

**THE USE OF WORD WALL MEDIA TO DEVELOP
STUDENT'S VOCABULARY
FOR THE SEVENTH GRADE OF MTS SHIRATUL ULUM
KERTOMULYO, TRANGKIL, PATI
IN THE ACADEMIC YEAR OF 2020/2021.**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Obtaining the Degree of Bachelor of Education in English
Language Education



By:

AHMAD ALTAYANI

Students Number: 1503046067

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
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is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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Vocabulary For The Seventh Grade Of Mts Shiratul Ulum
Kertomulyo, Trangkil, Pati In The Academic Year Of 2020/2021**

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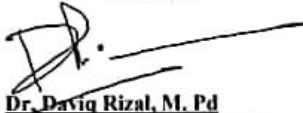
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Assalamu'alaikum Wr. Wb

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Name : Ahmad Altayani

Student Number : 1503046067

Department : English Language Education Department

is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum Wr. Wb

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MOTTO

..وَلَمْ أَكُنْ بِدُعَائِكَ رَبِّ شَقِيًّا ؕ

..”And i have never been unblest in prayer to Thee, my Lord”. (QS. Maryam:4)

.. Prophet Muhammad SAW said, " Teach, make it easy and don't make it difficult." (Musnad Imam Ahmad)

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone who actually it is no enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- My beloved father and mother (Suwarno and Siti Rufiah) who always devote their affection and give advice till the writer finished arranging this thesis. Thank you for giving the writer spirit.
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- My beloved family (Bani Busro and Bani Sukijan)who always give me spirit to finish my thesis.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

ABSTRACT

Title : The Use Of Word Wall Media To Develop Student's Vocabulary For The Seventh Grade Of Mts Shiratul Ulum Kertomulyo, Trangkil, Pati In The Academic Year Of 2020/2021.

Name : Ahmad Altayani

Student Number : 1503046067

This research discusses the the implication the use of word wall media to develop students vocabulary For The Seventh Grade Of Mts Shiratul Ulum Kertomulyo, Trangkil, Pati In The Academic Year Of 2020/2021. The researcher found the phenomenon that most of students didn't knows about vocabularies. Although they have learn English since Elementary School, they still have difficulties in mastering of vocabulary. This quantitative research is experimental desain. The researcher conducted the research in the 19th November 2020 until 1st Desember 2021 in the second semester. After collecting the data, it was found that the mean of VII A students using word wall media score was = 67,33, and the mean score of VII B students using word wall media was score 51,20. Based on the finding of the study, It was obtained that the calculation of the Sig. (2-tailed) in Experimental class is 0.050 , that is the same 0.05 ($0.050 = 0.05$), and in Control Class is 0.023 which is smaller than 0.05 ($0.023 < 0.05$). So H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between the students' who using word wall vocabulary and non using word wall vocabulary. The finding using word wall media to enrich vocabulary showed that students enjoyed and very interested, support the idea that used word wall media has a positive impact on the students' reading ability. The researcher discovered that the students were enthusiastic, fun and also enjoy while learning vocabulary. The writer recommends the students to improve their vocabulary, especially using word wall media.

Keywords: Adjective, Vocabulary development, Word Wall Media,

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بسم الله الرحمن الرحيم

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Finally, the writer realizes that this thesis is far from being perfect. Therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research questions, and research objectives, significances of study and limitation of the study.

A. Background of the Research

In learning a language, it certainly will not be separated from learning vocabulary, because vocabulary has a very vital role in determining the smooth communication. Likewise, in learning English, In learning English, there are three components to be mastered, namely grammar, vocabulary, pronunciation.¹ From these three components, vocabulary is the first thing that needs to be learned and mastered. Without understanding the vocabulary, learners will not be able to arrange sentences. Vocabulary is a collection of words that is very important part in learning English.² Vocabulary is wanted to enhance the four language skills, namely listening, speaking, reading, and writing. Thornbury, (2002) say that “ Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed”³ When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school.⁴ Vocabulary is needed to improve the four language skills, including listening, speaking, reading and writing. This means that vocabulary plays an important role in research in it is research field. Students have low vocabulary mastery, difficult to understand the text, do not speak English, and it is difficult to write down their own ideas. Here, learning

¹ Kasihani K.E. Suyanto, English for Young Learners, (Jakarta: Bumi Aksara, 2010), p. 43

² Sri Utari, Dewi Syafitri, and Sastika Seli, ‘Teaching Vocabulary Using Word Wall Media’, *EDULIA: English Education, Linguistic and Art Journal*, 1.1 (2020), 33–39

³ Thornbury, S. (2002). How to teach vocabulary. Edinburg: Longman.p.12

⁴ Ika Rahmadani Lubis, ‘Improving Students Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia’ (Department Of English Education Faculty Of Tarbiyah Science And Teachers Training State Islamic University Of North Sumatera Medan, 2017).

vocabulary is one of the steps of learning a second foreign language, and also the goal of learning vocabulary for communicating with others.

As stated in verse 24 of Surah Ibrahim that learning vocabulary is essential to learn a new language.

الم تر كيف ضرب الله مثلا كلمة طيبة كشجرة طيبة اصلها ثابت و فرعها في السماء

“See you not how Allah sets forth a parable? A goodly Word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens.”(Ibrahim: 24).⁵

This verse can be put in a language teaching context, which states that is learning vocabulary is very important in life. “A good word” can be inferred with collecting and reaching vocabulary to produce language accurately and appropriately. This is a challenge for the teacher to be able to motivate the students to pay attention. Hamalik says that “media can be used to motivate students in learning”.⁶ One of the ways that I use to overcome this problem by using a word wall media, by using this media hopes students can add and improve the quality and vocabulary they learn, because with this media word wall students can be more comfortable, enjoy, and have fun when learning. It is easy to remember and apply it. In this research, the researcher use the word wall media in English vocabulary. The Word Wall is just a visual display of a table of quantities and units of basic vocabulary words for a chapter, of basic ideas such as newton’s laws.⁷ One academic device used to offer college students

⁵Abdullah Yusuf Ali, *The Holy Qur’an Text and Translation* (Kuala Lumpur: Islamic Book Trust, 2005), p. 297.

⁶Azhar Arsyad, *Media Pembelajaran*, 1st edn (Jakarta: PT. Raja Grafindo Persada, 2003), p. 15.

⁷Jack C. Richards, ‘From Syllabus Design to Curriculum Deveopment’, in *Curriculum Development in Language Teaching* (Stuttgart: Ernst Klett Sprachen, 2001).

with ongoing visible connection with vital vocabulary is a phrase wall. This literacy device is quite valued in essential grades and is likewise utilized in better grades in a number of approaches at the side of powerful coaching practices for vocabulary acquisition.⁸

Word Walls is a set of phrases displayed someplace with inside the study room that may be vocabulary substantial to the students. “They function an great supply of statistics for college kids trying to research unknown phrases, spell strange phrases, or outline new vocabulary.”⁹ If the teacher is in the classroom, they can create a word wall. There are many variants of the word wall. They are usually arranged in alphabetical order, but they can also be arranged easily by topic or word category. Pictures can also be included next to words. This kind of media can be designed to improve individual or group activities and involve students in the production process. good learning media can increase students’ motivation to learn, and play an active role in learning.¹⁰ the provision and effective use of media is what distinguishes a superior school or college from an inferior one, and an effective teacher from an in effective one.¹¹ By using the word fence method, it is expected that students can improve

⁸Drue E Narkon, Jenny C Wells, and Lillian S Segal, ‘E-Word Wall: An Interactive Vocabulary Instruction Tool for Students with Learning Disabilities and Autism Spectrum Disorders’, *Teaching Exceptional Children*, 43.4 (2011), 38–45 (p. 40).

⁹Rohdearni Wati Sipayung, ‘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 (BIRCI-Journal): Humanities and Social Sciences*, 1.3 (2018), 251–63 (p. 6).

¹⁰Nugrahani, F. 2017. The Development of Film-Based Literary Materials Which Support Character Education. *Cakrawala Pendidikan* 36(3), 472-486. doi:10.21831/cp.v36i3.14219.

¹¹Oyedele, S., Rwambiwa, J., & Mamvuto, A. 2013. Using Educational media and technology in teaching and learning processes: a case of trainee teachers at Africa University. *Academic Research International Journal* 4(1). Retrieved 4 September 2017, from [http://www.savap.org.pk/journals/ARInt.4\(1\)/2013\(4.1-30\).pdf](http://www.savap.org.pk/journals/ARInt.4(1)/2013(4.1-30).pdf).

their understanding of English vocabulary without relying on the use of dictionaries or even on the meaning of words given by the teacher. Using the word wall strategy in vocabulary teaching can guide students to use the language. As they improve their knowledge of words and their meanings in different situations, they build confidence and become more active.

This research all of students at the seventh grade of MTs Shiratul ulum in the academic year 2020/2021. They are sixty students who decided into two classes (male and female). The sample of this research is a section of the students at the seventh grade of MTs Shiratul ulum Kertomulyo, Trangkil, Pati, in the academic year 2020/2021. The sample is one class from the two classes. And I carry out during two weeks due to the corona pandemic. So in two weeks, there are four meetings, namely two girl meetings and two boys' meetings and Conduct pre-tests and post-tests to collect data on student assignment. Assignments are a straightforward method for collecting student work.¹²

Based on the problem above, the researcher is interested in researching by the title " **The use of word wall media to develop student's vocabulary for Seventh Grade of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati in the Academic Year of 2020/2021.** "

B. Research Questions

This research is conducted to answer the following questions:

1. How is the implementation of the use of word wall media to develop students vocabulary for Seventh Grade of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati ?

¹²Daviq Rizal, 'Hybrid Learning of Daviq. Com in the Subject of Teaching Listening and Speaking', *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2018), 194–208.

2. What are the strengths and weaknesses of the implementation of the use of word wall media to develop students vocabulary for Seventh Grade of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati ?

C. Research Objectives

Based on the problems have mentioned above, this research is intended to meet the following objective:

1. To describe the implementation the use of word wall media to develop students vocabulary for Seventh Grade of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati.
2. To explain the strengths and weaknesses of implementation the use of word wall media to develop students vocabulary for Seventh Grade of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati.

D. Significance of the Study

The researcher expects that this study would be able to give advantages as follows:

1. For the Teacher

The results of this study will provide information about students using word wall media to improve student vocabulary .

2. For the Students

This research teaches students simple techniques in carrying out their abilities to improve vocabulary. Especially to motivate them to learn English, so they will be able to learn better.

3. For the Readers

This research can provide knowledge about the use of word wall media to improve students vocabulary and the results of this study are expected to be a reference for readers in the future.

4. For the Researcher

Researchers gain some knowledge and experience in teaching and learning, especially in teaching vocabulary

E. Limitation of the Study

This limitation of this study can be described as follow:

a) Subject

The subject of this study is only seventh grade students of MTs Shiratul ulum Kertomulyo, Trangkil, Pati 2020/2021.

b) Object

The object of this study is the use of word wall media to develop students vocabulary for the seventh grade of Mts Shiratul ulum kertomulyo, trangkil, patiin the academic year of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about previous studies, a review of related literature, conceptual framework and hypothesis.

a. Previous Studies

Before conducting the research, the researcher has been looked for some researches related to this research.

