A COMPARATIVE STUDY BETWEEN WORD WALL AND FLASH CARD TO INCREASE STUDENTS' VOCABULARY OF VIII GRADE STUDENTS AT SMP NEGERI 5 TOLITOLI

Arni J Timumun
Students of English Education Study Program
Email: arnianti07@gmail.com

ABSTRACT

The aims of this research are to find out whether the Word Wall and Flash Card media can increase students' vocabulary of eighth grade students at SMPN 5 Tolitoli. The design of this research was true-experimental research. The sample of this research is consisted of 38 students' is VIII A 19 and VIII B 19, which using random sampling. The data obtained from pre-test and post-test. In the class Word Wall post-test, it found that the mean score of the students is 73,26   was higher than pre-test 52,84 And the mean score of the class Flash Card in post-test is 72,00   was higher than pre-test 40,11. The testing hypothesis showed that the value of t-count was lowest than t-table (0,269<2.028). In Conclusion, there was no significant difference whether the of word wall and flash card in increasing students' vocabulary at SMPN 5 Tolitoli.

Key words: Compare, Word wall, Flash card, Vocabulary

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah Word Wall dan Flash Media kartu dapat meningkatkan kosakata siswa kelas delapan SMPN 5 Tolitoli. Desain penelitian ini adalah penelitian eksperimental sejati. Sampel penelitian ini terdiri dari 38 siswa adalah VIII A 19 dan VIII B 19 yang menggunakan random sampling. Data yang diperoleh dari pra-tes dan pasca-tes. Di kelas Word Wall pasca-tes, ditemukan bahwa nilai rata-rata siswa adalah 73,26 lebih tinggi dari pra-tes 52,84 Dan skor rata-rata kartu flash kelas dalam pasca-tes adalah 72.00 lebih tinggi dari pra-tes 40,11. Hipotesis pengujian menunjukkan bahwa nilai t-count terendah daripada t-table (0.269<2.028). Kesimpulannya, tidak ada perbedaan yang signifikan apakah dinding kata dan kartu flash dalam meningkatkan kosakata siswa di SMPN 5 Tolitoli.

Kata kunci: Membandingkan, dinding Kata, Kartu flash, Kosakata

1. Introduction

English is an international language. For Indonesia, English is a foreign language or second language. English is use by many people in many countries. Learning English is an integrated that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to communicate our feeling, need, and desires through speaking and writing and to understand our world through listening and reading and. One of the aspects that important in language is vocabulary.

Vocabulary is a list or group of words with their meanings especially in the book and dictionary. Vocabulary is one of the important elements and as a basic part in learning English that should be mastered well. By mastering vocabulary, the students could learn English easily. It gives a big influence in every skill when the students learnt English. The students are able to speak fluently because they had a lot of vocabularies. Richard and Renandya (2002:81) argued that vocabulary is the core aspect of language proficiency and provides much or the basic for well learners speak, read, listen and write. Downing (2006: 16) have a perception that there are two classification of word classes or part of speech, as open class and close class. So, English vocabulary is classified grammatically according to terminological traditionally.

Teachers should prepare methods that support students' skills with an approach that suits their needs (Malik, A.R 2020; Malik, 2019; Wael dkk, 2019, Darwis, 2020, T. Jacub 2020; Burhan & Saugadi, 2017). Vocabulary is a basic part in learning English. So, that is very important to know. As a linguist, Thornburg (2002: 13) state that learning vocabulary is very important "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Teaching vocabulary is on of the ways in to develop English competence because vocabulary was on of the success key in learning English. The English teacher as the collaborator of this research decided to change the technique of teaching English especially the use of the media for teaching vocabulary.

A word wall is part of words or a collection of words used to teach vocabulary, letter-sound correspondence, spelling, and more. Word wall are used as a tool to teach language concept. Ni'matul Muzayyanah (2015:20) argued that word wall was organized display of words that provides visual references for students' learning in classroom. Gursky (2002:1) stated that word wall is a systematically organized collection of words displayed in large letters on a wall or other large display in the classroom. According to Cronsberry (2004: 3) a word wall is a group of words that are displayed on a wall, whiteboard, chalkboard or a bulletin board in a classroom.

According to Tresha Callella (2001:3) there are the advantages and disadvantages of using Word wall, as follows:

a. Advantages
   1. Can help the students to remember the words.
   2. Servers as an important tool for helping students learn to read.
   3. Promotes reading and writing.
   4. Foster student independences.
b. Disadvantages
   1. Need equipment to reproduce.
   2. Need time to develop.
   3. There were sometimes viewed as busy work.

