

INCREASING STUDENTS' VOCABULARY OF SEVENTH GRADE AT SMP N 1 GALANG THROUGH WORD WALL MEDIA

Inda Indrawati

English Education Study Program

Teacher Training and Education Faculty of Madako University

ABSTRACT

The objective of the research is to prove whether word search puzzle can be applied to increase students' vocabulary. This pre-experimental study uses 22 students as a sample. They are grade VIID of SMP N 1 Galang. The procedure of this research consists of pretest, treatment, and posttest. The result of the analysis shows that word wall media contribute greatly to the students' vocabulary. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test was 61.545 while in the post-test improved up to 75.727. The data of this research are analyzed by using SPSS Program version 16.0. Then the data of both tests are analyzed by using T-test, and the result shows that the T-test value 6.172 is high than T-table value 2.831. It can be inferred that word search puzzle was very effective to increase students' vocabulary.

Keywords: Increasing, vocabulary, word wall media

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah word wall media dapat di terapkan untuk meningkatkan vocabulary siswa. Ini adalah pre-experimental desain yang menggunakan 22 siswa sebagai contoh. Penelitian ini adalah kelas VII^D dari SMP N 1 Galang. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dari analisis menunjukkan bahwa word wall media berkontribusi besar untuk meningkatkan vocabulary siswa. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 61.545 sedangkan mean skor posttest meningkat menjadi 75.727. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya menunjukkan bawa nilai T-test 6.172 lebih besar dari pada nilai T-table 2.831. dapat disimpulkan bahwa word wall media sangat efektif untuk meningkatkan vocabulary siswa.

Kata kunci: Meningkatkan , kosa kata, word wall media

1. Introduction

English is one of the most popular languages in the world. The people use it either as the first foreign or a second language. English is used by many people in many countries.

English is used to less misunderstanding or misinterpretation between many people from different country because they have different language. By learning English, people can communicate to the other people around the world, because English is the number one international language. The purpose of studying English is to make learners to be able to communicate in English.

English has four skills; they are listening, speaking, writing, and reading. Mastering all skills are not easy for Indonesian students should have learned a lot about English vocabulary. Reading, speaking, writing, and listening skill need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating proses. The communication would succeed or not it depends on the accurate vocabulary understanding.

Vocabulary is a very important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. According to jack C.R et al (2002), vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Its means that the first thing we have to mastery vocabulary because with vocabulary we can learn language easier and will be useful for the process of achieving language teaching objectives.

Vocabulary is a basic component in learning English because when the students learn English, they must know vocabulary first. Vocabulary is needed to improve four language skills that include listening, speaking, reading and writing. The students who are less in vocabulary, will be difficult in understanding the text, unable to speak English, and difficult to write their own idea. Here, vocabulary is so important because it will carry the students in learning process.

Moreover, Vocabulary is important to be mastered by language learners, especially English learners, because English vocabulary is large. It is a must for the teachers to help their students to master vocabulary successfully. By mastering vocabulary, students can learn and use language well. It is proved by Laufer (1997) states that vocabulary learning is at the heart of language learning and language use.

However, Word consist of several categories, like a noun, verbs, adjective and adverbs. According to Scrivener (1994), an important consideration for teacher planning vocabulary work is the distinction between productive and receptive vocabulary.

Vocabulary is one of the language components besides structure and pronunciation that play an important role to enanche their language skills in communication, Croff (1980:419) states, "The students' vocabulary continues to grow as long as he or she continues to use the language through listening, speaking, reading, and writing. Yet, most of the students' problems in mastering the language skills are caused by the lack of vocabulary. It means that they cannot enhance their language skills if they have poor vocabulary.

In addition, Based on Thornbury (2002:13) says that vocabulary learning is very important. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities. This approach is useful in improving students' vocabularies. Through the approach students are forced to use the language directly in either spoken or written communication.

The definition of word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. Regarding to the definition above, word wall is a systematically collection of words in large letter and placed in the classroom wall. It is a tool to use, not just display. One strategy many teachers use to create a word-rich environment is the word walls. According to Helen Van (1997:201) Word Wall is systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom. It can be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief.

Thus, Word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large front so that they are easy visible from all student seating area. These words are referred to continually throughout a unit or item by the teacher and the student during a variety of activities.

2. Method of the Research

This research was conducted in pre-experimental design with one group pretest posttest design using quantitative approach. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulation on the dependent variables (Ary et al, 2002:276). Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research was doing in the class with taking students as population.

Population is a set to which a researcher wishes to generalize. More technically, the population are a sample space of elementary events. Another way to think of the population is a set of units from which the researcher sample. The unit need not to be restrict to people; researcher may be interesting in populations of animals or objects Wampold, (1990: 84).

