

INCREASING STUDENTS' VOCABULARY MASTERY BY USING WORD WALL METHOD OF THE SECOND GRADE AT SMP NEGERI 4 TOLITOLI UTARA

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ABSTRACT

The objective of this research is to identify the used word wall method in increase students' vocabulary. An experimental design is used to collect the data. The researcher take the second grade of SMP Negeri 4 Tolitoli Utara as object of the research. The data are obtain through a pre-test and post-test. The pre-test is used to measure the students previous ability in memorizing vocabulary, the treatment are apply materials through word wall method, and the post-test is use to find out the students' vocabulary after give the treatment. The result of the analysis show the effectiveness of word wall in increasing vocabulary. It can be see by the difference of the mean score between pre-test and post-test. The mean score of pre-test is 18.67 while in the post-test improve up to 47.89. Moreover the Minimum Mastery Criterion of English lesson is 75 (seventy-five). Then the data of both test are analyze by using T-test, and the result show that the T-test value 14.030 is greater than T-table value 2,048. It can be infer that word wall method is very effective in increasing students' vocabulary in memorizing vocabulary.

Key words: word wall, vocabulary, memorize vocabulary

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengidentifikasi metode dinding kata yang digunakan dalam meningkatkan kosakata siswa. Desain eksperimental digunakan untuk mengumpulkan data. Peneliti mengambil kelas II SMP Negeri 4 Tolitoli Utara sebagai objek penelitian. Data diperoleh melalui pre-test dan post-test. Pre-tes digunakan untuk mengukur kemampuan siswa sebelumnya dalam menghafal kosakata, perlakuan diaplikasikan menggunakan metode word wall, dan post-test digunakan untuk mengetahui kosakata siswa setelah diberi perlakuan. Hasil analisis menunjukkan efektivitas dinding kata dalam meningkatkan kosa kata. Hal itu bisa dilihat dari perbedaan skor rata-rata antara pre-test dan post-test. Skor rata-rata pre-test adalah 18,67 sedangkan pada post-test meningkat menjadi 47,89. Selain itu, Kriteria Penguasaan Minimum pelajaran bahasa Inggris adalah 75 (tujuh puluh lima). Kemudian data dari kedua test tersebut dianalisis dengan menggunakan T-test, dan hasilnya menunjukkan bahwa nilai T-test 14,030 lebih besar dari nilai T- tabel 2,048. Dapat disimpulkan bahwa metode dinding kata sangat efektif dalam meningkatkan kosa kata siswa khususnya dalam menghafal kosakata.

Kata kunci: dinding kata, kosakata, menghafal kosa kata.

1. Introduction

Vocabulary is one of very important aspect in learning English. The more vocabulary that students have the more easier students understand speech or writing. Conversely, the less vocabulary of the students. The students will be more difficult to understand speech or writing of another person verbally or in writing. Moreover, the vocabulary is also needed in the four of English Skills, such as: Speaking, Reading, Listening, And Writing.

Besides vocabulary is very necessary to learn to support the smooth process of the students in learning English. Experts in language teaching define vocabulary in various ways. Wilkins & Thornbury, 2002. State that someone can be conveyed very little ideas without grammar, but nothing can be conveyed without vocabulary. And also, Hornby, 2000. Similarly says that vocabulary is the total number of words that make up a language.

According to Ur, 1996. Vocabulary is the words taught in the foreign language. A language has total vocabularies. Nobody knows all vocabularies in language. In other words, an individual will acquire some vocabularies from language. Another idea comes from Nunan, 2000. Says that the person is better served by vocabulary in early stages in learning and using English as a second or foreign language.

Masheffel, 1989. State that learning a language is a mastery of the other language skill such as listening, reading, speaking and writing.

Furthermore, Thornley, 2004. State that vocabulary is the sum of words used by, understood by, and the command of particular people or group. Vocabulary is not only a symbol for ideas but a part of how to improve language skills in the target of language itself.

According to Hiebert, 2005. Vocabulary consists of two kinds. They are productive vocabulary and receptive vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking. Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.

Melka in Schmit, 1997. State that active vocabulary is used in writing and speaking, while passive vocabulary is used in listening and reading comprehension. When students learn to listen they use passive vocabulary to understand what the speaker says. Then when the students learn speaking they use active vocabulary to speak with other speakers.

Vocabulary is one of the aspects of language components. Teaching vocabulary cannot be separated from teaching a language. Ur, 2000. State that the teacher should consider several things in teaching vocabulary. The first is pronunciation and spelling. The second is grammar.

A word wall is an interactive tool for teaching words that students need in their reading and writing. A word wall is an organized collection of words displayed in large letters on a classroom wall. Word-wall words can be organized alphabetically, by theme (weather-related words, for example), or by spelling pattern. Most teachers add at least five words a week to their word walls on a regular basis; many more words are added spontaneously, as the need arises. Word walls can promote literacy by providing a print-rich environment and creating in students an excitement about words.

