall Media to Improve Students'
Vocabulary Mastery at MTs Al Hikmah, Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 19 Agustus 2022

Yang membuat pernyataan,



Raudhah Diara Putri

NPM. 1813042003

CURRICULUM VITAE

Raudhah Diara Putri was born in Bandar Lampung on March 6th, 2000. She is the fourth child of four children. Her father, Prof. Dr. H. Bujang Rahman. M. Si. is a civil servant, and her mother, Drs. H. Diana Dewi is a civil servant. She has two sisters named Rahmah Dianti and Rosydalina Putri. Also, she has a brother named M. Riyadhi Saputera.

She started her study at kindergarten for two years before going to elementary school. Then, she went to SD Al-Kautsar, Bandar Lampung 2006. She graduated in 2012 and continued to junior high school at Al-Kautsar, Bandar Lampung. During her time in the junior high school, she actively in PMR extracurricular. In 2015, she continued her study to senior high school at Al-Kautsar, Bandar Lampung. She joined an art extracurricular. She was selected for the dance division when she was in eleventh grade. After graduating from Al-Kautsar Senior High School, she applied to study at Lampung University and was accepted as a student in English Education Study Program through SNMPTN.

She enjoyed her experience during Community Service Program (KKN) at Kelurahan Labuhan Ratu Raya and the Teaching Practice Program (PLP) at SMK 1 Bandar Lampung in 2021. It was meaningful experience for her. To complete her study, and she undertook research related to the implementation of word wall media to improve students' vocabulary to junior high school students at MTs Al-Hikmah, Bandar Lampung.

MOTTO

“Success is going from many failures without losing spirit”

DEDICATION

By the name of Allah Subhanahu Wa Ta'ala who blesses the researcher's life, she would like to proudly dedicate this script to all teachers and students who survive to improve the education in Indonesia, her almamater – Lampung University, her lecturers in English Education Study Program, beloved parents, sisters, brother, big family, friends, and also to myself.

ACKNOWLEDGEMENT

Alhamdulillah *rabbil'alaamiin*, all praise is mere to Alloh SWT, the Almighty God, for the blessing so that the author could accomplish this undergraduate thesis entitled “The Implementation of Word Wall Media to Improve Students’ Vocabulary Mastery at MTs Al Hikmah, Bandar Lampung”. Invocation and greetings may be poured out on the Prophet Muhammad SAW, his family, and his disciples. May Alloh bless them and give them peace. This work is submitted as one of the requirements for the Bachelor’s Degree in Teacher Training and Education Faculty, University of Lampung.

The author gratefully acknowledges all of their direct assistance and support in finishing this work and their willingness to give up their time and give suggestions. So, to express her gratitude and admiration, the author is grateful to:

1. Prof. Dr. Cucu Sutarsyah, M.A., her first advisor, who has led and provided valuable and continuous guidance, as well as encouragement in making and completing this script.
2. Khairun Nisa, S.Pd., M.Pd., her second advisor, who has given dexterous assistance, worthwhile suggestion, and evaluation. A genuine thankfulness for her patience and kindness in guiding the author to complete this script.
3. Dr. Ujang Suparman, MA, Ph.D., as the examiner for his kindness, willingness to provide constructive suggestions and feedback, useful guidance, as well as for his precious time.
4. Dr. Feni Munifatullah, S.S., M.Hum., as chairperson of the English Education Study Program for her contribution and attention.
5. All the outstanding lecturers and staff in English Department.

6. Her precious parents, Prof. Dr. H. Bujang Rahman, M.Si. and Drs. Hj. Diana Dewi thank you for your love, support, prayer, and everything you give me all the time.
7. Her beloved sisters, Rahmah Dianti, Rosydalena Putri, her brother M. Riyadhi Saputera, brother-in-law M. Ahadi Nouvan, Wisnu Juliono, her sister-in-law Nuris Sanida and her adorable nephew Rava, Rafi, Fakhri, Adhiva, for their guidance, support, love, and prayers.
8. Beloved family, for your support and prayer.
9. Big family of MTs Al-Hikmah Bandar Lampung, especially Mrs. Siti Masyithah, M.Pd., as the head of MTs Al Hikmah, and junior high school students of MTs Al Hikmah for the cooperation during the research process.
10. A special one, Fadel A'la An-Nasher, who is never tired of hearing her complaints, always supports and accompanies her even from afar, comforts her patiently, with love.
11. Her favorite human diary, Devi Miradona Putri, who always tries to be there when she needs it and gives advice when she is stuck. Thank you for always being there through the ups and downs. She is very grateful to have you.
12. UI Ngantuk Squad, Arnita Annisa Belly, Celiacika Gustisiwi Puteri, Zhavira Shofwan, Sefira Sefriadi, Faiza Istifa Pirka for being supportive and attentive buddies. Endless thanks for the wondrous times, stories, laughter, and tears that will never be forgotten. You guys are the best.
13. Her beloved best friends, Bela-Bela, Dona, Sabil, Selvi, Dhai, Nova, Peem, Dinda, Cimey, and Lia for being supportive and attentive buddies. Thank you for always beside her and given a rainbow in her life.
14. PDIP Squad, Yasmin Safira Adhani, M. Zahro Wardah, Dendiaz Wira, Dzaki Martadho, Abdullah Al Mubarak, M.Almynadi Lihawa, Aditya Syahputra who never got tired in supporting the writer to finish her study. Eternal gratitude for the ups and downs they had together throughout these four years.

15. Her friends in English Department, especially class A, for uncountable help and support. Her college life could not be more amazing.

Finally, the author believes that her work is still far from perfection. There might be weaknesses in this research. Therefore, comments and suggestions are always acceptable for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers, and to those who want to conduct further research.

Bandar Lampung, 19 August 2022

The author,

Raudhah Diara Putri

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENTS.....	vi
LIST OF TABLES	viii
LIST OF APPENDICES	ix
I. INTRODUCTION.....	1
1.1 Background	1
1.2 Research Question.....	5
1.3 Objectives of The Research.....	5
1.4 Uses of The Research.....	6
1.5 Scope of The Research.....	6
1.6 Definition of Terms	6
II. THEORITICAL FRAMEWORK	8
2.1 Vocabulary	8
2.2 The Importance of Vocabulary.....	9
2.3 Types of Vocabulary	10
2.3.1 Content Words.....	10
2.3.2 Function Words	16
2.4 Word Wall.....	17
2.4.1 The Characteristics of Word Wall.....	18
2.4.2 The Advantages of Using Word Wall	19
2.5 Teaching Media.....	19
2.5.1 The Advantages of Teaching Media.....	21
2.6 Students' Appraisal	25
2.7 How to Investigate Students' Appraisal.....	26
2.8 Hypothesis.....	26
III. METHODOLOGY.....	27
3.1 Research Design.....	27
3.2 Population and Sample.....	28

