USING WORD WALLS MEDIA TO HELP IMPROVE THE VOCABULARY ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMP NEGERI 5 TAPUNG HILIR

Resi Novalia[1], Fadly Azhar[2], M Syarfi[3]
Email: resi.novalia@students.unri.ac.id,fadlyazhar57@gmail.com,mhd_syarfi@yahoo.co.id
Contact: +6282283774954

English Study Program
Language and Arts Departmen
Teachers Trainning and Education Faculty
Universitas Riau

Abstract: This Classroom Action Reserach (CAR) aimed to to prove whether the use of word walls media can improve vocabulary achievement of the second year students of SMP Negeri 5 Tapung Hilir. This research was conducted in two cycles that consisted of four meeting in each cycle. This research was conducted to overcome the existing problem on the field as well as to described and to explain whether the word walls media could improve the students' vocabulary achievement. The result of this research average score in pre-test is 66,83 average scores in post-test cycle 1 is 69,16 and average scores in post-test cycle 2 is 76,66. The result of this research indicated that the word walls media could improve the students' vocabulary achievement. It was also found that; The selection of appropriated word walls media; The application of word walls; The management activities of the class & practiced; and teacher support can increase students motivation in vocabulary achievement.

Key Words: Improve, Vocabulary Achievement, Word walls.

PENGGUNAAN WORD WALLS MEDIA UNTUK MENINGKATKAN PENCAPAIAN KOSA KATA OLEH SISWA TAHUN KEDUA DI SMP NEGERI 5 TAPUNG HILIR

Resi Novalia[1], Fadly Azhar[2], M Syarfi[3]
Email: resi.novalia@students.unri.ac.id,fadlyazhar57@gmail.com,mhd_syarfi@yahoo.co.id
Contact: +62283774954

Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian tindakan kelas (PTK) ini untuk mengetahui kemampuan siswa tahun kedua di SMP Tuah Negeri 5 Tapung Hilir. Tujuan penelitian ini adalah untuk meningkatkan penguasan kosakata menggunakan word walls media pada siswa tahun kedua. Penelitian ini dilakukan dalam dua siklus yang terdiri 3 materi disetiap pertemuan. Penelitian ini dilakukan untuk mengatasi ada masalah dilapangan serta untuk menggambarkan dan menjelaskan apakah menggunakan gambar bisa meningkatkan penguasaan kosakata siswa. Hasil dari penelitian ini dapat digambarkan nilai rata-rata siswa pada test awal adalah 66,83 nilai rata-rata siswa pada siklus 1 adalah 69,16, dan pada siklus 2 nilai rata-rata siswa meningkat menjadi 76,66. Jadi, hasil penelitian ini menunjukan bahwa kata dinding dapat meningkatkan kemampuan siswa, mengatur aktivitas kelas, dan dukungan dari guru dapat meningkatkan motivasi siwa dalam penguasan kosakata

Kata Kunci: Meningkatkan, Pencapaian Kosakata, dan Kata Dinding

INTRODUCTION

In learning a foreign language, vocabulary plays an important role. It is one element that determines the success in learning skills of listening, speaking, reading and writing. In order to communicative well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary achievement is one of the most important things to make our communication fluent. Brown (1987:87) states that the larger the vocabulary size one has, the better one's performance in all aspects of English language will be. If the students have limited vocabulary, the will find difficulties in understanding English.

According to Green (1993: 1) word walls is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to effective the students vocabulary. The researcher thinks that word walls is one of interested things for the students.

Word walls media really supports in teaching vocabulary, the students to have more interest in learning English. When they are interested in certain material, it will be easier for them to understand it well. The word walls media can raise the student's motivation and interest. It can also make affective education process in learning English vocabulary. In word walls media the students understand about the material. The students comprehend when the teacher give some new word by word walls media. It is useful in teaching and learning process in vocabulary

DEFINITION OF VOCABULARY

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

Vocabulary is important to be learned by language learners, especially English learners, because English vocabulary is large. It is a must for the teachers to help their students to master vocabulary successfully. By mastering vocabulary, students can learn and use language well. It is proved by Laufer (1997) who states that vocabulary learning is at the heart of language learning and language use. Good (1973: 143) defines that vocabulary as the words having meaning when heard and seen even though not produce by the individual himself to communicate with others and the words are considered essential for minimal use a language.

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

Vocabulary is an very important aspect in our life. Because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. Vocabulary is essential for English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. In

language learning, vocabulary plays an important role. Hedge (1993: 27) states that knowing a lot of words in a foreign language is very important.