A flash card is a set of cards include information, as words or numbers, used in classroom or private study. According to Zeni Safirah (2016: 30) vocabulary card or flash card is a card made from any paper, in one side is a word of target language and other side is the meaning of the word. Hendri Adi (2014:6) stated that the purpose of using flash card is memorizing word. So, flash card is a study tool, piece of paper that is used a learning aid. There some advantages and disadvantages of Flash card by Wright (2006:73), as follow:

    a. Advantages
       1. Can help the students easy in memorizing words.
       2. Can be brought everywhere.
       3. Give variation in teaching.
       4. Very helpful to refresh the students mind.
    b. Disadvantages
       1. Flashcard cannot be used at all level.
       2. The teacher needs much time to make flash card.

In this research, the researcher proposed Word Wall and Flash Card as media to increase students' vocabulary at SMP Negeri 5 Tolitoli.

2. Method of Research

The researcher used true-experimental research design in this research. It aimed to know the differences whether the used of Word Wall and Flash Cards can increase students' vocabulary. The researcher focused on two classes and the sample are class VIII A and VIII B. The treatment was given to experimental class are four meetings. Total number of samples are 38 students.

3. Finding

After conducted the research, the researcher used SPSS program 21 to analyzed the data collection to find out the result of this research. In collection the data, the researcher conducted the scores of pre-test before the treatment and post-test after the treatment.

3.1 The Result of Pre-test of Word Wall Media

No	Students' Initial	Test			Acquired	Score	Criteria
		MPC	MW	TW			
1	AP	18	8	2	28	56	Failed
2	CRW	5	2	2	9	18	Failed
3	GCT	6	3	-	9	18	Failed
4	MI	14	12	1	27	54	Failed
5	MA	7	18	-	25	50	Failed
6	MY	6	2	2	10	20	Failed
7	MG	7	10	1	18	36	Failed
8	RN	3	3	1	7	14	Failed
9	RMN	9	10	2	21	42	Failed
10	AG	7	18	9	34	68	Failed
11	GAW	10	15	9	34	68	Failed
12	LN	10	20	9	39	78	Successful
13	NA	9	12	4	25	50	Failed
14	NNA	10	15	5	30	60	Failed
15	NV	6	10	8	24	48	Failed
16	SL	9	15	10	34	68	Failed
17	TST	18	17	10	45	90	Successful
18	SJT	19	20	10	49	98	Successful

19	YL	7	18	9	34	68	Failed
	Total	180	228	94	502	1,004	

3.2 The Result of Pre-test in Flash Card Media

No	Students' Initial	Test			Acquired	Score	Criteria
		MPC	MW	TW			
1	ADM	7	8	7	22	44	Failed
2	GR	4	8	9	21	42	Failed
3	HM	8	7	2	17	34	Failed
4	IM	7	5	7	19	38	Failed
5	JRB	3	4	5	12	24	Failed
6	KW	5	9	3	17	34	Failed
7	MRA	4	5	-	9	18	Failed
8	MR	7	5	2	14	28	Failed
9	MF	13	10	5	28	56	Failed
10	RJA	12	10	3	25	50	Failed
11	RSA	4	7	9	20	40	Failed
12	RL	5	5	9	19	38	Failed
14	ERL	10	7	4	21	42	Failed
15	FRD	10	3	4	17	34	Failed
16	NNF	8	8	3	19	38	Failed
17	NAL	13	14	5	32	64	Failed
18	NAS	7	1	5	13	26	Failed
19	SY	15	12	5	32	64	Failed
20	SR	11	8	5	24	48	Failed
	Total	161	143	95	399	798	

3.3 The Result of Post-test in Word Wall Media

No	Student' Initial	Test			Acquired	Score	Criteria
		MPC	MW	TW			
1	AP	19	18	6	43	86	Successful
2	CRW	15	16	7	38	76	Successful
3	GCT	11	14	4	29	58	Failed
4	MI	15	16	6	37	74	Successful
5	MA	8	13	4	25	50	Failed
6	MY	16	13	6	35	70	Successful
7	MG	8	10	3	21	42	Failed
8	RN	8	11	6	25	50	Failed
9	RMN	16	15	7	38	76	Successful
10	AG	15	14	10	39	78	Successful
11	GAW	14	16	10	40	80	Successful

12	LN	14	16	10	40	80	Successful
13	NA	15	13	9	37	74	Successful
14	NNA	14	11	10	35	70	Successful
15	NV	15	16	10	41	82	Successful
16	SL	20	17	5	42	84	Successful
17	TST	19	18	9	46	92	Successful
18	SJT	20	20	10	50	100	Successful
19	YL	15	13	7	35	70	Successful
	Total	277	280	139	696	1,392	