3.3	Data Collecting Techniques	28
3.4	Research Instrument	29
3.5	Validity	29
3.6	Reliability	31
3.6.1	Realiability of The Test	32
3.6.2	Reliability of the Questionnaire	33
3.7	Level of Difficulty	33
3.8	Discrimination Power	35
3.9	Procedures of Data Collecting Technique	36
3.10	Procedure of Data Analysis	38
3.11	Hyphothesis Testing	39
IV.	RESULTS AND DISCUSSIONS	41
4.1	The Implementation of Word Wall Media in Teaching Vocabulary	41
4.1.1	The Result of Pre-Test	42
4.1.2	The Result of Post-Test	43
4.1.3	The Differences of Students' Vocabulary Mastery	44
4.1.4	The Result of Hypothesis Testing	45
4.2	Result of Students' Appraisal Questionnaire of Learning Vocabulary through Word Wall media	46
4.3	Discussion Findings	47
4.3.1	The Improvement and the Significant Difference on Students' Vocabulary Achievement through Word Wall Media	48
4.3.2	Students' Appraisal toward the Implementation of Word Wall Media in Teaching Vocabularies	49
4.4	The Weaknesses of the Research	50
V.	CONCLUSIONS AND SUGGESTIONS	52
5.1	Conclusions	52
5.2	Suggestions	53
	REFERENCES	54
	APPENDICES	57

LIST OF TABLES

Table 3.1 Reliability of Questionnaire	33
Table 3.2 Level of Difficulty of Try-Out Test	34
Table 3.3 Discrimination Power of Try-Out Test	36
Table 4.1 Distribution of Student's Score in the Pre-Test	43
Table 4.2 Distribution of Student's Score in the Post-Test.....	44
Table 4.3 Differences in Students' Vocabulary on Pre-test and Post-test	45
Table 4.4 Mean Scores of Pre-Test and Post-Test	45
Table 4.5 The Differences of Students' Vocabulary Achievement	46
Table 4.6 Results of the Questionnaire	47

LIST OF APPENDICES

Appendix 1. Vocabulary Test (Pre-Test)	58
Appendix 2. Lesson Plan	66
Appendix 3. Questionnaire of Response.....	78
Appendix 4. Reliability Analysis of Upper and Lower Group Try-Out Test	80
Appendix 5. Reliability Analysis of Try-Out Test.....	81
Appendix 6. Reliability of The Half and Whole Try-Out Test.....	82
Appendix 7. Difficulty Level and Discrimination Power of The Try Out Test....	83
Appendix 8. The Results of Students' Pre-Test and Post-Test Score	84
Appendix 9. Frequencies Table of Pre-Test.....	85
Appendix 10. Frequencies Table of Post-Test	86
Appendix 11. The Difference of Students' Vocabulary Achievement	87
Appendix 12. T-Table	88
Appendix 13. Result Score of Questionnaire.....	89
Appendix 14. Student's Answer Sheet.....	91
Appendix 15. Student's Questionnaire	95
Appendix 16. Documentation	97
Appendix 17. Research Permit Letter	98
Appendix 18. A reply Letter	99

I. INTRODUCTION

1.1 Background

English is a language which is spoken by most people in the world. English is an important language that most of people from various countries use English as an international language to communicate with each other, and also as a media to connect the knowledge, business, technology, and also education. The learners need to master four language skills, there are reading, listening, writing, and speaking. Besides that, they also have to master important factors, such as grammar, vocabulary, and pronunciation (Allen, 1997).

Vocabulary is important factor in all language teaching and learning (Allen, 1997:149). Without sufficient vocabulary, the learners will have difficulties to know the idea of what people say and to express their feeling in communication as well as read. On the other hand, if they have a lot of vocabulary, they can develop their ability in English language. David Wilkins in Thornburry (2002:13) state states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first mastery that the student must learn is vocabulary.

Haycraft (1978, p.8) states there are various skills in mastering language, that is, listening (understanding the spoken language), reading (understanding the written

language), speaking and writing. On the another hand, before the students learn four skills, the students should learn vocabulary first. Because the students will misunderstand if they do not know the meaning of the word. So, the vocabulary is to support of four language skills.

When the students communicate by using English language, they need not only grammar and clear pronunciation but also vocabulary. The learners who had low vocabulary mastery will have difficulty in understanding the text, unable speak English well and difficult to write their own idea.

According to Nunan (2015), one of the challenges for learners in learning English is that many English words can fulfill more than one function. Manik and Christiani (2016) stated that in order to support students' English skill, the learners need to master enough vocabulary. Furthermore, Alqahtani (2015) states that vocabulary mastery is an individual's great skill in using words of a language. Vocabulary development can be done by using an interactive word wall that strategically targeting academic vocabulary and student output.

Teaching vocabulary is not only presenting the words to the learners, but it also needs reinforcement activities as well as to increase the learners' motivation in learning vocabulary for example games, songs, pictures, etc. Teaching vocabulary is not simple, the teacher should give more pay attention to the most effective and interesting media for teaching English vocabulary. Media is a tool that can convey information and support English teaching-learning activity effectively (Sudiran, 2014). For students, it cannot be apart from the fact that really needs happiness

beside their seriousness to study in the school. So that, media can be a method to learn something that make them feel happy and interest.

They actually learn vocabulary without any burden. One of the media that can be used to teach vocabulary is Word Wall. According to Copper & Kiger (2003), cited in Jasmine, Schiels (2009), word wall is a collection of words that arranged in high-frequency appropriate sight, word wall can be classified into groups or categories, and is located on the wall of a classroom for learners to easily see and learn. There are words printed in a large font so that they are easily seen from all learners seating areas. The advantages media is they will learn vocabulary by what they hear and read, the learners unsuspected also learning listening and reading from the teacher teach. They also enjoy it from the word that the teacher brings to make sentences. Teaching vocabulary using word wall media will help the learners to enrich their vocabulary because it is very easy to use in the class and the students easy to remember vocabulary in learning English.

Concerning word wall media, there is previous research that was conducted by Nur Aeni Kasim in SMPN 26 Makasar with the title Increasing the Students' Vocabulary Mastery by Using Word Wall Media proved that word wall media effectively and successfully improved students' vocabulary.

MTs Pondok Pesantren Al Hikmah an Islamic educational institution which lies in a strategic location in Bandar Lampung City, precisely on Jalan Sultan Agung Gang Raden Saleh Number 23 Way Halim, Kedaton, Bandar Lampung. The main advantage of MTs Al Hikmah is that it is a *madrassa* that uses the Boarding School System. The vision is to be strong in faith, do good with knowledge and good in

achievement. Its mission is to prepare students who are faithful and pious, to foster students who are obedient to worship and have good morals, to realize pious and amil students, to foster students to develop their potential, to prepare students who are smart, creative, competitive, and independent. The reason why researcher chose this school was because of the problems faced by the teachers at the school, namely the lack of motivation and student learning outcomes, so that researchers were interested in conducting research.