DEFINITION OF WORD WALLS MEDIA

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

Word wall media is a great way to make the teaching and learning process becomes more interesting and enjoyable. A word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom (Cronsberry: 2004: 3). The words are printed in a large font so that they are easily visible from all students seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. It is relevant to Green (1993: 1) argued that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

RESEARCH METHODOLOGY

This research was conducted at SMP Negeri 5 Tapung Hilir which is located on Kota Bangun, Tapung Hilir, Kampar and started from 26 January 2019 till 24 February 2018. The population of this research was the second year students of SMP Negeri 5 Tapung Hilir and the samples were selected by using cluster sampling. The data were collected by testing the students to read the text and answer the question. The calculation of the data help by EXCEL 2010.

a) To know the students' scores in answering the questions, the writer used this formula Wayan and Sunartana (2005):

$$P = \frac{X}{N} \ x \ 100$$

Where: P = Individual scores
               X = the number of correct answer
               N = the number of items

b) To know the level of students' ability, the research used the following classification :

Table 1. The Classification of the Score

No	Score	Level of Ability
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Mediocre
4	21 – 40	Poor
5	0 – 20	Very poor

c) To know the students' ability in pre-test and post-test, the data that have been collected are analyze using the following formula:

$$\tilde{X} = \frac{\sum x}{N}$$

Where: X = Students average value
$\sum$x = The total of students' score
N = The Total of students

RESEARCH FINDINGS

1. The Result of Pree-test

The pre-test are given before the researcher applied word walls media in teaching vocabylary. This pre-test is administered to know the students' base score in vocabulary. The students can be categorized passed the test if they can reach score the Minimum Learning Mastery Standard, score 74. After calculating the data, the researcher presented the students' pre-test score in the following table:

Table2. Students Pre-Test Score

No.	Score	F
1.	≥ 74	8
2.	< 74	20
	Total	**28**

The data on table 4.2 showed that only 8 from 28 students reach score the Standard Minimum Criteria of Achievement, score ≥ 74. Then, the rest 20 students get the score < 74 before the researcher applied word walls media in teaching vocabulary achievement

2. The Result of Post-test 1

After the students have been taught by using word walls media, the researcher administered a test to know the students' achievement in vocabulary achievement. The result showed that there are increasing of the students'scores in post-test 1. The students' scores is presented in the following table:

Table 3. The Students' Post-Test 1 Scores in Cycle 1

No.	Score	F
1.	≥ 74	11
2.	< 74	17
	Total	**25**

Based on table 4.6, there are 11from 28 students reach score the Standard Minimum Criteria of Achievement, score $\geq$ 74and the rest 17 students get score < 74.

2.1 The Reflection in Cycle 1

The Difference Between Pre-Test Average Scores and Post-Test 1Average Scores

Pre-Test	Post-Test 1
66,83	69,16

Based on table 4.7, there are improvement between pre-test average score and post-test 1 average score. The score improved about 2,33 point from pre-test to post-test 1. However, there are some studentsdo not reach score the Minimum Learning Mastery Standard (SKBM), score 74. It means thatthe ability of some students' in vocabulary achievement are still low.

3. The Result of Post-Test2

The Students' Post-Test 2 Scores in Cycle 2

No.	Score	F
1.	≥ 74	21
2.	< 74	7
	Total	**28**

Based on table 4.11, students are able to reach score the Standard Minimum Criteria of Achievement, score $\geq$ 74. There are21 of 28 students get score $\geq$ 74 and the rest 7 students get score < 74.

3.1 The Reflection in Cycle 2

The Difference Between Post-Test 1 Average Scores and Post-Test 2Average Scores

Post-Test 1	Post-Test 2
69,16	76,66

Based on table 4.12, there are improvement between post-test 1 and post-test 2. It is about 7,5 point. The analyze result showed that the average score of post-test 2 can reach the Minimum Learning Mastery Standard, score ≥ 74. It meant that the teaching and learning process in cycle 2 is good.

The Improvement of Students' Ability in Vocabulary achievement

No.	Score	Pre-Test		Post-Test 1		Post-Test 2	
		F	P (%)	F	P (%)	F	P (%)
1.	≥ 74	8	29%	11	39%	21	75%
2.	< 74	20	71%	17	61%	7	25%
	Total	28	100%	28	100%	28	100%

Based on table 4.13, there are 8 students of 28 students reach score theMinimum Learning Mastery Standard (SKBM), score ≥ 74 in pre-test and the rest 120 students reach score < 74. In post-test 1, 11 students get score the Minimum Learning Mastery Standard (SKBM), score ≥ 74 and 17 students get score < 74. At the last, in post-test 2, 21 students reach score ≥ 74 and 7 students havescore< 74.

