Enriching Students' Vocabulary Through Word Wall Media At The Seventh Grade Of SMPN 5 Nabire Academic Year of 2021/2022

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ABSTRACT

Vocabulary plays a pivotal role in learning a language. It is one element that links to the four skills including speaking, listening, reading, writing simultaneously. Using Word Wall Media is a words group showed on the wall, bulletin board, check board, white board, in the class. It is a set of words that put on the wall to create an interesting and interactive learning process. This research aimed to know using Word Wall Media to enrich the students' vocabulary enrichment at the seventh grade of SMPN 5 Nabire. In this research, the researcher used a pre- experimental design pre-test and pro-test, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. To collect the data, the researcher used instrument match that consist of pre-test and the post-test. The result in this research indicated the word wall media is able to enrich the vocabulary enrichment. It is indicated by the students' mean score of post-tests (80, 64) was greater than pre-test (54, 2). Thus, it can be concluded that the students' vocabulary enrichment is significant better after getting treatment by using word wall media.

Key words: *Enrichment Vocabulary, Word Wall Media*

ABSTRAK

Kosakata memiliki peran yang sangat penting dalam mempelajari suatu bahasa. Ini adalah salah satu elemen yang menghubungkan empat keterampilan berbicara, mendengar, membaca, menulis secara bersama. Mengunakan Word Wall Media adalah kelompok kata yang diperlihatkan di dinding, papan buleting, papan cek, papan tulis, di dalam kelas. Ini adalah kumpulan kata yang ditempelkan di dinding untuk menciptakan proses yang menarik dan interaktif. Penelitian ini bertujuan untuk mengetahui Media Word Wall untuk memperkaya pengayaan kosakata siswa di kelas tujuh SMPN 5 Nabire. Dalam penelitian ini, peneliti mengunakan Pre-experimental design pre-test dan pro-test, yaitu pengaruh perlakuan dinilai berdasarkan perbedaan antara pre-test dan pro-test. Untuk mengumpulkan data, peneliti mengunakan instrumen match yang terdiri dari pre-test dan pro-test Hasil penelitian ini menunjukkan bahwa media word wall mampu memperkaya pengayaan kosakata. Hal ini ditunjukkan dengan nilai rata-tara pro-test siswa (80, 64) lebih besar dari pada pre-test (54, 2). Dengan demikian dapat disimpulkan bahwa pengayaan kosakata siswa secara signifikan lebih baik setelah mendapatkan perlakuan dengan mengunakan media word wall.

Kata Kunci: *Enrichment Vocabulary, Word Wall Media*

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Background Of The Research

Language is a tool of communication with other people. Language is a media to convey our idea to get our goal. Language will function in use if we can enrich our vocabulary. Therefore, the students must attempt to enrich their vocabulary. Based on the assumption the researcher agrees with this statement. That vocabulary is important to learn by students and to construct or organize idea in the sentences. As a sentence that people produce are built by numerous vocabularies.

Vocabulary is part of language learning that need continuing growth and development by both native and nonnative speakers after grammar and pronunciation. Learning vocabulary as a foreign language seems easy but some students find difficult to memorize. The students feel bored in learning English as lack of vocabularies. Beside that the teacher teaches vocabulary by repeating the word and uses the same strategy. As a result, students are bored and not interested to follow vocabulary class. Without having sufficient vocabulary, students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication. However, if they have a lot of vocabularies, then they can expend their ability in English since a great number of words are needed for the real language use.

Harmer (2008) states that vocabulary is the art of the language teacher themselves. Students need to know the words in context to see how they are used in the process of communication. Vocabulary is crucial in language. Having many vocabularies will be beneficial in using English language. In English teaching, students must continually learn vocabulary as they learn structure.

As a result of using various media, the students are highly motivated. They actually learn vocabulary without any burden. One of the media that can be used to teach vocabulary is Word Wall. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The printed words are in large font so that, they are easily visible from all students seating areas.

Based on the observation during the field practice for three months, the researcher found that the students cannot master English, and also many students dislike this lesson because it is hard to understand. Therefore, in this research the researcher wants to improve the students' ability vocabulary.

Word walls is a wall dedicated to display high frequently used words that important for students to know and use. In upper grade words can be related to concepts and topics that they learn. Besides that, the main purpose of a word wall is to help students build sight word recognition so they can understand. In addition, word walls are also visual that helps students remember connections between words, retain knowledge of the word, and ultimately read them with automaticity. Furthermore, word wall is influential to master of the English vocabulary

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proficiency of students, where media word wall is designed to enhance learning and group activities. By using the word wall, students will enrich their English vocabulary comprehension without depend on the use of a dictionary or meaning of the word given by the teacher. This media can be applied to the Grade Seventh Students at SMPN 5 Nabire in the Academic Year of 2021/2022. Based on explanation above, the researcher is interested to conduct the research entitled Enriching Students' Vocabulary Through Word Wall Media At The Seventh Grade Of SMPN 5 Nabire academic year of 2021/20222.