Based on interview that the writer was obtained to get information from the English teacher, that conducted on September at MTs Al Hikmah, Bandar Lampung, it was found that many students had difficulties in learning Vocabulary. The teacher said that during teaching and learning process, the students got problems to understand the words. The students had low vocabulary mastery. They also got problem to spell the words. Based on those problems, the researcher is interested to conduct research in order to improve students' vocabulary mastery.

In order to give the students more practices to get good process and have good vocabulary mastery in learning process. The researcher needs to use suitable media to improve students' vocabulary mastery. Media for teaching vocabulary is defined as a tool that is used by the teacher to teach vocabulary.

The writer tried to apply effective media like word wall media. Cronsberry (2004) stated that word wall is a group of words that are displayed on wall, bulletin board, chalkboard in a classroom. According to Callella (2001) word wall media has some advantages: First, provides a visual for students that helps them

remember connection between words. Second, serves as an important tool for helping students learn to read and spell new words. Third, developing student independence. Fourth, promote reading and writing. The last, holds learners responsible for spelling certain words correctly every time.

The purposes of this study are to describe the use word wall that can be the effective media to improve vocabulary mastery, and to collect some information relating to the use of word wall. Moreover, it is also to find out what grade of education can apply word wall media. This research is expected to contribute as an additional source or information the using word wall media to improve English vocabulary mastery and shows that word wall media can be applied at the Elementary School level until the Senior High School level.

1.2 Research Question

On the basis of the background, there are two research questions are formulated,

- 1) Is there any difference of students' vocabulary mastery after being taught by using word wall media,
- 2) What is the students' appraisal towards the process of teaching vocabulary through word wall media.

1.3 Objectives of The Research

The aims of this research are to find out and to investigate students' vocabulary whether there is any significant difference of the students' vocabulary mastery after being taught by using word wall, and to find out students' appraisal through word wall media.

1.4 Uses of The Research

In relation to the research questions and objectives, the uses of the research are:

- 1) The result of this research is expected to support previous theories dealing with improving students' vocabulary mastery through word wall technique.
- 2) The result of this research is expected as an information and reference to English teacher in order to choose the suitable technique in teaching vocabulary.

1.5 Scope of The Research

This study is quantitative research. The research is focused on the improvement of students' vocabulary mastery after being taught the implementation of word wall technique in order to find out whether there is any significant improvement of the students' vocabulary.

1.6 Definition of Terms

In order to specify the topic of the research, the researcher provides some definitions of terms related to the research. These are some terms, which are related to the research:

Vocabulary

According to Hornby (1995), vocabulary is the total number of words in a language; vocabulary is a list of words with their meaning.

Word Wall

According to Cronsberry (2004: 3), a word wall could be a cluster of words that area unit displayed on a wall, bulletin board, check board, or white board in school room.

Implementation

According to Mayers et al (2012), implementation is defined as a specified set of activities desgined to put into practice an activity or program of known dimensions.

II. THEORITICAL FRAMEWORK

2.1 Vocabulary

Vocabulary has important role in all language learning, especially in English language learning. Vocabulary is a word or group of words that have specific meanings. Vocabulary cannot be separated from language because language itself is built up by vocabulary. By mastering vocabulary people can communicate each other. According to Byrne (1976:10) in order to communicate effectively, the learners need an adequate mastery of vocabulary. Vocabulary is one of the important components in learning English, because it has a very big influence on four skills in learning English, there are speaking, listening, reading, and writing. Mastering vocabulary will affect a person's ability to use language both in spoken and written form. Have a good vocabulary mastery will help students to be successful in their English learning.

Furthermore, according to Barnhart (2008: 697) vocabulary is a set of words used by person, class of people, profession, etc. which has connected with language function as media of communication. Richards (2002:255) states vocabulary is the core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. It means that learning vocabulary is not only memorizing the words but also understanding the meaning. Richards and Schmidt (2002: 580) state that vocabulary is a set of

lexeme, including single words, compound words, and idioms. So, mastering vocabulary needs some efforts to be seriously done in order to get maximum results.

2.2 The Importance of Vocabulary

Vocabulary is very important because it is the basis for the development of all the other skills in language learning. We can use it to express our thoughts and ideas, share information, and, understand what people are saying. According to Sutarsyah (2021), the selection of the most important vocabulary is very important in English language teaching. Besides that, vocabulary learning is an essential point in language acquisition as the meanings of new words are very often emphasized.

According to Nunan (1991), to master English well, students must mastery English vocabulary. The acquisition of an adequate vocabulary is crucial to the successful use of a second language because without an extensive vocabulary, learners will not be able to use the structures and functions they may have learned for comprehensive communication. Also, Alemi and Tayebi (2011: 81), vocabulary is the basic component of language proficiency which provides the basic for learners' performance in the both productive and receptive skills of language.

2.3 Types of Vocabulary

In English, there are some types of vocabulary. Hatch and Brown (1995) classify vocabulary into two types, there are;

1. Receptive Vocabulary

Receptive vocabulary is word that the students recognize and understand when they occur in a context, but which they cannot produce correctly.

2. Productive Vocabulary

Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

Productive vocabulary can be addressed as an active process, because the students can produce the words to express their thought to others.

2.3.1 Content Words

Content words are words that have meaning and give necessary information to understand a language. Hatch and Brown (1995:218) state that vocabulary can be divided into two groups in connection to its function. The first group consists of nouns, verbs, adjectives, and adverbs or large vocabulary, meanwhile the second group consists of pronouns, prepositions, conjunctions, and interjections that are also known as small vocabulary. This research focused only on the content vocabulary since nouns, verbs, adjectives, and adverbs have been categorized as the basic words which are used to increase the students' achievement of vocabulary.

Hatch and Brown (1995:218) says that terms used to classify words based on their functional categories are called parts of speech, which include nouns, verbs, adjectives, and adverbs.

1. Nouns

According to Hatch and Brown (1995:219), a noun refers to a person, place, or thing. Frank (1972: 6-10) states, nouns types are classified into two kinds meaning-based and form-based classifications. Meaning-based classification consists of four noun types. There are proper nouns, concrete or abstract nouns, countable or non-countable nouns, and collective nouns. Meanwhile, form- based classification consists of one noun type, noun compounds. Noun allows us to communicate about things or ideas around us. without nouns, we would quite difficult to communicate with other people. This research focused only on the proper nouns, abstract nouns, countable nouns, and uncountable nouns.