The *first* previous study was Tryanti R. Abdulrahman, Noni Basalama (2019). “ Promoting Students’ Motivation in Learning English Vocabulary through a Collaborative Video Project “, *Journal of Culture, English Language Teaching & Literature*. Vol 19. No. 1. July.¹³ He focused on described the importance of technology in the classroom, he is obvious that video is a highly significant part of teaching and learning in ESL/EFL.. He explained the purpose of each technique used and to identify problems faced by the teacher in the learning process to develop vocabulary. Data analysis was performed by using percentages and explanations. the paper a table is used to present the survey results regarding student’s about collaborative video project derived from their practice during the project.

Data are taken from questionnaires, interviews, and observations. The subject of this research is the English Department of FKIP Universitas Islam As-Syafi’iyah in East Jakarta, Indonesia. Twenty-five students who participated in the "Vocabulary Construction" course participated in the study. This project divides students into several groups, and each group is given the task of making videos about English vocabulary and using their creativity to make videos. Five groups of students made short (5-7 minutes) vocabulary videos, focusing on some English vocabulary. Each video included planning, shooting, capturing, editing, exporting the video and uploading it to YouTube and Edmodo.

¹³Tryanti R. Abdulrahman and Noni Basalama, ‘Promoting Students’ Motivation in Learning English Vocabulary through a Collaborative Video Project’, *Celt: A Journal of Culture, English Language Teaching & Literature*, 19.1 (2019), 107 <<https://doi.org/10.24167/celt.v19i1.493>>.

her project that is aimed at motivating EFL students to learn English vocabulary by creating vocabulary videos. This project involves planning, designing, creating and uploading a short vocabulary video online which provides students with the opportunity to show their videos and to communicate with broader audiences than they have access to in their classrooms.

The *second* previous study was Rohdearni Wati Sipayung, (2018). "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. Volume I, No 3, October*.¹⁴

He focuses on word wall teaching strategies, which can help students improve their vocabulary. The population in this study belongs to SMP Negeri 5 Pematangsiantar, which belongs to category VII, of which there are 9 categories in category VII. He uses experimental design. By including the participants, the total population is known to be 288 students. The researcher chooses a class as VII-6, because when the researcher conducts teacher training in this school, the researcher's teacher training consultant is the guardianship class teacher of VII-6, so the researcher uses VII-6 as a sample, there are 32 people. The first thing he did the pre-test was that he used the antonyms of adjectives to improve their vocabulary, but did not give a word wall, and finally conducted a test, the pre-test. Second, after the test, the researchers used the word wall to improve the vocabulary of adjective antonyms. Finally, the teacher took the test, that is, after the test.

The results showed that before using the word wall strategy, the vocabulary score and antonym score of the VII-6 students of SMP Negeri 5 Pematangsiantar in the 2018/2019 school year was 1320, and the average score was 42, 58 (35%). The average score of students who use the word wall strategy is 2840, with an average score of 91, 61, and 100%. Implementing the word wall strategy can improve students' vocabulary. Judging from the average pre-test and post-test scores of the students who used the word wall strategy teaching, compared with the students who did not use the word wall strategy teaching.

¹⁴Sipayung.

The *third* previous study was Ida Ubaidah Hidayati. (2017). “ The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012 “ *Vision: Journal for language and foreign language learning*. Vol.6, No. 2.September.¹⁵

He focuses on using thinking, matching, and sharing to improve vocabulary mastery. The research topic is the students of SMK Muhammadiyah in the 2011/2012 academic year. This is a class with only 35 students. They are 34 boys and 1 girl. He uses experimental design. To collect data, the equipment to be used: (1) The test includes pre-test, post-test and formative test; (2) Observation. Observe to measure the characteristics of students, use thinking, pairing, sharing, and conduct questionnaire surveys to support students to improve their vocabulary grasping ability.

The results show that the use of "think, pair, and share" learning methods in the process of teaching vocabulary to students SMK Muhammadiyah can improve students' vocabulary mastery. The research results show that the "thinking, pairing, sharing learning" model can help students improve their vocabulary mastery from the calculated t-test. The result of t-test calculation with $n = 32$ is 2, 042 for period I is 5 and 49, period II is 6, 32, and period III is 8, 03. If the t table is equal to or greater than t calculation, then the null hypothesis (H_0) has no significant difference between the pre-test and post-test means. Calculated from the above t test, it is greater than the t table. So, how was rejected. Therefore, there is a significant difference between the pre-test and post-test means. In addition, students are more interested and actively participate in the teaching process. There is a significant difference in the average value between the pre-test and the post-test, where the post-test is greater than the pre-test. It means that Think, Pair, Share method is appropriate with the situation and condition of students in SMK Muhammadiyah in learning English, especially in vocabulary. Besides that, the students' are more interested and involved actively in the teaching-learning process.

¹⁵Ida Ubaidah Hidayati, ‘The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012’, *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2018), 105 (p. 105) <<https://doi.org/10.21580/vjv6i21791>>.

b. Theoretical Review

1. Vocabulary Development

Vocabulary refers to all the words that make up a language. Development is the process of enlarging or advancing something. So, “vocabulary development” means “learning more and more words.”¹⁶ There are two schools of thought on vocabulary development. One states that vocabulary should be taught implicitly. The other states that it should be taught explicitly. Both methods are used in school. The implicit vocabulary development approach assumes that students learn vocabulary by exposure, mainly through independent reading. The logic behind this idea is that the number of words an average adult recognizes is too large to have been taught, so it must have been picked up through reading or conversing with others.

Implicit vocabulary development is promoted by programs or content standards that require students to read independently. The explicit vocabulary development approach calls for teachers to overtly teach vocabulary to their students. The intent is improved Reading comprehension when the pre-taught words show up in written text.¹⁷ Besides teaching individual words, effective vocabulary development for English Learners includes teaching vocabulary strategies they can apply to new words they encounter; for example, the meaning of audio (to hear, to listen) can be used to determine the meaning of many English words such as audio, audible, auditorium, audiologist, audition, and audiotape.

In EDI for English Learners, English Learners need to learn more English words everyday. English Learners also need to understand

¹⁶ Andrea Honigsfeld, Maria G. Dove, *Collaboration and Co-Teaching: Strategies for English Learners* (corwin, 2010) p.43

¹⁷ Ibid.,P.43

the specific words and language structures contained in each lesson in order to fully participate successfully in the lesson and to learn the new content. So, what we do is strategically identify and teach two to seven new vocabulary words that are already contained in each lesson. And we do this for every lesson, every day, for the entire year.

The EDI approach, therefore, is not to pre-teach vocabulary words in isolation before the lesson. Instead, we define and teach vocabulary words as they show up during the lesson.

Classification of Vocabulary

For EDI, divide words into three vocabulary categories: Content, Academic, and Support. Let's examine each category:

1. Content Vocabulary

Content Vocabulary is lesson specific, and the words have only one meaning in the lesson. Content Vocabulary is the most important vocabulary in every lesson. English Learners need to learn, remember, and use Content Vocabulary.¹⁸

In EDI, key Content Vocabulary is explicitly taught during Concept Development, a major part of every EDI lesson. You present formal, written definitions along with examples and non-examples (if applicable) of the concept. You provide extensive student interaction including Checking for Understanding with sentence frames and pair-shares. It is important that the Concept Definitions are written for ELs to read and refer to throughout the entire lesson. For the most part, Content Vocabulary words are nouns. Be careful, however, because they can occasionally be verbs, especially the first time the standards introduce a new skill.

¹⁸ Ibid., P.15

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on.¹⁹

Some example of noun are;

Nouns		
Nouns (People)	Nouns (parts of body)	Nouns (thing)
Teacher	Foot	Pencil
Nurse	Hand	Table
doctor	Eye	Book

English verbs are a class of English words used to; 1) describe an action such as **walk**, **eat**, and **write**, 2) show existence such as **be**, 3) indicates possession such **have** and **has**, or 4) designate a state of being such as **understand**, **love**, **have**, and **know**.²⁰ So, verbs is what is done by someone. Some example of verbs;

Reguler verbs		
Infinitive	Past tense	Past participle
help	helped	helped
call	Called	Called
try	tried	tried
cancel	cancelled	cancelled

irregular verbs		
Infinitive	Past tense	Past participle
begin	began	begun
bite	bit	bitten
build	built	built
buy	bought	bought

¹⁹ Sukirman, (2013), English Morphology, Makassar.P.107

²⁰ Ibid., 107

2. Academic Vocabulary

Our second category of vocabulary words for EDI is Academic Vocabulary. Academic Vocabulary includes words that appear regularly in academic texts and tests. Academic Vocabulary words are not content specific and are used across content areas.

consist, constitute, distribute, establish, evident, indicate, occur, significant, recognize, respond

Academic Vocabulary can appear anywhere in a lesson, including the Learning Objective, Concept Development definitions, Skill Development steps, or lesson Importance. Academic Vocabulary also occurs in the passages ELs read, especially in expository text. Let's look at how Academic Vocabulary words (shown in bold) are interspersed throughout a lesson.²¹

Learning Objectives

Today, we will **trace** the historic influence of manufactured products in China.

Determine how a central idea of a text is **conveyed** through **particular** details.

Analyze how **particular** lines of dialogue in a story **propel** the action and **reveal aspects** of a character.

Measure temperature with **appropriate** tools.

²¹ Andrea Honigsfeld, Maria G. Dove, *Collaboration and Co-Teaching: Strategies for English Learners* (corwin, 2010) p.8

Concept Development

Mitosis is the **process** in which cells divide to **increase** their numbers.

The result is two daughter cells with **identical** sets of chromosomes.

Hyperbole is a way of describing something using **exaggeration**.

Importance

It is important to **recognize** idioms because idioms have **specific** meanings in **different** languages. You need to know what idioms mean so you understand what people say.

Skill Development and Guided Practice

Interpret the connotative meaning of words.

Step 1: Read the **passage** carefully.

Step 2: **Analyze** the underlined word. **Describe** what the word suggests

or how it makes you feel.

Step 3: **Interpret** the connotative meaning in the **passage**.

Academic words occur in passages students read.

Chinese printers **developed** movable type. Each piece of type had

one Chinese **character** carved on it. The pieces could be **assembled**

3. Support Vocabulary

Support Vocabulary is the third category of vocabulary words used in EDI. Support Vocabulary refers to additional words that English Learners need to know so they can understand the meaning of a specific sentence or phrase used in the lesson. Support words are unrelated to grade-level Concepts and Skills and occur most often in text or passages that ELs read.

For example, “ The ship turned to starboard “. ELs might need to know that “*port*” means “*left*” and “*starboard*” means “*right*” to understand which direction the ship turned in a story, but EDI does not focus on teaching Support Vocabulary.

Support Vocabulary can show up anywhere in a lesson. It can be in the sentences ELs are reading to locate a noun or pronoun. It can be in a poem ELs are reading to recognize alliteration. Support Vocabulary can show up in the word problems used in math or in history or science passages. Distinguishing Support Vocabulary from Academic and Content Vocabulary is very important so you can effectively allocate your class time to advancing ELs’ knowledge of the proper words.

The talking buddies were trained to use the following three strategies to encourage conversation and vocabulary development:²²

²² Ruston, H. P. & Schwanenflugel, P. J. (2010). Effects of a Conversation Intervention on the Expressive Vocabulary Development of Prekindergarten Children. *Language, Speech and Hearing Services in Schools*, 41, P.306

1. Conversational introduction of new vocabulary, with an emphasis on less familiar and rare words

Talking buddies were trained to “*introduce vocabulary naturalistically into conversation through vocabulary recasting and use of rare words*”²³ For example:

Child: “She ain’t got no bike.”