RESEARCH METHODOLOGY

Place and Time

The research conducted at SMPN 5 Nabire which is located on Jl. RE. Marthadinata Nabire in May to June 2022.

Design of the Research

This research, the researcher used pre-experimental research with one group pre-test and post-test, in this research, the students was given pre-test and then the researcher did the treatment and then they got post-test to measure their ability on vocabulary mastery.

Population

According to Margono (2004), the population is the entire data that is the center of attention of a researcher within a predetermined scope and time. Population is related to data, if a human provides data, then the size or number of the population will be the same as the number of humans. The population of this research were students at the seventh grade of SMPN 5 Nabire which originally from four different classes with total 30 students for each class. So, the total number of populations were 120 students.

Sample

Sugiyono (2008: 118), the sample is a part of the whole and the characteristics possessed by a population. In this research, the researcher used purposive sampling technique. The researcher considerate choosing purposive sampling because of its purpose of the research which is to know the significance of the students on vocabulary. So, the researcher chooses a class that has low proficiency in learning English. So, from this purpose, the researcher will take one of the four classes as sample that consist of 30 number of students, so the researcher will choose VII D class.

3.1 Data and Instrument

The researcher used instrument to collect the research data. The validity means as how far an instrument can measure what should be measure. In this research, the researcher wants to give the students post-test. And the researcher divides a paper to the students to fill and answer on the paper.

3.2 Technique of Data Analysis

In analyzing the data of this research, the researcher measured the students' activities during teaching learning process. Pre-test and post-test are analyzed by using scoring rubric. Vocabulary Test Result: students' score of vocabulary test is counted by using the formula below:

$$\text{Score} = \frac{total\ corecct\ answer}{total\ test\ item} \times 100$$

Calculating the mean score of students' vocabulary test by using the following formula:

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

Where:

X: Mean score

$\sum x$: The sum of the all score

N: total number of students

To analyze the objective test from students', the researcher calculated it,

Furthermore, to determine the students' achievement into classification as below:

NO.	SCORE	CATEGORY
1.	80-100	*Excellent*
2.	70-79	*Good*
3.	60-69	*Fair*
4.	50-59	*Poor*
5.	0-45	*Very poor*

(Syah, 2009)

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RESEARCH FINDINGS AND DISCUSSION

A. Findings

The findings of this research deal with the classification of students" pre-and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the enriching students" vocabulary through Word Wall media before giving them the treatment, while post-test was given after treatment to know the students" vocabulary enrichment after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find out Word Wall media that be able to enrich the students" vocabulary enrichment at the seventh grade of SMPN 5 Nabire.

1. The Students" Score in Pre-Test

The pre-test had done before the implementation Word Wall media. It was conducted on Wednesday, May 18th, 2022. The students were given the pre-test. The researcher found out the result of the students" pre-test. After knowing the students" score in pre-test, the researcher analyzed the result applying formula to know students' mean score.

Based on the result of enriching students" vocabulary score before giving treatment using Word Wall Media. There were fifteen students got fair and the rest fifteen students were poor class, then none of the students got excellent, good and very poor, The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students" score in pre-test.

After knowing the students" score in post-test based on scoring rubric of writing, the following table are students" score to find out the mean score.

The table above showed that there was an enrichment of students" score after giving treatment through Word Wall, seventeen students got excellent, thirteen students got good and none of the got below than that score. It means that the students' vocabulary ability has impressively increased using Word Wall media. The total score in post-test is 2,405. It is proven that there were increasing of students" score in post-test vocabulary ability.

The first, to get the mean score of the post-test, used formula:

$$X = \frac{\sum Xi}{n}$$
$$X = \frac{2,405}{30}$$
$$X = 80,65$$

Where

X   : Mean score
$\sum x$: Total of row score
n   : Number of students

So, the mean score (X2) of post-test is 80,64

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Based on the result of the post-test, the data showed that the mean score of post-tests was 80,64. The lowest achievement gained score 90. From that description, it could be seen that almost of the 30 students" vocabulary enrichment was excellent because there was an improvement of students" score seventeen students achieved excellent, thirteen students gained good classification then none of the students in fair, poor, and very poor classification.

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It meant that the students" vocabulary mastery had improvement after doing the learning process that used Word Wall in class. Then there are no students who are in excellent score. It means that the enriching stud ents " vocabulary was still low. Whereas the percentage of post-test indicated that there was increasing percentage a great majority of the students in vocabulary enrichment because there were ten students who had gotten excellent scores with 59%. As can be seen also, the score was good score namely thirteen students with 41%. There was no student with a fair, poor, and very poor score. It meant that there was an increasing percentage after doing the pre-test up to post-test.