- Proper Nouns

Proper noun is a word that used to specifically denote a person, place, thing, and animal. Usually start writing this word using a capital letter.

Example: Indonesia, Orange, Cat, etc.

Indonesia is a very wonderful country.

- Abstract Nouns

Abstract noun is a type of noun that are not concrete, in other word it is cannot detect by our physical senses.

Example: opinion, ability, idea, wisdom, etc.

The fact is, Dona can't cook.

- Countable Nouns

Countable noun is things that we can count using numbers. This noun has both singular and plural forms.

Example: book, pen, bag, etc.

You need four eggs to make a cup cake.

Uncountable Nouns

Uncountable noun is things that we cannot count using numbers.

Example: sugar, water, air, love, etc.

I love you more than you know.

- Collective Nouns

Collective noun refers to a group of people or things.

Example: society, class, club, etc.

Tata's team won the competition.

a) Verbs

Verb is a word that describe an action, existence, experience. Verb is show what subject is doing. Verb is important because one of the main components of a sentence. According to Hatch and Brown (1995: 222) verbs are a word that indicates action. Greenbaum and Quirk (2003) defined verb are as one of parts in clause structure and as a part of word class. This research focused only on the ction verbs.

- Action Verbs

Action Verb or often referred to as Dynamic Verb is defined as a verb that describes the action of the subject in the sentence. Action verbs are used to deliver important information in a sentence. These verbs a main role in grammar and

indicates to the reader what action the subject is performing in the sentence. Verbs that are classified as action verbs include those that state activity (activity), process (process), and momentary action (short duration of action).

Example: call, bake, eat, drink, act, etc.

He plays football every Sunday with his team.

- Linking Verbs

A linking verb connects the subject of a sentence with a word that gives information about the subject, such as a condition or relationship. The most common linking verb is the verb 'to be.'

Example: is, are, am, were, was, etc.

become, feel, smell, etc.

I am a teacher.

The perfume smells so strong.

- Helping Verbs

Helping verbs are also known as “auxiliary verbs”, helping verbs serve to help explain and emphasize the meaning of the main verb (main verb). That action happened in the past or is happening in the present or will happen in the future.

Example: has, have, had, am, was, were, is, are, etc.

We have done our best.

b) Adjectives

Adjectives are words that describe the qualities of noun in a sentence. Adjectives give learners more specific information about an object. This guide will help us to understand their function, so we can use them effectively in communication. This research focused only on the adjectives of quality and adjectives of quantity.

Types of Adjectives

- Adjectives of Quality

Adjectives of quality is used in the sentence to express the kind, degree, or quality in something.

Example: good, happy, worthy, etc.

She is an honest girl.

- Adjectives of Quantity

Adjectives of quantity is an adjective that used to indicate the amount of an item or object that cannot be counted.

Example: some, most, much, etc.

We don't have much time.

- Demonstrative Adjectives

Demonstrative adjectives is that identifies a noun or pronoun by expressing its position in time or space.

Example: this, that, those, and these.

That girl is diligent.

- Interrogative Adjectives

Interrogative adjectives is that used with nouns to ask questions.

Example: Which genre do you like the best?

Whose book is this?

- Possessive Adjectives

Possessive Adjectives is adjectives that used to show ownership of a noun.

Example: my, your, his, her, etc.

This is my pen.

c) Adverb

An adverb is a word used to describes or modifies verbs, adjectives, clauses, and other adverbs. One of the sentence elements used to qualify or determine a verb is an adverb. Adverbs give the important information required for understanding and telling how, when, or where something is done. According to (Gorys Keraf, 1984: 74), an adverb is a word of group words which has function to explain a verb, adjective of adverbs which also has a function in a sentence. This research focused only on the adverbs of manner, adverbs of time, and adverbs of frequency.

Types of Adverbs

- Adverbs of Manner

An adverb that describes how something is done and how something happens.

Example: slowly, loudly, beautifully, etc.

His drives his car carefully.

- Adverbs of Time

An adverb of time tells us when something happened, as well as how long and how often.

Example: yesterday, today, now, etc.

I communicated with him five months ago.

- Adverbs of Place

An adverb that is used to indicate the position or place where the things happened.

Example: anywhere, there, here, etc.

Nadira is sitting close to me.

- Adverbs of Frequency

An adverb that describes the frequency or intensity of an activity happens.

Example: always, usually, often, etc.

I always have breakfast.

According to the explanation above, it can be summarized that vocabulary is an important role in language learning. Especially for English language learning in mastering four language skills in English such as reading, speaking, listening and writing. To communicate effectively, the learners need sufficient mastery of vocabulary. Because, if the learners had low vocabulary mastery will be difficult in understanding the text, unable speak English and difficult to write their own idea.

2.3.2 Function Words

Function words are used to stitch content words together and to connect important information. Function words are important for understanding, but they add little in meaning beyond defining the relationship between two words. Function words which include: auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

- *Auxiliary verbs* are used to establish the tense.

For example: is, am are, was, were, have, has, do, will

- *Prepositions* show relationships in time and space.

For example: in, at, between, under, over

- *Articles* show something specific or one of many.

For example: a, an, the

- *Conjunctions* are words used as joiners.

For example: and, but, as, since, for, so

- *Pronouns* refer to other nouns.

For example: I, you, us, ours, she

2.4 Word Wall

Interesting media is a good stimulus for students. As a teachers must be able to choose a media that can attract student stimulus and also can increase student motivation in the learning process. And also, by choosing the right media in delivering material students will not feel bored and learning will be more fun. because if students like it, it will be easier for them to get and understand the material. In this research, the researcher decided to use word wall media to supports the learning process.

A word wall is an organized collection of words or parts of words that displayed in large letters on a classroom wall. The words on a word wall most often include words encounter frequently in their reading and writing, as well as words they frequently misspell. According to Tompkin (1997) word wall is list of words that are arranged based on alphabetical that teacher create in the classroom for the purpose of word and vocabulary development. Besides that, Solikah (2017) stated, that the word wall has organized collection of large printed words on the classroom wall.

Word wall is one of media that will help the teacher to teach vocabulary easier. The words are printed in a large font so that they are easily seen from all student seating areas. In addition, Spann (2001) stated, a word wall is strategy to reinforce the core of vocabulary of a specific subject. Sipayung (2019) also stated word walls are collection of words shown in the classroom that can be improve vocabulary significant to the students.

According to Novalia (2019), word wall media may be a good way to teaching and learning method become more interesting and fun. Word wall become a form of visual that gives students a reference for words they are going to want for the activities and helps them to create the transition to reading and writing.

The purposes of the word wall are: first, to support the teaching of important general principals about words and how they work. Second, to develop reading and writing. Third, to encourage independence on the part of young learners as they work with words and the characteristics that will help them form categories. Fourth, to develop a growing core of words that become part of reading and writing vocabulary.