Talking buddy: “I wonder why there aren’t **sufficient** tricycles”.

2. Linguistic recasts of the children’s speech

Talking buddies were trained to “*expand and extend children’s utterances to capture missing grammatical information and elaborate on children’s speech*”²⁴ For example:

Child: “My sister Jennie ‘dere”.

Talking buddy: “Your sister Jennie is there in the three-year-old classroom?”

3. Cognitively challenging open-ended questions

Talking buddies were trained to ask open-ended questions that emphasized abstract reasoning and encouraged children to talk. For example:

Talking buddy: “Can you tell me more about this?” or “How do you think that happened?” versus a concrete or fill-in-the-blank questions such as, “What is the colour of your shirt?”

²³ Ibid P.306

²⁴ Ibid P.306

A word wall with the critical words , take down the words and replace them with pictures the students have drawn or found that represent the words. this activity can do in teams or individually and the teacher gently throws a bean bag toward a picture, and the student or team must come up with the word that picture represents. If it is easy to take down the picture, the team or student can have the picture until the end of the game. the team or student who guesses the word correctly gets to throw the bean bag next. his activity can be done with several pictures representing the same word, so you don't have to have studied many words to make this a fun game. Remember, repetition is good for the brain and memory!²⁵

There are a lot of ways to learning vocabulary easily And some ways as follow:²⁶

- a. It is not enough just to know the meaning of a word. You also need to know:
 - 1) What words it is usually associated with
 - 2) Whether it has any particular grammatical characteristics
 - 3) How it is pronounced
- b. Try to learn new words not in isolation but in phrases.

²⁵ (Sprenger, Marilee,(1949), Teaching the critical vocabulary of the common core : 55 words that make or break student understanding. Alexandria, Virginia USA).

²⁶ Michael McCarthy & Felicity O'dell, 2000. English Vocabulary in Use: upper intermediate & advanced (Indonesia, 2000), p.2.

- c. Write down adjectives together with nouns they are often associated with and vice versa, e.g. royal family; rich vocabulary.
- d. Write down verbs with the structure and nouns associated with them, e.g. to add to our knowledge of the subject; to express an opinion.
- e. Write down nouns in phrases, e.g. in contact with; a train set; shades of opinion.
- f. Write down words with their prepositions, e.g. at a high level; thanks to your help.
- g. Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural.
- h. Make a note of any special pronunciation problems with the words you are learning

2. Teaching Media

a. Definition of Teaching Media

The usage of media in teaching vocabulary was the facility to interact between the teacher and the students. The use of teaching media will help the teacher in the learning process and the effectiveness of delivery and make the student more exciting and build student understanding. The teaching media was media that was used to support teachers to easier teach in the class. Len Masterman (1985) said that the media are important shapers of our perceptions and ideas. They are

Consciousness Industries which provide not simply information about the world, but ways of seeing and understanding it.²⁷

Based on the above definition, the researchers concluded that teaching media is a tool used by teachers in the guidance process to help them clearly provide students with a difficulty count.

b. *Kind of Teaching Media*

Teaching media are tools which are provided and brought into classroom by a teacher to facilitate teaching-learning process. Teaching media are all physical devices which can present message and stimulate students to learn.²⁸ The teaching media can help teachers introduce courses more clearly and interestingly so that students can follow. Teaching media is a physical means to provide guidance to students. In the definition of educational technology, media is a learning resource, an integral part of the teaching system beyond information, personnel, background technology and tools. In the teaching of English as a foreign language, for some reasons, it is very necessary to use the media. Teaching media can help teachers better teach and arrange time. The media available in the class will affect the learning spirit of the students, and the appropriate media can be selected to improve the students' oral ability. Media have four functions. They are as follows :1) Media can attract students' attention more so that it can stimulate learning motivation.2) Media can make subject matter clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better.3) It can make learning method more various not merely verbal communications through teacher's words so that students does not get bored and the teacher does not run out of energy.4) Media can make students do more learning activities because they do not only listen to teacher's explanation but also have other

²⁷Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, Teaching and Learning Vocabulary: Bringing Research to Practice, 2005, p. 3 <<https://doi.org/10.4324/9781410612922>>.

²⁸Rahardjito and others, *Media Pendidikan: Pengertian, Pengembangan, Dan Pemanfaatannya* (Jakarta: PT Raja Grafindo Persada, 2008), p. 36.

activities such as observing, demonstrating and so forth.²⁹The following are three language teaching media.

Visual Media

Visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students. The visual aids aim at a) introduce, form, enrich, and clarify comprehension or abstract concept to the students b) develop desired behavior and c) support students' more continuous activity.³⁰ Word Wall Media is a type of learning media that is able to improve students' skills in vocabulary mastery, and the Word Wall is also a visual media that helps students remember the relationship between one vocabulary and another. with word wall media Students are able to describe the content and images of the vocabulary word wall.

So basically, the visual media Income is everything you can see Eyes and bring it into the classroom Visual teaching media support The money making process works well.

Audio Media

Audio media is instructional media that have function to help students' learning through produced voice. Audio media are the media of which the contents are recorded and can be heard.³¹ Produced by Voice, students can recognize Intonation and pronunciation The existence of the native language. These media include radio, tape recorder, audio CD, MP3, MP4, etc.³²

²⁹ Universitas PGRI Adi Buana Surabaya, Pendidikan dan Latihan Profesi Guru (PLPG) Kuota 2010 (Surabaya: Kementrian Agama,2010).hlm.4.

³⁰ Nana Sujana and Ahmad Rivai, *Teknologi Pengajaran* (Bandung: Sinar Baru Algesindo, 2009), p. 57.

³¹Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), p. 100.

³² Baidawi, Achmad, 'OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016 OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016', *OKARA Journal of Languages and Literature*, 1.1 (2016), 54–65

Audio-visual Media

Audio-visual are the media which can be seen and heard such as television and film.³³ Audiovisual Present a complete communication Happening. Students can easily Understand facial impressions, Gesture, physical background shown Learning becomes closer to reality Living condition. It's important Preview any program and evaluate it The situation, time, and Content value and its operation method Benefit all children more effectively In terms of learning content. These media Including movie, TV show recording The pictures and sounds on the video CD are fine.

It can be concluded from the above discussion that the media can help teachers deliver all the content (message) of the course to the students (recipients), thereby making the course clearer, easier to understand and assimilating, and thus making them more enthusiastic. Information about participating in learning activities. In order to discuss the role and function of teaching media, we will introduce them in the next section.

3. Word Wall Media

a. Definition of word wall media

According to Spann (2001) defines a word wall is strategy to reinforce the core of vocabulary of a specific subject. Teacher selects new words, technical terms and words that frequently recur and print these words in bold block letters on cards. Teachers post these cards on a highly visible wall or bulletin boards as students confront them in reading discussion.³⁴ Then Tompkin (1997) word wall is list of words that are arranged based on alphabetical that teacher create in the classroom for purpose of word and vocabulary development.³⁵ the term wall media can stimulate students' motivation and interest. It can also Carry out an effective education process in learning English vocabulary. Text wall media Students understand the material. When students understand the

³³Suyanto.

³⁴M. B. Spann, *Alphabet File Folder Word Wall* (New York: Scholastic, Inc, 2001).

³⁵T. Tompkin, *Literacy for the 21st Century: A Balanced Approach* (New Jersey: Prentice Hall, 1997).

teacher, the word wall media gave some new words. It is useful in the teaching process of vocabulary.

According to the definitions above, the researcher concluded that the collection of the word displayed in the small or large letter on a wall. Word wall can help students to have the writing, reading and speaking process, and finally, students able to produce their descriptive writing, reading or their speaking.

b. Strategy of word wall media

The first thing done in brainstorming activity was creating word wall vocabulary. The students were asked to create Word Wall vocabulary in the beginning of learning activity in each meeting. In the first meeting, the students were asked to match the words with the picture. While in the second meeting, the students were asked to make their own vocabulary in different way. then the teacher made a variety in the process of making Word Wall vocabulary to make them more challenged.³⁶ Teacher Give students some random letter that is on the paper. Students must arrange the letters into a word and then match it with the picture. For example, from the letters "L-E-F-S-K-A-L-T", students arrange the letters into "self-talk", and then they must match the word with the correct picture provided by the teacher. Through the creation of a word wall vocabulary activity, it is found that students can understand the new adjective words that will be used in writing. This activity helps students understand and define the meaning of words that will be used to construct sentences when writing text. It is very important to introduce adjective vocabulary in the writing of adjectives, because most students know how to describe something, but they find it difficult to write adjectives in English.

After the students created the Word Wall vocabulary, they make a group presentation to explain the words they had by mentioning the words and their meaning. During the presentation activity, it can be seen that the

³⁶Ratu Sartika, 'Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students', *Journal of English and Education*, 5.2 (2017), 179–86.

students were able to mention the words and their meaning in Indonesian language correctly. It can be seen that the students understood the meaning of words in word wall vocabulary by explaining the meaning of each words correctly. The speech activity is designed to ensure that students understand the words in the word wall vocabulary. Below is the transcript of the speech activity. In the excerpt above, the students showed the words correctly. Students explain the word wall vocabulary by speaking words, pointing to pictures and speaking the meaning of Indonesian. They alternately explain to other groups, so all groups have the opportunity to explain their word wall vocabulary. This kind of activity helps students develop and remember the new vocabulary they have mastered.

After all the students gave the lecture, they posted the word wall vocabulary on the whiteboard in front of the class. Before posting the word wall, students must perform word grouping activities, and they must choose the correct word provided by the teacher on the board. Students must post the word wall vocabulary under the correct heading on the blackboard.

c. *Advantage and Disadvantage of word wall media*

According to Callella (2001) this 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, develop student independence. Fourth, promote reading and writing. The Last holds students responsible for spelling certain words correctly every time. According to Charles Adamovic and Carol Hedden the advantage of this game is to increase our students' confidence in their ability to solve the problems and engage and scientific discussions and establish an atmosphere in the class³⁷. As a student, more successful, discipline problem is reduced.

And the disadvantage of this game are Student must "own "the word, so students will busy to find out the answer by their word. The game may

³⁷Charles Adamovic and Carol Hedden, 'Word Wall of Basics', *The Physics Teacher*, 35.8 (1997), 451–451 <<https://doi.org/10.1119/1.2344754>>.

be a time-consuming activity if the teacher cannot control the class very well. Another disadvantage the class will be uncontrolled because of the noise that is made by the students.³⁸

4. Hypothesis

Hypothesis is a temporary answer of research problem, until it is proved from the data which collected. The theoretical hypothesis of this research is: Word wall is to develop students' vocabulary. There are kinds of hypothesis:

Ha: Word wall is significantly to develop students' vocabulary.

Ho: Word wall is not significantly to develop students' vocabulary.

³⁸ Charles Adamovic and Carol Hedden, 'Word Wall of Basics', *The Physics Teacher*, 35.8 (1997), 451–451 <<https://doi.org/10.1119/1.2344754>>.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research method, research setting, research participants, instruments, data collection techniques, and data analysis techniques.