3.4 The Result of Post-test in Flash Card Media

No	Students' Initial	Test			Acquired	Score	Criteria
		MPC	MW	TW			
1	ADM	12	14	9	35	70	Successful
2	GR	10	16	9	35	70	Successful
3	HM	10	16	10	36	72	Successful
4	IM	8	20	10	38	76	Successful
5	JRB	12	14	9	35	70	Successful
6	KW	11	16	9	36	72	Successful
7	MRA	8	6	3	17	34	Failed
8	MR	14	12	9	35	70	Successful
9	MF	16	18	9	43	86	Successful
10	RJA	13	20	10	43	86	Successful
11	RSA	6	14	10	30	60	Failed
12	RL	4	16	10	30	60	Failed
14	ERL	8	20	10	38	76	Successful
15	FRD	9	18	10	37	74	Successful
16	NNF	7	9	9	25	50	Failed
17	NAL	15	20	10	45	90	Successful
18	NAS	13	20	10	43	86	Successful
19	SY	17	20	10	47	94	Successful
20	SR	14	12	10	36	72	Successful
	Total	213	313	183	709	1,418	

4. Discussion

4.1 Result of Observation

Based on the data above, the researcher presents the discussion of the research result. The discussion was to know the difference whether the word wall and flash card can increase students' vocabulary.

The first step of this research was pre-test. Pre-test was conducted at the first meeting to both of experimental class. This test is aimed to measure the students' vocabulary before the treatment. In conducting pre-test on the

experimental class VIII B there were 19 students as the sample that were must be best. After getting students' result in pre-test, the researcher analyzed students score statistically used formula where the obtained score times 100 and divided by total sample in experimental class. Then, the score of pre-test was found of experimental class were 17 students got poor and 2 students got excellent score. So, the experimental class VIII B still lack of vocabulary. In the same step was conducted at VIII A class. After pre-test was given, the researcher computed the students' individual score. From 19 students of VIII A class were 19 students (100%) got poor score.

The second step of this research was homogeneity test. Test of homogeneity was done to know whether the sample in this research come from population that had same variance of not. Thus, if the obtain (sig.) was higher than the (F_{table}). Based on homogeneity test result, obtained sig. in homogeneity pre-test and post-test was higher than (F_{table}). It meant that the variance score between two classes was homogeneous. After homogeneity test was done, the researcher continued to next step was treatment. Treatment was given to both of the experimental class with word wall and flash card media.

In the treatment steps, the researcher gave four meetings during the research and 80 minute every meeting. The procedure that was be done during the treatment. The treatment of word wall as follows:

a. In the first meeting was conducted on October 02th 2019. The researcher was given some explanation about the Word Wall and the relationship with vocabulary. Then, the researcher was given examples of the vocabulary in the form of Word Wall. After that, the researcher asked the students to make group and the students write the vocabulary in the color sheets and patch it in the wall. Next, the researcher asked the students read and memorize the words. After that, the students made a sentence from the words that they learned. In this meeting, there were 10 from 19 students got problem in writing the words such as buy "bui" and Fry "fray or frai".

b. The second meeting, the researcher was conducted on October 08th 2019. The researcher asked the students to make group again and the students write the vocabulary that the researcher gave in the color sheet and patch it in the wall. Then, the students read and memorize the words. After that, the students wrote a sentence from the words that they learned. In this meeting, there were 8 students got the same problem as the first meeting.

c. The third meeting, the researcher was conducted on October 09th 2019. The researcher gave a treatment like the first and second meetings. In this meeting, there were 5 students got problem in writing the word also.

d. The last meeting, the researcher was conducted on October 15th 2019. As a usually, before start the lesson, the researcher asked the students to make group and the students write the vocabulary that they learned in the color sheets and patch it in the wall. Then, the researcher asked the students read and memorize the words. After that, the students make a sentence from the words that they learned. Next, the researcher explains

to the students if that was the last treatment and the next meeting was post-test or the final meeting. In this meeting, for about 15 students could write vocabulary correctly.

In Flash Card treatment as follow:

a. In the first meeting was conducted on October 05ᵗʰ 2019, the researcher was given some explanation about vocabulary and example of noun, verb, and adjective base on the material. Then, the researcher was showed the word of card one by one to the students. Next, ask the students to pronounce the words with the meanings correctly together. After that, the researcher gave a question one by one to the students about the vocabulary that they have learned. Next, the researcher asked the students to make a sentence using the words that they have learned. This meeting, there were 15 from 19 students got problem in review remembering and write the word.

b. The second meeting, the researcher was conducted on October 10ᵗʰ 2019, the researcher was shown the word of card one by one to the students and ask the students to pronounce the words with the meanings correctly together. Then, the researcher gave a question one by one to the students about the vocabulary that they have learned. After that, the researcher asked the students to make a sentence using the words that they have learned. In this meeting, there were 10 got same problem as the first meeting.