According to Hall & Cunningham, 1999. Utilizing word walls and word wall activities may help students develop a sight word vocabulary that further allows them to retain the words and read text.

Ehri, 2005. State that When students are able to retrieve the words from long-term memory, they can become more fluent and achieve success in reading.

Chard & Pikulski, 2005. State that the purpose of this study was to improve read ing fluency by interacting with a word wall and its related activities to develop high frequency word recognition.

Almasi, 2003. State that the word wall activities in this study are listed in below, upon practice and completion of these activities readers may begin to recognize basic sight words rapidly and independently improve fluency in reading.

Word Wall activities used in study, Be the Teacher - students make up a quiz and quiz their partners on the word wall words through a spelling test. Guess That Word - students give hints to what word they are thinking of by describing the formation of the word. Let's Be Creative - students write a story that consists of as many word wall words as possible. Letters in My First Name - students write their name vertically and then match two word wall words to each letter in their name. Letters in Words - students pick ten word wall words and then find two or more words that have the same letter as the original word. Rainbow Writing - students write the words from the word wall in different crayons focusing on the configuration of the word while writing. Shape of Words - students focus on letter formation (tall, small, and dropped letters) in the word wall words and write the words that are tall, small, and dropped. Word Wall Toss - student passes a beach ball to another student and asks him or her to say and spell a word that is currently on the word wall. Wordo - similar to Bingo, but with word wall words in the game squares. Words in ABC Order - students pick ten words and place them in the correct alphabetic order.

In learning vocabulary, the students still difficult in memorizing vocabulary. In fact, the students at second grade of SMP N 4 Tolitoli Utara. face problems in study vocabulary student still confused how to memorize vocabulary well. This problems can be solved by answering the research question *Can the students' vocabulary increasing by using word wall method?*

2. Method of the Research

The researcher employed pre-experimental research design that involved one group pre-test and post-test. The pre-test was conduct before gave students treatment by using word wall. Then the researcher treated the students for several meeting by using word wall. After conducted several meetings, the students did test again in the post-test to measure the students' vocabulary after conducted the treatment. The sample of this research is the second grade of SMP N 4 Tolitoli Utara, in academic year 2016/2017. It was determined by applied the total sampling. The total numbers of sample 36 students.

3. Findings and Discussion

3.1 The Result of Pretest

Pretest gave to know the students' vocabulary before treatment. To know the result of the students score students' vocabulary it could be seen in the table below:

Table 1. The Result of Pretest

No	Nama	aspect of vocabulary				Rate
		Noun 1-10	Verb 1-15	Score	Individual score	
1	MGR	3	3	6	24	Failure
2	IKR	1	2	3	12	Failure
3	WHN	2	3	5	20	Failure
4	RIMD	3	5	8	32	poor
5	DRA	2	3	5	20	Failure
6	LNDA	1	1	2	8	Failure
7	AGG	1	1	2	8	Failure
8	NRNI	2	3	5	20	Failure
9	NRWLN	3	1	4	16	Failure
10	ASRNI	3	2	5	20	Failure
11	NRISN	2	3	5	20	Failure
12	NHRW	1	0	1	4	Failure
13	PTRI	1	0	1	4	Failure
14	MGFR	2	2	4	16	Failure
15	HRMNI	2	4	6	24	Failure
16	NKMA	1	1	2	8	Failure
17	SRPA	4	3	7	28	poor
18	FDLA	2	3	5	20	Failure
19	MSNA	4	2	6	24	Failure
20	FKRN	2	1	3	12	Failure
21	FRNSY	4	2	6	24	Failure
22	AKML	8	3	11	44	Poor
23	JMTRN	2	1	3	12	Failure
24	GNLD	2	3	5	20	Failure
25	RSPN	2	2	4	16	Failure
26	APRSL	2	3	5	20	Failure
27	YNHR	2	1	3	12	Failure
28	ZLFKR	5	1	6	24	Failure
29	SHRL	3	2	5	20	Failure
30	TFK	3	1	4	16	Failure
31	TGR	4	2	6	24	Failure
32	SNDI	2	4	6	24	Failure
33	MRSD	4	1	5	20	Failure
34	RSKWN	5	2	7	28	poor
35	FSL	3	1	4	16	Failure
36	TRA	2	1	3	12	failure
					672	

Based on the table above, shows that in the pre-test, 4 (11,12%) from 36 students got the poor score, 34 (88,89%) from 36 students got the failure score. The researcher concluded that students of the second grade of SMP N 4 Tolitoli Utara still less of vocabulary.