A. Research Design

The research method plays an essential role in research. Based on the problem and the objectives above, it is considered that the research design that will be suitable for applying in this research is quantitative research. According to Watson Quantitative approach is one of the efforts of scientific inquiry (scientific inquiry) which is based on the philosophy of logical positivism that operates with strict rules of logic, truth, legal law.³⁹ In this research, the researcher will use an experimental research design. Experimental research can be defined as a systematic method for building relationships that contain causal phenomena.⁴⁰

This research used an experimental method with one experimental and control class. According to Nunan had been characterized that quasi experiment has both pre-test and post-test experimental and control groups, but no random assignment of subjects.⁴¹

³⁹Adamovic and Hedden, p. 174.

⁴⁰Trinto, *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan Dan Tenaga Kependidikan* (Jakarta: Kencana Prenada Media Group, 2010), p. 202.

⁴¹David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), p. 41.

Table 3.1
The Procedure of Pre-test And
Post-test Group Design

The research design adapted from Arikunto⁴²:

Group	Pre-test	Treatment	Post-test
<i>Experimental</i>	O ₁	X	O ₂
<i>Control</i>	O ₃	-	O ₄

Both courses use different processing methods. After treatment, the students in both classes were tested on vocabulary, and their scores became the main data of the study. Researchers use the t-test formula, which is significantly different from students' vocabulary comprehension ability, and then interpret the analysis results to determine students' understanding of vocabulary.

B. Research Setting

a. Setting of Place

The Research place at MTs Shiratul Ulum, located in Kertomulyo, Trangkil, Pati. This study was designed for seven-grade students with 60 students.

b. Setting of Time.

The time for collect this research was in the 19th November until 1th December 2020. It was in the academic year of 2020/2021 in the first semester.

C. Population

The population of this research was the seven grade students of MTs ShiratulUlumKertomulyo, Trangkil, Pati in the academic year 2020/2021. The total number of the entire students is 60 which consisting into two classes: VII-A (30 students), and VII-B (30 students).

⁴²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 86.

D. Variable

Variable is a variation object of the study. Variable is the object of research or something that become the concern of research. A variable can be considered as a construct, Operationalized construct or particular property in which the researcher is interested.⁴³

a. Independent variable (X)

Independent variable is the variable that is argued to cause or be associated with some outcome.⁴⁴ The first independent variable this research was the use of word wall media.

b. Dependent variable (Y)

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable.⁴⁵ The dependent variable of this study was the developing student vocabulary.

E. Data Collection Technique

In the methodology, there are several techniques in collecting data, such as observation, interview, questionnaire, documentation, and test. In this study, the technique is used to collect student data from the use of word wall to teach vocabulary from the beginning of the study to the end.

Suharsimi argues in his book that data collection methods are essentially ways in which researchers can collect data.⁴⁶ in this research, the researcher is going to conduct the test and documentation to receive data in this research. The steps are follow:

⁴³Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (United States America: Routledge, 2007), p. 504.

⁴⁴James B. Schreiber and Kimberly Asner, *Educational Research: Interrelationship of Questions, Sampling, Design, and Analysis* (United States America: John Wiley & Son, 2011), p. 152.

⁴⁵ Suharsimi Arikunto. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. Page 119.

⁴⁶Mundir, *Statistik Pendidikan(Pengantar Analisis Data Untuk Penulisan)* (Yogyakarta: Pustaka Pelajar, 2014), p. 262.

a. Test

Based on the opinion of Trianto in his introduction to educational research for the development of the education profession and teaching staff the test can be in the form of a series of questions, worksheets, or the like that can be used to measure the knowledge, skills, talents, and abilities of the research subjects. Some suggestions and objects studied, there are several types of tests, namely: personality tests, aptitude tests, intelligence tests, attitude tests, interest tests, and achievement tests.⁴⁷In this research, researcher use an achievement test because the researcher wants to determine student achievement after using the word wall to develop their vocabulary.

In this research, the researcher will use the Pre-test and Post-test to get or collect the data. The Pre-test will be given to students before the treatment. In this Pre-test, students are assigned to answer the paper of the test orally about vocabulary. The purpose of this test is to know the vocabulary understanding of students to make a word wall before the treatment. And the Post-test will be given to students after the treatment. The purpose of the Post-test is to compare the vocabulary understanding of students between before and after the treatment given to students. In this test, the students are assigned to answer the paper of test orally about vocabulary too.

b. Documentation

Documentation is one method of collecting data to look for data in the form of notes, transcripts, books, newspapers, inscriptions, magazines, minutes of meetings, and agendas.⁴⁸ As explained in his book, Trinto mentions that there are two kinds of documentation, namely the documentation guidelines which contain an outline or categories for which data will be searched, and a checklist that lists the variables for which data will be collected.⁴⁹

⁴⁷Trinto, p. 264.

⁴⁸Mundir, p. 278.

⁴⁹Trinto, p. 268.

In this study, "documents" were used to obtain data on the use of word walls in teaching vocabulary in the form of official documents. The documents that this research will use are students' English scores, student attendance lists, students' English schedules, and then Shiratul Ulum Kertomulyo, Trangkil, Pati's teaching media and student photos.

F. Technique of Data Analysis Pre-Test

Researchers compare pre-test and post-test scores in the experimental and controlled classes. This research used applies Descriptive Statistics, Normality Test and Paired T Test. The steps are as follows:

a) Descriptive Statistics

Descriptive statistics is a field of statistics that studies the ways of collecting, compiling, and presenting data from a research. Descriptive statistics is a part of statistical science that summarizes, presents and describes data in an easy-to-read form so that it provides more complete information. Descriptive statistics are only concerned with describing or providing information about a data or situation or phenomenon, in other words, only seeing a general picture of the data obtained.⁵⁰ Descriptive statistics are methods related to collecting and presenting data so as to provide useful information. Descriptive statistics serve to describe or provide an overview of the object under study through sample or population data. The data presented in descriptive statistics are usually in the form of data centering measures. One measure of data centering that is commonly used is the mean.⁵¹ Apart from being in the form of data centering measures, it can also be presented in the form of one of which is the diagram and table. Descriptive statistics used in this research are mean, median, minimum and maximum value data.

Steps to check descriptive statistics with SPSS :

1. Click **Analyze > Descriptive Statistics > Descriptives**.
2. Add the variables *Experimental class and control class* to the Variables box.

⁵⁰Dedy Kuswanto, *Statistik Untuk Pemula & Orang Awam* (Jakarta: Laskar Aksara, 2012).

⁵¹M. Fauzi, *Metode Penelitian Kuantitatif* (Semarang: Walisongo Press, 2009).

3. Check the box **Save standardized values as variables**.
4. Click **OK** when finished.

b) Normality Test

Normality test is used to know whether the data is normally distributed or not. The normality tests are supplementary to the graphical assessment of normality.⁵² The normality test compares the scores in the sample to a normally distributed set of scores with the same mean and standard deviation; the null hypothesis is that “sample distribution is normal”. If the test is significant, the distribution is non-normal. For small sample sizes, normality tests have little power to reject the null hypothesis and therefore small samples most often pass normality tests.

To find out the distribution data, researcher used normality test with Shapiro Wilk. The reason for using the Shapiro-Wilk test is because the number of samples in this study is small. The normality test using the Shapiro-Wilk can be carried out simultaneously for two groups (experimental and controlled classes). The data fulfills the assumption of normality or is normally distributed if the Shapiro-Wilk significance value is more than 0.05 (> 0.05), otherwise those that are not normally distributed have a significance value of less than 0.05 (< 0.05).

Steps to check normality test with SPSS

1. Select “Analyze -> Descriptive Statistics -> Explore”. A new window pops out.
2. From the list on the left, select the variable “Data” to the “Dependent List”. Click “Plots” on the right. ...
3. The results now pop out in the “Output” window.
4. We can now interpret the result. The **test** statistics are shown in the third table.

⁵²Alan C Elliott and Wayne A Woodward, *Statistical Analysis Quick Reference Guidebook: With SPSS Examples*, 1st edn (London: Sage Publications, 2017).

G. Technique of Data Analysis Post Test

To examine the hypothesis that uses stated, these following steps are used:

a) Descriptive Statistics

The second step of this test is same as the Descriptive Statistics on the initial data (Pre-test).

b) Normality Test

The second step of this test is same as the normality test on the initial data (Pre-test).

H. The Paired T Test of Pre Test and Post Test in Experimental and

Control Class.

The variable in this study has two categories. Therefore, the test was carried out using the mean difference test method for two paired samples (paired sample t-test). This different test model is used to analyze the pre-test and post-test or before and after research models. This test used to process certain treatments on the same sample at two different observation periods. Paired sample t-test and normally distributed data were used. Paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, stating that there are differences in the average before and after being given treatment.⁵³

The basis for making the decision to accept or reject H_0 in this test is as follows:

1. If $t \text{ value} > t \text{ table}$ and probability (Asymp.Sig) < 0.05 , then H_0 is rejected and H_a is accepted.
2. If $t \text{ value} < t \text{ table}$ and probability (Asymp.Sig) > 0.05 , then H_0 is accepted and H_a is rejected.

Steps to check paired T-test with SPSS :

1. click Analyze
2. Compare Means
3. **Paired-Samples T Test.**

⁵³M.A. Widiyanto, *Statistika Terapan. Konsep Dan Aplikasi Dalam Penelitian Bidang Pendidikan, Psikologi Dan Ilmu Sosial Lainnya* (Jakarta: PT Elex Media Komputindo, 2013).

4. Experimental and control class (opens where you will specify the variables to be used in the analysis). We can now interpret the result.

The following is the procedure of paired sample t-test test:⁵⁴

1. Determine the hypothesis; which are:
 Ho: There is no effect of using the Word Wall Media method on students' vocabulary in the experimental and controlled class.
 H1: The use of the Word Wall Media method has an effect on students' vocabulary in the experimental class.
 H2: The use of the Word Wall Media method has an effect on students' vocabulary in the controlled class.
2. Determine the level of significance of 5% or 0.05
3. Determine the test criteria, which are:
 Ho is rejected if the significance value is < 0.05 , it means that there are differences in student scores in the experimental class and controlled class between the results of the pre-test and post-test.
 Ho is accepted if the significance value is > 0.05 , it means that there are no differences in student scores in the experimental class and controlled class between the results of the pre-test and post-test.
4. Make conclusions based on hypothesis testing.

⁵⁴Syofian Siregar, *Metode Penelitian Kuantitatif* (Jakarta: Fajar Interpretama Mandiri, 2013).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about research design, and data analysis of the research.

A. Research Finding

1. Description of Research

In this chapter, the researcher wanted to describe the result of the research, based on the data collected and analysis. The researcher wanted to prove the use of word wall media to develop student's vocabulary between the students who were taught using word wall to improve their vocabulary. In addition, this study aims to prove The use of word wall media to develop student's vocabulary for the seventh grade of Mts Shiratul ulum Kertomulyo, Trangkil, Pati In the academic year of 2020/2021.

The research had been conducted since November 19th, 2020 to Desember 1th, 2020 in MTs Kertomulyo, Trangkil, Pati. The researcher did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes. The subjects of this research were divided into two classes. They were experiment class (VII A) and control class (VII B).

The results of this study contain data on pre-test and post-test scores on the use of personal vocabulary notes to looking for difficulties vocabulary on narrative text. Before the activities were conducted to the subjects of the research, the researcher gave try out to analyze validity, reliability, difficulty level, and discriminating power of each item. The researcher prepared 25 items as the instruments of try out test. After the data were collected, the researcher analyzed it. The analysis was to get a good instrument for investigation. Then, the researcher did the pre-test to both classes experimental and control group. It was used to know groups were normal and had same variant.