Based on Richards, et al,(1992: 321). The researcher chose the sample trough purposive sampling. The researcher chose one class at VII B in SMP Negeri 1 Galang as a sample of the research because the class was lack of vocabulary. The number of the sample was 22. However, to determine the individual standard score of the students, the researcher applied the formula purpose by sugiyono (2013) as follows:

$$\Sigma = \frac{x}{N} \times 100$$

3. Findings and Discussion

3.1 The Result of Pretest

Pre-test was administered in order to find out the students' pre existing ability in vocabulary before they were taught by using word wall. In this section the researcher collected paper the students' score can be seen on the table below:

Table 1 The result of Pre-test

No	Name	Test		Score	Classification
		Multiple choice	Matching text		
1	AH	18	3	42	Failed
2	AAP	17	2	38	Failed
3	AR	24	13	74	Failed
4	FR	21	12	66	Failed
5	FS	21	12	66	Failed
6	IS	24	13	76	Successful

7	MAF	23	14	74	Failed
8	MR	21	7	56	Failed
9	MS	21	12	66	Failed
10	MRA	18	6	48	Failed
11	MN	17	7	48	Failed
12	RTA	28	20	96	Successful
13	ANFH	22	16	76	Successful
14	MS	24	16	80	Successful
15	NM	17	7	48	Failed
16	NH	20	7	54	Failed
17	NA	20	14	68	Failed
18	PF	21	6	54	Failed
19	PMSU	23	17	80	Successful
20	RY	10	4	28	Failed
21	SS	16	20	72	Failed
22	SGF	16	6	44	Failed
TOTAL				1354	

For more clear, the table above showed that in the Pre-test there was 1 student got good grade (4,45%),4 students got Fair grade (18,18%),7 students in the Poor grade (31,81%), and 10 students got Very Poor grade (45,45%).

3.2 Posttest Score

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. To know the result of the students score in vocabulary mastery, it can be seen on the table below:

Table 2 The Result of Post-test

No	Name	Test		Score	Classification
		Multiple choice	Matching text		
1	AH	23	17	80	Successful
2	AAP	18	7	50	Failed
3	AR	27	10	76	Successful
4	FR	25	13	76	Successful
5	FS	27	10	76	Successful
6	IS	26	18	88	Successful
7	MAF	23	17	80	Successful
8	MR	23	17	80	Successful
9	MS	24	18	84	Successful
10	MRA	20	13	66	Failed
11	MN	19	17	52	Failed
12	RTA	30	20	100	Successful
13	ANFH	26	14	80	Successful
14	MS	27	18	90	Successful
15	NM	27	11	76	Successful
16	NH	29	6	70	Failed
17	NA	26	9	70	Failed
18	PF	27	13	80	Successful
19	PMSU	28	20	96	Successful
20	RY	24	9	66	Failed
21	SS	26	14	80	Successful
22	SGF	19	8	50	Failed
TOTAL				1666	

The table show that in the post test was 4 (18.18%) students got good score, 11 (50%) students got fair score, 4 (18.18%) students got poor score, and 3 (13.63) students got very poor score.

4. Discussion

In this research, the researcher did the following activity. Firstly, the researcher gave students' pre-test was in April 7th 2016 to knew the students' ability before gave treatment.

Secondly, the researcher gave treatments until four meetings by word wall media. First treatment in April 8th, the researcher taught about noun and word wall. Second treatment was in April 15th, the researcher divided te students into 4 group and played word wall media. Third and the last treatments the students' played and make a conclusion about word wall media.

Finally, after gave treatments the researcher gave post-test in april 28th Posttest was given to measure whether students have an improving after taught by word wall media. Based on the result of post-test, students' vocabullary mastery was increased with the mean score was 75.727 with standard deviation 13.227. So, pre-test and post-test difference were 14.182 poin.

After computing the t-counted the researcher found that the value of t-counted was 6.172. after checking the table, the researcher found that the value of the t-table (two tailed) was 2.080 which the level significant is 0,05. In regard with the statements above, the value of t-counted (6.172) id higher than the value of t-table (2.080). in conclusion, the used of word wall media increased the students' vocabulary mastery, specially in noun vocabulary.

5. Conclusion

Based on the result of the data analysis in the previous chapter, the researcher would like to conclude that word wall media was one of the methods could be applied to increase students' vocabulary. It was proved by the research that had been done at SMP N 1 Galang. There was significance difference between the result of pretest and posttest, where the mean score of posttest was 75.727. It was higher than the mean score of pretest that was 61.545. It also could be seen from the t-test, the result was $2.080 < 6.172$. It is caused by the application of word search puzzle as long the treatment time. Finally, the researcher could draw a conclusion that the students' vocabulary of seventh grade at SMPN 1 Galang in academic year 2015/2016 could be increase by using word wall maedia.

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