3.2 The Result of Post Test

Post test gave to know the effect using word wall method after the students conducted treatment, whether the treatment was successful or not. To know the result of the students score of vocabulary can be seen in the table below:

Table 2. The Result of Posttest

No	Nama	aspect of vocabulary				Rate
		Noun 1-10	Verb 1-15	score	Individual score	
1	MGR	2	7	9	36	Poor
2	IKR	2	5	7	28	Failure
3	WHN	4	7	11	44	Poor
4	RIMD	5	6	11	44	Poor
5	DRA	4	7	11	44	Poor
6	LNDA	4	9	13	52	Poor
7	AGG	4	7	11	44	Poor
8	NRNI	5	10	15	60	Good
9	NRWLN	5	8	13	52	Poor
10	ASRNI	5	10	15	60	Good
11	NRISN	5	10	15	60	Good
12	NHRW	5	10	15	60	Good
13	PTRI	4	10	14	56	Good
14	MGFR	2	9	11	44	Poor
15	HRMNI	3	8	11	44	Poor
16	NKMA	5	3	8	32	Failure
17	SRPA	5	10	15	60	Good
18	FDLA	4	10	14	56	Good
19	MSNA	3	3	6	24	Failure
20	FKRN	4	10	14	56	Good
21	FRNSY	3	5	8	32	Failure
22	AKML	7	10	17	68	Good
23	JMTRN	3	5	8	32	Failure
24	GNLD	5	10	15	60	Good
25	RSPN	6	9	15	60	Good
26	APRSL	4	7	11	44	Poor
27	YNHR	2	8	10	40	Poor
28	ZLFKR	3	7	10	40	Poor
29	SHRL	4	8	12	48	Poor
30	TFK	4	10	14	56	Good
31	TGR	4	10	14	56	Good
32	SNDI	4	8	12	48	Poor
33	MRSD	5	9	14	56	Good
34	RSKWN	4	9	13	52	Poor
35	FSL	3	5	8	32	Failure
36	TRA	4	7	11	44	Poor
					1724	

Based on the table above, that in the post-test, 1 (2.78%) from 36 students got the very good score, 18 (50%) from 36 students got the good score, 16 (44.45%) from 36 students got the poor score, 1 (2.78%) from 36 students got the failure score. The researcher concluded that students' vocabulary at the second grade of SMP N 4 Tolitoli Utara can be increased by using word wall method.

4. Discussion

The first step the researcher did pretest with gave the students test that is multiple choice and essay with the total all of 25 test. Based on the data pre test, 4 (11,12%) from 36 students got the poor score, 34 (88,89%) from 36 students got the failure score.

The second step of this research was treatment. It was done in six meetings. Researcher taught the students by word wall method. This method was applied in increasing students' vocabulary. treatment conducted for six meetings time. first meeting until six meeting, the researcher explained the materials about vocabulary like nouns, kinds of noun, verb and kinds of verb by using word wall method with different activities. the activities students did as be the teacher - students make up a quiz and quiz their

partners on the word wall words through a spelling test, letters in my first name - students write their name vertically and then match two word wall words to each letter in their name, letters in words - students pick ten word wall words and then find two or more words that have the same letter as the original word, rainbow writing - students write the words from the word wall in different crayons focusing on the configuration of the word while writing, shape of words - students focus on letter formation (tall, small, and dropped letters) in the word wall words and write the words that are tall, small, and dropped, and words in abc order - students pick ten words and place them in the correct.

The last step of this research is after all of the treatment did, the researcher conducted the posttest with gave the students test that is multiple choice and essay with the total all of 25 test, the researcher got the result score of post test is, 1 (2.78%) from 36 students got the very good score, 18 (50%) from 36 students got the good score, 16 (44.45%) from 36 students got the poor score, 1 (2.78%) from 36 students got the failure score.

The description of the data collected through the objective test showed that the students' vocabulary had significant different beetwen the result pre test and post test. Where the mean score of the students in the pretest was 18.67 classified as failure classification, and the mean score of students in the post test was 47.89 classified as good classification. Then the data of both test were analyzed by using T-test, and the result showed that the T-test value 14.030 was greater than T-table value 2,048. It can be infered that word wall method is very effective in increasing students' vocabulary particularly in memorizing vocabulary.

5. Conclusion

Based on the result of the data analysis in the previous chapter, there is significance different between the result of pretest and posttest, where the mean score of post test is 47.89 It is higher than the mean score of pretest that is 18.67 Then the data of both test were analyzed by using T-test, and the result showed that the T-test value 14.030 was greater than T-table value 2,048. It can be infered that word wall method is very effective in increasing students' vocabulary particularly in memorizing vocabulary. Finally, the researcher can draw a conclusion that the students' vocabulary the second grade at SMP N 4 Tolitoli utara in academic year 2016/2017 can increased by using word wall.

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