After giving pre-test, the researcher prepared the materials and lesson plan before teaching learning process was conducted. The experimental class was taught by using personal vocabulary notes technique, while the control class was taught without using personal vocabulary notes technique. After that, the researcher gave post-test for both of classes. The test was used to prove the truth of hypothesis that has been planned.

B. The Data Analysis of Pre-Test

1. Descriptive Statistics

Table 4.1
The Descriptive Statistics Result of Pre- Test in
Experimental and Control Class

Pre-test	Mean	Median	Nilai Minimum	Nilai Maksimum
Experimental Class	62,53	70,0	16,0	76,0
Control Class	44,67	48,0	28,0	68,0

2. Normality Test

To test whether or not the data used is normal, it can be done using the Shapiro-Wilk test of normality by looking at the Sig. If the value is Sig. (2-tailed) is greater than the specified significance level of 5 percent (0.05), then the data is normal.

Table 4.2
The Normality Result of Pre-Test in
Experimental and Control Class

Pre-Test	Sig	Keterangan
Experimental Class	0,211	Normal
Control Class	0,209	Normal

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	Pre Test	.296	30	.100	.683	30	.211
Control class	Pre Test	.186	30	.110	.901	30	.209

a. Lilliefors Significance Correction

Based on the analysis results, the data significance results of the Pre-Test value in the Experiment Class and Control Class are 0.211 and 0.209, respectively, which are greater than the significance of 0.05. The results of the normality test indicate that the data used in this study are normally distributed.

C. The Data Analysis of Post-test

1. Descriptive Statistics

Table 4.3

The Descriptive Statistics Result of Post-Requisite Test in
Experimental and Control Class

Post-test	Mean	Median	Nilai Minimum	Nilai Maksimum
Experimental Class	67,33	66,0	44,0	84,0
Control Class	51,20	54,0	12,0	72,0

2. Normality Test

To test whether or not the data used is normal, it can be done using the Shapiro-Wilk test of normality by looking at the Sig. If the value is Sig. (2-tailed) is greater than the specified significance level of 5 percent (0.05), then the data is normal.

Table 4.4
The Normality Result of Post-Requisite Test in
Experimental and Control Class

Post Test		
Experimental Class	0,249	Normal
Control Class	0,246	Normal

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Experimental Class	Post-Test	.173	30	.123	.930	30	.249
Control class	Post-Test	.143	30	.119	.929	30	.246

a. Lilliefors Significance Correction

Based on the results of the analysis, the results of the data significance value of the Post-Test in the Experiment Class and Control Class are 0.249 and 0.246, respectively, which are greater than the 0.05 significance. The results of the normality test indicate that the data used in this study are normally distributed.

D. The Paired T Test of Pre Test and Post Test in Experimental and Control Class.

Based on the results of the data got and the processing using the paired sample t-test, the average scores of the experimental class and control class students who took the Pre Test and Post Test were as follows:

Table 4.5
The Paired T Test Result of Pre Test and Post Test in
Experimental and Control Class

Class	Pre Test	Post Test
Experimental Class	62,53	67,33
Control Class	44,67	51,20

The results of the analysis show that there are differences in student scores in the experimental class and students in the control class, in which students in the experimental class have a higher average score than students in the control class in both the pre test and post test. During the pre-test, the experimental class got an average value of 62.53 while the control class got an average value of 44.67. The average value of the two classes both increased during the post-test, which was the experimental class with an average value of 67.33 and the control class 51.20.

E. Hypothetical Test

Guidelines for decision making:

If the value is Sig. (2-tailed) < 0.05 , then H_0 is rejected and H_1 / H_2 is accepted.

If the value is Sig. (2-tailed) > 0.05 , then H_0 is accepted and H_1 / H_2 is rejected.

- 1) The Effect of Using the Word Wall Media Method on Student Vocabulary in Experimental Class

Table 4.6

Table of Paired Samples Test Hypothesis Test 1

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	4.8000	12.83959	2.34418	.00562	9.59438	2.048	29	.050

Hypothesis Formulation:

H_0 : There is no effect of using the Word Wall Media method on students' vocabulary in the experimental class.

H_1 : the use of the Word Wall Media method affects students' vocabulary in experimental class.

Based on the analysis, it is known that the Sig. (2-tailed) is 0.050, that is the same 0.05 ($0.050 = 0.05$), so that H_0 is rejected and H_1 is accepted. These results can be concluded that the use of the Word Wall Media method has an effect on students' vocabulary in the experimental class.

- 2) The Effect of Using the Word Wall Media Method on Student Vocabulary in Control Class

Table 4.7

Table of Paired Samples Test Hypothesis Test 2

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-6.533	14.948	2.729	-12.115	-.952	-2.394	29	.023

Hypothesis Formulation:

H0: There is no effect of using the Word Wall Media method on students' vocabulary in control class.

H2: The use of the Word Wall Media method affects students' vocabulary in control class.

Based on the analysis, it is known that the Sig. (2-tailed) is 0.023 which is smaller than 0.05 ($0.023 < 0.05$), so that H0 is rejected and H2 is accepted. These results can be concluded that the use of the Word Wall Media method affects the vocabulary of students in the control class.

F. Discussion of Research Finding

Based on the data collected, using word wall to develop student vocabulary showed that students enjoyed and very interested. It was supported by the result of the student's score of pre-test and post-test. The students' score who was taught vocabulary by using word wall was better than before the treatment. The results of the present study highlight

and support the idea that used word wall vocabulary has a positive impact on the students' reading ability. The researcher discovered that the students were enthusiastic, fun and also enjoy while learning vocabulary. They followed the lesson respectfully and also discussed their vocabulary with their chair mates or friends and helped each other to improve their vocabulary make a word wall.

Based on the finding result, the seventh graders of MTs Kertomulyo, Trangkil, Pati students' score percentage before used word wall were very low for their vocabulary. The pre-test was conducted to experimental and control class in the seventh grade to know which classes that eligible and have the same average in English collocation knowledge. The treatment was given one time in each class. After the treatment was given, the researcher gave the post-test and the result was the score of the experimental class is higher than the controlled class. It can be seen from the mean of the pre-test in the experimental class is 62,53, which of the post-test is 67,33. In the controlled class, the mean of the pre-test is 44,67, which of the post-test is 51,20.

Based on the result of the calculation of the Sig. (2-tailed) in Experimental class is 0.040, that is the same 0.05 ($0.050 = 0.05$), and in Control Class is 0.023 which is smaller than 0.05 ($0.023 < 0.05$). So H_0 is rejected and H_a is accepted. It means there was a significant difference between the students' who using word wall to develop vocabulary and the students' who without word wall to develop vocabulary. In other words, word wall is found to be helpful and effective on students' vocabulary understanding, especially the seventh-grader students of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati.

G. Limitation of the Research

There are several limitations that are quite influential on this research of thesis. These limitations include the subject and time of the study. These limitations can be explained as follows.

- 1) This research was limited at VII MTs Shiratul Ulum Kertomulyo, Trangkil, Pati, with one experimental class and one control class. The researcher focused on word wall to improve student's

vocabulary. When the same researchers conducted in other schools, it is still possible to obtain the difference result.

- 2) The research process was carried out by researcher was also limited by time. This research was carried out during thesis making. This short time was one of the factors that could not be done maximally. Although the time was used quite short but was still able to fulfill the requirements for research.
- 3) The researcher was still lack of knowledge and experience for during this research, so the implementation process of this research was less smooth. But the researcher tried to present the research as good as possible to do this research.

CHAPTER V

CONCLUSION

In this chapter, the researcher presents the conclusion of this study, some suggestions, and closing.

a. Conclusion

Based on the result of research that had be done in this thesis with the title “The use of word wall to develop students vocabulary for the seventh grade of MTs Shiratul Ulum kertomulto, trangkil, pati ”, the researcher made the conclusion as follow:

1. There are some significant differences between the experimental and control classes. In the result of the average post-test of the experimental class was 67,33 which was higher than the control class 51,20. It means that using word wall vocabulary was better than non-using word wall vocabulary.

2. Based on the result of the calculation of the Sig. (2-tailed) in Experimental class is 0.050 , that is the same 0.05 ($0.050 = 0.05$), and in Control Class is 0.023 which is smaller than 0.05 ($0.023 < 0.05$). So H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between the students' who using word wall vocabulary and non using word wall vocabulary.

3. The strengths is 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, fostering student independence. Fourth, promote reading and writing, holds students responsible for spelling certain words correctly every time and the last increase our students' confidence in their ability to solve the problems and engage and scientific discussions and establish an atmosphere in the class. As a student, more successful, discipline problem is reduced. And the weaknesses of this game are Student must "own "the word, so students will busy to find out the answer by their word. The game may be a time-consuming activity if the teacher cannot control the class very well. Another disadvantage the class will be uncontrolled because of the noise that is made by the students.

In other words, word wall vocabulary is found to be helpful and effective on students' vocabulary understanding, especially the seventh-grader students of MTs Shiratul Ulum Kertomulyo, tranquil, pati.

b. Suggestion

Based on the results obtained, there are several suggestions as follows:

1. For Teachers

The teacher must be innovative in choosing learning media that are appropriate to the students' abilities and learning material. So, students are interested in learning English.

2. For Students

Students are advised to always pay attention to what the teacher says carefully. Students not only pay attention to the material but can also work together and actively improve their vocabulary in interesting and different ways by using wordwall media.

3. For Further Researcher

The results of this study are expected to be used as a consideration or preview for further researchers in conducting the same research field with different research objects. This thesis is presented to the readers. Researchers realize that it is still less than perfect. Researchers expect suggestions and criticisms to make it perfect. Researchers hope this can be useful for readers.thanks.

c. Closing

Alhamdulillah rabbil 'aalamin. True praise belongs only to Allah, who gives strength and health until this thesis is completed. The author believes this research is far from perfect. Therefore, constructive criticism and suggestions are expected. Finally, the authors hope this thesis is useful for us. Amiin.