From the explanation above, it can be stated that teaching vocabulary using word-wall media will help the learners to learn the vocabulary in more interesting way. Also, using word wall media can help the learners to increase their vocabulary achievement. Word-wall activity is one of the good ways for teaching learning English, especially in building the students' vocabulary.

2.4.1 The Characteristics of Word Wall

According to Brabham & Villaume (2001), every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristics:

- a. All are collections of words that are developmentally appropriate for study by students in the classroom.
- b. Words are selected for specific instructional purposes.

- c. Collections are cumulative; as new words are introduced; familiar words remain for further study.
- d. Activities and talk about word walls provide conversational scaffolds that structure the ways that students' study, think about, and use words.
- e. Words on wall serve as visual scaffolds that temporarily assist students in independent reading.

2.4.2 The Advantages of Using Word Wall

There are a few advantages of using word wall, they are as follows;

1. Using word wall are to support the teaching of necessary general principles about words.
2. Word wall teaches the learners to remember, spell words, see patterns and relationship in word.
3. To make a variety of word wall game by the teacher's own word.
4. To make the students practice English for communication and to create using language.
5. Serves as an important tool for helping students learn to read and memorize.

2.5 Teaching Media

Media is a tool to deliver the information or message. In teaching, learning media is defined as a tool that used by teachers in delivering material to students become more efficient and effective. Furthermore, learning media is used as supporting the learning process that can help the teacher to achieve the goals.

There are some experts stated about teaching media. According to Arsyad (2009:4) is a media that carry out instructional purpose of information or messages of learning. Briggs (1977) stated that teaching media is all physical form that can convey message or information and can motivate students to learn.

According to Arsyad (2009:6-7), teaching media has some basic criteria:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.
- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

Besides that, media has the function, the function of media in teaching and learning is to increase the stimulation of the learners in learning activities. Based

on the explanation above, media is something important in learning process, because by using media the learning process can be more effective and interesting to students. And also, it can stimulate the student to learn.

2.5.1 The Advantages of Teaching Media

According to Munadi (2008: 6), there are some advantages of teaching media:

a. Simplify the materials

In this case, the goal is not to reduce the content for students, but to provide tools for them to access content in the fullest sense. Such as delivering material using PPT, the teacher can display the points of the material from the simplified materials that can be taken from student's handbook and internet to be delivered in the PPT and then explained orally and give the example. So that students can understand the material more easily. It can be inferred that simplified materials are the materials which is used for teaching foreign language for one inescapable reason: beginning and intermediate foreign language students need them.

b. Reduce the use of mother tongue

As we know, our mother tongue is quite interfering the process of learning a new language (English language). The reason is that our brains use the habitual patterns we know from our mother tongue to establish new assumptions about how the new language works. It is reflected in several ways, from phonetics to grammar, also semantics. Daily communication will us reduce the use of mother tongue. Moreover, it will help us to speak confidently in English.

c. Attract students' motivation and attention

According to Cross (1995: 153), "Motivation is enhanced, too, by the play and the competition". On the other word, motivation can be enhanced by doing a play or a competition. In this case, teachers have to be able to create exciting activities in classroom so that the student could focus the material and could give the attention to the teachers' explanation. Also, teachers must be able to choose suitable learning media to be used appropriately in the learning process to be more effective and efficient. So that, the learning materials more quickly accepted students intact as well as attract students to learn more

d. Give varieties teaching methods

Teaching and learning are two things that are interconnected.

There are different types of teaching methods that can be categorized into four broad types:

1. Teacher-centered methods
2. Student-centered methods
3. Content-centered methods
4. Interactive/participative methods

Teaching variety methods is a description of the flexibility of a teacher when presenting a lesson. For a teacher, this means being able to move from one form of teaching to another to maintain student focus. It is not easy and is considered a valuable skill in education.

e. Create more activities

Teaching English can be a very fun for students to learn if the students follow class activities with the enjoyments. Because of that, teachers might be able to make class fun by creating several activities such as learning by playing games, learning by role plays, etc.

f. Giving the real experience and environment

Engaged learning environment increases students' attention and focus, promotes meaningful learning experiences, encourages higher levels of student performance, and motivates students to practice higher-level critical thinking skills. Teacher can use student-drive activities for giving the real experience and environment, for the example; teacher gives a material about how to problem solving, after that prepare a simple problem topic to solve for example how to solve a woman who lost her wallet, then make a group that consists of 5 students to solving the problem, then assign roles and responsibilities for any group work, collaboration, discussions or debate, which builds critical thinking skills and their ability to work through instructions and new patterns.

g. More attractive teaching

Keeping students engaged in teaching process is essential, we can find ways to keep your classes interesting so our students can absorb and retain the information that you present.

There are several teacher-tested ways to keep your class interesting so our students will stay engaged all the time, it can be use technology like deliver the material by PPT, then don't take teaching so seriously. Try to

loosen up a bit and acknowledge that our students may have different interests and learning styles than ourselves. We may find that our students are more interested when we're a little more relaxed.

h. Flexible to give materials (anytime and anymore)

The modern teaching approach combines face-to-face or classroom learning with online learning or e-learning. It's usually known as blended learning. Blended learning allows students to set appropriate learning goals and helps them to take responsibility for their own learning. Its flexibility allows individuals to learn at their own pace as they prepare for the next material. Students can access educational materials anytime and anywhere as they enjoy the benefits of flexible blended learning.

i. Increase the students' positive attitudes towards teacher

Increase students' attitudes towards teacher strategy is considered to be one of the most important issues that must be taken into consideration when discussing factors affecting the teaching learning process. A positive attitude lets students and teacher relax, remember, focus and absorb information while learn. You're ready to welcome new experiences and recognize many different kinds of learning opportunities.

j. Used as assessment

Media can be used in almost anything to enhance learning, both in class, and also for out of class assignments. Assessing students in meaningful ways can help motivate and empower them to grow. Short film, written articles, and blog postings can be viewed to reinforce concepts and spark

discussion. Assessments can help shape the learning process at all aspects, and give you insights into student learning.

k. Help to do physical exercise

Existing media resources can be used within learning to stimulate interest in and develop knowledge of the material being taught. This approach is teacher-center, and information is pushed to the learner. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners.

Teaching media is very useful for a teacher. With the teaching media, the material can be conveyed clearly. Also, by using media, student will be more interested in classroom activity. Nowadays, there are many very interesting learning media from simple to complex. Therefore, teachers can choose or create attractive learning media with their own creativity.

2.6 Students' Appraisal

Student appraisal involves a structured discussion between students and the teacher about their education placement. students are encouraged to recognize their accomplishments and to develop their own learning goals. Regarding the principle that underpins this study is Entwistle's (1991) statement that it is a student's perception of the learning environment that influences how that student learns and not necessarily the context itself. Students' perceptions are essential to an understanding of student learning.