The Average Scores in Pre-test, Post- test 1,and Post-test 2

Tests	The Average Scores
Pre-test	66,83
Post-test 1	69,16
Post-test 2	76,66

The data showed the improvements of the students' average scores from the pre-test, post-test 1, and post-test 2

THE TRUSTWORTHIES

After applying word walls media to the second year students (VIII.C) of SMP Negeri 5 Tapung Hilir, the researcher find out some strengths and weaknesses. The strengths are listed as follow:

1. The students are excited and interested in teaching and learning process by using word walls media. It is because of the students easy to remember the word with picture and a large and interesting word on the word walls. Thus, they can discuss, share ideas, and get more knowledge to make the students easy to remember the vocabulary.

2. Word walls media can make the students more creative in make creations such as word walls and then it makes the student easy to remember vocabulry with practice.

3. Word walls media can be used to see the development of students' abilities. By using word walls, students can develop skills in reading and writing critically and actively. Students who experience difficulties in find the right vocabulary, can see the word walls as reference material.

However, the researcher also find out some weaknesses in doing the research. At the first meeting, the students do not pay attention and only limited the students participate in the discussion. Then, the students also felt difficult to pronounce word because of difficult words. In addition, the teacher should managed the time and controlled the class well becaus the students sometimes like to play with their friends. Moreover, the teacher also has to be able to give the good teaching performence in order to make the students more interested to join and follow the teaching and learning activity.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data analysis in the previous chapter, it can be concluded that the use of word walls media can improve the vocabulary mastery of the second year students' of SMP Negeri 5 Tapung Hilir. The improvement can be seen from the students' average score in each cycle. In the pre-test, the students' average score is 66,83. It increased to 69,19 in the post-test 1, and it also increased to 76,66 in the post-test 2. The average score of post-test 2 can pass the Standard Minimum Criteria of Achievement, score 74. It meant that the research is successfully improved.

There are some factors that caused the improvement of the students' ability in vocabulary mastery by using word walls media. The first factor is The students are excited and interested in teaching and learning process by using word walls media. It made the students easy to remember the word with picture and a large and interesting word on the word walls. The activities such as, the students sharing their idea, discussing the word walls, discussing the texts, discussing how to do the exercises.

Third, the word walls media can make the students more creative in make creations such as word walls and then it makes the student easy to remember vocabulry with practice.

It is because of the students do the activities with their friends. So, they feel confident and comfort to follow the activities. Moreover, it also can increase social interaction between the students.

Thus, using word walls media in teaching is effective to improve the students vocabulary achievement.

Recommendations

Based on the result of this research, the use of word walls media can help improve the students vocabulary achievement. The researcher has some suggestions in applying word walls media tp help improve the vocabulary achievement.

First, the teacher can motivate the students to improve their vocabulary achievement by using word walls media.

Second, this method would be a good method for English teachers who want to apply various methods in teaching vocabulary in order to make the lesson more interesting. It is because the word walls media consists of some activities that the students cooperate with their friends to improve their vocabulary achievement.

Third, word walls media can be an appropriate method to help the students to solve their problems in vocabulary. It is because the steps of word walls media help the students to know read word vocabularies, pronounce word, and guide the students to make creations such as word walls.

BIBLIOGRAPHY

Arikunto, Suharsimi. 2010. *Prosedur Penelitian suatu Pendekatan Praktik*.Jakarta:PT Bina Aksara

Basma, dkk. 2014. The impact of word walls on improving the english reading fluency of Saudi kindergarten's children. Project innovation

Beatrice, dkk. 2017. *Building a large annotated corpus of english : the penn treebank.* MIT Press cambridge, MA, USA

Brewster, dkk. 1992. *The primary English Teacher's Guide.* Penguin books. Australian

Cameron, L. 2001. *Teaching languages to young learners*. Cambridge: Cambridge University Press

Stockdale, J. G. III. 2004. *Definition Plus Collocation in Vocabulary Teaching and Learning*. The Internet TESL Journal, X (5), http://iteslj.org/Articles/Stockdale-Vocabulary.html

Sugiyono.2009. *Metode Penelitian Kuantitatif, Kualitatifdan R&D*. Bandung : Alfabeta.

Usman, Husaini. 2004. Metodologi Penelitian Sosial. Jakarta: PT. Bumi Aksara

Wisyasari, Zunita. 2010. *The use of crossword puzzle to improve vocabulary mastery (A Classroom Action Research in the First Year Students of MAAl Bidayah Candi Bandungan in the Academic Year 2009/2010).* State islamic studies institute (stain). Salatiga

Yasi rahajeng anindyajati, Abdul Salim Choiri. 2017. *The effectiveness of using word wall media to increase science-based vocabulary of students with hearing impairment.* Sebelas maret university, Indonesia

Zahro, Novida. 2014. *Using media word wall to improve vocabulary achievement of the second year students at mts negeri bangil*. University of Muhammadiyah. Malang