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APPENDIX

APPENDIX 1

Students' Name List of Experimental Class (VII A)

No	Name of Students	Code
1	A`IZZATUL MA`UNAH	A-1
2	AGITA NUR HASNA	A-2
3	AIRA MAYA RAMADHANI	A-3
4	AKHLIF AFWRIDA ANDRIANI	A-4
5	ATIKA ADILIA RAHMA	A-5
6	AULIA ALFU SYAKARIN	A-6
7	AZIZATUN NISWAH	A-7
8	CHULAI DATUL KAMILIA	A-8
9	DENOK AYUNING KEDHATON	A-9
10	DWI PUSPITASARI	A-10
11	DWI WIDI ASTUTIK	A-11
12	ELY APRILIANI	A-12
13	FATMA FITRI OKTAVIA	A-13
14	FIDATUN NISA	A-14
15	FIYA NORLELA	A-15
16	FRIDA NURUL AINI	A-16
17	HASNA NISRINA SANIA	A-17
18	IKA MAYA ERVIANA	A-18
19	KARLISHA ALUNA SYIFA	A-19
20	KEISYIA VIDYA PRATIWI	A-20
21	KHOLISHOH DEVI ATIKAH	A-21
22	MAULIDA SEPIA RAMADHANI	A-22
23	MEILYINA SALWA AULIYA	A-23
24	NABILA ALIFATUL MUMTAZA	A-24
25	NADIN MEYSYA PUTRI DITHA	A-25
26	NADIYA MULYANI AMIN SALAMAH	A-26
27	NILA ALFI SHOFWATIN	A-27
28	NURUL FADHILAH	A-28
29	PUTRI HANT AN MART A	A-29
30	RIZKA LAILI NUR ANIDA	A-30

APPENDIX 2

Students' Name List of Control Class (VII B)

No	Name of Students	Code
1	ACHMAD NAJMI MUMTAZ	C-1
2	ADI MAULANA MAIL	C-2
3	ADITYA AFRIZA	C-3
4	AHMAD ADLI SAPUTRA	C-4
5	AHMAD FAIZ FAIRUZ	C-5
6	AHMAD MUHAMMAD ARIF	C-6
7	AHMAD NUR BASITH	C-7
8	ALFIAN IBNU RAFI	C-8
9	ALFIAN SHIFA`I HAKIM	C-9
10	ANGGA DWI WAHYUDA	C-10
11	AZKHA SYIFA`UL WIDAD	C-11
12	DIMAS SAABFATONI	C-12
13	DWI BAGUS UTOMO	C-13
14	IBRA DAFARIZA	C-14
15	KUKUH RUDIYANTO	C-15
16	MISBAHUL MUSYAROF	C-16
17	MOH. FIRSTIAN RIZKI	C-17
18	MOH. ZAENUR ROHIM	C-18
19	MOH. ZAENUR ROHMAN	C-19
20	MUHAMMAD AFGAN TAFTAZANI	C-20
21	MUHAMMAD ANDIKA FAIZAR NAUFALI	C-21
22	MUHAMMAD FALIH RAHMAWAN	C-22
23	MUHAMMAD HARIYONO	C-23
24	MUHAMMAD KHOIRUL RIZQI	C-24
25	MUHAMMAD NABIL RIDWAN	C-25
26	REZA AFIFI AFWAN	C-26
27	REZA RAHMANI FADLI	C-27
28	SALMAN HAYT LANA	C-28
29	SANDI MIFTAHUL FADLI	C-29
30	SADAD RUJHAN	C-30

APPENDIX 3

Lesson Plan for Experimental Class

School : MTs Shiratul Ulum Pati
 Subjects : English
 Class / Semester : VII / 1
 Material : Adjectives
 Allocation Time : 3 x 20 Minutes

A. Objective learning

After following the learning process, students are expected to:

- Understand the vocabulary meaning in each expression and reading in the context of everyday life.
- Expressing words (vocabulary) with clear and fluent speech related to the immediate environment.
- Students can say vocabulary with correct pronunciation.
- Students can improve their vocabulary which can be applied in everyday life.

B. Learning Media, Tools / Materials & Learning Resources Media:

- Media : Worksheets, assessment sheets
- Tools / Materials : Drawing paper, blackboard, pens, laptops.
- Learning Resources : PAKAR (Active learning guide) English curriculum 2013 SMP / MTS class VII)

C. Learning Method

- Scientific approach (Observing, Questioning, Experimenting, Associating, Communicating)
- guess vocabulary personally

D. Learning steps

Introductory Activity (5 Minutes)	
Doing the opening with an opening greeting and praying to start learning, checking the presence of students as an attitude of discipline	
Linking material/themes/learning activities to be carried out with students' experiences with previous materials/themes/activities and asking questions to remember and connect with the next material.	
Convey motivation about what can be obtained (goals & benefits) by studying the material: Adjective	
Describe the things that will be studied, the competencies to be achieved, and the learning methods that will be taken	
Core Activity (50 Minutes)	
Exploration	Researchers explain the definition of the adjective, explain the characteristics. Give examples of adjectives involving students.

Elaboration	<ul style="list-style-type: none"> - The researcher displays an adjective image. - Then ask students to express verbally what is the picture. - Researchers repeat displaying images again by asking students to guess again what is in the picture 3 times. - When displaying a picture, if a student mistakes again when guessing a word and when saying it, the researcher helps them justify the student's mistake. - The teacher divides the students into 4 groups to make a word wall vocabulary and discuss with their friends after presenting them in front. - Next, the researcher gives the students a test sheet with the aim of measuring the extent of students' introduction to the vocabulary that has been displayed. - As students work on it, researchers surround students. - Next, the researcher corrects the mistakes of his students in terms of writing vocabulary.
Confirmation	Researchers then provide reinforcement and conclusion through the performance of researchers and students.
Closing Activity (5 Minutes)	
<ul style="list-style-type: none"> - Researchers correct mistakes made by students (errors include guessing and mentioning vocabulary). - Researchers assess students' work in answering questions. - Researchers provide a word of motivation to students. 	

D. Assessment of Learning Outcomes

- Knowledge Assessment in the form of multiple-choice written tests & written descriptions, oral tests/observations of question and answer discussions and conversations as well as assignments
- Skills assessment in the form of performance assessment, project appraisal, product appraisal, and portfolio assessment.

E. Learning Tools / Resources:**Rating:**

Indicator Achievement Competence	Technique Assessment	Form Instrument	Instrumen
Revealed orally vocabulary with greeting correct.	Oral test	Performance student with say vocabulary orally.	Pronounce words accordingly with that picture displayed with correct pronunciation.

Rating Format Vocabulary

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

Pati, 30 November 2020**Researcher****English Subject Teacher**

Ahmad Altayani**NIM : 1503046067**

Miss Hindun Qomariyyah, S.Pd

Students' Worksheet Experiment Class**Worksheet****Name :****Class :**

- look up 15 adjectives and look up their meanings.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

- make a group of at least three people and assemble the vocabulary into a word wall.

APPENDIX 4

Lesson Plan for Control Class

School : MTs Shiratul Ulum Pati
 Subjects : English
 Class / Semester : VII / 1
 Material : Adjectives
 Allocation Time : 2 x 20 Minutes

E. Objective learning

After following the learning process, students are expected to:

- Understand the vocabulary meaning in each expression and reading in the context of everyday life.
- Expressing words (vocabulary) with clear and fluent speech related to the immediate environment.
- Students can say vocabulary with correct pronunciation.
- Students can improve their vocabulary which can be applied in everyday life.

F. Learning Media, Tools / Materials & Learning Resources Media:

- Media : Worksheets, assessment sheets
- Tools / Materials : Drawing paper, blackboard, pens, laptops.
- Learning Resources : PAKAR (Active learning guide) English curriculum 2013 SMP / MTS class VII)

G. Learning Method

- Discussion

H. Learning steps

Introductory Activity (5Minutes)	
Doing the opening with an opening greeting and praying to start learning, checking the presence of students as an attitude of discipline	
Linking material/themes/learning activities to be carried out with students' experiences with previous materials/themes/activities and asking questions to remember and connect with the next material.	
Convey motivation about what can be obtained (goals & benefits) by studying the material: Adjective :	
Describe the things that will be studied, the competencies to be achieved, and the learning methods that will be taken	
Core Activity (30 Minutes)	
Exploration	Researchers explain the definition of the adjective, explain the characteristics. Give examples of adjectives involving students.
Elaboration	- The researcher displays an adjective image. - Then discuss with student and ask students to express

	<p>verbally what is the picture.</p> <ul style="list-style-type: none"> - Researchers repeat displaying images again by asking students to guess again what is in the picture 3 times. - When displaying a picture, if a student mistakes again when guessing a word and when saying it, the researcher helps them justify the student's mistake. - The teacher divides the students into 4 groups to make a word wall vocabulary and discuss with their friends after presenting them in front. - Next, the researcher gives the students a test sheet with the aim of measuring the extent of students' introduction to the vocabulary that has been displayed. - As students work on it, researchers surround students. - Next, the researcher corrects the mistakes of his students in terms of writing vocabulary.
Confirmation	Researchers then provide reinforcement and conclusion through the performance of researchers and students.
Closing Activity (5 Minutes)	
<ul style="list-style-type: none"> - Researchers correct mistakes made by students (errors include guessing and mentioning vocabulary). - Researchers assess students' work in answering questions. - Researchers provide a word of motivation to students. 	

D. Assessment of Learning Outcomes

- Knowledge Assessment in the form of multiple-choice written tests & written descriptions, oral tests/observations of question and answer discussions and conversations as well as assignments
- Skills assessment in the form of performance assessment, project appraisal, product appraisal, and portfolio assessment.

E. Learning Tools / Resources:

Rating:

Indicator Achievement Competence	Technique Assessment	Form Instrument	Instrumen
Revealed orally vocabulary with greeting correct.	Oral test	Performance student with say vocabulary orally.	Pronounce words accordingly with that picture displayed with correct pronunciation.

Rating Format Vocabulary

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

Pati, 30 November 2020

Researcher

English Subject Teacher



Ahmad Altayani
NIM : 1503046067



Miss Hindun Qomariyyah, S.Pd

APPENDIX 5

Instrument of Pre-test

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,d, or d!

1. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

- | | |
|---------|---------|
| a. Wrap | c. Wear |
| b. Go | d. Give |

2. The carpet is I want to clean it.

- | | |
|----------|----------|
| a. Large | c. Dirty |
| b. Shiny | d. Soft |

3. We often watch In the evening.

- | | |
|--------------|---------------|
| a. Newspaper | c. Magazine |
| b. Radio | d. Television |

4. My father always reads every morning.

- | | |
|--------------|---------------|
| a. Radio | c. Computer |
| b. Newspaper | d. Television |

5. Ana is a tailor. She makes

- | | |
|------------|--------------|
| a. Clothes | c. Bag |
| b. Belt | d. Ice cream |

6. Andi reads the English book in the....

- | | |
|------------|-------------|
| a. Library | c. Canteen |
| b. Market | d. Bathroom |

7. Diana's barbie is broken. Diana is very now.

- | | |
|------------|--------|
| a. Confuse | c. Sad |
|------------|--------|

- b. Happy d. Charm
8. I went to dentist yesterday because my were in pain.
- a. Hands c. Fingers
- b. Teeth d. Ears
9. A : Can you help me?
- B : Yes, of course. What can I do for you?
- A : Please, this bag to my room.
- B : Yes, Sir.
- a. Help c. Give
- b. Has d. Bring
10. This exercise was too for me. I got score 100.
- a. Difficult c. High
- b. Expensive d. Easy
11. If you study hard , you will be In your examination.
- a. Unsuccessful c. Success
- b. Sad d. lazy
12. Cut up **meatballs** and chicken fillet into small pieces. Kata bergaris bawah bermakna...
- a. Daging c. Bakso
- b. Sate d. Kentang
13. Grind together garlic, paper, and salt. Kata **Grind** bermakna...
- a. Uleg c. Cincang
- b. Campurkan d. Tambahkan
14. This room is dark, please turn on the...
- a. Lamp c. Door

- b. Fan d. AC

15. The students write their lesson on the....

- a. Chair c. Blackboard
b. Table d. Cupboard

II. Complete the sentences below using the following words ::

(*tomorrow, guitar, key, volume, bed, yellow, next, puppy, marathon, go.*)

16. I am learning to play the

17. It's going to be windy

18. I like reading before going

19. I went to the pet shop to get a

20. I am in training for a

21. Please turn down the

22. Where is my car ?

23. is my favorite colour.