The performance appraisal functions not only as an evaluation instrument for instructors, but as a learning tool for students, who can identify behavioral objectives, assess their own progress, and set goals and strategies for development

of professional attitudes. Details regarding the administration of the evaluation instrument, such as rating scales, remedial planning, etc.

2.7 How to Investigate Students' Appraisal

A popular technique in the area of self-assessment has been the use of rating scales, check lists, interview, and questionnaires. These techniques have been used as a means where learners could rate their perceived general language proficiency or ability level.

Thus, it is conducted with two objectives: (i) To study the perception of the students about the various teaching and learning elements (ii) To provide an innovative, data driven and students centered quality rating system.

2.8 Hypothesis

Based on the theoretical assumption elaborated above, the researcher formulated the hypothesis that will be tested in this study as follows:

1. There is no significant difference students' vocabulary mastery after being taught by using word wall media.
2. There is a significant difference students' vocabulary mastery after being taught by using word wall media.

III. METHODOLOGY

3.1 Research Design

In this research used quantitative method. Quantitative research is a kind of research in which focused on collecting and analyzing numerical data. By using quantitative approached, the researcher intended to see the improvement difference of students' vocabulary mastery after being taught through word wall media. In addition, the result of each aspect on students' vocabulary that mostly improved was also investigated. Therefore, the researcher conducted comparative study based on pre-experimental method. This research applied one-group pre-test post-test design of pre-experimental design (Setiyadi, 2018). In this research, the students were given pre-test before treatment to find out the students' initial ability and then they were given post-test after the treatments. The treatment will be given three times. The researcher used one class as the sample of the research. The design of this research can be illustrated as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment (teaching process)

3.2 Population and Sample

The population of this research is first grade students at Junior High School of Al-Hikmah Boarding School Bandar Lampung. However, a class which consisted of 24 people were involved to be the participants of this research. In determining the sample, the researcher used a simple random sampling. The class was selected randomly by using the lottery method. The researcher randomly picked numbers, with each number corresponding to a subject or item. The researcher took one class, that consist of 24 students as the experimental class.

3.3 Data Collecting Techniques

In collecting the data, the researcher provided tests (pre-test and post-test) and treatment. The data is explained as follows:

1. Pre-test

The pretest was administered in the first meeting before the students getting the treatment. It aims to find out the students' achievement of vocabulary mastery before being taught by using word wall. In administering the pre-test, the teacher use objective test, the teacher ask the students to do vocabulary test which consist of 50 items and the students should choose the correct answer from four option, e.g. a, b, c, and d.

2. Post-test

The post-test was administered after the treatment by using word wall media directly. This test was done after the students joined offline class, it aimed to know the difference between students' vocabulary mastery

achievement after being taught by using word wall media. The result of post-test was compared with the score of pre-test to know whether there was a different or not.

3. Questionnaire

To find out the answer for the second research question, the researcher uses a questionnaire to collect the data. It helps to ask detail questions and probing further to collect informative data. After doing the post-test the students will get questionnaire about students' perception toward word wall media.

3.4 Research Instrument

The instrument of this research was vocabulary test in the form of objective test. The test consists of 50 items of multiple choice. In this research, the researcher administered two kinds of the test: pre-test, and post-test. In those two tests contained content words, consist of nouns, verbs, and adjectives. And for the students' perceptions the researcher will give a questionnaire to the students.

3.5 Validity

Muijs (2004) defines validity as probably the single most important aspect of the design of any measurement instrument in educational research. It means that the validity of an instrument has to show how well that instrument measures what is supposed to be measured (Setiyadi, 2018).

Therefore, the two types of validity below will provide evidence to achieve the validity of the test:

a. Content Validity

According to Hatch and Farhardy (1982) content validity is the extent to which a test measured a representative sample of the subject meter

content, the focus of content validity is the adequacy of the sample and simply on the appearance of the test. If elements of the test are irrelevant to the main construct, then they are measuring something else completely, creating potential bias. To get content validity, the researcher made the test based on the indicators on the syllabus. To investigate the degree of match, the researcher enlisted the data from the syllabus to make judgments about the degree to which the test items matched the test objectives. Researcher used the vocabulary that was supposed to be comprehended by the first-grade students of Junior High School. The researcher made the test related to which is content words because content words can cover the material. The material is vocabulary that contain of: verb, noun, and adjective. The vocabulary range is taken randomly using systematic random sampling. The distribution of test items for the try-out test can be seen in the following table.

No.	Content Words	Item Number	Total
1.	Noun	1, 2, 4, 9, 11, 12, 17, 18, 22, 25, 26, 33, 34, 38, 43, 46, 47, 48,49,50.	20
2.	Verb	5, 6, 7, 13, 14, 15, 20, 21, 23, 27, 30, 32, 42, 44, 45.	15
3.	Adjective	3, 8, 10, 16, 19, 24, 28, 29, 31, 35, 36, 37, 39, 40, 41.	15
Total			50

b. Construct Validity

As Brown (2000) cited from Brown (1996) said that the general concept of validity is traditionally defined as "the degree to which a test measures what it claims, or purports, to be measuring". The construct validity of a test should be demonstrated by an accumulation of evidence. The test could reach the construct validity if it measured the students' vocabulary well. vocabulary test in the form of objective test as the test instrument. Construct validity is verified by comparing the pre-test to post- test measure similar qualities to see how highly correlated the two measures are. To get the construct validity of the questionnaire, the researcher used the Likert scale item. The questionnaire consisted of 10 statements. Each item had 5 options. This questionnaire was conducted to know the students' perception about the implementation of word wall media in teaching vocabulary.

3.6 Reliability

Setiyadi (2006) said that reliability is a consistency of measurements or how far that measurements can be measured similar subjects at a different time but show the same result. Reliability refers to extend to which test is consistent in its score and gives us an indication of how accurate the score test is. The concept of reliability stems from the ideas that no measurement is perfect even if we go to the same scale there would be differences in our weight which are a result of the fact that measuring instrument is not perfect. In this research, the researcher used Split-Half Method (odd-even).