c. The third meeting, the researcher was conducted on October 12ᵗʰ 2019, the researcher was giving same treatment like the first and second meeting. In this meeting, there were 7 students got problem in review and write vocabulary also.

d. The last meeting, the researcher was conducted on October 17ᵗʰ 2019, as a usually the researcher was shown the word of card one by one to the students and ask the students to pronounce the words with the meanings correctly together. Then, the researcher gave a question one by one to the students about the vocabulary that they have learned. After that, the researcher asked the students to make a sentence by using the words that they have learned. Next, the researcher explains to the students if that was the last treatment and the next meeting was post-test or the final meeting. In this meeting, for about 13 students could write and review remembering the vocabulary correctly.

After the researcher gave the treatment to both of class with word wall and flash card, the post-test was given to Word Wall class aimed to measure the students' increases on the experimental score or not. After getting students' result of post-test the researcher analyzed students' score statistically used formula where the obtained score times 100 and divided by total sample experiment class. Then, it was found the post-test of the researcher concluded that the students of Word wall class were improved students' vocabulary. The same step conducted in Flash Card class, after

post-test was given in this class the researcher computed the students' individual score and average the students from the highest to the lowest in order to know the position of the students.

From 19 students of Word Wall class that there were 2 (10, 53%) students got excellent score, 1 (5, 26%) students got very good score, 4 (21, 05%) students got good, 8 (42, 11%) students got fair score and 4 (21, 05%) students got poor score. And 19 students of Flash card class that there were 2 (10, 53%) students got excellent, 3 (15, 79%) students got very good category, 10 (52, 63%) students got fair and 4 (21, 05%) students got poor score. So, the students of VIII B (word wall class) were increase students' vocabulary.

After post-test was done, in this research was test of normality. Normality test used to find out whether data of Word Wall and Flash Card which had been collected from the research came from normal distribution or not. The result computation was used one sample Shapiro-Wilk formula, if the test was higher than 0, 05 (sign>α) meant that the data spared of research result distribute normality. The researcher found that the result of normality test that was significance. It could be seen that there was sign>α or >0, 05. So, it concluded that the data of post-test both of class Word Wall and Flash Card is distributed normality.

The last step in this research was t-test. After finish count standard deviation and variance, it could be concluded that the both groups had no difference in the test of similarity between two variances in post-test score. The researcher used t-test to test the hypothesis where $H_a = t_c > t_t$, $H_o = t_c > t_t$. to saw the difference between both of experimental class the researcher used SPSS 21.0 program (independent-sample test) to analyze the data collection. The aims were to differentiate if the students result of both of experimental class after getting treatment were significant or not.

After the researcher got t-test result, it would be consulted to the critical score ot t_{table} to check whether the difference is significant or not. It was found that $t_c = 0.269$. Furthermore, t_{count} score compare with t_{table} score with df= 36 on the standard of significant 0, 05, so it was found that $t_t = 2.028$ because of $t_c = 0.269 < t_t = 2.028$ so it means that the null hypothesis Ho was **accepted** and the alternative hypothesis Ha was **rejected**.

4.2 Result of The Test Homogeneity

This test was used to know whether sample in the research come from population that had some variance or not in this study. Thus, if the obtain (sig.) was higher than the (F_{table}). Based on homogeneity test result, obtained sig. = 0,724>0, 05 It meant that the variance score between two classes was homogeneous.

4.3 Result of Normality Test

The researcher used normality test to find out the data of experimental classes. The result of post test of Word Wall >α or 0,324 was higher than 0, 05 while in post test of Flash Card >α or 0,102 was higher than 0, 05. Thus, it can be concluded that the data of post test in Word Wall and Flash Card were distributed normality. Therefore, Shapiro –Wilk was used in normality because the sample was less than 50.

5. **Conclusion**

Based on the explanation of the result above, it could be concluded that through Word Wall and Flash Card media could increase students' vocabulary. The result of the data analysis showed that the average score of VIII B (the students who were taught Word Wall) was for the 52,84 Pre-test and 73,26 for the post-test. The mean score of VIII A (the students who were taught Flash Card) was for the 40, 11 Pre-test and 72, 00 for the post-test.

Word wall and Flash Card was effective to increase students' vocabulary of eighth grade at SMPN 5 Tolitoli in academic year of 2018/2019. It was proven by the obtained score of t-test. The t-test showed that t-score 0.269 was lower than t-table 2.028. It meant that Ha was rejected and Ho was accepted. Since, the t-*count* was lower than t-*table*, there was no significant difference in the achievement students in class VIII B who were through Word Wall media and class VIII A who were through Flash Card media.

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