24. Let's fishing.

25. I will be in Bali week.

GOOD LUCK

Pre-test Answer Key

- | | |
|-------|--------------|
| 1. C | 16. Guitar |
| 2. C | 17. Tomorrow |
| 3. D | 18. Bed |
| 4. B | 19. Puppy |
| 5. A | 20. Marathon |
| 6. A | 21. Volume |
| 7. C | 22. Key |
| 8. B | 23. Yellow |
| 9. D | 24. Go |
| 10. D | 25. Next |
| 11. C | |
| 12. C | |
| 13. A | |
| 14. A | |
| 15. B | |

APPENDIX 6

Instrument of Post-test

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d!

1. Dedi : do you know where is the library in this school ?

Andre : yes , I

- | | |
|----------|---------|
| a. know | c. Easy |
| b. angry | d. Fast |

2. The pillow is I want to sleep there.

- | | |
|----------|----------|
| a. Large | c. Dirty |
| b. Shiny | d. Soft |

3. We often watch ... in the evening.

- | | |
|--------------|---------------|
| a. Newspaper | c. Magazine |
| b. Radio | d. Television |

4. My grandmother always calls my father by....

- | | |
|--------------|---------------|
| a. Radio | c. Television |
| b. Telephone | d. Computer |

5. Ridho is barber. He cut....

- | | |
|-----------|----------|
| a. Leaves | c. Shoes |
| b. Hair | d. Belt |

6. Rita buys a medicine in the....

- | | |
|------------|---------------|
| a. Library | c. Dispensary |
| b. Mall | d. School |

7. Diana's Barbie is broken. Diana is very now.

- a. Confuse c. Sad
b. Happy d. Charm
8. Dita calls a for cut grass in her garden.
a. Carpenter c. Farmer
b. Gardener d. Speaker
9. A: Can you help me?
B: Yes of course. What can I do for you?
A: Please, ... this bag to my room.
B: Yes sir.
a. Help c. Give
b. Has d. Bring
10. Indah ... the match in National Olimpiade. She is very happy.
a. Jumped c. Lost
b. Won d. Celebrated
11. If you study hard, you will be in your examination.
a. Unsuccessful c. Success
b. Sad d. Stupid
12. Cut uponion and chili into small pieces. Kata bergaris bawah bermakna
a. Daging c. Bawang
b. Cabai d. Kentang
13. Grind together salt, sugar, pepper, and coriander. Kata Sugar bermakna ...
a. Garam c. Merica
b. Ketumbar d. Gula
14. This room is hot, please turn on the ...
a. AC c. Lamp
b. Door d. Television
15. The teacher write the lesson on the ...

- a. Chair c. Cupboard
- b. Floor d. Blackboard

16. Mrs. Wono is very famous for the delicious backed brownies. Kata **Famous** termasuk jenis kata

- a. Noun c. Adverb
- b. Adjective d. Verb

17. Fry the spices until aromatic. Kata **spices** termasuk jenis kata

- a. Adjective c. Noun
- b. Adverb d. Verb

18. She is beautiful. I like her. Kata **Beautiful** termasuk jenis kata

- a. Adverb c. Verb
- b. Adjective d. Noun

19. Cut up vegetable into small pieces. Kata bergaris bawah termasuk jenis kata

- a. Adverb c. Adjective
- b. Noun d. verb

20. Chop up garlic into a very thin pieces. Kata **thin** termasuk jenis kata

- a. Adjective c. Verb
- b. Adverb d. Noun

II. Please answer the questions below in indonesia !

21. Beautiful

22. faithful

23. Black

24. Friendly

25. Polite

Post-test answer key

1. A	11. C	1. CANTIK
2. D	12. B	2. SETIA
3. D	13. D	3. HITAM
4. B	14. A	4. RAMAH
5. B	15. D	5. SOPAN
6. C	16. B	
7. C	17. C	
8. B	18. B	
9. D	19. C	
10. B	20. A	

APPENDIX 7

Students' Pre-test for Experimental Class

(76)

38
37
76

Name : Denny A.K

Class : 7A 21F 1

I. Choose the correct answer with crossing (X) a,b,d, or d!

1. Rina : I want to wear my white gown to Amanda's party. What do you think?
 Lisa : I think the red one is better.
 Rina : Ok. I will the red gown

a. Wrap ☒ Wear
 b. Go d. Give

2. The carpet is I want to clean it.

a. Large c. Dirty
☒ Shiny d. Soft

3. We often watch In the evening.

a. Newspaper c. Magazine
 b. Radio ☒ Television

4. My father always reads every morning.

a. Radio c. Computer
☒ Newspaper d. Television

5. Ana is a tailor. She makes

☒ Clothes ☒ Bag
 b. Belt d. Ice cream

6. Andi reads the English book in the....

☒ Library c. Canteen
 b. Market d. Bathroom

APPENDIX 8

Students' Pre-test for Control Class

68

Name : *Saqlan Hayir Pang.*

Class : *7B*

I. Choose the correct answer with crossing (X) a,b,d, or d!

1. Rina : I want to wear my white gown to Amanda's party. What do you think?
 Lisa : I think the red one is better.
 Rina : Ok. I will the red gown

a. Wrap	c. Wear
<input checked="" type="checkbox"/> d. Go	d. Give

2. The carpet is I want to clean it.

a. Large	<input checked="" type="checkbox"/> Dirty
b. Shiny	d. Soft

3. We often watch In the evening.

a. Newspaper	c. Magazine
b. Radio	<input checked="" type="checkbox"/> Television

4. My father always reads every morning.

a. Radio	c. Computer
<input checked="" type="checkbox"/> Newspaper	d. Television

5. Ana is a tailor. She makes

<input checked="" type="checkbox"/> Clothes	c. Bag
b. Belt	d. Ice cream

6. Andi reads the English book in the....

<input checked="" type="checkbox"/> Library	c. Canteen
b. Market	d. Bathroom

APPENDIX 9

Student's Post-test of Experimental Class

(4)

84

Name : Athir Afwida Andriani

Class : 7 A

I. Choose the correct answer with crossing (X) a,b,c, or d!

- Dedi : do you know where is the library in this school ?
Andre : yes , I

<input checked="" type="checkbox"/> a. know	c. Easy
b. angry	d. Fast
- The pillow is I want to sleep there.

a. Large	c. Dirty
b. Shiny	<input checked="" type="checkbox"/> d. Soft
- We often watch ... in the evening.

a. Newspaper	c. Magazine
b. Radio	<input checked="" type="checkbox"/> d. Television
- My grandmother always calls my father by....

a. Radio	c. Television
<input checked="" type="checkbox"/> b. Telephone	d. Computer
- Ridho is barber. He cut....

a. Leaves	c. Shoes
<input checked="" type="checkbox"/> d. Hair	d. Belt
- Rita buys a medicine in the....

a. Library	<input checked="" type="checkbox"/> d. Dispensary
b. Mall	d. School
- Diana's Barbie is broken. Diana is very now.

a. Confuse	c. Sad
<input checked="" type="checkbox"/> b. Happy	d. Charm

Students' Post-test of Control Class

72

Name : *Muhammad Fathul Raumanan*

Class : *7B*

I. Choose the correct answer with crossing (X) a,b,c, or d!

1. Dedi : do you know where is the library in this school ?
Andre : yes , I

a. know	c. Easy
b. angry	d. Fast
2. The pillow is I want to sleep there.

a. Large	a. Dirty
b. Shiny	d. Soft
3. We often watch ... in the evening.

a. Newspaper	c. Magazine
b. Radio	a. Television
4. My grandmother always calls my father by....

a. Radio	c. Television
a. Telephone	d. Computer
5. Ridho is barber. He cut....

a. Leaves	c. Shoes
b. Hair	a. Belt
6. Rita buys a medicine in the....

a. Library	a. Dispensary
b. Mall	d. School
7. Diana's Barbie is broken. Diana is very now.

a. Confuse	a. Sad
b. Happy	d. Charm

APPENDIX 11

The Score Pre-Test and Post-Test of Experimental and Control Class

Experimental Class				Control Class			
No	Student's Code	Pretest	Posttest	No	Student's Code	Pretest	Posttest
1	A-1	72	80	1	C-1	56	64
2	A-2	76	80	2	C-2	32	60
3	A-3	72	68	3	C-3	56	44
4	A-4	72	84	4	C-4	44	36
5	A-5	68	80	5	C-5	60	56
6	A-6	72	68	6	C-6	48	36
7	A-7	72	80	7	C-7	32	56
8	A-8	72	72	8	C-8	56	60
9	A-9	76	80	9	C-9	36	44
10	A-10	72	56	10	C-10	60	48
11	A-11	72	60	11	C-11	56	68
12	A-12	72	72	12	C-12	48	36
13	A-13	60	56	13	C-13	28	44
14	A-14	72	80	14	C-14	36	64
15	A-15	68	80	15	C-15	48	44
16	A-16	68	76	16	C-16	36	60
17	A-17	72	72	17	C-17	48	56
18	A-18	72	80	18	C-18	56	44
19	A-19	72	64	19	C-19	32	60
20	A-20	60	56	20	C-20	28	40
21	A-21	16	64	21	C-21	28	44
22	A-22	24	44	22	C-22	36	72
23	A-23	64	56	23	C-23	64	60
24	A-24	68	64	24	C-24	28	12
25	A-25	32	52	25	C-25	32	36
26	A26	64	60	26	C-26	56	68
27	A-27	60	64	27	C-27	28	52
28	A-28	36	48	28	C-28	68	68
29	A-29	68	64	29	C-29	48	40
30	A-30	32	60	30	C-30	56	64

Appendix 12 : The Result of Descriptive Statistics of Experimental Class

Descriptives			
	Test	Statistic	Std. Error
Experimental Class	Pre Test	Mean	62.53
		Lower Bound	56.36
		95% Confidence Interval for Mean	68.70
		Upper Bound	64.22
		5% Trimmed Mean	70.00
		Median	273.085
		Variance	16.525
		Std. Deviation	16
		Minimum	76
		Maximum	60
		Range	12
		Interquartile Range	-1.776
		Skewness	.427
		Kurtosis	.833
	Post Test	Mean	67.33
		Lower Bound	63.18
		95% Confidence Interval for Mean	71.49
		Upper Bound	67.70
		5% Trimmed Mean	66.00
		Median	123.678
		Variance	11.121
		Std. Deviation	44
		Minimum	84
		Maximum	40
		Range	21
		Interquartile Range	-.239
		Skewness	.427
		Kurtosis	.833

Appendix 13 : The Result of Descriptive Statistics of Control Class

Descriptives			
	Test	Statistic	Std. Error
Control Class	Mean	44.67	2.318
	Lower Bound	39.93	
	95% Confidence Interval for Mean		
	Upper Bound	49.41	
	5% Trimmed Mean	44.37	
	Median	48.00	
	Pre Test Variance	161.195	
	Std. Deviation	12.696	
	Minimum	28	
	Maximum	68	
	Range	40	
	Interquartile Range	24	
	Skewness	.066	.427
	Kurtosis	-1.421	.833
	Mean	51.20	2.459
	Lower Bound	46.17	
	95% Confidence Interval for Mean		
	Upper Bound	56.23	
	5% Trimmed Mean	51.85	
	Median	54.00	
	Post Test Variance	181.407	
	Std. Deviation	13.469	
	Minimum	12	
	Maximum	72	
	Range	60	
	Interquartile Range	18	
	Skewness	-.697	.427
	Kurtosis	.737	.833

Appendix 14

The Result of Normality Test of Experimental Class

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	Pre Test	.296	30	.100	.683	30	.211
	Post Test	.173	30	.123	.930	30	.249

a. Lilliefors Significance Correction

Appendix 15

The Result of Normality Test of Control Class

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Control Class	Pre Test	.186	30	.110	.901	30	.209
	Post Test	.143	30	.119	.929	30	.246

a. Lilliefors Significance Correction

Appendix 16

The Result of Paired T-Test of Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	62.53	30	16.525	3.017
	Post Test	67.33	30	11.121	2.030

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	30	.631	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	4.80000	12.83959	2.34418	.00562	9.59438	2.048	29	.050

Appendix 17

The Result of Paired T Test of Control Class

Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	44.67	30	12.696	2.318
	Post Test	51.20	30	13.469	2.459

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	30	.348	.059

Paired Samples Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-6.533	14.948	2.729	-12.115	-.952	-2.394	29	.023

Appendix 18

The Result of Homogeneity of Experimental Class

Guidelines for decision making:

If the value is Sig. (2-tailed) < 0.05 , then H_0 is rejected and H_1 / H_2 is accepted.