3.6.1 Reliability of The Test

To measure the coefficient of the reliability between odd and even group, this research will use the Pearson Product Moment formula as follows:

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

Where:

- r : Coefficient of reliability between
- n : The total subject of experiment
- $\sum x$: Odd Number
- $\sum y$: Even Number
- $\sum x^2$: Total score of odd number items
- $\sum y^2$: Total score of even number items
- $\sum xy$: The sum of total square score

After getting the reliability of half test, then the researcher will be used Spearman Brown's Prophecy to define the reliability of the whole test as follows:

$$rk = \frac{2rl}{1+rl}$$

Where:

- rk : the reliability of the test
- rl : the reliability of half the test

The criteria of reliability are:

- 0.80- 1.00 : very high
- 0.50 – 0.79 : moderate
- 0.00 – 0.49 : low

(Hatch and Farhady, 1982:246)

To measure the coefficient of the reliability between odd and even groups, the researcher used the Pearson Product Moment. The calculation shows the score of reliability coefficient is 0.84, The test has very high reliability since the range score of very high reliability is 0.80-1.00 (see Appendix 5 page 81 to know the calculation of the reliability of the tryout test).

3.6.2 Reliability of the Questionnaire

By using SPSS, an analysis of items' reliability was determined through the reliability coefficient test; Reliability Alpha Analysis. According to Setiyadi (2018), if the value of Cronbach Alpha in SPSS is $>.60$, the questionnaire is reliable or consistent. Meanwhile, if the value is $<.60$, the questionnaire is considered unreliable or not consistent.

Table 3.1 Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	10

Table above shows that the p-value in Cronbach's Alpha is 0.939. It means that the questionnaire is considered reliable because 0.939 is higher than 0.60.

3.7 Level of Difficulty

Level of difficulty relates to how easy or difficult the test item is forming the point of view of the students who take the test. It is important since the test items which are too easy (that all the students get right) can tell us nothing about differences within the test population. And if the test items are too difficult for the students, the researcher omits the test items.

Level of difficulty will be calculated by using the following formula:

$$LD = \frac{U+L}{N}$$

Where:

LD = level of difficulty

U = the number of upper groups who answer correctly

L = the number of lower groups who answer correctly

N = total number of students

The criteria are:

LD < 0.30 : difficult

LD 0.30 - 0.70 : average

LD 0.70 – 1.00 : easy

(Heaton, 1975)

To find the result of the level of difficulty and discrimination power of the test, the researcher gave the try-out to the students. A total of 50 items of vocabulary test were presented to the senior high school students that participated in this try-out. The try-out test results are listed in the table below.

Table 3.2 Level of Difficulty of Try-Out Test

Criteria	Item Number	Decision
Difficult	3,5,45	Dropped
Average	4,6,7,8,9,10,11,12,13,14,15,16,17,18,19, 20,21,22,23,24,25,26,27,28,29,31,32,33, 34,35,36,37,38,39,40,41,42,43,44,46,47, 48,49,50	Administered
Easy	1,2,30,	Dropped

According to Tables 3.2 numerous vocabularies are categorized as difficult, and easy, must be eliminated. Meanwhile, the items that are classed as average level, were administered as the reference for the pre-test and post-test.

3.8 Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high- and low-level students on the test. A good item according to this criterion is one which good students do well on and bad students fail. To know the discrimination power of the test, the researcher used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP : discrimination power
 U : the proportion of upper group students
 L : the proportion of lower group students
 N : total number of students

The criteria are:

D: 0.00-0.20 : Poor items
 D: 0.21-0.40 : Satisfactory items
 D: 0.41-0.70 : Good items
 D: 0.71-1.00 : Excellent items
 D: - (Negative) : Bad items (should be omitted)

(Heaton, 1975)

1. If the value is positive discrimination a large number of more knowledgeable students, then poor students got the item in correct. If the value is zero, no discrimination.
2. If the value is negative, it means that more low-students than high level students got the item correct.

3. In general, the higher the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

(Heaton, 1975)

Here is the result of the discrimination power after the researcher gave a try out to the students:

Table 3.3 Discrimination Power of Try-Out Test

Criteria	Item Number	Decision
Bad	3,4,5,9,11,34,	Dropped
Poor	1,2,45,49	Dropped
Satisfactory	8,10,12,13,16,20,21,25,35,36,40,42,47, 48	Administered
Good	6,7,14,15,17,18,19,22,23,24,26,27,28,2 9,30,31,32,33,37,38,39,41,43,44,46,50	Administered

Based on Table 3.3, numerous vocabularies are categorized as, bad, and poor must be dropped. Meanwhile, the items that are classed as satisfactory and good discrimination power were administered as the reference for the pre-test and post-test.

3.9 Procedures of Data Collecting Technique

In collecting the data, this research uses the following steps:

- 1) Determining the population and sample

The population of this research is the junior high school students of Al-Hikmah Boarding School Bandar Lampung. The researcher chose one

class was the first-grade students as the experimental class randomly by using lottery, since every class has the same opportunity to be chosen.

2) Selecting materials for treatment.

In selecting materials for treatment of vocabulary the researcher adopted and looked some interactive word wall media from internet. Also, the researcher makes a word wall based on my own creativity, so that it is easy for students to understand.

3) Administering the pre-test

A pretest was administered to the students in the first meeting. The purpose of this test is to know the students' prior knowledge and ability in vocabulary before receiving the treatment from the teacher. The students were asked to answer the vocabulary test and instruction given by the teacher.

4) Conducting the treatment

After giving the pretest to the students, the experimental is given treatment by using word wall media. There are three meetings for giving the treatment which is administered directly. In each meeting, the teacher sent material in the form of video or picture which is discussed together by the students and teacher.

5) Administering the post-test

In order to see the difference of students' vocabulary mastery, the post-test was conducted in the experimental class after they were given the treatment. The test is in form of vocabulary test. The students were asked to answer the question.

6) Distributing the questionnaire

The researcher will have questionnaire to the students to investigate the students perception towards word wall media.

7) Analyzing the test result (pre-test and post-test)

After scoring pretest and posttest, the data were analyzed by using SPSS. In scoring the result, the researcher used two raters in order to avoid the subjectivity. The researcher will analyze the students' performance by comparing the result between pre test and post test to see whether there is a good or bad impact on students' achievement.

8) Analyzing the questionnaire

The researcher is analyze the students' answers concerning their perception towards word wall media.

3.10 Procedure of Data Analysis

In analyzing the data gained, the researcher analyzed the students' scores by using steps below:

1. Scoring the pretest and posttest.

Vocabulary Test Result:

In scoring the students result of the test, this research used this formula.

Ideal higher score is 100. The score of Pre-test and Post-test are calculated by using formula as follows:

$$S = R - \frac{(W)}{N-1}$$

Where:

R : Correct answer

W : Wrong answer

N : Option

(Anas Sudjono, 2011)

2. Tabulating the result of the test and finding the mean of the pretest and posttest by using the following formula, as follows:

$$Md = \frac{\sum d}{N}$$

Md : refers to mean

$\sum d$: refers to total score of the students

N : refers to number of students

3. Analyzing the questionnaire
4. Composing a discussion regarding the result.
5. Answering the research questions by concluding the result of the analysis.