B. Discussion

The Improvement of Students" vocabulary mastery Using Word Wall Media. By looking at the research finding, the data provided in classification table based on the vocabulary, clearly seen that there were none of students who got both excellent and only seven (41%) students got fair score, ten students (59 %) got poor score but none of the students got very poor score. Whereas in the post-test, ten (59%) students got excellent score, seven (41%) students got good score, none of the students got good, poor and very poor score. From the result, the researcher concluded that the students " vocabulary mastery from poor up to fair and excellent classification. In short, the mean score of post-tests (80,64) was greater than pre-test (54,2 %).

Based on the previous observation, it was found that the teachers merely applied classic method that is memorizing. Seldom use other various media such as video, pictures and CD until this research done. Several students confirmed that they got bored. Moreover, as consequences there were not many vocabularies that students memorized. The result on the pre-test indicated clearly on how students' pure competence before giving the treatment.

The researcher concluded that one of the main factors which made the students lack in vocabulary mastery caused by the strategy or media used in class that is monotonous or teacher Centre, the students seldom study using media or game in class since in vocabulary learning so many vocabularies were not familiar. So, the students can not to conclude the meaning of words from the context.

According to Kasim (2016) word wall is one of media that is used to develop vocabulary of students. A word wall is a words group showed on the wall, bulletin board, white board, check board in the class. Students print the words in a big font for they are easier to see the words that are pointed to continually throughout a part by teacher and student during activities. On the other hand,

according Salomon (1998) is media can be used in almost any discipline to enhance learning, both in class, and also for out-of- class assignments.

After the researcher applied Word Wall media in the class during teaching vocabulary, the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and description.

After calculating and description the data, the researcher found that the result showed Word Wall media can improve students'" vocabulary enrichment. The result was proven by the improvement of students" score in vocabulary test.

In the first meeting when did the treatment, the students were very enthusiastic in learning vocabulary through Word Wall media. It was because the teacher never used Word Wall in teaching vocabulary so the students be curious.

During the time of teaching vocabulary, the researcher started to explain the applying of Word Wall in teaching vocabulary. The researcher began to guide the students to understand the process of Word Wall in matching the word to find out the new vocabulary. The used of Word Wall media made the students easily understood the materials given and it also enriched the student's confidence and comprehension in teaching vocabulary.

According to Carleton (2007) the advantages of using media this helps develop quantitative reasoning, media offers both cognitive and affective experiences, the use of media sources help connect learners with events that are culturally relevant. Media can be used not only to make teaching interesting but also to make teaching more effective in terms of students" improvement. Even though, some students" score still remained the same but most of students" vocabulary in post-test were better than their score in the pre-test.

Based on the findings above, the researcher concluded that there is an enrichment of students" vocabulary mastery used Word Wall media at the seventh grade of SMPN 5 Nabire.

To find out how the implementation Word Wall media is able to improve the students" vocabulary Mastery, the researcher got some pieces of information from the students" activities in learning process.

There were three meetings for doing this research. One meeting for doing the test and two meetings for doing the treatment to prove that is the implementation of Word Wall media can enrich the students" vocabulary. At the first meeting, the researcher asked the students to answer test where there were forty numbers in matching based on the clue. It aimed to know the students" ability in vocabulary text before got the treatment. In this case, the researcher gave score to the students" work at home based on scoring rubric of vocabulary.

In the second meeting, the researcher gave the students material about descriptive test of "verb" and "Noun". The students needed to find verb and noun kinds of the text. The researcher asked the students to make fourth group. The researcher explained and gave same example the material. The researcher described the process of Word Wall. The researcher will ask to students to match several vocabularies which relates based on the topic about "verb" and "Noun". The researcher asked to each group to make a sentence by used the words that had been hung in the wall.

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In the last meeting, the researcher gave a post-test. The students answered the test was the form of test same as when researcher give in pre-test with the topic that had been provided by the researcher. It aimed to know whether this treatment has an impact or not.

Using Word Wall, a way that effective, interesting, enjoying because it can help the students to remain, increase a growing core of words and give reference support for students as long as their reading and writing stated Anggriani (1991) Using Word Wall in teaching vocabulary making students is enthusiastic to recognize many vocabularies.

Besides that, this media also proved that using Word Wall media has a lot of advantages over language learning process especially for teaching vocabulary, such as media offers both cognitive and affective experiences the student during the learning process.

The implementation Word Wall media changed classroom situation in class and in learning process was better than the previous meeting. The students who were able to focus and to pay attention on the researcher explanation. They did not do the useless activity during the lesson, the students were more motivated and they enjoy in writing class, the students were more active to ask about the lesson what they did not understand, the students gave more responses when the researcher asked them to do the task in front of the classroom, and students were pleasant with the situation, the students were very enthusiastic in learning vocabulary, the students were very responsive in learning vocabulary. Word Wall media could increase motivation of the students and teaching vocabulary. Using word wall help the students absorb the vocabulary items in more interesting way.

CONCLUSION

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether the implementation of Word Wall media was able or not to improve students'" vocabulary mastery. Therefore, this study is using quantitative research

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