If the value is Sig. (2-tailed) > 0.05 , then H_0 is accepted and H_1 / H_2 is rejected.

1) The Effect of Using the Word Wall Media Method on Student Vocabulary in Experimental Class.

Paired Samples Test 1

Paired Samples Test 1									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	4.80000	12.83959	2.34418	.00562	9.59438	2.048	29	.050

Hypothesis Formulation:

H_0 : There is no effect of using the Word Wall Media method on students' vocabulary in the experimental class.

H_1 : the use of the Word Wall Media method affects students' vocabulary in experimental class.

Based on the analysis, it is known that the Sig. (2-tailed) is 0.050 which is smaller than 0.05 ($0.050 < 0.05$), so that H_0 is rejected and H_1 is accepted. These results can be concluded that the use of the Word Wall Media method has an effect on students' vocabulary in the experimental class.

Appendix 19

The Result of Homogeneity of Control Class

Guidelines for decision making:

If the value is Sig. (2-tailed) < 0.05 , then H_0 is rejected and H_1 / H_2 is accepted.

If the value is Sig. (2-tailed) > 0.05 , then H_0 is accepted and H_1 / H_2 is rejected

- 1) 1) The Effect of Using the Word Wall Media Method on Student Vocabulary in Control Class.

Paired Samples Test 2

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-6.533	14.948	2.729	-12.115	-.952	-2.394	29	.023

Hypothesis Formulation:

H_0 : There is no effect of using the Word Wall Media method on students' vocabulary in control class.

H_2 : The use of the Word Wall Media method affects students' vocabulary in control class.

Based on the analysis, it is known that the Sig. (2-tailed) is 0.023 which is smaller than 0.05 ($0.023 < 0.05$), so that H_0 is rejected and H_2 is accepted. These results can be concluded that the use of the Word Wall Media method affects the vocabulary of students in the control class.

APPENDIX 20

Profile of MTs Shiratul Ulum

Mts Shiratul Ulum is an educational institution with Islamic characteristics in the coastal area of the city of Pati, to be exact, on the Juwana - Tayu highway, precisely in the village of Kertomulyo, Trangkil, Pati. To fulfill the mandate of the law and to achieve the goals of national education in general, as well as the goals of school education in particular, MTs Shirathul Ulum as a junior secondary education institution characterized by Islam sees the need to develop an Education Unit Level Curriculum (KTSP). Through this KTSP madrasah can carry out their educational programs according to the potential, needs, and needs of students. For this reason, in its development, it involves all Madrasah residents in coordination with stakeholders in the Madrasah environment. Besides, MTs Shirathul Ulum has a vision and mission as follows:

A. Vision of the Madrasah

The formulation of the Vision of MTs Shirathul Ulum, namely: The creation of Human Resources (HR) who have faith, achievement, and have good moral character. From the formulation of the vision above, there are four expected superiority variables, namely: Faith, Science, Expertise, and Morals, each of which has the following indicators. :

B. Indicators of Courtesy in Faith

- 1) Realizing students who are orderly in carrying out worship.
- 2) Increased students' obedience in the storyline.
- 3) The further away students from things that are wrong and immoral.
- 4) The realization of a religious and cultured Islamic school life.
- 5) The realization of students who are memorized, fluent, and skilled in reading prayers, prayer movements, and harmony and reading movements.
- 6) The realization of students who memorize and are fluent in prayer after prayer.
- 7) The realization of students who memorize and are fluent in daily Muslim prayers.
- 8) Realization of students who are orderly to pray fardhu.
- 9) Realizing students who are orderly in carrying out the Sunah Rowatib prayer.
- 10) The realization of students who are accustomed to giving infaq and shadaqah.

- 11) The realization of students who are accustomed to following Islamic holidays.
- 12) The realization of students who are used to saying greetings.
- 13) The realization of students who are accustomed to saying the word *toyibah*.
- 14) The realization of students who are accustomed to starting and ending lessons by praying.
- 15) The realization of students who are accustomed to reading the *al-Qur'an* after prayer.

B. Performance Indicator

- a. Realization of students who excel in achieving the UN, UAMBN, and UAM scores above the minimum standard.
- b. The realization of students who excel in various academic and non-academic activities.
- c. Realizing students who excel in the mastery of information and communication technology.
- d. The Increased percentage of graduates who are accepted in top schools.
- e. The realization of students who have skills and non-academic skills according to their interests and talents.
- f. The realization of students who have sports and artistic achievements.
- g. The realization of students who can become entrepreneurs
- h. The realization of students who can trade

C. Akhlakul Karimah indicator

- 1) The realization of students who are polite in speech and behavior.
- i. The realization of students who carry out the 4 S (Smile, Greetings, Greetings, Greetings).
- j. The realization of students who respect parents, teachers, and employees of madrasah and the community.
- k. The realization of students who are used to acting honestly
- l. The realization of students who are accustomed to being responsible.
- m. The realization of students who are accustomed to self-confidence.
- n. The realization of students who are used to love each other.
- o. Realizing helpful students.
- p. The realization of students who are used to living clean and healthy

1. Mission Madrasah

1. To create a Muslim personality with strong *aqidah*, obedient worship, and noble character.
2. Forming Muslim humans who can understand and practice the *Qur'an* and *As-Sunnah*.

3. Completing 9 years of compulsory education.
4. Development of skills and life skills (Soft Skills) of students.
5. Student learning so that they can make proud achievements.

APPENDIX 21

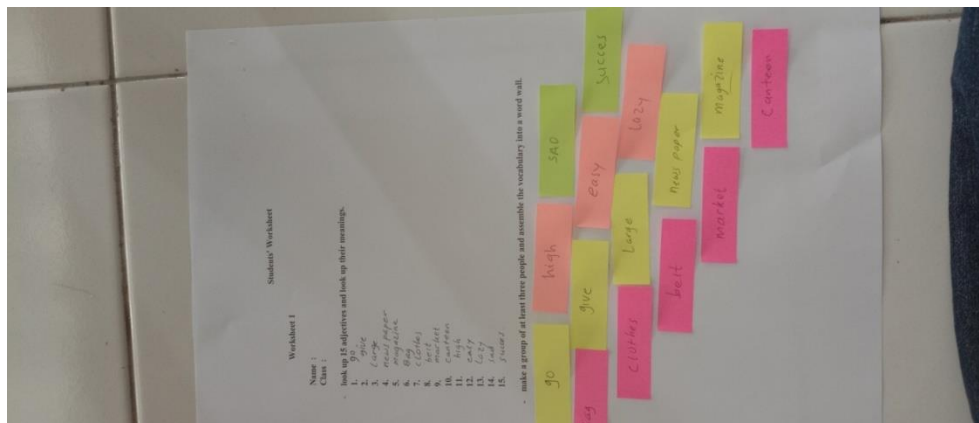
Documentation

- Experimental class Treatment and Post Test in Experimental class



- Treatment in Experimental class





Control class

- Post Test in Control class





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18

November 2020

Lamp : -

Hal : Mohon Izin Riset

a.n. : Ahmad Altayani

NIM : 1503046067

Yth.

Dekan FITK UIN Walisongo

Di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Ahmad Altayani

NIM : 1503046067

Alamat : Kertomulyo RT 01 RW 01 Kec. Trangkil, Kab. Pati

Judul Skripsi : The Use Of Word Wall Media To Develop Student's Vocabulary For The Seventh Grade Of Mts Shiratul Ulum Kertomulyo, Trangkil, Pati.

Pembimbing: Daviq Rizal, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 19 November 2020 sampai dengan 1 Desember 2020.

Demikian atas perhatian dan
terkabulnya permohonan ini
disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



B.d. Dekan,
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Adalah benar-benar telah mengadakan penelitian di MTs. Shirathul Ulum yang telah dilaksanakan pada

Hari : Kamis-Selasa
 Tanggal : 19 November – 1 Desember 2020
 Guru Pembimbing : Indun Khomariyah, S. Pd

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya

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Kepala Madrasah



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AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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PENELITI : Ahmad Altayani

NIM : 1503046067

JURUSAN : Pendidikan Bahasa Inggris

**JUDUL : THE USE OF WORD WALL MEDIA TO DEVELOP
STUDENT'S VOCABULARY FOR THE SEVENTH GRADE OF MTS
SHIRATUL ULUM KERTOMULYO, TRANGKIL, PATI IN THE
ACADEMIC YEAR OF 2020/2021**

HIPOTESIS:

a. Hipotesis Perbedaan Rata-Rata Kelas Eksperimen

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

b. Hipotesis Perbedaan Rata-Rata Kelas Kontrol

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

HASIL DAN ANALISIS DATA

Uji Perbedaan Rata-Rata Kelas Eksperimen

t-Test: Paired Two Sample for Means

	Post Test	Pre-Test
Mean	67.33333333	62.53333333
Variance	123.6781609	273.0850575
Observations	30	30
Pearson Correlation	0.630943315	
Hypothesized Mean Difference	0	
df	29	
t Stat	2.047625719	
P(T<=t) one-tail	0.024874701	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	0.049749402	
t Critical two-tail	2.045229642	

Keterangan:

Sig. = 0.049 < 0.05, maka H_0 ditolak artinya bahwa terdapat perbedaan rata-rata nilai antara sebelum dan sesudah menggunakan media word wall.



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

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Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Paired Two Sample for Means

	Post Test	Pre-Test
Mean	51.2	44.66666667
Variance	181.4068966	161.1954023
Observations	30	30
Pearson Correlation	0.348451644	
Hypothesized Mean Difference	0	
df	29	
t Stat	2.394003676	
P(T<=t) one-tail	0.011677189	
t Critical one-tail	1.699127027	
P(T<=t) two-tail	0.023354378	
t Critical two-tail	2.045229642	

Keterangan:

Sig. = 0.023 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai antara sebelum dan sesudah menggunakan media word wall.

Semarang, 02 Februari 2021

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

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Place & Time of birth : Pati, April 6th 1997
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B. EDUCATIONAL BACKGROUND

1. FORMAL EDUCATION:

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- b. MTs Shiratul Ulum Kertomulyo, Trangkil, Pati (2009-2012)
- c. MA Raudhotul ulum Guyangan, Trangkil, Pati (2012-2015)
- d. UIN Walisongo Semarang (2015-2021)

2. NON-FORMAL EDUCATION:

- a. Boarding School Raudhotul Mutaalimin Wates, Bringin, Ngaliyan, Semarang (2012-2015).