3.11 Hypothesis Testing

The hypotheses were analyzed by using *Repeated Measure T-test of Statistical Package for Social Science (SPSS)* to test how significant the difference between score of the pre-test and post-test. The researcher used the level of significance 0.05 in which the hypothesis is proved if a significant level is lower than 0.05. It means that the probability of the error in the hypothesis is only 5%. In which the significant is determined by $p < 0.05$.

$H_0 = \text{Sig.} > 0.05$

$H_1 = \text{Sig.} < 0.05$

The hypothesis of this research is:

H₀: There is no significant difference students' vocabulary mastery after being taught by using word wall media.

H₁: There is a significant difference students' vocabulary mastery after being taught by using word wall media.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher draws some conclusions regarding the results of the research conducted which have been reported and discussed in the previous chapter. The researcher also provides some suggestions for parties who contribute to support the teaching and learning process.

5.1 Conclusions

The objectives of the research are to find out whether the implementation of word wall media can provide a significant difference in students' vocabulary mastery and to find out the students' appraisal during the vocabulary learning process using word wall media. Based on the results and discussions that have been described, the researcher puts forward the following conclusions:

1. The implementation of Word Wall media is appropriate to teach junior high school students, especially in improving adjective. It could be proved by the increase of students' vocabulary score in the post-test is higher than in the pre-test. Specifically, there is a significant difference in students' mean score which improved. Hence, to be summarized the treatments using word wall as the teaching media were completed successfully.
2. The students' response through the implementation of the word wall technique in teaching vocabulary is positive. It can be seen from their activity in the

classroom and data analysis. From the questionnaire, most students agreed that learning vocabulary through word wall media is very attractive to them to increase the students' interest and motivation in vocabulary mastery. Moreover, they enjoyed the teaching learning process and enjoyed the class.

5.2 Suggestions

Considering the conclusions, some suggestions are proposed as follows:

1. Suggestions for English Teachers

- a. In implementing word wall media in teaching vocabulary, the teacher should consider topic and also the material in their teaching media in classroom that can encourage the students' motivation in teaching learning English vocabulary.
- b. The English teacher should consider the students' needs and interest for learning.

2. Suggestions for Further Researchers

- a. This research was conducted in the first year of Mts Al-Hikmah. Therefore, further researchers can try to find out the implementation of word wall media in different levels of school or different settings.
- b. This research is aimed to find out the students' improvement in vocabulary achievement. Consequently, further researchers can try to investigate on another English skills such as writing, speaking, listening, etc.

REFERENCES

- Alemi, M and Tayebi, A. (2011). *The Influence of Incidental Vocabulary*.
- Allen, Edward David Rebecca M. Vallate. (1977). *Classroom Techniques as a second language*. New York: Oxford University Press Inc.
- Alqahtani, M. (2015). *The importance of vocabulary in language learning and how to be taught*. *International Journal of Teaching and Education*, 3(3), 21- 34.dio: 10.20472/TE.2015.3.3.002
- Arsini, N. N., Santosa, M. H., & Marsakawati, N. P. E. (2022). Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery. *Elsya: Journal of English Language Studies*, 4(2), 124-130.
- Azhar, Arsyad. (2009). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada Rineka Cipta.
- Barnhart, Cynthia A. (2008). *The Facts on File Student's Dictionary of American English*. Facts on File, Inc
- Briggs, Leslie J. (1977). *Instructional Design, Educational Technology Publications Inc*. New Jersey: Englewood Cliffs.
- Brabham, E., & Villaume, S. (2001). *Building walls of words*. *The Reading Teacher*, 54, 700-702.
- Byrne. D. (1976). *Teaching Oral English*. Longman handbooks for language teachers.
- Callella, T. (2001). *Making your word wall more interactive*. Huntington Woods, MI:Creative Writing Press, Inc. retrieved on September 14, 2018 from https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1065&context=reading_horizons.
- Cooper, D., & Kiger, N. (2003). *Literacy — Helping children construct meaning (5th ed.)*. New York: Houghton Mifflin Company.
- Cronsberry, J. (2004). *Word Walls: A Support for Literacy in Secondary School Classrooms*, (<http://www.curriculum.org/tcf/teachers/projects/wordwalls.shtml>).

- Entwistle, N. J., and Tait, H. (1990). *'Approaches to learning, evaluations of teaching, and preferences for contrasting academic environments'*, Higher Education 19, 169-194.
- Frank, M. (1972). *Modern English: A Practical Reference Guide*. New Jersey: Prentice-Hall, Inc.
- Greenbaum, S. & Quirk, R. (2003). *A student's grammar of the English language*. Edinburg Gate: Pearson Education Limited
- Hatch, E., and Cheryl, B. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Hatch, E., and Farhady, H. (1982). *Research Design and Statistics for Applied Linguistics*. Rowley, MA: Newbury House.
- Haycraft, J. (1978). *An Introduction to English Language Teaching*. Great Britain: Longman Group, Ltd.
- Heaton, J.B. (1975). *English Language Test: A Practical Guide for Teachers of English as a Second or Foreign Language*. Virginia: Longman.
- Istianto, R. (2013). *Improving Students' Vocabulary Mastery Through Word Wall*. Lampung University.
- Keraf, Gorys. (1989). *Tata Bahasa Indonesia*. Jakarta: Nusa Indah.
- Manik, S, and May, C. (2016) "*Teaching Vocabulary Using Matching Word on Computer Assisted, Language Learning*" 4 (7): 1–26.
- Munadi. (2008). *Media Pembelajaran*. Jakarta: PT Raja Grafindo, p. 36
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York, NY: Routledge.
- Nunan, D. (1991). *Language Teaching Methodology*. London: Prentice Hall.
- Richards, J. C., Renandya, W.A. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.
- Sipayung, R. W. (2019). The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*.
- Solikah, S. (2017). *The Effectiveness of Using Word Wall to Improve Seventh Grader's Vocabulary Mastery at MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.*, State Islamic Institute (IAIN) of Tulungagung, State Islamic Institute (IAIN) of Tulungagung.
- Sudijono, A. (2011). *Evaluasi Pedidikan*. Jakarta: Raja Grafindo Persada.
- Sutarsyah, C. (2021). *Vocabulary in Language Research*. Yogyakarta:Textium.

- Utari, S. (2020). *Teaching Vocabulary Using Word Wall Media*. Sekolah Tinggi Keguruan dan Ilmu Pendidikan-PGRI Lubuklinggau.
- Sudiran, S. (2014). *The Implementation of Media in Teaching English for Young Learners (EYL)*. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 1(1), 1-15.
- Wulandhary, T. (2018). *Increasing Students' Vocabulary Mastery by Using Word Walls Media at Seventh Grade of Smp N 01 Punggur In Academic Year 2017/2018*. State Institute for Islamic Studies (IAIN) Salatiga.